
An Overview of the New York Next Generation English Language Arts Learning Standards

Goals for today's presentation

Learning Targets:

NYSED Standards Implementation

Timeline (2017 -2021)

September 2017: Adoption of Next Generation Learning Standards

Phase I: Raise Awareness (Winter 2018- Winter/Spring 2019) Professional development on NYS Next Generation Learning Standards; two-day assessments measuring the 2011 P-12 Learning Standards

Phase II: Build Capacity (Spring 2019- Summer 2020): Professional development continuing on NYS Next Generation Learning Standards; two-day assessments measuring the 2011 P-12 Learning Standards.

Phase III Full Implementation (September 2020 – ongoing): Full implementation of the NYS Next Generation Learning Standards.

Spring 2021: New Grades 3 -8 tests measuring the NYS Next Generation Learning Standards. The timeline regarding the full-implementation/assessment alignment at the high-school level has not yet been determined and will be forthcoming; however, full-implementation/assessment alignment will not be before the school year 2020-2021.

NYSED Standards Roadmap

An Overview of the Standards Review: Why Revise?

- Standards should be reviewed and revised every 5-7 years to reflect best practice and research.
- New York's Standards for ELA were reviewed/revised in 1996, 1998, 2005, 2008-

Regents ELA 4- Year Examination:
June 16th, 1936: 9:15 a.m. -12:15 p.m.

A Brief Overview of the Revision Process

Highlights of the Revisions of the ELA Standards

Revised the English Language Arts standards across all of the grades to reduce repetition of standards and ensure clarity, appropriateness, and vertical alignment.

- The educator committees made changes to the language of the standards and examples, and in some cases merged, omitted, or wrote a new grade-level standard.
- The NYSED ELA Crosswalks, which are available on the nysed.gov website, include grade-specific examples for Prekindergarten-Grade 12.

Highlights of the Revisions of the ELA Standards

Added “Lifelong Practices of Readers and Writers” to ensure that students become lifelong learners who can communicate effectively.

- The BOCES Staff and Curriculum Development Network created a draft of “Lifelong Practices of Readers and Writers” to add to the ELA Standards. These reading and writing practices should begin in the early years and extend well beyond graduation.
- Example:
Reading Practice: “Read for multiple purposes, including for learning and for pleasure.”

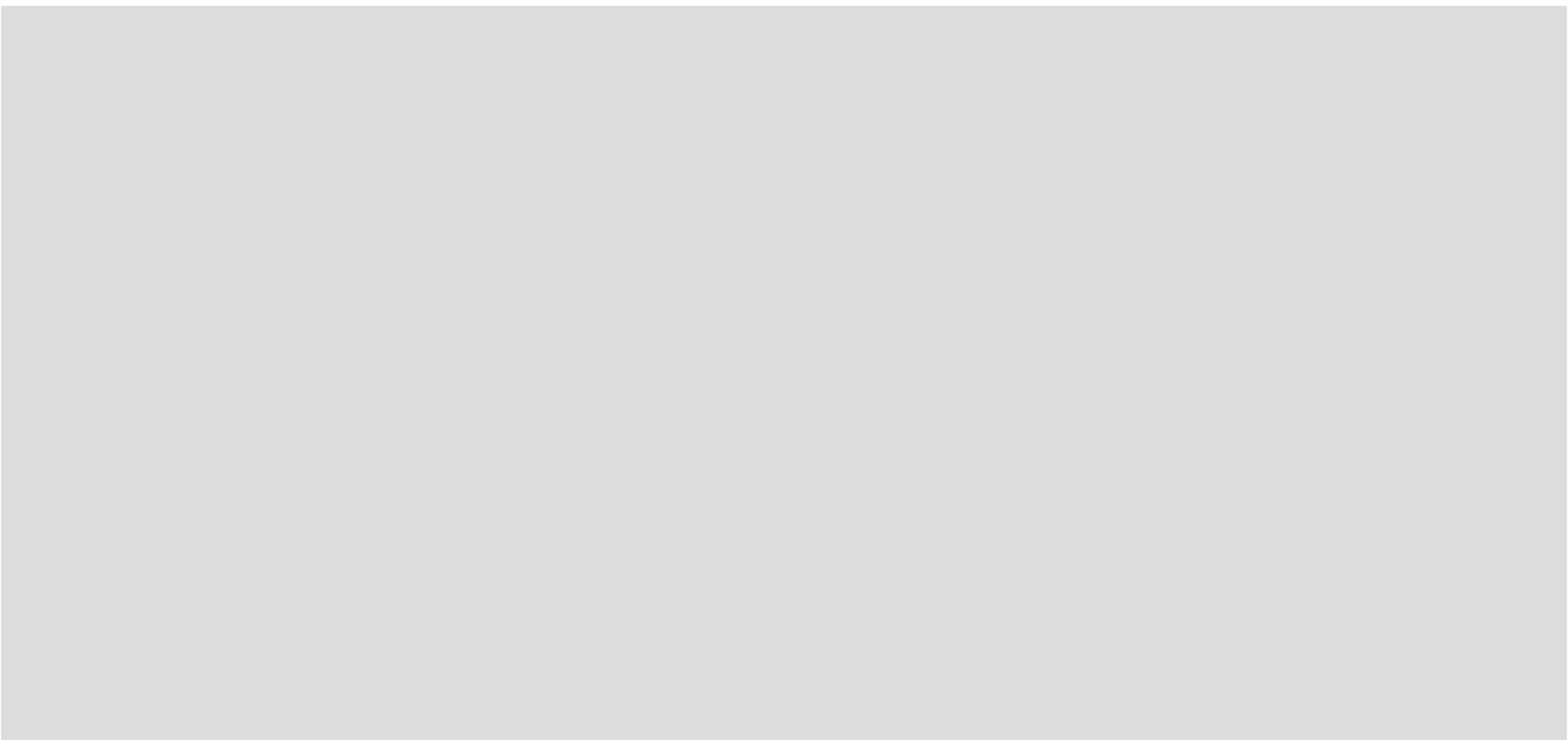
Writing Practices: “Write often and widely, in a variety of formats, using print and digital tools.”



Turn and Talk about the Practices (with a partner)

- How can you, as an educator, support these Practices in the classroom?
- What evidence would you look for to show the Practices in action?

Highlights of the Revisions of the ELA Standards



Highlights of the Revisions of the ELA Standards

Revised the grade level text -complexity reading expectations to ensure clarity for educators and families.

Grade-level text complexity expectations remain in the 2017 set of standards; however, the expectations have been relocated to a “Range of Student Reading Experiences” section for each grade level.

Example:

The previous 3rd grade Range of Reading and Level of Text Complexity Standard 10 read: “By the end of the year, read and comprehend literaturgc7(o)sf(c

Highlights of the Revisions of the ELA Standards

Created a New York State -specific introduction to provide specific guidance and background on how to use the standards and how to inform local curriculum and instruction decisions .

New York State has a long history of educational expectations and guidance. This new set of *English Language Arts Learning Standards* has a New York State-specific ELA introduction that includes key information necessary for educators and parents to understand about the newly revised standards.

Examples:

- How to use the new *Lifelong Practices for Readers and Writers*
- How the standards are organized and how to use them in the classroom
- How the standards apply to students with disabilities and English Language Learners
- How to use the standards and the introduction to inform local school district curriculum and instruction decisions
- How to apply the standards in everyday Best Practices

Highlights of the Revisions of the ELA Standards

Revised the Writing Standards so they are more user-friendly for educators for curriculum and instruction.

The Writing Anchor Standards now include seven standards grouped under two strands: Text Types and Purposes, and Research to Build and Present Knowledge .

A Writing summary paragraph, which provides context for how to use the Writing Standards, is included at the start of each Writing Standards section, in a section labelled “Production and Range of Writing.”

Additionally, the ELA committee added the “Lifelong Practices of Readers and Writers” to exemplify writing practices/habits that should begin in the early years and be fostered throughout life.

What is still important?

- Reading, writing, speaking, listening, vocabulary, and grammar/conventions
- Balance of reading/discussing informational and literary texts (no magic number for the amount, *but both are important!*)
- Read-alouds and independent reading (with student choice)
- Building background knowledge and vocabulary
- Research and using evidence in writing
- Narrative, informational, and argumentative writing
- Reading complex texts (at appropriate grade levels)
- Literacy across the content areas

Curriculum/instruction is locally decided; standards are not the same as curriculum.

What is new to discuss and learn about ?

- “Lifelong Practices of Readers and Writers” (literacy is a lifelong habit and important skill)
- Additional guidance within the ELA Introduction and Early Learning Introduction
- More description, especially in the early grades, around the reading experiences/text complexity expectations
- Reading Standards have combined the Reading for Information and Reading for Literature expectations (previously separated at the grade level) into one section
- More description at each grade around writing expectations/writing process
- Introduction at each grade that includes key information about “guidance and support,” students with disabilities, and English Language Learners







Questions?

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