Understanding the NYS Next Generation ELA Learning Standards and Applying them in the 9-12 Grade Classroom

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Welcome!

Introductions!
LET’S GET STARTED!

THINK about how you would complete these statement:

Standards are ...

Standards are not ...
Context

- In 2015, New York State (NYS) began the revision of the NYS P-12 CCLS adopted in January 2011.

- The NYS P-12 Common Core Learning standards (CCLS) are defined as the knowledge, skills and understanding that individuals can habitually demonstrate over time because of instruction and learning experiences.

- The CCLS provide students, educators, and parents with a set of clear expectations leading to college and career readiness.

- In September 2017 the NYS Board of Regents adopted the NYS Next Generation P-12 Learning Standards.
Today’s session

Purpose:
• Learn and talk with colleagues about the NYS Next Generation English Language Arts (ELA) Learning Standards.
• Build on your knowledge and expertise to facilitate the implementation of rigorous practices aligned to the four hallmarks that define the NYS – Next Generation ELA Learning Standards.

Process:  Interactive session with partner and group tasks.

Payoff:  By the end of the session, you will have:
• a deeper understanding of the expectations set by the Next Generation ELA Standards for all students, and
• a tool set of strategies that will support the roll out of the standards in your classroom, and in your school.
Deep Dive:
Grade Level ELA Crosswalks

What has changed? Why?

1. **Identify a Partner**, and **decide** the grade level band that each of you will read and analyze, i.e. **grades 9-10**, or **grades 11-12**

2. **Independently**, read and analyze the ELA Crosswalk for that grade band

3. **Use the template** in the folder to note **similarities, differences** and summarize **new concepts**

4. **Convene** with your Partner and **discuss** your findings and new concepts noted: **What has changed? Why?**

5. Be prepared to **participate** in the **Large Group discussion**
• What did you **notice** as you were reading the 9-12 ELA Crosswalk documents?

• What are your **key observations** from this **analysis**?

• **Why?** What is the **rationale**?

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**Introduction to the New York State Next Generation Language Arts Learning Standards (revised 2017)**
Introduction to the NYS Next Generation Language Arts Learning Standards

Independently: Partner #1 reads pages 1 to 3, and Partner #2 reads pages 9/10 and 15. Then, please convene, share and answer the following questions:

1. How is literacy defined in the NYS Next Generation Learning Standards? What has changed? Why?

2. Who are the students? Why do they need to acquire Lifelong Practices of Readers and Writers?

3. How do the standards approach the expectations of text complexity and academic language?
Based on your analysis of the grade-band Crosswalks and a deeper understanding of the rationale for all these changes, What **do you think are the teaching demands of the** Next Generation ELA Learning Standards?

- The Four Hallmarks of Implementation
The Implementation in Four Hallmarks

A common set of instructional practices and guidelines to be implemented across content areas (support the Lifelong Practices).

1. Work with a variety of texts that feature big ideas and rich content.

2. Talk/discuss to build both conversational and academic language and knowledge.

3. Use extended writing as a platform to build language and knowledge.

4. Study a small set of high-utility vocabulary words and structures to build breadth and depth of knowledge.

Use school wide protocols to support reading, writing, speaking & listening.

The focus is on strengthening the core, rather than interventions for diverse learners.
Any Questions?

Questions lead to brilliant ideas

and one more brilliant idea...
WELCOME BACK
About Speaking in Class...

“At home I was fine, but at school I never opened my mouth except when the teacher called on me... I didn’t like school because all they saw was the outside of me” (Sandra Cisneros, 2015).

How do your students feel in your classroom? Do you know who they are, or just know the outside of them?
About Speaking in Class…

“At home I was fine, but at school I never opened my mouth except when the teacher called on me... I didn’t like school because all they saw was the outside of me” (Sandra Cisneros, 2015).

Sandra Cisneros
Linguistically Diverse Learners & The NYS Next Generation P-12 Learning Standards

Building on Linguistically-Diverse Students’ Language and Cultural Resources

Students who are multilingual often benefit from instruction that allows them to use all of their language knowledge when discussing complex topics.

Quick Tip: Invite linguistically-diverse students into class discussions by encouraging their use of home language resources and sharing with peers their connections across languages.

<table>
<thead>
<tr>
<th>From...</th>
<th>To...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infrequent classroom discussion and talk</td>
<td>Frequent use of formats that promote classroom talk – think-pair-share, jigsaw, debates, and small group work</td>
</tr>
<tr>
<td>Using discussion and talk as strategies for processing new content</td>
<td>Also using discussion and talk as a method for demonstrating thinking and learning</td>
</tr>
<tr>
<td>Using discussion and talk as a stand-alone strategy for learning</td>
<td>Using discussion and talk to support reading and writing instruction, and vice versa</td>
</tr>
</tbody>
</table>

Please refer to handout/article
Using Discussion and Dialogue in the Classroom

Why?

- It is a stimulus, the springboard for creating an engaging language learning environment
- It is a practice that requires all language skills – listening, speaking, reading and writing
- It also builds the skills of presentation and delivery
- If planned carefully, it challenges each student at his/her level of language proficiency while promoting partner and group work
The Socratic Circle/Seminar

Socratic Seminar Sample Class Arrangements

One Large Seminar

Inner/Outer Circle or Fishbowl

Triad

Simultaneous Seminars
Preparing Students to Engage in Debate Using the Socratic Circle/Seminar

Socratic Seminar Guidelines:

In order to provide students with a deep learning experience, you need to take some steps:

- Before the Seminar
- During the Seminar, and
- After the Seminar

• Please take a few minutes to read the guidelines in the handout.

Share with us,
1. How would you prepare students for the Socratic Seminar?
2. What do you expect of students during the seminar?
3. What happens after the seminar?
The Elements of Socratic Seminars

The Leader

The Participants

Question/s
MORE ON QUESTIONS.....

1. Opening Question/s
   - Seminar Opening Question
   - Text Opening Questions
   What is the difference?

2. Guiding Questions

3. Closing Questions. Read H.O. (“Developing Questions”)

How can you prepare ELL students to ask and answer these types of questions?
A Mini-Experience: Using the Socratic Seminar

“Can China be Communist and Capitalist?”

Refer to copy in folder

Use the guidelines to outline Socratic seminar experience for your students
Classroom Debates

Using Discussion and Dialogue in the Classroom with ELLs

Socratic Seminar

What are the similarities and differences?

Sentence Strips

Dialogue

Debate

- is collaborative; multiple sides work toward shared understanding.
- In dialogue, one listen is understood, to make meaning, and to find common ground.
- In dialogue, one listens and possibly changes a participant's point of view.
- In dialogue, one creates an open-minded attitude and an openness to being wrong.
- In dialogue, one searches for strengths in all positions.
- In dialogue, one respects all the other participants and seeks not to alienate or offend.
- In dialogue, one assumes that many participants have pieces of answers and that cooperation can lead to workable solutions.
- In dialogue, one remains open-ended.

- is controversial; multiple sides work toward shared understanding.
- In debate, one listen is understood, to make meaning, and to find common ground.
- In debate, one listens and possibly changes a participant's point of view.
- In debate, one creates an open-minded attitude and an openness to being wrong.
- In debate, one searches for strengths in all positions.
- In debate, one respects all the other participants and seeks not to alienate or offend.
- In debate, one assumes that many participants have pieces of answers and that cooperation can lead to workable solutions.
- In debate, one remains open-ended.

Please read the handout and check off the sentences accordingly.
A Mini-Debate Experience

Start with a Controversial Topic or Question:

“Can China be Communist and Capitalist?”
Preparing for a Debate

LESSON TEMPLATE:

TAKING A STAND (DEBATE)

Purpose: ________________________________________

Content Objective: ________________________________________

Language Objective: ________________________________________

Key Vocabulary, Expressions: ________________________________

Lesson Implementation (each step should include language scaffolds based on the English Proficiency level):

Step 1: Students research/learn about the topic through questions.

_____________________________________________________________________________

Step 2: Students exchange ideas (Q/A), to take a stand and prepare for debate.

_____________________________________________________________________________

Step 3: Students engage in the debate

_____________________________________________________________________________

Step 4: Reflect on the Learning

_____________________________________________________________________________
**Reflect & Respond**

- What instructional indicators are addressed for Hallmark #2 (Talk and Discussion) through the use of Socratic Seminar and Debate?
- In your classroom what communication task will your students be engaged in tomorrow?
Did we meet our Goals for Today’s Session?

- Talked with colleagues about the NYS Next Generation English Language Arts (ELA) Learning Standards, with emphasis on Hallmark #2
- Delved into mini-experiences to build knowledge and expertise on how to facilitate the implementation of rigorous practices with a focus on Developing Student Communication Competences
- Expanded your tool set of strategies to promote engagement through talk-based learning tasks and projects
Why is this important?

Reading and writing—language-based competencies—have become prerequisites for participation in nearly every aspect of day-to-day, 21st-century life. There was a time when basic literacy skills provided a clear path forward; when extended reading and writing were the business of education and only necessary for participation in white-collar professions. But today, students need to develop an increasingly complex set of advanced literacy skills and competencies in order to access social and economic opportunities. Importantly, the press for advanced literacies for all does not reflect a decline in the population's literacy rates. Instead it is a recognition that what counts as “literate” has changed dramatically over the last few decades.

Today’s school leaders—especially those serving large numbers of linguistically diverse learners—face a new normal that guides their instructional work. To be academically and personally successful in today’s literacy- and knowledge-based society and economy, each of their students need to develop what we refer to as advanced literacies. Advanced literacies refers to the skills and competencies that enable communication, spoken and written, in increasingly diverse ways and with increasingly diverse audiences.

What are Advanced Literacies?

Advanced literacies refer to the skills and competencies that enable communication, spoken and written, in increasingly diverse ways and with increasingly diverse audiences.

COMMUNICATE
Communicate clearly and in writing in increasingly diverse ways with increasing complexity.

UNDERSTAND
Understand and interpret for a variety of purposes.

ACT
Active and participative in academic, civic, and professional communities, where knowledge is shared and generated.

Please complete Evaluation and Reflection.

Thank You!

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