Understanding the NYS Next Generation Learning Standards for Literacy and Applying them in the 7-12 Content - Area Classroom

Presenters:
Elsie Cardona-Berardinelli, Ed.M.
Roser Salavert, Ed.D.
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Welcome!
Introductions!
Context

- In 2015, New York State (NYS) began the revision of the NYS P-12 CCLS adopted in January 2011. In September 2017 the NYS Board of Regents adopted the NYS Next Generation P-12 Learning Standards.

- The NYS P-12 Next Generation Learning Standards provide students, educators, and parents with a set of clear expectations leading to college and career readiness.

- The NYS P-12 Next Generation Learning Standards introduce Learning Standards for Literacy in History/Social Studies, Science and Technical Subjects. That is, it includes Reading and Writing standards that are embedded in the teaching of all content area subjects, including the Arts.
Today’s session

Purpose:

➢ Learn and talk with colleagues about the NYS Next Generation Learning Standards for **Literacy in content area subjects**.

➢ Talk with colleagues about the **rationale of the Lifelong Practices** embedded in each of the content areas, and **discuss similarities** and **differences**.

➢ Share **strategies and protocols** that can support the intentional teaching of **literacy as part of your content area lessons and tasks**

➢ **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 Standards for Literacy and a set of strategies that will support the roll out of the standards in your classroom, and in your school.
Advanced Literacies For Academic Success
Produced for the New York State Education Department by Nonie K. Lesaux, PhD & Emily Phillips Galloway, EdD

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

COMMUNICATE
Communicate (orally and in writing) in increasingly diverse ways and with increasingly diverse audiences.

UNDERSTAND
Understand and use print for a variety of purposes.

ACCESS
Access and participate in academic, civic, and professional communities, where knowledge is shared and generated.
Learning Standards for Literacy across Curriculum Areas

Independently: Read pages 2-5

Share: Convene with a partner, and discuss the following key questions:

1. Why do the Next Generation Learning Standards include Standards for Literacy in the Content Areas?

2. As content area teachers, what are the expectations outlined in the Learning Standards for Literacy?

3. What is Literacy?

4. What are Anchor standards?
Read, Learn & Discuss (Jigsaw Protocol)

Learning Standards for Literacy across Curriculum Areas

- Create a team of 3; count off 1-3
- Read assigned section in your Home Group
- Meet as Expert Group with those who read the same section
- Return to the Home Group. Each one shares their the key messages of their section; others may take notes
- Reflect and Respond: Prepare a group response to the key questions
Step 1 – In your Home Team:
INDIVIDUALLY: Skim and scan your assigned pages. Independently, read and analyze the selected pages. Use the template in the folder to note similarities, differences and summarize new concepts.
- Reader #1 (grades 6-8): Pages 9, 12, 15 and 16
- Reader #2 (grades 9-10): Pages 10, 13, 17 and 18
- Reader #3 (grades 11-12): Pages 11, 14, 19 and 20

Step 2 – At the Signal form Expert Teams:
Join 1 or 2 people who have the same number as you do. Share and agree on the key messages.

Step 3 – At the Signal Return to your Home Teams:
Prepare group responses for each of the key questions, based on your new shared knowledge.
Learning Standards for Literacy across Curriculum areas

1. What **patterns** did you notice across the Reading and Writing Standards in the Content Areas?

2. Cite a few examples of standards that address **Advanced Literacies**?

3. What **else resonates** with you after reading these Standards for Literacy in the Content Areas?

*Going for a deeper dive*
Deeper Dive: Life Long Practices in Language Arts, Math and Science

The Standards for Mathematical Practice

The Standards for each grade level and course begin with eight Standards for Mathematical Practice. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report Adding it Up: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

Math

Science

ELA

Lifelong Practices of Readers and Writers

<table>
<thead>
<tr>
<th>Lifelong Practices of Readers</th>
<th>Lifelong Practices of Writers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readers</td>
<td>Writers</td>
</tr>
<tr>
<td>think, write, speak, and listen to understand</td>
<td>think, read, speak, and listen to support writing</td>
</tr>
<tr>
<td>read often and widely from a range of global and diverse texts</td>
<td>write often and widely in a variety of formats, using print and digital resources and tools</td>
</tr>
<tr>
<td>read for multiple purposes, including for learning and for pleasure</td>
<td>write for multiple purposes, including for learning and for pleasure</td>
</tr>
<tr>
<td>self-select texts based on interest</td>
<td>persevere through challenging writing tasks</td>
</tr>
<tr>
<td>persevere through challenging, complex texts</td>
<td>enrich personal language, background knowledge, and vocabulary through writing and communicating with others</td>
</tr>
<tr>
<td>enrich personal language, background knowledge, and vocabulary through reading and communicating with others</td>
<td>experiment and play with language</td>
</tr>
<tr>
<td>monitor comprehension and apply reading strategies flexibly</td>
<td>analyze mentor texts to enhance writing</td>
</tr>
<tr>
<td>make connections (to self, other texts, ideas, cultures, eras, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

(see handouts)
1. Independently read the Lifelong Practices of Readers and Writers (ELA), and the Practices of either Math or Science (see handouts) Analyze the selected standards of Practice. Use the template in the folder to note similarities, differences and summarize new concepts

2. Be prepared to participate in the Large Group discussion:
   • What did you notice about these Practices?
   • What similarities and differences did you find between the Practices in ELA, Mathematics and Science?
   • How do I build these Practices in my students and enable them to make connections across content areas?
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. Use school wide protocols to support reading, writing, speaking & listening. The focus is on strengthening the core, rather than interventions for diverse learners.

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.
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2. *Talk/discuss to build both conversational and academic language and knowledge.*
Any Questions?

Questions lead to brilliant ideas

and one more brilliant idea...
WELCOME BACK
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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?
“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).
Using Discussion and Dialogue in the Classroom

Why?
It is a stimulus, the jumping off point for creating an engaging learning environment that offers opportunities for student voice.

- It is a practice that requires all language skills:
  - Builds active listening skills
  - Reinforces close reading and note-taking
  - Builds and enriches oral communication skills and vocabulary

- Hones critical thinking skills and reflection
  - Embraces the power of open-ended questions
  - Approaches real world solutions as having multiple perspectives
  - Helps develop conflict resolution skills

- If planned carefully, it challenges each student at his/her level of language proficiency while promoting partner and group work
Benefits of Socratic Seminars

- Offer opportunities for student voice
- Demonstrate the power of open-ended questions
- Often mimic how intellectual discourse occurs in real life
- Support providing evidence-based arguments
- Reinforce close reading
- Build active listening skills
- Hone critical thinking skills
- Approach real world solutions as having multiple perspectives
- Emphasize the importance of critical reflection
- Build oral communication skills
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?
A Mini-Experience: Using the Socratic Seminar

What’s going on in this Graph?

Use the guidelines to outline Socratic seminar experience for your students. Refer to copy in folder.

Classroom Debates

Using Discussion and Dialogue in the Classroom with ELLs

Socratic Seminar

What are the similarities and differences?

Sentence Strips

Dialogue | Debate
---|---

- It is collaborative; multiple voices work toward shared understanding.
- It is democratic; everyone is heard, and the discussion is free from dominance.
- It is creative; it helps to stretch ideas and perspectives.
- It is critical; it cuts to the core of issues.
- It is a conflict; it involves disagreements and oppositions.
- It is a process; it involves continuous change and development.
- It is a performance; it involves acting and demonstrating knowledge.
- It is a product; it involves creating something tangible.
- It is a journey; it involves the process of inquiry and exploration.
- It is a habit; it involves the regular practice of discussing and debating.

Taking a Stand/ Debate

Please read the handout and check off the sentences accordingly

Did we meet the Goals for today’s session?

- Learned and talked with colleagues about the NYS Next Generation Learning Standards for **Literacy in content area subjects**.
- Talked with colleagues about the **rationale of the Lifelong Practices** embedded in each of the content areas, and **discussed similarities and differences**.
- Shared **strategies and protocols** that can support the intentional teaching of literacy as part of your **content area lessons and tasks**.
- You have a **deeper understanding** of the expectations set by the Next Generation **Standards for Literacy** and a set of **strategies that will support the roll out** of the standards in your classroom, and in your school.
Reflect & Respond

- What **Performance indicators from the Danielson Teaching Framework** are clearly addressed by the use of the Socratic Seminar?

- What **Practices** are addressed through the use of a Socratic Seminar?

- What **Literacy Standards** are also being addressed?

- In your **classroom** what communication task will students be in engaged tomorrow?
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.

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**Communication (orally and in writing) in increasingly diverse ways and with increasingly diverse audiences.**

**Understanding and generating a variety of purposes.**

**Access and participation in academic, civic, and professional communities, where knowledge is gained and generated.**

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**REFERENCES**

Please complete Evaluation and Reflection.

Thank You!

Roser Salavert
Elsie Cardona-Berardinelli

Contact and additional information:

Regional Bilingual Education Network, Fordham University
nycrbern@fordham.edu

NYC-RBE-RN, Fordham University
Roser Salavert, Ed.D,
rsalavert@fordham.edu

Elsie Cardona-Berardinelli, Ed.M,
cardona3@Fordham.edu

Website: NYS/NYC Regional Bilingual Education Resource Network
https://www.fordham.edu/info/21065/nysnyc_regional_bilingual_education_resource_network