Understanding the NYS Next Generation ELA Learning Standards and Applying them in the K-5 Grade Classroom

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October, 2018
Welcome! Introductions!
Let's get started!

THINK about how you would complete these statements:

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.

- They 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.
“Introduction to the NYS Next Generation ELA Learning Standards”

**Key questions:**

1. How are *standards* defined in the document? What has **changed**? Why **advanced literacies**?

2. How do the Next Generation standards approach student **diversity**? What does **all mean all** in your school/district? What would you look for to know?

3. Why are the **expectations** outlined in the Learning Standards intentionally broad? How do the standards approach the expectations of **text complexity**?

4. What are the **teaching demands** for what it means to be literate today?

Refer to copy in folder
Read, Learn & Discuss (Jigsaw Protocol)  
“Introduction to the NYS Next Generation ELA Learning Standards”

- Create a team of 3; count off 1-3
- Read assigned section in your Home Group
- Meet as an Expert Group with those who read the same section
- Return to the Home Group. Each one shares the key messages of their section; others may take notes
- Reflect and Respond: Prepare a group response to the four Key Questions
## Read, Learn & Discuss (Jigsaw Protocol)

<table>
<thead>
<tr>
<th>Step 1 of the Jigsaw: INDIVIDUALLY</th>
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<tbody>
<tr>
<td><strong>Reader #1:</strong> pages 1 to 4</td>
</tr>
<tr>
<td><strong>Reader #2:</strong> pages 5 to 8</td>
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<tr>
<td>(until section, ‘Understanding ...’)</td>
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<tr>
<td><strong>Reader #3:</strong> pages 8 to 13</td>
</tr>
<tr>
<td><strong>Everyone:</strong> Pages 14 to 16</td>
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### Reflect and Respond

**Step 2:** AT THE SIGNAL
JOIN 1 or 2 people who have the same number as you do
Agree on the main idea/key messages

**Step 3:** AT THE SIGNAL
RETURN TO YOUR ORIGINAL GROUP OF THREE
Each member of the group: Share the key message

Why are these key messages important?
Key Question:

1. How are the NYS Next Generation Learning Standards defined in the document? What has changed? Why advanced literacies?

- Standards are . . .
  - The knowledge, skills, and understanding that individuals can and do habitually demonstrate over time (page 1)
  - Educational expectations (page 8)
  - What a student should know and be able to do independently by the end of each grade (page 8)

- Standards are NOT . . .
  - Instructional strategies
  - Choices in literature
  - Programmatic designs
  - Curriculum (page 14)
<table>
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<th>Standards represent a belief that equitable outcomes among diverse populations are possible when we focus our instruction and programming on who children are and what they need.</th>
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<tbody>
<tr>
<td>Rather than prescribe a lockstep progression of lessons or curricula for all children in all settings, the Standards serve to articulate the expectations of what children can learn and do as a result of instruction that is not standardized, but is personalized, differentiated, adapted, culturally and linguistically relevant, and context-based.</td>
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Key Question:

2. How do the Next Generation ELA Learning Standards approach student diversity?

- Does “all mean all” in your school/district?
- What would you look for to know?
- What are the consequences of underdeveloped literacy skills?
Key Question:

3. Why are the **expectations** outlined in the Learning Standards intentionally broad?

- How do the standards approach the expectations of **text complexity**?
- What is the rationale for **merging** Reading for Information and Reading for Literature?
Key Question:

4. Based on section “How to use this Document”:
What are the teaching demands for what it means to be literate today?

- Why do the Next Generation ELA Standards include Lifelong Practices of Readers and Writers?
- What are your takeaways regarding Academic Language?
- What is the meaning of written text when we consider all media?
What **key messages** would you share with your school leaders and colleagues about 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.

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 breath and depth of knowledge.
Deep Dive:
Grade Level ELA Crosswalks

1. Create groups of six, and assign one grade to each member.
2. Independently read CCLS and Next Generation standards for your assigned grade.
3. Use template to note similarities, differences and summarize new concepts.
4. Convene with your group and discuss your findings and new concepts noted.
5. Next, skim and scan vertically, grades K to 5.
6. What do you notice as a group? Jot down your observations.
Code-Based and Meaning-Based Skills: A Critical Distinction

- **Code-Based Skills**
  - Phonological Awareness
  - Phonics and Word Recognition
  - Spelling
  - Fluency

- **Meaning-Based Skills**
  - Conceptual knowledge about the world
  - Understand abstract, complex ideas when reading
  - Produce written language about abstract and complex ideas
  - Produce academic language in speech

Lesaux NYSED conference (11.30.17) - for participant use
Any Questions?

Questions lead to brilliant ideas

and one more brilliant idea...
WELCOME
BACK
As educators, one major consideration is how I plan instruction.

- How do I plan my units of study?
- Am I planning with the end in mind?
- How do I plan my daily lessons?
- How am I incorporating students’ experiences and knowledge into this lesson?
- Am I planning my daily lessons so that there is a cohesive connection one to the next, keeping in mind the end goals of the unit?
- How am I making this connection explicit for all students?

As educators our end goal is to ensure that all students experience academic success every day and year to year.

By implementing the four hallmarks we will plan and deliver coherent, cohesive instruction that strengthens the instructional core.
A mini-Experience: Planning and teaching with the end goals in mind

1. What is the topic of study?
2. What standards will I be addressing? (L/S/R/W modalities)
3. What are the big ideas or major understandings students will be developing?
4. What essential questions will we focus on that will promote debate?
5. How will I craft these questions so that there is an entry point for all my students?
6. At the conclusion of this unit, what will students know (think knowledge); what will students be able to do; (think performance)
7. At the end of the unit, what will students be required to produce and provide evidence of desired understanding?
8. How much time do I have for this unit of study?

See guiding questions in folder
Independent Practice

https://youtu.be/IsRpqf-xjKg
• How was the experience of planning a unit with the end in mind?
• What were the strengths? What were the challenges?

Vocabulary toolbox:
• Instructional core
• Cohesive instruction
• The four modalities (L/S/R/W)

• Big ideas/theme
• Major understandings
• Constructing knowledge
• Performance
Did we meet today’s goals?

Key questions: During the session, you answered:

1. How are standards defined in the document? What has changed? Why advanced literacies?

2. How do the Next Generation standards approach student diversity? What does all mean in your school/district? What would you look for?

3. Why are the expectations outlined in the Learning Standards intentionally broad? How do the standards approach the expectations of text complexity?

4. What are the teaching demands for what it means to be literate today?

Outcomes: At the end of this session, you have:

1. defined key messages that are embedded in the text “Introduction to the NYS Next Generation ELA Learning Standards”

2. explained why the NYS Education Department revised and updated the NYS Common Core Learning Standards

3. discussed the ELA Crosswalks and described actions that you can take in your classroom and school as you begin to roll out the NG P-12 Learning Standards
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 reflects 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.
Please complete the Evaluation and Reflection.

Thank You!

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