Understanding the NYS Next Generation ELA Learning Standards and Applying them in the 6-8 Grade Classroom

Presenters:

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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?
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 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)

Step 1 of the Jigsaw: INDIVIDUALLY

Skim/Scan the assigned sections of the Preface and Introductions.

Define the main idea and prepare to explain it to your team members.

<table>
<thead>
<tr>
<th>Reader #1:</th>
<th>pages 1 to 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reader #2:</td>
<td>pages 5 to 8 (until section, ‘Understanding ...’)</td>
</tr>
<tr>
<td>Reader #3:</td>
<td>pages 8 to 13</td>
</tr>
<tr>
<td>Everyone:</td>
<td>Pages 14 to 16</td>
</tr>
</tbody>
</table>

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?

Reflect and Respond
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)*
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.

Page 1

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. Page 2
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 breadth and depth of knowledge.
Deep Dive:
Grade Level ELA Crosswalks

1. Create groups of three, and assign one grade to each member.
2. Independently read CCLS and Next Generation standards for the you were assigned
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, assign one NGLS (cross content RH; RST; WHST ) code to each member. Vertically skim and scan this document and the NGLS for Reading and Writing.
6. What do you notice as a group? Jot down your observations.
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).
Why is Talk important?

Based on research:

- Language is our **cultural tool**, and the development of the spoken forms of language foster academic knowledge and personal success.

- Talk and conversations are essential for second language learners as a **bridge** to the more academic language associated with learning.

- The spoken forms of language **foster** students’ **autonomy** and the type of **collaboration** that produces greater **gains in achievement** (NYS).

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

Any Questions?

Questions lead to brilliant ideas

and one more brilliant idea...
WELCOME
BACK
The Socratic Circle/Seminar

Socratic Seminar Sample Class Arrangements

One Large Seminar

Inner/Outer Circle or Fishbowl

Triad

“Co-Pilots”

“Pilots”

Simultaneous Seminars

Teacher Reference

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

QUESTION/S

The Leader

The Participants

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 would you prepare ELLs to ask and answer these types of questions?
A Mini-Experience: Using the Socratic Seminar

“Can China be Communist and Capitalist?”

Use the guidelines to outline Socratic seminar experience for your students
Classroom Debates
Using Discussion and Dialogue in the Classroom with ELLs

Socratic Seminar
Sentence Strips
Taking a Stand/ Debate

What are the similarities and differences?

Dialogue
Debate

- ... is collaborative, multiple sides work towards shared understanding.
- ... is about understanding, to make meaning, and to find common ground.
- ... enlarges and possibly changes a participant’s point of view.
- ... creates an open-minded attitude and an openness to being wrong and an openness to change.
- ... allows for temporarily suspending one’s beliefs.
- ... one searches for strengths in all positions.
- ... respects all the other participants, and seeks not to alienate or offend.
- ... imagines that many people have pieces of answers, and that cooperation can lead to workable solutions.
- ... remains open-ended.

Please read the handout and check off the sentences accordingly.
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 students be engaged 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
Any Questions/Comments
RESOURCES

The Preface
The Introduction
Introduction to Early Learning Standards

Where do I find the Next Generation ELA Standards and the Introductions?

Go to: www.nysed.gov
Click on

GO TO: www.nysed.gov
Click on

New York State
EDUCATION DEPARTMENT
Knowledge + Skill = Opportunity

Advanced Literacies For Academic Success
Produced for the New York State Education Department by Nonie Lesaux, Ph.D & Emily Phillips Gallaway, Ed.D

Why is this important?

Reading and writing—language-based competencies—have become prerequisites for participation in nearly every aspect of 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 push for advanced literacy 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. Literacy today’s students need to be literate in order to succeed is defined as advanced literacies, a set of skills and competencies that enable communication, spoken and written, in increasingly diverse ways and with increasingly diverse audiences.

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

Understanding and using print for a variety of purposes.

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


Please complete Evaluation and Reflection.

Thank You!

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