



S/CDN Meeting: Next Generation English Language Arts Update

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New York State
EDUCATION DEPARTMENT
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Thanks!



First, thank you to each member of the Staff and Curriculum Development Network who helped contribute to the ELA standards review work!

This was a collaborative effort and the Department appreciates your expertise and time!

ELA Standards Review Process

- **Fall 2015** Public survey on P-12 Common Core
- **July 2016:** Initial Educator review
- **Fall 2016:** Public survey on revised standards
- **January-April 2017:** Revisions and researcher review
- **May 2017:** Board of Regents review and public survey
- **June 2017:** Early Learning Task Force review and revisions
- **June-present:** Additional revisions
- **September 2017:** Board of Regents discussion/adoption (standards adopted)



Standards/Assessment Timeline

- **September 2017:** Adoption of Next Generation Standards
- **2017-2018 School Year:** New two-day assessments measuring the current standards; professional development on Next Generation Standards
- **2018-2019 School Year:** Two-day assessments measuring the current standards; professional development continuing on Next Generation Standards
- **2019-2020 School Year:** Two-day assessments measuring the current standards; professional development continuing on Next Generation Standards
- **September 2020:** Full implementation of the Next Generation Standards
- **Spring 2021:** New assessments (3-8) measuring Next Generation Standards.

New Name for the ELA Standards

2011

P-12 Common Core Learning Standards for English Language Arts & Literacy

2017

New York State Next Generation English Language Arts Learning Standards

Next Generation New York State Next Generation Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Highlights of English Language Arts Revisions

- **Added Practices to Foster Lifelong Readers and Writers** to ensure students become lifelong learners who can effectively communicate. The BOCES Staff and Curriculum Development Network drafted these practices to help students exemplify and foster strong reading and writing habits from the early years through adulthood.
- **Merged the Reading for Information and Reading for Literature Standards** to reduce repetitive standards, streamline classroom instruction and curriculum development, and ensure a healthy balance of reading across all grades. The standards also encourage the use of a variety of texts to balance literary and informational reading and to ensure students read both full-length texts and shorter pieces.

Highlights of ELA Revisions

- **Convened the New York State Early Learning Task Force** to discuss concerns around the P-2 grades, including standards, program decisions, social emotional needs, and how the content areas/domains work together in the early grades. In June, the Task Force reviewed and provided feedback on the P-3 standards.
- **Revised Each Grade's Reading Expectations for Text Complexity** to clarify expectations over multiple grades. A text complexity section is also added to the introduction to underscore the importance of reading different types of texts with varying levels of difficulty.



Highlights of ELA Revisions

- **Revised the Writing Standards** so they are more user-friendly for educators to use for curriculum and instruction. In addition to omitting some standards, there are grade-specific changes across the grades to clarify language and ensure writing expectations are clear.
- **Created a NY-Specific Introduction** to help inform local curriculum and instruction. The introduction provides information on how to use the new *Lifelong Practices for Readers and Writers*, strategies for using the new standards in the classroom, and strategies and supports for applying the standards to students with disabilities and English language learners.

What has changed since the May Board of Regents meeting?

Overall, 252 responses were submitted in response to the draft New York State Next Generation English Language Arts Learning Standards. Based on that feedback, plus additional reviews from researchers and content specialists, the Department focused revision work on the following areas:

- Revised the Prekindergarten-Grade 3 ELA Standards to ensure they are appropriate for the grade levels;
- Received critical feedback from researchers on necessary revisions;
- Added more guidance around the range of reading experiences and text complexity expectations, specifically for P-3;
- Added clarity around the writing expectations for each grade;
- Updated the introduction to clarify how the standards apply to all students, including students with disabilities and English language learners/Multilingual learners.
- Added a separate Early Learning Standards introduction

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
- 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

Please remember: Curriculum/instruction is locally decided; standards are not the same as curriculum

What is new to discuss and learn about ?

- Lifelong Practices for 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 merged the Reading for Information and Reading for Literature expectations (previously separated) 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

Highlights from Early Learning Introduction

Standards for Learning, not Standardization of Instruction

“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 personalized, differentiated, adapted, culturally and linguistically relevant, and context-based. While we may have the same learning objectives for all children, our means for meeting these objectives are highly responsive to the individual child.”

Next Steps

- Resources/training/professional development
- Supporting resources for guidance. For example, grade by grade crosswalks of what is different in the revised standards
- Guidance for students with disabilities and English language learners (in draft form now)
- Ongoing discussions with S/CDN and ELA and Mathematics Professional Development groups to provide resources and guidance to ensure successful implementation

Questions?

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