



# An Overview of the New York Next Generation English Language Arts Learning Standards



New York State  
EDUCATION DEPARTMENT  
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# Goals for today's presentation

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## Learning Targets:

Participants will...

- Understand an overview of the New York State Next Generation English Language Arts Learning Standards and what is new for the revised standards.
- Understand the structure/content of the ELA Crosswalk and how to use them as a resource.

# Goals for School Year 2017-18

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- During this school year, educators should build awareness and understanding of the revised ELA standards.
- Educators should read and discuss the Introduction (ELA and Early Learning), the ELA Standards, the Lifelong Practices for Readers and Writers, and review other resources, such as the ELA Crosswalks.
- In the coming months, NYSED will share and publicize a more detailed plan for the next three years.

# NYSED Standards/Assessment Timeline (2017-2021)

- **September 2017:** Adoption of Next Generation Learning Standards
- **2017-2018 School Year:** New two-day 3-8 assessments measuring the P-12 CCLS standards; professional development on Next Generation Standards
- **2018-2019 School Year:** Two-day 3-8 assessments measuring the P-12 CCLS standards; professional development continuing on Next Generation Standards
- **2019-2020 School Year:** Two-day 3-8 assessments measuring the P-12 CCLS 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.

# An Overview of the Standards Review: Why Revise?

- Standards should be reviewed and revised every 5-7 years to reflect best practice and research.
- New York's Standards for ELA were reviewed/revised in 1996, 1998, 2005, 2008-09, 2010, and 2015-17.
- Beginning in 2015, the P-12 Common Core was revised, resulting in the 2017 Next Generation English Language Arts Learning Standards.
- New York has a rich tradition of English Language Arts expectations, reaching back to the 1800s (the Regents examinations were first administered in November 1865...) See example on the next slide...

# Regents ELA 4-Year Examination:

## June 16<sup>th</sup>, 1936: 9:15 a.m.-12:15 p.m.

b Of the many novels published annually some are read for a season or two only; others retain their interest for the reading public for years—even for generations. Explain what qualities you think novels must have in order to live. Illustrate the points you make by specific references to *four* novels that either have survived or, if recent, seem to you worthy to survive. Give titles and authors.

2 In about 70 words write a summary (précis) of the following paragraph: [15]

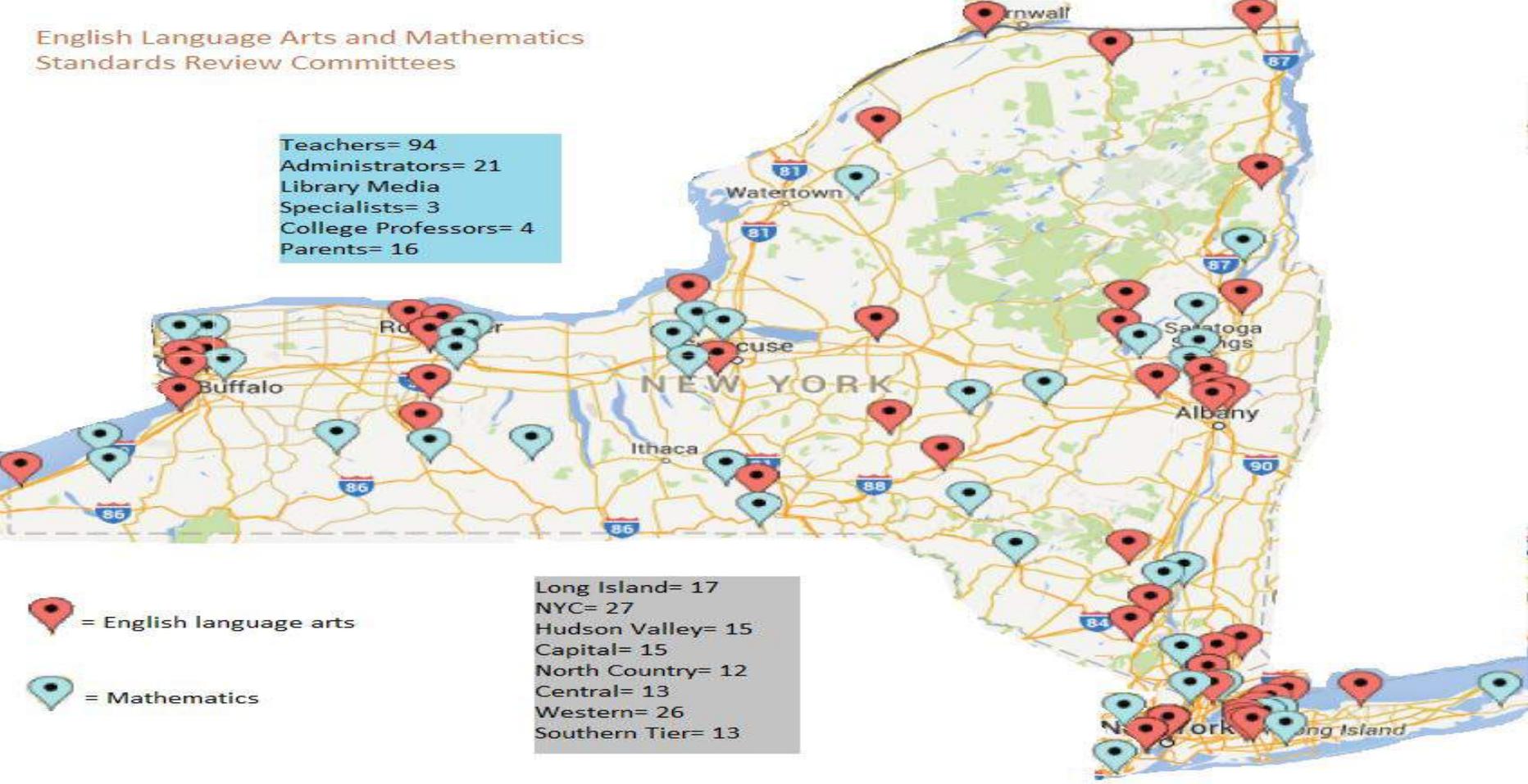
Whatever the services of the newspaper in other respects, it has the inevitable defect of superseding, with most of those who read it, the exercise of independent thought. The newspaper—I speak generally, for there are some brilliant exceptions—is, in Europe even more than here, almost always partisan in its views, often partisan in its selection of facts or at least in its way of stating them. Presenting one side of a case, addressing chiefly those who are already adherents of that side, putting a colour on the events it reports—it serves up to the reader ideas, perhaps only mere phrases or catchwords, which confirm him in his prepossessions, and by its daily iteration makes him take them for truths. Seldom has he the leisure, still more seldom the impulse or the patience, to scrutinize these ideas for himself and form his own judgment. He is glad to be relieved of the necessity for thinking, because thinking is hard work. Indolence again! The habit of mind that is formed by hasty reading, and especially by the reading of newspapers and magazines in which the matter, excellent as parts of it often are, is so multifarious that one topic diverts attention from the others, tends to a general dissipation and distraction of thought. It is a habit which tells upon us all and makes continuous reflection and a critical or logical treatment of the subjects deserving reflection more irksome to us in the full sunlight of today than it was to those whom we call our benighted ancestors.

—James Bryce

# A Brief Overview of the Revision Process

## English Language Arts and Mathematics Standards Review Committees

Teachers= 94  
 Administrators= 21  
 Library Media Specialists= 3  
 College Professors= 4  
 Parents= 16



 = English language arts  
 = Mathematics

Long Island= 17  
 NYC= 27  
 Hudson Valley= 15  
 Capital= 15  
 North Country= 12  
 Central= 13  
 Western= 26  
 Southern Tier= 13

# Highlights of the Revisions of the ELA Standards

Revised the English Language Arts standards across all of the grades to reduce repetition of standards and ensure clarity, appropriateness, and vertical alignment.

- The educator committees made changes to the language of the standards and examples, and in some cases merged, omitted, or wrote a new grade-level standard.
- The NYSED ELA Crosswalks, which are available on the [nysed.gov](http://nysed.gov) website, include grade-specific examples for Prekindergarten-Grade 12.

# Highlights of the Revisions of the ELA Standards

Added “Lifelong Practices of Readers and Writers” to ensure that students become lifelong learners who can communicate effectively.

- The BOCES Staff and Curriculum Development Network created a draft of “Lifelong Practices of Readers and Writers” to add to the ELA Standards. These reading and writing practices should begin in the early years and extend well beyond graduation.
- Example:  
Reading Practice: “Read for multiple purposes, including for learning and for pleasure.”  
  
Writing Practices: “Write often and widely, in a variety of formats, using print and digital tools.”

## Lifelong Practices of Readers

### Readers

- think, write, speak, and listen to understand
- read often and widely from a range of global and diverse texts
- read for multiple purposes, including for learning and for pleasure
- self-select text based on interest
- monitor their comprehension and apply reading strategies flexibly
- make connections (to self, other texts, ideas, cultures, eras, etc.)
- persevere through challenging, complex texts
- enrich personal language, background knowledge, and vocabulary through reading and communicating with others

## Lifelong Practices of Writers

### Writers

- think, read, speak, and listen to strengthen their writing
- write often and widely in a variety of formats, using print and digital resources
- write for multiple purposes, including for learning and for pleasure
- experiment and play with language
- analyze mentor texts to enhance their writing
- persevere through challenging writing tasks
- strengthen writing by planning, revising, editing, rewriting, or trying a new approach
- enrich personal language, background knowledge, and vocabulary through writing and communicating with others

# Turn and Talk about the Practices (with a partner)

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- **How can you, as an educator, support these Practices in the classroom?**
- **What evidence would you look for to see the Practices in action?**

# Highlights of the Revisions of the ELA Standards

Merged the Reading for Information and Reading for Literature Standards to reduce repetition and assist with classroom curriculum and instruction.

The 2016 committee recommended merging the grade-level Reading for Information and Reading for Literature Standards to reduce repetitive standards and make it easier for classroom instruction and curriculum development. **There is still the expectation that students read a balance of informational and literary texts across all of the grades.**

Example:

2017: The new 2<sup>nd</sup> grade Reading Standard 6 has been created by merging two separate reading standards: “Identify examples of how illustrations and details support the point of view or purpose of the text. (RI&RL)”

2011: Grade 2 Reading Standard 6 (Literature): “Acknowledge differences in the points of view of characters, including by speaking in a difference voice for each character when reading dialogue aloud.” (Informational): “Identify the main purpose of a text, including what the author wants to answer, explain, or describe.”

# Highlights of the Revisions of the ELA Standards

**Revised the grade level text-complexity reading expectations to ensure clarity for educators and families.**

Grade-level text complexity expectations remain in the 2017 set of standards; however, the expectations have been relocated to a “Range of Student Reading Experiences” section for each grade level.

Example:

The previous 3<sup>rd</sup> grade Range of Reading and Level of Text Complexity Standard 10 read: “By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.”

The new 3<sup>rd</sup> grade Range of Student Reading Experiences section includes more context about the types of reading the student should experience (such as shared readings, read-alouds, independent reading, etc.).

# Highlights of the Revisions of the ELA Standards

**Created a New York State-specific introduction to provide specific guidance and background on how to use the standards and how to inform local curriculum and instruction decisions.**

New York State has a long history of educational expectations and guidance. This new set of *English Language Arts Learning Standards* has a New York State-specific ELA introduction that includes key information necessary for educators and parents to understand about the newly revised standards.

Examples:

- How to use the new *Lifelong Practices for Readers and Writers*
- How the standards are organized and how to use them in the classroom
- How the standards apply to students with disabilities and English Language Learners
- How to use the standards and the introduction to inform local school district curriculum and instruction decisions
- How to apply the standards in everyday Best Practices

# Highlights of the Revisions of the ELA Standards

Revised the Writing Standards so they are more user-friendly for educators for curriculum and instruction.

The Writing Anchor Standards now include seven standards grouped under two strands: **Text Types and Purposes**, and **Research to Build and Present Knowledge**.

A Writing summary paragraph, which provides context for how to use the Writing Standards, is included at the start of each Writing Standards section, in a section labelled “Production and Range of Writing.”

Additionally, the ELA committee added the “Lifelong Practices of Readers and Writers” to exemplify writing practices/habits that should begin in the early years and be fostered throughout life.

# What is still important?

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- 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 (with student choice)
- 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

**Curriculum/instruction is locally decided; standards are not the same as curriculum.**

# What is new to discuss and learn about ?

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- “Lifelong Practices of 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 combined the Reading for Information and Reading for Literature expectations (previously separated at the grade level) 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

# The NYSED ELA Crosswalks

The NYSED ELA Crosswalks include

- An overview summary document, detailing high-level changes to the standards; and
- Grade-specific crosswalk documents that show the 2011 ELA Standards next to the 2017 ELA Standards.

<http://www.nysed.gov/curriculum-instruction/teachers/next-generation-ela-learning-standards-crosswalks>

# Crosswalk Example: 6<sup>th</sup> Grade

## NYSED 6th Grade ELA Crosswalk

| Standard Code (2011) | 2011 ELA Standard  | 2017 Revised ELA Standard   |
|----------------------|--|---|
| 6R1                  | <p>RL: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>  | 6R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)                              |
| 6R2                  | <p>RL: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text <del>distinct from personal opinions or judgments.</del></p> <p>RI: Determine a central idea of a text and how it is <del>conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</del></p> | 6R2: Determine a theme or central idea of a text and how it is <b>developed by key supporting details over the course of a text</b> ; summarize a text. (RI&RL) |
| 6R3                  | <p>RL: Describe how a <del>particular story's or drama's</del> plot unfolds in <del>a series of episodes</del> as well as how the characters respond or change as the plot moves toward a</p>  | 6R3: In literary texts, describe how <b>events</b> unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL)              |

# Turn and Talk (at your table)

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**Please use the NYSED 6<sup>th</sup> Grade ELA Crosswalk for this activity**

- **As you transition to the Next Generation ELA Standards, how would these crosswalks help with curriculum planning?**

# Questions?

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**Erik Sweet**, ELA Associate, New York State Education Department's Office of Curriculum and Instruction  
[erik.sweet@nysed.gov](mailto:erik.sweet@nysed.gov)

**John Harmon**, New York State English Council, member of the 2005, 2008-09, and 2017 NYSED ELA Standards Committee

[jpharmon1@gmail.com](mailto:jpharmon1@gmail.com)