

HOW DO WE NURTURE AND PROMOTE ADVANCED LITERACIES IN TODAY'S LINGUISTICALLY DIVERSE CLASSROOMS?

Topic: NYS Next Generation P-12 Learning Standards

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Executive Summary

As of September of 2018, all NYS school districts will be required to introduce and provide professional development to teachers on the NYS Next Generation ELA Learning Standards. These new, improved standards are the Common Core Learning Standards (CCLS) revised and modified. Why change the CCLSs?

A major reason for revision of the standards is the realization that our children will face new demands for what it means to be literate in today's knowledge-based economy and information age. The rate, at which knowledge is generated and shared today, often via technology, is unprecedented in human history. The process of learning is infinite requiring that we prepare our youngsters to be life-long learners, readily able to access reading, writing, and thinking skills. They must become adults who are also able to communicate and navigate an increasingly interconnected society— one in which students will routinely need to utilize their literacy skills.



All students in NYS must develop advanced literacies, **defined as a set of skills and competencies that enable communication, spoken, and written, in increasingly diverse ways and audiences.**

This brief will provide guidance and recommendations on the instructional practices that will strengthen the instructional core and support English Language Learners to develop advanced literacies.

These are the Key Questions:

- * *What are the changes to the Common Core Learning Standards?*
- * *How can schools use the instructional guidelines (Hallmarks) to provide maximum support to ELLs?*
- * *What is the projected timeline for the roll-out of the NYS Next Generation P-12 Learning Standards?*

Introduction: What are the changes to the Common Core Learning Standards?

The NYS Next Generation ELA Learning Standards adopted in January 2011, after an extensive review and revision of the current Common Core English Language Arts (ELA) Learning Standards, were developed through numerous phases of public comment as well as virtual and face to-face meetings with committees consisting of various educational stakeholders and experts in the field of education. The NYS Next Generation ELA Learning Standards (revised 2017) consist of revisions, additions, deletions, vertical movement, and clarifications of the existing ELA standards. These standards

defined as the “knowledge, skills and understandings that individuals can and do habitually, and demonstrate over time when exposed to high-quality instructional environments and learning experiences. The NYS Next Generation Learning Standards are a modification of the CCLS and differ as follows:

- * The English Language Arts standards were revised across all grades to reduce repetition of standards and ensure clarity, appropriateness, and vertical alignment.

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Introduction, cont.:

*Lifelong Practices to Foster Lifelong Readers and Writers were added to ensure students become lifelong learners who can effectively communicate. These practices parallel other standard areas that have practices (Social Studies, Science, and Mathematics) and to exemplify reading and writing practices/habits that should begin in the early years and fostered throughout life.

* Reading for Information and Reading for Literature Standards were merged to reduce repetitive standards, streamline classroom instruction and curriculum development, and ensure a healthy balance of both types of reading across all grades. The standards also encourage the use of a variety of texts to balance literary and informational reading with clear guidance for teachers and to ensure students read both full-length texts and shorter pieces, as well as to encourage reading for pleasure. Specific reading selections remain local decisions to be chosen by local educators.

* Every Grade's Reading Expectations for Text Complexity were revised to clarify expectations over multiple grades. An introduction to text complexity is included to the introduction to underscore the importance of reading different types of texts with varying levels of difficulty. The expectations include a "Range, Quality, and Complexity of Student Reading" section for each grade level.

* Revisions to the Writing Standards are easier for educators to use 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".

* Grade-specific changes and additions to the Early Childhood P-2 standards with a strong emphasis on the "whole child".

*Standards for Reading and Writing in the Content Areas, with clear connections to literacy and guidance are included.

*Additional guidance has been included on working with linguistically diverse learners through a series of topic briefs easily accessible at <http://www.nysed.gov/bilingual-ed>.



Students as Lifelong Learners

How can schools use the instructional guidelines (Hallmarks) to provide maximum support to ELLs?

To meet today's demands for what counts as 'literate' school leaders will have to reconsider how their schools organize and approach instruction. A major focus of attention must be on strengthening the instructional core. The instructional core refers to the day-to-day instruction that all students receive—where our students spend the majority of the school day. Schools that adopt advanced literacies as an instructional end goal, also adopt a common set of instructional practices and guidelines referred to as the "Hallmarks".

The four hallmarks are as follows:

Hallmark 1: Work with engaging texts that feature big ideas and rich content

Hallmark 2: Talk/discuss to build both conversational and academic language and knowledge.

Hallmark 3: Write to build language and knowledge.

Hallmark 4: Study a small set of high utility vocabulary words and academic language structures to build breadth and depth of knowledge.

To organize for maximum effort school leaders and teachers of ELLs can use the four Hallmarks to assess and re-evaluate whether the protocols currently in place need revision. An assessment of what you already have in place and how you can make improvements to ensure fidelity to the standards is crucial. The next step is making changes and providing teachers with professional development about the standards to plan instruction.

Recommended Teaching Strategies for each Hallmark

Hallmark 1 . Work with engaging texts that feature big ideas and rich content

What would one see in linguistically diverse classrooms?

* All classrooms have libraries with multiple texts at different levels and a variety of topics for ELLs/MLLs to select from, and read in order to develop a rich understanding of a topic. Sets of texts are a key support for ELLs/MLLs on the path to consistently accessing grade-level texts with ease.



Hallmark 1, cont.:

* Students are developing code-based (reading words on a page) , as well as meaning-based (understanding complex texts) skills to improve reading comprehension. To develop code-based skills provide students with intensive explicit systematic instruction to develop such skills as concepts of print, beginning in early childhood through third grade. To develop meaning-based instruction they required sustained instruction, beginning in early childhood through adolescence.

* Students are motivated and engaged in reading because books are of high interest , culturally relevant and at their instructional level.

* Teachers administer reading assessments to learn about their students' strengths and challenges to inform planning of instruction.

* Teacher allows students to use home language resources as they are learning an additional language.

* Teachers assist students to make connections between their knowledge of the home language and that of the new language they are leaning.

* Instructor connects the purpose for reading the text to the unit's goals. Students understand the role that each text plays in building up their understanding of the unit's topic.

* Instructor creates space for students to share alternative interpretations of the text.

Hallmark 2 . Talk and discussion to build both conversational and academic language knowledge

What would one see in linguistically diverse classrooms?

* Instructor communicates the importance of using target words when speaking.

* Instructor acknowledges the challenges associated with learning language and conveys an attitude that values experimenting with language by praising students' attempts at using target language when speaking, e.g. understanding that students will not likely use words correctly or precisely at first.

* Instructor builds in talk routines if these are not already an integral part of the curriculum. For example, students participate in Socratic Seminars.

* Students are aware of talk routines—and demonstrate a level of comfort with them.

* Student discussion is part of each lesson, e.g., Peer-to-peer interaction (brief or extended), debates, interviews.

* Students are encouraged to use peers as language resources when speaking.

Hallmark 3: Write to build language and knowledge

What would one see in linguistically diverse classrooms?

*Instructor communicates the importance of using target words when writing.

* Instructor acknowledges the challenges associated with learning new language and conveys an attitude that values experimenting with language by praising students' attempts at using academic language when writing (i.e. Demonstrates understanding that students will not likely use words and structures correctly or precisely at first).

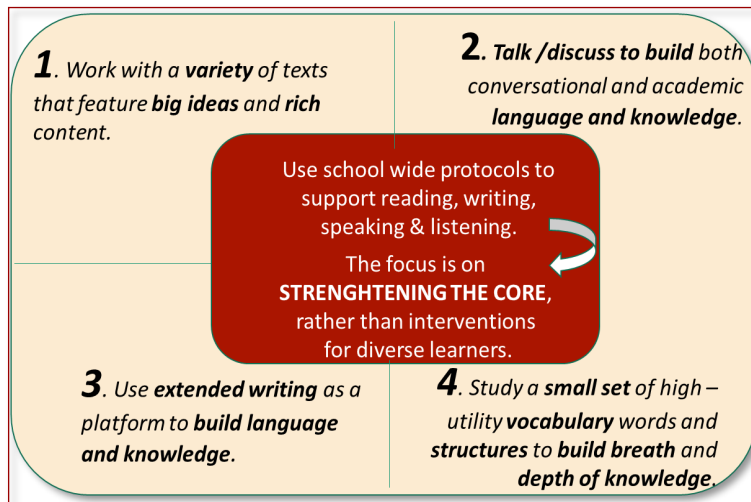
*Instructor teaches writing routines including multi-step process, formats for responding to text, and use of tools such as graphic organizers to develop mastery of

learning processes. Students are aware of the classroom's writing routines, and demonstrate comfort with them.

*Instructors scaffold instruction as needed; removing supports as soon as students demonstrate that they are able to complete task independently.

* Writing is used as a method for consolidating thinking before and after reading, e.g. summarize or respond by sharing an opinion.

* Students are encouraged to use peers and texts as language resources when writing, e.g. use of language structures and words found in mentor texts or adopt language that peers have used successfully in their own writing.



The Implementation of the NYS Next Generation P-12 Learning Standards in four across content area hallmarks nurture Life Long Literacy Practices



Hallmark 4: Study a small set of high-utility vocabulary words to build breadth and depth of knowledge

What would one see in linguistically diverse classrooms?

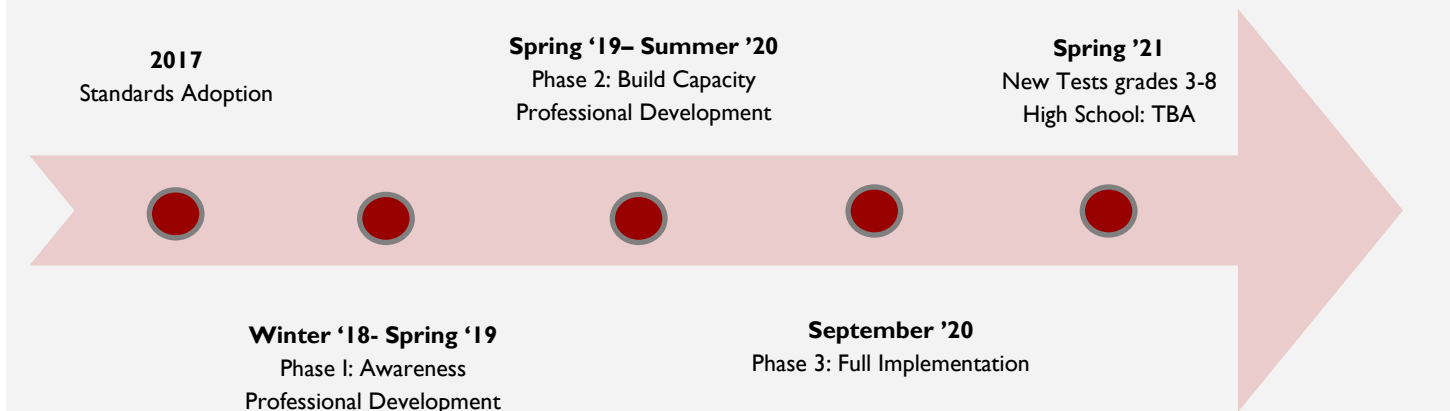
- * Vocabulary instruction takes place within the content-based units of study that involve reading, writing and dialogue.
- * Students are taught a small set of useful and complex words, along with complementary word-learning strategies.
- * Students are provided with opportunities to study words and concepts using multiple methods and formats, including collaboration.
- * Students unlock language by developing word-learning strategies. For example, they learn about breaking words into meaningful parts, using clues present in surrounding text, and consciously pay attention to words.

* Vocabulary knowledge deepens and accumulates through learning opportunities that are organized within a consistent instructional cycle— a lesson sequence made up of varied core learning tasks that build from one to the next .

Conclusion

This information contained in this brief should serve as a catalyst to begin the conversations in schools about the NYS Next Generation P-12 Learning Standards. In addition, the resources on the NYSED website should facilitate the planning and the delivery of professional development in the schools. Furthermore, teachers and administrators can register and attend workshops offered by the NYC RBE-RN at Fordham University throughout the school year.

What is the projected timeline for the roll-out of the NYS P-12 Next Generation Standards?



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References

- * Overview for NYSED English Language Arts Crosswalk
- * Introduction to the NYS Next Generation English Language Arts Learning Standards
- * Linguistically Diverse Learners and the NYS Next Generation P-12 Standards (Briefs 1-8)

Additional information and resources: 1) www.nysed.gov/ 2) www.fordham.edu/rbern 3) www.engageny.org

Information and Resources

