



Welcome!

Introductions!

We have  
been part  
of the  
review  
process!

# **NYSED Standards/Assessment Timeline**

**(2017-2021)**

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September 2017:

2017-2018 School Year:

2018-2019 School Year:

# Outcomes and Questions

Outcomes: At the end of this session, you will. .	Questions that you will answer

The Preface

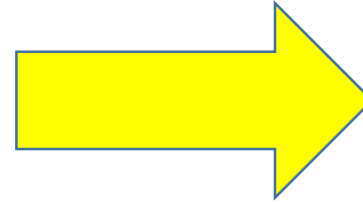
The Introduction

Introduction to Early Learning Standards

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

Go to: [www.nysed.gov](http://www.nysed.gov)

Click on



/ H W . V J H W V W D U V

THINK about how you  
would complete these  
statements:

Standards are . . .  
Standards are NOT . . .

Compare with a partner.



$\succ \text{\textcircled{S}} [ \bullet P ] \text{\textcircled{S}} ]$

introductions!

Create a  
team of 3

Count off  
from 1-3



What are the key messages?

# 1: , } Á Œ ^ • š v Œ • \_

the introduction? (Standards  
are.. Standards are NOT...)

#2: To whom do the standards apply?

# 3: Why were the standards revised?

# 1: How are  
^ • š v Œ •  
defined in the  
introduction?

Introduction  
Page 1  
Page 8  
Page 12

## Step 2: AT THE SIGNAL

JOIN 1 or 2 people who have the same number as you do

Agree on the main idea/key message

## 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?

## 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**)

To whom do standards apply?

} • ^ o o u v o o \_ ] v Ç } μ OE ] • š OE ] š

Why were the standards revised?

^ À v o ] š Œ ] • \_

# There are other important messages

Introduction to the New York State Next Generation

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by Zoila Morell



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**





What **changes** are described in the Introductions?

Why were these changes made?

# Lifelong Practices of Readers and Writers

Pages 2,3,4  
The Introductions

**What are the key  
messages?**

# Merging of Reading for Information and Reading for Literature

Preface page 2

**What are the key  
message?**

# Revising the Writing Standards

Preface page 3

# Range of Reading and Text Complexity

# Introduction: Early Learning Standards

Pages 78

**What are the key  
messages?**





More key messages!

Go to pages

14 **t** 16

Guidance (and Additional Guidance)  
for Educators

# Examples of key messages

Use standards to develop or guide curriculum and programs

Standards are often blended and woven.

**Standards include references to digital media.**

Standards address inquiry, research, critical thinking, and problem solving

Texts are more than print material

**ONE OPTION**

K O E Y

Start with the  
introductions!

Why?

What small  
moves will  
YOU make?

# Outcomes/Questions



How did you do?

<p>Outcomes: At the end of this session, you will. .</p>	<p>Questions that you will answer</p>

Thank you!  
Dawn and Michelle