Next Generation Learning Standards Resources for Implementation

Curriculum Council – Eastern Suffolk BOCES

NYSED Office of Standards and Instruction

New York State EDUCATION DEPARTMENT

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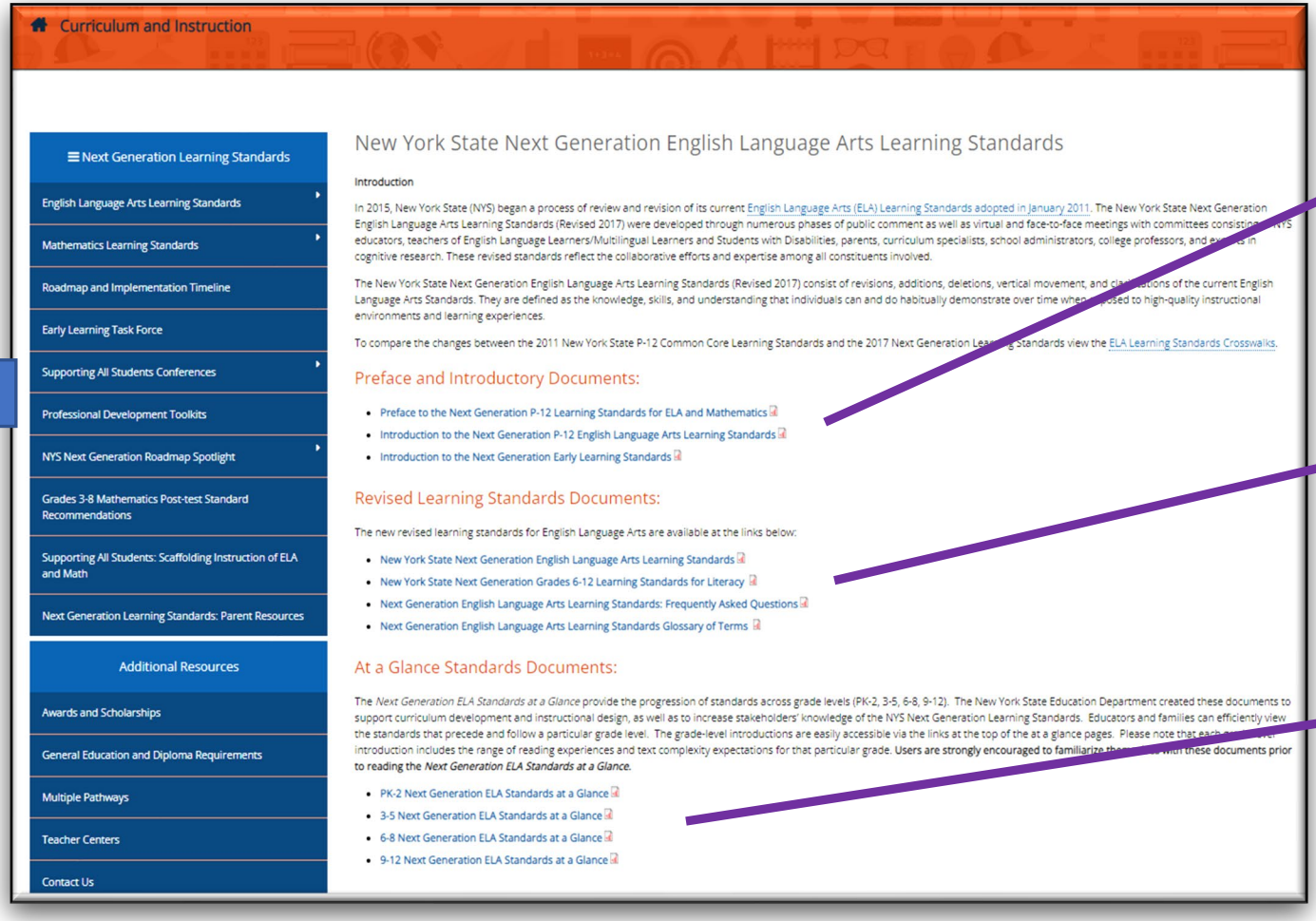
ELA Next Gen Resources Website

Supporting Resources



Introductory Documents

Standards Documents

At a Glance Resource

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Next Generation ELA Learning Standards Implementation Timeline

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Revised April 2021

New York State Next Generation English Language Arts (ELA) Learning Standards Instruction and Assessment Implementation Timeline

Phase I — **Raise Awareness**

Phase II — **Build Capacity**

Phase III — **Full Implementation**

Ongoing Curriculum & Professional Development

Instruction aligned to NYS Next Generation English Language Arts (ELA) Learning Standards begins...

2018

April 2018
Release of the NYS Next Generation ELA & Mathematics Learning Standards Implementation Roadmap

2021-2022

Spring 2022
Last administration of NYS Grades 3-8 state assessments aligned to the NYS P-12 Learning Standards for English Language Arts & Literacy (2010)

2022-2023

September 2022 for Grades PK-8

Spring 2023
First administration of NYS Grades 3-8 state assessments aligned to the NYS Next Generation English Language Arts Learning Standards

2023-2026

September 2023 for Grade 9
(Grade 10 and Grade 11 remain aligned to NYS P-12 Learning Standards for ELA & Literacy)

September 2024 for Grade 10
(Grade 11 remains aligned to NYS P-12 Learning Standards for ELA & Literacy)

September 2025 for Grade 11

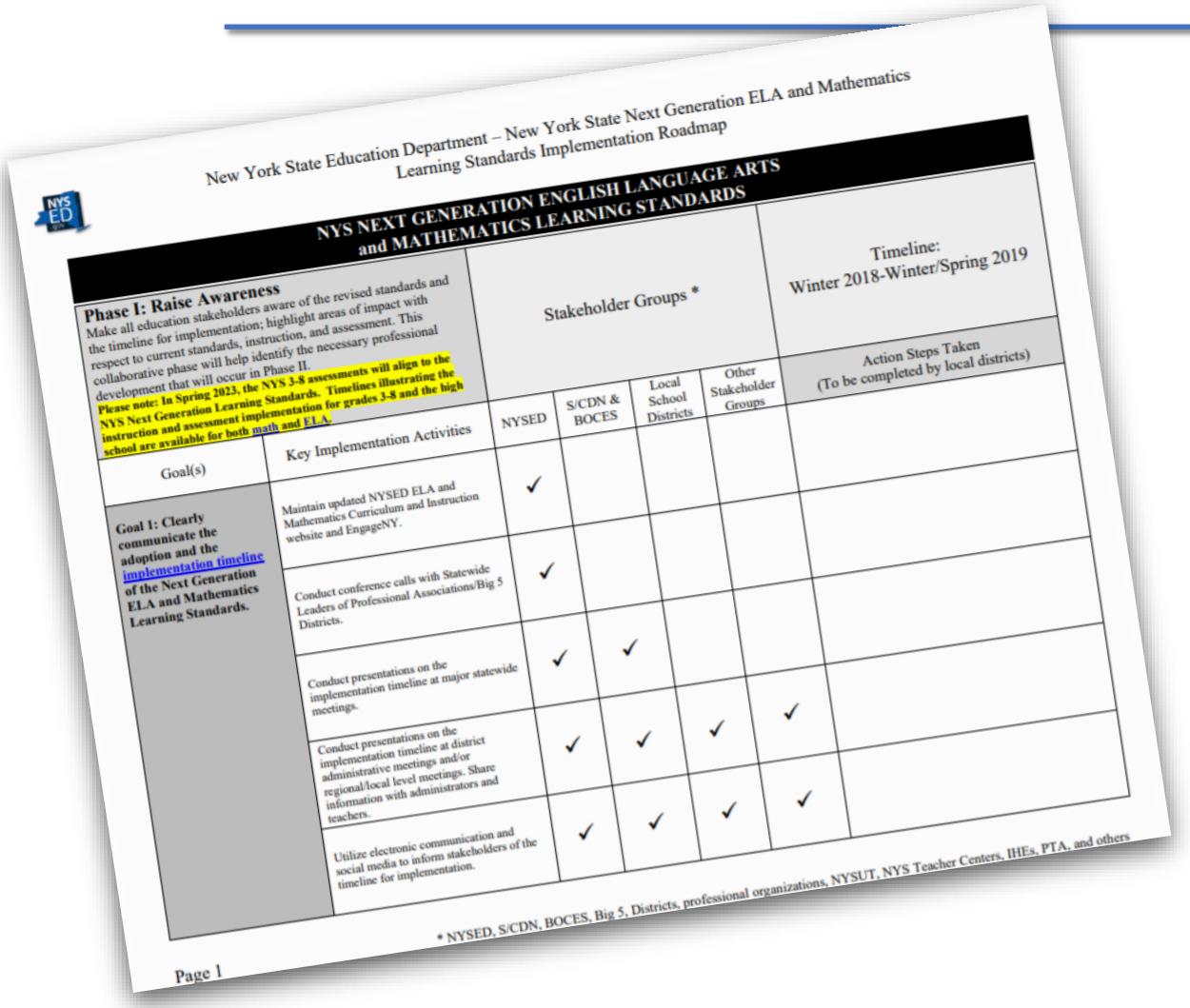
June 2026
First administration of ELA Regents Exam aligned to the NYS Next Generation English Language Arts Learning Standards

2027

June 2027
Last administration of ELA Regents aligned to the NYS P-12 Learning Standards for English Language Arts & Literacy (2010)

State Level English Language Arts Assessment Development & Implementation

Roadmap Documents



New York State Education Department – New York State Next Generation ELA and Mathematics Learning Standards Implementation Roadmap

NYS NEXT GENERATION ENGLISH LANGUAGE ARTS and MATHEMATICS LEARNING STANDARDS

Phase I: Raise Awareness Make all education stakeholders aware of the revised standards and the timeline for implementation; highlight areas of impact with respect to current standards, instruction, and assessment. This collaborative phase will help identify the necessary professional development that will occur in Phase II. **Please note: In Spring 2023, the NYS 3-8 assessments will align to the NYS Next Generation Learning Standards. Timelines illustrating the instruction and assessment implementation for grades 3-8 and the high school are available for both math and ELA.**		Stakeholder Groups *				Timeline: Winter 2018-Winter/Spring 2019
		NYSED	S/CDN & BOCES	Local School Districts	Other Stakeholder Groups	Action Steps Taken (To be completed by local districts)
Goal(s)	Key Implementation Activities					
Goal 1: Clearly communicate the adoption and the implementation timeline of the Next Generation ELA and Mathematics Learning Standards.	Maintain updated NYSED ELA and Mathematics Curriculum and Instruction website and EngageNY.	✓				
	Conduct conference calls with Statewide Leaders of Professional Associations/Big 5 Districts.	✓				
	Conduct presentations on the implementation timeline at major statewide meetings.	✓	✓			
	Conduct presentations on the implementation timeline at district administrative meetings and/or regional/local level meetings. Share information with administrators and teachers.	✓	✓	✓	✓	
	Utilize electronic communication and social media to inform stakeholders of the timeline for implementation.	✓	✓	✓	✓	

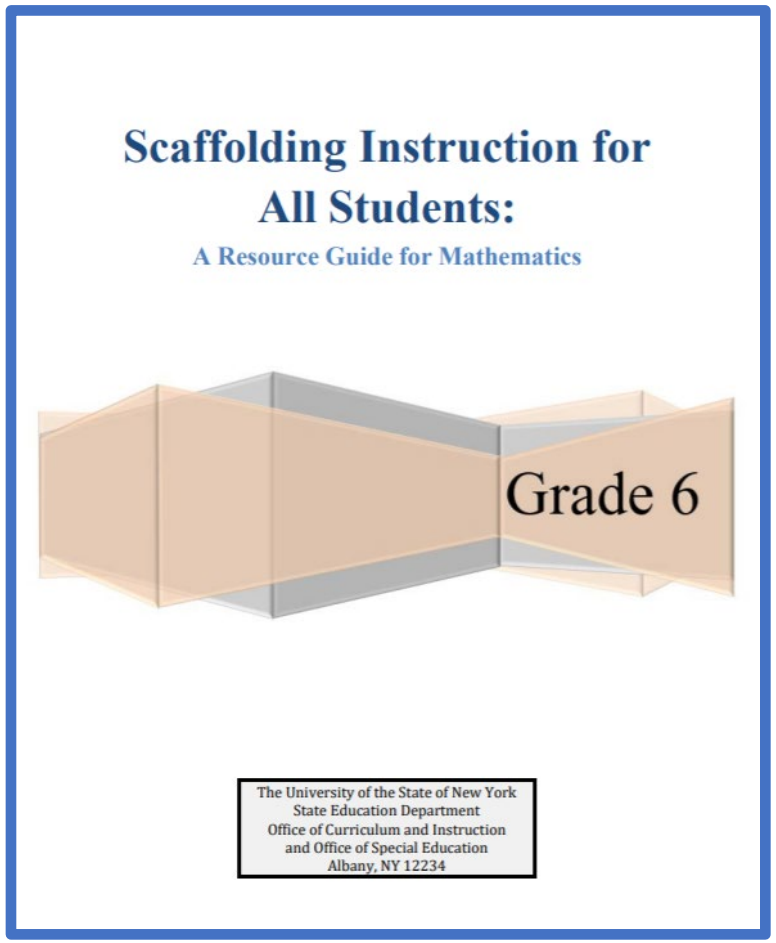
* NYSED, S/CDN, BOCES, Big 5, Districts, professional organizations, NYSUT, NYS Teacher Centers, IHEs, PTA, and others

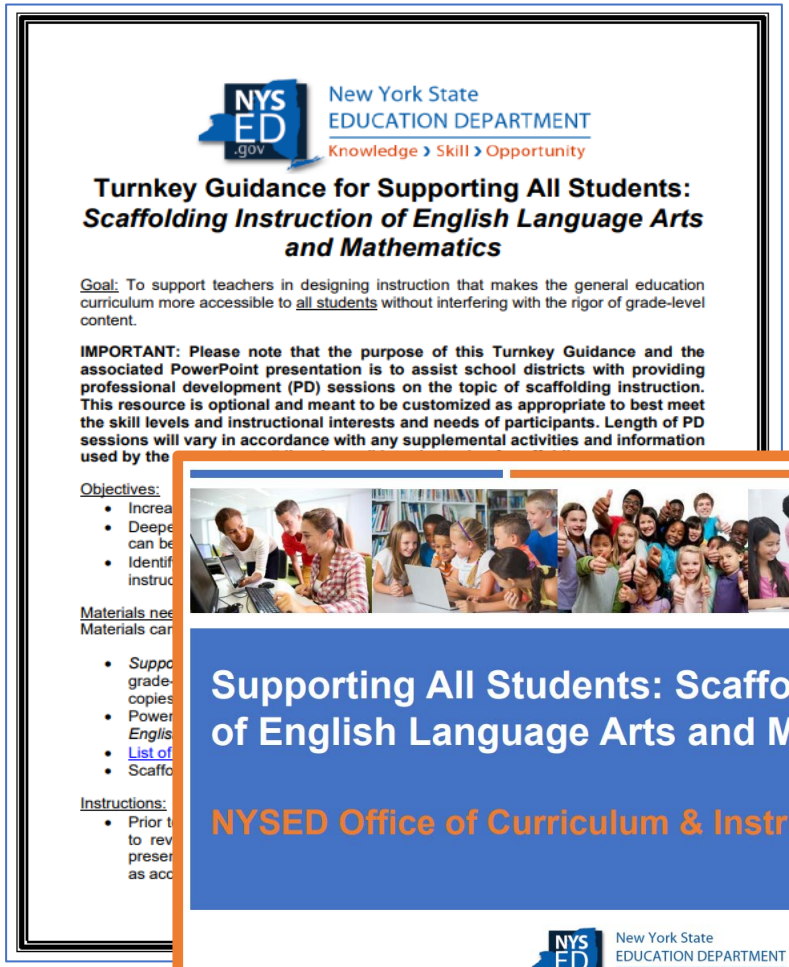
Page 1

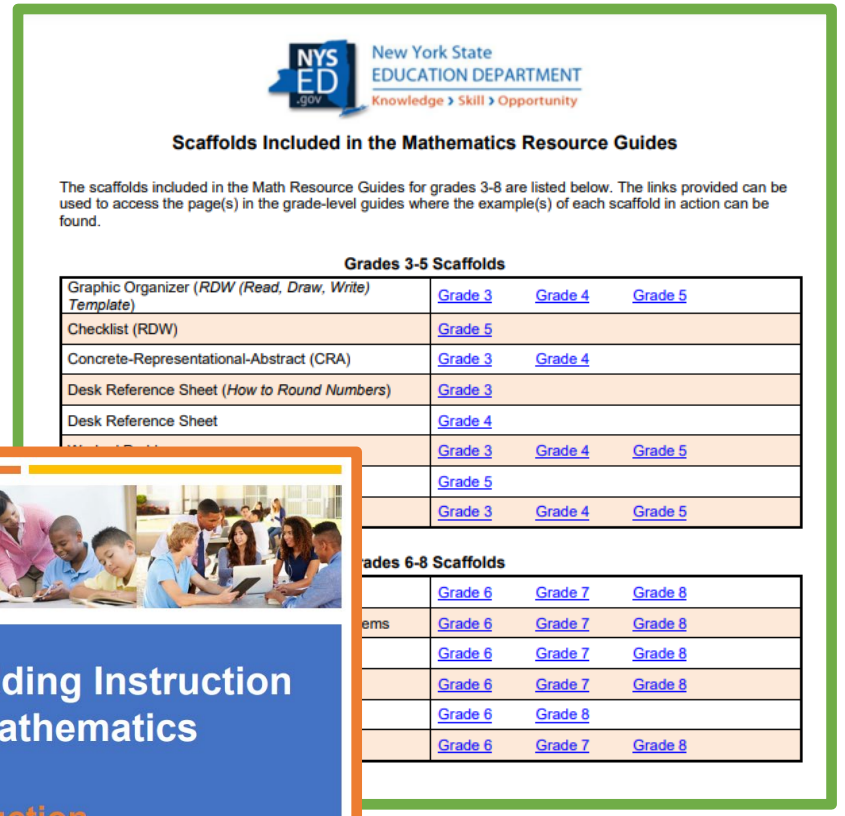
The Roadmap provides goals and activities to help educators prepare for and implement the Next Generation Standards. Documents include:

- A Roadmap FAQ
- A PDF Roadmap
- An editable PDF Roadmap
- A shareable flyer with information and links

Scaffolding Resources – ELA & Math

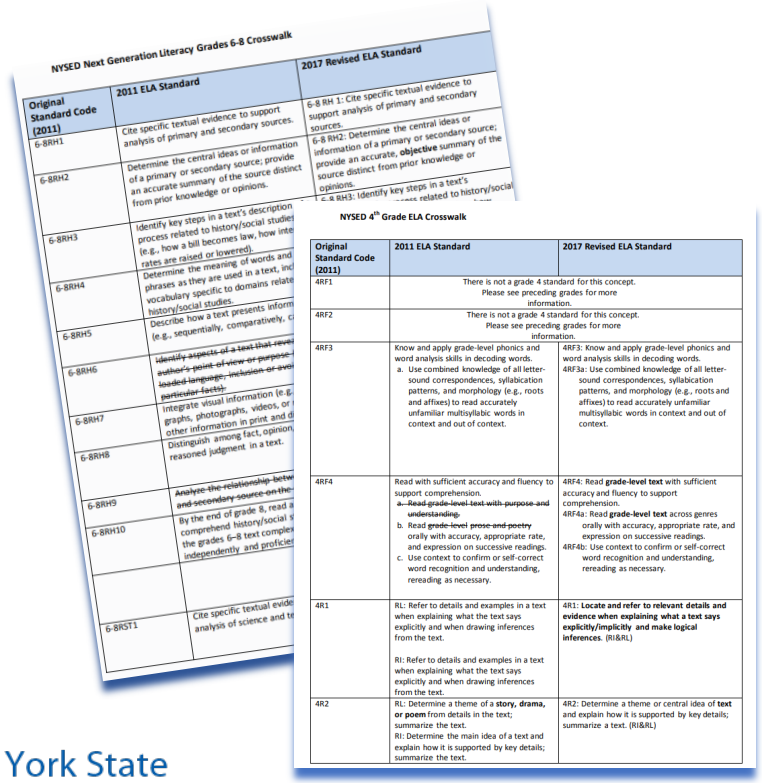






[Resources for Scaffolding Instruction of ELA and Mathematics]

ELA NEXT GENERATION CROSSWALKS



NYSED Next Generation Literacy Grades 6-8 Crosswalk

Original Standard Code (2011)	2011 ELA Standard	2017 Revised ELA Standard
6-8RH1	Cite specific textual evidence to support analysis of primary and secondary sources.	6-8 RH 1: Cite specific textual evidence to support analysis of primary and secondary sources.
6-8RH2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	6-8 RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate, **objective** summary of the source distinct from prior knowledge or opinions.
6-8RH3	Identify key steps in a text's description process related to history/social studies (e.g., how a bill becomes law, how inte rates are raised or lowered).	6-8 RH3: Identify key steps in a text's process related to history/social
6-8RH4	Determine the meaning of words and phrases as they are used in a text, inc vocabulary specific to domains relate history/social studies.	
6-8RH5	Describe how a text presents inform (e.g., sequentially, comparatively, c	
6-8RH6	~~Identify aspects of a text that reve author's point of view or purpose loaded language, inclusion or evo particular facts).~~	
6-8RH7	Integrate visual information (e.g. graphs, photographs, videos, or other information in print and d	
6-8RH8	Distinguish among fact, opinion reasoned judgment in a text.	
6-8RH9	~~Analyze the relationship betw and secondary source on the~~	
6-8RH10	By the end of grade 8, read a comprehend history/social s the grades 6–8 text comple independently and proficie	
6-8RST1	Cite specific textual evide analysis of science and te	

NYSED 4th Grade ELA Crosswalk

Original Standard Code (2011)	2011 ELA Standard	2017 Revised ELA Standard
4RF1	There is not a grade 4 standard for this concept. Please see preceding grades for more information.	
4RF2	There is not a grade 4 standard for this concept. Please see preceding grades for more information.	
4RF3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	4RF3: Know and apply grade-level phonics and word analysis skills in decoding words. 4RF3a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
4RF4	Read with sufficient accuracy and fluency to support comprehension. ~~a. Read grade-level text with purpose and understanding.~~ b. Read ~~grade-level~~ **prose and poetry** orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4RF4: Read **grade-level text** with sufficient accuracy and fluency to support comprehension. 4RF4a: Read **grade-level text** across genres orally with accuracy, appropriate rate, and expression on successive readings. 4RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4R1	RL: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4R1: **Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences**. (RI&RL)
4R2	RL: Determine a theme of a **story, drama, or poem** from details in the text; summarize the text. RI: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	4R2: Determine a theme or central idea of **text** and explain how it is supported by key details; summarize a text. (RI&RL)

- To compare the changes between the 2011 New York State P-12 Common Core Learning Standards for ELA and the 2017 Next Generation English Language Arts Learning Standards.
- Created for grades P-12
- Literacy Crosswalks for grades 6-12

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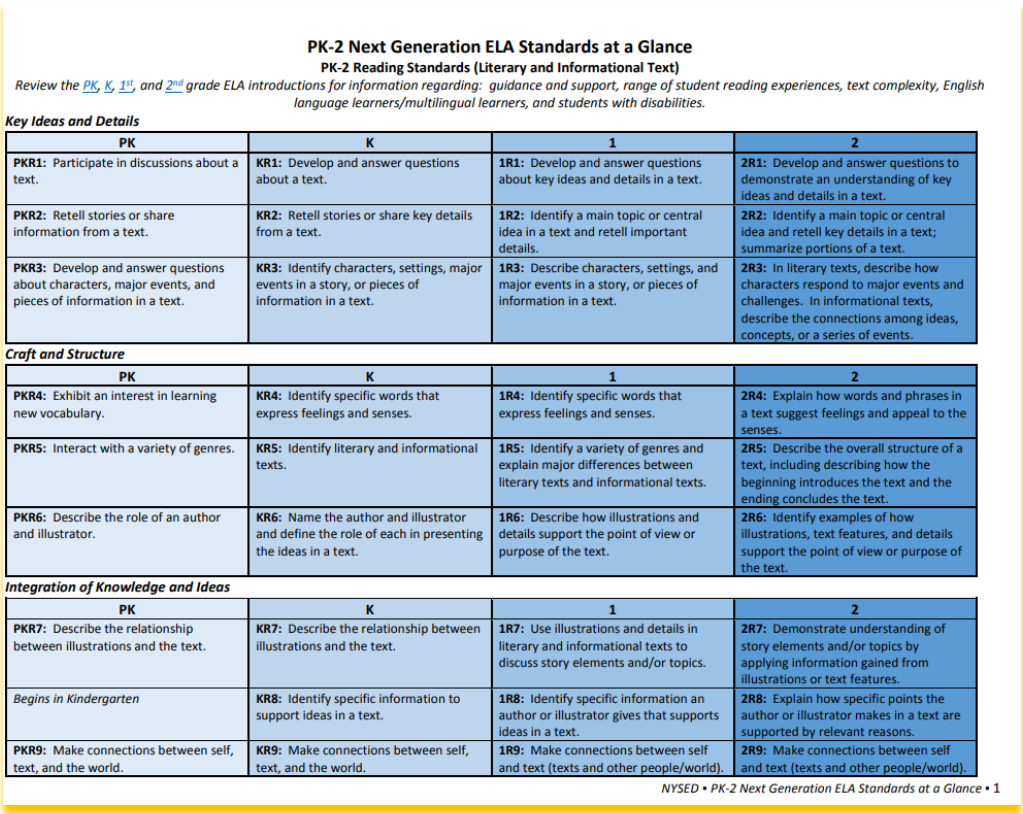
ELA AT A GLANCE STANDARDS DOCUMENT

- Designed to view the standards that precede and follow a particular grade level.
- The grade-level introductions are easily accessible via the links at the top of the "at a glance" pages.



PK-2 Next Generation ELA Standards at a Glance

PK-2 Reading Standards (Literary and Informational Text)

Review the PK, K, 1st, and 2nd grade ELA introductions for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Key Ideas and Details

PK	K	1	2
PKR1: Participate in discussions about a text.	**KR1:** Develop and answer questions about a text.	**1R1:** Develop and answer questions about key ideas and details in a text.	**2R1:** Develop and answer questions to demonstrate an understanding of key ideas and details in a text.
PKR2: Retell stories or share information from a text.	**KR2:** Retell stories or share key details from a text.	**1R2:** Identify a main topic or central idea in a text and retell important details.	**2R2:** Identify a main topic or central idea and retell key details in a text; summarize portions of a text.
PKR3: Develop and answer questions about characters, major events, and pieces of information in a text.	**KR3:** Identify characters, settings, major events in a story, or pieces of information in a text.	**1R3:** Describe characters, settings, and major events in a story, or pieces of information in a text.	**2R3:** In literary texts, describe how characters respond to major events and challenges. In informational texts, describe the connections among ideas, concepts, or a series of events.

Craft and Structure

PK	K	1	2
PKR4: Exhibit an interest in learning new vocabulary.	**KR4:** Identify specific words that express feelings and senses.	**1R4:** Identify specific words that express feelings and senses.	**2R4:** Explain how words and phrases in a text suggest feelings and appeal to the senses.
PKR5: Interact with a variety of genres.	**KR5:** Identify literary and informational texts.	**1R5:** Identify a variety of genres and explain major differences between literary texts and informational texts.	**2R5:** Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text.
PKR6: Describe the role of an author and illustrator.	**KR6:** Name the author and illustrator and define the role of each in presenting the ideas in a text.	**1R6:** Describe how illustrations and details support the point of view or purpose of the text.	**2R6:** Identify examples of how illustrations, text features, and details support the point of view or purpose of the text.

Integration of Knowledge and Ideas

PK	K	1	2
PKR7: Describe the relationship between illustrations and the text.	**KR7:** Describe the relationship between illustrations and the text.	**1R7:** Use illustrations and details in literary and informational texts to discuss story elements and/or topics.	**2R7:** Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features.
Begins in Kindergarten	**KR8:** Identify specific information to support ideas in a text.	**1R8:** Identify specific information an author or illustrator gives that supports ideas in a text.	**2R8:** Explain how specific points the author or illustrator makes in a text are supported by relevant reasons.
PKR9: Make connections between self, text, and the world.	**KR9:** Make connections between self, text, and the world.	**1R9:** Make connections between self and text (texts and other people/world).	**2R9:** Make connections between self and text (texts and other people/world).

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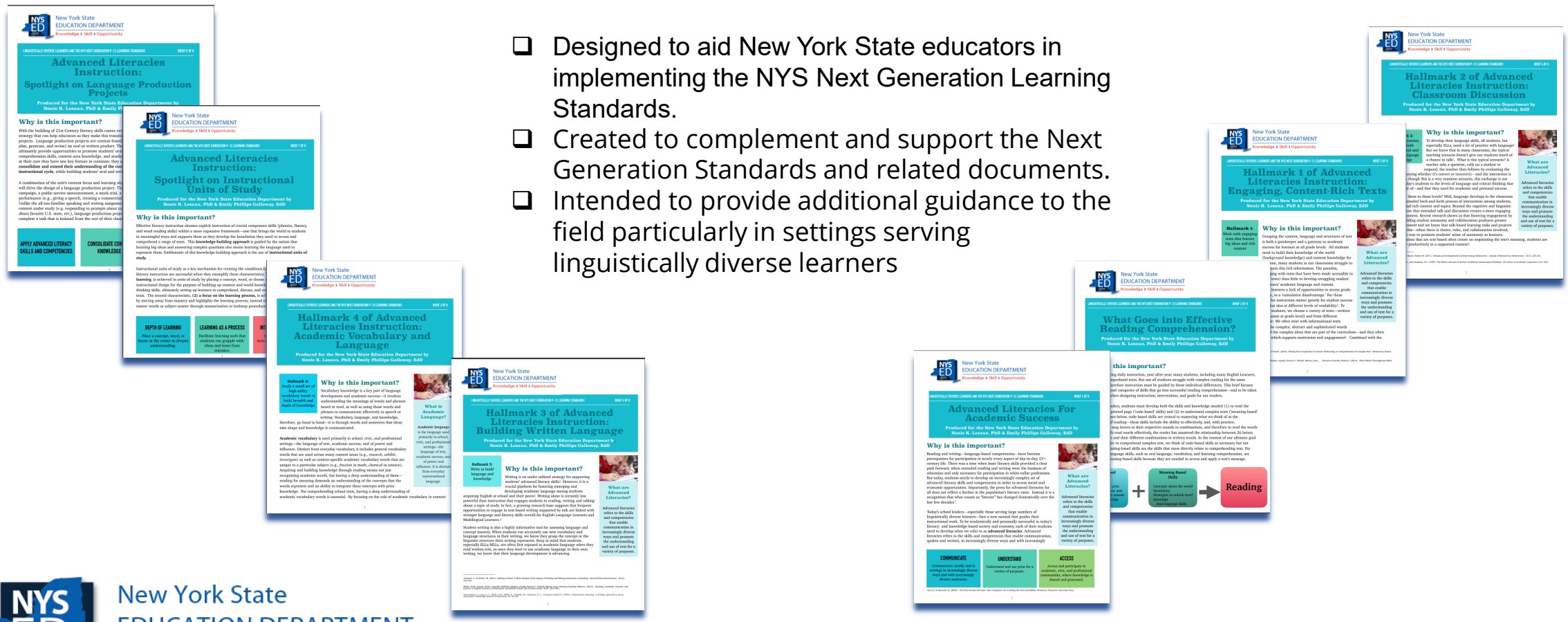
ADVANCED LITERACY BRIEFS



- Designed to aid New York State educators in implementing the NYS Next Generation Learning Standards.
- Created to complement and support the Next Generation Standards and related documents.
- Intended to provide additional guidance to the field particularly in settings serving linguistically diverse learners

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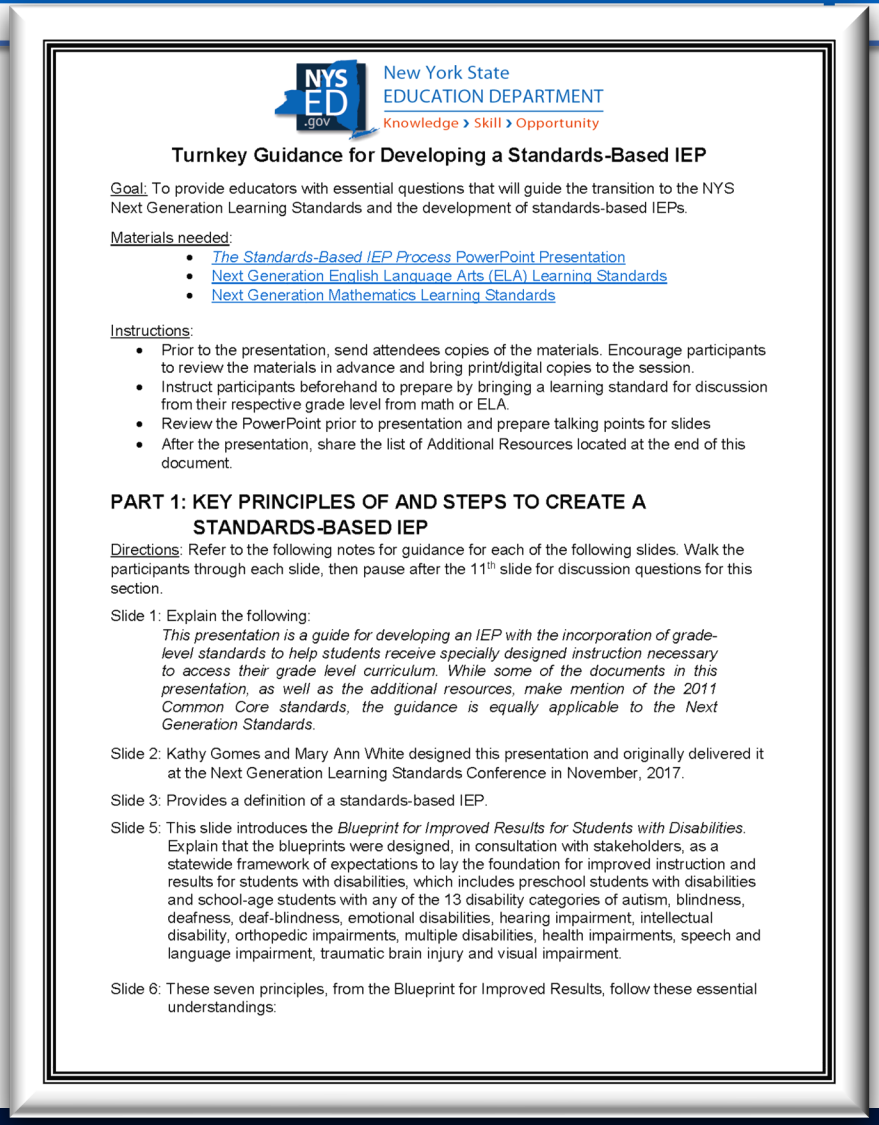
Professional Development Toolkits

Provide prepackaged instructional steps and guidelines for educators and administrators.

Facilitate training on various aspects of the Next Generation Learning Standards.



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Turnkey Guidance for Developing a Standards-Based IEP

Goal: To provide educators with essential questions that will guide the transition to the NYS Next Generation Learning Standards and the development of standards-based IEPs.

Materials needed:

- *The Standards-Based IEP Process* PowerPoint Presentation
- Next Generation English Language Arts (ELA) Learning Standards
- Next Generation Mathematics Learning Standards

Instructions:

- Prior to the presentation, send attendees copies of the materials. Encourage participants to review the materials in advance and bring print/digital copies to the session.
- Instruct participants beforehand to prepare by bringing a learning standard for discussion from their respective grade level from math or ELA.
- Review the PowerPoint prior to presentation and prepare talking points for slides
- After the presentation, share the list of Additional Resources located at the end of this document.

PART 1: KEY PRINCIPLES OF AND STEPS TO CREATE A STANDARDS-BASED IEP

Directions: Refer to the following notes for guidance for each of the following slides. Walk the participants through each slide, then pause after the 11th slide for discussion questions for this section.

Slide 1: Explain the following:
This presentation is a guide for developing an IEP with the incorporation of grade-level standards to help students receive specially designed instruction necessary to access their grade level curriculum. While some of the documents in this presentation, as well as the additional resources, make mention of the 2011 Common Core standards, the guidance is equally applicable to the Next Generation Standards.

Slide 2: Kathy Gomes and Mary Ann White designed this presentation and originally delivered it at the Next Generation Learning Standards Conference in November, 2017.

Slide 3: Provides a definition of a standards-based IEP.

Slide 5: This slide introduces the *Blueprint for Improved Results for Students with Disabilities*. Explain that the blueprints were designed, in consultation with stakeholders, as a statewide framework of expectations to lay the foundation for improved instruction and results for students with disabilities, which includes preschool students with disabilities and school-age students with any of the 13 disability categories of autism, blindness, deafness, deaf-blindness, emotional disabilities, hearing impairment, intellectual disability, orthopedic impairments, multiple disabilities, health impairments, speech and language impairment, traumatic brain injury and visual impairment.

Slide 6: These seven principles, from the Blueprint for Improved Results, follow these essential understandings:

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Available for…

* Advanced Literacies Briefs Guiding Document
* Family Engagement Toolkit for ELL Standards Support
* Guide to Aligning Curricula to the Next Generation Learning Standards (ELA & Math)
* Next Gen Standards Introduction (ELA & Math)
* Next Gen Math Crosswalk
* Next Gen Math Teacher-Support Features
* Standards and the Instructional Cycle: a P-3 Resource
* Standards-Based IEP Toolkit
* Standards, not Standardization: The Early Learning Standards and Diverse Populations

A Guide for Aligning Local Curricula to the Next Generation Learning Standards

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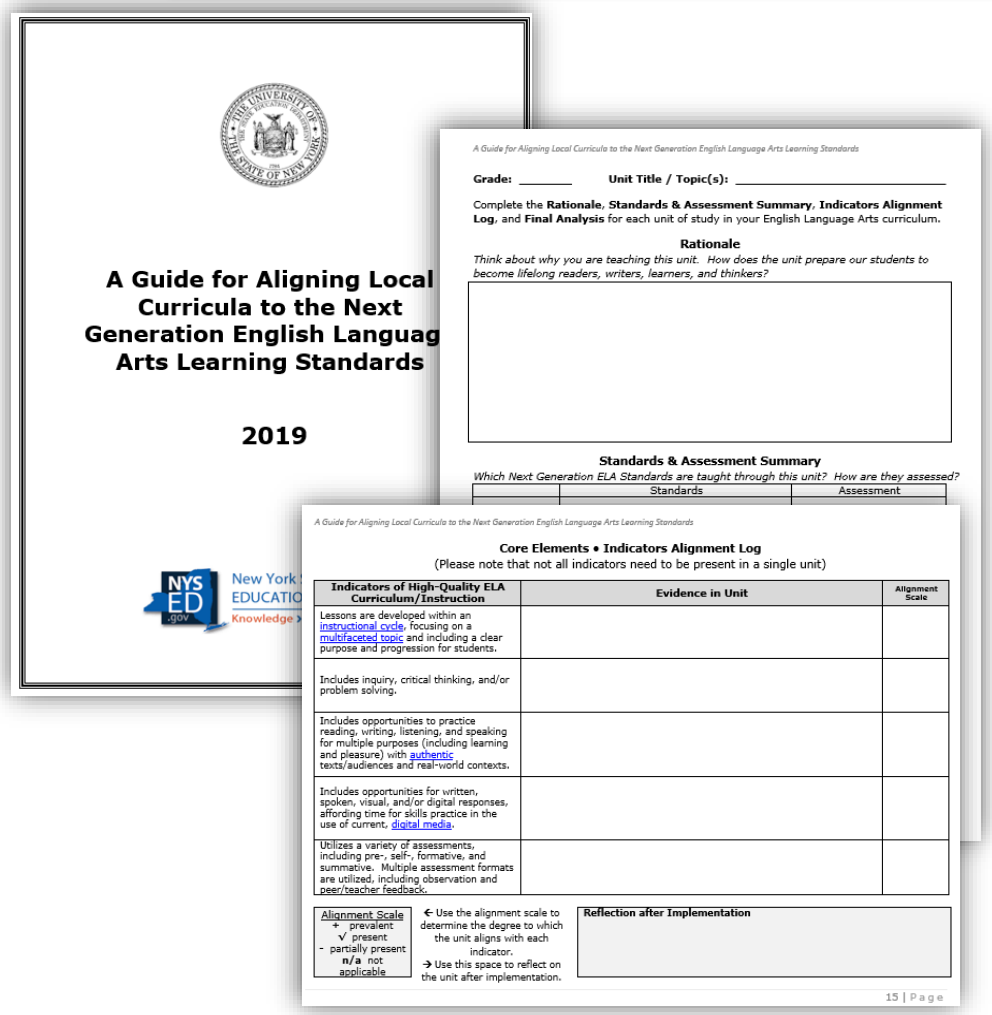


- Supports curriculum review or design for alignment to the revised standards
- Includes:
  - Purpose
  - Part I: Learning Standards and Curriculum
    - Overview of the practices
  - Part II: Aligning and Creating Curricular Resources
    - Getting started
    - Determining a curriculum
    - Curriculum Reflection Tool
    - Glossary

Awareness of the Changes (Math) Standards
The Results of Standards Review: What happened?

Movement of Standards to different grade levels to improve the focus of major content and skills for each grade-level and course; providing more time for students to develop deep levels of understanding of grade-level appropriate content;

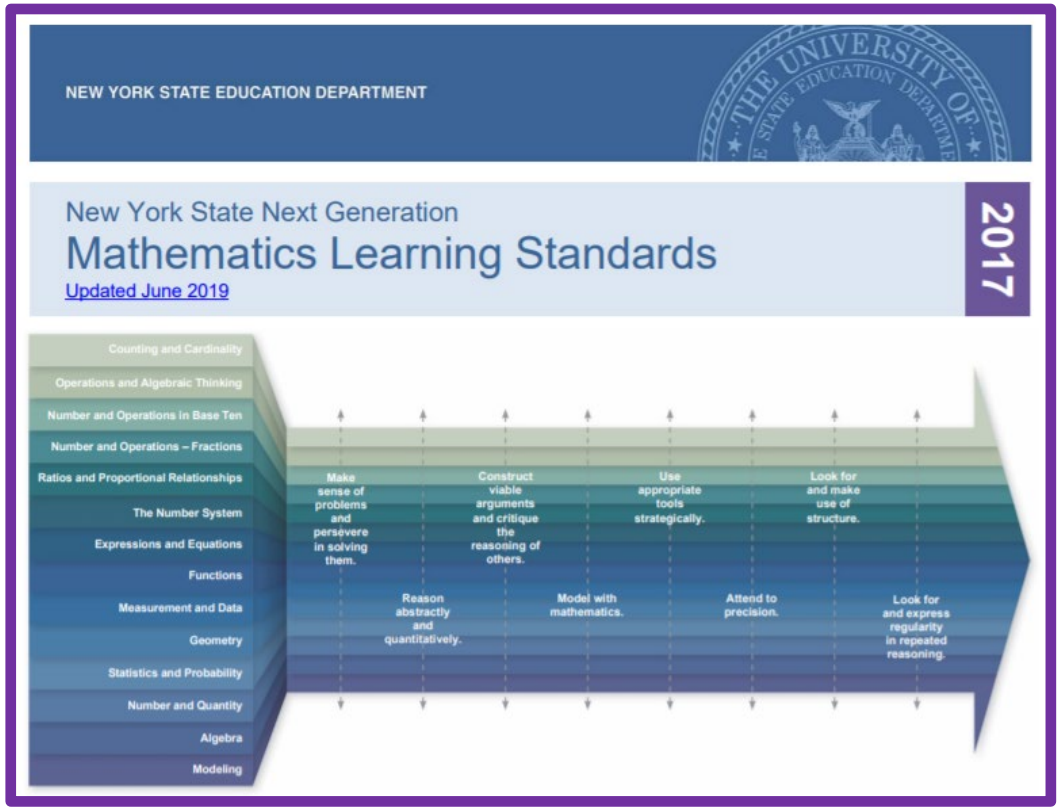
Clarification of Standards to make expectations more clearly defined, without limiting instructional flexibility;

Addition and Consolidation of Standards to improve coherence, focus and reduce redundancy amongst grade levels;

Maintain the Rigor of the Standards by improving the balance of conceptual understanding, procedural skill and application;

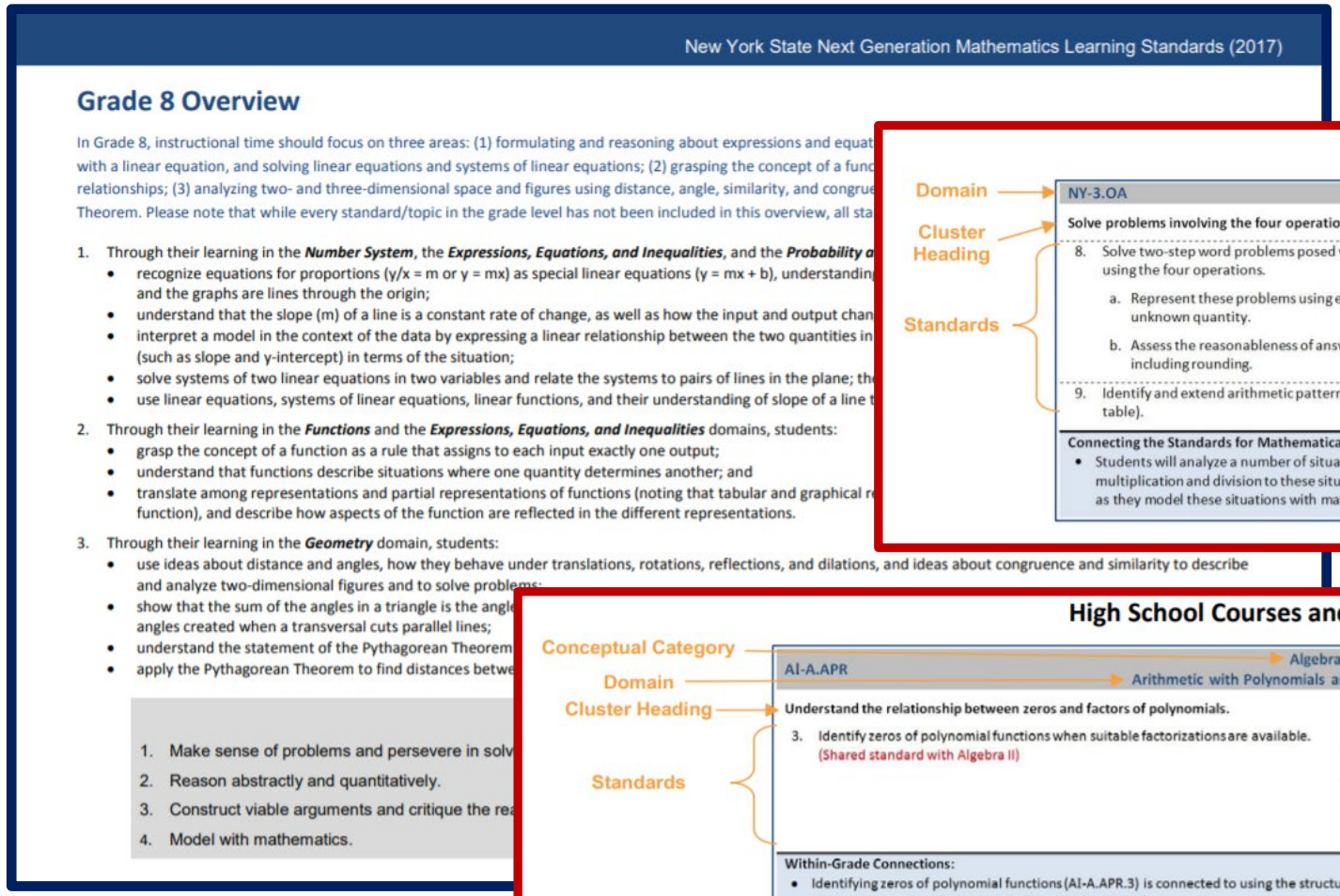
Provide opportunities for students to **Explore** certain standards to ensure that the standards are grade-level appropriate. Exploring a standard allows a student to be introduced to and learn a concept without the expectation of mastering the concept at that grade level.

Next Generation Mathematics Learning Standards Document

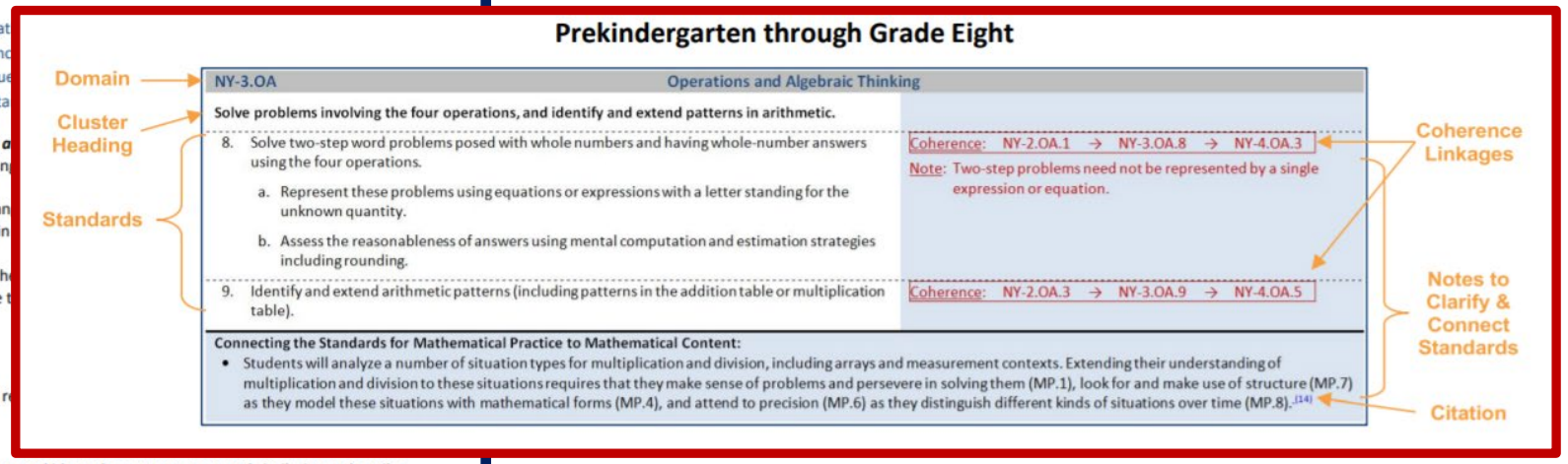


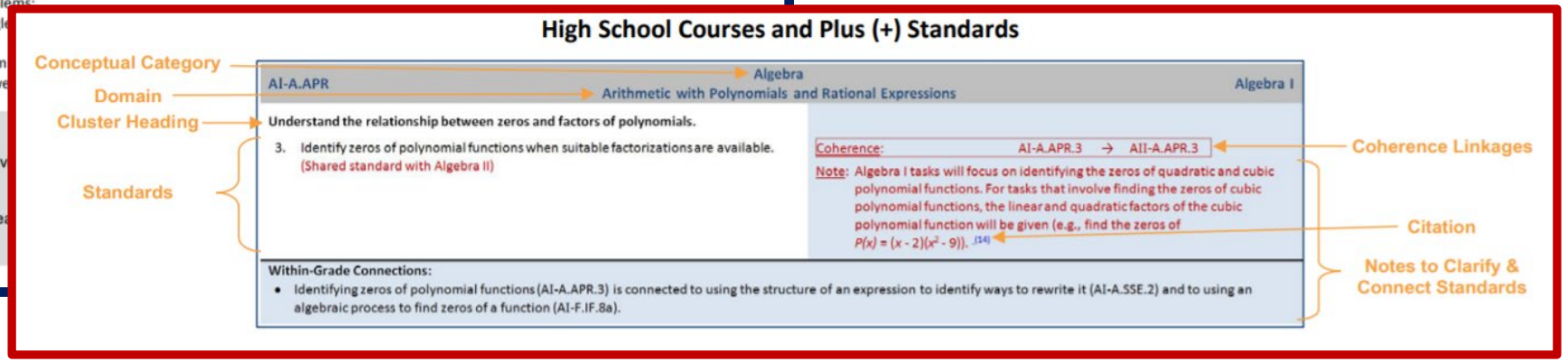
[New York State Next Generation Mathematics Learning Standards]

Within the NGMLS document

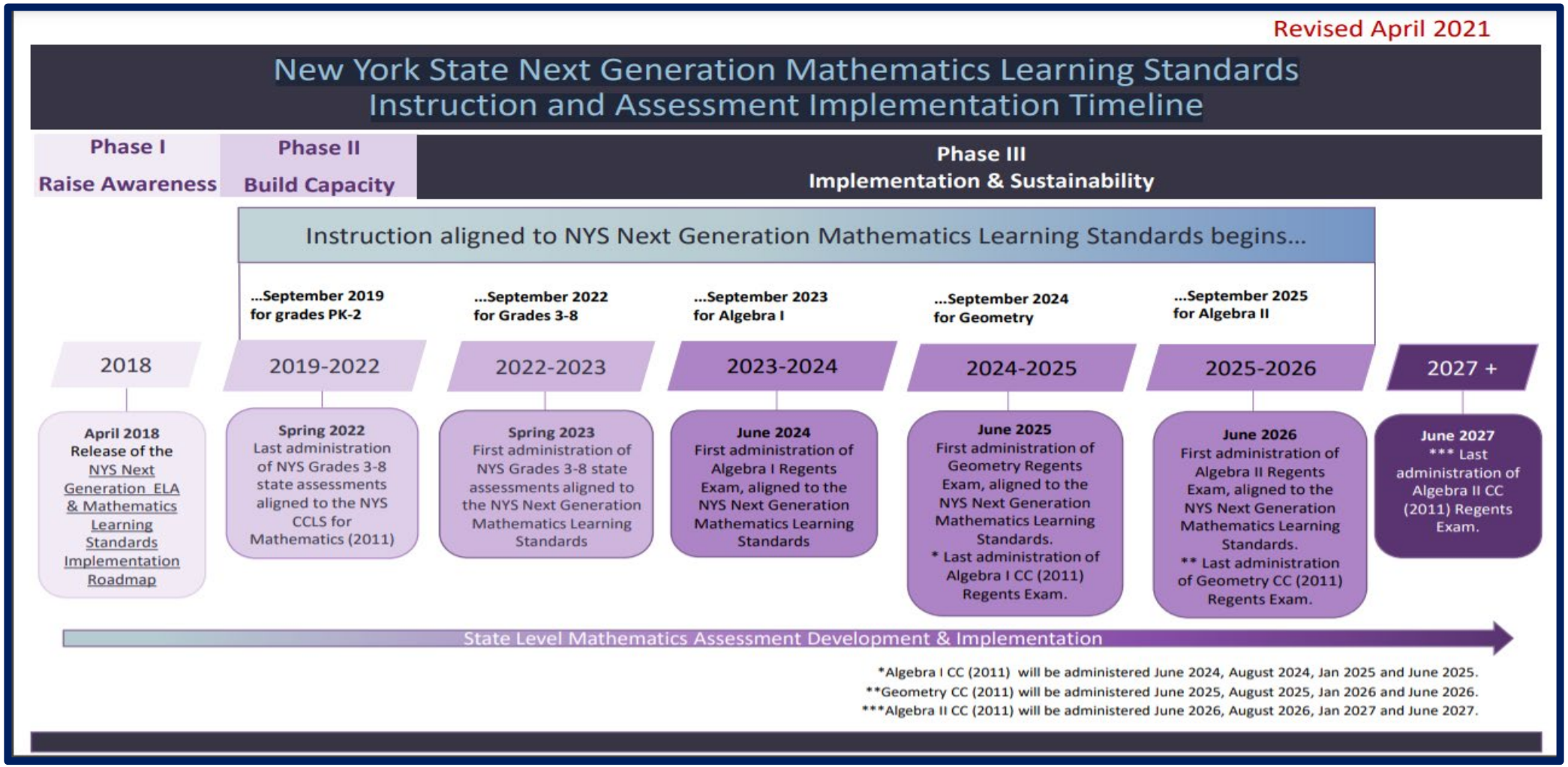


How to Read the P-8 & HS Standards for Mathematical Content





NYS Next Generation Mathematics Learning Standards Instruction and Assessment Implementation Timeline



Next Generation Mathematics Learning Standards Crosswalks & Snapshots

Grade 6 Snapshot

Standards New to Grade 6

NY-6.G.5 Use area and volume models to explain perfect squares and perfect cubes.
NY-6.SP.1b Understand that statistics can be used to gain information about a populat
sample is representative of that population.
NY-6.SP.1c Understand that the method and sample size used to collect data for a part
valid inferences can be drawn about the population. Generate multiple samples (or sim
NY-6.SP.6 Understand that the probability of a chance event is a number between 0 an
probability near 0 indicates an unlikely event, a probability around ½ indicates an even
NY-6.SP.7 Approximate the probability of a simple event by collecting data on the cha
frequency given the probability.
NY-6.SP.8 Develop a probability model and use it to find probabilities of simple event
sources of the discrepancy.
NY-6.SP.8a Develop a uniform probability model by assigning equal probability to all
NY-6.SP.8b Develop a probability model (which may not be uniform) by observing fr

Standards Moved from Grade 6

No standards moved.

Highlights/Instructional Considerations

NY-6.RP.2 Unit rates are limited to non-complex fractions.
NY-6.RP.3 Students may utilize a strategy of their choice when solving real-world and
NY-6.RP.3b Unit rate problems may include unit pricing and constant speed.
NY-6.RP.3c Percent problems involve finding a percent as a rate per 100, finding the
NY-6.RP.3d Conversions are not across different measurement systems.
NY-6.NS.1 Students may utilize a strategy of their choice when interpreting, computin
NY-6.NS.2 (and 3) Any standard algorithm may be used for the division of multi-digit
NY-6.EE.2b Added "difference" as one of the mathematical terms.
NY-6.EE.2c Order of operations, expressions may or may not include parentheses. Ex
NY-6.EE.7 All four single-step equations are included. See standards document for an
NY-6.EE.8 Added $x \geq c$ and $x \leq c$. Compound inequalities could be introduced here.
NY-6.EE.9 Students will be given an equation (no longer need to write) and will need
NY-6.G.1 Replaced special quadrilaterals with trapezoids; using the inclusive definitio
NY-6.G.4 Clarification of three dimensional figures for nets/surface area; right rectang

New York State Next Generation Mathematics Learning Standards

Grade 2 Crosswalk

Operations and Algebraic Thinking

Cluster	NYS P-12 CCLS	NYS Next Generation Learning Standard
Represent and solve problems involving addition and subtraction.	**2.OA.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., ~~by~~ using drawings and equations with a symbol for the unknown number to represent the problem.	**NY-2.OA.1a** Use addition and subtraction within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. e.g., using drawings and equations with a symbol for the unknown number to represent the problem. **NY-2.OA.1b** Use addition and subtraction within 100 to develop an understanding of solving two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. e.g., using drawings and equations with a symbol for the unknown number to represent the problem.
Add and subtract within 20.	**2.OA.2** Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. Note: See standard 1.OA.6 for a list of mental strategies.	**NY-2.OA.2a** Fluently add and subtract within 20 using mental strategies. Strategies could include: • counting on; • making ten; • decomposing a number leading to a ten; • using the relationship between addition and subtraction; and • creating equivalent but easier or known sums. **Note: Fluency involves a mixture of just knowing some answers, knowing some answers from patterns, and knowing some answers from the use of strategies.** **NY-2.OA.2b** Know from memory all sums within 20 of two one-digit numbers.

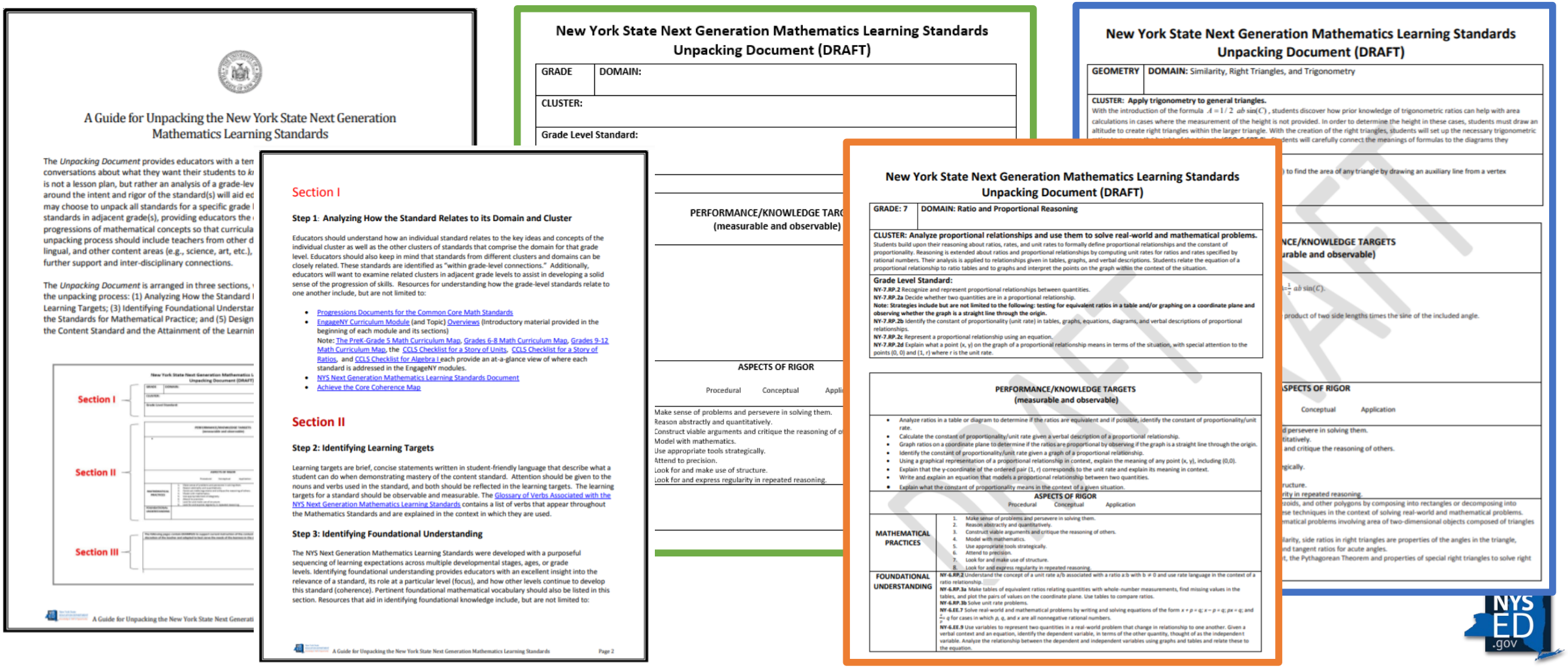
NGMLS Glossary of Verbs

Word	Definition/context of use in the standards
Analyze	*Analyze* requires students to examine carefully, take apart mathematically, and break down into components or essential characteristics to identify causes, key factors, and possible results.
Apply	*Apply* requires a student to use mathematical knowledge in a variety of situations.
Calculate	*Calculate* requires a student to determine an answer.
Classify	Students *classify* by determining characteristics (attributes) that objects (numbers, shapes, etc.) share, and characteristics (attributes) they don't share.
Compare	Students *compare* by examining two or more objects, numbers or mathematical situations in order to determine similarities and differences.
Compose	*Compose* requires students to form or make something (numbers, functions, sets, etc.) by combining parts.
Convert	Students *convert* by changing the form (e.g. measurement, different units) without a change in the size or amount.

Explore	*Explore* requires the student to learn the concept in the stand activities. Repeated experiences with these concepts, with in *Explore* indicates that the topic is an important concept that b toward mastery in later grades. However, mastery at the cur standard.
Express	*Express* requires students to change an amount or quantity i
Fluent	The word *fluent* is used in the Standards to mean "fast and a mixture of just knowing some answers, knowing some answe answers from the use of strategies. For additional information refer to pages 18-19 of Progressio in Mathematics (draft) *Principles and Standards for School Mathematics* states, "Co efficient and accurate methods for computing. Students exhib demonstrate *flexibility* in the computational methods they cho methods, and produce accurate answers *efficiently*. Required Grade Level Fluencies for Grades K-8: Required grade level fluencies are available from EngageNY Standards for Mathematics. Standards that are recommended fluencies at the High Scho standards for Algebra I, Algebra II and Geometry.
Generate	*Generate* requires students to create something by the appli or operations.
Identify	*Identify* requires students to recognize a mathematical concept using prior knowledge.

Downloadable Resource: PDF Version of this Glossary

NGMLS Unpacking Documents



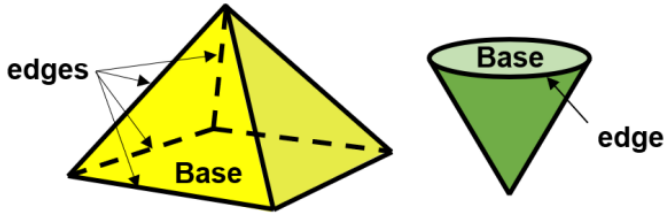
NGMLS Pk-8 Glossary

NYS Next Generation LEARNING STANDARDS

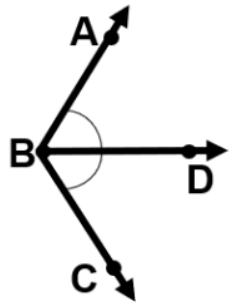
Disclaimers and Notices

New York State Next Generation Mathematics Learning Standards GLOSSARY
Grades PreK - 8

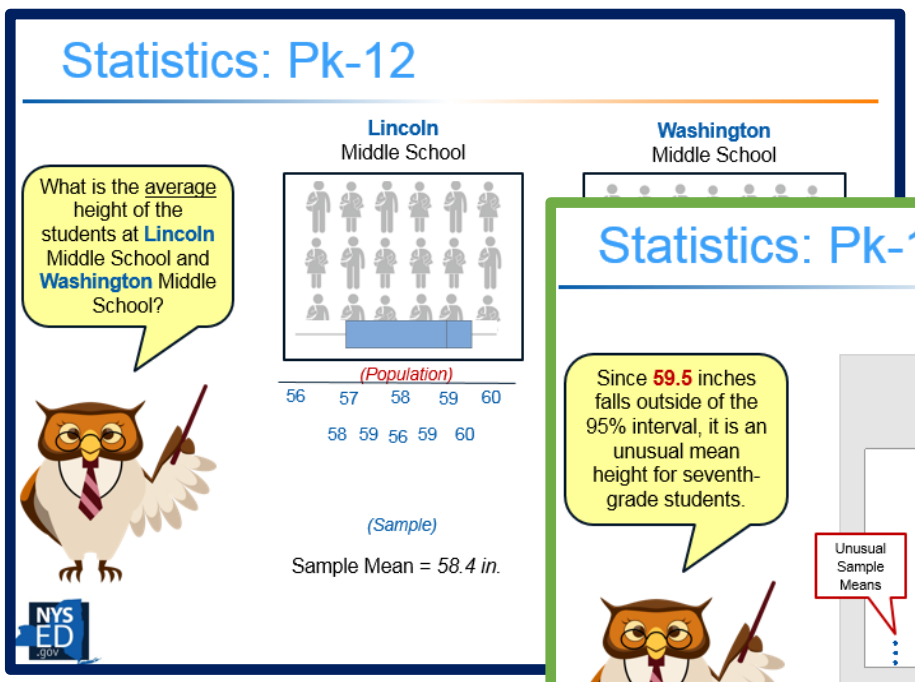
edge The boundary where a base and a lateral face, a base and lateral surface(s), two lateral faces, or two lateral surfaces of a three-dimensional figure intersect.
Examples:

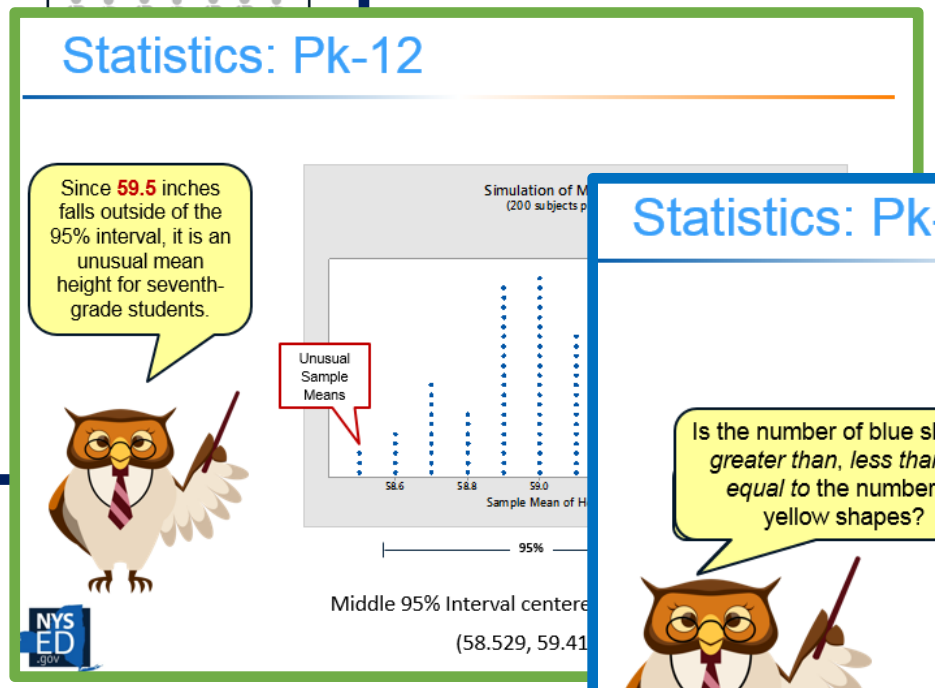


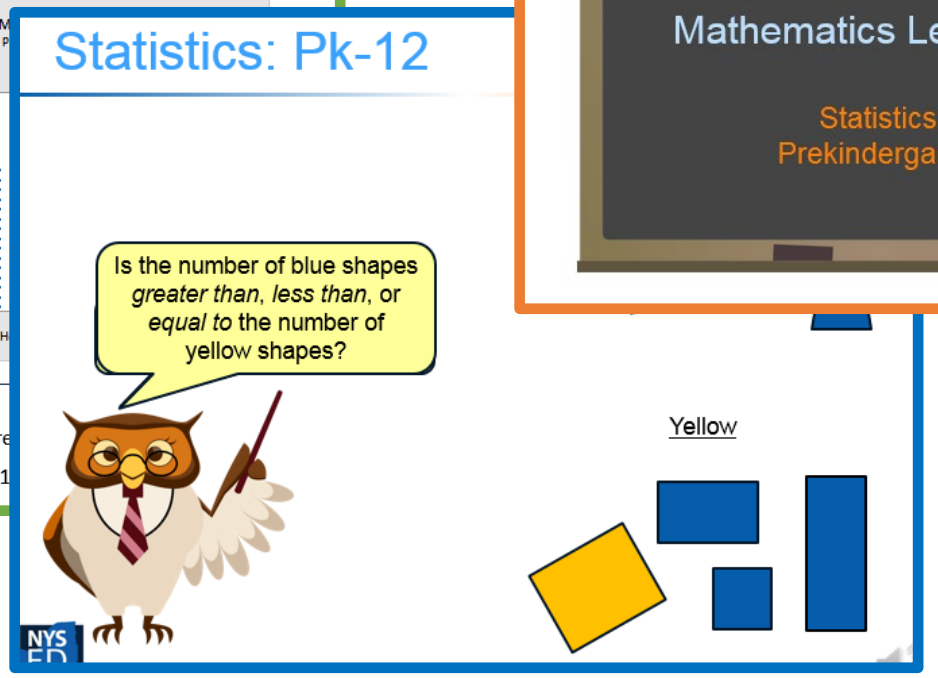
angle bisector A line, line segment, ray, or plane that divides an angle into two congruent angles.
Example: $\angle ABC$ is bisected by ray BD therefore $\angle ABD \cong \angle CBD$.

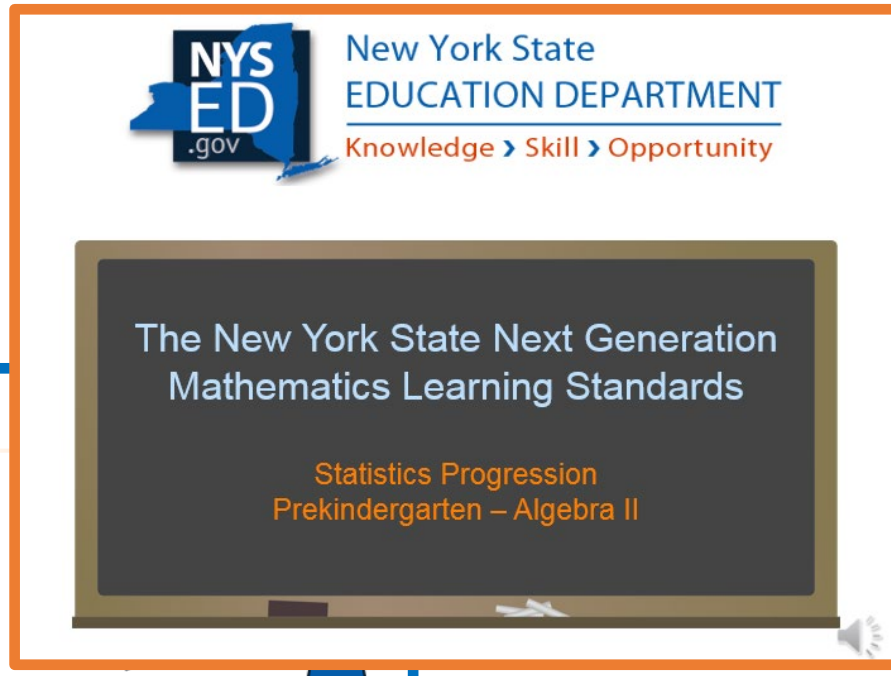


Statistics Progression Video & Toolkit









[Stats Progression Video]

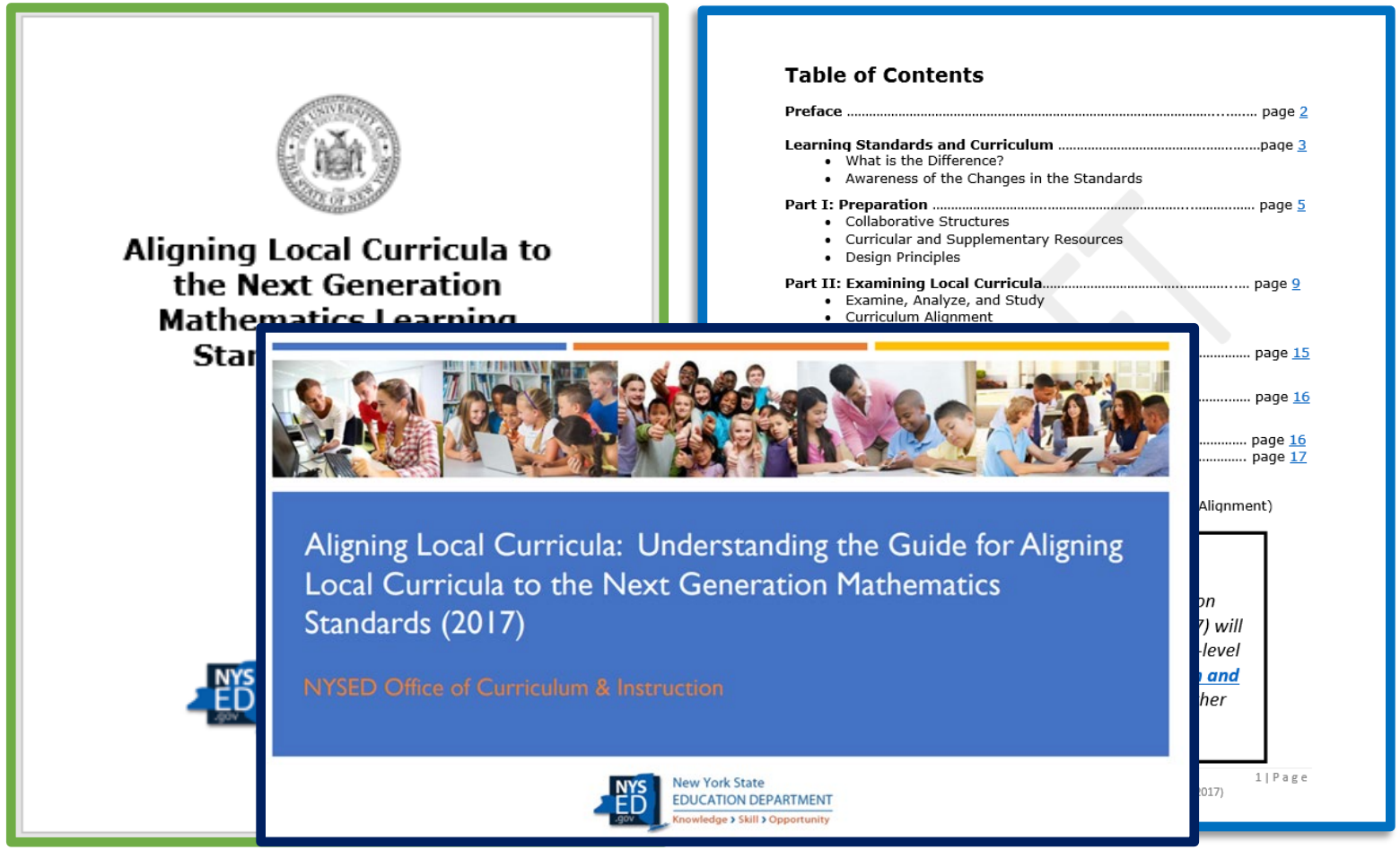
NGMLS Post-test Standard Designations

- **Grade 3:** Scaled pictograph/bar graph (NY-3.MD.3) (Additional)
- **Grade 5:** Order of Operations Standards (NY-5.OA.1 and 2) (Additional)
- **Grade 6:** All Probability and Statistics
- **Grade 7:** Area and Circumference of a Circle (NY-7.G.4) (Additional)
- **Grade 8:** Scientific Notation (NY-8.EE.3 and 4), Linear Systems of Equations (NY-8.EE.8)

Post-test content (at teacher's discretion) may be introduced at various points through out the year. Then, reinforced during the remaining months of school.

Post-test Standards Designations

Guide to Aligning Local Curricula & Toolkit

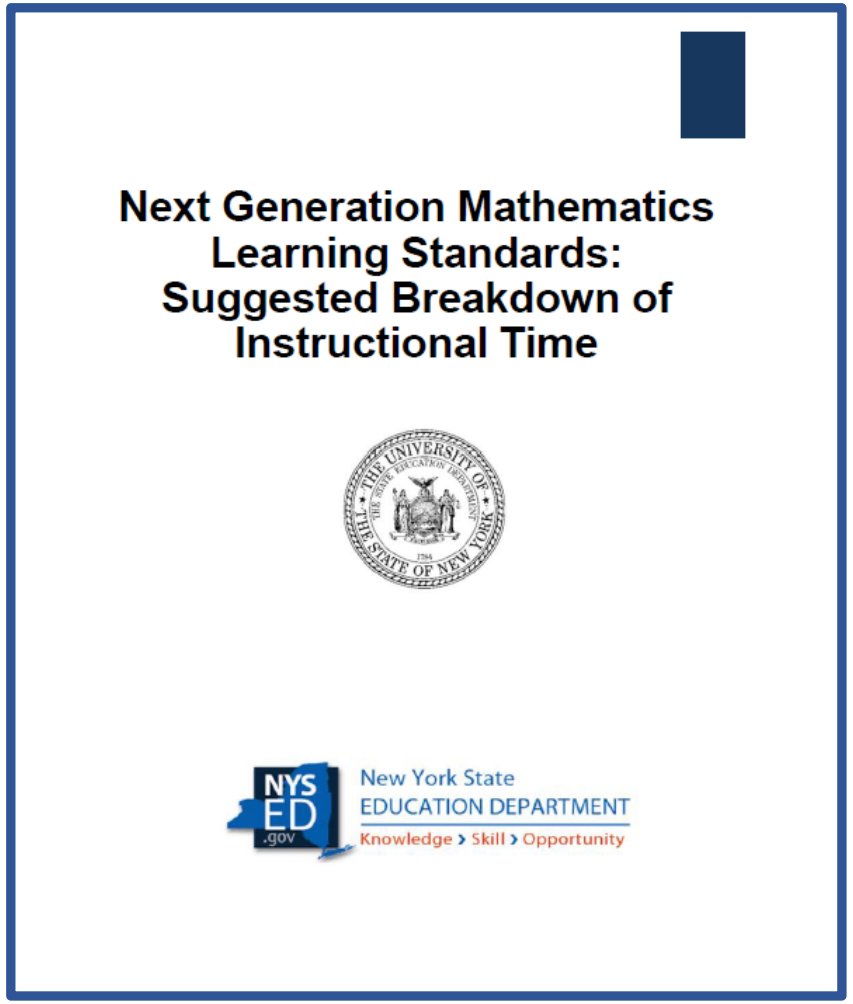


- **Curriculum** decisions are **locally determined**
- **Optional resource** for school districts to utilize.
- Designed to **assist** districts in the curriculum alignment process.
- **Empower educators** to do the necessary alignment work.

[Guide to Aligning Local Curricula to the NGMLS]

Suggested Breakdown of Instructional Time

- **Planning units of study** – quality instructional & culturally responsive-sustaining practices
- **Teacher preference and flexibility**
- **Standards-based curriculum** – curriculum & instruction are locally determined



- **Individualized math instruction** – prioritizing the needs of **all** students (ELLs, MLLs, SWDs, students who need extra support)
- Using **appropriate scaffolds** when needed

Arrangement of Information

Grade 4:

In Grade 4, instructional time should focus on three areas:

(1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends;

(2) developing an understanding of fraction equivalence, addition, and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and

(3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Suggested Instructional Time Percentages for Grade 4 by Domain:

Operations and Algebraic Thinking	Number and Operations in Base Ten	Number and Operations – Fractions	Measurement and Data	Geometry
15% - 25%	20% - 30%	20% - 25%	15% - 25%	10% - 15%

Notes/Considerations:

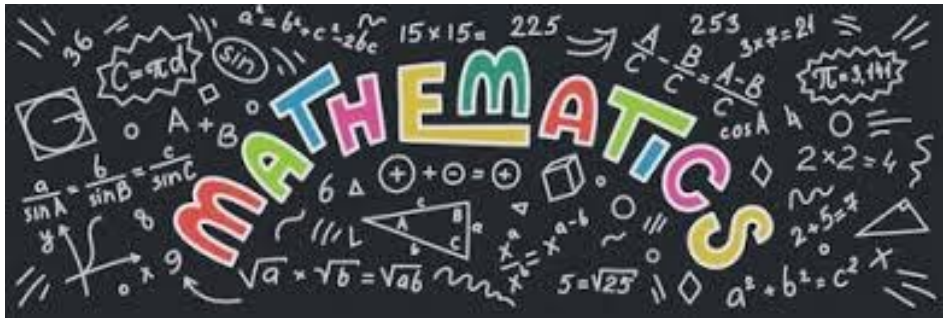
The instructional time percentage range in the **Geometry** domain does not indicate that the standards are less important. The grade 4 **Geometry** standards, which involve working with lines and angles and classifying shapes, cohesively connect the **Geometry** standards from Grade 3 and supports student work along the progression into Grade 5 and through the high school course of Geometry.

Please Note:

The Grade 4 Suggested Percentage of Instructional Time Ranges consider instruction for a complete school year from September – June. *These Suggested Percentage of Instructional Time Ranges do not necessarily reflect the Grade 4 assessment blueprint.* Certain concepts may take more instructional time to develop within a classroom to achieve the expectation of the standards than may be evidenced on a grade-level State assessment.

Grade-level/Course Foci

Suggested Instructional Time Percentages by Domain



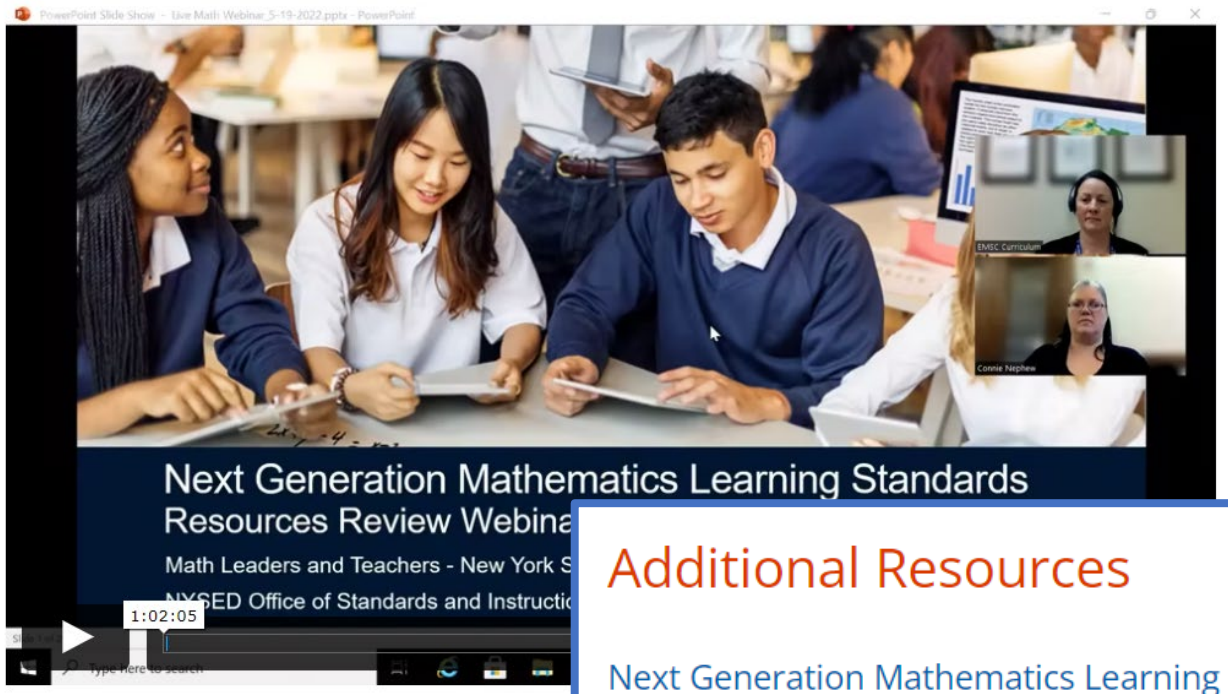
Notes/Considerations

Please Note:

NGMLS Webinar – Now posted!

Presentation Video

Next Generation Mathematics Learning Standards Resources Review Webinar



Recorded webinar includes:

- How to navigate the Next Generation Mathematics Learning Standards webpage and where the resources for implementation are housed
- Additional resources from the Office of State Assessment (OSA)

Additional Resources

Next Generation Mathematics Learning Standards Implementation Resources Presentation Slides – this resource provides a slide-by-slide listing of all the resources covered in the webinar, including helpful descriptions, information, and links.

Expanded Math Access Program

- State initiative to promote the math fluency and the love of math in K-5 students across New York.
- Not a curriculum; Curriculum decisions are locally determined
- Online, standards-based math games and activities at **no cost to districts**; standards correlation document available
- Optional program with flexible use
- Use of free resource is not a requirement for districts; an additional asset to promote mathematical thinking and fluency

FIRST IN MATH®

Energizing Every Child to Learn, Love and Live Math®

Until 6/30/2025

PAEMST Announcement

2022-2023 PAEMST Award Cycle
grades 7-12 educators

Nominations are open!
End January 9th, 2023

Applications are now open!
Deadline: February 6th, 2023

The Nation's Highest Honors for Teachers of Science, Technology, Engineering, and Mathematics (STEM, including Computer Science)

Please visit www.paemst.org for more information.

NGLS Parent Brochure – ELA & Math

A Parent's Guide to the NYS Next Generation ELA & Math Learning Standards

NYS Next Generation LEARNING STANDARDS

A Parent's Guide to the New York State Next Generation ELA & Math Learning Standards

New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

What are the Next Generation Learning Standards?

The Next Generation Learning Standards are the educational goals for all of New York State's students from prekindergarten through grade 12 in English Language Arts and Mathematics.

Why were the standards revised?

The standards were revised to ensure they are appropriate for students' grade levels and reflect what students should know and be able to do in math and ELA.

When will the Next Generation Standards be implemented?

Full implementation of the NYS Next Generation Learning Standards begins during the 2022-2023 school year for prekindergarten through grade 8. The implementation timeline can be found at http://www.nysed.gov/curriculum-instruction/next-generation-learning-standards-and-assessment-implementation-timeline.

How will the standards be assessed?

While teachers assess standards daily in their classrooms, students will also be assessed on the Next Generation Learning Standards beginning in spring of 2023 on the Grades 3-8 New York State ELA and Mathematics Assessments.

How can I learn more?

You can learn more about the Next Generation ELA and Mathematics Learning Standards by talking to your child's teacher or visiting www.nysed.gov/next-generation-learning-standards.

Parent Resources

Supporting Learning at Home

Next Generation Learning Standards in English Language Arts & Mathematics
www.nysed.gov/next-generation-learning-standards

New York State Parent Teacher Association (PTA) Parent Resources
nyspta.org/home/parent-resources/

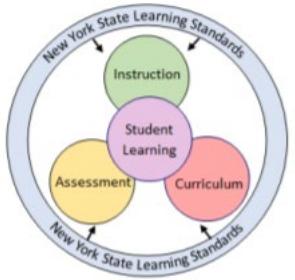
Resources for Parents of Students with Disabilities
www.p12.nysed.gov/specialed/quality/parents.htm

Multilingual Learner/English Language Learner Parent Resources
www.nysed.gov/bilingual-ed/english-language-learnermultilingual-learner-parent-resources

New York State Education Department Office of Curriculum & Instruction
www.nysed.gov/curriculum-instruction
Email: EMSCURRIC@nysed.gov
Phone: (518) 474-5922

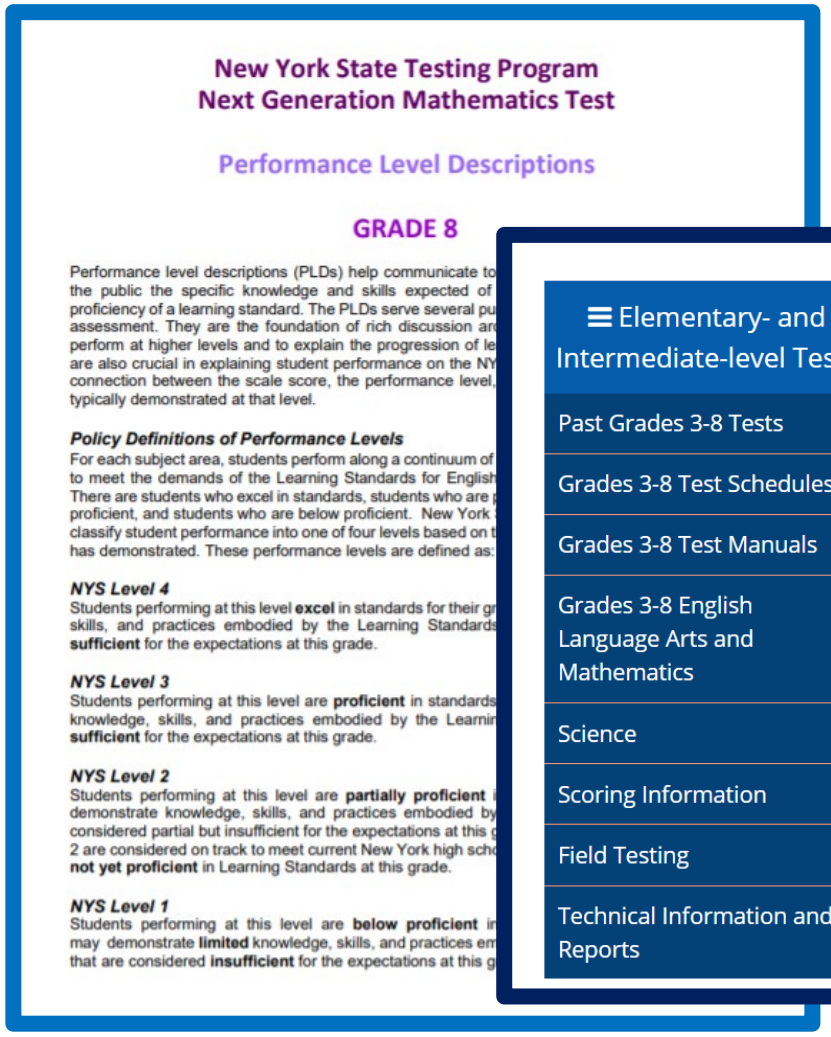
Standards and My Child's Classroom Learning

Student learning is best supported when goals are well defined. The model below shows how key parts of learning work together. The central focus, student learning, depends on curriculum, instruction, and assessment. The learning standards represent the overall knowledge and skills students need to learn by the end of each school year.



Standards *"What do we need to learn?"*	Standards are: • goals for New York State students • organized by subjects and grade levels • the learning intended to be accomplished by the end of a specific school year • approved by the New York State Board of Regents *Example of a Kindergarten Math Standard: Duplicate and extend simple patterns using concrete objects. Ex: Colored blocks or tiles.*
Curriculum *"What are we learning?"*	Curriculum is: • the content, concepts, and skills students will learn to enable them to meet the standards • determined by individual school districts *Example: locally developed units of study, such as a unit on poetry or multiplication of two-digit numbers.*
Instruction *"How are we learning?"*	Instruction is: • the approaches and strategies an educator chooses to teach the curriculum • based on the needs of students • determined by classroom teachers and districts *Example: small group instruction or cooperative learning*
Assessment *"What have we learned?" "What should we do next?"*	Assessments: • are processes used to learn about student progress • guide and inform teaching • are determined by local districts and/or teachers, as well as New York State * New York State administers: • ELA and Mathematics Assessments in Grades 3-8 • Science Assessments in Grades 4 & 8 • Regents Examinations • English as a Second Language Achievement Test (NYSESLAT) • Alternate Assessment (NYSAA) *Example: classroom observation of a student recognizing patterns or analyzing a student's classroom writing sample*

Grades 3 – 8 Performance Level Descriptions



New York State Testing Program
Next Generation Mathematics Test

Performance Level Descriptions

GRADE 8

Performance level descriptions (PLDs) help communicate to the public the specific knowledge and skills expected of proficiency of a learning standard. The PLDs serve several pu assessment. They are the foundation of rich discussion ar perform at higher levels and to explain the progression of le are also crucial in explaining student performance on the NY connection between the scale score, the performance level, typically demonstrated at that level.

Policy Definitions of Performance Levels

For each subject area, students perform along a continuum of to meet the demands of the Learning Standards for English There are students who excel in standards, students who are proficient, and students who are below proficient. New York classify student performance into one of four levels based on t has demonstrated. These performance levels are defined as:

NYS Level 4

Students performing at this level **excel** in standards for their gr skills, and practices embodied by the Learning Standards **sufficient** for the expectations at this grade.

NYS Level 3

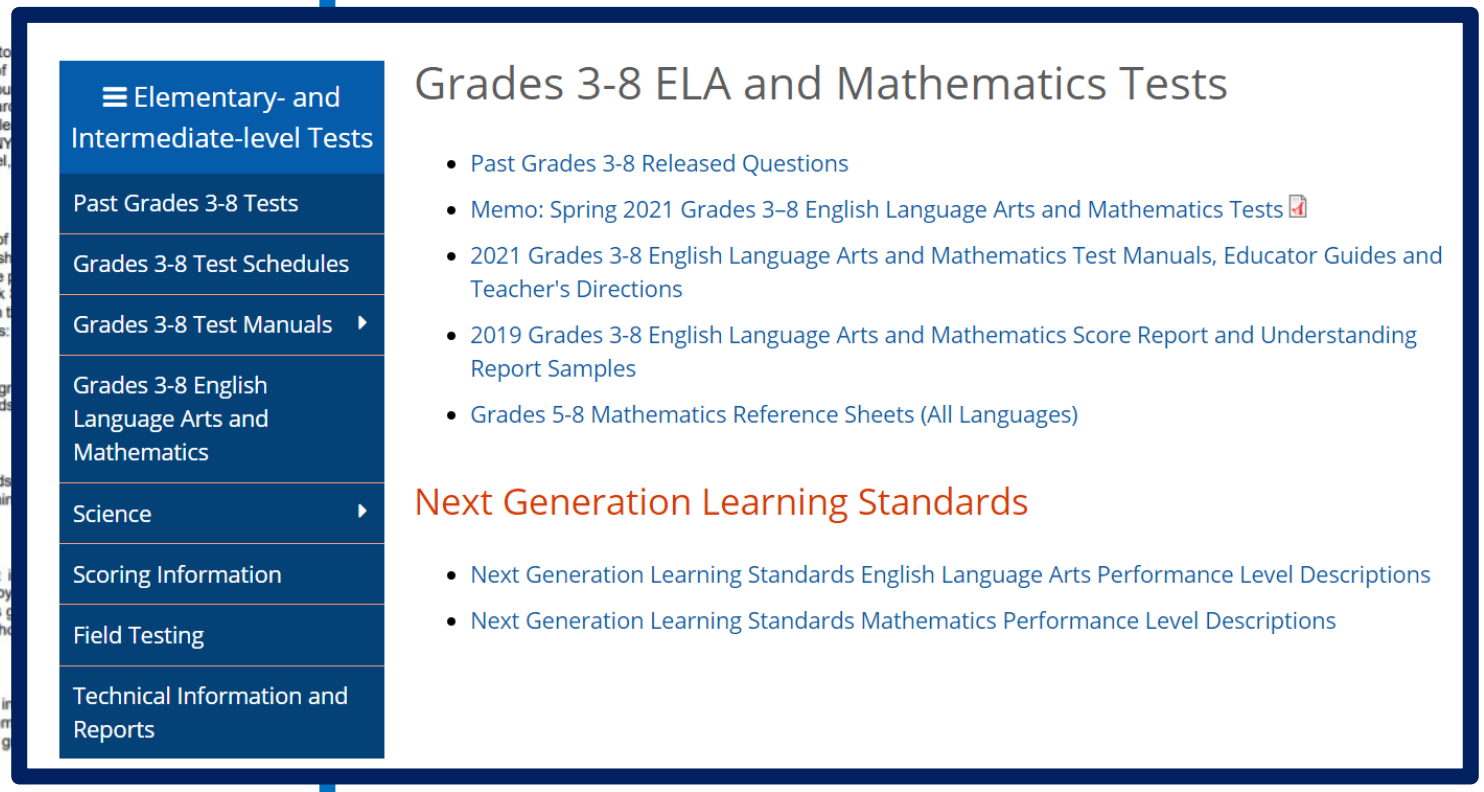
Students performing at this level are **proficient** in standards knowledge, skills, and practices embodied by the Learnin **sufficient** for the expectations at this grade.

NYS Level 2

Students performing at this level are **partially proficient** demonstrate knowledge, skills, and practices embodied by considered partial but insufficient for the expectations at this g 2 are considered on track to meet current New York high scho **not yet proficient** in Learning Standards at this grade.

NYS Level 1

Students performing at this level are **below proficient** in may demonstrate **limited** knowledge, skills, and practices em that are considered **insufficient** for the expectations at this g



☰ Elementary- and Intermediate-level Tests

- Past Grades 3-8 Tests
- Grades 3-8 Test Schedules
- Grades 3-8 Test Manuals
- Grades 3-8 English Language Arts and Mathematics
- Science
- Scoring Information
- Field Testing
- Technical Information and Reports

Grades 3-8 ELA and Mathematics Tests

- Past Grades 3-8 Released Questions
- Memo: Spring 2021 Grades 3–8 English Language Arts and Mathematics Tests
- 2021 Grades 3-8 English Language Arts and Mathematics Test Manuals, Educator Guides and Teacher's Directions
- 2019 Grades 3-8 English Language Arts and Mathematics Score Report and Understanding Report Samples
- Grades 5-8 Mathematics Reference Sheets (All Languages)

Next Generation Learning Standards

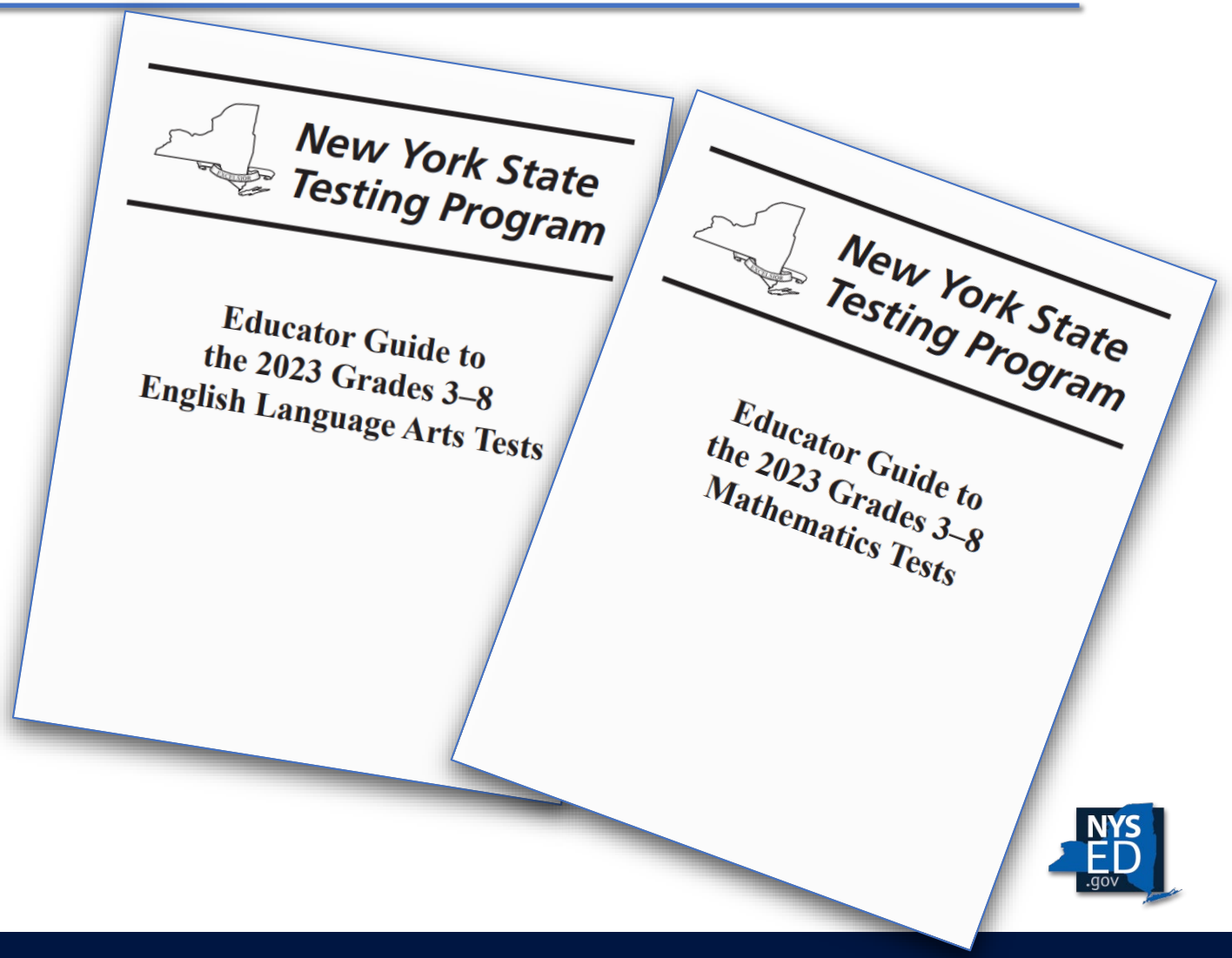
- Next Generation Learning Standards English Language Arts Performance Level Descriptions
- Next Generation Learning Standards Mathematics Performance Level Descriptions

Grades 3-8 Mathematics Performance Level Descriptions

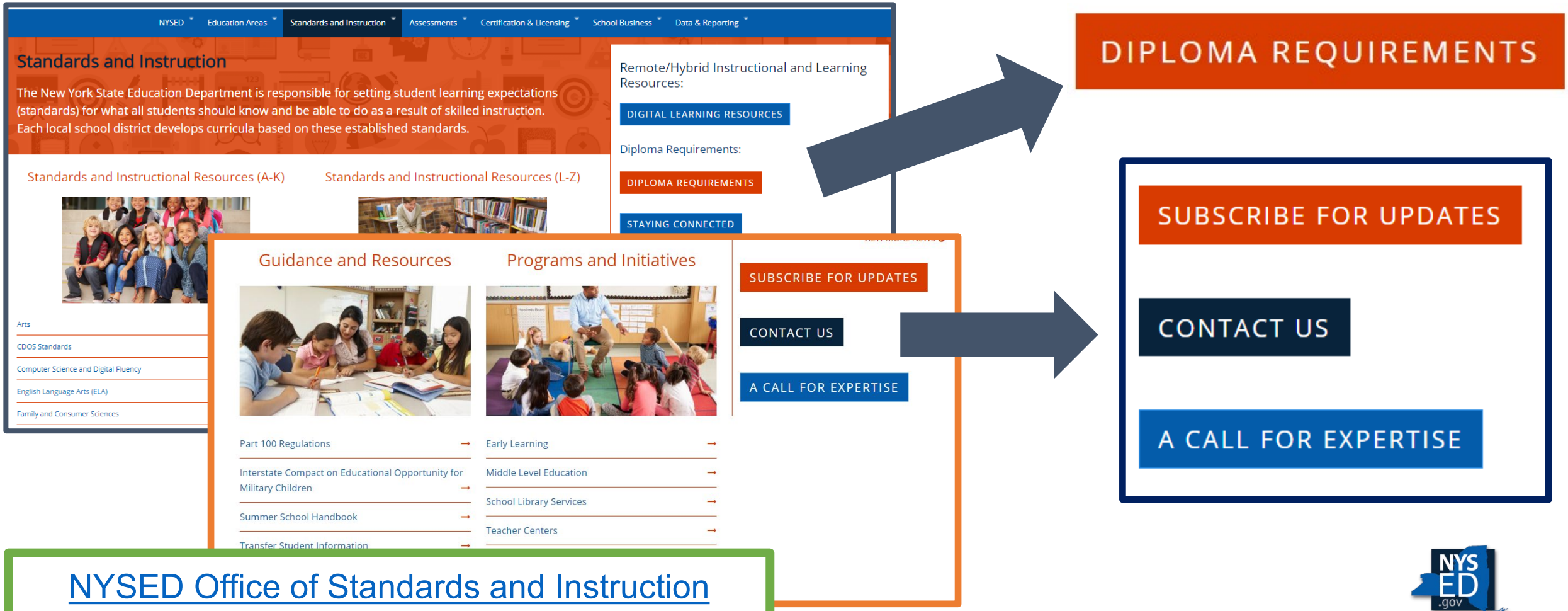
Grades 3-8 ELA and Math Test Manuals

The Office of State Assessments has the following test manuals available:

- Educator Guide to the 2023 Grades 3-8 ELA Tests
- Educator Guide to the 2023 Grades 3-8 Math Tests
- 2022 Grades 3-8 ELA and Mathematics Tests School Administration Manuals



NYSED Office of Standards and Instruction



NYSED Office of Standards and Instruction

Content Area Notification Service

Join our Notification Service for updates from the Office of Standards and Instruction.

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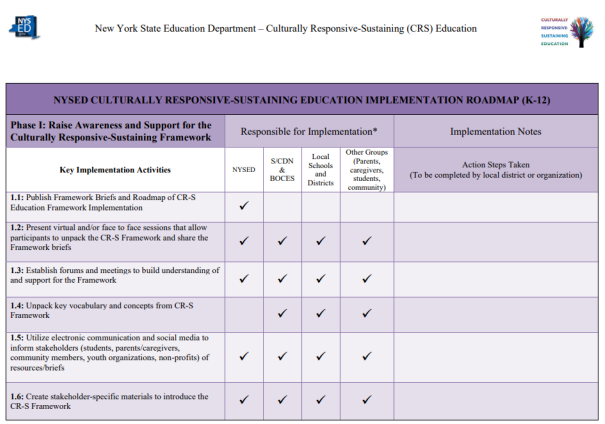
- CTE
- Computer Science
- ELA
- Health
- Math
- Middle Level
- N-6
- Physical Education
- School Counselors
- School Library
- Science
- Social Studies
- World Languages

Culturally Responsive-Sustaining Education Framework Resources

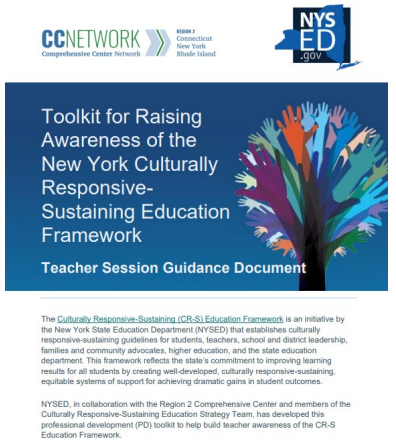
FRAMEIWORK BRIEFS


New York State Education Department – Culturally Responsive-Sustaining (CRS) Education

NYSED CULTURALLY RESPONSIVE-SUSTAINING EDUCATION IMPLEMENTATION ROADMAP (K-12)

Phase I: Raise Awareness and Support for the Culturally Responsive-Sustaining Framework	Responsible for Implementation*				Implementation Notes
Key Implementation Activities	NYSED	S/CDN & BOCES	Local Schools and Districts	Other Groups (Parents, caregivers, students, community)	Action Steps Taken (To be completed by local district or organization)
1.1: Publish Framework Briefs and Roadmap of CR-S Education Framework Implementation	✓				
1.2: Present virtual and/or face to face sessions that allow participants to unpack the CR-S Framework and share the Framework briefs	✓	✓	✓	✓	
1.3: Establish forums and meetings to build understanding of and support for the Framework	✓	✓	✓	✓	
1.4: Unpack key vocabulary and concepts from CR-S Framework		✓	✓	✓	
1.5: Utilize electronic communication and social media to inform stakeholders (students, parents/caregivers, community members, youth organizations, non-profits) of resources/briefs	✓	✓	✓	✓	
1.6: Create stakeholder-specific materials to introduce the CR-S Framework	✓	✓	✓	✓	

CRS IMPLEMENTATION ROADMAP



PROFESSIONAL DEVELOPMENT TOOLKITS

eTEACHNY RESOURCES

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