



PRESENTATION OF AN THE OVERVIEW OF



In order to know where you're going, you need to know where you came from...



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vs.
The Next Generation
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COMMON CORE

STATE STANDARDS INITIATIVE

PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

- Standards made to promote **critical thinking**, improve **student achievement** and **career/college readiness (June 2010)**.
- **De-emphasize** standardized testing based on **rote memorization**.
- Developed by state leaders, including governors and state commissioners. Adopted initially by 42 states, the District of Columbia and four territories.
- Teachers from any part of the country can share ideas, and hope that if **students move across state lines**, they will have a **smooth academic transition**.

Push-back for the **Common Core Math**



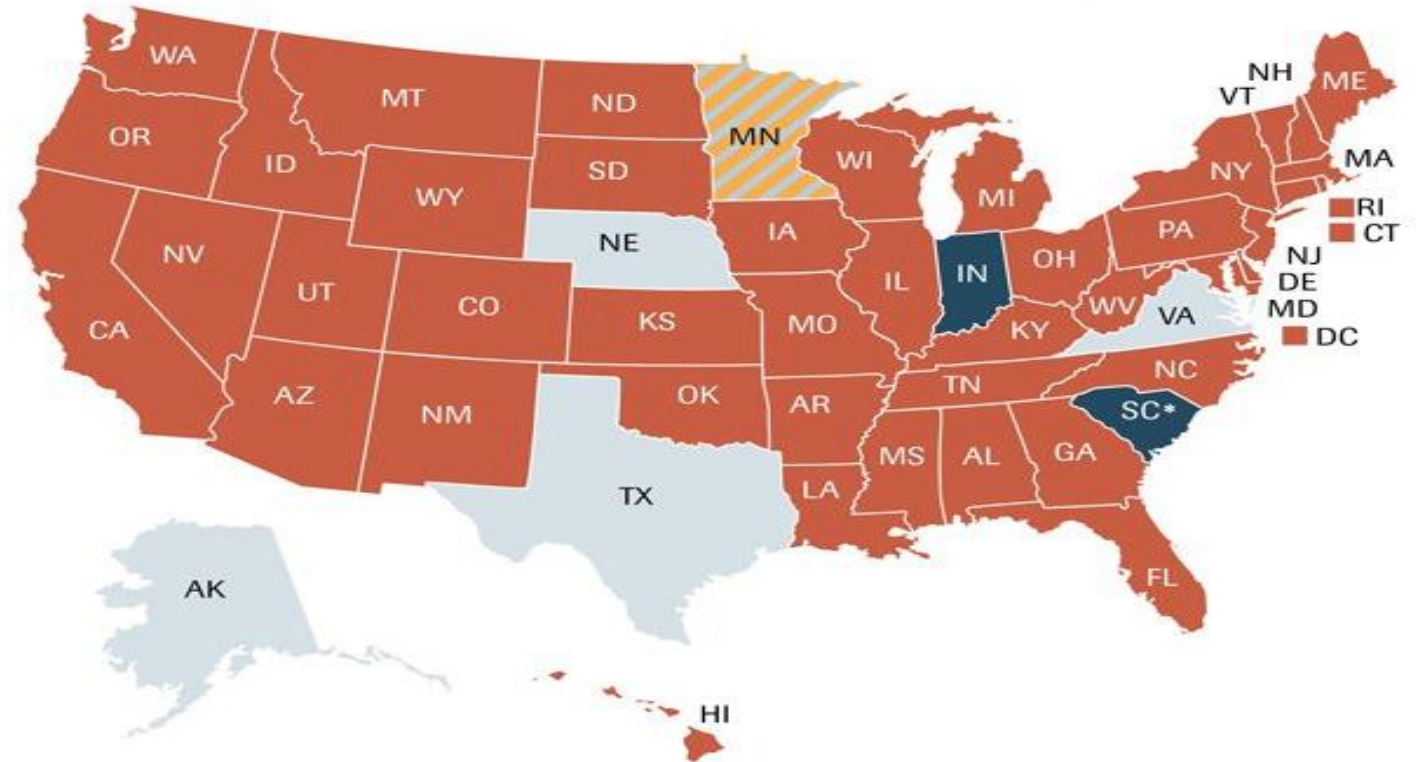
- Stemmed from **involvement of federal government, encroachment on states' rights.**
- Stakeholders believed the standards were **weak in preparing students for college majors in math and science.**
- **Implementation**
 - **Demand for substantial technology, resources that schools cannot afford.**
 - **Failure to engage stakeholders**

Push-back for the Common Core Math

COMMON STANDARDS ADOPTIONS

Between February 2010 and November 2011, nearly all states adopted the Common Core State Standards. By 2013, some states were debating whether to keep them.

TOTAL
STATES
44
AND THE DISTRICT
OF COLUMBIA



- State adopted standards
- State did not adopt standards
- State adopted standards in only one subject
- State reversed its adoption of the standards



Represent a significant level of achievement in math that will **enable students** to successfully **transition to post-secondary education** and the **workforce**.

Standards, defined as the knowledge, skills & understanding, individuals can demonstrate over time due to instruction & learning experiences.

The Common Core vs. The Next Generation

Common Core

- Rolled out quickly and the advocates say there was insufficient training.
- They lacked the chance to collaborate to understand its introduction.



Next Generation

- ❖ Over two years the NGLS standards were **rewritten by experts in child development**. They acknowledged the opinions of committees made up of teachers & parents during the process.



- ❖ They went through every standard while the state reviewed more than 4,000 public comments.



The Common Core vs. The Next Generation cont.

Common Core

- The Common Core was **fact based** and **de-emphasized rote learning**.

Next Generation

- Early stages of the new standards learning introduction is **aiming for a play-based approach** to implementation.

The Common Core vs. The Next Generation cont.

Common Core

Measurement & Data

1.MD

Measure lengths indirectly and by iterating length units.

2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

Next Generation

NY-1.MD

Measurement and Data

Measure lengths indirectly and by iterating length units.

2. Measure the length of an object using same-size "length units" placed end to end with no gaps or overlaps. Express the length of an object as a whole number of "length units."

Coherence: NY-1.MD.2 → NY-2.MD.1

Note: "Length units" could include cubes, paper clips, etc.

"length units" also appears in Next Gen NY-2.MD.2 and can still include cubes, paper clips, etc.

Changes in Elementary School (1st)

The Common Core vs. The Next Generation cont.

Some Changes in 6th Grade

- NY-6.RP.3 Students may utilize a strategy of their choice when solving real-world and mathematical problems using ratio and rate reasoning

Ratios With Tape Diagram

- Solve each problem using a tape diagram.
 - 1) A store had 888 sodas, both diet and regular. The ratio of diet sodas to regular sodas was 8:4. How many diet sodas were there?

diet

regular

}

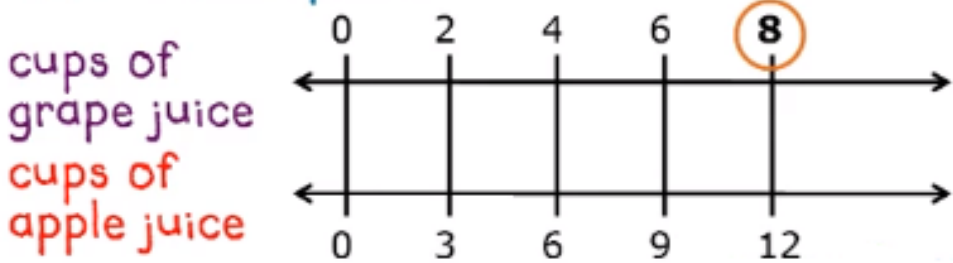
888

Answer

1. 592

Example of using double number lines for ratio and rate problems:

To make yummy fruit punch, use 2 cups of grape juice for every 3 cups of apple juice. If you already have 12 cups of apple juice, how many cups of grape juice will you need to make fruit punch?



NY-6.RP Ratios and Proportional Relationships

Understand ratio concepts and use ratio reasoning to solve problems.

3. Use ratio and rate reasoning to solve real-world and mathematical problems.

Note: Strategies may include but are not limited to the following: tables of equivalent ratios, tape diagrams, double number lines, and equations.

Changes in Middle School (6th)

The

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specific
quences.

Kindergarten-Grade 12

Standards for Mathematical Practice

Introduction

Kindergarten

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

High School: Number and Quantity

High School: Algebra

High School: Functions

High School: Modeling

High School: Geometry

High School: Statistics & Probability

Note on courses & transitions

Mathematics Glossary

Standards by Domain

Counting & Cardinality

Operations & Algebraic Thinking

Number & Operations in Base Ten

Number & Operations—Fractions

Measurement & Data

Geometry

Ratios & Proportional Relationships






The Number System

Expressions & Equations

Functions

Statistics & Probability

Crosswalk and Snapshot Documents:

- [Introduction to the NYSED Next Generation Mathematics Learning Standards Crosswalk Documents](#) 
- [Prekindergarten Mathematics Crosswalk](#) 
- [Prekindergarten Mathematics Snapshot](#) 
- [Kindergarten Mathematics Crosswalk](#) 
- [Kindergarten Mathematics Snapshot](#) 
- [Grade 1 Mathematics Crosswalk](#) 
- [Grade 1 Mathematics Snapshot](#) 
- [Grade 2 Mathematics Crosswalk](#) 
- [Grade 2 Mathematics Snapshot](#) 
- [Grade 3 Mathematics Crosswalk](#) 
- [Grade 3 Mathematics Snapshot](#) 
- [Grade 4 Mathematics Crosswalk](#) 
- [Grade 4 Mathematics Snapshot](#) 
- [Grade 5 Mathematics Crosswalk](#) 
- [Grade 5 Mathematics Snapshot](#) 
- [Grade 6 Mathematics Crosswalk](#) 
- [Grade 6 Mathematics Snapshot](#) 
- [Grade 7 Mathematics Crosswalk](#) 
- [Grade 7 Mathematics Snapshot](#) 
- [Grade 8 Mathematics Crosswalk](#) 
- [Grade 8 Mathematics Snapshot](#) 
- [Algebra I Crosswalk](#) 
- [Algebra I Snapshot](#) 
- [Geometry Crosswalk](#) 
- [Geometry Snapshot](#) 
- [Algebra II Crosswalk](#) 
- [Algebra II Snapshot](#) 

Why the shift to New York State Next Generation ELA Standards?

The goal is to better prepare our students to become lifelong creative learners, collaborators, communicators, and critical thinkers, as well as participants in civil, community, and professional endeavors of the 21st century.



WHAT ARE 21ST CENTURY SKILLS? THESE 4 C's:

C

COMMUNICATION

Sharing thoughts,
questions, ideas &
solutions

C

COLLABORATION

Working together to
reach a goal. Putting
talent, expertise,
and smarts to work

C

CRITICAL
THINKING

Looking at problems in
a new way and linking
learning across
subjects & disciplines

C

CREATIVITY

Trying new approaches
to get things done equals
innovation & invention

NYS Next Generation Learning Standards will ...

- ❖ Reduce repetition & streamline anchor standards
- ❖ Add practices to foster lifelong readers, writers, mathematicians, and thinkers
- ❖ Merge standards across genres (literature & informational)
- ❖ Support of cognitive child development (age appropriate & play)
- ❖ Clarify expectations
- ❖ Align to content areas (social studies & science)
- ❖ Improve coherence & focus
- ❖ Maintain rigor

Overview

- ❖ Approved by Board of Regents 9/11/17
- ❖ Revised standards consists of **revisions, additions, deletions, vertical movement, and clarifications** of the current Common Core English Language Art Standards.
- ❖ Response to feedback from families, teachers, politicians, and communities.
- ❖ Meet the needs of the “**whole child**,” recognizing that a well-rounded education, positive learning environment, strong home-school connection and high expectations all contribute to student success
- ❖ Child development and developmentally appropriate practice
- ❖ Do not specify any one method of instruction or approach
- ❖ Decisions are based for individual districts

Organization:

- ❖ The English Language Arts Learning Standards are organized by grade-level from Prekindergarten through grade eight and by grade-band (9-10 and 11-12) at the high school level.
- ❖ Anchor Standards represent the broad statements about student expectation PK-grade 12, positing them for college and careers.
- ❖ There are 28 English Language Arts Anchor Standards in Reading, Writing, Listening & Speaking, and Language.
- ❖ The Strands define the main organizational categories for English Language Arts (Reading, Writing, Speaking and Listening, and Language)
- ❖ Range of Student Reading Experiences section explains the reading and text complexity expectations for each grade level. This is located at the beginning of the Reading Standards for each grade level or grade band.
- ❖ All strands of the standards for a given grade level appear together.

Example of the Organization: Grade Levels and Strands

5th Grade Writing Standards

Text Types and Purposes

5W1: Write an argument to support claims with clear reasons and relevant evidence.

5W1a: Introduce a precise claim and organize the reasons and evidence logically.

5W1b: Provide logically ordered reasons that are supported by facts and details from various sources.

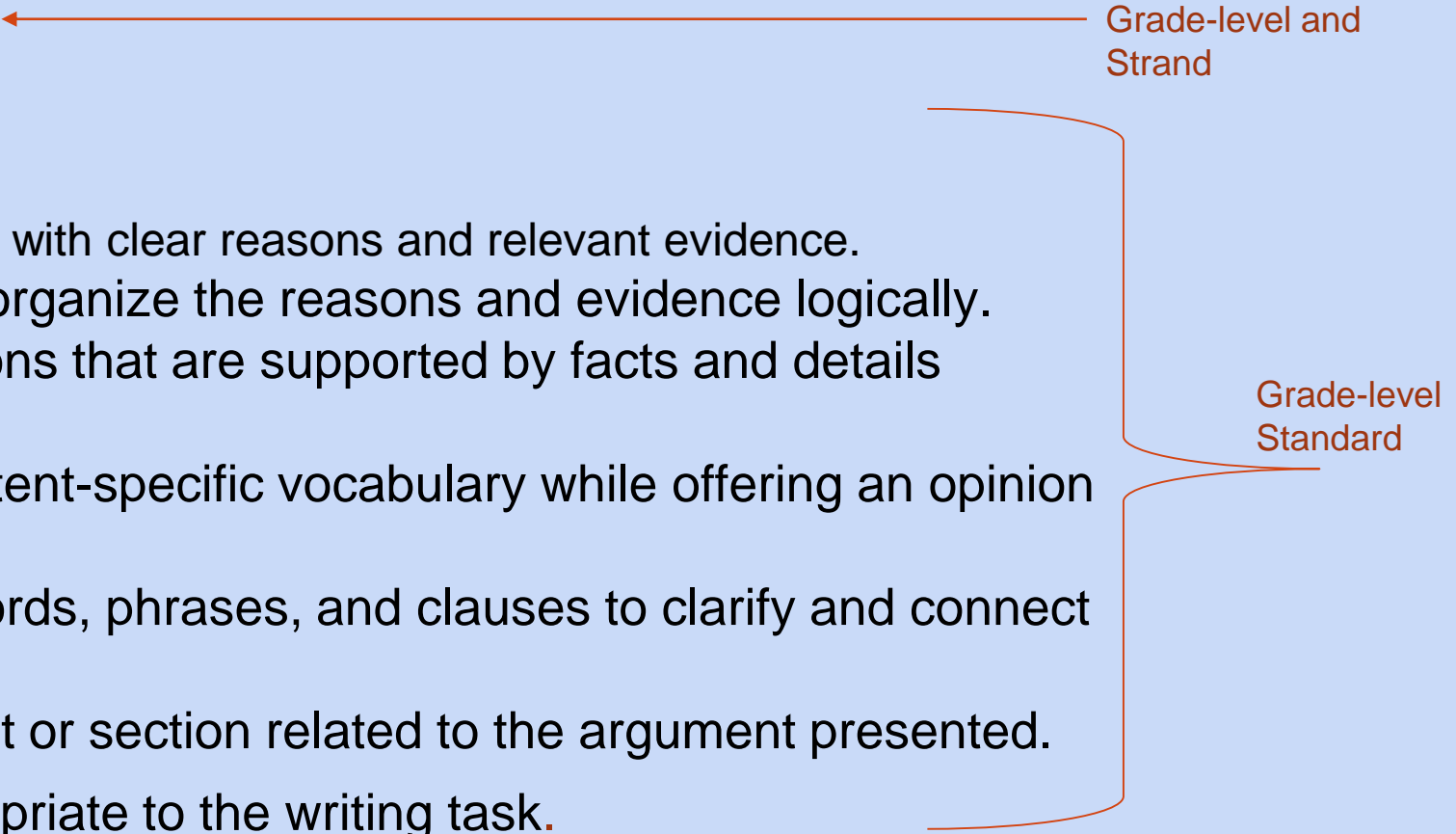
5W1c: Use precise language and content-specific vocabulary while offering an opinion on a topic.

5W1d: Use appropriate transitional words, phrases, and clauses to clarify and connect ideas and concepts.

5W1e: Provide a concluding statement or section related to the argument presented.

5W1f: Maintain a style and tone appropriate to the writing task.

Grade-level and
Strand



Grade-level
Standard

Organization: Grade bands for Language Standard 1 & 2

Convention of Standard English

Standard 3L1: Demonstrates command of the conventions of Standard English grammar and usage when writing or speaking

Core Conventions Skills for Grades 3- 5:

- Produce simple, compound, and complex sentences.
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.
- Form and use regular and irregular plural nouns.
- Use abstract nouns.
- Form and use the simple verb tense (e.g., I walked; I walk; I will walk).
- Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).
- Form and use the perfect verb tense (e.g., I had walked; I have walked; I will have walked).
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.
- Ensure subject- verb and pronoun-antecedent agreement.
- Use coordinating and subordinating conjunctions.
- Use and identify prepositional phrases.

Grade-band
Core
Convention
skills to be
accomplished
by the end of
5th grade

RVC will
determine
when the
students learn
these skills in
grades 3-5

Changes:

Some changes are minor and represent changes to terminology or addition of explanatory language.

Some changes are noteworthy:

- ❖ There are **no longer** separate standards strands for Reading Information and Literature and Writing Information/Literature.
- ❖ The number of writing standards has been streamlined and consolidated and these expectations have been **moved** to the Lifelong Practices of Writers.
- ❖ Promoting advanced literacies for English Language Learners (ELLs)/Multilingual Learners (MLLs) as well as students with disabilities.

Changes, cont'd:

- ❖ The Number of Anchor Standards went from 34 to 28 based upon concerns from educators that the standards were too numerous and at times repetitive.
- ❖ Removal of terms 'with guidance and support' within the standards but it appears in the introduction for all grades PK-12
- ❖ Argument writing standard is introduced in Grade 3 (previously Grade 6), however; it is age-appropriate.

For a closer look at the planned revisions against the current CCLS, see the documents at

<http://www.nysed.gov/teachers/draft-standards-english-language-arts> Please note this document does not reflect the final standards.

English Language Arts Learning Standards Crosswalk

The crosswalk documents are a reference tool for educators and parents to efficiently 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. The crosswalks can assist educators in the preliminary work required in assessing the scope of the content changes and the impact those changes will have on student learning, locally devised curriculum, instruction and instructional resources. While the crosswalks are valuable as a reference, they do not substitute for a deeper, more comprehensive understanding of the New York State Next Generation English Language Arts Learning Standards.

Looking at the ELA Crosswalk

Original Standard Code (2011)	2011 ELA Standard	2017 Revised ELA Standard
2RF1	There is not a grade 2 standard for this concept. Please see preceding grades for more information.	
2RF2	There is not a grade 2 standard for this concept. Please see preceding grades for more information.	
2RF3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. 	<p>2RF3: Know and apply phonics and word analysis skills in decoding words.</p> <p>2RF3a: Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams).</p> <p>2RF3b: Decode short and long vowel sounds in two-syllable words.</p> <p>2RF3c: Decode regularly spelled two-syllable words.</p> <p>2RF3d: Recognize and identify root words and common suffixes and prefixes.</p> <p>2RF3e: Read all common high-frequency words by sight.</p>

Second Grade:
<http://www.nysed.gov/communication/nysed/files/programs/curriculum-instruction/nys-ela-standards-2nd-grade-crosswalk.pdf>

Professional Development

- ❖ Climate Change: Building a Next Generation Standards School Culture
- ❖ Preparation for the 21st Century
- ❖ Differentiation
- ❖ Academic Vocabulary
- ❖ Real World Problem Solving
- ❖ Project-Based Learning
- ❖ Cross Curricular Teaching

Where Do We Go From Here?

- Next Generation Standards will be **first tested spring of 2021**
- **Pilot NWEA as an alternate adaptive test** where there can be:
 - 60 mins for both the ELA and Math Assessment
 - **Abridged time** and only two days of testing

ROCKVILLE CENTRE
UNION FREE SCHOOL DISTRICT



Links to Documents For ELA

Introduction to Next Generation ELA & Math Standards

<http://www.nysed.gov/common/nysed/files/introduction-to-the-nys-english-language-arts-standards.pdf>

<http://www.nysed.gov/curriculum-instruction/new-york-state-next-generation-mathematics-learning-standards>

<http://www.nysed.gov/news/2017/state-education-department-releases-revised-nys-english-and-mathematics-learning-standards>

Introduction to the New York State Next Generation Early Learning Standards

<http://www.nysed.gov/common/nysed/files/introduction-to-the-nys-early-learning-standards.pdf>

New York State Next Generation English Language Arts Learning Standards

<http://www.nysed.gov/curriculum-instruction/new-york-state-next-generation-english-language-arts-learning-standards>

Fact Sheet

<http://www.nysed.gov/common/nysed/files/fact-sheet-examples-revised-standards-may-2017.pdf>

Important Dates:

Students will not be tested on the new standards until teachers have a chance to incorporate the Next Generation ELA Standards into new curriculum.



- ❖ **Capacity Building 2018-2019 School Year:** Two-day assessments measuring the current standards; professional development continuing on Next Generation Learning Standards;
- ❖ **Capacity Building 2019-2020 School Year:** Two-day assessments measuring the current standards; professional development continuing on Next Generation Learning Standards;
- ❖ **Full Implementation September 2020:** Full implementation of the Next Generation Learning Standards;
- ❖ **Spring 2021:** New grade 3-8 tests measuring Next Generation Learning Standards.



A fool that
be wise,
knows
- Will

Nothing is
or bad,
thinking

CASIO

$\frac{1}{2} + \frac{\sqrt{2}}{2}$

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