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

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The Purpose of this Guide

This guide was designed to support New York State school districts and educators as they implement the [Next Generation English Language Arts Learning Standards](#) (adopted 2017 for Fall 202 implementation). NYSED published a [Roadmap for Implementation](#) to guide educational leaders and teachers through the process of implementing the standards ,

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The Curriculum Alignment Reflection Tool **is not a program or set of units or lessons, but a guide for revising existing units or designing your own Next Generation Standards-aligned units.** The ELA reflection tool is **optional for school districts to use** (curriculum is a local decision in New York State).

The New York State Education Department provides this guide and reflection tool to support schools and districts in aligning their curriculum to the Next Generation ELA Standards. Since teachers know their students best, when creating curriculum, teachers and administrators are encouraged to make the best decisions for their students, schools, and districts.

A Note on the EngageNY English Language Arts Curriculum Modules

In 2012, to assist schools and districts with the implementation of the 2011 P-12 Common Core Learning Standards, the New York State Education Department provided curricular modules and units in P-12 English Language Arts (ELA) and mathematics that could be adopted or adapted for local school district purposes. At that time, many districts in New York chose to adapt or adopt the modules as a primary curricular resource. All of these materials are currently posted on Engage NY, which is a NY State Education Department website.

The EngageNY ELA modules will continue to be free and available for teachers and districts; however, the NYSED will not be updating the modules and lessons to align with the New York State (NYS) Next Generation ELA Standards.

Since these curriculum modules are open-source through a Creative Commons noncommercial license, a school district may adapt and upgrade the lessons to ensure they align with the Next Generation Learning Standards and meet the needs of their local school district. Many of the features of the Next Generation ELA Learning Stand3.8 (m o)-4.7 (f)1.2 (the)-P.(s)-3
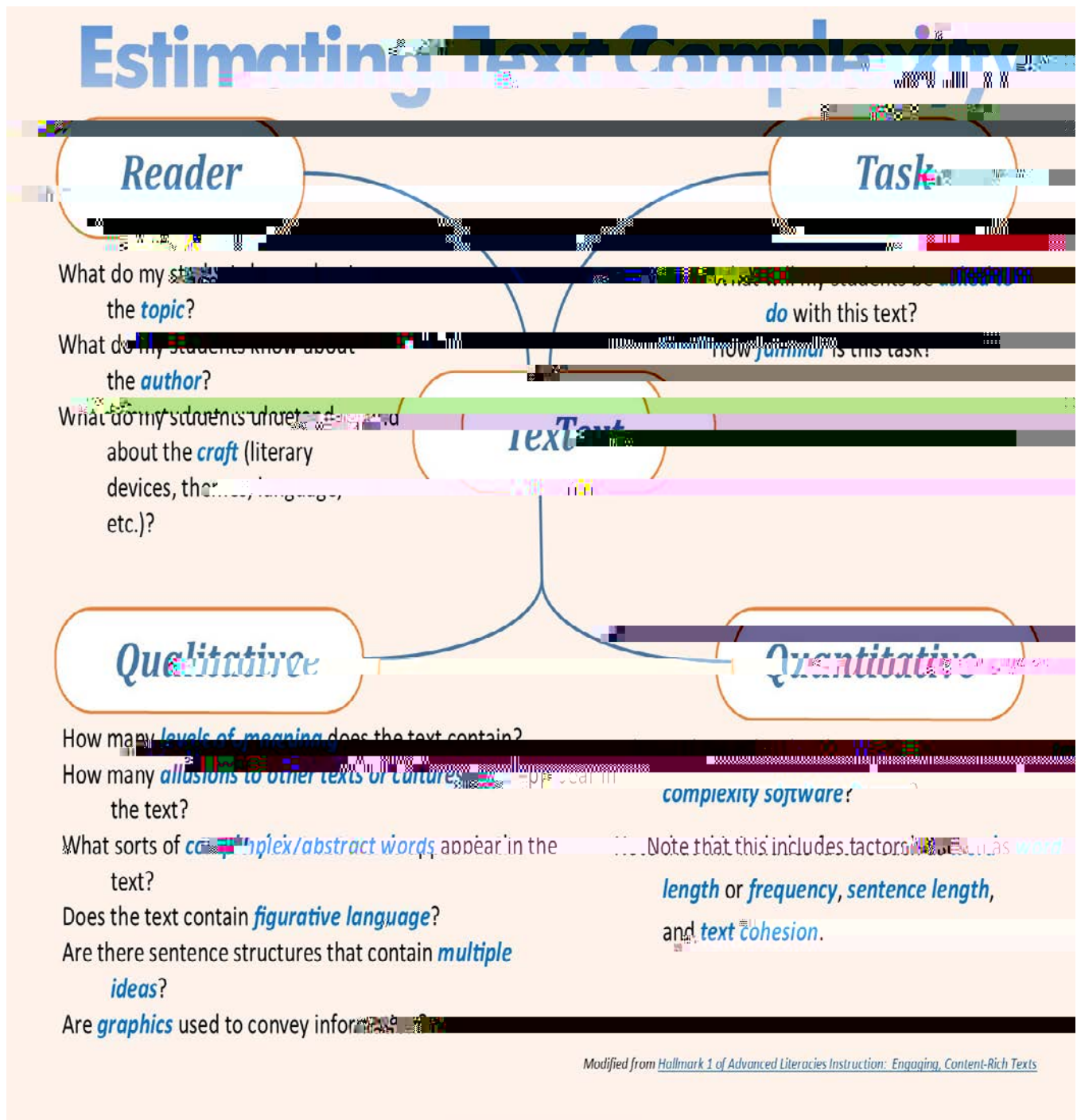
Lifelong Practices of Readers and Writers

One s ignificant addition to the s tandards i s the Li felo ng Practices o f R eaders and W riters, which aim s to re flect the c hanging expectations f or what it means to b e l iterate to day. A s districts re view curriculum and resources, i t is c ritical that the y c onsider not only the standards the mselves, but the s tandards w ithin the c ontext o f the Li felong Practices o f Readers and Writers. Any re visions and re finements di stricts m ake to c urriculum an d resources i n the c oming Py2.237 (e)-4.547 (sas)]TJ 0.03 Tw ( ) c0.03d ,70.061 0 15.377 Tb44.817 0 Td (tandard

Within the specific standards document, that expectation is further clarified by grade level. For example, in Kindergarten, text complexity is addressed this way:

"Students in kindergarten are at varying stages of development as word readers and as text comprehenders. To develop each set of skills and competencies..., different instructional materials are required. During instruction to develop word reading skills, kindergarten students should have

Figure 1: How to Estimate a Text's Complexity for a Reader

Estimating Text Complexity

Reader

Task

What do my students know about the *topic*?

What do my students know about the *author*?

What do my students understand about the *craft* (literary devices, themes, language, etc.)?

What will my students be asked to do with this text?

How *familiar* is this task?

Text

Qualitative

Quantitative

How many *levels of meaning* does the text contain?

How many *allusions to other texts or cultures* appear in the text?

What sorts of *complex/abstract words* appear in the text?

Does the text contain *figurative language*?

Are there sentence structures that contain *multiple ideas*?

Are *graphics* used to convey information?

...appear in complexity software?

...Note that this includes factors such as *word length* or *frequency*, *sentence length*, and *text cohesion*.

Modified from Hallmark 1 of Advanced Literacies Instruction: Engaging, Content-Rich Texts

Part II: Aligning and Creating Curricular Resources

Determining a Curriculum

After engagi ng in a thorough review and un derstanding o f the N ext Generation English Language A rts Le arning S tandards, the ne xt ste p includes re viewing local pro cesses f or curriculum ado ption, alignment, or d evelopment. T his pro cess f its wi t- -0.01

NYS Curriculum Alignment Reflection Tool for Next Generation English Language Arts (ELA) Units

To assist with the development of local curriculum, the NYS Education Department has taken some of the key hallmarks from the literacy briefs and created the NYS Curriculum Alignment Reflection Tool for Next Generation English Language Arts (ELA) Units. Evaluating evidence of the indicators provided in this tool is a process that engages educators and administrators in thoughtful conversations around curricular and instructional decisions. This resource supports districts and classroom teachers as they plan instruction for all students.

The NYS Curriculum Alignment Reflection Tool for English Language Arts (ELA) can be used by curriculum writers and classroom teachers to evaluate the degree of standards alignment for existing or proposed ELA units. For the purpose of this tool, curriculum is defined as the content, concepts, and skills students learn throughout a full year of instruction. Curriculum resources include lessons, books, and materials aligned to the Next Generation ELA Standards. Units typically extend over a sustained period-of-time and can be as brief as a few weeks or longer, depending on local choice. The time allotted to each unit depends on the depth and breadth of knowledge and skills included. This tool provides a space to reflect on the indicators of standards-based ELA instruction present in an existing or proposed unit.

The tool's indicators represent best practices in English Language Arts instruction. Informed by the research in

Grade: _____   **Unit Title / Topic(s):** _____

Complete the **Rationale** , **Standards & Assessment Summary**, **Indicators Alignment Log**, and **Final Analysis** for each unit of study in your English Language Arts curriculum.

Rationale

Think about why you are teaching this unit.   How does the unit prepare our students to become lifelong readers, writers, learners, and thinkers?

Standards & Assessment Summary

Which Next Generation ELA Standards are taught through this unit? How are they assessed?

	Standards	Assessment
Reading		

Core Elements BIndicators Alignment Log

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Supporting All Students B , Q G L F D W R U V $ O L J Q P H Q W / R J

Engaging, Content-Rich Texts B , Q G L F D W R U V $ O L J Q P H Q W / R J

(Please note that not all indicators need to be present in a single unit)

Building Written Language – Indicators Alignment Log
(Please note that not all indicators need to be present in a single unit)

Indicators of High-Quality ELA Curriculum/Instruction	Evidence in Unit	Alignment Scale
Writing tasks are appropriately challenging and include a variety of formats.		
Writing is used as a method for consolidating thinking before and after reading (e.g., summarizing or responding by sharing opinions).		
Time is afforded to plan, revise, edit, rewrite, or try a new approach while writing. Writing models/examples are created with and/or analyzed by students.		
An extended written piece is produced to demonstrate understanding of content and language.		
Opportunities to use oral language and discussion to facilitate the writing process are built into the unit.		
Target words, previously taught words, instruction in grammar/mechanics, language structures, and/or strategies for academic language are included in unit .		

Alignment Scale
+ prevalent
¥ present
- partially present
n/a not applicable

✓ Use the alignment scale to determine the degree to which the unit aligns with each indicator.
✦ Use this space to reflect on the unit after implementation.

Reflection after Implementation

Academic Vocabulary (Indicators Alignment Log)
(Please note that not all indicators need to be present in a single unit)

Indicators of High-Quality ELA Curriculum/Instruction	Evidence in Unit	Alignment Scale
Multiple formats, methods, and opportunities are utilized to deepen language skills, background knowledge, and academic vocabulary.		
Target words (academic vocabulary) and word-learning strategies are taught to aid in and communicate students' understanding of concepts and text.		
Differences between the conventions of academic English and features of informal written communication, speech, and electronic communication are emphasized.		

Alignment Scale
+ prevalent
¥ present
- partially present
n/a not applicable

Å Use the alignment scale to determine the degree to which the unit aligns with each indicator.
Æ Use this space to reflect on the unit after implementation.

Reflection after Implementation

Glossary of Terms

academic language – key term s used in a discipline (e.g., photosynthesis, Fertile Crescent, alliteration) as well as general -purpose language use d in all academic texts and talk (e.g., words like "however " and "therefore" tha t conne ct ideas; phrase s like, "some have argued" or "research suggests" tha t signal the writer's viewpoint and support argumentation)

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