



## **Turnkey Guidance for Let Me Introduce Myself: The Next Generation English Language Arts Learning Standards Introduction**

Goal: To provide educators with essential questions and discussion points to guide upcoming work with regards to supporting all student populations while transitioning to the NYS Next Generation English Language Arts Learning Standards.

### Materials Needed:

- [Next Generation English Language Arts \(ELA\) Learning Standards Introduction](#)
- [Next Generation Introduction to the Early Learning Standards](#)
- [Next Generation ELA Standards](#) from desired grade level(s)

### Instructions:

- Prior to the presentation, send attendees copies of the [ELA Learning Standards Introduction](#) and the grade level standards you will be using. Have everyone read the materials and bring copies (or a digital version)



## **STOP 2: STRUCTURE**

After reading through the introductions, answer these questions about major topics and structures in the standards:

1. What stayed the same?  
(strands, anchor standards, grade level/band-level standards)
2. What changes are described in the introduction?
  - Lifelong Practices of Readers and Writers
  - Merging of Reading for Information and Reading for Literature
  - Revising Writing standards
  - Range of Reading and Text Complexity

\*Refer to these presentations ([An Overview of the Next Generation English Language Arts Learning Standards](#) and [The Introductions for English Language Arts](#)) from the Supporting All Students Conference for further assistance with the Introduction section.

## **STOP 3: RANGE OF READING AND TEXT COMPLEXITY**

Have participants choose a grade level from the standards.

Utilize the information on Range of Reading and Text Complexity ([Introduction, pages 10-11](#)) and the Grade Level Introduction (i.e. [Grade 2, pages 35-36](#)) and consider the following questions:

1. What processes would you use to determine that grade level complexity is



\*Refer to the [Lifelong Practices of Readers and Writers](#) presentation from the Supporting All Students Conference for further assistance with the Lifelong Practices of Readers and Writers section.