Turnkey Guidance for

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

Goal: to facilitate the use of the Curriculum Alignment Guide, a resource created by a committee of New York State educators to support school districts and educators in their aligning of new and existing curriculum with the Next Generation ELA Learning Standards.

Objectives:

> Support alignment of new and existing curricula with the Next Generation English Language Arts Learning Standards
> Reflect upon a process for designing standards-based curricula
> Introduce important revisions
> Share curricular resources for implementing the Next Generation Learning Standards
> Facilitate conversation about curricular decisions

Materials Needed:

> *Guide to Aligning Curriculum to the Next Generation English Language Arts Learning Standards PDF*
> A PowerPoint Presentation: Understanding the Guide for Aligning Local Curricula to the Next Generation English Language Arts Standards
> Handouts:
> o The Core Elements alignment log (one for each participant)
> o The remaining five alignments logs (one copy for each participant in groups of five)
> o Worksheet: Practicing with the Indicators Alignment Guide

Instructions:

Prior to the presentation, share with participants a copy of the Guide to Aligning Curricula to the Next Generation English Language Arts Standards PDF. Ask participants to review the Guide prior to the presentation.

For the presentation, use the *Understanding the Guide to Aligning Curricula* PowerPoint. Instructions pertaining to each slide of the PowerPoint are included below in two different font types: bold and italics. The **bold type** are instructions for the presenter; the *italics type* provides the suggested script to be read aloud at each slide. This script may be modified to meet the needs of participants.

STOP 1: Introduction

Introduce the topic and share the intended goal and objectives.

Begin PowerPoint Slide.

Slide 1 & 2: **Welcome the participants and review the goal and objectives.**

Slide 3: **Read slide and emphasize that the tool is optional.**

STOP 2: Standards and Curriculum

language skills among the increasingly diverse population.+ The changing expectations for literacy achievement was a major context for the revision of the standards. An important precept embedded within the standards is that all students · including students with disabilities and ELL/MLLs · can achieve high standards of academic performance. The Key Messages on this slide are necessary considerations for a standards-based curriculum. Please take a moment to read and consider these Key Messages. **Give participants time to read and think about the implications of the Key Messages.**

Slide 12: *Part I of the alignment guide provides an overview of a significant addition to the standards, the Lifelong Practices of Readers and Writers. Any revisions and refinements districts make to curriculum and resources in the coming years should be selected to bring these practices to life for all students.*
Instruct participants to break into pairs or small groups.
Take a few moments to consider the questions on the slide and brainstorm some solutions with a partner.
Give groups three-to-five minutes to discuss the questions on the sl$0.0000092 \, 0 \, 6$ci092ß(t)-4(s)

competencies that enable communication, spoken and written, in increasingly diverse ways and with increasingly diverse audiences ̈́±Á̧ ^¦^Áæ}Áâ {] [¦cæ}cÁàæ&\å¦[]Áâ}Ác@^Á *revision of the standards. The figure on this slide is from Brief 7: Spotlight on Instructional Units of Study, and highlights the importance of organizing lessons within a knowledge-building cycle and provides several key components of an instructional unit.*

Briefly walk through the components and describe each one.

Slide 17: *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. On this slide are the major parts of the reflection tool, including the Rationale and Standards & Assessment Summary, and the six Indicators Alignment Logs.*

Slide 18: The six Indicators Alignment Logs represent best practices informed by research, the Advanced Literacies, and standards instruction. The logs are separated into six categories: Core Elements, Supporting All Students, Engaging and Content Rich Texts, Building Written Language, Academic Vocabulary, and Classroom Discussion.

Slide 19: **Using their handouts, walk participants through the completed entry on the Core Elements Curriculum Review Document.**

Slide 20: **Have participants break into small groups and practice building an understanding of one indicator from the Core Elements log using the template provided. Have groups share out.**

Slide 21: **Instruct participants to group based on the alignment log they received, then repeat the steps from slide 20. Allow 5-7 minutes.**

Instruct participants to now form a mixed group (ideally, a group of 5 with one person having reviewed each alignment log: *Supporting All Students, Engaging and Content Rich Texts, Building Written Language, Academic Vocabulary, and Classroom Discussion*). Allow time for participants to E.