

Vernon Verona Sherrill CSD

Introduction to the

NYS Department of Education

**Next Generation
Learning Standards**





Vernon Verona Sherrill Central School District
Introduction to the Next Generation Learning Standards Handbook

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At A Glance...

New York State Department of Education has provided a roadmap for implementing the Next Generation Learning Standards for ELA and Math, along with the Next Generation Learning Standards for Early Learning and 6-12 Literacy in History/Social Studies, Science and Technical Subjects. The following brochure was designed to provide highlights of this implementation with links that pertain to specific content areas.

Sections:

- Timeline
- Learning Standards changes, highlights and links for ELA, Math, Early Learning, and Literacy 6-12 for History/Social Studies, Science and Technical Subjects
- Key terms

Timeline:

There are three phases involved with the implementation of the Next Generation Learning Standards. The timeline for these phases are as follows:

- **Phase I – Raise Awareness – Winter 2018- Winter/Spring 2019**
- **Phase II – Capacity Building – Spring 2019/Summer 2020**
- **Phase III – Implementation – September 2020- ongoing**

Beginning in Spring 2021, the New York State assessments for grade levels 3-8 will be aligned with the Next Generation Learning Standards. The high school assessment alignment is not included in this timeline, and will not commence before the 2020-2021 school year. Information pertaining to the high school alignment will be forthcoming.



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Learning Standards Changes and Highlights:

Overview of Resources

There are multiple resources available concerning the NYSED Next Generation Learning Standards. Five resources have been highlighted to help simplify the search for information as they pertain to individual content areas. The following are the titles to the preface/introductory and glossary resources:

- [Preface to the Next Generation P-12 Learning Standards for ELA and Mathematics](#)
- [Introduction to the Next Generation P-12 English Language Arts Learning Standards](#)
- [New York State Next Generation Learning Standards for Literacy in History/Social Studies Science and Technical Subjects](#)
- [Introduction to the Next Generation Early Learning Standards](#)
- [Glossary of Verbs Associated with the Next Generation Mathematics Learning Standards](#)

It is important to note that the revisions/changes to the learning standards are described as either the omission, addition or the merging of standards. More specific changes that have impacted the ELA and Math Standards are highlighted below. In addition to the highlights, there will be an analysis of the Crosswalks for the Next Generation Learning Standards for [ELA](#) and [Math](#). This process will help identify future PD that will support Phase II: Capacity Building.

Please keep in mind, literacy development is the common thread throughout the standard revisions as described by NYSED, and is described as a shared responsibility across content areas. Other [major highlights](#) include: resources for advanced literacy and literacy development expectations, information relating to English Language Learners, Multilingual Learners, and students with disabilities.



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ELA - Next Generation Learning Standards Highlights:

There are nine overall changes made to the NYS ELA Learning Standards. As provided by NYSED (2015-2018), the changes and purposes are noted below:

Standard Changes:

- **Revisions to the ELA standards across all grades**
Purpose: to ensure clarity, appropriateness, and vertical alignment
- **Add practices to foster lifelong readers and writers**
Purpose: to ensure students become lifelong learners who can effectively communicate
- **Merge the reading for information and reading for literature standards**
Purpose: to reduce repetitive standards, streamline classroom instruction, and curriculum development, and ensure a healthy balance of both types of reading across grade levels
- **Convene the New York State Early Learning Task Force**
Purpose: to discuss various concerns around the P-2 grades
- **Revise every grade's reading expectations for text complexity**
Purpose: to clarify expectations over multiple grades
- **Revise the writing standards**
Purpose: to ensure clear writing expectations and to clarify language per grade-level
- **Streamline the Anchor Standards**
Purpose: to include the fostering of lifelong readers and writers and to reduce the amount and repetitive standards
- **Create NY-Specific Introduction on how to use the standards**
Purpose: to help inform and guide local curriculum and instruction
- **Ensure literacy is included in the content areas**
Purpose: to demonstrate connections to literacy in other content areas



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Changes to ELA Practices per NYSED:

Lifelong Practices of Readers and Writers

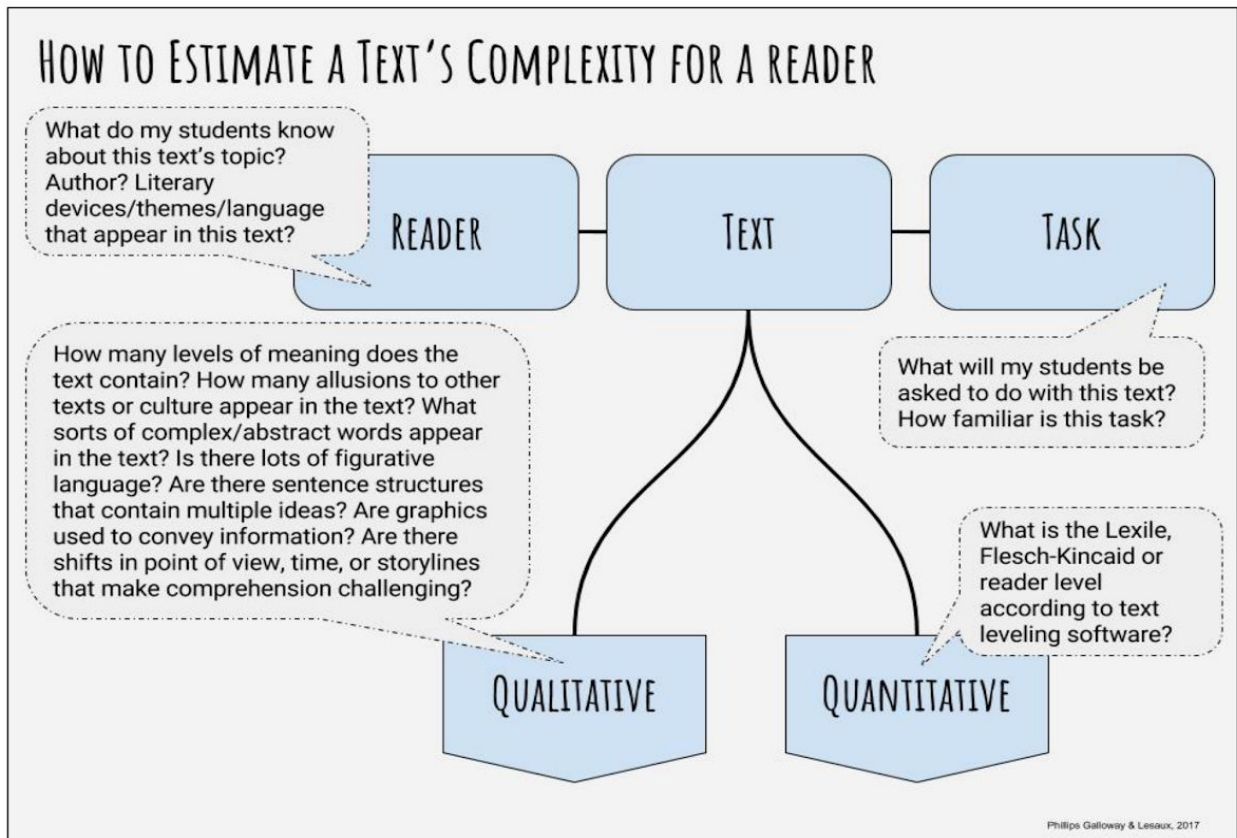
| Lifelong Practices of Readers | Lifelong Practices of Writers |
|---|---|
| <p><i>Readers:</i></p> <ul style="list-style-type: none"> ● think, write, speak, and listen to understand ● read often and widely from a range of global and diverse texts ● read for multiple purposes, including for learning and for pleasure ● self-select texts based on interest ● persevere through challenging, complex texts ● enrich personal language, background knowledge, and vocabulary through reading and communicating with others ● monitor comprehension and apply reading strategies flexibly ● make connections (to self, other texts, ideas, cultures, eras, etc.) | <p><i>Writers:</i></p> <ul style="list-style-type: none"> ● think, read, speak, and listen to support writing ● write often and widely in a variety of formats, using print and digital resources and tools ● write for multiple purposes, including for learning and for pleasure ● persevere through challenging writing tasks ● enrich personal language, background knowledge, and vocabulary through writing and communicating with others ● experiment and play with language analyze mentor texts to enhance writing ● strengthen writing by planning, revising, editing, rewriting, or trying a new approach |

Source: New York State Department of Education. (2017). New York State Education Department English Language Arts Learning Standards Introduction, p.4.



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Range of Reading and Text Complexity Diagram



Source: New York State Department of Education. (2017). *New York State Education Department English Language Arts Learning Standards Introduction*, p.10.



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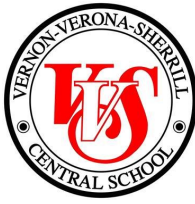
Glossary of terms for the Next Generation Learning Standards for English Language Arts

| Word | Definition as used in the standards |
|---|---|
| Academic Language | <i>Comprised of knowledge of key terms used in a discipline (e.g., photosynthesis, Fertile Crescent, alliteration) as well as the general purpose language used in all academic texts and talk (for example, words like “however” and “therefore” that connect ideas; phrases like “some have argued” or “research suggests” that signal the writer’s viewpoint and support argumentation).</i> |
| Argumentative writing | <i>A type of writing that uses reason or logic to show that the writer’s position or conclusion is valid. In the early grades, through discussion, students learn about opinions and opinion writing as a precursor to constructing arguments in writing.</i> |
| Central idea | <i>A concept or idea that is central to a text or section of a text. Please note that central idea and main idea are often used in the same way.</i> |
| Cite | <i>To support an idea or opinion by referring to sources (texts, media, images, etc.).</i> |
| Claim | <i>A statement as part of an argument that can be supported with evidence.</i> |
| Collegial | <i>Relating to a friendly discussion between collaborators.</i> |
| Content-specific words and phrases | <i>Vocabulary that is specific to a content area or discipline.</i> |
| Digital tool | <i>An electronic device or program that is used in performing an operation or practice.</i> |



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| Digital media | <i>Audio/visual content that may include websites, social networks, videos, graphics, slideshows, or other digital forms.</i> |
| Early reader | <i>A beginning reader who has moved beyond the emergent reading stage and is able to apply some reading strategies to interact with text. An early reader begins to monitor his/her own reading and self-correct.</i> |
| Emergent reader | <i>A student on the path to fluent literacy, before conventional reading and writing skills are developed. One who begins to recognize letter sounds, learned sight words, or symbolic representations of words.</i> |
| Evidence | <i>Facts, figures, details, quotations, or other sources of data and information that provide support for claims, or an analysis and that can be evaluated by others.</i> |
| Figurative language | <i>Non-literal (sensory or symbolic) language that helps a reader understand meaning in a text; for example, simile, metaphor, personification.</i> |
| Inference | <i>A conclusion or understanding, generally not directly stated by the author or writer, reached on the basis of evidence, logic, and/or reasoning.</i> |
| Informative/explanatory writing | <i>Writing that serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.</i> |
| Media | <i>The system and organization of communication for the sharing of information and ideas.</i> |



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| Mood | <i>The general feeling, emotion, or atmosphere that a piece of writing creates for the reader.</i> |
| Narrative writing | <i>Writing that conveys experience (either real or imaginary) following a sequence of events.</i> |
| Paraphrase | <i>Rewording something written or spoken while preserving the original meaning.</i> |
| Point of view (informational texts) | <i>The position or perspective conveyed or represented by an author, narrator, speaker, or character.</i> |
| Point of view (literary texts) | <i>The narrative point of view (as in first- or third-person narration); more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character.</i> |
| Recount | <i>To tell or write about an event or experience.</i> |
| Scaffolding | <i>Temporary strategic supports, aligned with instruction, which may be modified when a student shows independence with the text or task.</i> |
| Structure | <i>The way that a piece of writing is organized. For example, chronological order, steps in a process, problem/solution, etc.</i> |
| Summarize | <i>To make a brief statement that includes the main points about a topic, text, or idea.</i> |
| Technical Subject | <i>A course devoted to a practical study, such as engineering, technology, design, business, or other workforce-related subject; a technical aspect of a wider field of study, such as art or music.</i> |



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| <i>Text features</i> | <i>Elements of a text that are not included in the main text but add to the reader's understanding. For example, the title, index, headings and subheadings, illustrations, pictures, charts, captions, etc.</i> |
| <i>Text complexity</i> | <i>The inherent difficulty of reading and comprehending a text; quantitative elements, qualitative elements, and reader and task considerations are used to determine the difficulty of the text. (See page 12 of the Introduction to the ELA Standards for more information).</i> |
| <i>Theme</i> | <i>A message or moral of a text. Themes often explore timeless and universal ideas and are almost always implied rather than stated explicitly.</i> |
| <i>Tone</i> | <i>The attitude of a writer or speaker toward a subject or audience conveyed through their choice of words. For example, the tone of a text or section of a text could be sarcastic, cheerful, humorous, etc.</i> |

Source: New York State Department of Education. (2017). *New York State Education Department English Language Arts Learning Standards Introduction*, pp. 125-127



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Mathematics - Next Generation Learning Standards Highlights:

There are six overall changes made to the NYS Learning Standards for Mathematics. As provided by NYSED (2015-2018), the changes and purposes are noted below:

Standard Changes:

- **Move standards to different grade levels**
Purpose: to improve the focus of major content and skills for each grade-level and course
- **Provide for students to explore standards**
Purpose: to ensure standards are grade-level appropriate
- **Clarification of standards**
Purpose: to provide a better understanding of grade-level expectations by involving the changing or adding of language, as well as adding notes/diagrams and modifying prior examples
- **Add and consolidate standards**
Purpose: to improve coherence, focus, and reduce any grade-level redundancy
- **Maintain the rigor of the standards**
Purpose: to provide a balanced need for conceptual understanding, procedural skill, and application
- **Create a glossary of verbs**
Purpose: to assist with vocabulary understanding pertaining to the mathematical standards



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Glossary of terms from the Next Generation Learning Standards for Mathematics

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| Analyze | <i>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.</i> |
| Apply | <i>Apply requires a student to use mathematical knowledge in a variety of situations.</i> |
| Calculate | <i>Calculate requires a student to determine an answer.</i> |
| Classify | <i>Students classify by determining characteristics (attributes) that objects (numbers, shapes, etc.) share, and characteristics (attributes) they don't share.</i> |
| Compare | <i>Students compare by examining two or more objects, numbers or mathematical situations in order to determine similarities and differences.</i> |
| Compose | <i>Compose requires students to form or make something (numbers, functions, sets, etc.) by combining parts.</i> |
| Convert | <i>Students convert by changing the form (e.g. measurement, different units) without a change in the size or amount.</i> |
| Decompose | <i>Students decompose by separating into parts in terms of simpler components that allows for students to see groupings, relationships and patterns.</i> |
| Demonstrate | <i>Students demonstrate understanding and application of the content in the standard through narrative (oral or written), modeling (including pictures, diagrams or technology), algebraic work or any mathematically appropriate method that clearly communicates the steps leading to the solution or conclusion needed.</i> |



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| Derive | <i>Derive requires the student to utilize current or specified knowledge to formulate a “new” theorem, formula or relationship.</i> |
| Describe | <i>Describe requires that students illustrate their thinking or justifications through verbal (oral or written) statements that may reference a drawing/diagram/model.</i> |
| Determine | <i>To determine requires finding something out or establishing exactly, typically as a result of research or calculation.</i> |
| Develop | <i>Develop requires a student to engage in experimentation or argumentation that leads to a mathematically appropriate conclusion.</i> |
| Differentiate | <i>Differentiate requires a student to determine the difference between two or more things.</i> |
| Distinguish | <i>Distinguish requires students to recognize distinct or different characteristics (attributes).</i> |
| Evaluate | <i>Evaluate requires that a student find the value of a mathematical expression.</i> |
| Explain | <i>Explain requires a student to provide verbal (oral or written) evidence to support a conclusion or solution.</i> |
| Explore | <p><i>Explore requires the student to learn the concept in the standard through a variety of instructional activities. Repeated experiences with these concepts, with immersion in the concrete, are vital.</i></p> <p><i>Explore indicates that the topic is an important concept that builds the foundation for progression toward mastery in later grades. However, mastery at the current level is not expected for that standard.</i></p> |
| Express | <i>Express requires students to change an amount or quantity into a different form.</i> |



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| Fluent | <p><i>The word fluent is used in the Standards to mean “fast and accurate.” Fluency in each grade involves a mixture of just knowing some answers, knowing some answers from patterns and knowing some answers from the use of strategies.</i></p> <p><i>For additional information refer to pages 18-19 of Progressions for the Common Core State Standards in Mathematics(link is external)</i></p> <p><i>Principles and Standards for School Mathematics states, “Computational fluency refers to having efficient and accurate methods for computing. Students exhibit computational fluency when they demonstrate flexibility in the computational methods they choose, understand and can explain these methods, and produce accurate answers efficiently.”</i></p> <p><i>Required Grade Level Fluencies for Grades K-8:</i></p> <p><i>Required grade level fluencies are available from EngageNY at Required Fluencies for Grades K-8 Standards for Mathematics</i></p> <p><i>Standards that are recommended fluencies at the High School level are identified in each set of standards for Algebra I, Algebra II and Geometry.</i></p> |
| Generate | <i>Generate requires students to create something by the application of one or more mathematical rules or operations.</i> |
| Identify | <i>Identify requires students to recognize a mathematical concept using prior knowledge.</i> |
| Interpret | <i>Interpret requires students to make sense of and assign meaning to a mathematical task and explain the reasoning behind it.</i> |
| Justify | <i>Justify requires a student to show evidence and/or steps that illustrate the mathematics leading to a solution or conclusion. Note: words are acceptable but not necessary.</i> |
| Know | <i>Know requires students have a firm mathematical understanding through awareness of situations, facts, information, and skills.</i> |



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| <i>Make</i> | <i>Make requires a student to create a picture, diagram or model to illustrate a mathematical concept.</i> |
| <i>Prove</i> | <i>Prove requires students to demonstrate that an argument is universally true where each step and conclusion must be supported by evidence and/or reasoning. This can be shown through a variety of strategies.</i> |
| <i>Recognize</i> | <i>Recognize requires students to identify mathematical concepts based on previous facts or knowledge.</i> |
| <i>Reference</i> | <i>Reference requires students to apply a specified mathematical concept.</i> |
| <i>Represent</i> | <i>Represent requires students to communicate a mathematical concept through pictures, diagrams, models, symbols, or algebraic notation.</i> |
| <i>Solve</i> | <i>Solve requires the students to find the answer to specified problem.</i> |
| <i>Specify</i> | <i>Specify requires the student to clearly articulate or describe mathematical properties or procedures.</i> |
| <i>State</i> | <i>State requires students to give an answer without calculations or underlying work.</i> |
| <i>Understand</i> | <i>Understand requires a student to grasp sufficient knowledge of a mathematical concept in order to explain or apply it.</i> |
| <i>Use</i> | <i>Use requires the student to apply designated processes, strategies or mathematical concepts.</i> |
| <i>Verify</i> | <i>Verify requires students demonstrate that a mathematical concept is true or accurate.</i> |
| <i>Written Method/ Representation</i> | <i>A written method/representation is any way of representing a strategy using words, pictures or numbers.</i> |

Source: New York State Department of Education. (2017). *Glossary of Verbs Associated with the New York State Next Generation Mathematics Learning Standards*



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Early Language Learning Highlights:

As the NYS Early Learning Standards are used to guide local curriculum development and student learning, and as stated by the NYS Next Generation Standards Early Learning Introduction (2017), these are “Standards for learning, not standardization of instruction” (p.3).

The NYS Next Generation English Language Arts Early Learning Standards defines and emphasizes “developmentally appropriate practices (DAP)”(p.4). They have created a principle framework to highlight DAP expectations to assist with early language learning development.

Principles defined by NYSED (2015-2018) for Developmentally Appropriate Practices:

- Demonstrate knowledge of child development and age-related characteristics;
- Understand the interrelated nature of developmental domains where learning in one area will influence another;
- Recognize how prior experiences as well cultural and social factors shape children’s behavior and approaches to learning;
- Develop strong, loving relationships with children and their families that enable personalizing instruction;
- Create opportunities for children to develop positive relationships with their peers;
- Design age appropriate experiences that both stimulate and gratify children’s natural curiosity and desire to understand their world;
- Understand the importance of play in promoting learning

Source: New York State Department of Education. (2017). Introduction to the NYS Next Generation English Language Arts Early Language Learning Standards Introduction, p.4



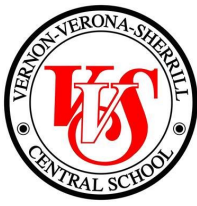
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DAP was created to find and implement ways to protect all children PK-3, which in turn assist local districts with curriculum development. The NYS Early Language Learning Standards were also developed to teach “the whole child” by respecting the culturally diverse backgrounds, languages, and developmental domains. Furthermore, as mentioned above, these Standards promote the importance of play as learning. “Self-directed play activities that allow children to examine, experiment, practice, and advance their skills, offer an ideal opportunity to observe competencies associated with the Standards.” (NYSED,2015-2018, p. 5)

Additional quote from NYSED: Introduction to the NYS Next Generation Early Learning Standards (2017):

Rather than prescribe a lockstep progression of lessons or curricula for all children in all settings, the Standards serve to articulate the expectations of what children can learn and do as a result of instruction that is not standardized, but personalized, differentiated, adapted, culturally and linguistically relevant, and context-based. While we may have the same learning objectives for all children, our means for meeting these objectives are highly responsive to the individual child. (p3)

Source: New York State Education Department (2017). New York State Next Generation Standards Early Language Introduction. Retrieved from <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/introduction-to-the-nys-early-learning-standards.pdf>



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Literacy 6-12 in History/Social Studies, Science and Technical Subjects - Next Generation Learning Standards Highlights:

Support for literacy and curriculum development, along with instructional delivery across content areas, are the highlights found within the [History/Social Studies, Science and Technical Subjects](#) standards. These revised standards were created to guide instruction in and provide goals for reading and writing. The link above provides a resource for specific grade-level and grade-band standards.

An important focus related to the learning standards is “what students should know and be able to do” (NYSED Learning Standards for Literacy in History/Social Studies, Science and Technical Subjects, 2017, p.2), along with specific yearly expectations for the 6-12 grade-levels and grade-bands by clarifying reading and text complexity expectations through: **Range, Quality, and Complexity of Student Reading**.

Definitions are provided for “*literature*” and “*informational text*”, along with the nine *Literacy 6-12 Anchor Standards for Reading*, the seven *Literacy 6-12 Anchor Standards for Writing*, the nine *Reading Standards for Literacy in History/Social Studies 6-12*, the nine *Reading Standards for Literacy in Science and Technical Subjects 6-12*, and *Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12*. This source also includes clarified expectations pertaining to the shared responsibility for literacy across all content areas, a “what is literacy?” explanation, along with a focus on the integration of literacy standards and mention of standard-based curriculum development.



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Key Terms

The key terms identified to assist with the understanding and implementation of the Next Generation Learning Standards are: learning standards, anchor standards, grade level and grade band standards, strands, lifelong practices of readers and writers, and range of student reading experiences. According to the New York State Education Department (2017): these key terms are defined as:

Learning Standards define what a student should know and be able to do.

Anchor Standards represent broad statements about the expectations for students as they prepare for high school graduation, positioning them for college and careers. There are 28 English Language Arts Anchor Standards in Reading, Writing, Listening & Speaking, and Language.

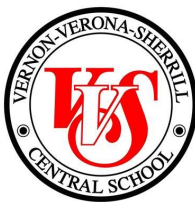
Grade-level and Grade-band Standards describe specific end-of-year expectations about what students should understand and be able to do at a specific grade level or grade band (for grades 9-10 and 11-12). The grade-level and grade-band standards are connected to the Anchor Standards.

Lifelong Practices of Readers and Writers exemplify important reading and writing practices that should begin in the early grades and continue through high school and life. These practices should be used in conjunction with the grade-level learning standards and be part of classroom instruction.

Strands define the main organizational categories for English Language Arts (Reading, Writing, Speaking and Listening, and Language).

Range of Student Reading Experiences sections clarify the reading and text complexity expectations for each grade level. This is located at the beginning of the Reading Standards at each grade level or grade band.

Source: New York State Education Department (2017). New York State Department English Language Arts Learning Standards Introduction, p.12.



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References:

New York State Department of Education. (2017). Glossary of verbs associated with the Next Generation Mathematics Learning Standards. Retrieved from <http://www.nysed.gov/curriculum-instruction/glossary-verbs-associated-new-york-state-next-generation-mathematics-learning>

New York State Department of Education. (2017). New York State Next Generation Learning Standards (2015-2018.) Retrieved from <http://www.nysed.gov/next-generation-learning-standards>

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New York State Department of Education. (2017). New York State Next Generation Standards English Language Arts Learning Standards Introduction. Retrieved from <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf>

New York State Department of Education. (2017). New York State Next Generation Learning Standards for Literacy in History/Social Studies, Science and Technical Subjects. Retrieved from <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-literacy-standards-grades-6-12.pdf>

New York State Department of Education. (2017). Preface to the New York State Next Generation English Language Arts and Mathematics Learning Standards. Retrieved from <http://www.nysed.gov/common/nysed/files/ela-and-mathematics-standards-preface.pdf>

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