



# Next Generation Standards

AKA: The Old Common Core Standards

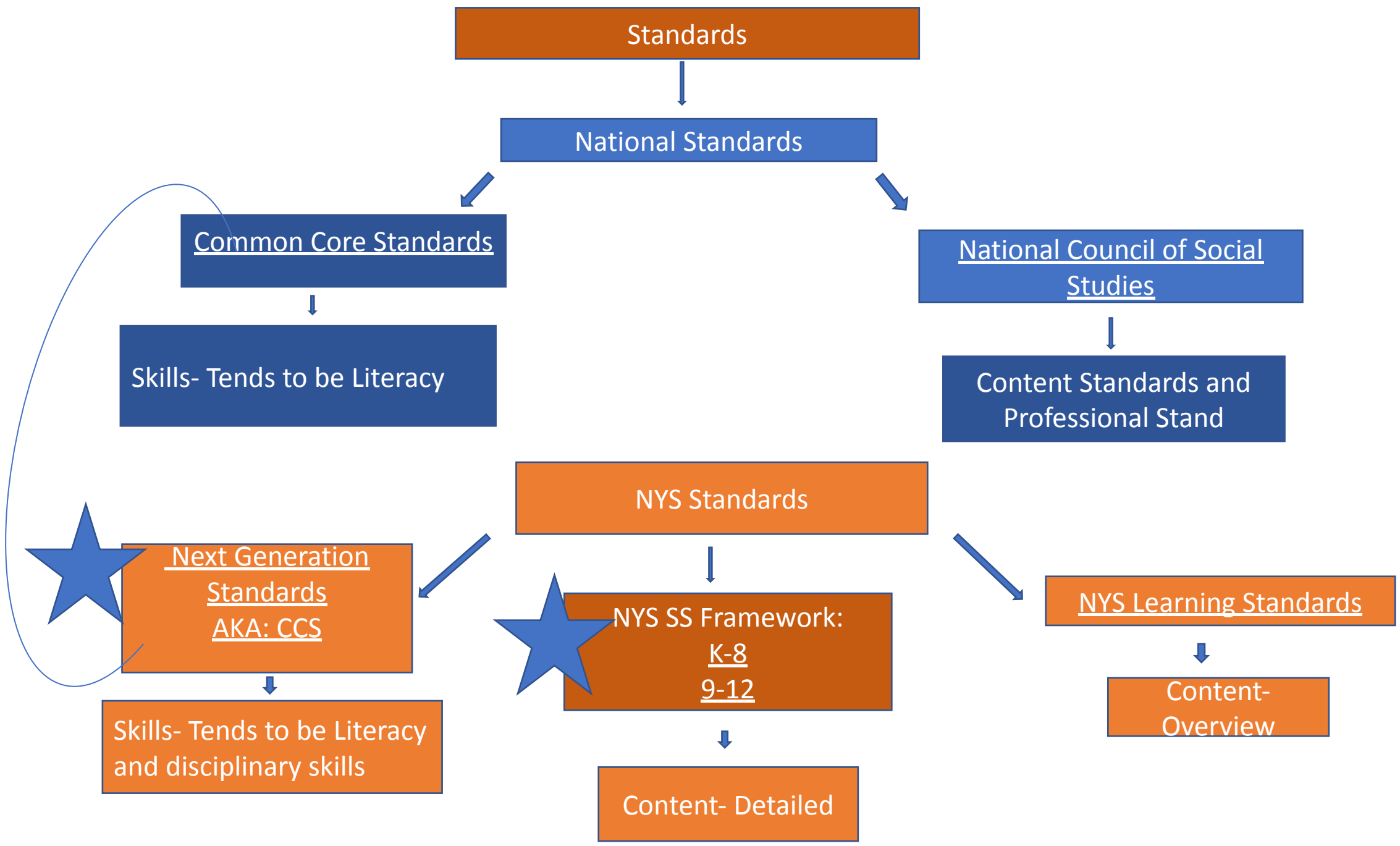


# Standards...what do we mean when we say teach to the standards?

The New York State Education Department is responsible for setting student learning expectations (standards) for what all students should know and be able to do as a result of skilled instruction.

But we also have National Standards





Take a look at Next Generation Standards :

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-literacy-standards-grades-6-12.pdf>

Breakout Room Discussion:

1. What type of material do they cover?
2. Will this help you on a day to day basis of what to teach?
3. If not, why do we have them?

# Next Generation Standards

- Tend to cover literacy skills... these are needed in social studies classrooms
- Content standards are found in NYS Social Studies Framework Standards
- You will be referring to both, Next Gen Standards and the NYS SS Framework Standards, when writing lesson



# What type of literacy skills do you see in a SS Classroom?

1.

2.

3.

4.



# Literacy in the SS Classroom



- A high degree of proficiency in literacy is essential as students attempt to acquire and build knowledge in each of the content areas.
- Students must be able to read social studies textbooks, analyze historical documents, as well as respond to issues in their subject area content through speaking, writing, and crafting digital responses.
- Students must also acquire content specific vocabulary for each of the disciplines in order to achieve success.
- In social studies and history, teachers can apply these standards as students interpret and analyze both primary and secondary sources.
- For example: Students need to develop a capacity for determining a text's central idea (Reading Standard 2) as well as to understand how point of view shapes a document's message and structure (Reading Standard 6).



# Continued....

- As most teachers know, a well-designed, richly developed lesson includes many standards from across a range of domains.
- The Next Gen Standards center on reading , writing , listening and speaking.
- These standards push literacy into social studies instruction
- The standards push skills, no content included in these...all skills





# How to read the Grades 6-12 Standards for Literacy in History/Social Studies

- The standards are divided into grade bands:
  - Grades 6-8
  - Grades 9-10
  - Grades 11-12
- The standards divided into READING and WRITING Standards
- There are READING ANCHOR Standards and WRITING Anchor Standards



# Reading Anchor Standards



## Literacy 6-12 Anchor Standards for Reading

### Key Ideas and Details

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- STANDARD 1:** Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- STANDARD 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- STANDARD 3:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

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- STANDARD 4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- STANDARD 5:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- STANDARD 6:** Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.

### Integration of Knowledge and Ideas

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- STANDARD 7:** Integrate and evaluate content presented in diverse media and formats, including across multiple texts.
- STANDARD 8:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- STANDARD 9:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.



# Writing Anchor Standards

## Literacy 6-12 Anchor Standards for Writing



### Text Types and Purposes

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- STANDARD 1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- STANDARD 2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- STANDARD 3:** Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
- STANDARD 4:** Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.

### Research to Build and Present Knowledge

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- STANDARD 5:** Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.
- STANDARD 6:** Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- STANDARD 7:** Draw evidence from literary or informational texts to support analysis, reflection, and research.



# Remember each Anchor Standard is Broken Down into Grade Bands – notice this is grade 6-8 for READING

NEW YORK STATE  
EDUCATION DEPARTMENT

GRADES  
6-8

Reading Standards for Literacy  
in History/Social Studies

## READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8

### Key Ideas and Details

- RH1:** Cite specific textual evidence to support analysis of primary and secondary sources.
- RH2:** Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
- RH3:** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

### Craft and Structure

- RH4:** Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
- RH5:** Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
- RH6:** Identify aspects of a text that reveal an author's point of view, stance, or purpose (e.g. rhetorical language, inclusion or avoidance of particular facts, images, visuals, etc.).

### Integration of Knowledge and Ideas

- RH7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH8:** Distinguish among fact, opinion, and reasoned judgment in a text. Identify and distinguish between a primary and secondary source on the same topic.
- RH9:** Analyze how two or more texts address similar themes or topics in order to build knowledge or





# Remember each Anchor Standard is Broken Down into Grade Bands – notice this is grade 6-8 for WRITING

## Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

### WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8

#### Text Types and Purposes

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**WHST1:** Write arguments focused on discipline-specific content.

**WHST1a:** Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

**WHST1b:** Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic by identifying and using credible sources.

**WHST1c:** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, and evidence.

**WHST1d:** Establish and maintain a formal style appropriate to the academic discipline, purpose, and audience.

**WHST1e:** Provide a concluding statement or section that follows from and supports the argument presented.

**WHST2:** Write informative/explanatory text focused on discipline-specific content.

**WHST2a:** Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.

**WHST2b:** Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.

**WHST2c:** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

**WHST2d:** Use precise language and content-specific vocabulary to inform and/or to explain the topic.

**WHST2e:** Establish and maintain a formal style appropriate to the academic discipline, purpose, and audience.

**WHST3:** Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.

**WHST4:** Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.



Note:



- When you are browsing the standards... Science and Technical subjects are included...
- You should be looking at the reading for social studies, and for writing, all subjects are included, social studies does not have separate writing standards.



# Browse the standards...figure out how to read and decide which sections you will need

- <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-literacy-standards-grades-6-12.pdf>



# How do you use NYS Next Gen Standards

- For each lesson plan you will have to state which standards you students will be using to complete the lesson.
- Think about it...each lesson will ask students to learn and or complete a skill...they will be reading , writing, listening, and speaking.
- Since your students will be completing at least one skill you, as the teacher, will be covering at least one standard in each lesson
- Some lessons will have multiple Next Gen Standards listed and some lessons might just have one standard.
- Do not force standards, having more standards do not make for a better lesson.



# How Do You Document the Next Gen Standards in a Lesson Plan?

- In a lesson plan, you would write:
- **NYS Next Generation Stands RH9.3, WH9.1**
- What does this mean....
- RH9.3- Reading, History, Grade 9 (which would fall in grade band 9-10), 3 is the standard in reading.

So here is the standard it is referring to-> RH 3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.



# In Lesson Plan How Do You Document the Next Gen Standards?

- In a lesson plan you would write:
- NYS Next Generation Stands RH9.3, WH9.1
- What does this mean for WH9.1.... Writing, History, Grade 9 and writing standard 1

- So here is the standard it is referring to->

WHST 1: Write arguments focused on discipline-specific content. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims objectively, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.

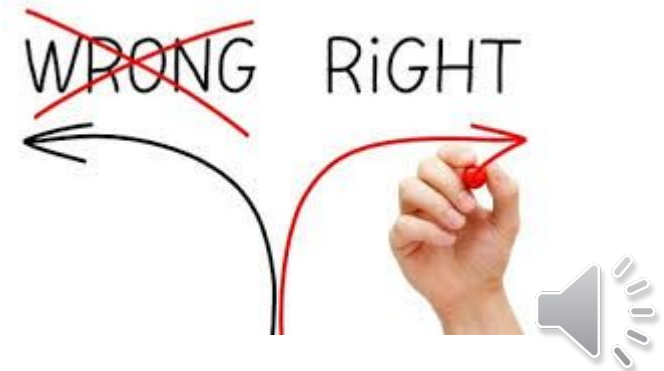


You are teaching a lesson that has this standard written down

**RH 11. 7**

What standard are you referring to? Look it up and see if you can identify the correct standard.

The answer is on the next slide





Did you identify the correct standard?

- RH 7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.



# I walk into a class...I see...

- 7th graders comparing two items:
  - 1. a primary document diary entry describing the Battle in Gettysburg July 3<sup>rd</sup>, 1863
  - 2. Textbook entry of the Battle of Gettysburg.

*Look through your Next Generation Standards and identify the standard the activity represents.*

*Remember to write it in the correct format.*



RH7.9



I walk into your 12th grade PIG class... I see...

Students writing an argumentative essay on:

Should the police force be a reflection of the culture and ethics of the society they serve?

**Assignment:**

**Students need an intro/conclusion/ claims/counter claims/ evidence.**

**Additionally, they need to be mindful of the words and phrases they chose. Be sure to use good transitional words and phrases when moving between arguments to demonstrate your logical progression of thought.**



WH 12. 1a-e





Your Turn.... Go to breakout rooms and work with your group to ...

- ☐ Design a classroom activity, just like I did on the last few screens.
- ☐ Write out a small snippet describing what the students would be doing.
- ☐ Return from breakout group and share with the larger group.
- ☐ See if people can identify the correct Next Generation Standard for the activity.



Two people to a breakout room-

Create an activity that demonstrates a reflection of at least one Next Generation Standard. Short and sweet- very similar to what I had posted on the last two slides.

We will return from breakout rooms, dyad will share the activity and the rest of the class will identify the standards.