



# Academic and Linguistic Demands:

Creating Access to the Next Generation Learning Standards in English Language Arts for Linguistically Diverse Learners

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Office of Bilingual Education and World Languages (OBEWL)

February 2024

Board of Regents



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# Intended Audience and Our Purpose

The new Academic and Linguistic Demands (ALDs) document is meant to create access to the Next Generation Learning Standards (NGLS) in English language arts (ELA) for linguistically diverse learners.

# Academic and Linguistic Demands (ALDs)

## Areas of Focus:

1. Language Forms
2. Language Functions
3. Content-specific words and phrases
4. Grammatical structures

NGLS Reading Anchor 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.	Draw lo

NGLS Grade Level Standard	Grade Level Academic Demand	*The following demands prese
<b>KR1:</b> Develop and answer questions about a text.	Generate and answer written or verbal questions using information from a text.	<ul style="list-style-type: none"> <li>• Seek inform where, why,</li> <li>• Inform by re verbally.</li> </ul>
<b>1R1:</b> Develop and answer questions about key ideas and details in a text.	Generate and answer written or verbal questions using key ideas and details from a text.	<ul style="list-style-type: none"> <li>• Identify key occurring not occurring adj</li> <li>• Pose various words (e.g., and details fr</li> <li>• Interpret and what, when, from the text</li> </ul>
<b>2R1:</b> Develop and answer questions about key ideas and details in a text.	Generate and answer written or verbal questions using key ideas and details from a text.	<ul style="list-style-type: none"> <li>• Identify key nouns, prop (precise adje meaning), loc</li> <li>• Pose various what, where, from the text</li> </ul>

Linguistic Demands	
*The following examples are provided to suggest possible linguistic demands presented by the NGLS ELA standards for English Language Learners.	
<ul style="list-style-type: none"> <li>- Seek information using question forms (e.g., who, what, when, where, why, and how) in writing or verbally based on the text.</li> <li>- Inform by responding appropriately to question forms in writing or verbally.</li> </ul>	
<ul style="list-style-type: none"> <li>- Identify key details in the text by focusing on the subject (commonly occurring nouns and associated pronouns), descriptions (frequently occurring adjectives), and action (verbs).</li> <li>- Pose various types of questions in writing or verbally using question words (e.g., who, what, where, when, why, how) based on key ideas and details from the text to gather information or clarification.</li> <li>- Interpret and respond appropriately to question forms (e.g., who, what, when, where, why, and how) based on key ideas and details from the text in writing or verbally.</li> </ul>	
<ul style="list-style-type: none"> <li>- Identify key details in the text by focusing on the subject (common nouns, proper nouns, and associated pronouns), descriptions (precise adjectives and adverbs that communicate shades of meaning), location (nouns and prepositions) and actions (verbs).</li> <li>- Pose various types of questions in writing and verbally using who, what, where, when, why, and how based on key ideas and details from the text.</li> </ul>	

# Alignment with the Culturally Responsive - Sustaining Education (CR-SE) Framework

## CR-SE Strategies and Considerations for Speaking and Listening

### *Welcoming and Affirming Environment*



- Make space for **student voice and agency** while bringing attention to audience and how that impacts diction.
- Provide opportunities for **student to compare and contrast registers from different genres** and contexts, including their own.
- Allow for the **use of students' home languages during academic and social conversations** to bridge understanding.
- Model empathy and active listening.
- Practice mutual respect for diverse viewpoints and aspects of cultural identity.

### *High Expectations and Rigorous Instruction*



- Give students language frames to engage in and talk about their learning (e.g., collaborative conversation sentence stems, transition words, speaking rubrics).
- **Help students process new content using methods from oral traditions** (e.g., the use of rhymes, songs, chants, prose, or verses).
- Prepare students for collaboration by **providing clear directions in multiple languages**, grouping students with attention to diversity and inclusion, and providing linguistic scaffolds for academic discussion.

# Supporting Students with Disabilities

## Considerations and Strategies to Support ELLs with Disabilities for Learning Standards in Writing

Teachers should be using the principles of Universal Design for Learning (UDL) in developing their lesson plans to support all students by enhancing the design of classroom and instructional practices and accommodating and supporting a variety of learning styles. However, while scaffolds and supports are important for all students, ELLs with disabilities will require more individualized accommodations and instruction to address specific disability needs. It is important to consider each student's disability, and how it may affect reading in the development of the student's IEP. Below are sample considerations and strategies related to processing differences that impact writing, mainly in the areas of handwriting, spelling, and organization of ideas.

### **Sample Considerations**

In considering and explicitly planning to address the needs of ELLs with disabilities, teachers should identify needed supports, services, accommodations, teaching strategies, learning strategies, etc., that the student may need.

<b>Processing Differences</b>	<b>Learning Behaviors Manifested</b>
Orthographic processing	Difficulties in areas of legibility and automaticity; difficulty writing in a clear, legible, and organized manner
Visual Motor Integration	Difficulty with copying from the board or from books; spacing; organization
Expressive Language	Difficulty in expressing ideas orally and in writing

*Directly taken from the ALD document, created in collaboration with OSE*

# Home Language Arts (HLA) Supports

HLA is a required part of all Bilingual Education programs to ensure that students learn content in both languages.

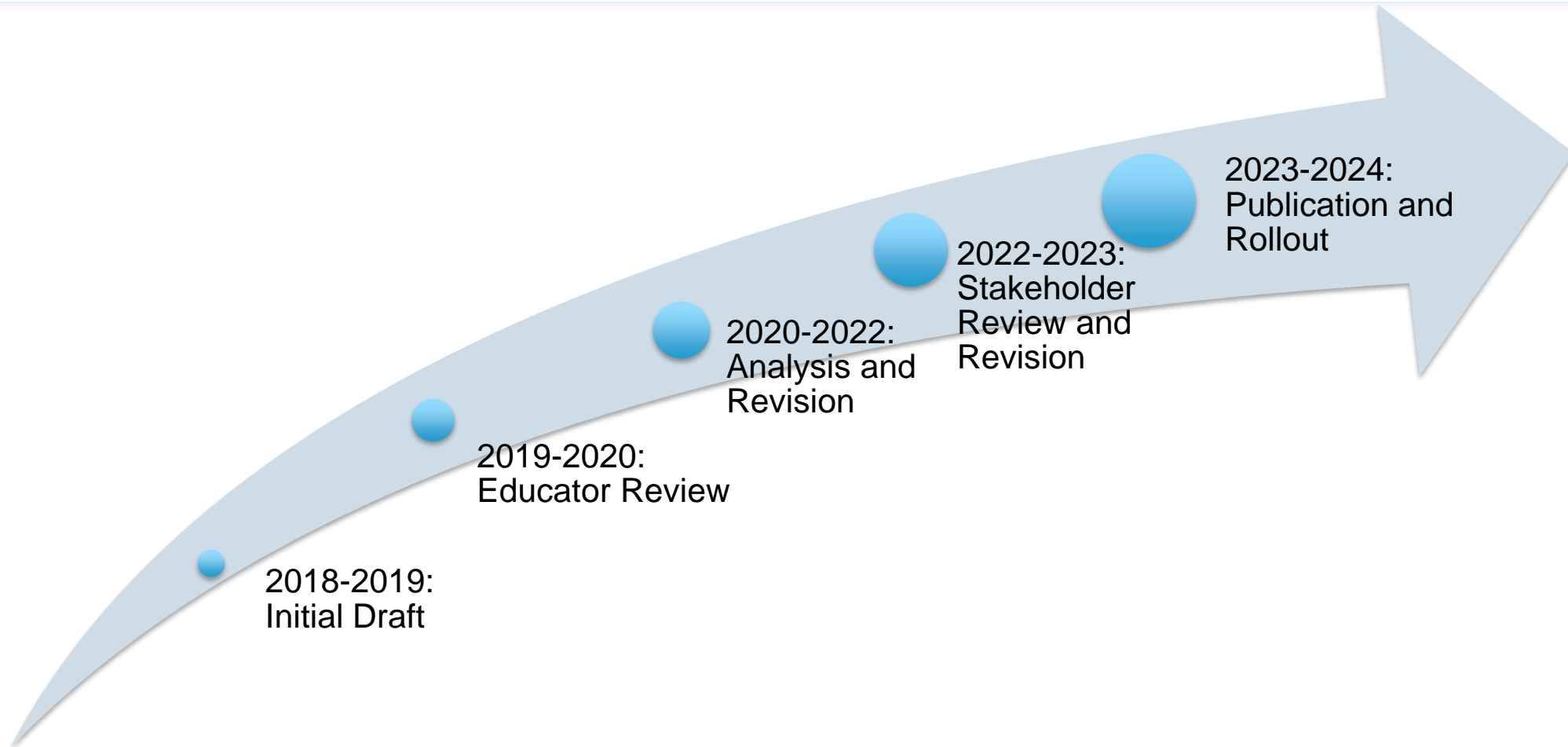
Example of HLA-ELA-ENL Aligned 5<sup>th</sup> Grade Curriculum Map

5 <sup>th</sup> Grade Curriculum Alignment Map: Human Rights		
<b>Essential Questions:</b> What are human rights? How do people respond when human rights are challenged? How can we tell powerful stories about people's experiences?		
Standards	Linguistic Demands	Academic Demands
<b>5R2:</b> Determine a theme or central idea and explain how it is supported by key details; summarize a text.	<ul style="list-style-type: none"> <li>Use words and phrases to summarize the central ideas of the text (e.g., "The main points are..."; "The key points the author makes are...").</li> <li>Use words and phrases to explain a theme or central idea along with how those ideas are supported by key details (e.g., "The author relates..."; "This idea is supported by...").</li> </ul>	Summarize text and determine a theme or central idea along with supporting details.
<b>5W4:</b> Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.	<ul style="list-style-type: none"> <li>Use sentence structures to introduce a poem, story, play, artwork, or other response to a text, author, theme, or personal experience (e.g., "I wrote about in response to..."; "I will present... about..."; "I created a... in response to...").</li> <li>Express ideas through the common conventions and/or style of a chosen genre.</li> </ul>	Respond to a text, author, theme, or personal experience through varied writing genres.
<b>5SL5:</b> Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes.	<ul style="list-style-type: none"> <li>Explanation of why certain digital media/visual displays were chosen for the particular presentation. (e.g., "This picture of the arctic landscape reveals...").</li> <li>Explanation of how specific digital media/visual displays emphasize the main ideas/themes of the text (e.g., "The importance of including in the video is to show...").</li> </ul>	Include multimedia and visual displays to strengthen and highlight central ideas or themes.
Unit Texts		
HLA	ELA & Integrated ENL/ELA	Standalone ENL
<ul style="list-style-type: none"> <li>Devolver al Remitente by Julia Alvarez</li> <li><a href="#">Declaración Universal de Derechos Humanos</a></li> <li>¡Si Se Puede!/Yes We Can!: Janitor Strike in LA by Diana Cohn &amp; Luis Rodriguez</li> </ul>	<ul style="list-style-type: none"> <li>Esperanza Rising by Pam Muñoz</li> <li>I Am Malala: How One Girl Stood Up for Education and Changed the World by Malala Yusefzai</li> <li>Refugee by Alan Gratz</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Universal Declaration of Human Rights Text and Videos</a></li> <li>Zlata's Diary: A Child's Life in Sarajevo by Zlata Filipovic</li> <li>When Stars are Scattered, Victoria Jameison and Omar Mohamed</li> </ul>

## HLA

- Devolver al Remitente by Julia Alvarez
- [La Declaración Universal de los Derechos Humanos](#)
- ¡Si Se Puede!/Yes we Can!: Janitor Strike in LA by Diane Cohn & Luis Rodriguez

# Timeline of the ALDs Development and Implementation



# Train the Trainers with the Statewide & Regional Bilingual Education Resource Networks (RBERNs)

## Objectives



- ❑ Participants will become familiar with the layout and structure of the Academic and Linguistic Demands of the NYS Next Generation ELA Standards (ALDs) document



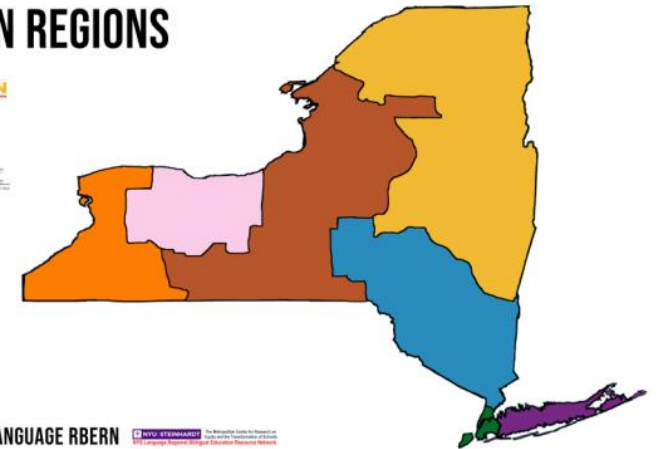
- ❑ Participants will learn how to unpack the ALDs with teachers during professional learning



- ❑ Participants will explore how the ALDs document is a unifying resource incorporating multiple NYSED resources

## NYS RBERN REGIONS

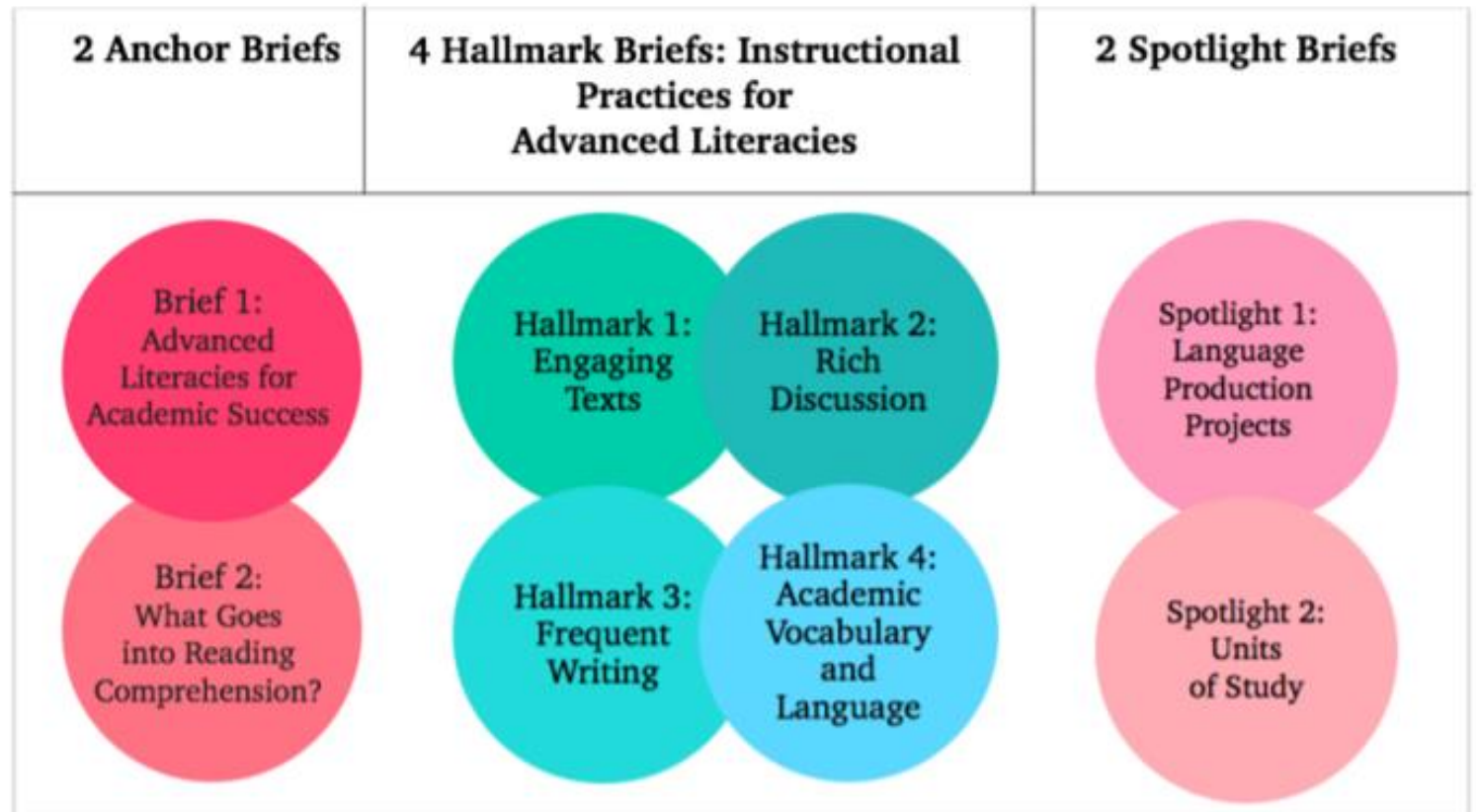
- CAPITAL DISTRICT 
- HUDSON VALLEY 
- LONG ISLAND 
- MID-STATE 
- MIDWEST 
- NYC 
- WEST 
- ALL COLORS: STATEWIDE LANGUAGE RBERN 





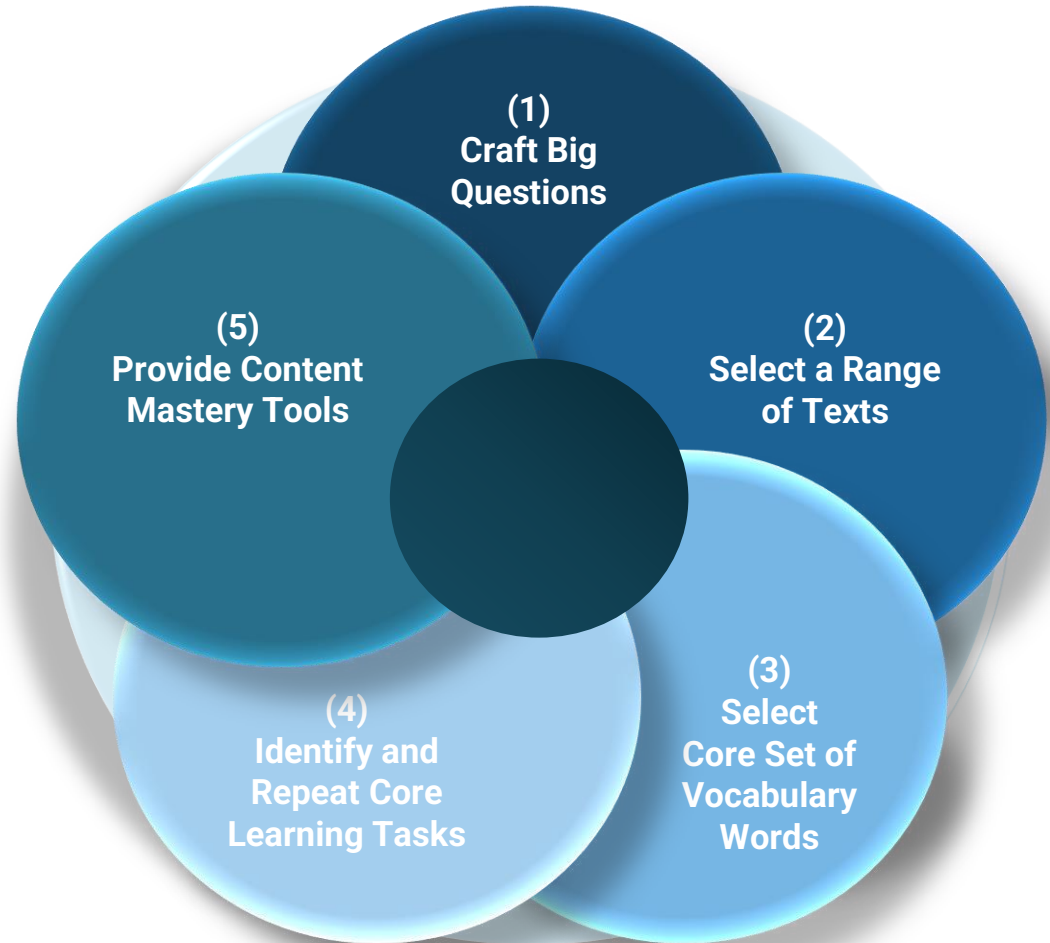
# Literacy Connection

## Advanced Literacies for Academic Success



# Literacy Connection

## Knowledge-Building Unit Cycle



# Literacy Connection Tools

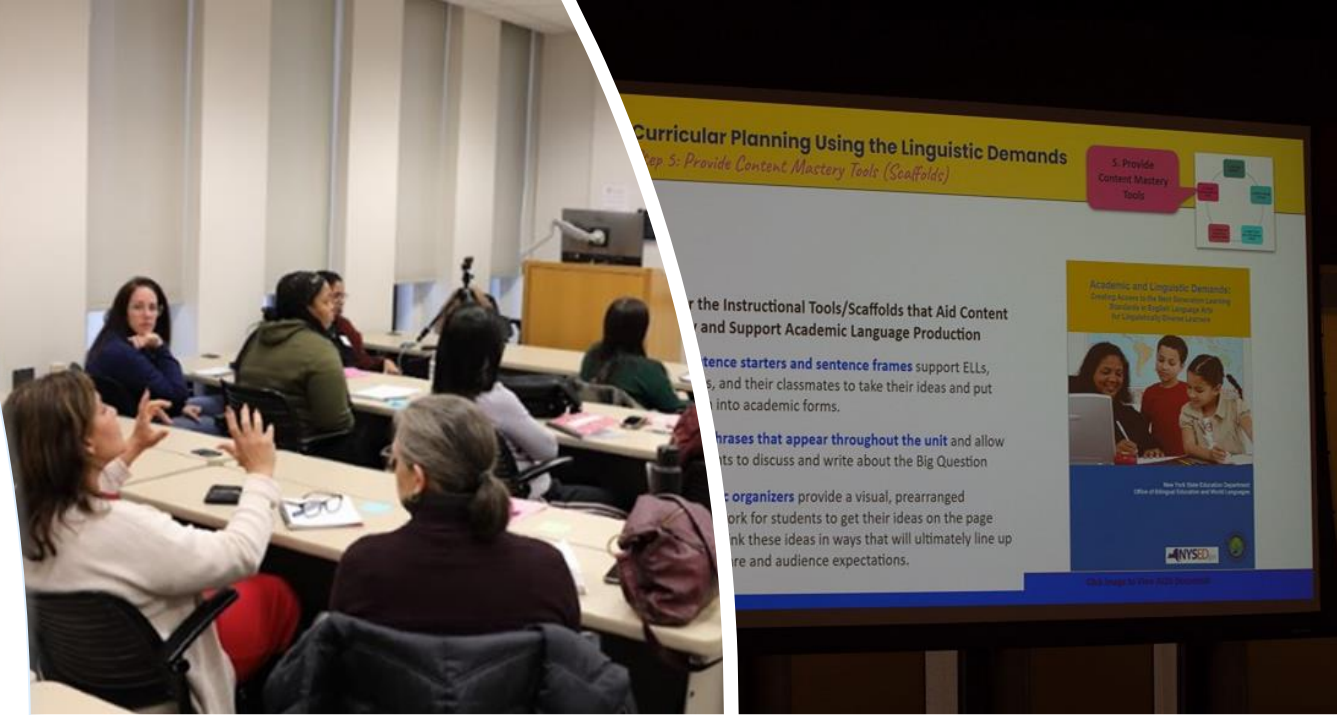
Linguistic Demands of the Next Generation Learning Standards for ELA Instructional Scaffolds Framework

		Grade Level Standard	Grade Level Academic Demand	Linguistic Demands
		Grade Level Standard	Grade Level Academic Demand	Linguistic Demands
		SR2: Determine a theme or central idea and explain how it is supported by key details; summarize a text.	Summarize text and determine a theme or central idea along with supporting details.	<ul style="list-style-type: none"> <li>Identify words and phrases that appear throughout the text (e.g., imagery, analogies, metaphors) that help to identify a theme or central idea.</li> <li>Use words and phrases to summarize the central ideas of the text (e.g., "The main points are..."; "The key points the author makes are...").</li> <li>Use words and phrases to explain a theme or central idea along with how those ideas are supported by key details (e.g., "The author relates ..."; "This idea is supported by ...").</li> </ul>
UDHR Article 1 Lesson				
Receptive Skills	L	Entering	Emerging	Transitioning
		Expanding	Commanding	
Expressive Skills	W	Entering	Emerging	Transitioning
		Expanding	Commanding	
Expressive Skills	S	Entering	Emerging	Transitioning
		Expanding	Commanding	
Expressive Skills	R	Entering	Emerging	Transitioning
		Expanding	Commanding	

**Lesson Objective:** By the end of this lesson, students will be able to identify and explain the main idea of Article 1 of the Universal Declaration of Human Rights (UDHR).

Grade Level Standard	Grade Level Academic Demand	Linguistic Demands
5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text.	Summarize text and determine a theme or central idea along with supporting details.	<ul style="list-style-type: none"> <li>Identify words and phrases that appear throughout the text (e.g., imagery, analogies, metaphors) that help to identify a theme or central idea.</li> <li>Use words and phrases to summarize the central ideas of the text (e.g., "The main points are..."; "The key points the author makes are...").</li> <li>Use words and phrases to explain a theme or central idea along with how those ideas are supported by key details (e.g., "The author relates ..."; "This idea is supported by ...").</li> </ul>

# Voices United: Embracing Diversity to Foster Multiculturalism and Multilingualism



# Our Commitments

1. The Office of Bilingual Education and World Languages (OBEWL) and the Regional Bilingual Education Resource Networks (RBERNs) have a Strategic Working Group to **develop** supports for using the Academic and Linguistic Demands (ALDs).
  - a. The themes of this work include:
    - i. Home Language Instruction and ALDs
    - ii. Intersection of the ALDs and the Science of Reading
    - iii. ALDs and Lesson Planning
    - iv. Prioritizing Standards with the ALDs Instructional Scaffold Frameworks
2. The Regional and Statewide RBERNs will **deliver** the developed ALDs supports to school districts.





# Questions?



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