

Module 2  
Participant Guide

Supporting All Students in Close  
Reading, Academic Language,  
and Text-based Discussion

## **Introductory Activities**

Connecticut Core Standards for  
English Language Arts and  
Literacy



Grades 6–12

*Systems of Professional Learning*

### Connecticut Core Standards Systems of Professional Learning

The material in this guide was developed by Public Consulting Group in collaboration with staff from the Connecticut State Department of Education and the RESC Alliance. The development team would like to specifically thank Ellen Cohn, Charlene Tate Nichols, and Jennifer Webb from the Connecticut State Department of Education; Leslie Abbatiello from ACES; and Robb Geier, Elizabeth O’Toole, and Cheryl Liebling from Public Consulting Group.

The Systems of Professional Learning project includes a series of professional learning experiences for Connecticut Core Standards District Coaches in English Language Arts, Mathematics, Humanities, Science, Technology, Engineering, Mathematics (STEM), and Student/Educator Support Staff (SESS).

Participants will have continued support for the implementation of the new standards through virtual networking opportunities and online resources to support the training of educators throughout the state of Connecticut.

Instrumental in the design and development of the Systems of Professional Learning materials from PCG were: Sharon DeCarlo, Debra Berlin, Jennifer McGregor, Judy Buck, Michelle Wade, Nora Kelley, Diane Stump, and Melissa Pierce.

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### Pre-Assessment–CCS-ELA & Literacy

**Instructions:** Check the box on the scale that best represents your knowledge or feelings about the CCS-ELA & Literacy in your classroom.

Self-Assessment Questions	No	Somewhat	Yes	Absolutely, and I could teach it to someone else
	1	2	3	4
I understand the backward design process for aligning learning goals, assessments, and learning activities.				
I know the elements of a CCS-aligned curriculum and can recognize these elements in unit and lesson plans.				
I can design a close reading lesson with a sequence of text-dependent questions based on key ideas, challenging parts of the text, and CCS-ELA & Literacy.				
I understand the nature of academic vocabulary, how to create text-dependent questions to help students define words in context, and which words to leverage for further study.				
I know the principles of Universal Design for Learning and related practices and structures to support all students.				
I am able to facilitate collaborative conversations and professional learning for my colleagues related to close reading, academic language, and Universal Design for Learning.				

### Quick Write

1. Jot down ideas to share with your fellow Core Standards Coaches about activities or conversations you facilitated in your school or district relative to Module 1. If you met challenges, feel free to share those as well!
2. Use the Quick Write section of the *notepad* in your Participant Guide on page 61.