Introductory Activities

Connecticut Core Standards for English Language Arts and Literacy

Grades 6–12

Systems of Professional Learning

Module 2 Participant Guide

**Connecticut Core Standards for ELA & Literacy
Grades 6–12: Supporting All Students in Close Reading,
Academic Language, and Text-based Discussion**

Connecticut Core Standards Systems of Professional Learning

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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.				

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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.