

Module 1  
Participant  
Guide

Focus on Instructional Shifts

## **Closing Activity**

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, Michelle Wade, Nora Kelley, Diane Stump, and Melissa Pierce.

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**Closing Activities**

## Closing Activities

### Post-Assessment—CCS-ELA & Literacy and Instructional Shifts

**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	Somewh at	Yes	Absolutely, and I could teach it to someone else
	1	2	3	4
I understand how the grade level expectations of the CCS-ELA & Literacy build upon one another and relate to the College and Career Readiness Anchor Standards.				
I understand the purpose and demands of the Reading Standards 6–12.				
I understand the purpose and nature of the CCS Literacy standards for History/Social Studies, Science, and Technical Subjects.				
I understand the required instructional shifts for the CCS and how they relate to the standards and each other.				
I am familiar with instructional practices consistent with the CCS instructional shifts.				
I know what the EQUIP Rubric is and how to use it.				
I regularly engage in collaborative discussion about the standards, the shifts, related practices, and can identify relevant resources for implementation.				