

Module 1
Participant
Guide

Focus on Instructional Shifts

Activity 2

Connecticut Core Standards for
English Language Arts and
Literacy



Grades K–5

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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Activity 2

Activity 2: Building Knowledge through Content-Rich Nonfiction

DESCRIPTION

In grade-alike groups of K–1, 2–3, and 4–5, coaches will read and reflect on content-rich exemplar texts. They may choose their own excerpt from one of the texts on the table or one of the excerpts provided from Appendix B.

Part 1: Within the text they have chosen, participants working in pairs will identify key content and understandings that students might gain from these texts.

Part 2: Participants will create an anchor chart to explain what they might observe in classrooms aligned with Shift 1, what supports teachers will need to implement Shift 1, and any questions they have about Shift 1.

RESOURCES

- Text exemplars from Appendix B
 - Grades K–1, Read-Aloud Informational Text: Jenkins, Steve and Robin Page. *What Do You Do With a Tail Like This?*
 - Grades 2–3, Informational Text: Alikei. *A Medieval Feast*
 - Grades 4–5, Informational Text: Lauber, Patricia. *Hurricanes: Earth's Mightiest Storms*
 - Grades 4–5, Informational Text: Simon, Seymour. *Horses*
- Connecticut Core Standards English Language Arts, K–5 Standards Progression

Activity 2, Part 1: Suggested Discussion Prompts

Why do you think this text was selected as an exemplar of content-rich nonfiction?

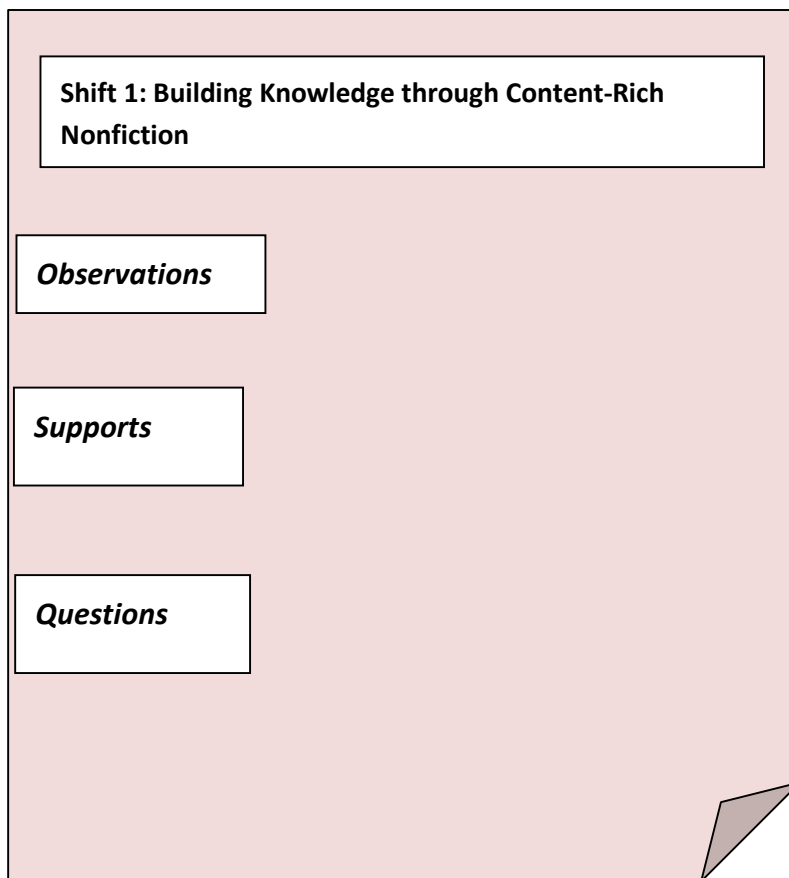
What is the knowledge that the text is building? Is this a good example of meaningful text that promotes critical thinking and “is worth reading”?

Activity 2, Part 2: Creating an Anchor Chart

The purpose of an anchor chart is to “anchor” the teaching and learning that takes place in the classroom. The work of the class is kept visible for reference by the teachers and students. You will be creating an anchor chart, relative to each of the three instructional shifts of the Core Standards.

DIRECTIONS

1. Divide your chart paper into three sections and label as shown below:



2. Discuss with your table: “What would you expect to see and hear in a classroom aligned with Shift 1?” In the section of your anchor chart labeled **Observations**, make notes about what you would expect to observe in an aligned classroom.
3. Discuss with your table: “What supports will teachers and students need in order to implement Shift 1 effectively?” In the section of your anchor chart labeled **Supports**, make notes about your discussion.
4. In the section labeled **Questions**, note any questions or further comments participants at your table have about implementing Shift 1.

Text Excerpts from CCS-ELA Appendix B

Grades K–1, Read-Aloud Informational Text: Jenkins, Steve, and Robin Page. *What Do You Do With a Tail Like This?* Orlando: Houghton Mifflin, 2003. (2003)

What do you do with a nose like this?

If you're a platypus, you use your nose to dig in the mud.

If you're a hyena, you find your next meal with your nose.

If you're an elephant, you use your nose to give yourself a bath.

If you're a mole, you use your nose to find your way underground.

If you're an alligator, you breathe through your nose while hiding in the water.

What do you do with ears like these?

If you're a jackrabbit, you use your ears to keep cool.

If you're a bat you "see" with your ears.

If you're a cricket, you hear with ears that are on your knees.

If you're a humpback whale, you hear sounds hundreds of miles away.

If you're a hippopotamus, you close your ears when you're under water.

What do you do with a tail like this?

If you're a giraffe, you brush off pesky flies with your tail.

If you're a skunk, you lift your tail to warn that a stinky spray is on the way.

If you're a lizard, you break off your tail to get away.

If you're a scorpion, your tail can give a nasty sting.

If you're a monkey, you hang from a tree by your tail.

What do you do with eyes like these?

If you're an eagle, you spot tiny animals from high in the air.

If you're a chameleon, you look two ways at once.

If you're a four-eye fish, you look above and below the water at the same time.

If you're a bush baby, you use your large eyes to see clearly at night.

If you're a horned lizard, you squirt blood out of your eyes.

What do you do with feet like these?

If you're a chimpanzee, you feed yourself with your feet.

If you're a water strider, you walk on water.

If you're a blue-footed booby, you do a dance.

If you're a gecko, you use your sticky feet to walk on the ceiling.

If you're a mountain goat, you leap from ledge to ledge.

What do you do with a mouth like this?

If you're a pelican, you use your mouth as a net to scoop up fish.

If you're an egg-eating snake, you use your mouth to swallow eggs larger than your head.

If you're a mosquito, you use your mouth to suck blood.

If you're an anteater, you capture termites with your long tongue.

If you're an archerfish, you catch insects by shooting them down with a stream of water.

Excerpted from WHAT DO YOU DO WITH A TAIL LIKE THIS? By Steve Jenkins and Robin Page. Copyright © 2003 by Steve Jenkins and Robin Page. Used by Permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

Grades 2–3, Informational Text: Aliko. *A Medieval Feast*. New York: HarperCollins, 1986. (1983)

It was announced from the palace that the King would soon make a long journey.

On the way to his destination, the King and his party would spend a few nights at Camdenton Manor. The lord of the manor knew what this meant. The king traveled with his Queen, his knights, squires, and other members of his court. There could be a hundred mouths to feed!

Preparations for the visit began at once. The lord and lady of the manor had their serfs to help them. The serfs lived in huts provided for them on the lord's estate, each with its own plot of land. In return, they were bound to serve the lord. They farmed his land, managed his manor house, and if there was a war, they had to go to battle with the lord and the King.

But now they prepared.

The manor had its own church, which was attended by everyone on the estate.

The manor house had to be cleaned, the rooms readied, tents set up for the horsemen, fields fenced for the horses. And above all, provisions had to be gathered for the great feast.

The Royal Suite was redecorated.

Silk was spun, new fabric was woven.

The Royal Crest was embroidered on linen and painted on the King's chair.

The lord and his party went hunting and hawking for fresh meat.

Hunting was a sport for the rich only. The wild animals that lived on the lord's estate belonged to him. Anyone caught poaching—hunting illegally—was severely punished.

Falcons and hawks were prized pets. They were trained to attack birds for their masters to capture.

They trapped rabbits and birds of all kinds, and fished for salmon and eels and trout.

Serfs hid in bushes and caught birds in traps. They set ferrets in burrows to chase out rabbits.

There were fruits and vegetables growing in the garden, herbs and flowers for sauces and salads, and bees made honey for sweetening.

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Grades 4–5, Informational Text: Lauber, Patricia. Hurricanes: *Earth’s Mightiest Storms*. New York: Scholastic, 1996. (1996) From “The Making of a Hurricane”

Great whirling storms roar out of the oceans in many parts of the world. They are called by several names—hurricane, typhoon, and cyclone are the three most familiar ones. But no matter what they are called, they are all the same sort of storm. They are born in the same way, in tropical waters. They develop the same way, feeding on warm, moist air. And they do the same kind of damage, both ashore and at sea. Other storms may cover a bigger area or have higher winds, but none can match both the size and the fury of hurricanes. They are earth’s mightiest storms.

Like all storms, they take place in the atmosphere, the envelope of air that surrounds the earth and presses on its surface. The pressure at any one place is always changing. There are days when air is sinking and the atmosphere presses harder on the surface. These are the times of high pressure. There are days when a lot of air is rising and the atmosphere does not press down as hard. These are times of low pressure. Low-pressure areas over warm oceans give birth to hurricanes.

From: HURRICANES: EARTH’S MIGHTIEST STORMS by Patricia Lauber. Copyright © 1996 by Patricia Lauber. Used by permission of Scholastic, Inc.

Grades 4–5, Informational Text: Simon, Seymour. Horses. New York: HarperCollins, 2006. (2006)

Horses move in four natural ways, called gaits or paces. They walk, trot, canter, and gallop. The walk is the slowest gait and the gallop is the fastest.

When a horse walks, each hoof leaves the ground at a different time. It moves one hind leg first, and then the front leg on the same side; then the other hind leg and the other front leg. When a horse walks, its body swings gently with each stride.

When a horse trots, its legs move in pairs, left front leg with right hind leg, and right front leg with left hind leg. When a horse canters, the hind legs and one front leg move together, and then the hind legs and the other foreleg move together.

The gallop is like a much faster walk, where each hoof hits the ground one after another. When a horse gallops, all four of its hooves may be flying off the ground at the same time.

Horses are usually described by their coat colors and by the white markings on their faces, bodies, legs, and hooves. Brown horses range in color from dark brown bays and chestnuts to golden browns, such as palominos, and lighter browns such as roans and duns.

Partly colored horses are called pintos or paints. Colorless, pure-white horses—albinos—are rare. Most horses that look white are actually gray.

Skewbalds have brown-and-white patches. Piebalds have black and white patches. Spotted have dark spots on a white coat or white spots on a dark coat.

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