

Module 1  
Participant  
Guide

Focus on Instructional Shifts

## Activity 8

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 8

## Activity 8: Plan for Sharing

### DESCRIPTION

This activity allows time for an open discussion and planning by school teams or job-alike groups. Participants review notes from Activity 7 regarding the vertical progression of the standards, the instructional shifts, and the EQuIP Rubric. They decide which activities would be valuable for their colleagues and how they can conduct or modify them to share in their schools.

### DIRECTIONS

1. Work with your school team or with a partner at your table.
2. Using your notes from Activity 7, and the descriptions of activities (in your Participant Guide), decide which of the activities we did today would be valuable for your colleagues to experience.
3. Discuss how you might conduct or share the activities in your school, considering:
  - a. Time you have available
  - b. Possible modifications to the activities
  - c. Support you'll need from school leaders
  - d. Resources

### PLAN FOR SHARING

Activity	Time available	Modifications	Support needed	Resources

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## Videos

“Mars - Supporting Evidence” (Price), <http://commoncore.americaachieves.org/module/20>

“The Wonders of Nature” (Liben), <http://commoncore.americaachieves.org/module/6>

“Graphic Non-Fiction: Harriet Tubman” (Sims), <http://commoncore.americaachieves.org/module/2>

## **Websites for Quantitative Text Analyzers**

ATOS Analyzer – Renaissance Learning. Available from <http://www.renlearn.com/ar/overview/atos/>

Degrees of Reading Power – Questar. Available from <http://www.questarai.com>

Lexile Framework – MetaMetrix. Available from <http://www.lexile.com/analyzer/>

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