

Module 1
Participant
Guide

Focus on Instructional Shifts

Introductory Activity

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.

Published 2014. Available online at <http://ctcorestandards.org/>



Introductory Activity

Introductory Activity: Pre-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 **(5 minutes to complete the Pre-Assessment)**.

| Self-Assessment Questions | No | Somewhat | 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: Foundational Skills, K–5. | | | | |
| 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. | | | | |