

Module 2  
Participant Guide

Supporting All Students in Close  
Reading, Academic Language,  
and Text-based Discussion

## Activity 9

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

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**Activity 9**

## Activity 9: Reflecting and Sharing

### DESCRIPTION

Participants meet with a small group (three pairs of partners) and share the lessons they wrote today. In these groups, they reflect on the presentation, videos, activities, and lesson planning by using discussion prompts.

### DIRECTIONS

1. Meet with two other sets of partners who worked on the same grade level (K–1, 2–3, 4–5) text today.
2. Share briefly with your group the lesson you wrote, and describe some of the discussion you and you and your partner had as you created the lesson.
3. Choose a recorder and a reporter from your group.
4. Consider all the elements of today’s workshop including: lesson and unit design, close reading, text-based discussions, text-dependent questions, academic language, and Universal Design for Learning.
5. Working with your group – discuss the prompt (below).
6. Create a list of ideas that emerge from your discussion.
7. When finished, the facilitator will ask one reporter from each table to stand. In turn, each table will report out one idea from their notes.
8. If your table has the same idea as another, the reporter will check it off and will not repeat it.
9. The activity continues until one person is left standing i.e. “last man standing.”

### RESOURCES

Your notes in the *notepad* section

Your draft close reading lesson

UDL Guidelines and Resources

### Discussion Prompt

**What knowledge and skills must teachers have in order to design CCS-ELA & Literacy aligned lessons with student supports?**

<b>Group Notes</b>
What knowledge and skills must teachers have in order to design CCS-ELA & Literacy aligned lessons with student supports?
1.
2.
3.
4.
5.
6.
7.
8.
9.