Activity 9

Connecticut Core Standards for English Language Arts and Literacy

Grades K–5

Systems of Professional Learning

Module 2 Participant Guide

**Connecticut Core Standards for ELA & Literacy
Grades K–5: Supporting All Students in Close Reading,
Academic Language, and Text-based Discussion**

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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?

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Group Notes
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.