

Module 3  
Participant Guide

Supporting All Students in  
Writing and Research

## Activity 10

Connecticut Core Standards for  
English Language Arts and  
Literacy



Grades 6–12

*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 10: Action planning

**DIRECTIONS**

1. Work with your school or district team (or with a job-alike partner from another district) to review your Reflection notes.
2. Together, develop a strategy for sharing Module 3’s key messages and resources (e.g., presentation, videos, resource links, and aligned instructional practices) with colleagues back at your schools).

| Key Messages about CCS-ELA & Literacy from Module 3 | Strategies and Resources |
|---|--------------------------|
| 1.  |                          |
| 2.  |                          |
| 3.  |                          |
| 4.  |                          |
| 5.  |                          |