

Module 3
Participant Guide

Supporting All Students in
Writing and Research

Closing Activity

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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Closing Activities

Post-Assessment—CCS-ELA & Literacy

Instructions: Check the box on the scale that best represents your knowledge or feelings about the CCS-ELA & Literacy in your classroom.

Self-Assessment Questions	No	Somewhat	Yes	Absolutely, and I could teach it to someone else
	1	2	3	4
I know the research base and rationale for the CCS-ELA & Literacy Writing Standards.				
I know the vertical progression of writing expectations and standards in grades 6–12 CCS-ELA & Literacy.				
I understand best practices in writing instruction, including creating claims and writing grounded in evidence from text.				
I know of the research requirements and the use of digital tools and other technologies required by the CCS-ELA Literacy Writing Standards.				
I understand how writing and research are incorporated into CCS-aligned ELA & Literacy units and lessons.				
I understand how to support all students in writing aligned with the CCS-ELA & Literacy.				
I am able to facilitate collaborative conversations and professional learning for my colleagues related to understanding the CCS-ELA & Literacy Writing Standards and best practices for supporting students in writing.				