

Module 3  
Participant Guide

Supporting All Students in  
Writing and Research

## Activity 6

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.

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



## Part 4: Research in CCS-ELA & Literacy

### Activity 6: Research in CCS-aligned Units

#### DESCRIPTION

Participants will review several CCS exemplar units to see how research is developed. Each research “team” will create a poster to describe their unit and participate in a Hosted Gallery Walk to view the posters.

#### DIRECTIONS

1. Organize into teams of 4–5 members.
2. Each team will be assigned a particular grade level unit/module. Your team will be provided printed copies of your unit.
3. With your team, determine how the unit/module is organized. If it is long or complex, divide it up or work in pairs on sections.
4. Read through the unit using the “Developing Research” Organizer on page 27 to take notes.
5. As a team, create a poster on chart paper using words and symbols that illustrate the research process and how research is taught in your unit. Be certain to note where you believe important steps have been omitted or could have been taught more effectively. Be creative with your poster!
6. Post your team’s poster on a wall in the room.
7. Form a new group with one member from each research team. Stand with your new group by any poster. There should be only one group by each poster.
8. When you come to the poster your team created, act as “host” to the rest of the group by explaining how research is taught, and the research process in your unit, including anything that is missing.
9. At the facilitator’s signal, each group will move to the next poster and the new “host” will explain the research process represented.

#### RESOURCES

- Exemplar Units:
  - **Grade 1:** Informational Text, Research, and Inquiry Circles: Animals and Habitats  
<http://www.doe.mass.edu/candi/model/files.html>

- **Grade 2:** Informational Text: Reading for Inquiry and Writing a Report  
<http://www.doe.mass.edu/candi/model/files.html>
- **Grade 4:** Reading and Writing Informational Texts: Negro League Baseball  
<http://www.doe.mass.edu/candi/model/files.html>
- “Developing Research” Organizer
- Hosted Gallery Walk Protocol adapted from Expeditionary Learning.  
[www.engageny.org/.../attachments/hosted\\_gallery\\_walk\\_protocol.doc](http://www.engageny.org/.../attachments/hosted_gallery_walk_protocol.doc)

