

Module 5  
Participant Guide

Focus on Deepening  
Implementation

## Activity 6a

# 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, Mary Ellen Hannon, Jennifer McGregor, Judy Buck, Michelle Wade, Nora Kelley, Diane Stump, and Melissa Pierce.

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## Part 6: Reflection and Planning

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### Activity 6a: Focus on Deepening Implementation

#### DESCRIPTION

In this final section, participants will look back on the entire module series and identify content or activities that will have the highest impact in their school with colleagues to implement the CCS-ELA & Literacy. Participants will share their thoughts with their colleagues.

#### DIRECTIONS: PART 1

1. Review the *Topics and Activities from Modules 1–5* below.
2. Part 1: Determine which of the activities or topics you have learned about during Modules 1–5 that will have the highest impact in your school as you work with colleagues to implement the CCS-ELA & Literacy. Record them in the ‘Give One, Get One, Move On’ table on page 33.

### Topics and Activities from Modules 1–5

#### Module 1: Focus on Instructional Shifts

- Overview of the CCS-ELA & Literacy (structure and organization)
- Vertical Progressions: Examining the vertical progressions of the CCS-ELA & Literacy
- Instructional Shifts: Learning about the shifts and creating anchor charts
- Introduction to the EQuIP Rubric
- Rigor in the CT Core Standards Classroom

#### Module 2: Supporting all Students in Close Reading, Academic Language, and Text-based Discussion

- Annotating for important components of a text-based lesson
- Planning for a close reading lesson
  - Making decisions about vocabulary
  - Creating a sequence of text-dependent questions
- Classroom Discussion
  - Importance of classroom discussion
  - Choosing and explaining a discussion protocol
- Universal Design for Learning

**Module 3: Supporting all Students in Writing and Research**

- Close Look at the Writing Standards
  - Types of Writing in the CCS-ELA & Literacy (Text-Rendering protocol with the CCSS Intro)
  - Examining grade level expectations (Student writing from *In Common* collection)
- Writing Grounded in Evidence
  - Best practices in writing about text (Jigsaw protocol with Shanahan chapter)
  - Viewing a video and looking at student work from the lesson for evidence of writing instruction
- Looking at Research Instruction in CCS-aligned Research Units
- Supporting Students in Writing

**Module 4: Focus on Unit Design**

- Overview of Unit and Lesson Design
  - Tracing the Claim (in Wiggins & McTighe article “From Common Core Standards to Curriculum”)
- Stage 1 of Unit Design – Desired Results
  - Choosing standards
  - Adding Understandings and Essential Questions
  - Adding Knowledge and Skills
  - Writing the Unit Overview
- Stage 2 of Unit Design – Performance Tasks and Assessments
  - Performance tasks (GRASPS) and evaluative criteria
- Stage 3 of Unit Design – Designing Learning (Create a learning plan)
- Supporting Teachers in Unit Design

**Module 5: Focus on Deepening Implementation**

- Supporting Teachers in the Change Process
  - Stages of Concern scenario
  - Essential skills for coaches
- Assessing Written Curriculum with the EQulP Rubric
  - Building expertise
  - Reviewing a lesson
- Collaborative Examination of Student Work
  - Examining student work from a performance task
- Using the Connecticut Core Standards Classroom “Look Fors” Guide (Viewing a video lesson and planning feedback)

## Give One, Get One, Move On

### DIRECTIONS: PART 2

1. After completing the table, stand up and “mill about” the room.
2. At the facilitator’s signal, stop, find a partner, and take turns sharing and explaining one of your priority topics.
3. Be brief. Soon the facilitator will request that you begin “milling about” again.
4. This will be repeated several times to ensure that participants have ample opportunity to share.

Topic or Activity	Why Is This a Priority?	How Can it Be Shared	Additional Coaching Skills Needed

### RESOURCES

- Topics and Activities from Modules 1–5
- Give One, Get One, Move On tool