



Alliance District Convening *Tour of the Connecticut Core Standards Website*

Home Page Overview



Contact Us FAQ

Home CCSS Overview Teachers School/District Leaders Curriculum Designers Family and Community

- Materials for Teachers
- Understanding the Rating System
- Professional Development Opportunities
- School/District Leaders
- Curriculum Designers
- Family and Community

Preparing All Students For Tomorrow. Today.

Navigation

SEARCH

Search

- Systems of Professional Learning →
- TeachFest Connecticut: Summer Academy →
- CT Core Standards Summer Academies →
- CSDE Principal Webinar Series →
- CCSS Classroom "Look Fors" Flipbook →



Message from
Commissioner of Education
Stefan Pryor



Connecticut State Board of Education
Allan B. Taylor, Chairperson
Theresa Hopkins-Staten, Vice Chairperson

CCSS Overview

Welcome to Connecticut's Common Core State Standards Library

An Introduction to Common Core

The Common Core State Standards (CCSS) are a set of academic standards in mathematics and English language arts/literacy that are grounded in evidence and designed to ensure that all students have the academic knowledge and skills they need in these core subjects to succeed after high school. The CCSS were developed in a state-led process under the leadership of governors and chief state school officers with participation from 48 states. The process included the involvement of state departments of education, districts, teachers, community leaders, experts in a wide array of fields, and professional educator organizations.

[Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects](#) →

[English Language Arts K-5 Standards Progression](#) →

[English Language Arts 6-12 Standards Progression](#) →

[Common Core State Standards for Mathematics](#) →

[Mathematics K-2 Standards Progression](#) →

[Mathematics 3-5 Standards Progression](#) →

[Mathematics 6-8 Standards Progression](#) →

ENGLISH LANGUAGE ARTS/LITERACY

A good place to begin to understand the CCSS is through a study of the standards themselves and the key instructional shifts required in each discipline. In English language arts/literacy, students will be exposed to a balance of literary and informational texts to build a growing base of knowledge and will be expected to cite evidence from within the texts in order to answer questions and develop written or verbal responses. Students will also be expected to develop facility with academic language and read texts that increase in complexity as they progress so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The instructional shifts in English language arts/literacy are as follows:

- ▶ **Building knowledge through content-rich nonfiction**
- ▶ **Reading, writing, and speaking grounded in evidence from text, both literary and informational**
- ▶ **Regular practice with complex text and academic language**

SEE SAMPLES OF ENGLISH LANGUAGE ARTS/LITERACY MATERIALS

MATHEMATICS

Focus and coherence are the two major evidence-based design principles of the Common Core State Standards for Mathematics. These principles are meant to fuel greater achievement in a deep and rigorous curriculum, one in which students acquire conceptual understanding, procedural skill and fluency, and the ability to apply mathematics to solve problems. Thus, the instructional shifts in mathematics are as follows:

- ▶ **Focus:** focus strongly where the standards focus
- ▶ **Coherence:** think across grades/courses, and link to major topics in each course
- ▶ **Rigor:** in major topics, pursue with equal intensity
 - ▶ conceptual understanding,
 - ▶ procedural skill and fluency, and
 - ▶ applications

SEE SAMPLES OF MATHEMATICS MATERIALS



Rules:

- Try to be the first to find the resource on CTCoreStandards.org
- Demonstrate how you found it so fast.
- Take your choice from our offering of fabulous prizes.
- You can only win once!



Materials for Teachers

Contact Us FAQ



Home

CCSS
Overview

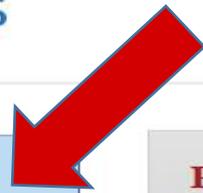
Teachers

School/District
Leaders

Curriculum
Designers

Family and
Community

-  Materials for Teachers
-  Understanding the Rating System
-  Professional Development Opportunities
-  School/District Leaders
-  Curriculum Designers
-  Family and Community



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SEARCH

- [Systems of Professional Learning](#) →
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Materials for Teachers

Materials for Teachers



Professional Development Opportunities



Materials for Teachers

English Language Arts/Literacy

UNITS

The units included here have been reviewed by experts using rigorous protocols and have been found to be in alignment with the CCSS. The effectiveness of any individual unit will depend on the relationship of the unit to your yearlong curriculum plan. These units may be used as models or adapted for use in your district, school, or classroom.

[View Units →](#)

- ▶ [K-5](#)
- ▶ [6-8](#)
- ▶ [9-12](#)

LESSON PLANS

The lesson plans included here have been reviewed by experts using rigorous protocols and have been found to be in alignment with the CCSS. The effectiveness of any individual lesson plan will depend upon its relationship to the unit of instruction and the yearlong curriculum plan. These lesson plans may be used as models or adapted for use in your classroom.

[View Lesson Plans →](#)

- ▶ [K-5](#)
- ▶ [6-8](#)
- ▶ [9-12](#)

TOOLS FOR USE IN THE FORMATIVE ASSESSMENT PROCESS

The short assessments included here have been reviewed by experts using rigorous protocols and have been found to be in alignment with CCSS. The effectiveness of any assessment will depend upon its relationship to the unit of instruction and the objectives it is designed to

RESOURCES

Materials found here will enhance your understanding of the standards. You will also find useful materials for the classroom.

- ▶ [Understanding / Implementing Common Core Standards in the Classroom](#)
- ▶ [Video Resources](#)
- ▶ [Specific Skill Instruction](#)

Connecticut Dream Team created English Language Arts & Content Literacy Close Reading Plans

The Connecticut Dream Team ELA and content-area literacy teachers created materials built from complex texts and the CT Core Standards with a focus on close reading. Their work includes an analysis of a complex text and a set of text-dependent questions designed to guide students towards a “big takeaway” in the text. For each text-dependent question, there is a follow-up mini-lesson that models the thinking necessary to answer the question; these direct-instruction lessons should be used to differentiate for those students who struggle to answer the text-dependent question. Additionally, ideas for ways to practice and extend the comprehension skills behind each text-dependent question are included.

The following materials were developed by CT Dream Team members and were utilized during the 2014 TeachFest.

Since the materials are not considered to be complete units of study or comprehensive lesson plans, they have not been rated using the Connecticut rating system that is based on the EQUIP rubrics.

[View Materials →](#)

- ▶ [K-5](#)
- ▶ [6-8](#)
- ▶ [9-12](#)

Materials for Teachers

Mathematics

UNITS

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[View Lesson Plans →](#)

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- ▶ [Understanding / Implementing Common Core Standards in the Classroom](#)
- ▶ [Common Core Best Practices](#)
- ▶ [Classroom Resources and Activities](#)
- ▶ [Classroom Materials](#)

Connecticut Dream Team created Mathematics Instructional Cycle Guides

The Connecticut Dream Team mathematics work created materials to support instructional cycles that meet the needs of all learners. These "Instructional Cycle Guides" are designed to provide teachers with steps and materials needed to elicit student understandings and misunderstandings of a targeted concept, analyze the resulting student work, and implement a follow-up lesson that reengages students in the concept and provides opportunities for extra support and/or extension.

The following materials were developed by CT Dream Team members and will be utilized during the 2014 TeachFest.

Units & Lesson Plans

Home / Materials for Teachers / English Language Arts/Literacy / Units – English Language Arts

Units – English Language Arts

Units for Grades K-5

Units for Grades 6-8

Units for Grades 9-12



UNDERSTAND THE RATING SYSTEM

Units for Grades K-5

	Grade	Title
NEW	K	Retelling Corduroy
	K	Introduction to Nursery Rhymes and Fables
	K	Reading Environmental Print
	K	Skills Strand
	K	America the Beautiful – Using Music and Art to Develop Vocabulary
NEW	1	Short Focused Research Project – The Moon
	1	Creative Problem-Solving with Ezra Jack
	1	Informational Text, Research, and Inquiry Circles – Animals and Habitats

Apple Rating System

Step 1: Review units and lessons to determine if they meet a minimum EQulP Rating of “Exemplar if Improved.” All English Language Arts and Mathematics units or lessons are reviewed by teams of teachers and CSDE staff using the rigorous EQulP evaluation tools. EQulP Rubrics were created through a collaborative process of several states and Achieve.

Step 2: Create annotations for unit and lesson exemplars. All English Language Arts, Mathematics and several other units or lessons are annotated by Connecticut educators and include a description, cautions, rationale for selection, and the list of relevant CCSS standards.

Step 3: Assign a three, four, or five apples rating based on annotation. The Connecticut ratings are:



A useful CCSS curriculum resource with suggested improvements (see “Cautions”)



A high quality CCSS curriculum resource with suggested improvements (see “Cautions”)



An exemplary CCSS curriculum resource

EQuIP

- **Educators Evaluating Quality Instructional Products (EQuIP) is a collaborative of states working to increase the supply of quality instructional materials that align with the CCSS for use in elementary, middle, and high schools**
- **Developed by Massachusetts, Rhode Island, and New York as the Tri-State Rubric, with the assistance of Achieve**
- **Now available for use by all states**



EQulP Purposes

- 1) Provide clear, descriptive criteria for CCSS lessons/units**
- 2) Provide meaningful, constructive feedback to developers of lessons/units**
- 3) Identify lessons/units that can serve as models**
- 4) Guide collegial review and jurying processes**



Adapted from Achieve.org

EQuIP Rubric

Intended Use

The EQuIP Rubric is designed to evaluate:

- Lessons that include instructional activities and assessments aligned to the CCSS that may extend over a few class periods or days.
- Units that include integrated and focused lessons aligned to the CCSS that extend over a longer period of time.

Note: The Rubric is NOT designed to evaluate a discrete task.



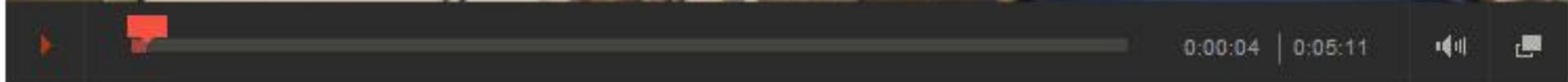
The Rubric Organizes Criteria That Describe Quality Lessons/Units

Use the EQulP Rubric to examine alignment of units and lessons to CCS

Alignment to the depth of CCS	Key shifts in the CCS	Instructional supports	Assessment
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Peer Review in Action: The ELA EQUIP Rubric

All Grades / English Language Arts / Collaboration



Understanding the Rating System

Contact Us FAQ



Home CCSS Overview Teachers School/District Leaders Curriculum Designers Family and Community

- Materials for Teachers
- Understanding the Rating System
- Professional Development Opportunities
- School/District Leaders
- Curriculum Designers
- Family and Community

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SEARCH

- Systems of Professional Learning →
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An exemplary CCSS curriculum resource

Professional Development Opportunities

Contact Us FAQ



Home

CCSS
Overview

Teachers

School/District
Leaders

Curriculum
Designers

Family and
Community



Materials for Teachers



Understanding the Rating System



Professional Development
Opportunities



School/District Leaders



Curriculum Designers



Family and Community

Preparing All Students For Tomorrow. Today.



SEARCH

- [Systems of Professional Learning](#) →
- [TeachFest Connecticut: Summer Academy](#) →
- [CT Core Standards Summer Academies](#) →
- [CSDE Principal Webinar Series](#) →
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Professional Development Opportunities

Professional Development Opportunities and Support Materials

Systems of Professional Learning Module 4
ELA: Focus on Unit Design
Math: Focus on Designing Learning

Systems of Professional Learning Module 5
ELA: Focus on Deepening Implementation
Math: Focus on Sustaining Change

Smarter Balanced Assessment System:
Using the Digital Library to Support
Teaching & Learning

Smarter Balanced Assessment System:
Connecting the Claims to Classroom Instruction

Math Problem Solving – Developing Students'
Disposition, Competence, and Confidence

CSDE Principal Webinar Series
School Leaders as Catalysts for Instructional Change:
Transition to the CT Core Standards



Library of Professional Learning Materials



On-Demand Professional Learning

Library of Professional Learning Materials

Systems of Professional Learning

The Connecticut Systems of Professional Learning for Connecticut Core Standards District Coaches is intended to prepare a statewide network of district coaches who establish a deep knowledge of Connecticut Core Standards and shared vision of aligned curriculum, instruction, and assessment that is fundamental to supporting student growth and learning.

ENGLISH LANGUAGE ARTS

Module 1: Focus on instructional shifts
Module 2: Supporting all students in close reading, academic language, & text-based discussion
Module 3: Supporting all students in writing

MATHEMATICS

Module 1: Focus on practice standards
Module 2: Focus on content standards
Module 3: Focus on teaching and learning

TeachFest Connecticut: Summer Academy

TeachFest Connecticut: Summer Academy was a day-long, hands-on workshop for K-12 teachers held on July 29, 2014. Participants collaborated with colleagues, the **Connecticut Dream Team** teachers and LearnZillion coaches in order to create exciting and useful resources to help put the Connecticut Core Standards into practice. Teachers who worked with the ELA and Content Area Literacy standards completed text complexity and vocabulary analyses in order to support selection of appropriate texts for close reading. Teachers who worked with the mathematics standards completed a task analysis in order to determine if an instructional task is worthy based upon embedded mathematical practices, as well as the focus, coherence and rigor of the task.

ENGLISH LANGUAGE ARTS

The materials below will guide you through the steps and provide supporting resources for completing a text complexity and vocabulary

MATHEMATICS

The materials below will guide you through the process and provide supporting resources for engaging in an analysis of an instructional task.

On Demand Professional Learning

On-Demand Professional Learning Materials

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MATHEMATICS

Module 1: Focus on practice standards

Module 2: Focus on content standards

Module 3: Focus on teaching and learning

CSDE Principal Webinar Series

The CSDE will host a series of webinars this year on the last Wednesday of every month from 1-2 pm. During the webinars you will hear from Ellen Cohn and Dianna Roberge-Wentzell from the CSDE Academic Office on various topics of interest for administrators.

Session 1: Maximizing the Impact of your CT Core Standards-Trained Coaches – <https://www.youtube.com/watch?v=3CucDvCuMTg&feature=youtu.be>

The first in the series discussed how to maximize the impact of Connecticut Core Standards Coaches. Since January of 2014, 1000 instructional leaders have participated in the Systems of Professional Learning. During the webinar you will hear from Ellen Cohn and Dianna Roberge-Wentzell from CSDE and Sharon DeCarlo and Mary Ellen

School & District Leaders



Contact Us FAQ

Home

CCSS
Overview

Teachers

School/District
Leaders

Curriculum
Designers

Family and
Community



Materials for Teachers



Understanding the Rating System



Professional Development
Opportunities



School/District Leaders



Curriculum Designers



Family and Community



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SEARCH

- [Systems of Professional Learning](#) →
- [TeachFest Connecticut: Summer Academy](#) →
- [CT Core Standards Summer Academies](#) →
- [CSDE Principal Webinar Series](#) →
- [CCSS Classroom "Look Fors" Flipbook](#) →



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Curriculum Designers



Contact Us FAQ

Home

CCSS
Overview

Teachers

School/District
Leaders

Curriculum
Designers

Family and
Community



Materials for Teachers



Understanding the Rating System



Professional Development
Opportunities



School/District Leaders



Curriculum Designers



Family and Community



SEARCH

- [Systems of Professional Learning](#) →
- [TeachFest Connecticut: Summer Academy](#) →
- [CT Core Standards Summer Academies](#) →
- [CSDE Principal Webinar Series](#) →
- [CCSS Classroom "Look Fors" Flipbook](#) →

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Curriculum Designers

Curriculum Designers

Educators engaged in the development of local curriculum need tools and support in order to provide K-12 programming that supports students in achieving college and career readiness.

Overview Materials

Course/Unit/Lesson Development

Assessment



Professional Development Opportunities, On-Demand Professional Learning
and Library of Professional Learning Materials

Mathematics Model Curricula Update

Algebra 1, Geometry and Algebra 2



Algebra 1

- Completed and available for use by districts
- Located on the CTHSS Moodle
- Access password: CSDE
- Secure items can be accessed by one person designated by the district



Algebra II and Geometry

- MOA with CCSU has been executed and the writers have begun work
- Design and format will be aligned to the model Algebra I curriculum including lessons, tasks, assessments
- Anticipated completion is June 2015
- Release of materials to public July 2015
- Professional development kits
- Available for use in school next year



Family & Community



Contact Us FAQ

Home

CCSS
Overview

Teachers

School/District
Leaders

Curriculum
Designers

Family and
Community



Materials for Teachers



Understanding the Rating System



Professional Development
Opportunities



School/District Leaders



Curriculum Designers



Family and Community



SEARCH

- [Systems of Professional Learning](#) →
- [TeachFest Connecticut: Summer Academy](#) →
- [CT Core Standards Summer Academies](#) →
- [CSDE Principal Webinar Series](#) →
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Family & Community

Family and Community

New educational standards, called the Common Core State Standards (CCSS), are being implemented in all public schools. The CCSS are a set of consistent, high-quality academic goals in English/language arts (ELA) and mathematics. The standards define the knowledge and skills all students should master by the end of each grade level in order to graduate from high school fully prepared to enter college and the workforce.

Las nuevas normas educativas, llamadas Normas básicas comunes del estado (Common Core State Standards, CCSS), se implementarán en todas las escuelas públicas de Connecticut. Las CCSS corresponden a un conjunto de metas académicas coherentes y de alta calidad en idioma y literatura inglesa (ELA) y matemáticas. Las normas definen los conocimientos y las habilidades que todos los estudiantes deben dominar al final de cada nivel para poder graduarse de la escuela secundaria completamente preparados para ingresar a la educación superior y a la fuerza laboral.

- Family Introduction to CCSS – English
- Family Introduction to CCSS – Spanish
- Family Introduction to CCSS – Portuguese
- Family Introduction to CCSS – Polish
- Family Introduction to CCSS – Arabic
- Family Introduction to CCSS – Chinese
- Family Introduction to CCSS – Creole



Why are Academic Standards Important?

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. Standards provide an important first step – a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

¿Por qué son importantes los estándares académicos?

Los estándares académicos son importantes porque ayudan a asegurarse de que todos los estudiantes, independientemente del lugar donde vivan, estén preparados para triunfar en la universidad y en el ambiente laboral. Ayudan a fijar expectativas claras y uniformes para los estudiantes, los padres y los maestros. Además, ayudarán a su hijo a desarrollar habilidades de razonamiento crítico que lo prepararán para la universidad y las carreras.

WHY ARE ACADEMIC STANDARDS IMPORTANT?

- Clearer and Higher: Why Students Need the Common Core
- Three Minute Video Introducing the Common Core State Standards- in English or in Spanish (Council of Great City Schools)
- Preparing America's Students for Success(corestandards.org)
- What's All This Talk about Rigor? (National Council of Teachers of Mathematics)
- Parents' Guide to New ELA and Math Assessments in Connecticut (National PTA)
- Building Blocks for Change: What it Means to be Career Ready (The Career Readiness Partner Council) **NEW**

Khan Academy

Provides an extensive library of content for Grades K-12 in math, science topics such as biology, chemistry and physics, the humanities with playlists on finance and history. Students can practice at their own pace and make use of interactive challenges, and videos from any computer with access to the web.

[Khan Academy](#) →

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[Home](#) / [Contact Us](#)

Contact Us

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CONTACT FORM

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Email*

Message

SUBMIT

Help Us Help You

3 - What supports and resources are most useful to teachers?

2 - What would you like to see added to the website?

1 - What would make the resources you reviewed more useful to educators?



Questions?

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