# Key Components

## Course Description:

Overview of the entire course
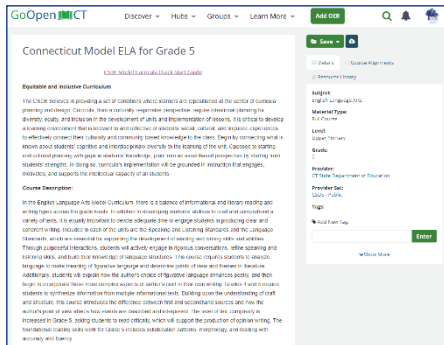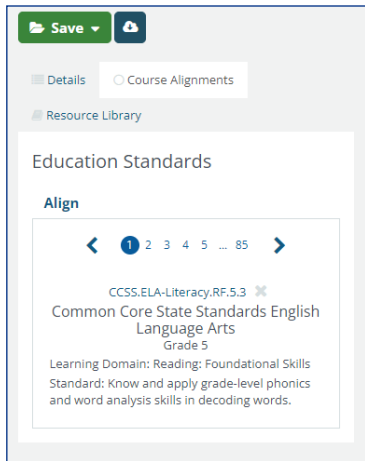


## Course Alignments:

Standards connected to the course



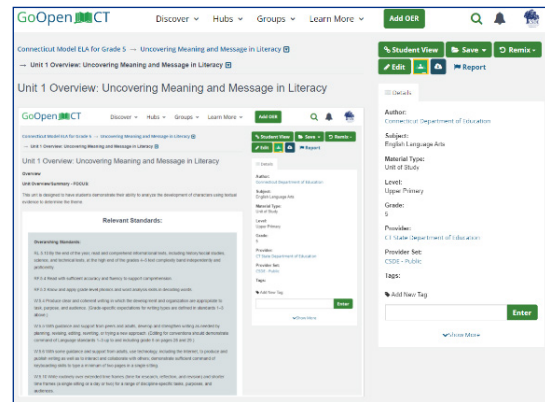## Unit:

Titles and suggested sequence of units for the grade level.



## Unit Overview:

Unit Overview (Lesson 0) provides the full unit layout when selected.



## Resource Library:

The resource library contains resources for curriculum leaders and teachers to understand the organization and alignment of the grade-specific standards and guidance for designing culturally responsive lessons.
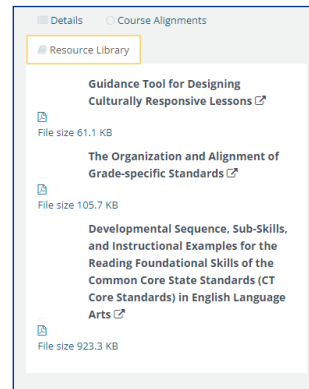
## Frequently Asked Questions:

**Q: Can I download the units?**

A: Yes. Select the cloud icon with the arrow pointing down on the right-hand side of the screen to generate a PDF version of the unit.

**Q: Can I print the units?**

A: Yes. The units will need to be downloaded first and then the units can be printed.

**Q: How can I learn more about GoOpen CT?**

A: When on the GoOpen CT homepage, there are four headings along the top. Select "Learn More" to find the HELP CENTER.

**Q: Why do the units list overarching standards, priority standards, and supporting standards?**

A: The Overarching Standards contained in the units of study were selected to indicate the overall enduring skills and understandings of the academic work of each unit, and collectively represent the year-long definitive learning outcomes. These standards are incorporated into the work of the units and are aligned with the identified Priority and Supporting Standards.

The Priority Standards contained in each unit of study "are a carefully selected subset of the total list of the grade-specific and course-specific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared for the standards at the next grade level...Priority standards represent the assured student competencies that each teacher needs to help every student learn, and demonstrate proficiency in, by the end of the current grade..." (Ainsworth, 2013, p. xv).

The Supporting Standards contained in each unit of study are "those standards that support, connect to, or enhance the Priority Standards. They are taught within the context of the Priority Standards, but do not receive the same degree of instruction and assessment emphasis as do the Priority Standards. The supporting standards often become the instructional scaffolds to help students understand and attain the more rigorous and comprehensive Priority Standards" (Ainsworth, 2013, p. xv).

**Q: Why do the units contain "unwrapped" standards (What Students Will Know and What Students Will Do)?**

A: The unwrapped standards serve to clarify the smaller units of skills and concepts in learning progressions. Analyzing "unwrapped" standards across a grade band (e.g., RI.K.8, RI.1.8, RI.2.8, RI.3.8, RI.4.8, RI.5.8, RI.6.8, RI.7.8, RI.8.8) makes clear how the skills and concepts for a standard increase in complexity. In addition, "unwrapped" standards can be used to plan a sequence of instruction within the timeframe for the unit. Additional analyses of foundational standards can be found in the document, Building the Foundation: A Suggested Progression of Sub-skills to Achieve the Reading Standards: Foundational Skills in the Common Core State Standards.

**Q: Will writing units be provided?**

A: Although writing needs dedicated instructional time, the Writing Standards are incorporated into each of the units to support an integrated approach to writing instruction. The units also include the complementary Speaking and Listening Standards, and Language Standards in service to the writing demands called for in each unit.

**Q: Can I modify the units?**

A: Users cannot modify the CSDE-designed Courses and Units published in GoOpen CT. Users should consult local curriculum leaders and administrators to understand the district curriculum development process before making decisions about modifying or adapting the units (e.g., incorporating text sets, students' lived experiences, and local history, and consideration for sociocultural influences). The process for implementing CSDE K-8 model curricula is a local decision.

**Q: Can I teach the units out of order?**

A: The sequence of units may be determined at the local level. However, if changes are made to the order of the units, it is critical to ensure that the progression of learning within and across grade bands is maintained.

**Q: When will a list of aligned core programs and resources be provided?**

A: The CSDE is in the process of obtaining information about vetted core programs and resources, and how these programs and resources align with the English Language Arts model curriculum. Documents for each vetted core program and resource will be developed to indicate how the materials align with the model curriculum, suggested pacing, and scope and sequence.

**Q: Do I have to use all the assessments provided in the units?**

A: No. Because this is a model curriculum, assessment decisions, and implementation should be determined at the local level.

**Q: Do I have to use all the activities listed in the Opportunities for Application of Learning section of the units?**

A: No. Because this is a model curriculum, decisions about using these rigorous aligned tasks should be determined at the local level.

**Q: Will the state be providing lesson plans for each unit?**

A: No, not currently. The development and implementation of lessons should occur at the local level.

**Q: What if I don't have time to complete all the units?**

A: The course is aligned to standards within and across grade levels through the completion of all units. If all units are not completed, standards may be compromised and disrupt the cumulative progression of learning and expectations in each of the English Language Arts strands. Local curriculum leaders should assist in developing an implementation plan to ensure students have equitable access to grade-level standards. This will purposefully promote students' development of skills and understandings at each grade, and as they progress through the grades, extend skills and knowledge mastered in preceding grades.

**Q: What if I have questions or need assistance with the content of the units?**

A: Send an email to [Joanne.R.White@ct.gov](mailto:Joanne.R.White@ct.gov), K-12 Literacy/English Language Arts Education Consultant.

**Q: What if I find an error in the English Language Arts model curriculum?**

A: Send an email to [Joanne.R.White@ct.gov](mailto:Joanne.R.White@ct.gov), K-12 Literacy/English Language Arts Education Consultant, indicating the grade level, unit number, section(s), and any pertinent information.

## References

Ainsworth, Larry. *Prioritizing the Common Core: Identifying Specific Standards to Emphasize the Most.* Englewood, CA: Lead+Learn Press, 2013.

National Governors Association Center for Best Practices & Council of Chief State School Officers. *Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects.* Washington, DC: Authors, 2010.

Perry, Angela, Maryann D. Wiggs, Thomasina D. Piercy, Cathy J. Lassiter, and Lisa Cebelak. *Navigating the English Language Arts Common Core State Standards. Getting Ready for the Common Core Handbook Series.* Englewood, CO: The Leadership and Learning Center, 2011.