



## ELA Think Tank / Leadership

Happy November, Gratitude Month! Thank you for the work that you do from our eastern plains, to the I-25 corridor, to the mountain region of our vast state. I am so grateful for the opportunities to work with teachers and administrators throughout Colorado.

Looking down the road a bit, I want to wish you a rejuvenating Thanksgiving holiday and hope you can spend time with family and friends during that break.

## News from the Office of Standards & Instructional Support

The [Standards Review and Revision Committee's proposed revisions](#) are published for public review. The public review window will be open until November 27. I encourage you to provide feedback regarding the proposed revisions by using the [online feedback system](#). Also available is [a summary of proposed revisions](#) and [a detailed spreadsheet of revisions which includes a justification for each proposed change](#).

Part of the proposed revision of the Standards includes consideration of the "right-hand side" of the document. The former "21<sup>st</sup> Century Skill" focus of the Colorado Academic Standards now addresses in-demand skills articulated by business leaders and higher education representatives.

The right-hand side includes proposed revisions to focus on **Essential Skills** in four categories: Entrepreneurial, Personal, Civic/Interpersonal, and Professional.

We would appreciate your feedback on the [Essential Skills Guidance Resource](#) as well as the proposed revisions to the CAS. You can make comments regarding these Essential Skills in [our online system](#), as well.

## Social & Emotional Learning

I have become a bit intrigued by (some may call it obsessed with) the conversation at the national level on [social and emotional learning](#) (SEL). More specifically, I have been reflecting on and considering how English classrooms are such an authentic place to foster this learning. For example, how does the study of literature foster empathy, an appreciation for diversity, and considering other perspectives? How does writing, in essence, support social engagement? In what ways do English classrooms provide opportunities to analyze situations, solve problems, evaluate situations, and reflect on our own behavior and social interactions?

I would love to hear your feedback on social and emotional learning in the English Language Arts classroom and through our multiple literacies of reading, writing, speaking and listening, and in face-to-face as well as virtual interactions?

### Research & Resources

Here are some foundational resources that help define Social – Emotional Learning and present strategies to develop environments that foster SEL.

- [CASEL.org](#): the Collaborative for Academic, Social and Emotional Learning
- [Education Week Webinar: How Teachers Can Build Social-Emotional Learning Skills](#)
- [American Institutes for Research: Social and Emotional Learning](#)
- [MindShift / How We Learn: Social and Emotional Learning](#)

## CTE, CCIRA, CLAS Notes

**CCIRA:** The [Colorado Council International Reading Association](#) is looking forward to its 2018 Conference: "[Literacy Renaissance: Invention, Intention, and Close Study](#)," February 7-10.

## Contact Info

Please feel free to contact me at [puzick\\_v@cde.state.co.us](mailto:puzick_v@cde.state.co.us) or (303) 866-6583. I would love to have feedback on the monthly e-update or hear suggestions for topics you would like to have addressed.