Module 3
Facilitator Guide

Supporting All Students in Writing and Research

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/

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Module Overview

In Module 3, Connecticut Core Standards Coaches deepen their understanding of instructional practices that align with the Connecticut Core Standards for English Language Arts & Literacy (CCS-ELA & Literacy) and the three instructional shifts.

This module is focused on the CCS ELA & Literacy Writing Standards, which include expectations for types of writing, the writing process, research, and routine writing. Coaches will review the types of writing included in the CCS and will then have an opportunity to examine a vertical progression of student writing introduced in a new resource, "In Common." Through reading a research-based article, viewing video clips and student work samples, and engaging in several collaborative protocols, participants will dig deeply into the instructional shift, "Writing, grounded in evidence from text." Participants will review the expectations for research and technology use in the CCS. They will examine CCS-aligned units focused on research to see how the research process is developed. Building on Module 2's focus on Universal Design for Learning, coaches will consider how support for writing instruction can be developed through a gradual release of responsibility from teacher to students. They will revisit a video lesson from Module 2, and discuss how the teacher's planned sequence of instruction supported students in writing with confidence. Participants will be introduced to resources that provide a scaffolded framework for writing instruction. Finally, they will discuss the expectations of standard W.10 (routine writing) and will see how it is reflected in several exemplar units. Throughout the module, coaches will participate in several different discussion/presentation protocols which can be used in their work with colleagues and with students.

During the session, coaches will have an opportunity to discuss in small groups the ways in which they shared the messages of Module 2 with colleagues in their schools or districts. At the end of the session, they will reflect on Module 3 and plan for sharing and professional development back in their district or school.

Prerequisite	None
Duration	Full day
Outcomes	By the end of the module, participants will accomplish the following: • Assess their understanding of writing grounded in evidence, genres of writing, purposes for writing, research, and supporting students in writing relative to the CCS-ELA & Literacy • Discuss with colleagues the experience of sharing the activities and messages of the Systems of Professional Learning Modules in their schools and districts • Learn how writing and research can be incorporated into ELA & Literacy units and lessons

	• Understand how writing can serve as formative assessment • Become familiar with best practices for supporting all students in writing and research • Collaboratively plan for sharing the key components of this module within their school and/or district

Resources Required

- Chart paper, markers, pens, highlighters, nametags, post-it notes
- Participant Guide for each participant
- *In Common* Student Writing Samples (separate handouts)
- *Best practices in writing instruction* (2nd ed., Ch. 14, pp. 334-350) (separate handout that needs to be collected)
- Template for Activity 8b, "Scaffolding a Writing Task"

Session Preparation

Tables should be arranged so participants can work in groups.

Session at-a-Glance

Introductory Activities (15 minutes)

- Welcome
- You Are Here
- Module outcomes and session agenda
- Quick write (sharing the materials and messages from Module 2 with school and district colleagues)
- Pre-Assessment

Supporting Documents:

- Pre-Assessment
- *Notepad* in Participant Guide

PowerPoint Slides:

- 1-7

Part 1: Sharing Our Successes and Challenges (15 minutes)

Connecticut Core Standards Coaches will meet in small groups and will take turns presenting about how they shared the messages of Module 2 with others in their school or district.

Activity 1: Sharing About Module 2 (15 minutes)

Coaches will meet in groups of 4 and will share with the others in their group how they shared the messages of Module 2 with others in their school or district.

Supporting Documents:

- Quick Write (in the *Notepad*) about sharing messages of Module 2 with school and district colleagues

PowerPoint Slides:

- 9-10

Part 2: A Close Look at the Writing Standards (65 minutes)

After reviewing the organization of the CCS-ELA & Literacy Writing Standards, coaches will read and debrief an excerpt from Common Core State Standards ELA & Literacy *Appendix A*, which includes a definition of the three text types and the special place of argument in the standards. Participants will then be introduced to the extensive collection of student writing in, "In Common: Effective Writing for all Students." They will examine the differences in grade level expectations of the writing standards for Opinion/Argument, Explanation, and Narrative, by looking at and annotating a progression of On-Demand student writing from the collection.

Activity 2: Types of Writing in the CCS-ELA & Literacy (30 minutes)

Working in teams of 4, each participant reads about one type of writing from *Appendix A* of the CCSS document (these pages are located in the Appendix of the Participant Guide). Teams discuss, using a Text-rendering Protocol, and synthesize the information by answering questions provided in the participant guide.

Supporting Documents:

- Excerpt (pp. 23-25) from CCSSO & NGA. (2010). Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. Washington, DC. http://www.corestandards.org/assets/Appendix_A.pdf
- Directions for Text-rendering Protocol

PowerPoint Slides:

- 18-20

Activity 3: Examining the Grade Level Demands of the Writing Standards (30 minutes)

Participants examine the differences in grade level expectations of the CCS Writing Standards for Opinion/Argument, Informative/Explanatory, or Narrative writing, by looking at a progression of On-Demand student writing from the *In Common* collection and annotating with the language of the standards.

Supporting Documents:

- "Learning by Example – PD Activity" from Achieve the Core. Retrieved from http://achievethecore.org/page/507/in-common-effective-writing-for-all-students
- Vertical Progression of the CCS-ELA & Literacy Writing Standards
- Student writing samples from the Collection of All In Common Writing Samples, K-12 (separate handouts) http://achievethecore.org/page/507/in-common-ee-writing-for-all-students

PowerPoint Slides:

- 21-28

Part 3: Writing Grounded in Evidence from Text (105 minutes)

Participants listen to a brief review of Instructional Shift 2, Reading, Writing, and Discussion grounded in evidence from text, and examine the meaning of "writing, grounded in evidence from text." They see the types of writing that will be required from third grade on in the SBAC assessments. In Activity 4, they participate in a Jigsaw Protocol, using a chapter from *Best Practices in Writing Instruction* (2013). In Activity 5, they watch excerpts from a video of a third grade lesson series and view the resulting student work samples as they discuss how opinion/argument writing can be addressed and supported in the early grades.

Activity 4: Writing About Text (50 minutes)

Working in teams, participants use a Jigsaw Protocol to read and debrief Tim Shanahan's chapter, (2013) "Best Practices in Writing about Text." Participants, in table groups, read one section of the text, highlighting key ideas (please remind participants not to write on the handout). Together they summarize the section, and decide how they will teach that section to other participants. They create a graphic to help them do so. Each participant makes a copy of the graphic.

Participants re-organize into groups of 5 and each read a different section of the chapter. They take turns "teaching" the other participants about their section.

Participants return to their original table groups, discuss, and record their take-ways for this session in the *Notepad* section of the Participant Guide.

Supporting Documents:

- Shanahan, T. (2013). Best practices in writing about text. In S. Graham, C. A. MacArthur, & J. Fitzgerald (Eds.), *Best practices in writing instruction* (2nd ed., ch. 14, pp. 334-350). New York: Guilford Press

PowerPoint Slides:

- 33-42

Activity 5a: Viewing a Video and Having a Written Conversation (35 minutes)

Coaches watch a video lesson on developing argument writing in a third grade classroom. They have a "Written Conversation," following directions in the Participant Guide.

Supporting Documents:

- *Written Conversation*, adapted from Expeditionary Learning. "Written conversation protocol," from "Teaching Practices and Protocols," *Grades 3-5 ELA Curriculum: Appendix 1* http://www.engageny.org/resource/grades-3-5-ela-curriculum-appendix-1-teaching-practices-and-protocols
- Written Conversation Notes Sheet

Video:

- "Text Evidence to Support an Argument," http://commoncore.americaachieves.org/module/17

PowerPoint Slides:

- 43-46

Activity 5b: Looking at Student Work (10 minutes)

Coaches look at the student writing samples generated as a result of the lesson sequence in the video, and discuss the focus question: **What evidence of the instructional sequence do you see in the student writing?**

Supporting Documents:

- Student work samples from: "Text Evidence to Support an Argument," http://commoncore.americaachieves.org/module/17

Part 4: Research in CCS-ELA & Literacy (60 minutes)

Participants will review the vertical progression of standards related to research. In groups, they will review several CCS exemplar units to see how research is developed. Each group will create a poster to describe their unit. Participants will participate in a hosted gallery walk to view the posters.

Activity 6: Research in CCS-aligned Units (45 minutes)

Working in groups of four, participants s will review Common Core-aligned research units, modules, or tasks, and will create an illustrated poster, showing the steps in the research process for their unit. They will then participate in a Hosted Gallery Walk so that each participant has an opportunity to see how research is approached in a variety of aligned units.

Supporting Documents

Exemplar Units: *Participants will be asked to access electronically during the session*

- Grade 1: Informational Text, Research, and Inquiry Circles: Animals and Habitats http://www.doe.mass.edu/candi/model/files.html
- Grade 2: Reading and Writing About Whales http://www.readwritethink.org/classroom-resources/lesson-plans/reading-writing-about-whales-196.html?tab=2#tabs
- Grade 3: Researching to Build Knowledge and Teach Others: Adaptations and the Wide World of Frogs http://www.engageny.org/sites/default/files/resource/attachments/3m2a.pdf
- Grade 4 Researching Simple Machines "How Do they Help Do Work?" http://www.engageny.org/resource/grade-3-ela-module-2a
- Grade 5: Researching to Build Knowledge and Teaching Others: Biodiversity in Rainforests of the Western Hemisphere http://www.engageny.org/resource/grade-5-ela-module-2a

PowerPoint Slides:

- 49-61

Part 5: Supporting Students in Writing (55 minutes)

Participants will reflect on what they have learned so far today about the writing standards and shifts and consider what kinds of support students will need in writing. They will review the concept of gradual release of responsibility and will consider the various practices they have seen today that demonstrate a gradual release. In Activity 7, they will return to the video lesson they viewed in Module 2, "Analyzing Text," and will look at a third segment of the lesson in which students begin to write. They will discuss how the teacher supports all students in being prepared to write.

In Activity 8a, coaches will have the opportunity to dig deeply into a writing framework from the Basal Alignment Project, designed to support students in becoming more proficient writers. In Activity 8b, coaches will practice writing a focusing question and structuring a writing task for the text they have been worked with in Module 2.

They will also be briefly introduced to a second writing framework from the Literacy Design Collaborative that previously existed only for grades 6-12, but has been extended to lower grades. Afterwards, coaches will engage in a brief discussion about the benefits and challenges of using a scaffolded writing framework.

Activity 7: Viewing a Video (10 minutes)

In Module 2, K–5 coaches viewed several segments of a video lesson in which Stacy Brewer, a fifth grade teachers, skillfully led her students through close reading, note taking, discussing in small groups, and then engaging in an evidence-based discussion as a class. These activities were carefully structured to prepare them to write independently to standards-based questions. Coaches will view the video and then discuss with their tables: ***In what ways did the lesson sequence prepare students to be confident and competent in evidence-based writing?***

Supporting Documents:

- Brewer, S. *Analyzing Texts: Putting Thoughts on Paper.* Retrieved from https://www.teachingchannel.org/videos/analyzing-text-writing

PowerPoint Slides:

- 64-67

Activity 8a: Examining a Framework (20 minutes)

Coaches learn more about the Basal Alignment Project and are introduced to a framework for scaffolding writing to sources. They read through the framework to become familiar with the steps and they number each of the steps. Then they review an example of a scaffolded writing task written with the framework. They number the steps in the example task with the steps they identified in the framework.

Supporting Documents:

- Achieve the Core. Student Achievement Partners. *Writing to Sources: Guided Instruction*. Retrieved from http://www.solution-tree.com/media/pdf/WriteLikeReportersK_5FREYCFF335.pdf
- "Writing Task for Lesson on 'Lou Gehrig'" and "Writing Task for Lesson on 'San Juan.'" Retrieved from http://achievethecore.org/page/209/knowing-thinking-and-writing-detail-pg

PowerPoint Slides:

- 68-70

Activity 8b: Scaffolding a Writing Task (25 minutes)

Coaches will practice writing a focusing question and structuring a scaffolded writing task for the text they have been working with in Modules 2 and 3.

Supporting Documents:

- Template for Structuring a Writing Task (separate handout)

PowerPoint Slides:

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Part 6: Routine and Daily Writing (35 minutes)

Coaches will read closely CCRA W.10, "Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences." They will interpret this standard and discuss why it does not begin until grade 3.

In Activity 6, coaches will review several exemplar units and lessons for embedded writing tasks. They will record and sort these as to where they occur in the units and lessons. They will discuss various ways they see routine writing being incorporated in the units, and how those writing tasks might serve as formative assessment. They will extend this discussion to include routine writing being done in their school or district.

Activity 9: Reviewing Exemplar Units and Lessons (30 minutes)

In Activity 9, coaches will review several exemplar units and lessons for embedded writing tasks. They will discuss various ways they see routine writing being incorporated in the units and extend the discussion to ways they or their school colleagues embed writing in their lessons. They will copy or describe writing tasks on sticky notes. After completing the exercise, they will post the sticky notes in a spot designated as OPENING, WORK TIME, or CLOSING of the lesson.

Supporting Documents:

Participants will be asked to access electronically during the session, or download and print one or more exemplar units before Module 3 begins.

- Kindergarten: America the Beautiful http://www.readwritethink.org/classroom-resources/lesson-plans/america-beautiful-using-music-1147.html?tab=4#tabs
- Grade 1: Creative Problem Solving with Ezra Jack Keats http://www.readwritethink.org/classroom-resources/lesson-plans/creative-problem-solving-with-1023.html
- Grade 2: Author Study, Tomie DePaola http://www.doe.mass.edu/candi/model/files.html

- Grade 3: Engage NY Grade 3, M.1, U.1 Becoming a Close Reader and Writing to Learn – The Power of Reading Around the World http://www.engageny.org/resource/grade-3-ela-module-1-unit-1
- Grade 4: Using Literary Elements to Determine Theme http://www.doe.mass.edu/candi/model/files.html
- Grade 5: Considering Perspectives and Supporting Opinions – Sports and Athletes' Impact on Culture http://www.engageny.org/sites/default/files/resource/attachments/5m3a.1.pdf

PowerPoint Slides:

- 77-80

Part 7: Reflection and Planning (30 minutes)

Coaches will individually reflect on the elements of today's presentation and activities. They will then meet with their school or district colleagues, or with a small group of coaches who are "solo" at today's workshop, to develop a strategy for sharing Module 3's key messages with colleagues.

Activity 10: Reflection (10 minutes)

Working independently, participants review their notes in the Participant Guide and the *Notepad* section from today's activities and then jot down some key points they think are important.

Supporting Documents:

- Key Points Template

PowerPoint Slide:

- 82

Activity 11: Planning (20 minutes)

Participants develop a strategy for sharing Module 3's key messages and resources (e.g., presentation, videos, resource links, and aligned instructional practices) with colleagues back at their schools.

Supporting Documents:

- Key Message and Strategies Template

PowerPoint Slide:

- 83

Closing Activities (10 minutes)

Participants will complete a Post-Assessment and an online Session Evaluation.

Supporting Documents:

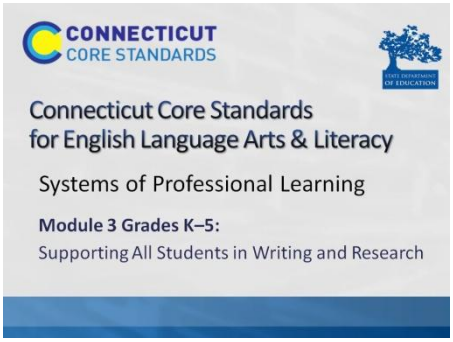
- Post-Assessment
- Session Evaluation

PowerPoint Slide:

- 86-88

Session Implementation

Module 3



Slide 1

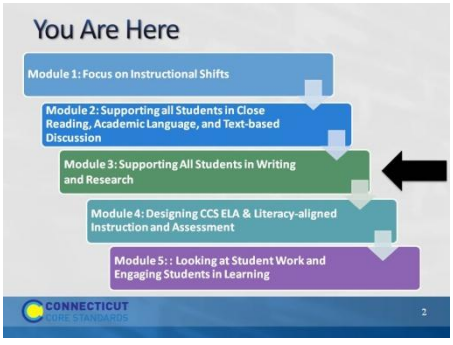
Slides 1-7 will take about 15 minutes.

Facilitator:

Introduce yourself. Welcome participants to Module 3.

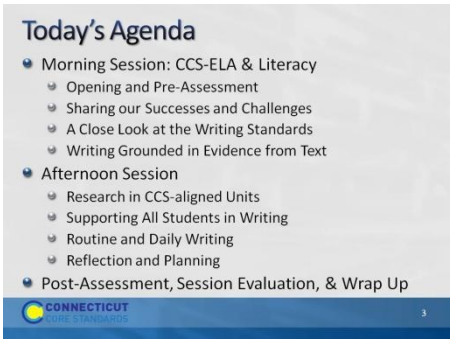
Remind participants that regardless of which session they attended for Modules 1 and 2, they learned the same information, and had similar conversations. They are all part of the same community of coaches with a goal of deepening understanding of the CT Core Standards and instructional shifts across the entire state

(Be sure that everyone is wearing a nametag. Since participants are now in their third module, it is likely that many of them will have met each other in earlier modules. There will be no full group introductions this time. They will have the opportunity to introduce themselves during various activities. However, as facilitator, you may want to read the room with regard to who is here from the same district so that you can plan to mix up groups; you may also want to ask if there is anyone who did not attend M1 and M2.)



Slide 2

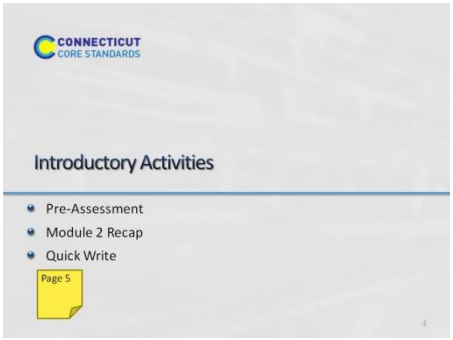
This slide provides a visual showing how the topics for the professional development modules fit together. Briefly explain to participants.



Slide 3

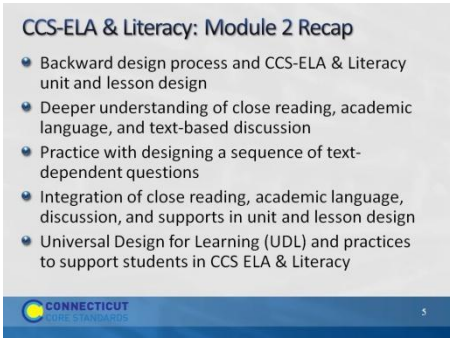
Review the agenda, noting there will be a break for lunch as well as a short morning and afternoon break. You may want to add the importance of coming back from breaks on time to ensure enough time to complete all the work of the day.

Introductory Activities



Slide 4

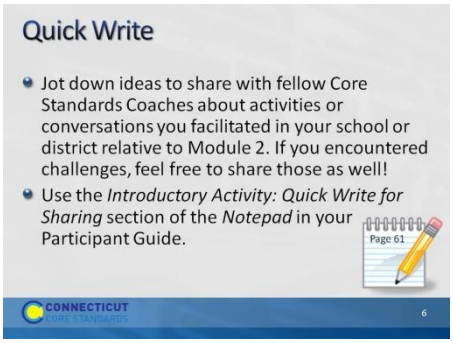
Ask participants to complete the Pre-Assessment.



Slide 5

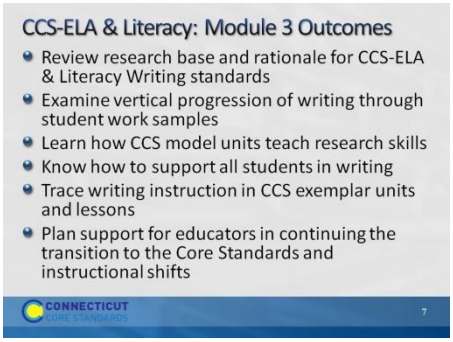
The purpose of this slide is just to remind participants of the topics in Module 2. Be very brief with this slide, just naming the topics:

Unit and lesson design overview, close reading, text-dependent questions, academic language, discussion, and Universal Design for Learning.



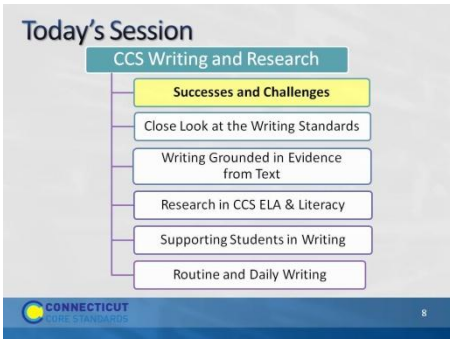
Slide 6

Facilitator: You will distribute cards from the deck in your supply box. Count the number of participants. Remove as many cards as needed to distribute evenly–or somewhat evenly–in matched fours among participants. For example, if you have 28 participants, you will remove all 8's–Kings from your deck and keep all Aces–7s to make 28 cards. If you have 32 participants, you would distribute Aces–8's to make 32 cards and so on. If you have an uneven number that would leave one or two participants alone, add a few more cards from the next number up. Shuffle well. As participants are writing in their *Notepads*, circulate among them, distributing cards. If you have a large district group, break them up for the first activity, by being deliberate in how you distribute the cards.



Slide 7

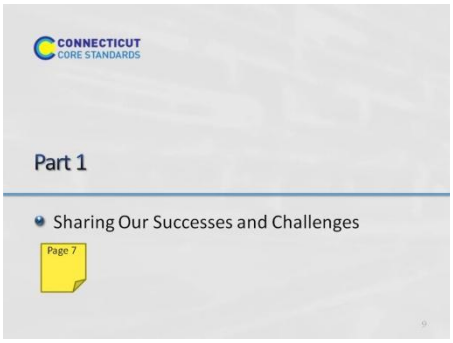
Review the expected outcomes briefly. This module will focus on the CC writing standards, writing instruction, and support.



Slide 8

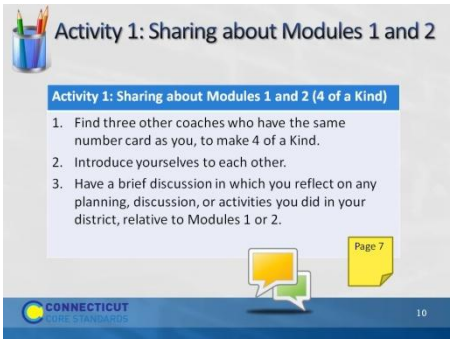
The first thing we will do today is take a few minutes to share some of the discussions, plans, or activities that happened in your school or district between Modules 1 and 2.

Part 1



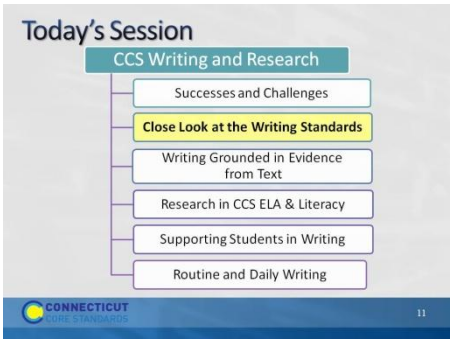
Slide 9

15 minutes total including, directions.



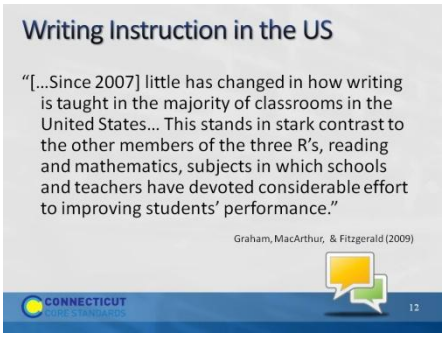
Slide 10

Part 1, including this activity, should take no more than 15 minutes. This slide gives directions for Activity 1. It is meant to be an informal "standing up" activity in which folks introduce themselves to others.



Slide 11

In Part 2 of Module 3, we'll look at the organization of the writing standards and review the first three standards - text types - as they are explained in *Appendix A* of the CCSS. We'll then examine the three types of writing by annotating student writing samples.



Slide 12

F

From Graham, S. & Harris, K. "Designing an Effective Writing Program," in Graham, S., MacArthur, C. & Fitzgerald, J. *Best Practices in Writing Instruction* 2013. New York. Guilford Press.

The purpose of this slide is to bring provide context for this module.

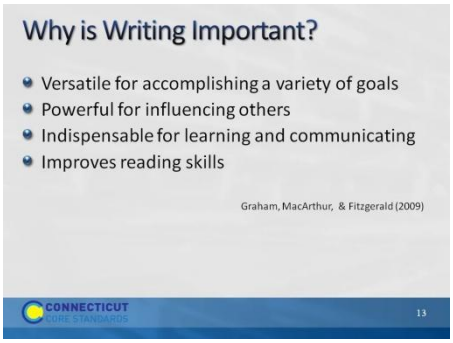
Explain that the text, *Best Practices in Writing Instruction*, which provides evidence-based practices in writing instruction, was originally written in 2007, and has been revised and updated in 2013 to align with the CC standards. The authors and contributors are widely respected experts in the field of writing instruction.

Ask a participant to read the slide, then direct participants to turn and talk with a neighbor. "Do you agree with the authors' statement? **Why do you think less time is devoted to teaching writing than to teaching reading and math**?

After several possible reasons have been offered, share the following information:

The authors make a point that the research behind writing instruction hasn't changed. We know a lot about designing and teaching effective writing programs, and teachers and schools who regularly devote time to teaching writing, do a "phenomenal" job. Current research shows that beyond grade three,

teachers devote little time to teaching writing and students do little writing in or out of school for academic purposes. With a new and rigorous set of standards that make writing a central element, learning to write is strongly emphasized. Students are expected to write for multiple purposes, and use writing to recall, organize, analyze, interpret, and build knowledge about content. With this strong emphasis on writing, it is important for all teachers to teach writing.



Slide 13

The purpose of this is to answer the question: Why is writing important? Versatile:

- Maintain personal links with family and friends
- Share information
- Tell stories
- Create imagined worlds
- Chronicle experiences
- Explore who we are

Powerful: Influences others, e.g. *Uncle Tom's Cabin, The Feminine Mystique*

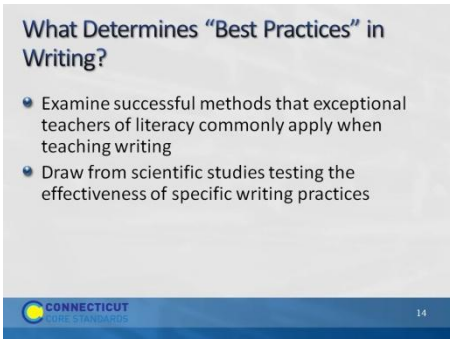
Indispensable for learning and communicating

- Gather, preserve, and transmit information
- Helps us understand what we read better by processing and organizing

Improves reading skills

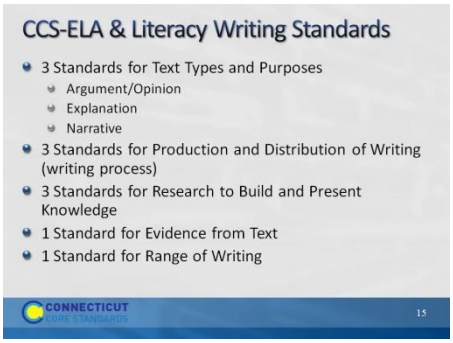
- Not identical processes, but research shows that instruction that improves writing skills and process also improves reading skills and processes
- Writers gain insight about reading by writing for audiences
- Quantity of writing improves reading comprehension

Graham (2013) pp. 4-6



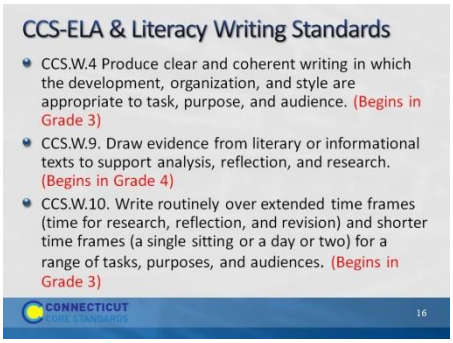
Slide 14

Note that throughout this module we will look at both best practices and models.



Slide 15

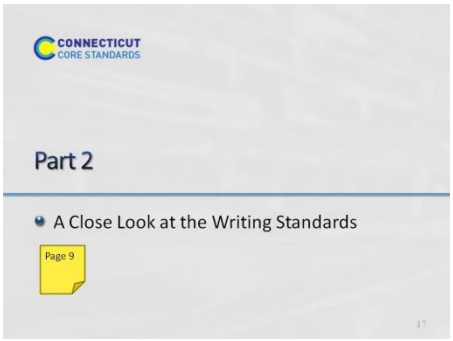
RE: Standard 10, Range of Writing: To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.



Slide 16

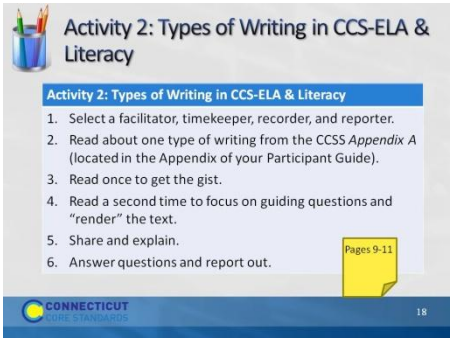
Authors of Common Core Standards recognized the nature of writing for young children and were realistic in their expectations for assessing writing of young students on challenging or developmentally inappropriate tasks. Nonetheless, teachers of primary grades students can look to grades 3 and 4 for the missing standards and begin to build stamina and good writing habits for when these standards do begin.

Part 2



Slide 17

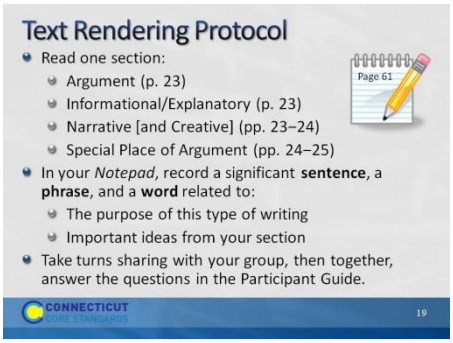
65 minutes for all of Part 2, including Activities 2 and 3. Introductory slides, 13-14, should take no more than 5 minutes, leaving 1 hour for the remaining activities.



Slide 18

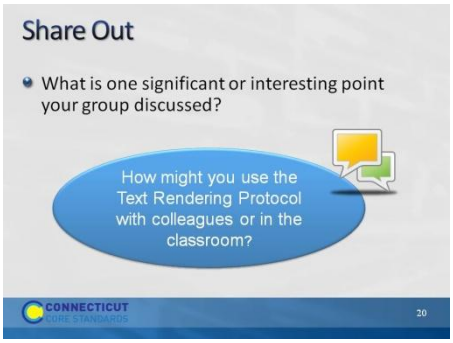
Activity 2 will take 30 minutes.

For this activity, group participants in 4's in any way that works for the groups you have. It's OK for them to stay with their district if that works out. If there are an odd number, it is better to have a group of 3 than of 5. Direct them to the page in their Participant Guide, and then briefly explain on the **next slide**. They will definitely need their Participant Guide for this.



Slide 19

Remind participants that full directions, including the questions to answer, are in the Participant Guide.



Slide 20

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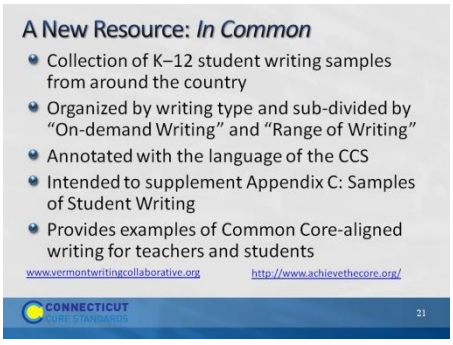


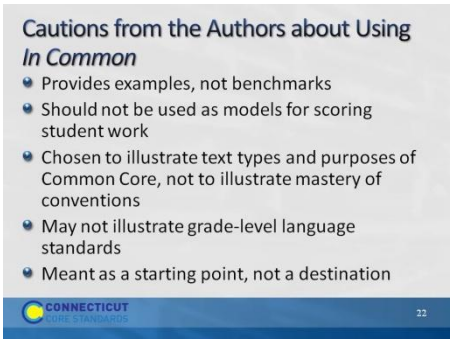
Slide 21

Slides 18-27, which include Activity 3, will take about 30 minutes.

The purpose of the next two slides is to introduce *In Common* as a resource. Most participants will have heard of *In Common* but may not have had an opportunity to explore it.

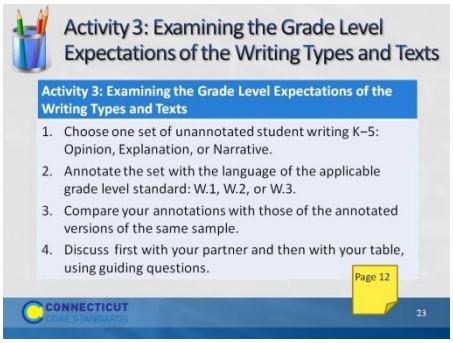
There are two types of writing in *In Common*. "On-demand Writing," written to a common prompt and illustrates developmental spectrum. "Range of writing," illustrates examples of writing for different tasks, audiences, and purposes over different time frames.

Created by Vermont Writing Collaborative and Student Achievement Partners.



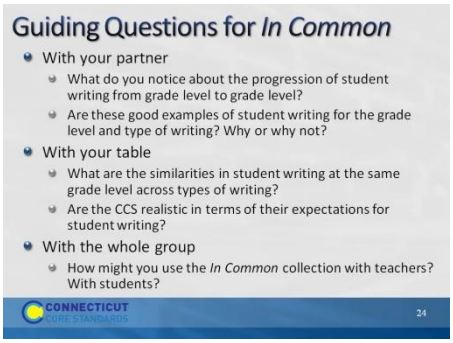
Slide 22

The authors make it clear that these are authentic writing samples to be used for a variety of purposes, but they are not intended to be models. They were intended to supplement Appendix C, which was not sufficient for its intended purpose. This is an ongoing project.



Slide 23

Approximately 25 minutes for this activity and discussion that follows.



Slide 24

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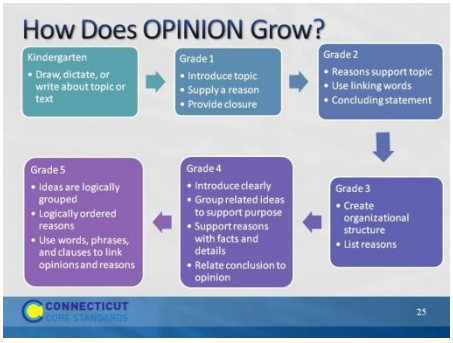
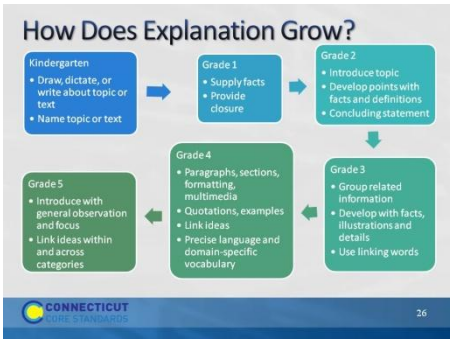


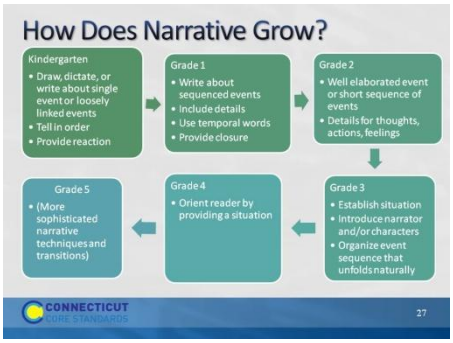
Slide 25

The purpose of this slide and the next two is to reinforce the preceding conversations by looking at the patterns of writing. CC acknowledges the developmental nature of writing. Notice how 5th grade moves toward argument, which begins in Grade 6. Don't spend a lot of time on these slides, but do point out the similarities across writing types in each grade. There is a lot of instruction that will be similar for each writing type.



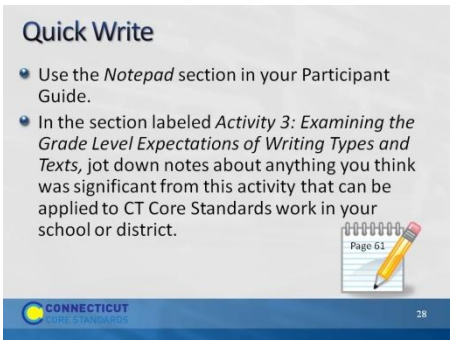
Slide 26

Note that it is in grade 3 where students begin to create an organizational structure that leads the reader. This is true in all three kinds of writing. There is horizontal consistency.



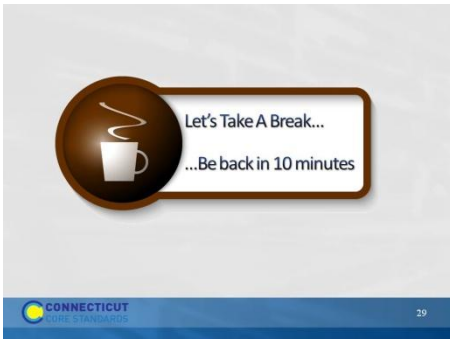
Slide 27

Invite participants to comment: Why might there be no change in grade 5? What does this say about the decreased importance of narrative?



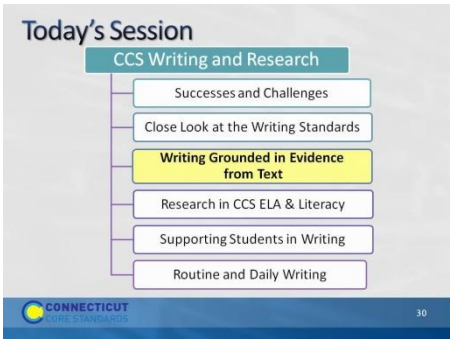
Slide 28

3 minutes.



Slide 29

The break should be 10 minutes. Remind participants to try to be timely in their return.

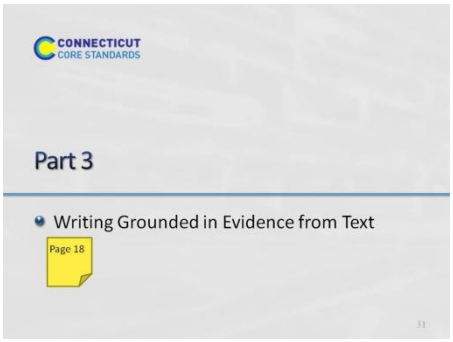


Slide 30

This part of the module will focus on Shift 2, writing, grounded in evidence from the text, and how that develops in elementary school.

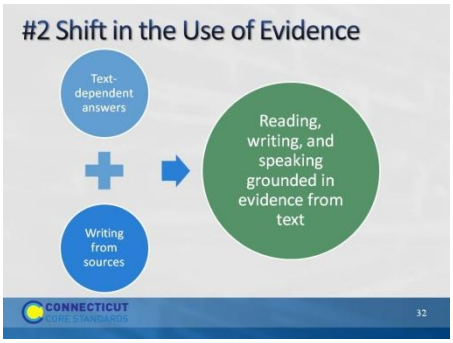
Part 3 is allotted 105 minutes in total. This includes introductory slides and Activities 4 and 5. Activity 4 is 50 minutes, and Activity 5 is 45 minutes. That leaves about 10 minutes for introduction and conclusion of this part.

Part 3



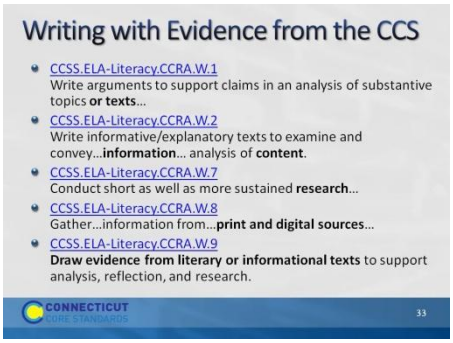
Slide 31

Part 3 is allotted 105 minutes in total. This includes introductory slides and Activities 4 and 5. Activity 4 is 50 minutes, and Activity 5 is 45 minutes. That leaves about 10 minutes for introduction and conclusion of this part.



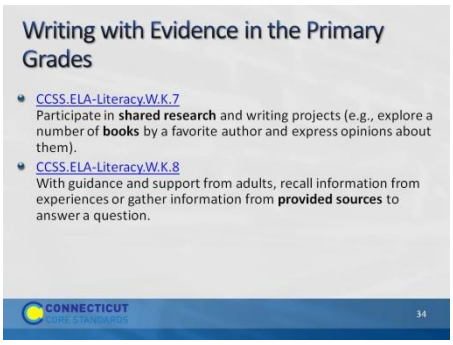
Slide 32

Remind participants that in Module 1, we saw that one of three significant instructional shifts required by the CCS is "Reading, writing, and speaking, grounded in evidence from text." With regard to writing, where in the standards do we find that?



Slide 33

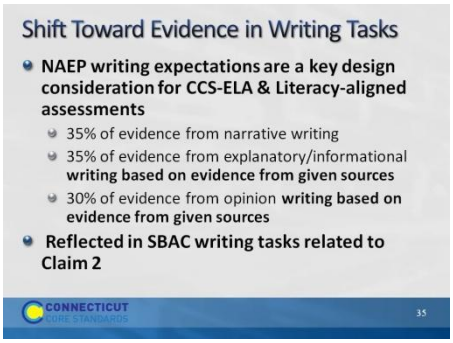
The purpose of this slide is to show that writing from sources/writing with evidence is spread throughout the writing standards. Standard 9 also refers back explicitly to the reading standards at each grade level.



Slide 34

These are the Kindergarten standards.

W.9 does not begin until Grade 4, primarily because of the independent and sophisticated nature of both reading and writing required to be successful.

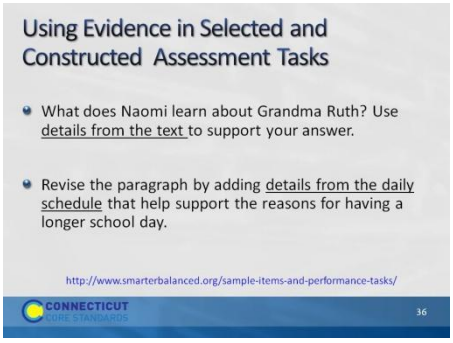


Slide 35

"It follows that writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by NAEP." http://www.corestandards.org/ELA-Literacy/introduction/key-design-consideration/

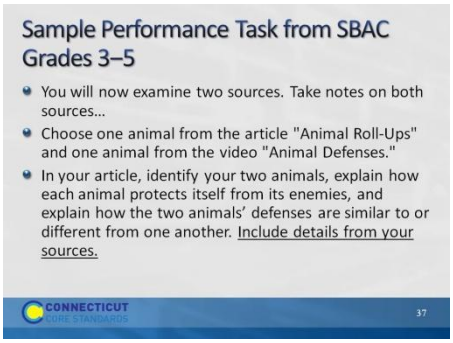
This instructional shift is reflected on the Smarter Balanced assessments as well. Grade 3-5 Summative Assessment Targets, Claim #2

Students can produce effective writing for a range of purposes and audiences. 65% of grade 3-5 writing tasks related to Claim 2 on SBAC will include writing from sources.



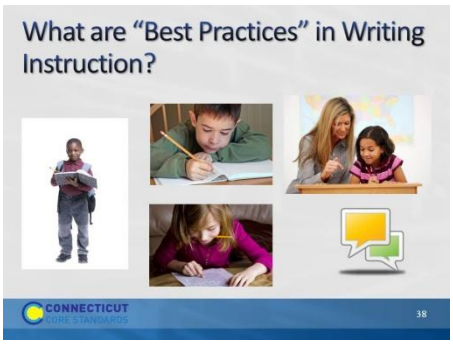
Slide 36

The use of evidence is reflected in both writing tasks and revision tasks, and requires evidence from a variety of kinds of text, fiction and informational, graphic and video.



Slide 37

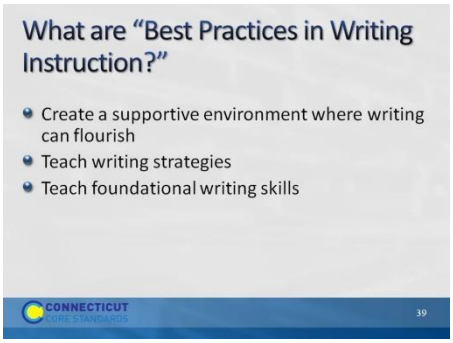
Although the writing task does not use the word "evidence" which is associated with argument and explanation, beginning in grade 6, there is a clear expectation that information will be grounded in text.



Slide 38

Remind participants that earlier today we learned that "best practices" to teach writing from text are drawn from two sources: common practices of exemplary teachers of writing, and scientific studies.

Direct participants to **turn and talk** with a neighbor about practices they believe to be best practices in writing instruction. Then show the next slide and read the details in the facilitator's notes. Ask participants to listen for the practices they named. Ask them if they are surprised by any, or if they named any they think should have been there and are not.



Slide 39

Create a supportive environment where writing can flourish

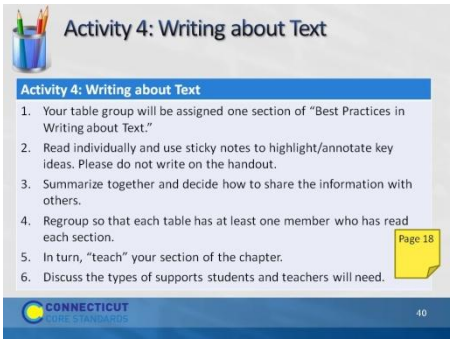
- Clear, specific, and challenging goals
- Arrangements in which students work together
- Write often, and for a variety of purposes
- Real audiences
- Personal choices
- Write for extended periods

Teach writing strategies

- Strategies for writing process – planning, drafting, revising, and editing
- Pre-writing activities
- Graphic organizers
- Characteristics of text types and genres

Teach foundational writing skills

- Handwriting, typing, spelling
- Syntax
- Conventions
- Graphic organizers
- Sentence and paragraph structure



Slide 40

This activity will take 50 minutes. Directions for this activity are in the Participant Guide.

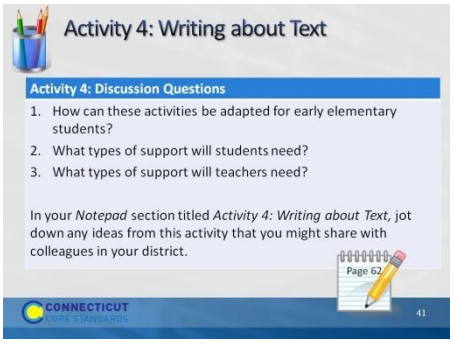
Say: "The purpose of this activity is to become familiar with four research-supported approaches to writing about text."

Direct participants to turn to the correct page in their guide, then briefly review the directions. When step 6 is completed, move to the next slide.

Assign a number to each table group, reorganizing the tables as needed to even out the size of the groups.

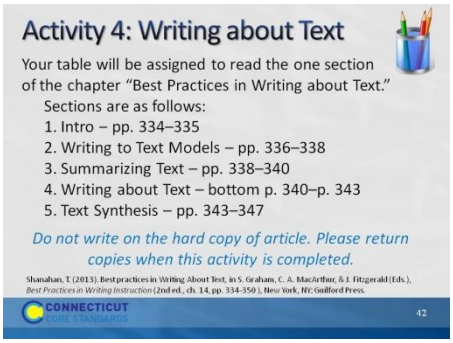
- Assign each table one section of "Best Practices in Writing about Text."

  Sections are as follows:
  - Intro - pp. 334–335
  - Writing to Text Models – pp 336–338
  - Summarizing Text – pp. 338–340
  - Writing about Text – bottom p. 340–343
  - Text Synthesis – pp. 343–347
- Direct participants to read individually use sticky notes to highlight/annotate key ideas. (10 minutes) Remind participants not to write on the handout as these will collected and reused at future sessions.
- Each table summarizes their section together, and decides how to best share the information with others in a 3-minute presentation. (10 minutes)
- Regroup so that each table now has at least one member who has read each section.
- In turn, "teach" your section of the chapter. (15 minutes – 3 minutes per group)
- Discuss: How can these research-based practices be adapted for early elementary students? What support will students need in order to do the types of writing described in this chapter? What support will teachers need? (10 minutes)



Slide 41

Discuss: How can these research-based practices be adapted for early elementary students? What support will students need in order to do the types of writing described in this chapter? What support will teachers need? (10 minutes)



Slide 42

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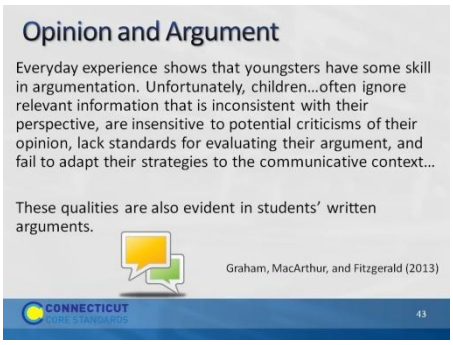
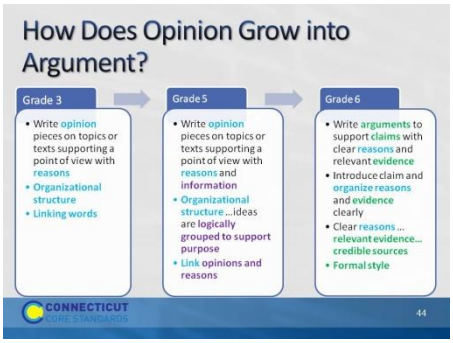


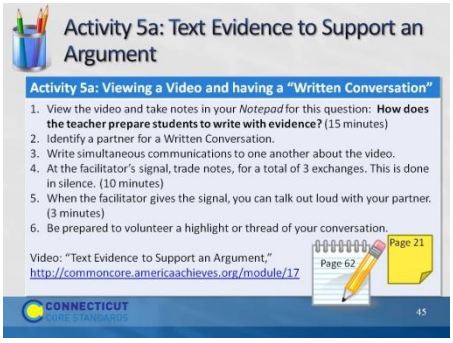
Slide 43

The purpose of this slide is to address a particular kind of writing with evidence–argument. Although argument does not start until grade 6, it is really just a matter of semantics and formality. Students begin expressing opinions in Kindergarten and build toward formal argumentation.



Slide 44

This slide is reminiscent of an earlier slide when we were discussing text types. This one shows how opinion builds to argument, so that fifth graders are prepared to begin writing argument in sixth grade.



Slide 45

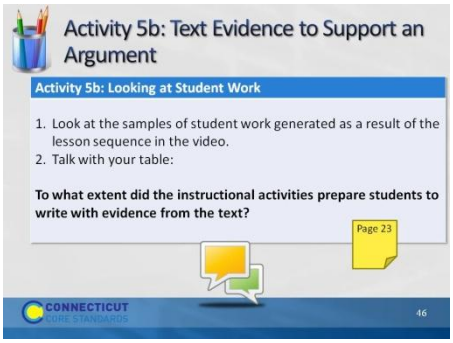
This activity will take about 45 minutes.

The purpose of this activity is to illustrate that young students can write well-developed arguments if given scaffolding and support. Briefly review the directions. Explain to participants that after they view the video and take individual notes, they will engage in a protocol, *Written Conversation*, that is a powerful discussion protocol to use with students. Direct participants to the appropriate pages in their Participant Guides. Have them review the directions for the activity.

Explain that they will be watching 3 clips from a longer video that are representative of the entire lesson. The video is called *Text Evidence to Support an Argument*. This teacher is actually focusing on Reading, Speaking and Listening, and Language standards, not W.1. She is teaching students about finding evidence in text. Participants are likely to notice that the teacher is using a basal anthology; since this realization may interfere with the lesson for some participants, it is better to acknowledge up front that they will notice she is using a piece of authentic literature from a reading series. This is a fairly long video. It will be about 9 minutes: Minutes 1- 3:50; 7:30- 10:30; and 12- 13:40.

http://commoncore.americaachieves.org/module/17

After the video, be certain that each participant has a partner. If there are odd numbers, there can be a trio. Be sure to watch the time and signal when partners should trade. After partners have had an opportunity to speak aloud, be sure to ask them why or how *Written Conversation* would be an effective strategy to use as a discussion protocol with students.



Slide 46

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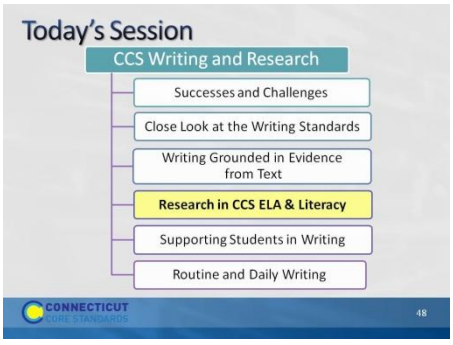
Slide 47

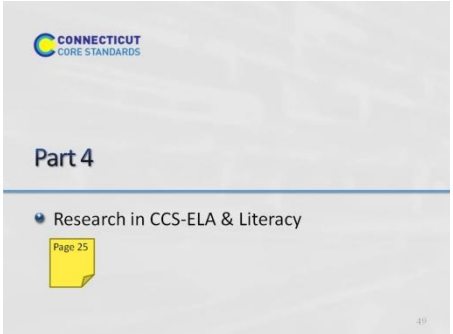
Remind participants of the need to be timely. Allow 45 minutes. State time to return.



Slide 48

One group of writing standards is focused on research skills. However, the CCS are explicit in pointing out that research is integrated throughout the standards.

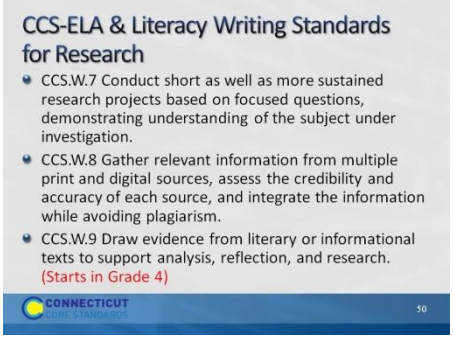
Part 4



Slide 49

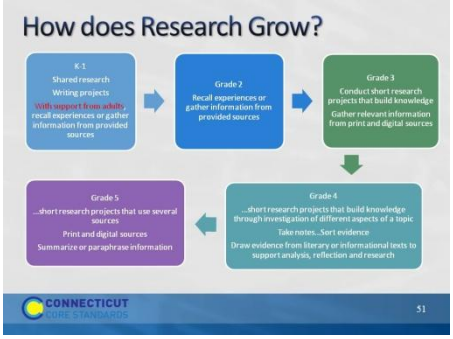
Part 4 is allotted 60 minutes.

In this section, we'll look at the standards related to research and technology, and think about what that means for elementary students and teachers, especially at the earliest grades. One of the best ways to do this is to look at units that have been developed by teachers and writers who have worked closely with the authors of the CC.



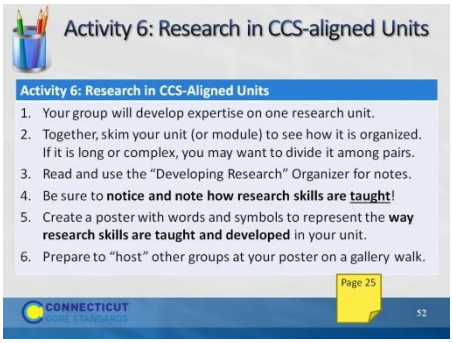
Slide 50

The purpose of this slide is to show the writing standards that focus on research skills.



Slide 51

Increased independence, more complex tasks, more complex sources, multiple sources. In grade 4, addition W.9, which links Grade 4 reading standards with writing standards.

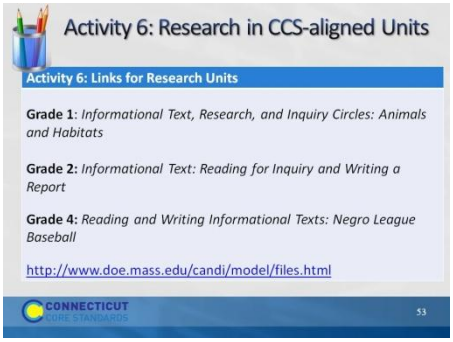


Slide 52

The review of the units and the hosted gallery walk are allotted 45 minutes. Allow 20 minutes to review the units, another 10 to create the poster, and 15 for the hosted gallery walk. It will be tight. Emphasize the importance of dividing large units, especially the NY modules which have 3 units in a research module.

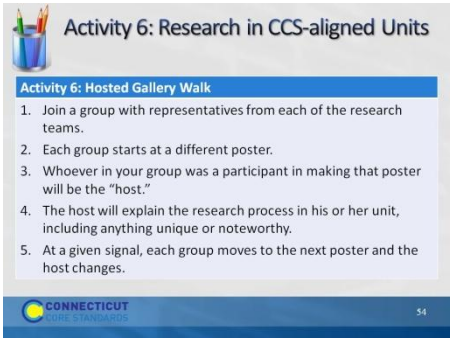
Facilitator: If you'd like, you can creatively use the cards that participants were dealt this morning to form 5 groups. Or if you'd like, you can just number off; for example a group of 30 can number off by sixes to form five groups of six each. Don't go bigger than 6 in a group. Instead, add another of the research units from the Engageny website: Grade 4, Module 2B Reading Closely and Writing to Learn: Animal Defense Mechanisms

http://www.engageny.org/sites/default/files/resource/attachments/4m2b.module.1.pdf



Slide 53

Facilitator: You do not have to do anything with this slide; it is for the convenience of participants who are following along with the PPT. There will be hard copies of each of the modules for the participants to choose. Since all three modules are located on the same website, there is only one web address for them to retrieve a copy of all three units.



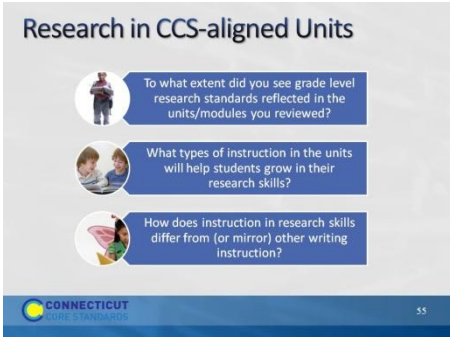
Slide 54

Re-group participants so that each new group has one member from each former team. There should be a representative from each unit in each group. So, if there were six teams working on the three units (2 teams per unit) they should make six new groups with representatives from the six research teams. These groups should be formed standing up, not seated. Although some participants reviewed the same unit, they will create different charts. They should be hung together in order to see the different areas that each team focused on as well as the "missed opportunities" for building research skills within the unit.

Tell groups what the signal will be (e.g. rhythmic clap, lights flicking, stopwatch on your cell phone, or on the computer). It can be an audible or visible signal. Depending on the number of groups, allow approximately 2 minutes at a poster, then move participants to the next poster. With movement, this activity should take about 15 minutes.

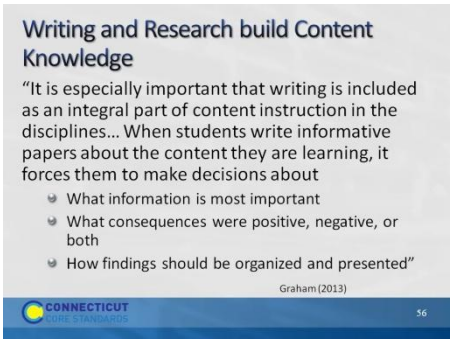
Hosted Gallery Walk adapted from Expeditionary Learning's Protocols and Resources on EngageNY: http://www.engageny.org/sites/default/files/resource/attachments/appendix_protocols_and_resources.pdf

The hosted gallery walk involves small-group collaboration to create a product, yet makes individuals responsible for the learning and the teaching.



Slide 55

This slide provides closure to the Gallery Walk. Encourage volunteers to offer responses, based on their review of units and the Gallery Walk.

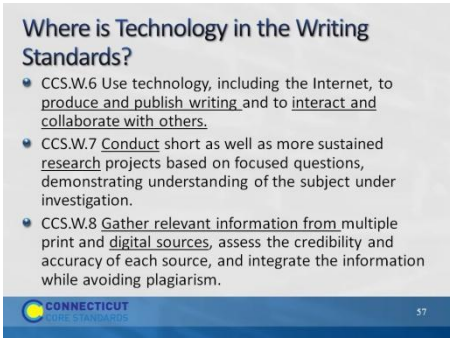


Slide 56

This slide reminds coaches of the importance of research for building knowledge in the disciplines. It is especially important that writing is included as an integral part of content instruction in disciplines like science, social studies, and mathematics. This slide reminds coaches of the importance of research for building knowledge in the disciplines.

Full quote: "It is especially important that writing is included as an integral part of content instruction in disciplines like science, social studies, and mathematics. For example, when students write informative papers about the content they are learning in social studies (the consequences of the westward movement in American history as illustrated through the Oregon Trail, for instance), it forces them to makes decisions about (1) what information is most important; (2) what consequences were positive, negative, or both; and (3) how their findings should be organized and presented. Such analyses and interpretation forces students to wrestle with the content, especially if they have to defend the choices they made (e.g., why were the consequences they presented important)."

Graham, S. (2013). Writing Standards. In Morrow, L.M., Wixson, K.K., & Shanahan, T. (Eds.), *Teaching with the common core standards*. (p. 102).



Slide 57

Technology is integrated throughout the standards. It is specifically embedded in the research standards. This could be considered a shift from former standards, which frequently isolated technology as an end

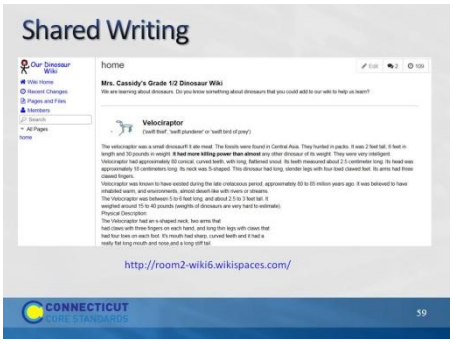
in itself.

Slide 58

The next slides illustrate several technology applications that support the CCS.

This project illustrates the Kindergarten research standards as well as the use of technology. This VoiceThread, *All About Polar Bears*, Kindergarten ESL by Monica Schnee, won a PBS Teacher Innovator Award. The authors of the "book" are kindergartners who were learning English as a second language. Some of the children barely spoke English, as you can see by the short sentences, and some were advanced students. They had just started to learn how to read and write. This work is a great example of how children learn a second language, how they learn literacy, how they learn oral fluency and practice their oral skills and most importantly, how their parents were able to see and hear how their children are learning English.

The teacher: We spent a lot of time reading books, looking at websites, particularly National Geographic and Nature on PBS. We collected facts, a word that children learned in nonfiction. Then, each student chose a fact, wrote it and had to illustrate it like a true nonfiction illustrator. Therefore, the drawings had to be in "real colors". After we finished our "traditional hard copy" book. We read it to all the kindergartners, including their American peers. Then we practiced our lines and made it into a VoiceThread.



Slide 59

http://www.wikispaces.com/content/classroom/about

Project-Based Learning

Project-Based Learning is a dynamic approach to teaching in which students explore real-world problems and challenges. With this type of active and engaged learning, students are inspired to obtain a deeper knowledge of the subjects they're studying.

Wikispaces Classroom provides a simple structure that allows you to create projects, define teams, assign students and manage them all through successful completion of their projects. Starting from pre-built templates, or a blank slate, students can work in private groups until their work is due. At the end of the project you can share the results with the rest of the class or even parents and other participants. In the project illustrated, the teacher asks students to contribute to the wiki.

Slide 60

A Glog is an interactive visual platform in which users create a “poster or web page” containing multimedia elements including: text, audio, video, images, graphics, drawings, and data.

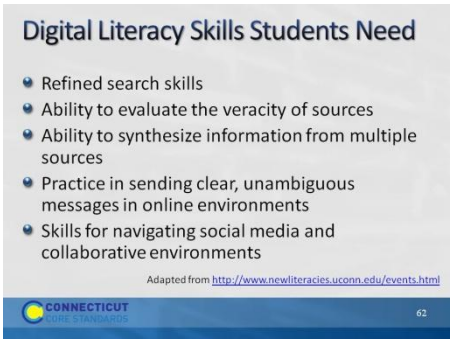
The teacher creates projects with templates and instructional guidelines, assigns them to the students, provides feedback throughout the assignment, and assesses their finished work.

Once projects are complete, the teacher can share students’ work in a variety of educational settings. Glogs can be embedded in a blog, wiki, or web page or shared with others using Glogster.

Slide 61

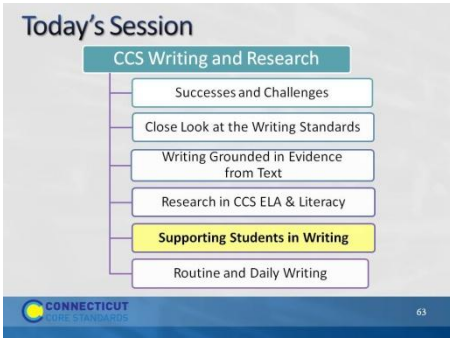
With Google Earth, teachers can create customized field trips for shared research. This is great for

primary classes.



Slide 62

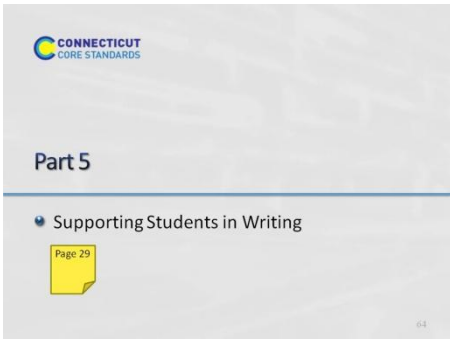
The New Literacies Research Lab at the University of Connecticut is the most widely recognized center in the world for conducting research on the new reading comprehension and learning skills required by the Internet and other emerging information and communication technologies. Their work develops research-based evidence to prepare students for their literacy and learning future. They are currently developing an online assessment to determine students digital literacy skills. They have determined areas in which students struggle with digital literacy. The list on this slide is derived from their research.



Slide 63

In Module 2, we considered ways to support students in reading closely and drawing evidence from text. Because of the integrated nature of the CCS, many of those supports address writing as well as reading.

Part 5



Slide 64

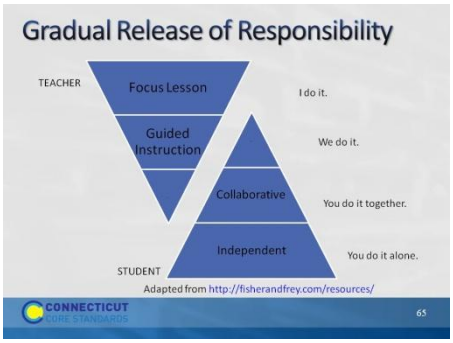
Part 5 will take about 55 minutes:

Intro: 5

Activity 7: 10

Activity 8a: 20

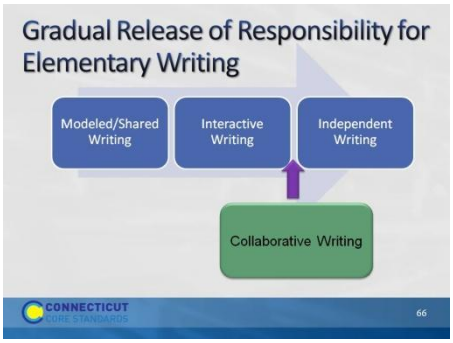
Activity 8b: 20



Slide 65

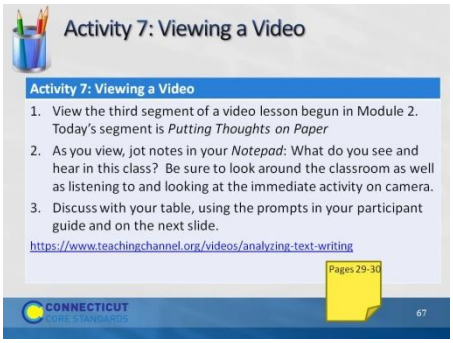
Fisher & Frey. Literacy for Life http://fisherandfrey.com/resources/

Fisher and Frey have created a graphic to illustrate gradual release of responsibility. For most coaches, this is really a review, not new information. However, it is important to emphasize that given the rigor of the writing standards, it is important to model, guide, and provide practice for students before expecting individual mastery of writing.



Slide 66

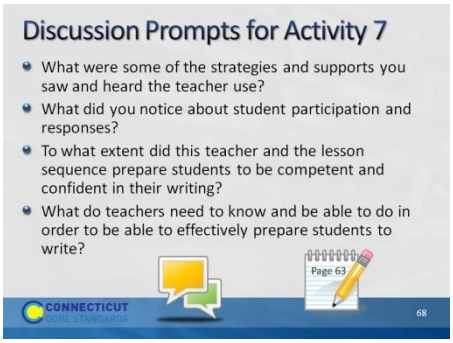
Many coaches will be familiar with writing in a balanced literacy program. In modeled writing, the teacher thinks aloud and writes. In shared writing, the teacher and students compose together and the teacher scribes. In interactive writing, the pen is shared with students doing some of the writing. The CCS would add another step to this: Collaborative writing. There is a strong emphasis on collaboration in the CCS, and it aligns with the Fisher and Frey model as well.



Slide 67

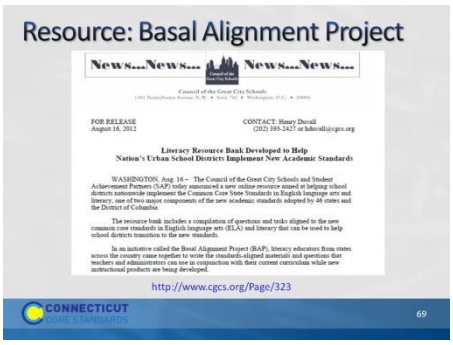
Remind participants that in Module 2, we saw a video of a fifth grade class (teacher Stacey Brewer). Ms. Brewer explained that she had a very diverse class and that she planned her lessons in such a way that all students could participate, contribute, and be prepared, regardless of their independent reading level. They read a text about Lewis and Clarke, took individual notes with post-its, discussed in a small group, and then as a whole class. Today we will see the last piece of that video, where Ms. Brewer supports students in preparing to respond in writing.

https://www.teachingchannel.org/videos/analyzing-text-writing - 00:00 – 05:00



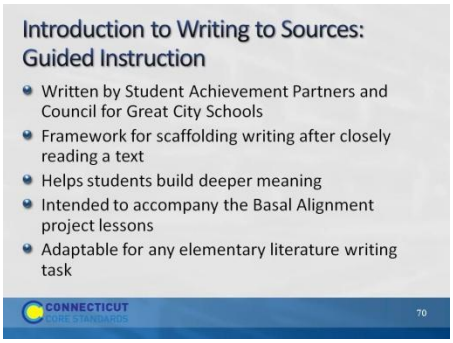
Slide 68

After discussion, be sure to elicit responses from volunteers. Or, let tables know that you will be calling on someone to answer each question. The last question is particularly important for coaches.



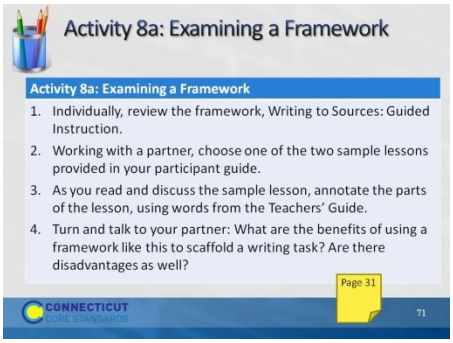
Slide 69

The purpose of this slide is to introduce the Basal Alignment project. This project is led by Student Achievement Partners, but is carried out by teacher volunteers. The goal is to rewrite lessons from basal reading programs to align with the Common Core. It is an Edmodo site, which can be joined free of charge.



Slide 70

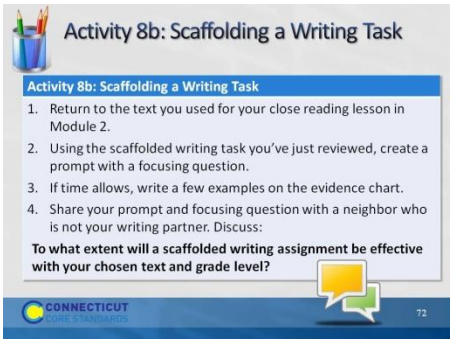
A recent addition to the Basal Alignment Project are Writing to Sources lessons, aligned with the BAP reading lessons.



Slide 71

Allow 20 minutes for this activity, about 8 to review the framework, and 10 to annotate the sample lesson, then another 2 for the turn and talk prompt.

The Writing to Sources framework is available on Edmodo, in the Basal Alignment Project https://www.edmodo.com/home#/group?id=1121902&sub_view=folders

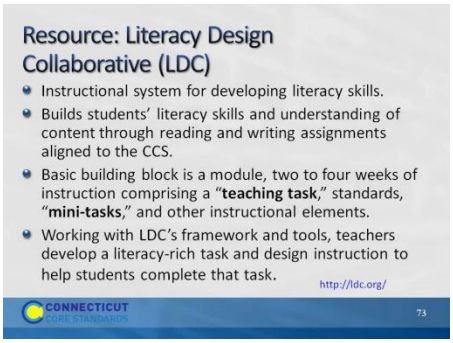


Slide 72

For this activity, explain that participants will be using the story or text for which they wrote a series of text-dependent questions in Module 2. If both partners are attending this session today, it would be good for them to work together on 8a and 8b.

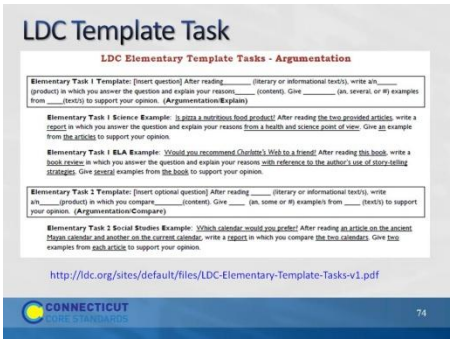
If a participant did not attend Module 2, or does not have a text, he or she may work with a text from the box of books at the location, or with an Appendix B exemplar. However, he or she will need to choose quickly after 8a in order to have enough time to complete 8b.

Allow 20 minutes for 8b: 15 to create a prompt and 5 to debrief.



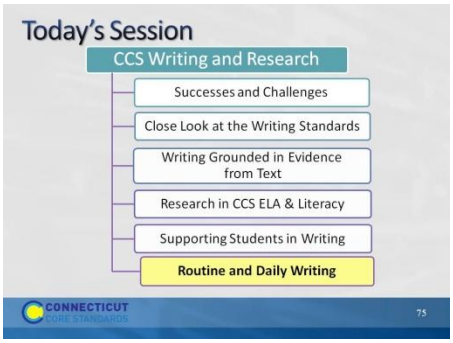
Slide 73

The purpose of this slide is to briefly introduce a powerful resource. LDC is a national community of educators providing a teacher-designed and research-proven framework, online tools, and resources for creating literacy-rich assignments and courses across content areas. They have developed an entire system of templates to create instruction leading to literacy performance tasks in every discipline. These templates and tasks have recently been extended to lower grades.



Slide 74

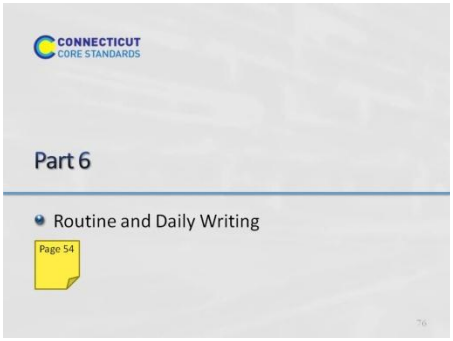
Facilitator, read a few examples to show the versatility of these templates. Encourage participants to explore this website if they have not done so. There are examples of full units of study leading to these types of performance tasks.



Slide 75

This part of the module will examine W.9.

Part 6



Slide 76

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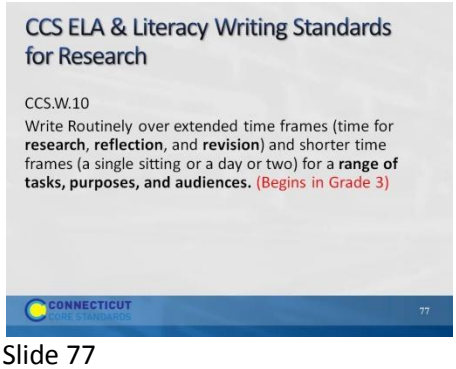
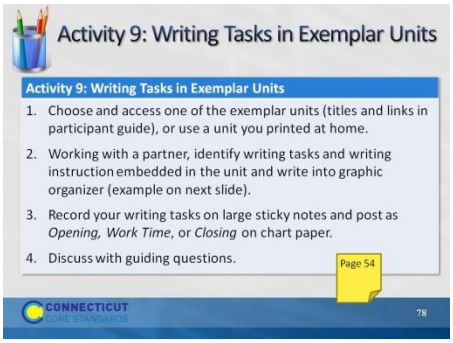


Slide 77

The purpose of this slide is to set a CCS context for regular writing practice.



Slide 78

Allow 15 minutes for looking at units and doing graphic organizer. Allow another 5 minutes for posting on charts and sharing out by volunteer. 5 minutes for table discussion and 5 minutes to share out with whole group.

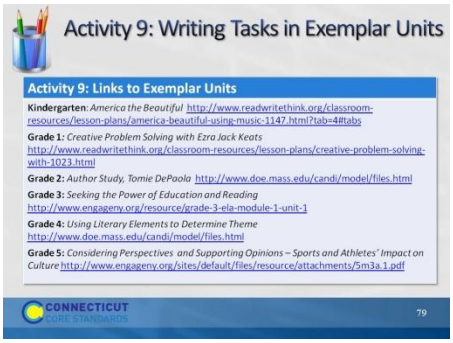
Facilitator, be sure to post on one wall 3 chart papers, labeled, “Opening,” “Work Time,” and “Closing.”

The purpose of this activity is for participants to recognize the variety of ways in which routine writing and more formal writing is embedded in CCS-ELA & Literacy-aligned units, and discuss how daily writing supports learning and builds literacy skills, and how it scaffolds students to successfully meet the standards.

(If units printed for ELA Module 2 are available, they may be substituted for this activity. Please ask participants to take notes on the organizer in their participant guides, not on the printed units.)

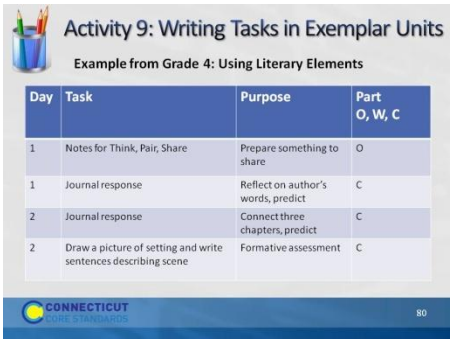
Links to the units will be provided in the session materials on the CT core standards website:

- Kindergarten: America the Beautiful http://www.readwritethink.org/classroom-resources/lesson-plans/america-beautiful-using-music-1147.html?tab=4#tabs
- Grade 1: Creative Problem Solving with Ezra Jack Keats http://www.readwritethink.org/classroom-resources/lesson-plans/creative-problem-solving-with-1023.html
- Grade 2: Author Study, Tomie DePaola http://www.doe.mass.edu/candi/model/files.html
- Grade 3: Engage NY Grade 3, M.1, U.1 Seeking the Power of Education and Reading http://www.engageny.org/resource/grade-3-ela-module-1-unit-1
- Grade 4: Using Literary Elements to Determine Theme http://www.doe.mass.edu/candi/model/files.html
- http://www.doe.mass.edu/candi/model/files.html
- Grade 5: Considering Perspectives and Supporting Opinions – Sports and Athletes’ Impact on Culture http://www.engageny.org/sites/default/files/resource/attachments/5m3a.1.pdf
- They will record their tasks on a graphic organizer and on individual sticky notes. They may want to have one partner write on the organizer and one do the sticky notes. Go to next slide for example.



Slide 79

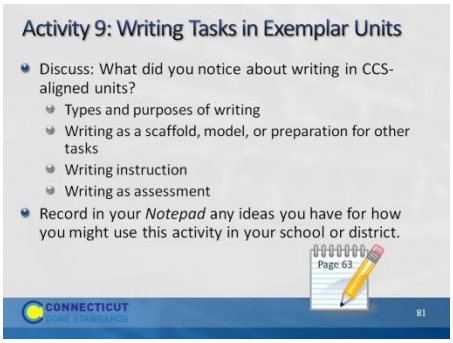
Facilitator, you do not have to do anything with this slide. Its purpose is to allow participants who are following along with the PPT on their computers to copy and paste a link into their browser or to link directly from the PPT.



Slide 80

Let participants know that some of the units are far more complex than others and may have more writing tasks. A way to save time is, if there is a repeated writing task, e.g., journal writing, they can write it once and indicate that it is repeated. Explain to participants that at the earliest grades, much of the writing may be shared writing, and that's OK to record.

The intent is not to get through the unit, but rather to see the variety of ways in which W.10 is reflected in CCS-aligned units.

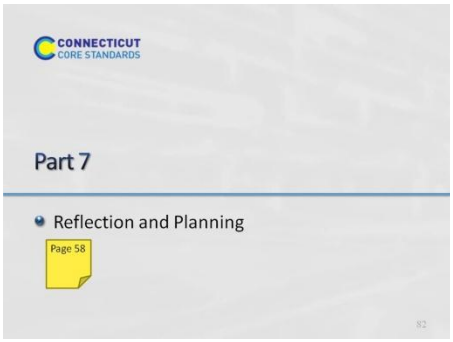


Slide 81

Allow 5 minutes for this discussion and another 5 for sharing out.

Explain that this is intended to be an open discussion and these are just suggestions for where the conversation might go.

Part 7



Slide 82

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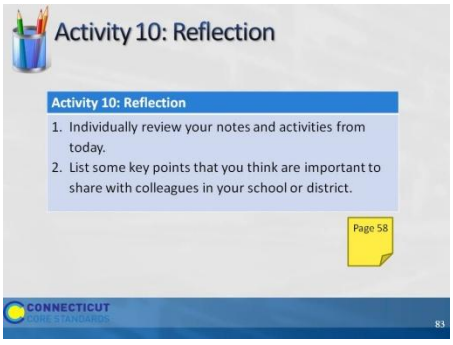
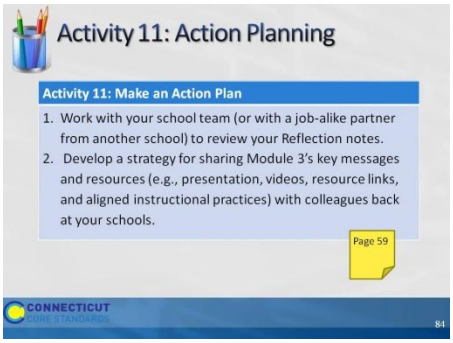


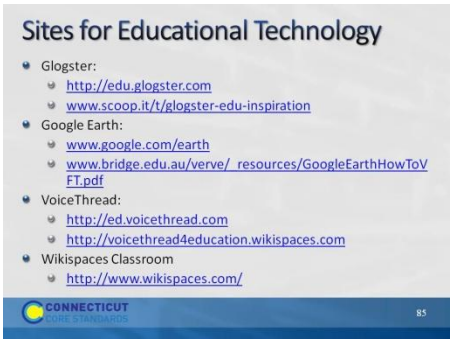
Slide 83

Allow 10 minutes for this activity; adjust time as needed.



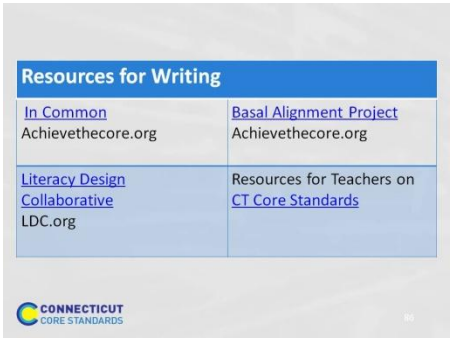
Slide 84

Allow 20 minutes for this activity; adjust time as needed.



Slide 85

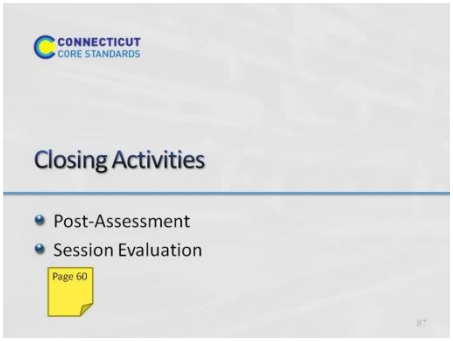
The purpose of this slide is to provide links to resources described earlier. It is intended for those who will access the module online.



Slide 86

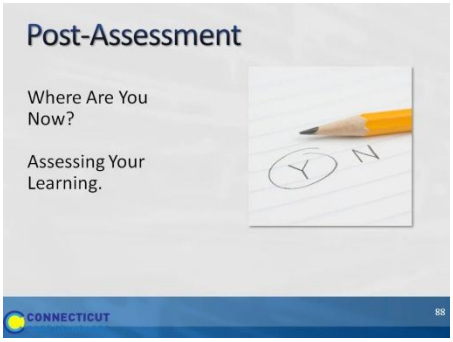
Same as previous slide

Closing Actvities



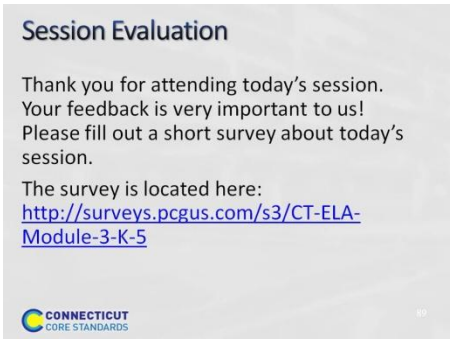
Slide 87

Adjusting for time, you may want to ask groups to share some of their ideas from Activity 10.



Slide 88

The Post-Assessment will be the same as the Pre-Assessment they took in the beginning of the session Ask for further thoughts, questions.



Slide 89

Remind participants to complete the online Session Evaluation. Ask for further thoughts, questions.

Slide 90

Blank.

Slide 91