Module 3
Participant Guide

Supporting All Students in Writing and Research

Activity 4a

Connecticut Core Standards for English Language Arts and Literacy

Grades 6–12

Systems of Professional Learning

Connecticut Core Standards Systems of Professional Learning

The material in this guide was developed by Public Consulting Group in collaboration with staff from the Connecticut State Department of Education and the RESC Alliance. The development team would like to specifically thank Ellen Cohn, Charlene Tate Nichols, and Jennifer Webb from the Connecticut State Department of Education; Leslie Abbatiello from ACES; and Robb Geier, Elizabeth O'Toole, and Cheryl Liebling from Public Consulting Group.

The Systems of Professional Learning project includes a series of professional learning experiences for Connecticut Core Standards District Coaches in English Language Arts, Mathematics, Humanities, Science, Technology, Engineering, Mathematics (STEM), and Student/Educator Support Staff (SESS).

Participants will have continued support for the implementation of the new standards through virtual networking opportunities and online resources to support the training of educators throughout the state of Connecticut.

Instrumental in the design and development of the Systems of Professional Learning materials from PCG were: Sharon DeCarlo, Debra Berlin, Jennifer McGregor, Judy Buck, Michelle Wade, Nora Kelley, Diane Stump, and Melissa Pierce.

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CONNECTICUT ALLIANCE OF REGIONAL EDUCATION SERVICE CENTERS

Part 3: Creating Claims and Writing Grounded in Evidence from Text

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Activity 4a: Writing about Text

DESCRIPTION

Participants use the Jigsaw Protocol to read and debrief Tim Shanahan's chapter "Best Practices in Writing about Text" by examining the following chapter sections: "Introduction," "Writing to Text Models," "Summarizing Text," "Writing about Text," and "Text Synthesis."

Jigsaw Protocol

DIRECTIONS

1. Your table will be assigned one section of "Best Practices in Writing about Text." Individually, read your table's assigned section, using sticky notes to annotate and mark key ideas. (Please do not write on the handout; this is a new publication with limited permission for reproduction. We will be reusing these at other sessions.)

- Introduction (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)

2. As a group, summarize the section together using the space on the next page and decide how you will teach your section to other participants. Create a graphic organizer or list of key points to help you do so. Everyone at the table will need to record this graphic organizer or key points because he or she will go to other tables to teach their section.
3. Regroup with new people at new tables so that each section of the reading has been read by at least one member.
4. Take turns "teaching" the other participants about your section.
5. Return to your original table and discuss.

Summary:

_____
_____
_____
_____

RESOURCES

- 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
- Teaching Tool for 'Best Practices in Writing about Text,' Section _____