

Module 3  
Participant Guide

Supporting All Students in  
Writing and Research

## Activity 8

Connecticut Core Standards for  
English Language Arts and  
Literacy



Grades 6–12

*Systems of Professional Learning*

**Connecticut Core Standards Systems of Professional Learning**

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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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Part 6: Supporting Students in Writing

## Part 6: Supporting Students in Writing

### Activity 8: Viewing a Video

#### DESCRIPTION

In Activity 8, participants will view a segment of a video lesson and analyze student writing activities, observing the ways in which students are supported. Look for supports in reading, speaking, and listening as well.

#### DIRECTIONS

1. As you watch the video lesson where a secondary classroom writes and presents persuasive speeches, jot down your reactions to the following questions in your *Notepad* section titled *Activity 8: Viewing a Video* on page 51.

**What do you see and hear in this class?**

**How are students supporting in writing, speaking, and listening? (Be sure to be looking around the classroom as well as listening to and looking at the immediate activity on camera.)**

2. Use the prompts below to discuss at your table.

#### Discussion Prompts

- What were some of the strategies and supports you saw and heard the teacher use?
- What did you notice about student participation and responses?
- To what extent did this teacher and the lesson sequence prepare students to be competent and confident in their writing?
- What do teachers need to know and be able to do in order to be able to effectively prepare students to write?

#### RESOURCES

##### Video

- Teaching Channel *Writing and Delivering Persuasive Speeches*.  
<https://www.teachingchannel.org/videos/teaching-persuasive-speeches>