Module 3
Participant Guide

Supporting All Students in Writing and Research

Activity 4

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.

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CONNECTICUT STATE DEPARTMENT OF EDUCATION

the RESC Alliance
CONNECTICUT ALLIANCE OF REGIONAL EDUCATION SERVICE CENTERS

Part 3: Writing Grounded in Evidence from Text

Activity 4: 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 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 the handout "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.)
2. Summarize the section together using the space provided below, and decide how you will teach that section to other participants. Using the "Teaching Tool," on the next page, create a graphic or illustration to help you do so. Each person at the table will need to "duplicate" the graphic because he or she will be teaching another group and will need the visual aid. Use the space on the following page.
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:

_____

_____

_____

_____

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

Use the space below to record your graphic, illustration, or key points.