

Module 3
Participant Guide

Supporting All Students in
Writing and Research

Activity 5a

Connecticut Core Standards for
English Language Arts and
Literacy



Grades K–5

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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Activity 5a: Viewing a Video and Having a “Written Conversation”

DESCRIPTION

Participants watch a video lesson on developing argument writing in a third grade classroom. They have a “Written Conversation,” following the directions below.

DIRECTIONS

1. View the video, *Text Evidence to Support an Argument*. Take notes in the *Notepad* section titled *Activity 5a: Viewing a Video and Having a “Written Conversation”* on page 62, using the focus question, **What steps does the teacher take to support students to write with evidence?**

Take 15 minutes for this activity.

2. Identify a partner for a “Written Conversation.”
3. “Written Conversation:” You and your partner will write simultaneous communications to one another about the video using the “Written Conversation” Notes Sheet on the following page. The notes could be anything you would say if you were having a face-to-face discussion. The notes may be narrative in nature, represent new thoughts, or act as responses to what your partner has written. At the facilitator’s signal, you will trade notes every 2–3 minutes, for a total of 3 exchanges. **This is done in silence.**

Take 10 minutes for this activity.

4. When the facilitator gives the signal, you can talk aloud with your partner.
5. Pairs will share with the large group a highlight or thread of their conversation.

RESOURCES

- “Written Conversation” Protocol, from “Teaching Practices and Protocols,” *Grades 3-5 ELA Curriculum: Appendix 1* from <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* from America Achieves. Retrieved from <http://commoncore.americaachieves.org/module/17>

