

Module 3
Participant Guide

Supporting All Students in
Writing and Research

Activity 7

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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Part 5: Supporting Students in Writing

Activity 7: Viewing a Video

DESCRIPTION

In Activity 7, participants return to the video lesson viewed in Module 2, *Analyzing Text, Putting Thoughts on Paper* and look at a third segment of the lesson in which students begin to write. They reflect upon the teaching and learning activities they see there.

DIRECTIONS

1. View the *Putting Thoughts on Paper* segment of the video lesson, *Analyzing Text*.
2. Use the *Notepad* section titled *Activity 7: Viewing a Video* on page 63 to jot down notes for the discussion prompts.
3. Use the prompts below to discuss at your table.

Discussion Prompts

In what ways did the lesson sequence prepare students to be confident and competent in evidence-based writing?

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

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