

Module 3  
Participant Guide

Supporting All Students in  
Writing and Research

## Activity 8b

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.

**Published 2014. Available online at <http://ctcorestandards.org/>**



## Activity 8b: Scaffolding a Writing Task

### DESCRIPTION

Participants will practice writing a focusing question and structuring a scaffolded writing task for a text that they have used in a previous module.

### DIRECTIONS

1. Return to the text you used for your close reading lesson in Module 2 (for which you wrote text-dependent questions). If you prefer, you may choose instead an exemplar text from *Appendix B* of the Common Core State Standards.
2. Using the scaffolded writing task you have just reviewed in Activity 8a as a model, create a writing prompt for your text that contains a focusing question.
3. If time allows, write a few examples on the evidence chart.
4. Share your prompt and focus question with a neighbor who is not your partner, and discuss:

**To what extent will a scaffolded writing assignment be effective with your chosen text and grade level?**

### Think and Write

Day 1

Name \_\_\_\_\_

Date \_\_\_\_\_

Title of story/text “ \_\_\_\_\_ ”

**Introduction to Story:**

---

---

---

---

**Focusing Questions:**

---

---

---

---

1. What will you be writing about? **Underline** the Focusing Question(s) in the assignment.
2. What information will you need to be able to answer the Focusing Question and to explain your answer? Turn to a partner. **Look** carefully at the graphic organizer on the next page as you **discuss** the answers to the questions below. **Color in** the circle next to each question after you have talked about it.
  - What information will you put in the first two columns?
  - Where will you get this information?
  - What information will go in the third column?
  - Where will this information come from?
  - Why are you gathering all this information? What are you trying to figure out?

**Focusing Questions:**

---

---

---

---

<i>Evidence</i>	<i>Page</i>	<i>Elaboration / explanation</i>	<i>Used in your piece?</i>
Example ----- Quote		Example ----- Quote	
Example ----- Quote		Example ----- Quote	
Example ----- Quote		Example ----- Quote	

3. When the class is ready, your teacher will reread the story aloud. Your job is to **listen carefully** for information that will help you to complete the graphic organizer. During the read aloud, every time you hear some evidence from the text that you think belongs on the chart, about the \_\_\_\_\_ or how \_\_\_\_\_, **raise your hand**. The class will stop to discuss what you have noticed and decide whether to add that evidence to the chart.

You may have noticed that there is not much room to write in each box! Don't worry, your teacher will show you how to **"take notes"** in that small space using just key words and phrases.

Sometimes, you will use the author's exact words, which is called "quoting the text." Other times, you will use your own words, which is called "paraphrasing."