

Module 3
Participant Guide

Supporting All Students in
Writing and Research

Activity 9

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 6: Routine and Daily Writing

Activity 9: Writing Tasks in Exemplar Units

DESCRIPTION

Participants will review several exemplar units for embedded writing tasks, discuss the ways routine writing is embedded, and consider ways they or their colleagues embed writing in lessons.

DIRECTIONS

1. Choose and download an exemplar unit from those listed on page 56 in the Resources section for this activity.
2. Working with a partner, identify in the Notes Organizer on the following page the writing tasks and instruction that are embedded in the unit.
3. Record your writing tasks on separate sticky notes.
4. Place your notes on the appropriate chart paper (labeled with the heading, “Opening,” “Work Time,” or “Closing,”) posted around the room by your facilitator.
5. Discuss, using the questions below.

Discussion Prompts

What did you notice about writing in CCS-aligned units?

- Types and purposes of writing?
- Writing as a scaffold, model, or preparation for other tasks?
- Writing instruction?
- Writing as assessment?

Writing Tasks in Exemplar Units: Notes Organizer			
Day	Task	Purpose	Part: O, W, C*
(1)	<i>(Notes for Think, Pair, Share)</i>	<i>(Prepare something to share)</i>	<i>(O)</i>

*O= Opening, W = Work Time, C= Closing

NOTEPAD

Use the *Notepad* section titled *Activity 9: Writing Tasks and Exemplar Units* on page 63 to jot down any ideas you have for how you might use this activity in your school or district.

RESOURCES

Access electronically during the session, or use the unit you downloaded and printed before Module 3 began.

- Kindergarten: America the Beautiful <http://www.readwritethink.org/classroom-resources/lesson-plans/america-beautiful-using-music-1147.html?tab=4#tabs>
- Grade 1: Creative Problem Solving with Ezra Jack Keats <http://www.readwritethink.org/classroom-resources/lesson-plans/creative-problem-solving-with-1023.html>
- Grade 2: Author Study, Tomie DePaola <http://www.doe.mass.edu/candi/model/files.html>
- Grade 3: Engage NY Grade 3 Module 1, Unit 1 Seeking the Power of Education and Reading <http://www.engageny.org/resource/grade-3-ela-module-1-unit-1>
- Grade 4: Using Literary Elements to Determine Theme <http://www.doe.mass.edu/candi/model/files.html>
- Grade 5: Considering Perspectives and Supporting Opinions – Sports and Athletes’ Impact on Culture <http://www.engageny.org/sites/default/files/resource/attachments/5m3a.1.pdf>