

# Building a Culture of Writing

6-12 Disciplinary Literacy  
Session 5



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaode.org](http://gaode.org)

# Universal Design for Learning Principles

*Planning for the learning needs of **all** students*

DeeDee Bunn

Program Specialist, Georgia Project for  
Assistive Technology

Special Education Services and Supports

Georgia Department of Education



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# What is UDL?

Universal Design for Learning is defined in the Higher Education Opportunity Act of 2008 as:  
... a scientifically valid framework for guiding educational practice that:

- A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and
- B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

# UDL Principles



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- Multiple Means of Engagement



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- Multiple Means of Representation



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- Multiple Means of Action and Expression



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# For additional information



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Each "Building a Culture of Writing" session is recorded and posted on the Georgia Standards.org website

<https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-Collaborative-Conversations-on-Building-a-Culture-of-Writing.aspx>

In each recorded session, short videos on Universal Design for Learning (UDL) and Assistive Technology (AT) can be found under the heading:

Instructional Principles for Diverse Learners

# Session Presenters



Richard Woods,  
Georgia's School Superintendent  
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[ga DOE.org](http://ga DOE.org)

Dr. Megan Adams  
Kennesaw State University



Corrie Tuttle  
Cobb County Public Schools



# Good to see you again!



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- Reading and Writing Connection
  - Even our non-ELA teachers with us today realize that reading and writing are woven.
  - We talked to you in January about PBL and how to integrate writing across the curriculum – now we will spend time working on reading across the curriculum.
  - Today's format is an extended KWL with a twist. What do you Know, Why should you care, what did you Learn.

# Time to Chat or Tweet!



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What do you know about content area or disciplinary literacy?



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Or

Use the chat feature

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# Concerns about Informational Texts What do we know?



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- Megan's anecdote
- Corrie – PBL reading assignments
- Question and Answer – what do you need to incorporate informational texts?
- Use the Chat feature or Tweet your response



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# Why should we care?

- Content area literacy has been important and researched since long before the Common Core standards. We know that kids need to read in the content areas in order to understand them. Word problems, science experiments, biographies – these all require different reading skills.

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# Disciplinary Literacy

- Disciplinary literacy is a bit newer. Shanahan (2010; 2016) emphasizes that the difference is an important one. Instead of teaching children to read various things in content areas (passive), we need to ask them to read and think like experts in those content areas (active).
- [Disciplinary Literacy Tools](#)



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# Questions



# Content Expertise

- We talked in our January session about how “obvious” some of the writing demands are for ELA teachers. In disciplinary literacy, I think we are the ones who are a bit behind.
- Corrie – some ideas
- How often do you ask your students to read like a journalist? A librarian? A screenwriter?
- Use the Chat feature or Tweet



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Or use the chat feature

# THIEVES

- [THIEVES lesson](#)
- What we like
- How to apply to 9-12
- \*Note, THIEVES works with textbooks and with nonfiction/informational texts.

# Text Pairing

Here are a few titles we love and what they would work with.

- Grade 6 – The Nazi Hunters – Neil Bascomb (tie to European history portion of the standards)
- Grade 7 – Sugar Changed the World – Marc Aronson and Marina Budhos (powerful connection to India, heritage, slavery – really covers a lot of ELA and Social Studies standards)
- Grade 8 – The Man Who Loved Only Numbers – Paul Erdos (taught in ELA, math connections)
- Grade 9 – The Poisoner's Handbook – Deborah Blum (forensic science and chemistry, taught in ELA)
- Grade 10 – The Immortal Life of Henrietta Lacks – Rebecca Skloot (biology connection, taught in either)



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# Questions





# Working Across Disciplines



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- Don't forget that your text can compliment even if collaboration isn't possible
- When looking for nonfiction and informational texts in ELA, start with the standards of your grade level content partners – look at their standards for themes
- Please use the lists of librarians – they always know more than we do!
- [ALA nonfiction winners list](#)
- [an example of inter-disciplinary units at work](#)

# What did we learn?

- We found after our January session that we connected with each other, other teachers, and the DOE through Twitter. That is a great way to support each other.
- We also created [drmeganadams.educatorpages.com](http://drmeganadams.educatorpages.com) – we can use that space if you are interested.
- Finally, we have an idea to talk about district book swaps. Resources are often scarce; could a district allow books to be loaned across schools within the district? How might you start something like that?



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# Questions



# Additional Professional Learning Opportunities



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## Upcoming Events at your Georgia Writing Project Sites

### Red Clay Writing Project Saturday Morning Workshops held at the UGA Gwinnett County Campus:

- Writing Practice as Spaces for Empathy (Feb. 25):  
[https://estore.uga.edu/C27063\\_ustores/web/product\\_detail.jsp?PRODUCTID=4991](https://estore.uga.edu/C27063_ustores/web/product_detail.jsp?PRODUCTID=4991)
- Powerful Argument Writing (March 25):  
[https://estore.uga.edu/C27063\\_ustores/web/product\\_detail.jsp?PRODUCTID=5037](https://estore.uga.edu/C27063_ustores/web/product_detail.jsp?PRODUCTID=5037)
- Reading and Writing History (April 22):  
[https://estore.uga.edu/C27063\\_ustores/web/product\\_detail.jsp?PRODUCTID=4993](https://estore.uga.edu/C27063_ustores/web/product_detail.jsp?PRODUCTID=4993)

### Kennesaw Mountain Writing Project Second Saturday Workshops at Kennesaw State University:

Non-Fiction Writing (March 11): [http://www.kmwp.org/?page\\_id=1492](http://www.kmwp.org/?page_id=1492)



# National Writing Project Summer Institute



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## Kennesaw Mountain Writing Project

### Institute Dates & Times

March 3 — Application Deadline

April 27 (pre-ISI workshop) — 5:00-7:00 p.m.

April 29 (pre-ISI workshop) — 9:00 a.m.-2:00 p.m.

June 10 — 8:00 a.m.-3:00 p.m.

June 12-23 — 8:00 a.m.-3:00 p.m.

And once a month throughout the 2017-2018 school year

Kennesaw Mountain Writing Project (Kennesaw State University):

[kmwp@kennesaw.edu](mailto:kmwp@kennesaw.edu)

# SSWC

Student Success in Writing Conference



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## THE DETAILS

### WHAT IS IT?

An academic conference bringing together high school, 2-year and 4-year writing teachers and administrators dedicated to improving student success in writing.

### WHEN AND WHERE IS IT?

April 7, 2017, at the International Trade and Convention Center in Savannah, Georgia.

## THE COST

- Early bird registration (until March 10): \$100
- Regular registration (after March 10): \$115
- Part-time faculty & student registration: \$55

## ADDITIONAL INFO

- **Conference website:**  
[www.georgiasouthern.edu/sswc](http://www.georgiasouthern.edu/sswc)
- **Program Draft and Schedule:**  
<https://goo.gl/gSrFKV>
- **Email:** [sswc@georgiasouthern.edu](mailto:sswc@georgiasouthern.edu)

## PROGRAM HIGHLIGHTS

### Keynote Speaker

Christine Farris on "What We Do with Texts: Aligning Reading and Writing across the High School/College Divide"

### Innovative Teaching Ideas

From "Taking Gamification Seriously" to "Teaching Rhetorical Analysis through Music," sessions throughout the day provide practical strategies for teaching writing in new ways.

### High School/College Connections

Sessions such as "Dual Enrollment or Duel Enrollment" and "From the Horse's Mouth: Preparing Students for the First Year of College" offer insights into helping student writers transition from high school to college.

### Fresh Approaches to Feedback

Presentations such as "Remixing Responses: How Multimodal Feedback Encourages Reflection and Awareness" provide insights into how to offer feedback that makes a difference.



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# Georgia Writing Project Sites



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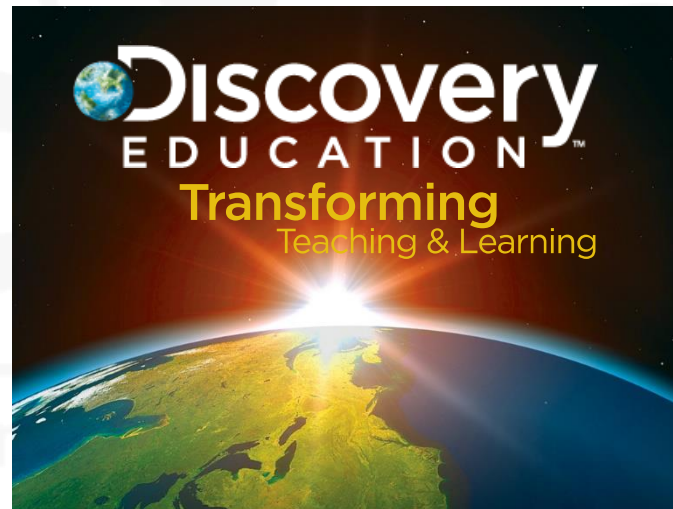
- Red Clay Writing Project (University of Georgia): [rcwp@uga.edu](mailto:rcwp@uga.edu)
- Cherokee Rose Writing Project (University of West Georgia): [crwp@westga.edu](mailto:crwp@westga.edu)
- Georgia Southern Writing Project (Georgia Southern University): [katalb@georgiasouthern.edu](mailto:katalb@georgiasouthern.edu)
- Kennesaw Mountain Writing Project (Kennesaw State University): [kmwp@kennesaw.edu](mailto:kmwp@kennesaw.edu)

# Coming in March!

## Bonus *Digital Literacy* Webinar

Georgia Public Broadcasting and Discovery Education

Access webinar on [GSO](#) following the K-5 Digital Literacy Session on March 14th





Thank  
you



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