

Building a Culture of Writing Digital Literacy K-5

Presented by
Dr. Meghan Welch &
Alison Eber



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

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.

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UDL Principles



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- Multiple Means of Engagement



Image courtesy of hywards at
FreeDigitalPhotos.net

- Multiple Means of Representation



Image courtesy of bakorn at
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- Multiple Means of Action and Expression



Image courtesy of ddpavumba at FreeDigitalPhotos.net

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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



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City Schools of Decatur



Dr. Meghan Welch
Georgia State University



What is Digital Literacy?



The American Library Association defines digital literacy as:

“The ability to use information and communication technologies to find, evaluate, create, and communicate information requiring both cognitive and technical skills.”

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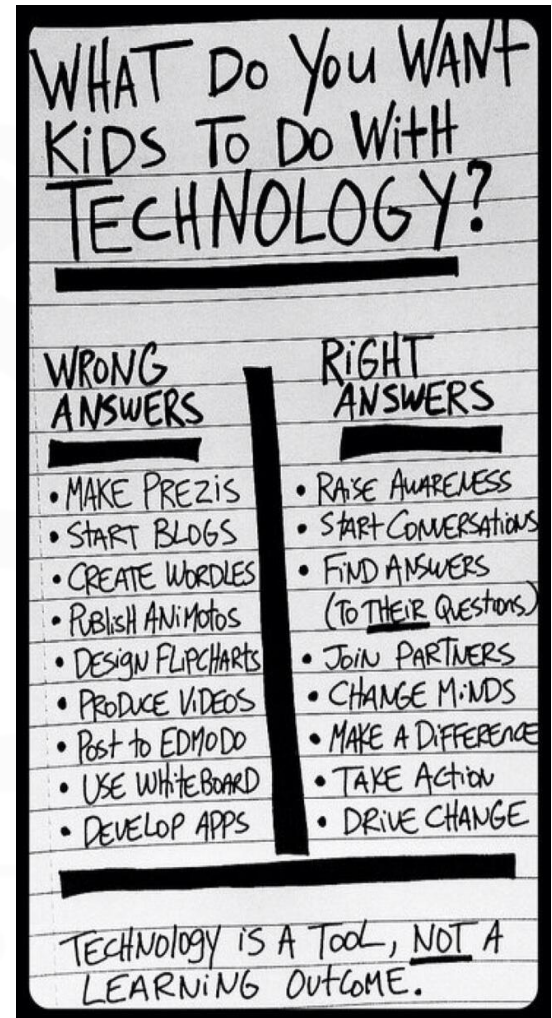
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How is digital literacy different from technology integration?

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Key Questions

1. What do you want students to accomplish/learn?
1. Could a digital tool enhance that learning?

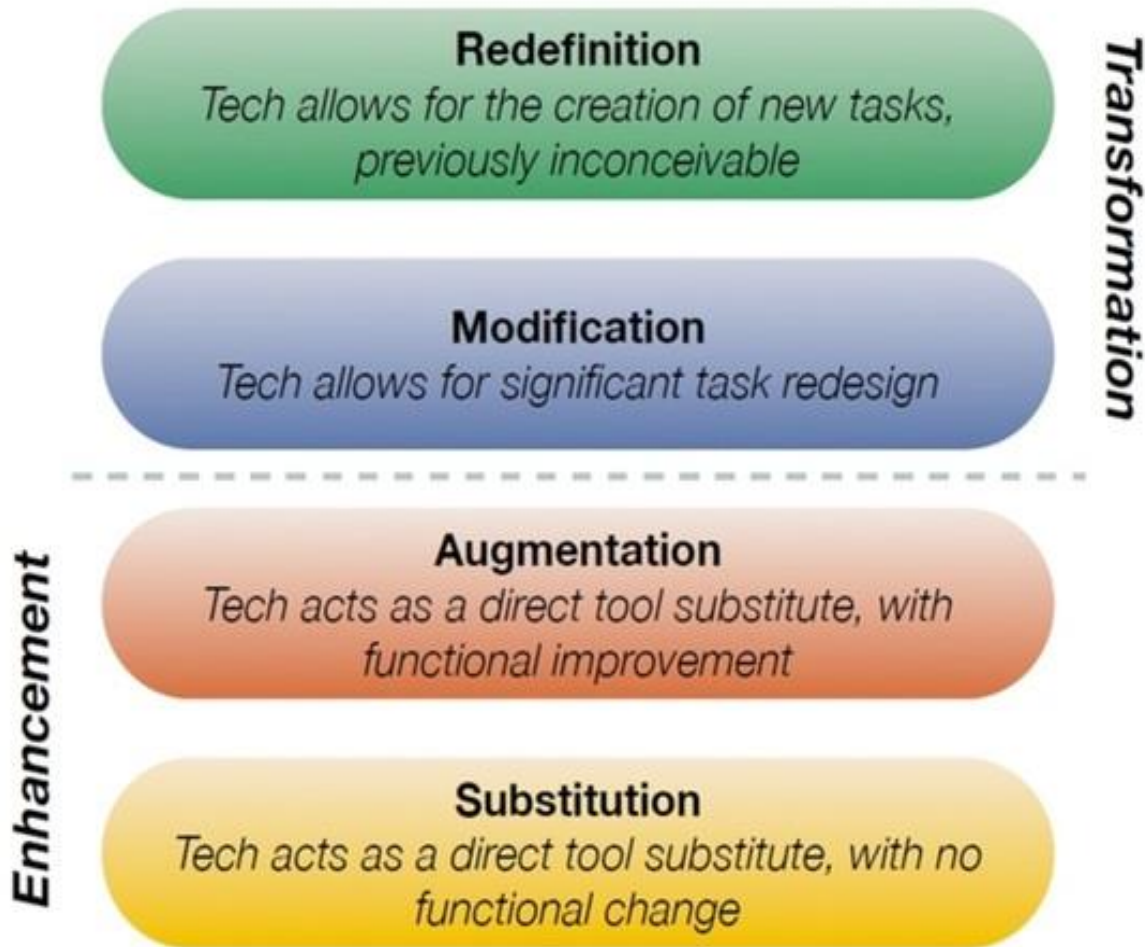




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3 Factors for Effective Technology Use

1. Students are active learners and have access to feedback about their performance.
2. Students actively analyze and create media.
3. Teachers leverage tools to connect learning experiences in the classroom with the outside world. ~Vega (2013)



The SAMR Model (Puentedura, 2009)



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A digitally literate person...

- Possesses the variety of skills – technical and cognitive – required to find, understand, evaluate, create, and communicate digital information in a wide variety of formats;
- Is able to use diverse technologies appropriately and effectively to retrieve information, interpret results, and judge the quality of that information;
- Understands the relationship between technology, life-long learning, personal privacy, and stewardship of information;
- Uses these skills and the appropriate technology to communicate and collaborate with peers, colleagues, family, and on occasion, the general public; and
- Uses these skills to actively participate in civic society and contribute to a vibrant, informed, and engaged community.

Big Ideas: Consumer vs. Producer



Flickr creative commons – JVC America



Flickr creative commons – The Marmot

Digital Citizenship Curriculum



Internet Safety



Privacy & Security



Relationships &
Communication



Cyberbullying &
Digital Drama



Digital Footprint &
Reputation



Self-image & Identity



Information Literacy



Creative Credit &
Copyright



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Big Ideas: Digital Citizenship & Media Literacy

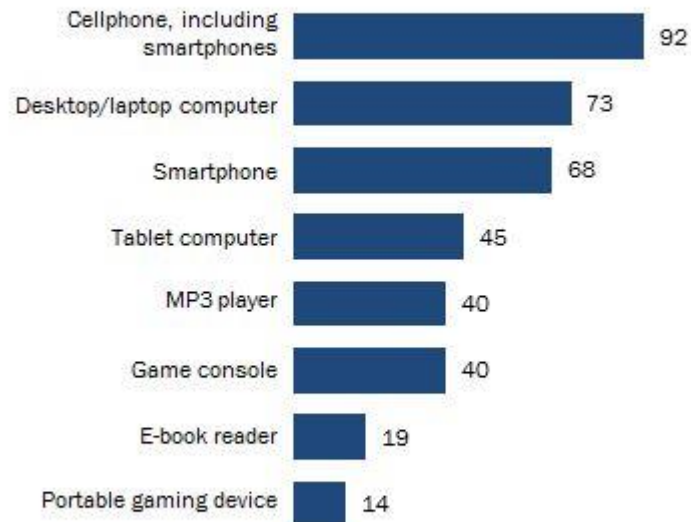
 common sense education®

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Big Ideas: Access vs. Participation

Cellphones, Computers Are the Most Commonly Owned Devices

% of U.S. adults who own each of the following devices



Source: Pew Research Center survey conducted March 17-April 12, 2015.
Smartphone data based on Pew Research survey conducted June 10-July 12, 2015.

PEW RESEARCH CENTER

Time to Chat or Tweet!

Given the 3 over-arching topics for this conversation, what are you most looking forward to discussing or hearing about?



#CultureofWriting
@GADOEELA

Or

Use the chat feature



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Active Learning with Digital Tools

Consuming and/or Producing



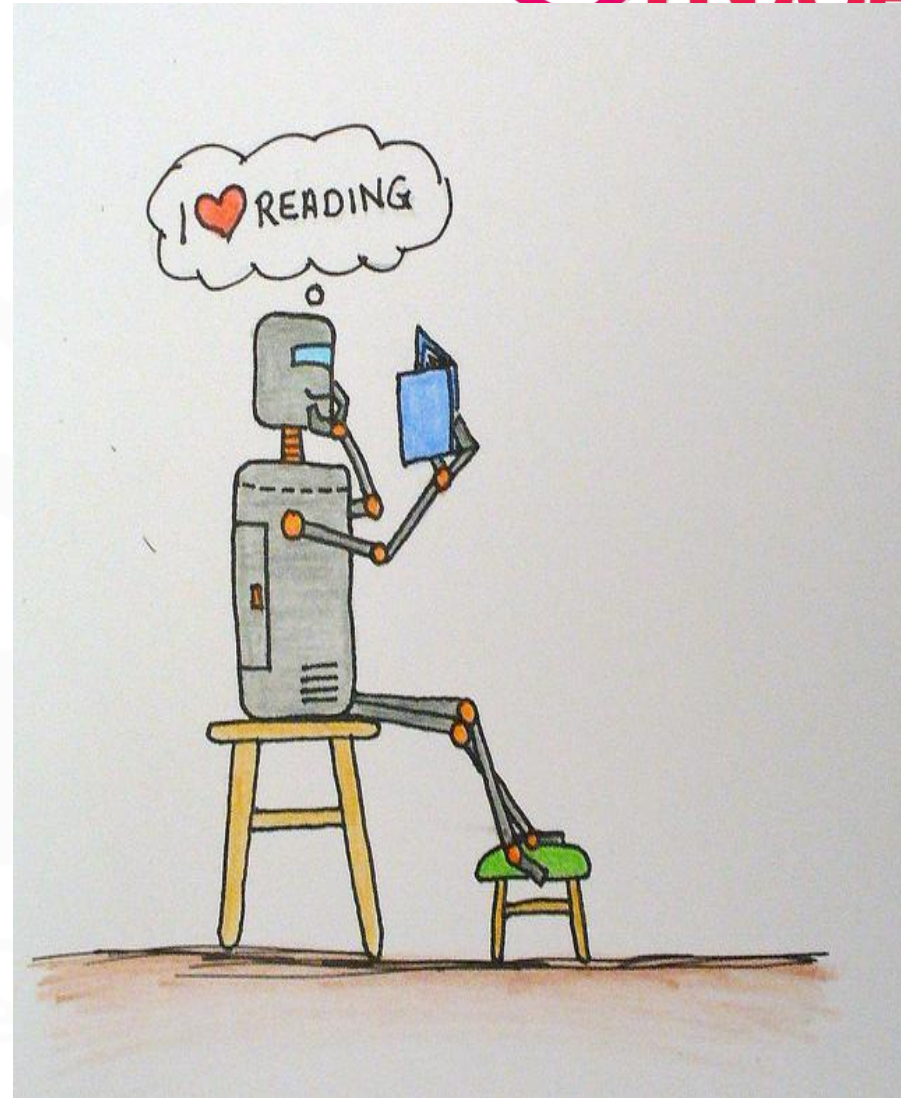
Entry Point: The Digital Story

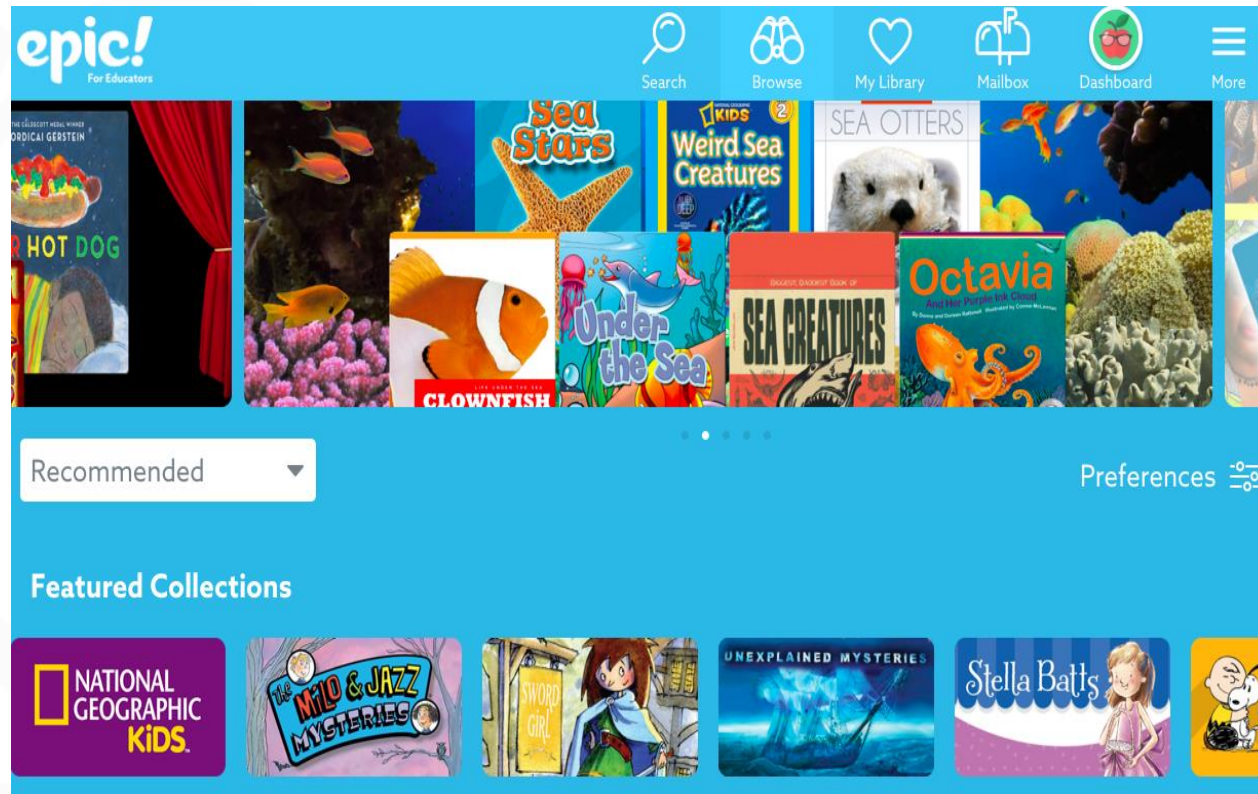
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Audiobooks

Why?

- Builds listening comprehension (SL.2)
- Promotes reading fluency and visual tracking (RF.1)
- Develops lifelong reading habits (RL.10)
- Supports learners with diverse needs





www.getepic.com

Other Resources for Audiobooks



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MeeGenius

www.meegenius.com

Paid & Free Content



www.storylineonline.net



www.storynory.com

Free Content

Creating Media

Producing Media



Flickr: <https://www.flickr.com/photos/ivanwalsh/>

Digital Retelling & Writing



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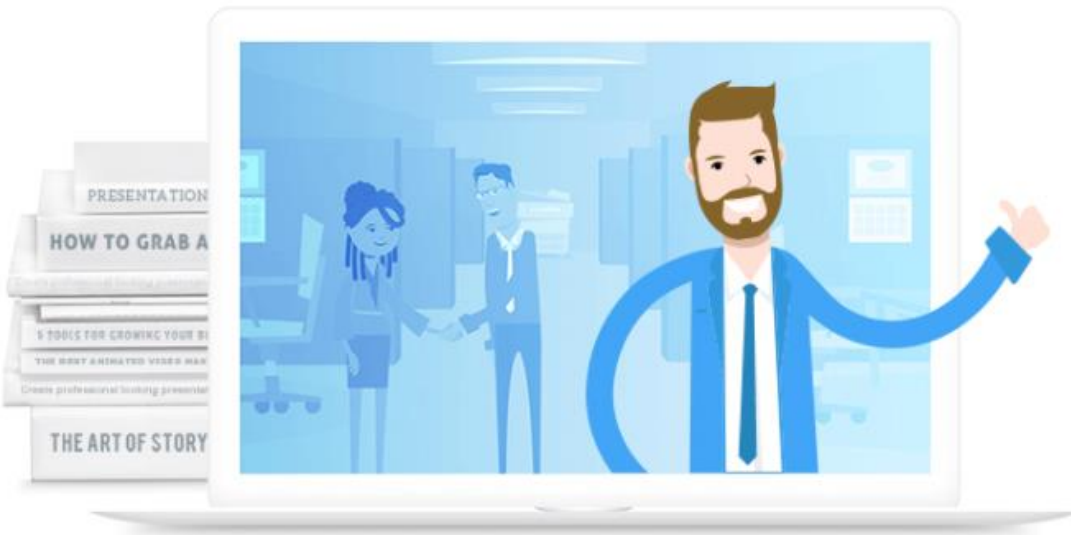
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RL.2 & W.3

Digital Retelling & Writing



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Blogs

Top 10 Reasons for Students to Blog

Blogging...

- 1 Promotes collaboration 
- 2 Establishes a home-school connection 
- 3 Improves writing and digital literacy 
- 4 Showcases student accomplishments  **Hooray!**
- 5 Gives students a voice 
- 6 Teaches digital citizenship 
- 7 Gives students a global and authentic audience 
- 8 Creates a digital portfolio 
- 9 Is cross-curricular  **MATH**
SCIENCE
PHYSICS
SOCIAL STUDIES
LANGUAGE ARTS
VISUAL ARTS
MUSIC
DRAMA
- 10 Develops critical thinking skills 

@sylvia duckworth

KidBlog.org



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Kidblog

WHY KIDBLOG PRICING ADMIN PRO BLOG CREATE A CLASS LOG IN

Safe & Simple Blogs for Your Students

Your students have a voice at Kidblog. We're trusted by teachers around the world. Set up your class for free in 30 seconds.

Students



Enter your Class Code

Teachers



Sign up for Free

Parents



Connect with your Kids



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Tips for Blogging with Students

- Establish CLEAR guidelines
 - Digital safety – no personal information like last names
 - Respectful and purposeful commenting/feedback
- Model best practices by participating with students
- Moderate posts and comments
- Give authentic reasons for blogging (think audience and purpose)
 - Book reviews
 - Class news
 - Collaborative projects

Vlogs (Video Logs)



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What you'll need:

- Computer with webcam or tablet with camera
- Quiet space
- Backdrop (optional)



SL.4-6

Vlogs (Video Logs)



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What Students Do:

- Greet viewers
- Introduce book
- Describe events & give opinions
- Speak loudly and clearly
- Listen back to recording
- Share with others

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Benefits of Vlogs (Video Logs)

1. Promotes reflection among learners of all ages
2. Forces students to organize and revise their thoughts
3. Develops speaking and listening skills
4. Mimics real world activities on YouTube, Facebook, Instagram



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Online Discussions

Why?

- Changes the dynamic of discussions
 - Wait time
 - Harder for one person to dominate
 - More opportunities to be heard
- Teaches importance of tone and clarity
- Curates learning

How?

- Google Classroom (<http://classroom.google.com>)
- Edmodo (<http://www.edmodo.com>)
- Today's Meet (<http://www.todaysmeet.com>)
- Padlet (<http://www.padlet.com>)
- KidBlogs (<http://kidblog.org>)

padlet SIGN UP LOG IN SHARE

Kristinzf +3 • 6mo

Did the Little Red Hen do the right thing?

Hi Friends! Please respond to our read aloud here.

Joe
Yes she did

Rachel
Yes and no she did all the work but she shod there the cake

ZF
No she should share

Leo
She did the rit thing becauaes She hade to do evry thing

Avery
Yes she did she did do the rite thing

Col
Yes cos she did all the wrk

Anonymous
She hast to ser The. Food

Ariel
Good job little red hen

Nola
The cat and the dog and the Mouse lrd a lesin

Ms Z
I think that the dog, cat and mouse did not collaborate very well. Why didn't they help her?

Aimee
If they had made it they wold had eat in it

Dana
No

Tatum
The ltol rad han do the retr then

Adam
The red hen did the writ thing Because the other animals did No work.

Dan s
No

Ariel
I think she did the right thing!

Avery t
Yes she was becose they didn't help

Hannah
I thik the litle red hen did the rite thig bekas she hat to Do haws wok and Ador wok.

Jacob
She shod share but the cat and dog and cat shod help

Max
The hen did the rite fing

Georgia Digital Bulletin Board - Padlet.com Education

Time to Chat or Tweet!

Any insights gained? Have you noticed that your own students' writing or conversing habits are different online than in person?



#CultureofWriting

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Or

Use the chat feature

Questions



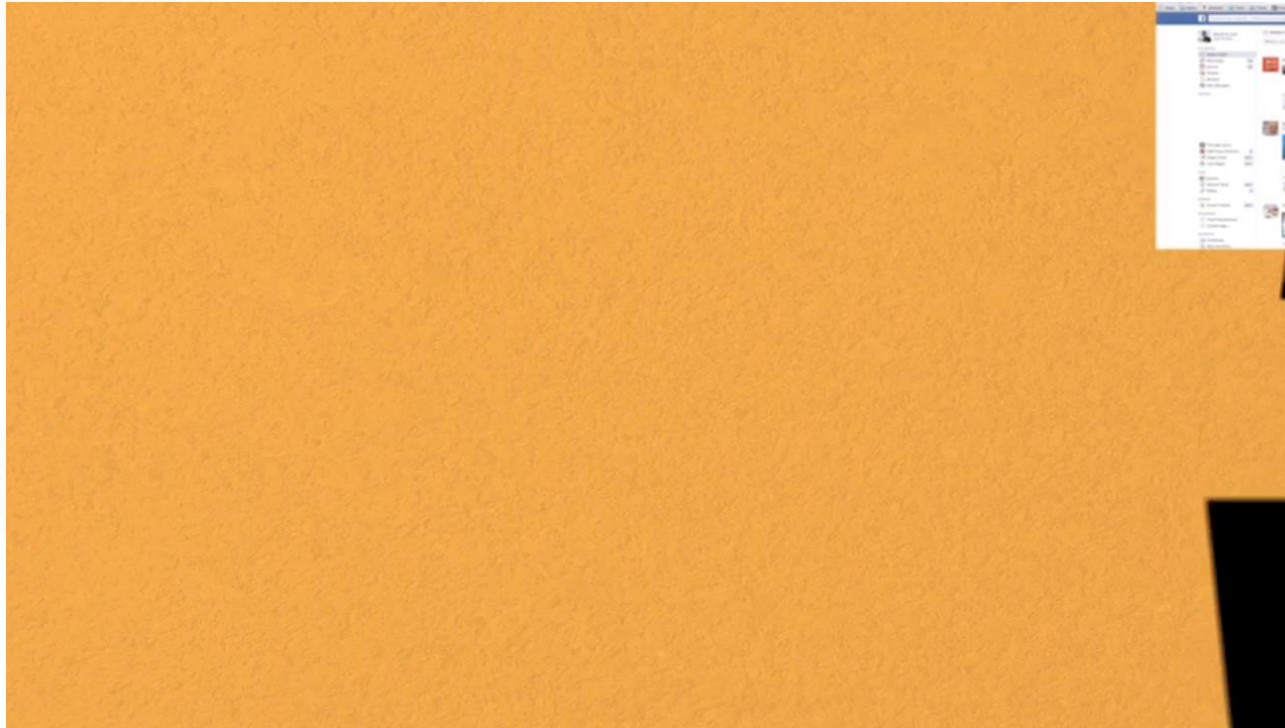
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Big Ideas: Digital Citizenship & Media Literacy



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<https://www.youtube.com/watch?v=GlaRw5R6Da4>

From MediaLiteracyNow.org @MediaLitNow

Conducting Research

- Gather resources on your topic
- Generate a list of subtopics and keywords
- Use the text structure to determine importance
- Take notes on important ideas/details
- Synthesize ideas from multiple sources

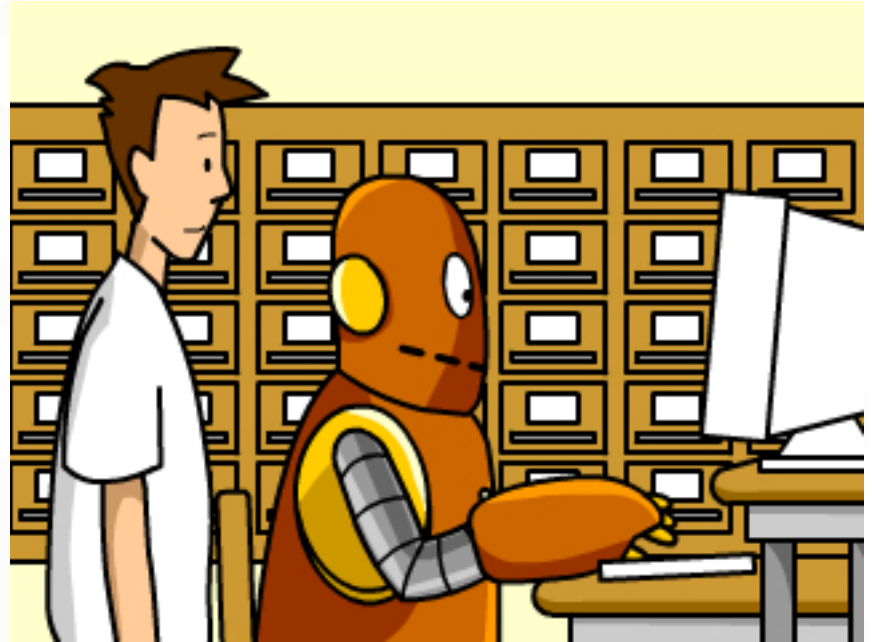


Image from BrainPop on Flickr at <https://flic.kr/p/82NApy>

Gather Resources

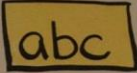
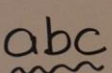

www.symbaloo.com



W.7 & W.8

Reading & Thinking

Are you a Good Reader?

- Use  (the highlighter tool) for new or important vocabulary words.
- Use abc (the underline tool) for main ideas.
- Use  (the squiggle tool) for unknown words.
- Use  (the sticky note tool) for asking questions, making predictions, or leaving think marks.

- Working with .pdf files
- GoodReader or iAnnotate
- Google Classroom
- Synthesizes reading skills depending on purpose and task
- Creates a lasting record of reading

Hyperdocs

Developing Comprehension in a Digital World Nonfiction Notes Grade 5

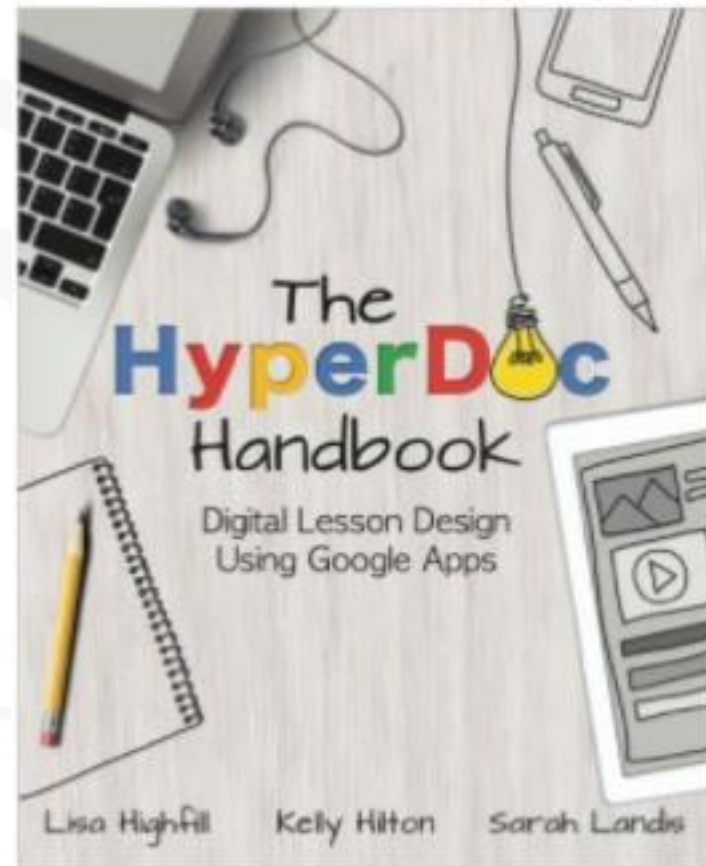
Put articles right on the doc!



Title of text: [Time For Kids](#) article: [A Winning App](#)

Use this template to take notes while you are reading the article:

WHO is the article mostly about?	
WHAT is the main event of the article?	
WHERE does the story take place?	
WHEN is the event happening?	
WHY is this article important?	
BIG IDEA!!	



Hyperdocs

Developing Comprehension in a Digital World

How Should We Manage Forest Fires?

To use this document, go to: *File > Make a copy > rename document > share with your teacher*

After you have read the article, and re-read it if necessary, share your thinking:

Text Evidence (copy and paste from article)	My Thinking (copy and paste from my brain)
According to the article, after the people stopped using suppression on the forest fires, the forests started to get more dense with growth and now the fires are more intense. This proves that wildfires are more dangerous for this reason.	During the article, I read that wildfires play an important role in a healthy ecosystem because they help replenish the soil in the ground. It helps new plants grow in the area. I think that wildfires are good for this reason. They can also be bad because they destroy the homes of animals and people.
In the article it says that there are things that contribute to wildfires and make them worse. These things are:	I think that it's bad that the wildfires in the forests are increasing each year, there isn't really anyway to stop the wildfires increasing, but we should have people ready so that its can be stopped as quickly as possible.
They maintain the ecological integrity by replenishing and rejuvenating the landscape while helping to return nutrients to the soil.	A fire is acting like a garbage can because it is taking out the dead and old wildlife and then renewing it with newer and better life.
<p>"At the same time, wildfires can become unwieldy and pose a severe threat to the stability of our communities."</p> <p>"We will have to ask ourselves how we weigh the risks of our forests' health against the safety of our own communities."</p>	A fire just like every other fire is dangerous, but every couple of years a special group should be made to clear out families in the forest and then create a small fire. We should copy the Native Americans and create a small fire to burn out the old and bring in the new. After the fire we should leave the forest to naturally regenerate instead of clearing out the dead trees and brush. After a long time of waiting, when the forest is completely alive again, we should cut down tree branches and brush but not entire trees.

Did this article take a side?

The article I read did take a side because, although it did mention that fire added new nutrition afterwards, the entire article told and gave examples of the disasters that wildfire can cause. What language led you to believe that?

What language led you to believe that?

The narrator used negative language such as: impossible, choking, killing, suffocating, dying, thousands of years, cutting down, and destroying. Afterwards it used reassuring language in an attempt to prove to the people that there were options in their favor. Some used words were: hope, balance, resolve.

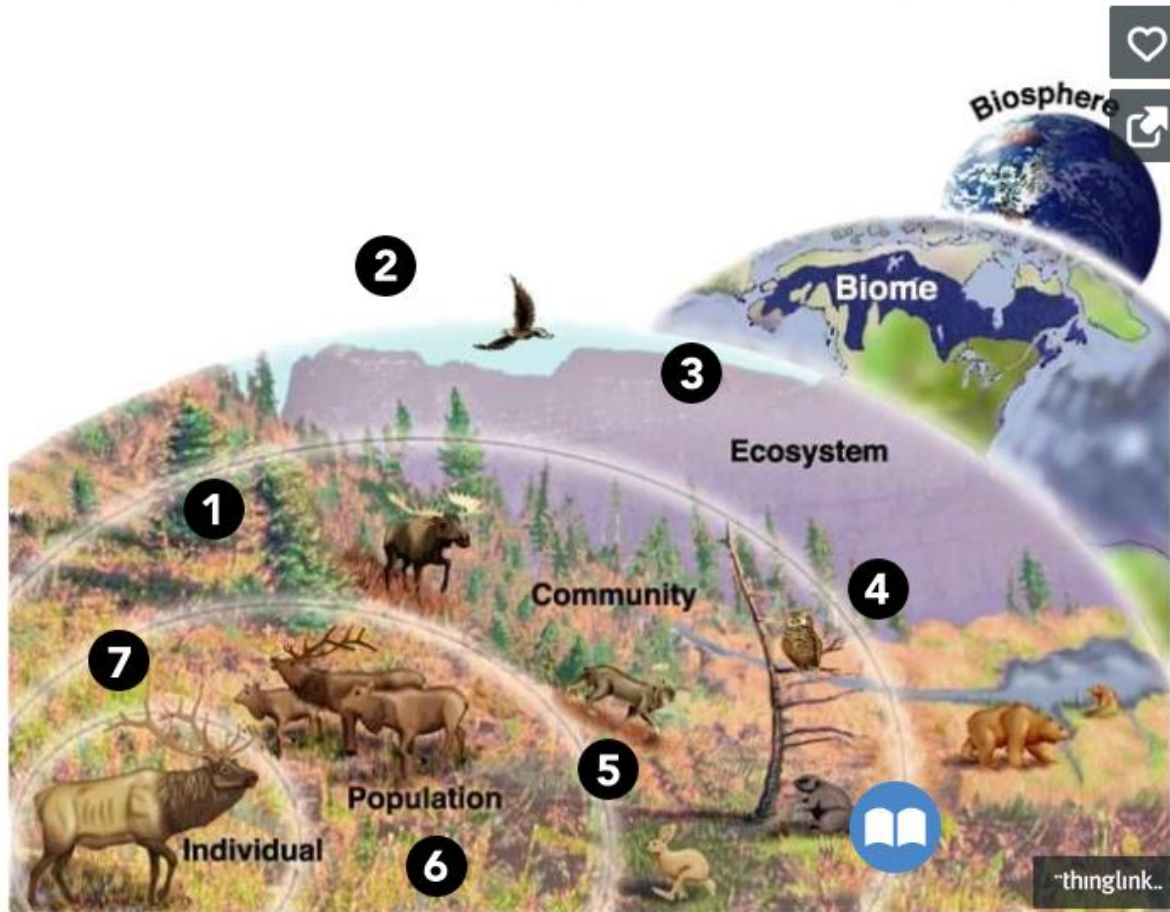
- Differentiated instruction
- Permanent work product
- Easy revision and commenting
- Target multiple standards at once

Annotating Thinking

Breaking down ecosystems: **Organization of Living Things**



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Viewing and Analyzing Images



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Why?

- Increasingly visual world
- More information communicated through pictures
- Teaches inferring (RI.1)
- Prompts creative writing



<https://www.pinterest.com/pin/145663369179070267/>

Build Background Knowledge



Field trips to virtually anywhere

From Machu Picchu to Antarctica to the International Space Station - where will you take your class?

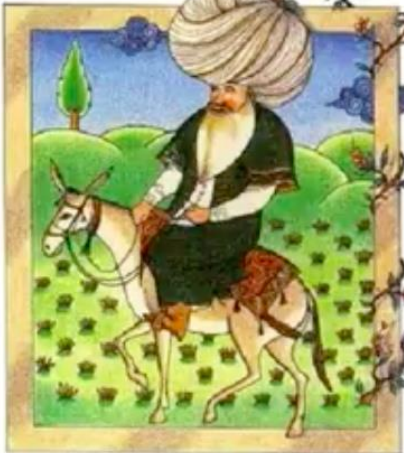
<http://edu.google.com/expeditions/>

Google Lit Trips



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4.3 "The Bowl-Shaped Hill"



Mullah Nasruddin
[Image Source](#)

Supplemental Information
Read some Mullah Nasruddin stories [here](#). The stories are extremely short and are sometimes thought of as "jokes," but many see deeper meaning in these stories.
Read the story of Rostam and Sohrab [here](#).
Directions: [To here](#) - [From here](#)

Reference
Page 27-34
"After school, Hassan and I met up, grabbed a book, and trotted up a bowl-shaped hill just north of my father's property in Wazir Akbar Khan...I read him stories he couldn't read for himself. That Hassan would grow up illiterate like Ali and most Hazaras had been decided the minute he had been born, perhaps even the moment he had been conceived in Sanaubar's unwelcoming womb —after all, what use did a servant have for the written word?"

Thinking About the Story

1. List historical examples of people who have been forbidden from getting an education. What are the typical reasons used to justify forbidding people from learning to read? Who benefits from these laws?
2. Sometimes when friends tease each other, they justify the cruelty by saying "I was just joking" or "Can't you take a joke?" Should Hassan just laugh off Amir's joke, when Hassan asks Amir what "imbecile" means? Why?
3. Do you think that Amir's "joke" is a result of his being "foolish" (not knowing better) or of his being "aloof" (knowing better, but not caring)? Why? Are you impressed with the way Amir handles his guilt feelings after playing this "joke" on Hassan? Why?
4. What connections do you see between the "joke" Amir plays on Hassan and Hassan's favorite story of Rostam and Sohrab?
5. Ironically, Amir gives Hassan credit for starting him on his writing career. And, later Hassan stuns Amir with very good writing advice in spite of his being an "illiterate Hazara." Have you ever been shocked by the intelligence of someone you had assumed was "beneath you" intellectually? Describe those feelings.

Image © 2010 DigitalGlobe
Image © 2010 GeoEye

<http://www.googlelittrips.org/>

Questions



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Analyzing Media

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Noticing Web Features



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5W's & 1H of Fake News

the news literacy project
How to know what to believe

- **WHO** wrote the article?
Is there a byline or author?
- **WHAT** is the publication?
Is it a credible or trusted news source?
- **WHERE** do the sources inside come from?
Are they named? Are they legit? Are they absent?
- **WHEN** was it published?
A missing date could raise a flag.
- **WHY** did the writer create it?
What was the motivation? Would you share it with someone?
- **HOW** did it make you feel?
Angry? Excited? Any other strong emotions? That could be another flag. Is it suspicious? To what degree can you fix it?

<http://www.timeforkids.com/files/5ws1h.webcast.pdf>

CARS

Credibility
Accuracy
Reasonableness
Support

ment of Education



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Questions to Ask About a Source

1. Do you know who the source is, or was it created by a common or well-known source? Example National Geographic, Discovery, etc.
2. How does it compare to what you already know?
3. Does the information make sense? Do you understand the information?
4. Can you verify that the information agrees with three or more other sources that are also reliable?
5. Have experts in the field been connected to it or authored the information?
6. How current is the information?
7. Does it have a copyright?

Activities to Try



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<http://allaboutexplorers.com/explorers/>

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Activities to Try



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Christopher Columbus

Christopher Columbus was born in 1492 in Genoa, Italy. His home was on the sea and Christopher longed to become an explorer and sailor. However, as a young man, Christopher went to Portugal and got involved in the map making business with his brother, Bartholomew. This business made Columbus a rich man. His books of maps are still found today in every library in the world.

During this time, people were very interested in finding a sailing route around Africa to China, Japan and India. They believed they would find expensive jewels and riches. The experts believed that sailing east was the best route. Columbus, however, argued that sailing in the opposite direction would get them to these lands much faster. King John II of Portugal, along with the Kings of France and England thought Columbus was crazy and refused to help him make the voyage.

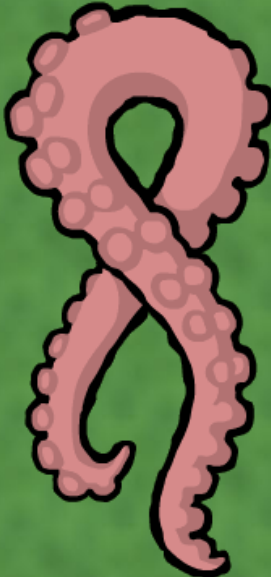
Columbus knew he had to make this idea of sailing, using a western route, more popular. So, he produced and appeared on infomercials which aired four times daily. Finally, the King and Queen of Spain called his toll-free number and agreed to help Columbus.



Christopher Columbus

<http://allaboutexplorers.com/explorers/>

Activities to Try

A stylized illustration of a pink tree octopus with large suckers, set against a green background.


Help Save The **ENDANGERED** PACIFIC NORTHWEST TREE OCTOPUS From **EXTINCTION!**

[About](#) [HELP!](#) [FAQs](#) [Sightings](#) [Media](#) [Activities](#) [Links](#)

THE PACIFIC NORTHWEST TREE OCTOPUS

The Pacific Northwest tree octopus (*Octopus paxarbolis*) can be found in the **temperate rainforests** of the Olympic Peninsula on the west coast of North America. Their habitat lies on the Eastern side of the Olympic mountain range, adjacent to Hood Canal. These solitary cephalopods reach an average size (measured from arm-tip to mantle-tip,) of 30-33 cm. Unlike most other cephalopods, tree octopuses are amphibious, spending only their early life and the period of their mating season in their ancestral aquatic environment. Because of the moistness of the rainforests and specialized skin adaptations, they are able to keep from becoming desiccated for prolonged periods of time, but given the chance they would prefer resting in pooled water.

An intelligent and inquisitive being (it has the largest brain-to-body ratio for any mollusk), the tree octopus explores its arboreal world by both touch and sight. Adaptations its ancestors originally evolved in the three

A photograph of a tree octopus resting on a pine branch in a forest.

Rare photo of the elusive tree octopus

CEPHALONEWS

2017-02-14 **If Your Hands Could Smell, You'd Be An Octopus** (KQED)
"The suckers are hands that also smell and taste. They're smelling the water with their suckers."

2017-02-13 **Mismatched Eyes**

<http://zapatopi.net/treeoctopus/>

Activities to Try

Simon Says Find Fake News

Two Truths and a Lie

"Let Them Eat Cake!"

Twitter Sources for more activities:

- @MediaLitNow
- @MedEduLab
- @ReneeHobbs



Time to Chat or Tweet!

Any new insights or questions?



#CultureofWriting

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Or

Use the chat feature

Connecting to the Outside World

Access vs. Participation



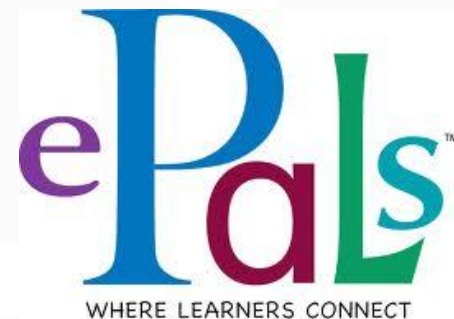
Flickr: Anthony Kelly

Skype or Facetime

1. Collaborate with other classrooms (SL.1)
2. Conduct expert interviews (SL.3)
3. Support absent students or connect on snow days



<http://education.skype.com>



<http://www.epals.com>

Twitter



- Connect your classroom to others to share thinking
- Participate in conversations or Twitter chats for your own PD



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[gadoe.org](http://ga.gov/gadoe.org)



<http://tammyworcester.com/class-tweeter-template/>

Give it a try with your students through a teacher-moderated Class Tweeter Template operated through Google Forms and Sheets.

Instagram



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1. Great examples of other classrooms and their work = free PD
2. Opportunity to reflect on your practice in an authentic way
3. It's okay to lurk and follow!

#teachersfollowteachers

#teachersofinstagram

#iteachfourth

#iteachtoo

#teachersoftpt

#iteach4th



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Tips for Teachers

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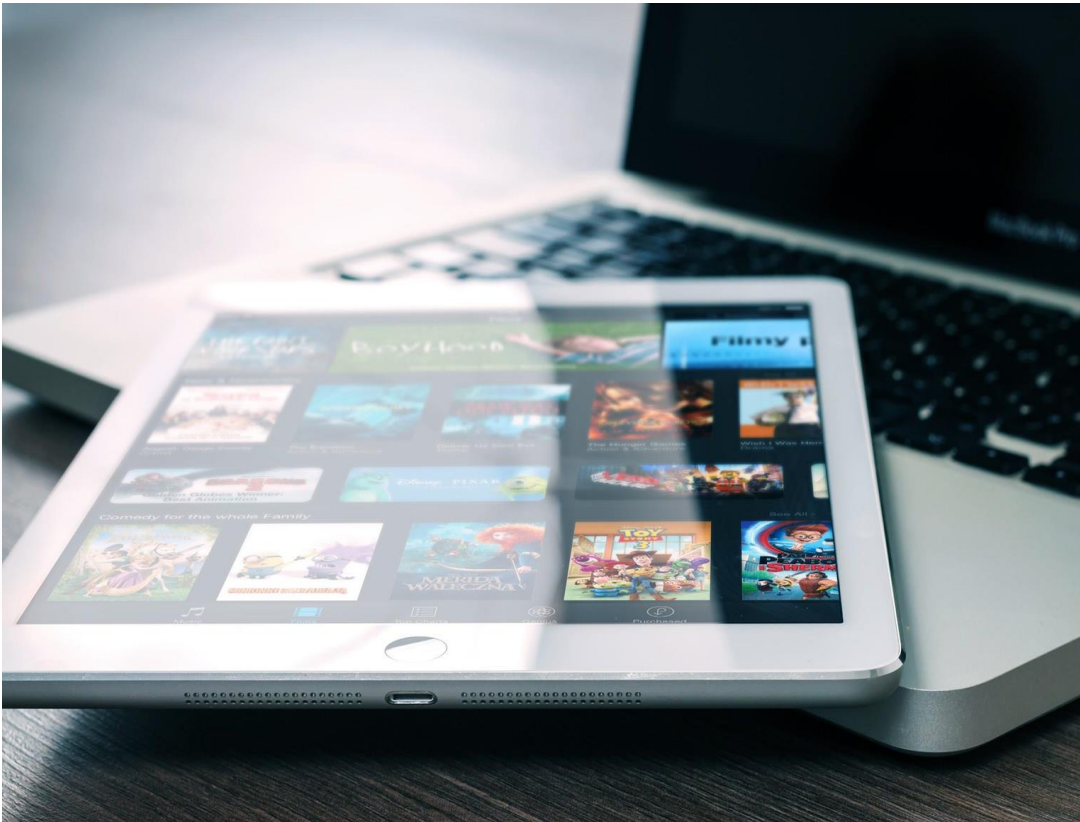


1. Don't wait until you feel like you're a tech wizard. The kids may figure things out on their own, and it's good to model problem solving with technology.



Image credit woodleywonderworks on Flickr at <https://flic.kr/p/8Jkhjr>

2. Take lots of pictures to build an archive of the learning you've done together.



3. Carve out time for teachers and students to play with the tools you have.

4. Allow paper and technology to co-exist in balance.



Questions



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org





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Georgia's School Superintendent
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Universal Design for Learning

DeeDee Bunn,

Program Specialist, Georgia Project for Assistive Technology

Special Education Services and Supports

Georgia Department of Education

Digital Literacy Resources



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

Bonus *Digital Literacy* Webinar

Georgia Public Broadcasting and Discovery Education

Access webinar for information about digital resources on

[GSO](#)



Thank
you



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