Building a Culture of Writing

Grades K-5

Session 4: Writing Across the Curriculum
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
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

• Multiple Means of Engagement

• Multiple Means of Representation

• Multiple Means of Action and Expression
For additional information

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

Dr. Roberta Gardner, Georgia State University

Dr. Beth Friese, Gwinnet County Schools
Research on Writing Across the Curriculum

1. Literacies not literacy (Street, 1995)
2. Multiplicity of Writing (Freedman, Hull, Higgs, & Booten, 2015; Yancy, 2009)
3. Qualitative shifts and Potential Development
4. SRSD (Graham & Harris, 2003, 2005)
5. Sociocultural Dimensions (Dyson, 1993; Kirkland, 2011)
6. Reading and Writing Reciprocity (Bourque, 2016)
Four Resource Model

Identity

Jones, 2006
**Authentic Purposes For Writing Across the Curriculum**

- Inquire
- Express Ideas
- Share Knowledge
- Review Learning

**What do we mean by authentic writing?**

Authentic writing is any type of writing that students genuinely want to engage in. It includes opportunities for choice, voice, as well as an opportunity to address their learning desires.
Intentional Writing Experiences Across the Curriculum

- Analysis of Word Choice in Biographies
- Examining stylistic Approaches/Voice authors use for writing about and describing animals
- Creating original infographics and charts for a nutrition project
- Informational poems using humor
- Comics using homophones

Pause and TWEET
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Shared Reading

- Sticky Words
- Creating curiosity around words
- Locating chunks in the word
What Did You Notice?

Noticings Chart

leaves and leaves
faterpillar
pupa

She eats eight leaves at least to fill her
Which leaves her like a faterpillar
Then she checks inside of a pupa
and comes out Madame butterfly
How super

Code-Breaker
Meaning Maker
Text-User

Orthography Detectives

Mini-lesson activities poetry
workshop
Warm up their cuing systems

Process oriented
Conversations
How is Writing Used to Support Learning in Your Classroom Across Multiple Content Areas?
Pause and TWEET
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Exploring the Characteristics of Living Organisms
Multimodal Writing
Investigate the Properties of Light & Sound

I was making a shadow in my room. I make another shadow.
Shadows

A Shadow. What you need for a shadow is a sun and a prism or an object that reflects the light.
Exposure to Appealing Texts

Multiple Modes, Genres and Text Types
Describe the universe as including the moon, sun, other stars, and planets
Questions
Journaling and Drawing Math Concepts

- Expanding possibilities
- Creating Images
- Low Stakes Opportunities
Mapping their World

What happens in Writing Workshop when students are at the heart of the curriculum?
Discuss the lives of Frederick Douglass and Susan B. Anthony and their efforts to expand people’s rights and freedoms in a democracy.
Exploring Writers’ Crafts in Social Studies

Richard Woods,
Georgia’s School Superintendent
“Educating Georgia’s Future”
gadoe.org

The following is a written piece by a student, possibly used as a teaching tool for exploring writers’ crafts in social studies.

**Scene 1**

Fedric is a slave.

Oh! well I live in a big house.

I was born free.

No! I’m not a slave.

I was not free.

Then I decided:

Sorry well,

What do you do as a slave.

I misuse crafts.

For my master,

Do you do the same.

As I cook with my mom, I think its fun.

Wow that sounds like so much fun.

Fedric

but he did not.

die all his

punishment was

burned but his kids on

**Scene 2**

Ah! Ahh! Ahh!

They should not burn it!
Discuss the life of Mary McLeod Bethune and her efforts to expand people's rights and freedoms in a democracy.
Real World Connections

- Our school
- We have more teachers and students
- Have more
- Have white and black students
- Anderson-Livsey Elementary school
- Wore uniforms or more

- Her students wrote with coal
- Have less
- Burned wood for pencils
- Only had African-American students
- Lived near a farm and a hospital made from mud
- Coffeen College
- Don't have to wear uniforms
Writing with Artifacts and Visuals
“Name Your Monster”

Tweet
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@GaDOEELA
Pause and TWEET
#CultureofWriting
@GaDOEELA
Further Reading

1. Close Writing
   Paula Bourque

2. Close Reading and Writing From Sources
   Douglas Fisher and Nancy Frey

3. Writing Strategies Book
   Jennifer Serravallo

4. Rewriting the Basics
   Anne Haas Dyson
Questions
Universal Design for Learning

DeeDee Bunn,
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Thank you.