

# Building a Culture of Writing

Grades K-5

Session 4: Writing Across the Curriculum



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
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# 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 Engage



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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

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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Dr. Roberta Gardner,  
Georgia State University



Dr. Beth Friese,  
Gwinnett County Schools



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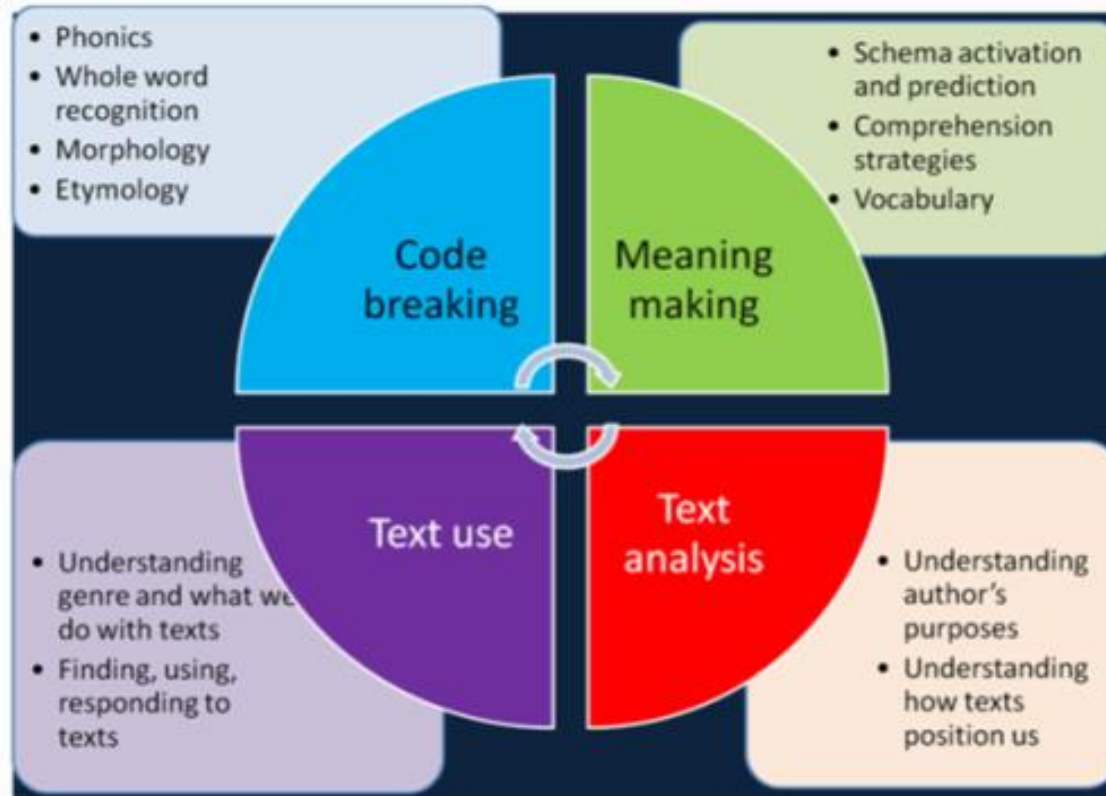


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# Research on Writing Across the Curriculum

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

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# Authentic Purposes For Writing Across the Curriculum

- Inquire
- Express Ideas
- Share Knowledge
- Review Learning

## What do we mean by authentic writing?

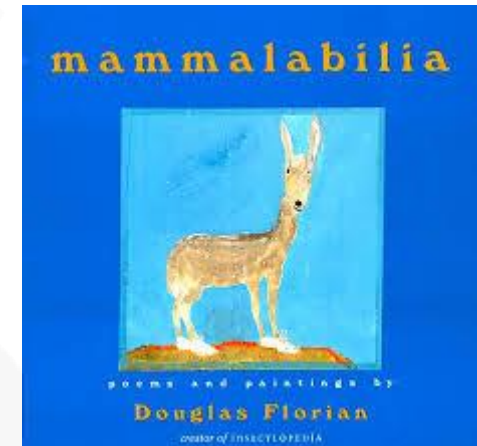
Authentic writing is any type of writing that students genuinely want to engage in. It includes opportunities for choice, voice, as well as an opportunity to address their learning desires.

# Intentional Writing Experiences Across the Curriculum



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- 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



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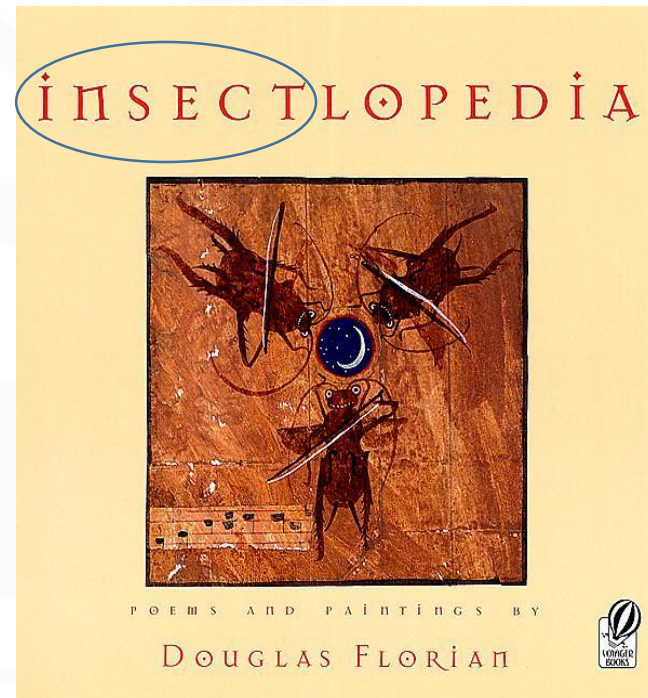
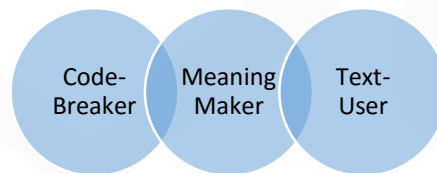
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# Shared Reading

- **Sticky Words**
- **Creating curiosity around words**
- **Locating chunks in the word**



# What Did You Notice?

## Noticings Chart

leaves and leaves

faterpillar

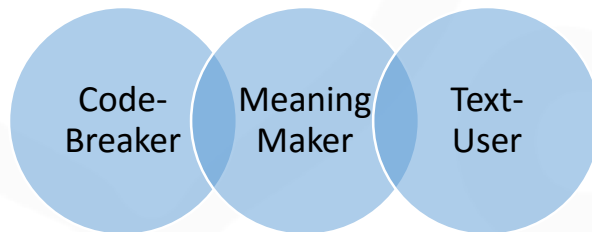
pupa

She eats eight **leaves** at least to fill her

Which leaves her like a **faterpillar**

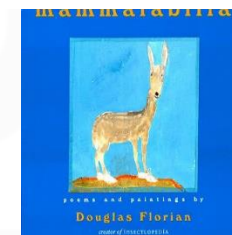
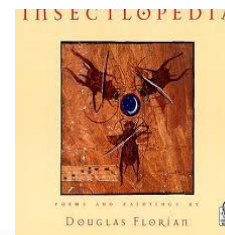
Then she checks inside of a **pupa** and comes out Madame butterfly

How super



Orthography Detectives

Mini-lesson activities poetry workshop  
 Warm up their cuing systems



Process oriented  
 Conversations



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# How is Writing Used to Support Learning in Your Classroom Across Multiple Content Areas?



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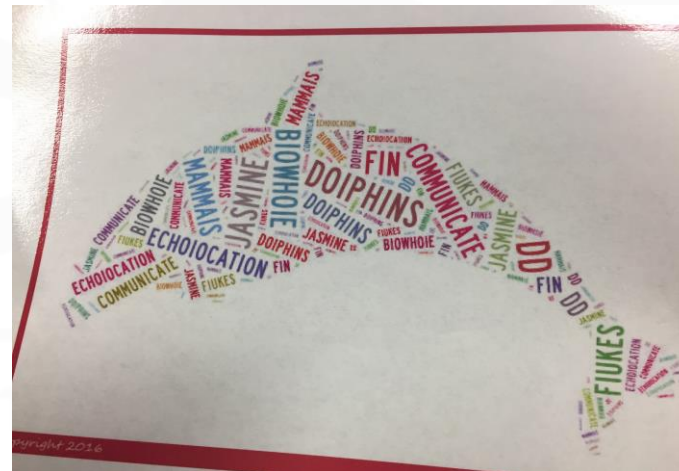
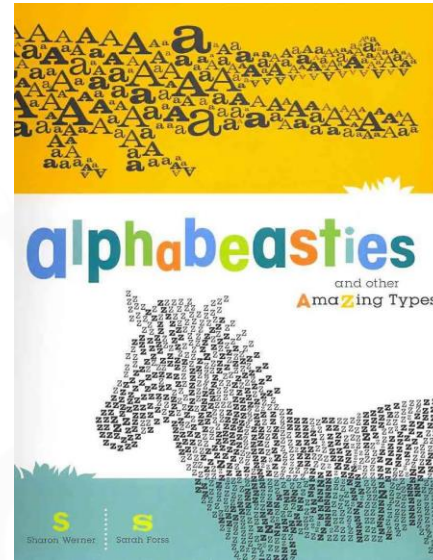
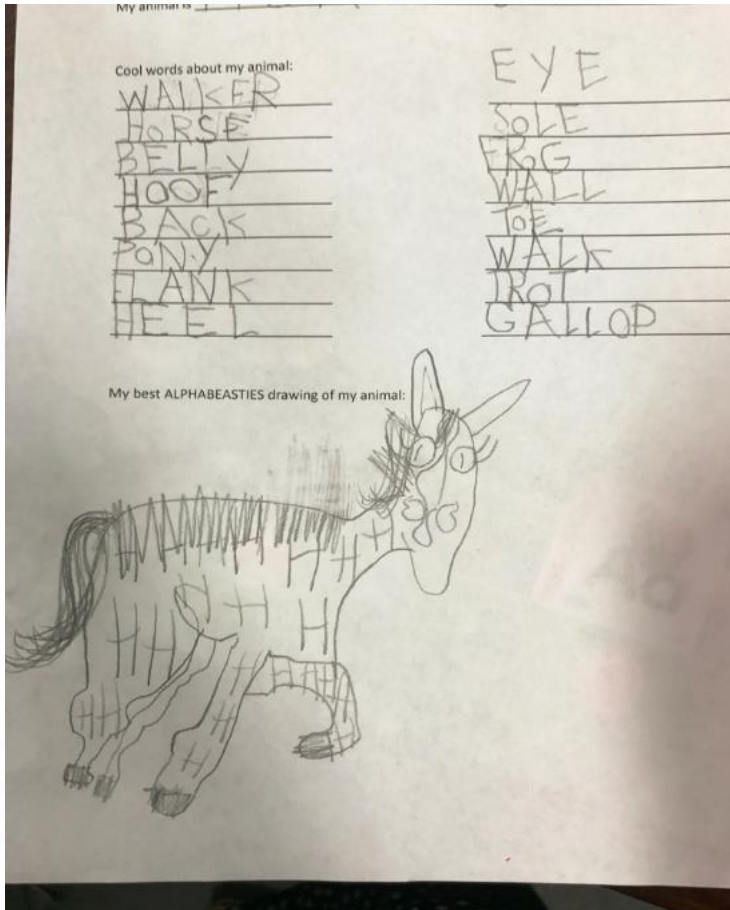
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# Exploring the Characteristics of Living Organisms



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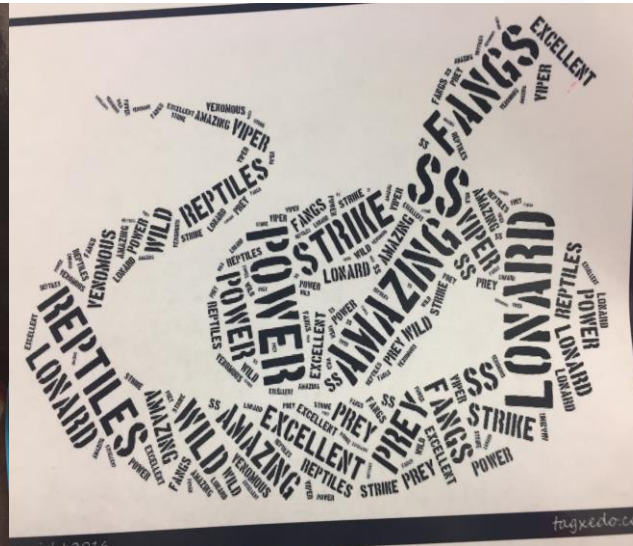
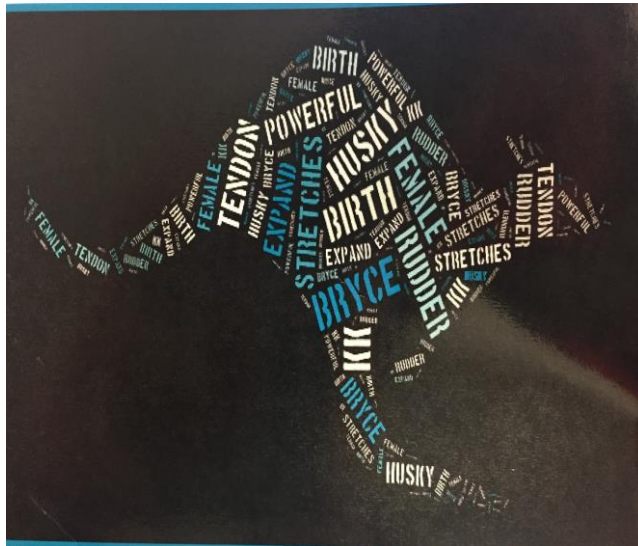




# Multimodal Writing



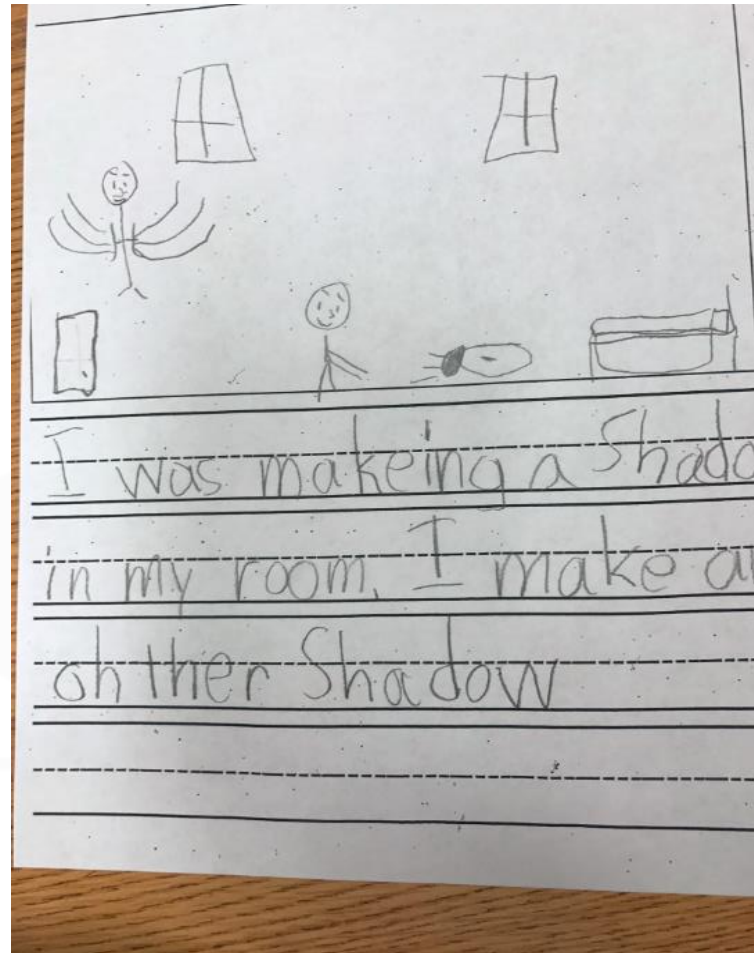
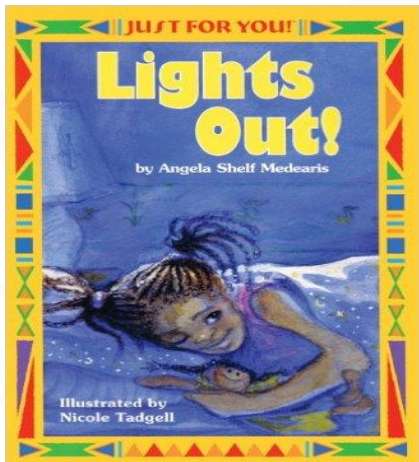
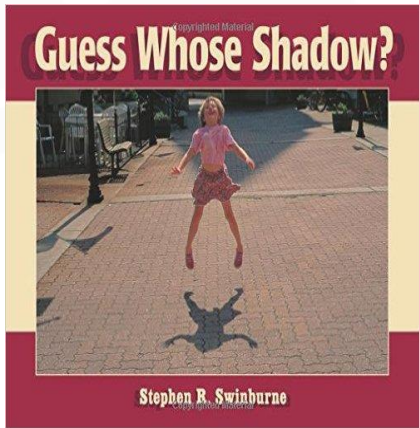
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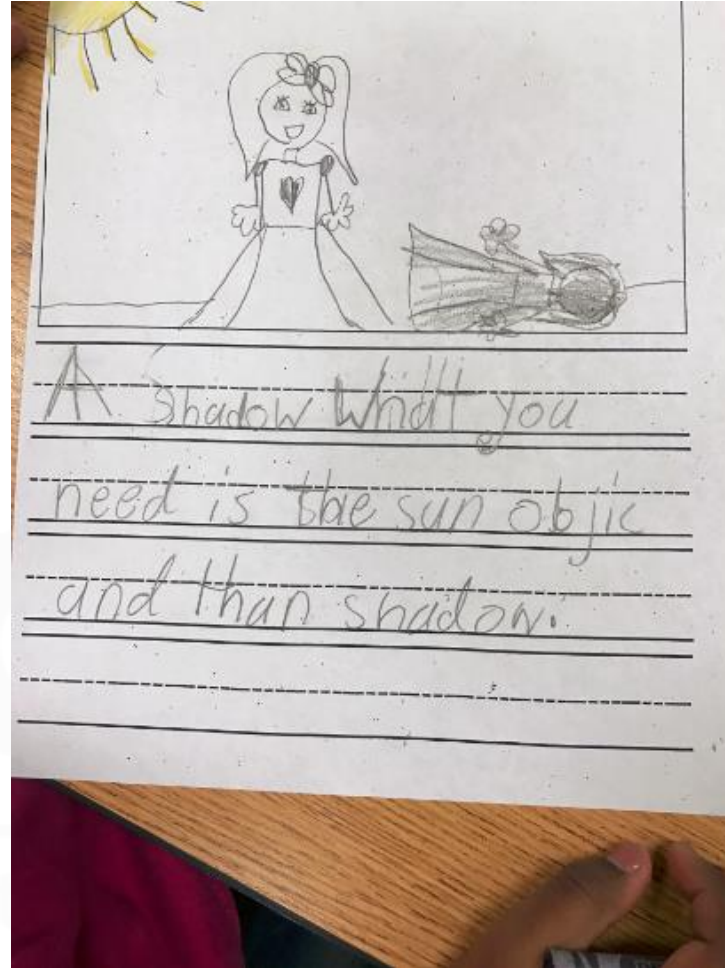
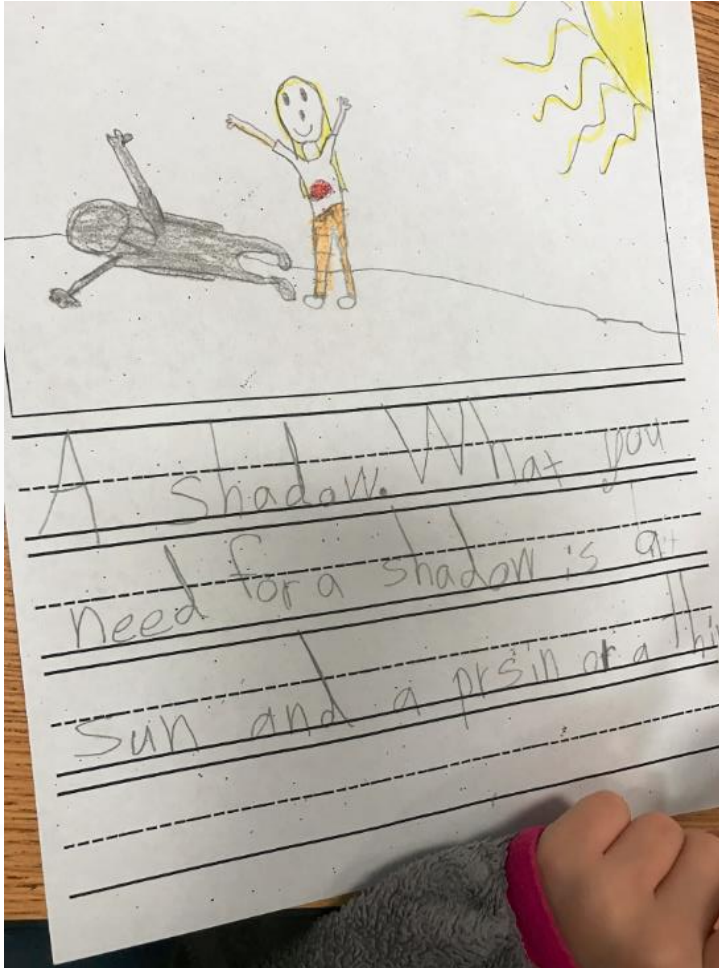
# Investigate the Properties of Light & Sound



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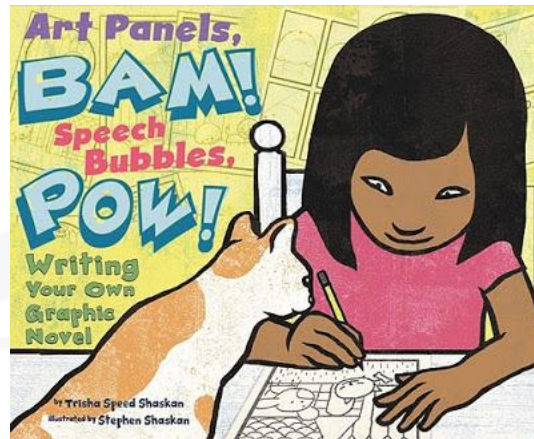
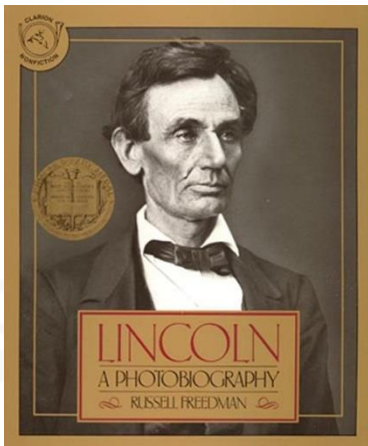
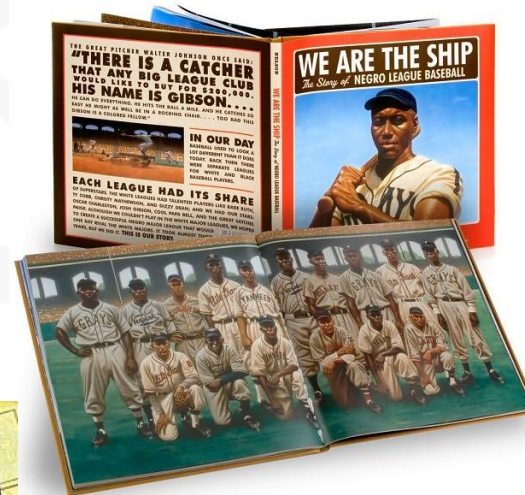
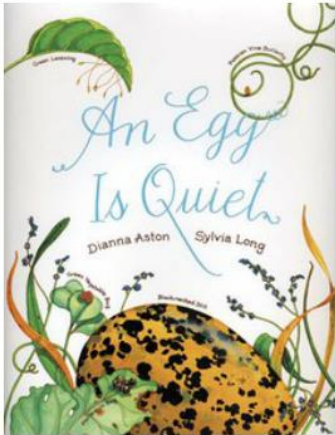


# Shadows





# Exposure to Appealing Texts

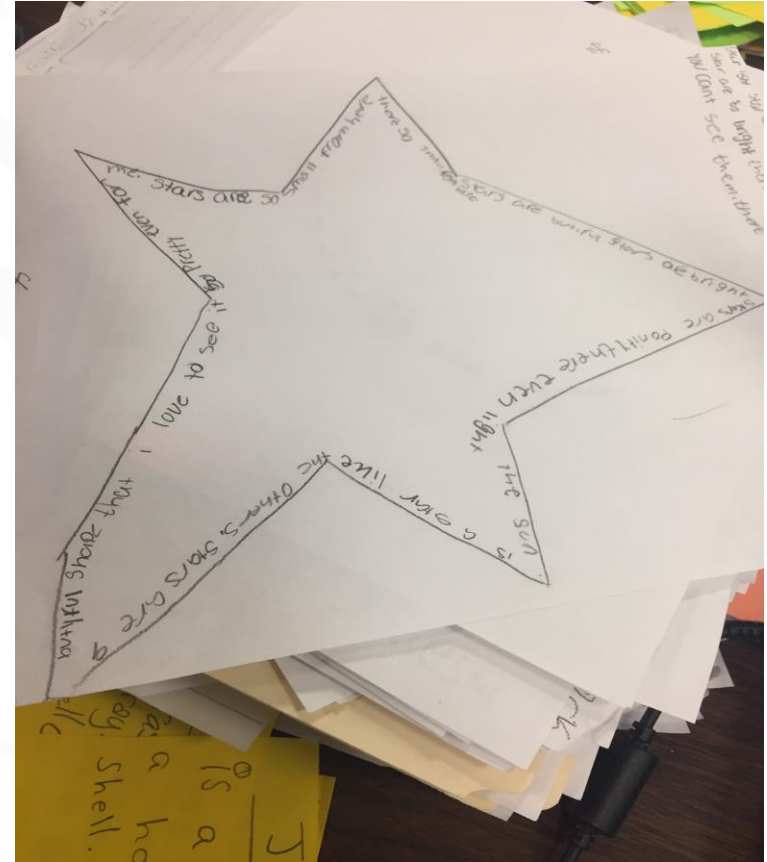
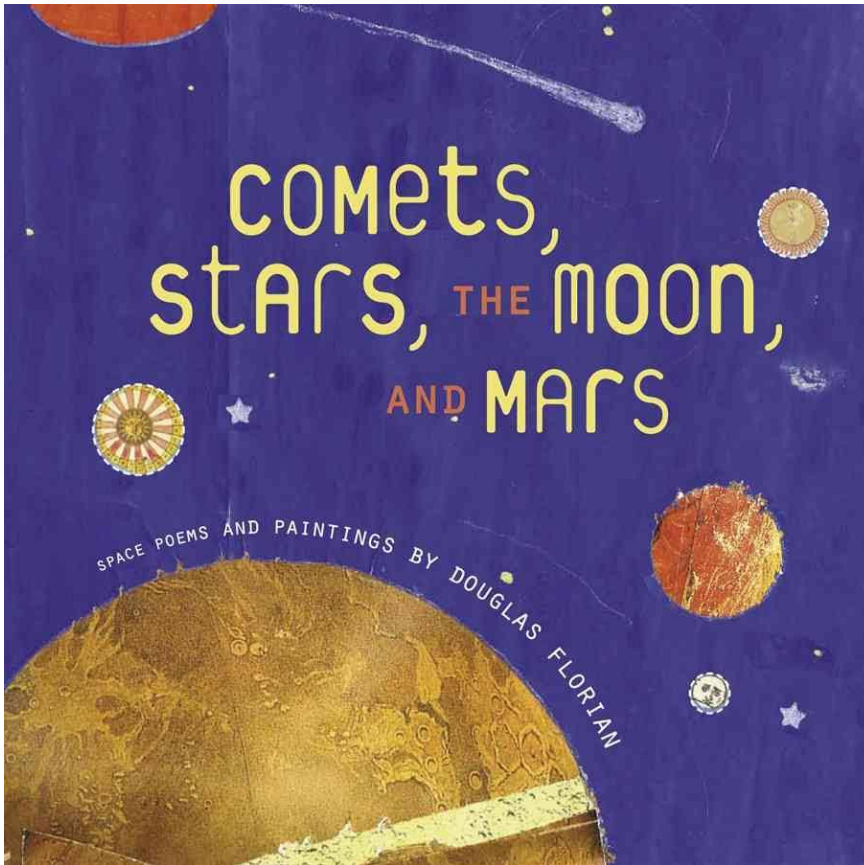


Multiple Modes, Genres and Text Types

# Describe the universe as including the moon, sun, other stars, and planets



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# Questions



# Journaling and Drawing Math Concepts



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- Expanding possibilities
- Creating Images
- Low Stakes Opportunities

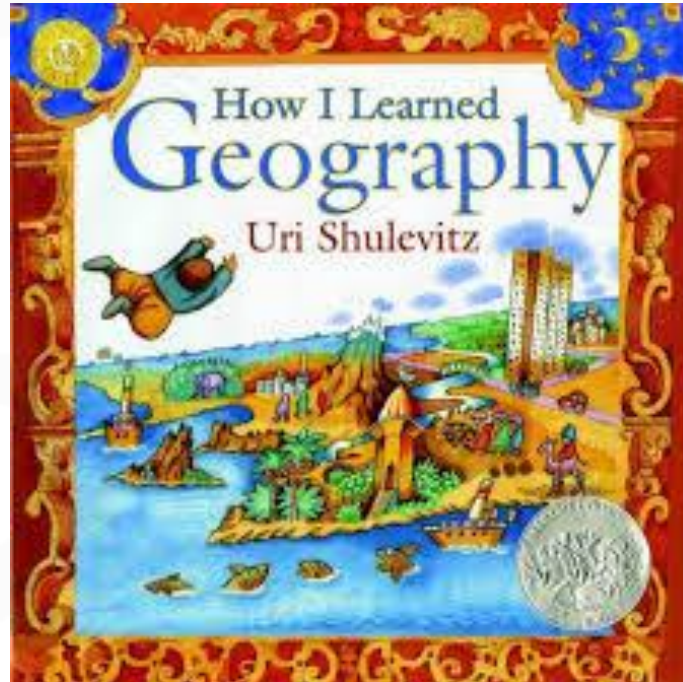




# Mapping their World



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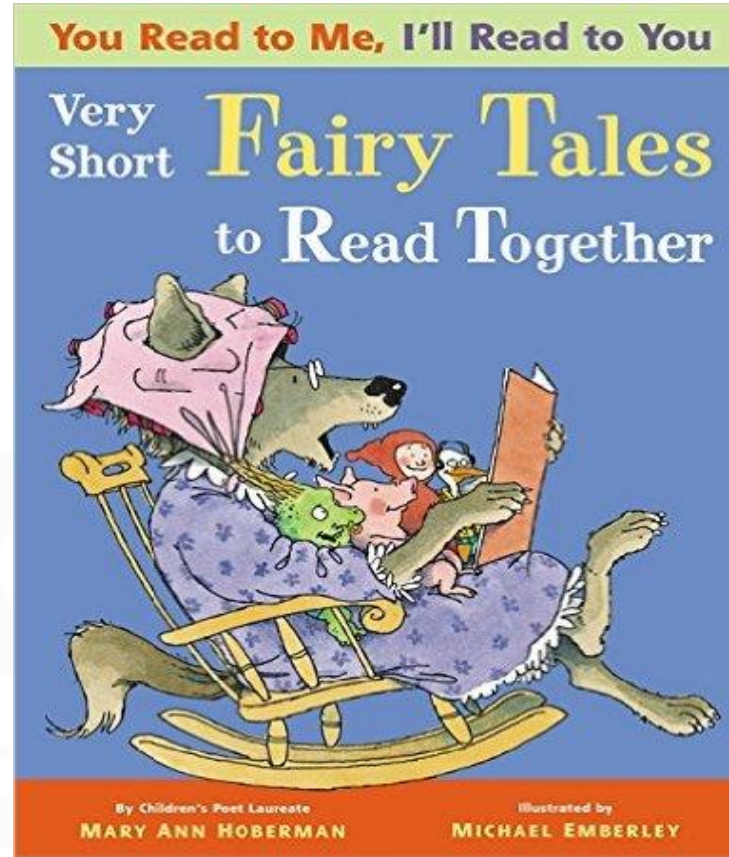
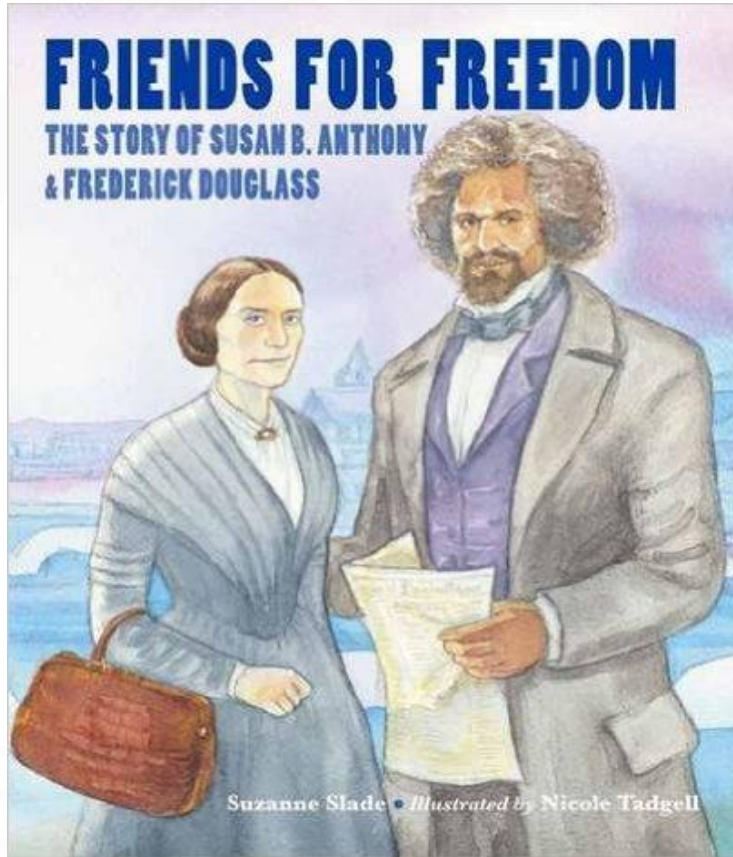
What happens in Writing Workshop when students are at the heart of the curriculum?



Discuss the lives of Frederick Douglass and Susan B. Anthony and their efforts to expand people's rights and freedoms in a democracy



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# Exploring Writers' Crafts in Social Studies



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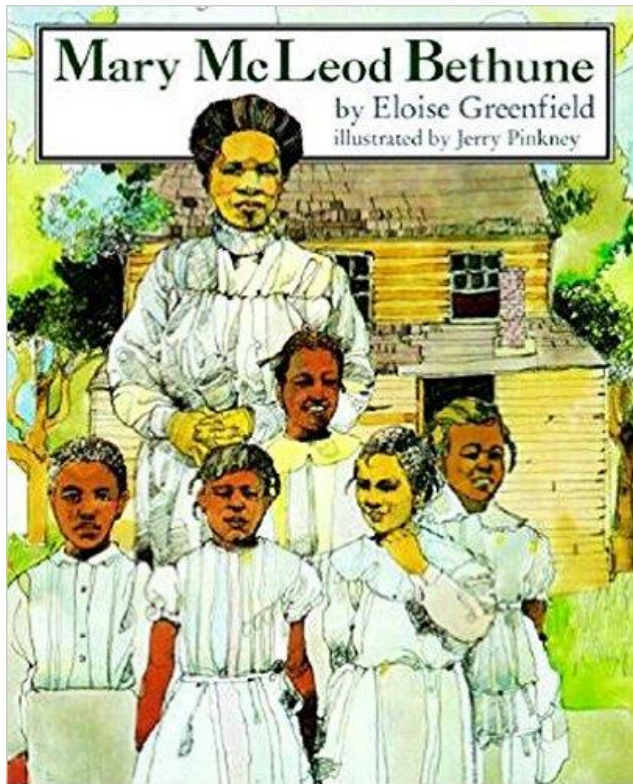
Susan to untany      Fedric dugles  
oh hello  
Im susan b. untany  
I live in a fancy house  
  
Oh well I live  
in a log cabin  
  
I was born free  
↓  
  
No four I'm a slave  
I was not free  
  
Thats so sad im  
Sorry well  
what do you do  
as a slave  
  
I make crafts  
for my master  
do you do the  
same  
  
No I cook with my  
mom I think its  
fun  
  
Wow that sounds like  
so much fun

Susan      Fedric  
Susan on  
Fedric became  
friends Fedric built  
a kitchen and lived  
the unfamuly hes  
house never last cause  
The pebel didnt like  
him living in the town  
so they burned it  
  
Ahhhhhhhh!!!  
☹️  
  
Ohh No Fedric  
are you okay      [They started to burn it]  
Fedric  
  
but he  
did not  
die all his  
furniture was  
burnt but his  
kids are wi

Discuss the life of Mary McLeod Bethune and her efforts to expand people's rights and freedoms in a democracy



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I learned that she built a hospital for African American people. One of her students got ill and couldn't go to a hospital because she was black but they couldn't take care of her at the back porch that's why she built a hospital. I'm thankful that we have normal pencils not having to burn wood. I'm also thankful that we have a clinic and donors so we don't have to go to a hospital and get denied and have to help clean up the school. I'm thankful that we have a normal and bigger school.

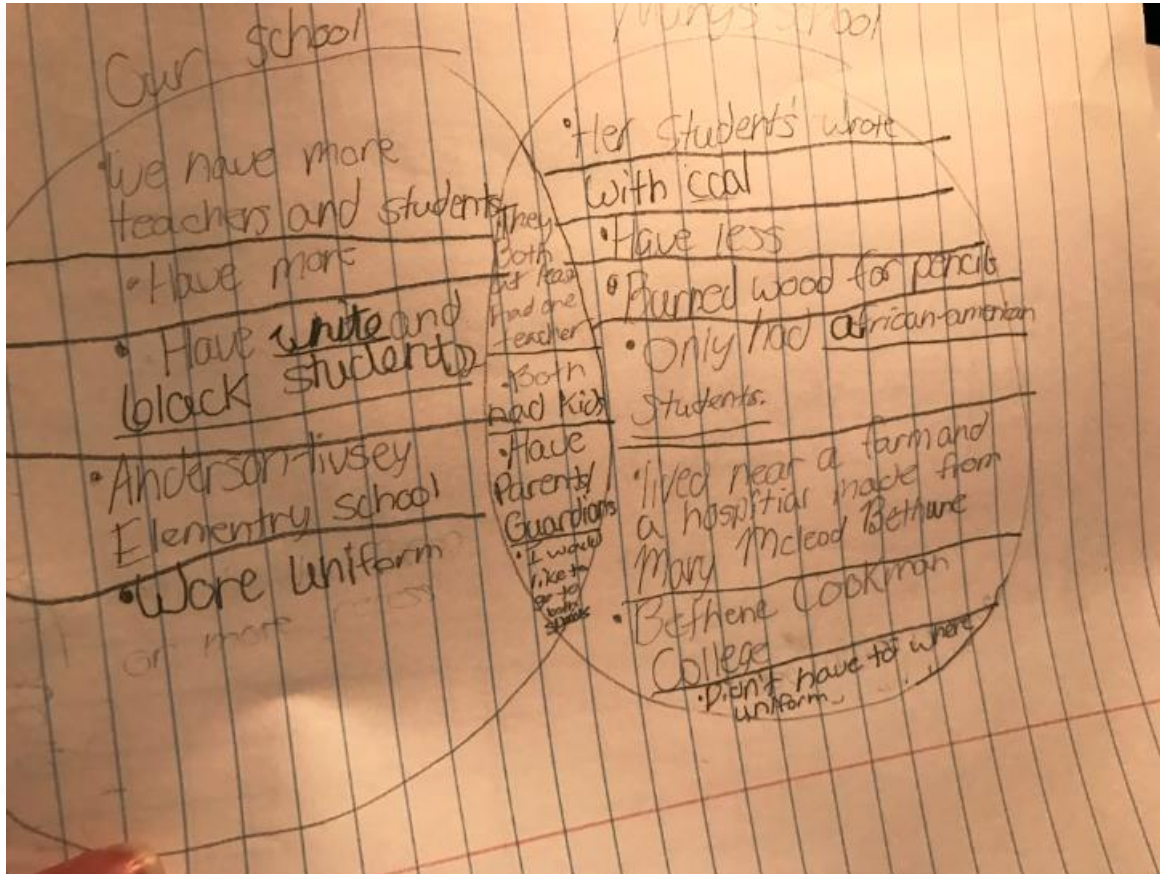
5<sup>th</sup> Grade Writer



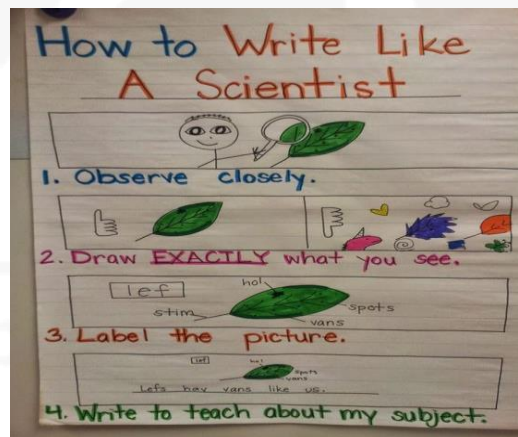
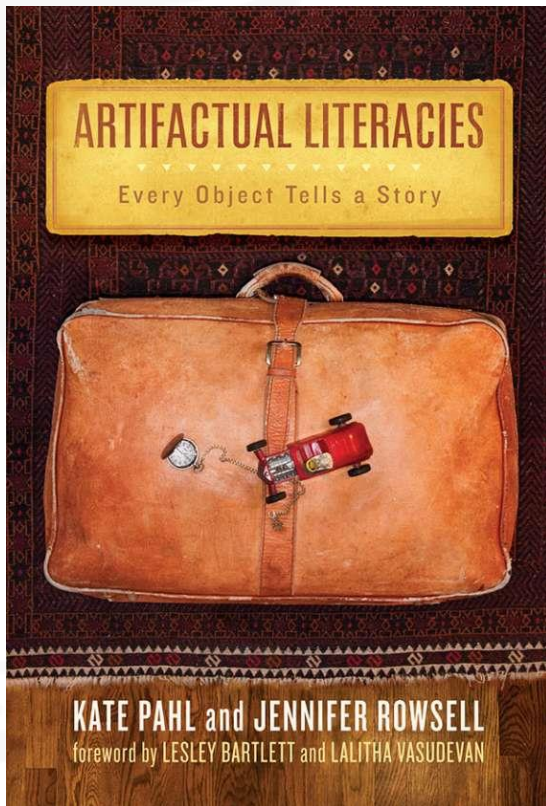
# Real World Connections



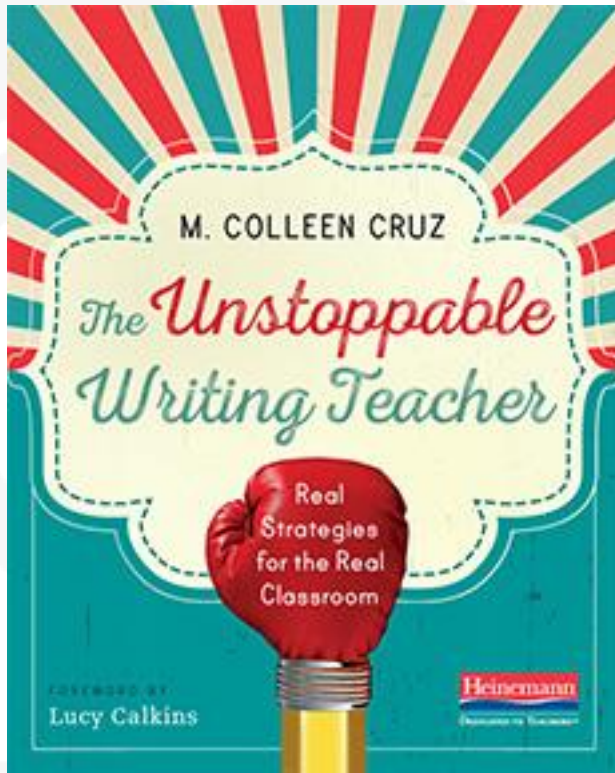
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# Writing with Artifacts and Visuals



# "Name Your Monster"



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# Further Reading







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# Questions



# Universal Design for Learning



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