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Contact Information

Media Specialist

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6-8 Content Writing Resources

Wilkes County Schools
Big 6/Super 3 Research Process and Writing Instruction
Grades K-8

Overview and Philosophy

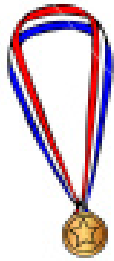
In June 2008, the State Board of Education mandated that DPI “change the current approach to the writing assessment” to elevate the importance of writing throughout the curriculum. This new writing approach should involve all educators in an integrated approach to writing throughout daily instruction. Writing should not be isolated to the language arts area of the curriculum. It is the responsibility of all educators in the school to provide seamless writing opportunities in all content areas.

The enclosed documents were created during a two day collaborative meeting of media specialists and curriculum specialists to provide teachers with resources and assistance in the research and writing process. Using documents will provide students with consistent and sustainable instruction as they learn to communicate effectively through writing.

Students encounter situations in their personal and academic lives that require decision making, problem solving, and task completion strategies. The Big 6/Super 3 research model provides students with a systematic information problem solving process for effectively meeting their needs. It is our intention that the resources be used in collaboration with the human resources available in your school. Media specialists, curriculum specialists, ITF's, and teachers should plan and instruct collaboratively to benefit students as they become competitive in 21st century academic and occupational environments.

"Writing Across the Curriculum." *English Language Arts Elementary Resources*. Apr. 2009. North Carolina Department of Public Instruction. 24 June 2009 <<http://www.ncpublicschools.org/docs/curriculum/languagearts/middlegrades/writingacross5-9.pdf>>.

<http://www.ncwiseowl.org/IMPACT/TandL.htm#collaboration>.



The Writing Instructional Team

Roles and Responsibilities for Educators

The Classroom Teacher

- The classroom teacher understands the necessity of writing to learn and models writing in all disciplines, without content boundaries.
- The classroom teacher initiates and facilitates the writing process.
- The classroom teacher assists the students in understanding and defining the writing task before the research process begins.
- The classroom teacher collaborates with the media specialist, the technology facilitator, and the curriculum specialist to implement available resources to ensure students' success.

The Media Specialist

- The media specialist is an instructional partner, and collaborates with the classroom teacher to design, implement, and assess research units.
- The media specialist is an information specialist, and helps teachers and students determine information needs, locate resources, evaluate, and communicate information.
- The media specialist is a teacher familiar with the curriculum at each grade level, and collaboratively teaches information skills students need to complete the writing tasks.

The Curriculum Specialist

- The curriculum specialist is a source for information about the writing process and can answer specific questions about the writing tasks.
- The curriculum specialist is a standards consultant, who ensures that writing is successfully integrated with content areas.
- The curriculum specialist is an excellent resource for instructional materials.
- The curriculum specialist can assist in planning lessons to include conferencing, revising, and editing.

The Technology Facilitator

- The technology facilitator assists teachers in the integration of technology into the classroom.
- The technology facilitator is an instructional partner, and will help classroom teachers develop curriculum materials and lessons to utilize technology.
- The technology facilitator is a source for information about trends in research and effective practices related to Internet research.
- The technology facilitator is a source for technology advice at the building level.

Remember to include special area teachers in your team approach. These teachers include music, art PE, ESL/ELL, AIG, Reading Specialists and EC Resource.

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#1 Task Definition	Resources
<p>1.1 Define the information problem</p> <p>Purpose/audience</p> <p>Focus</p> <p>Rubric</p> <p>Classroom Teacher</p>	<p>Kentucky Virtual Library - How To Do Research http://www.kyvl.org/kids/homebase.html</p> <p>Be sure to share rubrics with students before beginning the research.</p> <p>NCDPI Features and Conventions, Content Rubrics for county and state writing tasks</p> <p>Site for students/teachers to create rubrics for writing other than county/state tasks: http://rubistar.4teachers.org</p>
<p>1.2 Identify the information you need in order to complete the task (to solve the information problem)</p> <p>Classroom Teacher</p>	<p>Create Essential Questions and supporting details.</p> <p>Questioning Toolkit: http://questioning.org/Q7/toolkit.html</p> <p>Brainstorm meaningful questions</p> <ul style="list-style-type: none"> • K-W-L or K-W-H-L • Thinking Maps <p>Question Conjure-Upper http://www.ncwiseowl.org/Kscope/Hovercraft/InfoSkills/KnowFlow/Questions.htm</p>

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#2 Information Seeking Strategies	Resources
<p>2.1 Determine the range of possible sources</p> <p>Writing Instructional Team</p>	<p>Kentucky Virtual Library - How To Do Research http://www.kyvl.org/kids/homebase.html</p> <p>NCWiseOwl Middle School Zone:</p> <ul style="list-style-type: none"> • Web Resources http://www.ncwiseowl.org/zones/middle/index.htm • Amazing Animals, Lands and Peoples, Popular Science and more http://go.grolier.com/gol • Gale InfoBits http://infotrac.galegroup.com/itweb/ncowl?db=ITKE&id=wisewol • Carolina Clips http://www.ncwiseowl.org/CarolinaClips/default.htm • Junior Reference http://infotrac.galegroup.com/itweb/ncowl?db=JRC • eBook Center http://www.ncwiseowl.com/zones/resources/ebooks.htm • http://www.ncwiseowl.org/kscope/hovercraft/InfoSkills/KnowFlow/Become/index.htm <p>Be sure to include print resources that are available in your media center. Print resources include books, magazines, encyclopedias, newspapers, eBooks, on-line journals, articles located in on-line data bases, such as Gale InfoBits/InfoTrac or World Book or Grolier on-line. See your media specialist for passwords.</p>
<p>2.2 Evaluate the possible sources to determine priorities</p> <p>Writing Instructional Team</p>	<p>Critical evaluation information sites: http://school.discoveryeducation.com/schrockguide/eval.html</p> <p>Power Point Presentation: http://lmnet.wikispaces.com/file/view/evaluation.ppt</p> <p>Web site evaluation: http://www.ncwiseowl.org/kscope/Hovercraft/InfoSkills/KnowFlow/Caution1/KFSM1.htm</p>

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#3 Locate & Access	<h1 style="text-align: center;">Resources</h1>
<p>3.1 Locate sources</p> <p>Writing Instructional Team</p>	<p>Kentucky Virtual Library - How To Do Research http://www.kyvl.org/kids/homebase.html</p> <p>Media Specialist/Classroom Teacher/ITF/Curriculum Specialist</p> <p>Online card catalog</p> <p>Primary Sources, such as:</p> <ul style="list-style-type: none"> • Personal Interviews • Photos • Artifacts
<p>3.2 Find information within sources</p> <p>Writing Instructional Team</p>	<p>Narrow the search hits by putting one of the following at the end of your search entry:</p> <p>site:edu example: gr. 8 marine resources sustainability</p> <p>site:org "oyster disease prevention 2006 research North</p> <p>site:gov Carolina site:edu"</p> <p>http://www.ncwiseowl.org/kscope/Hovercraft/BooLogic.htm</p> <p>Teach use of nonfiction conventions, such as table of contents, index, bold-face print, italics, photographs, captions, close-ups, cut-aways.</p>

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#4 Use of information	Resources
<p>4.1 Engage the source</p> <p>Support and elaboration</p> <p>Writing Instructional Team</p>	<p>Kentucky Virtual Library - How To Do Research http://www.kyvl.org/kids/homebase.html</p> <p>Before, during, and after reading activities: NCDPI "Writing Across the Curriculum 5-9" p. 47-50 http://www.ncpublicschools.org/docs/curriculum/languagearts/middlegrades/writingacross5-9.pdf Sample activities: Activate Prior Knowledge, Admit Slips, Anticipation Guides, GIST, Learning Logs, summarizers Other Activities:</p> <ul style="list-style-type: none"> • Read-Talk-Write • Skimming and Scanning • Highlighting, underlining, sticky noting • Distinguishing fact from opinion (Kagan: Find the Fiction)
<p>4.2 Take out the relevant information from a source</p> <p>Support and elaboration</p> <p>Writing Instructional Team</p>	<p>After reading of informational text, provide choices of <i>graphic organizers</i> for students to use in gathering relevant information. NCDPI "Writing Across the Curriculum 5-9" p. 39-43 http://www.ncpublicschools.org/docs/curriculum/languagearts/middlegrades/writingacross5-9.pdf</p> <p>Sample graphic organizers: Spider Map, Clustering, Double Entry Journal <u>"Trash-N-Treasure Note-Taking"</u> Kentucky Virtual Library http://www.kyvl.org/kids/homebase.html Plagiarism/copyright http://www.cyberbee.com/cb_copyright.swf http://landmark-project.com/permission1.php http://www.ncwiseowl.org/zones/copyright/default.htm http://librarycopyright.net/fairuse/ http://librarycopyright.net/etool/</p>

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#5 Synthesis	Resources
<p>5.1 Organize information from multiple sources</p> <p>Organization</p> <p>Writing Instructional Team</p>	<p>Have students keep the five features in mind as they write: Focus, Organization, Support and Elaboration, Style, Conventions.</p> <p>Use graphic organizers created in 4.2 to create the rough draft, storyboard, etc.</p> <p>Let students know ahead of time what their expectations are and/or let them design the rubric.</p> <p>NCDPI Features and Conventions and Content Rubrics NCDPI "Writing Across the Curriculum 5-9" pp.35-37 http://www.ncpublicschools.org/docs/curriculum/languagearts/middlegrades/writingacross5-9.pdf</p> <p>Rubistar http://rubistar.4teachers.org</p>
<p>5.2 Present the information</p> <p>Style, conventions</p> <p>Writing Instructional Team</p>	<p>To differentiate, give students presentation choices, such as dramatization, storyboard, video production, web page, news articles, and advertisements.</p> <p>Create the final product.</p> <p>Kentucky Virtual Learning - How To Do Research http://www.kyvl.org/kids/homebase.html</p> <p>Citation Maker: http://secondary.oslis.org/resources/cm/mlcitations</p>

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#6 Evaluation	Resources
6.1 Judge your product Writing Instructional Team	NCDPI "Writing Across the Curriculum 5-9" conferencing p. 29-31; revising p. 33 http://www.ncpublicschools.org/docs/curriculum/languagearts/middlegrades/writingacross5-9.pdf Presentation Rubric - NCDPI http://ncsu.edu/midlink/rub.pres.html
6.2 Judge your information problem-solving process Rubric Writing Instructional Team	NCDPI Content Rubric p.37 http://www.ncpublicschools.org/docs/curriculum/languagearts/middlegrades/writingacross5-9.pdf Rubistar http://rubistar.4teachers.org Have students write a reflection and answer questions such as: <ul style="list-style-type: none"> • Most helpful/least helpful source? • Activity most challenging? • Most important thing learned? • Do differently next time? • One new research skill? Kentucky Virtual Library - How To Do Research http://www.kyvl.org/kids/homebase.html

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