

# **Super3<sup>TM</sup>**

## **Contact Information**

### **Media Specialists**

Brenda Mack [mackb@wilkes.k12.nc.us](mailto:mackb@wilkes.k12.nc.us)

Patricia Rogers [rogersp@wilkes.k12.nc.us](mailto:rogersp@wilkes.k12.nc.us)

### **Curriculum Specialists**

Rebecca Cox [coxr@wilkes.k12.nc.us](mailto:coxr@wilkes.k12.nc.us)

Tina Higgins [higginst@wilkes.k12.nc.us](mailto:higginst@wilkes.k12.nc.us)

# **K-2 Content Writing Resources**

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

Overview and Philosophy

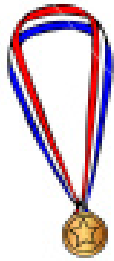
In June 2008, the State Board of Education mandated that DPI “change the current approach to the writing assessment” to elevate the importance of writing throughout the curriculum. This new writing approach should involve all educators in an integrated approach to writing throughout daily instruction. 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 21<sup>st</sup> 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.*

# Super3<sup>TM</sup>

## **Super3 Step 1: Plan (Beginning)**

When students get an assignment or task, BEFORE they start doing anything, they should think---

- What am I supposed to do?
- What will it look like if I do a really good job?
- What do I need to find out to do the job?

## **Super3 Step 2: Do (Middle)**

In the middle the students DO the activity. This is where they read, view, tell, make a picture, write, etc.

- How can I do the job?
- What can I use to find what I need?
- Now I need to make something to show what I have learned

## **Super3 Step 3: Review (End)**

Before finishing the product and turning it in, students should stop and think - Is this done?

- Did I do what I was supposed to do?
- Do I feel OK about this?
- Should I do something else before I turn it in?

# Super3<sup>TM</sup>

The suggested lessons show evidence of the Super3<sup>TM</sup> process.  
These lessons have good questions, procedures, and assessments.

LEARN NC - “Are You Listening?”

<http://www.learnnc.org/lp/pages/3397>

LEARN NC – “Animals, Animals, Animals”

<http://www.learnnc.org/lp/pages/3708>

LEARN NC- “A’Planting We Will Go”

<http://www.learnnc.org/lp/pages/3299>

LEARN NC- “How Much Is That Doggy in the Window?”

<http://www.learnnc.org/lp/pages/3780>

LEARN NC- “An American Hero: Harriet Tubman”

<http://www.learnnc.org/lp/pages/3661>

LEARN NC- “Who’s Theodor Seuss Geisel? Meet The Real Dr. Seuss”

<http://www.learnnc.org/lp/pages/3925>

LEARN NC- “Collecting Family Stories”

<http://www.learnnc.org/lp/pages/3657>

Suite101<sup>TM</sup>.com The Genuine Article. Literally.

[http://primary-school-lesson-plans.suite101.com/article.cfm/teach\\_kids\\_to\\_write\\_and\\_ask\\_interview\\_questions](http://primary-school-lesson-plans.suite101.com/article.cfm/teach_kids_to_write_and_ask_interview_questions)

# Kids Search Engines (For Teacher Use)

(<http://searchenginewatch.com/links/article.php/2156191/>)

By [Danny Sullivan](#), Editor

February 25, 2004

## Major Children's Guides & Directories

The kid-safe directories below use human beings to filter out sites that might be considered objectionable for viewing by children.

### Ask Jeeves For Kids

<http://www.ajkids.com/>

Ask Jeeves is a unique service where you enter a question, and Ask Jeeves tries to point you to the right web page that provides an answer. At Ask Jeeves For Kids, answers have been vetted for appropriateness. Also, if Ask Jeeves cannot answer a question, it pulls results from various search engines in its metacrawler mode. At Ask Jeeves For Kids, no site that is on the [CyberPatrol](#) block list is supposed to be listed.

### KidsClick!

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

Backed by librarians, KidsClick lists about 5,000 web sites in various categories.

### Yahooligans

<http://www.yahooligans.com/>

Yahoo for kids, designed for ages 7 to 12. Sites are hand-picked to be appropriate for children. Also, unlike normal Yahoo, searches will not bring back matched found by crawling the web, if there is no match from within the Yahooligan listings. This prevents possibly objectionable sites from slipping onto the screen. Additionally, adult-oriented banner advertising will not appear within the service. Yahooligans is the oldest major directory for children, launched in March 1996.

## Filtering Option

Most major search engines get their listings by crawling the web, rather than through human review and categorization, as with the sites listed above. This means its easy for possibly objectionable material to appear in search results.

As a solution, most major search engines offer some type of filtering ability. It's meant to keep out porn content and other material that most might not want children to encounter.

These filters are not perfect. Some material does get past them, and some safe material may get filtered out. To understand more about this, see the [Harvard Criticizes Google's Adult Content Filter](#) article that ran in our [SearchDay newsletter](#) in April 2003.

Below are tips on enabling porn filters for major search engines:

*Eisenberg, Michael B., and Robert E. Berkowitz. [Project Big6™ & Super3™](#). Project Big6™ is a Title II-D Educational Technology Grant funded through the WI Department of Public Instruction. 23 June 2009*  
<[http://205.213.162.11/project\\_big6/super3/end.htm](http://205.213.162.11/project_big6/super3/end.htm)>.

**AllTheWeb:** Use the [Basic Settings](#) page to enable the Offensive Content Filter option. The only works for searches in English.

**AltaVista:** Use the [Family Filter Setup](#) page.

**AOL Search:** Doesn't appear to offer a filter, but enabling [Parental Controls](#) might have an impact on web search matches.

**Ask Jeeves:** Use options for [Content Filtering](#) on the Your Settings page or try Ask Jeeves For Kids, listed [above](#).

**Google:** See the [SafeSearch](#) help page for instructions on setting up filtering on a permanent or as-needed basis.

**HotBot:** Use the Block Offensive Content section of the [Filter Preferences](#) page. Note that you may need to set this again if you change from using the default "HotBot" search engine that's offered.

**LookSmart:** [LookSmart](#) has never accepted adult content for listing within its directory results. However, obscure queries might bring these up in the crawler-based results that are sometimes provided.

**Lycos:** Use the Adult Filter section of the [Advanced Search Filters](#) page.

**MSN Search:** No filter is offered. However, [MSN Search](#) may warn "You have entered a search term that is likely to return adult content" if you enter porn terms. That prevents you from immediately seeing possibly objectionable content. However, results are still offered, if you choose to go beyond this warning. These results come from an adult search engine that MSN Search is partnered with.

**Teoma:** [Teoma](#) doesn't appear to offer a filter.

**Yahoo:** Set the SafeSearch Filter option via the [Search Preferences](#) page.

## Other Children's Search Engines

### Awesome Library

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

Over 14,000 sites have been classified into a directory, specifically organized for teachers, students and parents. Information can be found by browsing or searching.

### Diddabdoo

<http://www.dibdabdoo.com/>

Billed as an ad free, non-commercial directory of web sites designed for child-safe searching.

### Fact Monster

<http://www.factmonster.com/>

Reference provider Information Please produces this site which provides facts and information oriented around the needs of children.

**Family Source**

<http://www.family-source.com/>

Crawler-based service described more in this review from About.com from October 2003: [New Family Friendly Search Engine](#).

**Kids Search Tools**

<http://www.rcls.org/ksearch.htm>

Search a variety of kid-safe search engines from a single page.

**SearchEdu.com**

<http://www.searchedu.com/>

Index of pages built by crawling education web sites.

**TekMom's Search Tools for Students**

<http://www.tekmom.com/search/>

All-in-one search page for kid search sites and research resources.



## **Kids' Search Engines**

Ask Jeeves For Kids  
[www.ajkids.com](http://www.ajkids.com)

KidsClick!  
[www.kidsclick.org](http://www.kidsclick.org)

Yahooligans  
[www.yahooligans.com](http://www.yahooligans.com)

Awesome Library  
[www.awesomelibrary.org](http://www.awesomelibrary.org)

Diddabdoo  
[www.dibdabdoo.com](http://www.dibdabdoo.com)

Fact Monster  
[www.factmonster.com](http://www.factmonster.com)

Family Source  
[www.family-source.com](http://www.family-source.com)

Kids Search Tools  
[www.rcls.org/ksearch.htm](http://www.rcls.org/ksearch.htm)

SearchEdu.com  
[www.searchedu.com](http://www.searchedu.com)

TekMom's Search Tools for Students  
[www.tekmom.com](http://www.tekmom.com)

## **Kids' Websites**

NC WiseOwl  
[www.ncwiseowl.org](http://www.ncwiseowl.org)

Grolier Online  
[www.ncwiseowl.org](http://www.ncwiseowl.org)  
Elementary Zone – link on the left

Gale Infobits  
<http://infotrac.galegroup.com/itweb/ncowl?db=ITKE>  
password: wiseowl

Name: \_\_\_\_\_

## Internet Pre-searching Sheet

I want to find out about

\_\_\_\_\_.



Words we want  
to use in our  
Internet search.



Words we don't want  
to use in our  
Internet search.

# Assessment Rubrics

Rubrics are used to measure students' work.  
These documents should be shared with students prior to the project.  
For more information please visit:  
<http://edtech.kennesaw.edu/intech/rubrics.htm>

## Student Self-Assessment K - 2

Name \_\_\_\_\_ Date \_\_\_\_\_

Use the following scale to see how well you did on your post card:



**Strike Out** - I did not complete the post card.

There is a lot of room for improvement.



**A Hit** -

I tried to follow the directions and work neatly, but I know this is not my best effort. This post card could have been better.



**Home Run** - I followed all of the directions. It is done neatly. It is my best effort, and I am proud of my work.



My post card included one fact about the rain forest.

**Strike Out**



**A Hit**



**Home Run**



I completed a storyboard for my post card.

**Strike Out**



**A Hit**



**Home Run**



My post card was edited for correct use of capitalization, punctuation, and spelling.

**Strike Out**



**A Hit**



**Home Run**



My post card was properly addressed to a local representative in Congress.

**Strike Out**



**A Hit**



**Home Run**



My post card had a stamp on it that was created using a scanner.

**Strike Out**



**A Hit**



**Home Run**



My post card had a graphic on the front that I took with a digital camera.

**Strike Out**



**A Hit**



**Home Run**



## Assessment K - 2

Name \_\_\_\_\_ Date \_\_\_\_\_

Use the following scale to see how well you did on your post card:



**Strike Out** - I did not complete the post card.  
There is a lot of room for improvement.



**A Hit** - I tried to follow the directions and work neatly, but  
I know this is not my best effort. This post card  
could have been better.



**Home Run** - I followed all of the directions. It is done neatly. It  
is my best effort, and I am proud of my work.

You included one fact about the rain forest in your post card.

**Strike Out**



**A Hit**



**Home Run**



You completed a storyboard.

**Strike Out**



**A Hit**



**Home Run**



You edited for correct use of capitalization, punctuation, and spelling.

**Strike Out**



**A Hit**



**Home Run**



You properly addressed the post card to a local representative in Congress.

**Strike Out**



**A Hit**



**Home Run**



The post card had a stamp on it that was created using a scanned image.

**Strike Out**



**A Hit**



**Home Run**



The post card had a graphic on the front taken with a digital camera.

**Strike Out**



**A Hit**




**Home Run**





## Student Self-Assessment K - 2

Name \_\_\_\_\_ Date \_\_\_\_\_

Use the following scale to see how well you did on your slide:

 **Cookie Crumbs** - I did not give this slide very much attention. There is a lot of room for improvement.

 **Broken Oreo** - This slide is not an Oreo. I tried to follow the directions and work neatly, but I know this is not my best effort. This slide could have been better.

 **Oreo** - I followed all of the directions. It is done neatly. It is my best effort, and I am proud of my work.

My slide was about a rain forest animal.

Cookie Crumbs



Broken Oreo



Oreo



My slide had a sentence with alliteration.

Cookie Crumbs



Broken Oreo



Oreo



My slide included adjectives, nouns, and verbs.

Cookie Crumbs



Broken Oreo



Oreo



My slide was edited for correct use of capitalization, punctuation, and spelling.

Cookie Crumbs



Broken Oreo



Oreo



My slide had pictures with details and showed creativity.

Cookie Crumbs



Broken Oreo




Oreo





## Assessment K - 2

Name \_\_\_\_\_ Date \_\_\_\_\_

Use the following scale to see how well you did on your slide:

 **Cookie Crumbs** - I did not give this slide very much attention. There is a lot of room for improvement.

 **Broken Oreo** - This slide is not an Oreo. I tried to follow the directions and work neatly, but I know this is not my best effort. This slide could have been better.

 **Oreo** - I followed all of the directions. It is done neatly. It is my best effort, and I am proud of my work.

The slide was about a rain forest animal.

Cookie Crumbs



Broken Oreo



Oreo



The slide had a sentence with alliteration.

Cookie Crumbs



Broken Oreo



Oreo



The slide included adjectives, nouns, and verbs.

Cookie Crumbs



Broken Oreo



Oreo



The slide was edited for correct use of capitalization, punctuation, and spelling.

Cookie Crumbs



Broken Oreo



Oreo



The slide had drawings with details and showed creativity.

Cookie Crumbs



Broken Oreo



Oreo



## Student Self-Assessment K - 2

Name \_\_\_\_\_ Date \_\_\_\_\_

Peer Editor \_\_\_\_\_ Project \_\_\_\_\_

Color the smiley if you completed each direction.



I located and named where rainforests are found.



I located and named the equator.



I used proper nouns to name continents on which tropical rainforests are located.



I completed a storyboard.



I checked for correct use of capital letters and punctuation.



I shared my writing with a friend.





## Assessment K - 2

Name \_\_\_\_\_ Date \_\_\_\_\_



You identified where rainforests are found



You located and named the equator.



You used proper nouns to name continents on which tropical rainforests are located.



You completed a storyboard.



You checked for correct use of capital letters and punctuation.



You shared your writing with a friend.



## Student Self-Assessment K - 2

Name\_\_\_\_\_ Date\_\_\_\_\_

Peer Editor\_\_\_\_\_

My sentence(s) described the  
rain forest layer.



I used correct spelling of the  
words that I know how to spell.



I completed a storyboard.



I edited for correct use of  
capital letters and punctuation.



My picture matched my layer.



I published my sentence(s)  
and picture.



## Assessment K - 2

Name \_\_\_\_\_ Date \_\_\_\_\_

Sentence(s) described the  
rain forest layer.



Words were spelled correctly.



A storyboard was completed.



Punctuation and capitalization  
were used correctly.



Picture matched the layer.



Sentence(s) and picture were  
published.



## Student Self-Assessment K - 2

Name \_\_\_\_\_ Date \_\_\_\_\_

Peer Editor \_\_\_\_\_ Project \_\_\_\_\_

Did you write sentences about spiders and insects?

☐ Yes      ☐ No

Does your picture illustrate your sentence(s)?

☐ Yes      ☐ No

Did you use correct spelling of words you know how to spell?

☐ Yes      ☐ No

Did you complete a storyboard?

☐ Yes      ☐ No

Did you share your story with a friend?

☐ Yes      ☐ No

Did you check for correct use of capital letters and punctuation?

☐ Yes      ☐ No

## Assessment K - 2

Name \_\_\_\_\_ Date \_\_\_\_\_

Sentences were written about spiders and insects.

☐ Yes      ☐ No

Picture illustrated the sentence(s).

☐ Yes      ☐ No

Words were spelled correctly.

☐ Yes      ☐ No

A storyboard was completed.

☐ Yes      ☐ No

Story was shared with a friend.

☐ Yes      ☐ No

Capital letters and punctuation was used correctly.

☐ Yes      ☐ No

6 Yes Responses = Excellent

5 Yes Responses = Good

4 Yes Responses = Satisfactory

3 Yes Responses = Needs Improvement

2 Yes Responses = Unsatisfactory

Total Points: \_\_\_\_\_

Grade: \_\_\_\_\_

## Peer Editing Rubric

**Writer** \_\_\_\_\_

**Editor** \_\_\_\_\_

### Grammar and Parts of Speech:

- |  |                              |                             |
|--|------------------------------|-----------------------------|
| 1. There is a naming word in every sentence.   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. Each sentence begins with a capital letter. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. Each sentence ends with an end mark.        | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. Spelling is "peer proof".                   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

### Reasons for Writing:

- |  |                              |                             |
|--|------------------------------|-----------------------------|
| 1. I can "see" what the writer is telling.       | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. Each sentence names a person, place or thing. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

3. I would like to know more about:

---

---

4. I liked the part about:

---

---

### Signatures:

\_\_\_\_\_  
Writer

\_\_\_\_\_  
Editor

# Rubric Template

	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Accomplished 3</b>	<b>Exemplary 4</b>	<b>Score</b>
Stated Objective or Performance	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.	
Stated Objective or Performance					
Stated Objective or Performance					

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Sheakoski, Megan. Suite101™.com The Genuine Article. Literally. 23 June 2009 <[http://primary-school-lesson-plans.suite101.com/article.cfm/teach\\_kids\\_to\\_write\\_and\\_ask\\_interview\\_questions](http://primary-school-lesson-plans.suite101.com/article.cfm/teach_kids_to_write_and_ask_interview_questions)>.