

Inside Writing Communities, Grades 3-5

Workshop 15 Writing Across the Curriculum

**Narration written by
Mary Duncan, Ph.D.**

FINAL DRAFT

RUNDOWN SHEET

Program Duration: 28:25

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VIDEO	AUDIO	LGTH	TRT
Annenberg Media Logo	Annenberg Media Logo Music	00:15	00:15
KET Logo		00:03	00:18
Series Open/ Title 15	Inside Writing Communities, Grades 3-5 Theme	00:28	00:46
Katie Ray	<p>KATIE: There's, sort of, three different answers to think about, in terms in what writing—writing in content areas. One is just writing to learn in content areas, writing to think, to figure out. You have an idea about something, and you want to think it through. And writing is a very good way to capture that thinking.</p> <p>Another is to think about seeing the world. You know how we talk about writers' notebooks—you see the world like a writer. Well, you can also look at the world like a scientist; you can look at the world like a mathematician.</p> <p>The other thing to think about is that writing needs content. You know? Content is very important to writing. And so across your curriculum, you're studying, hopefully, all these different interesting topics, and, I think, really encouraging children to remember that in writing. You know, "What are we studying about that you're really interested in? You could bring that to writing," sometimes requiring them to, particularly late in the year when you've got study in other content areas under your belt. And so, for example, in a fourth-grade room in the spring, I want to teach feature—how to write a feature article. I might require children to choose some topic we've studied this year in a content area.</p>	01:11	01:57
B-Roll	<p>NARRATOR: To become more independent and proficient writers, students need to write every day. And a well-planned workshop insures that young writers get the practice they need. But writing can happen anywhere. When teachers integrate it throughout their instruction, they demonstrate that writing can</p>		

	<p>take many forms and serve many purposes—it isn't just something you do in language arts.</p> <p>WRITING ACROSS THE CURRICULUM features classroom models that reflect Katie Wood Ray's three ways of combining writing with other content areas—writing to learn, writing like a professional, and using content knowledge to inform writing. First up is a math class in Toadlena [Toe-de-lena], New Mexico, where Christine Sanchez is teaching her third-graders a statistics lesson.</p> <p>It's just before Christmas, and the students have created reindeer glyphs to represent different aspects of themselves—for example, the color of the reindeer's nose indicates the student's gender and the number of prongs on the antlers corresponds to their ages. Christine has put the glyphs up on the wall. Now she's helping her students record the data, analyze it and then summarize the attributes of the class through writing.</p> <p>You could say that this activity is an example of writing to learn—after all, the children must think mathematically to organize and analyze the numbers. But they're also writing like statisticians when they create statements that summarize the data.</p>	00:26	03:23
Christine Sanchez, Tohaali Community School, New Mexico	<p>CHRISTINE: One of the benefits I see of having children write outside the writing block is that they—that it's applicable to all the content areas and that all the skills that we're learning still applies to science. You know, in science, we observe and that we need to be really clear about our observations. Well, word choice would fall into that; organization and then ideas about what they're writing about—all of that fits into science, and it fits that—it fits, also, into social studies—and math; because now they are expecting children to be able to not only verbally explain their thinking but we want them to be able to write about it too.</p>	00:36	03:59

<p>Christine Sanchez, Tohaali Community School, New Mexico</p>	<p>CHRISTINE: Remember we did our reindeer up here?</p> <p>STUDENTS: Yes</p> <p>CHRISTINE: OK. Now all of these mean something. What did the antlers mean when you were making it?</p> <p>STUDENTS: How old you are</p> <p>CHRISTINE: How old you are. OK now I am going to ask you to raise your hand and I will call you. What did the color nose mean? Raise your hand if you remember. Jermane?</p> <p>JERMANE: Boy or girl.</p> <p>CHRISTINE: Whether you are a boy or girl. Please don't call out if I haven't called you. And what about the ribbon and the bell, what did that mean? Janane?</p> <p>JANANE: If you are going away or staying home.</p> <p>CHRISTINE: If you are going away, you had the bell and if you are staying, you had the ribbon. So what's the first one? On your paper, number one?</p> <p>STUDENT: I can. Antlers</p> <p>CHRISTINE: Antlers. And I put what age in the first category?</p> <p>STUDENTS: Eight</p> <p>CHRISTINE: Eight and then?</p> <p>STUDENTS: Nine</p> <p>CHRISTINE: Nine and then</p> <p>STUDENTS: Ten</p>		
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	<p>CHRISTINE: And then ten. Now I'm going to go through each one of the reindeer and if you recognize your reindeer, you can just tell how old you are, OK? So lets start with this one, we have one, two, three, four, five, six, seven eight. This person is eight years old. So go to your "eight" category and draw a line, one tally mark. Now let's go to this one underneath. I'm going to count: one, two, three, four, five, six, seven, eight. This person is also eight years old. So you put a mark where?</p> <p>STUDENT: Under eight</p> <p>CHRISTINE: Under eight, right next to it. Let's move on to the next one: one, two, three, four, five, six, seven, eight, again.</p>	01:32	05:31
B-Roll	<p>NARRATOR: Christine's students continue to gather data based on the reindeer glyphs. On their individual data sheets, they record each piece of information and then come up with totals for the class.</p>	00:12	05:43
Christine Sanchez, Tohaali Community School, New Mexico	<p>CHRISTINE: We have gathered information from six places so I'd like for you to write at least six sentences about what the information says. And I'm going to help you with the first one. What can we say about the age of the people in our class?</p> <p>STUDENTS: They're all eight.</p> <p>CHRISTINE: All of us are eight?</p> <p>STUDENT: Most of the children in the third grade are eight.</p> <p>CHRISTINE: There we go. Raise your hand if we need to do one more together or do you feel that you can continue?</p> <p>STUDENTS: One more together</p> <p>CHRISTINE: One more together. Those of</p>		

	<p>you, who feel that you can continue on your own, go ahead. I would like six sentences. That's your first one. What else could we say by looking at your data? You could say something about reading, about the decoration,</p> <p>STUDENT: Most of the kids do not like. Most of the kids love to read.</p> <p>CHRISTINE: We could say that, or you could use the number. Twelve kids in our class love to read. OK, what else are you going to say? Well you have to have six sentences to go with all the areas that we collected, all the information.</p> <p>BOY: This one?</p> <p>CHRISTINE: Uh, huh. What can you say about this one?</p> <p>BOY: Most of the kids are not going away.</p> <p>CHRISTINE: For?</p> <p>BOY: For Christmas.</p> <p>CHRISTINE: There you go. Most of the</p> <p>STUDENT: Over Christmas break.</p> <p>CHRISTINE: Over Christmas break, there you go.</p>	01:53	07:36
Christine Sanchez, Tohaali Community School, New Mexico	<p>CHRISTINE: Well, that's one of the skills they need to learn—is to organize the data and then to take a look at it and to generate some comments or observations based on that. And I saw that, right away, with some of the kids, and they started noticing more tally marks in other categories than others.</p> <p>And, for this particular lesson, I did it as a whole group. And I saw some students put some sentences together that I thought was</p>		

	awkward—which is okay, for now, because it kind of—it told me some more about their writing.	00:36	08:12
Christine Sanchez, Tohaali Community School, New Mexico	<p>GIRL: Most of the children in the third grade class are eight years old. Most of our kids love to read. Most of my classmates are staying home for Christmas. There are nine kids that are in the middle of their age. There is an equal number from the boys and girls noses. Most of the kids in my classroom like the winter.</p> <p>CHRISTINE: OK</p>	00:36	08:48
B-Roll	<p>NARRATOR: In Simpsonville, Kentucky, Sheryl Block’s fourth-graders have been studying the food guide pyramid in their health class. To reinforce what the children have learned and to help them develop topics for writing, Sheryl has decided to bring health content into the writing workshop.</p> <p>Although Sheryl is requiring the fourth-graders to write about nutrition, that’s their only limitation. The students will determine their focus, purpose, and audience. They’re also free to choose any genre or form they want. To help them begin thinking about their choices, Sheryl starts the writing workshop with a discussion of possible audiences.</p>	00:36	09:24
Sheryl Block, Simpsonville Elementary, Simpsonville, Kentucky	<p>SHERYL: Good morning.</p> <p>STUDENTS: Good morning</p> <p>SHERYL: Today is the best day in any writing workshop. Because today is the day we get to take a look at everything we’ve learned and we mold it into a piece of writing. We decide the area of our learning about the food guide pyramid that we are most interested in. And we start thinking about what information do I really want to communicate to my audience. Can some one remind me of what I mean by</p>		

	<p>audience? Phillip?</p> <p>PHILLIP: People that you are writing it for.</p> <p>SHERYL: Yes. Who might that be? Let's see I'm going to write maybe a persuasive letter or I might write an article. Who might our audience be? Ricardo?</p> <p>RICARDO: The readers</p> <p>SHERYL: The readers and who might those readers be?</p> <p>STUDENT: People in the school</p> <p>SHERYL: People in the school. Your classmates, not only just this class, but other classes.</p> <p>GIRL: Your parents</p> <p>SHERYL: Your parents might be an audience. Yes you might select to write to them. Macy?</p> <p>MACY: Teachers</p> <p>SHERYL: Teachers, you know in this piece of writing, no. Teachers are here to help you to conference, but I really don't want you to use me as an audience because I know what you have learned already. This is where you take the information and you make what you know public. John, who are you thinking about?</p> <p>JOHN: I was thinking about one of your friends that is a little bit overweight, maybe</p> <p>SHERYL: I can see John is already starting to think I want to communicate something about being overweight. That might be kind of a touchy issue. You know you've addressed an audience that is somebody real close to you, school parents. Let's think about our community, who out in our community deals</p>		
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	<p>with health issues? You may go to this office when you don't feel well. Robert?</p> <p>ROBERT: Doctors</p> <p>SHERYL: Maybe a doctor, a pediatrician. Where else?</p> <p>MACY: I was thinking pediatrician</p> <p>SHERYL: You were thinking pediatrician also. You know I've been in a pediatrician's office many a time, where I'm sitting and I need to wait my turn, and I want something to read. And I have been there and I read the same magazine over and over and over again. Wouldn't it be cool to hear your all's voices?</p> <p>STUDENTS: Yeah</p> <p>SHERYL: Cool, huh. All right well</p>	02:29	11:53
B-Roll	<p>NARRATOR: To underscore how important it is to write for an authentic audience, Sheryl decides to use an example from the local newspaper. She deliberately chooses an article the children can relate to.</p>	00:12	12:05
Sheryl Block, Simpsonville Elementary, Simpsonville, Kentucky	<p>SHERYL: I decided to bring a real piece of writing—a piece of writing that was, in fact, published in our local newspaper. I wanted them to understand that, that piece of writing was written by a real reporter, and that real reporter had to struggle with the very same issues that I was going to ask them to deal with.</p> <p>And it dealt with a dilemma that our schools are going through right now. Okay, if we're talking, and we're teaching healthy eating, then let's do away with the candy. So it was very appropriate to this unit of study, also.</p> <p>I wanted them to hear the words of a reporter and the words of a reporter and the words of a feature article; not that every one of them</p>		

	<p>was deciding to do a feature article. But, sharing that feature article, I wanted to introduce and just kind of prime their pumps on how they would have to first identify a topic, then move into a focused purpose, and then begin to anticipate, through their audience, possible questions that they may have.</p>	00:58	13:03
<p>Sheryl Block, Simpsonville Elementary, Simpsonville, Kentucky</p>	<p>SHERYL: What would an elementary school be without candy, a healthier and safer place according to Kenwood Station Elementary School principal, Phillip Moore. Moore who did away with sugary treats as principal of Oldham County’s Crestwood Elementary School, is now doing the same at Kenwood Station which opened in the fall. Kenwood Station is also in Crestwood. “As teachers and principals, we need to practice what we teach”, Moore said. In our health and PE classes we teach about building healthy bodies, exercising, and having good eating habits. Then in a lot of classes, teachers were giving away candy as rewards, candy as part of an activity and candy as even part of a celebration. That’s a lot of sugar and that’s called a double standard.</p> <p>You know the article goes on to talk about the focus. The focus of this piece can be found in the very first part of the article as well as the title. Now remember the focus is kind of like that main idea. Someone take a stab at what big message the reporter wanted her audience, the newspaper reading public, to understand? We know that this was about the food guide pyramid. The article said: Elementary principal has candy barred from classroom activity. What do you think the rest of this article would write to support? Cody? You know it’s about what one topic? Listen to the title again: Elementary principal has candy barred from classroom</p> <p>CODY: (speaks low)</p>		

	<p>SHERYL: A little bit louder, I can't hear you</p> <p>CODY: It means that he took away all the candy bars.</p> <p>SHERYL: Yes, this article is about candy and how it is being taken away from the classrooms. You know this author needed to think about the audience. This author needed to think OK, if my audience is the public reading, what type of information would I need to share. And we find the information through questions.</p>	02:12	15:15
B-Roll	<p>NARRATOR: Near the end of the school year, Nicole Outsen's fifth-grade class in New Hampshire is hard at work on a multigenre research project on the Lewis and Clark expedition. Like Sheryl's nutrition piece, this culminating project reinforces what the students have learned in a content area—in this case, social studies. But in addition to bringing social studies content into the writing workshop, Nicole is also doing the reverse: she's extending skills from writing workshop to social studies.</p> <p>The students have researched and taken notes on topics related to Lewis and Clark. Now they're preparing to write one of their multigenre pieces: a newspaper article. To get them started, Nicole gives the students her own notes so they can practice organizing the research.</p>	00:47	16:02
Nicole Outsen, North Hampton Elementary, North Hampton, New Hampshire	<p>NICOLE: The questions that I get from teachers are usually about "How do I fit that in?" You know, "I have so many things I'm supposed to teach. How do I fit in time for the kids to write or for the kids to read?"</p> <p>And I think the way to do that is through projects like the multigenre project we're doing now. It's a social studies project, but they're doing a ton of reading and writing within that project.</p>		

	<p>So all the students in the class are doing a multigenre piece about Lewis and Clark's westward journey. And then, within that, each student has the opportunity to choose a more narrow focus, which, for some kids, might be Fort Mandan, where they spent their first winter. For other kids, they're really interested in learning about the animals and plants that they discovered. Other students are focusing on some of the main people involved, whether it be Lewis or Clark or Sacagawea. So then, they focus on something more narrow and then, the majority of their pieces will be about that more narrow focus for research.</p>	00:59	17:01
<p>Nicole Outsen, North Hampton Elementary, North Hampton, New Hampshire</p>	<p>NICOLE: Here's the problem, we have all these notes and all this information. Right? We know what a newspaper article is supposed to look like, right? So what we have to figure out is how to take all those notes and make it into a newspaper article. So what we are going to be working on today is organizing our notes. To get a little bit of practice with this, I've actually written up some notes. So first you are going to take my notes and organize them and see how that goes. Then we will talk about that and then you will move on to your own. So I decided to take notes on what it was like when they reached the Pacific. Because I had this idea in my head that when they got there, it was like Laaa, everyone was so excited. So I wanted to find out more information about that and what I really found out is that the weather was awful. They were pinned down in a camp for five days, they couldn't even get to the ocean because the weather was so bad. It wasn't that big of a deal, but I wanted to research about that. What I want you to do today, there are two pages of notes, one, two and you are going to work in groups of three. And what I want you to do is cut them up just like we did when we did our book building big research and organize them. How do you think you can go about organizing notes for a</p>		

newspaper article? In what way do you think you can organize them, it's going to depend on different notes, but what do you think?

GIRL: Who, what, when, where?

NICOLE: So you might have an envelope about who, envelope about what happened, where it happened, when it happened and why? Does that sound like a good system? OK we might try that. Julie, other ideas?

JULIE: You could use like first paragraph, second paragraph, like third

NICOLE: But I really want a topic about each of those things. So what might the topic for your first paragraph be?

JULIE: Like a summary, like quick facts that you might put in there.

NICOLE: You might have an envelope that's statistics. You might want that in there. Brandon?

BRANDON: Organizing it like we did with building big?

NICOLE: Yep. All the information that goes together, you need to bundle together in an envelope. But you need to figure out what those categories are going to be and then once you have your categories, you can take it and put it in the order you want. So can we just give this a try and then we will come back together and share in a little bit how it is going.

JULIE: Maybe we can put that in here because it is the first spotting of the Pacific. This one is when Clark reached the Pacific.

NICOLE: Oh so I see you have taken some notes right on here.

MATTIE: Yea if we just did all jumbled up it would be kind of hard.

NICOLE: So you read it through and you said this is a when, who, who, when, where. So you are going to bundle them by those categories? Sorry did I take your seat?

TIMMY: No I'm sitting right there.

NICOLE: Were there any notes that you discovered that didn't fit?

MATTIE: Kind of. Some of them were like both at the same time, but had like two information ones

NICOLE: So what are you going to do with those kinds of notes that answer two questions?

TIMMY: We are going to make it like one that it fits the most if it's more of one and a little less of the other,

NICOLE: OK that sounds great. So it sounds like you have a great system. How did you decide to do this particular organization system?

TIMMY: Mattie actually came up with it.

NICOLE: That's a great idea. Do you think that this might help you when you sit down to organize your own notes?

STUDENTS: Yeah

NICOLE: Yeah. Do you think you might do something similar John?

JOHN: Yeah.

MATTIE: Like I did with my other notes.

JOHN: It's really easy organizing.

TIMMY: Definitely. Definitely

NICOLE: I'm wondering when we come back for our share, if you would be willing to share the method that you used to go about this. I think that might be helpful to people. Would you be willing to do that?

TIMMY: I think that will be helpful to half the class.

JOHN: It will help other people too.

NICOLE: OK

NICOLE: I see that this is a lot of information: One, two, three, four, five, six, seven, eight facts. Do you see this more as a paragraph or that this could go under one heading with a couple of paragraphs in it? What do you think?

JULIE: I think it

NICOLE: Greg, what were you going to say?

GREG: A couple of paragraphs

NICOLE: A couple of paragraphs?

GREG: Some of the information is not directly tied to

NICOLE: OK so maybe what you could do next, because you guys have done a great job and I like how you came up with kind of a unique system, is to think about your facts and how can I break these into paragraphs? Like what facts really belong together in paragraphs and then what you could do is paperclip those things within an envelope. What do you think?

STUDENTS: Yeah

NICOLE: OK. So do you think that going through this process is a model that will help you with your own notes?

STUDENTS: Yeah

NICOLE: Did you cut them out first or read them?

STUDENTS: Cut them out

NICOLE: Think that's enough? OK

JULIE: This was like when they first spotted the Pacific. Lewis was not with Clark when they arrived.

NICOLE: What strategies did you use? What did you do? Mattie would you share your strategy because I feel like that was a good strategy that other people might be able to use.

MATTIE: We didn't want to cut up anything

NICOLE: Why don't you come up here?

MATTIE: So we read through the notes first

NICOLE: So you read through the notes first

MATTIE: So when we read the first note, we figured out if it was a who, what, when, where, or why? Then we put that on the note and then we went to the next one. Then when we were finished, we cut them all up and we would see the little note if it was a who, what, when, where or why. And it would be easier to organize

NICOLE: Excellent. OK so what she did was read it first then label on the notes if it was a who, what, when, where, or why and then they just used those as their categories. So

	<p>that might be a really great strategy. So first, read and label notes then cut apart. OK, other strategies that worked for people? Julia, what did you do?</p> <p>JULIA: Well my group cut them up first, we had two people cutting and we had someone reading them as we cut them. But we realized that the, who, what, when, where and why wasn't going to really work for us, because we knew that a lot of the categories would not make sense for us because we know who the who was. It was the Corps of Discovery. We knew where the where was. It was the Pacific Ocean. So we just kind of looked at the facts and picked out a little more like specific topics.</p> <p>NICOLE: OK</p>	07:53	24:54
B-Roll	<p>NARRATOR: After the lesson on organizing notes, Nicole's fifth graders apply what they have learned to their own research. As the children work, Nicole confers informally with individual students about their choices. The next day, she starts the writing workshop by asking the students to report on their progress. What problems did they encounter and what went well.</p>	00:23	25:17
Nicole Outsen, North Hampton Elementary, North Hampton, New Hampshire	<p>BOY: I found out that I need more notes than I thought I would need.</p> <p>NICOLE: Yea. It is frustrating sometimes.</p> <p>BOY: I'm working on those right now. Looking at those and reading another article. Yea, that's it.</p> <p>NICOLE: OK. I think a lot of people found out when they cut their notes apart, they found out that well I don't have enough notes to answer my questions. So we might have to go back and do a little bit more.</p> <p>MATTIE: (Inaudible) like Andy did. I had to</p>		

	<p>get some more notes and I had to look at the paper and go through that whole process again. Then I cut them out and I started my article. Could I just read the first part?</p> <p>NICOLE: Of course.</p> <p>MATTIE: Lewis' tragic fall finds its way to a mysterious flower.</p> <p>NICOLE: So if you were to see that heading, that headline, sorry, Lewis' tragic fall finds its way to a mysterious flower. Do you think you would read on?</p> <p>STUDENTS: Yeah.</p> <p>NICOLE: Awesome job, Mattie! So that is something we can think about. We didn't really talk about that today and Billy pointed out that I didn't have a headline for my article yet. You need to have an article that is going to catch your readers' attention. So you are going to talk about when they discovered the lady slipper?</p> <p>MATTIE: Yeah.</p> <p>NICOLE: OK. Fabulous.</p>	01:17	26:34
B-Roll	<p>NARRATOR: At the end of their fifth-grade year, Nicole's students are tackling a complex writing task, one that requires them to compile, analyze, and synthesize information. With their teacher's support and guidance, they've come a long way on the path toward writing competency and independence.</p> <p>But regardless of where children are on the continuum—from wide-eyed third-graders on the first day of class to seasoned fifth-graders getting ready to move on to middle school—they all want to express themselves, to share their experiences and ideas with an audience. And the best thing teachers can do for these young writers is to give them the time, space,</p>		

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