Best Practices in Writing: Integrating Digital Tools
Let’s Get Started!

If you haven’t already, write your name on a nametag.

Find page 3 in your writing journal.

Introduce yourself and capture the names of four people in the room, one for each season.

Get ready to work hard and learn together!
The **Center for Collaborative Classroom** is a nonprofit organization dedicated to students’ growth as critical thinkers who learn from, care for, and respect one another.
Partnership with Center for the Collaborative Classroom

The National Writing Project partners with Center for the Collaborative Classroom to implement high-quality writing instruction through effective practices and the empowerment of teacher leaders to build the capacity for and passion about writing in young authors.
How we teach matters as much as what we teach.

Fostering caring relationships and building inclusive and safe environments are foundational practices for both the student and adult learning communities.

Classroom learning experiences should be built around students constructing knowledge and engaging in action.

Honoring and building on students’ intrinsic motivation leads to engagement and achievement.

The social and academic curricula are interdependent and integrated.
What’s challenging about creating a writing community where...

- Students enjoy writing and build writing stamina?
- Students become skilled and proficient writers?
- Students write for a variety of purposes and audiences?
Agenda

Morning
• Build our writing community
• Explore the research on Best Practices
• Examine lessons for evidence of Best Practice
• Experience the Writing Process

Afternoon
• An Introduction to Digital Storytelling
• Planning for Our Own Digital Stories
• Workshop Time
• World Premieres!
• Next Steps: Taking Digital Storytelling to Your Class
The simple fact is that we have to see ourselves as writers if we are to teach writing well. This is no easy feat. Doing the task and feeling confident at it are two different things.

Regie Routman, *Writing Essentials*
“Facts About Me”

Close your eyes.

Make mental pictures as I ask some questions.

Quick Write

Open your writing journal to page 8.

Record 3 facts about yourself.
Facts About Me Activity

Without talking, exchange facts with your partner.

Read your partner’s facts and write 2-3 questions on your partner’s paper.

Talk with your partner about their facts and your questions.
Writing Time

Turn to page 9 in your handbook and spend the next few minutes writing about one of your facts or another topic that came up for you. Remember to double space your work.
Sharing & Reflecting

Share your writing with your partner. You may read or tell.

What did your partner write about today?

How do you know that your partner was listening to you?
Debrief Lesson Experience

What did you notice about the instruction in this lesson?

What supports did this experience offer you as a writer?

How might this lesson support your students as writers?

What social skills might your students learn from participating in this lesson?
Best Practice
Bringing Standards to Life in America's Classrooms

Steven Zemelman
Harvey "Smokey" Daniels
Arthur Hyde
Virtually all of the authoritative voices and documents in every teaching field are calling for schools that are more student centered, active, experiential, authentic, democratic, collaborative, rigorous and challenging.

*Best Practice: Bringing Standards to Life in America’s Classrooms*
Zemelman, Daniels, Hyde, Heinemann 2012
Qualities of Best Practice in Teaching Writing: Chapter 4 Excerpt – p. 20

As you read, jot some notes to yourself.

What are you thinking, feeling, or wondering?

Prepare a summary of your section to share.

Include what resonated with you about your section.

#1 Read 138 – 140 (Stop before “Provide opportunities…”)
#2 Read 140 – 143 (Start “Provide opportunities…” Stop before “Confer…..”)
#3 Read 143 – 145 (Start “Confer…” Stop before “Use writing…”)
#4 Read 145 (Start “Use writing…” to end.)
Choose one of the following groups and write a letter to them that explains about or argues for Best Practices in Writing.

- Teachers/Colleagues
- Parents of your students
- School or District Administrators
- School Board/State Department
Let’s Take a Break!
What does this look like in practice?
Grade 1, Personal Narrative

Writing Focus.
Students:
• Hear, discuss, and write stories with a beginning, middle, and end.
• Explore feelings in stories.
• Reread and tell more.
• Use exclamation points.
• Capitalize proper nouns.

Social Focus.
Students:
• Listen respectfully to the thinking of others and share their own.
• Express interest in and appreciation for one another’s writing.
For each part of the lesson, record evidence of student thinking and behavior.

For each part of the lesson, record notes that capture what the teacher does to support student thinking and behavior.
### Video Viewing Tool (p. 19)

Observing:  □ Student  □ Teacher

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<td>Writing Time</td>
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<td>Sharing and Reflecting</td>
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Talk with a Partner

What evidence did you see of student thinking and behavior?

How did the teacher support students’ development as writers?
Virtually all of the authoritative voices and documents in every teaching field are calling for schools that are more student centered, active, experiential, authentic, democratic, collaborative, rigorous and challenging.

Best Practice: Bringing Standards to Life in America’s Classrooms
Zemelman, Daniels, Hyde, Heinemann 2012
Common Recommendations of National Curriculum Reports share the consensus definition of Best Practices of things to reduce and things to increase in the writing classroom.

Best Practice: Bringing Standards to Life in America’s Classrooms
Zemelman, Daniels, Hyde, Heinemann 2012
# Experiencing the Writing Process

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<th>Step</th>
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<td>Drafting</td>
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<td>Day</td>
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<td><strong>Exploring Personal Narrative</strong></td>
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<td>“First Days” and “Mama Sewing”</td>
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<td>Quick-write:</td>
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<td>Early memories</td>
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<td><strong>Exploring and Drafting Personal Narrative</strong></td>
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<td>Quick-write:</td>
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<td>Sensory details about breakfast</td>
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<td><strong>Selecting and Completing Drafts</strong></td>
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<td>Focus:</td>
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<td>What to look for when selecting drafts</td>
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<td><strong>Self-assessing and Pair Conferring</strong></td>
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<td>Focus:</td>
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<td>Giving and receiving feedback</td>
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Personal Narrative Unit

Writing Focus.
Students:
• hear and discuss personal narratives
• generate ideas from their own lives
• visualize sensory details
• draft personal narratives, focusing on single, interesting events or topics from their lives

Social Focus.
Students:
• build the writing community
• listen respectfully to the thinking of others and share their own
• express interest in and appreciation for one another’s writing
**Lesson Experience:**

**Experiencing the work as adult learners**

<table>
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<th>Puts you in the role of the students</th>
<th>Helps you understand the work we ask our students to do</th>
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<tr>
<td>Makes you aware of your feelings and the effects on the learning</td>
<td>Elevates your commitment to change</td>
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</table>

Jenni Iwanski, “The Instructor’s Balancing Act”
Adapted from June 2014, *Journal of Staff Development*
Getting Reading to Write

Learning from published authors.

“First Days”
“Mama Sewing”
from Childtimes, by Eloise Greenfield

Quick Write

If you were to write a story about your own “remembered life,” what memories could you write about?
Writing Time

Write about an early memory.

Write about anything that interests you.

Turn to p. 64. Remember...Double space your writing. Writers need quiet time to think so there should be no talking, whispering, or walking around.
Sharing & Reflecting

Share with your winter partner what you wrote about today.

What early memories did you write about?

What other topics did you write about?

What did you find out about your partner today?
Guided Rereading of Drafts

Reread drafts and think about how you might improve and revise writing.

Find one place in your writing you really like. Put a sticky note next to that place and write “I like” on it.

Find a place in your writing where you describe or could describe what something looks like. Put a sticky note next to it and write “looks” on it. Find two or three more places.
Writing Time

Revise first drafts.

Complete your draft.

Add sensory details to places you marked to help the reader imagine what was happening.
Sharing and Reflecting

What sensory details did you add to your draft? Read us that part.

What do you imagine when you heard that passage?

What did you do to take responsibility today? How does that improve our writing community?
Self-assessment & Pair Conferring

Look at the following set of self-assessment questions. Ask yourself these questions as you reread your drafts.

- Does my piece describe an interesting personal experience?
- Is my meaning clear in every sentence?
- Are there sensory details in it?
- Does it tell what I learned or how I changed?
Self-assessment & Pair Conferring

Meet with your partner to discuss your questions.

What questions do you want to ask your partner today about your draft?

Revise your draft based on what you and your partner discussed.
Proofreading & Language Skills

Students reread drafts and circle words they’re not sure how to spell. Volunteers share circled words and check word banks for correct spellings.

Discuss proofreading for grammar, to, too, two. Students reread and circle anywhere they used one of these.

Record Proofreading Notes about to, too, two in the Student Writing Handbook.

Q - What else is listed in your proofreading notes that you will check for in your draft today?

Proofread & Write Final Drafts.
# Proofreading Notes

<table>
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<tr>
<th>Rule</th>
<th>Example</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Capitalize the first letter of sentences.</td>
<td>Once upon a time.</td>
<td></td>
</tr>
<tr>
<td>Punctuate the end of sentences.</td>
<td>He ran. Did he run? Boy, can he run!</td>
<td></td>
</tr>
<tr>
<td>Capitalize names.</td>
<td>John, United States, Saturday, Boston, November.</td>
<td>Includes names of people, countries, cities, days, months.</td>
</tr>
</tbody>
</table>
Debrief Lesson Experience

What did you notice about the instruction in this lesson?

How did this unit structure support you as a writer?

How might this lesson support your students as writers?
Let’s Eat!
Digital Storytelling

Adapting a Timeless Art in the Modern Age
Session Goals

- Define “digital storytelling”
- View examples of digital stories created by writers of different ages
- Examine apps and websites for creating digital stories
- Compose your own digital story!
- Discuss copyright, fair use, public domain and Creative Commons licenses
Part 1

What is digital storytelling?
Humanity's legacy of stories and storytelling is the most precious we have. All wisdom is in our stories and songs. A story is how we construct our experiences. At the very simplest, it can be: 'He/she was born, lived, died.' Probably that is the template of our stories - a beginning, middle, and end. This structure is in our minds.
From Ancient Times...
... To Our Modern World
However...
How can we use technology to tell our own stories?
“But new media and digital video technologies will not in and of themselves make a better world. Developing thoughtful, participatory approaches to how and why these technologies are being used is essential.”
7 Elements of Digital Storytelling

1. A Point of View  
2. Dramatic Question  
3. Emotional Content  
4. Economy  
5. Pacing  
6. Gift of Your Voice  
7. A Soundtrack
A History of CDS

Excerpt of "Redheads"
by Barbara Welch French
(Dana's Mother)
Finding and clarifying what a story is really about isn’t easy.

It’s a journey in which a storyteller’s insight or wisdom can evolve, even revealing an unexpected outcome.

Helping storytellers find and own their deepest insights is the part of the journey we enjoy the most.
Two Additional Resources
Part 2

What do digital stories look like?
Adult: “MomNotMom”
Adult: “Taiwan”
Elementary: “Plastics: Things You May Not Know”
High School: “Celebrate Who You Are”
College: “I Believe in Social Change”
Part 3

How are digital stories composed?
Composing Multimedia

Technical Process
- Understanding the available technologies and ways of using them strategically

Rhetorical Process
- Thinking about audience, purpose, and context for the story and the intended effect(s)
Public Domain

“Works in the public domain are those whose intellectual property rights have expired, have been forfeited, or are inapplicable.”

~ Wikipedia
Creative Commons

“Creative Commons is a nonprofit organization that enables the sharing and use of creativity and knowledge through free legal tools.”
Creative Commons: Wanna Work Together?
“Fair use requires reasoning and critical thinking. In determining whether a particular use of copyrighted material is a fair use, you must consider the rights of owners as well as your own needs and purposes as a user.”

~ Renee Hobbs
Welcome to Our Community!

We are here to support you!

collaborativeclassroom.org/pd

Take advantage of our free online resources to support our programs in your school or after-school site.

Visit

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Share

Share your success stories! E-mail us at success@collaborativeclassroom.org.

Ask

Do you have a question? Ask us via our online community at collaborativeclassroom.org/forum.

Try

Try out Collaborative Literacy programs by starting a one-year free trial account at ccclearninghub.org.