

2020 Vision for Literacy

Digital Tools to Support Reading and Writing



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We give more digital texts to struggling readers in the form of audio books and ebooks, without giving them a new set of strategies to deal with these. Often because the teacher assigning these has no experience with this medium and has not even realized that it takes a different skill set.

For our students to experience a reading life in which reading changes who they are and thus changes their worlds, our definition of reading in the classroom must expand.

Turn & Talk

What is your definition of reading?



Turn & Talk

What is your definition of writing?



Turner and
Hicks 2015

Reading Life

Getting Started with a Digital Reading Workshop

Early in my move toward implementing a digital reading workshop, I realized that although I allowed students to "read" a variety of texts independently during reading workshop, I very seldom used anything other than traditional texts throughout the rest of my instruction. Surprised at this omission, I then created a list of reflective questions to add to my planning notebook as a reminder to really think about the unintentional messages I was sending my students about what "counted" as a "text" in the classroom (see Figure 2.2). By creating this simple list of questions for myself, I was able to plan more thoughtfully and include more types of texts throughout my literacy block. These questions helped me to slow down and become more intentional in my planning and teaching. While it's clear to me that

NCTE's 21st Century Literacies Framework

- **As society and technology change, so does literacy.** Because technology has increased the intensity and complexity of literate environments, the 21st century demands that a literate person possess a wide range of abilities and competencies, many literacies. These literacies are multiple, dynamic, and malleable. As in the past, they are inextricably linked with particular histories, life possibilities, and social trajectories of individuals and groups. Active, successful participants in this 21st century global society must be able to

<http://www.ncte.org/governance/21stcenturyframework>

- **Develop proficiency and fluency with the tools of technology;**
- Build intentional cross-cultural connections and relationships with others so to pose and solve problems collaboratively and strengthen independent thought;
- Design and share information for global communities to meet a variety of purposes;
- Manage, analyze, and synthesize multiple streams of simultaneous information;
- Create, critique, analyze, and evaluate multimedia texts;
- Attend to the ethical responsibilities required by these complex environments.

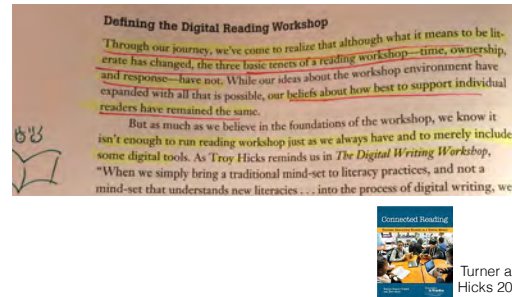
Reading

- Traditional Reading
- Digital Reading
- Connected Reading
- Audio



4 Types of Digital Texts

- linear text in digital format
- non-linear text with hyperlinks
- texts with integrated media
- text with response options



Need for PD

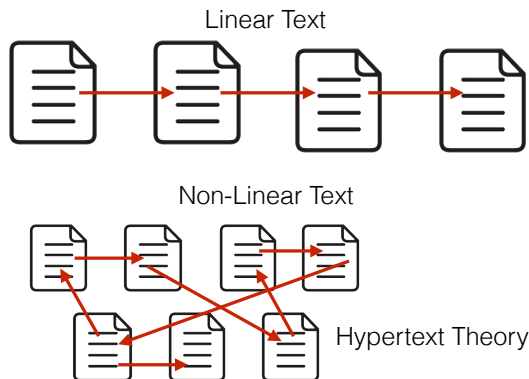
Teachers need frequent and sustained opportunities to learn with one another about the range of instructional supports, interventions, and formative assessments as they emerge from the latest reading research and practice.

Bass and Sibberson 2015

How do we help teachers keep true to what we/they know about the best ways of teaching students to read AND introduce digital reading into the mix?



Bass and Sibberson 2015



What is Digital Reading?

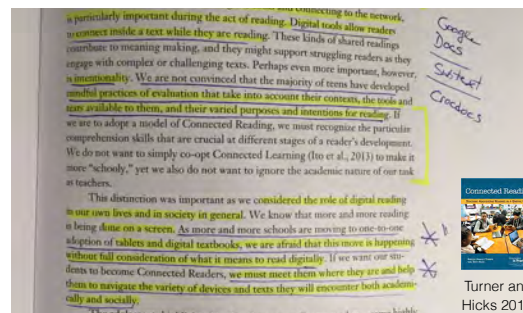
Is:

- ongoing and embedded
- about understanding
- active
- intentional
- flexible
- about choice

Is Not:

- a one time event
- about the technology
- passive
- random
- linear
- the same experience for everyone

1:1 or 1:many Alan November



What is digital reading?

- authentic
- intentional
- connected



Bass and Sibberson 2015

Intentionality

Intentionality is the difference between thoughtful understanding and random clicking and scanning.

Bass and Sibberson 2015

Infusing digital tools affords opportunities for personalization that target student interests and abilities.



Turner and Hicks 2015

thereby helping the students see that they were not the only ones who sometimes struggled with texts. But digital tools have complicated all of this. With new possibilities and new tools, my own reading life has changed. I use digital tools in ways that extend, expand, analyze, and record my reading, in ways that make my reading more meaningful. Given my own complex reading habits, I can't merely drop digital tools into the classroom workshop and call that authenticity. I can't ask students to use digital tools in ways that are not authentic to what real readers do. Therefore, I can't se-



Turner and Hicks 2015

Close Reading...

Engaging: Transforming Annotations of Print Text with Digital Tools
Close reading is all the rage, but as NCTE's policy research brief *Reading Instruction for All Students* reminds us, it is just one of many strategies for engaging deeply with a text. Before we begin our explanation of how we would turn print texts digital, it is important to reiterate the point that not every section of every text requires a close reading. Some experts recommend a close reading of only four or five passages in an entire novel or, alternatively, one close reading of a nonfiction article out of every four or five that you read. Fisher and Frey (2013) outline three questions for students to use as they engage in close reading:

- What does the text say?
- How does the text work?

Turner and Hicks 2015

the workshop structures we've always relied on are as important as ever, once I began to embed a variety of tools and texts across my workshop, students began to see digital reading in authentic ways because the technology became a natural part of all they did. Digital reading wasn't an additional part of the classroom; rather, it became integral to the nature of our work. These questions provided the scaffold I needed to be intentional about text choice across all workshop routines and to help my students see the options I had always tried to provide. Throughout the school year, I often find myself returning to this list, and I sometimes add a question or two as I understand more about literacy today. This list keeps me anchored in the effort to expand my workshop in the digital age.

As I reflect on the changes I made as I shifted from a traditional to a digital reading workshop, authenticity seems to be at the center of my thinking. Because the digital tools of the twenty-first century have expanded what we mean by literacy, workshop must change to remain authentic for our students. In Figure 2.3, we identify some of the more obvious differences between a traditional reading workshop and a digital reading workshop. These differences are crucial to creating authentic reading experiences for students. Over time, however, I've come to

Turner and Hicks 2015



Why Digital Reading Workshop?

For years I ignored the technology I was using myself as a reader and writer and didn't consider it something I needed to think about as a teacher. I was committed to reading workshop and the way I was teaching reading workshop because it was working so well—and I felt I couldn't add one more thing (i.e., technology) to an already packed school day. I knew the technology was important, but I didn't think it was a necessity in an elementary classroom. Sure, it was great to do a project here and there, but for the most part, even as my own literacy practices were changing, my classroom workshop remained the same.

At some point during one of my many conversations with Bill, I realized I could no longer ignore the tools of technology. How could I not expand my thinking about workshop when I believed so strongly in authentic literacy experiences for our students and I could see my own reading habits evolve? How could I not rethink workshop when my own definition of what it means to be literate was changing? How could I not rethink workshop when my students were able to use so many tools and being literate in different ways than I had been just a few years ago?



Turn & Talk

For many teachers who have spent years of schooling or years of practice successfully teaching reading and writing are now forced to connect these deep understandings with current expectations to use technology.

The first anchor standard, with its emphasis on literal comprehension, is central for readers. If the CCSS are known for anything, they are known for an emphasis on text-centered discussion and thinking. If anyone tries to "reimagine" this standard, they are likely to be aligned to the Common Core, since the discussion right back to the text. Similarly, if someone says, "This makes me think..." any staying focused on the text just a bit longer. I linger on the literal details of the text before jumping to ideas. If someone skips right to an idea, one of you might say, "Wait, let's just make sure we've really put onto the table what actually happens before we jump to big ideas. Just to make sure we've really captured what we've learned so far."

Once you've recounted what happens in the chapter, move on to anchor standards 2 and 3, which invite you to talk about central ideas and themes, paying attention to the interaction of characters and to events. The work of standard 2 is to determine central ideas and themes, and the work of standard 3 invites students to determine how events, characters, and ideas are connected across the text. As part of this work, you will want to think about central ideas that are beginning to emerge. You might ask, "What is this story beginning to be about?" That is the crucial work of moving from literal comprehension to deeper understanding of embedded meanings. We realize that literature is about more than the plot, and we begin to ask: "What is this story starting to be about?" As we do this work, we remind ourselves that the standards acknowledge that stories are about more than one idea, so we push ourselves to think of a few different ideas the story is beginning to explore.

Anchor Standards 1, 2, & 3





- Common Core Explorer
- <https://www.graphite.org/standards/common-core/>

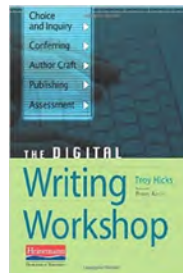


<https://youtu.be/IPsA5R98n74?t=4m32s>

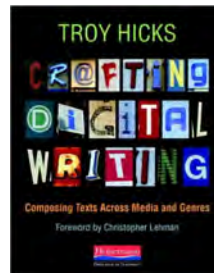


https://youtu.be/9epqbZvuy_4?t=1m43s

We can't view digital reading as an add-on; we can't wait until a student is competent with traditional literacy skills and then expect them to transfer those skills to digital text.



Hicks 2009



Hicks 2013

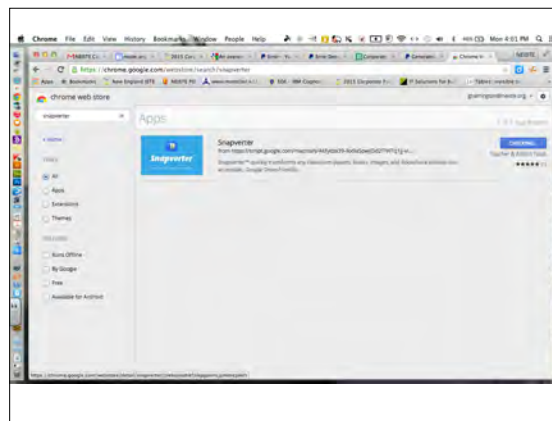
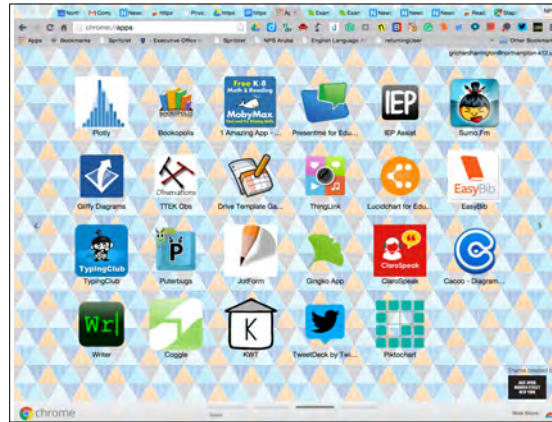
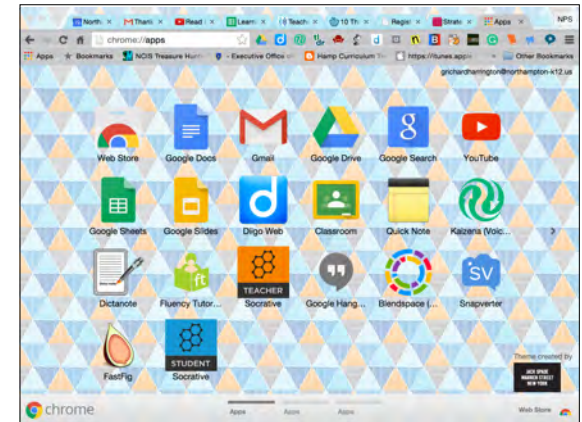
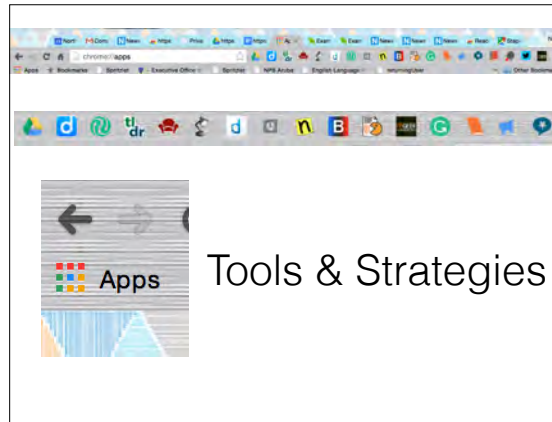
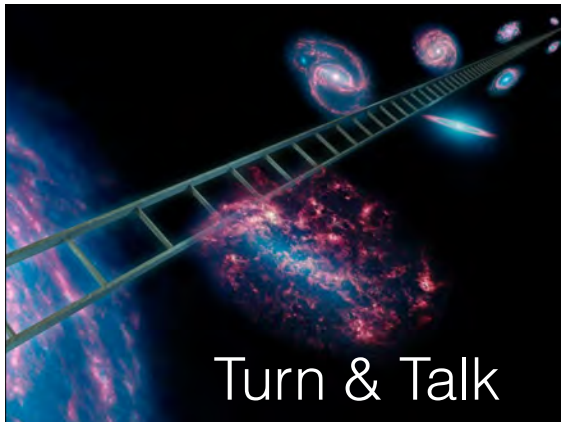


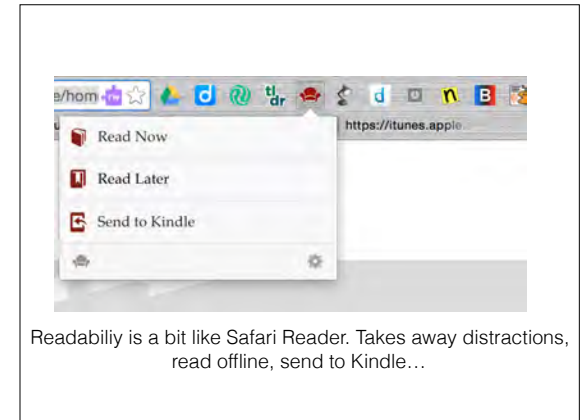
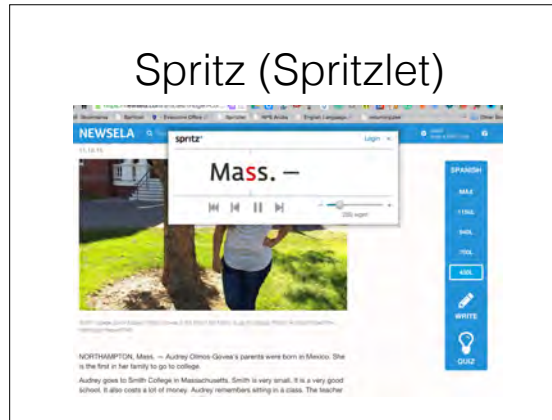
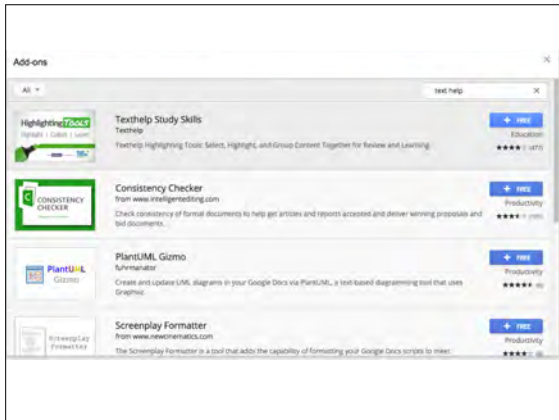
Serafini 2015

Turn & Talk

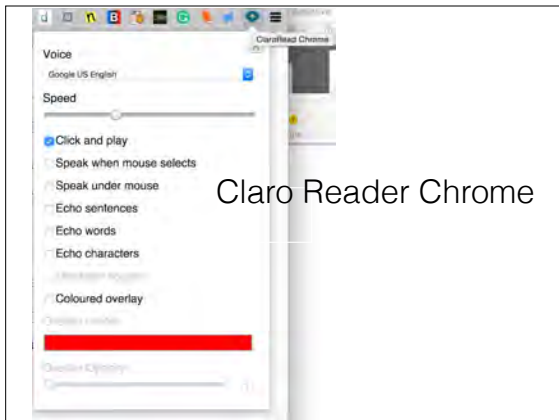
What matters most is that we are **intentional**, **connected**, and **authentic** when engaged in texts in all media.

Our role is to support out student's literacy by helping them intentionally use digital tools for learning and make these tools a part of their daily lives.

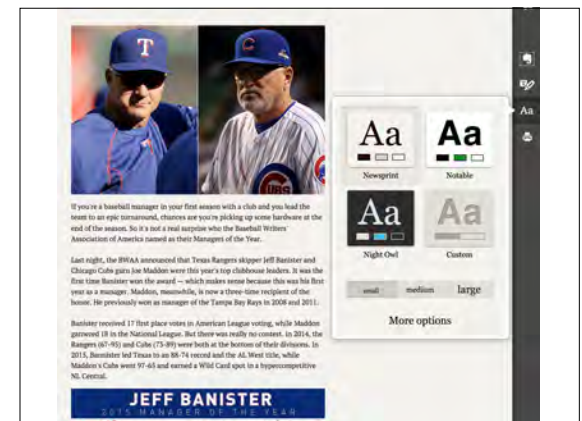
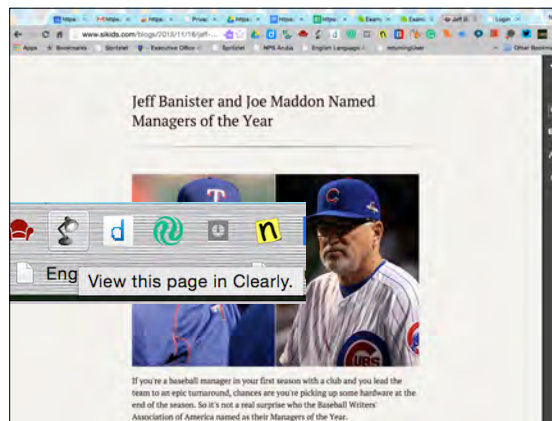
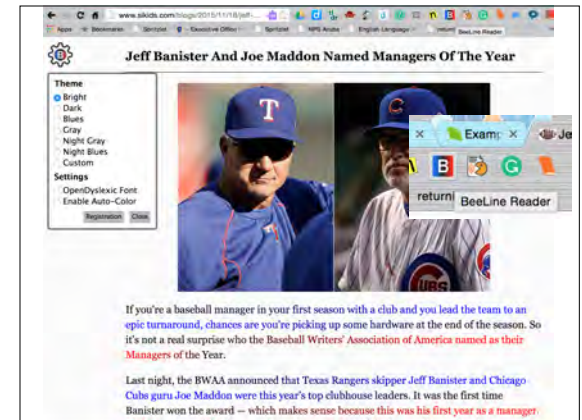
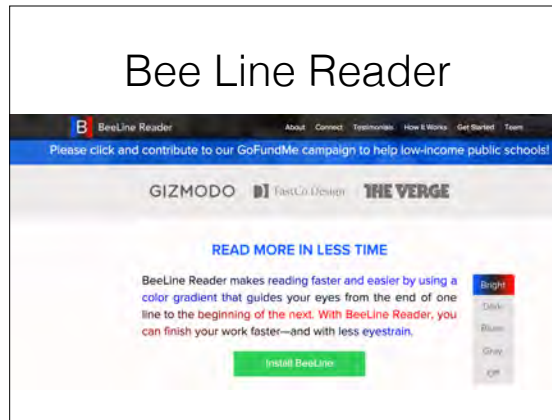





Readability is a bit like Safari Reader. Takes away distractions, read offline, send to Kindle...



Claro Reader Chrome



Managers of the Year



Aa **Aa**

Newprint Notable

Aa **Aa**

Night Owl Custom

small medium large


More options

If you're a baseball manager in your first season with a club and you lead the team to an epic turnaround, chances are you're picking up some hardware at the end of the season. So it's not a real surprise who the Baseball Writers' Association of America named as their Managers of the Year.

First-generation college students find support for their unique challenges

By Rachinger Floort, adapted by Newsela staff

Grade Level: 11-12
Word Count: 1,025



Smith College student Audrey Ormos-Govea is the first in her family to attend college. Photo: Reuters/Scott/Photo: Reuters/Scott

NORTHAMPTON, Mass. — Smith College student Audrey Ormos-Govea remembers sitting in her first sociology class and not believing what she had just heard. A guest lecturer turned to the class and said: "You understand, you've all been to Europe, right?"

As most of her classmates nodded in agreement, at that moment Ormos-Govea experienced the culture shock she had been warned about. The Pomona, California, native had flown only once, and in the first in her family to attend college. This \$15,000

SPANISH

MAX

110L

940L

106L

430L

WRITE

QUIZ

New college students try to fit in

By Rachinger Floort, adapted by Newsela staff

Grade Level: 11-12
Word Count: 297



Smith College student Audrey Ormos-Govea is the first in her family to go to college. Photo: Reuters/Scott/Photo: Reuters/Scott

NORTHAMPTON, Mass. — Audrey Ormos-Govea's parents were born in Mexico. She is the first in her family to go to college.

Audrey goes to Smith College in Massachusetts. Smith is very small. It is a very good school. It also costs a lot of money. Audrey remembers sitting in a class. The teacher asked the students if they had been to Europe.

Many of Audrey's classmates were from rich families. Most had been to Europe. It made Audrey feel like she did not belong in the class. Her family is poor. Audrey

SPANISH

MAX

110L

940L

106L

430L

WRITE

QUIZ

Managers of the Year



Audrey Ormos-Govea is the first in her family to go to college. Photo: Reuters/Scott/Photo: Reuters/Scott

NORTHAMPTON (Massachusetts) — Los padres de Audrey Ormos-Govea son mexicanos. Ella es la primera de su familia en ir a la universidad.

Audrey va al Smith College, en Massachusetts. Smith es una universidad muy pequeña y muy buena. Cuenta mucho dinero. Audrey recuerda estar en clase y la profesora preguntó si habían estado en Europa.

Muchos de los compañeros de Audrey eran de familias ricas. La mayoría había estado en Europa. Ella se sintió diferente a la clase. Su familia es pobre. Viene de una ciudad donde mucha gente no terminó la preparatoria.

Ella bien decir lo que uno piensa.

ENGLISH

MAX

110L

940L

106L

430L

WRITE

QUIZ





The quick brown fox jumped over the lazy brown dog.

01 Heavy bottom

Duxie acknowledges that letters can be viewed as 3D objects. If letters are 3D objects, their gravity applies. Duxie weighs down the bottom of each letter, preventing it from flipping upside down.

abc

read&write

the award-winning family of literacy support solutions that's used daily by millions of people worldwide.

home products read & write

Improve reading and writing confidence

Our Read&Write family of literacy support solutions makes the web, documents and files more accessible — any time, any place, and on any platform or device. It's great for people with dyslexia and other learning difficulties, or anyone whose first language isn't English.

From reading on-screen text aloud to researching and checking written work, Read&Write makes it easy to learn and write.

Learn a message

read&write

the award-winning family of literacy support solutions that's used daily by millions of people worldwide.

home products read & write

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Learn a message

read&write

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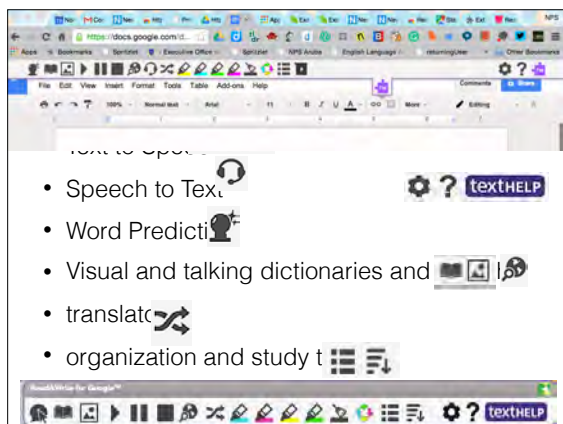
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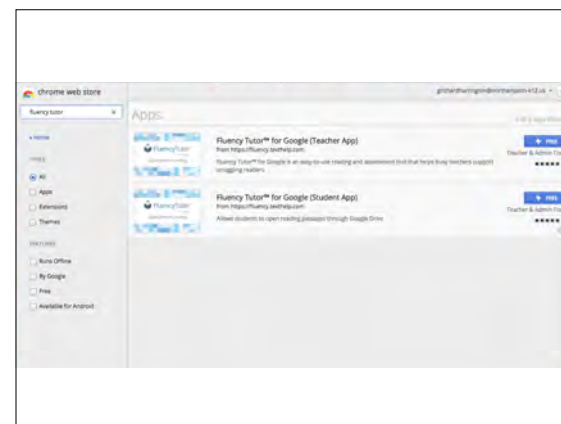
From reading on-screen text aloud to researching and checking written work, Read&Write makes it easy to learn and write.

Learn a message



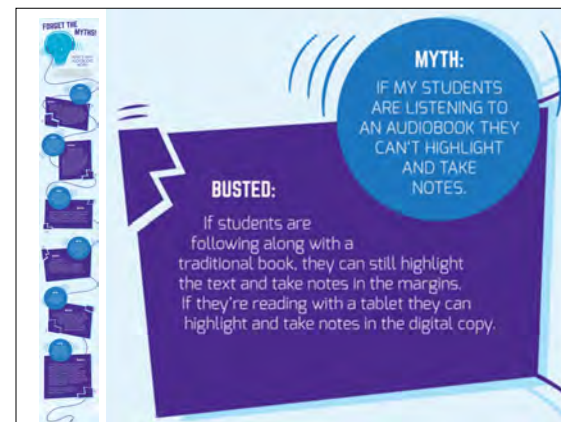
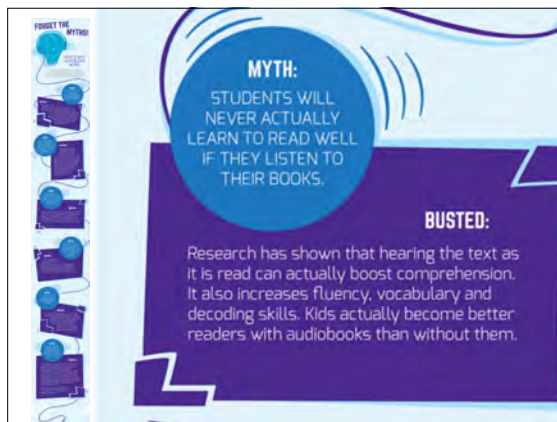
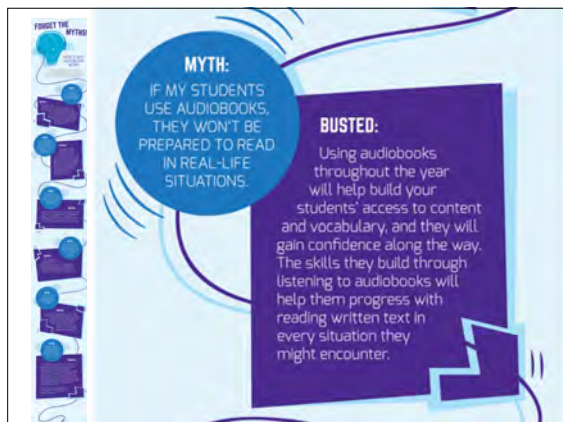
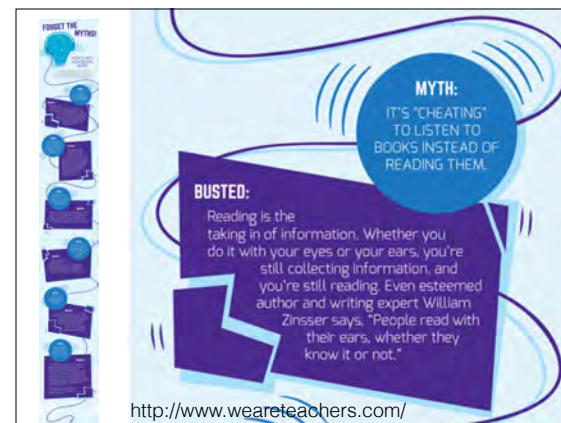
FREE Google Read & Write for Teachers

(look for the green button)
<http://www.texthelp.com/north-america/readwriteforgoogle/>



What About Audio Books?

- listening to a book
- reading a book
- listening and following along in the book or digital text



FORGET THE MYTH:

MYTH:
PEOPLE WHO READ BEST BY LISTENING AREN'T AS SMART.

BUSTED:
Let's take a look at some of the names on the "read best by listening" list: Albert Einstein, Thomas Edison, Alexander Graham Bell, Steven Spielberg, Beethoven and Steve Jobs. That's just the short list. These are some amazing thinkers and innovators!

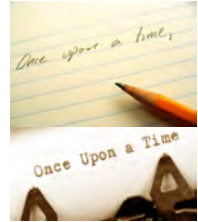
FORGET THE MYTH:

MYTH:
ONE STUDENT LISTENING TO AN AUDIOBOOK WILL DISTRACT THE REST OF MY CLASS.

BUSTED:
Why does it have to be just one student? Research shows that everyone has better comprehension when they listen to audiobooks as they read. Consider allowing a few of your students (or maybe even the whole class!) to listen to audiobooks in the classroom. If you make audiobooks a normal part of learning, then students who use them won't be a distraction. They'll blend in, rather than stick out. PS, Classroom management and rules around the technology will be your best friend.

Writing

- Technology has the capacity to allow for a broader vision of literacy instruction to include:
 - technology literacy
 - visual literacy
 - information literacy
 - intertextuality

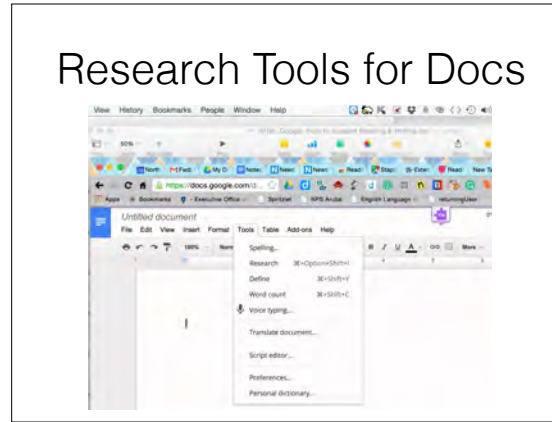
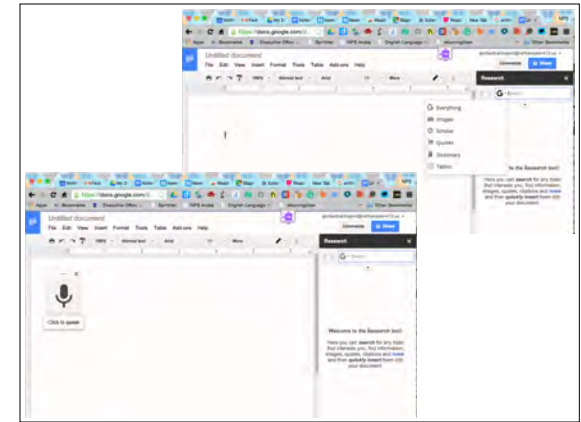
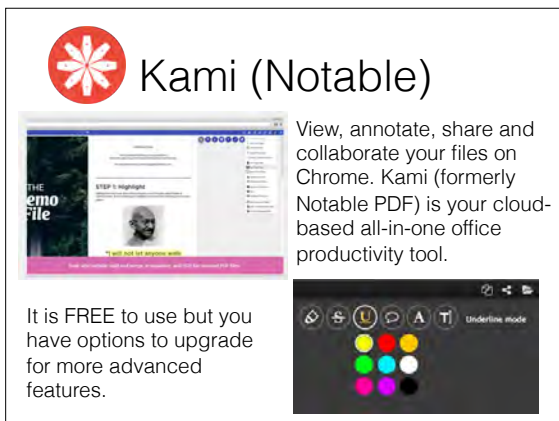



rw read&write

Technology Supports for Reading

Read&Write for Google™

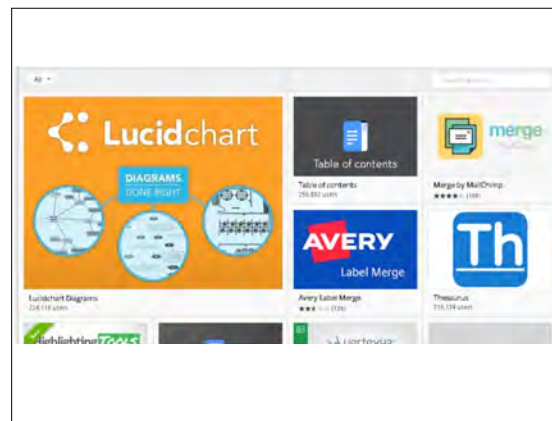
Research Tools for Docs

Kami (Notable)

View, annotate, share and collaborate your files on Chrome. Kami (formerly Notable PDF) is your cloud-based all-in-one office productivity tool.

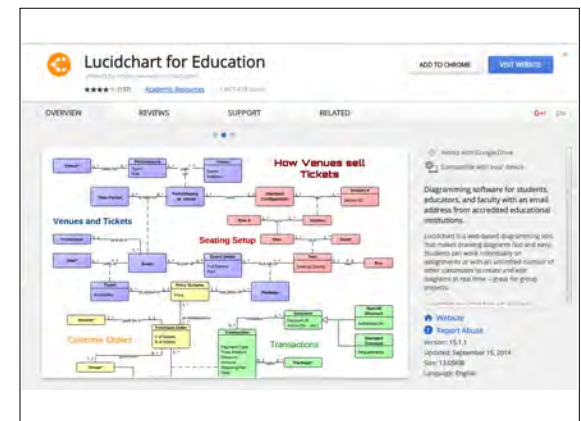
It is FREE to use but you have options to upgrade for more advanced features.



Lucidchart

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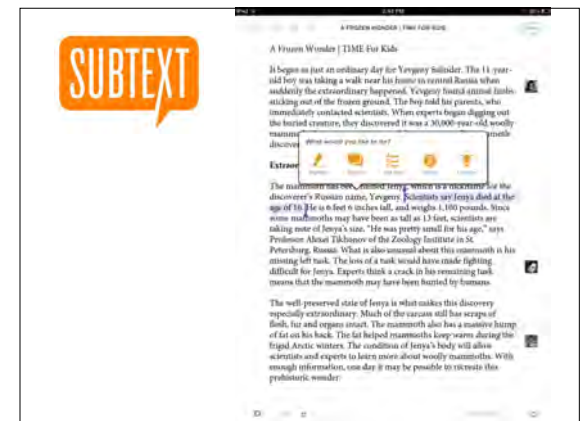
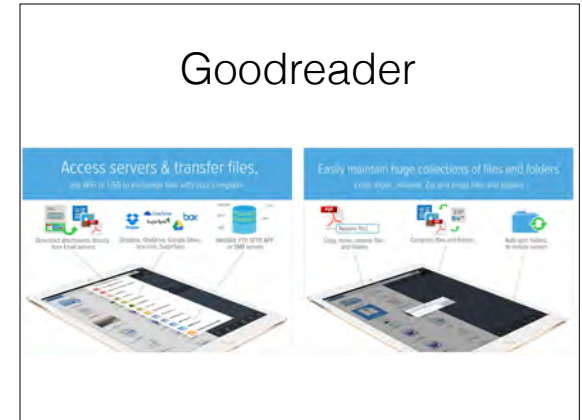
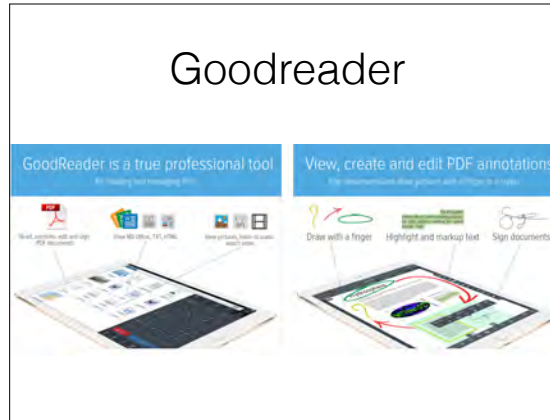
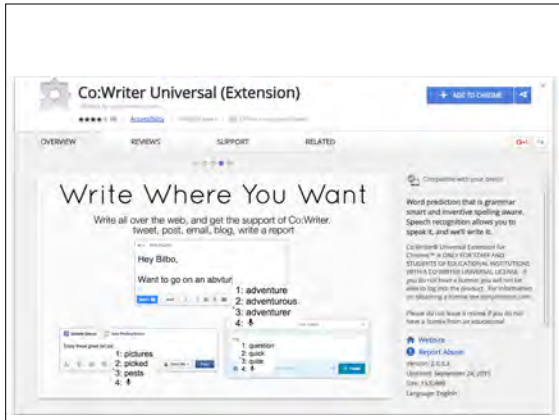
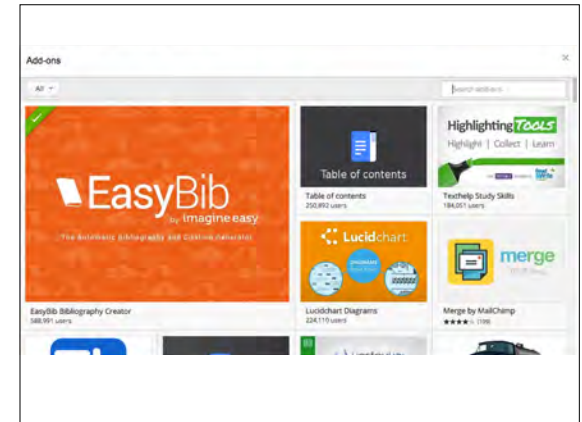
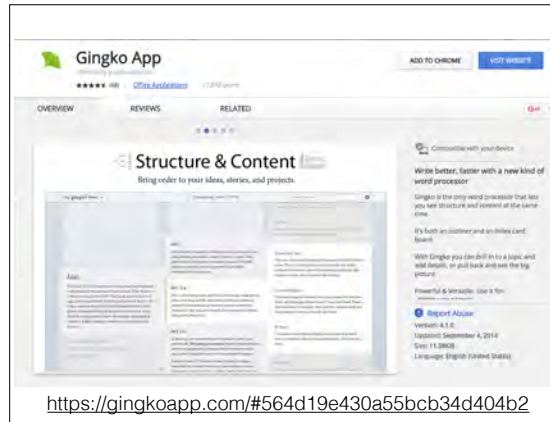
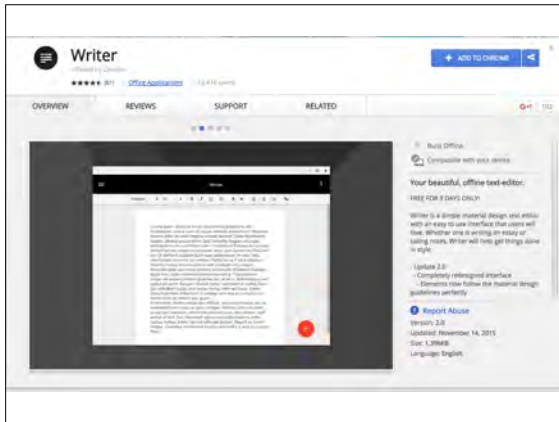
Diagram



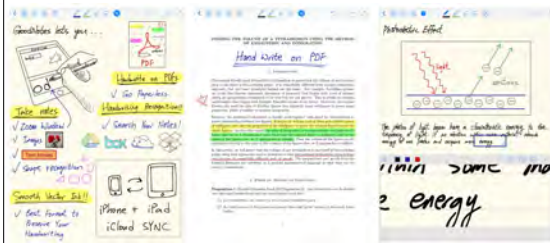
Lucidchart for Education

How Venues sell Tickets

Diagram



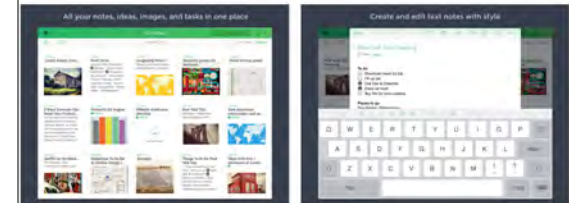
GoodNotes



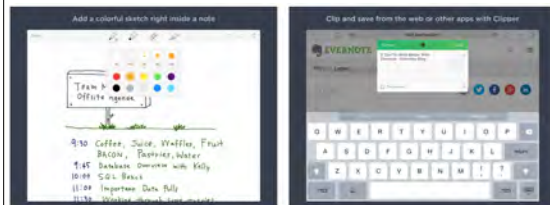
GoodNotes



Evernote



Evernote



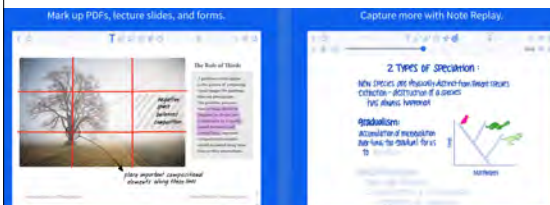
Evernote



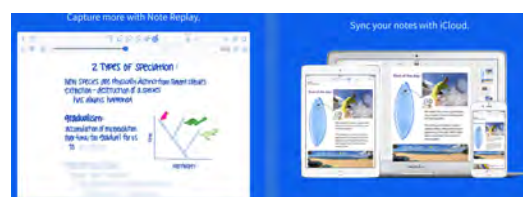
Notability



Notability



Notability



Turn & Talk



Digital tools offer opportunities for collaboration.



Small group

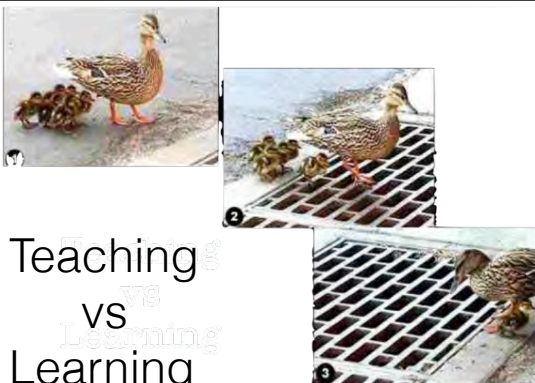


“If your students are sharing their work with the world, they want it to be good. If they’re just sharing it with you, they want it to be good enough.”

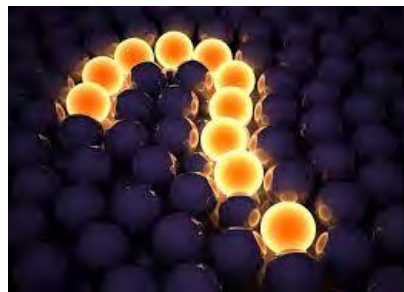
Rushton Hurley



THE FLAWED NOTION THAT PROGRESS HAPPENS IN LEAPS AND BOUNDS IS AN **ORGANIZATIONAL CURSE**. REAL PROGRESS STARTS AND ENDS WITH TEAMS COMMITTED TO TAKING **ONE STEP AT A TIME** TOGETHER.



Teaching
vs
Learning



Gaby Richard-Harrington

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www.strategy2design.com



strategy 2 design

