



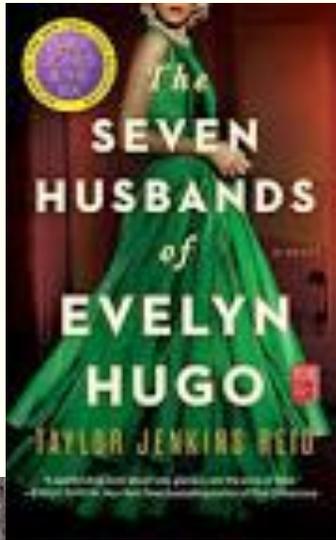
# DIGITAL INSTRUCTION: LITERACY SUPPORTS

August 31, 2020

Most of the resources mentioned today can be found [here](#)  
on the RIDE website.







Add the title of your favorite summer read in the chat



# Agenda

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- **Why Digital Instruction?**
- **For whom?**
- **How?**
  - **1) Develop Critical Language Skills**
  - **2) Increase Interest and Motivation**
  - **3) Transform Understanding**
  - **4) Embed Supports to Customize Text.**



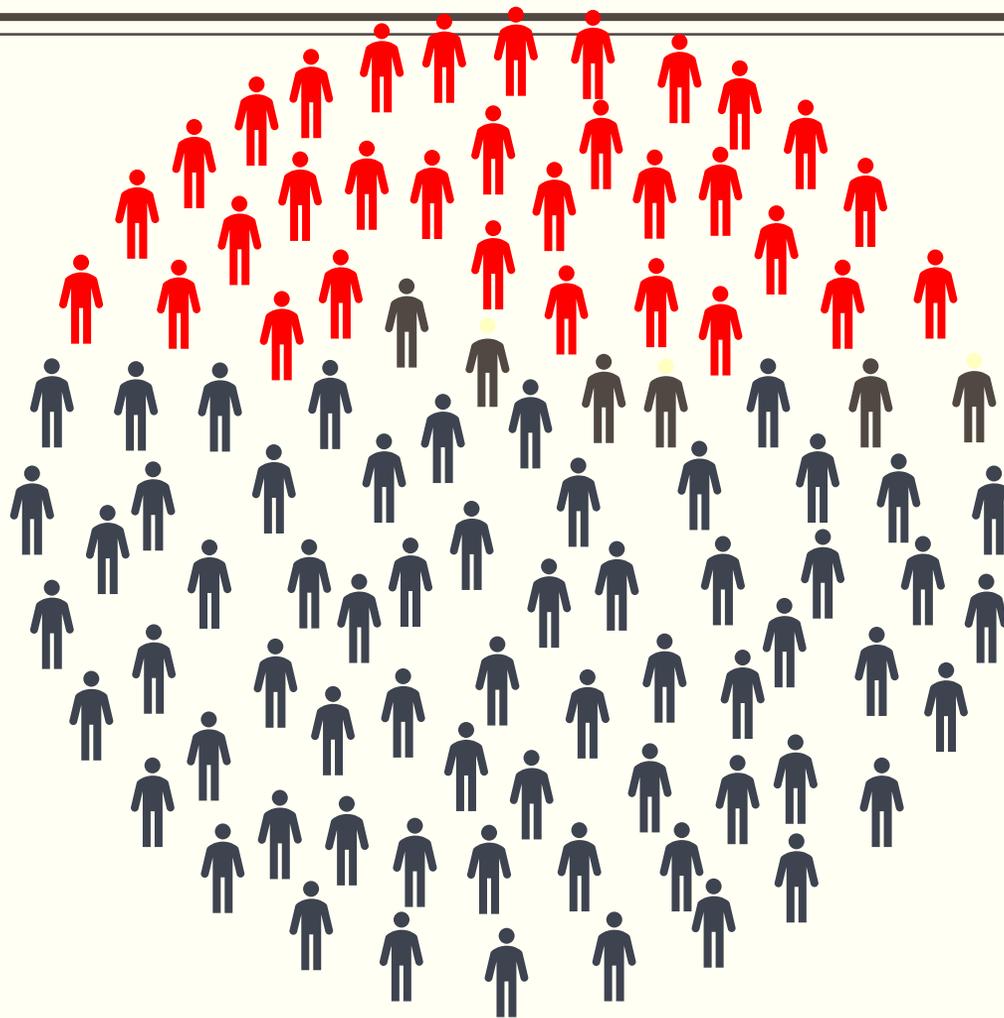
Providing reading instruction that will enable students to acquire the skills they are missing and advance important meaning-making strategies, which in turn will improve their overall academic success, is necessary to break the cycle of failure many students have experienced.

# We have a problem...or two

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# 66%

of 8<sup>th</sup> graders were not proficient in reading on the most recent NAEP test

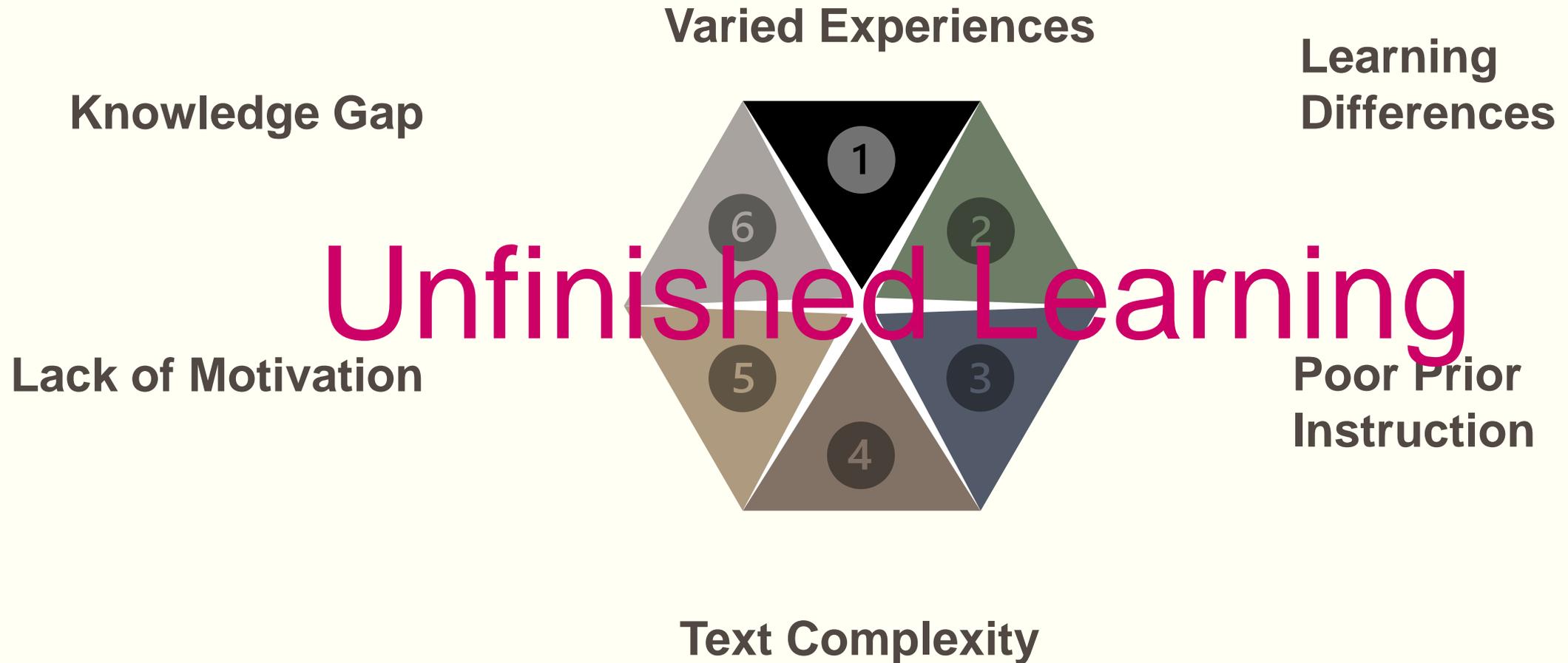


## The Challenge:

In a typical school, at least half of the students have trouble reading, although numbers vary greatly by school, district, and state. In most classrooms and in most schools the majority of students cannot read the textbooks teachers assign, cannot complete their homework without assistance, and do not read for pleasure.

# Why do so many adolescents struggle?

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# The Matthew Effect

Reading Skills



Good Readers

Poor Readers

Gap widens as time goes on.  
The earlier you catch literacy difficulties, the less there is to fix.

Stanovich (1986)

Age

# What can we do?

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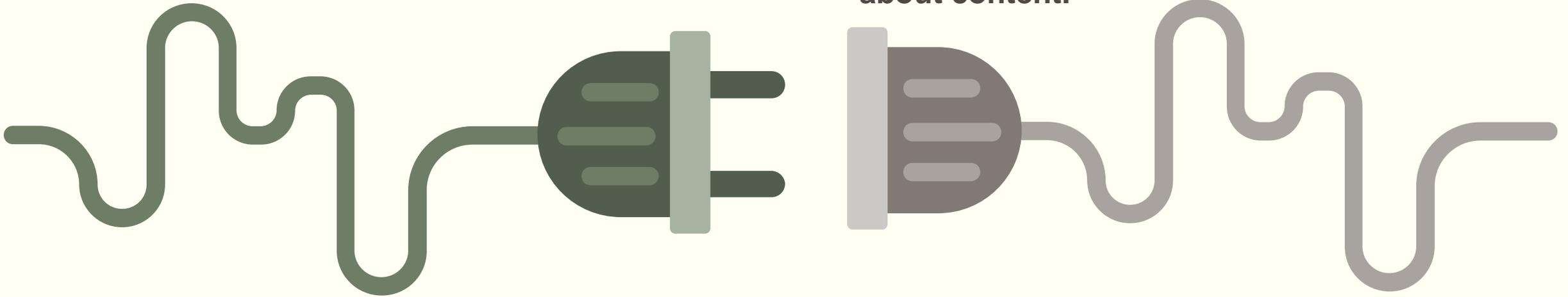
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## 1. Reframe your thinking

Literacy is not the sole responsibility of English teachers; rather, literacy is the language of learning in every curriculum subject and thus must be actively taught by teachers **in order to learn the content.**

## 2. Add high-leverage strategies to your toolbox

Build Knowledge through reading and writing about content.



## Good News

What is crucial for struggling readers is helpful for all readers.

Does this sound like you? Use your  in the reaction box if you can relate to any of these items.

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# What are areas can teachers purposefully address?

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- **Vocabulary:** Assist students in growing sufficient vocabulary
- **Knowledge:** Teach your content to develop wide background knowledge
- **Fluency:** Ensure students become fluent readers



The answer:  
Volume of Reading!

<b>Close Reading</b>	<b>Volume of Reading</b>
Fewer pages	More pages
Complex text	Text at different levels of complexity (should still include complex syntax)
All students same text	Student or teacher choice of text
Teaches students to attend to text and to words	Rapidly builds knowledge & vocab

<b>Close Reading</b>	<b>Volume of Reading</b>
Heavy support	Light support
Solely instructional	Instructional, guided or independent
Exposes students to higher-level content	Builds knowledge of words, and the world
Gives all students access Builds love of reading	Builds love of reading. Success is a great motivator.

# Breaking the Cycle

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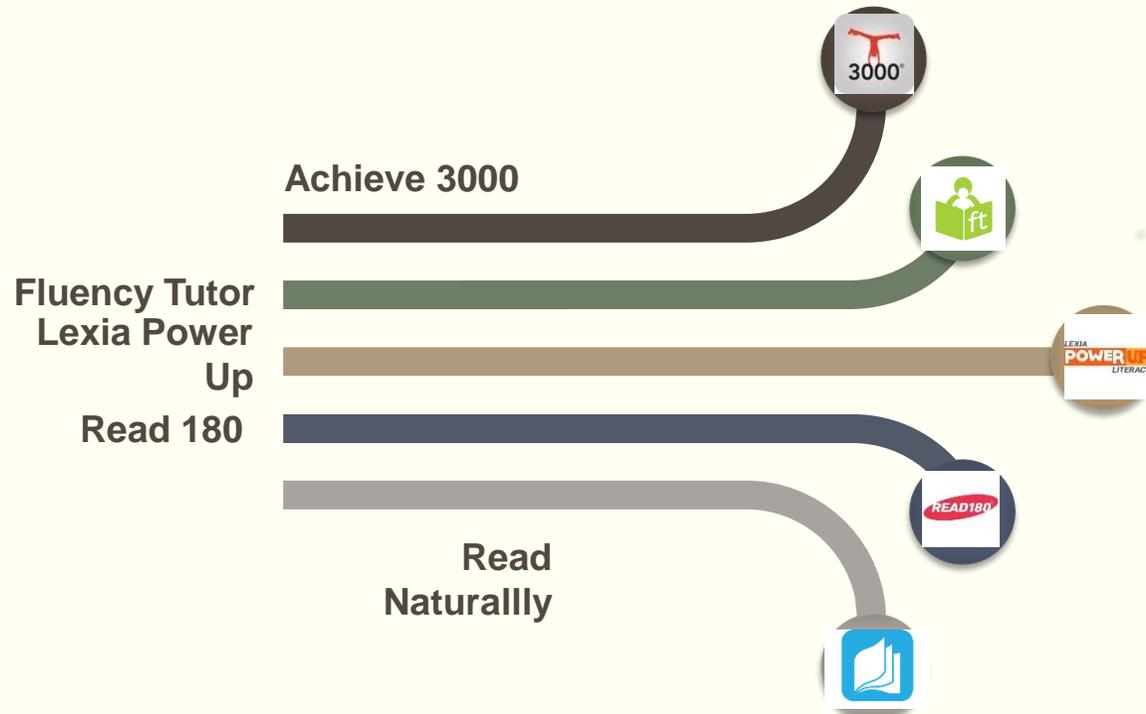
**If content is king, how can we make content delivered via text accessible to all of our students?**

- 1) Develop Critical Language Skills**
- 2) Increase Interest and Motivation**
- 3) Transform Understanding**
- 4) Embed Supports to Customize Text**

# 1. Develop Critical Language Skills

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Personalized  
technology  
platform that  
provides  
specially  
designed  
digital  
instruction



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## 2. Increase Motivation and Interest



Students who struggle with reading are often provided less choice than peers at higher levels. Offering learners choices can develop greater independence and engagement.



# What is a text set?

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- Consists of multimodal texts - video, photographs, visual art, and primary source documents; audio recordings such as music, podcasts, and radio broadcasts; and digital texts



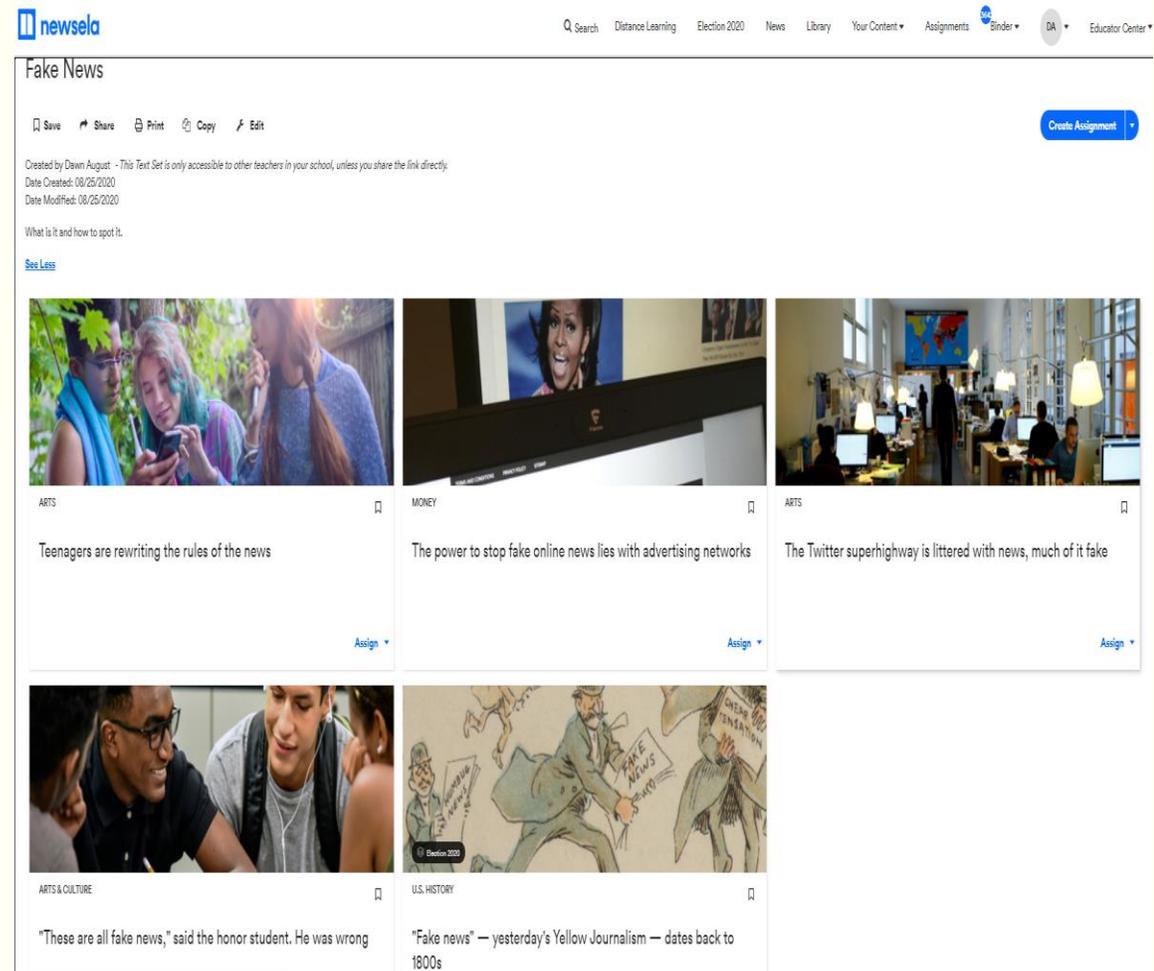
# How to get started?

## Websites like ...

- Discovery Ed
- Newsela
- Readworks
- TweenTribune
- ScienceNewsforStudents

...are great places to get started.

Then, round out your collection with some audio content, video content, and pieces from the arts.



The screenshot shows a Newsela interface with a navigation bar at the top containing links for Search, Distance Learning, Election 2020, News, Library, Your Content, Assignments, Binder, DA, and Educator Center. The main content area is titled 'Fake News' and includes a 'Create Assignment' button. Below the title are icons for Save, Share, Print, Copy, and Edit. A notice states: 'Created by Dawn August - This Text Set is only accessible to other teachers in your school, unless you share the link directly. Date Created: 08/26/2020 Date Modified: 08/26/2020'. A sub-heading reads 'What is it and how to spot it.' with a 'See Less' link. The page displays five article cards in a grid:

- ARTS:** Teenagers are rewriting the rules of the news. Includes an image of three teenagers looking at a phone.
- MONEY:** The power to stop fake online news lies with advertising networks. Includes an image of a woman on a television screen.
- ARTS:** The Twitter superhighway is littered with news, much of it fake. Includes an image of a newsroom.
- ARTS & CULTURE:** "These are all fake news," said the honor student. He was wrong. Includes an image of two students talking.
- U.S. HISTORY:** "Fake news" — yesterday's Yellow Journalism — dates back to 1800s. Includes a cartoon illustration of a man holding a sign that says 'FAKE NEWS'.

# DON'T FORGET ABOUT EAR READING.

Remember the goal is knowledge.  
We want to be careful not limit  
access to content and inadvertently  
create a knowledge gap.



# 3. Transform Understanding

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A key principle of UDL is to provide alternative modalities for expression, not limited to written text, both to level the playing field among learners and to allow the learner to express knowledge, ideas and concepts using the 4Cs.

## The 4 Cs

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# WHAT ARE 21ST CENTURY SKILLS? THESE 4 C'S:

C

COMMUNICATION

Sharing thoughts,  
questions, ideas &  
solutions

C

COLLABORATION

Working together to  
reach a goal. Putting  
talent, expertise,  
and smarts to work

C

CRITICAL  
THINKING

Looking at problems in  
a new way and linking  
learning across  
subjects & disciplines

C

CREATIVITY

Trying new approaches  
to get things done equals  
innovation & invention

# Collaborate Using Padlet

padlet  
Abigail Williams • 3yr  
**Out of the Dust**  
Keep track of your thoughts as you read. In the "Fact" column, record factual information you learn about the topic. In the "Q

### Winter 1934 (1-34)

#### Facts

- Babies could be born at home on the floor.
- Panhandle - Dallas Lubbock, & shack
- Live in Cimarron County.
- There are so many rabbits destroying crops that they are killing them.
- The kids attend school
- They live in the dust bowl
- There are people moving west (California) to get "out of the dust."
- Billie Jo plays piano and will perform at the Palace Theatre.
- Ma is very focused on her schooling.
- Billie Jo's mother is pregnant.
- She got permission to play at The Palace.
- Billie Jo loves playing the piano.
- Asked to play at the President's Ball.
- They haven't had a good crop in three years, since 1931. They are all very thin.
- Mr. Hardly the story owner was not would overcharge and take money from the costumers.

#### Questions

### Spring 1934

#### Facts

- Testing during a dust storm.
- Banks had closed
- 1/4 of the wheat has been lost because of the drought and soon there won't be enough to plant.
- Billie Jo finds comfort in the piano.
- Animals are "rib thin"
- Ma and Daddy are arguing about what to do. Ma recommends other crops and a pond. Daddy won't hear of it.
- Ma has two apple trees planted that are still blossoming despite the drought.
- Daddy was a soldier during WWI.
- Apples aren't ripe yet, they will be around the time the baby is born.
- There was a dust storm and then lots of rain but it came too fast and too hard. IT washed the soil and wheat away.
- Billie Jo continues to play the piano and makes some money. Ma is keeping her savings. She likes that the performances take her to new places.

#### Questions

### Summer 1934 (55-84)

#### Facts

- There was a little rain.
- Ma is very pregnant.
- Dionne Quintuplets were born in Canada.

#### Questions

- Will the rain help

#### Response

Dawn August • 27 • 3mo  
**Chapter 11 FTM**  
What are the Loyalty Oath effects?

**Estela**  
Loyalty oath started tension in the camp because if you answered yes, yes then you would be marked from the people as loyal but if you said no, no then by the people you would be marked disloyal and could possibly sent back to Japan.

**Blake**  
the loyalty oath hurt the Japanese because they had to pick there home or a new one. If you said YES YES you would be loyal to the U.S. but not your home country. If you said NO NO you would be sent back to Japan.

**heider**  
the loyalty oath affected many people of Japanese heritage by forcing people to pick being shipped back to Japan or being drafted to fight your home country which ended up making abunch of riots in the internment camps

**Slade**  
If you would say Yes Yes you would be considered to be loyal, however you could be drafted into war. If you say NO NO you could get sent to Japan.

**Sophia Cochran**  
The Loyalty Oath affected many groups of people. It effected the Japanese American boys who wanted to fight for their country but fathers or family didn't want them to because of the way the Americans treated them, but writing No No would cause for suspicion and make life harder for all.

**Sophie Gardos**  
The Loyalty oath caused tension throughout the camp because if you answered Yes Yes, then you would be marked loyal, but if you answered No No, then you would be marked disloyal and possibly shipped back to Japan or interrogated.

**Tobias**  
The loyalty oaths affected Japanese because if you said yes yes it would mean swearing allegiance to the U.S. and losing connection with Japan. If they said no no it would mean that they would not be trusted by the U.S. and there for treated losing there rights.

**Isobel**  
The loyalty oath effects the people in the camps. If the Japanese answered No No they would be relocated to Japan because they could not be trusted. But if they answered Yes Yes they would most likely be drafted off to war. It also effected the Japanese because everyone seventeen and older had to fill it out and either had to choose relocation or war, which was unfair.

**Hailey**  
The Loyalty Oath affected many people. It would change people life depended on what they would day like if they said yes then you would be apprently loyal to the US government. But id you said no you would be sent back to Japan.

**Caroline**  
The Loyalty oath would effect paps in a bad way if he said no, no, because he could be sent back to Japan. He also would get drafted anyway. If paps said yes, yes, it would effect him in a possibly good way because he would be more loyal with the government and he would be more trusted.

**Hadley**  
the loyalty oaths affect the Japanese if you say yes yes you would be drafted to the war and be considered loyal to the US and if you say no no then you would be sent to another camp and possibly sent back to Japan and would not be considered loyal to the US.

**Ethan**  
The Loyalty Oaths are change if you say no no you will get shipped back to Japan and you would be considered untrustworthy and if you say yes yes you will get drafted to the war. This made trials in camps because half of the camp wanted no no but the other half wanted yes yes. This question was very hard to answer because it could change you're life for ever and say if you chose yes yes the hole other half of the camp would be mad at you

**Ariana**  
The Loyalty oath effects paps in many ways, and other groups. If you say "yes, yes" you could get drafted or something else that effects the us and not your home country

**Adam Godfrey**  
The Loyalty Oaths effects the decision of Yes Yes or No No and also depending if you want to join the American society and becoming an American citizen. Also it depends on your decision of joining the war or being moved to relocation camps. There are many things that the Loyalty Oaths effects your decisions on.

**Henry**  
The loyalty oaths effects differed whether you would choose YES YES, or NO NO. If you chose YES YES, then you would be considered loyal to the US government/army. If you said NO NO on the other hand, you would be considered untrustworthy, and it would make you more suspicious. It was a hard decision to make because they were facing a decision of whether going to prison, or being loyal to a country that abuses them.

**Ryan Owens**  
The loyalty oath divided all the Japanese Americans at the camps. Some wanted Yes Yes, while others wanted No No, causing a conflict even though they were all in the same boat. What ever they did, it wouldn't benefit them. They could get shipped back to Japan, and then but they have a brighter future here in America. They could become loyal to the U.S., but then they could get drafted, and have to fight against their home country. Their last choice has to move to a different internment camp, but life was hard there and their families could be separated.

**Jasmine**  
The Loyalty Oath affected people because if they answered yes, then they would have to loose all connection to Japan and be drafted into the war. But, it would show that you are loyal to the U.S. not Japan. If they said no, then they would be put in harsh conditions and would be treated unfairly.

**Sabine**  
The loyalty oaths effected all of the men in the camp as well as the boys eligible for war. You could either say "YES YES" to the loyalty oath or you could say "NO NO". If you say "NO NO" there is a chance that you could stay with your family for longer. Though, it is unsure, if you can avoid going into war or not, by saying "NO NO". If you were to say "YES YES" that would mean their would be less doubt of you being a disloyal citizen. The sooner, the war is over, the sooner everyone can leave. Their were many

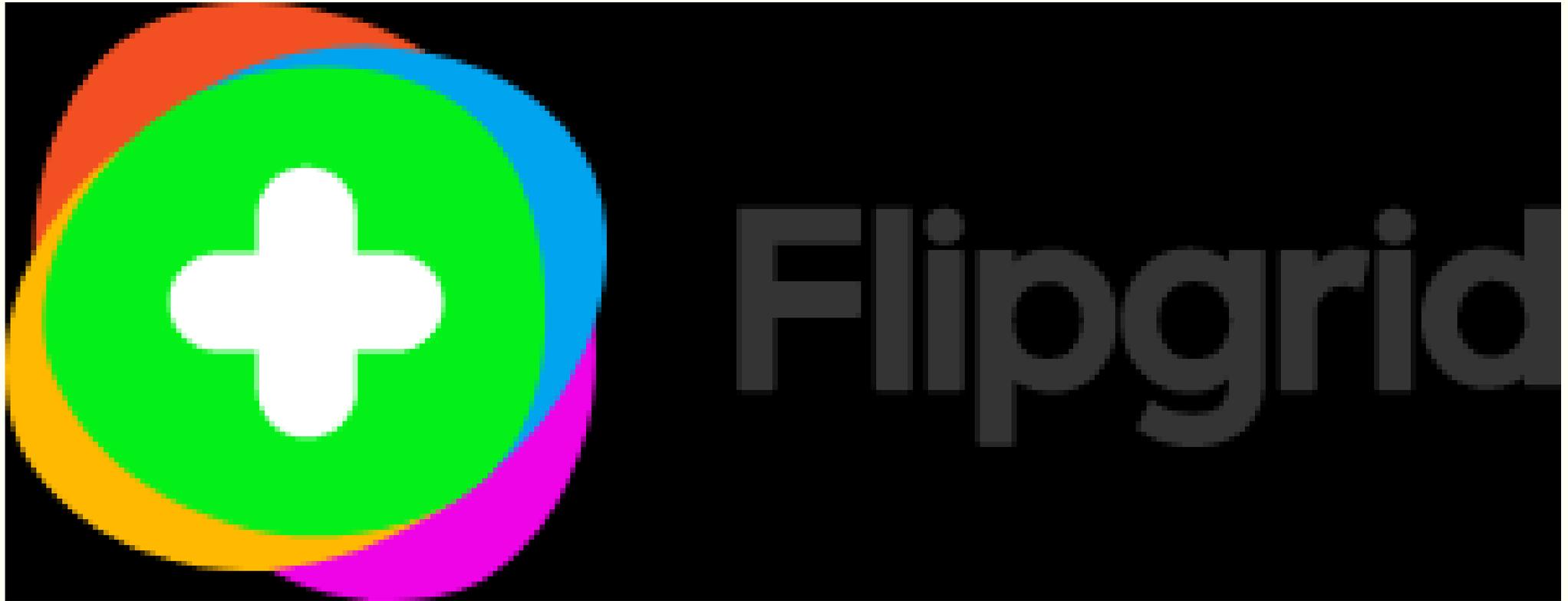
**Teddy**  
the Loyalty Oath affect people in many ways. If you said yes yes then you would get more respect from the average american but you would not be as respect by the Japanese Americans. If you said no no you would be relocated to Japan and probably be disliked their so its kind of a lose lose situation. the camps were divided on Yes Yes or No No.

**Gigi**  
The Loyalty Oath had many affects. If you said

**Adrienne Kollie**  
the Loyalty Oath had many effects on a lot of

# Communicate Using Flipgrid

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# Using Canva to Create

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- Make a resume for a relevant character, historical figure, inventor, artist or in a foreign language
- Make a wanted poster
- Make an infographic (parts of a flower, water cycle, impacts of climate change)
- Back-to-school get to know me
- Design a poster that represents the theme or main ideas of a text



# Critical Thinking using ThingLink

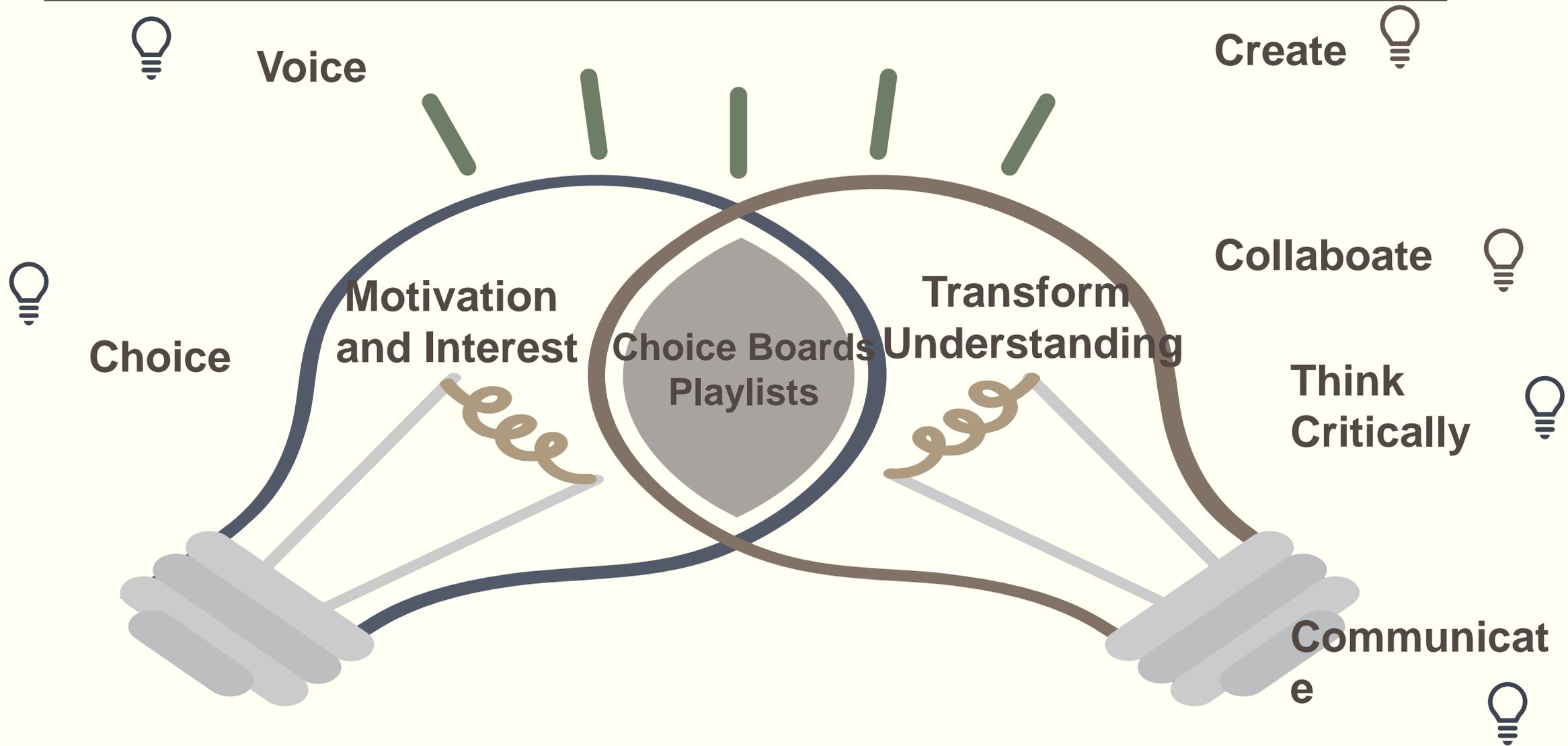
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Which of the 4Cs do you think you could do a better job with? Add to the Chat.

# Don't Layer Strategies – Instead, Integrate Them

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# Interactive Playlists

A faint, light green illustration of a person sitting and pointing at a screen, positioned behind the main title text.

# Components (this is not only the title, but a link, too!)

Clear directions

Make the point total > the point total of the DOK 1/2

**title**  
Standard/Essential Question

**Directions:** You must accumulate at least 15 points. Each activity has 1 point value. Be sure to track your points to make sure you have completed enough activities...*(just an example. Make your own directions.)*

**Due Dates:** *(do you want multiple deadlines or just one?)*

**SKILLS AND CONCEPT (DOK 1/2)**

Activity #	Activity	Completed	Points
1			1
2			1
3			1
4			1
5			2
6			2
7			2
Skills and Concept Assessment (Google Form)			

Fake News Playlist using a Text Set

Industrialization Playlist 5Es

3  
S  
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o  
n  
s

**STRATEGIC THINKING (DOK 3)**

Activity #	Activity	Co
9		
10		

All activities based on DOK levels. Skills and Concepts (DOK 1 and 2); Strategic Thinking (DOK 3), and Extended Strategic Thinking (DOK 4)

# Choice Boards

Keep it simple at the beginning

too!)

Clear directions

Directions: Complete a TIC TAC TOE (across, up/down, or diagonal). The only rule is your TIC TAC TOE must go through the center box. Once you have finished all 3, turn in your work below.

👉 DOK 1	👤 DOK 2	👤 DOK 2
👤 DOK 2	🍀 DOK 3/4	👉 DOK 1
👉 DOK 1	👤 DOK 2	🍀 DOK 3

9 activities based on DOK levels

HELPFUL VIDEOS (LINKS HERE)

TURN IN YOUR WORK HERE

Google Form Link Here

Sample Choice Board: Growth Mindset

3x3 Grid

Collection of work

Videos

## 4. Embed Supports to Customize Text

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There are different ways for students to engage and interact using technology, offering more opportunities to overcome reading challenges.



# Customization

## **Text adjustments:**

The ability to adjust the way text is presented on the screen can make a huge difference for some struggling readers. It's simple to change the font size and style to find something more readable. Helvetica, Courier, Arial, Verdana and Open Dyslexia have shown promise.

## **Text to Speech options:**

Text-to-speech (TTS) can open a wide range of challenging texts to readers and can motivate students to read and learn more. Most laptops come with this option or Read & Write by TextHelp works on any platform. Microsoft and Kindle offer Immersive Readers that allow text adjustment and TTS.

## **Text Simplification:**

Text simplification tools substitute longer more complex terms with more frequently-used and shorter words. Platforms like NEWSELA, and Discovery Ed have these options built in. When you are using your own text, try [rewordify.com](http://rewordify.com) or [textcompactor.com](http://textcompactor.com).



Suites offer a plethora of options

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# Play in the Sandbox...Your Students ...and You!

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## Digital Supports Can Break the Cycle of Failure

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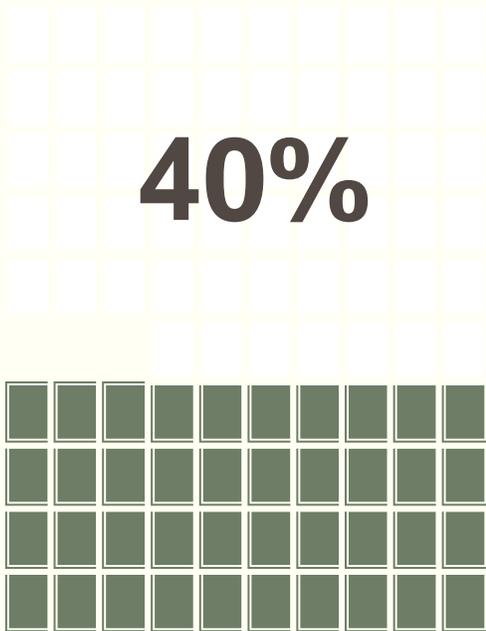
In chatbox, name one tool, strategy or technique you will try this year.



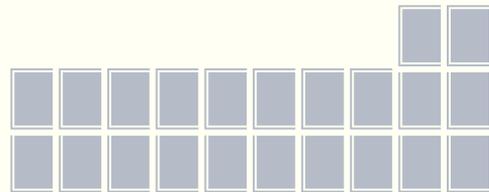
# How do I Know this Works?

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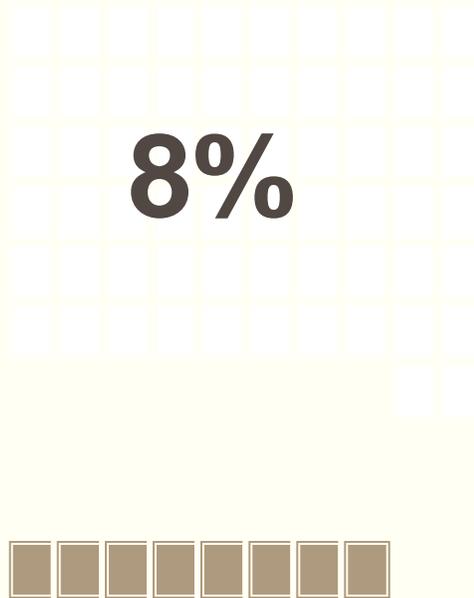
**Below Benchmark  
in Fall  
(multiple measures)**



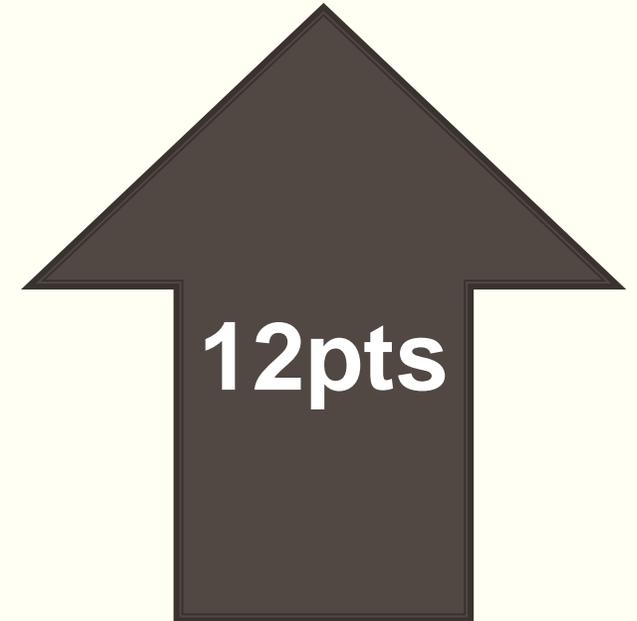
**Below Benchmark  
in Winter  
(multiple measures)**



**Below B  
enchmark in Spring  
(single measure)**



**Publisher  
Suggested Gain in a  
Year Gain  
7 pts**



# RECAP

## Challenge:

Making content knowledge accessible to those who struggle

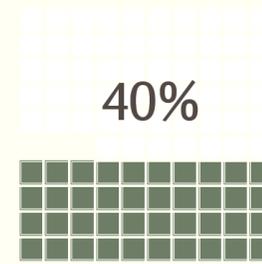
## Solution:

- 1) ~~Develop Critical Language Skills~~
- 2) Increase Interest and Motivation
- 3) Transform Understanding
- 4) Embed Supports to Customize Text

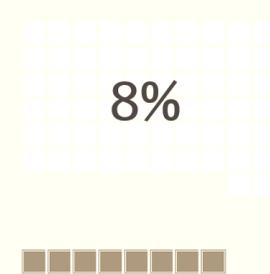
## Results:

How do I Know this Works?

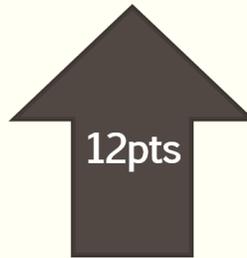
Below Benchmark in Fall



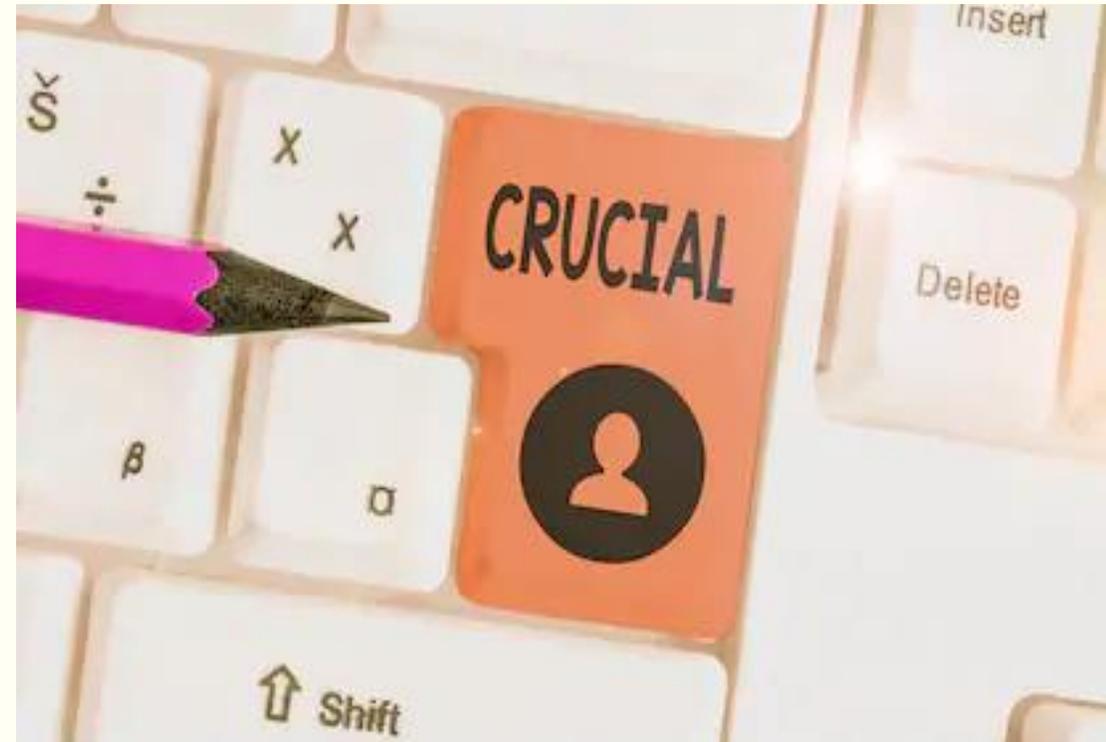
Below Benchmark in Spring



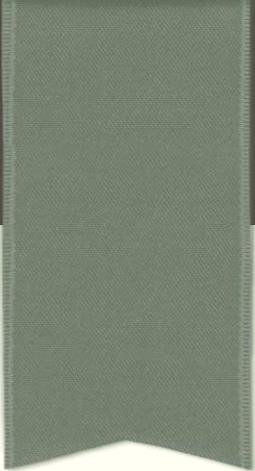
Publisher Suggest 1 Year Gain 7 pts



WHAT IS CRUCIAL FOR  
STRUGGLING READERS  
IS HELPFUL FOR ALL  
READERS.



# Additional resources



[Integrated Digital Literacy: Going Deeper](#)

[Increase Interest and Motivation](#)

[Develop Literacy Skills](#)

[Transform Understanding](#)

[Text Customization](#)

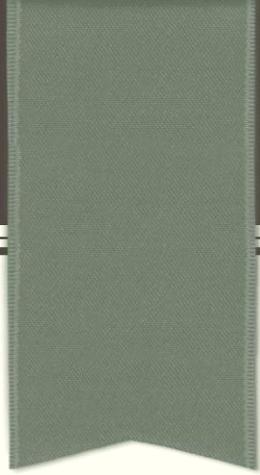
[Tech Tools and Sites](#)

[Video Overview](#)

# Additional RIDE Webinars to Support Re-Entry

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- **Introduction to Teaching Reading Online**
- On Tuesday, September 1st at 10am, RIDE will be hosting Dr. Holly Lane of the University of Florida Literacy Institute, who will be providing a tour of the [UFLI Virtual Teaching Resource Hub](#). Dr. Lane will describe the tools and resources they created to assist teachers as they explore new ways to teach foundational reading skills using technology. She will share demonstration videos and provide access to free, downloadable tools for reading instruction and intervention with children in the elementary grades. The materials are designed to be used with videoconferencing platforms for distance education and with interactive whiteboards in the classroom. Please register [here](#), and contact [Kari.Kurto@ride.ri.gov](mailto:Kari.Kurto@ride.ri.gov) with any questions.



# ELA/LITERACY RE-ENTRY GUIDANCE WEBINAR

**ELA/Literacy Content Specific Considerations for Unfinished Learning & Best Practices, is a one-hour session on attending to unfinished learning by immersing students in grade-level content at the onset of the school year. Best practices for accomplishing this goal will be highlighted, including a focus on supports for students in K-3.**

<https://attendee.gotowebinar.com/register/6575586818166899471>



Thank  
you!

Q & A

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