Integrating Digital Technology Into Literacy Instruction

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BEING LITERATE MEANS BEING DIGITALLY LITERATE

- **CCSS.ELA-Literacy.SL.5.2** - Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

- **CCSS.ELA-Literacy.SL.5.5** - Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

- **CCSS.ELA. Literacy.W.5.8** - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

- **CCSS.ELA.Literacy.W.5.6** - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of 2 pages in a single setting.
A COMPLEX PICTURE
HUTCHISON & REINKING, 2011

- Years teaching experience
- Beliefs about PD
- PD focus
- Stance toward technology
- Belief about preparedness to teach online reading
- Belief about ability to integrate ICTs
- Belief about ICT skill
- Access to ICTs
- Tech support
- Extent of obstacles
- Belief about extent of benefit
- Extent of obstacles
Goals for Today

1. Discuss the Technology Integration Planning Cycle for Literacy & Language Arts (Hutchison & Woodward, Reading Teacher article)
2. See examples of Apps in action
4. See resources for finding relevant apps
How can we think about integrating technology?
Technology Integration Planning Cycle for Literacy & Language Arts (Hutchison & Woodward, the Reading Teacher)

Diagram:
- **Instructional Goal**
- **Instruction**
- **Constraints**
- **Instructional Approach**
- **Tool Selection**
- **Contribution to Instruction**

**Reflection**
- Can you overcome the constraints?

Exit if the barriers will overwhelm the instructional goal.
Exit if using pencil & paper only.
Instructional Goal

- Common Core Standard
- State Standard
- Grade level standard
- Unit goal
- Daily objective
Instructional Goal

• “Determine the main idea of a text; recount the key details and explain how they support the main idea” (CCSS.ELA.Literacy.RI.3.2).
Instructional Approach

- **Will the work:**
- (1) be teacher or student centered;
- (2) be convergent or divergent (should students develop similar understandings or draw their own conclusions);
- (3) involve relevant prior experiences with the topic. What are students’ prior experiences with technology?
- (4) facilitate a more surface-level or deep understanding of the topic.
- (5) be longer or shorter in duration;
- (6) involve more or less structured learning;
- (7) take place in a whole group, small group, or individual configuration; and
- (8) involve additional resources.
Students will need to receive some direct instruction, but should also construct knowledge for themselves through independent practice opportunities.

Students should come to a similar understanding, but also draw on familiar experiences and contexts to construct their understandings; Therefore they may come to their understandings in slightly different ways.

Students should work in pairs so that they can orally describe and discuss their understanding of main idea and details as well as collaboratively engage in activities that will move them from a more surface-level to a deeper understanding.
Tool Selection

• What is the best tool?

Example

Decide if iPads should be used as a tool to search for information or to engage with apps intended for specific functions such as organizing information, providing practice on particular topics, listening to recorded readings, or responding to texts through audio or video recording, writing or drawing.

iPads offer many unique options for literacy instruction, but teachers must carefully consider which, if any, of these options aligns with their instructional goals.
Part I-
- Use iPad YouTube app to introduce the concept of main idea and details with a video.
  - Will be likely be more engaging for students and will help present the concept in a simple and straightforward manner.

- www.youtube.com/watch?v=W24RyhtX1qA
Part II-

- Ask students to discuss and summarize their understanding of the video and then have them practice finding the main idea with photos loaded into the photo stream in the built-in camera app on the iPads.

- Have students look at photos first because photos and illustrations are a good way to introduce this topic to ensure that they understand the concept before moving on to printed text.

- Photos will help students understand that images carry meaning in a text.

- Choosing photos from classroom projects and related to activities that students participate in outside of school helps students draw on familiar experiences when learning the strategy.
Part III -

- Guide students in identifying main ideas and details in a text.
  - use free digital texts from a site such as http://library.uniteforliteracy.com.

- Draw attention to the illustrations and how they carry meaning and can support the main idea of the text as well.

- In doing so, teacher is also addressing the following standard: “Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text” (CCSS.ELA-Literacy.RI.3.7).
Contribution to Instruction

Does the lesson planned afford students the opportunity to:

- Learn both digital and non-digital literacy skills?
  - Example- YES, addresses identifying main idea from text and identifying main idea from video and images plus navigation of the iPad.

- Engage in the types of multimodal production and/or consumption required by the Common Core ELA standards?
  - Requirements to both understand and produce information involving diverse media and formats are woven throughout the standards.
  - Example- No, but can enhance the lesson by doing so and also address other standards.
Review the standards to determine what else might be addressed:

- Addressing Speaking and Listening Standard 3.2 (CCSS.ELA-Literacy.SL.3.2): “Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally” (CCSS Initiative, 2010).
- Addressing by having students view a video and use images to learn about the concept of main idea.
Could also address Writing standard 3.6 (CCSS.ELA-Literacy.W.3.6): “With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.”

Address by expanding lesson to include a practice opportunity in which students work with a partner to independently illustrate their understanding of main idea and details with the Popplet app (a graphic organizer app that allows the user to combine text, image, and color to graphically illustrate ideas). Thus students not only consume multimodal texts, but to also produce one of their own.

Teacher will again discuss with students the ways that image, text, and color can mutually support each other.
Important to consider possible constraints before implementing technology to ensure that the constraints do not overpower the instructional goal.

- Do constraints of using the digital tool overwhelm the instruction?
  - Exit the cycle
- Can you overcome the constraints?
  - Continue to consider the instruction.
Students may get so excited about the iPads that they forget about the purpose of their assignment.

Could spend so long examining the photos that little time is left to explain how to identify main ideas in a text.

Can these constraints be overcome?
POSSIBLE SOLUTIONS:

- Specify amount of time for viewing the introductory video and identifying the main ideas of the photos selected for students.

- Provide explicit guidelines for completing tasks and display a timer indicating amount of time left to complete tasks.

- Scaffold instruction using the Gradual Release of Responsibility model (Pearson & Gallagher, 1983) to explain and model how to identify the main ideas within a text to ensure that students have ample opportunity to understand concepts before completing their independent examples.

- When it comes time for students to create their work in Popplet, provide explicit instruction about what students should include and how to demonstrate their understanding.
Instruction

• Make it happen!

• Develop the rest of the lesson; considering:
  – physical space
  – classroom environment
  – classroom management
  – student work time
  – how work will be submitted
  – directions or explanations needed
  – assessments
New York City is very crowded.

One reason is that many people come to see the many unique sites.

Another reason is that many people choose to live in a small geographic area.

A third reason is that a lot of business is done there.
Did you get caught up in the features of the tool?

Example

Does asking groups of students to use the video, images, and the Popplet app on the iPad help them learn about and demonstrate their understanding of main idea and details?

YES!
Classroom Examples
There is a big storm.

Horses are up to their necks in water.

The coast guard came to save the horses.
ADVANTAGES

- Simplified the difficult skill of summarizing for students.
- Students were able to match picture to text.
- Students helped each other navigate the tools.
- Pictures saved with Doodle Buddy show up in the camera roll and can be used with any app.
MAKING PREDICTIONS

- Use Doodle Buddy to illustrate a story prediction based on a few sentences or a paragraph from a story.
DOODLE BUDDY FOR MAKING PREDICTIONS

- Advantages:
  - Students revised their drawings repeatedly as they re-read their sentences and thought more carefully about them.
  - Students stated that they thought more about their illustrations and revised them more readily because it was easy to do on the iPad.
DEMONSTRATING CAUSE AND EFFECT WITH SUNDRY NOTES

- Use Sundry Notes to draw, label, and describe (via voice recording) an example of cause and effect from a story.

- **Advantage:**
  - The audio recording feature providing students with a different mode for responding. Was helpful for students who did not write well.
MAIN IDEA AND DETAILS WITH POPPLET

Use Popplet to graphically organize the ideas.

Advantage:

Student liked that they could make the boxes big or small and include as many or as few boxes as they wanted!
Students worked in groups to visualize a section of the story before reading the whole story.

The teacher displayed all of the illustrations together before reading the story as a whole group.

Advantages:

- Students were able to see how other groups visualized the scenes.
- Students carefully attended to details and debated over how to best represent them. In other words, they were focusing deeply on...
Room302 @Room302

Tweet to Room302
@Room302

Tweets
Room302 @Room302
In writing we shared our pictures. We used the microphone. On our pictures we put labels & captions. Then we wrote in our writing journals.

Room302 @Room302
In math we had to write what we know about the opposite sides of a parallelogram. We had to draw three different parallelograms. C.B. & J.C.

Room302 @Room302
In music we did "I Know an Old Lady Who Swallowed a Fly". We did hard and soft beats. A.A. and T.Y.

Room302 @Room302
Just a reminder. Book orders due tomorrow, Friday, October 4.

Room302 @Room302
In writing we pulled something new out of our jackdaw and wrote about it. First, we made a picture of it. Next, we labeled what's on it.

Room302 @Room302
In math we measured shapes, like rectangles, squares, parallelograms, and rhombi. If the one side was 3cm, the opposite was the same.
AN EASY WAY TO SHARE YOUR STUDENTS’ RECORDED READINGS VIA TWITTER:
SEQUENCING STORY DETAILS WITH POPPLET

- **Advantages:**
  - Students liked having as many boxes as they needed.
  - Students like being able to change the colors to highlight specific aspects of their text.
What we did:
✓ Use sticky notes feature to add notes where they have questions or comments related to the text.
✓ Teachers reads these later to gain insight into the student’s comprehension and to answer questions they had during independent reading time.

Features:
✓ allow reader to access on the spot definitions
✓ add sticky notes to any part of text
✓ search for a re-occurring word in
OTHER WAYS APPS CAN SUPPORT INSTRUCTION

- Reading Apps
- Storybook Apps
- Storytelling Apps
- Writing Apps
- Poetry Apps
- Sight Word Apps
- Spelling Apps
- Grammar Apps
READING APPS

App: k12 Timed Reading Practice

App: Good Reads

Caves, Rapids, and Cliffs

"Why are we at this meeting?" I asked my friend Marta. "I do not even like hiking."

"I know," Marta said. "I was hoping to go skating or bike riding!"

You read 197 words per minute.

Don't Save Save

Add All to Read Shelf Add All to To-Read Shelf
STORY BOOK APPS

**App: Reading Rainbow**
- customizes to child’s interest
- virtual field trips
- #1 free education app

**App: Starring You**
Storybooks
STORYTELLING APPS

App: This is My Story
- Good for sentence structure and sight words

App: Lifecards post card app
**App: Skitch annotation app**

**App: Blogger**
- Uploading photos to a class blog couldn’t be easier!
App: My Story Book Maker
POETRY APPS

App: Poetry Creator

App: Found Poetry
SIGHT WORD APPS

App: Sight Words
By Little Speller

App: Sight Words
Hangman
SOUND NOTE APP

- draw, write, type and record with the app
- Recording playback syncs with onscreen actions.
- Annotate & highlight any type of text with finger or keyboard.
- Record oral summary of text
- Save the marked-up text as a PDF file and export it to your computer.
READING PATHS

- Scaffold reading levels by sequence for struggling readers
- Provide differentiated instruction for proficiency and fluency
- Extend knowledge base beyond text with themed resources
LESSON MESSAGING

• Open with Essential Question
• Check responses for engagement level
• Provide writing prompts within the text
• Develop “close reading” practices
• Monitor formative assessment of reading comprehension
• Build vocabulary, critical thinking, and context clue skills
**TIME-ON-TASK REPORTING**

- Gain insight into student reading practices
- Provide data to drive instruction and inform parents
- Deliver individual student or group reading reports
- Supply documentation for IEPs and Special Ed requirements

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<th>Name</th>
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TOP RESOURCES FOR FINDING APPS

www.edshelf.com
RESOURCES FOR FINDING APPS:
HTTP://EDTECHTEACHER.ORG/INDEX.PHP/TEACHING-TECHNOLOGY/MOBILE-TECHNOLOGY-APPS/IPAD-AS
TOP RESOURCES FOR FINDING APPS

http://usingipads.pbworks.com

This wiki is designed to collect links, articles, units, activities, and further reading for the book, Using iPad and iPhone Apps for Learning with Literacy Across the Curriculum, by Richard Beach and David O’Brien, University of Minnesota available for purchase on the Amazon Kindle bookstore and on the Apple iBooks app. (See also our website for this book.)

The chapters of this book are located in the right column. By clicking on the chapter titles, you will find links, articles, units, activities, and further reading related to the chapter topic.

To edit or add material to this wiki, contact Richard Beach at rbeach@umn.edu to obtain permission to edit. Then, go to a specific page and click on Edit. You can then add links by clicking on the Add Link in the tool bar.
http://tinyurl.com/b6xl2yk

TOP RESOURCES FOR FINDING APPS


- ePUBiBooks production: ePUB (produced from Apple Pages on a Mac) and iBooks Author http://tinyurl.com/8756uad, Apple Book Author Support http://www.apple.com/support/ibooksauthor


**Discussing to Learn**

- Subtext http://tinyurl.com/6yknrogm

- Class Management Systems (CMS). Collaborize Classroom http://tinyurl.com/862w3c, Schoology http://tinyurl.com/7phmgbh1, or Ning (link to Ning site) http://tinyurl.com/e5x7n

- Collaborative whiteboards, Groupboard http://tinyurl.com/7unageo, SyncPad http://tinyurl.com/5wva1l5k
TOP RESOURCES FOR FINDING APPS

http://www.schrockguide.net/ipads-in-the-classroom.html
Questions?

Questions are guaranteed in life; Answers aren't.

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Featured Webinar:
Join Amy Hutchison, Ph.D., on Wednesday, December 11th at 2pm CDT for this special webinar event.

Using the iPad As A Tool To Enhance and Transform Instruction
With the adoption of the Common Core State Standards by most states, the use of digital tools in literacy and language arts instruction has become of critical importance to educators. These changes produce a need for a better understanding of how literacy and language arts teachers can successfully integrate digital tools into their instruction.

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- Department Chairs
- Reading Specialists
- Early Childhood Educators
- Purchasing agents
- Federal Program Coordinators

Classroom & Curriculum

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STEM Materials
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Core content and curriculum support

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