The Power of Digital Publishing – Academic Success for Struggling Readers and Writers
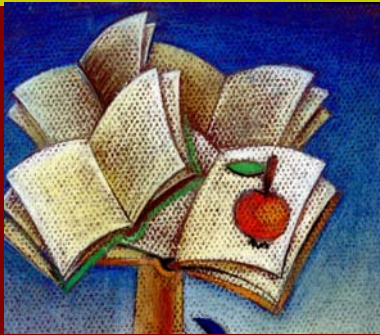
Peter Pappas

2006 Strategies for Student Success Summer Institute

August 7-9, 2006

Rigor, Relevance and Literacy Four workshops

1. Academic Success for Struggling Readers and Writers – a Publishing Approach that Works!
2. Rigor, Relevance and Reading for Struggling to Average Readers
3. Rigor, Relevance and Reading for High Performing Students
4. Ninth Grade Academy – A Small Learning Community that Works

READING NEXT

A VISION FOR ACTION AND RESEARCH IN MIDDLE AND HIGH SCHOOL LITERACY

Oregon Department of Education

2006 Superintendent's Summer Institute

15 LITERACY ELEMENTS FOR MIDDLE AND HIGH SCHOOL ACHIEVEMENT

Purpose: To Survey the Elements of Literacy and Determine Strengths and Needs

15 literacy elements for improving middle and high school achievement	(1) Beginning to Plan	(2) Beginning to Implement	(3) Expanding Emphasis	(4) Continuing to Reinforce & Refine
1. Direct, explicit comprehension instruction	☐	☐	☐	☐
2. Effective instructional principles embedded in content	☐	☐	☐	☐
3. Motivation and self-directed learning	☐	☐	☐	☐
4. Text-based collaborative learning	☐	☐	☐	☐
5. Strategic tutoring				

Use Oregon's Reading and Writing Standards while teaching your subject-specific standards

Online Oregon Standards Newspaper

Message from Susan Castillo

www.peterpappas.com

Peter Pappas
DESIGNS FOR LEARNING

SHOWCASE
BLOG
ABOUT
CLIENTS
REVIEWS
PUBLICATIONS

73 Washington Drive
Rochester NY 14625
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email
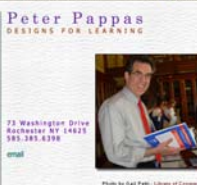
High School Social Studies Teacher
K-12 Program Director
Assistant Superintendent

Senior Consultant
International Center For Leadership in Education

NYLearns.org
its a part of the revolution

From: NYLearns.org – March 2006
Instructional Leadership Through
Sharing Work: The Spirit of NYLearns.org

www.edteck.com/publish

READ Think Write Publish!

Read > Think > Write > Publish
The power of publishing enables students to think like writers, to apply their learning strategies and to organize and express their learning.
Literacy in the 21st century will mean the ability to find information, construct meaning, critically evaluate it, organize it and find meaningful ways to share it with others.

Students at-risk for literacy need immersion in literacy tasks, reading and writing, that replicate the real world because they are the learners who lack the schema that defines literacy in the real world. Without publishing the student does not complete the writing process so they never rise above the level of "school work" to "real work." They never function as a writer. Literacy must be grounded in the real world to have value.

Publishing Workshops by
Patricia Martin, Suzanne Meyer
and Peter Pappas

The Power of Publishing:
Academic Success for Struggling
Readers and Writers

For information on workshops or presentations email me@peterpappas.com

Copy / Paste by Peter Pappas
Dedicated to relinquishing responsibility for learning to the students

July 22, 2006

Literacy in a Copy / Paste World

Opening Day Faculty Keynote Address
Grayson County Schools, Leitchfield, KY July 28, 2005

New technologies have put students in charge of the information they access, analyze and share. Yet many schools function as if they still controlled the information.

The copy / paste culture creates a bottom-up style students can be creators as well as unleashed individual and... digital age. This pre...

Recent Posts
- Literacy in a Copy / Paste World
- Model Schools Conference Updates

Categories
- Commentary
- Lessons
- Presentation Notes

Links
- My Project Showcase

Go to my blog for complete color presentation handout

Agenda

- Rigor and relevance for the struggling reader
- Literacy in the Digital Era
- Case study: Digital Publishing Project
- The "How To" of Publishing
- Introducing FlipPix mini books

What is
literacy in the
21st century?

How do we prepare our students for
a world we cannot describe?

New technologies have put students in charge of the information they access, store, analyze and share.
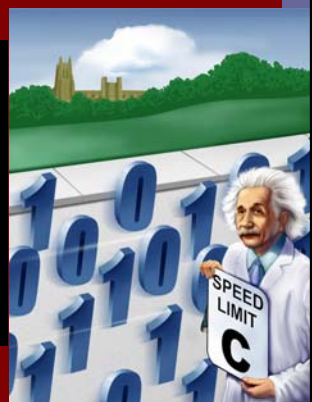
SPEED LIMIT C

Literacy in the 21st century will mean the ability to
find information,
decode it,
critically evaluate it,
organize it into personal digital libraries
and find meaningful ways to share it with others.
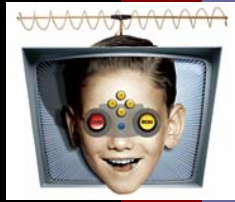
Information is a raw material – students will need to learn to build with it

Flow of information has changed from a top-down broadcast model - to a horizontal connection that is both personal and collaborative
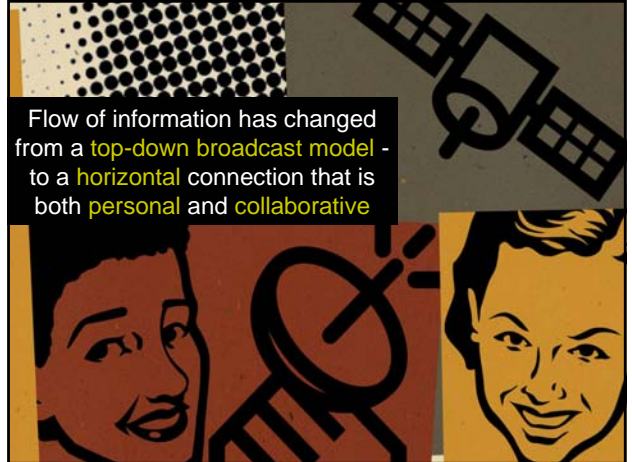
Personal - You can gather information, content, and entertainment.
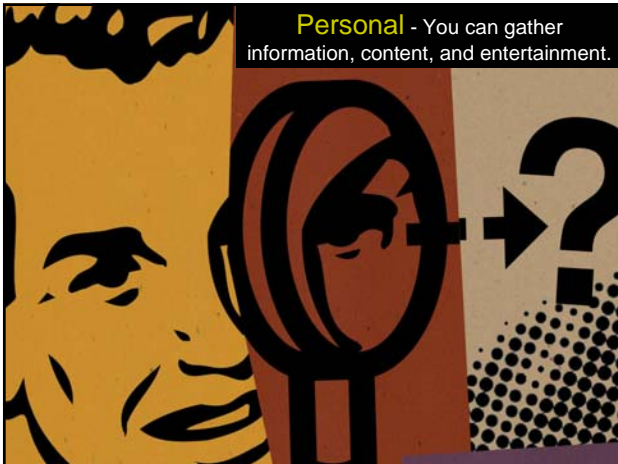
Collaborative:
Created new digital communities – linking you to people who share your interests

We live in a copy / paste world that creates a **bottom-up takeover of the information flow.**

We can be **creators** as well as consumers **of content.**

PEW / INTERNET
PEW INTERNET & AMERICAN LIFE PROJECT

Teen Content Creators

57% of online teens create content for the internet:

Blogs and web pages
Share original or remixed - artwork, photos, stories, or videos

Girls age 15-17 lead the blogging activity among teens.

by Peter Pappas ~ www.peterpappas.com

Print-on-Demand
Lulu.com

Production costs are $4.53 per book
Plus .02 per page b/w or .15 per page color
Example: 50 page book with color cover
B/W pages - $5.53
Color pages - $12.03

I work directly with a iGen3 print house
- short runs and "personalized" content

A Breakthrough in Digital Color!

Xerox DocuColor iGen3
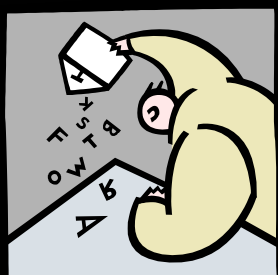
Image Quality   Economics
Productivity   Reliability
Flexibility

©ColorCentric Corporation

Literacy is
*constructing
meaning*

Use
publishing *to
model, record
and measure
thinking*

NAEP
assessment of
8th graders

Only 36% can proficiently:
• **Understand** beyond the literal level
• **Make connections** to personal experience and background knowledge
• **Monitor** their own comprehension and learning

Publishing and the struggling reader

When students write, they think like writers. (This helps them as readers.)

Publishing student writing can **encourage the reluctant writer.**

Retain important information.

Understand topics deeply.

Actively use the knowledge they gain.

I can't understand this assignment.

I can read it, but I don't know what it says.

Why would anyone waste time reading this garbage?

Brandon

Lauren

Tevin

Three struggling readers

Use a publishing workshop so "word-callers" have a "voice."

They **have the words but need opportunities to connect them**. With some **help to organize their thinking**, they are able to **make connections and tell their story**.

Lauren

---

www.edteck.com/publish

READ Think Write Publish!

Read > Think > Write > Publish
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The Power of Publishing:
Academic Success for Struggling
Readers and Writers

STRATEGIES FOR STRUGGLING READERS

Meet the "Word-Caller"

The "word-caller" reads orally with accuracy and fluency. Silent reading appears rapid, attentive and purposeful. These students can respond to "right-there" questions when they are allowed to reread but their responses are disorganized and tenuous; they cannot generalize, summarize, synthesize, analyze, infer or evaluate. They do not grasp the relationship of ideas or their importance or relevance. "Word Callers" need support to realize that reading is about constructing meaning and to develop and apply those tools.

The "word-caller" also:
Provides minimal written responses; their work lacks elaboration.
Seldom volunteers responses; or raises hand to answer but "forgets."
Performs poorly on tests that require comprehension or understanding.
Prefers group work for answers.
Exhibits poor comprehension skills; may read widely and frequently but without understanding.
Has limited language and vocabulary: does not grasp multiple meanings, connotative meanings, or figurative language.
Can decode words that are not in oral vocabulary.
Appears attentive when "reading" but disengages when response is required.

What the "word-caller" says about reading and themselves:

"I can read, but I do not know what it says."
"I can read it, but I do not know the answers to these questions."
"I understand more when someone reads to me."
"I don't understand what is expected of me."

Reader's Toolbox

Tool 15: SAW
Student Action Words

Reader's Toolbox

Student Name:
Class:
Due Date:
Reading Assignment:

I can use this tool:
Before I read
While I read
After I read
This tool will help me:
Learn new words
Summarize what I read
Compare information and ideas

Vocabulary word: Page:	Quotation:	My Image of the Word
My Definition:	Dictionary Definition:	
My Antonym (opposite of the word):	My sentence to help me remember the word	

How to use this tool:
1. Select interesting vocabulary words from a reading.
2. Quote the actual sentence and page number where the word appears.
3. Define the word in your own words.
4. Look up the definition of the word in the dictionary and add it to the chart.
5. Write an antonym (something that is the opposite of the word)
6. Draw an image and write a sentence that helps you to remember the meaning of the word.

Vocabulary word: Page:	Quotation:	My Image of the Word
My Definition:	Dictionary Definition:	
My Antonym(s)	My Sentence to help me remember the word	

Here's something I learned by using this tool:

Rigor, Relevance, and Digital Publishing

Bloom's different levels of rigor

Evaluation: appraise, defend, predict

Synthesis: compose, design, develop

Analysis: compare, contrast, categorize

- - - - - - Basic Skills - - - - - -

Application: demonstrate, illustrate, solve

Comprehension: describe, explain

Knowledge: memorize, name, recognize, recall

Make it relevant with real-world application

Using skills and knowledge in school

Using skills and knowledge for myself in the real world

1   2   3   4   5

A Rigor and Relevance Framework

Rigor

6 5 4 3 2 1

Quadrant A Gather and store bits of knowledge and information. Primarily expected to remember or understand this knowledge.

A

Example Pick the right definition

Relevance

1   2   3   4   5

Rigor

6 5 4 3 2 1

Quadrant B Apply knowledge in real-life situations.

Example Compare car lease to loan

B

Relevance

1   2   3   4   5

Rigor

6 5 4 3 2 1

C

Example: Analyze symbolism in a poem

Quadrant C Use knowledge to analyze and solve school-based problems and create solutions.

Relevance

1   2   3   4   5

Slide 1

Rigor

6
5
4
3
2
1

Quadrant D Apply knowledge and skills in complex ways to analyze and solve real problems and create solutions. Confront real-world unknowns.

D

Example
Take part in a classroom role-playing debate

Relevance

1 2 3 4 5

Slide 2

Rigor

Student and Teacher Roles

6
5
4
3
2
1

Students think in complex ways: analyze, compare, create, and evaluate.

Students think & work in more complex and unscripted settings

Teachers work to create and assess learning activities. The student may be a passive learner.

Students work applying knowledge and skills in real-world tasks.

Relevance

1 2 3 4 5

Slide 3

Put students in charge of their learning
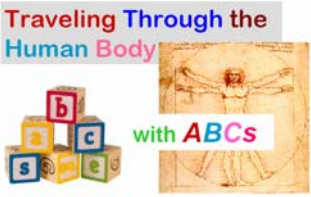
- **What** am I **learning** today?
- **Why** am I learning it?
- **How can I use** this knowledge and these skills to make a difference in my life?
- How can I **work** with teachers and other students **to improve my learning**?

Slide 4

Three components of rigor / relevance

1. **Content– knowledge and skills you teach** and how students access it
2. **Process– what will students do to construct meaning** and make sense
3. **Product** – **what** students will do to **demonstrate their learning**

Slide 5

Example: The ABC Book

Traveling Through the Human Body with ABCs

Content – 6th grade science standards – functions of organs
Process – summarize the function, design comparison
Product - design an ABC book for 3rd graders

Slide 6

Instructional design

1. **Teacher models** - provides description, explanation, example of organ /comparison.
2. **Student teams choose organ, restate** function in own words.
3. **Students compare**, **classify** terms, **generate analogies**, **revise** their initial descriptions.
4. **Students create** a visual comparison.
5. **Students discuss their terms**. Learning is a social activity.

by Peter Pappas ~ www.peterpappas.com

Research shows student use of comparison skills results in a 45 - percentile gain in student performance.
Classroom Instruction that Works, ASCD, 2001
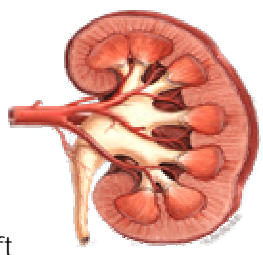
Case 1:
Teacher lectures on body systems

Case 2:
Teacher lectures and then students design a comparison.

+ 45% gain in content mastery

K is for **Kidney**

By~ Holly and Sarina

The kidneys separate waste from blood and turn it into urine. Most people have both a left and a right kidney.

Kidney By~Holly and Sarina

The kidneys can relate to a pool filter because both of them separate the bad things from the good things. The pool filter empties the bugs and leaves from the water and the kidneys, they get rid of the bad things in your blood and turn it into liquid waste.

Pool filter

Students and teachers reflect on the project

Traveling Through the Human Body with *ABCs*

What process did you use to complete the project?

We **researched** our organ first. While doing this, we **took notes.** We then used these notes to **write a rough draft**, **revised** it and typed our power point. **We did all this together.**

We organized and decided who was going to do what and how. Then we read everything over to see if everything **made sense to our audience**.

What did you find out about yourself and the way that you learn?

I found out that Jimmy is mean and controlling and I had to learn to work with people I didn't like.

I learned that similes help you to understand the definition of a word more easily.

I learned that comparisons help me learn and to depend more on my partner because they're smart as well.

I learned you can compare and contrast in science.

---

by Peter Pappas ~ www.peterpappas.com

Teacher reflection

"A number of students are very literal and **it was amazing to see them talk through process**, determining which body part to select and how it operates within a body system.

Listening to their collaboration on the real life comparison was valuable.

Listening helped me to learn more about their thinking process."

Not an add-on, a chance for kids to master content and record their thinking

- Based on 6th grade science standards
- Use powerful literacy strategy – creating comparisons
- Technology a tool not the goal
- A chance to work in teams to create for an authentic audience.

Publication Case Study:
NYS Office of Children and Family Services

Making Rigor and Relevance a Reality
A Compilation of Best Practices

New York State Office of Family and Children Services

Professional development
with a product

1. Teachers trained on Literacy Strategies
2. Used the strategies in the classroom
3. Returned to subsequent PD with samples of student work.
4. Both teachers and students reflected on their learning
5. Final products were shared in book form

Why publish?

"**I have rarely found such work so rewarding!**

I am as excited as my students because this is **my first time** doing something like this. Now I know it **won't be my last.**"

- Ms. Ross, OCFS teacher

Getting Started

- Identify the learning – what do you want your students to know and be able to do?
- Identify audience and purpose, the type of publication and a broad choice of research and writing topics.

Publishing should capture what you're already doing. *It's not an add on.*

Rigor and relevance for students

- Treat students like authors.
- Give students an audience for their work.
- Use models of previous publications written by students.
- Keep and display writing pieces as they are submitted for publication.

Let students to handle as much of the management as possible.
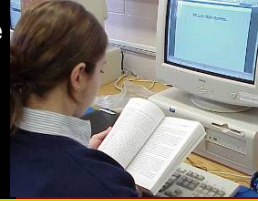
• Turn the design / editing process over to students.
• With your students, determine how and what they will select for your feedback.
• Let students stay focused on audience and purpose

Tools / Track Changes / Highlight Changes

Why Does St___ Tell Us About the Origin of Our Solar System?
Example from Reading for Academic Success ~ Strong and Silver, 2002

Most scientists believe our solar system was formed 4.6 billion years ago with the gravitational collapse of the solar nebula, a cloud of interstellar gas, dust, and ice created from previous generations of stars. As time went on the grains of ice and dust from the solar nebula bumped into and stuck to one another, eventually forming the planets, moons, comets, and asteroids heavenly bodies as we know them today.

Add Reading Level to Spell Check
Tools / Options / Show readability statistics

Readability Statistics	
Counts	
Words	618
Characters	3126
Paragraphs	12
Sentences	31
Averages	
Sentences per Paragraph	3.4
Words per Sentence	19.1
Characters per Word	4.8
Readability	
Passive Sentences	9%
Flesch Reading Ease	50.7
Flesch-Kincaid Grade Level	10.9
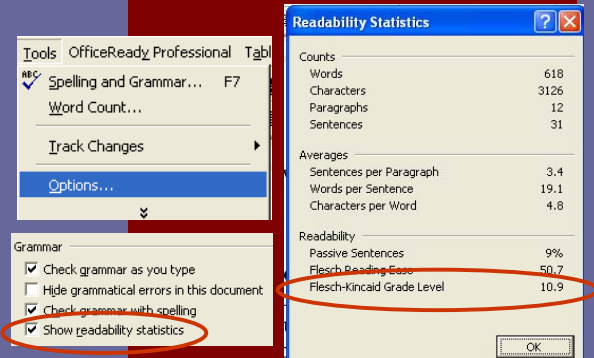
Publishing harnesses the power of student and teacher reflection

1. What did you think when we got started?
2. Describe the steps you followed?
3. What do you find out about yourself and how you learn from this project?

Jahquan writes a book for his son
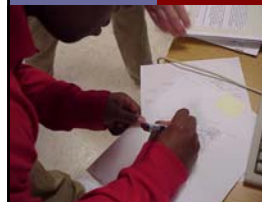
"When Ms. Ross first introduced this project to my class **I wasn't interested at all**. Ms. Ross was very excited about the project because she felt that this was a **way for us to show our talent.**

I said, 'Show my talent; I can't show my talent in science. I'm a basketball player.'

At this particular time **I was interested in knowing if my son was growing properly.** Ms. Ross said, '*Jahquan* you can do growth development for the textbook.'

Student Reflection

Soon I felt that **I was very involved in this project.**

As soon as I would walk in the class I would get my materials and get to work. **Before I knew it, it would be time to go**. Some days I would even hold up the class. **'Wait, could I write a couple of more sentences.'**

I was surprised because I didn't know **you had to go through so many steps** for publishing.
Jahquan S.

Teacher Reflection – A Backward Glance

Publishing gave me a wonderful opportunity to really **see what interested my students** and why, and **how they best learned and processed information** and **expressed themselves**.
Chris Ross - Brookwood

Use PowerPoint as your publisher!

joints

Doors have hinges that work like joints and make the door open and close.
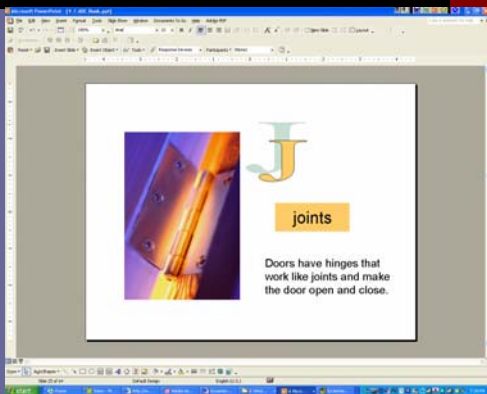
Manage your book in slide sorter view
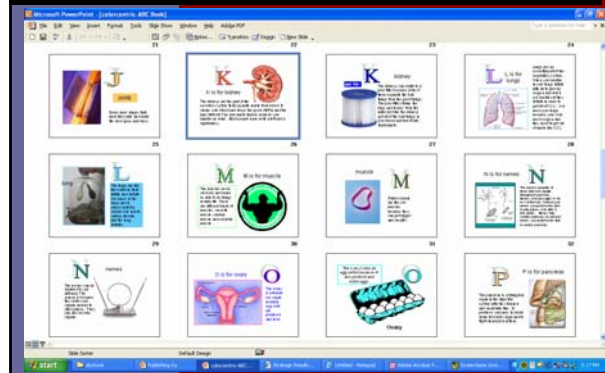
Merge work from different PowerPoints
Insert / Slides from files

1. Navigate to the other PowerPoint
2. Pick just the slide you want.
3. You can even keep the original formatting
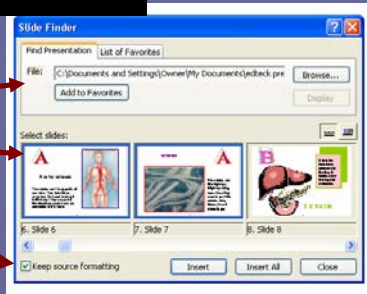
File / Page Setup
Then select letter paper landscape or portrait
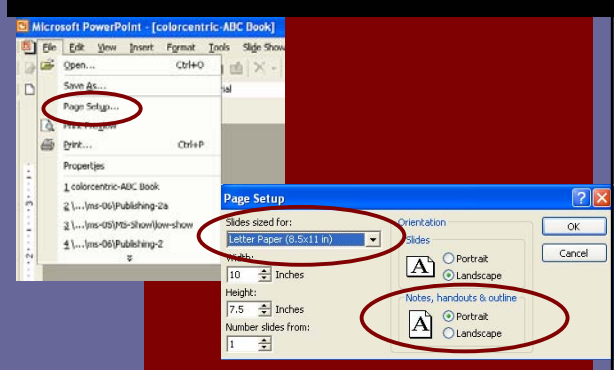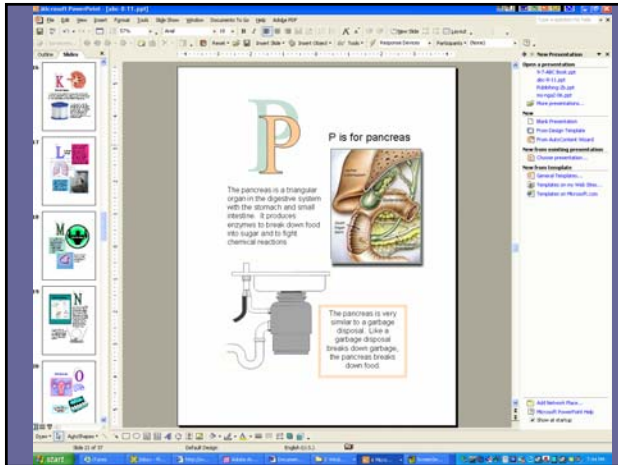
Don't forget to reduce file size –click on picture and then choose compress picture from picture tool bar

Choose a resolution of 200 DPI

Also a good way to reduce file size on all your PowerPoints. For screen only – use 96 DPI
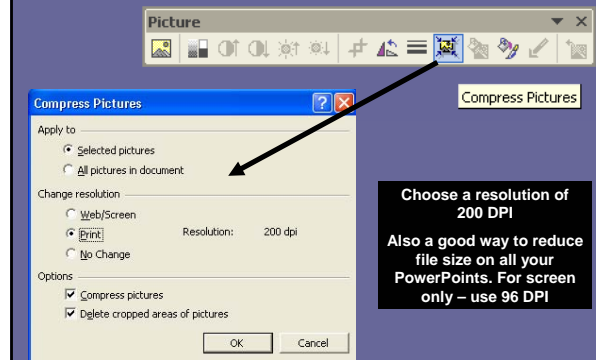
PowerPoint allows you to manage graphic and text, shapes, fills, fonts, color schemes

- Contrast - make visual elements distinct
- Repetition - repeat visual elements
- Alignment - consider how different visual element relate to each other
- Proximity - related items should be grouped closely together.

Slide 1 — Hope

Hope

I hope you don't ever have to sell drugs to help your mother pay the rent.

I hope you learn from your mistakes the first time and don't have to learn the hard way.

I hope you have someone to love, and someone who loves you back.

I hope you experience the hard times, so you cherish the good.

I hope you understand life is hard being a man, and even harder being a woman.

I hope you can feel what it is like to not have, so you won't abuse what you do have.

I hope you understand my hope for you, because for myself I hope the same thing too.

14

Slide 2 — How Life is Like Clay!

HOW LIFE IS LIKE CLAY!

SGT. HENRY JOHNSON YOUTH LEADERSHIP ACADEMY

NEW YORK STATE OFFICE OF CHILDREN AND FAMILY SERVICES

POTTERY PROJECT
MARCH, 2006

Slide 3 — Our Potter

Our Potter

Mr. Ralph Stupple has been a self-employed potter since 1976. He resides in Stamford, NY. Prior to his arrival, students were asked to create their own interview questions. Students found the answers to their questions in formal question and answer sessions as well as during casual conversation with Mr. Stupple. This activity helped motivate students to participate in the pottery project. Mr. Stupple also brought along some samples of his work. Students were eager to begin.

Student Question?
Mr. Stupple's answer

WHO
do you work for? *I am self-employed.*
Who influenced you to do this work of art? *When I was liked playing in the mud. When I was in high school I took a pottery class.*
Who did you give your first pot to? *My Mom.*
Who do you spend your time with? *My family and friends.*

WHAT
What do you get out of making clay? *A lot of pots and bowls and it's something I like doing.*
What college did you attend? *I didn't go to college. I learned on the job.*
What fascinates you about pottery? *All I need to make a pot is a clump of clay and fire and I can make something that lasts forever.*
What inspired you to take up pottery? *When I was young I wanted to be self-sufficient. So this allows me to provide for myself.*

WHEN
When did you start making pottery? *In high school.*
do you make your pots? *When I run out of pots to sell, I make more.*
When you are working do you listen to music? *I listen to Beethoven and rock and roll.*

WHERE
Where do you work? *At home in upstate New York.*
Where are the best pots made? *They are made all over the world, but I think the best ones are made in China.*

HOW
How did your first pot look? *It was ugly.*
How did you come up with the idea to make pottery for a living? *I found out I could get paid for something that I loved. So I did.*
How often do you work? *Most of the time.*
How did you become a potter? *By being optimistic about clay.*
How long did it take you to to learn how to make pottery? *It took me many years to master pottery. I am still learning.*

(annotation: Use Text Boxes not Bullets)

Slide 4

We got started right away. Mr. Stupple, our potter, began by introducing students to the clay. He had them create a simple pinch-pot.

After experimenting with the pinch-pots, materials for the creation of the "real" object of pottery were distributed.

Clay, water, Popsicle sticks, and paint brushes were the only materials necessary to begin the project.

Mr. Stupple ... create the clay between ... it out into long ropes. He explained that it is easier to create these ropes if one rolls the clay all the way over, 360 degrees.

(annotation: Use digital pictures to tell a story and describe a process)

Slide 5 — Mud of Dirt

Mud of Dirt

This mud of dirt I received
is just dirt I believe.
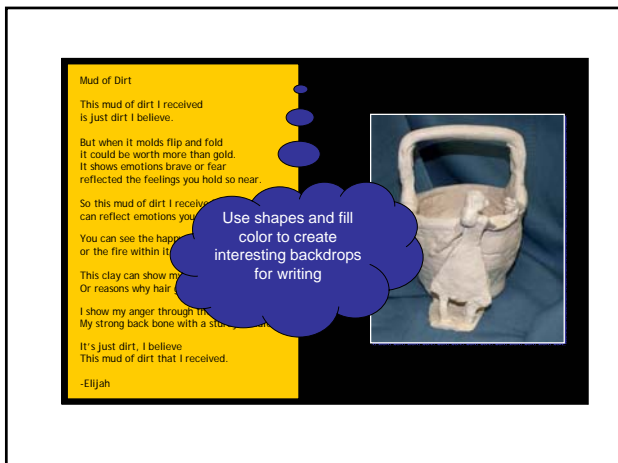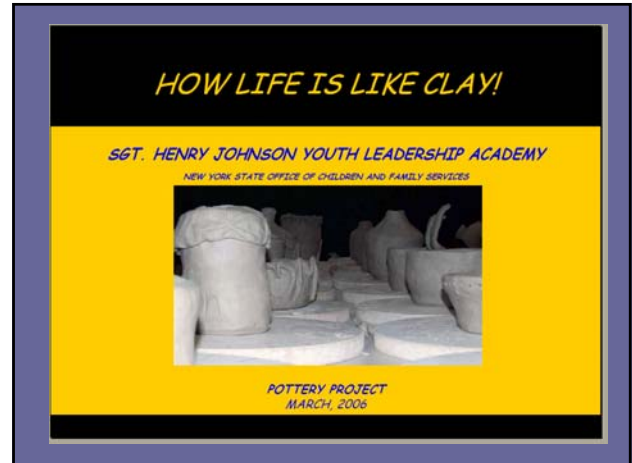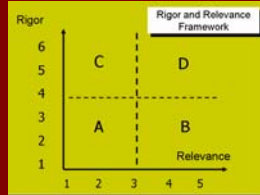
But when it molds flip and fold
it could be worth more than gold.
It shows emotions brave or fear
reflected the feelings you hold so near.

So this mud of dirt I receiv...
can reflect emotions you...

You can see the happ...
or the fire within it...

This clay can show m...
Or reasons why hair...

I show my anger through th...
My strong back bone with a stu...

It's just dirt, I believe
This mud of dirt that I received.

-Elijah

(annotation: Use shapes and fill color to create interesting backdrops for writing)

Slide 6 — How life Is Like Clay!

How life Is Like Clay!

How life is so simple like clay,
Then you can mold it and mold it.
With one mistake everything can be broken
Like half a moon.

Life is so cold like clay
With rigid hands you mold the clay
Because you want to get warm.

The clay is so simple, the same way life is
Then with one mistake everything can be ruined
So you mold and mold it
Because you want everything to be perfect

Life and clay the both are like a ball of mass
So you mold it and mold it
Until everything gets perfect but
At the end it's just clay.

- Abel

(annotation: Text boxes over images for visual impact)

Rigorous and relevant for students and teachers!

Rigor and Relevance Framework

- Authentic, real-world application in Quad D
- A chance for students and teachers to reflect on their learning
- Creativity and teamwork
- Opportunities in every area / grade level

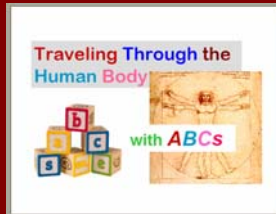**Support your publishing project with grant funds**

- Variety of grants
  – Federal, state, local
  – Private
- Recipients - district, building or individual level
- Mixing fund sources – outside and internal funds

See our website for more funding opportunities

Think what you can do!

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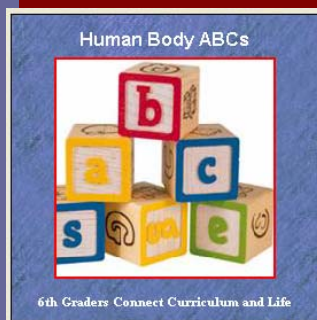
Traveling Through the Human Body with ABCs

- Professional development with a product
- Showcase your teachers and students
- Can be the basis of an academic intervention program or summer academy

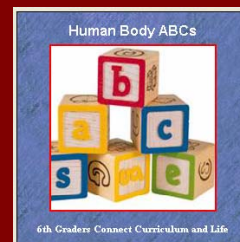**Order a copy at my website to inspire your students**

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6th Graders Connect Curriculum and Life

See a FlipPix in action

Human Body ABCs

6th Graders Connect Curriculum and Life

by Peter Pappas ~ www.peterpappas.com

14

Students use any Mac or PC to design a 4-panel FlipPix. Then print to any printer

Human Body ABCs
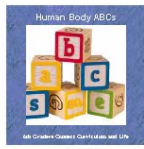
First View

Second View

Third View

Last Face

Students pick text / images layout for each panel.

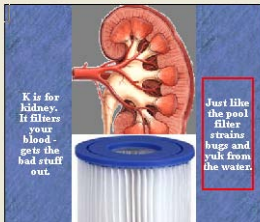Students select the images for each panel

Crop and align images

Add text – choose fonts

• Manageable design project

• Motivating and creative

• Take-away product that captures their thinking

Contact me for information on bringing FlipPix to your school

Human Body ABCs

6th Graders Connect Curriculum and Life
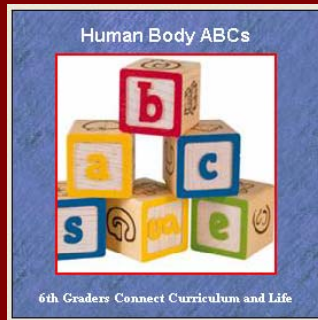
How do we prepare our students for
a world we cannot describe?

Use technology as a tool for recording the learning

1. Master content and skills
2. Follow a process to completion
3. Express individual creativity
4. Collaborate with others
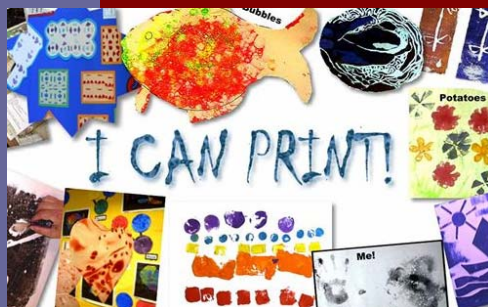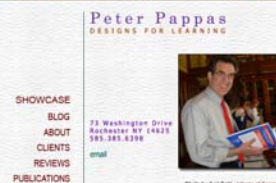5. Create a real product to showcase your work

www.edteck.com/publish

READ Think Write Publish!

Read > Think > Write > Publish
The power of publishing enables students to think like writers, to apply their learning strategies and to organize and express their learning.
Literacy in the 21st century will mean the ability to find information, construct meaning, critically evaluate it, organize it and find meaningful ways to share it with others.

Students at-risk for literacy need immersion in literacy tasks, reading and writing, that replicate the real world because they are the learners who lack the schema that defines literacy in the real world. Without publishing the student does not complete the writing process so they never rise above the level of "school work" to "real work."

Publishing Workshops by
Patricia Martin, Suzanne Meyer
and Peter Pappas

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