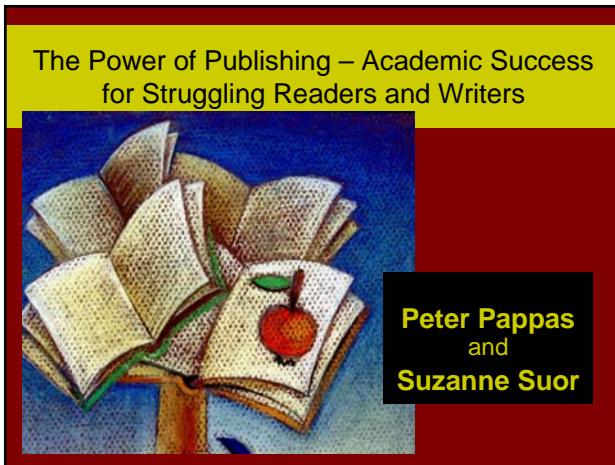


The Power of Publishing – Academic Success Peter Pappas and Suzanne Suor



www.whitebarnpress.com

White Barn Press

Welcome to White Barn Press

At White Barn Press we have been publishing student work and edit for space and clarity.

- Encourage writing and publishing
- Provide teachers with writing and publishing resources

Send us your writing in a Microsoft Word document

High School Social Studies Teacher
Consultant and Grant Writer
Director of Technology

Master Teacher and Network Liaison
International Center For Leadership in Education

www.peterpappas.com

Peter Pappas
DESIGNS FOR LEARNING

SHOWCASE

BLOG

ABOUT

CLIENTS

REVIEWS

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Photo by Gary Felt - Library of Congress

High School Social Studies Teacher
K-12 Program Director
Assistant Superintendent

Senior Consultant
International Center For Leadership in Education

NYLearn.org From: NYLearn.org - March 2008
Instructional Leadership Through
Sharing Work: The Spirit of NYLearn.org

Copy / Paste by Peter Pappas

Dedicated to instilling responsibility for learning to the internet.

June 24, 2008

Model Schools Conference Updates

Greetings from the TICLE Model Schools Conference in Orlando. Just finished my first presentation - Promoting High Schooler's A Focus on Instruction.

I used a Turning Point audience response system to gather data from over 500 attendees in the session. Here's an updated version of the PowerPoint which includes the responder data [Download pre-con slides.pdf](#) 1.446 pdf

Want to know more about TurningPoint response systems? Contact Mike Venrose at [mike@turningpointresponses.com](#) Tell him you saw the system in my session at Model Schools.

Stop back for more conference updates.

June 24, 2008 in [Presentation Notes](#) | [Permalink](#) | [Comments \(0\)](#)

June 17, 2008

Read > Think > Write > Publish - The Power of Student Publishing

I've launched a new website [Read > Think > Write > Publish](#) to promote publishing, an activity that enables students to think like writers, to apply their learning strategies and to organize and express their learning. The site provides sample student books and writing prompts.

This entry is about the literacy need students can develop during reading and writing that

www.edteck.com/publish

READ Think Write Publish!

Read > Think > Write > Publish!

The power of publishing enables students to work together 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. They need to practice the skills 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 there never rise above the level of "I can't write" or "I can't read". They never function as a writer. Literacy must be immersed 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

My conference workshops

FOURTEENTH ANNUAL
MODEL SCHOOLS CONFERENCE

#79 Monday: The Power of Publishing – Academic Success for Struggling Readers and Writers

#76 Tuesday: Rigor, Relevance and Reading for High Performing Students

#82 Wednesday: 9th Grade Academy – A Small Learning Community That Works

The Power of Publishing – Academic Success

Peter Pappas and Suzanne Suor

Suggested Resources from the ICLE

1. Strategic Writing Across the Curriculum 7 – 12
2. Strategic Reading in the Content Areas 7 – 12
3. Leading with Reading in Grades 7-12
4. Reading Strategies for Career Academies



Audience profile



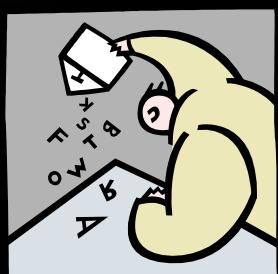
Agenda



- Rigor and relevance for the struggling reader
- Case study: Publishing Project
- The “How To” of publishing
- Literacy in the Digital Era

Literacy is *constructing meaning*

Use publishing to model, record and measure thinking



Di Tri Berrese

Do I Really Have to Teach Reading? ~ Tovani

Uans appona taim uas tri berrese: mamma berre, pappa berre, e bebi berre. Live inne contri nire foresta. Naise Aus. (No mugheggia.) Uanne dei pappa, mamma, e beibi go tooda bice, onie, a fughette locchie di doore.

Bai enne bai commese Goldilocchese. Sci garra naltinghe tu do batte maiche troble. Sci puscie olie fudde daon di maute; no live cromme. Den set gos appesterrese enne slipse in olle beddse.

Leiei Slobbe!

"The Three Bears" Translation

Once upon a time was three bears: mama bear, papa bear, and baby bear. Live in the country near forest. Nice House. (No mortgage.) One day papa, mama, and baby go to the beach, only they forget to lock the door.

By and by comes Goldilocks. She got nothing to do but make trouble. She push all the food down the mouth; no leave crumb. Then she goes upstairs and sleeps in all the beds.

Lazy Slob!

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NAEP assessment of 8th graders



Only 36% can proficiently:

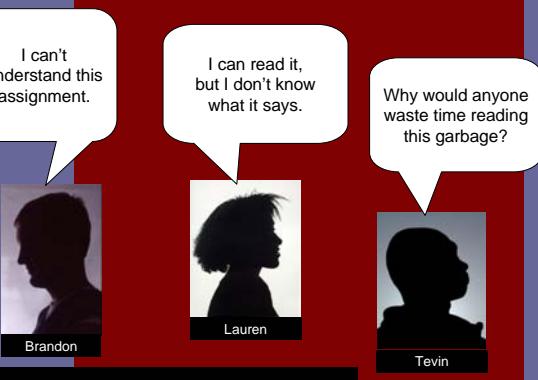
- Understand beyond the literal level
- Make connections to personal experience and background knowledge
- Monitor their own comprehension and learning

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.

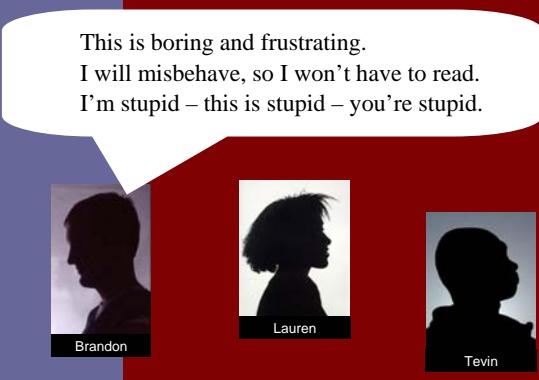
Three struggling readers



Brandon: I can't understand this assignment.

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

Tevin: Why would anyone waste time reading this garbage?



Brandon: This is boring and frustrating.
I will misbehave, so I won't have to read.
I'm stupid – this is stupid – you're stupid.

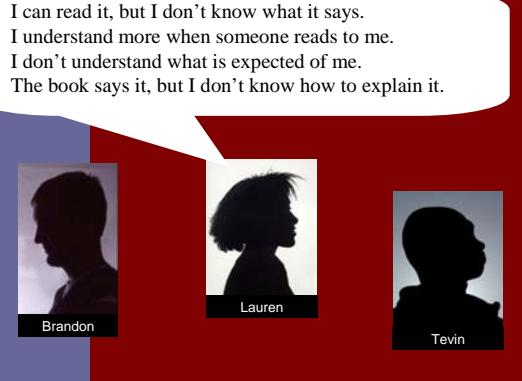
Lauren:

Tevin:



Give him chances to “publish” his work and “tell” what he knows about a subject that interests him.

He is motivated when he can successfully get his ideas down on paper.



I can read it, but I don't know what it says.
I understand more when someone reads to me.
I don't understand what is expected of me.
The book says it, but I don't know how to explain it.

Brandon:

Lauren:

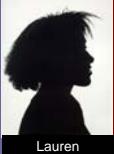
Tevin:

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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



Why would anyone waste time reading this garbage?
I don't see why I have to do this work
I do not want to read or write.
There is no time that I am going to need this stuff!

Brandon

Lauren

Tevin

Give the “Turned Off” a chance to “publish” their work.

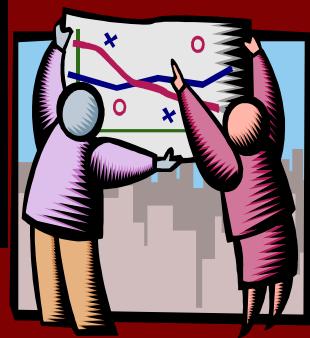
They need creative opportunities to showcase what they know.

They are motivated to see their ideas in front of an audience.



Tevin

Rigor, Relevance, and 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



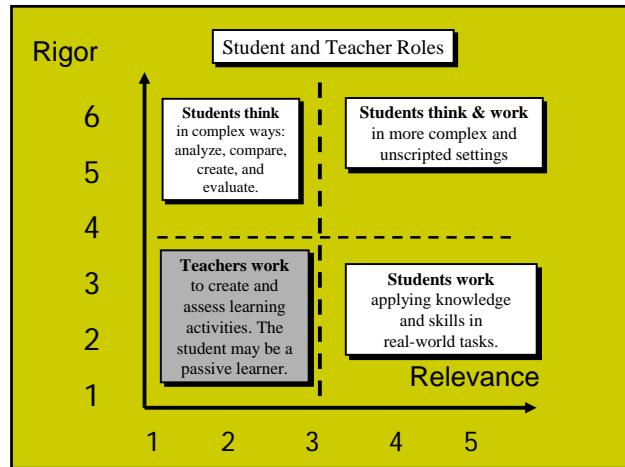
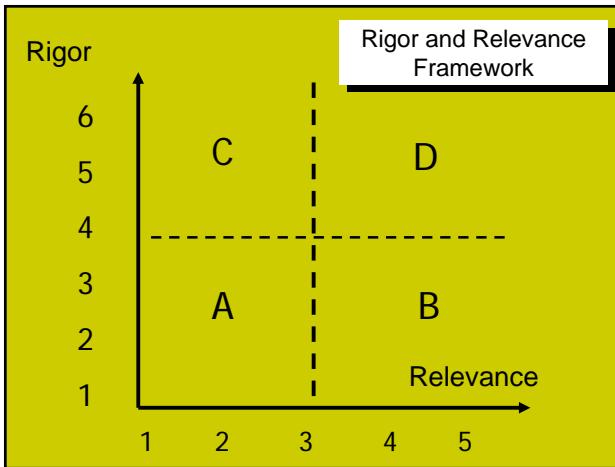
Using skills and knowledge in school

Using skills and knowledge for myself in the real world

1 2 3 4 5

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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?

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**

Sample: The ABC Book

- Created by 6th grade science students working in teams
- Students asked to create their own comparisons
- The student then read the books to 3rd grade students

Process

- 1. Teacher provides** description, explanation or example. Attention to process, product and audience
- 2. Students restate** term in own words.
- 3. Students compare, classify terms, generate metaphors** or analogies, **revise** their initial descriptions
- 4. Students create** a visual comparison
- 5. Students discuss their terms.** Learning is a social activity.

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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:

+ 45% gain
in content mastery

Teacher lectures and then students
design a comparison.



Gall Bladder

The gall bladder is the part of your body that stores digestive juice called bile. Bile breaks down fat molecules in your body. The liver makes the bile.



BY Scott and Elizabeth

Gall Bladder by: Scott and Elizabeth

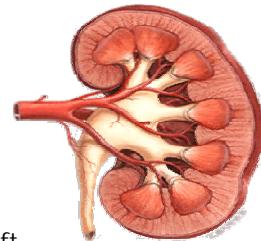


The gall bladder is like a soapy sponge.
It soaks up the soapy water and stores it
and then breaks down all the dirty stuff on
the dishes.



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

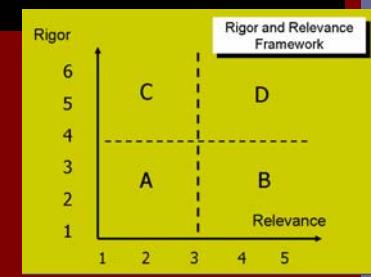
By-Holly and Sarina

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

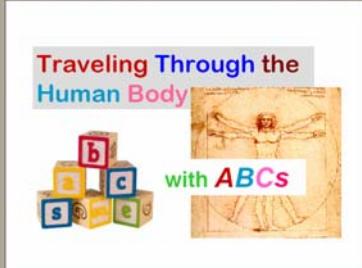
The rigor and relevance of the
ABC book



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Students and teachers reflect on the project



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.

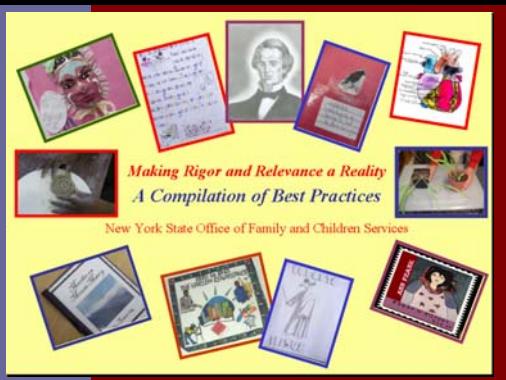
Teacher reflection

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 this their collaboration on the real life comparison was valuable.

Listening helped me to learn more about their thinking process.

Case Study: NYS Office of Children and Family Services



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



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Get Kids Thinking and Writing...

Publish their work!

Stories from New York State Office of Children and Family Services

Why publish?

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

Students at computer workstations.

A classroom audience watching a presentation.

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.

Students working on a group project, with one student holding up a completed page.

Motivating 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.

Students working on writing projects, with one student drawing a flower.

Keep kids writing

- Give students ideas and freedom to choose, but help focus their writing for an audience.
- Try a Writing Workshop environment including opportunities for multiple author revisions and editing for publication.

Students working on computers in a workshop environment.

Let students to do as much of the management as possible.

"But how will I correct everything?" **DON'T**
Not every piece of writing needs to be corrected. With your students, determine how and what they will select for your feedback.

A student sitting at a desk with a computer monitor, reading a book.

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Student Reflection



"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, 'J---, 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. A little disappointed because I felt some important facts were taken out.

Jahquan S.

A chance for teachers to grow

Write along with your students . . .

Keep your own writer's note book with your day-to-day observations about student learning and your reflections on the process.

Guiding Questions for teacher reflection

1. Introducing the project: How did it go?
2. What observations have you made about student learning as they developed their products?
3. What strategies worked well to involve students in the publishing project and improve content knowledge and skills?

Teacher Reflection - A Backward Glance



"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

Teacher Reflection

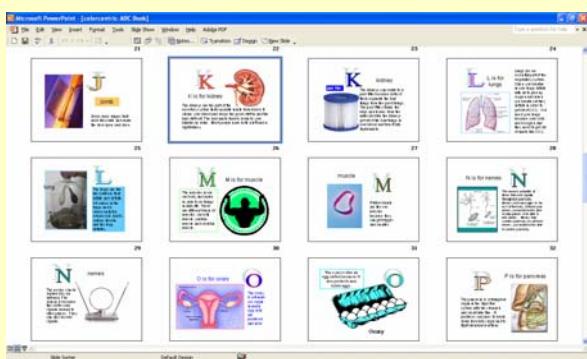
The students' excitement and enthusiasm while doing this project together is having a carry-over effect in other areas.

I've never seen anything like this before, and based on my observations of student learning and motivation, there is no doubt that this approach to teaching is a winner for both students and teachers.

----- Mr. Bedner



Use PowerPoint as your publisher

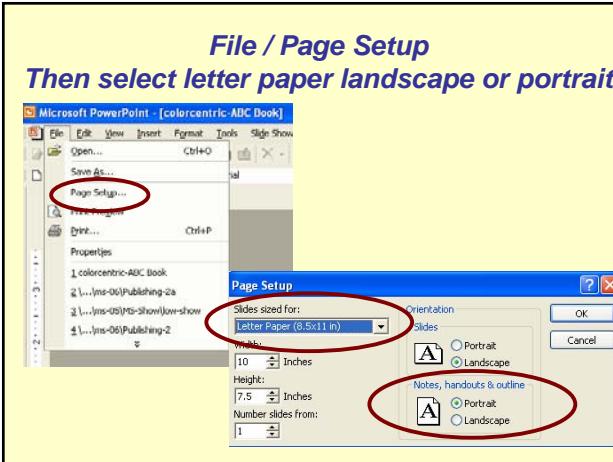


A screenshot of Microsoft PowerPoint showing a grid of slides. Each slide contains a large letter (J, K, L, M, N, O, P) followed by a small illustration and a short text description. The slides are numbered 25 through 30.

| Slide Number | Letter | Illustration | Description |
|--------------|--------|--------------|---|
| 25 | J | Flame | The letter J is shaped like a flame. It is a symbol of energy and passion. It represents the power of fire and the heat it brings. |
| 26 | K | Kidney | The letter K is shaped like a kidney. It is a symbol of health and well-being. It represents the importance of maintaining a healthy lifestyle. |
| 27 | L | Lightbulb | The letter L is shaped like a lightbulb. It is a symbol of ideas and innovation. It represents the power of knowledge and the ability to create. |
| 28 | M | Microscope | The letter M is shaped like a microscope. It is a symbol of discovery and exploration. It represents the importance of curiosity and the desire to learn. |
| 29 | N | Neuron | The letter N is shaped like a neuron. It is a symbol of communication and the flow of information. It represents the importance of effective communication and the exchange of ideas. |
| 30 | O | Ovary | The letter O is shaped like an ovary. It is a symbol of female reproductive health. It represents the importance of maintaining a healthy reproductive system. |
| 31 | P | Penis | The letter P is shaped like a penis. It is a symbol of male reproductive health. It represents the importance of maintaining a healthy reproductive system. |

The Power of Publishing – Academic Success

Peter Pappas and Suzanne Suor



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 younger I 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 clamp 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.

**Use Text Boxes
not Bullets**

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 "reelf" object of pottery were distributed.

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

Use digital pictures to tell a story and describe a process

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 receive can reflect emotions you have. You can see the happiness or the fire within it.
This clay can show me Or reasons why hair.
I show my anger through it. My strong back bone with a strong will.
It's just dirt, I believe
This mud of dirt that I received.
-Elijah

Use shapes and fill color to create interesting backdrops for writing

Text boxes over images for visual impact

How life Is Like Clay!

How life is so simple like clay.
The way you can mold it and mold it.
With one mistake everything can be ruined
Like half a meal.

Life is cold like clay.
With rigid hands you mold the clay
Because you want everything to be perfect

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

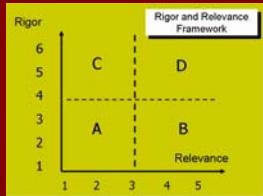
Life and clay the both are like a ball of mass
So you mold it and mold it
Until everything gets perfect but
At the end it's just clay.

- Abel

The Power of Publishing – Academic Success

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Rigorous and relevant for students and teachers!



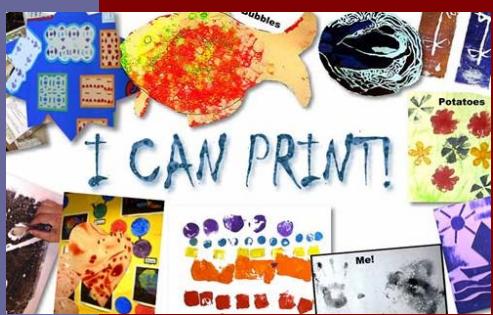
- Authentic, real-world application in Quad D
- A chance for students and teachers to reflect on their learning
- Creativity and teamwork
- Opportunities in every area / grade level

Think what you can do!



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

Print in-house or send to print-on-demand



Lulu.com website interface showing the 'Publish and Sell Worldwide' section. It highlights fast, easy, and free publishing options, and keeps control of rights, design, price, and profits. It also mentions production costs of \$4.53 per book plus .02 per page black and white (.15 per page color).

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

- Title I, Part A and D: Good First Teaching and Building Capacity
- Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and Principals
- Title II, Part D: Enhancing Education Through Technology
- Title III: Language Instruction for LEP and Immigrant Students
- Title III, Part A: Immigrant Funds
- Title IV Part A: Safe and Drug Free Schools
- Title V, Part A: Innovative Programs



The Power of Publishing – Academic Success

Peter Pappas and Suzanne Suor

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

New technology has unleashed a frenzy of creativity

- 14 millions blogs launched worldwide. More than half are active. 80,000 new blogs per day.. Creating the world's biggest coffeehouse
- Encouraged by Web-enabled sales, 175,000 books were published and more than 30,000 music albums were released in the US last year.

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.

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

READ Think Write Publish!

The power of publishing engages students to think like writers, to apply their learning strategies and to publish their work. They never function as a writer. Literacy must be complete the writing process as they never use any other skill. They never function as a reader. Literacy must be applied to reading questions when they are allowed to read but their responses are disorganized and unusual; they cannot generalize, summarize, synthesize, analyze, infer or evaluate. They do not grasp the meaning of what they are reading or its relevance. "Word Callers" need support to realize that reading is about constructing meaning and to develop and apply those tools.

www.edteck.com/publish

101 Ideas Kids Can Write About

Read > Think > Write > Publish ~ www.edteck.com/publish