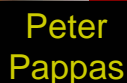


The Power of Digital Publishing – Academic Success for Struggling Readers and Writers



Peter Pappas
DESIGNS FOR LEARNING

SHOWCASE

BLOG

ABOUT
CLIENTS

REVIEWS

PUBLICATIONS

73 Washington Drive
Rochester, NY 14625
505.385.6308

email



Photo by David Keller, a member of C

- Keynotes
- Conference presentation
- Community outreach
- Faculty - interdisciplinary
- Train-the-trainer
- One-day, multi-day, long term

Links to:
Showcase of projects
Presentations and Clients
Resources

READ *Think* Write
Publish!

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 practiced in the real world to have value.

**The Power of Publishing:
Academic Success for Struggling
Readers and Writers**
*These workshops showcase examples of

Go to my blog for
audio podcast and
updated color
presentation handout

The North Carolina **Virtual Education Program (VEP)**, is the first to harness energy of its kind in this nation. VEP is an excellent example of innovative, research-based learning in modern leadership practices and roles. VEP is a model for the future of education in America's schools. We are pleased to be one of the featured speakers at **VEP's 2006 National Leadership Conference**. Essential Skills for Today's School Leaders. My two presentations are:

- Rigor, Resilience and Critical Reading Strategies**
This presentation will focus on how to use a social constructivist approach to a constructivist focus on common institutional structures in a student-centered classroom. This presentation will apply practical strategies for how school leaders can support constructivist learning environments. It will focus on the importance of social learning skills in leadership, constructivist learning and the importance of social learning skills in leadership.
- Public-Private Partnership: A Success Story**
This session offers examples of public-private partnerships that are incorporating existing workshops in a simple business plan that provides a good model for public-private partnerships. **Public-Private Partnership: A Success Story**

Slide back to this heading for updated presentation.

Writing first, a recent report by Carnegie Corporation sometimes seen as the "tip side" of reading, is a whiteboard with a red line and a red line.

- ## Ever upload your photos to a printing site?

My Saved Projects

[Create a Calendar >](#)

1

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

Digital publishing breakthrough
– print on demand paperback books

Xerox DocuColor iGen3




Image Quality
Productivity
Flexibility

Reliability
Economics

ColorCentric Corporation



In Search of Peace -
World History Time Travel
76 b/w pages - \$6.05



The Memoir Project
ESL students come to America
50 color pages - \$12.03

So why aren't your
students and teachers
publishing their own
books?

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

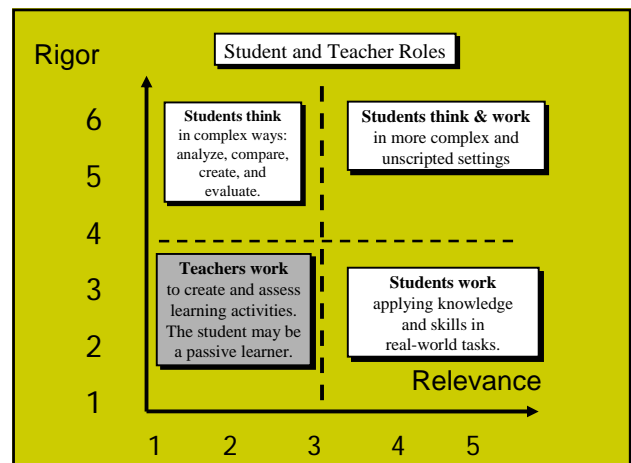
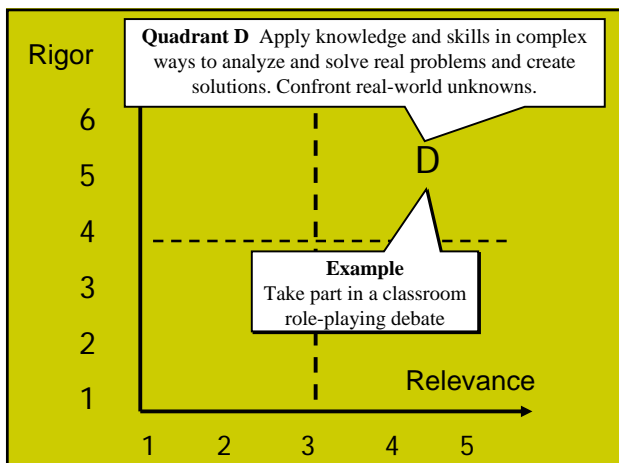
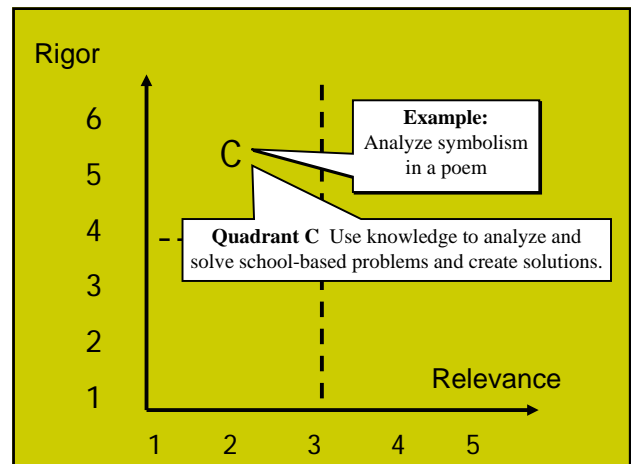
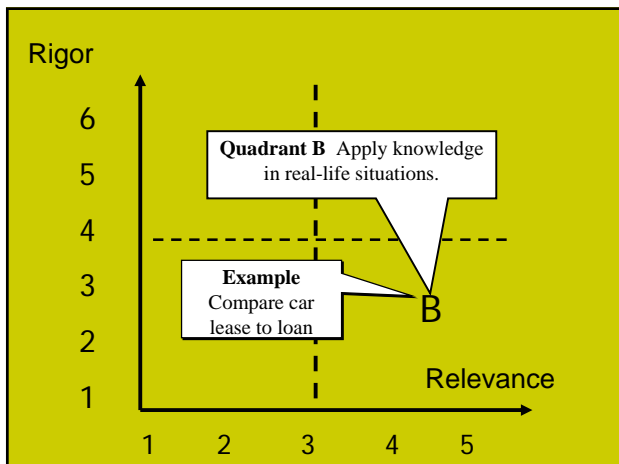
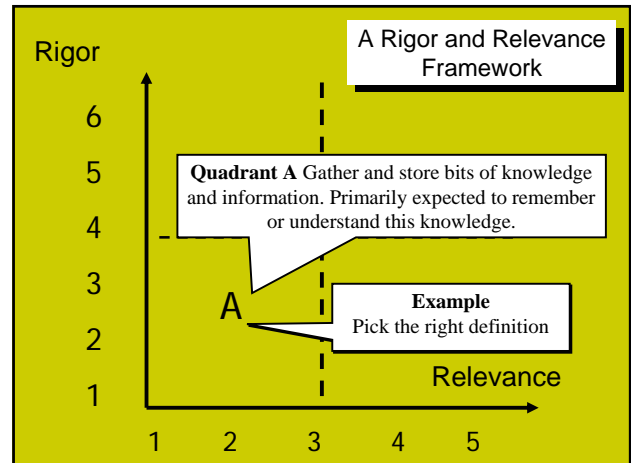
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Relevance

I understand how this information or skill has some application in life.

I have an opportunity to construct my own understanding rather than just learn "the facts."

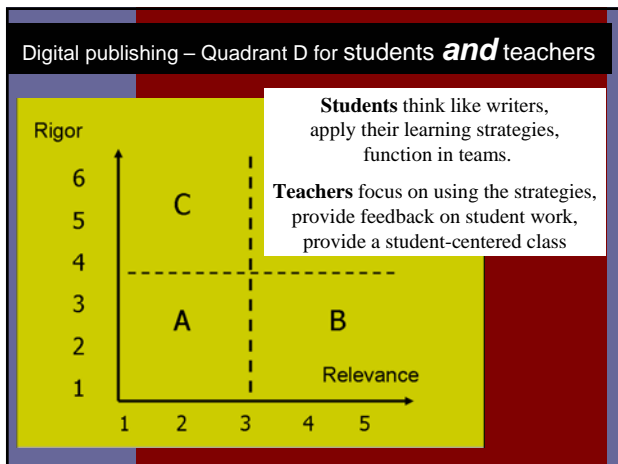
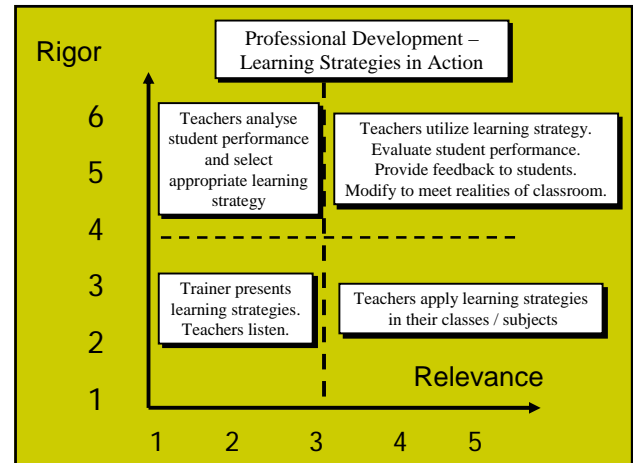
In addition to learning content and skills, I am learning how to learn .



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

The measure of rigor and relevance.
Ask students these questions during your next observation.

1. What is the **purpose** of this lesson?
2. Why is this **important** to learn?
3. In what ways am **I challenged to think** in this lesson?
4. How will **I apply, assess, or communicate** what I've learned?
5. How will **I know how good my work is** and how **I can improve it**?



ABC Book
Sample project

Traveling Through the Human Body with ABCs

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

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.

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.

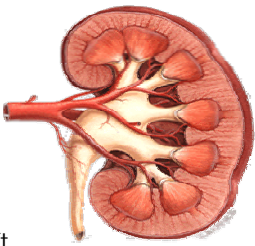
+ 45% gain in content mastery

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

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.



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."

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

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.

Use at any grade level, content area or ability level



Publication Case Study:
NYS Office of Children and Family 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



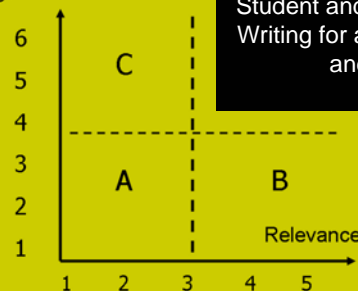
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Rigor and relevance for students

- 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.



Rigor



Publishing ~ Quadrant D
Student and teacher reflection
Writing for authentic audience
and purpose

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?



Example: 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.’

Jahquan writes

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

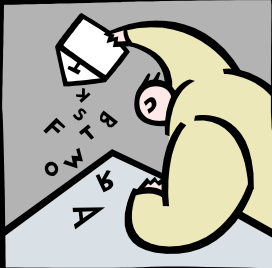


The students’ excitement and enthusiasm is having a carry-over effect in other areas.

I’ve never seen anything like this before.... there is no doubt that this approach to teaching is a winner for both students and teachers.

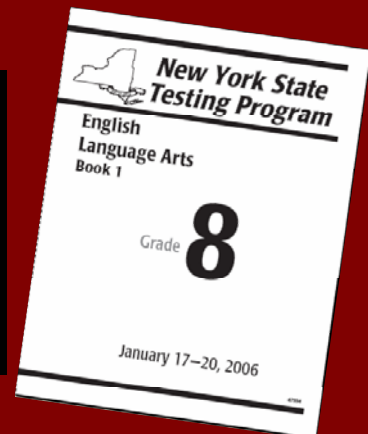
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Academic Success for Struggling Readers and Writers

ELA 8 Project:
publishing to
support test
mastery



Publishing or
“test prep?”

8th Graders’
Guide to the
ELA Exam



Book sections:
Learning strategies in action
MyPages
8th graders shout-out to 7th

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

This project uses **rigor** and **relevance**
to prepare student for ELA exam

- It **draws on the learning strategies** to accomplish a goal.
- It **extends and deepens students’ knowledge** and acts as a tool for learning subject matter
- Provides **motivation** through a creative opportunity to express learning

NAEP testing
~ tells us why
publishing
works



Only 36% of 8th graders can proficiently:

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

A Report to Carnegie Corporation of New York

WRITING NEXT

EFFECTIVE STRATEGIES TO IMPROVE
WRITING OF ADOLESCENTS IN MIDDLE
AND HIGH SCHOOLS

By Steve Graham and Dolores Perin

Proficient readers may not be proficient writers

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

Recommendations include:

Collaborative Writing - working together
to plan, draft, revise, and edit their
compositions

Writing for Content Learning - using
writing as a **tool for learning content**
material

Workshop Writing Approach - writing for
authentic audiences

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

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 it, 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
Student Name: _____
Class: _____
Due Date: _____
Reading Assignment: _____

Tool 15: SAW
Student Action Words
I can use this tool:
Before I read:
While I read:
After I read:
The book will help me:
Learn new words:
Summarize what I read:
Compare information and ideas:

Reader's Toolbox

Vocabulary word	Questions	My Image of the Word
Page:		
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 definitions 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	Questions	My Image of the Word
Page:		
My Definition:	Dictionary Definition:	
My Antonym	My sentence to help me remember the word:	

Here's something I learned by using this tool:

I can't understand this assignment.



Brandon

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



Lauren

Why would anyone waste time reading this garbage?



Tevin

Keyed to 3 types of struggling readers

A publishing workshop gives
"word-callers" 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

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

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.



Upload
"books" as
PDF files

Print and ship
finished books

**Print-on- Demand
at 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



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

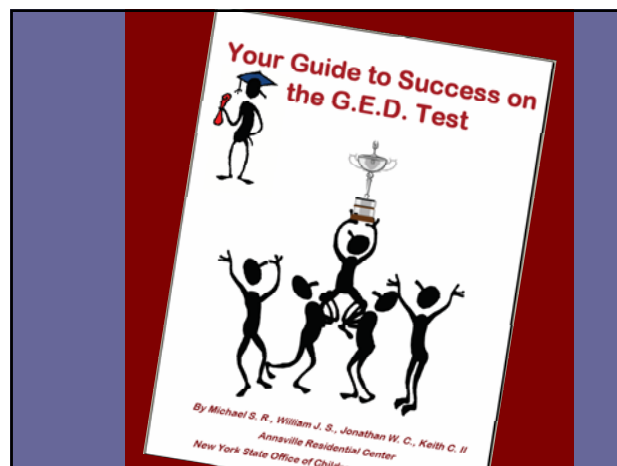
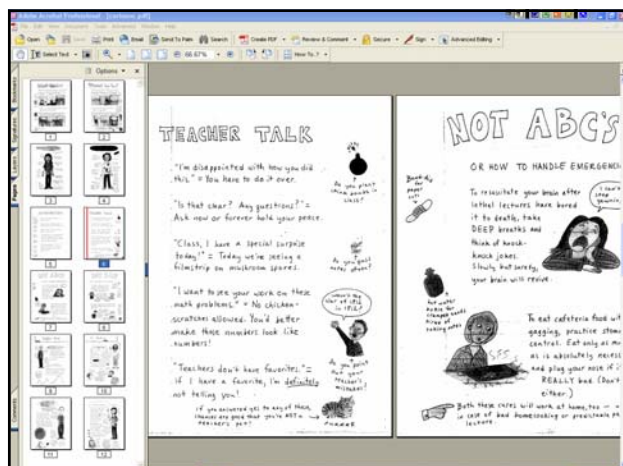
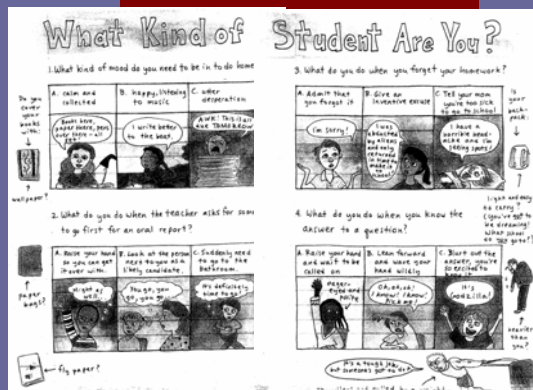
Getting Started

- Identify the learning – what do you want your students to know and be able to do?
- Identify audience and purpose, the type of publication

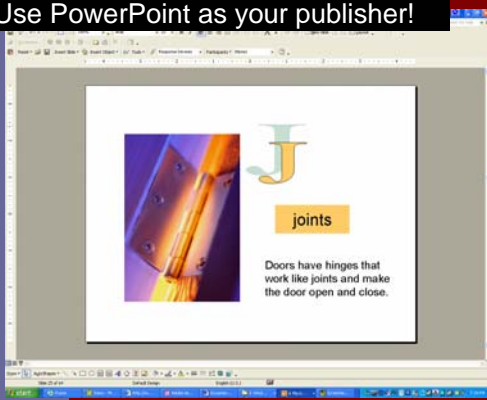


Publishing should capture what you're already doing.
It's not an add on.

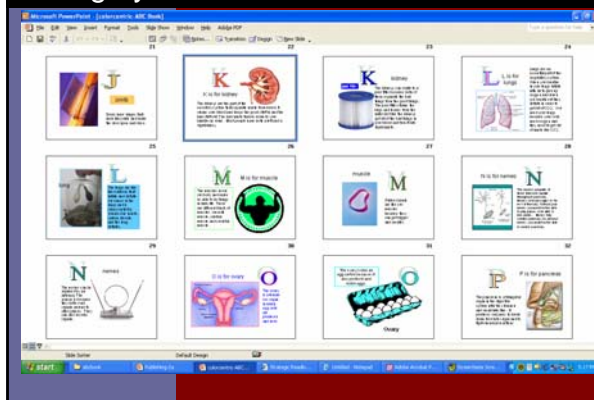
Create a PDF by scanning hard copy



Or design the book on a computer.
Use PowerPoint as your publisher!

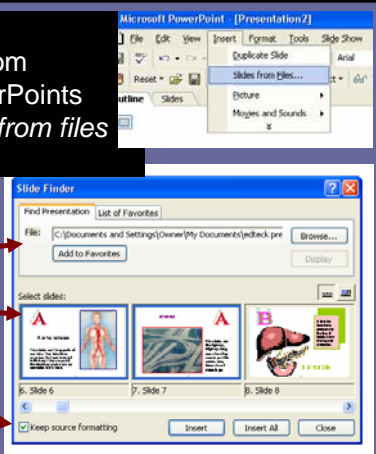


Manage your book in slide sorter view



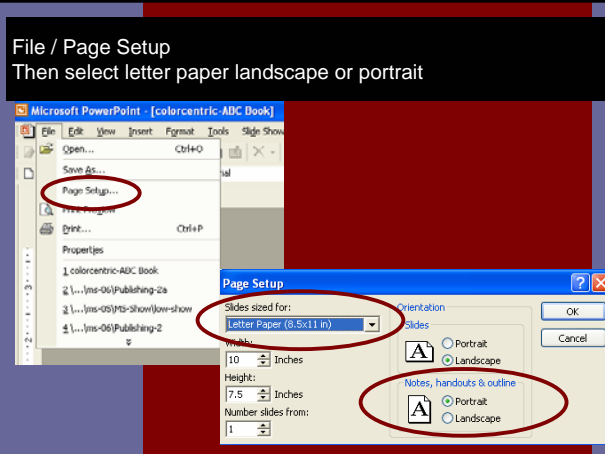
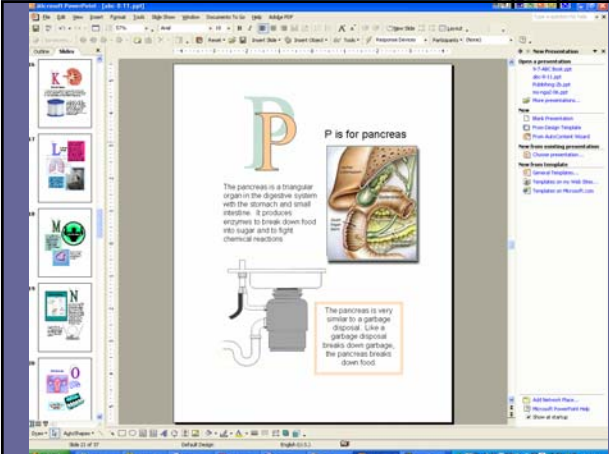
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Merge work from different PowerPoints
Insert / Slides from files



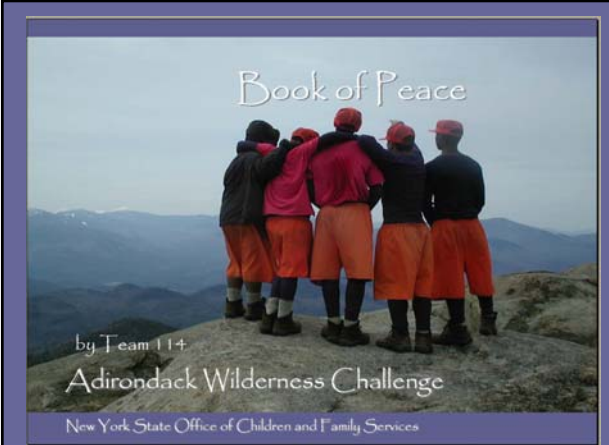
1. Navigate to the other PowerPoint
2. Pick just the slide you want.
3. You can even keep the original formatting

File / Page Setup
Then select letter paper landscape or portrait

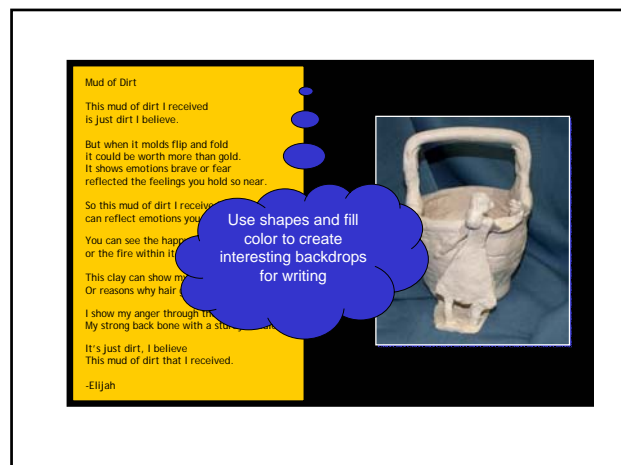
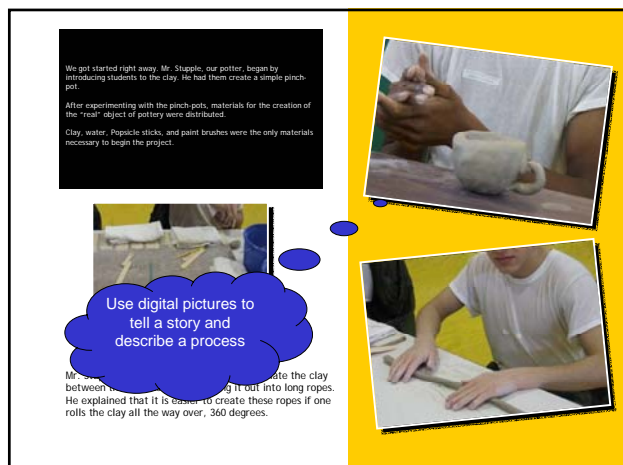
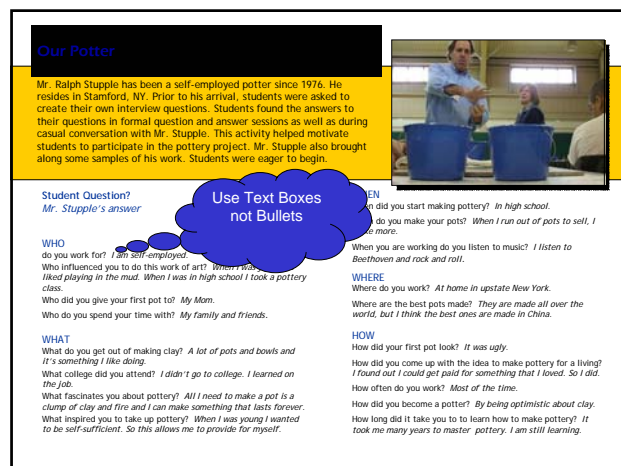
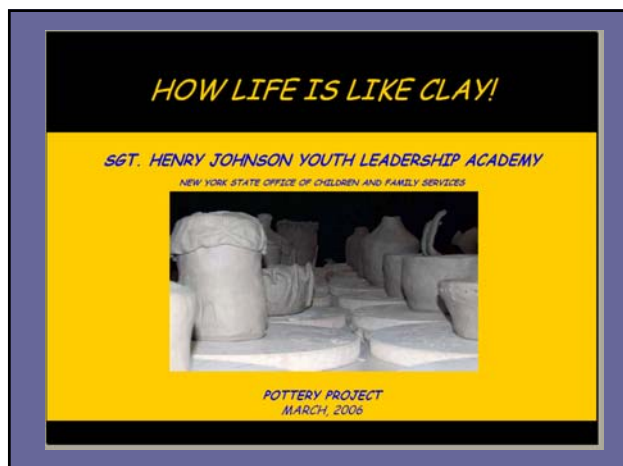
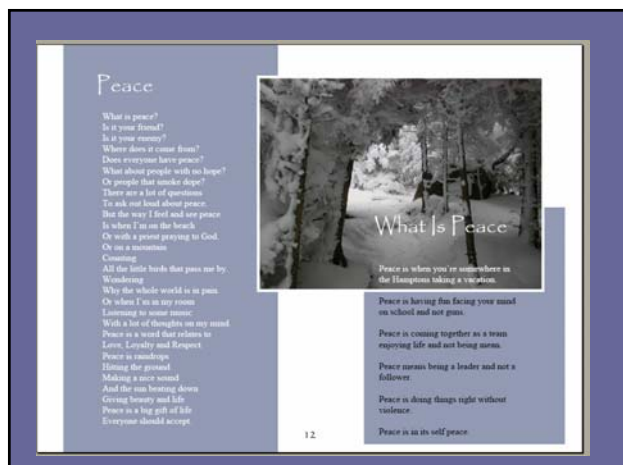



PowerPoint allows you to manage graphic and text, shapes, fills, fonts, color schemes

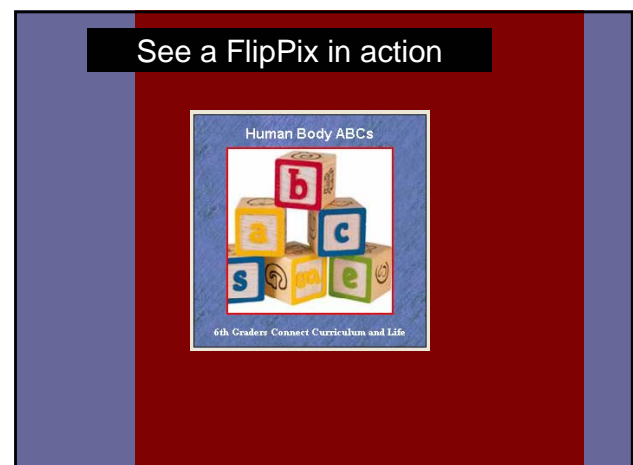
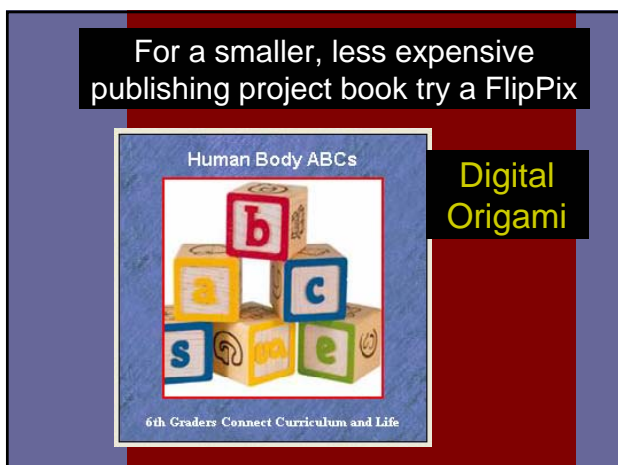
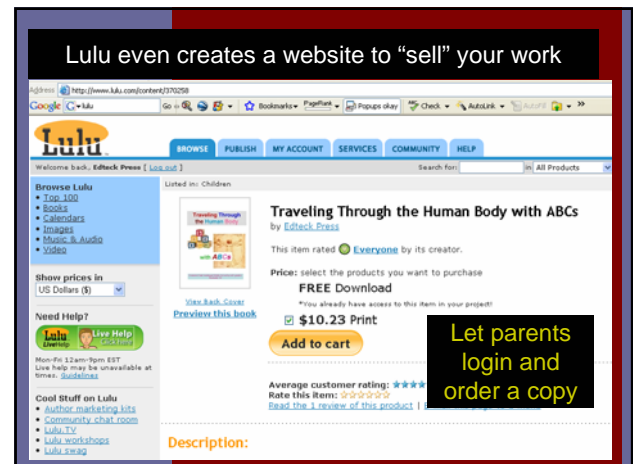
- Contrast - make visual elements distinct
- Repetition - repeat visual elements
- Alignment - consider how different visual element relate to each other
- Proximity - related items should be grouped closely together.




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

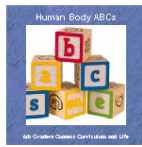


The Power of Digital Publishing Academic Success for Struggling Readers and Writers



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

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



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



Edit Text

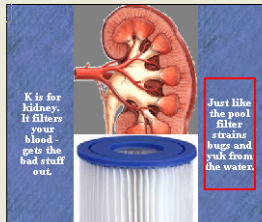
Enter the Multiline Text:

Just like the pool filter strains bugs and yuk from the water.

Add text –
choose
fonts

Face To Edit: Second View

Face Preview



First I brainstormed my vision of the slides. I can be really creative.

K is for kidney. It filters your blood - gets the bad stuff out.

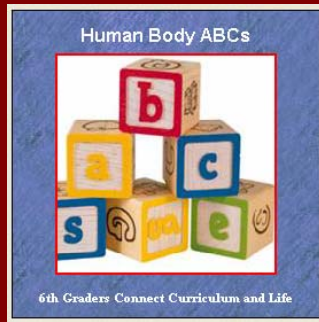
Just like the pool filter strains bugs and yuk from the water.

I can use comparison in science. It helps me to understand.

- Manageable design project
- Motivating and creative
- Take-away product that captures their thinking

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

Contact me for information on
bringing FlipPix to your school

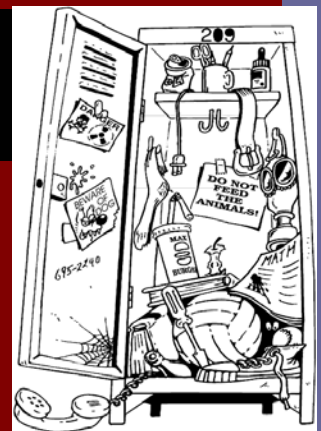


What is literacy in the 21st century?

The information environment has changed since we were students.



How we stored
“our information”



How students store and access “information” today



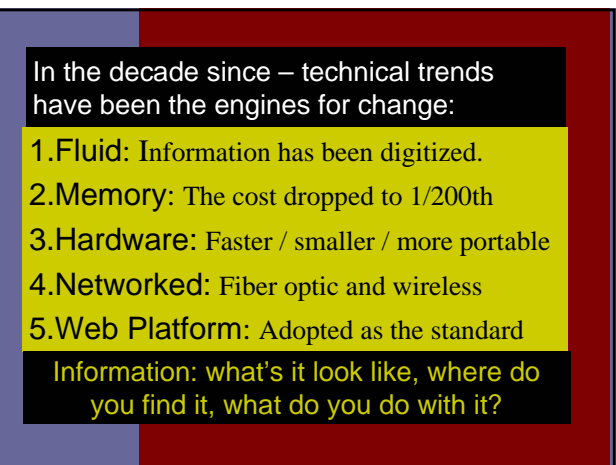
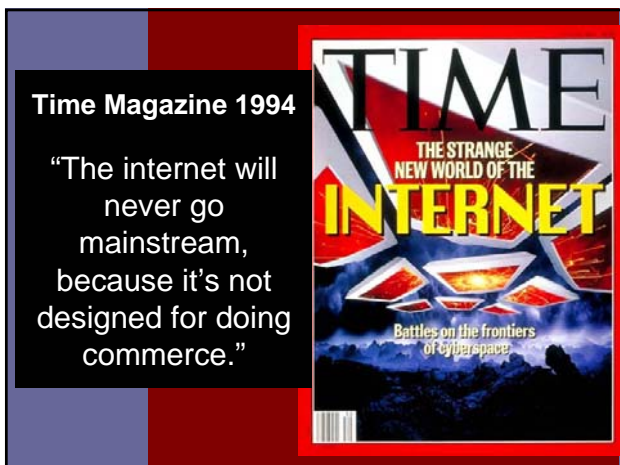
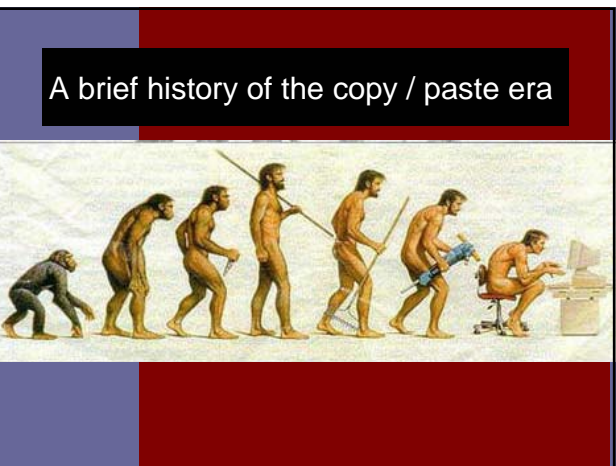
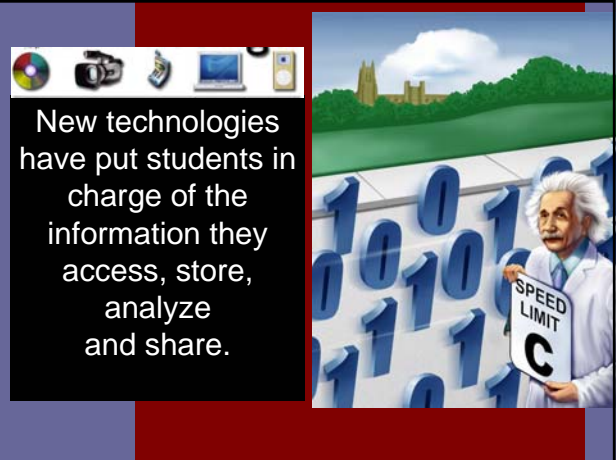
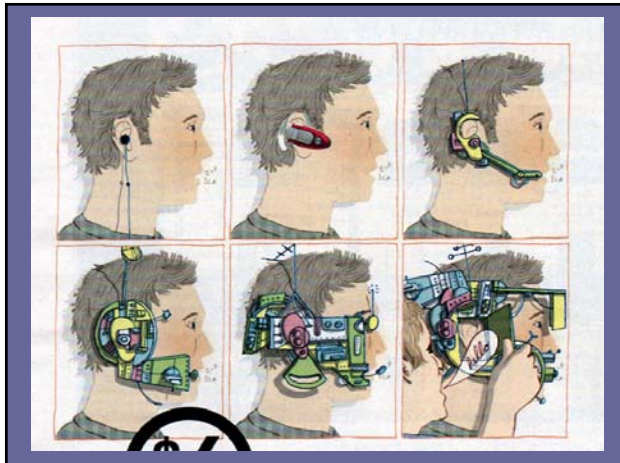
The exchange of information that's **most meaningful to students** probably isn't happening in the classroom.

- 50% teens have a cell
- They're never farther than a call, or text message away from peer advice.



NY Times 2006

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



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

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

What skills will the 21st century workplace require?

- Routine and predictable tasks will be taken over by computers or outsourced.
- Workers will need to be agile learners and fluid thinkers.
- To stay employable they will need to continually learn new skills required in knowledge-based careers.

Adaptability!

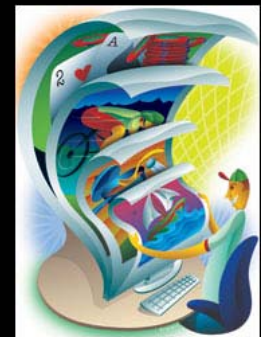


Literacy in the 21st century will mean the ability to find information, decode it, critically evaluate it, organize it into personal digital libraries and find meaningful ways to share it with others. *David Warlick*



Information is a raw material – students will need to learn to build with it

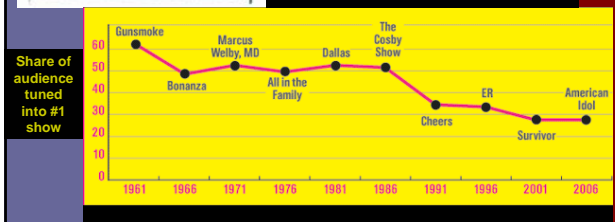
“These kids are really changing – it’s tough to even get their attention.”



Who else is struggling to connect with their audiences?
What do they share in common?

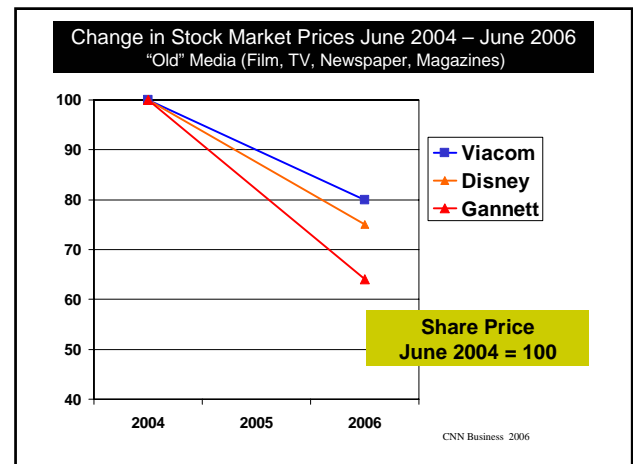
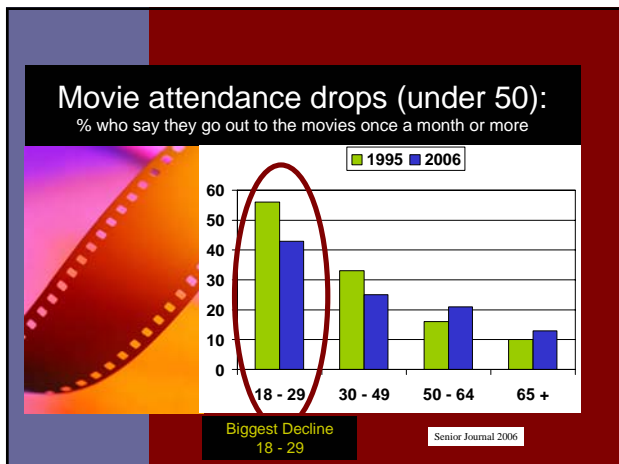
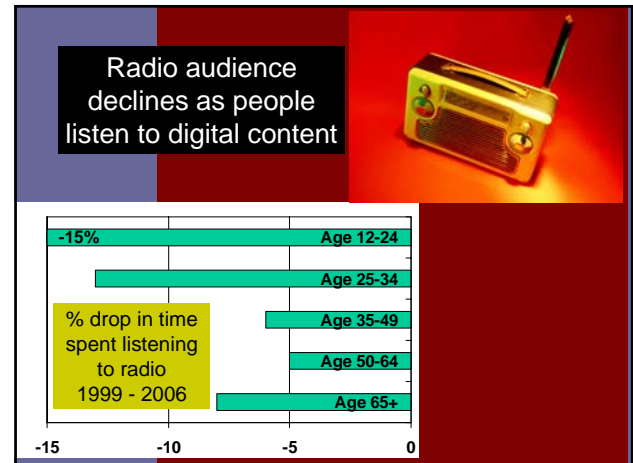
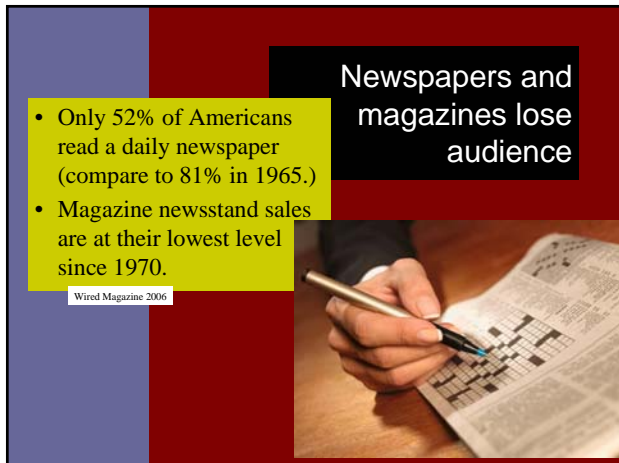


TV's #1 show is attracting a dwindling share of the audience



Wired Magazine 2006

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

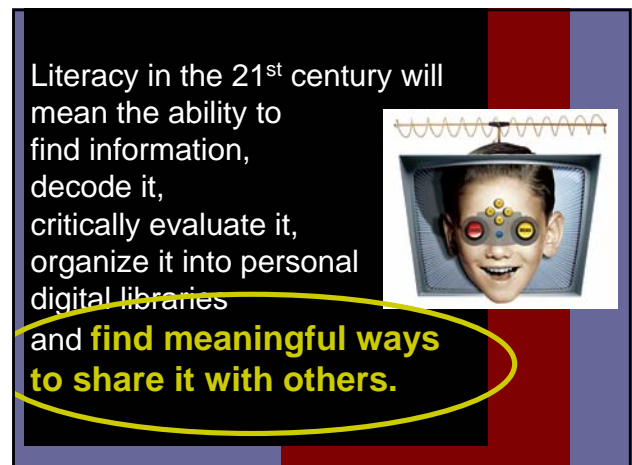
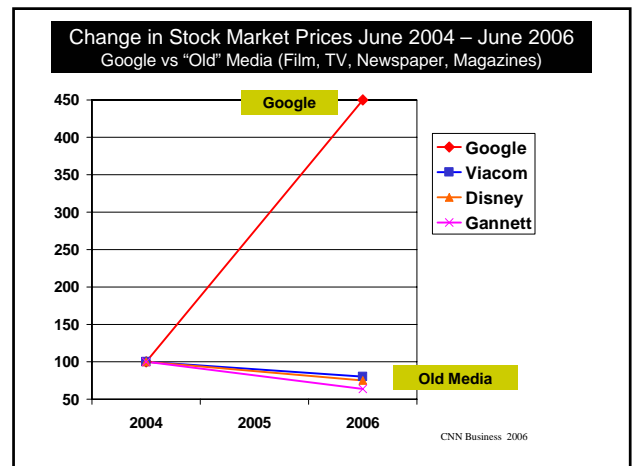
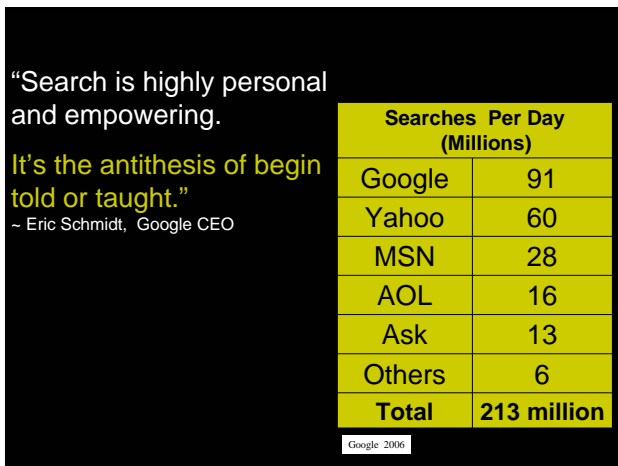
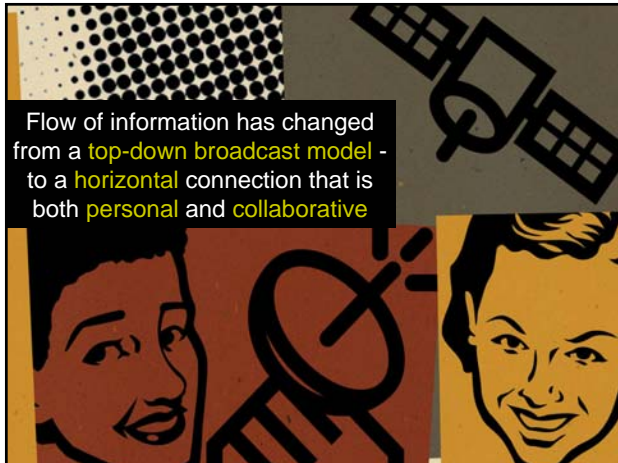


Lessons Learned:

1. You **can't broadcast at** the young.
2. They won't be a **passive audience**.
3. They expect **control** and **functionality**.



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



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



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.



Showcase your writing skills on your own Blog

The "new internet story tellers" in the world's biggest coffeehouse.

six apart TYPEPAD | MOVABLE TYPE | LIVEJOURNAL | ABOUT US | SUPPORT

Every small business deserves its own direction.

TypePad
Inform. Influence. Inspire.

GET STARTED IN MINUTES

- 1 Create your account.
- 2 Build your blog.

Start Free Trial

12 million American adults, keep a blog.
57 million American adults, read blogs
54% of bloggers are under the age of 30.

Pew Internet & American Life Project

Broadcast yourself on YouTube

You Tube™ Broadcast Yourself

Each day:
30 million videos watched
30,000 videos submitted

Balancing Point



The copy / paste culture creates a **bottom-up takeover of the information flow.**

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



The Power of Digital Publishing

Academic Success for Struggling Readers and Writers

1. Don't focus on "integrating technology"

- We need to look at technology as a way of getting job done.
- Stop worrying about how to "work the computer."
- Instead we should think critically about:
 - what tools are there
 - what do they do
 - how can they impact teaching and learning?

The technology is just the "paper and pen" of the future.

2. Focus on literacy in all content areas

- Don't allow ourselves to be overwhelmed by the **perceived demands of covering content and test prep.**
- We must **all use consistent instructional strategies** that give students responsibility for their own learning.

Its about the thinking ...
not the technology.

Why do students struggle?

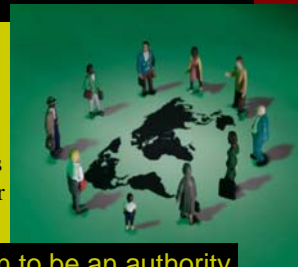
The problem is not illiteracy, but **comprehension**.

The bulk of struggling secondary readers can read, but **cannot understand what they read.**

~Reading Next

3. Give students tools / forum to critically evaluate information

- Student need experience questioning the validity of what they're reading.
- Explore divergent opinions and perspectives in collaboration with their peers.



What's it mean to be an authority in the copy / paste world?

4. Bridge the digital divide with equitable access to the tools of the information age.

- Our more affluent students live in home environments rich with personal technology
- For the rest, school may be their only access.



5. Provide students with rigorous, engaging and authentic tasks.

- Take advantage of tools for analyzing and sharing information
- Harness their creative talents
- Give them opportunities to work in teams
- Produce for audience and purpose



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



Students who publish see a connection between

- the concepts they are learning
- the authentic assessment of their work
- its real-life application beyond the classroom.

They've answered the question:
"Why do we have to learn this?"

- A chance to reflect on their learning
- Creativity and teamwork
- Opportunities in every area / grade level

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