Bridging Digital Literacy and Common Core Standards – Content Reading

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University of Central Florida
Literacy Symposium, 2013
QUESTIONS WE SHOULD BE ASKING....

What features of the iPad can I use, to support close reading and comprehension?

What features of the text, can I use to support close reading and comprehension?

What skills and strategies should I or could I use, for close reading using a digital device?
Close Reading & Digital Text

• Close reading has been defined as a careful, purposeful reading and rereading of a text.
• Close reading requires readers to interact with the text to create meaning.
• Close reading is a reading strategy that aids students in gathering knowledge and key details to support their findings based on the text.
  • Fisher (n.d.)
Comprehension consists of three elements: the reader, the text, and the activity of reading.

- Reading comprehension is a complex process in which students metacognitively think about the cognitive process involved in reading (Baker, 2002).

- Strong readers achieve comprehension because they are able to use certain comprehension strategies.

- Electronic text that incorporates hyperlinks or hypermedia can support reading comprehension.

- Snow, 2002; RAND Reading Study Group, 2002
Background

• Good readers are capable of choosing and using a variety of strategies depending on the task
  • Van-Duzer, 1999

• Good readers approach a reading task in a variety of ways using a multitude of strategies
  • Many et al., 1996

  – the most effective strategy will depend on the need of the reader and the level of interaction with content and device.
• Proficient readers actively construct meaning using a small set of powerful reading strategies in the printed text environment.
  • Strategic reading, activating prior knowledge, questioning, inferring and synthesizing
    – Pressley & Afflerbach, 1995

• Learning must be “fluidly changeable”
  • Self regulated- cognitive flexibility
    – Spiro, 2004 states that

• Textual features present challenges with cognitive overload, disorientation, distraction, and frustration
  – Tripp & Roby, 1990
HYPERMEDIA & HYPertext

- **Hypermedia**: An environment in which textual materials and ideas are linked to one another in multiple ways.

- **Hypertext**: require readers to take a much more *active role* in determining the quality and coherence of the text they read — Burbles & Callister, 2000

Hypermedia and Hypertext offer embedded scaffolding & support

- Azevedo & Jacobson, 2008
Successful Readers

- Are thinking metacognitively
- They are setting a purpose and developing strategies to be successful
- They are doing this all the time with flexibility
- They are monitoring their understanding
- Adjusting their strategies
- Developing a higher level of cognitive thinking
- They are strategic readers- activating prior knowledge- questioning, inferring and synthesizing as they are reading
<table>
<thead>
<tr>
<th>Supportive Strategies</th>
<th>Frequency</th>
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<tbody>
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<td><strong>Reading Strategies</strong></td>
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<td>Determine importance</td>
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<tr>
<td>Monitoring of meaning</td>
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</tr>
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<td>Highlighting</td>
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<td>Definition</td>
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- **Lori**
  - Strategic reader—strong strategy usage; used several strategies sequentially
  - Rapid succession of strategies in a short period of time to monitor and repair meaning
  - Layers of strategies for a simple task
Lori’s Concept Map
<table>
<thead>
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<td><strong>Reading Strategies</strong></td>
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<tr>
<td>Monitor meaning</td>
<td>6</td>
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<tr>
<td>Predictions</td>
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<tr>
<td>Context Clues</td>
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<tr>
<td>Rereads</td>
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</tr>
<tr>
<td>Connections</td>
<td>8</td>
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<td><strong>iPad Features</strong></td>
<td></td>
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<tr>
<td>Highlighting</td>
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</tr>
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<td>Hyperlinks</td>
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<tr>
<td><strong>Nonfiction Features</strong></td>
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<td>Definition</td>
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<tr>
<td>Pronunciation Guide</td>
<td>10</td>
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</table>

- Receptive Vocabulary Strategies
- Adjusted iPad features
- Impact of vocabulary on Reading Comprehension
- Features of text and device –Supportive
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<td>Context Clues</td>
<td>19</td>
</tr>
<tr>
<td>Rereads</td>
<td>16</td>
</tr>
<tr>
<td>Evaluation</td>
<td>23</td>
</tr>
<tr>
<td>Connections</td>
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</tr>
<tr>
<td><strong>iPad Features</strong></td>
<td></td>
</tr>
<tr>
<td>Sticky notes</td>
<td>10</td>
</tr>
<tr>
<td>Pronunciation Guide</td>
<td>16</td>
</tr>
<tr>
<td>Video</td>
<td>11</td>
</tr>
<tr>
<td>Search (web/text)</td>
<td>14</td>
</tr>
</tbody>
</table>

- Strategic reader who needed motivation.
- Believed the features of the device made reading on the iPad more “fluid.”
- Read nonfiction text on the iPad differently, using both nonfiction and iPad features to support his learning.
Jerry's Concept Map
Trey

- Inquisitive, explorative, assistive
- Believed the features of the device helped support his understanding
- Used multiple texts to support his understanding
  - cross-referencing content using the search feature.
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<tr>
<td>Context clues</td>
<td>18</td>
</tr>
<tr>
<td><strong>Ipad Features</strong></td>
<td></td>
</tr>
<tr>
<td>Dictionary</td>
<td>14</td>
</tr>
<tr>
<td>Pronunciation Guide</td>
<td>14</td>
</tr>
<tr>
<td><strong>Nonfiction Features</strong></td>
<td></td>
</tr>
<tr>
<td>Hyperlinks</td>
<td>9</td>
</tr>
<tr>
<td>Search Feature</td>
<td>8</td>
</tr>
<tr>
<td>Video</td>
<td>8</td>
</tr>
</tbody>
</table>

- Preferred writing on paper
- Requested peer assistance often
- Preferred to just read rather than interact with the device
- Needed encouragement and support from peers
- Apprehensive of device

Anna
# Emerging Themes

<table>
<thead>
<tr>
<th>Comprehension Strategies</th>
<th>iPad Features</th>
<th>Nonfiction Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connections-34</td>
<td>Highlighting -42</td>
<td>Audio/video-66</td>
</tr>
<tr>
<td>Context clues-49</td>
<td>Hyperlinks -101</td>
<td>Definition/Glossary-51</td>
</tr>
<tr>
<td>Determining</td>
<td>Search-9</td>
<td>Examples-42</td>
</tr>
<tr>
<td>importance-38</td>
<td>Sticky notes-55</td>
<td>Pronunciation -48</td>
</tr>
<tr>
<td>Evaluation-55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rereading-48</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
iPad and Metacognition

• Strong connection between metacognition and navigation in a digital environment
  • Schwartz, Hong, Howard and McGee, 2004

• Strong navigation skills allow readers to develop stronger metacognition
  • Lawless and Schrader, 2008

• Students experienced with navigation exerted fewer cognitive resources
  • Sperling, Howard, Miller, & Murphy, 2002
The tools and resources available to students will vary slightly depending on the content area assessed.

All students will have access to the following e-tools

**Review:** Students may use this e-tool to mark items to be reviewed at a later time. Before exiting the test and submitting their responses, students will be taken to a screen which lists items that are answered, unanswered, and marked for review.

**Eliminate Choice:** Students may use this tool to mark through answer choices that they wish to eliminate.

**Highlighter:** Students may highlight sections of an item or passage.

**Eraser:** Students may use the eraser to remove marks made by the highlighter or the eliminate choice tool.

**Help:** Students may click the Help icon to learn more about the e-tools. The Help text appears in a separate window.
Digital Text Coding

<table>
<thead>
<tr>
<th>Reader's Thought</th>
<th>Text Codes for Print-Based</th>
<th>Text Codes for Digital-Based Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a question about this.</td>
<td>?</td>
<td>I have a question about this.</td>
</tr>
<tr>
<td>I agree with this.</td>
<td>=</td>
<td>Agree with this.</td>
</tr>
<tr>
<td>I disagree with this.</td>
<td>X</td>
<td>I disagree with this.</td>
</tr>
<tr>
<td>This is interesting!</td>
<td>!</td>
<td>This is interesting!</td>
</tr>
<tr>
<td>This is confusing.</td>
<td>~</td>
<td>This is confusing.</td>
</tr>
<tr>
<td>This is important.</td>
<td>*</td>
<td>This is important.</td>
</tr>
<tr>
<td>This reminds me of...</td>
<td>@</td>
<td>This reminds me of...</td>
</tr>
<tr>
<td>Important Date</td>
<td>#</td>
<td>Important Date</td>
</tr>
<tr>
<td>I wonder....</td>
<td>▲</td>
<td>I wonder....</td>
</tr>
<tr>
<td>I have a prediction.</td>
<td>P</td>
<td>I have a prediction</td>
</tr>
<tr>
<td>I can picture this.</td>
<td>■</td>
<td>I can picture this</td>
</tr>
</tbody>
</table>

Word I don't know
Highlighting on the iPad using Text Coding

Auschwitz is Liberated

Auschwitz was the largest camp established by the Germans. Although the three main camps - Auschwitz I, Auschwitz-Birkenau, and Auschwitz III - were the most known, there were many others in a huge complex that was located near the pre-war border between Poland and Germany. According to surviving SS documents, more than 700,000 people were still imprisoned in camps in January, 1945, including about 70,000 in Auschwitz. While the Soviet army closed in from the East, thousands were killed in the days before Nazi leaders ordered a death march to the West. Nearly 60,000 prisoners were forced on the march, and about one in four died from the cold, exhaustion, and brutal treatment from the guards.

On January 27, 1945, Soviet troops entered the camp and freed the remaining 7,000 prisoners. Most were by then too sick to survive, and many continued to die even after the camp was liberated. An estimated 1.3 million people...
Features of Nonfiction

Text and iPad

How will students accomplish this in digital text?
My biography is on Anne Frank. She was a young girl who was born in a peaceful world, but grew up in an awful one. She lived during the Holocaust and was in hiding for over two years. While she was hiding, she wrote a diary. This diary can be read today, and millions of students all over the world have read and studied it. This small book lets people of this day in age understand what someone back then had to do to survive.

Anne Frank was born June 12, 1929 in Frankfurt am Maine, Germany. She was born in a safe world, and grew up playing outside and going to school with her friends. Her parents, Otto Frank and Edith Frank-Holländer, never thought they would have to take their family and leave their home. Before they went into hiding, they lived in a spacious two-story apartment with many other children that Anne and Margot could play with. Up until they were evicted, they had a very enjoyable childhood.

Anne Frank had went to school, but while in hiding, she read books and did other academic activities. She loved hearing stories of her father's lavish childhood; it made her feel like she could escape the terrible things that were happening to her and millions of other Jews. She also enjoyed writing her own stories to pass the time. During her lifetime, she never had a job she was too young. At the age of 16, Anne Frank died in a Bergen-Belsen concentration camp with typhoid fever. After being sick for a very long time, she eventually slipped into a coma and passed away.

During her life, Anne Frank made many accomplishments. She wrote a diary that literally changed the world. Millions around the world study this diary, they can read about her life, and learn about what she did. You can read about the people in hiding, and about how tough their lives were.
Using Multiple Sources
Primary and Secondary Sources

Resources:

- www.annefrank.org
- www.annefrank.ch
- www.ushmm.org
- www.ou.org
- www.jewishvirtuallibrary.org

"The Diary of Anne Frank"
(book)

- SS.5.A.1.1: Use primary and secondary sources to understand history.
- SS.3.A.1.2: Utilize technology resources to gather information from primary and secondary sources.
- SS.2.A.1.1: Examine primary and secondary sources.
Inspiration Lite App

- Use two fingers to resize symbols to be bigger or smaller than default
- Border thickness and color
- 40 color choices
- Designate
- Idea symbols: Add notes (like this one) to symbols to call attention to ideas, add detail or begin writing paragraphs. Like all other text in your diagram, note text will show up in Outline view too.
- Images copied and pasted from the Internet
- Images from your Photos app
- Six provided shapes
- Take photos from your camera on your iPad
- Regular, bold or italic
- Six font choices
- Sizes
- In, out, or both directions
- With arrows facing
- No arrows on the links at all
- Choose from
- Straight, curved, hand-drawn or computer-style
- Line thickness and color
- 40 color choices
- Eight colors
- Four textures

Style and format options:

Connecting links:

- Designate
Anne Frank

By Jennifer Rosenberg, About.com Guide

Historical Importance of Anne Frank:

During the two years and one month Anne Frank spent hiding in a Secret Annex in Amsterdam during World War II, she kept a diary. Anne Frank’s diary, which was published by her father after the war and has been read by millions of people around the world, chronicles both the tensions and difficulties of living in such a confined space for that long a duration as well as Anne’s struggles with becoming a teenager. Since the publication of her diary, Anne Frank
Side by Side

4X4
Show Me App

CAUSES

- Economic hardship and political unrest following World War I
- Aggressive leaders in Germany, Italy, and Japan wanted to expand their nations.
- Germany invaded Poland, and Japan attacked the United States.

EFFECTS

- Millions of people were killed, and large areas of Europe and Asia were damaged or destroyed.
- The Allies occupied Japan and parts of Europe.
- The United Nations was created to help prevent future wars.
- Conflict began between the Soviet Union and the other Allies over the fate of Eastern Europe.
- The United States and the Soviet Union emerged as the world’s two major powers.

Atomic

Cold War
CONSOLIDATION OF POWER

19  Burning Books
20  The Law on the Revocation of Naturalization
21  The Night of the Long Knives
22  Hitler Becomes Fuhrer
23  Triumph of the Will
24  The Nuremburg Citizenship Law
25  Racial “Science”
26  Sachsenhausen
27  The Berlin Olympics
28  The Holleriths
Chapter 3 Review

THE SHOAH: 101 KEYS TO UNDERSTANDING THE HOLOCAUST

- Preface
- Prelude
- Nazism Rising
- Consolidation of Power
- Lebensraum
- War
- The Final Solution
- Killing Centers
- Resistance
- Liberation
- Aftermath
A picture taken just after the liberation of Auschwitz-Birkenau by the Soviet army in January 1945, shows a group of children wearing concentration camp uniforms behind barbed wire fencing at the camp. (AP Photo/CAF)

This picture taken just after the liberation of Auschwitz-Birkenau by the Soviet army in January 1945, shows a group of children wearing concentration camp uniforms behind barbed wire fencing at the camp. (AP Photo/CAF)

By 1939, the Third Reich had ordered the arrest of so many Jews that the Nazis decided they needed a prison in central Poland to deal with the problem. The prison was originally meant to be a prison much like the other concentration camps used for political prisoners. Its special place in infamy followed from the Reich’s decision to use it as the ultimate site for the slaughter of Jews.

Before the war was over, Auschwitz would become the largest and most completely modernized camp that collectively came to be known as the Holocaust.

**October 1941** - The Nazis build a second camp three kilometres away from Oswiecim in the village of Brzozowka. This becomes known as the Auschwitz II-Birkenau camp (or simply “Birkenau”). By 1944, it held more than 90,000 prisoners.
Using Digital Literacies to Enhance Social Studies Learning
Collective Case Study

Victoria Cardullo, University of Central Florida
American Reading Forum—ARF
Sanibel-Florida, 2012
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- How do eighth-grade students read nonfiction text using the iPad?
- What reading comprehension strategies do eighth-grade students use to read nonfiction text using the iPad?
- What role do the iPad features play in the reading process?
Hyperlinks & Hypermedia to Scaffold Learning

Hitler Becomes Fuhrer

With the death of German President Paul von Hindenburg on August 2, 1934, Adolf Hitler became the absolute dictator of Germany. As head of state (Reich President), head of government (Reich Chancellor), and head of the Nazi Party (Fuhrer), his power was absolute and above challenge. He exercised judicial and legislative powers in addition to his role as executive. Any deed could be sanctioned by his wishes. “The law and the will of the Fuhrer are one,” Hermann Göring said.

Upon Hitler’s ascension to the position of Fuhrer, every member of the armed services had to pledge the following oath: “I swear by almighty God this sacred oath, I will render unconditional obedience to Adolf Hitler, the Fuhrer of the German Reich and people. Supreme Commander of the Wehrmacht; as a brave soldier I will at all times be ready to sacrifice my life for this oath.”

FIVE:

“When the sufferings of us Jews really began . . .”

Margot Frank’s best friend Jenteke Frijkstra remembers, “The day after the invasion was a school day. We were called into the large assembly hall and were told that we were at war with Germany. We were sent home and didn’t come back until after the surrender.” Four days passed between the German invasion and the surrender of the Dutch forces. In that time, the Germans threatened to bomb the city of Rotterdam if the Dutch armed forces continued to fight. Two hours before the deadline, the Germans bombed Rotterdam anyway. The city was virtually wiped out, killing hundreds and making many thousands homeless. Holland surrendered on May 14, 1940. The Dutch royal family and the government fled to London.

In a massive convey, the Germans entered sun-drenched Amsterdam, grinning and waving from their army cars and trucks. One hundred seventy thousand Jews lived in Holland, most of them in Amsterdam.
Lingering Questions

• Students’ actively construct knowledge using their personal experiences.
  – What happens if they do not have experience of device, does that equate to lack of comprehension or just lack of device knowledge?
  – What happens is a student lacks metacognitive strategies in a digital environment yet displays metacognition in a print environment?
  – What happens if they prefer print?
  – Will motivation be enough....
    • Cool Tool effect


RAND Reading Study Group (2002). *Reading for understanding: Towards a RAND program in reading comprehension*. Santa Monica, CA: RAND.


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