Digital Resources

- web.seesaw.me
- TwistedWave.com
- imovie
- Storybird
- Flipgrid.com
WHO WE ARE

and how we got HERE

Kay - Former Reading Specialist and Current 6th Grade Teacher at Forest Hills Elementary and PhD Student in Literacy Education

Steph - Former 7th Grade Language Arts Teacher and PhD Student in Literacy Education
Objectives

1. Background of Studies
2. Outcomes of our Work
3. Classroom Implications and MORE QUESTIONS
Critical Literacy

An understanding that texts are not neutral and that the way texts are constructed should be analyzed and challenged.

- How Texts Position Readers
- How Readers Position Texts
- How Texts and Readers are Positioned within Social, Cultural, Historical and Political Contexts
What are some times when your students are the producers of text in your classroom? When are they the consumers? What do you notice about those times?
Kay's Project

Research Questions:

1. Do the participants in this book club learn from each other? If so, what is the evidence?
2. Does participation in this book club impact student identity as a learner? If so, what is the evidence?
3. What, if any, impact does my role have on the readers?
Site Context

• Setting – 6th grade students in a suburb of a major midwestern city.

• Shared Text - Inside Out and Back Again by Thanhha Lai
Key findings:

- Student discussions were richer and there was more “on topic” talk when the students generated the discussion questions compared to when I asked the questions.

- Students’ personal responses deepened meaning and understanding to text.
Diverse responses of the text led to enriched socially constructed understanding.
There is a crack in everything. That's how the light gets in.

- Leonard Cohen
Number of Turns by Day

Number of Turns by Day

Day 1  Day 2  Day 3  Day 4  Day 5

Number of Turns

- Bella
- Ky
- Adam
- Misty
- Pharoah
Producing Knowledge Together

A - Then also, the papaya is on the cover
Me - So, you think the papaya is important?
M - Yeah. So if it’s on the cover it’s probably important.
Me - Anything else you want to add?
M - Um-no
P - Um. (.4) I agree (.2) cause (.2) well there’s like a book that is exactly like the papaya tree but it comes to a different conclusion and it isn’t a papaya tree, it is a juniper tree and there’s this girl that always goes there and hangs out there and it symbolizes her father because it’s a big tree and I’d say it’s protective of her, like her father.
Turn and Talk at your table:

What is something from this work that you could apply to your context?
Steph’s Project

Legitimized Literacies in a Third Grade Reading Group

Research Questions:

- How do students’ histories of participation in a reading group influence their identities as readers?
- How do social practices in a group influence students’ identities as readers?
- How do students make choices about their identity within their reading group?
Site Context

“The Rereaders”

- A diverse, urban K-8 school
- 5, third-grade students
- 2013-2014 School Year
- Worked 3-4 times per week all year
Steph: What did you notice about how you read? I heard some really good reading.

What did you guys notice?

NA: I never got one wrong, I got all right.

Steph: What else did you notice?

KA: [I noticed] that JE she said for um for they had two things for dinner, but it was dessert instead.

Steph: That’s ok. Did you notice [And KE], so it was it was um (. ) delicious (. ) and she said I think it was (something else).°

Steph: So, when you’re listening to the recordings, besides like right words and wrong words, what else do you notice?

NA: I know I noticed KE said… she didn’t say hola, but instead she just said hello.

Steph: Ok, but instead of wrong words. We aren’t worried about wrong words right now. So, what else did you notice?

KE: [But I did say] the word in English right.

JE: [Your voice]

Steph: Your voice. What did you notice about your voice?

JE: Well, you’re, you’re practicing and learning more words.
Implementation

- Utilize technology for students to become composers of culturally relevant and personal text
- Provide opportunities for students to work collaboratively together and support each other
- Allow students to share information with their extended classmates
Students as composers
Students as rereaders
Students sharing
Being a rereader:

- Recognition of their ideas and contributions - connected to writing
- Focus on collaboration (listening)
- Importance of topic

Steph: We can listen ourselves and we do stories by ourselves. We can be a character in it like the first story we made and that was fun. [and]

LA: Well, I like it because you can hear your voices and you get to hear other people's voices.

Steph: What else?

LA: (No, nothing now)

KE: Happy because we get to make our own stories that you thought about and everyone gets to read it.

Steph: Everyone gets to read it?

KE: Mm hm

Steph: What do you think about it, KA?

KA: I think about it, it's um pretty because it's not like another author or the (teacher) did the writing or stuff on it but the kids did, not only grownups the kids did. It's pretty fun to pretend like we're writers. [We are writers] and we tell our own stories.
IMPLICATIONS

- Text content and reading practices influence the available roles of readers.
- Students make choices about their identities and take up different roles that are presented to them through reading practices.
- As students become composers, they shift their identity.
Critical Literacy UMBRELLA

COMMON THEMES

- Identity
- Recognizing the Opportunity for Students to be Producers of Knowledge
- How Readers Position Texts
- How Texts and Readers are Positioned within Social, Cultural, Historical and Political Contexts
Written Reflection

What is something from this work that you could apply to your context?

and/or

What additional questions do you have?
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