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Remaking Literacy

mdek12.org

Melissa Banks and Elizabeth Simmons

Office of Elementary Education and Reading



MISSISSIPPI
DEPARTMENT OF
EDUCATION

2022 MLA Conference



VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



1

ALL Students Proficient and Showing Growth in All Assessed Areas



2

EVERY Student Graduates from High School and is Ready for College and Career



3

EVERY Child Has Access to a High-Quality Early Childhood Program

EVERY School Has Effective Teachers and Leaders

4



EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



EVERY School and District is Rated “C” or Higher

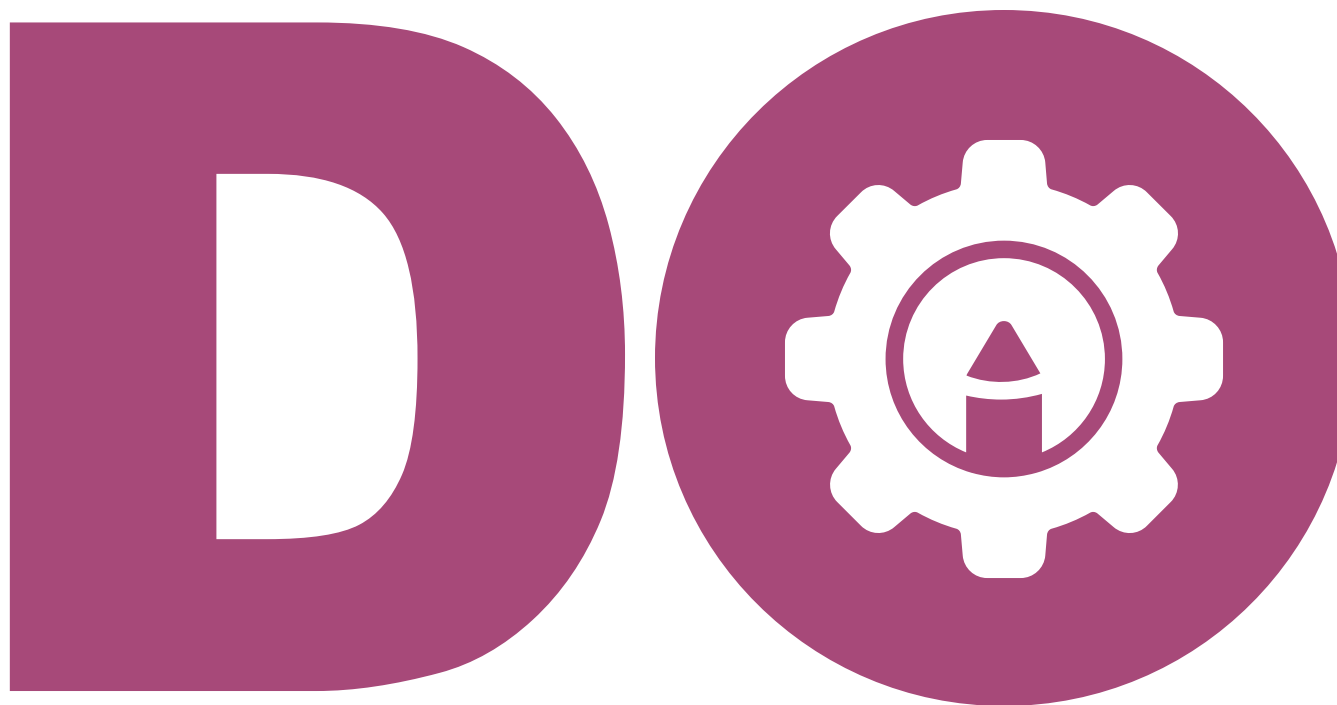
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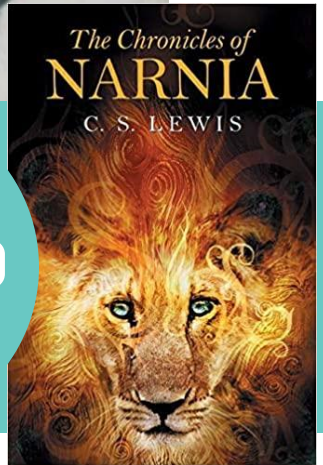


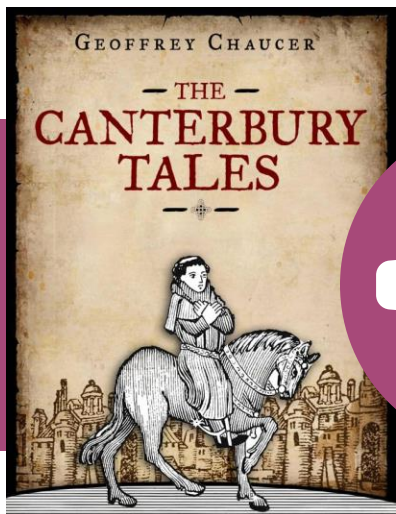
Maker Learning

WE
remember

WHAT









TURN & TALK


- What is a learning experience you remember from school that required to you “make” something?
- What activities do you use in your classroom that require students to “make” something?



2 minutes



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Reading is an
active,
imaginative act;
it takes work.

Increase student understanding by adding tasks that allow for “making” and “doing.”



Improves student understanding, communication, and creates more interest in learning

Blikstein, 2014



Improves vocabulary and increases dialogue increases when students collaborate

Blikstein, 2014



Fosters speaking and listening skills and provides opportunities for teacher and peer feedback

Peppler, 2013



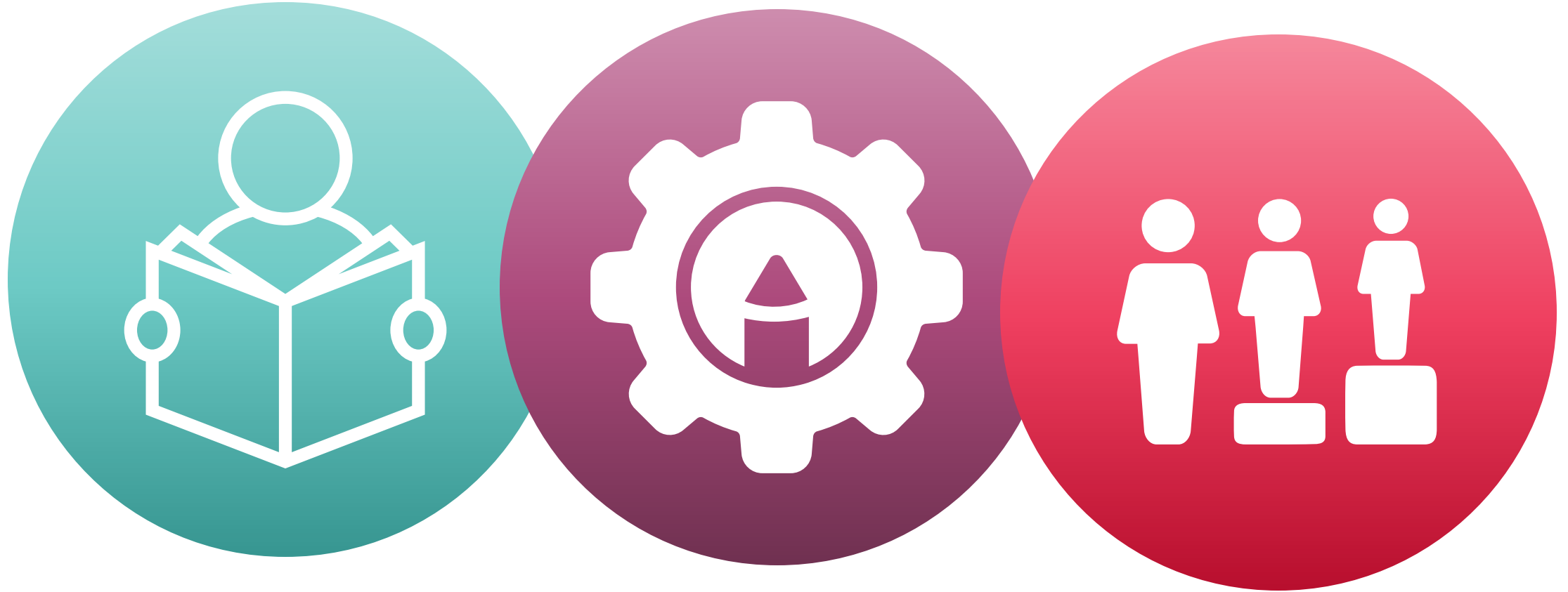
Activates the sensorimotor part of the brain, which helps reinforce what students are learning

Kontra, et. al, 2015



Gives all students opportunities to be successful and **motivates reluctant learners**

Fleming & Krakower, 2016; Blumenfield & Stotelo, 2017



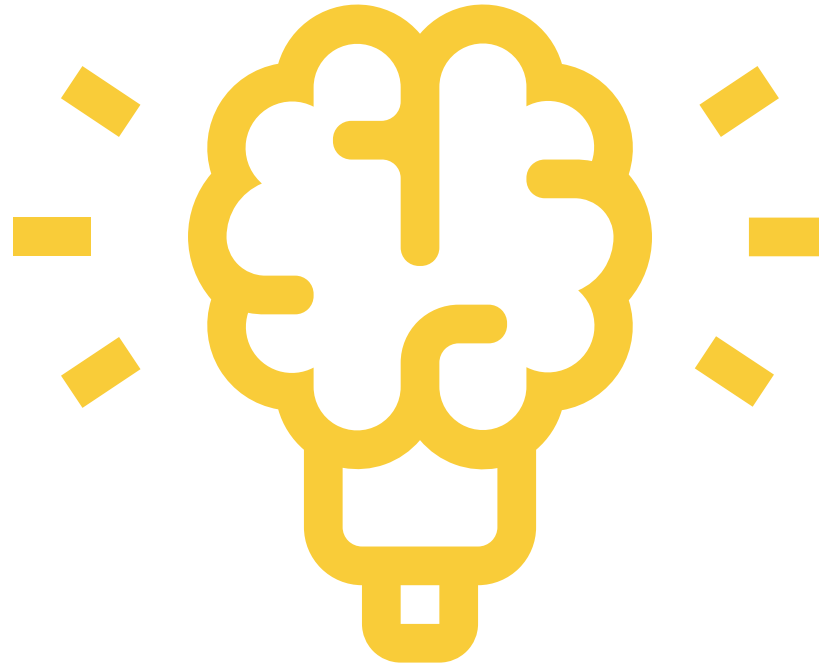
Building Materials

Markers

Multimedia

Digital Tools

Robots



HANDS-ON MINDS-ON
LEARNING

Creativity

Critical Thinking

Collaboration

Communication

Voice & Choice

Content Knowledge	Skills	Dispositions
Engineering	Communication	Perseverance
Design process	Problem solving	Flexibility
Data analysis	Listening	Risk taking
Computer science	Questioning	Empathy
Architecture	Organization	Motivation
Scientific method	Planning	Curiosity

Tinkering

Exploring with different materials; discovering how something works

Designing

Completing the processes of thinking, planning, sketching, doing

Building

Creating a physical representation of ideas

Prototyping

Working through the engineering and design process (i.e., wonder, plan, create, test, improve)



IS



IS NOT

Opening a kit



Being passive

Following the teacher's manual



Working in isolation

Filling out worksheets



Completing predictable tasks

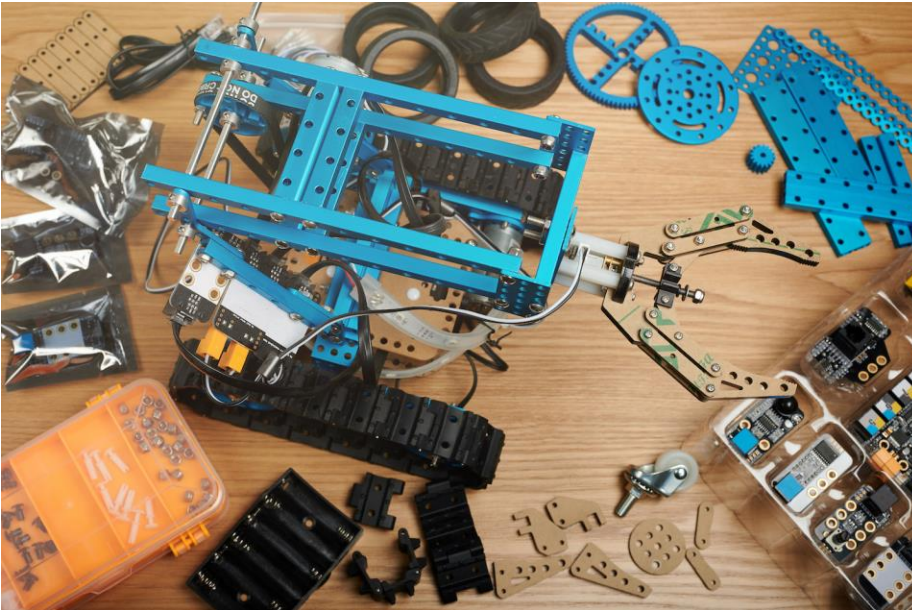
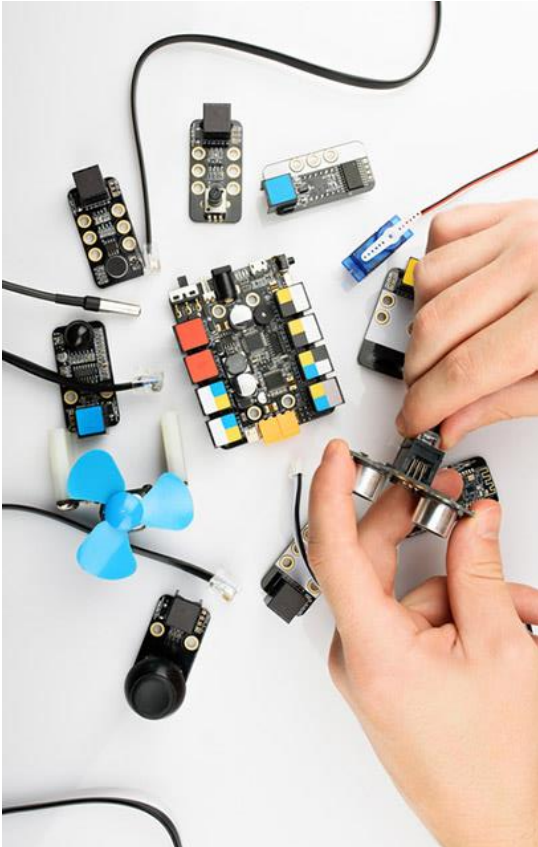
Using a checklist



Engaging in one-size-fits all instruction

Investigating	✓	Trying
Collaborating	✓	Reflecting
Building	✓	Exploring
Connecting	✓	Engaging
Inspiring interests	✓	Creating
Open-ended assignments	✓	Imagining
Making learning accessible	✓	Having fun
Personalized learning	✓	Critical thinking

What equipment comes to
mind when you hear
MAKER SPACE?



How do you feel about remaking literacy in your classroom? 22





YOU CAN ONLY MAKE A DIFFERENCE BY BEING DIFFERENT.

FIG. LANGUAGE

- "His pajamaed feet padding as soft as kittens." Page 15
- "Clouds scudded frantically across the sky." Page 7
- "Her pencil flew over the paper." Page 49
- "I'm blind as a bat without them." Page 61
- "He was like the white rabbit." Page 155

**A WRINKLE IN TIME
MADELEINE L'ENGLE**

Q & A

- What is the progression of Meg's self-esteem in the story and how are her differences important to the theme?
- Meg was very insecure and felt unwanted in the beginning until her confidence grew and she realized her differences are what help her save the people she loves.
- How would you feel in the situation of Mr. Murry's family when he is gone?
- If I were someone in his family, I would feel very concerned and try to hope for the best.

CONNECTIONS

- I could relate to Meg's feeling uneasy toward the darkness because there has been a darkness in my life that was a major distraction.
- I could relate to Calvin's feeling forgotten in his family because sometimes I am left out of my friends' conversations.
- I could relate to Charles's feeling independent because at times I have acted arrogantly and got myself in trouble.

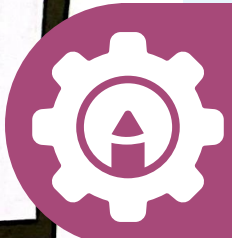
POEM

Lungs hopelessly gasp.
Cold, thick, gloomy dense,
black air.
Tessering through space

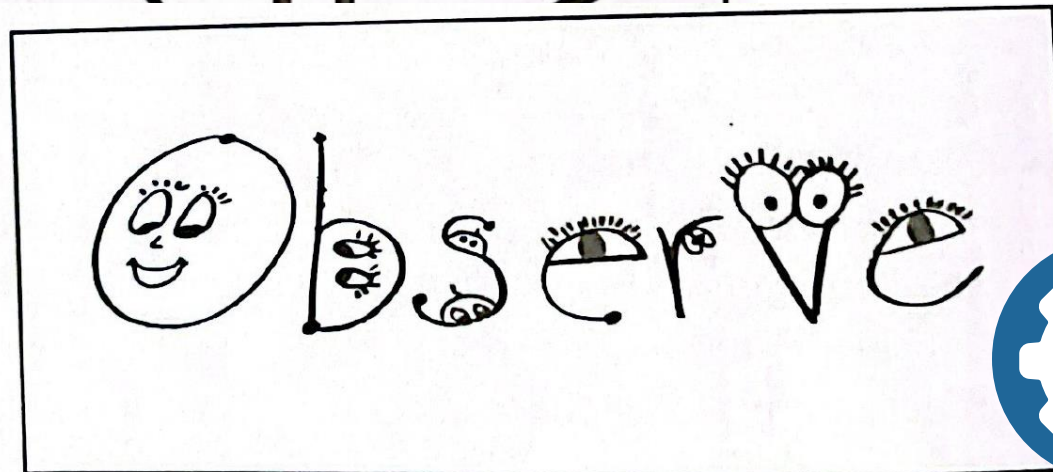
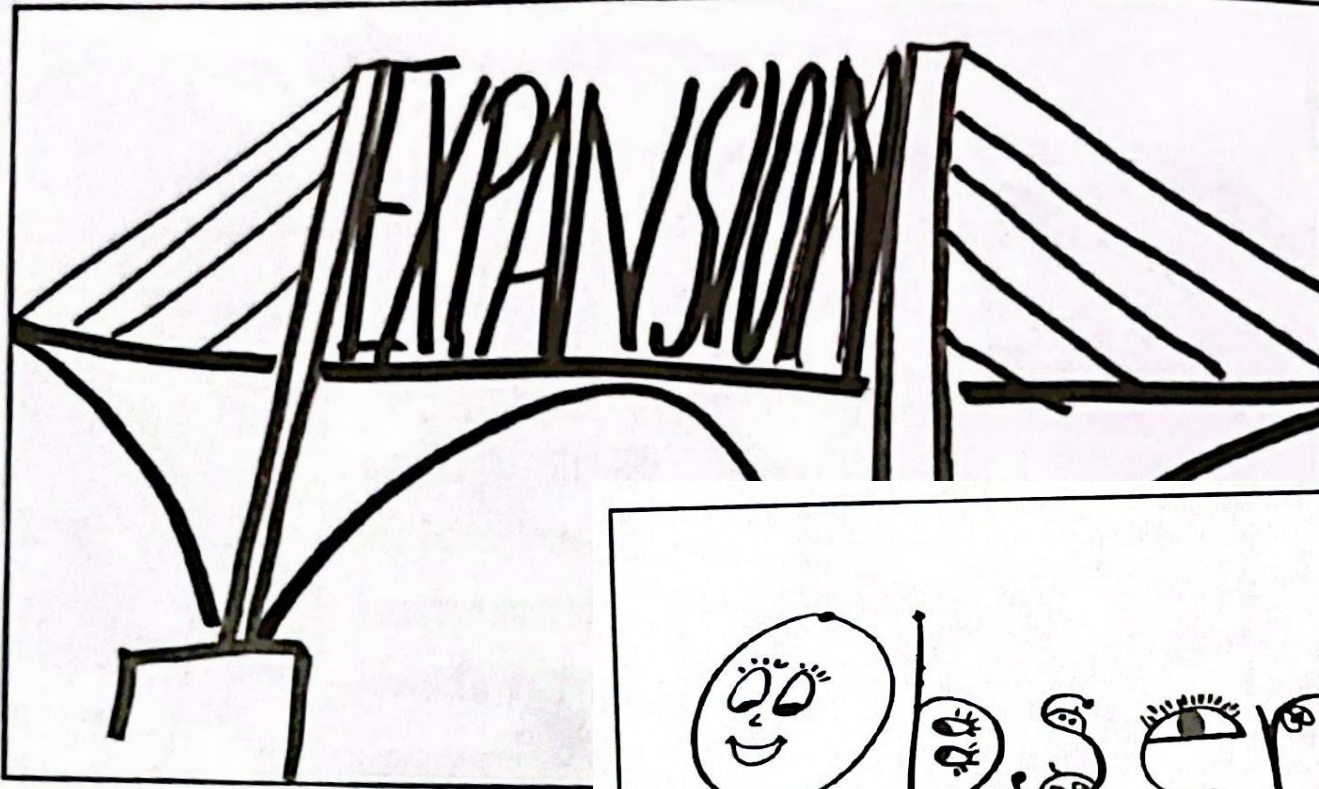
QUOTES

- "Love. That was what she had that IT did not have." Page 228
- "It must be a very limited thing this seeing."—Aunt Beast page 200
- "Maybe I don't like being different, but I don't want to be like everybody else either."—Meg page 155

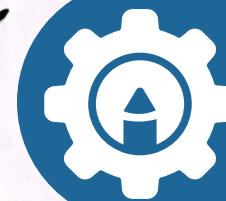
- Interesting quotes
- Examples of figurative language
- Connections to the book
- **Creation options:**
 - Digital (Adobe Express)
 - Paper and markers



One Pager



- Write the vocabulary word and illustrate the meaning
- **Creation options:**
 - Digital (Canva, Google Slides)
 - 3-D (Legos, pipe cleaners)
 - Paper and markers



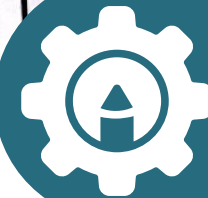
Visual Vocabulary

Alice

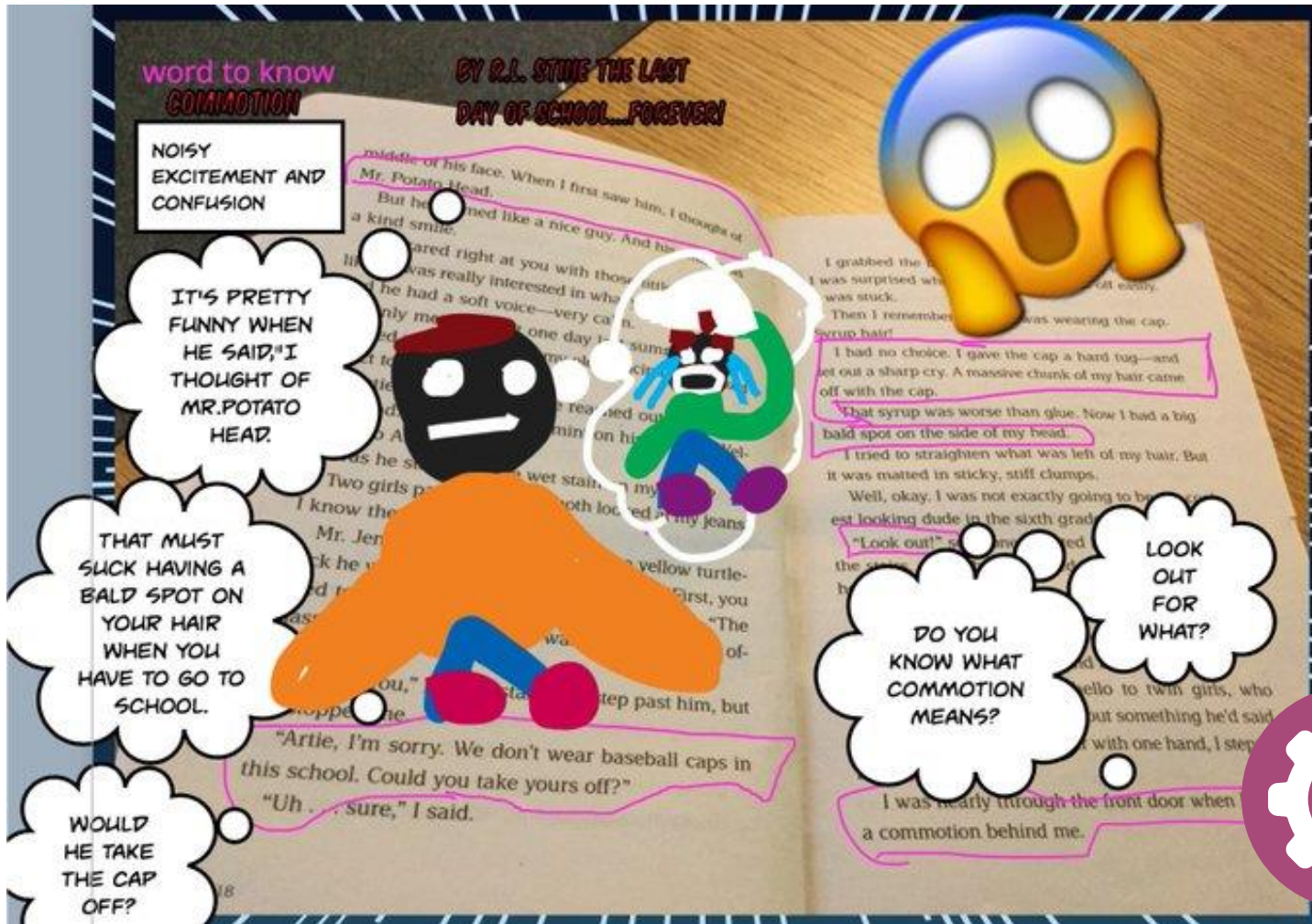
- Can be very shy
- Enjoys a good adventure
- Can be clumsy at times, which causes her to become flustered
- Is quite curious and uses her imagination in creative ways



- Teacher provides general profile for characters
- Students design a solution for the character
- **Creation options:**
 - Digital, 3-D, or Paper and markers



Create Cards



- Picture of a page from a book
- Annotate important quotes, ask questions, give opinions, diagram plot, etc.
- **Creation options:**
 - Digital (Seesaw, Book Creator)



Book Snaps

<http://www.tammartin.com/booksnaps-snapping-for-learning/>

Implementation

Start by selecting a book.

Build experiences around books by:

- Immerse readers in the theme or content of the story.
- Bring in artifacts or materials connected to the story.
- Make the learning cross-disciplinary and connecting the content to social studies, math, science, the arts, health, or computer science.
- Use technology to explore the topic of the book more deeply.

Offer maker tools and strategies as learning experiences within the lesson.



Start by selecting a book.



CONTENT

Subject-area topics
(easiest to connect!)

Reading about a garden? Plant something and write about it.

THEME

Inspiration for
artistic styles or
materials

Students use craft sticks to make their own illustrations and write sentences to describe their creations

Not a Stick (Portis, 2008)

CHARACTER DISPOSITIONS

Books that support character traits such as **grit, curiosity, or empathy**

Discuss how students need grit to complete maker activities

Start by selecting a book. Then...

Keep student outcomes in mind.	What is the end goal?
Select literacy skill or strategy to focus on.	What skills will the students use?
Decide what maker experience you will incorporate.	What will students do or create?
Determine tools or materials students will need.	What will students need?
Develop a rubric.	What does success look like?
Consider ways to share the finished product with others.	Who is the audience?

Figure 6.3: Tool for Reflecting on Making

Write about a challenge that you or your team encountered.

What pleasantly surprised you in your making experience?

Write about a frustrating or uncomfortable moment.

Describe your aha moment.

What was your strongest contribution to this team?

How would you design this differently in the future?



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Student Reflection

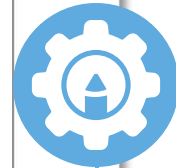
Include opportunities for student reflection, whether written or through video or audio.

- Choose two prompts to respond to in your Maker Notebook
- Respond to all prompts as a group
- Respond to prompts selected by the teacher

REPRODUCIBLE

Figure 6.4: Remaking Peer Feedback

	
Area of Feedback	Comments
<p>Supportive: Share something with your classmate that shows support for his or her work.</p> <p>Was your classmate creative? Did he or she use interesting materials and provide an engaging message?</p>	
<p>Specific: Share something that focuses on one particular component or feature of your classmate's work.</p>	
<p>Strategic: Provide feedback that gives your classmate some direction for an area to improve, or share another perspective of his or her work focusing on one specific area.</p>	



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Include opportunities for peer feedback.

Supportive: Begin with something positive.

Specific: Move away from general comments.

I like the way your design _____

When you _____ it helped me _____

Strategic: Provide potential next steps.

Have you thought about _____

It would be useful if your design included _____



THINK

Students should be actively reading, discussing, and problem-solving

Did I provide too much guidance, walking students through every step? Or were students driving their own learning?



ENGAGE

Students deeply engaged in learning

*Was every student able to access the information?
Were there opportunities for all students to find their voice within the lesson?*






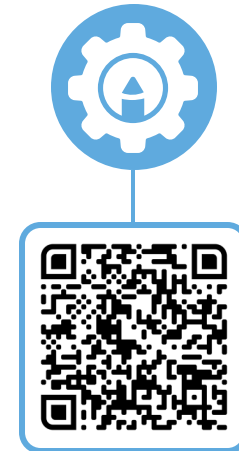
CREATE

Students creating instead of only consuming

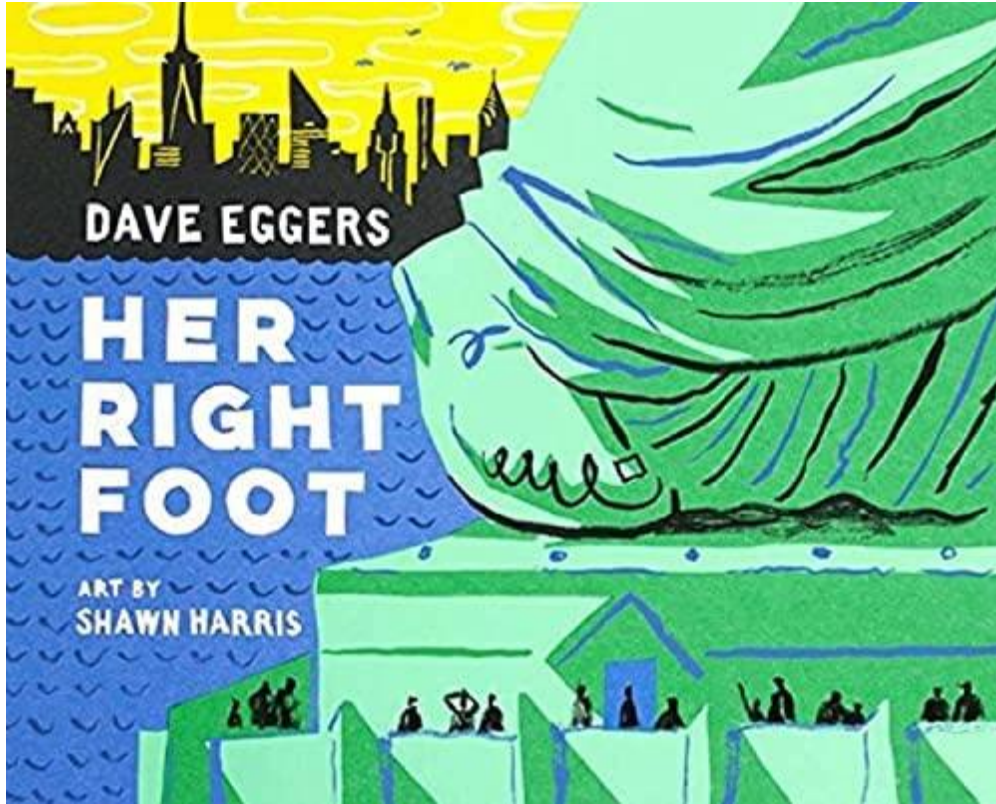
Were students actively involved in creation? Did students feel empowered to make decisions and create something to demonstrate their learning?

Teacher Reflection: Remaking Literacy Checklist

Does the learning . . .			
Focus on core literacy content?			
Incorporate a hands-on component?			
Facilitate design thinking practices?			
Include access to maker materials?			
Offer students a choice in their tasks?			
Involve a technology tool?			
Foster creativity?			
Promote collaboration?			
Require communication?			
Engage students in critical thinking?			
Embed thoughtful reflection?			
Include sharing of student work?			



Low-Tech Activity



Did you know that the Statue of Liberty was not always green? It's true! Lady Liberty was originally brown, but her copper covering weathered over time and changed color. Dave Eggers, the author of *Her Right Foot*, informs the reader about the statue in a conversational manner. The end of the story asks readers to think about what the Statue of Liberty represents. They'll realize Lady Liberty is so much more than a statue.



ELA Standards:
RL.2.1-10; W.2.7;
SL.2.1-3; SL.2.6; L.2.6



Clay



Blocks



Foil



Upcycle

1. Small groups will create a statue using the materials at their makerspace.
2. Students can write or sketch their ideas using scratch paper, markers, and pencils.
3. Assign students to stations by pulling group numbers from a jar.
4. Ensure that each station contains a sample rubric to help with reflection.



Special Note:
Should take 2 classes which includes time for student reflection.

You do it!

1. **Break** into groups (K-1, 2-3, 4-5).
2. **Select** one person to serve as the Scribe.
3. **Open** the Google Doc or use the paper copy (Scribe only).
4. **Flip** through the assigned book.
5. **List** traditional activities students would complete.
6. **Transform** one traditional activity to a low-tech maker activity.



REMAKING LITERACY

Grade Levels: Select ▾

Book: Select One ▾

Traditional Activities	Low-Tech	Medium-Tech	High-Tech
What are some examples of traditional activities would you have students complete? <i>Ex: vocabulary, writing, or center activities</i>	Pick one traditional activity and turn it into a low-tech maker activity! <i>Briefly describe the activity below and the materials students would need.</i>	Pick one traditional activity and turn it into a medium-tech maker activity! <i>Briefly describe the activity below and the materials and/or digital tools students would need.</i>	Pick one traditional activity and turn it into a high-tech maker activity! <i>Briefly describe the activity below and the materials and/or digital tools students would need.</i>
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tinyurl.com/RLactivity

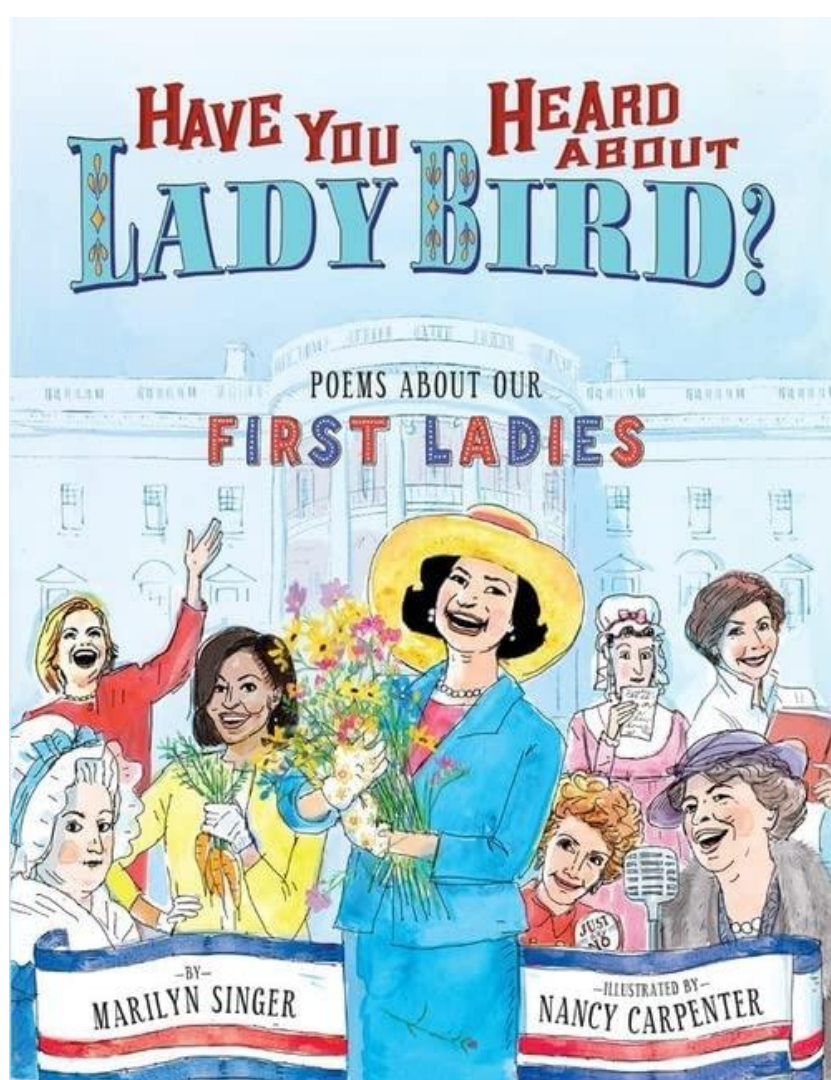


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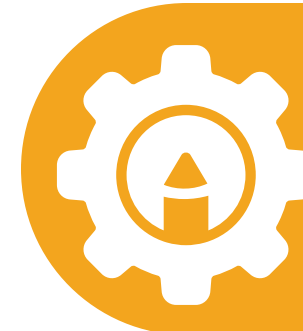


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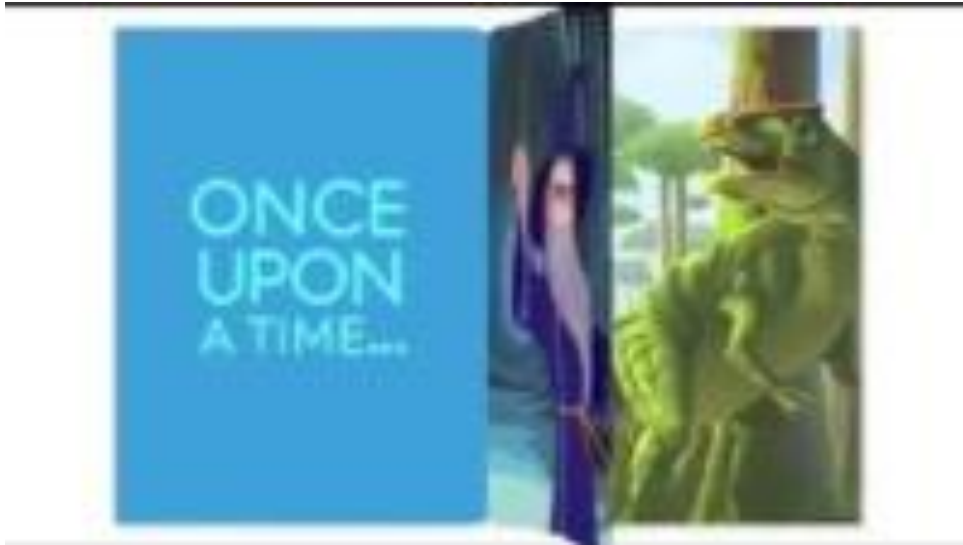
Medium-Tech Activities



The role of First Lady has been defined differently by each woman who's held it, but all of them left an impact on our nation as a partner of the commander in chief. Incisive poetry by Marilyn Singer and energetic art by Nancy Carpenter provides a fascinating glimpse into the lives of women—from Martha Washington to Eleanor Roosevelt to Lady Bird Johnson—who variously embraced the position and shied away from it, craved the spotlight and fiercely guarded their privacy, took controversial stands and championed for the status quo.



ELA Standards:
RL.3.2-3; RL.3.5-6



1. Identify the elements of folk tales, fairy tales, and poems.
2. Read examples and discuss how the book matches the elements of each type of literature.
3. Break students into small groups to write and illustrate a unique folk lore, fairy tale, and poem.
4. Model how to use **Scribble Press**, StoryBuddy, Book Creator, or Picture Book.
5. Students will create their own collection of stories, tales, and poems.

Special Note:
Work with librarian
on this activity!



You do it!

REMAKING LITERACY

Grade Levels: Select -

Book: Select One -

Traditional Activities	Low-Tech	Medium-Tech	High-Tech
What are some examples of traditional activities would you have students complete? <i>Ex: vocabulary, writing, or center activities</i>	Pick one traditional activity and turn it into a low-tech maker activity! <i>Briefly describe the activity below and the materials students would need.</i>	Pick one traditional activity and turn it into a medium-tech maker activity! <i>Briefly describe the activity below and the materials and/or digital tools students would need.</i>	Pick one traditional activity and turn it into a high-tech maker activity! <i>Briefly describe the activity below and the materials and/or digital tools students would need.</i>
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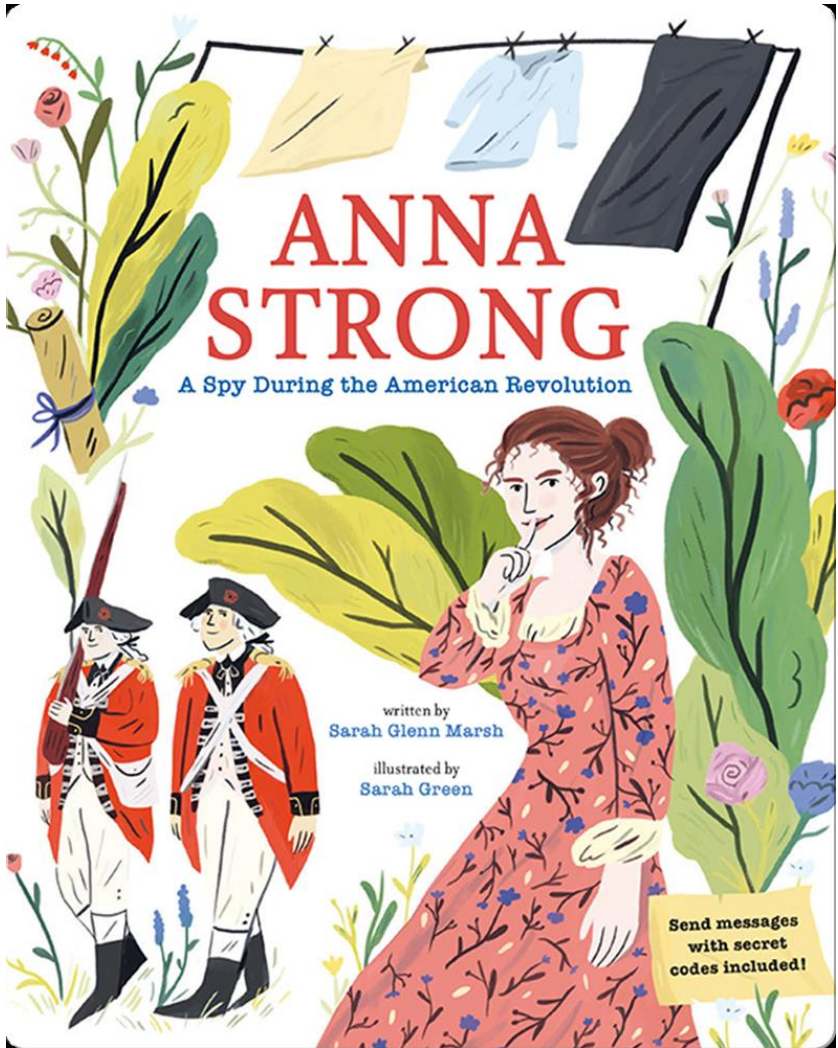


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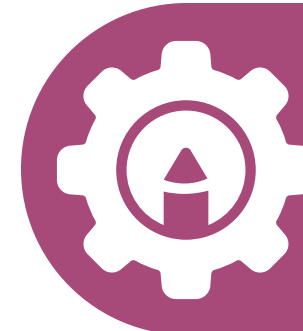


4 minutes

High-Tech Activities



Anna Smith Strong was a fearless woman who acted as a spy for George Washington during the Revolutionary War. Recruited by Washington’s spymaster, Major Benjamin Tallmadge, she joined the Culper Ring, a group of American spies. Anna helped pass him important messages at a great risk to herself and her family. One of her cleverer devices was to hang laundry on the line in a planned fashion so that other spies could read the “message.”

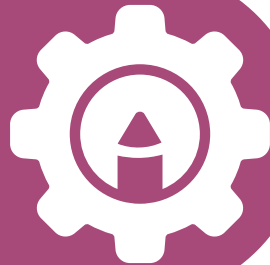


ELA Standards:
 RI.5.1-3; RI.5.7-9
 W.5.2; W.5.4-9
 SL.5.2, SL.5.4-5



Special Note:

Work with your librarian or computer lab teacher!



1. Retell the story or create an alternate ending.
2. Write a script.
3. Develop a storyboard.
4. Decorate the robot as a character.
5. Create original artwork for the scene.
6. Code a robot (**Ozobot** or Code and Go Mouse) or an animation (Scratch Jr. or Tynker).
7. Reflect on the process.



You do it!

REMAKING LITERACY

Grade Levels: Select -

Book: Select One -

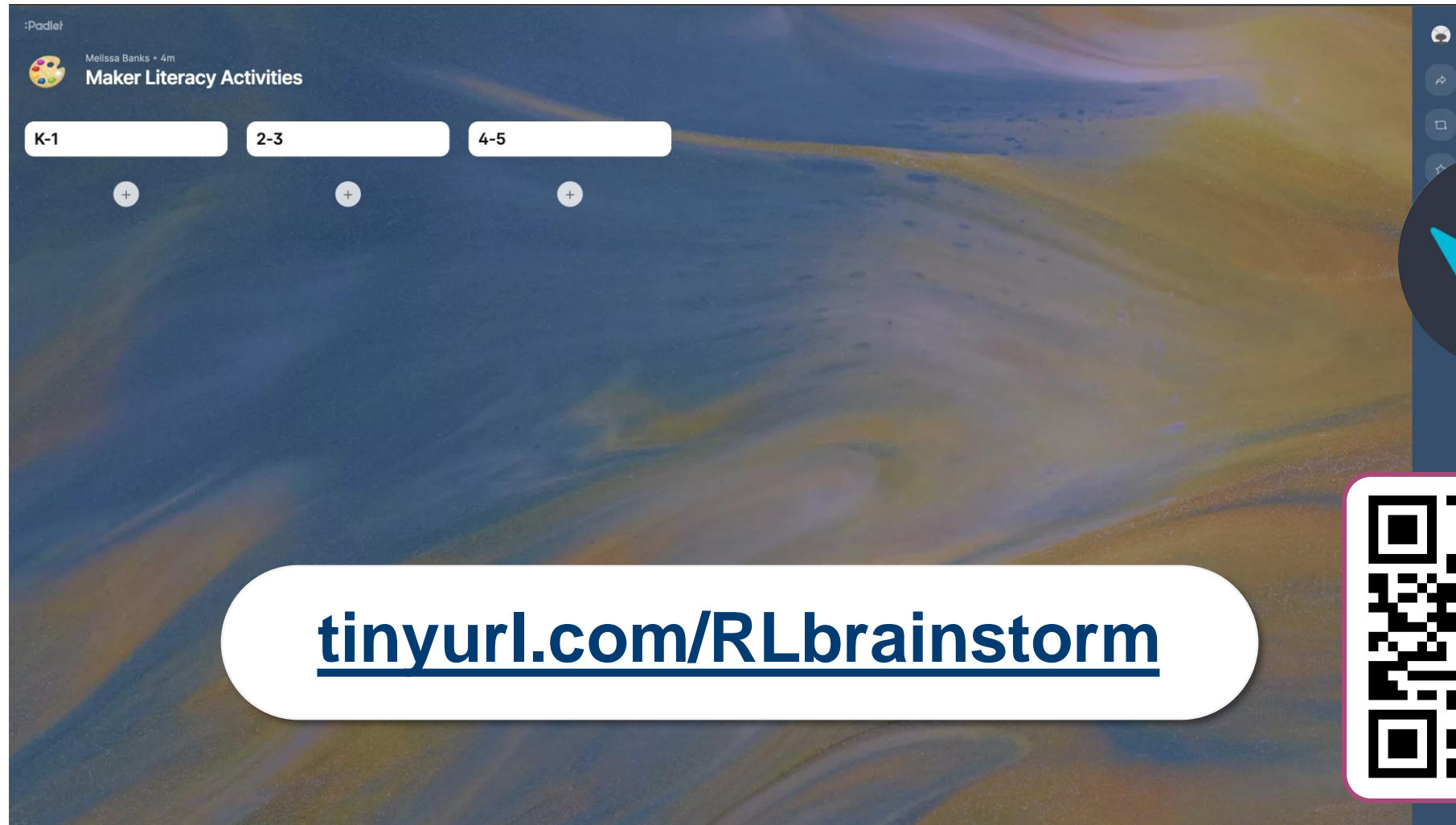
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tinyurl.com/RLactivity



4 minutes



The image shows a screenshot of a Padlet board. At the top left, it says ':Padlet' and 'Melissa Banks • 4m'. The board title is 'Maker Literacy Activities'. Below the title are three white rectangular buttons labeled 'K-1', '2-3', and '4-5', each with a small '+' icon underneath. The background of the board is a colorful, abstract painting of a landscape with blue, green, and yellow tones. Overlaid on the bottom center of the board is a white rounded rectangle containing the URL tinyurl.com/RLbrainstorm. To the right of the board, there is a circular icon with a colorful paper airplane and a QR code in a pink-bordered box below it.



2 minutes

Assessment

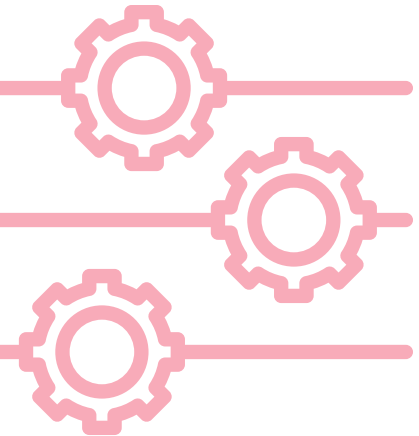
Traditional assessments are still necessary but consider opportunities to replace traditional with maker assessments.

	Traditional Assessments (Passive)	Maker Assessments (Active)
Choice	Students have little choice	Students can choose the way they will demonstrate their learning
Format	Format is static and determined by the teacher or curriculum	Format is dynamic and changes based on the needs and interests of students
Goals	Evaluation is based on a set goal or standards	Assessment may look at goals beyond the standards and include the skills and dispositions of the 4Cs

	Traditional Assessments (Passive)	Maker Assessments (Active)
Timeline	Assessment occurs weekly, generally on Fridays	Assessment can occur at anytime in the learning process
Audience	Audience include the teacher and parents	Audience may include self, peers, parents, teachers, school community, or global community
Tools and Resources	Tools and resources available include assessments (tests, quizzes, etc.) provided through the literacy program materials	Tools and resources can include a variety of options for maker materials

Maker formative assessments can include:

- Teacher questioning during the creation process
- Teacher feedback during different stages of the process
- Students complete Maker Notebooks to reflect throughout the process
- Students collaborating with their peers



Reading Literature & Informational Text (CCR.R.1-10)

Speaking & Listening Skills (CCR.SL.1-6)

Computer Science (Computing Systems & Algorithms and Programming)

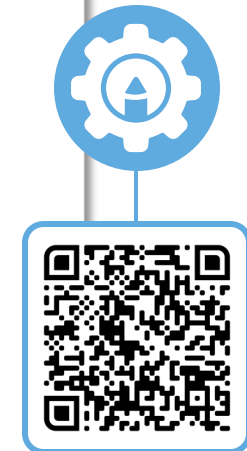
Science (Content & Science and Engineering Practices)

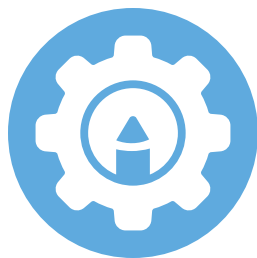
Other Content Areas (Library, Social Studies, Math, Health, etc.)

The Arts (Visual, Theatre, & Media Arts)

Sample Rubric

	Approaching Target	On Target	Bullseye
Engineering design process	Student is developing an understanding of the steps within the engineering design process.	Student demonstrates knowledge of the engineering design process.	Student understands and utilizes the engineering design process to advance his or her learning.
Understanding	Student work lacks understanding of concepts and skills.	Student work shows some understanding of concepts and skills.	Student work shows a mastery of skills and reflects a deep understanding of concepts.
Materials and resources	Student inconsistently uses materials and resources to demonstrate understanding.	Student is developing skills to use materials and resources for a purpose.	Student skillfully uses materials and resources with ease and models use for others.
Craftsmanship	Work is messy and detracts from the overall presentation.	Work is neat and shows thoughtfulness.	Work demonstrates care and precision.
Effort	Student puts forth some effort but may require assistance to persevere on tasks.	Student puts forth an effort and completes tasks with success.	Student demonstrates strong efforts and encourages others to do the same.
Reflection	Reflection is not a natural process for the student and he or she requires facilitation from the teacher or peers to reflect on his or her learning.	Student reflects on his or her work and can communicate this through writing or discussion.	Student gives ongoing consideration to his or her literacy learning and models reflective thinking and language for others.





tinyurl.com/RemakingLit



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Melissa Banks

Director of Digital Learning

mebanks@mdek12.org

Elizabeth Simmons

Director of Instructional Materials and Library Media

esimmons@mdek12.org

mdek12.org



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