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# LeafLit



SOUTHERN NEVADA REGIONAL PROFESSIONAL DEVELOPMENT PROGRAM

## TECHNOLOGY AND DIGITAL MEDIA

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March 2014

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### What is the role of technology in the NACS?

From the Common Core State Standards:

*“To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new.”*

*“The need to conduct research and to produce and consume media is embedded into every aspect of today’s curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.”*

*“Students who are college and career ready employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.”*

We live in a world where the way we communicate information and where we find information changes on a daily basis. Our students find information on various topics using everything from YouTube to Google. Everything is digital; it is the world we live in today. Students have moved from learning cursive, once believed to be a key component to effective writing, to word processing their papers and leaving handwriting behind. And so, even our standards have changed to fit the tech savvy students that are sitting in our classroom. The College and Career Readiness Anchor Standards give us a template for the skills that our young people need to possess in terms of being prepared to tackle and succeed at a college or professional level, specifically CCR 7 (Reading), 6 (Writing), 8 (Writing), 2 (S/L), 5 (S/L). This edition of the LeafLit gives some ideas and strategies that you can try in order to teach these ELA standards in a digital world.

**R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**W.6** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**W.8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**SL.2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.5.** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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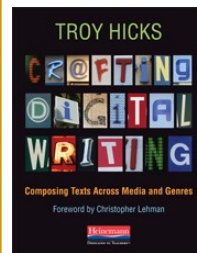
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Article: A great way for intermediate teachers to integrate CCR.8.R (delineate and evaluate arguments) along with the standards above, is to have them “fact check” a recent documentary. Did the author of the film stay true to the factual accounts of the story? If not, why? (Read article for further explanation.)

### Check out this month’s book pick!



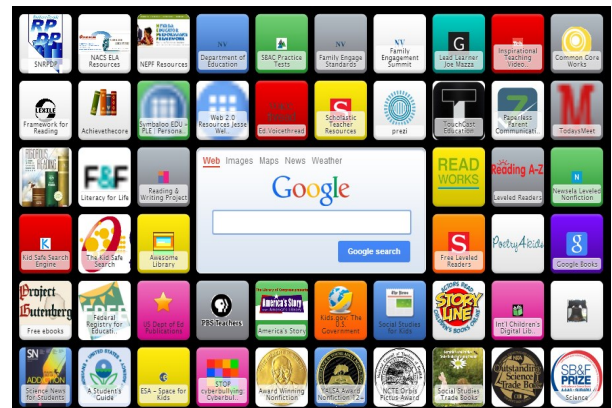
The author of *The Digital Writing Workshop* (2009), Troy Hicks brings us *Crafting Digital Writing, Composing Texts Across Media and Genres* (2013). He draws on the pedagogies and research of the pioneers of teaching writing through a workshop approach as the foundation for digital writing. This is a great resource for teachers new to digital writing as well as tech savvy teachers. He sheds light on how to teach digital writing with a focus on author’s craft. Whether you have a hard copy of the book or a digital copy, you will have access to QR codes and hyperlinks that lead to endless resources.

## RESOURCES FOR TECHNOLOGY

[SymbalooEDU](#): Organize and share the best of the web with your students. Create a place for your students to access safe resources online. You also have the ability to share your Symbaloo with others and access other Symbaloos.

Access this Symbaloo that was created for Nevada teachers : [NACS: Digital Resources](#). It offers resources that support the Nevada Academic Content Standards. This compilation of digital resources include teacher resources, access to lesson plans, videos, teaching materials (fiction and informational texts), and safe, student focused resources for students to access and use for research.

(Click on the hyperlink above or copy paste the address into your browser.)  
[http://edu.symbaloo.com/shared/AAAABeMWk6YAA41\\_zxwoDQ==](http://edu.symbaloo.com/shared/AAAABeMWk6YAA41_zxwoDQ==)



### Standard 4: Speaking up for Every Child

**A). Schools and teachers can speak up for every child by working with families to take advantage of resources and programs that support student success. This would include providing families with tutoring, special education, and ELL resources.**

TouchCast is a free app that can assist you with providing tutoring to your families. The app lets you record a video and overlay elements such as web pages, maps, photos, Twitter streams, polls, quizzes and more. Users watching the video can click on these multimedia elements and interact with them while the video continues to play. For instance, you can review strategies and concepts you have covered in class by videoing yourself or your students implementing the strategy and you can have several examples for students and parents to practice. It can then be saved to YouTube for students and parents to reference anytime they need a refresher on that strategy or concept.



**B.) Schools Provide Technical assistance and empower families to navigate complex systems such as parent portal systems for attendance and grades.**

PARENTLINK is Clark County School District's portal system for parents to get updated information on their child's grades, attendance, food service balance, and general classroom information. Parents may also correspond to their child's teacher within PARENTLINK. However, some parents may find this portal intimidating to use. When school's offer PARENTLINK orientations several times throughout the year, parents are given the opportunity to set up these accounts and ask questions. The key is that these sessions need to happen several times a year to meet the demands of transiency within our school district. It is also suggested that session times be held both in the morning and afternoon to accommodate the working schedules of our families. The goal is to empower our parents and create a partnership with them. By opening our doors, it signals to our families that we want to support them and want their children to succeed. Providing parental support is a huge piece of the empowerment process.

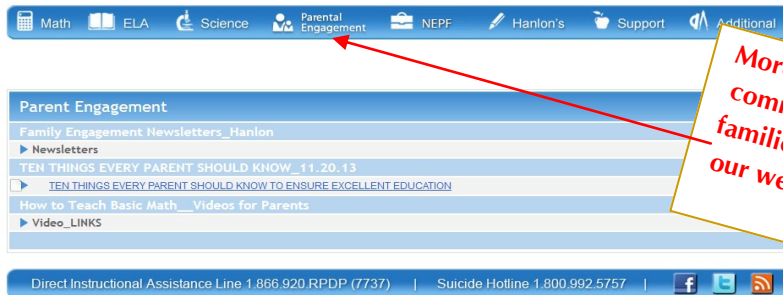


### 6 STANDARDS FOR FAMILY ENGAGEMENT

1. Welcoming all families in the school community
2. Communicating effectively
3. Supporting student success
4. Speaking up for every child
5. Sharing power
6. Collaborating with the community



Offering professional development focused on the content teachers teach, how they teach it, student performance and changes in instructional strategies that result in increased student achievement



More ideas to effectively communicate with your families can be found on our website at [rpd.net](http://rpd.net).

### RPDP Spring 2014 Classes

RPDP 529a **CCSS Informative Writing** April 23rd-May 14th (online) \* 1 credit

Check out [rpd.net](http://rpd.net) for more information on this class and registration information.