

## How to Use Digital Texts to Create Access

Bryan Miltenberg: Hello my name is Bryan Miltenberg; I'm a 7<sup>th</sup> grade humanities teacher at Scholars' Academy in Rockaway Park. In this video I will be showing you how through using a digital text on an iPad, a student might be able to obtain access to a grade level reading.

Now you are looking at the iPad here. I have the digital text loaded in iBooks; this is To Kill a Mockingbird, Chapter 12. Now I've just done a mini lesson on how to generate discussion questions during reading of the text. So my directions, which are part of the digital text, will say "as you read, use the Google Form to keep track of the questions you generate for the Socratic Seminar discussion", where I have embedded a hyperlink here that will take the students to the Google Form, where they can record the questions and sort of ping back and forth between the form and the digital text.

Second piece will be for the students to underline the sections of the text on which the questions are based using the red underline annotating feature that's part of iBooks. Finally they will be completing checkpoint questions specific to their group by following the hyperlinks at the end of the document. Now you have noticed, I've embedded an image below, so for a student who has trouble visualizing while reading, this is the structural support that they can use. So now if I am a student who can read the text, I am going to go ahead and begin reading the text. If I am a student who struggle with the coding and fluency and maybe I need the audio support, well I can go ahead and do is, have the audio book preloaded.

Female Speaker: When they saw Jem and me with Calpurnia, the men stepped back and took off their hats; the women crossed their arms at their waists, weekday gestures of respectful attention. They parted and made a small pathway to the church door for us. Calpurnia walked between Jem and me, responding to the greetings of her brightly clad neighbors.

Bryan Miltenberg: And then I go back to the iBook and the student can follow along as the text is being read out loud to them. So now I can go back and I can turn the audio book on and off depending on if the support is needed. So let's say I keep going now, and I'm a student who gets to the word 'trembled'. Now if I am a student who doesn't know the word trembled, or if I am unfamiliar with this word, what I can do is first have the word spoken out loud through the text to speech feature, and I can also have the word defined.

Now let's say I keep going now and I get to the word 'contemptuously'. Well as a teacher I might know that even if I give a dictionary definition of the word contemptuous or contemptuously, it's still going to be difficult for a student to understand, so what I have done is actually embedded a hyperlink in the word contemptuously that will take students to an image where someone is looking at you contemptuously. So again this is a visual support that goes beyond just a dictionary definition.

Now let's say I keep reading, I want to keep my task in mind of generating discussion questions, so here I am at the bottom. "They's my comp'ny," said Calpurnia. Again I thought her voice strange, she was

talking like the rest of them.” Without a context here I am just going to say that as a reader, I might want to stop here and make this one of my Socratic Seminar discussion questions. So I go back to the Google Form, and I am going to type it right here. So I am thinking, “why is it that Calpurnia adopts a different manner of speech when in the presence of different groups in Maycomb?” and this is a question that maybe will prompt a discussion when other members of my group are done reading the text.

I am back to the digital text now, I keep going and now instead of providing support for students who might be struggling, what I want to do now is actually give students who are excelling the opportunity to go further. So I’ve embedded an extension link here, “click here to read more about Segregation and Religion in America today”. So this is linked to a CNN article about the segregated churches. This is an opportunity for students to dig deeper into this concept with a high level non-fiction text that they can also bring in to the student discussions that will follow from the reading.

So last piece, as I finish the session now what I have done is, I can separate students into groups based on different strengths and weaknesses, and give them different comprehension checkpoint questions embedded into the digital texts. So lets say I am a student in group A, what I will do is, when I come to the end of the text, I have already recorded my discussion questions, I have annotated the texts, I am going to click here and access my specific checkpoint question for chapter 12: “So how are the actions and beliefs of the members of Calpurnia’s church similar to or different from the actions and beliefs of most Maycomb citizens? Support your response using textual evidence.” So this is definitely a Common Core order question, and the student is going to say, well and then provide a brilliant response all because this digital text enabled them to have access to reading that might otherwise have been inaccessible.