



Friday Focus

Carter County Schools



Volume 6, Issue 9

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Coming Events

- Oct. 22—3rd Grade Literacy Academy @ Star
- Oct. 23—3-5th Grade Math Academy @ OHES
- Oct. 23 LMS Academy
- Oct. 24 9th Grade Academy @ WCHS
- Oct. 25th 6th Grade Academy @ECMS (Beginning of Nov. Academies)

Inside this issue:

[Autumn Teaching Resources](#)

[10 Sites Where You Can Read Books Online](#)

[50 Literacy and Reading Websites](#)

[25 Best Math Sites](#)



Going Deep Into Digital Text

Students are doing more reading on digital devices than they ever have before. Many teachers are using Chromebooks and iPads for classroom instruction, adding incentive for teachers to teach digital reading strategies. However, casual digital reading on the internet has instilled bad habits in many students, making it difficult for them to engage deeply with digital text in the same way they do when reading materials printed on paper.

Since it looks like digital reading is here to stay, teachers have a duty to equip students to engage with digital texts in meaningful ways. Reading print media is undeniably different from reading digital content. Researchers have been trying to understand how and why people interact differently with the two media and have shown that when students read online they comprehend less. Those who prefer reading in print talk about the ability to flip pages, write in the margins and recall being able to remember a scene based on where it was located on the page. Reading printed text is more of a linear experience and readers interact with it in specific ways. In contrast, digital reading takes place on a flat screen and the ability to hyperlink to related content makes the experience feel more like stream of consciousness than like a linear reading experience. It takes more self-control to stay focused when reading digitally, a challenge for many students accustomed to quickly navigating around the Web.

The key to getting kids to read deeply in any format is to have them engage with the text in meaningful ways. In digital space, that means disrupting a pattern of skipping around, writing short chats and getting lost down the rabbit hole of the internet. It means teaching kids ways to break down a complex text, find key ideas, organize them and defend them. Practicing those skills in class can be time-consuming, but it also builds good digital reading habits that hopefully become second nature.

Devin Hess, a former social studies teacher who works at UC Berkley training teachers on the integration of digital text in the social sciences says, "The goal in almost all (reading) strategies is to slow **the kids down so they are focusing on the text**. Number two is to **engage them in an active way with the text**, and number three you want to **encourage oral discourse**. Lastly, number four, you want them to **do some reflection**."

Those steps should sound familiar to teachers because they are important for any kind of reading for comprehension and analysis. The trick for teachers is to learn how to transfer these processes into the digital space and push them even further.

Spotlight on Excellence



Students in KW Sexton's 4th grade class at Star Elementary are loving Prodigy Math for skill enrichment. Prodigy is a free math program that teachers can use to prescribe lessons and assessments for their classes, and kids love the game aspect of the program.

Students in Jeff Huffman's class at West High found their ISNs very helpful as they completed their work with transversals and angles. The foldable they were using was very creative and it was full of valuable information.

These are just two more examples of the amazing things happening in Carter County Schools!