

# Dive deep into digital texts

**Place equal value on all texts— regardless of medium or format.**

Broaden the application of the *Reading Voice*.



## STANDARDS EXPECTATIONS

**CCSS R7** | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- K** | ...Describe the relationship between illustrations & text...
- 1** | Use the illustrations and details... to describe...
- 2** | Explain how specific images... contribute...
- 3** | Use information gained from illustrations...
- 4** | Interpret information presented visually, orally, or quantitatively...
- 5** | Draw on information from multiple print or digital sources...
- 6** | Integrate information presented in different media or formats...
- 7** | Analyzing each medium's portrayal...
- 8** | Evaluate the advantages and disadvantages of... different mediums...
- 9-12** | Analyze... Integrate and evaluate various accounts... told in different mediums...

**Alter students' mindsets & mental efforts.**

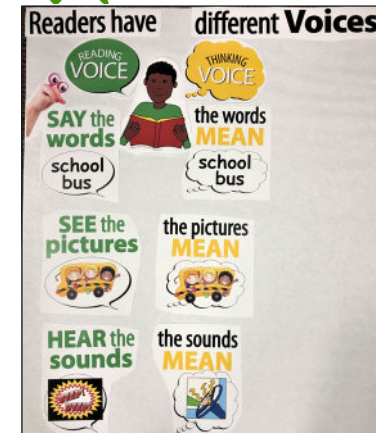
**Overcome the various struggle points of readers.**

**BRING A CASUAL ATTITUDE.**

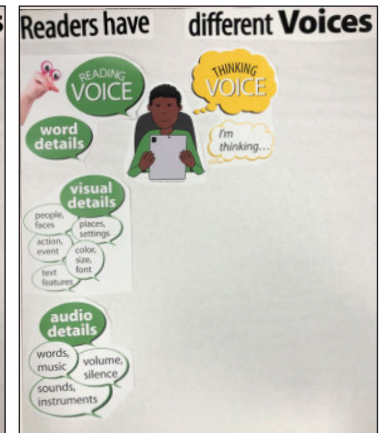
- Equate to social media.
- Expect to be entertained.

**SEE BUT DON'T READ.**

- Lack genre vocabulary.
- Lack skills to analyze.



GRADES K-2



GRADES 3-12



# DIGITAL PRINT TEXT

## Target text-specific reading skills.

### REVEAL COMMON TEXTS

- Facebook posts
- Popular websites
- School LMS (e.g., Seesaw, Canvas)
- Epic
- Storyline Online
- CommonLit
- Newsela
- ReadWorks

**IDENTIFY THE PURPOSE** | The reading purpose impacts how a reader attacks a digital text. Provide explicit purposes for reading and teach students the habits that accompany them.

**Personal entertainment** is driven by choice. The reader jumps, clicks, scrolls, and lingers on features of interest. No specific information is being searched.

**Technical reading** requires precision and constant rereading in order to execute a specific task.

**Research** starts with a narrow search followed by an efficient skimming of information. Sift out the unimportant and closely read for the relevant.

**Close reading** utilizes multiple reads to gain a deep understanding of what the digital text says, what it means, and why it matters.

**RETRAIN SCROLLERS** | Frequently moving the text in small increments impacts comprehension negatively. Scrolling disrupts a reader's:

#### Mental Attention.

Cognitive energy is spent on determining *Where was I?* rather than comprehension.

#### Visual Attention.

Searching for the new starting point requires re-focusing and causes *additional* eye fatigue.

**Solution.** Make one long scroll when the screen view ends to refill the screen.

### LIMIT PERIPHERAL VISION

Although there are many “interesting” places to go, on-screen readers must stay focused on the the main text.

- Self-monitor the *Distracting Voice*.
- Avoid temptations by removing the clutter.
- Eliminate multi-tasking.

### CAUTION AGAINST CLICKBAIT

The internet makes it easy to access information immediately. However, information overload can cause inefficient reading and poor comprehension.

- Read the main text before opting to click on any hyperlinks.
- These “sidebars” may add knowledge, but they can create a maze of information that impacts comprehension. It's easy to get lost in *hyperspace*!

### TRANSLATE THE TEXT FEATURES

Relate a reader's actions in print text to the moves in digital texts.

Comparing Reader Actions in Printed v. Digital Texts

Reader Action/Move	Printed Text	Digital Text
Front cover and back cover	Front cover	Homepage
Table of contents	Table of contents	Search engine description
Index	Index	“Contact Us” link/page
Glossary	Glossary	Menu bar
Heading/subheading	Heading/subheading	Search field/site map
Cross-references	Cross-references	Click on word/hover over word
		Navigation bar with drop-down menu
		Click on word/hover over word
		Hyperlinks
		Click on word/hover over word

#### PRINTED TEXT

#### DIGITAL TEXT

- |                    |                               |
|--------------------|-------------------------------|
| Front Cover        | Homepage                      |
| Back Cover         | Search engine description     |
| Title Page         | “Contact Us” link/page        |
| Table of Contents  | Menu bar                      |
| Index              | Search field/site map         |
| Glossary           | Click on word/hover over word |
| Heading/Subheading | Navigation bar/Drop-down menu |
| Cross-references   | Hyperlinks                    |

### SPIN-OFF SESSION

CONTENT-AREA READING  
Session 3 | Text Features

**TRACK THE READING JOURNEY** | Digital text allows users to build their own text, creating their own route of information. Build a physical map to track information learned and thoughts expressed.

PRIMARY

**SUMMARIZING SEVERAL SOURCES**

SOURCE 1

SOURCE 2

SOURCE 3

SOURCE 4

broke with the single tug the boy gave it from behind. But the boy's weight and the weight of the purse combined caused him to lose his balance so, instead of taking off full blast as he had hoped, the boy fell on his back on the sidewalk, and his legs flew up. The large woman simply turned around and **kicked him right square in his blue-jeaned sitter**. Then she reached down, picked the boy up by his shirt front, and shook him until his teeth rattled.

After that the woman said, “Pick up my pocketbook, **1** boy, and give it here.” She still held him. But she bent down enough



## VISUAL TEXT

## Target text-specific reading skills.

### REVEAL COMMON TEXTS

- Picture book illustrations
- Snapchat posts
- Instagram posts
- Facebook posts
- Maps, charts, tables
- Photographs
- Infographics
- Newsela
- ReadWorks

### DEFINE RELEVANT DETAILS | Reveal the elements to notice.

#### visual details

**People:** expression, clothing, age, posture, position

**Subject:** physical characteristics

**Activity:** event, action, movement, process, system, steps

**Setting:** background, habitat, environment, objects, props, season, time, era, context, mood

**Text:** words, size, font, icons, labels, text overlay, scrolling text, superimposed text

**Organization:** flow of information, connection between ideas, relationship of information, layout of information

**Design elements:** color, font, type, style, lines, shape, size, proportion, placement

**CLARIFY WHAT COUNTS AS EVIDENCE** | Text details are concrete and can be physically touched. (Impressions, assumptions, or interpretations are inferences.)



### POINT OUT DIFFERENCES AMONG GENRE TYPES

Provide instruction and experience reading various visual genres.

- Identify where the eye looks and how it moves through the visual text.
- Follow lines, arrows, and numbers to understand relationships and connections.
- Read labels of smaller parts, including words, numbers, and measurements.

**Reading Nontraditional Texts**

The Reading Voice sees & hears text details.

The reader understands the text's characteristics.

**VISUAL TEXT DETAILS**

**PHOTOGRAPHS**

**MAPS**

**COMPLEX ILLUSTRATIONS**

**POLITICAL CARTOONS**

**PERFORMANCE**

**AUDIO TEXT DETAILS**

**LISTS or RECORDERS**

**MULTIMODAL TEXT DETAILS**

(all of the above)



### SPIN-OFF SESSION CONTENT-AREA READING Session 2 | Subject-Area Reading

**Read & Comprehend Complex Illustrations**

**Simple Diagrams**

**Analytic Diagrams**

**Process Diagrams**

**Structure Diagrams**

**Graphs (Numbers)**

### SECRET SITE RESOURCES



Collect research from images.



Add editorial cartoons to science & social studies.





## AUDIO TEXT

### Target text-specific reading skills.

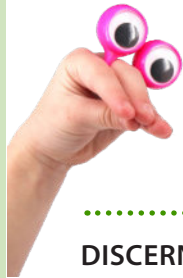
#### REVEAL COMMON TEXTS

- Podcasts
- Radio
- Online radio
- American Rhetoric
- Audio books
- Interview (no video)
- Live speeches (with no video)
- Music/CD
- Reader's Theatre (no acting)

**DEFINE RELEVANT DETAILS** | Reveal the elements to notice.

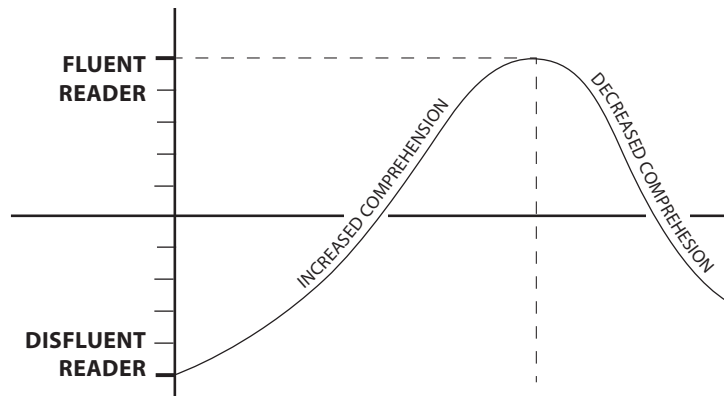
**audio details**

- |                    |                     |
|--------------------|---------------------|
| • Accents          | • Sound effects     |
| • Spoken words     | • Silence           |
| • Inflection       | • Music             |
| • Pauses           | • Instruments       |
| • Stutter, stammer | • Sung words/lyrics |
| • Pace             | • Volume            |



**CLARIFY WHAT COUNTS AS EVIDENCE** | Text details are concrete and can be quantified. (Impressions, assumptions, or interpretations are inferences.)

**DISCERN AUDIO AS A SUPPORT V. HOW TO READ AN AUDIO TEXT** | Audio text *can* increase comprehension in disfluent readers. However, fluent readers need strategies to move beyond the entertainment mindset.



**TAKE PURPOSEFUL NOTES**

Increase concentration with a method of tracking details.

- Identify a listening purpose (e.g., reveal the after-reading comprehension questions *before* reading).
- Record details heard (i.e., *Reading Voice*) with impressions and inferences adjacent (i.e. *Thinking Voice*).
- Include timestamps.



"Reading" Visuals & Video Signs



**RELEVANT RESOURCE**



#### SECRET SITE RESOURCE



Weave the *what*, *which*, & *where* into textual citations.

**PLAN FOR MULTIPLE "READINGS"** | Audio text continually moves forward, requiring the reader to assimilate more information while processing previous details.

FIRST PLAY | Listen for main ideas and details.

SECOND PLAY | Listen for specific details, key vocabulary, examples, anecdotes, and direct quotations.

THIRD PLAY | Listen for voice, delivery, and background noise.



## MULTIMODAL TEXT

## Target text-specific reading skills.

REVEAL  
COMMON  
TEXTS

- Commercials
- Public Service Announcements
- Ted Talks
- Documentaries
- Interview (with video)
- Movies, TV shows
- YouTube videos
- TikToks
- Music videos
- Animated video shorts
- Animations
- Interactive visuals
- Virtual tours

## DEFINE RELEVANT

**DETAILS** | Expect an abundance of details coming simultaneously and via multiple modes.

visual  
detailsaudio  
detailsword  
details

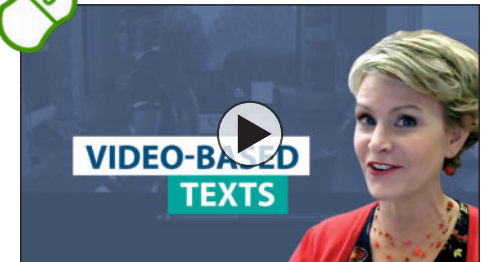
## UTILIZE CLIPS &amp; SHORTS

Provide instruction and experience reading video clips— rather than long movies. This will establish repeated “reading” habits and allow for more experiences.

iSpot.tv



## SECRET SITE RESOURCES



Where can I find sources for short videos for note-taking purposes?

**CONTROL THE DETAIL INTAKE** | Play a video 2-4 times, adjusting the viewing purpose with each “read.”

**WHAT DO YOU SEE?**

Details observed in settings/environments, individuals/characters, subjects, movements, images

Words/Text in the scene, scrolling text, overlay text, superimposed text

**WHAT DO YOU HEAR?**

Sounds heard through music, instruments, noises, volume, silence

Words spoken, shouted, whispered, sung

**VIEW #1** | Note observations on the big ideas and overall message.

**VIEW #2** | Note little details seen and heard.

**VIEW #3** | Listen only and add to the collected audio details.

CLARIFY EVIDENCE  
V. INTERPRETATION |

Text details are concrete and can be physically touched or quantified. (Impressions, assumptions, or interpretations are inferences.)