

DIGITAL LEARNING

When integrating technology into ELA Guidebooks lessons, it is important to consider how it will strengthen students' understanding of substantive topics and their ability to express understanding of knowledge gained from grade-level texts. The [SAMR model](#) is a framework that helps teachers plan for high-impact technology integration.

Substitution: the content and delivery are largely unchanged. Examples include:

- Teacher presenting from slides

Augmentation: the content stays the same, but the way students engage with it changes. Examples include:

- Interactive slides like Peardeck or Nearpod

Modification: the technology transforms the learning into something not possible with traditional methods. Examples include:

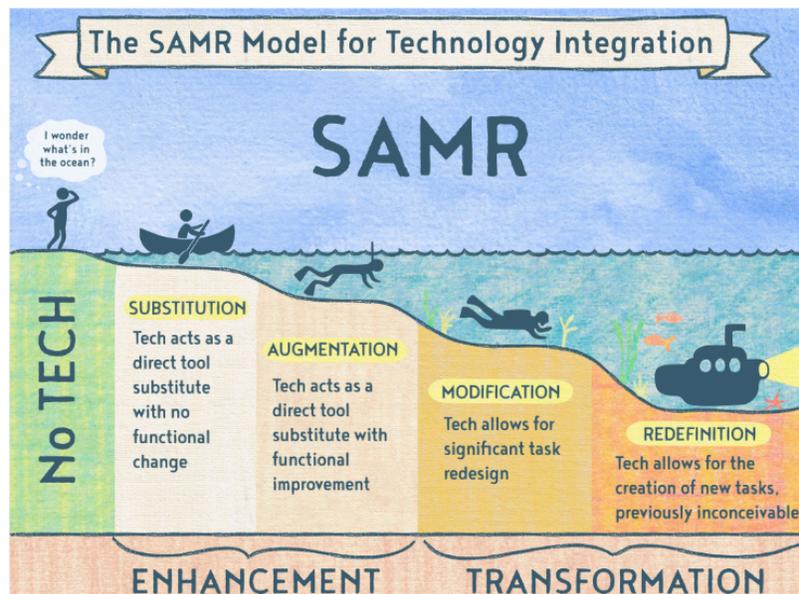
- Students create video presentations or podcasts

Redefinition: the learning process is completely transformed. *This is not something that will happen every day.*

Examples include:

- Students create a virtual journey using Google Earth.

***Important Note:** It is not the tool that defines the level of integration, rather it is the **method** in which it is done. ¹



¹ This work is adapted from Sylvia Duckworth and is used with permission. The original work is available at <https://sylvia Duckworth.shop/product/samr/>.

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Discussion

- Socratic Seminar (Modification)
 - [ELA Guidebooks Gr. 5 Birchbark House Section 1 Lesson 7 Activity 6](#): While the inside circle discusses the question aloud, the outside circle will add questions they have that are not addressed, points that need to be clarified, ideas they believe should have been addressed by the inside circle, and textual evidence that further supports the discussion on [Padlet](#). After round one, the inside circle can review the Padlet and address the comments in writing on the Padlet or aloud.
- Gallery Walk (Modification)
 - [ELA Guidebooks Gr. 3 Cajun Folktales Section 1 Lesson 5 Activity 4](#): Students will work in a [shared Google Slides deck](#) or [shared PowerPoint](#) to create a slide to identify a folktale story element, explain why that element is important to the story, and give a specific example from one of the folktales read in this section. Encourage students to use text and images to express their understanding. Once finished, students will look through their peers' slides and leave comments ([Google Slides Comments/PowerPoint Comments](#)) using the conversation stems from the discussion reference guide. All students will then take notes on the discussion tool to summarize their peers' answers, evidence, and reasoning.
- During independent reading or literature circles, students can answer questions in [Padlet](#) to help the teacher monitor student understanding in real-time and allow other students to silently discuss the book as they read. This could work well with [ELA Guidebooks Gr. 4 American Revolution Section 1 Lesson 5 Activity 3](#)! (Augmentation)

Presentation

- Group Presentations and Feedback (Modification)
 - [ELA Guidebooks Gr. 3 The Stories Julian Tells Section 2 Lesson 4](#): Students work with their group to answer the questions to attend to the details of their assigned country from My Librarian is a Camel: How Books are Brought to Children Around the World, then create a script using the country research understanding tool so each person has something to present. Once the script is created, the students will use an iPad or laptop to record a video on [Flip](#) to draft a visual presentation for their assigned country.
 - The presentation should include key information about the country (eg. where it is located) and information about how children access books in that country.
 - After the groups post their presentations, the other students will watch and write, or record, a reply according to the review criteria in [activity 6](#) of the lesson.
- Individual Presentations (Augmentation)
 - [ELA Guidebooks Gr. 5 Making of a Scientist Section 5 Lesson 7](#): After students have written their notes and paragraphs to answer the prompt, they can use [Canva](#) to create a multimedia presentation that showcases how modern technology has advanced the study of the solar system. The presentation should include visual representations and short notes on their topic to help aid their classmates' understanding.

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Assessment

- Formative Assessment (Augmentation)
 - During lessons, you can embed check-ins to monitor your students' knowledge and skills development using the look-fors at the beginning of each ELA Guidebooks lesson and section diagnostics. This can be done using [Nearpod](#), [Peardeck](#), [Mentimeter](#), or Microsoft Forms' presentation mode, so you can see data real-time.
- Fluency (Substitution)
 - can be assessed by having students record themselves reading in [Flip](#) or [Reading Progress](#) on [Microsoft Teams](#) giving you the ability to hear more students read in a shorter time frame.
 - [ELA Guidebooks Gr. 3 Because of Winn-Dixie Section 2 Lesson 6 Activity 1](#): Students will record themselves reading, then listen to the recording and rate themselves using the fluency tracker. They will then listen to their partner read live, or they will listen to a classmate's recording and rate their fluency using the fluency tracker.
- Independent Practice (Augmentation)
 - You can upload a PDF of The Writing Revolution Student Materials, texts that need to be annotated, or even mentor sentence practice pages into [Classkick](#) for students to complete. Classkick allows you to view all your students' work live and simultaneously gives you the chance to provide timely feedback using voice comments, stickers, or simply by writing/typing comments on their workspace.

Collaboration

- Culminating tasks, such as the one from [ELA Guidebooks Gr. 3 Louisiana Purchase Section 7 Lesson 5 Activity 3](#), can be typed in [Microsoft Word](#) or [Google Docs](#) and can then be shared with the teacher and peers for live editing and feedback using the "comments" feature and a rubric. (Augmentation)
- [ELA Guidebooks Gr. 4 Pushing Up the Sky Section 5 Lesson 3 Activity 2](#): Students create various collaborative mind maps using templates in [Kami](#) to identify and explain different story elements present in stories they've read throughout the unit. (Augmentation)
 - bubble map to explain why story elements are important
 - four-square for each element - definition, example from a text, illustrate the example, and explanation of how that element impacts a story
 - Venn diagram to explain the difference between a solution and the ending of a story
- [ELA Guidebooks Gr. 5 Shutting Out the Sky Section 4 Lesson 2 Activity 4](#): Students can work with their jigsaw group on [Kami](#) to write, draw, or even find pictures that help summarize the most important details from their section of the text. Once finished, all students in the home group will see each member's work and they can talk about it. This gives students a creative way to express their understanding while collaborating with others. (Modification)