LaSalle, Kingsville, Amherstburg and Northwood Public Schools

Inquiry Team: Martha Martin, Teacher Librarian; Liz Golden, Teacher Librarian; Adrienne Reaume, Teacher Librarian; Bernadette Morencie, Grade 8 homeroom; Tammy Bachmeier, Grade 7 homeroom; Erin Holt, Intermediate SERR; Laura Braithwaite, Learning Support Teacher.

Abstract
Teacher-librarians and intermediate teachers from four schools, LaSalle Public, Amherstburg Public, Northwood Public and Kingsville Public felt their students were disengaged in their literature studies, and were not creating high level responses. The team hypothesized that using wikis and web 2.0 applications, explicit teaching, and high quality, appealing texts in the model of literature circles would improve both the quality of the students' answers, and their reading engagement. The five test classes were very different in terms of clientele, interests, and experience with both wikis and literature circles. Each group used the same wiki and literature circle formats, but depending on student ability and interest, book choices and quantity of work differed. Results showed clearly that using the wiki helped many students complete their work more successfully. The web applications increased the enthusiasm for the project in all groups. Explicit teaching of higher level responses resulted in varying degrees of improvement depending on test groups. Overwhelmingly, being able to choose their text from a collection of high interest, high quality newer fiction was the key component in raising reading engagement.

Inquiry Question: Do the use of wikis, web 2.0 applications, high interest texts, and explicit teaching increase student engagement and develop higher level responses within the literature circle model?

Setting the Stage
The purpose of this study was threefold. First, the team wanted to see whether or not the inclusion of certain technology tools (web 2.0 applications and a collaborative workspace in the form of a wiki) would increase the overall enthusiasm for the project in our students, their reading engagement, and the general quality of their work. Second, the team hoped that by providing a choice of current, high interest, high quality texts that were reflective of the students' interests, reading engagement would visibly improve. Lastly, the team wanted to see whether explicit teaching of high level reading response elements would result in better student literature reflections.

As experienced teachers and teacher-librarians, our team members are always looking for better methods to engage students in their learning. With the launch of the *Together for Learning* document (OSLA, 2010) the TLs in our group felt encouraged to seek more ways to integrate technology while collaborating with colleagues. Some of us had already begun using the collaborative workspaces known as wikis to actively integrate the technology outside students' school lives with their work in the classroom. We found wikis to be quite successful, not surprising given what we know about today's learner:

> "For those younger than 25 a technologically rich environment is a natural part of everyday life. The interactive and social nature of digital technologies is woven seamlessly into their lives" (OSLA, 2010, p.4)

When this project was announced, we felt it was an opportunity to quantitatively study the benefits of

using wikis for literature circles in a collaborative teaching environment. The nature of the project being spread out over four schools and five classrooms allowed us to achieve collaboration even when our particular situations didn't always provide for a "teacher-and-teacher-librarian pairing" within a building. Research shows "the transformative power that a teacher-librarian has when collaborating with content teachers to build exciting learning experiences is a major key to success in affecting achievement" (Loertscher 2006). We felt that success in our project would show the value of a teacher-librarian working collaboratively with a classroom teacher, even when physical partnership was not possible.

We also decided to add social media applications to see if they would further enrich the literature circle experience. It only made sense, given what research has shown:

> "Educators of today understand that when students are provided with rich learning experiences and opportunity to explore areas of interest they learn better. While students are readily drawn to social media, they do not necessarily use them critically to gain deeper understanding. The Learning Commons can build on the entertainment value that students find in social media to further learning opportunities for critical and creative thought. Using the tools available in the communication world outside of school is one way to bridge the current learning gap experienced by students today." (OSLA, 2010)

Our focus on the need for explicitly teaching the components of a good reflection came out of a realization that the quality of work our students were completing was still not adequate for today's expectations. Many of us have recently participated in workshops on Visible Learning and the need for explicit teaching. We believed that by adding the explicit teaching component to the literature circle process, we should see an improvement in reading reflections regardless of socio-economic background, technological familiarity, reading ability, etc.

Descriptions of Procedures and Implementation

The study began with the team discussing the success criteria for a high level reflection response. A common rubric was then created that would be used throughout the project. The team also decided on a common reading interest survey that would be given in order to inform book selection options. An online survey was created that would gauge students' feelings about literature circles, technology, and reading engagement prior to beginning.

In order to assess the students' baseline understanding, each class listened to a read-aloud on a social justice theme. These varied according to the school library's collection and were chosen by the teacher-librarians (see Appendix). Students were asked to "complete a reflection" as an assessment for learning. Four of the five classes also completed the "Pre Lit Circle Survey" and the reading interest surveys. (The SERR class had already started the project before the survey was created.) Taking their various results, the teachers then explicitly taught the AEOC or APE strategy, using modelling, anchor charts, and "Bump It Up Walls."

The wikis were created in a uniform fashion using PBWorks (www.pbworks.com), most with the identical content and all with the same expectations for behavior. One group used a modified version to accommodate their students' special learning needs. The teacher-librarians were responsible for leading the wiki creation, but classroom teachers worked with them. The teaching of the technology

components was usually done by the TLs with teachers continuing after the initial lessons. Regardless of class or school, students were expected to create a reflection using the AEOC or APE format, respond to other students' reflections on the wiki, and respond to the teacher(s)' comments. Depending on the students' abilities, the length of the reflections and the amount and choice of web 2.0 application varied.

When the literature circles were finished, students revisited the survey from the beginning of the project and completed it again, from a "Post Lit Circle" point of view. Exit cards were used to determine individual feelings of students towards the experience, and some students also discussed their experiences with their peers on their wiki. Anecdotal comments and observations by both teachers and teacher-librarians were gathered, as well as examples from student work on the wiki (particularly reflections over a period of time.) These reflections over the course of the literature circle were compared with the initial "baseline" reflection. Teachers were able to quantitatively evaluate the level of improvement in their students' work in this way.

Overall Findings

Using the wiki as a tool for literature circles was overwhelming successful. Students in all test groups found it made the work more enjoyable for them to complete than writing everything by hand, and easier to organize. They liked how they could interact with their own and other group members through the "comment" feature. They also enjoyed being able to have their work at their fingertips at home and at school, thanks to working in the "cloud." The team appreciated the way the wiki made all the work visible to each of the shareholders (including teacher comments, suggestions for next steps, and examples of strong and weak reflections.) This provided great opportunities for descriptive feedback and further teaching, without making anyone feel particularly centred out.

The introduction of the web 2.0 applications was also a huge success. Students enjoyed working together to figure out the ways they could use some of the web apps, and loved that they had choice in what they could select to use. One school requested they be allowed to do two application projects for each cycle of the project, rather than the reflections!

The students in all five test groups identified that having some say in their choice of book was the number one thing that made novel studies enjoyable for them. The second most important thing to them, regardless of class, was that the books were exciting and interesting. This was a further vote for literature circles as a best practice for teaching novel studies. It also reinforced the necessity for teachers and teacher-librarians to work together to provide better and more exciting text choices geared to the individual interests of students. That collaboration is vital if we want to keep our students improving in critical literacy and reading comprehension (not to mention just reading, period!)

The explicit teaching element of this collaborative inquiry project was the only aspect that was not a consistent success. While we did see improvement overall, we didn't find a lot of growth in our level 1 and level 4 students. Many of our students in levels 2 and 3 wrote more as the circles progressed, and many of them wrote much better reflections – but not all of them. Some also improved by the middle of the project, but "faded" as the project continued, and couldn't sustain the high quality by the last cycle or two.

An unexpected finding was that colleagues in each of our schools began to ask for information about the project from the team. The word was out that students were enjoying what they were doing, and that it was showing good results. The Teacher-Librarians were all approached by other colleagues to

help *them* create their own versions of the project.

Recommendations:
The findings of this study clearly demonstrate that using collaborative workspaces (i.e. wiki) for literature circle work will increase student interest, productivity and enjoyment. The opportunities for descriptive feedback are plentiful, and the technology piece is not overwhelming for students and teachers to learn. We recommend that collaborative workspaces are promoted for this use, perhaps through the new Sharepoint Portal, and that Teacher-Librarians be made aware of the project's model.

The use of web 2.0 applications increased student engagement, collaboration between students, and offered many creative ways to demonstrate critical literacy. Students enjoyed figuring out the web apps on their own, and teachers didn't need to be experts to use these applications because of this. We recommend that the collection of student-friendly web apps be shared with colleagues, especially Teacher-Librarians, either through our board's Teacher-Librarian Conference or on a special page in the new Sharepoint Portal. Presently these web apps are being collected through the CIESC conference on a wiki page, and in various other locations. A brief description of each of these web apps and how they can be used would be very valuable to all teaching staff in the board, but would be especially appropriate for TLs looking to expand the technology knowledge of their colleagues through a Learning Commons approach.

The overwhelming popularity and enthusiasm for the texts chosen for this project's literature circles speaks to the need for updating novel selections in our schools. Whether as literature circle materials, or whole class novels, our students deserve the best books. This project shows clearly that choice is of huge importance to students, so literature circles should be promoted more than they are. Many teachers, and quite a few teacher-librarians, do not know about the GECDSB's Just Read Project. There are many teachers that continue to use older titles simply because they exist in the school collection, or because the teacher has used it for the last twenty-five years. Often these books are not appropriate for the grade with which they are being used. We respectfully recommend that some older titles currently being used in some classes be actively discouraged, and that level-appropriate literature be encouraged. We would like to see the Just Read Project actively promoted, updated to reflect Learning Goals, Success Criteria and Descriptive Feedback, and supplied with more new titles that have been kid-tested and teacher-approved.

Explicit teaching should always yield a positive result, based on current research. Although we did not get consistent results in all of our class groups, we did see overall improvement across the board. We recommend continuing to encourage teachers to use explicit teaching (modelling, anchor charts, Bump It Up Walls) to refine student work. Hopefully our models will make this easier for our colleagues doing literature circles.

Conclusion:

Today's student learners

> "are very social and depend heavily on technology to keep in constant touch with one another. They use social media routinely…They embrace new technologies readily and transfer their skill with one technology to each new technology. They are comfortable learning informally with their peers as the technology brings them together socially…" (OSLA, 2010)

This project sought to address what today's learners need in order to be engaged and challenged. It demonstrated that the dynamic team of TL and teacher, working together, can accomplish incredibly successful learning experiences for our students, regardless of socio-economic background, location, and previous knowledge. It combined all the elements of the vision described for a Learning Commons in Together for Learning (OSLA, 2010). Most importantly, it was fun…and it worked!

References

Loertscher, D. (October 2006). Book Review: Meaningful learning using technology: what educators need to know and do. Ashburn, E.A. & Floden, R.E., Eds. *Teacher Librarian,* 35:(1), 45-51

OSLA. (2010) *Together for Learning: School Libraries and the Emergence of the Learning Commons*. Toronto, ON: The Ontario Library Association.

APPENDIX A

Background and Teacher Reflections on Various Test Groups:

Northwood Gr. 8:

- 26 grade 8 students intended for the initial wiki literature circle
- during the course of the novel study, 4 students either moved or were on vacation
- the school has a significant ELL population and within the class, English was not the first language of 19 of the students
- all students had access to a computer at home, and had myriad opportunities in class to complete their work as well
- this is a model grade 8 classroom that is the first to embrace new initiatives and technology
- students were provided a reading survey and, based on the results and a class vote, had the choice of two versions of Macbeth
- the class was divided into 4 groups
- groups 1-3 had the *No Fear* version of the graphic novel, *Macbeth*. The fourth group had the *Manga* version
- students had numerous literacy classes with laptops so they could work on their reflections
- during literature reading times, there were three teachers present to faciliate discussion
- students appreciated the graphic novel, especially with a text as challenging as Macbeth as they could use the pictures as clues for comprehension
- overall, the *No Fear* version was preferred due to its ease of use, character glossary and simpler language
- during each class, students and the teachers discussed the characteristics that led to Macbeth's downfall
- students completed reflections for each Act on their wiki page
- they had the opportunity to discuss the text with classmates and think critically
- every student enjoyed using the computer to complete their work
- almost two thirds enjoyed working with other students
- the final assignment involved creating an obituary for Macbeth or any deceased character from the text
- since the completion of this literature study, other intermediate teachers and students have asked the teacher librarian if they can be a part of the wiki too, and study Macbeth.

Amherstburg Public Intermediate SERR

- students in Grades 6 - 8
- students range from DD to LD
- many reluctant readers
- excited that they were reading what everyone else was
- liked the wiki as it made it so they didn't lose things
- liked to personalize it and liked the fast feedback
- used APE and structured the rubric around it
- expected to write one good paragraph
- many oral connections and discussions
- did a variety of other activites - fakebook, wordle, newspaper article, voki and explored songs and why they went with the book
- student ORAL responses improved - written responses didn't improve much

LaSalle Public School Grade 8

- This is a class of 26 students (14 boys and 12 girls) who completed their Literature Circle work on the wiki. About half of the students had experience using a wiki before.
- The class has many reluctant readers. Many students insist they do not like to read yet when they do read they can make great connections and inferences about what they have read. It is difficult to get these students to choose books to read during independent reading time.
- This group of students takes a long time to finish a book unless given a timeline. The project gave them a deadline to finish their reading in a timely manner.
- The students really wanted to have choice in what they were reading. This was very important to them. At the end of Literature Circles, many students read the books of others because they had heard great things from their friends and they really wanted to read them.
- Many of the book choices had other books in the series. A lot of students went on to read the other books from their series.
- During class discussions, the groups were excited to talk about their books.
- The wiki did not have an impact on the results of all the students. The level 3 and 4 students continued to do well. Some of the level 2 students were able to use the feedback and improve their answers over time. The level 1 students did not show a lot of growth in their reflections despite getting feedback and seeing the reflections of others.
- When students worked on the wiki they displayed on task behaviour that showed they were enjoying the assignments. They worked for extended periods of time. They also like showing others what they were doing and helping others learn how to use the new programs and apps they had just learned. They liked the Web 2.0 apps they were given as options for assignment completion.
- The students liked completing the work on the wiki because they could type it. They also used the process to ask questions and respond to group members. This was beneficial especially for the students who were perhaps struggling to understand their book. Seeing someone else's comments or reflection helped their understanding.

LaSalle Public School Grade 7

- This class was our control – a class of generally well-behaved students, many of whom say they like reading, and a few non-readers. About half of them had used a wiki before, though not for lit circles. About a third of them had done some form of lit circle before.
- The students were very often fully engaged in the process of working on the wikis. Students who didn't often enjoy written work, or stay focused on that written work for extended periods of time, were able to work in class on the wiki for 100 min. lit block periods. Plus a 50 min. computer period that same week. They were also keeping up with what wasn't done at home!
- Students were willing to share their work in a moderation process, commenting on and helping others achieve the standard response for the AEOC format, and helping each other with quotes and understanding the book.
- They were so excited with their book choices. At the end of the 5th cycle, they immediately went and got the next book in the series OR swapped books with another group, so they could read that “awesome book.”
- They were so engaged that we began a second set of lit circles on the wiki in pairs.
- Students’ marks improved. Students who, when required to write out their work, were usually level 2s jumped up to 3s and sometimes 4’s. One of my students was a shining star in this

respect. He was enthusiastic because he got the book he wanted, and he was eager to complete the work. His confidence improved greatly. He really enjoyed the project.

- Generally the students' organization improved. Students who were very frequently late with work had it done on time or at least earlier than they usually do. Nothing was lost. It was all on the computer.
- Having the peer and teacher feedback written on their work, and with 5 cycles total to keep on trying for better, students were able to use this explicit teaching and feedback to bump up their marks each week (or at least try to!)
- All of my students had the technology at home to complete work if not done in class.
- We noted full interest of the students and engagement in their work/activities when discussing their "great/awesome" book.
- My group consisted of 22 students with 5 LST students in this group. One of the LST kids did really well for 4 cycles before she fizzled on the last one. Another one enjoyed working with a group of students, loved his book and kept up for the most part.
- We had to scribe for a couple of the students as they got behind because of typing issues.
- There were some kids who loved their book but voted no on the wiki and lit circles because of the work they had to do. They verbalized they just wanted to read a book of their choice with their friends.

<u>Kingsville Public School Grade 7/8</u>

- This is a challenging group due both to the wide range of abilities and behaviours.
- Some of the students had prior knowledge of traditional literature circles.
- The students were not familiar with wikis. They received a detailed outline how to log on and how to upload the Web 2.0 activities onto the wiki.
- The classroom teacher and teacher librarian were one in the same.
- A SMART Notebook was used to introduce the students to the various book covers and synopsis. The selections included some graphic novels.
- The Instructional Coach for KPS, Pam Badiuk, read several of the selections and then participated on the wiki to help further engage the students.
- In traditional pencil and paper activities, few students in this class bother to take the time to edit their work. Their daily language work and creative writing projects reflect this reluctance to follow through the entire writing and editing process. However, more students did edit their reflections because they found it was easier and quicker to do this on the computer.
- Since all students had computers at home, they did not have to complete work on the school laptops. Many students read and discussed their books at school and wrote their cycle reflections at home. Many students came to the library during the first nutritional break to read and talk about their books and to work on the wiki.
- Most students found the writing of the first cycle reflection the hardest. They were able to express their ideas but often did not include proof from the text to support their thoughts. At the beginning of each cycle, I used explicit teaching to show them how to write a proper reflection that reflected AEO and C.
- Students were not familiar with any of the Web 2.0 activities. Some students were reluctant to experiment and always wanted extra step-by-step help and/or more detailed instructions. However, this allowed my computer literate students the opportunity to shine. Most of the Web 2.0 activities were done during class time.
- There was a lot of buzz among the students about our classroom wiki. This gave me a PLC opportunity as the TL to introduce wikis to the other intermediate teachers. Both of the other intermediate classrooms are now doing their literature circles on a wiki.

- Permission was given to purchase more intermediate school novels for Literature Circles.
- Junior teachers were also given a PLC opportunity to learn about wikis and Web 2.0 activities. The junior classroom wikis have a personal page for each student. The students are learning and uploading various Web 2.0 activities.

APPENDIX B

Quotes from Students

- "What I like about Lit. Circles was that you got a choice in your book and the number of activities to choose from in each cycle. There were so many activities to choose from you could always find something you liked" (gr. 8 girl)
- "I liked doing it on the computer because it is easier to type than to write." (gr. 8 boy)
- "I liked the lit. circles this year because I got to pick my book. Also, I really liked the programs we used." (gr. 8 girl)
- "I also found it fun doing some of the activities like Voki and Wordle. I suggest to do lit. circles like this all the time. (gr. 8 boy)
- "I really enjoyed doing the Wiki and side activities" (gr. 8 girl)
- "I really like how we get the choice of the book and how on the computer it is very organized (grade 7 student, Lasalle)
- "I like working on the computer because it keeps me neat"
- "I found it very helpful because it keeps me organized"
- "I liked how you could do the work online without having to bring piles of paper home"
- "I liked lit circles because we could do some it of it at home"
- "I could do it at home on the computer which would give me more time if I forgot my work at school" (Kingsville)
- "I liked doing it on a computer instead of having to write it all I normally lose all my papers and now I don't lose any and I feel very organized. (Lasalle)
- "It beats doing it in handwriting" (Lasalle)
- "I think lit circles went well because having the AEO and C right there on the computer helped and it was one click away" (Kingsville)
- "I like lit circles because we got to read good books, not old books that have been around" (Kingsville)
- "The question was online and we had time to think about it before we responded to it and since it was on the internet we had a lot of different resources to help us (Northwood Grade 8)
- "I like how you gave us a book that we all had choice with and how we could talk to our friends about the book and help each other" (Northwood)

APPENDIX C

Literature Circle Text List :

The Alchemyst by Michael Scott
Alexandria of Africa by Eric Walters
Amulet Book 1: The Stonekeeper by Kazu Kibuishi (graphic novel)
The Angel Experiment (Maximum Ride #1) by James Patterson
Bystander by James Preller
City of Bones by Cassandra Clare
Code Talker by Joseph Buchac
Counterfeit Son by Elaine Marie Alphin
Divergent by Veronica Roth
Eight Grade Bites (Chronicles of Vladimir Tod #1) by Heather Brewer
Eye of the Crow (The Boy Sherlock Holmes Book 1) by Shane Peacock
Fly Boy by Eric Walters
The Forest of Hands and Teeth by Carrie Ryan
Ghost Ride by Marina Cohen
The Hunger Games by Suzanne Collins (in audio book as well)
I Am Number Four by Pitticus Lore
January (Conspiracy 365) by Gabrielle Lord
Last Dog on Earth by Daniel Ehrenhaft
The Lightning Thief by Rick Riodan (graphic novel)
Macbeth (No Fear Shakespeare Graphic Novel) by Sparknotes Editors
Shakespeare's Macbeth by William Shakespeare, Adam Sexton and Eve Grandt
Maze Runner by James Dashner
Me and the Blondes by Teresa Toten
Shiver by Maggie Stiefvater
The Summoning (Darkest Powers #1) by Kelley Armstrong
The Unsinkable Walker Bean by Aaron Renier (graphic novel)
Wither by Lauren DeStefano

<u>Social Justice Texts (for diagnostic reflection)</u>
Terrible Things: An Allegory of the Holocaust by Eve Bunting
A Taste of Colored Water by Matt Faulkner
Not My Fault by Leif Kristiansson
Thank You, Mr. Falker by Patricia Polacco

APPENDIX D

Reflection Rubric

LITERATURE CIRCLE REFLECTION RUBRIC

Success Criteria:	LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Are there THREE separate paragraphs?	There are no paragraphs. Incomplete thoughts and jot notes.	An attempt at paragraphs is made (1 or 2 paragraphs are included.)	Three separate paragraphs are completed.	Three separate paragraphs are completed, each with a different topic.
Does each paragraph follow "AEO and C" or "APE" (e.g. connections, differences, your opinion?)	There is an attempt at an opening statement (sentence starter), and one of the four elements of AEO and C are included in some fashion.	There is an opening statement (sentence starter), and two of the four elements of AEO and C are included.	There is an opening statement (sentence starter), and three of the four elements of AEO and C are included and accurate.	There is an opening statement (sentence starter), and all four of the elements of AEO and C are included accurately and .
Does each paragraph contain its own idea with its own evidence (e.g., a quote with a page number or a detailed reference with a page number as proof)	No evidence from the text is used to explain the student's thoughts or opinions (e.g., a quote with a page number or a detailed reference with a page number as proof.)	Some evidence from the text is used to partially explain the student's thoughts. More explanation and detail are needed (e.g., a quote with a page number or a detailed reference with a page number as proof.)	Evidence from the text is used to explain each of the student's thoughts (e.g., a quote with a page number or a detailed reference with a page number as proof.)	Evidence from the text is used to clearly explain each of the student's thoughts with depth and insight (e.g., quotes with a page number or detailed references with page numbers as proof)
Are capitals and punctuation used correctly? Is proper sentence structure used? Are proper nouns and pronouns used correctly (i.e. characters named when necessary, rather than incorrectly referred to by pronouns like “he” and “she” all of the time)?	Student is missing capitals and proper punctuation in many necessary spots. Sentences are run-ons or fragments in many cases. The actual names of the characters are rarely used in the reflection. Pronouns are often overused or used incorrectly.	Student is missing capitals and proper punctuation in some necessary spots. Sentences are run-ons or fragments in some cases. The actual names of the characters are occasionally used in the reflection. Pronouns are sometimes used incorrectly.	Student usually uses capitals and punctuation properly. Sentences are rarely run-ons or fragments. Sentences are generally simple but clear. The actual names of the characters are generally used in the reflection Pronouns are used correctly most of the time.	Student uses capitals and punctuation with precision. A wide variety of sentence structures are used, and sentences flow well. The student has a clear understanding of when to use pronouns and when to use characters' names.

APPENDIX E

Reflection Sentence Starters

REFLECTION PARAGRAPH-STARTERS
(1 REFLECTION EACH CYCLE, WITH THREE PARAGRAPHS EACH!)

Here are some paragraph-starters to get you started on your Reflections. Try to use three different ones each cycle. Add details and evidence so your paragraphs are really good. Think "A-E-O-C" with answer, evidence, and your own ideas, connections, opinion, and a concluding sentence etc.

The part I liked best was….because…

If I was the author, I would have…because…

The part that really surprised me was when…because…

If I was the character of _____, I would…because…

I predict that…because…

The character of _____ reminds me of…because…

The part I really hated was when…because…

The way I imagine the setting is…

When _____ happened, it reminded me of _____ because…

I think _____ should have _____ instead of_____ because…

If this story was written in the time period of _____, it would be different because…

If I was coming from another country and read this, I would wonder…

I wonder…

I wish…

I suspect…

I thought it was really cool when…because

When _____ read the part about _____, I thought…

Our group's discussion surprised me when....because...

When one of my group members said...I felt....because....

I believe the author wrote the scene....like this because....

I don't understand why....happened in the book. I would have expected....instead.

APPENDIX F

Wiki Contents for Literature Circles:

LEARNING GOAL: Students will show their understanding of the text by making inferences using details from the text, and by making connections between the work and their own knowledge, experiences, other texts they've read, their peers' ideas, etc.

(Reading 1.5 - make inferences about texts using stated and implied ideas from the texts as evidence)

(Reading 1.6 - extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them)

Sample Page for Wiki

TITLE OF BOOK

Student 1
Student 2
Student 3

Cycle 1: Page _____ to Page _____ Discussion Date: _____ Reflection and Questions due:_____
Cycle 2: Page _____ to Page _____ Discussion Date: _____ Reflection and Questions due:_____
Cycle 3: Page _____ to Page _____ Discussion Date: _____ Reflection and Questions due:_____
Cycle 4: Page _____ to Page _____ Discussion Date: _____ Reflection and Questions due:_____

Web 2.0 Application Options:

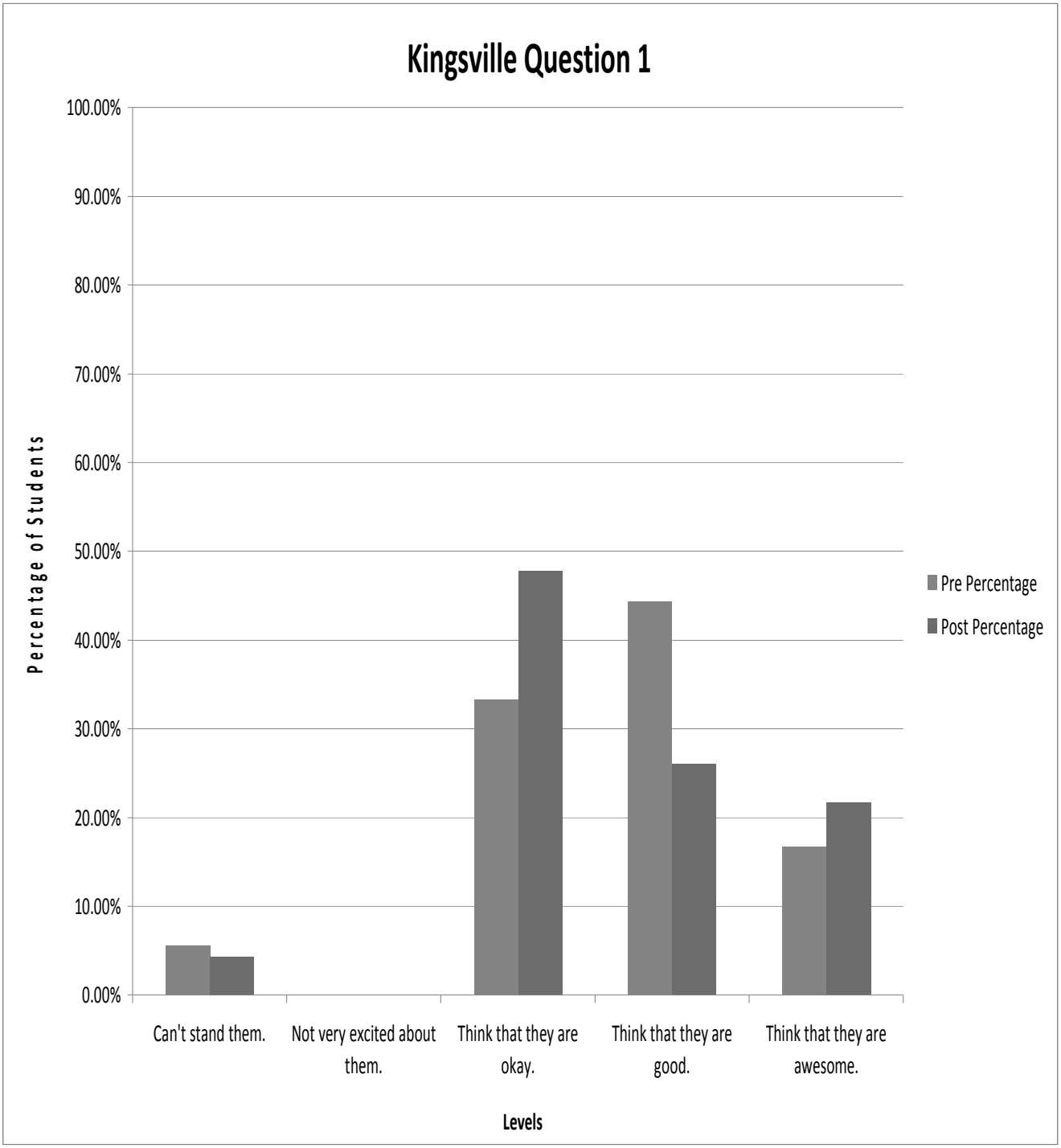
Choose one of the following assignments to complete per cycle:

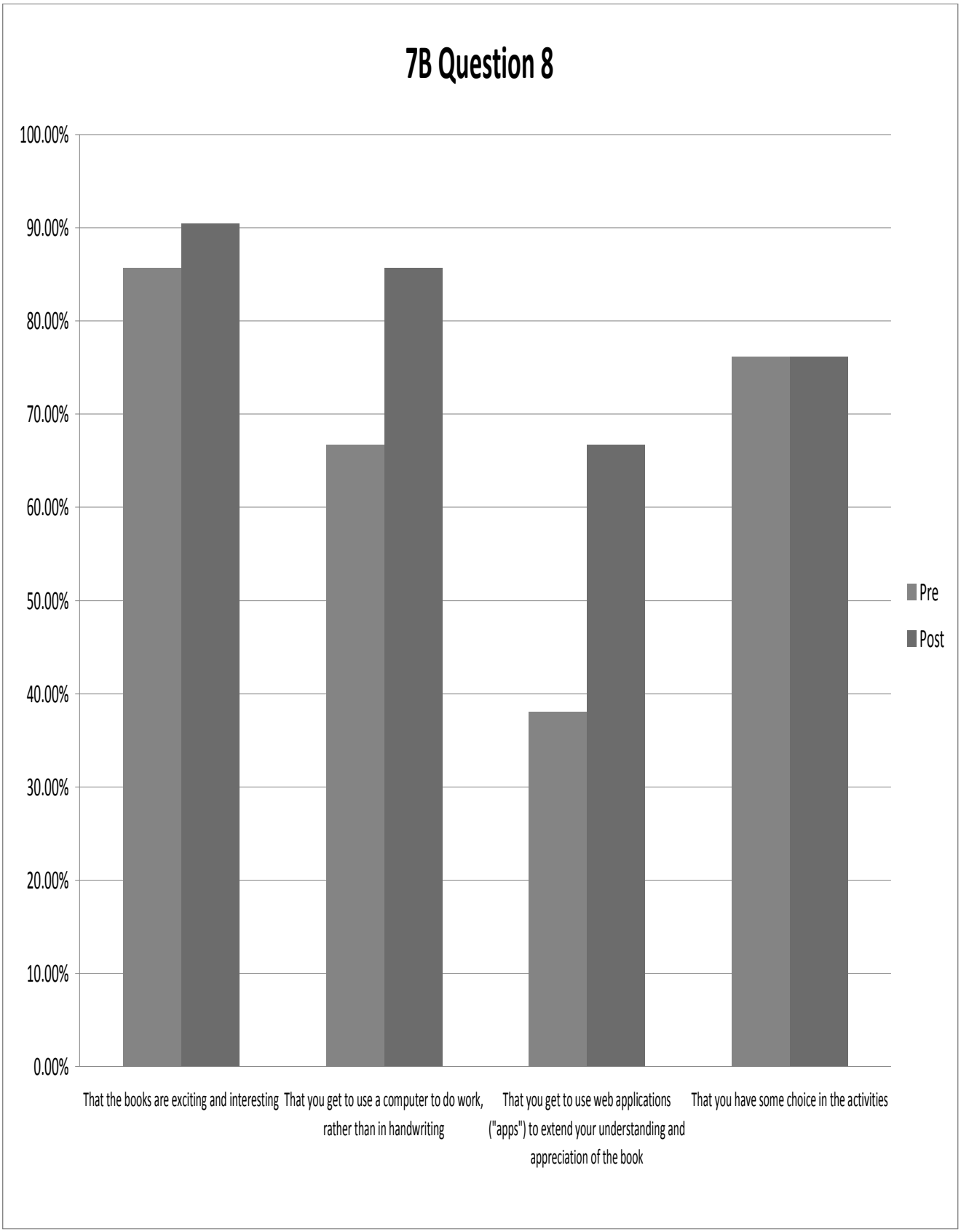
Draw a Bitstrip summary of the cycle
Choose a song and explain where it fits in your cycle and why
Make a Fakebook on a character
Create a Podcast using the program Audacity - Interview someone as a character in the book
Create a commercial for the novel using Audacity or a video clip which you then upload
Design a Wordle for a character or section of your novel
Create an Animoto trailer on a section, theme or character in your novel
Write a free verse poem about the cycle
Tweet as a character and create a 140 character summary
Make a Voki of your character and have him or her speak in role as the character
Make a Flipbook that in some way represents your book cycle.
Design a Tagzedo for your book's cycle
Using Museum in a Box, create a display for your book or cycle

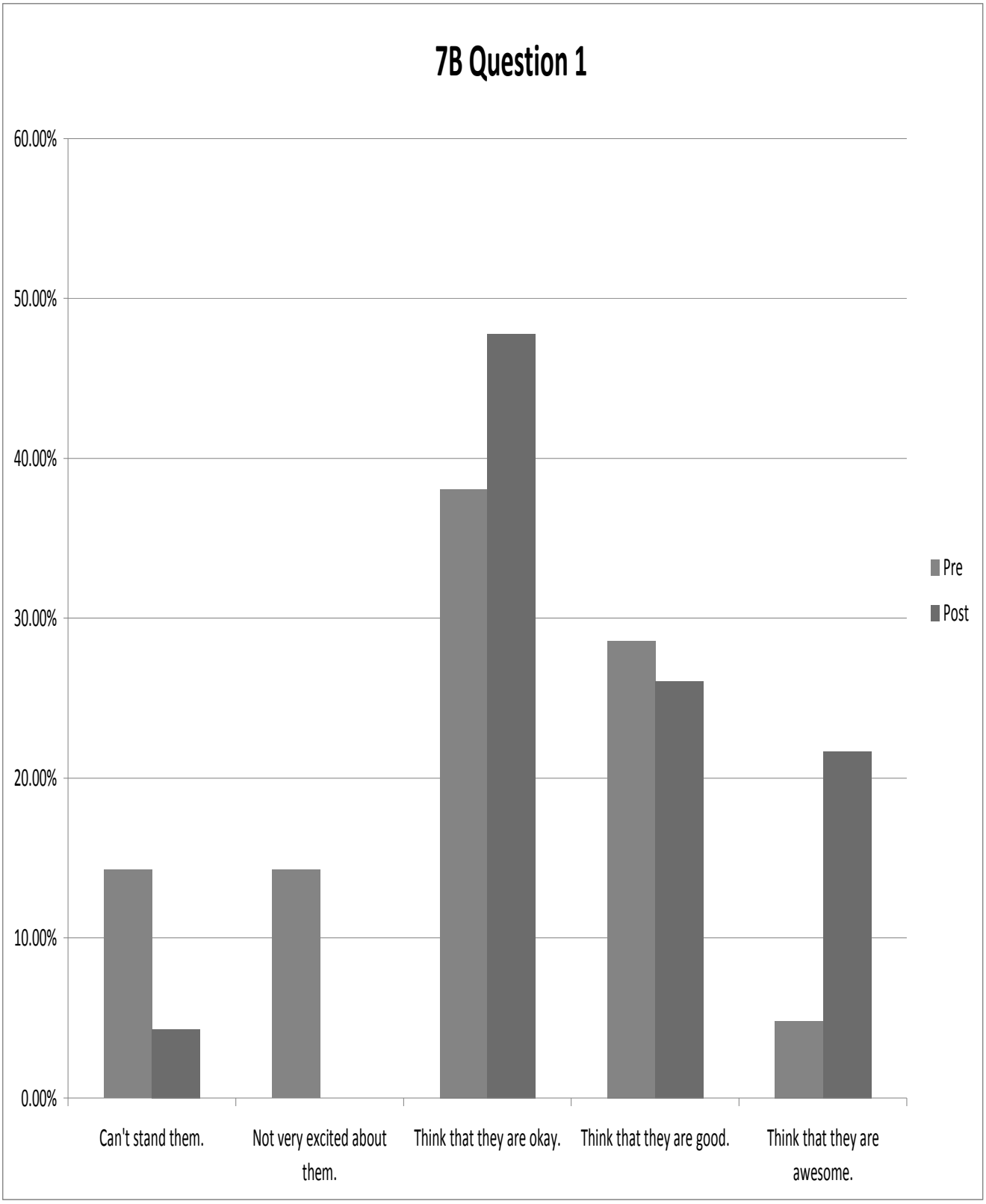
(For more application ideas, check out this link:
http://notyourgrandmaslitcircles.pbworks.com/w/page/49062961/What%20about%20Web%20Apps)

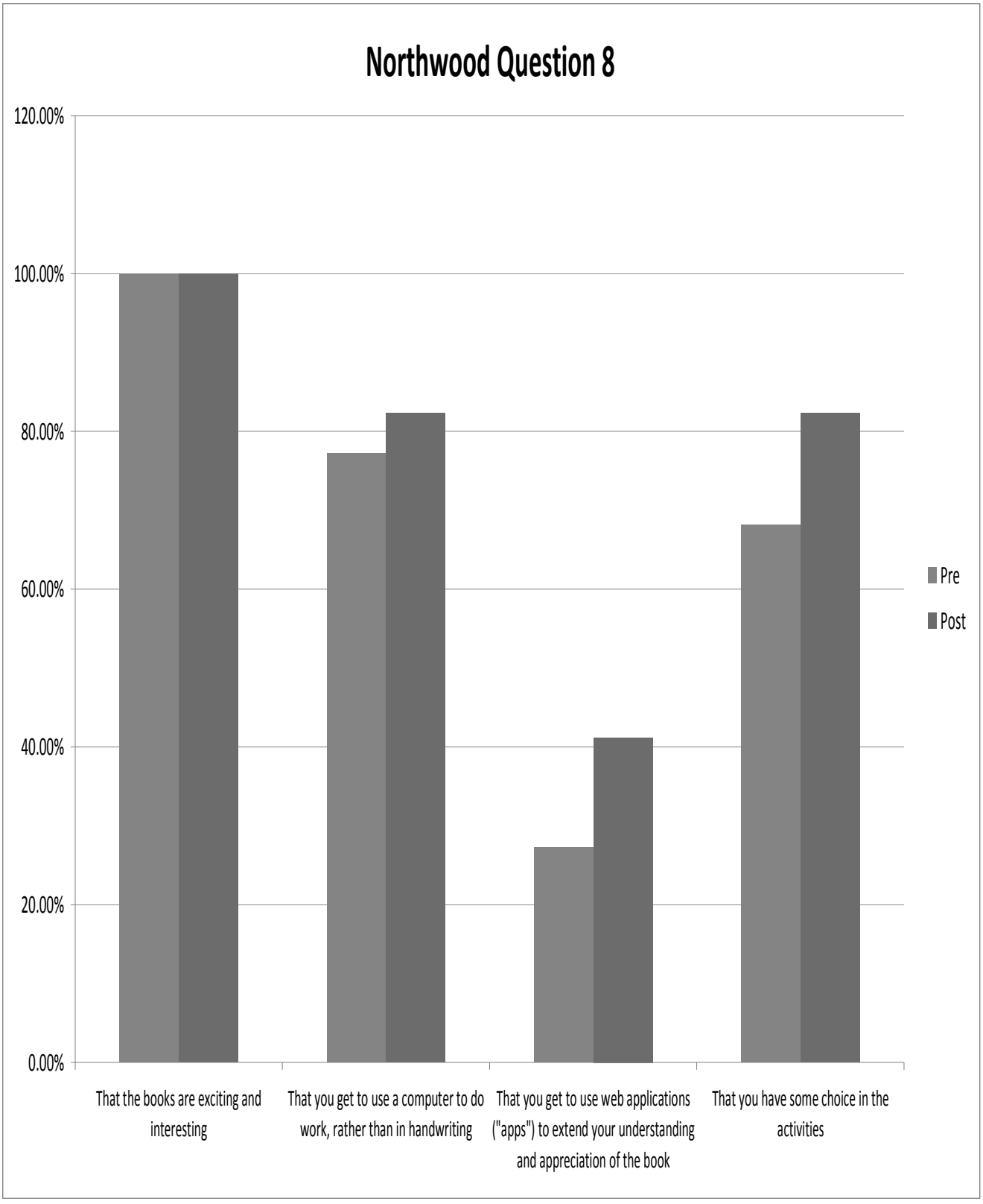
APPENDIX G

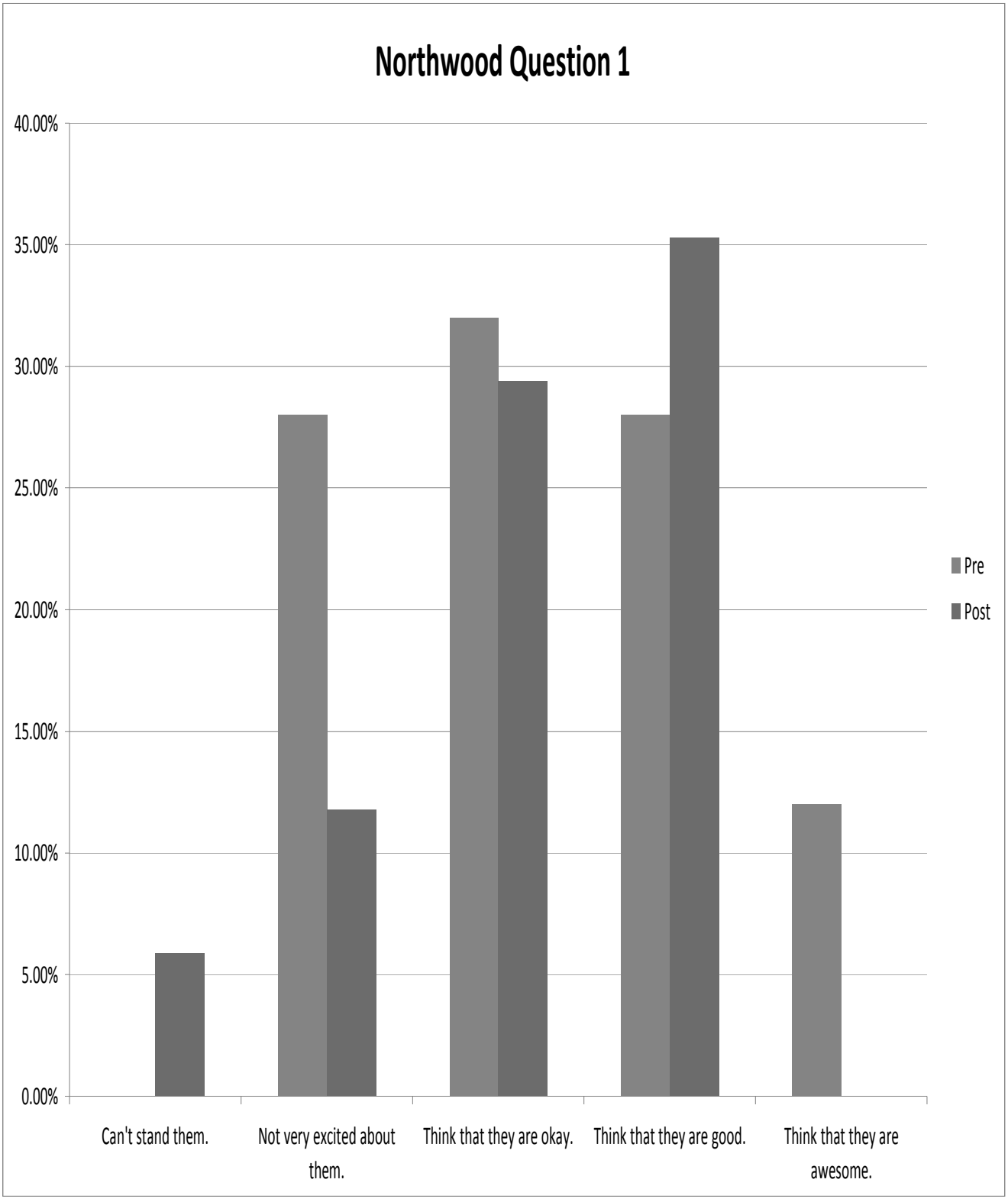
Graphs of Pertinent Data:




7B Question 8
100.00%
90.00%
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
That the books are exciting and interesting
That you get to use a computer to do work, rather than in handwriting
That you get to use web applications ("apps") to extend your understanding and appreciation of the book
That you have some choice in the activities
Pre
Post


7B Question 1
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
Pre
Post
Can't stand them.
Not very excited about them.
Think that they are okay.
Think that they are good.
Think that they are awesome.


Northwood Question 8
120.00%
100.00%
80.00%
60.00%
40.00%
20.00%
0.00%
Pre
Post
That the books are exciting and interesting
That you get to use a computer to do work, rather than in handwriting
That you get to use web applications ("apps") to extend your understanding and appreciation of the book
That you have some choice in the activities


Northwood Question 1
40.00%
35.00%
30.00%
25.00%
20.00%
15.00%
10.00%
5.00%
0.00%
Pre
Post
Can't stand them.
Not very excited about them.
Think that they are okay.
Think that they are good.
Think that they are awesome.

Most Important For Personal Enjoyment	Lasalle (8)	Lasalle (7)	Kingsville	Northwood	Lasalle (8)	Lasalle (7)	Kingsville	Northwood
That you get to have some choice in the book	96.00%	100.00%	77.80%	100.00%				
That the books are exciting and interesting	76.00%	85.70%	61.10%	100.00%	80.00%	90.50%	76.20%	100.00%
That you get to use a computer to do work, rather than in handwriting	64.00%	66.70%	83.30%	77.30%	64.00%	85.70%	85.70%	82.40%
That you get to use web applications ("apps") to extend your understanding and appreciation of the book	20.00%	38.10%	50.00%	27.30%	36.00%	66.70%	81.00%	41.20%
That you have some choice in the activities	72.00%	76.20%	72.20%	68.20%	76.00%	76.20%	61.90%	82.40%
That you get to work in a small group with classmates	56.00%	66.70%	55.60%	59.10%				
That you get to discuss the book with others	12.00%	61.90%	33.30%	50.00%				
That the reading work is ties in with other things you like (e.g. art, music, technology, etc.)	28.00%	61.90%	38.90%	31.80%				
That you get to read the book out loud with peers	8.00%	42.90%	27.80%	27.30%				
That you get to read the book silently and independently	76.00%	61.90%	61.10%	68.20%				
That the work is different than what you've done in whole class novel studies	48.00%	57.10%	61.10%	36.40%				
Can't stand them.	16.00%	14.30%	5.60%	0.00%	0.00%	0.00%	4.30%	5.90%
Not very excited about them.	36.00%	14.30%	0.00%	28.00%	28.00%	4.80%	0.00%	11.80%
Think that they are okay.	32.00%	38.10%	33.30%	32.00%	36.00%	23.80%	47.80%	29.40%
Think that they are good.	16.00%	28.60%	44.40%	28.00%	32.00%	38.10%	26.10%	35.30%
Think that they are awesome.	0.00%	4.80%	16.70%	12.00%	4.00%	33.30%	21.70%	17.60%