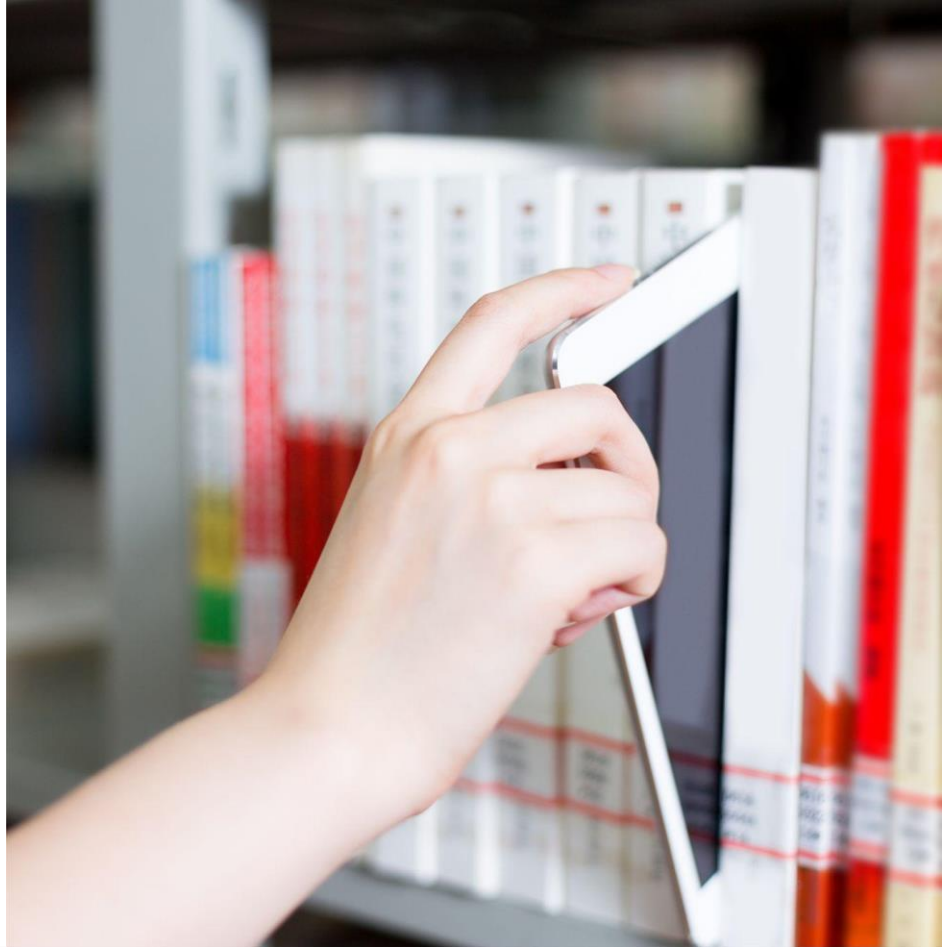


Reimagine Required Reading: Support Student Choice and Voice with Digital Books

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Introductions



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Background on St. Vrain Valley School District

The seventh largest school district in the state, St. Vrain Valley operates 60 schools and programs spread over 411 square miles.

- 25 elementary schools
- 8 middle schools
- 1 middle/senior school
- 7 high schools
- 1 K-8
- 2 PK-8
- 1 Spark! Discovery Preschool
- 1 Alternative High
- 1 Online High
- 1 Online PK-12
- 2 P-TECH Schools
- 1 High-Quality Homeschool Enrichment School
- 1 Main Street Special Education program
- 1 Career Technology and Elevation Center program
- 1 Innovation Center program
- 6 charter schools

Demographics

- **59%** White students
- **31%** Hispanic students
- **32%** of students are free or reduced lunch

Background: Our Digital Library Journey

- **2013:** Began 1:1 iPad Pilot
- **2014:** 1:1 iPad for grades 6-12
- **2015:** Created digital library of titles primarily for 6-12 Language Arts
- **2020:** 1:1 iPads for K-12
- **2021:** Adopted new Secondary ELA Curriculum that is theme-based and encourages student choice

Why Student Choice is Important?

- 1 Motivation:** When students get to pick what they read, they're more likely to be interested and engaged in the material
- 2 Ownership:** Choice gives students a sense of control over their learning. They feel invested in the reading process since they are choosing the book. translated
- 3 Personalization:** Students have different interests and learning styles. By offering choices, teachers can cater to those differences and ensure each student is exposed to materials that resonate with them.

Why Sora?

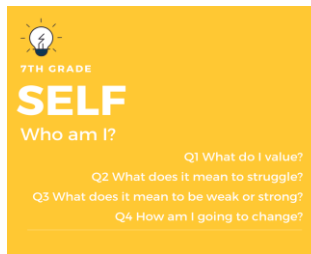
- 1 **Variety of purchasing options:** Class sets, Metered Access, One Copy/One User, Simultaneous Use
- 2 **Broad publisher representation:** Variety of formats, including read-alongs, audiobooks and ebooks, plus some titles available as translated texts.
- 3 **Connects well with our student management software:** This allows us to assign titles.
- 4 **24/7 access:** The library is always open!
- 5 **Digital tools:** Includes dictionary, highlighting, notes, color coding. ([Test Prep Crossover](#))
- 6 **Fast access:** We can add titles to our digital library in less than a day.
- 7 **Content access levels** help manage appropriate texts by age regardless of reading level
- 8 **iPad tools:** These can help minimize distractions.
- 9 Excellent resource for **Professional Development titles.**

Connections to the LA Curriculum

- Each grade (6-12) is centered around a **theme** and **essential question**.
- Specific **extended texts** connect to each module.
- Titles vary between print **and digital** access.



6TH GRADE
COMMUNITY
How do we build community?
Q1 How do we create community?
Q2 What is my role within a community?
Q3 How do communities change?
Q4 How do I impact my community & others?



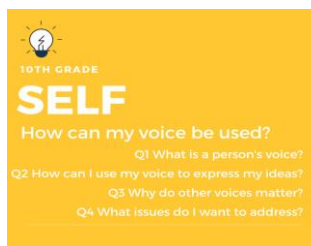
7TH GRADE
SELF
Who am I?
Q1 What do I value?
Q2 What does it mean to struggle?
Q3 What does it mean to be weak or strong?
Q4 How am I going to change?




8TH GRADE
WORLD
What is culture?
Q1 How is culture built?
Q2 How does culture influence choice?
Q3 What happens when cultures conflict?
Q4 How do cultures change?



9TH GRADE
COMMUNITY
How do we build community?
Q1 What constitutes and sustains community?
Q2 How does community impact perspectives?
Q3 Why do communities evolve?
Q4 How do other perspectives impact a community?



10TH GRADE
SELF
How can my voice be used?
Q1 What is a person's voice?
Q2 How can I use my voice to express my ideas?
Q3 Why do other voices matter?
Q4 What issues do I want to address?



11TH GRADE
WORLD
How do morality and ethics shape the individual?
Q1 What does it mean to be "good"?
Q2 How do institutions influence an individual's sense of good?
Q3 How can challenging ethical norms be good?
Q4 How much choice do we have?



12TH GRADE
INTERDEPENDENCE
How do I want to impact the world?
Q1 Who am I in my community?
Q2 What kind of life do I want to live?
Q3 How do I already interact with the world?
Q4 How will I contribute to the world?

Extended Texts

SVVSD students will read at least one extended text each quarter of secondary school. Extended texts should encourage student agency, providing opportunities for students to develop voice and often, choice, through self-selected reading, book clubs or similar structures. Extended texts can be novels, anthologies, collections, non-fiction, etc. Each unit plan presents a collection of supported extended texts aligned to the grade level and unit theme.

Short Literary & Informational Texts

Throughout the course of each quarter, SVVSD students are expected to closely explore 2-3 short literary texts and 1-2 short informational texts. "Short texts are considered anything less than novel length. The texts in these unit plans are tied to the larger work of the unit by theme and practice at tasks. For each type of text several options are presented to allow teachers to align instructional materials to their students' specific interests and needs.

How the Digital Library Supports Choice in LA Curriculum:



Selecting Content:

- Google forms for teacher and student input
- Secondary Extended Text Leadership Team



Curation is Key!

- When new titles are purchased we add to curated lists.
- Create QR to promote titles that connect to LA themes.



Creating habits:

- When we assign a title, it gets them into Sora and often they sign out another book for fun.

Cultural Shift

Transitioning from whole class text to student choice around a theme is a cultural shift.

These are some strategies that have helped....

- 1 **Began buying sets of 10** rather than sets of 30
- 2 **Google forms** for students to choose from titles related to a **theme or essential question**
- 3 **Choice Structures** around themes
- 4 **Lessons** about HOW to **choose a book**
- 5 **Free choice** (*i.e. Memoir Unit*)

Consider these 3 factors before purchasing...

1

Lending model

Class Sets? Simultaneous-use?
One Copy/One User? Metered
Access?

3

Collection Audit

Review Extended Texts to
ensure relevancy and inclusivity.

2

How the text will be used?

Class sets can be a very affordable option if it is just one class or one time - great way to “pilot” possible titles and choice projects.

Budgeting for Digital Collection:

3 key funding sources...



District ELA funds

For Extended Texts.



District Library funds

For choice titles that connect to the themes.



School ELA or Building funds

For titles that individual schools or teachers choose to use.*

**Always with principal approval and parent permission.*

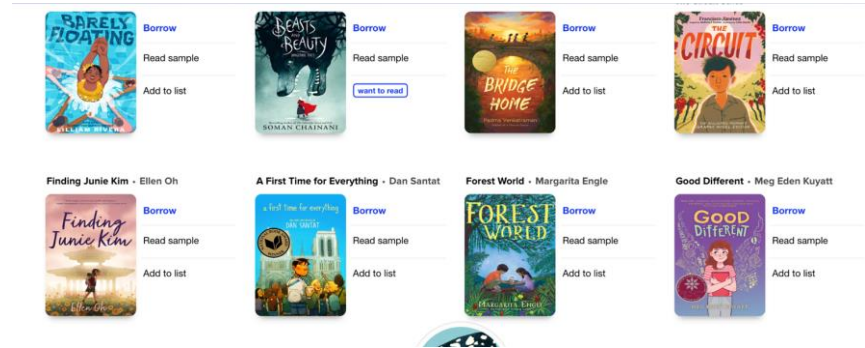
Best Practice for Encouraging Voice and Choice

1

Give lesson to students on how to select a title (*Includes ability to sort & filter based on interest level, Lexile Level, genre, etc...*).

2

Choose a text that connects to the THEME rather than having the whole class to read the same book.



CDE Prepared Graduates in Reading, Writing, & Communicating

- ★ Read a wide range of **literary** texts to build knowledge and to better understand the human experience.
- ★ Read a wide range of **informational** texts to build knowledge and to better understand the human experience.



SVVSD Text Selection: Guidelines for Evaluation

Theme & Essential Questions

- Aligned with unit
- Content deepens students' understanding of theme and/or essential question

Content

- Appropriate for typical student in the intended grade
- Opportunity for students to examine their or other points of view and experiences in new or more complex ways

Length

- Reasonably read within the intended timeframe

Use of Language

- Language provides adequate opportunity for typical grade-level student to complete rhetorical analysis, make meaning based on text & context, and analyze multiple ways of communicating

Age Appropriateness

- Content & complexity of text aligns with development of typical students within intended grade level

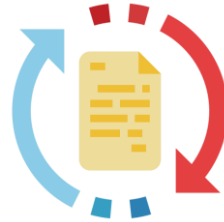
SVVSD School Library Curation Guidelines

- ❖ **Support and enrich the curriculum** and/or build an inclusive collection representative of local communities and the world at large.
- ❖ **Meet high standards** in literary, artistic, and aesthetic quality; technical aspects; and physical format
- ❖ **Be appropriate** for the subject area and for the age, emotional development, ability level, learning styles, and social, emotional, and intellectual development of the students for whom the materials are selected
- ❖ **Incorporate accurate and authentic factual content** from authoritative sources
- ❖ **Earn favorable reviews in standard reviewing sources** and/or favorable recommendations based on preview and examination of materials by professional personnel.
- ❖ **Ability to engage students**, facilitate student agency, and motivate reading
- ❖ **Represent differing viewpoints** on controversial issues
- ❖ **Cultural responsiveness:** materials that authentically represent the many cultures, religions, sexual orientations, and gender and ethnic groups that comprise our school community and society
- ❖ **Include a variety of resources in physical and virtual formats** including print and non-print such as electronic and multimedia (including subscription databases and other online products, e-books, educational games, and other forms of emerging technologies)
- ❖ **Demonstrate physical format, appearance, and durability** suitable to their intended use
- ❖ **Balance cost** with the need

Results + Next Steps



Graduation
rates



Extended Text
refresh cycle



Building a culture
of reading