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**Figure 6.1.** Lesson plan focused on the question “Who am I as a (digital) reader?”

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**“Who am I as a digital reader?”****Standards**

- CCSS.ELA–Literacy.CCRA.R.7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- CCSS.ELA–Literacy.CCRA.R.10. Read and comprehend complex literary and informational texts independently and proficiently.

**Rationale**

To read and comprehend various kinds of texts (R.10), which include texts of diverse media (R.7), students must understand the nature of texts and consider how reading on devices differs from reading in print forms. This kind of understanding is best developed through reflection on practice, and this introduction to “What is reading?” begins with such reflection before turning to critical examination of various kinds of texts in order to compare and contrast print and digital reading.

**Goals**

- Students will compare and contrast print and digital texts and the reading processes associated with those texts.
- Students will reflect on their own reading practices and abilities, identifying strengths and weaknesses in both print and digital reading.

**Formative Assessment**

- Students will develop their own “digital reading goals” for academic and personal reading. See the suggested chart outline for this assessment below.

**Materials**

- Digital Reading Survey
- Computers or e–devices (if doing the survey in class)
- Student notebooks/paper/e–devices for reflective writing

**Lesson Plan**

Before the lesson, create a copy of the Digital Reading Survey (instructions for doing so are on our wiki: <https://connectedreading.wikispaces.com>).

1. Writing prompt/opening discussion. Ask students to think through the ways they read each day—any time they must make meaning from words. A prompt could be:

From the moment we wake up until our heads hit the pillow again at night, our lives are full of reading. Think of as many times and places during the day that you read as you can. That is, quite literally, when must you make meaning from words from notes, status updates, signs, books, websites, or other sources? For each one, describe how this kind of reading helps you through your day.
2. Transition to the customized Digital Reading Survey. You can share the link on your class webpage. The form will aggregate the responses for the class. (The survey can be completed in class simultaneously or for home-work individually.)
3. After completing the survey (or at the beginning of the class discussion), students write a brief reflection focused on “what I realized about myself as a reader as I answered the survey questions.” Compare this reflection to their initial writing. What was the same? What was different? What was surprising?

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**Figure 6.1.** Continued

4. Share the aggregate survey data with the class. (You can share visually via electronic display but might also verbally read the results to the class. Alternatively, you can ask students to read the results individually. See our screencast on the Connected Reading wiki for instructions.) As they are reviewing the results, students individually write down two things they find interesting about the data.
5. In small groups, the students share their points of interest and discuss what the data might *mean*. What does this say about me as a reader compared to my friends? What does it say about us overall as readers?
6. Each group shares one interpretation of the data with the class and provides a brief summary of the small-group conversation about that interpretation. After all groups have shared, facilitate a large-group conversation about what the students have discovered about themselves as readers, as well as the group as readers. This conversation might also focus on individual questions or sections in the survey. For example, you might choose to focus on how students answered the “out of school” reading questions in order to promote reflection and sharing of individual practices, or you might choose to focus on the “inside of school” questions to hone in on strategies for reading academically.
7. Students write “digital reading goals” for themselves. They might organize these goals in terms of “reading for school” and “reading for me.” One possible format for writing the goals could look like this:

<b>My Digital Reading Goals</b>	<b>Personal Goals</b>	<b>Academic Goals</b>
When reading on the Web,	I will . . .	I will . . .
When reading digital books,	I will . . .	I will . . .
When reading on social networks,	I will . . .	I will . . .

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