IURN

Inclusive literacies with digital bookmaking in Primary and Grade 1

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Research Team

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Setting the context

- School-University Partnership
  - 3 inservice teachers
  - 3 preservice teachers
  - university professor
- 55 student participants
- Primary and Grade 1
- Rural schools
- 2nd year of study
- IURN grant

Conceptual Framework

- Culturally relevant and responsive practices

- Inclusive literacies

- Multimodal texts using digital technologies

- Teachers' knowledge

- Teacher learning
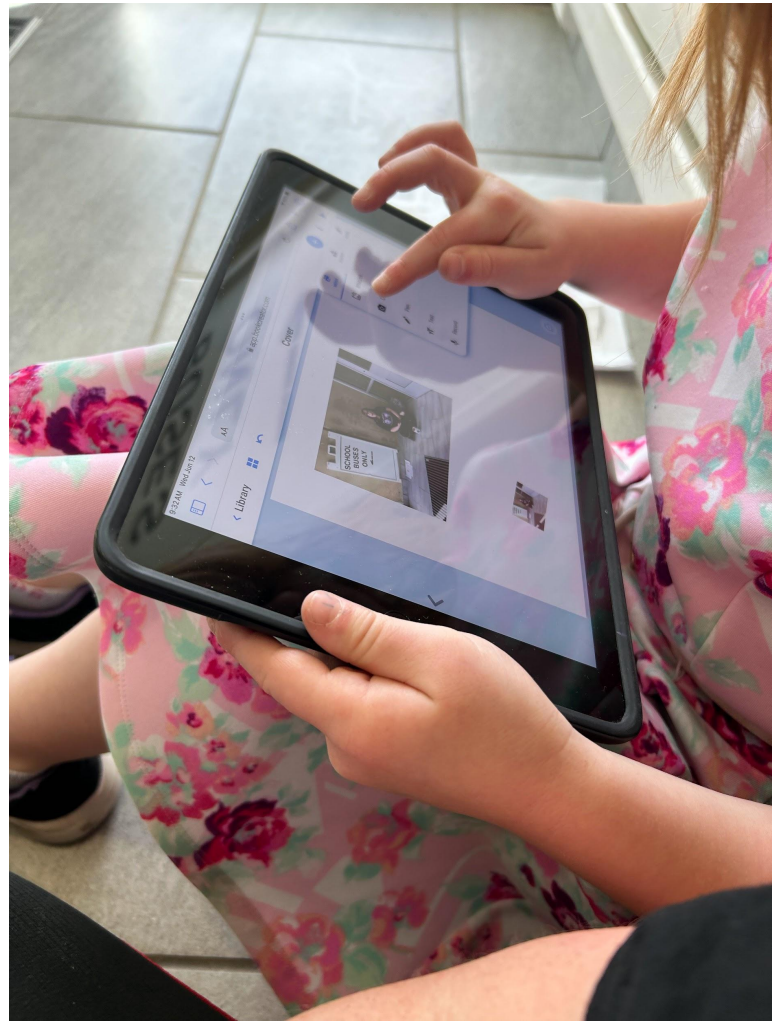
Research Design

- Collaborative Action Research

- Collective inquiry focus

- Embedded in practice

- Data focused

Research Questions

1. How do teachers enact culturally relevant and responsive literacy practices in rural schools?

2. What multimodal meaning making processes do students engage during digital bookmaking?

3. How might digital technologies foster culturally responsive practices for diversity and equity within inclusive literacy learning environments?

Data Generation

Data Collection Tools

- ❏ Teacher Interviews
- ❏ Student Interviews
- ❏ Focus Groups
- ❏ Observations
- ❏ Field notes
- ❏ Photos
- ❏ Videos
- ❏ Artifacts
- ❏ Texts
- ❏ Checklists

Classroom Observations	61 hours
Individual Interviews #1 (reading nonfiction text)	55 students
Focus Groups #1 (reading nonfiction text)	16 groups
Individual Interviews #2 (writing nonfiction text)	55 students
Focus Groups #2 (writing nonfiction text)	14 groups

2024 Checklists

Reading and Viewing Indicator Checklist (Primary)

Student Names	Understands connection between picture(s)/word(s)	Makes personal connections	Discusses why text is interesting to them	Talks about character identity or information (in non-fiction)	Discuss wonderings and/or ask questions	Follows print with finger up to lvl. C or at point of solving

Writing and Representing (Primary) Observation Checklist

Student Names	Begins to label drawings/pictures in digital text	Begins to understand connection between pictures/drawings	Begins to make decisions about word choice	Begins to identify different forms of digital writing appropriate for purpose/audience	Writes from left to right, top to bottom	Uses spaces between words	Begins using punctuation	Begins using capital letters

Reading and Viewing (Grade 1)

Observation Checklist

Classroom Teacher:

Date:

Student Name:	Makes Personal Connections	Talks about Information in Texts	Distinguishes between Fiction and Non-Fiction in Print and Digital Texts	Uses Some Text Features	Uses Beginning Consonants to Word Solve	Uses Ending Consonants to Word Solve	Uses Known Word Parts to Word Solve

Writing and Representing (Grade 1)

Observation Checklist

Classroom Teacher:

Date:

Student Name:	Uses Environmental Print to Check High Frequency Words	Uses Spacing between Words	Uses Capital Letters at the Beginning of Sentences and When Spelling the Letter "I"	Uses End Punctuation Consistently	Writes from Left to Right and from Top to Bottom in Print	Creates Print and Digital Text with a Beginning, Middle, and End	Experiments with Word Choice	Adds Relevant Details	Talks about the Ideas they Plan to Write about	Uses Tools and Materials to Convey Meaning

Updated Checklists (2025)

Writing and Representing (Primary) Observation Checklist

Student Names	Begins to label drawings/pictures in digital text	Begins to understand connection between pictures/drawings	Begins to make decisions about word choice	Begins to identify different forms of digital writing appropriate for purpose/audience	Writes from left to right, top to bottom	Uses spaces between words	Begins using punctuation	Begins using capital letters

Writing and Representing Indicator Checklist (Grade 1)

Student Names	Uses Environmental Print to Check High Frequency Words;Common Grapheme-Phoneme Correspondences	Uses Spacing between Words and Writes from Left to Right and From Top to Bottom	Uses Capitalization and Punctuation Appropriately	Engages in Revision and Editing Texts	Creates Print and Digital Text with a Beginning, Middle, and End	Experiments with Elements of Style and Adds Relevant Details	Uses Various Strategies to Generate Ideas Orally and in Writing	Uses Oral and Non-Verbal Communication Strategies	Uses Media and Tools to Publish Texts

Reading and Viewing Indicator Checklist (Primary)

| Student Names	Understands connection between picture(s)/word(s)	Makes personal connections	Discusses why text is interesting to them	Talks about character identity or information (in non-fiction)	Discuss wonderings and/or ask questions	Follows print with finger up to lvl. C or at point of solving

Reading and Viewing Indicator Checklist (Grade 1)

Student Names	Makes Personal Connections	Talks about Information in Texts	Uses Knowledge of Text Features, Structures, and Styles to Distinguish Between Different Genres of Texts	Student Demonstrates Phonemic Awareness	Reads with Fluency, Accuracy, and Appropriate Pacing	Uses Known Word Parts to Word Solve

1

How do teachers enact culturally relevant and responsive literacy practices in rural schools?

open entry point

I liv in canada

Brs clm tes
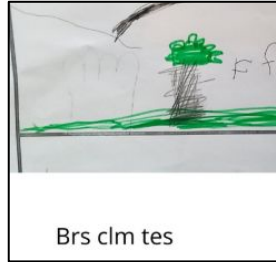
accessible for EAL students

Rabbit Have strong in back legs.

Helping dogs we say rescue dogs. But another one of name is working dogs.
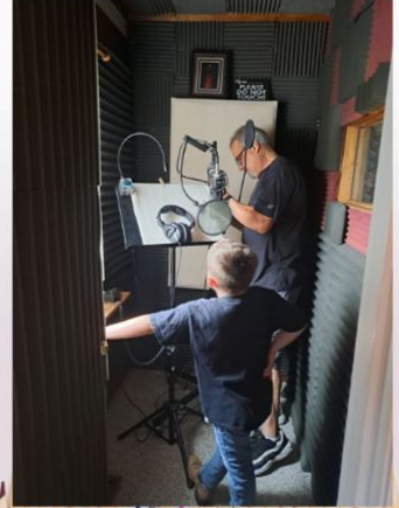
India is fun.

India is home.

open-ended writing process

🐱	Ivory	😊 Author	
🐸	Ivy	😊 Author	+1
😄	Jasleen	😊 Author	
🐯	Juney	😊 Author	
🦁	Karter	😊 Author	
🙂	Leah	😊 Author	
L	Liam	😊 Author	

9

identity and voice

I like soccer you can tackle but you well get sub of and you will get a red card 🟥⚽ ⚽⚽! *it won't be worth it. You will not play a match again.*

I play soccer every single day.

Lions eat meat did you no that ?Females do the hunting

Lions are Good hunters roooooooooooooooooooooor

supportive for attention needs

Soccer By Liam

I play soccer every single day.

Soccer
by Ezra

Cover

I am good at soccer.

supportive for self-regulation and SEL

Reghan: So, what made you want to choose Mrs. Barr as your cover photo?

Student #19: Cause she makes me feel better.

ILove Mrs Barr ILove her and like her too

I stayed at home on Monday. Blake was very good and HAPPY. 😊

We grow peas.

We have an incubator.

Experiences

Carson
Sings in
Nashville

By
Carson

I recorded a song in a studio.
It was awesome. Folsom Prison Blues was the song.

I went to the Ryman. It was very fun because we got to run around.

I love Nashville.

Special Items and Family Traditions

I will also hug my stuffies even when I grow up.

The barbies are fun. I love to dress them up.

I put them in bed. They had water before they went to bed.

My birthday has balloons. The balloons are colorful.

Provided Experiences

Glow in the Dark Day
By Mrs. Hollis's Class 2024

At The Library

Play Time At School
By Ryley

Math stations
By Ryley and Avery

In The Music Room.
By Josie and Carson

Our School Playground

Pride of an author

All bit my family By E M B Y

My brother is sisle.
Rele sisle.

My sister is happy.
Rele happy.

My baby is wild.

My name is ▢▢ I live on ▢▢ Road in ▢▢ . I have a little sister and a big sister and a little brother.
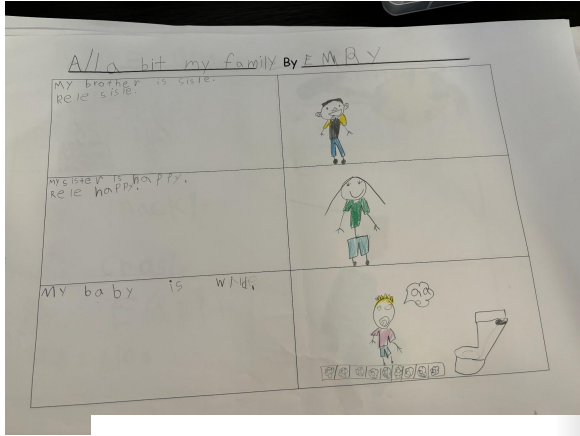
june 12, 2024.

Mom had her baby.
My baby is 2 years old.
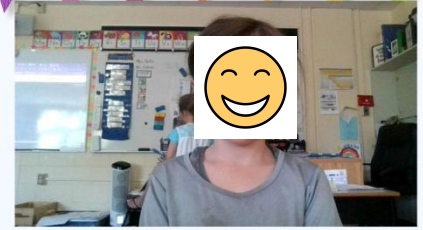
The book creation process allows me to:

- **Customize instruction** to fit individual or group needs (tailor instruction effectively).

- **Adapt and respond in real time** to how students are progressing or struggling (be responsive).

- **Make informed decisions** about which strategies, texts, or assessments to use in literacy instruction.
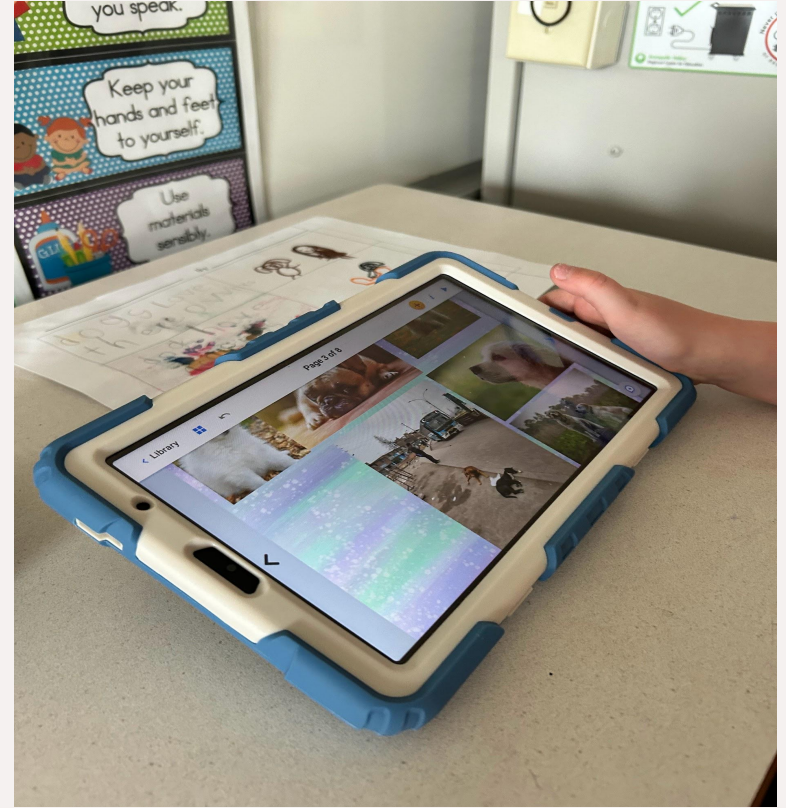
Voice and Choice

Planning Page
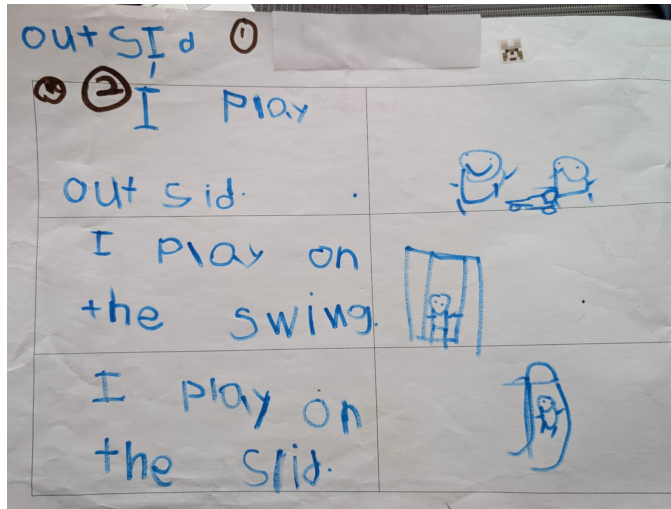
Book Making in Action

Meaningful Engagement with Literacy

Planning Page
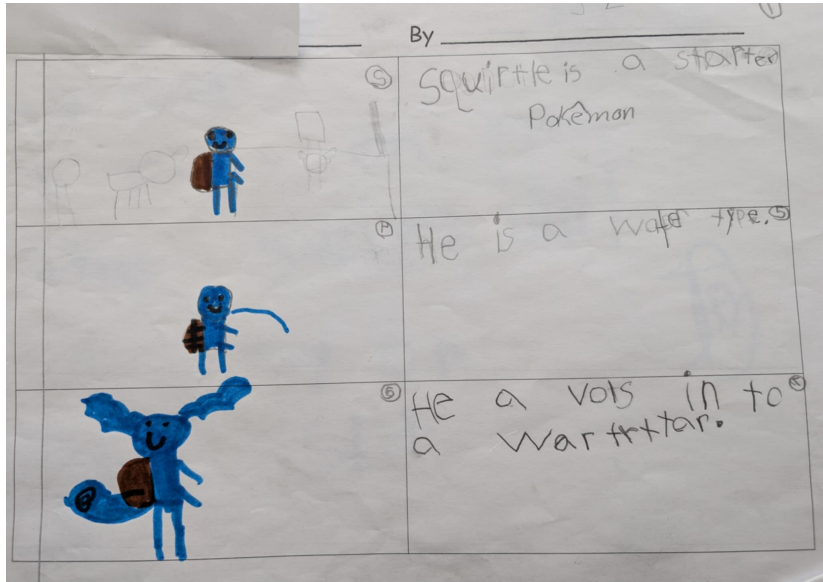
Digital Book
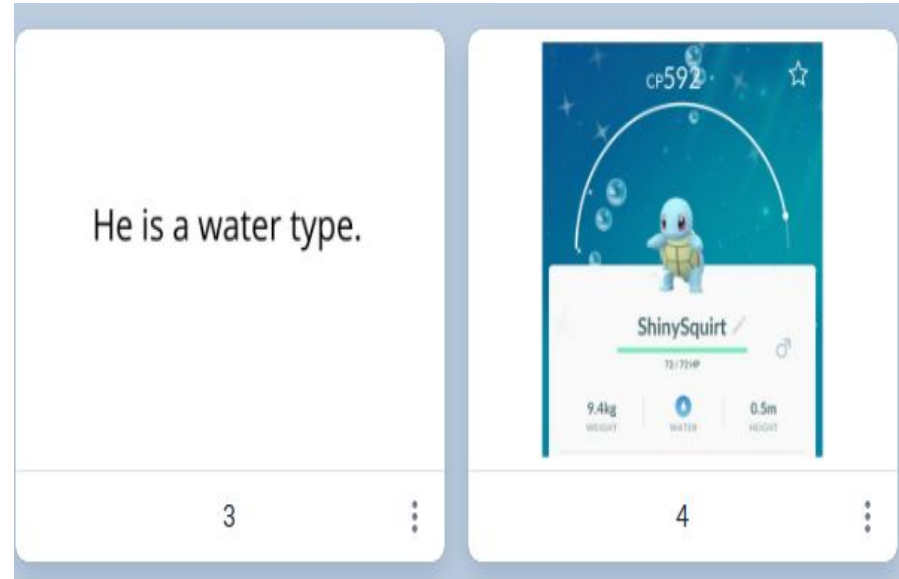
2

What multimodal meaning making processes do students engage during digital bookmaking?

Combined Modes:

Linguistic

Spatial

Visual

Gestural

Aural

(Making)

In the gym we play freeze tag.

We build with magnets. We like them because we make houses with magnets.

Setting the Stage

They are fantastic. I like to play secret hide out with them.

Shopkins

Shopcins.   By E_____

Shopcins are my fafit.
I play with them
medings

they are fantasch.
I like toplay secrit hidaot

they are kafl.
I like Kanbose
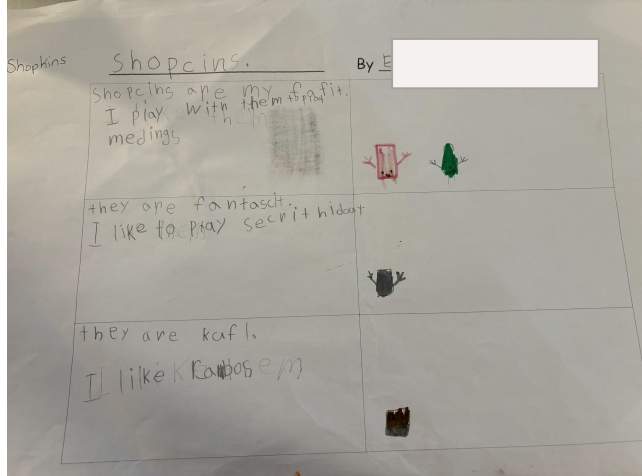
Building Story

I can
build
houses.

combine modes to communicate

We use tools.
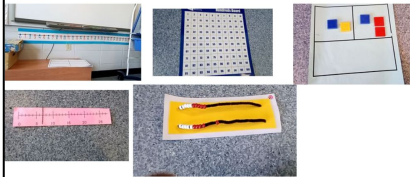
This is the black piece. It catches the balls in its holder. You can put them in a row on the bottom because then it is hard for the balls to get through the black pieces.

Vet Play Centre

You can help the pets feel better.

You can give them medicine or give them a cast.

Music.

fluidity

I got a new baby brother. He was four weeks old on Monday. He is very loud when he cries...

May 22

He is one month old now. His name is Blake. Here is his new room .
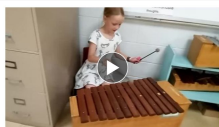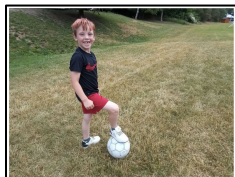
We have baby chick's in our class room.

Some of them left. Today all of them left to day.

I like the Chicks. We all love them! ...

Now all of them left.

growth in indicators

Frogs have big eyes and they have red eyes

Frogs have 3 toses on one hand

Frogs have four toses on the back feet

Frogs have ears

Frogs can be in different sizes and different colours
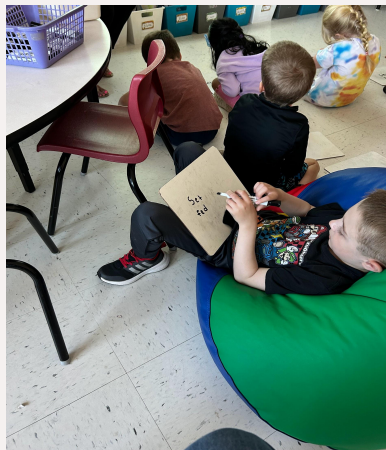
Frogs like to eat bugs

This is the less popular piece in most tracks. It is the red one. You put it between two purple pieces like gears because when one ball goes through one of them it switches the other one too.

Soccer rules.
• don't using hand
• don't get other peoples shirts
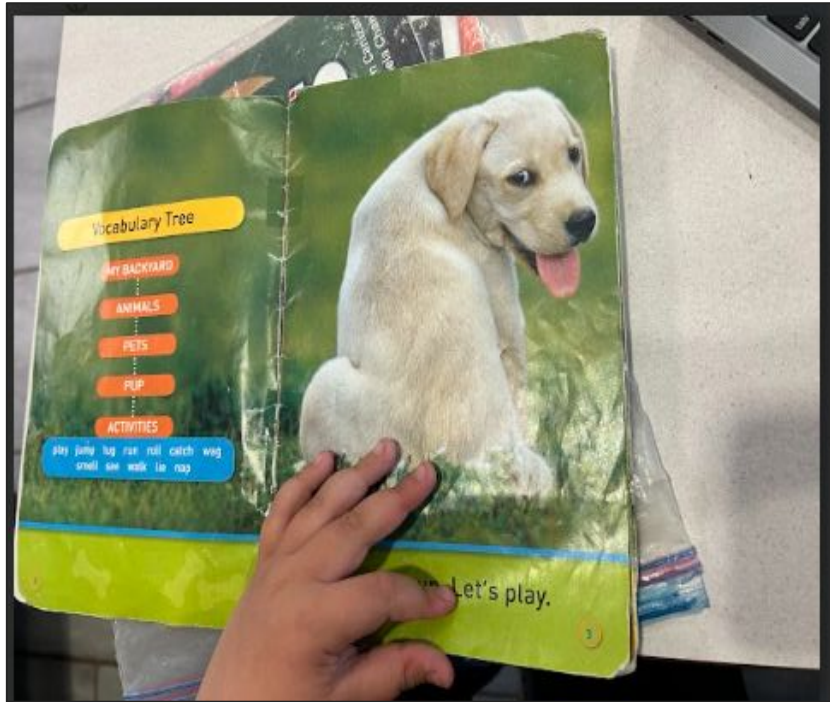• do not push
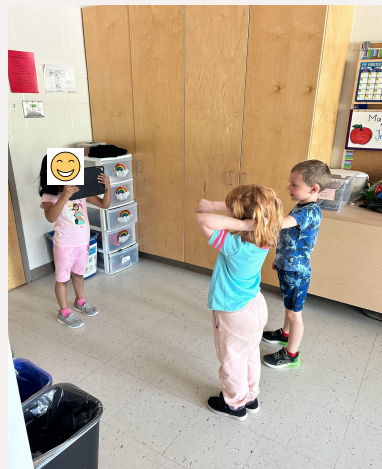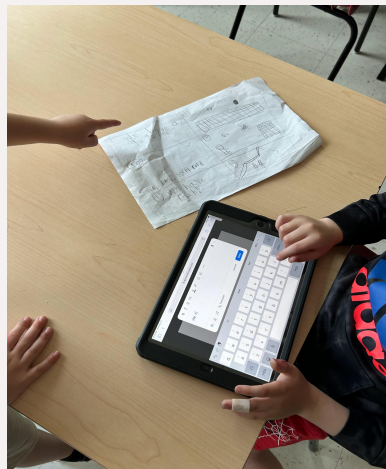
We can make a maze for the Bee Bot.

8

9

in scool we have clasmas.

We hlbf Aloe wan thcr eB hrt
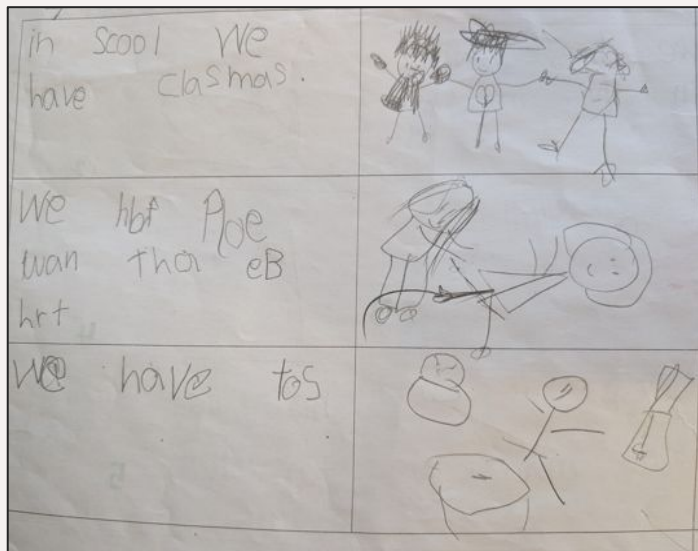
We have tos

We help people when they are hurt.

We have toys.

Making Text-to-Text Connections

bees flue a rudd

a bee wilsin stin you if you bothr dum
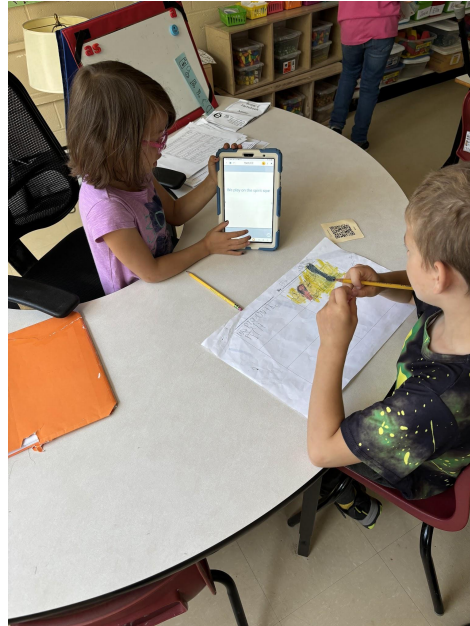
a bee will noti sin you if you botr

Bees fly around.

A bee will sting you if you bother it.

3

How might digital technologies foster culturally responsive practices for diversity and equity within inclusive literacy learning environments?
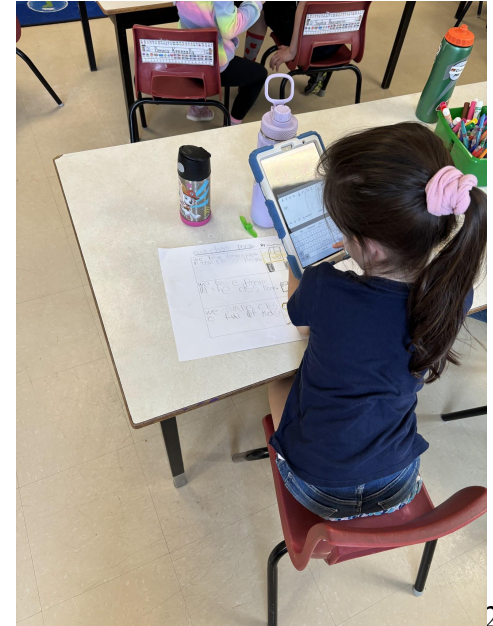
Global Competencies

Critical Thinking
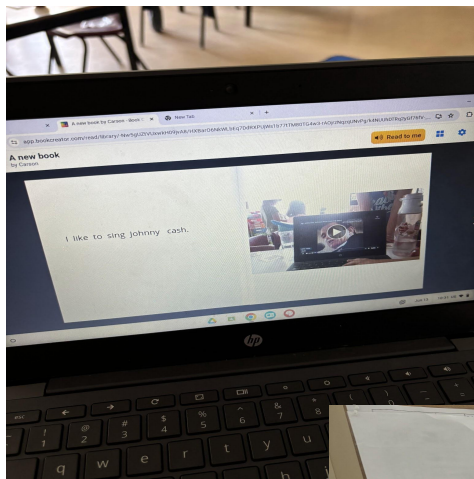Problem Solving

- Collaboration
- Risk Taking
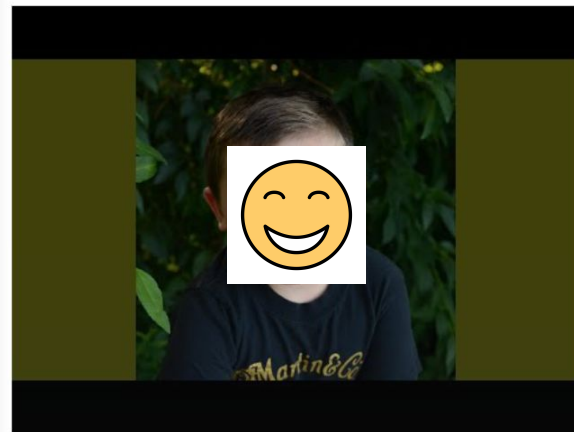
- Citizenship
- Confidence Building

Editing Together

Exploration and Innovation
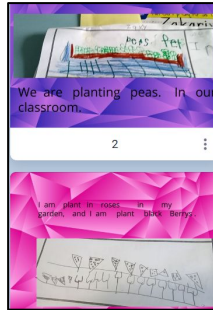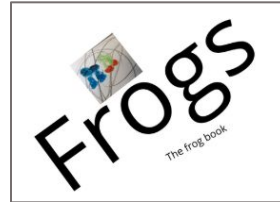
I like to sing Johnny cash.

engagement

Emotions

Our class book
by Maddie

We are planting peas. In our classroom.

2

I am plant in roses in my garden, and I am plant black Berrys.

enact agency

make decisions

Frogs

The frog book

problem solve

take risks

Thanks you!

Questions?

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Sources

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