Summer 2017

Reader Response Blogging Curriculum Guide To Support Digital Literacies And 21st Century Skills With 2nd Grade Students

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Reader Response Blogging Curriculum Guide to Support Digital Literacies and 21st Century

Skills with 2nd Grade Students

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A capstone project submitted in partial fulfillment of the
requirements for the degree of Master of Arts in Literacy.

Hamline University

Saint Paul, Minnesota

August, 2017

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Dedication

Mom, Dad, Jordan

Thank you for always being my biggest support system when following my dreams.

Matthew

You have always been my #1 fan! Thank you for putting up with "my crazy".

Jon, Kelly, Ellen

Thank you for all the support throughout this journey. You have created in me a better writer and stronger learner.

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Chapter One

Introduction

In my experience, technology has created a shift in our society over the last two decades. School districts are taking notice and beginning to change their mindsets when it comes to using technology in the classroom. Technology is not purely for teacher led instruction anymore but is moving towards getting technology directly into students' hands. Districts are beginning to implement 1-to-1 iPad initiatives as early as elementary school. They are purchasing Chromebooks, iPad carts, Tablet carts, and other personal technologies for their students' individual use. This technology begins to transform classroom instruction that affects student learning. One shift is the idea of digital literacies and the ability to be literate when using technology.

The district I have been working in has been heading in this direction for the last couple years. Students in eighth grade receive an iPad that will follow them throughout their education in the district. Elementary schools in the district have multiple iPad carts and Chromebook carts per building for teachers to use in their classrooms. These individual technological devices provide an opportunity to teach 21st century skills and personalize learning for each student. This led me to my research question: *How can a reader response blogging curriculum guide support digital literacy and 21st century skills with 2nd grade students?*

Background

Being a teacher was always my dream job. If you had asked my 5-year-old self what I wanted to be when I grew up, my answer would have been teacher. I loved school and I wanted to be in it forever. That answer was consistent throughout my entire adolescence and into my young adult life. I went to college with aspirations of graduating in four years and getting my

own classroom as an elementary teacher right after. I had a passion for working with kids and learning. The idea of being a teacher meant I could work with kids and at the same time always learn something new.

I got my dream job before I graduated from college, just as I had planned. I was going to be teaching 2nd grade in a well-known district. I was overjoyed that I was going to be a teacher with my own classroom filled with eager students. I worked hard to become comfortable with the curriculum and all the district policies. What I did not realize was how hard it was going to be to teach a group of students with all different backgrounds, challenges, and strengths, while making sure they all met district expectations. I felt like I was just treading water for the first two years of my career. I did not feel prepared in my education to teach my students what they needed. As a teacher, I needed more education on best practices for instruction. I decided to go back to school and work towards my Master's Degree in Literacy. I felt that my weakest area of instruction was in literacy and making sure I was personalizing my instruction to support my students in their reading and writing.

As I settled into my third year of teaching, I was ready. I was starting my graduate program and I felt that I was going to be equipped for anything. I had a bright, talented, curious group of 2nd graders. I just had a feeling that this year was going to be a great year. This feeling however, began to dwindle as I found out of some changes that would be happening in the district for the coming school year.

Changes in the Classroom

In my third year as a teacher some changes were being made within the district on how to provide reading intervention. Cuts in the budget caused losses in the reading intervention program starting with the reading teachers. Each school would only be provided with one

reading teacher and they would only work with K-2nd grade students. At first, I didn't think this directly affected me. My students would still receive services if they qualified and would be pulled at some point in the day for reading intervention. However, I was wrong. This did directly affect my students and me.

In my classroom I had eight students who qualified for reading intervention. This meant I would have two 30-minute blocks of time where three to five students would be leaving the classroom for reading intervention support. Teachers were told by the district that we could not teach core curriculum when these students were out of the classroom. This meant I was losing an hour of instructional curriculum time every day in the classroom. I was stumped and distraught over the idea of fitting in the entire curriculum I was required to teach in my shortened day. With little to no support from the district I started to look to technology as a resource for instruction.

At first, technology was a great time filler. When my groups had to leave for reading intervention, the iPads provided apps that would be educational but also not directly curriculum instruction. I began using reading and math apps for students to work on their independent reading skills and math facts. They were working on their skills while I was not teaching curriculum. In the beginning, this worked. The students loved the choice they were provided during this time and they loved being on the iPads. It was quiet, independent work, but I found myself thinking this was a waste of time. There had to be a better way to use the technology to meet my students where they were in their education to challenge and support them. With technology at my disposal, I wanted to prepare my students for their futures by integrating technology into the curriculum.

Luck was on my side as I started a new graduate class called "New Literacies." The class was all about the new literacies in education with the implementation of technology. The focus was on how to teach students about these new literacies and what resources were out there to support this learning. One of our assigned articles was about blogging in the classroom. It was like a light bulb went off as I began to envision using blogging in my classroom with my 2nd graders. I instantly went online and found an educational blogging website for teachers to use to create a blog with students. I jumped right in without even reading about the website and began setting up a classroom blog.

I created a book blog for my class. It was a place they could write about books they loved and wanted to share with their classmates. They could post comments and ask questions on each other's blog postings during school or at home. The kids loved it! They could not wait for blogging time to write about books they were reading or write posts back to their classmates. Blogging also became a great choice activity during our extended learning time when the reading intervention students were being pulled from the classroom. Blogging became a great talking tool between students and their peers. They were having book talks through the use of technology. I even began to see students checking out books their peers were reading because they were curious about the book after reading a blog post. The conversations about books were authentic and felt like multiple book clubs happening within our classroom walls.

Conclusion

Although, this all began as an activity to be used in the classroom during choice instructional time, when I could not be teaching curriculum, I felt it could become more. The motivation blogging created in my classroom for books was uplifting. With technology readily available to use in the classroom, blogging could become part of my literacy instruction. I

wanted all of my students to receive the opportunity to work with digital literacies and technology, including my intervention readers. My experiences and desires to prepare students for the future have driven me to create my own curriculum to enhance my literacy instruction through blogging.

Combining the research and my professional experience with blogging I will be addressing the question: *How can a reader response blogging curriculum guide support digital literacy and 21st century skills with 2nd grade students?* Continuing on to chapter two in this capstone project, I will provide a literature review on digital literacy, 21st century skills, self-directed learning, reader response theory, and blogging. Chapter three will focus on the curriculum development created based on the literature reviewed in chapter two. I will describe the how the curriculum will be implemented and evaluated. Then chapter four will contain the curriculum I have developed, including lesson plans and evaluation of the curriculum. I will describe limitations and future recommendations concerning my curriculum.

Chapter Two

Literature Review

Introduction

In chapter one of this capstone project, I outlined my past experiences in education and

the changes happening in the district that led to changes in classroom instruction. In my third

year of teaching, the district provided iPad carts to be used per grade level. With technology

readily available, the integration of technology in the classroom created the desire to find a way

to use technology to support instruction and provide students with 21st century skills. These

individual technological devices provide an opportunity to teach 21st century skills and

personalize learning for each student. The creation of a classroom blog to support students in

conversations about literacy led to the research question: *How can a reader response blogging*

curriculum guide support digital literacy and 21st century skills with 2nd grade students?

In this Literature Review, the first section will be discussing the research behind

instruction of 21st century skills in the classroom. Collaboration, critical thinking, creativity, and

communication are the four essential components of 21st century skills. Preparing students for

the future happens through the instruction of 21st century skills. Blogging is a means of

collaboration, communication, creativity, and critical thinking for students through the use of

technology. Next, the Literature Review will discuss the idea of self-directed learning. Self-

directed learning provides motivation for student learning through the use of choice,

independence, and authentic learning experiences. Then, the research on the practice and theory

of using reader responses in the classroom will be discussed. Reader response theory states that

students are able to interact with their texts to further their learning in authentic ways. Blogging

provides an outlet for students to communicate their feelings, reactions, and learning alongside a

text. In the next section, digital literacy will be defined. Digital literacy is becoming a necessity

in the classrooms as technology changes. Blogging is a digital tool to support digital literacy in

the classroom. Lastly, the definition and research centered on blogging in the classroom will be

examined and how blogging coincides with the research behind instruction of 21st century skills

in the classroom, self-directed learning, and reader response.

The Literature Review helps answer the question: *How can a reader response blogging*

curriculum guide support digital literacy and 21st century skills with 2nd grade students?

Twenty-First Century Skills

Twenty-first century skills are defined as skills that students need to prepare themselves

for their future. Becoming a successful citizen in our society today requires a new set of skills.

Students need be instructed throughout their education in the four areas of 21st century skills.

These areas are: communication, critical thinking, creativity, and collaboration (Abbott, 2014).

Twenty-first century skills should be integrated throughout all subject areas. The Partnership for

the 21st Century Learning (2009) states that, "There remains however, a profound gap between

the knowledge and skills most students learn in school and the knowledge and skills they need in

typical 21st century communities and workplaces" (Buchanan, Harlan, & Bruce, 2016, p. 1). As

21st century skills become more and more important in the workplace, students should be

receiving instruction in the skills and knowledge they need to be successful in their futures.

Digital tools, such as blogging, require "new social practices, skills, strategies, and dispositions

for the tool's effective use" (Dennis, Holmes, & Smith, 2015, p. 197). Blogging provides an

opportunity to instruct and model 21st century skills in the classroom. The four areas of 21st

century skills being discussed in this literature review are considered learning and innovative

skills, or the four C's. These four skills are defined to support students as they prepare for the

complex life and work environments (Partnership for 21st-Century Skills, 2009). The four C's

of 21st century skills will be furthered discussed by breaking them down into four separate

sections.

Collaboration. As students move out into the workforce, they are faced with distinctive

social and academic requirements. Collaboration is one of the desired skills in the workplace.

Students' are receiving more pressure to collaborate and generate new ideas and projects like

never before (Fontichiaro, 2009). Within collaboration, there are three identified types of

learning behaviors: competitive, individualistic, and cooperative. These three learning behaviors

attribute to the students' interest in their own work and others (Plucker, Kennedy, & Dilley,

2009). The ability to effectively collaborate with others is a desired skill for life and career

success.

Educators can no longer assume students will learn collaboration skills on their own and

competence will come naturally (Plucker et al., 2009). During elementary school, it becomes

pertinent to model and instruct students on the ability to work in a social learning environment.

Successful groups of students show character traits such as respect, compromise, and

responsibility (Fontichiaro, 2009). Educators cannot expect students to come to school sharing

similar definitions of these desired character traits and need to model how these skills work in

the classroom. Discussions surrounding collaboration and modeling how a successful group

looks like will support students in their understanding. The ability to collaborate stems from

good communication skills.

Communication. Communication comes in many forms such as written, spoken, virtual,

art, and communication technology. With the rapid advancement of technology across the world

through the Internet**, c**ommunication skills have changed drastically in our society. Along with

these changes, comes the need for skills set in social responsibility, decision-making, and social awareness (Geislinger, 2016). Students need to be able to "decipher meaning, articulate thoughts and ideas, communicate in diverse environments, and use multiple media and technologies" (Partnership for 21st-Century Skills, 2009, p.1).

The concept of Computer-Mediated Communication, or CMC, examines the changes in communication with the growth of new technologies. CMC defines communication between people and computers as compared to face-to-face interaction (Plucker, Fishlock, Dilley, 2009). Some examples of CMC are Facebook, Blogs, Twitter, texts, and emails. Communicating behind a device requires a different set of communication skills then face-to-face conversations. Modeling and direct instruction can support CMC communication skills (Plucker et al., 2009). Critical thinking skills overlap in the area of communication when thinking about CMC. Students must think critically about the types of communication they are promoting when using communication on digital tools.

Critical thinking. Critical thinking plays a large role in how collaboration and communication play into our daily lives. Newell and Simon (1961) created the information-processing theory of cognition. This theory rose as computer usage grew. The theory states that the human mind solves problems by breaking down parts and applying strategies to address those problems (as cited in Dilley, Kaufman, Kennedy, & Plucker, 2009). Later, another theorist Sternberg (1986) proposed a three-part taxonomy of critical thinking (as cited in Dilley et al., 2009). These three parts consisted of metacomponents, performance components, and knowledge-acquisition components. Metacomponents is the process of solving a problem based on cognitive evaluation. Examples of performance components are: lower level thought processes such as reading, reasoning, and visualization. Knowledge-acquisition is the process of

selective attention on what is of most importance. In summary, these three components are the core aspects of critical thinking (Dilley et al., 2009).

As mentioned in the sections on collaboration and communication, new technologies have shaped how critical thinking is defined. The Partnership for 21st-Century Skills (2009) has divided the skill of critical thinking into four sections. The first section is the ability to reason effectively. Students should be able to use many different types of reason when applied to different situations. Second, students should be able to analyze parts of whole. Third, students should be able to analyze and evaluate different viewpoints, reflect on learning experiences, make connections, and draw conclusions. Last, students should be able to solve problems conventionally and innovatively by asking clarifying questions and looking at different points of view to come to a solution (Partnership for 21st-Century Skills, 2009).

Creativity. According to The Partnership for 21st-Century Skills (2009) there are two parts to creativity. The first part of the 21st century skill is thinking creatively. A student should be able to brainstorm a range of ideas, create new ideas, and be able to evaluate their own ideas in order to improve efforts. The ability to produce or implement a new idea is becoming a critical attribute when it can lead to increasing the quality of life (Plucker, Kaufman, & Beghetto, 2009). Plucker, et al. (2009) stated, "The ability to innovate alone and in groups, leads to positive outcomes, in the workplace, the playing field, and the family room" (p.1).

The second part of creativity is the idea of working creatively with others. Creativity may be a solitary activity or a group activity. The desired skills are to be able to communicate new ideas with others, be open minded to different perspectives, and understand failure is an opportunity to learn and work together to create a new innovative success (Partnership for 21st-Century Skills, 2009).

These four areas of 21st century skills come together to prepare students for their futures. As previously stated, all four areas blend and support each other in creating a well-rounded student and future citizen. Alongside the four areas of 21st century skills is the idea of self-directed learning. The following section will examine the research behind self-directed learning and what it looks like in the classroom.

Self-Directed Learning

Although self-directed learning is not a new concept, it has become a "hot topic" in the area of education. The desire for instruction that provides students with choice, ownership, and authentic learning experiences provides motivation for children in their learning. Self-directed learners gain new skills, knowledge, and attitudes towards their work performance (Lowry, 1989). With the ideals of 21st century skills in mind, the connection between the two models is noticeable.

Definition. Knowles defined self-directed learning as, "a process in which individuals take the initiative, with or without the help of others, to diagnose their learning needs, formulate learning goals, identify resources for learning, select and implement learning strategies, and evaluate learning outcomes" (as cited in Lowry, 1989, p. 2). The individual is taking the responsibility of their learning to construct something meaningful and worthwhile. Self-directed learning can be broken down into three dimensions. The first dimension is sociological. This first dimension deals with the focus on independent task management. The second dimension, pedagogical, focuses on the application of educational contexts. Finally the third dimension, psychological, is the idea of the cognitive dimension (Garrison, 1997). Combining these three dimensions, Garrison (1997) stated, "self-directed learning is centered around the control of

learning activities, while critically thinking reflected the cognitive aspects of the learning process" (p.21).

   A comprehensive model. The comprehensive model of self-directed learning can be broken down into three parts. Self-management, self-monitoring, and motivation connect together to create self-directed learning (Garrison, 1997).

   Self-management. The first part of the comprehensive model is self-management. This section is concerned with the external learning process, learning goals, and management of support. In self-directed learning, learners should be allowed to choose how they wish to carry out the learning process. The role of the educator is to provide feedback, materials, pacing accommodations, and suggestions along the way (Garrison, 1997). Self-management is not meant to happen in isolation but rather as a collaborative experience. Learners should be collaborating with peers and educators to help construct meaning (Garrison, 1997).

   Self-monitoring. Next, self-monitoring addresses the cognitive and metacognitive process (Garrison, 1997). This portion of the comprehensive model holds the learning strategies and the ability to think about a plan to reach a learning goal or task. The learner is responsible of their critical reflecting, construction of meaning, and collaboration (Garrison, 1997). The instructor's responsibility is to support the learner by providing feedback.

   Motivation. Finally, motivation finalizes the comprehensive model of self-directed learning. Motivation plays a significant role in achievement of learning goals. Motivation is a reflection of value and success of the learning goals. A student must have entering motivation to commit to a particular goal as well as task motivation to focus on the learning activities that support the goal (Garrison, 1997). Students are more likely to be motivated in a learning goal if the have entering motivation and task motivation as they move through the activity. Garrison

stated, "If these are worthy aims of education, it is imperative that we create conditions where students become increasingly motivated by authentic interests and desires to construct personal meaning and shared understanding" (p.29).

Application. Cheryl Lowry summarizes main points in facilitating self-directed learning for adults that could be constructed and carried over in the elementary setting. First, create a partnership with the learner and create evaluation criteria. This could be in the form of creating a rubric together with the student. Second, be an advisor to the student instead of an information provider. Third, provide multiple options for evidence of meeting the objectives laid out in the rubric. Fourth, offer examples of expected work. Lastly, create a safe, open, community to promote trust, which in turn will provide better outcomes (Lowry, 1989).

Reader Response Theory

Louise Rosenblatt's transactional theory of reader response is based on the theoretical idea that a reader must be active in the text to support the meaning-making process (Clarke, 2014). Readers create this meaning by developing different relationships with the text through the different perspectives of the reader (Asselin, 2000). Galda (2010) stated, "Predispositions, experiences, beliefs, values, abilities, attitudes, knowledge all contribute to a reader's construction of meaning with a text" (p. 3). Louise Rosenblatt proposed major viewpoints on how readers make meaning through a text. Asselin (2000) states that the key features of Rosenblatt's theory are:

1) The focus on readers' psychological processes

2) Seeing literature as a means of promoting critical thinking and multiple perspectives.

"She proposed that readers bring a wealth of emotions, experiences and knowledge to a reading that, in turn, provoke associations with the words, images and ideas in the text" (Galda, 2010,

p.1). Together, the reader and the text will collaborate to shape meaning (Galda, 2010).

Rosenblatt's description of how a reader responds to a text is not only created individually, but

also created socially. Multiple perspectives on a common text will be seen between a group of

readers "because of individual feelings, experiences and knowledge " (Asselin, 2000, p.1).

Rosenblatt explained that readers experience text in two ways. First, a reader may read

the text aesthetically. This offers the reader the opportunity to think about text and their world

(Galda, 2010). Reading aesthetically allows the reader to live through experiences alongside the

text (Asselin, 2000). Second, a reader may read the text efferently. Reading the text efferently

offers the reader knowledge gained by reading the text (Galda, 2010). Efferently reading a text is

a way to highlight text and take away information to gain new knowledge (Asselin, 2000).

Usually, aesthetic and efferent reading happens in a continuum. This creates a broader view of

reading and making meaning. Rosenblatt advocated for personal response to happen in education

to provide a stronger connection to literature (Asselin, 2000).

Centered on the reader response theory, students must interact with the text to produce

understanding and meaning (Bowman, 2000). It is found that children who interact with

literature have an advantage in their success academically (Galda, 2010). Reading and

responding to texts provides young readers a more complex literacy understanding (Galda,

2010). Responding to literature provides students with the ability to express feelings and

thoughts that arise during reading. It allows for diversity to be captured as well as facilitate

metacognitive development (Asselin, 2000).

A variety of comprehension strategies are centered on the reader response theory, for

example, making connections, visualizing, inferring, and determining importance (Clarke, 2014).

This has led to the creation of reader's response activities that allow students to be apart of the

"comprehension process" with a text (Clarke, 2014, p.44). Based on Rosenblatt's theory, instructional practices have been created to support student interaction with text such as response journals, book talks, and literature circles. Some form of reader response activity is commonly found in literacy classrooms (Clarke, 2014).

Response journals. When readers respond to a text, they are bringing their feelings, thoughts, ideas, values, and experiences together with the text. Reader response journals are one tool that allow students to interact and reflect with a text and increase comprehension. Students express their ideas, viewpoints, and questions about the text in their journals (Bowman, 2000). Galda (2010) stated, "The effectiveness of the talk and writing are closely tied to what we know about response and stance" (p.4). Within these journals, teachers can model and create different comprehension strategies such as story graphs, story circles, analysis charts, webs or graphic organizers, character continuums, and questions and conclusions (Barton & Sawyer, 2003). These journals become a place for both recording learning experiences and processing their new understandings (Robertson, 2011).

Literacy conversations. Based on Rosenblatt's theory, a group of people reading the same text will hold different understandings based on their background and life experiences and knowledge. This information has led to the practice of joint conversations about texts to construction of meaning (Asselin, 2000). Lucy Calkins believes "that the books that mean the most to us are the ones we discuss with our peers" (as cited in Hudson, 2001, p. 221). Students should be engaged in conversations with their peers every day. Research states that conversations as short as ten minutes a day improved test scores (Allington & Gabriel, 2012). The students are not focusing on recalling or retelling but having a conversation with a peer that requires the student to analyze, comment, and compare what they have read. Some common practices in the

classroom to promote conversations around books are book clubs or literature circles (Asselin, 2000).

Another form of literacy conversation is book talks. Book talks are a short opportunity for students to meet with a partner or small group to discuss a text. One way to approach a book talk is to have the students recommend a book to the class. The student is provided with the opportunity to share with their peers why they liked the book. The speaker may share the main characters, the problem and solution, and setting of the literature text. In nonfiction text, the reader may share main idea, text features, and key learning from the text (Hudson, 2016). The conversations during book talks also provide valuable information on the student's overall comprehension. Hudson (2016) stated, "The student is making meaning of the text in order to share with their peers" (p. 222).

With the addition of more technology in the classroom, screens have replaced journals as a means of communication or response journals. Digital literacy offers educators another option for reader response activities to use in the classroom.

Digital Literacy

Digital literacy means developing the knowledge and skills to use a variety of digital tools for multiple reasons (Clarke, 2014). Digital literacies are not just technological tools. They represent the different ways people can collaborate, create, and communicate to consume and produce knowledge (Manderino & Castek, 2016). Manderino & Castek (2016) stated, "Digital Literacies also can shape the way individuals construct and communicate disciplinary knowledge" (p. 80). These digital tools students are using in the classroom alter what it means to be literate (Hutchison & Woodward, 2014). Students need the skills to "locate, evaluate, utilize, share, and create content using technology" (Clarke, 2014, p. 45). These skills need to be taught

in the classroom setting, as well as students need the opportunity to create meaningful projects with digital tools to prepare them for their future (Hutchison & Woodward, 2014). Digital tools are significant in a literacy classroom. Hutchison and Woodward (2014) stated, "They can support literacy skill development, enhance existing literacy practices, support differentiated learning opportunities, and act as a resource through which students can independently construct new knowledge with guidance from a teacher" (p. 457). Digital tools provide an opportunity for students to interact with reading and writing in a way that represents the world they live in. It gives them more access for creation and communication of ideas (Manderino & Castek, 2016).

As previously mentioned, digital literacy provides tools that offer opportunities for social interaction and collaboration, which in turn provides new learning opportunities and contexts (Hutchison & Colwell, 2014). Digital tools could range from an application on an iPad to using Google slides. Digital tools provide opportunities to collaborate and create information visually. Blogging is an example of a digital literacy tool that provides social interaction and collaboration. It opens a line of communication to a broader audience for students to share their knowledge and understandings (Manderino & Castek, 2016). Blogging allows students to participate in a digital commons where students can communicate ideas and different perspectives, all of which are essential 21st century digital literacy skills (Beach, 2012). Furthermore, the Internet is continuously creating new technologies for literacy such as "search engines, emails, blogs, wikis, instant messenger, and social networking tools" each requiring new set of skills that schools need to prepare their students for (Zawilinski, 2009, p.3). Blogging is an easy way to begin working with these new literacies.

Blogging

A blog is an editable web page where individuals can post entries and respond to entries through the use of technology (Zawilinski, 2009, p.650). These websites allow individuals to create personal web pages using multimedia that are user friendly. These personal web pages can include videos, text, and pictures (Boling, Castek, Zawilinski, Barton, & Nierlich, 2009, p.504).

Blogging and 21st century skills. As previously stated, 21st century skills are defined as skills that students need to prepare themselves for their future (Abbott, 2014). Blogging in the classroom, as a means of reader response, provides an opportunity to integrate all four areas of 21st century skills as well as self directed learning. At the same time, blogging provides the opportunity to align the curriculum with new literacies with the support of the digital tools (Morgan, 2015).

Collaboration. With the large advances in technology, students now have options when collaborating with peers (Plucker et al., 2009). Blogging provides a new 21st century dimension to conversations about literature and student thinking. It broadens the audience for student thinking allowing for collaboration outside of paper pencil discussions (Zawilinski, 2009). Hodgens and McTigue (2014) stated, "Traditionally, students have been asked to complete assignments independently but as industry moves toward globalization, student collaboration is becoming increasingly important" (p. 155). With changes in the world students are expected to work with others and collaborate when working together. Based on Vygotsky's Social Constructivist Theory, students learn through the interaction with others. Blogging allows students to interact by providing areas to respond to their classmates thinking (Morgan, 2015). Students are able to post their thinking on the editable web page to collaborate with their peers. Peers can respond to their classmates' posts opening a line of communication and offering an opportunity to collaborate and build new understandings. Students are given a role and a

responsibility within their blogging community, which in turn provides the student with a sense of belonging (Fontichiaro, 2009).

Blogging also provides an opportunity for home-school collaboration. Viewing privileges can be provided to students' families, allowing them to post responses to their student's blog posts, as well as open the lines of communication at home about the student's learning and what they are reading (Moller & Ferguson, 2015).

Communication. With the support of Internet access and digital tools, online discussions are becoming a more common means of communication for learners (Larson, 2009). Digital tools, such as blogging, can be used for communication skills with classmates. It opens up the opportunity for students to interact with their classmates in ways they typically may not (Forzani & Leu, 2012). Students are able to provide feedback to their peers and teachers through use of multimedia tools. The multimedia tools "facilitate, refine, and extend communication and participation" (O'Byrne & Murrell, 2014).

Blogging allows students to collaboratively communicate their knowledge to their peers, which in turn teaches students to value the importance of different perspectives (Beach, 2012). Book talks are one example of how blogging can be used in a literacy environment. Book talks should be an essential part of instruction in a literacy-focused classroom (Moller & Ferguson, 2015). Larson (2008) states, "Results of early studies support online literature discussions have great potential for fostering literacy skills, strengthening communication, and building a sense of community" (p. 638). Blogging is a digital tool that could be used for book talks through student created posts and responses.

Critical thinking. Blogging opens the door for critical thinking, reflection, and questioning in a social community (McGrail & Davis, 2011). It provides students with the

opportunity to reflect and learn with a deeper understanding of reading content (Morgan, 2015).

Students are asked to communicate their understanding through a post to their peers and

teachers. Positing student learners as the designers of their learning gives them voice, "which is a

key part of the meaning-making process" (Clarke, 2014, p. 45). Students are taking what they

have learned and applying it to a new context. They are showing that they can take what they

have read and synthesize their understanding into something new. When responding to a peer's

post, students are analyzing and deconstructing knowledge to think critically about their peer

understands alongside their own (Clarke, 2014). It allows them to categorize and fit together

patterns of learning through their own posts and their peers.

Zawilinski discusses the idea of Higher Order Thinking blogging framework, or HOT

blogging, in the classroom. She (2009) states, "HOT blogging develops higher order thinking

around the new literacies of online reading comprehension" (p.655). The HOT blogging

framework lays out four approaches to promote higher-level thinking. The first step is to build

background knowledge. The teacher can post activities and questions on the blog to build

background knowledge on a common text. Building background knowledge will help support the

students to understand a text more deeply. The second approach in the framework is to have

students post confusions, first impressions, summarize their learning, and connections to the text.

This not only holds students accountable for their learning but also gives them an opportunity to

share their peers understanding and knowledge. The third approach is teaching the students to

synthesize their learning. Students are looking back at previous blog posts from themselves and

their peers to find patterns and connections to form a new learning and understanding. The final

approach to the framework is thinking deeply about the diverse beliefs and positions through

their peer's posts and hold a conversation about one's thinking. These strategies laid out in the

HOT blogging framework promote higher-level thinking through blogging as a reader response model (Zawilinski, 2009).

     Creativity. Blogging websites such as Kidblog, provide multimedia tools to engage students in creating their posts. Unlike a response in a notebook, there are options for change such as font of the text, color of text or background, adding pictures or videos, and emoticons. Which are all made possible with the blogging technology. This provides a creative outlet for students who may not be motivated through normal paper pencil activities. Blogs also provide the ability to develop self-expression in a nonverbal layout (McGrail & Davis, 2011). Students who may not succeed in a face-to-face discussion have the opportunity to express themselves creatively through blogging.

     Blogging and self-directed learning. As stated previously, self-directed learning goes hand in hand with 21st Century Skills. Blogging provides opportunities to support the three areas of self directed learning including student self-management, self-monitoring, and motivation. Blogging allows the student to control their learning and feel empowered by providing choice. Students are able to choose what they write and post about and how they will respond to their peers. Robertson (2011) stated, "Blogging can be a medium for reflective writing. Reflection is the process of exploring an experience in order to learn something new from it. This is an important aspect of self-directed learning" (p. 1631). Blogging becomes an ideal space for students to create, reflect, and share thoughts and understandings with an authentic audience.

     Furthermore, blogging is also a creative outlet for students to talk about books and respond to their classmates (Moller & Ferguson, 2015). Students are making the choice on how they will post their thoughts and understandings through the creative choices of font, color, and multimedia options. When students are provided with choice, increased motivation and

engagement is seen in students are they read, write, and create (Boling et al., 2008). Blogging

provides opportunities for students to interact with real audiences, which in turn increases

motivation and engagement in literacy activities.

Additionally, blogging allows students to work together as a group, but at their

independent pace. Children have different " learning styles, learning pace, and learning

modalities" (Fontichiaro, 2009, p.67). Students will work at different speeds, they will follow

different thinking directions, and process information differently (Fontichiaro, 2009). Blogging

becomes an open forum for students to post at their own speed, work out their own thinking

paths, and process the information they are getting from the text and others differently. In

summary, blogging provides opportunity to support instruction in 21st century skills and self

directed learning.

Blogging and reader response. As stated before, "talking, writing, and drawing" (p.336)

give readers the opportunity to reflect and share what they have read (Barton & Sawyer, 2003).

These combinations of responses can come in many different forms. Blogging provides an

opportunity to talk, write, and draw responses from a reader's insight. Students can dig deeper

into a book and share what they have learned through their posts and responses. Clarke (2014)

stated "When we ask students to do things like create a digital story, make a website, write in a

blog, create a Glog, or make an iMovie, we are positioning them as the creators of knowledge

and giving primacy to their voice and their experiences as a key part of the meaning-making

process" (p. 45). The use of blogging technology media provides students with the creative

flexibility to express their understanding to literature and informational text. Zawilinski (2009)

states, "Using blogs to bridge a familiar "in school" activity with this "out of school" tool

provides students with a different medium for literature response" (p.6). Students can go beyond what they might typically do in a literature response notebook.

Conclusion

Twenty-first century skills have a place in the classroom to begin preparing students for the future. These skills combine with the work of digital literacy help support students in the path of learning to communicate, collaborate, and think critically and creatively in their learning. This capstone process began with the desire to find a way to combine 21st century skills with literacy in a primary age classroom. Through the research blogging as a digital tool allows for modeling and practicing all areas of 21st century skills and digital literacy, as well as combining the ideas of the reader response theory for a literacy setting.

Throughout this chapter, the literature reviewed was important in creating a curriculum to answer the question: *How can a reader response blogging curriculum guide support digital literacy and 21st century skills with 2nd grade students?* First, the 21st century skills of collaboration, communication, creativity, and critical thinking skills were discussed. Then, connections between self-directed learning research and how it affects the four areas of 21st century skills were discussed. Next, the practice of reader response theory was discussed. Reader response theory led to the creation of reader response activities that discuss the importance of having students connect to a text. Students may be actively engaging with their comprehension of a text in journals by expressing their ideas, viewpoints, and questions about the text. Then, the research of digital literacy was defined and how blogging supports it in the classroom. Lastly, discussed was the topic of blogging. Through the lens of blogging, the research on 21st century skills and self-directed learning was connected to support the rationale of using blogging in the classroom in a literacy setting.

The research in the Literature Review supported the methods to guide and support the question: *How can a reader response blogging curriculum guide support digital literacy and 21st century skills with 2nd grade students?* Then Chapter three, will outline the demographics of the district and classroom setting where the curriculum will be implement. Furthermore the chapter will provide a description of the methods of curriculum design and implementation of the curriculum.

Chapter Three

Project Description

Introduction

In chapter three, the setting of the school demographics, participants, and the methods

used to create a reader response blogging curriculum for 2nd grade students, and a unit overview

will be provided. The curriculum will provide students with instruction and practice with 21st

century skills and the reader response theory through the use of blogging. There will also be an

explanation on how the curriculum will be implemented in two parts. The first part will be an

introduction to the blog website Kidblog.org (Safe Student Publishing, 2017) and how to set up

expectations in the classroom to successfully prepare students for the second part of the

curriculum. The second part of the curriculum will coincide with Unit Five, Series Reading, from

the reading curriculum Reading Units of Study (Lucy Calkins, 2015).

Setting

School district. The curriculum was designed for implementation in a suburban

Minnesota district in a second grade classroom. Within this district there are 8,425 students. The

student population is composed of 82.5% White, 3.8% African American/Black, 4.6%

Hispanic/Latino, 4.9% Asian, and 4.2% other. The district houses one high school, two middle

schools, seven elementary schools, one Spanish immersion school, two preschool locations, and

an alternative high school.

Building. The elementary school has approximately 566 students enrolled in

Kindergarten through fifth grade. The student population is composed of the following ethnic

groups: 79.2% White, 6.5% African American/Black, 5.8% Asian, and 8.5% Other. Within the

student body 18.3% qualify for free and reduced lunch, 3.8% are English Learner, and 8.6% are

Special Education. Each grade level section is split into three to four classrooms of students

depending on numbers. The grade levels are housed near each other for collaboration between

teams and grade levels. Within the building there is a Gifted and Talented Program for students

throughout the district. This program is considered part of the community of the building and

included in all demographics.

Participants

The curriculum will be implemented in a general education, second grade classroom that

consists of students' ages seven to eight. Implementation will take place during an hour-long

literacy block. During this time all students from the classroom will be present for the whole

group instruction, small group instruction, and silent independent reading time.

This curriculum will be implemented in the winter of 2017, during the end of the first

semester of a general education second grade classroom. This decision was based on the

curriculum scope and sequence and when Unit Five of the Reading Units of Study lessons is

being taught. The curriculum will be implemented in two different areas of the day. Students will

learn expectations and how-to on using the blogging website before implementing this

curriculum. This decision was based on the idea that students' reading instruction should not be

delayed or interrupted by rules and expectations of using the iPads and how to use the blogging

site.

Curriculum Writing Framework

In chapter two, the research behind 21st century skills and digital literacies laid the

framework for creating a blogging curriculum guide for second graders. The research,

frameworks, and theories created the groundwork for connecting the Reading Units of Study

(Lucy Calkins, 2015) curriculum, Unit Five, with blogging as a digital tool for reader response.

With the research on digital literacies, and 21st century skills this blogging curriculum was designed to provide students with the opportunities to partake in collaboration, communication, creativity, and critical thinking skills through the use of the digital literacy tool blogging. As previously stated, digital literacies are not just technological tools. They represent the different ways people can collaborate, create, and communicate to consume and produce knowledge (Manderino & Castek, 2016). The decision to use blogging as a means of digital literacy focuses on its ability to interact with 21st century skills. Digital literacy through blogging allows students to interact with literacy in a way that represents the world they live in. Blogging as a digital tool allows students to share their thoughts, feelings, and values during Unit Five of Reading Units of Study (Lucy Calkins, 2015) as a reader response.

During the entire curriculum, students are communicating their thoughts, feelings, and values with their peers and teacher about the different series they are reading. Students are responding to their peers' blog post, which provides opportunities to communicate perspectives as well as practice valuing these differences. In the beginning of the curriculum, the teacher is teaching students how to appropriately communicate through blog posts as well as writing comments to their peers. Together, the students will create community rules and expectations to follow throughout the unit.

While students are communicating their responses to literature, they are collaborating together on creating an understanding of the series patterns in their text. Throughout the blogging curriculum, students will be working in book clubs to collaborate and search for patterns in a like series they are reading. Together the students are answering questions to discover together patterns in setting, plot, and characters in their assigned series.

Throughout the communication and collaboration process students are thinking critically about their book series. Students are taking what they have read and synthesizing their new understanding into new learning. The collaboration between the book clubs in the blogging curriculum allows students to categorize and fit together patterns of learning through their own posts and their peers. Students look back at previous blog posts from themselves and their peers to find patterns and connections to form a new learning and understanding.

Project Description

The first part of the curriculum guide supports students in the use of the technology, setting up the blogging site, and going over rules and expectations. Before implementing and instructing the blogging curriculum guide, teachers need to read and follow the preparation lesson to prepare the blogging website for students. The blogging site mentioned and used in the curriculum guide is Kidblog.org (Safe Student Publishing, 2017). After much consideration, Kidblog.org (Safe Student Publishing, 2017) supports the desired objectives for the curriculum. It is age appropriate for second grade students, it provides opportunities for creativity through blogging posts, there are moderation settings to support Internet safety, and it creates and saves student work over time for portfolio use.

The blogging curriculum guide for part one consists of ten lessons. These lessons will take place over nine school days. Each lesson has a duration of thirty-five minutes to allow for instruction time and student application time. The first ten lessons should be implemented during a part of the day that does not directly interrupt curriculum instruction or independent or self-sustained reading time. These lessons provide students with the ability to log into the curriculum, set up their blogging profile, create a blog post, comment on a peer's blog post, and use the creative options laid out by Kidblog.org. A scope and sequence for the first nine days of the

curriculum, objectives, 21st century skill addressed, and the second grade Minnesota State English Language Arts Standards addressed in each lesson can be found in Appendix A. Lesson plans for part one of the curriculum can be found in Appendix B.

The second part of the curriculum should be implemented during an hour literacy block. The curriculum guide was created to match the Reading Units of Study (Lucy Calkins, 2015) literacy block description. During the hour literacy block students are receiving whole group instruction for ten minutes on a mini lesson created by the Reading Units of Study Curriculum (Lucy Calkins, 2015) then thirty to forty minutes of independent reading time and skill practice, and finally five to ten minutes of share time. The implementation of the blogging curriculum guide takes place during the mini lesson or at the end of the reading block as part of the share time. These blogging lessons coincide with meeting the student objectives laid out by Unit Five of Reading Units of Study (Lucy Calkins, 2015) curriculum and second grade Minnesota State English Language Arts Standards. Not every Reading Units of Study lesson will offer a match with the blogging curriculum. Nor does the blogging curriculum guide follow in sequential order of the Reading Units of Study lessons. This decision was rationalized by the second grade Minnesota State English Language Arts Standards and the ideals of Reading Units of Study (Lucy Calkins, 2015) and the circling back to certain skills throughout the unit. In Appendix B, the layout for the order in which to teach the Reading Units of Study (Lucy Calkins, 2015) is arranged. This scope and sequence was decided based on the blogging curriculum lessons and where they take place in the unit. The scope and sequence of the blogging curriculum guide, Reading Units of Study (Lucy Calkins, 2015) lessons, second grade Minnesota State English Language Arts Standards, lesson objectives, and duration of lessons can be found in Appendix A. Lessons for part two of the curriculum can be found in Appendix C.

The blogging curriculum guide is provided in a three-ringed binder. The binder contains each lesson, in numeric order, as well as the materials needed for each lesson. The materials for each lesson will come after the lesson they will be used in for easy access. The decision to place the curriculum guide in a binder was based upon organization and easy access for educators. Educators can teach the lessons right from the binder or place lessons within their Reading Units of Study (Lucy Calkins, 2015) lessons.

Assessment

This curriculum guide to blogging during Unit Five of Reading Units of Study (Lucy Calkins, 2015) is meant as a formative assessment in the classroom. The students will not be graded based on their grammar, punctuation, or writer's craft. Instead, the focus on 21st century skills and how students are responding to the mini lessons and the text is of importance. Students will be showing their understanding of a variety of second grade Minnesota State English Language Arts Standards, as seen in Appendix C, through these blogging posts and can be used as direction for further teaching or extension activities.

Throughout Unit Five of Reading Units of Study (Lucy Calkins, 2015), the blogging lessons are used as a reader response to show students' thinking and understanding of the second grade English Language standard being taught. These posts provide teachers with an insight on student understanding that could become further small group instruction or independent conference. Along the way, the blogging curriculum provides three formative assessments based on the standards addressed in the blogging curriculum guide and Unit Five's previously taught lessons. These formative assessments will be located in Appendix C with the blogging curriculum lessons. All rubrics for assessments and 21st century skills can be found in Appendix D.

As stated in the guiding question: *How can a reader response blogging curriculum guide support digital literacy and 21st century skills with 2nd grade students?* the goal of this curriculum was to support second grade students in their 21st century skills and digital literacies. In each lesson provided throughout this curriculum each 21st century skill is provided in the lesson the skill is represented in. A rubric can be found in Appendix D to support the educator in evaluating students and their 21st century skills throughout this curriculum.

Summary

So far in this Capstone project, chapter one outlined the professional journey that led to the curriculum creation. Then in chapter two, research was reviewed and discussed around 21st century skills, digital literacies, self-direction learning, the practice of reader responses in the classroom, and blogging. Next, in chapter three, the setting of the school demographics, participants, and methods used to create a reader response blogging curriculum for 2nd grade students was discussed. Looking ahead, chapter four will discuss the impact of the curriculum and the process of the curriculum design to support the question: *How can a reader response blogging curriculum guide support digital literacy and 21st century skills with 2nd grade students?*

Chapter Four

Conclusions

Introduction

As an educator, I strive to provide students with the skills to become future ready, successful citizens. With the ever-changing world of technology, students require different skill sets such as 21st-century skills and the ability to work with digital literacies. With the literacy and technology changes happening in the district I work in, combined with the new knowledge from the Master's in Literacy Program at Hamline University this guiding question: *How can a reader response blogging curriculum guide support digital literacy and 21st century skills with 2nd grade students?* was formed for this capstone project. This final chapter will consider the key findings from the literature review that led to the curriculum development and the rationale behind the format, which will lead to the limitations of the curriculum, and future plans for where this curriculum will grow.

Key Understandings

When beginning the research process, there was an unexpected lack of research. It became clear that blogging is a relatively new term in the area of primary age children. Most of the research centered on the ideals of using blogging in post-secondary classrooms as well as post secondary classes. As a researcher, this was disheartening and became a roadblock in the research for this project. Digging deeper however into the definition of blogging, the ideals of 21st-century skills began to emerge. The research revealed how important these 21st-century skills are to current and future citizens. The Partnership for 21st-Century Skills (2009) proved to be an asset in the research behind 21st-century skills. This resource broke down each skill as well as a framework to provide students that truly helped form this project. With the support of

the frameworks and the breakdown of the four C's: creativity, collaboration, critical thinking, and communication, blogging fit into place as a digital literacy tool that could support each of these skills. When developing the curriculum, this research led to a clear objective of having at least one 21st century skill happening within the curriculum. In chapter three, table 1, each lesson is broken down by which 21st century skill is covered in the corresponding lesson.

In connection to the research on 21st century skills and blogging, the research behind Rosenblatt's transactional theory of reader response took this project to the next level of connecting blogging with literacy. The desired outcome for this project was a blogging curriculum that could be used alongside a reading curriculum as a reader response journal in a 2nd grade classroom. The theory of reader response discussed the importance of students making meaning of a text through interaction (Clarke, 2014). The response to literature happens not just individually, but socially. Blogging is a social digital tool that provides students the opportunity to share their thoughts, values, and connections to text. This blogging curriculum took the reader response theory and created moments for students to post their thoughts, values, and connections while meeting the second grade Minnesota State English Language Standards. In chapter three, tables 1 and 2, these standards being met by the blogging curriculum can be seen per lesson.

Without solid examples or research behind blogging as a reader response journal in a primary classroom, the curriculum relied heavily on the research on 21st century skills, reader response theory, digital literacies, and the Reading Units of Study (Lucy Calkins, 2015) curriculum.

Curriculum Development

The blogging curriculum guide was crafted to be implemented cohesively with the Reading Units of Study Curriculum (Lucy Calkins, 2015) Unit Five as a way for educators to

teach 21st century skills with digital literacies through reader response blogs during a literacy block. The Reading Units of Study (Lucy Calkins, 2015) curriculum was applicable because it is currently being used district wide where the participants of this project are enrolled. With this in mind, the curriculum was laid out lesson by lesson so it could be slipped into the educator's Unit Five curriculum lessons.

The blogging curriculum was broken down into two parts. The first part included ten lessons to prepare the educator as well as the students for the future use of blogging. Part one of the curriculum, in Appendix B, provides step by step procedures on how to create a classroom blog, create a respectful blogging community, teach students how to use the classroom blog features, and how to get the classroom book club blogs setup for Unit Five. The lessons are separate from the Unit Five Reading Units of Study (Lucy Calkins, 2015) lessons for those educators who do not need support in starting a classroom blog.

Next, part two of the blogging curriculum is provided in Appendix C. To help educators use the blogging curriculum, Appendix A provides a chart that describes the order the educator should teach the Unit Five lessons. During this blogging curriculum, the Unit Five lessons are not always taught in sequential order. This decision was based on which lesson objectives would work together with blogging as a reader response and meeting the required second grade Minnesota State Standards. This chart is provided in the front of the project curriculum binder to provide easy planning access for educators. After deciding which lessons should entail the blogging curriculum and which order they should be taught in, the curriculum was designed.

Within each lesson plan the educator can see the lesson objectives, second grade Minnesota State English Language Standards, step-by-step teacher procedures with examples, optional extensions, and how the lesson will be used as a formative assessment. Within the

lesson plans any supplemental materials needed are explained and then provided directly after

the lesson plan in the curriculum binder. This model for lesson creating was based on the ease of

finding lesson objectives, standards, and necessary materials for that lesson.

Within the blogging curriculum, three separate assessments were provided to assess the

second grade Minnesota State Standards taught during this unit. Each assessment is provided

within the weekly lesson plans. This layout decision was based on the idea that the educator

would know when to give the assessment based on placement within the curriculum. On the table

in Appendix A, each assessment is bolded after which Unit Five Reading Units of Study (Lucy

Calkins, 2015) session the assessment should be given. Each assessment is provided within

lesson instructions for the educator to prepare for giving the assessment. Assessment rubrics are

provided in Appendix D. The decision to separate the rubrics from the assessments was for

teacher choice on how to use the assessments and rubrics for teaching and grading. The created

assessments and rubrics could be used as formative or summative assessments.

Together, the two parts of the blogging curriculum work to create a learning experience

for students to work with 21st century skills and digital literacies through the use of reader

response during Unit Five of Reading Units of Study (Lucy Calkins, 2015).

Possible Limitations

Considering the research done during the literature review, the process of creating the

blogging curriculum, and classroom experiences, the hopes of this curriculum being successful

are high. However, there are a few limitations to consider.

First, this curriculum will not be successful if students do not have the individual

technology access. This curriculum calls for students to have their own device to use during a

literacy block over a long period of time. The planned participants will have access to individual

devices; however, these devices are shared between other classrooms. Planning needs for having these devices will need to be planned out in advance.

Another limitation is student needs. This curriculum is planned to be implemented in a second grade classroom that has not been created yet. Student differentiation will need to be considered when using this curriculum. Modifications based on student needs will need to be created based on student needs. This curriculum does not replace the use of literacy practices such as small group instruction or guided reading. The curriculum should be considered another model of how a teacher can create lessons based on student need with the work they are providing during the blogging curriculum. This was considered and laid out in the lesson plans within the curriculum.

The final limitation is access to Unit Five Reading Units of Study (Lucy Calkins, 2015). Part one of this blogging curriculum can stand-alone. It provides educators with a step-by-step procedure on how to set up a blogging community within the classroom. However, part two of this blogging curriculum will only be successful with the support of Reading Units of Study (Lucy Calkins, 2015) Unit Five. This will not be a limitation with the participants laid out in this capstone project, but could not be used in a classroom setting that does not use this reading curriculum.

Future Plans

Implementation for the blogging curriculum is set for winter of 2017-2018. Unit Five of Reading Units of Study (Lucy Calkins, 2015) is taught during the winter semester in the district the participants belong too. Implementation of part one of the blogging curriculum could be taught during any part of the school year. Depending on the desire to begin blogging earlier in the school year for other uses in the classroom could push for the use of part one sooner than

winter. Assessment of this curriculum will happen with the rubrics provided in Appendix D as well as the student engagement survey at the end of Appendix C. The curriculum's success can be assessed through the student's mastery of objectives and Minnesota State English Language Standards met, their engagement in the unit, and their growth seen over the blogging posts.

Depending on the success in the classroom, I plan to teach and share this curriculum with my second grade teammates within the school I work and other second grade teachers during professional development provided through the district. The district provides summer professional development led by teachers from the district. This professional development encourages teachers to share classroom successes that others can learn from and use in their classroom. Any grade level teacher that is interested in creating a classroom blog to encourage digital literacy and 21st- century skills could use part one of this blogging curriculum. The second part of the curriculum could be a teaching tool for other grade level teachers to use blogging during a literacy block in the classroom.

Summary

With the conclusion of this project and looking forward to implementing this curriculum in the classroom, I cannot help but feel successful. The excitement of seeing the research come to life with the implementation of the curriculum in the classroom has brought this journey full circle. This project started with a curiosity towards blogging and now has become a tangible curriculum to use in the classroom with second grade students. By implementing this curriculum, students in the classroom will be provided with 21st century skills, chances to work with digital literacies, and meet second grade Minnesota State English Language Standards through blogging as a reader response.

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