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Using Literature for Project Based Learning

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Using Literature for Project Based Learning

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CA Reading Association
Professional Development Institute
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Literature for Project Based Learning

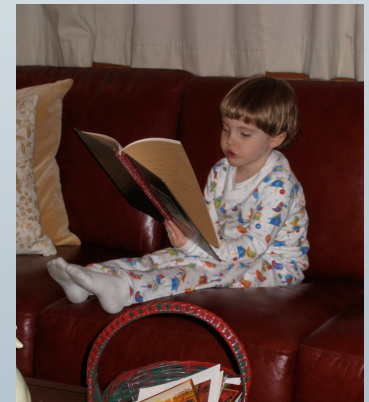
“The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children.”

(National Academy of Education, 1985. *Becoming a Nation of Readers.*)



Literature for Project Based Learning

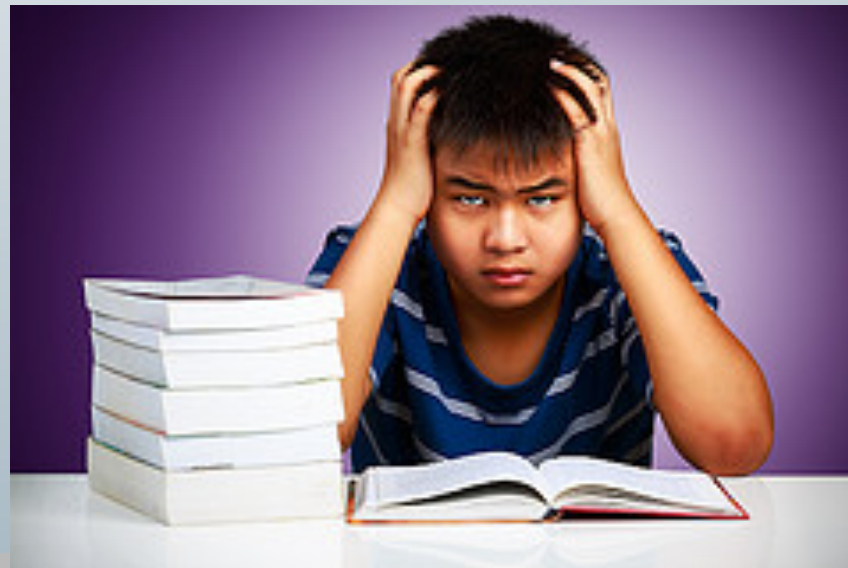
- Fosters cognitive, linguistic, and vocabulary development, and motivation that promotes further reading
(Cunningham & Stanovich, 2001; Schleper, 1996; Whitehurst, Arnold, et al., 1994, Whitehurst, et al., 1999)
- Supports receptive language acquisition
(Dickinson, McCabe, Anastasopoulos, Peisner-Feinberg, & Poes, 2003),
- Increase their expressive languages
(Senechal, LeFevre, Thomas, & Daley, 1998; Whitehurst & Lonigan, 2001)
- Exposes them to various aspects of language found in print
(Snow, Griffin, & Burns, 2005)



Literature for Project Based Learning

“The combination of deficient decoding skills,
lack of practice, and difficult materials
results in unrewarding early reading experiences
that lead to less involvement in reading-related activities.”

(Cunningham & Stanovich, 2001, p. 137)



Literature for Project Based Learning

- Amount of new info produced between 1997-2002 was equal to the amount produced over the entire previous history of the world!

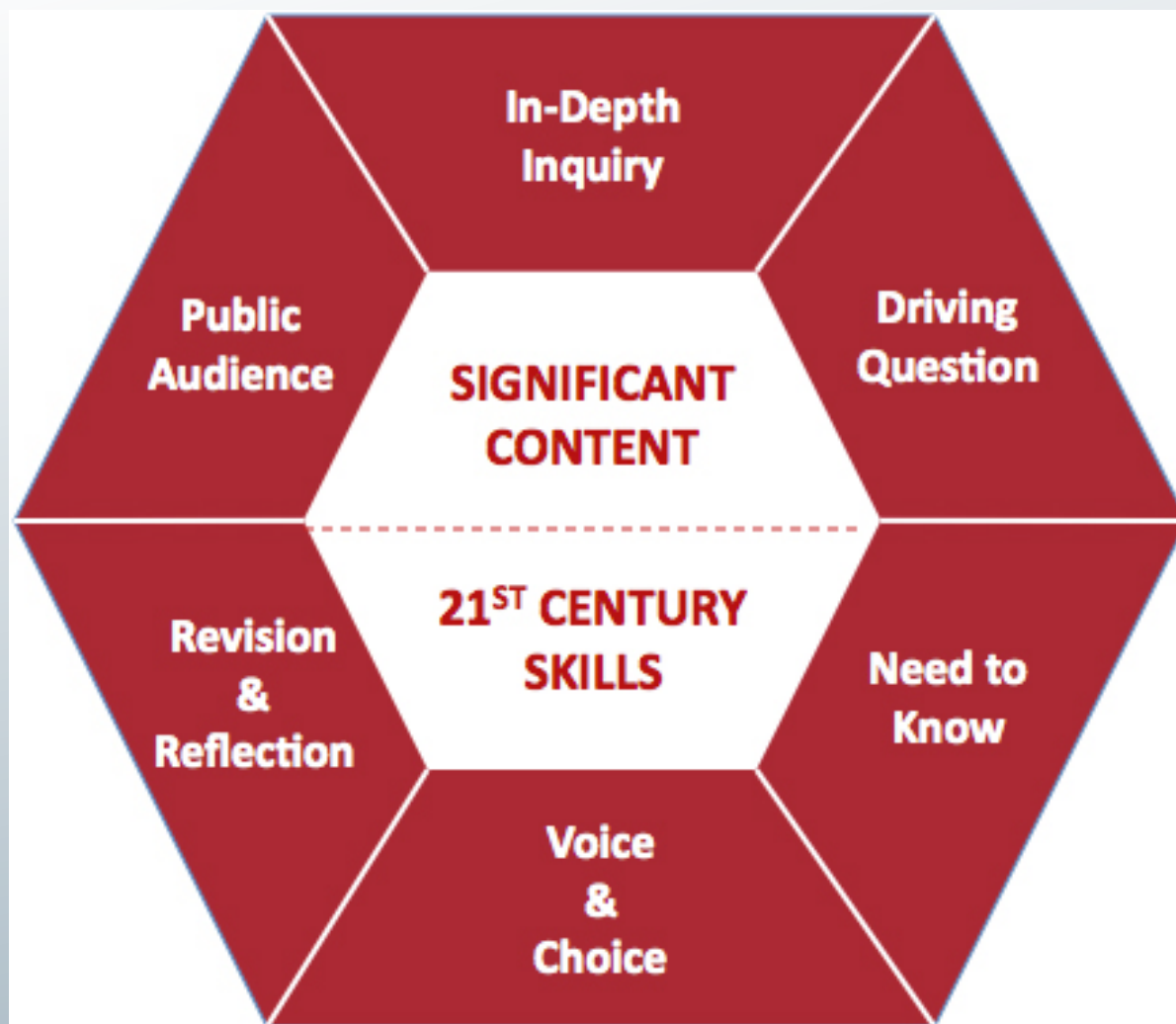
(Darling-Hammond et al., 2008)

- Instead of teaching information, we need to teach how to be independent learners, critical thinkers, and successful, motivated readers.





What is Project Based Learning (PBL)?





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Researching to:

- Explore questions
- Solve real word problems
- Engage in design challenge





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Prompt can be answered in multiple ways; open-ended task





What is Project Based Learning (PBL)?

Active student involvement:

- Choice & voice
- Collaboration
- Learn content, skills
- Develop product
- Present information/findings/theories

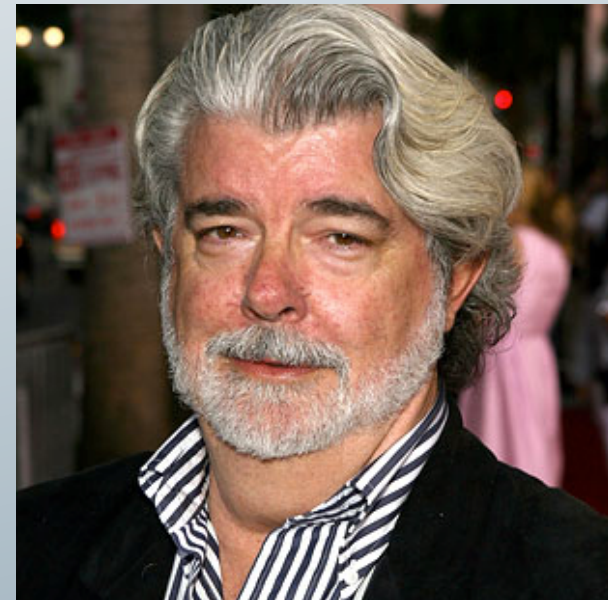




Why Project Based Learning?

“With project-based learning, students learn by designing and constructing solutions to real world problems.”

--George Lucas





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- Develop 21st Century Competencies:
 - Critical thinking skills
 - Problem solving skills
 - Collaboration





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- Closes achievement gap by engaging lower-achieving students
- Better performance on high stakes test



PBL & CCSS

Shifts in CCSS:

- Inquiry
- Critical Thinking
- Complexity
- Synthesis of Knowledge
- Evidence





PBL & Assessments

- Maximize reading across texts
- Not “best” answer: identify and provide evidence
- Real world application
- Student agency: decision-making & use of strategies





Steps in PBL

Choosing area of interest

Building background knowledge of content

- how much from teacher, from student?

Providing appropriate texts/resources, vs student finding

- Appropriately leveled, challenging
- Accurate sources (google search, primary texts)

Research techniques

- Guidance through research techniques

Recording findings

Reporting findings

Resources



Buck Institute for Education: bie.org

Hallerman, S., Larmer, J., & Mergendoller, J. (2011). *PBL in the elementary grades: Step-by-step guidance, tools and tips for standards-focused K-5 projects*. Novato, CA: Buck Institute for Education.

Larmer, J., Ross, D. & Mergendoller, J. (2009). *Project based learning (PBL) starter kit: To-the-point advice, tools and tips for your first project in middle or high school*. Novato, CA: Buck Institute for Education.

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