



wisconsin
literacy

health · workforce · community

WINTER CONFERENCE

FEBRUARY 17 - FEBRUARY 21, 2025



WINTER CONFERENCE

How to Integrate Digital Skills into Literacy Instruction

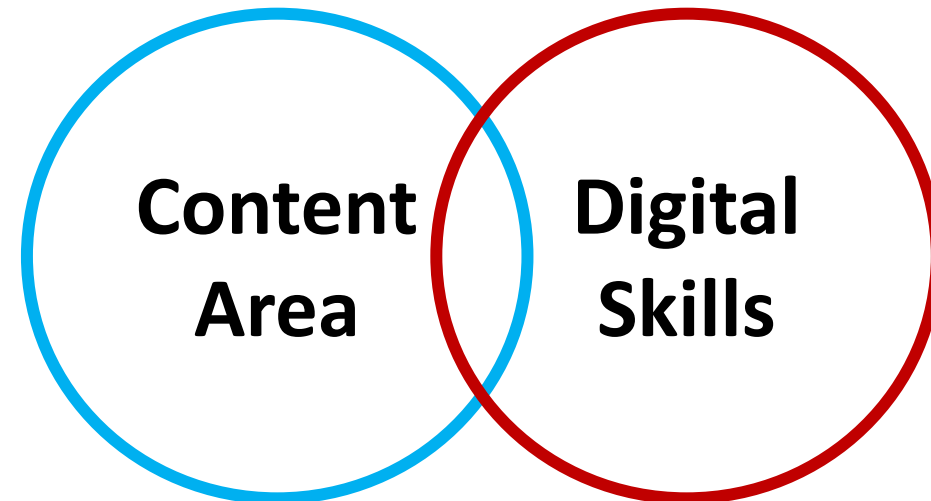
Jamie Kobs

Manager of Tutor Training and Digital Literacy

Wisconsin Literacy

Share in the chat

- What is your content area?
- Who are your learners?



Agenda

- Why integrate
- Approach 1: Where does it naturally fit?
- Approach 2: Advancing specific digital goals
- Resources



Draw

Line Width

Shapes

A drawing toolbar with several sections. The 'Draw' section has four icons: a blue pencil, a white pencil, a white eraser, and a white highlighter. The 'Line Width' section has four icons representing different line thicknesses, with the middle one highlighted in blue. The 'Shapes' section has two rows of icons: the first row has a line, a square, a circle, and a diamond; the second row has an arrow, a square, a circle, and a diamond.

JK Jamie Kobs (she/her)'s screen



Zoom ratio Fit to window >

Request remote control

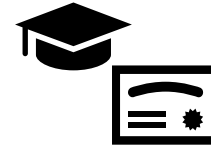
Annotate

A context menu with three items. The first item is 'Zoom ratio' followed by 'Fit to window' with a right-pointing arrow. The second item is 'Request remote control'. The third item is 'Annotate', which is circled in yellow.

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Where have you used digital tools or skills this week?

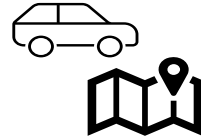
Education



Work



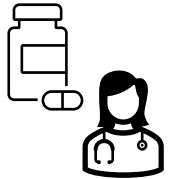
Travel/
Transportation



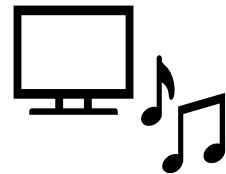
Shopping



Health



Entertainment



Finances



Other

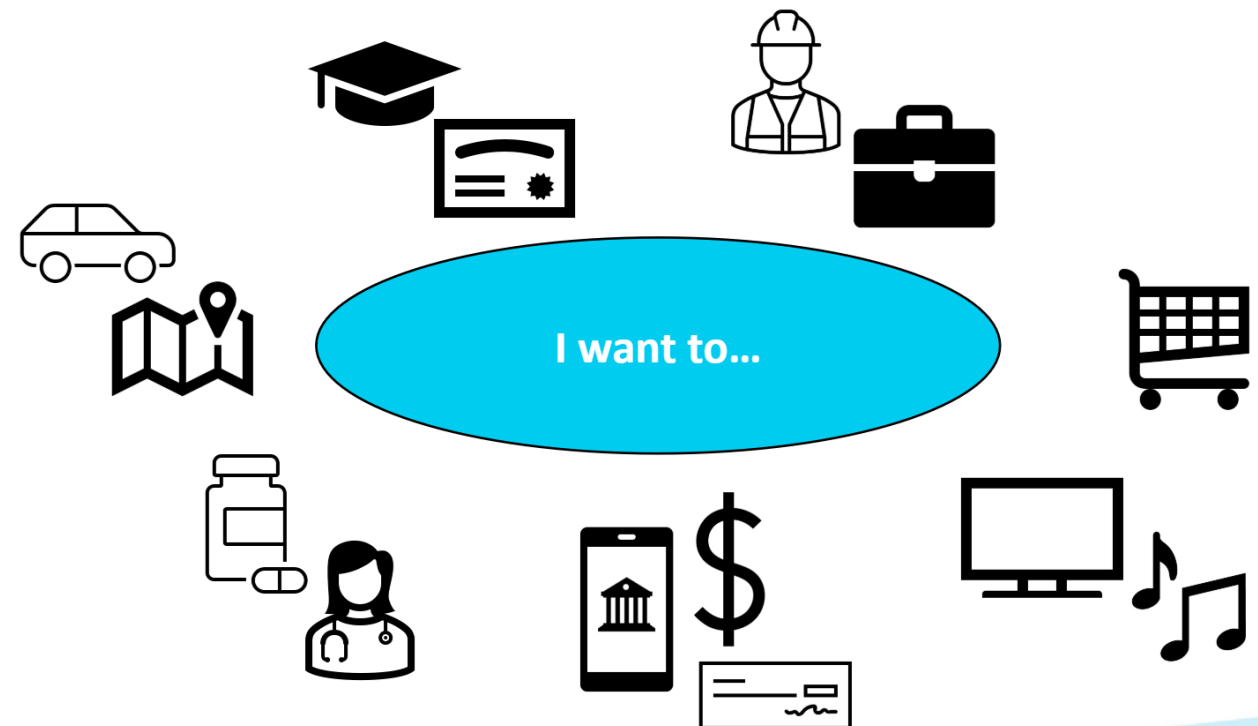
Why integrate?

Why integrate?

- Digital skills are essential for full participation in society. All adult learners should have opportunities to learn them.

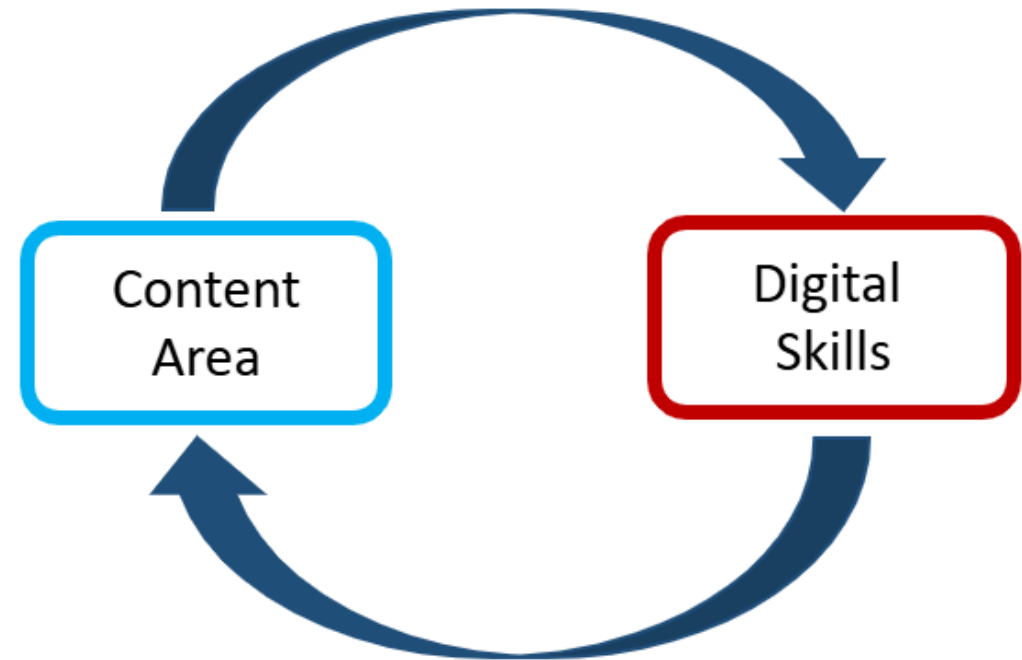
Why integrate?

- Learners don't always ask for digital skills
- Recognize the digital skills and vocabulary required to achieve learning goals



Why integrate?

- Makes relevance clear
- Makes content more engaging
- Honors learners' limited time



Instructional Considerations

- Pre-assessment is essential
 - What digital skills do you start with?
- Technology integration vs digital skill integration
 - Can you name and explicitly teach a transferable skill?
- Vocabulary vs skill
 - Digital proficiency ≠ Language/Literacy proficiency
- Consumption vs creation
 - Do students have opportunities to create with digital technology?

Approaches to Integration

Approach 1

Where does digital literacy naturally fit?



Let's try it

- Whiteboard
 - Digital reading, writing, speaking, listening
 - Where do digital skills naturally fit...?

Ask yourself

- What digital skills will be needed to complete this lesson?
- How can I use digital tools to enhance this lesson?
- Is there an authentic digital task that goes well with the content learning?

Example Lesson

- How can I use digital tools to enhance this lesson?
- What digital skills will be needed to complete this lesson?

Digital skill warm-up

Using QR codes

Content lesson

Grammar lesson: does and doesn't
Ventures p. 100

Integration (application of digital skill and content lesson)

Scan QR codes to access textbook multimedia

Lesson C Does he sell clothes?

1 Grammar focus: *does* and *doesn't*

QUESTIONS

Does he sell clothes?
she

ANSWERS

Yes, he does.
No, he doesn't.
she

doesn't = does not



Watch

2 Practice

A Read and circle. Then write.



1. A Does he serve food?
B No, he doesn't.
does (doesn't)



2. A Does he clean buildings?
B No, he _____.
does doesn't



3. A Does she answer the phone?
B Yes, she _____.
does doesn't



4. A Does he sell clothes?
B Yes, he _____.
does doesn't



5. A Does she fix cars?
B No, she _____.
does doesn't

Listen and repeat. Then practice with a partner.



CD2, Track 28

Example Lesson

- How can I use digital tools to enhance this lesson?
- What digital skills will be needed to complete this lesson?

Digital skill warm-up

[Ctrl + f scanning strategy](#)

Content lesson

Read the article

Answer the comprehension questions

Integration (application of digital skill and content lesson)

Use Ctrl + f to find the answer to Question 4



FOOD | AUGUST 24, 2022 ISSUE

A Sweet Job, if You Can Get It



 Candy fills a store shelf. An o
WASHINGTON POST

Check Comprehension

Encourage learners to answer in complete sentences.

1. What are some things that are part of the job of “chief candy officer”? *(It includes leading the company’s “candy strategy” and running “candy board meetings.” It also includes approving all candy for sale and tasting candy.)*
2. How much candy does the CCO need to try each month? How many pieces does that average out to per day? *(The CCO tries more than 3,500 pieces of candy per month. That is an average of 100 pieces per day.)*
3. What does Candy Funhouse sell? *(It sells candy from all over the world. It also sells chips, drinks, and other snacks.)*
4. What are some types of food from Japan sold by Candy Funhouse? *(There are many candies and snacks. They include unique flavors of KitKat bars, like matcha green tea.)*
5. What do taste testers for Hershey do? *(They can describe the varied tastes of chocolate. They help Hershey make new products.)*

Discussion Questions

1. What is your favorite type of candy? Do you know if that candy is unique to your country, or sold around the world?
2. What are some unique candies from your country?
3. What are some candies you do not like? Why do you dislike them?

Example Curriculum

- Is there an authentic digital task that goes well with the content learning?

- [USA Learns Scope and Sequence](#)



USA Learns
Access America
Are you new to the U.S.?

- ★ Watch and learn about life in the United States with more than 100 videos.
- ★ Improve your English skills, including vocabulary, listening, speaking, reading, and writing.
- ★ Practice everyday language for talking to people in your community.
- ★ Learn about how to find the right career, search for jobs, interview, and be successful at work.
- ★ Learn how to use many useful websites and apps and how to stay safe online.
- ★ **FREE** course!

usalearns.org
Select "Start Now" to register.

USA Learns is an ongoing project of **SCOPE**
Secretary's Office of Education

APP ON PHONES

The advertisement features a blue background with a starburst pattern. At the top, the USA Learns logo is displayed. Below it, the title "Access America" is written in large, bold, blue letters, followed by the subtitle "Are you new to the U.S.?" in red. A list of six bullet points, each starting with a star, describes the course's benefits. At the bottom, the website "usalearns.org" is prominently displayed, along with a "Start Now" button. A photograph of a diverse group of people is shown in the lower half of the ad. A circular badge in the bottom right corner indicates that the course is available as an app on phones. The footer includes the USA Learns logo, the text "is an ongoing project of", and the SCOPE logo with the text "Secretary's Office of Education".

Approach 1

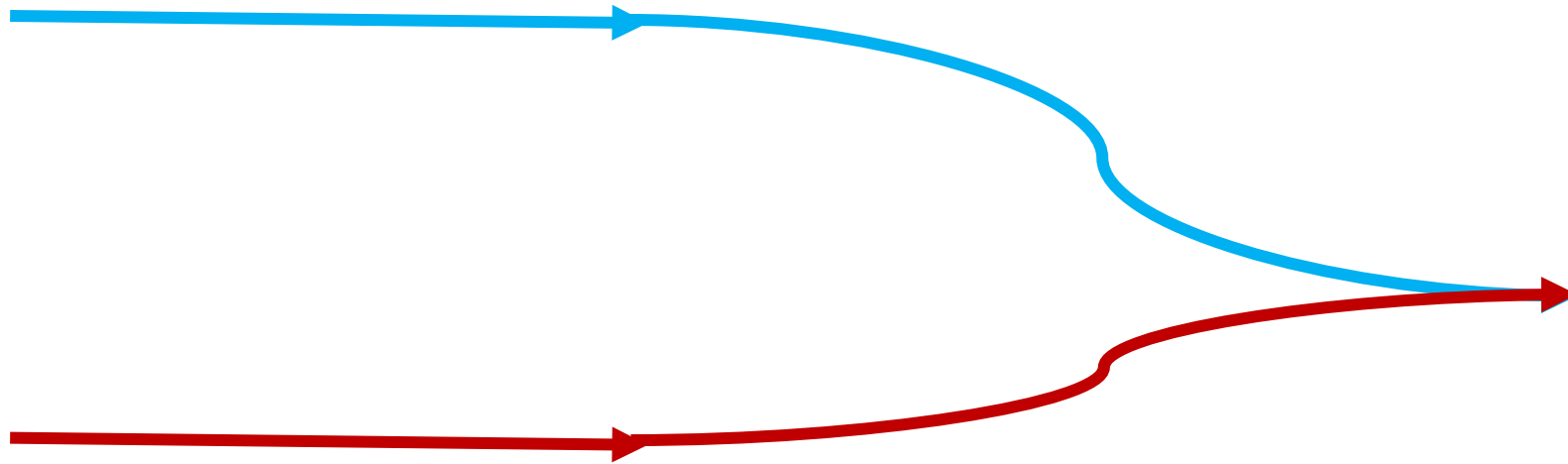
Where does digital literacy naturally fit?



- + Try it out approach
- + Connections aren't forced
- Sampling, not systematic

Approach 2

- What are the student's specific digital skill goals?
- How can I make progress on this goal in every lesson?



Ask yourself

- How do I fit this digital skill into this content lesson?
- Is there an authentic task that combines both the digital and the content learning?
- If I can't combine them, have I created routines and time for both digital skills and content skills?

Example

- **Use email to communicate with employer, doctor, child's teacher**
 - set up and manage an account
 - write an email
 - follow email etiquette
 - stay safe

How can we make progress on this goal in each lesson?

Example Lesson

Use email to communicate with employer, doctor, child's teacher

- set up and manage an account

Digital skill warm-up

Choosing a professional email username

Content lesson

Grammar lesson: does and doesn't

Ventures p. 100

Integration (application of digital skill and content lesson)

Does she have a good username? (Yes she does, no she doesn't)

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CD2, Track 28

Example Lesson

Use email to communicate with employer, doctor, child's teacher

- Write an email

Digital skill warm-up

Parts of an email

Content lesson

Read an article.

Answer the comprehension questions.

Integration (application of digital skill and content lesson)


Send your answers in an email to your teacher



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Example Curriculum

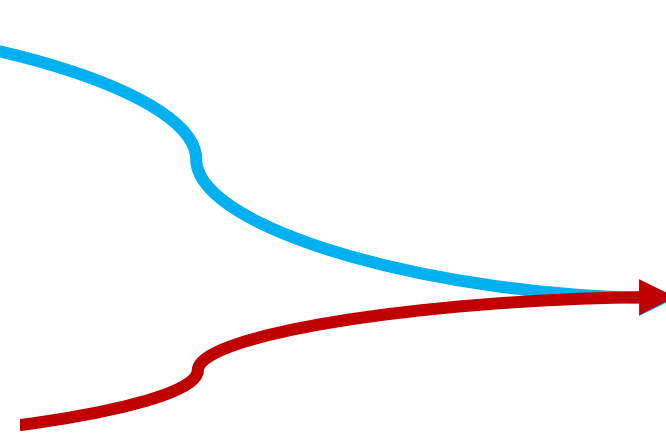
- [Northstar + English Unlocked](#)



Approach 2

- What are the student's specific digital skill goals?
- How can I make progress on this goal in every lesson?

- + Systematic, visible progress in digital skill goal
- + Builds routine
- Connections might not be obvious
- Hard to do with multiple goals in one class



Resources



Frameworks and Curricula

- What skills should I be teaching?
 - [Northstar Digital Literacy Standards](#)
 - [BRIDGES Digital Skill Framework](#)

Templates

[Project-based learning planner](#)

Lesson plan template

[Digital skill warm-up template](#)

Digital skill warm-up

Content lesson

Integration (application of digital skill and content lesson)

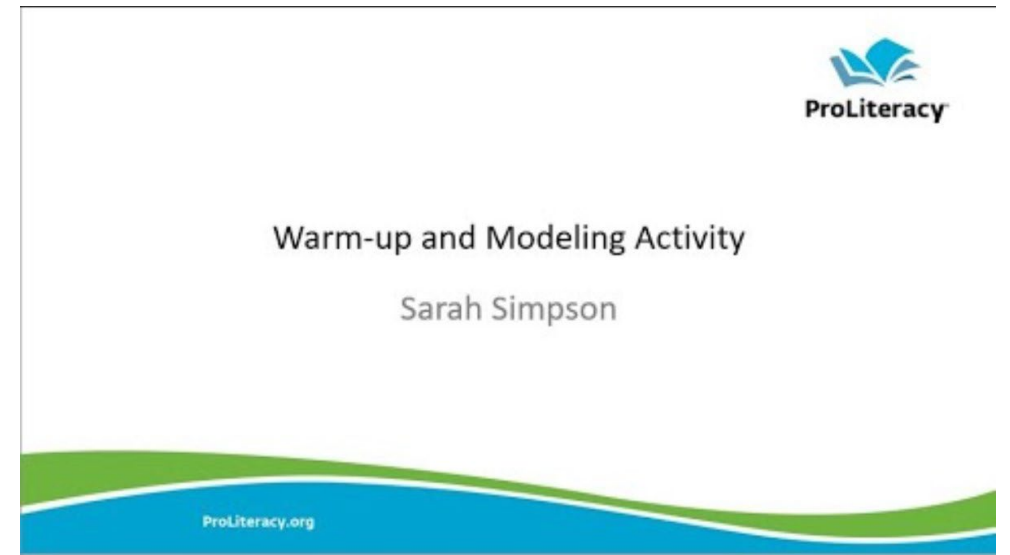
Creating routines

Edtech routines

Zoom features (video example)

Slides for vocab review (flashcards)

- You create and advance slides
- Students advance slides
- You create one side; students create the other side
- Students create their own flashcards



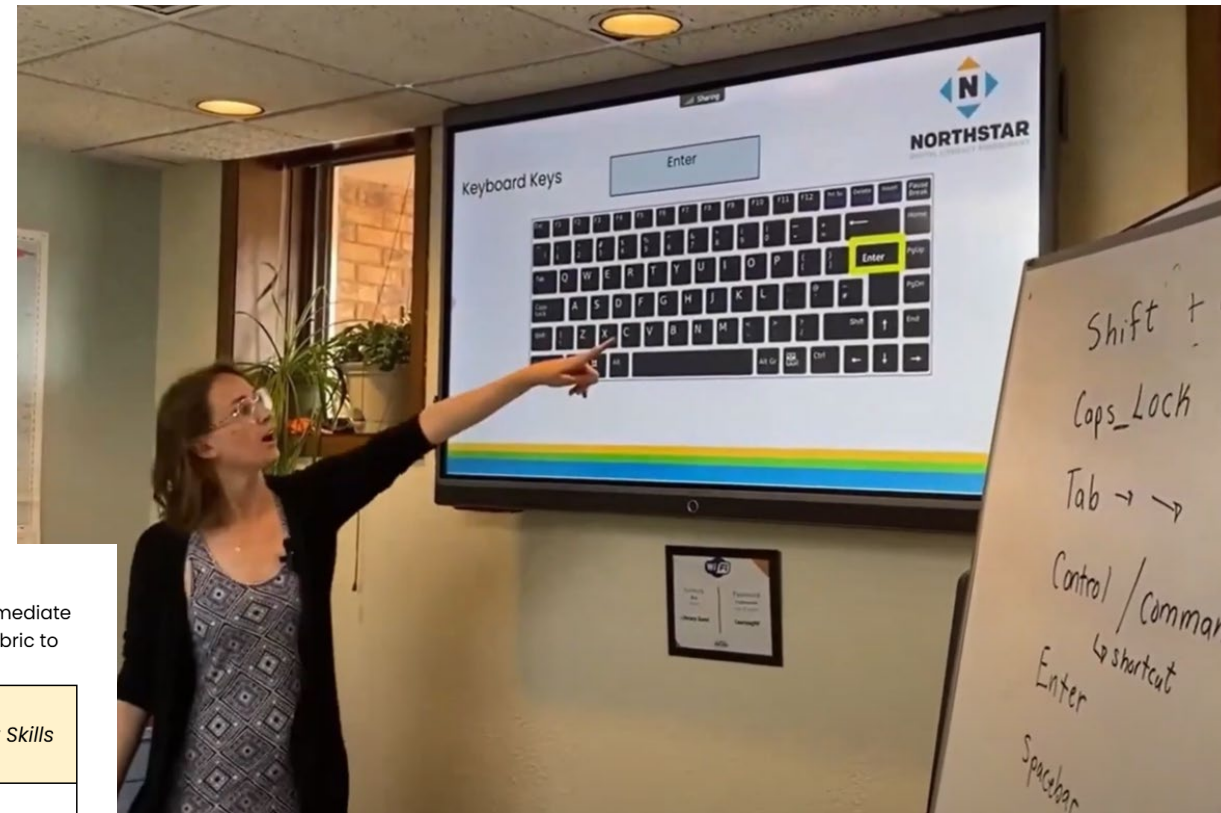
Creating routines

- [Northstar warm-ups](#) (computers)
 - Find more warm-ups [here](#)

Classroom Routines to Build Essential Basic Computer Skills

Basic Computer Skills Assessment Rubric: Before digital literacy instruction, identify the digital skills the learners need to build. For intermediate level ESL learners and above, the [Northstar Digital Literacy Assessments](#) are a great way to assess learners' skills. Alternatively, use the rubric to assess and/or support learners to self-assess where they are in their digital literacy journey.

Skills Supported	Digital Skill Building Routines	English Unlocked Curriculum: Application of Digital Skills to ESL Core Content	Northstar Curriculum: Extension of Digital Literacy Skills
<p>Northstar Digital Literacy Basic Computer Skills Standards</p> <p>CCRS, Anchor 1: Begin to associate wh-question words with specific types of information. Ask and answer information questions with wh- words.</p> <p>TIF: Effective Communication (LS) Skill 3: Utilize a variety of technologies for communication</p>	<p>Get to Know Your Device</p> <p>Mouse Practice</p> <p>Keyboard Keys and Typing Practice</p>	<p>Core Digital Literacy Skill to Apply to Content: Learners will be able to navigate a device in order to send, read, and respond to a message.</p> <p>Beginning Literacy Level:</p> <p>English Unlocked Unit: Home Problems</p> <p>English Unlocked: Making Plans with Friends</p> <p>Beginning Level:</p> <p>English Unlocked Unit: Making Plans with Friends</p> <p>English Unlocked Unit: Work and Family</p> <p>Intermediate Level:</p> <p>English Unlocked Unit: Asking for Help</p> <p>Advanced Level:</p> <p>English Unlocked Unit: Invasive Species</p>	<p>Northstar Curriculum:</p> <p>Lesson 1: Devices and Computer Log On</p> <p>Lesson 2: Mouse Skills</p> <p>Lesson 3: Mouse Shapes</p> <p>Lesson 4: Fixing Typos</p> <p>Lesson 5: Keyboard Keys</p> <p>Lesson 6: Drives and File Movement</p> <p>Lesson 7: Screen Interaction</p> <p>Lesson 8: Customizing and Updates</p> <p>Northstar Online Learning Basic Computer Skills Module</p> <p><i>*Note* Learners must be logged in to their NSOL accounts to complete all practice and review question items.</i></p>



Teaching materials

- [Northstar Digital Literacy](#)
- [Digital Skills Library](#)

- [Compudopt](#) (videos in English and Spanish)
- [Tech Life Unity](#) (formerly Tech Boomers)

- [Google Applied Digital Skills](#)
- [Microsoft Digital Literacy](#)

Questions? Comments?



WINTER CONFERENCE

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Community Shares of Wisconsin



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and register for sessions:



Join us for The Big Share on March 4th