

Engaging all learners in the new literacies of online reading comprehension: Putting into practice what works

Jill Castek jcastek@berkeley.edu

*University of CA, Berkeley
Seeds of Science Roots of Reading*

<http://seedsofscience.org/>

*University of Connecticut
New Literacies Research Team*

<http://www.newliteracies.uconn.edu/>

Additional resources: <http://newliteracies.pbwiki.com/putting-into-practice-what-works>
password: nagano

This session will explore instructional strategies for teaching the new literacies of online reading comprehension in elementary schools. Vignettes and activities will highlight promising teaching approaches and techniques for scaffolding student learning with the Internet. Promising practices involve re-defining the role of teachers and students and incorporating routines for facilitating strategy exchanges among students. These exchanges are central to the development of online reading comprehension. The new literacies of online reading comprehension (Leu, Kinzer, Coiro, & Cammack, 2004) include:

- ❖ Identifying important questions or problems
- ❖ Critically evaluating online resources
- ❖ Communicating information online using email, blogs, instant messaging, wikis, & more
- ❖ Locating information
- ❖ Synthesizing information across texts

These new literacies build on the foundational literacies the research community considers central to reading proficiency and extends them in important ways. Using the Internet for a variety of purposes encourages students to apply knowledge flexibly to the ever-newer technologies that regularly emerge.

Session Goals

- ❖ Participants will become familiar with instructional strategies for teaching with the Internet
- ❖ Participants will learn about findings from recent classroom-based research concerning
 - ✓ how students acquire the new literacies of online reading comprehension
 - ✓ how instructional scaffolding can best support new literacies acquisition
 - ✓ how inquiry approaches for use of the Internet can support content knowledge

Engaging ALL Learners: Making the most of Instructional Time

- ❖ Plan opportunities for modeling, but keep teacher talk time brief.
 - ✓ Allow students lots of time to explore, apply and extending what was introduced.
 - ✓ Provide structures for students to work collaboratively as well as independently
- ❖ Take advantage of the online experiences students bring to classrooms from home.
 - ✓ Even students who struggle academically possess novel online reading strategies.
 - ✓ Empower students to share ideas among themselves and with the class publicly.
 - ✓ Involve all students in leadership, especially those who might be weaker readers.
- ❖ Support the emergence of strategies for working with online information within student discussions.
 - ✓ Provide opportunities for small group demonstration and collaboration.
 - ✓ Recognize each students' contribution (find ways to share what students know and can do).
 - ✓ Accept approximations, students won't be fully competent at first, but with practice and support, strategy discussions will become richer and more easily applied across contexts.

Promising Approaches - Information Challenges

- ❖ A challenging and intriguing problem is posed
 - ✓ Which vacation spot would your dog like best?
 - Dog Island <http://www.thedogisland.com/>
 - Camp Winnaribbun <http://www.campw.com/>
 - ✓ What's happening to CA's Velcro Crops? <http://home.inreach.com/kumbach/velcro.html>
- ❖ Solving the problem requires application of multiple strategies previously introduced.
- ❖ Students collaborate to find solutions (working in pairs or small groups).
- ❖ Different approaches to solving the information challenge are discussed whole class
 - ✓ Students demonstrate their solution(s)

Promising Approaches - Internet Inquiry

- ❖ Search engines provide instant access to vast amounts of information at all reading levels.
- ❖ Variety and choice motivates students to explore a wide range of resources.
- ❖ Students are engaged with and explore deeply the topics of most interest to them.
- ❖ The amount and range of information available are essentially infinite
- ❖ Students internalize why it is important to make informed choices about what they explore.
- ❖ Students learn firsthand how to select, evaluate, manage, and organizing information resources.

Benefits of Integrating the Internet into Classroom Instruction

- ❖ Students participate in reading and writing activities that closely mirror real-world uses.
- ❖ Activities take advantage of the inherent reciprocity that exists between reading and writing online.
- ❖ Online resources incorporate sound, video, and other multi-media to increase engagement.
- ❖ Activities extend beyond the classroom, inviting students to use a variety of communication resources.

Looking for Easy-to-use Resources or New Ideas (Classroom, Library, After-school Club)?

- ❖ *Making Reading and Writing Connections Online*
<http://www.librarycareers.org/ala/booklinksbucket/readingandwriting.cfm>
- ❖ *Online Resources that Make Reading Fun* <http://www.ala.org/ala/booklinksbucket/readingandwriting.cfm>
- ❖ *Inviting Students to Become Authors Online* <http://www.ala.org/ala/booklinksbucket/authors.cfm>
- ❖ *Reading and Writing the Internet with Kids*
<http://www.latimes.com/extras/readingby9/parentguide/story12.html>
- ❖ *Five Ways to Introduce the New Literacies of the Internet through Children's Literature*
<http://www.reading.org/publications/journals/rt/v59/i7/abstracts/RT-59-7-Castek.html>
- ❖ *Collaborative Literacy: Blogs and Internet Projects*
<http://www.reading.org/Library/Retrieve.cfm?D=10.1598/RT.61.6.10&F=RT-61-6-Boling.pdf>
- ❖ *Instructing Students in the New Literacies of Online Reading Comprehension*
<http://www.trld.com/sessions/sessionhandout.html>
- ❖ *IRA's Technology in Literacy Education SIG Wiki* <http://tilesig.wikispaces.com/>