

Workshop 5

New Literacies of the Internet

"To be newly literate means to take advantage of the information resources that are on the Internet, and that requires new reading and writing skills. These new literacies are central to our students' futures. Their futures are going to be defined by their ability to read, write, and communicate within networked information environments."

Donald Leu
John and Maria Neag Endowed Chair in
Literacy and Technology
University of Connecticut

How has the Internet changed traditional views of literacy instruction? What reading strategies are necessary to comprehend text on the Internet? What challenges do teachers face in providing instruction in the new literacies in grades 3-5? In this session, literacy expert Donald Leu addresses the reading and writing strategies required for using the Internet and how these new literacies are changing the way we teach. You will learn how to integrate technology into your literacy curriculum and enhance literacy learning in your classroom.

Learning Goals

At the end of this session, you will better understand how to:

- organize your curriculum and instruction to meet the demands of the new literacies
- integrate technology into your content-area curriculum
- provide equal access to computer use for all of your students
- teach your students to critically read and evaluate information on the Internet
- ensure safe use of the Internet in your classroom

Materials Needed

- the Examine the Literature Response Chart found at the end of this chapter
- articles: "Reading Comprehension on the Internet: Expanding Our Understanding of Reading Comprehension to Encompass New Literacies" and "Integrating Literacy and Technology in the Curriculum: A Position Statement of the International Reading Association" found on the *Teaching Reading 3-5* Web site at www.learner.org/channel/workshops/teachreading35
- a journal or notebook

Facilitator: You may want to have several copies of charts and articles available for participants without Internet access.

Before You Watch

Session Preparation

To prepare for this workshop session, you will review the key terms, identify the strategies that you already use, and then read two articles on the role of technology in literacy instruction.

Facilitator: Have participants complete these activities before arriving for the session.

Key Terms

- Internet
- Search engine
- Navigate
- Web site
- New literacies

Definitions for these terms can be found in the Glossary in the Appendix.



Notebook

What Do You Do?

Most classrooms now have one or more computers to enhance student learning. Think about how you use the Internet to support your literacy instruction and improve student learning. Now jot down your answers to the following questions and, if you are taking this workshop for credit, save them for your Literacy Practices Portfolio:

1. How do you use the Internet in your curriculum and teaching?
2. What skills and strategies do you teach students for using the Internet effectively?
3. What practices are in place to ensure safe use of the Internet by your students?
4. How comfortable are you in navigating and evaluating Web sites?
5. How do you teach students to determine the credibility of the Web sites they visit?



Assignment

Examine the Literature

To complete this activity, use the Examine the Literature Response Chart found at the end of this chapter.

Read each article listed below, recording your ideas on the chart during and after reading. When you have finished, save your chart to submit as an assignment.

These articles can be found as downloadable PDFs on the *Teaching Reading 3-5* Web site at www.learner.org/channel/workshops/teachreading35.

Reading Comprehension on the Internet: Expanding Our Understanding of Reading Comprehension to Encompass New Literacies

This article examines how Internet reading requires new comprehension strategies and new literacies.

Coiro, J. "Reading Comprehension on the Internet: Expanding Our Understanding of Reading Comprehension to Encompass New Literacies." *The Reading Teacher* 56, no. 5 (February 2003): 458-464.

Before You Watch, cont'd.

Integrating Literacy and Technology in the Curriculum: A Position Statement of the International Reading Association

This position statement from the International Reading Association discusses the importance of broadening our understanding of reading to include new literacies of the Internet.

"Integrating Literacy and Technology in the Curriculum: A Position Statement of the International Reading Association." Newark, DE: The International Reading Association, 2001.

Analyze the Video

Facilitator: When the workshop session begins, you may want to spend a few minutes discussing the key terms, participants' prior knowledge, and the readings.

Video Summary

In "New Literacies of the Internet," Professor Donald Leu discusses the new literacy skills that our students need for questioning, searching, critically evaluating, synthesizing, and communicating information found on the Internet. You will also see classroom examples that illustrate his research. As you watch, consider the following questions:

- What skills do students need to use the Internet?
- How can teachers use the Internet to teach content?
- How can teachers provide for child safety on the Internet?



Notebook

Watch the Video

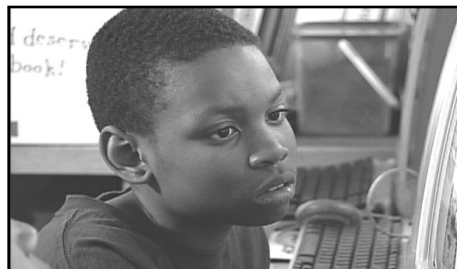
Watch the video, "New Literacies of the Internet," taking notes as you watch. After you watch, jot down your answers to the questions below. If you prefer to watch the video in segments, pause the video when you see the next session heading.

Analyze the Video, cont'd.

Video Segment 1: What Skills Do Students Need to Use the Internet? (approximate times: 00:00-13:00): If you are watching the video in segments, you will find this image at the beginning of the video.

In the first segment, Professor Leu discusses the importance of teaching students how to find, evaluate, and synthesize information from the Internet.

- What strategies can you use to teach your students to find information on the Internet?
- What strategies can you use to help your students evaluate the validity of the information they get on the Internet?
- How is synthesizing information from the Internet different from synthesizing information from books?



Video Segment 2: How Can Teachers Use the Internet to Teach Content? (approximate times: 13:00-22:00): If you are watching the video in segments, you will find this image approximately 13 minutes into the video.

In this segment, Professor Leu suggests strategies for using the Internet as a resource to build background knowledge about a subject and to locate information about a content-area topic.

- What are some activities that you can design in which students achieve two or three learning goals from a single activity?
- How can you make sure that struggling readers participate fully in using the Internet?
- How can you find the best resources related to the topics or content areas you are teaching?



Video Segment 3: How Can Teachers Provide for Child Safety on the Internet? (approximate times: 22:00-end): If you are watching the video in segments, you will find this image approximately 22 minutes into the video.

In the final segment, Professor Leu discusses how districts and teachers can make sure that students use only acceptable Web sites when on the Internet.

- How can you make sure that students understand the purpose of the Acceptable Use Policy?
- How do you make sure your students are safe while using the Internet?
- Based on Professor Leu's comments and the classroom examples, what changes might you make to your teaching?



Extend Your Knowledge

Examine the Topic

How has technology changed the nature of literacy instruction in the intermediate grades? What are the issues that teachers face in integrating technology into their literacy curriculum and instruction? Read the following statements on the impact of technology on literacy learning. Think about how these statements relate to your own classroom instruction and any questions you have about using technology to support students' literacy development.

Reading and writing have changed as new technologies have entered our lives. You can see the change probably most visibly in the new literacies that are required on the Internet. There are new literacy skills that are required for identifying important questions. There are new reading skills required for searching for information. There are new literacy skills required for critically evaluating information. There are new literacy skills that are required for synthesizing very disparate pieces of information that you pick up in your journey on the Internet. And finally, there are important new literacy skills that are required for communicating with e-mail technologies, instant-messaging technologies, or other technologies for communication. If we're really serious about preparing students for these new forms of reading and writing and the new contexts for reading and writing that are going to define their future, we have to take a little bit of a risk and integrate these technologies into our classroom.

Donald Leu

Internet technology has affected a number of areas in the reading classroom. First, a significant difference in reading strategies is evident when students read on the Web when compared with traditional print text reading. This affects our methods of teaching in computer-mediated environments. In addition, we need to realize that because technology changes so rapidly, we will probably always play "catch-up" in the educational sense. We must be willing to learn from technological changes and also acknowledge that some of our students may be a great deal more technoliterate than ourselves, and encourage them to help in the classroom. I do not support the view that technology will replace teachers. In fact, we have an integral role to play as part of the literacy community in evaluating the use of technology in classrooms and insisting that designers produce educational software that is pedagogically sound. We must continue to help students evaluate all textual environments critically. Use of technology does not necessarily mean better teaching. The Internet does not represent an alternative "better than books"; it signifies an option "different from books." As teachers, we must approach technological change by asking ourselves whether our teaching has the potential to be enhanced by technology, and whether technology serves a purpose in aiding student learning. If not, then why use it? Web literacy has implications for how we effectively teach reading strategies in both print and digital environments, so schools and educational funding agencies must consider professional development needs of teachers in a real and practical sense. Only through adequate professional development will the average classroom practitioner be able to cope with the changes taking place now and in reading classrooms of the future.

Sutherland-Smith, W. "Weaving the Literacy Web: Changes in Reading from Page to Screen." *The Reading Teacher* 55, no. 7 (April 2002): 662-669.

Extend Your Knowledge, cont'd.



Notebook

Consider how you integrate technology within your literacy and content-area curriculum. Write your answers to the following questions:

- How do you decide when to use technology to support your curriculum and instruction?
- What are the risks in using the Internet to enhance learning?
- How do you adapt your instruction strategy for use on the Internet?
- What is the role of the teacher when integrating technology with literacy development? How is this different from the role of the teacher in traditional instruction?



Interactive Activity

Evaluating Web Sites

Go to the *Teaching Reading 3-5* Web site at www.learner.org/channel/workshops/teachreading35

Using the Internet to investigate topics and answer questions requires that the reader is able to evaluate the usefulness and credibility of the information on a Web site. This activity is designed to help you and your students evaluate Web sites and determine which ones are most useful. You will browse a Web site and evaluate it by answering the basic questions of who, what, when, where, why, and how?



Notebook

When you have finished the interactive activity, choose two Web sites that you and your students use in your curriculum.

Go to each site and apply the questions and criteria in the interactive activity to evaluate the sites that you use regularly. When you have finished, jot down your answers to the following questions:

- What did you learn about evaluating a Web site for your curriculum and instruction?
- How did your answers compare with the suggested answers for each text box?
- What questions do you still have about evaluating Web sites for student use?

Extend Your Knowledge, cont'd.

Tips for New Teachers



Teaching With Technology

- Plan for integrating instruction in technology with your regular curriculum. This will allow for more time to use technology in authentic learning experiences.
- Prepare for “Plan B” in case technology breaks down. Make sure you have books and other print resources to support learning.
- Learn what your students can already do with technology and what they can handle in subsequent instruction.
- Keep the focus on the content learning, with technology use to support that content.
- Schedule mini-lessons on using technology (the Internet, software programs, word processing programs) before integrating with the curriculum.
- Explore search engines that are designed for children (e.g., Yahoo!igans, Kidsclick).
- Explore classroom teachers’ Web sites for your grade level to learn about instructional practices for literacy and technology.
- Schedule specific times for computer use to provide all students with equal access to technology use and practice.
- Situate computers so that monitor screens are clearly visible to you and the students.
- Take advantage of professional development opportunities to learn more about how to use technology to support literacy learning.

Put It Into Practice

Choose Activities

In this section, you will apply what you have learned to your own teaching. The following activities are designed to assist you in integrating new technologies into your existing curriculum. Choose one or both of the activities from the list below.

Activity 1: Research an Author

In this activity, you will develop a lesson that guides your students to use the Internet to find out information about an author whose work they are reading in class.

Activity 2: Develop Background Knowledge

In this activity, you will determine the background knowledge that is required to enhance students' understanding of a novel you teach in your literacy program.



Assignment

1. Research an Author

Teachers often give students background information about an author before reading a book. In addition to providing interesting information for the reader, this knowledge often helps the reader understand the author's purpose in writing.

In this activity, you will help your students gain knowledge about an author by using the Internet. To develop this activity, use the following steps:

1. Think about what you want your students to know about the author. Use the following ideas as a guide:
 - Consider what is interesting and unusual about this author's life.
 - Decide which events in the author's life affected his/her writing.
 - Think about the number and type(s) of books the author has written.
 - Consider the audience(s) of the books this author writes.
 - Has the author won any prizes? What does that tell you about the book/the author?
 - What is the relationship between the author and his/her illustrator, if there is one? How was that illustrator chosen?
2. Develop a broad question to guide students' inquiry.
3. Find several Web sites about the author.
4. Develop specific questions that will help students access the important ideas on the Web sites provided.

An example is provided on the next page. When you have finished, save your written work to submit as an assignment.

Put It Into Practice, cont'd.

Example: For the author Cynthia Rylant:

- a. General question: How did Cynthia Rylant's childhood and young adult experiences influence her writing?
- b. Here are several URLs with information on Cynthia Rylant:
 - <http://www.edupaperback.org/showauth.cfm?authid=40>
 - <http://www.kidsreads.com/authors/au-rylant-cynthia.asp>
 - http://www.wvwc.edu/lib/wv_authors/authors/a_rylant.htm
- c. As you search for information on the experiences that influenced Cynthia Rylant's writing, use the following questions to guide your inquiry:
 - Where and when was she born?
 - Where did she live growing up?
 - With whom did she live during her childhood?
 - When did she decide to become an author?
 - What kinds of books has she written?



Assignment

2. Develop Background Knowledge

Many intermediate grade novels are set in a time and/or a place that may be unfamiliar to students. For example, a story may take place on a Navajo reservation (*Annie and the Old One*), in Europe during World War II (*Number the Stars*), in the 1950s before the Civil Rights movement (*The Gold Cadillac*, *Leon's Story*), or during the Great Depression in America (*Bud, Not Buddy*; *Out of the Dust*).

In this activity, you will identify the background information your students need to understand a novel they will read. Think about a favorite book that you teach with a setting that requires more background knowledge in order to understand and identify with the characters and story events. Then plan a two- to three-day lesson in which students will use the Internet to gather information about the setting of the story. Use these steps in designing your lesson:

1. Consider the important concepts or characteristics that define the setting and will enhance students' understanding when they read.
2. Develop an overarching question that will guide students in their learning about this information.
3. Identify specific vocabulary words in the story that could be used as key words during the search.
4. Search the Internet to discover Web sites that will be useful to your students.
5. Develop several additional questions related to the major question to clarify the search.
6. Prepare a worksheet for students to complete as they search the Internet and gain new information.
7. Plan a specific time for students to share what they have learned with the whole class or in small groups.

A sample lesson plan follows.

Put It Into Practice, cont'd.

Using the Internet To Build Background Before Reading Lesson To Prepare for *Bud, Not Buddy* by Christopher Paul Curtis

Setting: 1930s Depression Era in the Midwest

1. Important concepts: poverty, homelessness, food lines, soup kitchens, jazz, blues
2. Overarching question: How did the hardships of the Great Depression affect people's lives?
3. Key words for searching the Internet: Great Depression; drifters; Hoovervilles; railroads in the 1930s; Flint, Michigan
4. Possible Web sites:
<http://www.sos.state.mi.us/history/museum/explore/museums/hismus/1900-75/depressn/labnews2.html>
5. Additional questions:
 - What was the role of the railroads during the Great Depression?
 - How did the U.S. government help people during the Great Depression?
 - How did the music of the Great Depression reflect the times?
6. Sample student worksheet:

Question	Web Site	What I Learned	New Questions

7. Sharing ideas: whole class or small groups; record new information on charts to be used during reading of book

After you have taught this lesson, consider the following questions:

- Did the Internet search help students to understand the important concepts related to the setting of the story?
- How did you support your struggling readers in using the Internet to answer the questions?
- What was most difficult for your students in searching Web sites related to your questions?
- What might you do differently the next time you use the Internet to prepare students for reading?

Reflect on Your Learning



Assignment

What Did You Learn?

Consider what you have learned about teaching the new literacies from Professor Leu's comments, the classroom examples, and the readings and activities in this session. Write a summary of what you have learned. Use the questions below to guide your thinking. When you have finished, save your written work to submit as an assignment. If you are taking this workshop for credit, include it in your Literacy Practices Portfolio.

- Which ideas from the video reflect what you are currently doing to integrate technology with your literacy instruction?
- What questions do you have about these ideas with respect to meeting the needs of all of your students?
- How will you change your instructional practices to include the use of technology and the Internet in your literacy and content-area curriculum?
- What professional development and/or resources will you need in order to make these changes?
- What ideas do you have for grouping students so they will have equal access to technology in the classroom?



Assignment

Create a Literacy Practices Portfolio

If you are taking this workshop for credit, continue constructing your portfolio of instructional practices. When you have finished, save your written work to submit as an assignment. Your portfolio for this workshop will include the following items:

- current practices in place in your classroom
- changes you would like to make
- a description of one change you have implemented
- evidence of student learning

1. Current practices

Include your written response from What Do You Do? Also, describe your current literacy instruction and how you integrate technology into your instruction. Write the answers to these questions:

- How do you use the Internet or other technology to teach the following subjects?
 - reading
 - writing
 - science
 - social studies
 - math
 - social skills
 - other
- How do you use technology to communicate with students, parents, and colleagues?
- What Internet resources do you use in lesson preparation?
- What Internet resources do you provide for students to reinforce skills and strategies?

Reflect on Your Learning, cont'd.

- How do you share Internet resources with colleagues?
- How do you teach your students to locate information on the Internet?
- How do you teach your students to evaluate Internet information?
- How do you ensure that your students are safe on the Internet?

2. Changes you would like to make

Include your written response from What Did You Learn?

3. One change you have implemented

a. Make a change

Choose one instructional change that you described in What Did You Learn? to implement now. What is your thinking behind making this change? Describe in detail how it will be implemented (e.g., helping students locate or evaluate information, designing a class Web site, participating in an Internet Inquiry or a Webquest, etc.). What are the expected outcomes for student learning with this change? Design a lesson plan and implement this change.

b. Reflect on the change

Write a brief reflection about how this change enabled you to better meet the needs of all your students. What changes will you make next time to assure learning on the part of all your students? (If you are taking this workshop during the summer, describe the learning goals and expected outcomes of this change.)

4. Evidence of student learning

Include evidence demonstrating student learning as a result of the change. Select one student and describe his/her performance in using the Internet effectively. What did you do to scaffold instruction for this student? Include two to three performance samples and documentation of the support provided for each. How will you continue to scaffold this student's Internet use? Listed below are possible pieces of evidence:

- student performance samples
- anecdotal records of student performance
- evidence of Web site use
- evidence of learning from Webquest or Internet Inquiry

Assignments

If you are taking this workshop for graduate credit, submit the following assignments for Workshop 5: New Literacies of the Internet:

1. Examine the Literature

Read two articles on new literacies and complete the Examine the Literature Response Chart.

2. Research an Author

Develop a lesson that guides your students to use the Internet to find out information about an author whose work they are reading in class.

3. Develop Background Knowledge

Determine the background knowledge that is required to enhance students' understanding of a novel you teach in your literacy program.

4. What Did You Learn?

Write a summary of the ideas and strategies you explored in this session.

5. Create a Literacy Practices Portfolio

If you are taking this workshop for credit, you will continue constructing your portfolio of instructional practices.

Related Resources

Print Resources

Labbo, L. D., D. J. Leu, Jr., C. Kinzer, W. Teale, D. Cammack, J. Kara-Soteriou, and R. Sanny. "Teacher Wisdom Stories: Cautions and Recommendations for Using Computer-Related Technologies for Literacy Instruction." *The Reading Teacher* 57, no. 3 (2004): 300-304.

Leu, D. J., Jr. "Internet Project: Preparing Students for New Literacies in a Global Village." *The Reading Teacher* 54, no. 5 (2001): 568-585.

Leu, D. J., Jr., D. D. Leu, and J. Coiro. *Teaching with the Internet K-12: New Literacies for New Times*, 87. Norwood, MA: Christopher Gordon, 2004.

Wepner, S. B., W. J. Valmont, and R. Thurlow. *Linking Literacy and Technology: A Guide for K-8 Classrooms*. Newark, DE: International Reading Association, 2000.

Web Resources

Creating a Web Site

<http://www.oswego.org/staff/cchamber/webdesign/edwebdesign.htm>

This site provides resources to help teachers create their own Web sites.

CyberGuides

<http://www.sdcoe.k12.ca.us/score/cyberguide.html>

This site provides supplementary, standards-based units of instruction focused on core works of literature.

Enchanted Learning

<http://www.enchantedlearning.com/Home.html>

This site provides an extensive, organized resource for teachers and students.

Gander Academy's Web Resources

<http://www.cdli.ca/CITE/themes.html>

This site is maintained by a fifth-grade teacher and contains links to all of the Internet sites that have met the child-safety policies for his school.

Hazel's Homepage

<http://www.marshall-es.marshall.k12.tn.us/jobc/connections.html>

This site contains ideas for utilizing the Internet as a resource for curriculum material, with links to other useful sites.

Teaching Reading 3-5

New Literacies of the Internet > Before You Watch

Examine the Literature Response Chart

Title	Big Ideas	Notes and Questions
1.		
2.		

Notes
