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Using Technology to Enhance Reading:

Innovative Approaches to Literacy Instruction

By Timothy V. Rasinski, Kristine E. Pytash, and Richard E. Ferdig (Editors)

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Study Guide

This study guide is a companion to the book *Using Technology to Enhance Reading: Innovative Approaches to Literacy Instruction*, edited by Timothy V. Rasinski, Kristine E. Pytash, and Richard E. Ferdig. This comprehensive anthology unites leading educators to examine the benefits and challenges of harnessing technology to support reading instruction.

This guide is divided into eight parts covering three chapters each, enabling readers to either work their way through the entire book or focus on specific topics addressed in a particular chapter. It can be used by individuals, small groups, or an entire team to identify ways that technology can help students improve their reading and comprehension while providing richer learning experiences.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to enhance reading instruction in your school or district.

Chapter 1

Foundational Reading Competencies Supported With Technology: Phonemic Awareness and Word Recognition

Diane Barone

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1. What evidence is there that early criticism saying young students were incapable of using technology is no longer valid? According to early literacy instruction, what elements of instruction are necessary for students' literacy growth?

2. What do Tricia Zucker, Amelia Moody, and Michael McKenna suggest that ebooks can do for students? How do ebooks make this happen?

3. Name the two strategies for using computer technology to support foundational learning skills that Linda Labbo offers. Which do you find to be more practical for your uses, and why is this the case?

4. Review the guidelines that the author received from a teacher who engaged her students with an iPad station while working with another small group of students. What can you learn and adapt from the guidelines the teacher provided?

Chapter 2

Rethinking Foundational Reading Skills:

Making Room for the Complexities of Digital Texts

Rachel Karchmer-Klein, Valerie Harlow Shinas, and Julie B. Wise

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1. Consider the authors' reflections on their early experiences with technology. What were your early experiences with technology, and how do they compare with the authors' experiences? How are today's students' experiences with technology unlike those of earlier generations?

2. What three important foundational reading skills are explained in this chapter? Briefly describe what each of these skills entails.

3. In Valerie Harlow Shinas's classroom use of the digital novel *Inanimate Alice*, how were different reading paths created? Locate an online text that your students could read to identify present modes. What different modes should students focus on, and how may taking these varying reading paths impact their depth of understanding of the material?

4. What two approaches to technology integration in early reading instruction do the authors encourage classroom change agents to recognize? What value does each approach have, and why are the two approaches needed together?

Chapter 3

Using Tablets to Teach Foundational Skills: Matching Apps to Student Needs

Laura Northrop and Erin Killeen

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1. What three foundational areas should educators consider when choosing apps to meet students' needs?

2. Explore the authors' favorite apps for letter identification and letter sounds listed on page 30. Which one of these apps seems most useful and practical to you, and why?

3. Answer the guiding questions that the authors provide for choosing an appropriate app for students on pages 32–34. What insight into your students' literacy needs can you take away from your answers?

Chapter 4

Podcasts: Adding Power and New Possibilities

to the Readers Theater Experience

Sheri Vasinda and Julie McLeod

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1. In your own words, define or describe *readers theater*.

2. What is an advantage that creating podcasts of students' reading performances can have on their reading comprehension? How could you see yourself incorporating podcast recordings into your classroom toward reaching reading comprehension goals?

3. Consider the classroom example that chronicles students choosing scripts and reading them to be podcasted as readers theater. How did this process of choosing their scripts and then recording them impact their reading comprehension and connection to the material? How does this engagement differ from the level of engagement you see in your students on most days?

4. This chapter details many benefits that arise from documenting school activities and performances through audio recordings. Which of these benefits excites you most, and why? What is an additional benefit that you would add to this chapter?

Chapter 5

Student-Produced Movies as Authentic Reading

Chase Young and Timothy V. Rasinski

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1. Why may teachers grow weary of the practice of repeated reading? Which repeated reading strategies do literacy scholars consider most authentic?

2. In your own words, what are the eight steps students should take to make a movie as an authentic reading exercise?

3. What literate processes do the authors say students use as they create their own movies, and at what points of moviemaking do they exercise these skills?

Chapter 6

Audio-Assisted Reading Builds Reading Fluency

Kaybeth Calabria and Kristine E. Pytash

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1. How have assisted reading and reading while listening been found to boost students' text comprehension?

2. How do the authors prepare to use audio-assisted reading in class? What is the most difficult aspect of picking an audiobook for students?

3. Read the classroom example that is presented, detailing how Joe Vermillion, a high school English teacher, teaches *Julius Caesar* using audio-assisted reading. What effects that arise from teaching this material with audio enhancements do you think are most significant?

4. As the authors suggest, take stock of the text passages you teach that students often have difficulty grasping. With the technological tools at your disposable in class, how could you use audio tools to enrich how you teach these text passages?

Chapter 7
Post-Reading Vocabulary Development Through VSSPlus

Dana L. Grisham, Linda Smetana, and Thomas DeVere Wolsey

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1. Why is improving students' vocabularies critical? What does effective vocabulary instruction require, and how does this differ from how vocabulary is often addressed in classrooms?

2. What is the Vocabulary Self-Collection Strategy (VSSPlus), when does it occur, and what is its goal?

3. Consider the directions provided for creating a classroom e-dictionary using PowerPoint (pages 67–68) and ThingLink (page 68). Instinctively, which of these methods do you prefer, and why?

4. Carry out the process for using VSSPlus, which is detailed on pages 69–71, with your class. How does this activity affect your students and their engagement with a vocabulary lesson?

Chapter 8

Bringing Words to Life Through Student-Created Vocabulary Videos

Bridget Dalton and Kimberly McDavid Schmidt

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1. Why does academic vocabulary pose a great challenge for students? What is an academic term that you have found to be a challenge for students to grasp? Why do you think this term is a challenge for them?

2. What is a vocabulary video? In your own words, briefly describe each step in the six-step process for making a vocabulary video.

3. As the authors state, it is important to determine how available that students' vocabulary videos will be to people outside the classroom. Whom would you consult in making this determination, and through what means would you reach the final decision? What is your instinct for how much visibility the videos should have, and why?

Chapter 9

Self-Regulated Vocabulary Learning on the Internet

Rachel J. Ebner

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1. What does the incremental theory of word knowledge state regarding learning words' meanings? How may using the Internet help build incremental word knowledge? Why may the Internet also have disadvantages for building this knowledge?

2. In your own words, define *self-regulated learning*. In what ways do students in your classroom presently take part in self-regulated learning?

3. How was the author's use of a structured think-aloud procedure for online vocabulary learning unique? What does using a structured think-aloud procedure help students avoid during the online vocabulary learning process? What two questions should students answer as they undertake a structured think-aloud procedure when using the Internet?

Chapter 10

Using the Multimodal Explanatory Composition Strategy

to Respond to Informational Texts

Amy C. Hutchison

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1. What opportunities do teachers need to give students as they instruct them on how to get knowledge from informational texts? In which of these areas do you provide the most opportunities for students, and in which area do you think students would benefit from more opportunities for interaction with text?

2. What does Multimodal Explanatory Composition entail? In order, what must teachers identify for students before they can compose their multimodal explanations?

3. On what may teachers mistakenly focus as they use the Multimodal Explanatory Composition strategy?

Chapter 11

Annotation Apps: Supporting Middle School Students'

Interpretation of Science Texts

Jill Castek and Megan Goss

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1. Why do comprehension difficulties arise when students read science texts?

2. What are some of the aspects of comprehension monitoring that digital annotation apps can support?

3. Take a look at the examples of students' annotated articles provided in figures 11.1 and 11.2 (page 104). How can the students' teachers use these annotations to inform their teaching processes?

4. How may using blog discussions or anonymous blogs with students to explore class readings enhance students' text comprehension in a way that more traditional discussion techniques wouldn't support?

Chapter 12

Online Research and Media Skills:

An Instructional Model for Online Informational Texts

W. Ian O'Byrne and J. Gregory McVerry

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1. For what two reasons may employing online informational texts cause problems for teachers and students?

2. List the three cornerstones of the Online Research and Media Skills (ORMS) model, and briefly describe what each cornerstone involves.

3. Ponder which cornerstone can best develop what you want your students to learn. Why does this cornerstone most closely align with how you want students to interact with online informational text?

Chapter 13

Digging Deeper With Reader Response: Using Digital Tools to Support Comprehension of Literary Texts in Online Learning Environments

Lotta Larson and Bernadette Dwyer

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1. What does it mean to create "scaffolded digital reading environments"?

2. How can message boards help students, and specifically shy students, have better text-based conversations?

3. Take some time to familiarize yourself with the options for creating asynchronous message boards, blogs, collaborative writing platforms, and multimodal posters that the authors describe. Which of these tools do you think can best cultivate your learning goals and your students' individual needs, and why?

4. What did the students in Betty Johnson's sixth-grade classroom in the Midwest and in Bridget Ryan's sixth-grade classroom in Dublin, Ireland, gain from taking part in a global online literature circle that they wouldn't have gained otherwise?

Chapter 14

Coding and Connecting Complex Literature

J. Gregory McVerry and W. Ian O'Byrne

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1. When do students truly comprehend literary texts when they are dealing with them?

2. How would you go about encouraging students, as readers, to participate in purposeful text annotation? What is *annotation without purpose* equivalent to?

3. Why are disembodied literary analyses unnecessary?

Chapter 15

Linking Through Literature: Exploring Complex Texts

Through Hypertext Literary Analysis

Blaine E. Smith and Nicole Barrick Renner

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1. What is hypertext literary analysis designed for students to do? What skills do students need to develop to engage in this type of analysis?

2. Describe the steps that need to be taken in order to prepare for hypertext literary analysis.

3. In your own words, review and describe the lessons that the authors learned from their experience of implementing the hypertext literary analysis strategy.

4. What two instructional advantages does creating your own hypertext literary analysis have?

Chapter 16

Classroom Blogging to Develop Disciplinary Literacy

Michael L. Manderino, Corrine M. Wickens, and Elsa Andreasen Glover

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1. Name the four key principles through which classroom blogging lets students engage in different disciplines.

2. Taking Elsa Andreasen Glover's lead, write an initial blog post for your class that models an inquiry stance, crafting questions without clear answers so that students can feel the freedom to wonder and make their own arguments.

3. Building on the subject matter of the initial blog post you create for question 2, find images that can help prompt students' responses and frame the students' writing task. Which images do you pick, and why?

Chapter 17

Using eReaders to Enhance Literacy Instruction in the Content Areas

Zhihui Fang, Lauren Eutsler, Suzanne Coatoam Chapman, and Yang Qi

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1. In brief, summarize what research involving ereaders has to say about how these tools can enhance literacy instruction.

2. In the classroom example, why does eighth-grade history teacher Tom Whitaker choose texts from two separate resources to introduce the Holocaust to students? Determine a topic with which multiple texts and an ereader could be effectively used to introduce the content area to students. Why would using these varied tools enhance instruction in this content area?

3. What does the Jigsaw strategy entail?

4. What is reciprocal teaching? How does this activity improve students' understanding of content areas?

Chapter 18

Supporting Inquiry With Digital Texts in School Disciplines

Phillip Wilder and Danielle Herro

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1. How have the National Governors Association Center for Best Practices and the Council of Chief State School Officers (NGA & CCSSO) guidelines affected the importance of close reading?

2. What changes have educational researchers and practitioners made to traditional perceptions of what defines literacy?

3. Identify questions that are valued in your discipline. What could you ask students to do in order for them to address these questions?

Chapter 19

"I Wanted to Film, so I Read the Book":

Filmmaking in the English Classroom

Kristen Srsen and William Kist

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1. What impact did Kristen Srsen notice that watching a film about a classic novel had on students' connections with the story? How did in-class discussions about the novel influence their connections with the same information?

2. Why may students find it exciting to identify connections between an author's voice and their own voices?

3. Briefly describe what each day in the fifteen-day process of creating a movie from classic texts involves for students.

Chapter 20

eBooks and eReaders: Removing Obstacles, Improving Motivation

Elizabeth A. Edmondson

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1. Why does the author say that she disagrees with what Ray Bradbury once said—that "nothing a computer can do can compare to a book"? How do your feelings about this statement compare to the author's feelings?

2. What should educators do to look for ways they can motivate students in the literacy classroom?

3. Which three themes did the author see arise when students in her class worked with ebooks and ereaders? What is another theme that you would add to these three themes regarding ebooks?

Chapter 21

Using Literacy iPad Apps for Reading Motivation

Salika A. Lawrence, Carrie E. Hong, Marie Donnantuono, and Geraldine Mongillo

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1. In what ways can digital tools motivate students to engage with what they are reading?

2. How did tutor Diane Brandon use an iPad to effectively supplement her vocabulary, comprehension, and fluency instruction with Carlos, a fifth-grade bilingual student, to help meet his literacy needs?

3. Try browsing for literacy-based apps at www.apple.com/itunes by typing *spelling* or *vocabulary* into the search box. Which search results look most promising for classroom literacy instruction, and why?

4. In your own words, why is motivation an important part of the reading process?

Chapter 22

Literacy Assessments in the Digital Age

Jacqueline Love Zeig and Tara Lee Ronzetti

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1. What was historically sufficient for comprehension assessment that is no longer enough to gauge comprehension? How have the demands of 21st century literacy changed what comprehension assessment should entail?

2. When author Tara Lee Ronzetti had her students complete a checklist based on Common Core standards and their performance indicators, what purpose did their responses serve, and what did the responses supply to students?

3. What do performance-based, formative assessments and students' multimodal digital responses help teachers to determine and help students build?

Chapter 23

Developing and Assessing Fluency Through Web 2.0 Digital Tools

Jacqueline Love Zeig

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1. How did the shift from web 1.0 to web 2.0 change what interactivity involves?

2. In addition to fluency practice, what did Roxanne Hudson, Holly Lane, and Paige Pullen notice that students gained from repeated oral readings?

3. What are some examples of web 1.0 tools and web 2.0 tools? How do web 2.0 tools' features build on the capabilities of web 2.0 tools?

4. What do fluency assessments conventionally involve? What does a *voice thread* refer to?

Chapter 24

Using Blogs as Formative Assessment of Reading Comprehension

Katie Stover and Lindsay Sheronick Yearta

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1. What do Judy Fiene and Susan McMahon say that educators must be cautious of? Why should educators utilize reader response in the classroom?

2. How can students self-assess their reading comprehension growth by reflecting on their blogs?

3. For what purpose do you think that a blog could best be used in your classroom, and why? What focus and audience would this blog have?