READING WORKSHOP 2.0

SUPPORTING READERS in the DIGITAL AGE

Frank Serafini

HEINEMANN
Portsmouth, NH

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This book is dedicated to Lyn Searfoss and Ralph Peterson, two of my first professors in the teacher education program at Arizona State University. You started me on this journey many years ago, and I have never looked back. Thank you for seeing something in me that many others didn’t.
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INTRODUCTION: POWERING UP!

Now is the time to understand the rich history of what we have thought books have done for us and what we think digital texts might do differently.

—Andrew Piper, 2012

I have been reading and writing about workshop approaches to literacy instruction for the past twenty-five years. One might think that I’d have run out of things to say about these instructional approaches and classroom frameworks a long time ago. Alas, that is not to be. It seems there is more to say about the changes that have taken place in literacy education, in particular, the changes in technology and digital resources that have affected the ways we teach children to read and write and how we organize classrooms to support this endeavor. Like Andrew Piper (2012) suggests in the opening epigraph, it is time to contemplate the rich history of printed books and the ways we teach children to read them. It is also time to consider the role of digital texts and how web-based resources might support the work we do in a reading workshop 2.0 environment.

Drawing on my previous work focusing on the reading workshop (Serafini 2001; Serafini and Youngs 2006), lessons in comprehension (Serafini 2004), and reading assessment (Serafini 2010a), this book will provide teachers and literacy educators with an expanded vision for the reading workshop. This vision includes new web-based and digital resources to support accessing and navigating children’s literature and multimodal texts, new technologies for sharing and analyzing complex texts, and new instructional approaches for supporting readers on their journey to becoming more engaged, literate human beings in the twenty-first century.

Into my previous discussions and writing about reading workshop approaches I am now inserting the concept of reading workshop 2.0 (two-point-oh). For many teachers, the attachment of 2.0 to the term reading workshop may seem like an unwelcome addition to an already overcrowded curriculum, just one more thing to worry about covering during the upcoming school year. That is not my intention here. The last thing I want to do is give teachers more components to add to their reading workshop or one more thing to add to their curriculum. The instructional approaches offered throughout this book are not intended to add any additional burdens to teachers’ workload or suggest new components for the reading workshop. Instead, I believe the various web-based and digital resources presented in this book will help teachers do the same important things they have been doing in the reading workshop for years, only using new resources and technologies to help children become sophisticated readers in more effective, efficient, and engaging ways.
Technology and Reading

The term technology can be misleading. When people say the word technology, they often mean the newest gizmo, software application, or digital resource that is being bandied about by friends in and out of education. However, it is important to remember that the pen and pencil were also important technological advances at one time in our history. So was the codex, or what we commonly refer to now as a printed book. Writing a book like Reading Workshop 2.0 requires attending to all forms of technology, print- and digital-based, not just the newest web-based resource or trendy app to hit the Internet.

A reading workshop 2.0 framework must also take into account what Lankshear and Knobel (2006) refer to as the new ethos stuff, in addition to addressing the new technical stuff. By new ethos stuff, they are suggesting that along with the changes in the technologies teachers and readers are exposed to in and out of school, the ways in which these new technologies affect the way we interact with information, people, and ideas have also changed. The profiles people construct on various social media platforms, the relationships that develop among participants in chatrooms and discussion boards, and the conventions and expectations for communicating with colleagues through email have changed as much as the web-based platforms used to house these interactions. As readers draw on new technologies (new technical stuff), they are no longer viewed simply as consumers of information; rather, they are considered producers and critics of information as well (new ethos stuff). You will read more about the development of web-based and digital resources and the new ethos associated with it in the opening chapters.

Creating New Spaces

In 2001 when I wrote my first book for Heinemann, The Reading Workshop: Creating Space for Readers, the concept of space in the subtitle was conceptualized primarily in terms of physical space—the physical organization, layout, and resources necessary for enacting a reading workshop framework within the four walls of the classroom. With the expansion and increased availability of web-based and digital resources since I wrote that book, the space being conceptualized in this new book has both physical and virtual dimensions. Creating space for readers and reading in a reading workshop 2.0 environment means addressing the role of web-based and digital resources, in addition to the print-based texts and resources traditionally found in brick-and-mortar classroom settings. The resources and instructional approaches suggested for supporting a reading workshop 2.0 framework are a way of expanding and reconceptualizing the traditional, physical spaces associated with literacy instruction in my early writing on the reading workshop.
Today children’s and young adult novels, textbooks, picture books, and informational texts are provided in both print-based and digital formats; book reviews are posted online for anyone in the world to read; and readers continue to access information through web-based and digital technologies. The physical and virtual spaces we develop to support and foster our children’s literate abilities must take advantage of these new resources and their instructional possibilities. The resources teachers need for supporting children’s development into sophisticated readers in the digital age extend well beyond the walls of the traditional classroom.

Readers and Reading in the Digital Age

What it takes to become a successful reader grows more complex with every generation. Web-based and digital resources require different skills and reading strategies than the literacy skills and strategies needed by our parents. Because of these changes, the traditional reading skills used to decode print-based texts should be viewed as necessary, but insufficient given the complexity of contemporary texts, web-based and digital resources, and social media platforms students encounter in and out of schools (Freebody and Luke 1990; Serafini 2012a). Reading has always been more than decoding; the skills and strategies necessary for success in web-based and digital environments are just becoming more obvious given the complexity of the texts and resources readers encounter now. Students will need to develop a more extensive array of literacy skills, strategies, and practices to be successful using these new texts and resources in the new millennium.

In today’s digital age, readers encounter new technologies that mediate and support their transactions with a variety of print-based and digital texts. They have access to texts that include visual images, background music, and hyperlinks, in addition to written language. These complex, multimodal texts convey information and communicate through many different resources or modes.

Simply put, a multimodal text is one that uses more than one mode or system of meaning for representing and communicating ideas and information (see Kress 2010; Serafini 2014). A mode is a resource—photography, sculpture, poetry, music, mathematics, paintings, and typography are some examples—used to convey ideas and information. A multimodal text is simply a text that contains more than one mode, like a picture book or website. Therefore, multimodal texts require readers to develop skills and strategies beyond the traditional skills of decoding, visualizing, predicting, and summarizing. Readers in the digital age need strategies for attending to resources beyond written language—such as visual images, design elements, and typography—to make sense of these complex texts.
Today most readers have some access to the Internet in school or at home. This access provides readers with many new web-based and digital resources, including social media platforms, presentation tools, reference materials, and informational warehouses unknown to previous generations. For example, many famous museums now provide images of their works of art, history, and science that were once only available by visiting their physical locations. With a computer linked to the Internet, readers can take virtual tours of the Metropolitan Museum of Art in New York City, the Smithsonian Institute in Washington, D.C., and the Art Institute of Chicago in a single day without leaving their classrooms. Of course, seeing these works of art, history, and science on a computer screen isn’t the same as seeing them in person, but access to these collections is now possible for more people than ever, at home or in class, on their own time and on a limited budget.

In the digital age, digital bookshelves have begun to replace the stacks of printed texts that have for years lined the walls of homes, schools, universities, and local libraries. Today readers can carry hundreds of books and documents on their electronic tablets and share their ideas instantaneously with readers from around the world via their smartphones. The possibility of sharing ideas with readers of such diverse backgrounds changes how we conceive of and organize literature study groups in new and exciting ways. Knowing what a reader from Australia thinks about a headline in a Russian newspaper or how a pen pal from Scotland reacts to an excerpt from a classic Victorian novel enables readers in our classrooms to expand their own perspectives on current events and literature beyond the confines of their immediate circle of friends.

The digital age has also provided new technologies for archiving discussions and instructional episodes in ways not available in the analog era. Classroom-based websites, audio recordings of discussions, video clips of lessons, electronic portfolios of students’ work documenting their literacy development, and digital histories of school and classroom events are now easily documented and archived for instant retrieval.

The technologies available for accessing a wide variety of texts, sharing ideas about what has been read, conducting discussions across time and space, and analyzing complex, multimodal resources are expanding so fast it is difficult to keep up. What our children read, how they access these texts, and the platforms available for responding to what they read present a variety of challenges for today’s teachers. It is also important to remember that our focus must remain on the act of reading itself (Ulin 2010)—whether it’s flipping through the pages of a hardcover book or scrolling down the screen of an eReader. We cannot throw the proverbial baby out with the bath water as we consider the possibilities presented by new technologies and how they can support and challenge readers in the digital age. As educators, I believe we are just beginning to understand the educational potential for many of these web-based and digital resources and technologies.
Children in the Digital Age

According to a recent New York Times survey, millennials (people born approximately between 1985 and 2000) access online resources about fifteen hours a day, on average. Texting, posting on social media sites, emailing, pinning photos on the web, and sharing information with one’s friends take up a larger and larger part of our children’s lives. We need to find ways to ensure that our children continue to become critical, successful users of these technologies, operating in safe environments throughout our schools and at home.

Children are just as social today as they were many years ago. Interacting with friends is still more important to most kids than learning algebra—the biggest difference today is simply the tools children use to connect with their friends. As opportunities for meeting up with peers in physical spaces continue to decrease and become less attractive to parents, like malls and street corners, children turn to social media and their smartphones to stay connected with their friends. Technologies may come and go quickly, but the core activities of sharing ideas, socializing, chatting with one’s friends, engaging in self-expression, and sharing information remain as important as ever (Boyd 2014). How children do these things and how teachers can take advantage of students’ experiences and skills with new technologies remain important considerations as we move forward as literacy educators.

How This Book Is Organized

This book is designed to provide the necessary web-based and digital resources to help teachers support the development of sophisticated readers in these changing times and to organize their reading workshops so that they can take advantage of the latest technologies available for literacy instruction. The three chapters in Part I offer a foundation for the reading workshop and set forth the theoretical principles, pedagogical strands, and instructional components upon which reading workshop 2.0 is built. Chapter 1 presents ten theoretical principles about teaching reading that are crucial for operating from a constructivist, child-centered reading workshop perspective. These principles represent my long-held beliefs about literacy instruction and provide a theoretical foundation for the reading workshop 2.0 framework. In Chapter 2, I revisit the pedagogical strands and instructional components of the reading workshop and discuss all of the new ideas that have been part of my research on teaching reading since I last wrote about the reading workshop (Serafini and Youngs 2006). In Chapter 3, I discuss some of the shifts that support moving from a reading workshop 1.0 to a reading workshop 2.0 approach to reading and literacy education.

Part II of the book presents four reading processes that are essential for reading in the digital age. The four processes are (1) accessing and navigating,
(2) archiving and sharing, (3) commenting and discussing, and (4) interpreting and analyzing. These four processes focus on different aspects of what readers do with print-based and digital texts in the reading workshop 2.0 framework. Chapter 4, on accessing and navigating, focuses on the various ways in which readers access, navigate, and interact with print, web-based, and digital texts. Web-based texts, eReaders, online aggregators, interactive storybooks, and audio books will all be discussed in this chapter. Chapter 5, on archiving and sharing, presents some of the new technologies readers use for archiving their reading lives and sharing what they read with other readers. Chapter 6 covers commenting on and discussing digital texts. Here I offer the reader numerous strategies and resources for expanding how readers share what they think about what they have read with other readers. Examples of technologies for highlighting texts, marking up or coding digital texts, participating in real-time discussions, and using social media platforms like Goodreads.com will be shared. Chapter 7, the closing chapter of Part II, focuses on interpreting and analyzing digital texts, particularly the strategies and resources available for analyzing multimodal and digital texts. The resources provided in each chapter support readers as they transact with texts in more engaging ways, developing new analytical tools, perspectives, and approaches for interpreting and critiquing multimodal texts.

A Few Words of Caution

Some years ago, as a newly minted assistant professor at the University of Nevada, Las Vegas, I attended a workshop with a colleague. The workshop focused on the newest technologies for teaching physics. Now, to be honest, I have very little background knowledge in physics and I attended this workshop more as a social event than as a professional development opportunity. However, what became immediately clear to me was that the focus was on physics, not the technologies used to support teaching physics. The presenter was excellent and used a vast array of technologies I had never seen before, but the focus remained on learning physics. The technology was simply a tool used in service of learning about kinetic energy, acceleration, and friction. I left there convinced that the role of technology in literacy education should be exactly the same: The focus should not be on the newest technology, platform, or enhanced website for sharing ideas about books; rather, it should be on reading, reacting to what has been read, and sharing interpretations with other readers. The newest resources and technologies should be seen as simply tools to help our students make sense of the texts they encounter in deeper, more effective and efficient ways.

New technologies can be an enticing proposition. Fancy gizmos are often touted as the cure for everything from illiteracy to finding a soul mate. In the digital age we have to be wary of the vaudeville barkers auctioning off the latest
techno-bling as the solution to all the challenges facing education. We as teachers cannot lose sight of the educational possibilities of these new technologies in our excitement over the technology itself. If a new object doesn’t help children develop as sophisticated readers, it doesn’t matter how shiny it is.

As you are aware, web-based technologies come and go. Teachers can quickly become overwhelmed trying to keep up with the millions of resources available and the new ones arriving online every day. Teachers have to be careful to not waste time chasing after the newest application and, in doing so, forget about all the old technologies—picture books, novels, libraries, and so forth—that have supported the development of readers and have been vital components of the reading workshop for years. The word processor, highlighters, and colored sticky notes have served us well over the years and will continue to do so. We must find ways to build upon the available educational resources that have already been proven effective rather than throw out all the old ideas that worked to find space for the new ones.

To address the rapid advances in technology offerings, throughout this book I have tried to list only those software applications and web-based resources that have been used extensively and for a sustained period of time. I have provided a minimum of three different examples of the web-based or digital resources I recommend. Now, of course, all three resources on my lists may become obsolete before I even finish writing this book, which demonstrates just how fast things are progressing. To address this challenge, I have created a web-based resource that I will continue to update with the newest, most effective resources for supporting teachers as they implement a reading workshop 2.0 approach. Please visit www.frankserafini.com/rw20.html to see what changes may have occurred since the publication of this book.

It seems that books published years ago about teaching reading had a longer shelf life than the professional books being published today. In the past, changes in technology didn’t alter the basic processes of reading the way that digital technologies have changed how readers access and navigate texts today. Given the technological changes of the past twenty years, professional development resources like this book have to find new ways to address this rapidly changing environment. In the near future, web-based resources may replace print-based texts. But, for now, I feel the best professional development materials are those that offer both print-based and web-based resources that can be easily accessed and updated regularly.

I recommend reading this book with your digital reading device, tablet, smartphone, and computer close at hand. As I describe an online resource, open it on one of these devices, and play around with the various features. I have tried to describe these resources in the greatest detail possible, but by opening an app or going to a particular website yourself, your experience will be greatly enhanced.

Because of the rapidly changing nature of the resources we use to help classroom teachers, this book will actually never be finished; it will evolve as my
understandings evolve. The resources I share with teachers through my website will continue to expand as my own understandings expand. Like our teaching, this book will continually evolve to support the never-ending process of developing oneself as an effective teacher.

Some Additional Thoughts

In the closing chapter of my first book, *The Reading Workshop: Creating Space for Readers*, I wrote:

> Change is scary for many teachers, and we want things to come together in our classrooms before the end of the first week of school. However, this is rarely the case. Unsettling contradictions force us to rethink our perceptions and look closely at the experiences we provide our students. We need to be able to tolerate a degree of uncertainty if we are going to become reflective practitioners, capable of learning from our classroom experiences. (2001, 136)

Fifteen years later, my original concerns are only amplified by the rapid changes in technology that create a more wide-ranging sense of uncertainty regarding what we teach, how we teach, and how we support our students in our reading workshops. This sense of uncertainty only adds to teachers’ frustrations and concerns. What it means to be a successful reader changes quickly in the digital age. As teachers, we have to remain tolerant of the level of uncertainty associated with these rapid changes in technology and how these changes affect our children in and out of school. Only by attending to our children’s needs and interests, and by becoming more highly literate beings ourselves, will we be able to provide the support and instructional experiences to help our students become sophisticated, literate human beings.
CHAPTER THREE

Making the Shift to Reading Workshop 2.0

Many researchers have identified the “old wine in new bottles” syndrome, whereby long-standing school literacy routines have a new technology tacked on here or there, without in any way changing the substance of the practice.

—Colin Lankshear and Michelle Knobel, 2006

From the outset of this book, I have suggested that the changes associated with a shift from a reading workshop 1.0 to a reading workshop 2.0 framework are better conceptualized as evolutionary rather than revolutionary. The changes presented in this book do not amount to a complete overhaul of my original framework; rather, they are an extension of my original work into the digital era. In either a 1.0 or 2.0 reading workshop framework, readers still need to learn to select appropriate texts, decode written language, consider visual images and graphic designs, discuss ideas, and analyze texts for meaning potential. Similarly, teachers still need to read aloud to children, facilitate interactive discussions, provide demonstrations of reading strategies, support intensive and extensive reading, and assess the readers in their classrooms. How new resources and technologies can support the shift from a reading workshop 1.0 to a reading workshop 2.0 framework is the question this book is designed to answer.

Although the theoretical principles about teaching reading, the pedagogical strands, and the essential instructional components that form the foundation
of both the reading workshop 1.0 and the reading workshop 2.0 frameworks remain basically the same, the resources, texts, and lessons have been adapted to take advantage of the web-based and digital resources available to us as reading teachers. As we reconsider the instructional approaches and learning experiences provided in a reading workshop 1.0 environment, we have to learn how to take advantage of the web-based and digital resources available to us as classroom teachers to support our readers in the digital age.

A Brief Vignette

A few years ago while visiting my sister Suzette and her family, my then twelve-year-old niece, Chandler, said she was going downstairs to read *The Hunger Games* by Suzanne Collins (2008) with her friends. I assumed, quite incorrectly, that her friends were gathered together in the basement, holding copies of the book and sharing parts of it as they read aloud to one another and discussed events in the story. I could not have been more wrong.

When I went downstairs later to see what was happening, I saw Chandler sitting by herself in front of her laptop computer. A digital version of the book was open on one side of the screen and a window to Skype video communications software was open on the other side displaying the face of one of her friends. They were simultaneously reading a digital version of the book on their digital reading devices while chatting about the story over Skype, highlighting the text and posting comments through some software application. In addition, Chandler was typing on her smartphone so she could text-message a third friend who did not have access to her laptop that evening but wanted to read along with her friends. When they finished reading a particular section of the book, they agreed to go onto Goodreads.com to post their latest commentaries in a Hunger Games chatroom they had joined earlier. After reading each section, they went online to visit the author’s website. There they looked for some clues the author might have shared in an interview about her motives for writing the book.

At that moment I fully realized how much things around reading had changed since I was in the classroom and would continue to change in the future. Even though Chandler and her friends were simply reading a novel together, the digital and web-based resources available to support their reading, discussions, interpretations, and analysis had changed everything. The resources available when I wrote *The Reading Workshop: Creating Space for Readers* in 2001 pale in comparison to what is available to teachers and students nowadays. I realized a new book about the reading workshop was absolutely necessary.
What Is Web 2.0 All About?

According to Davies and Merchant (2009), the changing nature of online engagement—often referred to as Web 2.0—privileges interaction over information. In a Web 2.0 environment, digital and web-based resources promote social interaction, collaboration, and user-generated content. These resources have changed notions of copyright, authorship, dissemination, advertising, and what it means to be literate in the twenty-first century. O’Reilly (2005) used the term Web 2.0, from which the term Reading Workshop 2.0 was adapted, to signify the evolution of web-based resources and applications from an information-gathering system to an interactive platform. In a Web 2.0 environment, users generate content as well as search through institutionally generated content. Web 2.0 represents both a change in the technical aspects of various web-based and digital resources as well as a change in the social practices and networks associated with these new technologies. Although children in school may be asked to research content on Wikipedia.com, they rarely if ever are expected to add content, look through the history of the page’s development, or revise various pages. Generating content in addition to searching for information takes advantage of the interactive, social, and collaborative nature of various web-based platforms in a Web 2.0 environment.

In the opening epigraph, Lankshear and Knobel (2006) cautioned us to consider what they have referred to as the “old wine in new bottles” syndrome (54). Davies and Merchant (2009) referred to the same phenomenon as “technologically polished performances of conventional literacy practices” (2). In both cases, these expressions refer to doing the same old thing in the name of literacy education but simply doing it online or on a tablet instead of with paper and pencil. Having students create a book report using presentation software such as PowerPoint or Prezi or having students upload questions generated during a read-aloud to a website like Edmodo is simply doing the same old thing with new technologies. A book report is still a book report even if it appears on a screen, and a list of questions is simply a list of questions even if it is sent to an educational website.

Information and communication technologies focus on new means of facilitating communication, not simply new technologies. Just as changing social practices associated with information and communication have supported changes in technologies, changes in technologies have supported changes in those social practices. Reading and writing are cultural practices, not just technological proficiencies. We learn to read and write and partake in these practices because we are members of a culture, and these practices support our lives as literate beings (Newkirk 2012).
Lankshear and Knobel (2006) suggest that Web 2.0 resources and environments involve three interlocking features or practices: (1) participation, (2) collaboration, and (3) dissemination. These features represent a change in worldview as much as an upgrade in available technologies; it’s how these technologies are used that signals the changes to which they are referring. The changes in technologies have evolved because of the changing nature of society and how we communicate.

According to Davies and Merchant (2009), compared to Web 1.0 resources, Web 2.0 resources presuppose a more active user who is encouraged to design an online presence and participate in a community of like-minded users. Where Web 1.0 resources position readers as passive consumers of information, Web 2.0 resources presuppose a more active, collaborative, and participatory stance for readers.

Additionally, Web 2.0 applications and platforms gather as much information about the user as the user learns about the content presented and shared. Websites use cookies and other web-based technologies to gather information about the sites we visit, the purchases we make, the websites we bookmark, the social networks we subscribe to, and the content we post online.

We use the Internet to learn more about the world while institutions, companies, and advertisers learn more about our interests and our lives. It seems that the distinctions among producers and consumers, users and advertisers, and institutions and individuals will be forever blurred.

Davies and Merchant (2009) proffered four key characteristics of Web 2.0 experiences and resources. These characteristics include:

1. Presence: Users of Web 2.0 are active participants, creating avatars and profiles for communicating with others.
2. Modification: The interfaces we use in Web 2.0 applications are modifiable to suit users’ needs and preferences.
3. User-generated content: Platforms like wikis, blogs, and podcasts allow users to generate and disseminate content.
4. Social participation: Web 2.0 resources provide invitations to participate in technologically mediated social practices.

In Web 2.0 environments, readers are positioned as active readers, adding content to what is already available, modifying the profiles and platforms they use, and participating in affinity spaces with others with similar interests and experiences (Gee and Hayes 2011). The aforementioned changes that have taken place in the roles readers assume, the resources available to us as classroom teachers, and the complexity of the texts being read and created are important to consider as we evolve into a reading workshop 2.0 framework.
What Shifts Are Occurring?

To get a sense of the various shifts that have occurred and those I have described throughout this chapter, take a minute and fill out the chart in Figure 3.1 before reading further. I have completed the first row to give you a sense of my purpose for completing this activity. The purpose of this chart is to consider the changes in technology associated with particular everyday experiences and the benefits and challenges that may arise.

**Figure 3.1 Comparing New and Traditional Technologies**

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<tbody>
<tr>
<td>Visual Entertainment</td>
<td>Go to the movies.</td>
<td>Stream videos on tablet.</td>
<td>Immediate access.</td>
<td>Not as social.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Buy movies online.</td>
<td>More portable.</td>
<td>Smaller screens = less impact.</td>
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<td>Personal Communication</td>
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<td>Listening to Music</td>
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You can see from Figure 3.1 that there are benefits and challenges associated with every change in technology. Not all changes in technology have led to positive changes in our lives and social interactions. Educators and researchers have documented the negative effects of living online (Rosen 2012; Turkle 2011) and the new social mores associated with living in a participatory culture (Jenkins, Ford, and Green 2013). As these technologies and the social practices associated with them continue to play a larger and larger role in our lives and our students’ lives, we must consider how these changes affect our development as literate beings.

To contextualize this discussion about changing resources, social practices, and learning environments, I will present a series of three shifts that help explain and elaborate the changes we face as literacy educators today. These shifts are: (1) theoretical, (2) pedagogical, and (3) textual. Each shift focuses on different
dimensions of the reading workshop 2.0 framework and should be considered as we develop our preferred vision for the instructional practices in our classrooms (see Figures 3.2, 3.3, and 3.4).

These theoretical, pedagogical, and textual shifts have occurred because of new technologies and new social practices that have been supported by these rapidly changing technologies. As teachers, we face many challenges as literacy educators in the new millennium. As definitions of what it means to be literate change from autonomous models—where being literate is defined as the accumulation of individual skills and competencies—to social models—where being literate means the ability to perform certain actions, roles, and identities in a variety of contexts—so too must our pedagogies change to support these new definitions.

**Figure 3.2 Theoretical Shifts**

- From Web 1.0 (focus on consumption) to Web 2.0 (focus on interaction)
- From autonomous models of literacy to social models of literacies
- From websites providing information to social media platforms supporting collaboration
- From in-class communities of readers to global communities of readers
- From institutionally generated content to user-generated content

**Figure 3.3 Pedagogical Shifts**

- From teacher as transmitter of knowledge to teacher as co-learner
- From reading slowly and deeply to skimming and navigating vast amounts of text
- From sharing interpretations with classmates to participating in online discussions with readers from around the world
- From putting sticky notes in novels to using digital highlighting and commentary tools
- From print-based literature response notebooks to reader-designed blogs and social networking sites

**Figure 3.4 Textual Shifts**

- From print-based to web-based and digital texts
- From written language texts (monomodal) to texts with images, design elements, sound effects, video clips, and graphic elements (multimodal)
- From reading paths set by the designer to reading paths set by the reader
- From ink-based texts that are permanent and inflexible to digital texts that can be altered by size, font, and orientation
- From bold headings to hypertextual links

For more information about this Heinemann resource, visit http://heinemann.com/products/E05754.aspx.
As the texts that readers encounter evolve into multimodal ensembles (Serafini 2014), the instructional approaches and lessons we provide need to evolve to address the nature of these complex texts. Multimodal texts represent radical changes from the traditional texts that have been a staple in classrooms for the past fifty years (Dresang 1999). These complex texts comprise interactive features, hyperlinks, visual images, and sound effects, and they require readers to bring a variety of strategies and an expanded interpretive repertoire to comprehend and make use of them.

What Are Web 2.0 Literacies?

There are many terms associated with Web 2.0 literacies: new literacies, multiliteracies, digital literacies, twenty-first-century literacies, web-based literacies, ICT literacies, and techno-literacies are just some of the terms I have come across in my research for this book. The term I use most frequently to describe the changes taking place is multiliteracies. This term was first used by the New London Group (1996) in their manifesto outlining the changes they foresaw coming in the later part of the twentieth century.

Multiliteracies refers to the reconceptualization of literacy as a multidimensional set of competences and social practices in response to the increasing complexity and multimodal nature of texts. Visual literacy, media literacy, critical literacy, computer literacy, and other types of literacies are brought together under this umbrella term to suggest the need to expand the concept of literacy beyond reading and writing print-based texts. As the texts that readers encounter grow in complexity, in both print and digital forms, the literacies required to navigate, interpret, design, and analyze these texts also grows in complexity (Serafini 2012b).

In addition to new social practices and definitions of literacy, Web 2.0 literacies involve new forms of technology. Pencil-and-paper technologies associated with traditional forms of literacy are transformed in the digital age to the mouse, the smartphone, and the computer screen. Some of the digital resources, software platforms, and web-based applications used to search and navigate the Internet, collaborate with others, and share content are listed in Figure 3.5.

We live in a technologically mediated world (Boyd 2014). This means our lives are mediated by the social interactions and technologies we use to go about our daily routines. Our methods of communication, our access to information, how we share what we have learned, and how we interact with one another are mediated by the digital tools available in school and at home. It seems the Internet has become a conduit through which all information and communication flows.

Becoming more comfortable with the various technologies available to us in the digital age is important as we consider our careers, families, friends, and other aspects of our lives. However, familiarity with the latest technological
gadgets or web-based services is often less important than possessing the critical knowledge to engage productively with networked situations (Boyd 2014). Familiarity alone is not enough to meet the demands placed upon our children and ourselves for being fully literate as we move into the new millennium. Our children will not only need help accessing and using these new resources, they will also need help learning to critically analyze the content and resources made available in today’s digital environments.

Even though social and entertainment-based literacies—including social networking sites, photo-sharing platforms, video games, and text-messaging—are common practices among readers in many of our classes, using web-based and digital resources as tools for educational purposes such as conducting research, writing on a weblog, or developing a multimodal presentation are not part of their daily experiences (Asselin and Moayeri 2011). The students in our class may be able to update their Facebook accounts and send text messages, but they usually don’t understand how these platforms work, nor do many of them have the experiences necessary for adapting them to specific learning experiences.

Web-based and digital resources are dynamic, user-centered, interactive, collaborative, democratic, and support online communities (Joosten 2012). These resources have the potential to increase interactions among individuals by providing spaces and platforms for sharing content and opinions. As these digital and web-based tools play a more extensive role in our lives, we must learn to navigate the social and literacy practices that mediate our lives and our educational experiences.

**Some Additional Thoughts**

Too often, teachers ask their students to “power down” upon entering their school or classrooms (Ormiston 2011), to turn off their smartphones, tablets, laptops, and digital reading devices. Yet outside of school, children’s lives are connected
to one another through these various technologies. What’s more, inside school they are often asked to sit in rows where talking may be considered some form of cheating. If technology supports increased engagement and collaboration outside of schools, then logically teachers should be able to use it in classrooms to support engagement and collaboration in their learning experiences.

Unfortunately, children often use more advanced technologies in their homes on a daily basis compared to what they have available and are allowed to use in schools. This is an unfortunate scenario given the demands placed upon today’s youth. The more we ask them to go back to outdated, traditional literacy practices, the less visible their literate abilities in school will become. Lack of opportunities to participate in the digitally mediated social practices available to other, more affluent peers is a damaging form of exclusion. The chasm of the digital divide between haves and have-nots must be bridged if we are to help all learners be literate in the twenty-first century (Castells 2002).

Readers in today’s classrooms are often referred to as digital natives (Prensky 2001). This term refers to children who have been exposed to digital and web-based technologies since birth, compared to digital immigrants, which refers to those who have experienced the changes from analog to digital in their lifetime. This second group, the digital immigrants, includes most of the teachers with whom I work. Making the shift from using predominantly Web 1.0 resources to incorporating web-based and digital web 2.0 resources is a major challenge for many teachers, young and old. Finding ways to take advantage of not only the new bottles but also the new wine can be invigorating, yet challenging at the same time.

In the digital age, reading is no longer simply decoding printed text. Instead, it is a complex process that entails a variety of social practices used for making sense of the more complex and multimodal texts encountered in today’s world. This includes making sense of visual images, graphic elements, and hypertextual connections. It involves the juxtaposition of texts that offer differing information and the critical thinking necessary to understand the perspectives involved in the production of these texts.

In similar fashion, writing is no longer simply putting pencil to paper; it is about designing multimodal texts by drawing on visual images, graphic elements, and other available resources in the process of making one’s ideas visible. Once completed, our students can make their ideas visible to the entire world almost instantaneously through the Internet. This shift from the written word delivered through the printed page available in one classroom to the multimodal text distributed in digital formats around the world has changed everything about literacy education. The better we understand how to support students as they interact with web-based, digital, and multimodal resources to make their ideas visible and available, the better we will be positioned to be successful in the reading workshop 2.0 environment.
INTRODUCTION TO PART II

*It is the kinds of texts children have access to and the kinds of interactions they experience around those texts that influence the kinds of readers they become.*

—Margaret Meek, 1988

The reading workshop 2.0 framework is designed to provide teachers and students with digital and web-based resources and technologies for accessing and navigating, archiving and sharing, commenting and discussing, and interpreting and analyzing a variety of children’s literature and multimodal texts. The resources described in this section provide new approaches for breaking away from traditional ways of accessing texts and responding to one’s reading. Part II of this book introduces new web-based and digital tools for navigating, sharing, discussing, and analyzing the wide variety of texts readers encounter in the digital age.

Today’s readers encounter children’s literature, informational texts, magazines, newspapers, reference materials, and websites in all sorts of new formats and platforms. Consequently, the basic processes of accessing, navigating, sharing, discussing, and interpreting this material will need to evolve and expand. Although some of the basic processes associated with decoding, responding, and analyzing texts will remain the same, other processes will adapt to the changing nature of the texts being read. In Part II, I will share specific instructional approaches and lesson ideas that take into account how digital and web-based resources can be used to support the instructional components of the reading workshop 2.0 framework.

Although the processes of accessing, navigating, sharing, commenting, discussing, and analyzing might blend together or overlap in practice, I will present them separately here to provide instructional approaches for supporting these processes individually. In real life, as in classrooms, when does navigating text not entail some level of analysis, and when does commenting and sharing not lead to discussion? However, I feel there are enough distinctions among the four processes described here to warrant presenting them separately.

I will begin by briefly defining each of the four processes that will make up the second half of the book:

1. **Accessing and Navigating.** The ways in which readers access and navigate texts have changed drastically in the past ten years. Digital reading devices such as eReaders, tablets, laptop computers, and smartphones provide instant access to a wide variety of digitally based texts. Not only have the devices changed because of digital technologies, the
types of texts made available through these technologies and devices are different. Texts with hyperlinks, visual images, video segments, interactive components, and new formats and design features are commonplace, so new skills and strategies are needed to navigate and access them. As our reading lives move further along into the digital age, we must consider how the changes in what our students are reading now affect how we teach them new strategies for being successful readers.

2. Archiving and Sharing. As readers, we are able to archive and share what we read in new ways due to the resources available in digital environments. We used to have only physical bookshelves in our homes, libraries, schools, and offices; now we have digital bookshelves that house our electronic text collections, websites that keep track of the books we want to read, platforms for posting book reviews, and communication technologies for sending recommendations to our friends. Using digital highlighters, we can share what we think is important in a text with anyone around the world. The ability to digitally archive our reading gives us a different perspective on ourselves as readers, and it allows others to peer into our reading lives and individual preferences and opinions.

3. Commenting and Discussing. Whether face-to-face or across the globe, we can now post comments about a favorite book and discuss these books with friends in real time (synchronous) or on our own schedule when we feel like adding our thoughts to a discussion board (asynchronous). We can make comments on paper sticky notes, or we can download one of the many apps available for commenting on digital texts. We can use video conferencing technologies like Skype or FaceTime to discuss ideas with other readers in our schools and around the globe via the Internet. In addition, there are many social media sites available for posting online reviews and participating in virtual book clubs. In today’s web-based environments, we are able to discuss texts with different people in different ways, providing us with new perspectives and new opportunities to consider what others think about those texts.

4. Interpreting and Analyzing. There are numerous digital and web-based resources available for supporting the interpretation and analysis of the texts. Multimedia resources like Glogster and Wordle provide digital platforms for readers to create visual presentations in new and exciting formats. These technologies can also help us to interpret specific aspects of texts and images, take a closer look at sections of texts and images, and post analytical notes in the margins of texts and
can provide new avenues for closely reading and interrogating print-based and digital texts. This last section contains some of the most challenging, yet some of the most exciting, resources and instructional approaches to responding to and analyzing what we read.

At the end of each chapter in Part II, I have included three explicit lessons that show how teachers might demonstrate and support the reading processes discussed. Each explicit lesson is organized using the following headings:

- **Rationale**
- **Objective**
- **Demonstration**
- **Resources**
- **Comments**

I explain why each lesson is important, what my learning objective is, and how the actual lesson might proceed; I suggest resources for conducting each lesson and add some additional comments. An LCD projector, smart-board, or other method of projecting your computer or tablet’s screen image is required for most of these explicit lessons. Students need to see how the teacher navigates the online and digital resources they are expected to explore and use before being asked to work independently. Teachers will support these lessons by thinking aloud about the choices they make when navigating these online resources. They will describe their learning objectives and offer play-by-play descriptions of what they are doing and thinking as they progress.

Digital technologies and web-based resources provide us with vast opportunities that were unavailable in the age of print-based texts only. However, many of the digital and web-based resources presented here will also provide support for sharing, discussing, and analyzing print-based texts as well. There is no need to clear classrooms of traditional print-based texts as we move into digital reading devices. Picture books, novels, informational texts, magazines, and textbooks can and should be accessed in whatever formats are available.

Each of the instructional approaches in Part II will require some knowledge of technology and/or digital environments. I know this may seem daunting to many teachers. I suggest that you download and access the suggested resources and play around with them to get a sense of how they work. Then, think about what they might do for you as a teacher. There are certainly different levels of knowledge required for working with these resources, but I have not recommended any resources that most teachers, if provided with a little time and a little patience, cannot use. For us to better serve the learners in our charge, we as teachers need to be learners first, trying out different resources, talking with other teachers about how they are using some of these technologies, and inviting our students to learn alongside us as we traverse this new terrain together.

For more information about this Heinemann resource, visit http://heinemann.com/products/E05754.aspx.
The digital and web-based resources and instructional approaches described in Part II will support readers regardless of how they access the variety of texts or formats in which they are delivered. I share instructional ideas throughout this section for all types of texts, digital and print based. My purpose in this book is to provide instructional ideas that enhance the approaches I have suggested over the years with new technologies to support quality reading instruction in a digital environment.
Sample lessons from Chapter 4

Explicit Lessons for Accessing and Navigating Digital Texts

The following lessons focus on accessing and navigating digital texts.

Lesson #1 Accessing Digital Texts

Rationale: Readers need to know how to access digital texts from a variety of websites and online resources. Understanding how texts are accessed, how much they cost, where free books are located, and how to download them onto reading devices is an important skill in the digital age.

Objective: Readers will be able to search and access a wide range of digital texts and download these texts onto their digital reading devices.

Demonstration: Teachers will navigate selected web resources that provide access to digital books and content. Using various online resources, the teacher will demonstrate how to locate and access a variety of digital texts. Part of this lesson will focus on how to create digital bookshelves to catalog one’s reading choices.

Resources: Zinio.com, ComiXology.com, iTunes store, Amazon, Project Gutenberg, Book Finder, and other retailers of digital content.

Comments: There are many different online resources for accessing digital content. Teachers need to demonstrate an array of resources because each one may have different navigational features and paths. Be sure to offer demonstrations across platforms, texts, and devices.

Lesson #2 Supportive Browsing

Rationale: Readers need help selecting appropriate reading material, and many struggling readers do not know what is available for them to read.

Objective: Readers need to be able to browse libraries and databases to take advantage of book reviews, reader recommendations, comments, genre categories, and other information that will help them make appropriate selections.
Demonstration: The teacher will select several online resources and databases and show readers how to access reviews and recommendations, navigate the ways digital content is organized, and develop criteria for making appropriate reading selections.

Resources: Amazon.com, Goodreads.com, LibraryThing.com, Shelfari.com, and others.

Comments: Helping readers develop a set of criteria and an array of strategies for choosing what to read is an important lesson for early in the school year. Having a discussion about ways to make better selections with students and generating a list of ideas together has been a very positive learning experience in my classes. Possible criteria for making appropriate choices might include:

1. Start with what you are comfortable with, such as reading books in a series or by the same author.
2. Find books that are connected to ones you have read—same genre, setting, characters, or authors.
3. Ask friends or search online for recommendations.
4. Read comments and reviews.
6. Read a few pages to determine whether the book is manageable.
7. Consider the recommended reading level posted on the book.
8. Ask the teacher or librarian for suggestions and support.
9. Be willing to put a book back if it is too confusing.