

# Technology in Literacy Resource

Using Technology to Build Strategies for Reading and Writing

Issue 2

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### Letter from the Editor

The inaugural issue of the Technology in Literacy Resource received an overwhelming amount of positive feedback! I would like to thank those of you who took the time to send in your thoughts and comments and encourage you to continue. It is pleasing to know that so many teachers, media specialists, technology coordinators and reading specialists found the newsletter interesting and informative.

This issue's theme is *using technology to build strategies for reading and writing*. Once again, we have invited several outstanding educators to contribute. Future issues will focus on using technology for writing and content area reading. We urge you to consider submitting articles and web site, book or product reviews. With your contributions, this resource will be a powerful tool for sharing the experiences, knowledge and expertise of all of us moving forward with using technology for teaching literacy.

If you are not already a member of the Technology in Literacy Education Special Interest Group of the International Reading Association, I would like to take this opportunity to invite you to join. The purpose of the SIG is to improve the quality of literacy instruction through the use of computers and related technologies, provide support for the use of these technologies in the classroom, disseminate information and ideas and report research on technology and literacy. If you would like further information or a membership form, please contact me at the email address below.

The SIG received many wonderful proposals for our annual program at the International Reading Association's annual convention in San Francisco, April 28-May 3, 2002. The keynote speaker will be Dr. Martha Dillner, the 2001 recipient of the Computers in Reading Research Award. Her presentation is entitled, "Let the students do the work: A cross-age approach to teaching teachers content area technology." Other speakers include, Ms. Dana W. Cammack, Ms. Mary Moffit, Dr. Gretchen Espinetti, Dr. Catherine M. Kurkjian, and Dr. Gerald H. Maring. Please join us on Wednesday, May 1 from 2:00-4:45 p.m. at the Palace Hotel (Twin Peaks room) to hear these excellent presenters.

I hope you enjoy this issue of the *Technology in Literacy Resource*. We encourage your comments and questions about any of the articles or reviews in this issue.

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# Meeting the Needs of the Struggling Student

## Technology: Moving Literacy Forward

By Connie R. Hebert  
National Literacy Presenter  
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Peterborough, NH

We live in a world that requires us to be literate. We live in a time when many children are struggling to become literate. Parents, politicians, school board members, and administrators are demanding that children become proficient readers and writers because they realize the limitations imposed on those who aren't. Although national and state standards and high-stakes testing have contributed to recent changes in literacy instruction, time continues to march on. While society watches and waits for educators to align their philosophies and train their teachers, children still sit in classrooms unable to read and write.

During the next 20 years, we will see massive changes in literacy instruction due to technological advancements. Unfortunately, technology capable of effectively impacting reading instruction remains unavailable to a large majority of children in this country for a variety of reasons. In 1994, Hancock and Betts wrote, "A key obstacle to the use of technology in schools is the limited support teachers have for integrating unfamiliar technologies into instruction." (24). Today, much of the literature cites two main reasons for inadequately implementing technology in our schools: (a) lack of funding, and (b) attitudinal factors and failure to use technology advantageously (Maddux, 1998). Other reasons include unequal distribution due to funding, stockpiling of hardware without teacher involvement, and teacher training.

Still, there are schools in various parts of the country where technology is positively impacting student achievement. One such school, Willow Bend, exists in Rolling Meadows, Illinois. Willow Bend has a diverse student body of 485 (33% ESL, 53% minority, and 42% from low-income families). In a desperate attempt to help their students, they became a model technology school. Their teachers were included in every aspect of the implementation and enthusiasm grew as teachers and parents began to see positive effects on their students. Test scores, student attendance, and teacher commitment increased as a result of their efforts. Their philosophy for instruction became "We use technology to learn, not just learn how to use technology" (Conyers, Kappel, & Rooney, 1999, 83).

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Connie R. Hebert is a national literacy presenter for Staff Development for Educators, Inc. She has presented seminars for educators in over 30 states and at national and international literacy conferences. Connie is also the founder of The Reading Place; a literacy center for preschoolers and struggling elementary students.

Connie has served as a classroom teacher, building reading specialist, Reading Recovery teacher, elementary music specialist, and district reading director in nine school systems. She has taught college level courses for over ten years and is currently a member of the adjunct faculty for Lesley University. She has a master's degree in elementary reading and is currently completing her doctorate in Educational Leadership.

Despite the success stories that can be found to date, the skeptics have their doubts about the effectiveness of technology in our schools. There are those who feel that computer capabilities must move beyond drill and practice work. Although this type of learning has its place, it "will not foster self-directed learning" (Latham, 1999, 87). I fully agree with this contention as it relates to literacy instruction. I see enormous possibilities for the future of reading instruction through the use of voice-activated technology. If children can read into a device that will interpret their responses and give them further opportunities to apply newly gained strategies, we might "catch" children in the early stages of reading acquisition before they grow farther and farther behind.

Assessment is another area where I envision enormous technological growth and potential. Ron Stevens from the UCLA School of Medicine developed a program called Interactive Multi Media Exercises (IMMEX). It "tracks not just whether the student got the right diagnosis but also the process used to solve the problem" (Means (2000), as cited in Brandt, 204). The ability to create a computer program that can essentially "think," is incredibly exciting! Imagine the potential for reading instruction if we have access to programs that can actually diagnose the processes used while reading a piece of text. "The union of technology and assessment may indeed provide a powerful catalyst for improving education" (Mean, 205).

There have been numerous studies that clearly show the benefits of technology for second language learners. We are all aware of the growing number of ESL students who are struggling with learning to read and write using traditional practices. They appear to benefit from computers that are able to transform the text using auxiliary information such as "vocabulary slides," alternate and simpler terms, graphics, video, and sound clips. Although still unavailable in most districts, the technology does exist to help these children in numerous ways (Matthews, 2000).

Will technology impact literacy instruction in the future? I believe it will. Can we make it available to all students and teachers? I believe we can. Will there be new ways of using technology to provide children with opportunities to practice reading strategies, fluency, and comprehension skills? I believe there will be. Are the possibilities for technological advancement and innovations in the field of literacy instruction limitless? Absolutely! ■

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Test scores, student attendance, and teacher commitment increased as a result of their efforts. Their philosophy for instruction became "We use technology to learn, not just learn how to use technology" (Conyers, Kappel, & Rooney, 1999, 83).



Introduction to a Themed Issue on Struggling Readers by Dana Grisham and Bridget Dalton  
[http://www.readingonline.org/editorial/edit\\_index.asp?HREF=/editorial/november2001/index.html](http://www.readingonline.org/editorial/edit_index.asp?HREF=/editorial/november2001/index.html)

# Classroom Organization and Management

## *Managing Technology in Today's Classroom*

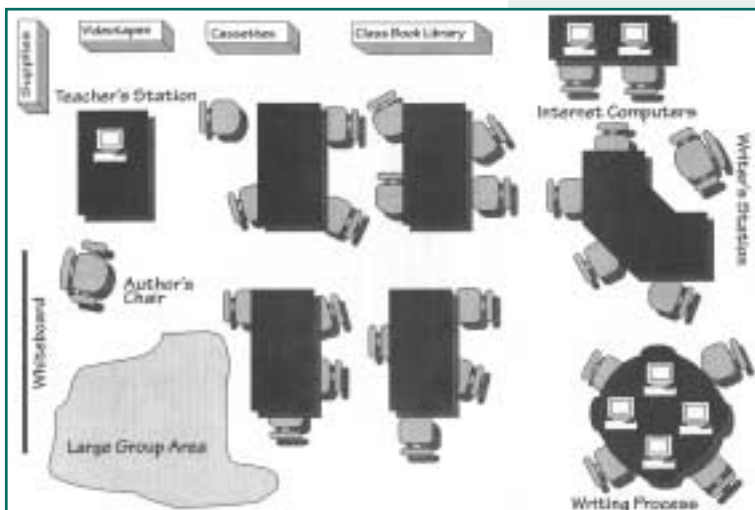
by Anne Blair

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Technology continually changes today's world. The resulting alterations create a new need in the realm of education. The styles and teaching techniques of classroom teachers have begun to change in order to accommodate these technological advancements as we attempt to prepare children for the future. As educators, we speak of the need to empower students and to put them in control of their own learning. We hope that this personal command will lead them to success; that the goals of teachers, parents, and students alike will be met; that our students will become literate individuals. Today's classrooms incorporate technology specifically for these purposes. It has become the tool with which our students' literacy can be advanced.

Computers in the classroom have become great allies in literacy programs. They motivate students to write. They help students hear and understand patterns. They increase creativity and skill in written self-expression. Dr. Jean Casey (2000) suggests in her book, *Creating the Early Literacy Classroom*, that computers even allow reading and writing before a full mastery of mechanics has been attained. She therefore advises teachers: "Have a full classroom library, technology resources and you as the literacy model, and the writing, reading, speaking and publishing in your class will begin" (p. 4). To read, students need a library full of interesting books. To enhance their understanding of language, students need computers. And to recognize the importance of computer use in the lives of literate individuals, children need a teacher. This final need is most significant. The classroom approach—centers, whole group instruction, guided reading—is not the key factor in literacy instruction. Instead, the essential part of every class is a teacher who understands his/her role as a model in that classroom.

Students must be challenged to begin their linguistic success. They must be given daily access to a talking word processor or problem-solving software so that learning can be enhanced (Casey, 2000). However, we must not send our students off without creating an understanding of purpose and use. A teacher



From *Creating the Early Literacy Classroom (A Writing, Reading Literacy Classroom)*

must begin by developing an atmosphere where literacy prevails. Students come to understand that computers can be used in truly positive ways. They are not forced to merely work through "skill and drill" programs, but rather to develop their literacy. Students are brought to this understanding by seeing their literacy successes and by having a strong teacher model. Students have no reason, no desire to become literate individuals or masterful language users if they have no one to visualize in that role. Here, teacher modeling becomes essential.

Teachers can utilize computers in a variety of ways. They can write daily messages for their students to read, notes home to parents, or even a story they plan to share with the class. Teachers should allow students to observe their interaction with technology. They can even go so far as to incorporate student advice or help in these dealings.

Student use of computers will begin slowly. They will start by exploring computers and then practicing encoding and copying known words. This will hopefully lead to an explosion of personal writing that incorporates the students' own thoughts, ideas, and knowledge (Casey, 2000). Language competence is the goal of technology use. Moreover, it is essential to understand that it results from constant modeling for students. As teachers, we are role models with the responsibility to help our students gain both the knowledge and the confidence they need to succeed as literate individuals in an increasingly technological world. ■



### References:

- Casey, Jean M. (2000). *Creating the Early Literacy Classroom: Activities for Using Technology to Empower Elementary Students*. Englewood, CA: Libraries Unlimited



Web Watch: Resources for Integrating Technology in the Classroom by Chuck Kinzer and Linda Colburn

[http://www.readingonline.org/electronic/elec\\_index.asp?HREF=webwatch/integration/index.html](http://www.readingonline.org/electronic/elec_index.asp?HREF=webwatch/integration/index.html)

## Literacy for Emergent Writers

Brian S. Friedlander, Ph.D.  
Adjunct Faculty, Graduate School of  
Education  
College of St. Elizabeth, Morristown, NJ

Working with a large number of students with learning disabilities over the years, I have experienced a variety of barriers that block these students from building their writing skills. Of course the dilemma has always been, how do we get this group of students to write and be able to express themselves if their skills are so poor? As a group, many of these students not only have difficulty forming their letters but also have a hard time with spelling words. Even words that are part of their sight vocabulary are often too difficult for them to remember when doing written language tasks with pencil and paper. With this in mind, how do we support and encourage emergent writers so that they can express themselves and begin to practice the important craft of writing?

Over the past couple of years there have been a number of software applications that allow teachers to support emergent writers by using pictures or visual supports for the writing process. Teaming text up with a picture frees students up and allows them to express themselves by writing with picture support. In essence, students recognize the picture first, and then by clicking on it, the computer sends the text for the picture. The teacher sets up software applications such as these so that the student is constructing sentences word-by-word instead of letter-by-letter. In most of these applications the students are able to receive auditory feedback and can listen to how their sentences sound. Clicker 4 from Crick Software ([www.cricksoft.com](http://www.cricksoft.com)) is a good resource for this strategy.

Clicker 4 is comprised of a talking word processor that has the ability to create grids. Grids hold words, pictures, or both pictures and words. Once a word has been entered into the grid, the accompanying picture

from the picture library is looked up and placed into the cell. The program ships with a picture library of over 1000 pictures and additional picture libraries can be purchased. For students who are unable to read the text in a cell, text is read by the computer by clicking on a cell.

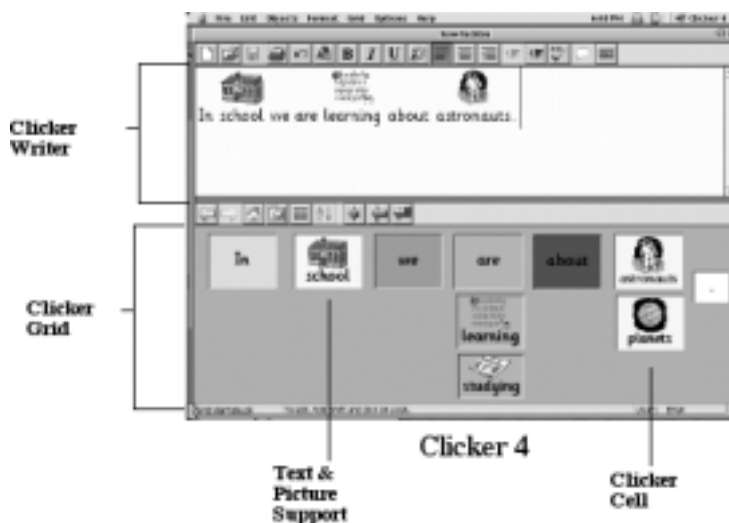
Students can construct sentences in Clicker 4 by clicking on one cell at a time. After the sentence is constructed, students can listen to the computer read the sentence back to them exactly as they wrote it. A helpful strategy to build awareness and learn parts of speech would include color-coding the words that make up the sentence. While teachers can develop their own color-coding strategy, one popular color-coding strategy is

### The Fitzgerald Key Strategy:

Verbs = pink  
Descriptors = blue  
Prepositions = green  
Nouns = yellow  
Miscellaneous interaction words = orange

called the Fitzgerald Key. This has been used with nonverbal students and could be used as a guide.

Using a color-coding strategy will help students locate the text and begin to identify the parts of speech. Similarly, for students who need to model appropriate grammar, the teacher can set up the words in the cells so that students click from left to right in a grid to write a sentence. Grids can be linked for more sophisticated students so that there are more picture and word options. Having the picture and auditory supports in place in Clicker 4 allows students to play with words and construct sentences without the usual frustration. Using this very playful writing program allows students to experiment with the writing process and experience a true sense of success, something that is often hard for them to come by. For those students who need visual supports for writing, this is an ideal program. ■



The cells in the lower grid are color-coded. Color coding from left to right is green, yellow, orange, pink, blue and yellow. The punctuation is a white cell.

### Symbol Writing Software - Applications

- Clicker 4 (Crick Software)
- PixWriter (Slater Software, Inc.)
- Writing with Symbols 2000 (Mayer-Johnson Co. and Widget Software)

### Symbol Writing Software - Photo Libraries

- Clicker Animations (Crick Software)
- Picture Communication - Metafiles (Mayer-Johnson Co.)
- Picture This (Silver Lining Multimedia, Inc.)

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Elias, Maurice J., Friedlander, Brian S., and Tobias, Steven E., (2001). *Engaging the Resistant Child Through Computers: A Manual to Facilitate Social Emotional Learning*. New York, NY: National Professional Resources.



Technology Empowers Reading and Writing of Young Children by Jean Casey

[http://www.readingonline.org/electronic/elec\\_index.asp?HREF=casey/index.html](http://www.readingonline.org/electronic/elec_index.asp?HREF=casey/index.html)

Instructional Approaches Used to Integrate Literacy and Technology by Elizabeth Baker

[http://www.readingonline.org/articles/art\\_index.asp?HREF=baker/index.html](http://www.readingonline.org/articles/art_index.asp?HREF=baker/index.html)



## Web Resources for Using Technology in Literacy



### TrackStar

<http://trackstar.scrtec.org/>

TrackStar helps instructors organize and annotate web sites for use in lessons. The resource list remains visible allowing the user to easily stay on track

### Teaching, Learning and Technology Group (TLTGroup)

<http://www.tltgroup.org/>

The TLT Group's mission is to motivate and enable institutions and individuals to improve teaching and learning with technology, while helping them cope with continual change

### NCREL's Educational Technology Resources Online

<http://www.ncrel.org/tech/>

The North Central Regional Education Laboratory's educational technology resources are focused specifically on technology and its use in education; others focus on popular topics in education, such as professional development and policy, that have an educational technology component. All are gathered here to simplify your search and give you one, easy-to-use page for finding high-quality resources

### Kathy Schrock's Guide for Educators

<http://school.discovery.com/schrockguide/index.html>

Kathy Schrock's Guide for Educators is a categorized list of sites useful for enhancing curriculum and professional growth. It is updated often to include the best sites for teaching and learning.

### Awesome Library

<http://www.awesomelibrary.org/Classroom/Technology/Technology.html>

Awesome Library organizes the Web with 17,000 carefully reviewed resources, including the top 5 percent in education.

### Early Childhood Technology Literacy Project

<http://www.mcps.k12.md.us/curriculum/littlekids/>

The Early Childhood Technology Literacy Project is an instructional project in Montgomery County Public Schools funded by the Technology Literacy Challenge Fund. The instructional focus of this project is to integrate technology into instruction and increase early childhood students' skills in reading and writing. This project was designed to help school teams, including classroom teachers, specialists, and instructional assistants work cooperatively to develop, plan and deliver exemplary reading and writing instruction using instructional technology.

### The North Central Regional Technology Education Consortium

<http://www.ncrtec.org>

NCRTEC's mission is to help schools and adult literacy programs to develop technology-embedded practices that lead to improved and engaged learning for students. This comprehensive website will assist educators with ways to integrate technology into the curriculum.

### The California Learning Resource Network

<http://www.clrn.org/ela/>

The CLRN website has identified and reviewed supplemental electronic learning resources such as software, video, and Internet resources and placed them in an interactive web site to provide: information about electronic learning resources through an online searchable database, links to standards based online lessons and to state education technology projects and resources.



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## Guiding Teachers In Using Technology To Build Strategies For Reading And Writing

Mary C. Moffitt, MA  
 Director, Synectics™  
 Volo, IL

Students who struggle with successfully learning to read and write need teachers who are able to choose and use technology tools and strategies effectively. Ultimately, when teachers are more successful in their role, students are able to become more successful in mastering challenging learning goals. Teachers need active opportunities for learning and practicing new skills. They also need guided feedback and support as they devise ways of implementing these new skills with various students.

We often forget all of the good understanding we have about how students learn best when the students at hand are adults. Children respond well to learning by doing—and so do adults. Unfortunately, when it comes to developing skills for using technology supports with students, adults do not typically get the chance to experience a guided learning process from awareness to implementation. Rather, we provide teachers "training" sessions after school and take them step-by-step through the features of a product, leaving the application of the tool in their instructional practice to be figured out on

their own. There is a more effective – and fun way to help teachers hone their skills in choosing and using different technology tools as scaffold supports for learning.

### Focus on the learning not on the technology

The overall goal is to use technology to support instruction and help students meet identified learning outcomes. However, most teachers need to have a baseline of comfort with a new tool or strategy prior to taking the risk of implementing it with their students. They will focus on the technology not the learning until this baseline of comfort is established. If we allow structured time upfront for teachers to become familiar with the features and applications of a product or tool, we can then shift focus to the much more important task of figuring out how and when and why to use a technology tool in the instructional process. By using checklists, self-paced tutorials and mini-lessons to guide this initial exposure, we promote a more individualized learning environment and increase the level of comfort more quickly than with a traditional training session.

### Provide opportunities for authentic experiences

Taking a fieldtrip with the adults is a fun and powerful way to experience the use of technology as a support in meeting standards and curricular goals. First, select a learning goal – for example writing a biographical account or demonstrating ability to compare and contrast two things. The fieldtrip can be as elaborate as a trip to the zoo by school bus or as simple as driving to the mall to investigate the similarities and differences between two stores. Set up the task ahead of time by sharing the purpose (learning outcomes) and your expectations (using technology as a support to achieve a learning outcome) for the trip. Have your adult students work in teams to gather information and ideas using technology tools such as a portable word processor and a digital camera. Upon return, co-create a rubric for performance assessment making sure to include elements that focus on the learning goal, the effective use of technology tools, strategies for literacy and collaborative work. Have the teams use specific technology tools to create an

### Sample Assessment Checklist (meets, exceeds, does not meet)

- Meets Learning Standards**  
**Learning Area** – Language Arts  
**Standard** – Uses the general skills and strategies of the writing process  
**Benchmark** – Writes autobiographical composition/presentation about an event or experience  
**Outcomes** – includes details/information to demonstrate personal importance, to provide context, to reveal personal perspective, to present details in a logical manner
- Evidence of Collaboration & Teamwork**
- Evidence of preplanning and strategy for accomplishing the task**
- Use of technology is supportive to the learning process and task**
- Integrates a variety of technology tools as appropriate**
- Demonstrates mastery of multiple technology tools/uses features to meet individual learning needs and to support the learning task**

appropriate deliverable to demonstrate their understanding and their ability to use technology to support their learning – perhaps a report, multimedia presentation, book or web page. Encourage the entire group to share in the assessment of finished products. Finally, debrief the experience to tap into ideas for application with students in the teachers' own classrooms.

### Provide ongoing support and sharing

To keep teachers motivated and growing in their skills long after the experience, make sure there are means of ongoing feedback and encouragement from colleagues. Pose questions such as, "How would we modify this activity for specific types of students?" or, "How can we get a student to think about their own learning needs when they use technology tools?" Have teachers report back to one another both their successes and their disasters in using technology to build strategies for their students. The benefits of learning from an authentic experience can continue long after the initial experience if we aim for a new way of thinking about learning to use technology as a support in the instructional process. ■

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**Teachers' Voices: A New Reading Online Series** by Dana Grisham and Bridget Dalton  
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### *The International Reading Association Releases New Position Statement: "Integrating Literacy and Technology in the Curriculum"*

#### PRESS RELEASE

NEWARK, DELAWARE, USA—With the release of their new position statement, *Integrating Literacy and Technology in the Curriculum*, the International Reading Association has called upon teachers, administrators, researchers, teacher educators, parents, and policy makers today to support literacy and technology in the classroom. The statement emphasizes that technology is one of the key components of quality reading instruction.

According to Donna Ogle, the International Reading Association president, "To become fully functional in today's world, students must become fully skilled in the new literacies of information and communication technology (ICT) such as word processors, web editors, presentation software, and e-mail. Therefore, educators have a responsibility to effectively integrate these technologies into the literacy curriculum in order to prepare students for the literacy future they deserve."

The Association believes that much can be done to support students in developing these new literacies, and declares that students must be provided with the resources necessary to achieve that goal:

- Teachers who are skilled in the effective use of ICT for teaching and learning
- A literacy curriculum that integrates the new literacies of ICT into instructional programs
- Instruction that develops the critical literacies essential to effective information use
- Assessment practices in literacy that include reading on the Internet and writing using word processing software
- Opportunities to learn safe and responsible use of information and communication technologies
- Equal access to ICT

The position statement points out that the Internet is rapidly entering nearly every classroom in developed nations around the world, and that equity of access to the Internet and other ICT will ensure literacy opportunities for children around the world.

Because of the importance of providing technology in the classroom, the Association is also urging teachers to take full advantage of professional development opportunities in technologies such as the Internet. The Association strongly urges school administrators to provide sufficient time for teachers to develop proficiency in the new literacies of ICT, and recommends that parents inquire as to how their districts and schools integrate ICT into their reading and writing curriculum.

In addition, the position paper asserts that to adequately evaluate students' literacy achievement, "reading and writing assessment must include the new literacies that are central to our students' future," and "an intensive program of research on literacy and technology issues will enable us to better understand the rapid changes taking place in the nature of literacy and literacy instruction."

In the position statement, the Association also urges policy makers who are engaging in public policy debates on reading instruction to address a central point: When students complete their school careers, much of their reading will take place within ICT such as the Internet. Therefore, the Association urges policy makers to support initiatives to ensure Internet access for schools and libraries.

"The growth of technology is fundamentally transforming every aspect of traditional literacy. It is creating not only new opportunities but also new challenges," continues Ogle. "We need to continue to encourage our schools and communities to get involved with the latest technology."

The International Reading Association's position statement *Integrating Literacy and Technology in the Curriculum* is available in PDF format at the Association's website, [www.reading.org](http://www.reading.org).

The International Reading Association is a community of teaching professionals with a shared goal: promoting higher achievement levels in literacy, reading, and communication by continually advancing the quality of instruction worldwide.

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## Be a part of this growing resource

The *Technology in Literacy Resource* is dedicated to giving educators the most up-to-date information about using technology for authentic learning in a balanced literacy classroom. We invite you to tell us how technology is working in your classroom and how you are using technology to teach reading and writing. It doesn't matter how long or short your article is, just that you are willing to share your experiences so others can learn. Articles could range from technology success stories, action research, practical application ideas to quick tip lists, top ten lists on a specific topic to software, web site or book reviews. Visit [www.donjohnston.com](http://www.donjohnston.com) and click on "our newsletters" for general guidelines for submission or contact Denise Johnson, Technology in Literacy Resource editor, by email at [cdjohn@wm.edu](mailto:cdjohn@wm.edu).



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## Meeting Standards

### Book Review



### Structured Writing: Using Inspiration Software to Teach Paragraph Development

Haynes, Charles and McMurdo, Kathleen (2001). *Structured Writing: Using Inspiration Software to Teach Paragraph Development*. Eugene, OR: International Society for Technology in Education.

*Structured Writing*, written by two educators who work in the classroom daily, shares methods for teaching struggling writers a very structured and scaffolded method for writing. The book is based on the software program Inspiration® (Inspiration) and suggests the use of Write:OutLoud® (Don Johnston Incorporated) or other talking word processors to further aid writing.

The authors use explicit step-by-step instruction as well as methods for intensive intervention to work to meet the needs of students who often struggle with the process of putting thoughts into writing. It introduces educators to a method that encourages students to write using technology and provides practical ideas for application of these strategies.

*Structured Writing* first introduces the writing process as a linear journey from start to finish and details the steps writers must take to move through this process with success. The majority of the book provides teachers with practical lessons for using this structured method to teach several different types of paragraph writing. These paragraphs are based on writing standards most students must meet and reflect several genres of writing. Each step of a lesson scaffolds on the one before, going further into the

writing process and taking students through the entire scope of drafting, editing and publishing their work.

Each paragraph writing lesson is presented very methodically and scaffolds upon the one before, beginning with the most basic paragraph to more complex comparison paragraphs. Real topics are used to illustrate these lessons and show the process. Lessons for teaching expanded, reason, example, process and classification paragraphs are among the range of paragraph styles you can introduce your struggling writers to and see success.

In addition to providing a step-by-step approach to the writing process and thorough lessons, the book includes writing samples, screen shots of each step using Inspiration and a poster that displays sample web maps of each of the seven different paragraph styles. Most valuable however, is the resource CD included with the book, which includes templates to be used with the software applications and lessons introduced in the book. The lessons are for both PC and MAC and can easily be adapted to use less or more technology if teachers have different programs or no programs at all.

*Structured Writing* is an excellent resource for teachers who have students struggling with the actual process of writing and meeting writing standards. ■