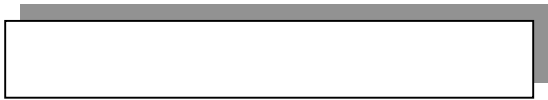


- Castek, J., Henry, L.A., & McMullan, M. (2005). Reading and writing on the Internet with kids. *Los Angeles Times*. [Online Serial] Available: <http://www.latimes.com/extras/readingby9/parentguide/story12.html>
- Castek, J., Henry, L.A., & McMullan, M. (March 28, 2005). Leyendo y escribiendo en el internet con los niños. *Los Angeles Times*. [Online Serial] Available: <http://www.latimes.com/extras/readingby9/parentguide/story12.html>
- Coiro, J., Karchmer, R., & Walpole, S. (in press). Critically evaluating educational technologies for literacy learning: Current trends and new paradigms. In M. McKenna, D. Reinking, L. B. Labbo, & R. Kieffer, *The Handbook of Literacy and Technology, Second Edition*. Mahwah, NJ: Lawrence Erlbaum.
- Coiro, J. (2005). Every teacher a Miss Rumphius: Empowering teachers with effective professional development. In Karchmer, R.A., Mallette, M., Kara-Soteriou, J., & Leu, D.J. Jr. (Eds). *New literacies for new times: Innovative models of literacy education using the Internet*. Newark, DE: International Reading Association.
- Coiro, J. (2003). Reading comprehension on the Internet: Expanding our understanding of reading comprehension to encompass new literacies. *The Reading Teacher*, 56, 458-464. Available online at *Reading Online*. [Online Serial]: [http://www.readingonline.org/electronic/elec\\_index.asp?HREF=/electronic/rt/2-03\\_Column/index.html](http://www.readingonline.org/electronic/elec_index.asp?HREF=/electronic/rt/2-03_Column/index.html)
- Coiro, J. (2003). Rethinking comprehension strategies to better prepare students for critically evaluating content on the Internet. *The NERA Journal*, 39, 29-34.
- DeArment, C.F., & Hartman, D.K. (in review). Instructional uses of on-line text-based dialogue: A case study of faculty and student experiences and perceptions. [American Educational Research Journal]
- Hartman, D.K., & Strickler, Zoe (in preparation). Readability, Comprehensibility, and Visual Factors in Interactive Learning Environments. In D. Leu, M. Knobel, C. Lankshear, & J. Coiro (Eds.), *Handbook of Research on New Literacies*. Erlbaum.
- Hartman, D.K. (2004). Deconstructing the reader, the text, and the context: Intertextuality and reading from a 'cognitive' perspective. In N. Shuart-Faris & D. Bloome (Eds.), *Uses of Intertextuality in Classroom and Educational Research*. Greenwich, CT: Information Age.
- Hartman, D.K. (2000). What will be the influences of media on literacy in the next millennium. *Reading Research Quarterly*, 35 (2), 280-282.
- Hartman, D.K. (1995). Eight readers reading: The intertextual links of proficient readers using multiple passages. *Reading Research Quarterly*, 30(3), 520-561.
- Hartman, D.K. (1992). Intertextuality and reading: Reconceptualizing the reader, the text, the author, and the context. *Linguistics and Education*, 4 (3 & 4), 295-311.
- Schell, J., & Hartman, D.K. (1992). Flexible cognition theory: A framework for advanced vocational learning. *Journal of Industrial Teacher Education*, 29 (3), 1-21.
- Hartman, D.K., & Schell, J. (1991). Using hypertext to enhance learning, thinking, and application. *Journal of Studies in Technical Careers*, 13 (1), 47-59.
- Henry, L.A. (in press). SEARCHing for an answer: The critical role of new literacies while reading on the Internet. *The Reading Teacher*.
- Henry, L.A. (in review). Review of Berkshire Encyclopedia of Human-Computer Interaction. *Journal of Educational Computing Research*. [Invited book review.]
- Henry, L.A. (in process). Information search strategies on the Internet: A critical component of new literacies. *Webology*.
- Henry, L.A. (2004). Writing on the Internet: Finding a voice online. *The Reading Matrix: An International Online Journal*, 4(1). Available Online: [http://www.readingmatrix.com/book\\_reviews/henry/book\\_review.html](http://www.readingmatrix.com/book_reviews/henry/book_review.html)
- Henry, L.A., Castek, J., Roberts, L., Coiro, J., & Leu, D.J., Jr., (2004). Case technologies to enhance literacy learning (CTELL): A new model for early literacy teacher preparation. *Knowledge Quest*, 33, 26-29.
- Henry, L.A., Coiro, J., & Castek, J. (2004). Addressing the challenges of new literacies and technologies in and out of school - A review of *The Flickering Mind: The false promises of technology in the classroom and how learning can be saved*, by Todd Oppenheimer, and *New Literacies: Changing knowledge and classroom learning*, by Colin Lankshear and Michele Knobel. [Article reprinted from *Journal of Adolescent and Adult Literacy*, 48, 320-324]. Available: <http://www.reading.org/Library/Retrieve.cfm?D=10.1598/JAAL.48.5.8&F=JAAL-48-5-Henry.html>
- Leu, Jr., D. (2003). Flat Stanley goes cyber. *Instructor*, 112(5), 28-31.
- Leu, D. J., Jr. (2002). Internet workshop: Making time for literacy. *Reading Online*. [Article reprinted from *The Reading Teacher*, 55 (5),]. [Online Serial]. Available: [http://www.readingonline.org/electronic/elec\\_index.asp?HREF=/electronic/RT/2-02\\_Column/index.html](http://www.readingonline.org/electronic/elec_index.asp?HREF=/electronic/RT/2-02_Column/index.html)
- Leu, D. J., Jr. (2002). The new literacies: Research on reading instruction with the Internet and other digital technologies. (pp. 310-336). In J. Samuels and A. E. Farstrup (Eds.). *What research has to say about reading instruction*. Newark, DE: International Reading Association.

- Leu, D. J., Jr. (2001). Internet project: Preparing students for new literacies in a global village. *Reading Online*. [Article reprinted from *The Reading Teacher*, 54, 568-585]. [Online Serial]. Available: [http://www.readingonline.org/electronic/elec\\_index.asp?HREF=/electronic/RT/3-01\\_Column/index.html](http://www.readingonline.org/electronic/elec_index.asp?HREF=/electronic/RT/3-01_Column/index.html)
- Leu, D.J., Jr., Castek, J., Coiro, J., Gort, M., Henry, L.A. & Lima, C.O. (2004). *Developing new literacies among multilingual learners in the elementary grades*. Presented at a colloquium as part of the Technology in Support of Young Second Language Learners Project at the University of California Office of the President, under a grant from the William and Flora Hewlett Foundation. Palo Alto, California.
- Leu, D.J., Jr., Castek, J., Henry, L., Coiro, J., McMullan, M. (2004). The lessons that children teach us: Integrating children's literature and the new literacies of the Internet. *The Reading Teacher*, 57, 496-503
- Leu, D. J., Jr., & Coiro, J. (2004). New literacies for new times: Why and how the literacy community needs to rethink its mission. *Wisconsin State Reading Association*, 44, 3-7.
- Leu, D.J., Jr., Coiro, J., Castek, J., & Henry, L. (2004). Pages through the ages: How social forces shape reading. *Time to Read (Special Tribute Issue of Time Magazine)* 2004-2005, 12-14.
- Leu, D. J. Jr, Coiro, J., Knobel, M, & Lankshear, C. (Editors). (Invited work under contract). *Handbook of Research on New Literacies*. Mahwah, NJ: Lawrence Erlbaum.
- Leu, D.J., Jr., Kinzer, C.K., Coiro, J., Cammack, D. (2004). Toward a theory of new literacies emerging from the Internet and other information and communication technologies. In R.B. Ruddell & N. Unrau (Eds.), *Theoretical Models and Processes of Reading, Fifth Edition* (1568-1611). International Reading Association: Newark, DE. Available: [http://www.readingonline.org/newliteracies/lit\\_index.asp?HREF=/newliteracies/leu](http://www.readingonline.org/newliteracies/lit_index.asp?HREF=/newliteracies/leu)
- Leu, D. J., Jr. & Kinzer, C. K. (2000). The convergence of literacy instruction and networked technologies for information and communication. *Reading Research Quarterly*, 35, 108-127.
- Leu, D. J., Jr., Leu, D. D. & Coiro, J. (2004). *Teaching with the Internet: New literacies for new times (4th ed.)*. Norwood, MA: Christopher-Gordon.
- Leu, D. J., Jr. (2000). Our children's future: Changing the focus of literacy and literacy instruction. *Reading Online*. [Article reprinted from *The Reading Teacher*, 53, 424-431]. [Online Serial]. Available: <http://www.readingonline.org/electronic/RT/focus/>
- Leu, D. J., Karchmer, R., & Leu, D. D. (1999). The Miss Rumphius Effect: Envisionments for literacy and learning that transform the Internet. *Reading Online*. [Reprinted from *The Reading Teacher*, 52, 636-42.] [Online serial]. Available: <http://www.readingonline.org/electronic/RT/rumphius.html>
- Teale, W. H., Leu, D. J., Labbo, L. D., & Kinzer, C. (2002). The CTELL project: New ways technology can help educate tomorrow's reading teachers. *The Reading Teacher*, 55(7), 654-659.



**Coiro, J. (2003). Reading on the Internet: Expanding our Understanding of Reading Comprehension to Encompass New Literacies. *The Reading Teacher*, 56, 458-464. Available online at *Reading Online*. [Online Serial]:**  
[http://www.readingonline.org/electronic/elect\\_index.asp?HREF=rt/2-03\\_column/index.html](http://www.readingonline.org/electronic/elect_index.asp?HREF=rt/2-03_column/index.html)

Important questions about reading comprehension on the Internet need to be addressed if we are to effectively prepare students for their literacy futures. This article closely examines the skills and abilities needed to interact with text on the Internet while exploring the answers to four questions: (a) Is the comprehension process different on the Internet?; (b) If so, what new thought processes are required beyond those needed to comprehend conventional print?; (c) Are these processes extensions of traditional comprehension skills or do Web-based learning environments demand fundamentally different skills?; and (d) If comprehension is different on the Internet, what implications do these differences have for comprehension instruction, assessment, and professional development?

The outline is framed with the same elements of the RAND Report, but different skills and strategies are included that are specifically related to the new literacies required when using the Internet and other ICT.

- Broadened Understandings of Text: (nonlinear, multimedia, interactive and self-referential)
- Broadened Understandings of the Reader: (cognitive capabilities, purpose, motivation, self-efficacy, knowledge and experiences)
- Broadened Understandings of the Reading Activity: (purpose, process and consequences)
- Broadened Understandings of the Social Context: (social collaboration, telecollaborative literacies, and student directed learning)

---

**Leu, D.J. Jr., Kinzer, C.K., Coiro, J., & Cammack, D. (2004). Toward a Theory of New Literacies. Emerging from the Internet and other ICT. R. Ruddell and Norman Unrau (Eds.) *Theoretical models and processes of reading, Fifth Edition (1568-1611)*. Newark, DE: International Reading Association. [Online Serial]. Available:**  
[http://www.readingonline.org/newliteracies/lit\\_index.asp?HREF=/newliteracies/leu](http://www.readingonline.org/newliteracies/lit_index.asp?HREF=/newliteracies/leu)

The new literacies of the Internet include the skills, strategies, and dispositions necessary to successfully use and adapt to the rapidly changing information and communication technologies and contexts that continuously emerge in our world and influence all areas of our personal and professional lives. These new literacies allow us to use the Internet and other ICT to identify important problems, locate information, analyze the usefulness of that information, synthesize information to solve problems, and communicate the solutions to others.

The principles of the New Literacies Perspective include:

1. The Internet and other ICT are central technologies for literacy within a global community in an information age.
2. The Internet and other ICT require new literacies to fully access their potential.
3. New literacies are deictic (ever-changing).
4. The relationship between literacy and technology is transactional.
5. New literacies are multiple in nature.
6. Critical literacies are central to the new literacies.
7. New forms of strategic knowledge are central to the new literacies.
8. Speed counts in important ways within the new literacies.
9. Learning is often socially constructed within new literacies.
10. Teachers become more important, though their role changes, within new literacy classrooms.