

REFERENCES

- Afflerbach, P. P. (2002). Teaching reading self-assessment strategies. In C. C. Block & M. Pressley (Eds.), *Comprehension instruction: Research-based best practices* (pp. 96–111). New York: Guilford Press.
- Afflerbach, P. P., & Johnston, P. H. (1986). What do experts do when the main idea is not explicit? In J. F. Bauman (Ed.), *Teaching main idea comprehension* (pp. 49–72). Newark, DE: International Reading Association.
- American School Library Association. (1998). *Information literacy standards for student learning*. American Association of School Librarians and Association for Educational Communications and Technology. Retrieved June 27, 2006, from www.ala.org/ala/aasl/aaslproftools/informationpower/InformationLiteracyStandards_final.pdf.
- Armbruster, B. B. (1984). The problem of “inconsiderate texts.” In G. G. Duffy, L. R. Roehler, & J. Mason (Eds.), *Comprehension instruction: Perspectives and suggestions* (pp. 202–217). New York: Longman.
- Armstrong, T. (2000). *Information transformation: Teaching strategies for authentic research, projects, and activities*. Ontario: Pembroke.
- Baker, L., & Brown, A. L. (1984). Metacognitive skills and reading. In P. D. Pearson, R. Barr, M. L. Kamil, & P. Mosenthal (Eds.), *Handbook of reading research* (pp. 353–394). New York: Longman.
- BBC News. (2002, February 20). *Web rage hits the Internet*. Retrieved October 21, 2006, from <http://news.bbc.co.uk/1/hi/sci/tech/1829944.stm>.
- Beach, R., & Bruce, B. C. (2002). Using digital tools to foster critical inquiry. In D. E. Alvermann (Ed.), *Adolescents and literacies in a digital world* (pp. 147–163). New York: Peter Lang.
- Beers, K. (2004). Equality and the digital divide. *Voices from the Middle*, 11(3), 4–5.
- Berghel, H. (1997). Cyberspace 2000: Dealing with information overload. *Communications of the ACM*, 40(2), 19–24.
- Bilal, D. (2002). Perspectives on children’s navigation of the World Wide Web: Does the type of search task make a difference? *Online Information Review*, 26(2), 108–117.
- Blachowicz, C. L., & Fisher, P. J. (2003). Best practices in vocabulary instruction: What effective

- teachers do. In L. M. Morrow, L. B. Gambrell, & M. Pressley (Eds.), *Best practices in literacy instruction* (2nd ed., pp. 87–110). New York: Guilford Press.
- Block, C., & Pressley, M. (Eds.). (2002). *Comprehension instruction: Research-based best practices*. New York: Guilford Press.
- Bolter, J. D. (1991). *Writing space: The computer, hypertext and the history of writing*. Hillsdale, NJ: Erlbaum.
- Bowler, L., Large, A., & Rejskind, G. (2001). Primary school students, information literacy and the Web. *Education for Information*, 19, 201–223.
- Broch, E. (2000). Children's search engines from an information search process perspective. *School Library Media Research*, 3. Retrieved October 25, 2006, from www.ala.org/ala/aasl/aaslpubsandjournals/slmrb/slmrcontents/volume32000/childrens.htm.
- Bromley, K., Irwin-DeVitis, L., & Modlo, M. (1995). *Graphic organizers*. New York: Scholastic.
- Brown, A. L., & Day, J. (1983). Macrorules for summarizing texts: The development of expertise. *Journal of Verbal Learning and Verbal Behavior*, 22, 1–15.
- Brown, A. L., Palincsar, A. S., & Armbruster, B. B. (2004). Instructing comprehension-fostering activities in interactive learning situations. In R. B. Ruddell & N. J. Unrau (Eds.), *Theoretical models and processes of reading* (5th ed., pp. 780–809). Newark, DE: International Reading Association.
- Brown, A. L., & Smiley, S. S. (1977). Rating the importance of structural units of prose passages: A problem of metacognitive development. *Child Development*, 48, 1–8.
- Bruce, B. C. (2002). Diversity and critical social engagement: How changing technologies enable new modes of literacy in changing circumstances. In D. E. Alvermann (Ed.), *Adolescents and literacies in a digital world* (pp. 1–18). New York: Peter Lang.
- Bruner, J. (1986). *Actual minds, possible worlds*. Cambridge, MA: Harvard University Press.
- Burbules, N. C. (1997). Rhetorics of the Web: Hyperreading and critical literacy. In I. Snyder (Ed.), *Page to screen: Taking literacy into the electronic era*. (pp. 102–122). New York: Routledge.
- Calkins, L. M. (1994). *The art of teaching writing*. Portsmouth, NH: Heinemann.
- Carroll, M. (2004). *Cartwheels on the keyboard: Computer-based literacy instruction in an elementary classroom*. Newark, DE: International Reading Association.
- CAST AspireREADER [Computer software]. (2006) Wakefield, MA: CAST, Inc. Retrieved September, 2006 from www.cast.org/products/ereader/index.html.
- Castek, J., Bevans-Mangleson, J. (2006). Reading adventures online: Five ways to introduce the new literacies of the Internet through children's literature. *The Reading Teacher*, 59, 714–728.
- Chandler-Olcott, K., & Mahar, D. (2001). A framework for choosing topics for, with and by adolescent writers. *Voices from the Middle*, 9(1), 40–47.
- Clay, M. (1991). *Becoming literate: The construction of inner control*. Portsmouth, NH: Heinemann.
- Cohen, M., & Riel, M. (1989). The effect of distant audiences on students' writing. *American Educational Research Journal*, 26(2), 143–159.
- Coiro, J. (2003). Reading comprehension on the Internet: Expanding our understanding of reading comprehension to encompass new literacies. *Reading Teacher*, 56(5), 458–464.
- Coiro, J., & Dobler, E. (in press). Reading comprehension on the Internet: Exploring the online comprehension strategies used by sixth-grade skilled readers to search for and locate information on the Internet. *Reading Research Quarterly*.
- Connecticut State Department of Education. (1998). *The Connecticut framework K–12 curricular goals and standards: Social studies*. Retrieved October 25, 2006, from www.state.ct.us/sde/dtl/curriculum/frsocst.pdf.
- Connecticut State Department of Education. (2005). *Core science curriculum framework*. Retrieved October 25, 2005, from www.state.ct.us/sde/dtl/curriculum/science/framework/ScienceCoreFramework2005v2.doc.

- de Argaez, E. (2006, January). *Internet world stats news*, 14. Retrieved October 10, 2006, from www.internetworldstats.com/pr/edi014.htm#3.
- Dennis, S., Bruza, P., & McArthur, R. (2002). Web searching: A process-oriented experimental study of three interactive search paradigms. *Journal of the American Society for Information Science and Technology*, 53(2), 120–133.
- Dewey, J. (1938). *Experience and education*. New York: Macmillan.
- Dickson, W. P. (1985). Thought-provoking software: Juxtaposing symbol systems. *Educational Researcher*, 14(5), 30–38.
- Dobler, E. (2003, December). *Informational text and Internet text: Similarities and differences among text features*. Paper presented at the National Reading Conference, Scottsdale, AZ.
- Dole, J. A., Duffy, G. G., Roehler, L. R., & Pearson, P. D. (1991). Moving from the old to the new: Research on reading comprehension. *Review of Educational Research*, 61, 239–264.
- Downes, T., & Fatouros, C. (1995). *Learning in an electronic world: Computers and the language arts classroom*. Portsmouth, NH: Heinemann.
- Duffy, G. G. (2002). The case for direct explanation of strategies. In C. C. Block & M. Pressley (Eds.), *Comprehension instruction: Research-based best practices* (pp. 28–41). New York: Guilford Press.
- Duke, N. K., & Pearson, P. D. (2002). Effective practices for developing reading comprehension. In A. E. Farstrup & S. J. Samuels (Eds.), *What research has to say about reading instruction* (pp. 205–242). Newark, DE: International Reading Association.
- Dyson, A. H. (1993). A sociocultural perspective on symbolic development in primary grade classrooms. *New Directions for Child Development*, 61, 25–39.
- Eagleton, M. B. (1999, April). The benefits and challenges of a student-designed school website. *Reading Online*. Retrieved October 25, 2006, from www.readingonline.org/articles/art_index.asp?HREF=eagleton/index.html.
- Eagleton, M. B. (2002, July/August). Making text come to life on the computer: Toward an understanding of hypermedia literacy. *Reading Online*, 6(1). Retrieved October 25, 2006, from www.readingonline.org/articles/art_index.asp?HREF=eagleton2/index.html.
- Eagleton, M. B., & Guinee, K. (2002). Strategies for supporting student Internet inquiry. *New England Reading Association Journal*, 38(2), 39–47.
- Eagleton, M. B., Guinee, K., & Langlais, K. (2003). Teaching Internet literacy strategies: The hero inquiry project. *Voices from the Middle*, 10(3), 28–35.
- Eagleton, M. B., & Hamilton, M. D. (2002). Using technology to address language arts standards. *New England Reading Association Journal*, 38(1), 38–43.
- Eisenberg, M., & Berkowitz, B. (2001). *Big6: An information problem-solving process*. Retrieved October 25, 2006, from www.big6.com
- Eisner, E. W. (1991). Rethinking literacy. *Educational Horizons*, 69(3), 120–128.
- Eisner, E. W. (1994). *Cognition and curriculum reconsidered*. New York: Teachers College Press.
- Eisner, E. W. (1997). Cognition and representation. *Phi Delta Kappan*, 78(5), 349–353.
- Fidel, R., Davies, R. K., Douglass, M. H., Holder, J. K., Hopkins, C. J., Kushner, E. J., et al. (1999). A visit to the information mall: Web searching behavior of high school students. *Journal of the American Society for Information Science and Technology*, 50, 24–37.
- Finkelman, K., & McMunn, C. (1995). *Microworlds as a publishing tool for cooperative groups: An affective study* [Report No. 143]. East Lansing, MI: National Center for Research on Teacher Learning. (ERIC Document Reproduction Service No. ED 384 344).
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.
- Garner, R. (1987). *Metacognition and reading comprehension*. Norwood, NJ: Ablex.
- Garner, R., & Gillingham, M. G. (1998). The Internet in the classroom: Is it the end of transmission-oriented pedagogy? In D. Reinking, M. McKenna, L. Labbo, & R. Keiffer (Eds.), *Handbook of literacy and technology: Transformations in a post-typographic world* (pp. 221–231). Mahwah, NJ: Erlbaum.

- Gee, J. P. (2001). Reading as situated practice: A new literacy studies perspective. *Journal of Adolescent and Adult Literacy*, 43(5), 412–423.
- Gee, J. P. (2003). *What video games have to teach us about learning and literacy*. New York: Palgrave Macmillan.
- Gibson, M. R., & Mazur, J. (2001). "It's funner now!" Where online guidance stops and mentoring starts: Fifth graders' perceptions of doing research with the research buddy. In R. M. Branch & M. A. Fitzgerald (Eds.), *Educational media and technology yearbook* (Vol. 6, pp. 93–114). Englewood, CO: Libraries Unlimited.
- Glasgow, J. N. (1997). It's my turn: Motivating young readers using CD-ROM storybooks. *Learning and Leading with Technology*, 24(4), 18–22.
- Goodman, K. S. (1982). *Language and literacy: The selected writings of Kenneth S. Goodman* (G. V. Gollasch, Ed.). Boston: Routledge & Kegan Paul.
- Goodman, K. S. (1994). Reading, writing and written texts: A transactional sociopsycholinguistic view. In R. B. Ruddell, M. R., Ruddell, & H. Singer (Eds.), *Theoretical models and processes of reading* (4th ed., pp. 1093–1130). Newark, DE: International Reading Association.
- Goodman, K. S. (1996). *On reading*. Portsmouth, NH: Heinemann.
- Gordon, C. J., & Pearson, P. D. (1983). *The effects of instruction in metacomprehension and inferencing on children's comprehension abilities* [Tech. Rep. No. 277]. Urbana, IL: University of Illinois, Center for the Study of Reading.
- Graves, D. H. (1983). *Writing teachers and children at work*. Portsmouth, NH: Heinemann.
- Grisham, D. L. (2001, April). Technology and media literacy: What do teachers need to know? *Reading Online*, 4(9). Retrieved October 25, 2006, from www.readingonline.org/editorial/edit_index.asp?HREF=/editorial/april2001/index.html.
- Guinee, K. (2005a, April). *Open-ended research vs. fact finding: Differences in fifth graders' Internet search string construction*. Paper presented at the 86th Annual Meeting of the American Educational Research Association, Montreal, Canada.
- Guinee, K. (2005b, December). *Lighting the path: Scaffolding fifth-graders' subject knowledge during Internet inquiry*. Paper presented at the 55th Annual Meeting of the National Reading Conference, Miami, Florida.
- Guinee, K., & Eagleton, M. B. (2006). Spinning straw into gold: Transforming information into knowledge during Web-based research. *English Journal*, 95(4), 46–52.
- Guinee, K., & Eagleton, M. B. (unpublished manuscript). *Children and young adolescents' mental models of the Internet*.
- Guinee, K., Eagleton, M., & Hall, T. E. (2003). Adolescents' Internet search strategies: Drawing upon familiar cognitive paradigms when accessing electronic information sources. *Journal of Educational Computing Research*, 29(3), 363–374.
- Gunn, H., & Hepburn, G. (2003). Seeking information for school purposes on the Internet. *Canadian Journal of Learning and Technology*, 29(1). Retrieved October 25, 2006, from www.cjlt.ca/content/vol29.1/04_gunn_hepburn.html.
- Hafner, K. (2004, June 21). Old search engine, the library, tries to fit into a Google world. *New York Times*, pp. Retrieved July 3, 2006, from www.nytimes.com/2004/06/21/technology/21LIBR.html?ex=140315.400&en=19bc49100fbfcba&ei=5007&partner=USERLAND.
- Hagood, M. C., Stevens, L. P., & Reinking, D. (2002). What do THEY have to teach US? Talkin' 'cross generations! In D. E. Alvermann (Ed.), *Adolescents and literacies in a digital world* (pp. 68–83). New York: Peter Lang.
- Hansen, J. (1981). The effects of inference training and practice on young children's reading comprehension. *Reading Research Quarterly*, 16, 391–417.
- Hare, V. C., & Borchardt, K. M. (1984). Direct instruction of summarization skills. *Reading Research Quarterly*, 20, 62–78.
- Hargittai, E. (2002, April 1). Second-level digital divide: Differences in people's online skills.

- First Monday, 7(4). Retrieved October 25, 2006, from www.firstmonday.dk/issues/issue7_4/hargittai/index.html.
- Harste, J. C. (1994). Literacy as curricular conversations about knowledge, inquiry and morality. In R. Ruddell, M. Ruddell, & H. Singer (Eds.), *Theoretical models and processes of reading* (4th ed., pp. 1220–1242). Newark, DE: International Reading Association.
- Harvey, S. (1998). *Nonfiction matters*. York, ME: Stenhouse.
- Harvey, S., & Goudvis, A. (2000). *Strategies that work*. York, ME: Stenhouse.
- Henry, L. A. (2006). SEARCHing for an answer: The critical role of new literacies while reading on the Internet. *Reading Teacher*, 59(7), 614–627.
- Hill, J. R., & Hannafin, M. J. (1997). Cognitive strategies and learning from the World Wide Web. *Educational Technology Research and Development*, 45(4), 37–64.
- Hoffman, J. L., Wu, H., Krajcik, J. S., & Soloway, E. (2003). The nature of middle school learners' science content understandings with the use of online resources. *Journal of Research in Science Teaching*, 40(3), 323–346.
- Hoyt, L., & Therriault, T. (2003). Understanding text structures. In L. Hoyt, M. Mooney, & B. Parkes (Eds.), *Exploring informational texts: From theory to practice* (pp. 52–58). Portsmouth, NH: Heinemann.
- Inspiration [Computer software]. (2006). Portland, OR: Inspiration Software. Retrieved October 25, 2006, from www.inspiration.com/productinfo/inspiration/index.cfm.
- International ICT Literacy Panel. (2001). *Digital transformation: A framework for ICT literacy*. Princeton, NJ: Educational Testing Service. Retrieved October 10, 2006, from www.ets.org/Media/Tests/Information_and_Communication_Technology_Literacy/ictreport.pdf.
- International Reading Association. (2001). *Integrating literacy and technology in the curriculum: A position statement*. Retrieved October 25, 2006, from www.reading.org/resources/issues/positions_technology.html.
- Jacobs, G. E. (in press). People, purposes, and practices: Insights from cross-disciplinary research into instant messaging. In J. Coiro, M. Knobel, C. Lankshear, & D. Leu (Eds.), *Handbook of research on new literacies*. Mahwah, NJ: Erlbaum.
- Jakes, D. S., Pennington, M. E., & Knodle, H. A. (2002). *Using the Internet to promote inquiry based learning*. Retrieved October 25, 2006, from www.biopoint.com/inquiry/ibr.html.
- Jansen, B. J., & Pooch, U. (2001). A review of Web searching studies and a framework for future research. *Journal of the American Society for Information Science and Technology*, 52(3), 235–246.
- Jansen, B. J., Spink, A., & Pfaff, A. (2000). Linguistic aspects of Web queries. *Proceedings of the American Society for Information Science Annual Meeting*, 37, 169–176.
- Jansen, B. J., Spink, A., & Saracevic, T. (2000). Real life, real users, and real needs: A study and analysis of user queries on the Web. *Information Processing and Management*, 36(2), 207–227.
- Jonassen, D. H. (2000). *Computers as mindtools for schools: Engaging critical thinking*. Upper Saddle River, NJ: Prentice-Hall.
- Kafai, Y., & Bates, M. J. (1997). Internet Web-searching instruction in the elementary classroom: Building a foundation for information literacy. *School Library Media Quarterly*, 25(2), 103–111.
- Kajder, S. B. (2003). *The tech-savvy English classroom*. Portland, ME: Stenhouse.
- Kamil, M. L., & Lane, D. M. (1998). Researching the relationship between technology and literacy: An agenda for the 21st century. In D. Reinking, M. McKenna, L. Labbo, & R. Keiffer (Eds.), *Handbook of literacy and technology: Transformations in a post-typographic world* (pp. 323–341). Mahwah, NJ: Erlbaum.
- Keatley, C. (1999). Elementary language immersion students: Changes in reading comprehension strategies across grades. *NCLRC Language Resource*, 3(1). Retrieved October 25, 2006 from nclrc.org/readings/hottopics/elemlangimmersion.html.

- Keene, E. O., & Zimmermann, S. (1997). *Mosaic of thought*. Portsmouth, NH: Heinemann.
- Kehoe, L. (1993, November 30). Casting the net worldwide. *Financial Times*, p. 11.
- Kinzer, C. K., Gabella, M. S., & Rieth, H. J. (1994). An argument for using multimedia and anchored instruction to facilitate mildly disabled students' learning of literacy and social studies. *Technology and Disability*, 3(2), 117–128.
- Kinzer, C. K., & Leu, D. J. (1997). The challenge of change: Exploring literacy and learning in electronic environments. *Language Arts*, 74(2), 126–136.
- Kozma, R. B. (1991). Learning with media. *Review of Educational Research*, 61(2), 179–211.
- Kress, G. (1998). Visual and verbal modes of representation in electronically mediated communication: The potentials of new forms of text. In I. Snyder (Ed.), *Page to screen: Taking literacy into the electronic era* (pp. 53–79). New York: Routledge.
- Kress, G. (2003). *Literacy in the new media age*. London: Routledge.
- Kucer, S. B. (2001). *Dimensions of literacy: A conceptual base of teaching reading and writing in school settings*. Mahwah, NJ: Erlbaum.
- Kuhlthau, C. C. (1993). *Seeking meaning: A process approach to library and information services*. Norwood, NJ: Ablex.
- Kuiper, E., Volman, M., & Terwel, J. (2004, April 12). *The Internet as an information resource in education: A review of the literature*. Paper presented at the Annual Meeting of the American Educational Research Association 2004, San Diego.
- Kymes, A. (2005, March). Teaching online comprehension strategies using think-alouds. *Journal of Adolescent & Adult Literacy*, 48(6), 492–500.
- Labbo, L. D. (1996). A semiotic analysis of young children's symbol making in a classroom computer center. *Reading Research Quarterly*, 31(4), 356–383.
- Ladewig, B. (2005). Key concept synthesis. Greece Central School District. Retrieved July 3, 2006 from www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/keyconceptsynthesis.htm.
- Langford, L. (2001). A building block: Towards the information literate school community. *Teacher Librarian*, 28(5), 18–21.
- Lankshear, C., & Knobel, M. (2003). *New literacies: Changing knowledge and classroom learning*. Buckingham, UK: Open University Press.
- Large, A., & Beheshti, J. (2000). The Web as a classroom resource: Reactions from the users. *Journal of the American Society for Information Science*, 51(12), 1069–1080.
- Large, A., Beheshti, J., & Moukdad, H. (1999). Information seeking on the Web: Navigational skills of grade-six primary school students. *Proceedings of the American Society for Information Science Annual Meeting*, 36, 84–97.
- Lawless, K. A., Brown, S. W., Mills, R., & Mayall, H. J. (2003). Knowledge, interest, recall and navigation: A look at hypertext processing. *Journal of Literacy Research*, 35(3), 911–934.
- Lebo, H. (2003). *The UCLA Internet report: Surveying the digital future, year three*. Los Angeles: UCLA Center for Communication Policy. Retrieved October 25, 2006, from www.digitalcenter.org/pdf/InternetReportYearThree.pdf.
- Lehrer, R., Erickson, J., & Connell, T. (1994). Learning by designing hypermedia documents. *Computers in the Schools*, 10(1/2), 227–254.
- Lemke, J. L. (1993). Education, cyberspace and change. *Electronic Journal on Virtual Culture*, 1(1). Retrieved October 25, 2006, from <http://infomotions.com/serials/aejvc/aejvc-v1n01-lemke-education.txt>.
- Lenhart, A., Simon, M., & Graziano, M. (2001). *The Internet and education: Findings of the Pew Internet and American Life Project*. Washington, DC: Pew Internet and American Life Project. Retrieved October 25, 2006, from www.pewinternet.org/pdfs/PIP_Schools_Report.pdf.
- Leu, D. J. (1997). Caity's question: Literacy as deixis on the Internet. *Reading Teacher*, 51(1), 62–67.
- Leu, D. J., Jr. (2000, February). Our children's future: Changing the focus of literacy and literacy

- instruction. *Reading Online*. Retrieved October 25, 2006, from readingonline.org/electronic/elec_index.asp?HREF=/electronic/RT/focus/index.html.
- Leu, D. J., Jr. (2002). The new literacies: Research on reading instruction with the Internet. In S. J. Samuels and A. E. Farstrup (Eds.), *What research has to say about reading instruction* (pp. 310–336). Newark, DE: International Reading Association.
- Leu, D. J., Kinzer, C. K., Coiro, J., & Cammack, D. (2004). Toward a theory of new literacies emerging from the Internet and other ICT. In R. B. Ruddell & N. Unrau (Eds.), *Theoretical models and processes of reading* (5th ed., pp. 1568–1611). Newark, DE: International Reading Association.
- Leu, D. J., Leu, D. D., & Coiro, J. (2004). *Teaching with the Internet K–12: New literacies for new times* (4th ed.) Norwood, MA: Christopher-Gordon.
- Lonsdale, M., & McCurry, D. (2004). Literacy in the new millenium. *Report for the Australian Council for Educational Research*. Retrieved October 25, 2006, from www.ncver.edu.au/research/proj/nr2L02.pdf?PHPSESSID=9e837f133741ad7aaffe110eb42627fb.
- Lorenzen, M. (2001). The land of confusion? High school students and their use of the World Wide Web for research. *Research Strategies*, 18(2), 151–156.
- Lubans, J. (1999, March 5). *Key findings on Internet use among students*. Retrieved October 25, 2006 from lubans.org/docs/key/key.html.
- Luke, C. (2002). Re-crafting media and other ICT literacies. In D. E. Alvermann (Ed.), *Adolescents and literacies in a digital world* (pp. 132–146). New York: Peter Lang.
- Mackey, M. (2003). Researching new forms of literacy. *Reading Research Quarterly*, 38(3), 403–407.
- Macrorie, K. (1988). *The I-search paper*. Portsmouth, NH: Boynton/Cook.
- Marchionini, G. (1995). *Information seeking in electronic environments*. Cambridge, MA: Cambridge University Press.
- McEneaney, J. E. (1998). Are less able readers disadvantaged by reading in electronic environments? *Proceedings of the 1998 annual conference of the Society for the Social Implications of Technology* (pp. 28–32). New York: Institute for Electronic and Electrical Engineers.
- McEneaney, J. E. (2000, January). Learning on the Web: A content literacy perspective. *Reading Online*. Retrieved October 25, 2006, from www.readingonline.org/articles/art_index.asp?HREF=mceneaney/index.html.
- McEneaney, J. E. (2003). A transactional theory of hypertext structure. In C. M. Fairbanks, J. Worthy, B. Malock, J. V. Hoffman, & D. L. Schallert (Eds.), *Yearbook of the National Reading Conference* (pp. 272–284). Oak Creek, WI: National Reading Conference.
- McKenzie, J. (1999). The research cycle. *From Now On: The Educational Technology Journal*, 9(4). Retrieved October 25, 2006, from questioning.org/rcycle.html.
- McMackin, M., & Siegel, B. (2001, February). Integrating research projects with focused writing instruction. *Reading Online*, 4(7). Retrieved October 25, 2006, from readingonline.org/articles/art_index.asp?HREF=/articles/mcmackin/index.html.
- McNabb, M. L., Hassel, B., & Steiner, L. (2002). Literacy learning on the Net: An exploratory study. *Reading Online*, 5(10). Retrieved October 25, 2006, from www.readingonline.org/articles/art_index.asp?HREF=mcnabb/index.html.
- Meyer, A., & Rose, D. H. (1998). *Learning to read in the computer age*. Cambridge, MA: Brookline Books.
- Mortensen, T. E. (in press). Of a divided mind: Weblog literacy. In J. Coiro, M. Knobel, C. Lankshear, & D. Leu (Eds.), *Handbook of research on new literacies*. Mahwah, NJ: Erlbaum.
- Moukdad, H., & Large, A. (2001). Users' perceptions of the Web as revealed by transaction log analysis. *Online Information Review*, 25(6), 349–358.
- Murray, J. H. (1999). *Hamlet on the holodeck: The future of narrative in cyberspace*. Cambridge, MA: MIT Press.
- Nachmias, R., & Gilad, A. (2002). Needle in a hyperstack: Searching for information on the World Wide Web. *Journal of Research on Technology in Education*, 34, 475–486.

- Nahl, D., & Harada, D. V. (1996). Composing Boolean search statements: Self-confidence, concept analysis, search logic, and errors. *School Library Media Quarterly*, 24(2), 199–207.
- National Center for Education Statistics. (2005). *Internet access in U.S. public schools and classrooms: 2000-2003*. Retrieved October 21, 2006, from <http://nces.ed.gov/surveys/frss/publications/2005015/tables.asp>.
- National Institute of Child Health and Human Development (NICHD). (2000). Report of the National Reading Panel. *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication NO. 00-4769). Washington, DC: U.S. Government Printing Office.
- New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66, 60–92.
- Nielsen/NETRatings. (2004, March 18). *Three out of four Americans have access to the Internet*. Retrieved October 25, 2006, from www.nielsen-netratings.com/pr/pr_040318.pdf.
- Ogle, D. (1986). K-W-L: A teaching model that develops active reading of expository text. *Reading Teacher*, 39, 564–570.
- Palincsar, A. S., & Brown, A. L. (1984). Reciprocal teaching of comprehension-fostering and comprehension monitoring activities. *Cognition and Instruction*, 1, 117–175.
- Palmquist, R. A., & Kim, K. S. (2000). The effect of cognitive style and online search experience on Web search performance. *Journal of the American Society of Information Science*, 51, 558–567.
- Papert, S. (1996). *The connected family*. Atlanta: Longstreet Press.
- Pappas, M. L., & Tepe, A. E. (1997). *Pathways to knowledge®: Follett's information skills model* (3rd ed.). McHenry, IL: Follett. Retrieved October 25, 2006, from www.sparkfactor.com/clients/follett/home.html.
- Pardo, L. S. (2004). What every teacher needs to know about comprehension. *Reading Teacher* 58(3), 272–280.
- Paris, S. G., Lipson, M. Y., & Wixson, K. K. (1983). Becoming a strategic reader. *Contemporary Educational Psychology*, 8, 293–316.
- Pearson, P. D., & Gallagher, M. C. (1983). The instruction of reading comprehension. *Contemporary Educational Psychology*, 8, 317–344.
- Pearson, P. D., Roehler, L. R., Dole, J. A., & Duffy, G. G. (1992). Developing expertise in reading comprehension. In S. J. Samuels & A. E. Farstrup (Eds.), *What research has to say about reading instruction* (pp. 145–199). Newark, DE: International Reading Association.
- Perkins, D. N. (1986). *Knowledge as design*. Hillsdale, NJ: Erlbaum.
- Pikulski, J. J., & Chard, D. J. (2005). Fluency: Bridge between decoding and reading comprehension. *Reading Teacher*, 58(6), 510–519.
- Pressley, M. (2001, September). Comprehension instruction: What makes sense now, what might make sense soon. *Reading Online*, 5(2). Retrieved October 25, 2006, from www.reading-online.org/articles/art_index.asp?HREF=/articles/handbook/pressley/index.html.
- Pressley, M. (2002). Metacognition and self-regulated comprehension. In A. E. Farstrup & S. J. Samuels (Eds.), *What research has to say about reading instruction* (3rd ed., pp. 291–309). Newark, DE: International Reading Association.
- Pressley, M., & Afflerbach, P. (1995). *Verbal protocols of reading: The nature of constructively responsive reading*. Hillsdale, NJ: Erlbaum.
- RAND Reading Study Group [RRSG]. (2002). *Reading for understanding: Towards an R&D program in reading comprehension*. Santa Monica, CA: RAND. Retrieved October 25, 2006, from www.rand.org/multi/achievementforall/reading/readreport.html.
- RAND Reading Study Group [RRSG]. (2004). A research agenda for improving reading comprehension. In R. Ruddell & N. Unrau (Eds.), *Theoretical models and processes of reading* (5th ed., pp. 720–754). Newark, DE: International Reading Association.
- Rankin, V. (1999). *The thoughtful researcher: Teaching the research process to middle school students*. Englewood, CO: Libraries Unlimited.

- Raphael, T. E., & Pearson, P. D. (1985). Increasing students' awareness of sources of information for answering questions. *American Educational Research Journal*, 22, 217–236.
- Raphael, T. E., Wonnacott, C. A., & Pearson, P. D. (1983). *Increasing students' sensitivity to sources of information: An instructional study in question–answer relationships* (Technical Report No. 284). Urbana, IL: University of Illinois, Center for the Study of Reading.
- Reinking, D. (1994). *Electronic literacy*. (Perspectives in Reading Research No. 4). Athens, GA: National Reading Research Center.
- Reinking, D. (1997). Me and my hypertext: A multiple digression analysis of technology and literacy (*sic*). *Reading Teacher*, 50(8), 626–643.
- Reinking, D. (1998). Introduction: Synthesizing technological transformations of literacy in a post-typographic world. In D. Reinking, M. McKenna, L. Labbo, & R. Keiffer (Eds.), *Handbook of literacy and technology: Transformations in a post-typographic world* (pp. xi–xxx). Mahwah, NJ: Erlbaum.
- Rose, D. H., & Meyer, A. (2002). *Teaching every student in the digital age: Universal design for learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Rosenblatt, L. R. (1978). *The reader, the text, the poem: The transactional theory of the literary work*. Carbondale: Southern Illinois University Press.
- Rosenblatt, L. R. (1985). Viewpoints: Transaction versus interaction: A terminological rescue operation. *Research in the Teaching of English* 19, 96–107.
- Rosenblatt, L. R. (1994). The transactional theory of reading and writing. In R. Ruddell, M. Ruddell, & H. Singer (Eds.), *Theoretical models and processes of reading* (4th ed., pp. 1057–1092). Newark, DE: International Reading Association.
- Rosenshine, B., & Meister, C. (1994). Reciprocal teaching: A review of the research. *Review of Educational Research*, 64(4), 479–530.
- Rouet, J. (2003). What was I looking for? The influence of task specificity and prior knowledge on students' search strategies in hypertext. *Interacting with Computers*, 15(3), 409–428.
- Roush, W. (2004, March). Search beyond Google. *Technology Review*. Retrieved October 25, 2006, from www.technologyreview.com/articles/04/03/roush0304.asp?p=1.
- Salomon, G. (1997). Of mind and media: How culture's symbolic forms affect learning and thinking. *Phi Delta Kappan*, 78(5), 375–380.
- Schachter, J., Chung, G. K. W. K., & Dorr, A. (1998). Children's Internet searching on complex problems: Performance and process analyses. *Journal of the American Society for Information Science*, 49(9), 840–849.
- Schmar-Dobler, E. (2003). Reading on the Internet: The link between literacy and technology. *Journal of Adolescent and Adult Literacy*, 47(1), 80–85.
- Sharp, D. L., Bransford, J. D., Goldman, S. R., Risko, V. J., Kinzer, C. K., & Vye, N. J. (1995). Dynamic visual support for story comprehension and mental model building by young, at-risk children. *Educational Technology Research and Development*, 43(4), 25–42.
- Short, K. G., & Burke, C. (1991). *Creating curriculum: Teachers and students as a community of learners*. Portsmouth, NH: Heinemann.
- Short, K. G., Kauffman, G., & Kahn, L. (2000). "I just need to draw": Responding to literature across multiple sign systems. *Reading Teacher*, 54(2), 160–171.
- Short, K. G., Schroeder, J., Laird, J., Kauffman, G., Ferguson, M., & Crawford, K. (1996). *Learning together through inquiry: From Columbus to integrated curriculum*. York, ME: Stenhouse.
- Siegel, M. (1995). More than words: The generative power of transmediation for learning. *Canadian Journal of Education*, 20(4), 455–475.
- Smith, F. (1997). *Reading without nonsense*. New York: Teachers College Press.
- Smolin, L. I., & Lawless, K. A. (2003). Becoming literate in the technological age: New responsibilities and tools for teachers. *Reading Teacher* 56(6): 570–578.
- Snyder, I. (1996). *Hypertext: The electronic labyrinth*. New York: New York University Press.

- Sorapure, M., Inglesby, P., & Yatchisin, G. (1998). Web literacy. *Computers and Composition*, 15(3), 409–424.
- Street, B. (Ed.). (1993). *Cross-cultural approaches to literacy*. Cambridge, UK: Cambridge University Press.
- Suhor, C. (1984). Towards a semiotics-based curriculum. *Journal of Curriculum Studies*, 16(3), 247–257.
- Sutherland-Smith, W. (2002). Weaving the literacy web: Changes in reading from page to screen. *Reading Teacher*, 55, 662–669.
- Tao, L., & Reinking, D. (2000). Issues in technology: E-mail and literacy education. *Reading and Writing Quarterly*, 16, 169–174.
- Teale, W. (1997). Dear readers. *Language Arts*, 74(2), 80–82.
- Thinking Reader [Computer Software]. (2005). Tom Snyder Productions, Scholastic. Retrieved October 25, 2006, from www.tomsnyder.com/Products/product.asp?sku=THITHI.
- Thomas, A. (in press). Cyberspace, cybercommunity, cyberculture, cybercitizenship. In J. Coiro, M. Knobel, C. Lankshear, D. Leu (Eds.), *Handbook of research on new literacies*. Mahwah, NJ: Erlbaum.
- Tierney, R. J., Kieffer, R., Whalin, K., Desai, L., Moss, A. G., Harris, J. E., et al. (1997). Assessing the impact of hypertext on learners' architecture of literacy learning spaces in different disciplines: Follow-up studies. *Reading Online*. Retrieved October 25, 2006, from www.readingonline.org/research/impact.
- Todd, R. (1998). From net surfers to net seekers: WWW, critical literacies and learning outcomes. *Teacher Librarian* 26(2) 16–21.
- Tovani, C. (2000). *I read it, but I don't get it*. Portland, ME: Stenhouse.
- Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Wallace, R. M., Kupperman, J., Krajcik, J., & Soloway, E. (2000). Science on the Web: Students online in a sixth-grade classroom. *Journal of the Learning Sciences*, 9(1), 75–104.
- Watson, J. S. (1998). "If you don't have it, you can't find it." A close look at students' perceptions of using technology. *Journal of the American Society for Information Science*, 49(11), 1024–1036.
- Wilhelm, J. (2004). Inquiring minds use technology. *Voices from the Middle*, 11(3), 45–46.
- Wilhelm, J. D., & Friedemann, P. D. (1998). *Hyperlearning: Where projects, inquiry, and technology meet*. York, ME: Stenhouse.
- Windsor Public Schools. (2001). *Curriculum summary for language arts K–8*. Windsor, CT: Author.
- Windsor Public Schools. (2002a). *Curriculum summary for mathematics K–8*. Windsor, CT: Author.
- Windsor Public Schools. (2002b). *Library media curriculum performance standards, grades K–12*. Windsor, CT: Author.
- Windsor Public Schools. (2004). *K–12 District literacy benchmarks*. Windsor, CT: Author.
- Winograd, P. N. (1984). Strategic difficulties in summarizing texts. *Reading Research Quarterly*, 19, 404–425.
- Zwiers, J. (2004). *Building reading comprehension habits in grades 6–12: A toolkit of classroom activities*. Newark, DE: International Reading Association.