CHAPTER 1

# Promoting Literacy Learning Through a Remix of Our Old and New Understandings About Literacy Instruction

> *If literacy educators continue to define literacy in terms of alphabetic practice only, in ways that ignore, exclude or devalue new-media texts, they not only abdicate a professional responsibility to describe the ways in which humans are now communicating and making meaning, but they also run the risk of the curriculum no longer holding relevance for students who are communicating in increasingly expansive networked environments.*
>
> Selfe & Hawisher, 2004

Considering the above quote, each of us needs to ask, How well are we communicating via new literacies? Wikis, blogs, search engines, instant messaging, tweeting, texting, sampling, bubbling, online gaming, mashups, fan fiction, Web 2.0, new literacies, anime, manga, YouTube—these are some of the terms you probably hear from your students with continuing frequency. These terms have become Tier 1 words for many students in today's classrooms, because these words are the basic vocabulary occurring in students' daily spoken language (Beck, McKeown, & Kucan, 2002). Some may seem to be Tier 2 words that are used by those you deem as sophisticated speakers who sound like a technology book you haven't read. Or you may even label these as more difficult Tier 3 words that you only hear in isolated situations.

These words are labels for new technologies that "require new literacies to effectively exploit their potentials" (Leu, Kinzer, Coiro, & Cammack, 2004, p. 1572). Adding new literacies has become quite common as we send a message via an information communication technology (ICT) such as text messaging (or texting), Twitter, Facebook,

or e-mail, search for information via the Internet, and read a wide array of texts on our Kindles. It seems that just as we've gained some proficiency with one of these new literacies, we hear of others that offer us additional ways to gain information and share communications. As noted by Leu et al. (2004),

> The new literacies of the Internet and other ICTs 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 ICTs to identify important questions, locate information, critically evaluate the usefulness of that information, synthesize information to answer those questions, and then communicate the answers to others. (p. 1572)

As educators, we know the enthusiasm we personally have for learning how to effectively use these expanded Internet and ICT literacies, and we certainly see their use by our students. Using and observing the use of new literacies has expanded our definition of what constitutes literacy and caused many of us to explore how they can positively impact classroom practice. These new literacies certainly offer additional opportunities to engage and teach our students. In reality, inclusion of new literacies needs to become part of our instructional base if we want to engage students in motivating, purposeful learning experiences that move us from being teachers who "assume all of the responsibility for performing a task...to a situation in which students assume all of the responsibility" (Duke & Pearson, 2002, p. 211).

Are you wondering how to accommodate these ever-expanding new literacies in your daily instruction? If so, you are like many others—including both of us. Before we go any further, a caveat is in order. We, the authors, are not experts in technology, nor do we expect this from the majority of teachers. In fact in some ways, our lack of technical expertise serves us in our quest to share power relationships with students. We teachers bring certain strengths to the table in terms of our teaching; however, we also recognize that students enter our classrooms with a wealth of knowledge and a lot to offer, and we hope to tap this for instruction. Our use of technology is but a tool to facilitate the building of bridges between the literacies of our students' out-of-school lives, our classrooms, and the greater world in which we live. This is how we envision remixing new literacies and what is currently known about effective literacy instruction and learning. We'll explore the traditional definition of *remix* a bit further in Chapter 2.

## Owning the Idea of Remixing New Literacies and Existing Instruction

To get started, complete the chart in Table 1, which is a personal assessment of your understanding of new literacies. We'd like you to continually return to this chart to reflect on the new literacies vocabulary and instructional insights you're acquiring as you share the ideas we've presented throughout this text.

Did you feel somewhat overwhelmed by this task? That's how students often feel when they are presented with a list of words they don't own. We believe that *owning* a word means that it is a part of one of our Discourses (Gee, 1996) and that its use can be extended to new Discourse communities we join. Gee (1996) explains how our various Discourses help us navigate different social spaces:

> Discourses are ways of being in the world, or forms of life which integrate words, acts, values, beliefs, attitudes, and social identities, as well as gestures, glances, body positions, and clothes. A Discourse is a sort of identity kit, which comes complete with the appropriate costume and instructions on how to act, talk, and often write, so as to take on a particular social role that others recognize. (p. 127)

Think about all of your Discourse communities. Which of these is foregrounded at any given time, dependent on the situation and the people with whom you are interacting? As you move from one situation to the next, you draw on the Discourse you have for a successful interaction. Have you ever found yourself in an important situation that required a Discourse that you hadn't fully developed? Did you feel anxious and not smart? This is where many educators find themselves daily as they overhear their students engaged in new literacies Discourse. This is a common feeling among many teachers as we hear our students talk about MySpace, blogs, and chatting with friends on iChat or Skype. Many of us are the immigrants to this discourse, whereas our students under the age of 25 are the natives. They grew up never knowing a time when there were no cell phones, and the Internet has always been part of their lives (Prensky, 2001, 2005). With this realization let's think about our students and how we can utilize their interests in and knowledge of all of these new literacies to support their continued learning. This will involve a remixing of all the knowledge we have about our students, effective literacy, and new literacies instruction.

**Table 1. Personal Assessment of New Literacies Language**

| Term | I Know It and Can Define It | Go Ahead and Define It | I've Integrated This Into My Instruction | I've Heard of It, but I'm Not Sure What It Means | I've Never Heard of It |
|---|---|---|---|---|---|
| Anime | | | | | |
| Blog | | | | | |
| Bubbling | | | | | |
| Facebook™ | | | | | |
| Fan fiction | | | | | |
| Flickr™ | | | | | |
| Google™ | | | | | |
| Hip-hop | | | | | |
| Instant messaging | | | | | |
| iPhone® | | | | | |
| Manga | | | | | |
| Mashup | | | | | |
| Meme | | | | | |
| Online gaming | | | | | |
| Podcast | | | | | |
| Remixing | | | | | |
| Sampling | | | | | |
| Search engine | | | | | |
| Skype™ | | | | | |
| Texting/text messaging | | | | | |
| Tweeting | | | | | |
| Twitter™ | | | | | |
| Viral video | | | | | |
| Web 2.0 | | | | | |
| Wiki | | | | | |
| Wikipedia™ | | | | | |
| YouTube™ | | | | | |

## Reading Habits of an Adolescent Reader

Let's think about the literacy habits of adolescents. The first word that should pop into our minds is that there are *differences* in what adolescents like to read, how they like to read, how well they can read, and how they like to share their responses and insights. Just like all other groups of readers, there is also a range among adolescents from those who can but don't read outside of school to those who read every chance they get. This range continues to be evidenced by data from the National Assessment of Educational Progress, which notes that three quarters of adolescent readers in grade 8 have consistently scored above a basic level of competency for the last 15 years (Lee, Grigg, & Donahue, 2007). What about the others? What about moving all of these students to proficient or advanced levels of literacy? What will it take? We believe supporting literacy learning gains for all students takes well planned, explicit, motivating instruction that builds on each student's knowledge base and learning behaviors. Because we believe that this is possible, we share examples of teachers who have added a motivating new literacies dimension to their instruction. We call this a remixing of all of their expertise.

### *Are Students Reading?*

In the 12th-grade class that Diane (author) teaches, she has one student who lays her head on her desk every chance she gets so that she can read from the two or three extra books, on a range of topics, that she carries in her backpack. This is in addition to the book club and independent reading selections that are being read by her and all of her classmates. In this same classroom, there are students who read only what is assigned and a few others who, for myriad reasons, come to school not having read text segments that their group agreed to read. This range of readers and what they read is representative of other adolescents' in-school reading habits.

Although these students might not read all the time, they are very literate people. Many have pages on Facebook and MySpace. Most send and read instant messages on iChat and text message each other on their cell phones throughout the day. The majority also blog and move easily among multiple online sources that connect them to information containing visuals, print, and sound. Many also produce, consume, and share teen zines and graphic novels (Alvermann & Heron, 2001). Is it any wonder then that some of them do not enjoy reading linearly in a traditional text format when they have expanded access to information digitally through hypermediated texts? This is why we, as educators, must remix the best of existing instruction and new literacies.

### *Ownership Supports Engagement*

As you observe adolescents, it becomes obvious that much is going on in their outside-of-school literacy lives, which is why it's so important to invite them to draw from their exciting sociocultural experiences. Students also need to have a voice in how these can be integrated into the learning culture of the classroom. One factor that does seem to drive all students' reading is that they are much more interested and engaged when they are involved in selecting the text as well as the medium for accessing it. Their participation also seems to be piqued when they are invited to share their thinking through self-selected digital displays rather than handwritten contexts. It is then that their ethos connects with their technological knowledge (Lankshear & Knobel, 2002; Lapp & Fisher, 2009). This sense of ownership in their learning increases students' levels of engagement and motivation (Sutherland, Botzakis, Moje, & Alvermann, 2008). If you are teaching adolescents and considering planning instruction that draws from their interests and practices, it's important to talk with your students about these literacy practices and observe who is motivated by each type of new literacy. This insight can help you plan curricular projects that draw on students' self-selected and learned technological resources. Your attempts to validate students' out-of-school literacy practices and then utilize and integrate them into in-school learning tasks that support content area learning are well founded.

Many educators agree that what constitutes instruction for adolescent learners must be more attentive to their interests and strengths and less focused on the whole-class reading of novels and content-specific textbooks, which do not seem to be working for many adolescents (Alvermann, Moon, & Hagood, 1999; Fisher & Ivey, 2007; Moore, Bean, Birdyshaw, & Rycik, 1999). Engaged learning can occur if their outside-of-school knowledge and interests are acknowledged, respected, and used as part of the instructional picture within the culture of the classroom. As a result, within-class experiences become the bases for what continues to be learned after the school day ends and well into life. This seamless connection says to students that their interests are important and are what should motivate their desire to learn long after they leave school.

## Expanding Your New Literacies Discourse

To help you move from having a basic understanding of new literacies terms to easily integrating them into your instructional plan, we'll use them in context as we share instructional examples throughout this book. Also, Table 2 lists simple definitions for new literacies terms for quick reference.

**Table 2. New Literacies Terms Defined**

| Term | Definition |
|---|---|
| Anime | Japanese animation contained in many graphic novels |
| Blog | An online journal, which can be written by individuals or groups, that contains entries in reverse chronological order with the most recent at the top and often contains images and links to other websites as well as topical commentary |
| Bubbling | Inserting a speech bubble, usually in a cartoon or graphic, to add commentary; often used as a form of social critique in critical media literacy |
| Facebook™ | A hugely popular, online social networking website that connects people worldwide |
| Fan fiction | A new book, story, or series that allows fans to add a character or episode |
| Flickr™ | A host site that allows users to upload and share images and videos |
| Google™ | An online search engine (Due to its popularity, "to google" is now also a commonly used verb form meaning to search online using www.google.com.) |
| Hip-hop | A cultural, artistic movement rooted in the experiences of disenfranchised urban youth and often manifested in break dancing, graffiti, deejaying, and rap |
| Instant messaging | An online, interactive message tool that allows you to create a list of "buddies" with whom you can communicate continuously and simultaneously when they are also online |
| iPhone® | A mobile phone that offers many online features and applications (or apps) in addition to chatting and texting, including information storage and access |
| Manga | A Japanese comic book in which the art style is much more exaggerated than the classic U.S. comic book. Almost always written in black and white, unlike multicolor U.S. comic books, manga also is usually smaller in trim size but is similar to a novel in page count. The pace of the story moves more quickly in manga, which is usually created by one person, unlike a U.S. comic book, which is typically produced by several people. |
| Mashup | An overlay of the vocal tracks of one or more songs over the music track of another or a blending of video and other text sources |
| Meme | A concept, catchphrase, or inside joke that spreads quickly via the Internet |
| Online gaming | Online games that are played independently or within an online community in virtual worlds on some form of computer network and contain a range of graphics and virtual worlds |

(*continued*)

**Table 2. New Literacies Terms Defined (*continued*)**

| Term | Definition |
|---|---|
| Podcast | An online audio or video recording that can be accessed in real-time or downloaded to experience at a later time (A vodcast is a video-only podcast.) |
| Remixing | Combining and manipulating cultural artifacts such as songs to create new media |
| Sampling | A technique that involves taking a portion (or sample) of a song and reusing it in a new song |
| Search engine | An online tool, such as Firefox™, Safari®, and Bing™, for searching information on the Web |
| Skype™ | A downloadable software program that allows users to see and speak to each other via the Internet by using this software with a webcam and microphone |
| Texting/ text messaging | Exchanging brief, typed messages between mobile phones |
| Twitter™ | A free social networking and microblogging service that provides users with the ability to send and read personal messages (or "tweets") |
| Viral video | A video clip that spreads quickly via the Internet |
| Web 2.0 | Refers to the ways people can interact and construct knowledge collectively, largely as a result of technological developments, such as social networking sites, wikis, and other interactive technologies that allow users to control data |
| Wiki | A website whose content can be collaboratively edited by anyone who has Internet access, such as www.wikipedia.com |
| Wikipedia™ | A free, online encyclopedia wiki that offers instant information on most topics and not only allows users to read text but also to edit, revise, and add information |
| YouTube™ | A video-sharing website that allows users to upload and share personal videos and also view and comment on videos shared by others |

Through these examples, we hope you'll see how we and other teachers engage and teach students by modeling new information and strategies, providing differentiated feedback, encouraging and supporting peers within a variety of group configurations, and allowing ample time for students to move from practice to ownership of the new information.

These examples are situated within a gradual release of learning model, which illustrates intentional instructional planning, delivery, and

assessment of student performance and shifts responsibility for extending the newly learned knowledge to the learner to use independently (Fisher & Frey, 2008; Pearson & Gallagher, 1983; Vygotsky, 1978). A gradual release of learning occurs as the teacher first models how to do a specified task and then supports the students as they gain the knowledge and skills needed to perform independently. This gradual release is similar to when you first learned to ride a bike, read a book, or use word-processing software: An expert modeled for you and then supported you until you reached a level of independent proficiency.

## What Constitutes Powerful Instruction?

As we consider the changing landscape of 21st-century literacies and the changing demands that ensue for citizens of this century, we must look to ways that schools can prepare young people to be successful. Although schools are often slow to respond to change, and many schools lack sufficient resources to stay at the cusp of technological developments, teachers must continue to adapt our instruction to meet the needs of our increasingly diverse and technologically savvy student population.

How to provide the best possible learning experiences for every student is a question that vexes every teacher at every grade level, especially since the gap between students who struggle with learning and their peers continues to accelerate (Torgesen et al., 2007). Like many educators, we believe it is possible to close this gap if teachers implement sound research-based motivational instruction. So we have designed examples of research-based motivational literacy instruction for adolescent learners that remix new literacies and what is currently known about effective instruction, and we present these throughout this book. Each of these examples can be replicated and expanded by using Table 3 to support your planning. We often refer to this chart while sharing the instructional examples.

There is no mystery about what constitutes effective research-based literacy instruction. In their report to the Carnegie Corporation of New York, Biancarosa and Snow (2004) and a team of educators identify instructional and administrative elements from existing research that are known to support literacy growth for adolescent learners. As you can see from the following list, these elements focus on the teacher, the student, and the context of instruction. The *teacher* plans and shares

- Focused, explicit instruction embedded in language arts and content area content

**Table 3. Remixing: Focused Instruction and New Literacies Learning**

| Teacher's Considerations | Guiding Questions |
|---|---|
| Direct, explicit instruction | • What are the instructional goals?<br>• What standards are being addressed? |
| Diverse texts | • What is the range of the reading/literacy proficiencies among your students?<br>• What topics interest your students? |
| Technology component | • What technologies are familiar to you?<br>• What technologies are motivating to your students? |
| Collaborative learning | • What tasks can students perform based on their knowledge and literacies?<br>• How do these various tasks support completion of the goals, problems, or project? |
| Intensive writing | • Are the writing tasks integrated throughout the content tasks?<br>• Are the writing tasks varied to support students' strengths? |
| Appropriate time | • When will this instruction occur?<br>• Is there more than one time frame? |
| Effective instruction embedded in content | • What will you do to instruct students and prepare them for guided and independent practice?<br>• How will you show the students or model for them? |
| Strategic coaching designed to support continuous growth | • Is learning progress being evidenced by the performance of each student?<br>• How can you guide your students into independent practice based on your instruction? |

- Strategic tutoring designed to support continuous growth
- Extended time for well-integrated literacy learning that moves from practice to ownership
- Ongoing informal, formative assessment of students, designed to identify how they are continuously progressing in relation to the goals of their instruction

The *students* learn in a context that supports

- Motivated and self-directed learning

- Text-based collaborative learning
- Diverse text types at a variety of difficulty levels and on a variety of topics
- Intensive writing and literacy experiences, including instruction connected to the kinds of literacy tasks that students will need to perform well in high school and beyond
- A technology component that includes technology as a tool for and a topic of literacy instruction (i.e., new literacies)

These identified instructional elements are foundational to the examples provided in this text, with a special nod toward the integration of new literacies. We do not offer how-to steps for the incorporation of fancy technological tools into language arts curriculum. Instead, we offer ideas, examples, and samples of our own dabblings and those of our students and colleagues in relation to multiple literacies. Our goals are twofold: We hope to provide insights about best instructional practices that utilize new literacies as a means to support learning for students, and we want to encourage our teaching colleagues to try some of these practices as a way to expand their own professional practices and increase their students' engagement and learning as well. In these pages, you'll find sketches and vignettes that tap into students' engagement and interest in multimodalities and multiple sign systems. Such examples help bridge classroom work to wide real-world literacy, including print, oral, gesture, and visual texts that exist in the forms of academic reading and writing, art, clothing, dance, music, and lyrics. We pay special attention to implications of such teaching for instruction that is responsive to the needs of culturally and linguistically diverse students whose primary discourses have been excluded from traditional schooling.

Through the vignettes we share throughout, we hope to illustrate the complexities of remixing or blending tried-and-true practice with current information and communication technologies, which results in a transformation of instruction that is more inclusive of all students. We feel a sense of urgency to promote this instructional transformation because of the large numbers of adolescents who are alienated by school practices and goals that they feel are outdated and unrelated to their lives (Scherff & Piazza, 2005). As a consequence, many students are not succeeding and subsequently are dropping out of high school either physically or mentally (Yagelski, 2005). Our intent is to illustrate that literacy can become a constructive yet social practice with the potential to connect and blend the experiences by which students and their teachers learn.

Remixing what is currently known about very good instruction with the engagement and learning potentials available to us through new literacies can advance learning for all students, especially those who are not currently experiencing academic success. As Biancarosa and Snow (2004) explain,

> Some 70 percent of older readers require some form of remediation. Very few of these older struggling readers need help to read the words on a page; their most common problem is that they are not able to comprehend what they read. (p. 13)

For many of these struggling students, too, a big part of the problem is that they are uninterested in what they are being assigned to read in school, because they feel it does not connect to how they are making meaning in their outside-of-school literacy worlds (Alvermann & Heron, 2001). To increase the impact of reading comprehension instruction being shared in school on student learning, the instruction must be very motivational (Guthrie & Humenick, 2004) and better unite the students' technology and literacy worlds (Moran, Ferdig, Pearson, Wardrop, & Blomeyer, 2008). The "push forward of new digital literacies and the pull backward of traditional literacy" (Labbo, 2006, p. 200) must become transparent to learners. This happens more easily as students are invited to take the lead in their learning. Using a gradual release model of instruction and learning instantiates this as a dimension of the instructional plan. Because of all of the new literacies available to students today, the distinction between the teacher and students has become blurred. In many instances, students' knowledge and enthusiasm about new technologies will allow them to take the instructional lead. Motivated, independent students—isn't this your dream come true?

## Remixing the Roles of Teachers and Students

The 21st century has brought on a great shift in the way we read and write, and also in how we teach. Along with traditional forms of print-based literacy, new literacies, which are largely related to new developments in technology, occupy more and more of our daily routines and classroom practices. Just as our students have learned new literacies, so have we as we've moved from blackboards to interactive whiteboards, from overhead projectors to document cameras, from handouts to PowerPoints, from iBooks to MacBooks, from textbooks to electronic books, and from photos to YouTube clips and interactive conversations with other classrooms via Skype. One thing that educators know is that

we cannot with any assurance identify the potential new technological resources that await us and our future students. For effective instruction to continue to be part of our classrooms, we must be open to these new literacies as well as the possibilities of ways in which they can enhance our teaching and our students' learning.

Although technological developments are correctly attributed to the demands of new literacies, the underlying question is how to best use these to communicate, and in doing so how to converge the in- and out-of-school literacies of our students—with the students being the primary, knowledgeable, innovative agents in this process. The shifts we see in literacy today have opened a world of possibilities for young people to actively share in reading and writing practices with others across vast spaces and experiences, which has big implications for literacy teaching and learning in school settings.

Traditionally, schools have taught reading and writing in a top-down fashion in that teachers act as experts and impart knowledge to students. This transmission model of education has been critiqued, because it forces students to take passive roles as consumers (often uncritical ones) of information (Freire, 1970). Nonetheless, this teacher-centered model of instruction remains in the mainstream and is often promoted as an efficient way to indoctrinate students of diverse backgrounds into mainstream U.S. values, Standard English, and so-called core knowledge (e.g., Hirsch, 1987; Ravitch, 2003).

Transmission models of teaching literacy are no longer relevant in a digitized world where people constantly interact with great amounts of unfiltered information. Expert knowledge must be challenged as more and more information comes from websites that are communally managed such as wikis. Today's readers have access to the work of a far more diverse group of writers than at any time in the past. In addition, connectivity allows readers to become writers in authentic contexts as they respond to what they have read. No longer the property of the few elite, the Internet has made publishing accessible for a broad spectrum of society. At the same time, because of the interactive nature of online information and the ease of online publication, even more attention to critical thinking and reading skills is necessary, because we can no longer blindly trust information sources (Eagleton & Dobler, 2007). All of this necessitates a shift in literacy instruction to emphasize students' active participation in meaning making and blurs the lines of power between teachers and students.

## How Does the Gradual Release Model Support a Remixing of Instruction?

One possible shift is toward a gradual release model of learning. Think about your and your students' roles in this model as "I do it, we do it, you do it" (Fisher & Frey, 2008, p. 3). As the *I*, you begin by identifying the focus or purpose of the instruction. The purpose or lesson goal is the target you are attempting to have your students reach, such as solving an algebra problem, reading a chart of scientific information, or analyzing an author's tone and intent. The lesson purpose is shared explicitly so that students have clarity about what they should expect to accomplish as well as the instruction that will be occurring.

You'll find specific examples in all of the chapters, but for this discussion, let's draw from an example in Chapter 5 of a teacher, Jennifer Woollven, whose instructional goal was to have the students learn to write documentary poetry. She began her lesson by sharing the lesson focus or purpose when she said, "Our goal for today is to use all that we know about hip hop music as the basis for creating a form of poetry called documentary poetry." The focus can be further clarified by modeling how to think through or process the target information. As the teacher models, the students view how someone who has proficiency with the topic processes the information. This modeling, often referred to as thinking aloud (Fisher, Frey, & Lapp, 2009; Kucan & Beck, 1997), is often followed by the teacher providing guided instruction, which allows the students to work as individuals or in small groups to engage in tasks that will support their gaining an in-depth understanding of what was presented through the think-aloud.

For example, as shown in the example in Chapter 5, after Ms. Woollven stated the lesson purpose, she modeled identifying a multivoiced style to convey themes of diversity, responsibility, tolerance, and identity in Tim Swain's spoken word poem "Why I Write" (n.d.). Then she invited students to practice this level of analysis in small groups as they read other poems. While they worked, Ms. Woollven circulated among them to offer instructional supports as needed. Once the teacher feels comfortable that the students have the information needed to apply or transfer the new information, she encourages them to extend their new knowledge to a novel situation. Again using the example in Chapter 5, once Ms. Woollven observes through assessment of students' performance that they are able to independently identify and analyze a multivoiced style in poetry, she invites them to use their new literacies knowledge to create digital poetry using computers to record audio and set their poems to images. It was then

that she remixed her knowledge of new literacies and her knowledge of well-structured instruction.

We have found in our teaching that remixing thoroughly planned instruction that moves from initial teacher modeling to independent student performance is enhanced when students are encouraged to integrate their new literacies knowledge. This is well illustrated in Chapter 5 when the students in Ms. Woollven's classroom illustrated ownership of their understanding of digital poetry by creating personal multimodal digital poems using computer software programs such as iMovie and Movie Maker. The role of the teacher became blurred when these very motivated students introduced Ms. Woollven to Flash as a way to animate their videos. Ms. Woollven introduced, modeled, and supported new learning, then encouraged students to use their repertoire of new literacies knowledge, which motivated them to take ownership of their learning.

In this chapter, we've discussed some of the ways that literacy is changing in the 21st century and the implications this holds for education. Although traditional literacy instruction that focuses primarily on print-based reading and writing is still vital for our students, it is insufficient given the multiple literacy demands of today's society. Thus, a remixing of "old" and "new" literacies has been deemed important and necessary for students in our schools. However, this may seem like a daunting demand for many of us who are still wondering what exactly this will look like and how to acquire the background and skills to teach in such a way.

Using the gradual release model of remixed literacies throughout this text, we share initial instructional templates designed to support your gaining or expansion of insights and expertise about how to integrate new literacies into your instruction. Our purpose is that you will move far beyond the examples we provide; we do not intend these examples to be prescriptive but rather to serve as models to help you support your remixing, understand all of the knowledge you bring to each remixing task, and gain insight about the next steps for instruction as well as your personal professional development. Table 3 is also only intended as a template, because following a checklist does not connote effective instruction (Deschler, Palincsar, Biancarosa, & Nair, 2007). Instead, we illustrate attending to students' interests and needs through motivating context.

We hope the examples we share plus the work of others (Black, 2005; Dowdall, 2006; Merchant, 2001; Zhang, 2009) will ease your worries that the literacies students draw on to compose socially will lessen their literacy prowess at school. Instead, we want to show you how these literacies can strengthen and motivate students' academic literacies and

their abilities to work with others on shared tasks (Engeström, 2008). Thus, we have remixed what educators know about effective instruction with the social, collaborative, motivating forms through which adolescent students currently share their ideas, secure information, and post their communications. It is this remixing that will make transparent to learners the boundaries of their social and academic literacies. This remixing will enhance each student's learning, engagement, motivation, and performance.

We hope the lesson examples we provide support your attempts to continually expand your views of literacy instruction in ways that seamlessly remix dimensions of the best practices of your validated expertise with the new literacies emerging through online, networked environments. The end result will be students who are motivated, better equipped, and open to using many sources to find, evaluate, synthesize, utilize, create, and share new learning as well as technologies.