

## APPENDIX B

**Figure 1. Internet Reciprocal Teaching (IRT) Checklist and Taxonomy of Skills for Phase One and Phase Two**

(Leu & Reinking, 2005; Leu, et. al, 2007; Leu, et al. 2008)

<b>IRT Basic Skills (Phase One) Checklist*</b> <b>Most of the students and all of the groups in my class know how to:</b>	
<b>Computer Basics</b>	<b>Comment</b>
q Turn a computer on/off	
q Use the mouse/track pad	
q Follow classroom and school rules for computer use	
q Open programs and files using icons and/or the Start Menu (PC)	
q Log on and log off from individual file space	
q Create/open a new folder/file	
q Launch a word processor	
q Open a word processing file	
q Type a short entry in a word processing file	
q Copy text	
q Cut text	
q Paste text	
q Delete text	
q Name a word processing file and save it	
q Open a new window	
q Open a new tab	
<b>Web Searching Basics</b>	
q Locate and open a search engine	
q Type key words in the correct location of a search engine	
q Type addresses in the address window	
q Use the refresh button	
q Use the "BACK" and "FORWARD" buttons	
q Use a search engine for simple key word searches	
<b>General Navigation Basics</b>	
q Maximize/minimize windows	
q Open and quit applications	
q Toggle between windows	
<b>E-mail Basics</b>	
q Locate and open an e-mail program	
q Attach documents to e-mail messages	
q Compose, edit and send email messages	
q Receive and reply to messages	

\* Used to determine when to move instruction to Phase II

## IRT Phase II Checklist

**Most of the students and all of the groups in my class know how to:**

<b>Understand and Develop Questions</b>		<b>Lesson Evidence</b>
<b>Teacher-Generated Questions</b>		
q	Use strategies to ensure initial understanding of the question such as: <ul style="list-style-type: none"> <li>• rereading the question to make sure they understand it.</li> <li>• paraphrasing the question.</li> <li>• taking notes on the question.</li> <li>• thinking about the needs of the person who asked the question.</li> </ul>	
q	Use strategies to monitor an understanding of the question such as: <ul style="list-style-type: none"> <li>• knowing when to review the question.</li> <li>• checking an answer in relation to the question to ensure it is complete.</li> </ul>	
<b>Student-Generated Questions</b>		
q	Determine what a useful initial question is, based on a variety of factors that include interest, audience, purpose, and the nature of the inquiry activity.	
q	Determine a clear topic and focus for questions to guide the search for information.	
q	Modify questions, when appropriate, using strategies such as the following: <ul style="list-style-type: none"> <li>• narrowing the focus of the question.</li> <li>• expanding the focus of the question.</li> <li>• developing a new or revised question that is more appropriate after gathering information.</li> </ul>	
<b>Locate Information</b>		<b>Lesson Evidence</b>
<b>Locating Information By Using A Search Engine And Its Results Page</b>		
q	Locate at least one search engine.	
q	Use key words in a search window on a browser that has this or on a separate search engine.	
q	Use several of the following general search engine strategies during key word entry: <ul style="list-style-type: none"> <li>• topic and focus</li> <li>• single and multiple key word entries</li> <li>• phrases for key word entry</li> </ul>	
q	Use several of the following more specialized search engine strategies during key word entry: <ul style="list-style-type: none"> <li>• quotation marks</li> <li>• paraphrases and synonyms</li> <li>• Boolean</li> <li>• advanced search tool use</li> </ul>	
q	Copy and paste keywords and phrases into the search engine window while searching for information.	
q	Read search engine results effectively to determine the most useful resource for a task using strategies such as: <ul style="list-style-type: none"> <li>• knowing which portions of a search results page are sponsored, containing commercially placed links, and which are not.</li> <li>• skimming the main results before reading more narrowly</li> <li>• reading summaries carefully and inferring meaning in the search engine results page to determine the best possible site to visit</li> <li>• understanding the meaning of bold face terms in the results</li> <li>• understanding the meaning of URLs in search results (.com, .org, .edu, .net)</li> <li>• knowing when the first item is not the best item for a question</li> <li>• monitoring the extent to which a search results page matches the information needs.</li> <li>• knowing how to use the history pull down menu.</li> </ul>	
q	Monitor the multiple aspects of search engine use and make appropriate revisions and changes throughout the process	
q	Select from a variety of search engine strategies to locate useful resources when an initial search is unsuccessful:	

	<ul style="list-style-type: none"> <li>Knows the use and meaning of the "Did you mean...?" feature in google.</li> <li>Adjusts search engine key words according to the results of a search.</li> <li>narrows the search.</li> <li>expands the search.</li> <li>reads search results to discover the correct vocabulary and then use this more appropriate vocabulary in a new search.</li> <li>Shifts to another search engine.</li> </ul>	
q	Bookmark a site and access it later.	
q	Use specialized search engines for images, videos, and other media sources.	
<b>Locating Information Within A Website</b>		
q	Quickly determine if a site is potentially useful and worth more careful reading	
q	Read more carefully at a site to determine if the required information is located there.	
q	Predict information behind a link accurately to make efficient choices about where information is located.	
q	Use structural knowledge of a web page to help locate information, including the use of directories.	
q	Recognize when you have left a site and know how to return back to the original site.	
q	Know how to open a second browser window to locate information, without losing the initial web page.	
q	Know how to use an internal search engine to locate information at a site.	
q	Monitor the reading of a web page and knows when it contains useful information and when it does not.	
<b>Critically Evaluate Information</b>		<b>Lesson Evidence</b>
<b>Bias and Stance</b>		
q	Identify, evaluate, and recognize that all websites have an agenda, perspective, or bias.	
q	Identify and evaluate bias, given a website with a clear bias.	
q	Identify and evaluate the author of a website whenever visiting an important new site.	
q	Use information about the author of a site to evaluate how information will be biased at that site.	
<b>Reliability</b>		
q	Investigate multiple sources to compare and contrast the reliability of information.	
q	Identify several markers that may affect reliability such as: <ul style="list-style-type: none"> <li>Is this a commercial site?</li> <li>Is the author an authoritative source (e.g., professor, scientist, librarian, etc.)?</li> <li>Does the website have links that are broken?</li> <li>Does the information make sense?</li> <li>Does the author include links to other reliable websites?</li> <li>Does the website contain numerous typos?</li> <li>Does the URL provide any clues to reliability?</li> <li>Do the images or videos appear to be altered?</li> </ul>	
q	Understand that Wikipedia is a reasonable, but imperfect, portal of information.	
q	Identify the general purpose of a website (entertainment, educational, commercial, persuasive, exchange of information, social, etc.).	
q	Identify the form of a website (e.g. blog, forum, advertisement, informational website, commercial website, government website, etc.) and use this information when considering reliability.	
<b>Accuracy</b>		
q	Evaluate information based on the degree to which it is likely to be accurate by verifying and consulting alternative and/or especially reliable sources.	
<b>Synthesize Information</b>		<b>Lesson Evidence</b>
q	Understand both the specific information related to the task as well as the broader context within which that information is located	
q	Synthesize information from multiple media sources including written prose, audio, visual, video, and/or tables and graphs.	
q	Separate relevant information from irrelevant information.	
q	Organize Information effectively.	
q	Manage multiple sources both on and offline including: <ul style="list-style-type: none"> <li>Choose tools to meet the needs of managing information (file folders,</li> </ul>	

	<ul style="list-style-type: none"> <li>electronic file folders, notebooks, email, etc.)</li> <li>Cite sources</li> <li>Take notes with paper &amp; pencil, when appropriate.</li> <li>Take notes with a word processor, when appropriate.</li> <li>Type notes using short cut strokes such as highlight/cut/copy/paste</li> </ul>	
	<b>Communicate Information</b>	<b>Lesson Evidence</b>
q	Understand that messages have consequences and will influence how others react.	
q	Use a variety of offline writing/editing tools such as a word processor spell checker, dictionary, thesaurus, pdf., etc.	
q	Copy/paste text or URL to use in the message.	
q	Know how to use email including attaching and downloading attachments, logging in, sending messages, opening messages.	
q	Know how to use IM	
q	Know how to use blogs including reading and posting information.	
q	Monitor communication of information for audience or voice (i.e. formal versus informal writing styles)	
q	Uses a wide array of Internet-based forms of communication, such as: <ul style="list-style-type: none"> <li>email and attachments</li> <li>blogs</li> <li>wikis</li> <li>Google Docs</li> <li>instant messaging</li> <li>websites</li> <li>presentation software</li> </ul>	
q	Is aware of the audience and the relationship between audience, purpose, medium, message.	
q	Knows how to include multiple-media sources within messages.	
q	Uses formatting such as headings and subheadings to communicate the organization of information within informational text.	

**As the teacher, I consistently support the development of these dispositions among the students in my class:**

	<b>Dispositions</b>	<b>Lesson Evidence</b>
q	<b>Persistence</b> I support the willingness to sustain effort especially when things become difficult and/or when a strategy appears not to be successful.	
q	<b>Flexibility</b> I support students in keeping in mind alternative strategies for accomplishing goals, continually look for more effective and efficient ways of working online	
q	<b>Collaboration</b> I encourage students to regularly seek out support and tp support others while working online.	
q	<b>Critical Stance</b> I support students in developing a healthy skepticism to information online, regularly questioning its source, reliability, stance, and accuracy.	
q	<b>Reflection</b> I support students and encourage them to self-monitor and self-regulate during online literacy and learning tasks,	

\* Used to determine when to move instruction to Phase III

