

Crossing The Digital Divide Race Writing And Technology In The Classroom Language And Literacy Series Teachers College Pr

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The Vocabulary Book - Michael F. Graves 2006

This text presents a comprehensive plan for vocabulary instruction from kindergarten through high school— one broad enough to instruct students with small vocabularies, exceptional vocabularies, and every child in between. Written by one of the top experts in the field, this practical book presents a research-based program with plenty of classroom examples and strategies that teachers can use. The comprehensive plan includes four parts: rich and varied language experiences, teaching individual words, teaching word learning strategies, and fostering word consciousness.

Once Upon a Fact - Carol Jenkins 2006-07-27

This timely book explores the debate about how best to engage children in the writing of nonfiction and suggests many instructional strategies for K-6 classrooms. Using transcripts and descriptions of children's actual writing practices, the authors show that children willingly

embrace nonfiction writing when the genre is given an important place in the classroom. Drawn from the authors' classroom-based research study with third graders, this groundbreaking volume: Explores in detail the intertextual patterns that children adopt when writing nonfiction reports. Documents the ways in which peer and teacher influence fuel and direct children's writing. Identifies four types of nonfiction writers—strategic, experience-only, memory-only, and textbound—and presents case studies with excerpts from interviews and nonfiction reports. Offers a set of instructional guidelines for supporting and extending expository writing, including sample lessons and curricular activities.

[Literacy Tools in the Classroom](#) - Richard Beach 2015-04-17

This innovative resource describes how teachers can help students employ "literacy tools" across the curriculum to foster learning. The authors demonstrate how literacy tools such as narratives, question-

asking, spoken-word poetry, drama, writing, digital communication, images, and video encourage critical inquiry in the 5-12 classroom. The book provides many examples and adaptable lessons from diverse classrooms and connects to an active Website where readers can join a growing professional community, share ideas, and get frequent updates: <http://literacytooluses.pbworks.com>

Bridging the Literacy Achievement Gap, Grades 4-12 - Dorothy S. Strickland 2004-05-26

This book addresses critical issues related to pre-adolescent and adolescent literacy learners with a focus on closing the achievement gap. Despite efforts by educators and policymakers during the past several decades, certain groups of students--primarily African American students, English language learners, and students from low-income homes--continue to underperform on commonly used measures of academic achievement. Too often, teachers and administrators lack both proper preparation and good ideas to confront these issues.

What Was it Like? Teaching History and Culture Through Young Adult Literature - Linda J. Rice 2006-07-27

This practical book is a great resource for teachers who want to engage their students with young adult literature. An array of active learning strategies place students close to the featured novel or memoir while meeting standards and addressing a broad range of critical thinking skills. Historical themes center on: the Depression; Mexican American migrant farm workers; children during the Holocaust; the internment of the Japanese during WWII; the Japanese occupation of Korea; the U.S. Civil Rights Movement; the experience of U.S. soldiers and children affected by the Vietnam War.

Research on Composition - Peter Smagorinsky 2005-12-08

Covering the period between 1984 and 2003, this authoritative sequel picks up where the earlier volumes (Braddock et al., 1963, and Hillocks, 1986), now classics in the field, left off. It features a broader focus that goes beyond the classroom teaching of writing to include teacher research, second-language writing, rhetoric, home and community literacy, workplace literacy, and histories of writing. Each chapter is

written by an expert in the area reviewed and covers both conventional written composition and multimodal forms of composition, including drawing, digital forms, and other relevant media. Research on Composition is an invaluable road map of composition research for the next decade, and required reading for anyone teaching or writing about composition today.

Out of this World - Holly Virginia Blackford 2004-04-30

The author analyzes the way the girls discuss pleasure in becoming "the eye" of the reader, use film to decode the genres of literature, master forms such as fantasy and Gothic, describe the differences between reading and viewing films, and identify only with animal rather than human characters. Blackford intertwines the vivid voices of her girl respondents with her own story of moving beyond her feminist and multicultural assumptions of how children are shaped by the stories we tell in literature. This breakthrough text presents surprising findings about how girls appreciate literature and what they enjoy about reading.

Writing Assessment and the Revolution in Digital Texts and Technologies - Michael R. Neal 2015-04-17

This text provides an innovative new framework for the formative and holistic assessment of students' digital writing. It also addresses the rapid evolution of writing assessment tools, analyzing the research in clear terms for both techno-phobic and techno-savvy teachers. The author critiques computer automated scoring of student writing, for example, but also considers the possibilities and potential of the future of technology assisted assessments.

Critical Literacy/critical Teaching - Cheryl Dozier 2006

This book describes and documents an exciting new approach to educating literacy teachers. The authors show how to help teachers develop their own critical literacy, while also preparing them to accelerate the literacy learning of struggling readers. The text takes readers inside a literacy lab in a high-poverty urban elementary school, reveals the instructional approach in action, and provides many excellent examples of critically responsive teaching. Featuring a synthesis of several fields of theory and research, this book: illustrates teacher

preparation and development as personal and social transformation - demonstrating that this process requires changing the ways teachers think about students, language, culture, literacy, learning, and themselves as educators; provides pedagogical tools - including the history of the innovative literacy lab, the context of the instructional interactions, and the transition from a university-based to a school-based project; and combines critical and accelerative literacy instruction, showing how teachers can accelerate the slowest developing readers in their classrooms and also build a sense of engagement for students with the social world.

Envisioning Knowledge - Judith A. Langer 2015-04-17

This book by Judith Langer—internationally known scholar in literacy learning—examines how people gain knowledge and become academically literate in the core subjects of English, mathematics, science, and social studies/history. Based on extensive research, it offers a new framework for conceptualizing knowledge development (rather than information collection), and explores how one becomes literate in ways that mark "knowing" in a field. Langer identifies key principles for practice and demonstrates how the framework and the principles together can undergird highly successful instruction across the curriculum. With many examples from middle and high schools, this resource will help educators to plan and implement engaging, exciting, and academically successful programs.

Educating Emergent Bilinguals - Ofelia García 2010

This comprehensive and insightful book shows how present educational policies and practices to educate language minority students in the United States ignore an essential characteristic—their emergent bilingualism. Expanding on a popular report supported by the Campaign for Educational Equity (Teachers College), this accessible guide compiles the most up-to-date research findings to demonstrate how ignoring children's bilingualism perpetuates inequities in their schooling. What makes this book truly useful is that it offers a thorough description of alternative practices that would transform our schools and students' futures, such as building on students' home languages and literacy

practices in schools, curricular and pedagogical innovations, new approaches to parent and community engagement, and adoptive assessment tools.

On Qualitative Inquiry - George Kamberelis 2005

In this work, the authors provide the first systematic exploration of the philosophical foundations and the historical development of qualitative inquiry for language and literacy researchers, novices and experts alike.

Storytime - Lawrence R. Sipe 2008

Presents a comprehensive, theoretically grounded model of children's understanding of picture storybooks—the first to focus specifically on young children. Relevant to contemporary young children from a wide variety of ethnic, racial, and socioeconomic backgrounds, this dynamic volume includes a wealth of examples of children's responses to literature and how teachers scaffold their interpretation of stories. "The highest recommendation I can make is that I learned so much. . . . You will too!" —From the Foreword by P. David Pearson, University of California, Berkeley "The single most important book on this topic since Applebee's *The Child's Concept of Story* . . . it is also a pleasure to read." —Lee Galda, University of Minnesota "Sipe provides a comprehensive theory of literary understanding specific to contemporary young children's interactions with picture books. *Storytime* is grounded in well-documented research, an in-depth knowledge of literary theory, and enlivened by insightful commentary." —Glenna Sloan, Professor Emerita, Queens College of the City University of New York "As a working illustrator who spends most days drawing or painting or dreaming about children's picturebooks, I sometimes wonder, 'Is there really any point to all of this?' In this book, Larry Sipe shows me clearly, wittily, and thoroughly that there is." —Chris Raschka, Caldecott Medal-winning children's book author and illustrator "Those of us who work with children, picturebooks, and teachers could have no more insightful guide to their interactions than Larry Sipe himself." —Nancy L. Roser, University of Texas, Austin

The Administration and Supervision of Reading Programs - Shelley B. Wepner 2008

Now in its Fourth Edition, this popular textbook is still the most comprehensive resource on the oversight of literacy programs (PreK-12). With chapters written by experts with years of experience in schools, this new edition has been completely updated to incorporate current views about the literacy field in relation to governmental changes and regulations such as the No Child Left Behind Act. Offering specific guidelines that literacy leaders can use to improve their programs, the text covers selecting materials, assessing the quality of teachers, providing staff development, working with different types of learners, and incorporating writing and technology.

Teaching Literature to Adolescents - Richard Beach 2013-08-21

This text for pre-service and in-service English education courses presents current methods of teaching literature to middle and high school students. The methods are based on social-constructivist/socio-cultural theories of literacy learning, and incorporate research on literary response conducted by the authors. *Teaching Literature to Adolescents* - a totally new text that draws on ideas from the best selling textbook, *Teaching Literature in the Secondary School*, by Beach and Marshall - reflects and builds on recent key developments in theory and practice in the field, including: the importance of providing students with a range of critical lenses for analyzing texts and interrogating the beliefs, attitudes, and ideological perspectives encountered in literature; organization of the literature curriculum around topics, themes, or issues; infusion of multicultural literature and emphasis on how writers portray race, class, and gender differences; use of drama as a tool for enhancing understanding of texts; employment of a range of different ways to write about literature; integration of critical analysis of film and media texts with the study of literature; blending of quality young adult literature into the curriculum; and attention to students who have difficulty succeeding in literature classes due to reading difficulties, disparities between school and home cultures, attitudes toward school/English, or lack of engagement with assigned texts or response activities. The interactive Web site contains recommended readings, resources, and activities; links to Web sites and PowerPoint

presentations; and opportunities for readers to contribute teaching units to the Web site databases. Instructors and students in middle and high school English methods courses will appreciate the clear, engaging, useful integration of theory, methods, and pedagogical features offered in this text.

Building on Strength - Ana Celia Zentella 2005-09-10

This book offers an exciting new perspective on language socialization in Latino families. Tackling mainstream views of childhood and the role and nature of language socialization, leading researchers and teacher trainers provide a historical, political, and cultural context for the language attitudes and socialization practices that help determine what and how Latino children speak, read, and write. Representing a radical departure from the ways in which most educators have been taught to think about first language acquisition and second language learning, this timely volume: introduces the theories and methods of language socialization with memorable case studies of children and their families; highlights the diversity of Latino communities: offers important insights into the ways in which children learn to speak and read by negotiating overlapping and/or conflicting cultural models; and suggests universal practices to facilitate language socialization in multilingual communities, including applications for teachers.

New Literacies in Action - William Kist 2005

This book examines the work of pioneers: teachers who have transformed their classrooms in an effort to broaden the literacy of their students, describing some of the most innovative examples of teaching and learning.

Children, Language, and Literacy - Celia Genishi 2015-04-18

Synopsis: In their new collaboration, Celia Genishi and Anne Haas Dyson celebrate the genius of young children as they learn language and literacy in the diverse contexts that surround them. Despite burgeoning sociocultural diversity, many early childhood classrooms (pre-K to grade 2) offer a "one-size-fits-all" curriculum, too often assessed by standardized tests. In contrast, the authors propose diversity as the new norm. They feature stories of children whose language learning is

impossible to standardize, and they introduce teachers who do not follow scripts but observe, assess informally, respond to, and grow with their children. Among these children are rapid language learners and those who take their time to become speakers, readers, and writers at "child speed." All these learners, regardless of tempo, are often found within the language-rich contexts of play.

You Gotta be the Book - Jeffrey D. Wilhelm 2008

Over a decade ago, Wilhelm's groundbreaking book showed educators how to think of reading as a personally meaningful, pleasurable, and productive pursuit. In this edition, Wilhelm adds a new commentary to each chapter in which he reflects on the research and insights he introduced in his now classic text.

Crossing the Digital Divide - Barbara Jean Monroe 2004-04-17

As poor, nonwhite communities on "the other side" of the digital divide become immersed in electronic media, how can we evaluate their experiences to transform the teaching of writing and literature and improve student learning? This important book offers a balanced view of instructional technology and critical multiculturalism, with valuable insights to help English educators at all levels working in all types of schools.

Overtested - Jessica Zacher-Pandya 2015-04-24

This timely book explores what is often overlooked in policy debates about the education of English language learners: how the day-to-day dynamics of the classroom are affected by high-stakes testing and the pressures students and teachers experience and internalize as a result. The author presents and analyzes classroom observations, student work, and test scores, as well as interviews with students and teachers. A disturbing picture of today's overtended public school classroom emerges from the events and practices described in this book. While hard to believe, all the depictions presented took place in a real elementary school classroom and reflect the current culture of extreme accountability. Overtended not only describes the flaws in our current accountability system, but it also provides real-world solutions that can have an immediate and positive effect at the classroom, state, and

national level. Chapters address key debates such as how to measure proficiency, the validity of various language assessment tools, the overuse of assessment, and the risks and benefits of teaching language arts to English language learners via mandated, structured curricula. Jessica Zacher Pandya is an Associate Professor in the Departments of Teacher Education and Liberal Studies at California State University, Long Beach. "This book tells an important tale that cannot be conveyed by numbers and tables.... It is important information for teachers; for those who depend on, employ, and train teachers; and for those who create the policies under which teachers are required to operate."

—From the Foreword by Robert Rueda, University of Southern California, author of *The 3 Dimensions of Improving Student Performance: Finding the Right Solutions to the Right Problems* "How many more dire tales of 'schooling for assessment' must be told before we realize that teaching and testing are not the same and that scores on standardized, multiple choice achievement tests are a sorry substitute for an engaging learning environment? In this book, Jessica Zacher Pandya reaches across ideological and institutional borders to offer reasonable, pragmatic solutions for change." —Linda Valli, Jeffrey & David Mullan Professor of Teacher Education & Professional Development, College of Education, University of Maryland "Zacher Pandya's invaluable book exposes the injustices and absurdities of our high-stakes accountability era. Just as importantly, it limns a more academically robust and culturally relevant instructional vision for English language learners." —Gerald Campano, University of Pennsylvania

Handbook of Research on New Literacies - Julie Coiro 2014-04-04

Situated at the intersection of two of the most important areas in educational research today — literacy and technology — this handbook draws on the potential of each while carving out important new territory. It provides leadership for this newly emerging field, directing scholars to the major issues, theoretical perspectives, and interdisciplinary research pertaining to new literacies. Reviews of research are organized into six sections: Methodologies Knowledge and Inquiry Communication Popular Culture, Community, and Citizenship: Everyday Literacies Instructional

Practices and Assessment Multiple Perspectives on New Literacies Research FEATURES Brings together a diverse international team of editors and chapter authors Provides an extensive collection of research reviews in a critical area of educational research Makes visible the multiple perspectives and theoretical frames that currently drive work in new literacies Establishes important space for the emerging field of new literacies research Includes a unique Commentary section: The final section of the Handbook reprints five central research studies. Each is reviewed by two prominent researchers from their individual, and different, theoretical position. This provides the field with a sense of how diverse lenses can be brought to bear on research as well as the benefits that accrue from doing so. It also provides models of critical review for new scholars and demonstrates how one might bring multiple perspectives to the study of an area as complex as new literacies research. The Handbook of Research on New Literacies is intended for the literacy research community, broadly conceived, including scholars and students from the traditional reading and writing research communities in education and educational psychology as well as those from information science, cognitive science, psychology, sociolinguistics, computer mediated communication, and other related areas that find literacy to be an important area of investigation.

Writing in Rhythm - Maisha T. Fisher 2007

"In this book, Maisha Fisher invites us to pull up a chair and listen in as young people insert their own rhythms into school life. . . . But this book is not a simple celebration of student voice. It is an ethnographic account of the teaching and learning processes through which lived (or longed-for) experience was disciplined into verbal rhythms." —From the Foreword by Anne Haas Dyson, University of Illinois-Urbana/Champaign, author of *The Brothers and Sisters Learn to Write* "Prepare to rethink the role of popular youth culture in the classroom. This work demonstrates some of the most respected theories of learning put into action through the roles and rules of young people's poetry. We leave this work alive and alert to ways that youth culture can transcend generations, everyday identities, and life disruptions." —Shirley Brice

Heath, Professor at Large, Brown University This dynamic book examines how literacy learning can be expanded and redefined using the medium of spoken word poetry. The author tells the story of a passionate Language Arts teacher and his work with The Power Writers, an after-school writing community of Latino and African-American students. Featuring rich portraits of literacy in action, this book introduces teaching practices for fostering peer support, generating new vocabulary, discussing issues of Standard American English, and using personal experiences as literary inspiration. Drawing from literature in both literacy research and cultural studies, this book: Provides a model for incorporating "open mic" formats and the public sharing of reading and writing in literacy classes with urban youth. Shows how teachers can approach teaching with profound respect for student cultures, languages, and life experiences. Offers a new way of talking about literacy with urban high school students, including new terminology generated by the teachers and students. Explores what it means for Language Arts teachers to be "practitioners of the craft."

Harlem on Our Minds - Valerie Kinloch 2015-04-24

Ginwright examines the role of community based organizations (CBOs) in the lives and development of black urban youth. The author argues that these organizations have the potential to provide a powerful influence in "how young people choose to participate in schooling and civic life."

Ginwright bases his observations on a five-year study of a CBO he created in Oakland, California. The book shows readers that the lives of poor, black, urban youth are not quite as determined by locale and income as more deterministic readings have argued, and that there is real hope for positive change in these urban communities.

Teaching Literacy for Love and Wisdom - Jeffrey D. Wilhelm 2015-04-17

This book lays out a new vision for the teaching of English, building on themes central to Wilhelm's influential "You Gotta BE The Book." With portraits of teachers and students, as well as practical strategies and advice, they provide a roadmap to educational transformation far beyond the field of English. --from publisher description

Education Across Borders - James Fegan 2009-02-21

The Universal Declaration of Human Rights endorsed in 1948 by member states of the United Nations continues to remain very much valid as it provides the solid foundation for most actions and activities that are aimed at guaranteeing the rights of everybody. The rights enunciated in the Declaration are comprehensive and two that are relevant to the content of this book are the right to education and the right to learn. The right to education and the right to learn are known to have been hotly debated by politicians, policy makers, and implementers. Sometimes, the rights in question here have found their way into political parties' manifestoes, and advocates of the right to education and the right to learn have been quick to bring into judgment politicians who have not lived up to their promises. Even at that, many member states of the United Nations have taken steps to ensure that access to learning is jealously guarded. For education and lifelong learning remain among the primary forces that can guarantee individual, community and national development, as they had always been from time immemorial. Globally, there has been ample evidence of efforts made by governments to promote the widening of access to participation in learning activities. Even so, the literature on the subject of access and participation has not captured sufficiently what has happened across the world in terms of providing access outside national boundaries in the context of globalization and the rapid creation of the knowledge-based economies of the 21st century.

Teaching the New Writing - Anne Herrington 2009-05-14

How has the teaching of writing changed in the 21st century? In this innovative guide, real teachers share their stories, successful practices, and vivid examples of their students' creative and expository writing from online and multimedia projects, such as blogs, wikis, podcasts, electronic poetry, and more. The book also addresses assessment: How can teachers navigate the reductive definitions of writing in current national and statewide testing? What are teachers' goals for their students' learning—and how have they changed in the past 20 years? What is "the new writing"? How do digital writers revise and publish?

What are the implications for the future of writing instruction? The contributing authors are teachers from public, independent, rural, urban, and suburban schools. Whether writing instructors embrace digital literacy now or see the inevitable future ahead, this groundbreaking book (appropriate for the elementary through college level) will both instruct and inspire.

Children's Language - Judith Wells Lindfors 2019-09-06

The more teachers understand about how children learn to talk, the more they can help children become avid, joyful readers and writers. Drawing on a large body of research and her own volunteer work at a family shelter, Lindfors concisely identifies several important commonalities across oral and written language. Taking the compelling perspective that it's all language, she traces children's emergent literacy from infancy through the early school years. The book incorporates abundant examples from a diverse range of children engaged in authentic literacy experiences. Lindfors describes a set of principles that teachers can build on as they help young students learn to read and write using the oral language processes they already know. "A valuable resource for teacher educators." —Gail Perry, New Books Editor, *Young Children* "Children's Language offers a return to sanity in children's early literacy development—an appeal for 'joy in a literate community' with logic and evidence to support it." —Peter Johnston, the University at Albany-SUNY "Once again, with her unique insights, Judith Lindfors describes and updates children's oral and written language development to inform those of us who work with young children." —Yetta M. Goodman, Regents Professor Emerita, University of Arizona, College of Education "Children's Language gives us a front row seat at a spectacular show. This book should appeal to anyone who has ever been intrigued by young children's language learning." —Carole Edelsky, Arizona State University

The Effective Literacy Coach - Adrian Rodgers 2007

This innovative book moves beyond the day-to-day matters of coaching to a deeper examination of how literacy coaching can improve instructional practice. The authors offer research-based strategies that can be used to create the professional and dynamic relationships needed for successful

teacher-coach collaborations. Readers will hear the voices of coaches as they analyze their own efforts to scaffold adult learning, guide collaborative inquiry, and support teacher reflection. Featuring concrete examples, this practical book: Provides a model for literacy coaches to analyze and examine their own practice. Details the importance of systematic observation of teaching and how to use observation to shape subsequent coaching sessions. Examines guiding teacher inquiry in whole groups, small groups, and pairs, to reflect and act on teaching and coaching. Charts the usefulness of teachers and coaches talking about teaching, and how this supports the change of teaching practices. "The authors have provided a rich description of what literacy coaches actually do as they work daily with teachers. Each chapter is soundly grounded in the research literature but goes beyond it to provide many practical examples." —From the Foreword by Gay Su Pinnell, The Ohio State University "The authors deal deftly with key aspects of coaching that characterize successful coaches and for which even the most knowledgeable literacy coaches are often ill-prepared. An excellent resource for anyone whose responsibilities sometimes include the role of coach." —Dorothy S. Strickland, Rutgers, the State University of New Jersey

(Re)Imagining Content-Area Literacy Instruction - Roni Jo Draper
2015-04-18

Today's teachers need to prepare students for a world that places increasingly higher literacy demands on its citizens. In this timely book, the authors explore content-area literacy and instruction in English, music, science, mathematics, social studies, visual arts, technology, and theatre. Each of the chapters has been written by teacher educators who are experts in their discipline. Their key recommendations reflect the aims and instructional frameworks unique to content-area learning. This resource focuses on how literacy specialists and content-area educators can combine their talents to teach all readers and writers in the middle and secondary school classroom. The text features vignettes from classroom practice with visuals to demonstrate, for example, how we read a painting or hear the discourse of a song. Additional contributors:

Marta Adair, Diane L. Asay, Sharon R. Gray, Sirpa Grierson, Scott Hendrickson, Steven L. Shumway, Geoffrey A. Wright Roni Jo Draper is an associate professor in the Department of Teacher Education in the David O. McKay School of Education. Paul Broomhead is associate professor and coordinator of the Music Education Division in the School of Music. Amy Petersen Jensen is an associate professor in the College of Fine Arts and Communications. Jeffery D. Nokes is an assistant professor in the History Department. Daniel Siebert is an associate professor in the Department of Mathematics Education. All editors are at Brigham Young University, Utah. "This is a must-read for educators engaged in professional development efforts aimed at improving students' learning across the content areas. The editors and chapter authors are to be applauded for taking up the call to place content-area literacy squarely in the disciplines." —From the Foreword by Thomas W. Bean, University of Nevada, Las Vegas "A great tool for developing disciplinary literacy." —Douglas Fisher, San Diego State University "Draper and her colleagues successfully convey the complex and subject-specific nature of effective content area literacy instruction. This book reminds us in refreshing ways that there is more to effective reading than decoding and prior knowledge." —George G. Hruby, Executive Director, Collaborative Center for Literacy Development, University of Kentucky "From its grounding in inquiry and collaboration, to its contemporary views of literacy and text, this book is an important response to recent calls to redress century-old recommendations for teaching reading. It is exciting to recommend *(Re)Imagining Content-Area Literacy Instruction* for any course or in-service project with a focus on content-area literacy instruction." —Kathleen Hinchman, Syracuse University, School of Education

Artifactual Literacies - Kate Pahl 2019-09-17

To re-engage students with literacy, teachers need an entry point that recognizes and honors students' out-of-school identities. This book looks at how artifacts (everyday objects) access the daily, sensory world in which students live. Exploring how artifacts can generate literacy learning, the book shows teachers how to use a family photo, heirloom,

or recipe to tell intergenerational tales; how to collaborate with local museums and cultural centers; how to create new material artifacts; and much more. Featuring vignettes, lesson examples, and photographs, the text includes chapters on community connections, critical literacy, adolescent writing, and digital storytelling. Book Features: A theoretical framework for teaching literacy that unites the domains of home and school and brings students' passions to the forefront. A fresh, integrated synthesis of the fields of New Literacy Studies, multimodality, material cultural studies, and literacy education. New field-tested ideas for creating lessons that improve literacy standards. "This engaging book makes a significant contribution to our understanding of how artifactual knowledge and practices cross borders in ways that can lead to powerful learning." —Rebecca Rogers, University of Missouri–St. Louis "Pahl and Rowsell provide a rich framework for approaching and engaging everyday artifacts as potential sites of story, community building, and identity performance. . . . They open significant new avenues to literacy educators." —From the Foreword by Lesley Bartlett and Lalitha Vasudevan, both at Teachers College, Columbia University

Words Were All We Had - Maria de la Ruz Reyes 2015-04-17

This engaging collection examines the personal narratives of a select group of well-respected educators who attained biliteracy when they were young students, and in the era before bilingual education. These autobiographical accounts celebrate and make visible a linguistic potential that has been largely ignored in schools—the inextricable and emotional ties that Latinos have to Spanish. The authors offer teachers important lessons about the individual potential of their Latino students. These stories of tenacity and resilience offer hope for a new generation of bilingual learners who are too often forced to choose between English and their native language.

Educational Stages and Interactive Learning: From Kindergarten to Workplace Training - Jia, Jiyou 2012-02-29

The adoption of ICT for personal and business use has encouraged the growth of interactive learning as well as its application in a number of education and training scenarios. Designing effective syllabi for

interactive learning projects helps to ensure that desired learning outcomes are achieved without incurring a significant loss of time or money. *Educational Stages and Interactive Learning: From Kindergarten to Workplace Training* provides a record of current research and practical applications in interactive learning. This book reviews all aspects of interactive learning, investigates the history, status, and future trends of interactive learning, introduces emerging technologies for interactive learning, and analyzes interactive learning cases in various educational stages and learning situations. Readers interested in the technologies and pedagogical applications of interactive learning will find this book a comprehensive reference for the understanding of notions, theories, techniques, and methods related to the research and development of interactive learning.

[Change Is Gonna Come](#) - Patricia A. Edwards 2015-04-17

While many books decry the crisis in the schooling of African American children, they are often disconnected from the lived experiences and work of classroom teachers and principals. In this book, the authors look back to move forward, providing specific practices that K-12 literacy educators can use to transform their schools. The text addresses four major debates: the fight for access to literacy; supports and roadblocks to success; best practices, theories, and perspectives on teaching African American students; and the role of African American families in the literacy lives of their children. Throughout, the authors highlight the valuable lessons learned from the past and include real stories from their own diverse family histories and experiences as teachers, parents, and community members.

Playing Their Way into Literacies - Karen E. Wohlwend 2015-04-25

"This book provides a theoretical and empirical foundation for the development of new and exciting pedagogical approaches to the teaching and learning of digital literacies in the earliest years of schooling... researchers, educators, and policymakers alike ignore its key messages at their peril in the decades ahead." —From the Foreword by Jackie Marsh, the University of Sheffield, UK "Play, too often in the past, has been seen as a four-letter word by those who wish to raise academic

standards. Wohlwend shows why this position is untenable and why play is a curricular necessity in kindergarten and beyond. This is a must read for anyone worried about what parents and administrators will say about the infusion of play in their curriculum.” —Jerome C. Harste, Indiana University, Bloomington

Karen Wohlwend provides a new framework for rethinking the boundaries between literacy and play, so that play itself is viewed as a literacy practice along with reading, writing, and design. Through a variety of theoretical lenses, the author presents a portrait of literacy play that connects three play groups: the girls and, importantly, boys, who played with Disney Princess media; “Just Guys” who used design and sports media to make a boys-only space; and a group of children who played teacher with big books and other school texts. These young children “play by design”—using play as a literacy to transform the texts that they read, write, and draw—but also as a tactic to transform their relational identities in the social spaces of peer and school cultures. Emphasizing the importance of play despite current high-stakes testing demands, this book: Provides an argument for re-centering play in early childhood curricula where play functions as a literacy in its own right. Offers cutting-edge analyses and examples of new literacies, popular culture, and multimodal discourses. Illustrates how children’s play can both produce and challenge normative discourses regarding ethnicity, gender, and sexuality. Examines the multimodal, multimedia textual practices of young children as they play across tensions among popular media, peer relationships, and school literacy. Features vivid descriptions, examples of young children in action, and photographs.

Karen E. Wohlwend is an assistant professor in Literacy, Culture, and Language Education at Indiana University. The research in this book was awarded the 2008 International Reading Association Outstanding Dissertation Award.

American Book Publishing Record - 2003

Digital Voices - Saul Lemerond 2023-01-26

As the most popular and fastest growing form of media today, the podcast is a vital tool for creative writing courses in their bid to become

more dynamic, interactive, inclusive, and multi-modal. Exploring the benefits of podcasting as both a pedagogical resource and as an important medium of expression for young writers, *Digital Voices* illuminates how podcasts can help every student forge personal connections to the content of their creative work and instruction they receive, no matter their background or experience. Beginning with the history of the podcast and the opportunities it affords today, this book moves through the benefits of bringing this popular medium into the workshop, demonstrating how it can aid in the creation of “Many Voices classrooms” and new metacognitive and introspective learning strategies, offer students new methods of evaluating creative products, and enhance inclusive access for a truly intersectional classroom. Other topics examined include the technical aspects of creating narrative fiction, poetry and nonfiction podcasts; how instructors might best curate podcasts for their classes; guidance on using podcasts to create scaffolding for teaching creative writing craft elements in different modes; and the ways of using author podcasts to demystify the writerly mystique. With each chapter featuring a section on practical application in the classroom, hints and tips from teacher-podcasters, and suggested student assignments, *Digital Voices* is an accessible primer, offering both a critical examination of the medium and a practical guide to putting the concepts discussed into practice.

Powerful Magic - Nina Mikkelsen 2005

Provides insight into children's responses to fantasy literature and ways adults can cultivate a children's positive experience with literature.

Fostering 21st Century Digital Literacy and Technical Competency - Cartelli, Antonio 2013-02-28

The 21st century has seen an expansion in digital technology and the ways in which it affects everyday life. These technologies have become essential in the growth of social communication and mass media. *Fostering 21st Century Digital Literacy and Technical Competency* offers the latest in research on the technological advances on computer proficiency in the educational system and society. This collection of research brings together theories and experiences in order to create a

common framework and is essential for educators and professionals in the technology fields.

No Quick Fix, The RTI Edition - Richard L. Allington 2007-11-10

This classic text introduced the framework for the current Response to Intervention (RTI) initiative. Now that federal education policy has caught up with the research and reform models first presented here over a decade ago, this special edition of No Quick Fix is of critical importance to today's teachers, principals, administrators, policymakers, and everyone interested in creating schools where all students learn to

read. Outlining the key factors essential for effective reform of early literacy programs, this groundbreaking resource presents: A framework for the comprehensive redesign of early reading instruction and early intervention services. Proven national models of early intervention, including Reading Recovery, along with their impacts on reducing referrals for special education services. A unified intervention delivery model that calls for an end to fragmented special services. A more cost-effective means of intervention that meets the needs of instructionally needy children.