

María de la Luz Reyes
John J. Halcón, EDITORS

The Best for Our Children

**CRITICAL PERSPECTIVES
ON LITERACY FOR
LATINO STUDENTS**

Foreword by Sonia Nieto

Best For Our Children Critical Perspectives On Literacy For Latino Students

Barbara Moss,Diane Lapp



Best For Our Children Critical Perspectives On Literacy For Latino Students:

The Best for Our Children Maria de la Luz Reyes, John J. Halcon, 2001 This watershed volume brings together the foremost leading authorities and scholars lending their individual voices to a single urgent issue literacy for Latino students In a departure from traditional paradigms Latinos examine their own lived experiences in U S schools and offer sound theories born from positions of expertise and first hand knowledge as researchers and educators Their discussions and critical perspectives on literacy for Latino students in grades K 12 touch on the important topics of Encouraging biliteracy in the classroom Constructing theories of possibility Promoting critically literate youth Organizing teaching and learning to students potential Linking literacy to lived experiences As insiders in Spanish speaking communities that are often maligned for their children s alleged failure in schools these authors offer hope for children s academic potential as well as evidence showing that integration of native language and culture in supportive learning environments can lead to success in literacy in two languages Contributors Alma Flor Ada Hector Alvarez Mar a V Balderrama Patricia Baquedano Lopez Lilia I Bartolom Mar a Echiburu Berzins Esteban Diaz Barbara Flores Mar a E Fr nquiz Kris D Guti rrez Bobbi Ciriza Houtchens Robert T Jim nez Eloise Andrade Laliberty Alice Lopez Roberta Maldonado Carmen I Mercado Luis C Moll Rosa Zubizarreta In this illuminating volume the authors courageously challenge the assumption of a skill based English only literacy for Latinos By shifting the literacy debate to a sociocultural terrain they urge readers to confront the prevailing issues of racism classism gender and economic deprivation that characterize the literacy of Latino Latina students in the U S public schools Simply put this volume provides readers with the necessary political clarity to understand and appreciate what it means to be literate in the changing multilingual and multicultural world of the 21st century Donaldo Macedo Distinguished Professor of Liberal Arts and Education University of Massachusetts Boston

Handbook of Adolescent Literacy Research Leila Christenbury, Randy Bomer, Peter Smagorinsky, 2011-06-10 The first comprehensive research handbook of its kind this volume showcases innovative approaches to understanding adolescent literacy learning in a variety of settings Distinguished contributors examine how well adolescents are served by current instructional practices and highlight ways to translate research findings more effectively into sound teaching and policymaking The book explores social and cultural factors in adolescents approach to communication and response to instruction and sections address literacy both in and out of schools including literacy expectations in the contemporary workplace Detailed attention is given to issues of diversity and individual differences among learners Winner Literacy Research Association s Fry Book Award

Children's Multilingual Literacy Pauline Harris, Cynthia Brock, Elspeth McInnes, Bec Neill, Alexandra Diamond, Jenni Carter, Ufemia Camaitoga, Meresiana Krishna, Eleni Giannakis, 2020-10-22 This book offers a comprehensive report on a three year cross cultural critical participatory action research study conducted in children s homes and communities in Fiji This project contributed to building sustainable local capacity in communities without access to early childhood services so as to promote preschool

children's literacy development in their home languages and English. The book includes rich descriptions of the young children's lived multilingual literacy practices in their home and community contexts. This work advances research-based practices for fostering young children's multilingual literacy and building community capacity in a post-colonial Pasifika context. Further, it shares valuable insights into processes and complexities that are inherent to multiliteracy and cross-cultural research.

Bakhtinian Perspectives on Language, Literacy, and Learning Arnetha F. Ball, Sarah Warshawer Freedman, 2004-08-23. This 2004 book represents a multidisciplinary collaboration that highlights the significance of Mikhail Bakhtin's theories to modern scholarship in the field of language and literacy. Book chapters examine such important questions as: What resources do students bring from their home community environments that help them become literate in school? What knowledge do teachers need in order to meet the literacy needs of varied students? How can teacher educators and professional development programs better understand teachers' needs and help them to become better prepared to teach diverse literacy learners? What challenges lie ahead for literacy learners in the coming century? Chapters are contributed by scholars who write from varied disciplinary perspectives. In addition, other scholarly voices enter into a Bakhtinian dialogue with these scholars about their ideas. These other voices help our readers push the boundaries of current thinking on Bakhtinian theory and make this book a model of heteroglossia and dialogic intertextuality.

Handbook of Research on Pedagogies and Cultural Considerations for Young English Language Learners Onchwari, Grace, Keengwe, Jared, 2017-10-31. In the schools of today, English learners are the fastest growing segment of the student population. As such, it is increasingly imperative to educate these students properly while still practicing inclusion for overall student success. The *Handbook of Research on Pedagogies and Cultural Considerations for Young English Language Learners* is an authoritative research publication on research-based theoretical frameworks and best practices for teaching young English language learners. Featuring exhaustive coverage on a variety of topics and perspectives such as co-teaching, inclusion, and social awareness, this publication is ideally designed for academicians, researchers, and students seeking current research on the examination of how diverse backgrounds, cultures, and experiences contribute to curriculum and pedagogy for bilingual young learners.

Bending the Arc Towards Justice Rajni Shankar-Brown, 2021-09-01. School districts are experiencing increasing economic, racial, ethnic, linguistic, gender, and sexuality cultural diversity across the United States and globally. With increasing diversity and persistent social inequities, widening. National Center for Educational Statistics 2019 U.S. Census Data 2018: educational leaders face immense challenges and must actively work to build an equitable, healthy school climate. Educational leaders are critical for ensuring positive student outcomes and success but often report feeling inadequately prepared for current challenges. Coalition for Teacher Equality 2016; Jordan 2012; Miller 2013; Mitani 2018; Papa 2007. Unfortunately, growing challenges are contributing to high school administrator turnover rates and shortages. Gates et al 2006; Jacob et al 2015; Mordechai Fuller 2012; Manna 2015; Rangel 2018; Shankar Brown 2015. A research study by the

National Association of Secondary School Principals NASSP and the Learning Policy Institute LPI reveals that public schools with higher percentages of low income students and students of color are more likely to experience administrative and teacher turnover which compounds equity issues affecting already vulnerable students Levin and Bradley 2019 This book provides educational leaders with a deeper understanding of equity focused and inclusive leadership practices while offering intersectional views on social inequalities and stark reminders of the work still ahead Connecting theory to practice this book offers needed encouragement and inspiration to both in service and practicing educational leaders Rooted in social justice and weaving together diverse voices this edited volume systematically examines equity focused PreK 12 and higher education leadership practices Shankar Brown Ed calls on educational leaders to collectively rise and mindfully work together to bend the arc toward justice

Viva Nuestro Caucus Romeo García,Iris Ruiz,2019-10-13 Viva Nuestro Caucus celebrates the history of the Latinx Caucus of the National Council of Teachers of English and of the College Composition and Communication Conference since its inception in 1968 as the Chicano Teachers of English The Caucus emerged because of a lack of representation and support and today maintains its vision and agenda of advocating for Latino peoples The impetus for Viva Nuestro Caucus began both from a lack of recognition amongst NCTE and CCCC and an acknowledgment that no written history exists of the Caucus Its editors provide a partial history of the agendas activities and achievements of the Caucus from its formation to the present set against the backdrop of changing times It includes interviews with founding and current Caucus members an annotated Caucus archive and a working bibliography of publications by Caucus members

LOST Opportunities Bronwyn Bevan,Philip Bell,Reed Stevens,Aria Razfar,2012-07-26 Learning in informal settings is attracting growing attention from policymakers and researchers yet there remains at the moment a dearth of literature on the topic Thus this volume which examines how science and mathematics are experienced in everyday and out of school time OST settings makes an important contribution to the field of the learning sciences Conducting research on OST learning requires us to broaden and deepen our conceptions of learning as well as to better identify the unique and common qualities of different learning settings We must also find better ways to analyze the interplay between OST and school based learning In this volume scholars develop theoretical structures that are useful not only for understanding learning processes but also for helping to create and support new opportunities for learning whether they are in or out of school or bridging a range of settings The chapters in this volume include studies of everyday and situated processes that facilitate science and mathematics learning They also feature new theoretical and empirical frameworks for studying learning pathways that span both in and out of school time and settings Contributors also examine structured OST programs in which everyday and situated modes of learning are leveraged in support of more disciplined practices and conceptions of science and mathematics Fortifying much of this work is a leading focus on educational equity a desire to foster more socially supportive and intellectually engaging science and mathematics learning opportunities for youth from historically non dominant

communities Full of compelling examples and revealing analysis this book is a vital addition to the literature on a subject with a fast rising profile *The Administration and Supervision of Reading Programs* Shelley B. Wepner,Joan T. Feeley,Dorothy S. Strickland,2002 Now in its Third Edition this popular textbook offers valuable information about administering effective reading programs from the pre elementary through the college level All chapters have been revised to include the most current information trends and research and a new chapters has been added on college university reading programs

Foundations of Bilingual Education and Bilingualism Colin Baker,2011 Written as an introductory text from a crossdisciplinary perspective this book covers individual and societal concepts in minority and majority languages

Surveying Borders, Boundaries, and Contested Spaces in Curriculum and Pedagogy Cole Reilly,Victoria Russell,Laurel K. Chehayl,Morna M. McDermott,2011-10-01 The Curriculum and Pedagogy book series is an enactment of the mission and values espoused by the Curriculum and Pedagogy Group an international educational organization serving those who share a common faith in democracy and a commitment to public moral leadership in schools and society Accordingly the mission of this series is to advance scholarship that engages critical dispositions towards curriculum and instruction educational empowerment individual and collectivized agency and social justice The purpose of the series is to create and nurture democratic spaces in education an aspect of educational thought that is frequently lacking in the extant literature often jettisoned via efforts to de politicize the study of education Rather than ignore these conversations this series offers the capacity for educational renewal and social change through scholarly research arts based projects social action academic enrichment and community engagement Authors will evidence their commitment to the principles of democracy transparency agency multicultural inclusion ethnic diversity gender and sexuality equity economic justice and international cooperation Furthermore these authors will contribute to the development of deeper critical insights into the historical political aesthetic cultural and institutional subtexts and contexts of curriculum that impact educational practices Believing that curriculum studies and the ethical conduct that is congruent with such studies must become part of the fabric of public life and classroom practices this book series brings together prose poetry and visual artistry from teachers professors graduate students early childhood leaders school administrators curriculum workers and planners museum and agency directors curators artists and various under represented groups in projects that interrogate curriculum and pedagogical theories

Inciting Change in Secondary English Language Programs M. Coles-Ritchie,2009-08-31 This book follows a group of teachers who worked to create a program that supported their students native languages and funds of knowledge finding that structures within the school and discourses from other teachers administrators and the nation community both

constrained enabled the teachers to create an equitable learning environment **Early Biliteracy Development** Eurydice B. Bauer,Mileidis Gort,2012-05-22 A large and growing number of students from culturally and linguistically diverse backgrounds in the US and around the world have the potential to develop bilingualism and biliteracy if supported in their

immediate environment At the forefront in focusing exclusively on biliteracy development in early childhood across a variety of languages this book provides both findings from empirical research with young bilinguals in home and school contexts and practical applications of these findings Each chapter is structured in a similar format to offer parallel descriptions of the research including a brief review of related empirical studies an overview of the methods for data collection and analysis a description of the main findings and specific pedagogical implications to support educators efforts to construct meaningful challenging and dynamic literacy and language learning communities where one or more languages are used for communicating and learning Pushing the field forward this book is a valuable resource for helping literacy educators understand and respond to critical issues related to the development of young children s literate competencies in two languages in home and school contexts

Chicano School Failure and Success Richard R. Valencia,2002 Examines from various perspectives the school failure and success of Chicano students The contributors include specialists in cultural and educational anthropology bilingual and special education educational history developmental psychology

Teaching New Literacies in Grades K-3 Barbara Moss,Diane Lapp,2009-11-30 Even the youngest readers and writers in today s classrooms can benefit enormously from engagement with a wide range of traditional and nontraditional texts This teacher friendly handbook is packed with creative strategies for introducing K 3 students to fiction poetry and plays informational texts graphic novels digital storytelling Web based and multimodal texts hip hop advertisements math problems and many other types of texts Prominent authorities explain the research base underlying the book s 23 complete lessons and provide practical activities and assessments for promoting decoding fluency comprehension and other key literacy skills Snapshots of diverse classrooms bring the material to life helpful reproducibles are included

Diversities in Early Childhood Education Celia Genishi,A. Lin Goodwin,2012-08-06 This collection edited by leaders in the field of early childhood and multicultural education is a valuable resource for those studying and working with young children Chapters emphasize the relationship between theory research and practice and provide illustrations of equitable and inclusive practices that move us toward social justice in the critical field of early childhood education Drawing from the current literature on ability class culture ethnicity gender languages race and sexual orientation the book presents a forward looking account of how diversity could improve the educational experience of children from birth to grade three

The Home-School Connection Flora V. Rodriguez-Brown,2009-06-02 The Project FLAME program used as the context for this book is a comprehensive family literacy model supported by a strong sociocultural framework based on current research on cultural ways of learning and theories of multiliteracies and discourse The volume is an essential resource for educators community workers and researchers interested in the relevance of the home school connection in relation to children s school success

Classroom Research on Mathematics and Language Núria Planas,Candia Morgan,Marcus Schütte,2021-03-22 This book offers an international perspective on the current and future state of the research focusing in particular on the role and use of

language in mathematics school teaching and learning It focuses on the development of a unified view of the languages of the learners of the teachers and of mathematics by considering the role of language in the learning teaching and doing of mathematics in the classroom and the current richness and plurality of language and culture The contributions in this volume combine to show how views of language and of language research in mathematics education have changed significantly in recent decades and how they will continue to change and become even more complex and challenging in the era of diversity All of these contributions by leading scholars are grouped into two sections for emphasis on issues of Theorising the complexity of language in mathematics teaching and learning Opening spaces of learning with mathematics classroom research on language This book will be of great interest to mathematics teachers teacher educators curriculum developers and mathematics education researchers who deal with the study and implementation of pedagogies of mathematics teaching and learning specifically in regions of the world which are culturally and sociolinguistically diverse The Literacy Specialist Rita M. Bean, Virginia J. Goatley, 2020-11-16 Revised edition of The reading specialist c2015 Claiming Home, Shaping Community Gloria H. Cuádriz, Yolanda Flores, 2017-11-14 Through first person testimonies this anthology demonstrates the transformative power of higher education and its impact on the working class Provided by publisher

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