

REWRITING THE BASICS



Literacy Learning in Children's Cultures



Anne Haas Dyson



Rewriting The Basics Literacy Learning In Childrens Cultures Language And Literacy

Anne Haas Dyson



Rewriting The Basics Literacy Learning In Childrens Cultures Language And Literacy:

ReWRITING the Basics Anne Haas Dyson, 2013 What are the real basics of writing how should they be taught and what do they look like in children's worlds In her new book Anne Haas Dyson shows how highly scripted writing curricula and regimented class routines work against young children's natural social learning processes Readers will have a front row seat in Mrs Bee's kindergarten and Mrs Kay's 1st grade class where these dedicated teachers taught writing basics in schools serving predominately low income children of color The children it turns out had their own expectations for one another's actions during writing time Driven by desires for companionship and meaning they used available linguistic and multimodal resources to construct their shared lives In so doing they stretch enrich and ultimately transform our own understandings of the basics *ReWRITING the Basics* goes beyond critiquing traditional writing basics to place them in the linguistic diversity and multimodal texts of children's everyday worlds This engaging work Illustrates how scripted uniform curricula can reduce the resources of so called at risk children Provides insight into how children may situate writing within the relational ethics and social structures of childhood cultures Offers guiding principles for creating a program that will expand children's possibilities in ways that are compatible with human sociability Includes examples of children's writing reflections on research methods and demographic tables Dyson's ethnographies offer new ways of thinking about writing time and remind us of the importance of play talk and social relationships in children's literacy learning If every literacy researcher could write like Dyson teachers would want to read about research If policymakers took her insights on board classrooms might become more respectful and enjoyable spaces for literacy teaching and learning that soar way above the basics Barbara Comber Queensland University of Technology Australia **Child Cultures, Schooling, and Literacy** Anne Haas

Dyson, 2016-02-19 Through analysis of case studies of young children ages 3 to 8 years situated in different geographic cultural linguistic political and socioeconomic sites on six continents this book examines the interplay of childhoods schooling and literacies Written language is situated within particular childhoods as they unfold in school A key focus is on children's agency in the construction of their own childhoods The book generates diverse perspectives on what written language may mean for childhoods Looking at variations in the complex relationships between official curricular visions and unofficial child initiated visions of relevant composing practices and appropriate cultural resources it offers first insight into how those relationships may change over time and space as children move through early schooling and second understanding of the dynamics of schools and the experience of childhoods through which the local meaning of school literacy is formulated Each case each child in a particular sociocultural site does not represent an essentialized nation or a people but rather a rich processual depiction of childhood being constructed in particular local contexts and the role if any for composing

Research in Young Children's Literacy and Language Development Olivia N. Saracho, 2019-12-13 The importance of the early years in young children's lives and the rigid inequality in literacy achievement are a stimulating backdrop to

current research in young children's language and literacy development. This book reports new data and empirical analyses that advance the theory of language and literacy with researchers using different methodologies in conducting their study with both a sound empirical underpinning and a captivating analytical rationalization of the results. The contributors to this volume used several methodological methods, e.g., quantitative, qualitative, to describe the complete concept of the study, the achievement of the study, and the study in an appropriate manner based on the study's methodology. The contributions to this volume cover a wide range of topics including dual language learners, Latino immigrant children, children who have hearing disabilities, parents and teachers' beliefs about language development, early literacy skills of toddlers and preschool children, interventions, multimodalities in early literacies, writing, and family literacy. The studies were conducted in various early childhood settings such as child care, nursery school, Head Start, kindergarten, and primary grades, and the subjects in the studies represent the pluralism of the globe, a pluralism of language backgrounds, ethnicity, abilities, and disabilities. This book was originally published as a special issue of *Early Child Development and Care*.

Rethinking Early Literacies Mariana Souto-Manning, Haeny S. Yoon, 2018-01-12. *Rethinking Early Literacies* honors the identities of young children as they read, write, speak, and play across various spaces in and out of pre-school. Despite narrow curricular mandates and policies, the book highlights the language resources and tools that children cultivate from families, communities, and peers. The chapters feature children's linguistic flexibility with multiple languages, creative appropriation of popular culture, participation in community literacy practices, and social negotiation in the context of play. Throughout the book, the authors critically reframe what it means to be literate in contemporary society, specifically discussing the role of educators in theorizing and rethinking language ideologies for practice. Issues influencing early childhood education in transnational contexts are forefronted, e.g., racism, immigration rights, readiness. Throughout the book, there is a call to support and sustain communities of color.

Literacy and History in Action Thomas M. McCann, Rebecca D'Angelo, Nancy Galas, Mary Greska, 2015. This book offers a solid research and theoretical foundation for combining social studies and literacy instruction. A collaboration between a literacy scholar, two classroom teachers, and a school librarian, this volume also shows teachers how to engage middle and high school students in historical inquiry that incorporates literacy skills like reading complex texts and writing elaborated arguments. The authors present extended simulation activities that immerse students in three eras of U.S. history: European incursions into North America, pre-Revolutionary War colonialism, and the Civil War and Reconstruction. These simulations allow learners to experience these major periods of U.S. history while they discuss, read, and write in ways that align closely with the Common Core State Standards. The final chapter guides teachers in constructing their own classroom simulations and identifies useful resources.

Book Features: Guidance for integrating language arts and social studies in ways that align with the Common Core State Standards; Simulation activities that show learners actively engaged in inquiry involving collaboration, deliberation, debate, and critical judgments; Models for disciplinary literacy that rely on primary source texts and

historical fiction Examples of student work website resources and an online appendix with rubrics for teachers This terrific book helps teachers think about how to design instruction to provide an education across the curriculum that is provocative and stimulating and that helps young people develop both the thinking and writing skills they will need to succeed in their persuasion I love this book and wish I were still in the classroom to use both its examples and its principles in my own planning From the Foreword by Peter Smagorinsky Distinguished Research Professor of English Education College of Education The University of Georgia

Literacy Research Methodologies Marla H. Mallette, Nell K. Duke, 2020-11-23 The definitive reference on literacy research methods this book serves as a key resource for researchers and as a text in graduate level courses Distinguished scholars clearly describe established and emerging methodologies discuss the types of questions and claims for which each is best suited identify standards of quality and present exemplary studies that illustrate the approaches at their best The book demonstrates how each mode of inquiry can yield unique insights into literacy learning and teaching and how the methods can work together to move the field forward

Making Literacy Real Joanne Larson, Jackie Marsh, 2014-11-17 Offering an overview of the major fields in literacy studies this book presents a detailed and accessible discussion of key theories and their relevance in the primary classroom Each chapter uses a real life case study to explore the application of theory in practice followed by a detailed discussion of the case study material by a leading name in the field including contributions from Barbara Comber Michele Knobel Colin Lankshear Gunther Kress Brian Street Kevin Leander and Patricia Enciso The text also offers reflections on theoretical foundations for research exploring literacy as a practice grounded in social cultural historical and political contexts and in relationships of power This second edition includes New chapters covering digital literacy space and play and multimodality Examples and contributions from a range of international contexts including US UK Canada Australia and South Africa Further reading links Essential reading for students at undergraduate and post graduate level on primary education courses and an invaluable guide for anyone wanting to understand literacy theory and successfully apply this to the classroom

Becoming a Teacher of Writing in Elementary Classrooms Donna Kalmbach Phillips, Mindy Legard Larson, 2024-04-01 The Second Edition of Becoming a Teacher of Writing in Elementary Classrooms is an interactive learning experience focusing on all aspects of becoming writer and teacher of writing in the Writing Studio The Writing Studio is illustrated with authentic classroom scenarios and include descriptions of assessments mini lessons mentor texts and collaborative and individual teaching strategies The parallel text Becoming Writer allows readers to engage as writers while learning and applying writing process practice and craft of the Writing Studio The new edition includes integration of preschool writers multilingual learners translanguaging culturally sustaining pedagogy social emotional learning Universal Design for Learning and an updated companion website with teacher resources This dynamic text supports teachers agency in the ongoing journey of joyful teaching and writing

Children's Play, Pretense, and Story Susan Douglas, Lesley Stirling, 2015-12-21 At the heart of this volume is the

recognition that children's engagement with play and story are intrinsically and intricately linked. The contributing authors share a passionate interest in the development and well-being of children in particular through their use of imagination and adaptation of the everyday into play and stories. Following these principles, the volume explores the connections between play, story, and pretense with regard to many cultural and contextual factors that influence the way these elements vary in children's lives. In a departure from earlier collections on play and story, the authors take a particular focus on normative as compared with atypical development. This collection begins with an approach to understanding the developmental relationship between play and story which recognizes their similarities while acknowledging their differences. Much of the collection addresses pretend play and story in children with autism spectrum disorder, an understudied but important group for consideration as these dimensions of their lives and development have often been considered problematic. The volume also includes sections on play and story in classroom settings and play and story across cultures, including non-English speaking environments such as Israel, Romania, China, and Mexico. It concludes with a discussion of how play differs across sociocultural and economic contexts, making a unifying claim for the importance of play in children's lives but also calling for an understanding of what play means to very different groups of children.

The One-on-One Reading and Writing Conference Jennifer C. Berne, Sophie C. Degener, 2015. Personal interactions are the single most effective way for teachers to understand and evaluate their students as learners. Responding specifically to new Common Core State Standards in reading and writing, this book introduces pre- and inservice teachers to a method of one-on-one interaction the authors refer to as the stretch conference. This book provides detailed practical advice on the logistics of implementing these conferences during the busy school day, including tips on how and when to schedule conferences and how to successfully manage the classroom during conference time. The authors argue that rather than using valuable conference time for word-level concerns and editing, teachers should focus on more ambitious goals that will deepen or stretch students' skills in comprehension and writing. This resource suggests where conferences fit in with other important pieces of literacy instruction, introduces a variety of high-quality cues to use during conferences, and shows how conferences can function as formative assessment for reading and writing skills. This book was written by two veteran teacher educators who conduct frequent workshops and professional development with teachers; it helps teachers adjust their instruction for the demands of Common Core Standards and includes many detailed examples of effective conferences taken from real classrooms.

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