Dimensions Of Literacy A Conceptual Base For Teaching Reading And Writing In School Settings Third Edition

As the academic and scholarly landscape are continuously enhanced by the advent of new technology, librarians must be aware and informed to develop and implement best practices. Effective administration of libraries is a crucial part of delivering library services to patrons and ensuring that information resources are disseminated efficiently. Advanced Methodologies and Technologies in Library Science, Information Management, and Scholarly Inquiry provides emerging information on modern knowledge management and effective means of sharing research through libraries. While highlighting the importance of digital literacy and information resources, readers will also learn new methods in information retrieval and research methods in quality scholarly inquiry. This book is an important resource for librarians, administrators, information science professionals, information technology specialists, students, and researchers seeking current information on the importance of effective library science technology.

Teaching the Dimensions of Literacy provides both the conceptual knowledge to support teachers' instructional decisions in the reading/literacy classroom and a multitude of instructional strategy lessons for classroom use with both monolingual and bilingual students. It proposes that teachers need to help children become code breakers (the linguistic dimension), meaning makers (the cognitive dimension), text users and critics (the sociocultural dimension), and scientists (the developmental dimension). Acknowledging and addressing all four dimensions, this text links literacy theory, literacy research, and literacy practice in a useable way. Covering both reading and writing, it features clear, concise, and useable reading and writing strategy lessons and ways to modify them for different types of students. Changes in the Second Edition: Entirely reorganized, the text is more user friendly, builds a stronger link between theory and practice, and makes it is easier for teachers to locate appropriate strategy lessons to use with their students. Academic literacy is addressed more fully.

Teaching the Dimensions of Literacy provides the conceptual knowledge to support teachers' instructional decisions in the reading/literacy classroom and features a multitude of instructional strategy lessons for classroom use with both monolingual and bilingual students. Its premise is that literacy comprises four dimensions--linguistic, cognitive, sociocultural, and developmental. In the debate over literacy instruction, and in many reading/literacy methods texts, one dimension tends to be privileged and the others ignored. In this text, the teaching and learning of all four dimensions of literacy are acknowledged and addressed. The four dimensions provide a coherent conceptual framework within which instructional strategy lessons are identified, synthesized, organized, and presented--demonstrating how the complex nature of literacy can be addressed within a classroom setting. *Part I introduces the conceptual framework for teaching and learning the dimensions of literacy. These chapters reflect the authors' belief that literacy instruction involves more than passively following and implementing a series of recipes, but rather, is a conscious, reflective, and constructive process whereby teachers enact instruction based on their knowledge of their discipline. In an age of standardized curricula and tests, more than ever teachers are needed who are capable of taking on responsibility for promoting literacy learning of their students. This requires a deep understanding of what reading and writing entail linguistically, cognitively, socioculturally, and developmentally. Part I helps teachers acquire this understanding. *Part II presents the instructional strategies. The book is structured so that teachers who are required to implement a particular literacy program can select strategy lessons to supplement their curricula. For teachers who develop their own programs the strategy lessons provide a base from which to do so. The instructional strategy lessons provide various avenues though which to teach the particular literacy dimension on which the chapter is focused. All strategy lessons are formatted the same way: concept, materials, procedures, variations, sample instructional materials. Each lesson can stand on its own. Teachers can select those activities they find most appropriate for their own instructional context. The strategy lessons can be easily modified as required by the needs of the teacher and students. *Part III illustrates what a dimensional literacy curriculum might look like in the classroom, helping teachers to organize strategy lesson instruction within a logical framework. Teaching the Dimensions of Literacy can be used as a primary or supplementary text for pre-service and in-service elementary reading, literacy, and language arts methods courses. The user friendly format makes this text particularly appealing as a resource teachers will want to purchase and use independently of any university course.

Noticing is an essential aspect of professional expertise in teaching – a skill that draws on deep professional knowledge in ways that affect how teachers are aware of, respond to and meet the needs of their students. Being a 'noticing teacher' in the language and literacy classroom can make a real difference to students' progress as readers and writers, to their literacy attainment and to their engagement with learning. This international, research-informed book is unique in its focus on literacy and language. The authors explore models and methods to embed both noticing and the development of teacher agency and grounded knowledge into teacher education programs and school practices. To further the professional knowledge and agency of 'noticing teachers', the authors argue that research, policy and the professional community need to understand how noticing skills can be woven into the policy and practice contexts of the literacy teacher's work. Developing Habits of Noticing in Literacy and Language Classrooms: Research and Practice across Professional Cultures is designed to help teachers, researchers and school leaders think in new ways about how 'noticing' operates in the context of the literacy classroom and how it can be supported. Each chapter provides a valuable insight into how teachers learn from their students, in the course of teaching activities, to be responsive, analytical and inspirational.

The Common Core State Standards have put close reading in the spotlight as never before. While elementary school teachers are certainly willing to teach students to closely read both literary and informational text, many are wondering

what, exactly, this involves. Is there a process to follow? How is close reading different from guided reading or other common literacy practices? How do you prepare students to have their ability to analyze complex texts measured by Common Core assessments? Is it even possible for students in grades K-5 to "read to learn" when they're only just learning to read? Literacy experts Diane Lapp, Barbara Moss, Maria Grant, and Kelly Johnson answer these questions and more as they explain how to teach young learners to be close readers and how to make close reading a habit of practice in the elementary classroom. Informed by the authors' extensive field experience and enriched by dozens of real-life scenarios and downloadable tools and templates, this book explores * Text complexity and how to determine if a particular text is right for your learning purposes and your students. * The process and purpose of close reading in the elementary grades, with an emphasis on its role in developing the 21st century thinking, speaking, and writing skills essential for academic communication and required by the Common Core. * How to plan, teach, and manage close reading sessions across the academic disciplines, including the kinds of questions to ask and the kinds of support to provide. * How to assess close reading and help all students--regardless of linguistic, cultural, or academic background--connect deeply with what they read and derive meaning from a complex text. Equipping students with the tools and process of close reading sets them on the road to becoming analytical and critical thinkers--and empowered and independent learners. In this comprehensive resource, you'll find everything you need to start their journey. This popular text examines literacy from a multidimensional and interdisciplinary perspective. It "unpackages" the various dimensions of literacy--linguistic, cognitive, sociocultural, and developmental--and at the same time accounts for the interrelationships among them. The goal is to provide a conceptual foundation upon which literacy curriculum and instruction in school settings can be grounded.

Authors Peter Seixas and Tom Morton provide a guide to bring powerful understandings of these six historical thinking concepts into the classroom through teaching strategies and model activities. Table of Contents Historical Significance Evidence Continuity and Change Cause and Consequence Historical Perspectives The Ethical Dimension The accompanying DVD-ROM includes: Modifiable Blackline Masters All graphics, photographs, and illustrations from the text Additional teaching support Order Information: All International Based Customers (School, University and Consumer): All US based customers please contact nelson.orderdesk@nelson.com All International customers (exception US and Asia) please contact Nelson.international@ne lson.com

This popular text, now in its fourth edition, "unpacks" the various dimensions of literacy—linguistic and other sign systems; cognitive; sociocultural; and developmental—and at the same time accounts for the interrelationships among them. Distinguished by its examination of literacy from a multidimensional and interdisciplinary perspective, it provides a strong conceptual foundation upon which literacy curriculum and instruction in school settings can be grounded. Linking theory and research to practice in an understandable, user-friendly manner, the text provides in-depth coverage of the dimensions of literacy, includes demonstrations and "hands-on" activities, examines authentic reading and writing events that reflect key concepts, and summarizes the concepts in tables and figures. Changes in the Fourth Edition • Addresses academic language, new literacies/multiliteracies, and their relationship to literacy learning • More fully develops the developmental dimension of literacy in separate chapters on adult mediation and learner construction • Expands the discussion of multimodal literacies • Extends and integrates the discussion of bilingualism and biliteracy throughout the text • Integrates instructional implications more fully throughout

Digital Literacy: Concepts, Methodologies, Tools and Applications presents a vital compendium of research detailing the latest case studies, architectures, frameworks, methodologies, and research on Digital Democracy. With contributions from authors around the world, this three-volume collection presents the most sophisticated research and developments from the field, relevant to researchers, academics, and practitioners alike. In order to stay abreast of the latest research, this book affords a vital look into Digital Literacy research.

While most children learn to read fairly well, there remain many young Americans whose futures are imperiled because they do not read well enough to meet the demands of our competitive, technology-driven society. This book explores the problem within the context of social, historical, cultural, and biological factors. Recommendations address the identification of groups of children at risk, effective instruction for the preschool and early grades, effective approaches to dialects and bilingualism, the importance of these findings for the professional development of teachers, and gaps that remain in our understanding of how children learn to read. Implications for parents, teachers, schools, communities, the media, and government at all levels are discussed. The book examines the epidemiology of reading problems and introduces the concepts used by experts in the field. In a clear and readable narrative, word identification, comprehension, and other processes in normal reading development are discussed. Against the background of normal progress, Preventing Reading Difficulties in Young Children examines factors that put children at risk of poor reading. It explores in detail how literacy can be fostered from birth through kindergarten and the primary grades, including evaluation of philosophies, systems, and materials commonly used to teach reading.

Science is a way of knowing about the world. At once a process, a product, and an institution, science enables people to both engage in the construction of new knowledge as well as use information to achieve desired ends. Access to science—whether using knowledge or creating it—necessitates some level of familiarity with the enterprise and practice of science: we refer to this as science literacy. Science literacy is desirable not only for individuals, but also for the health and well- being of communities and society. More than just basic knowledge of science facts, contemporary definitions of science literacy have expanded to include understandings of scientific processes and practices, familiarity with how science and scientists work, a capacity to weigh and evaluate the products of science, and an ability to engage in civic decisions about the value of science. Although science literacy has traditionally been seen as the responsibility of individuals, individuals are nested within communities that are nested within societies—and, as a result, individual science literacy is limited or enhanced by the circumstances of that nesting. Science Literacy studies the role of science literacy in public support of science. This report synthesizes the available research literature on science literacy, makes recommendations on the need to improve the understanding of science and scientific research in the United States, and considers the relationship between scientific literacy and support for and use of science and research. Dimensions of LiteracyA Conceptual Base for Teaching Reading and Writing in School SettingsRoutledge

This book gives pre-service and experienced teachers the knowledge and tools they need to teach reading and writing effectively and engagingly in pre-K through grade 8 settings. Using a conversational tone to present a wealth of critical content, this book helps readers connect theory to practice through vignettes and sample lessons from real classrooms; authentic student work samples; ideas for using and integrating print-based and digital texts across the curriculum; and tools for organizing and managing a comprehensive, developmentally-

responsive literacy program.

A high level of literacy in both print and digital media is required for negotiating most aspects of 21st-century life, including supporting a family, education, health, civic participation, and competitiveness in the global economy. Yet, more than 90 million U.S. adults lack adequate literacy. Furthermore, only 38 percent of U.S. 12th graders are at or above proficient in reading. Improving Adult Literacy Instruction synthesizes the research on literacy and learning to improve literacy instruction in the United States and to recommend a more systemic approach to research, practice, and policy. The book focuses on individuals ages 16 and older who are not in K-12 education. It identifies factors that affect literacy development in adolescence and adulthood in general, and examines their implications for strengthening literacy instruction for this population. It also discusses technologies for learning that can assist with multiple aspects of teaching, assessment,and accommodations for learning. There is inadequate knowledge about effective instructional practices and a need for better assessment and ongoing monitoring of adult students' proficiencies, weaknesses, instructional environments, and progress, which might guide instructional planning. Improving Adult Literacy Instruction recommends a program of research and innovation to validate, identify the boundaries of, and extend current knowledge to improve instruction for adults and adolescents outside school. The book is a valuable resource for curriculum developers, federal agencies such as the Department of Education, administrators, educators, and funding agencies.

What is trauma and what does it mean for the literacy curriculum? In this book, elementary teachers will learn how to approach difficult experiences through the everyday instruction and interactions in their classrooms. Readers will look inside classrooms and literacies across genres to see what can unfold when teachers are committed to compassionate, critical, and relational practice. Weaving her own challenging experiences into chapters brimming with children's writing and voices, Dutro emphasizes that issues of power and privilege matter centrally to how attention to trauma positions children. The book includes questions and prompts for discussion, reflection, and practice and describes pedagogies and strategies designed to provide opportunities for children to bring the varied experiences of life, including trauma, to their school literacies in positive, meaningful, and supported ways. "This stunning book about trauma interrogates the very notion. Dutro excels at interweaving her stories with those of teachers and students and at challenging readers to find their way into the fabric. I recommend this book to teachers so that they might accept her challenge to explore and understand the importance of both witnessing and testimony in relation to trauma in literacy curriculum and pedagogy." —Mollie Blackburn, The Ohio State University

Recognizing the characteristics of children with learning disabilities and deciding how to help them is a problem faced by schools all over the world. Although some disorders are fairly easily recognizable (e.g., mental retardation) or very specific to single components of performance and quite rare (e.g., developmental dyscalculia), schools must consider much larger populations of children with learning difficulties who cannot always be readily classified. These children present high-level learning difficulties that affect their performance on a variety of school tasks, but the underlying problem is often their difficulty in understanding written text. In many instances, despite good intellectual abilities and a superficial ability to cope with written texts and to use language appropriately, some children do not seem to grasp the most important elements, or cannot find the pieces of information they are looking for. Sometimes these difficulties are not immediately detected by the teacher in the early school years. They may be hidden because the most obvious early indicators of reading progress in the teacher's eyes do not involve comprehension of written texts or because the first texts a child encounters are quite simple and reflect only the difficulty level of the oral messages (sentences, short stories, etc.) with which the child is already familiar. However, as years go by and texts get more complex, comprehension difficulties will become increasingly apparent and increasingly detrimental to effective school learning. In turn, studying, assimilating new information, and many other situations requiring text comprehension -- from problem solving to reasoning with linguistic contents -- could be affected. Problems with decoding, dyslexia, and language disorders have attracted more interest from researchers than have specific comprehension problems and have occupied more room in specialized journals. Normal reading comprehension has also been a favorite with researchers. However, scarce interest has been paid to subjects who have comprehension difficulties. This book is an attempt to remedy this situation. In so doing, this volume answers the following questions: * Does a reading comprehension problem exist in schools? * How important and widespread is the problem? * Is the problem specific? * How can a reading comprehension difficulty be defined and identified? * Does the "syndrome" have a single pattern or can different subtypes be identified? * What are the main characteristics associated with a reading comprehension difficulty? * When can other well-identified problems add to our understanding of reading comprehension difficulties? * Which educational strategies are effective in preventing and treating reading comprehension difficulties? * What supplementary information can we get from an international perspective?

This book brings together a group of internationally-reputed authors in the field of digital literacy. Their essays explore a diverse range of the concepts, policies and practices of digital literacy, and discuss how digital literacy is related to similar ideas: information literacy, computer literacy, media literacy, functional literacy and digital competence. It is argued that in light of this diversity and complexity, it is useful to think of digital literacies - the plural as well the singular. The first part of the book presents a rich mix of conceptual and policy perspectives; in the second part contributors explore social practices of digital remixing, blogging, online trading and social networking, and consider some legal issues associated with digital media.

Literacy in 3D brings together an authoritative collection of essays, each drawing on Bill Green's influential '3D' model of the cultural, critical, and operational dimensions involved in literacy, pedagogy, and practice. The book is divided into three sections, which cover the model in theory, the model in practice, and extending the model. Literacy in 3D presents a core framework for curriculum and pedagogy design within the New Literacy Studies tradition. As an up-to-date account of a long-established, overtly dynamic model, this important book explores and engages with its integrated perspectives to emphasize contemporary literacy dimensions and their interplay. It contains practical examples of application, as well as challenges and outcomes, in using the 3D model across a range of contexts and subject areas. The book is a timely and richly informed resource for all literacy educators, researchers, practitioners, and policy makers at various levels. *** "This review cannot do justice to the richness and complexity of the studies and insights offered for researchers and educators. The book offers explanations of the inception and development of the 3D model that will be of interest to literacy theorists and students....Through this book the editors and their authors convincingly provide evidence of the functionality of the 3D model as a flexible, dynamic framework for literacy research and education in the 21st century." - Australian Journal of Language and Literacy, Vol. 36, No. 3, 2013

The roots of health literacy can be traced back to the national literacy movement in India under Gandhi and to aid groups working in Africa to promote education and health. The term health literacy was first used in 1974 and described as "health education meeting minimal standards for all school grade levels". From that first use the definition of health literacy evolved during the next 30 years with official definitions promulgated by government agencies and large programs. Despite differences among these definitions, they all hold in common the idea that health literacy involves the need for people to understand information that helps them maintain good health. Although the United States produces a majority of the research on health literacy, Europe has strong multinational programs as well as research efforts, and health literacy experts in developing countries have created successful programs implemented on a community level. Given these distinct strengths of efforts worldwide, there are many opportunities for collaboration. International collaboration can harness the United States' research power, Europe's multilingual and multinational experience, and developing nations' community-based programs to create robust programs and research that reach people-not based on language or nationality but on need and value. A workshop on international health literacy efforts that feature presentations and discussion about health literacy interventions from various countries as well as other topics related to international health literacy was held as the basis for this report. Health Literacy: Improving Health, Health Systems, and Health Policy

Around the World summarizes the findings and discussions at the workshop.

The Senior Library was established by Richard Wilde, the chair of the graphic design and advertising department at the School of Visual Arts in New York. The intent of the Library was to showcase the best work done by the graduating seniors as well as to give a long-standing senior-portfolio teacher the opportunity (and gift) of designing the book with total creative freedom.

The path from relatively unstructured egg to full organism is one of the most fascinating trajectories in the biological sciences. Its complexity calls for a very high level of organization, with an array of subprocesses in constant communication with each other. These notes introduce an interleaved set of mathematical models representative of research in the last few decades, as well as the techniques that have been developed for their solution. Such models offer an effective way of incorporating reliable data in a concise form, provide an approach complementary to the techniques of molecular biology, and help to inform and direct future research. Titles in this series are co-published with the Courant Institute of Mathematical Sciences at New York University.

The field of language testing and assessment has recognized the importance and underlying theoretical and practical underpinnings of language assessment literacy (LAL), an area that is gradually coming to prominence. This book addresses issues that promote the concept of LAL for language research, teaching, and learning, covering a range of topics. It brings together 14 chapters based on high-stakes and classroom-based studies authored by academics, professionals and researchers in the field. The text examines diverse issues through a multifaceted approach, presenting high-quality contributions that fill a gap in a research area that has long been in need of theoretical and empirical attention.

Argues that American children are deprived of cultural literacy

This popular text, now in its third edition, "unpackages" the various dimensions of literacy – linguistic (the nature of language, oral-written language relationships, language variation); cognitive (constructive nature of perception, the reading process, understanding written discourse, the writing process); sociocultural (literacy as social practices, authority of written discourse); and developmental (constructing the written language system) – and at the same time accounts for the interrelationships among them. Distinguished by its examination of literacy from a multidimensional and interdisciplinary perspective, it provides a strong conceptual foundation upon which literacy curriculum and instruction in school settings can be grounded.

How can teachers make sure that all students gain the reading skills they need to be successful in school and in life? In this book, Karen Tankersley describes the six foundational "threads" that students need to study in order to become effective readers: phonemic awareness, phonics and decoding, vocabulary, fluency, comprehension, and higher-order processing. For each area, the author explains how students acquire the reading skills they need and offers a series of skill-building strategies and activities that teachers can use in the classroom. Although reading is perhaps most intensely taught in the kindergarten and 1st-grade classrooms, Tankersley emphasizes that helping students become lifelong readers is a task for all teachers, including content-area teachers in middle and high schools. The Threads of Reading addresses key questions about literacy, such as * What makes a difference in reading achievement? * How much reading time is enough? * How can teachers use writing to build reading skills? * How can teachers help students make meaning from their reading? The strategies in this book address many situations, from individual instruction to small- or large-group instruction, from kindergarten to high school. Teachers will appreciate the multitude of activities provided, and administrators will learn to better evaluate the reading programs in place in their districts and schools. Grounded in both research and "teacher lore" from actual classrooms, this book is a solid guide to helping students become lifelong readers. Note: This product listing is for the Adobe Acrobat (PDF) version of the book.

Science, engineering, and technology permeate nearly every facet of modern life and hold the key to solving many of humanity's most pressing current and future challenges. The United States' position in the global economy is declining, in part because U.S. workers lack fundamental knowledge in these fields. To address the critical issues of U.S. competitiveness and to better prepare the workforce, A Framework for K-12 Science Education proposes a new approach to K-12 science education that will capture students' interest and provide them with the necessary foundational knowledge in the field. A Framework for K-12 Science Education outlines a broad set of expectations for students in science and engineering in grades K-12. These expectations will inform the development of new standards for K-12 science education and, subsequently, revisions to curriculum, instruction, assessment, and professional development for educators. This book identifies three dimensions that convey the core ideas and practices around which science and engineering education in these grades should be built. These three dimensions are: crosscutting concepts that unify the study of science through their common application across science and engineering; scientific and engineering practices; and disciplinary core ideas in the physical sciences, life sciences, and earth and space sciences and for engineering, technology, and the applications of science. The overarching goal is for all high school graduates to have sufficient knowledge of science and engineering to engage in public discussions on science-related issues, be careful consumers of scientific and technical information, and enter the careers of their choice. A Framework for K-12 Science Education is the first step in a process that can inform state-level decisions and achieve a research-grounded basis for improving science instruction and learning across the country. The book will guide standards developers, teachers, curriculum designers, assessment developers, state and district science administrators, and educators who teach science in informal environments.

This book provides information literacy practitioners with a thorough exploration of how threshold concepts can be applied to information literacy, identifying the important elements and connections between each concept and relating theory to practical methods that can transform how librarians teach. • Provides an essential, foundational text on the theory behind the new ACRL Framework for Information Literacy • Supplies librarians with the context to frame the work they do with information literacy in the same manner as faculty • Demonstrates how librarians sharing pedagogical approaches with faculty enable more cooperative projects, better faculty-librarian communication, and truly integrated librarian instruction

The Seventh Edition of this foundational text represents the most comprehensive source available for connecting multiple and diverse theories to literacy research, broadly defined, and features both cutting-edge and classic contributions from top scholars. Two decades into the 21st century, the Seventh Edition finds itself at a crossroads and differs from its predecessors in three major ways: the more encompassing term literacy replaces reading in the title to reflect sweeping changes in how readers and writers communicate in a digital era; the focus is on conceptual essays rather than a mix of essays and research reports in earlier volumes; and most notably, contemporary literacy models and processes enhance and extend earlier theories of reading and writing. Providing a tapestry of models and theories that have informed literacy research and instruction over the years, this volume's strong historical grounding serves as a springboard from which new perspectives are presented. The chapters in this volume have been selected to inspire the interrogation of literacy theory and to foster its further evolution. This edition is a landmark volume in which dynamic, dialogic, and generative relations of power speak directly to the present generation of literacy theorists and researchers without losing the historical contexts that preceded them. Some additional archival essays from previous editions are available on the book's eResource. New to the Seventh Edition: Features chapters on emerging and contemporary theories that connect directly to issues of power and contrasts new models against more established counterparts. New chapters reflect sweeping changes in how readers and writers communicate in a digital era. Slimmer volume is complemented by some chapters from previous editions available online.

To maintain their own health and the health of their families and communities, consumers rely heavily on the health information that is available to them. This information is at the core of the partnerships that patients and their families forge with today's complex modern

health systems. This information may be provided in a variety of forms â€" ranging from a discussion between a patient and a health care provider to a health promotion advertisement, a consent form, or one of many other forms of health communication common in our society. Yet millions of Americans cannot understand or act upon this information. To address this problem, the field of health literacy brings together research and practice from diverse fields including education, health services, and social and cultural sciences, and the many organizations whose actions can improve or impede health literacy. Health Literacy: Prescription to End Confusion examines the body of knowledge that applies to the field of health literacy, and recommends actions to promote a health literate society. By examining the extent of limited health literacy and the ways to improve it, we can improve the health of individuals and populations.

Primary literacy involves many different learning processes, which can make it challenging to teach, particularly in diverse classroom environments. Combining an examination of theory and research with practical case studies and real examples of teaching practice, this book shows trainee and early career teachers how to engage and motivate children to develop a range of primary English skills. Chapters incorporate broader aspects of primary teaching such as active learning, self-regulation and assessment, and activities and discussion points explore how to apply important principles to your own teaching. Drawing from international research and aware of policy developments in different countries, the book covers key topics on primary teacher education courses, including: The foundations of reading, writing and oracy skills Planning, assessment and classroom organisation Using new technologies and social media as tools for learning Engaging with the literacy needs of diverse learners. This is essential reading for students on university-based and school-based courses preparing to teach in primary education, and early career teachers seeking to continue their professional learning. Dr Gary Woolley is senior lecturer at the University of the Sunshine Coast, Australia.

Partnerships are now pervasive in global education and development, but are they creating equitable, cooperative, and positive relationships? Through case studies of prominent multistakeholder partnerships—including the Education Cannot Wait Fund and Global Partnership for Education—as well as a comprehensive analysis of the global education network, this book exposes clear power imbalances that persist in the international aid environment. The author reveals how actors and organizations from high-income countries continue to wield disproportionate influence, while the private sector holds a growing degree of authority in public policy circles. In light of such evidence, this book questions if partnerships truly ameliorate power asymmetries, or if they instead reproduce the precise inequities they are meant to eliminate. "This text offers a thoughtful look into both theoretical and practical issues surrounding arts integration as a viable strategy for increasing students' achievement and access to higher education and career pathways. It is especially timely in the context of a widespread focus on equity and inclusion as teachers are facing more diversity in the classroom than ever before." —Kristen Greer-Paglia, CEO, P.S. ARTS "This book, offering a rich buffet of art-based activities grounded in critical ideas about teaching and learning, includes topics as oral language development, visual thinking strategies, making meaning of narrative and informational texts, and expression through narrative and informational writing. An excellent guide to teachers aspiring to integrate the arts into their curriculum, it is both a delightful and useful read!" —Liora Bresler, University of Illinois, Champaign-Urbana

Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well. Transforming the Workforce for Children Birth Through Age 8 explores the science of child development, particularly looking at implications for the professionals who work with children. This report examines the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other funders who support and oversee these systems. This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress. Transforming the Workforce for Children Birth Through Age 8 offers guidance on system changes to improve the quality of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and ultimately improve outcomes for children.

This indispensable guide combines proven curriculum design with teaching methods that encourage students to learn concepts as well as content and skills for deep understanding across all subject areas.

Examines the widespread phenomenon of poor literacy skills in adults across the globe This handbook presents a wide range of research on adults who have low literacy skills. It looks at the cognitive, affective, and motivational factors underlying adult literacy; adult literacy in different countries; and the educational approaches being taken to help improve adults' literacy skills. It includes not only adults enrolled in adult literacy programs, but postsecondary students with low literacy skills, some of whom have reading disabilities. The first section of The Wiley Handbook of Adult Literacy covers issues such as phonological abilities in adults who have not yet learned to read; gender differences in the reading motivation of adults with low literacy skills; literacy skills, academic self-efficacy, and participation in prison education; and more. Chapters on adult literacy, social change and sociocultural factors in South Asia and in Ghana; literacy, numeracy, and self-rated health among U.S. adults; adult literacy programs in Southeastern Europe and Turkey, and a review of family and workplace literacy programs are among the topics featured in the second section. The last part examines how to teach reading and writing to adults with low skills; adults' transition from secondary to postsecondary education; implications for policy, research, and practice in the adult education field; educational technologies that support reading comprehension; and more. Looks at the cognitive processing challenges associated with low literacy in adults Features contributions from a global team of experts in the field Offers writing strategy instruction for low-skilled postsecondary students The Wiley Handbook of Adult Literacy is an excellent book for academic researchers, teacher educators, professional developers, program designers, and graduate students. It's also beneficial to curriculum developers, adult basic education and developmental education instructors, and program administrators, as well as clinicians and counselors who provide services to adults with reading disabilities.

This book takes a fresh look at programs for advanced studies for high school students in the United States, with a particular focus on the Advanced Placement and the International Baccalaureate programs, and asks how advanced

studies can be significantly improved in general. It also examines two of the core issues surrounding these programs: they can have a profound impact on other components of the education system and participation in the programs has become key to admission at selective institutions of higher education. By looking at what could enhance the quality of high school advanced study programs as well as what precedes and comes after these programs, this report provides teachers, parents, curriculum developers, administrators, college science and mathematics faculty, and the educational research community with a detailed assessment that can be used to guide change within advanced study programs. "Picture your students designing a hearing aid for the main character in El Deafo-and then disguising it as a fashion accessory. Or imagine them helping the shipwrecked Swiss Family Robinson build a structure to keep them cool under the hot sun. Novel Engineering shows how your students can use anything from a picture book to a novel to a historical text as the basis for an engineering design challenge. This innovative resource will have your students pulling information from literature to identify a problem. Then, using details from the story, they'll apply the engineering design process to develop functional solutions for their "clients"-the book's characters. Novel Engineering provides you with plenty of practical guidance for integrating engineering and English language arts (ELA), including a thorough introduction to the concept and detailed implementation advice. But the book comes to life through five in-depth case studies featuring the use of novels, a biography, and a nonfiction historical text. In addition to demonstrating Novel Engineering projects in the classroom, the case studies let you practice thinking about what your own students' work could look like and how you would respond. You'll see that this approach doesn't require books outside your existing ELA or social studies curriculum or a specific building-materials kit. You'll also see that Novel Engineering can help you engage students in a powerful new way. As the authors write, "We have been encouraged by the excitement that students and teachers have shown for their work during Novel Engineering units. ... Students have taken ownership of their learning and are able to navigate the steps of the engineering design process, creating functional solutions to problems they have identified in texts.""--
This book examines the writing practices of three adult multilingual writers through the prism of their writing in English as an additional language. It illustrates some of the social, cultural and political contexts of the writers' literacy activities and discusses how these impact their literate and intellectual lives. It reflects on the para- and meta-textual dimensions of writing because organic writing practices are almost always performed within sociocultural and power-relational contexts. In our highly compartmentalized educational structures, writing education has been severed from those organic components, focusing mainly on writing stylistics. This book proposes creating space for organic writing practices in our everyday writing pedagogies, and argues for a writing pedagogy that acknowledges the complex interactions of social, emotional and identity-related layers of writing.
The central assumption of The Textbook as Discourse is this: interpreted in the flow of history, textbooks can provide important insights into the nature and meaning of a culture and the social and political discourses in which it is engaged. This book is about the social, political and cultural content of elementary and secondary textbooks in American education. It focuses on the nature of the discourses—the content and context—that represent what is included in textbooks. The term "discourse" provides the conceptual framework for the book, drawing on the work of the French social theorist Michel Foucault. The volume includes classic articles and book chapters as well as three original chapters written by the editors. To enhance its usefulness as a course text, each chapter includes an Overview, Key Concepts, and Questions for Reflection.
This comprehensive textbook introduces readers to the most influential theories and models of reading and literacy, ranging from behaviourism and early information processing theories to social constructionist and critical theories. Focusing on how these theories connect with different curricular approaches to literacy instruction from pre-K to grade 12, the author shows how these theories both shape and are shaped by everyday literacy practices in classrooms. Readers are invited to explore detailed vignettes that offer a practice-based view of theories as they are brought to life in classrooms. Unlike other books on literacy theories, Literacy Theory as Practice devotes substantial attention to linguistically and culturally diverse classrooms and 21st-century technologies.