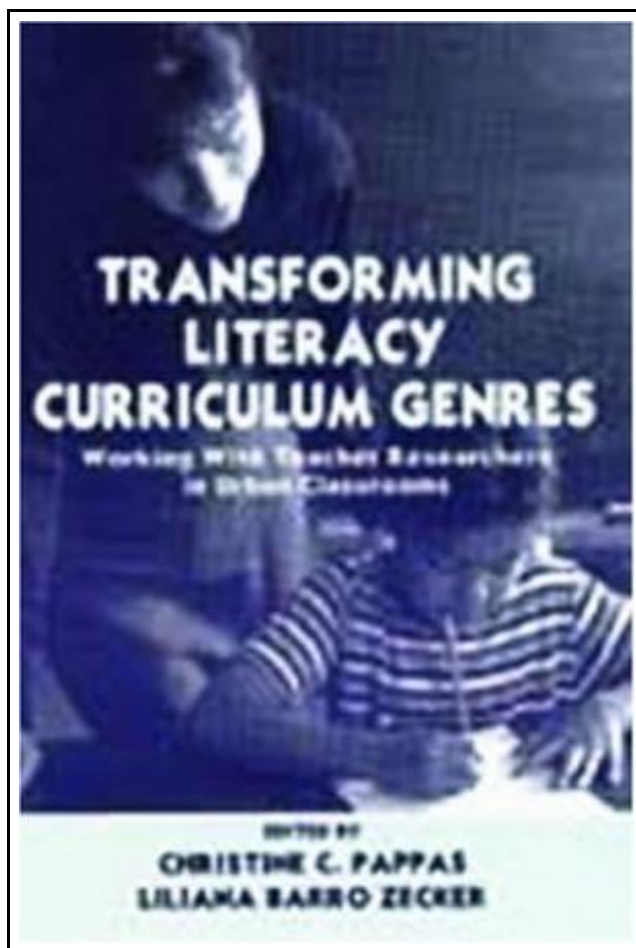


Transforming Literacy Curriculum Genres: Working with Teacher Researchers in Urban Classrooms



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Definitely among the best book I have possibly read. I have study and i am sure that i will going to go through once more once more later on. Your lifestyle span is going to be convert when you full looking at this publication.

(Prof. Damon Kautzer III)

TRANSFORMING LITERACY CURRICULUM GENRES: WORKING WITH TEACHER RESEARCHERS IN URBAN CLASSROOMS



Lawrence Erlbaum Associates Inc, United States, 2001. Paperback. Book Condition: New. New.. 228 x 153 mm. Language: English Brand New Book ***** Print on Demand *****.In this volume, university researchers and urban elementary teacher-researchers coauthor chapters on the teachers year-long inquiries, on a range of literacy topics that they conducted as part of a collaborative school-university action research project. Central to this project was the teacher-researchers attempts to transform their teaching practices to meet the needs of students from diverse ethnic and linguistic backgrounds, and their finding that their inquiry efforts resulted in developing more collaborative styles of teaching. Because the everyday interactions between teachers and students are realized by the social talk in the classroom, the university- and teacher-researchers analyzed classroom discourse to study and document the teachers efforts to make changes in the locus of power in literacy teaching and learning. The chapters include many classroom discourse examples to illustrate the critical points or incidents of these teachers inquiries. They show the successes and the struggles involved in shedding teacher-controlled patterns of talk. This book explores the process of urban teachers journeys to create dialogically organized literacy instruction in particular literacy routines--called, in this book, curriculum genres. The book is organized in terms of these curriculum genres, such as writing curriculum genres, reading-aloud curriculum genres, drama curriculum genres, and so forth. Teacher inquiries were conducted in various elementary grade levels, from kindergarten through grade eight. Three occurred in bilingual classrooms and one in a special education classroom. The first and last chapters, written by the editors, provide the background, theoretical, and methodological underpinnings of the project.



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