

Bridging the Literacy Achievement Gap Grades 4–12

**Dorothy S. Strickland and
Donna E. Alvermann Editors**

FOREWORD BY RONALD F. FERGUSON

Bridging The Literacy Achievement Gap Grades 4 12 Language And Literacy Series

**James Flood, Shirley Brice Heath, Diane
Lapp**



Bridging The Literacy Achievement Gap Grades 4 12 Language And Literacy Series:

Bridging the Literacy Achievement Gap, Grades 4-12 Dorothy S. Strickland, Donna E. Alvermann, 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

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

(Re)Imagining Content-Area Literacy Instruction Roni Jo Draper, Paul Broomhead, Amy Peterson Jensen, Daniel Siebert, Jeffrey D. Nokes, 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

Transforming Talk into Text—Argument Writing, Inquiry, and Discussion, Grades 6-12 Thomas M. McCann, 2014-05-23 Author Thomas McCann invites readers to rethink their approach to teaching writing by capitalizing on students instinctive desire to talk Drawing on extensive classroom research he shows teachers how to craft class discussions that build students skills of analysis problem solving and argumentation as a means of improving student writing McCann demonstrates how authentic discussions immerse learners in practices that become important when they write Chapters feature portraits of teachers at work including transcripts that reveal patterns of talk across a set of lessons Interviews with the teachers and samples of student writing afford readers a deeper understanding of process Students also report on how classroom discussions supported their effort to produce persuasive argument driven essays Book Features A focus on the thinking behind the practice as opposed to a collection of lesson ideas Connections to important elements from the Common Core State Standards especially arguments writing Examples of students at work with examples of the writing that emerges from their discussions Portraits of skilled teachers as they promote inquiry and sequence and facilitate discussions Appendices with problem based scenarios interview questions for students and teachers samples of debatable cases in the news and more In this important book Tom McCann has given us not only the admonition to change but the details about what effective change must be and what it looks like evidence that it works effectively and details about how to bring it to pass From the Foreword

by George Hillocks Jr Professor Emeritus Department of English University of Chicago For a professional book to have an impact on the field it needs to address a perceived need Writing arguments for Common Core performance assessments is a HUGE need right now that this book helps address Carol Jago associate director California Reading and Literature Project UCLA Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts, Volume II James Flood, Shirley Brice Heath, Diane Lapp, 2015-04-22 The Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts Volume II brings together state of the art research and practice on the evolving view of literacy as encompassing not only reading writing speaking and listening but also the multiple ways through which learners gain access to knowledge and skills It forefronts as central to literacy education the visual communicative and performative arts and the extent to which all of the technologies that have vastly expanded the meanings and uses of literacy originate and evolve through the skills and interests of the young A project of the International Reading Association published and distributed by Routledge Taylor Francis Visit <http://www.reading.org> for more information about International Reading Association books membership and other services Literacy Tools in the Classroom Richard Beach, Gerald Campano, Melissa Borgmann, Brian Edmiston, 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://literacytools.pbworks.com> **Educating Emergent Bilinguals** Ofelia García, Jo Anne Kleifgen, 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 childrens 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 *School Discourse* Frances Christie, Beverly Derewianka, 2010-09-17 *Journal of Applied Linguistics: Selected Papers* Hussain Al-Fattah Ahmad, 2015-12-10 Selected papers from the Journal of Applied Linguistics Dubai edited by Hussain Al Fattah Ahmad 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

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