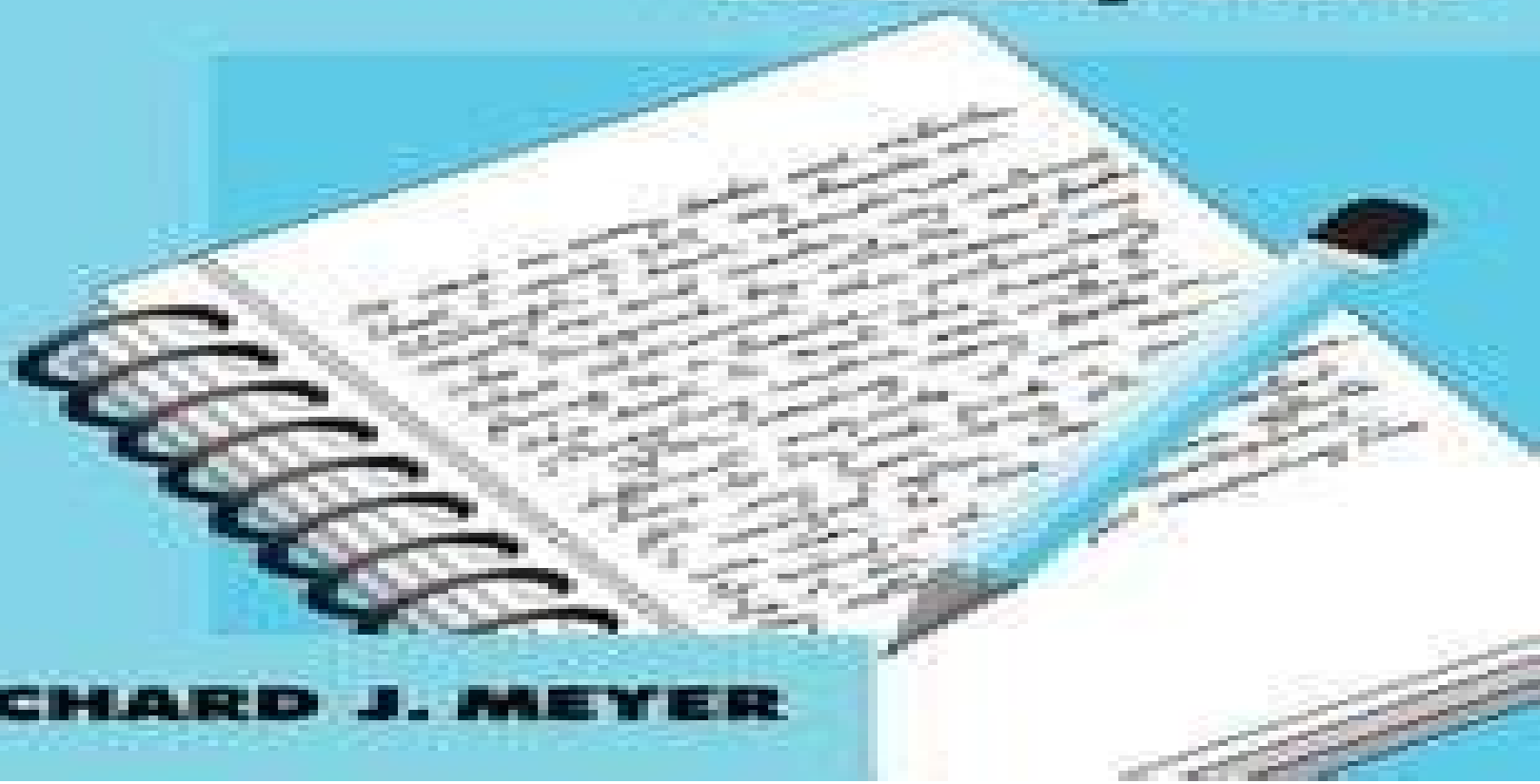


STORIES FROM THE HEART

**Teachers and Students
Researching Their
Literacy Lives**



RICHARD J. MEYER

Stories From The Heart Teachers And Students Researching Their Literacy Lives

Richard J. Meyer



Stories From The Heart Teachers And Students Researching Their Literacy Lives:

Stories from the Heart Richard J. Meyer,1996-01 *Stories from the Heart* is for by and about prospective and practicing teachers understanding themselves as curious and literate beings making connections with colleagues and researching their own literacy and the literacy lives of their students *Stories from the Heart* demonstrates the power and importance of story in our own lives as literate individuals Readers are encouraged to tell or write or re create in some way the stories of their literacy lives in order to understand how they learn and teach they begin the journey into writing the stories of others literacy lives get suggestions for finding support in their researching endeavors and examine the idea of framing stories by using the work of other teachers and researchers

Stories From the Heart Richard J. Meyer,2013-10-18 *Stories from the Heart* is for by and about prospective and practicing teachers understanding themselves as curious and literate beings making connections with colleagues and researching their own literacy and the literacy lives of their students It demonstrates the power and importance of story in our own lives as literate individuals Readers are encouraged to tell write or re create the stories of their literacy lives in order to understand how they learn and teach begin the journey into writing the stories of others literacy lives find support in their researching endeavors and examine the idea of framing stories by using the work of other teachers and researchers

Literacy for All Students Rebecca Powell,Elizabeth Rightmyer,2012-04-27 The Culturally Responsive Instruction Observation Protocol CRIOP is a framework for implementing culturally relevant literacy instruction and classroom observation Drawing on research and theory reflecting a range of perspectives multicultural instruction literacy theory equity pedagogy language and discourse models sheltered instruction critical pedagogy it provides a means for assessing the many variables of classroom literacy instruction and for guiding practitioners in their development as multicultural educators *Literacy for All Students* Discusses issues in multicultural literacy instruction within the context of various essential instructional components such as assessment curriculum parent collaboration Provides a protocol for observing features of literacy instruction for culturally and linguistically diverse students Presents vignettes from real classrooms written by elementary and middle school teachers showing their victories and struggles as they attempt to implement a pedagogy that is culturally responsive within a climate of high stakes testing A highly effective instrument for assessing culturally responsive literacy instruction in schools the CRIOP serves as a model for realizing a literacy that is both relevant and transformative

Reflections on Multiliterate Lives Diane Dewhurst Belcher,Ulla Connor,2001 *Reflection on Multiliterate Lives* is a collection of personal accounts in narrative and interview format of the formative literacy experiences of highly successful second language users all of who are professional academics Representing fourteen countries in origin the contributors well known specialists in language teaching as well as a variety of other fields in the social and physical sciences recount in their own words past and present struggles and successes as learners of language and of much else

Official Portraits and Unofficial Counterportraits of At Risk" Students"

Richard J. Meyer, 2010-01-15 This book chronicles fifth and sixth grade writers in a poor culturally diverse rural school in the southwest US coming into their voices cultivating those voices and using those voices in a variety of venues beginning with the classroom community and spreading outward The big ideas of official and unofficial portraits are presented followed by data and facets of the theoretical construct of counterportraits in each chapter as a response to official portraits *Phonics Exposed* Richard J. Meyer, 2001-11 What are the implications of teaching phonics via a systematic direct intense program that mandates all children to experience the same scripted lesson at the same time This book addresses the question through an in depth play by play description of a phonics lesson as it occurred in a real classroom followed by chapters that look at it from different angles by zooming in on one facet to analyze it closely Reading What is reading What definition of reading is presented implicitly in the phonics lesson What do competing definitions from the reading research literature say about how important phonics rules are and how they are used by readers and teachers of reading Teacher knowledge What is the role and the place of teacher knowledge as it relates to the lesson What are the skills a teacher has and needs to use in a lesson that is completely scripted The children What are their roles and positions during the lesson What are they learning Curriculum Where does the phonics curriculum come from Curriculum in general Who does it serve and how What is its purpose Culture What is the role of culture in the lesson How do cultural differences and culturally relevant pedagogy relate to the scripted phonics lesson Politics and ideology Why and how is everything that happens in schools political How are scripted lessons and resistance to them forms of political action Teacher professionalism How can teachers act in order to maintain academic freedom expressed as professional decision making in classrooms The author of this book is not neutral He presents the difficulties a teacher encounters in implementing mandated systematic direct intense phonics instruction and children who are confused and frustrated by it But at the same time he constantly presents hope in the form of smart teachers curious children and possibilities for taking action that can lead to change His direct accessible writing style stimulates thought and discussion *Toward a Literacy of Promise* Linda A. Spears-Bunton, Rebecca Powell, 2012-08-21 This book gives us strategies for bringing life back to school it allows us to think creatively about connecting instruction to the lives of children who have not been well served it helps us learn to value the gifts with words our children of color bring and it gives us hope for educating a generation that can change the status quo that will build the America we have yet to see the one that made that as yet unfulfilled promise of liberty and justice for all Lisa Delpit From the Foreword *Toward a Literacy of Promise* examines popular assumptions about literacy and challenges readers to question how it has been used historically both to empower and to oppress The authors offer an alternative view of literacy a literacy of promise that charts an emancipatory agenda for literacy instructional practices in schools Weaving together critical perspectives on pedagogy language literature and popular texts each chapter provides an in depth discussion that illuminates how a literacy of promise can be realized in school and classrooms Although the major focus is on African American middle and secondary students as

a population that has experienced the consequences of inequality the chapters demonstrate general and specific applications to other populations

Telling Stories in Book Clubs Mary Kooy, 2006-08-15 Mary Kooy's *Telling Stories in Book Clubs* gives us a compelling provocative and insightful picture of teachers reading talking and learning together By weaving together the responses of the novice teachers book club the experienced teachers book club and her own thoughtful analyses Kooy has documented what teacher learning looks like from the inside This book is a must read for all those interested in professional development across the lifespan Marilyn Cochran Smith Boston College Kooy's narrative about book clubs as learning communities makes a significant contribution to both research and practice Tying together reading teaching and learning the book gives us a superb example of how to nurture the intellectual and relational needs for continuous teacher growth and development The book is a must for teachers researchers and policymakers Ann Lieberman emeritus professor from Teachers College Columbia University and Senior Scholar at the Carnegie Foundation for the Advancement of Teaching Mary Kooy is a gifted writer and teacher She takes the obvious truth that we read books with other people and turns it into a compelling work of professional development We see the communities emerge and coalesce We see the self reflective questioning that is at the heart of all good teaching take shape through interaction and nurturing From the Foreword by Jo Anne Pagano Colgate University

Composing a Teacher Study Group Richard J. Meyer, With Linda Brown, Elizabeth DeNino, Kimberly Larson, Mona McKenzie, 2013-10-18 There has been a flurry of writing about teachers as inquirers and researchers as well as books about children as inquirers This volume brings these two areas together teachers and students are inquiring at Ridgeway Elementary School It demonstrates the importance of thought collectives as forums for student and teacher learning The children in the primary classrooms in this book are working to understand the world around them and their place in it as literate individuals Their teachers are studying themselves and the students No other book describes the way this work affects children teachers and the ethos of the school in which the work occurs In that sense this book is groundbreaking in that it is an honest portrayal of the joys and sorrows the successes and the stumbling blocks the clear vision and the obfuscating that teachers live as they enact a life of asking questions being curious wandering and wondering Acknowledging and honoring the many faces of inquiry in schools this book demonstrates the children's inquiry their teachers inquiry and the place of that inquiry in schools It lays out the ways in which inquiry is fundamental to teaching and learning in a democracy in which all of the members of the community have a voice in deciding curricular directions and ways of presenting learning Teachers are presented as thinkers and learners not merely as technicians enacting others views of what is to be learned and when Readers will find teachers dealing with the real issues of life in schools they will see how teachers can use their existing situations as points of departure for their growth and their students learning

Teaching Secondary English Daniel Sheridan, 2013-03-07 This new edition of *Teaching Secondary English* is thoroughly revised but its purpose has not changed Like the popular first edition it balances content knowledge with methodology theory with practice

and problem posing with suggested solutions The tone and format are inviting while addressing student readers on a professional level Rather than attempting to cover everything the text provides a framework and materials for teaching a secondary English methods course while allowing considerable choice for the instructor The focus is on teaching literature writing and language the basics of the profession Attention is given to the issues that arise as one seeks to explore what it means to teach English The problems and tensions of becoming a teacher are discussed frankly in a manner that helps students figure out their own attitudes and solutions Features Focuses on a few central concepts in the teaching of secondary English Provides an anthology of 22 readable and challenging essays on key topics allowing students to hear a variety of voices and opinions Includes an applications section for each reading that extends the discussion and asks students to explore problems and grapple with important issues related to the articles Offers short writing assignments in questions that follow the readings and in brief writing tasks in the applications and a longer writing assignment at the end of each chapter Addresses student readers directly without talking down to them New in the Second Edition This edition is shorter tighter and easier to use The opening and concluding chapters more directly address the concerns of new teachers The anthology is substantially updated of the 22 articles included 14 are new to this edition Each essay is preceded by a brief introduction and followed by questions for further thought There are fewer applications but these are more extensive and more fully integrated within the text A writing assignment is provided at the end of each chapter Interviews with college students before and after student teaching are included in Chapters 1 and 6 The bibliographies at the end of each chapter are fully updated

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