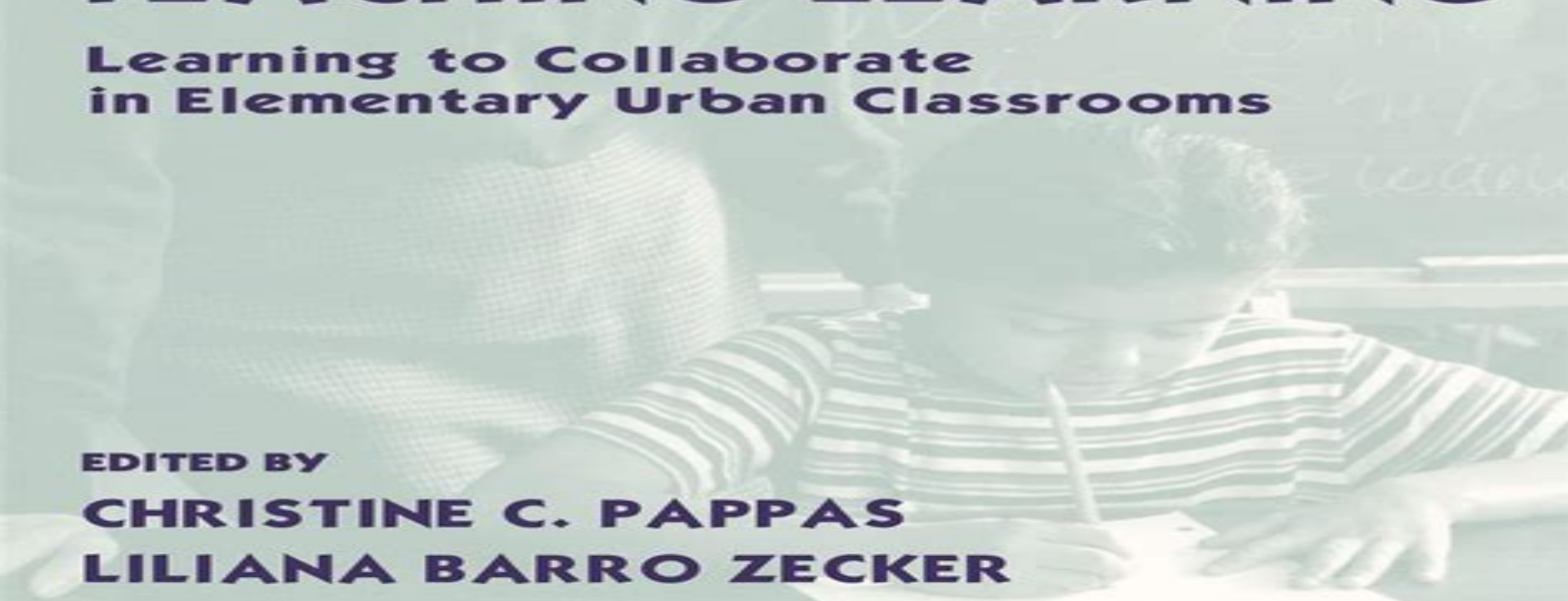


TEACHER INQUIRIES in LITERACY TEACHING-LEARNING

**Learning to Collaborate
in Elementary Urban Classrooms**

**EDITED BY
CHRISTINE C. PAPPAS
LILIANA BARRO ZECKER**



Teacher Inquiries In Literacy Teaching Learning Learning To Collaborate In Elementary Urban Classrooms

**Chris Dede, James P. Honan, Laurence
C. Peters**



Teacher Inquiries In Literacy Teaching Learning Learning To Collaborate In Elementary Urban Classrooms:

Teacher Inquiries in Literacy Teaching-Learning Christine C. Pappas, Liliana Barro Zecker, Liliana Zecker, 2001-01-01 This book consists of the reports of 13 urban elementary teacher researchers year long inquiries around literacy topics conducted as part of a collaborative school university action research project The focus is on how they attempted to transform their teaching practices to meet the needs of students from diverse ethnic and linguistic backgrounds and how their inquiry efforts resulted in developing more collaborative styles of teaching These teachers explore how collaborative classroom interactions occur when teachers move away from teaching as transmission approaches to ones in which they share power and authority with their students viewing them not as at risk but instead as at promise Because the everyday interactions between teachers and students are realized by social talk in the classroom classroom discourse was analyzed to study and document the teacher researchers efforts to make changes in the locus of power in literacy teaching and learning Their chapters are filled with classroom discourse examples to illustrate their points The volume includes teacher inquiries conducted in elementary classrooms from kindergarten through eighth grade Three took place in bilingual classrooms one in a special education class These inquiries cover a range of literacy topics including reading aloud language richness writing literature discussion groups drama and pretend reading The background and theoretical underpinnings of the project are discussed in an introduction written by the editors in the conclusion they pull together the major themes in the teacher researchers chapters and discuss the political implications of their efforts to change literacy teaching and learning in their urban classrooms

Teacher Inquiries in Literacy Teaching-learning Christine Pappas, Liliana Barro Zecker, 2001 **Becoming a Teacher Researcher in Literacy Teaching and Learning** Christine Pappas, Eli Tucker-Raymond, 2011-01-25 Practical engaging and informed by current ideas on teacher research this text outlines and illustrates strategies and experiences to foster literacy teachers abilities to conduct action research in their classrooms or schools

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 **Transforming Literacy Curriculum Genres** Christine C. Pappas, Liliana Zecker, 2005-05-18 Co authored by university and teacher researchers this book focuses on the urban elementary teacher researchers year long inquiries around literacy topics and on

the process of their journeys to create organized literacy instruction curriculum genres *Children's Engagement in the World* Artin Göncü, 1999-05-13 This volume first published in 1999 examines children's development and education within a social and cultural context **Narrative as Writing and Literacy Pedagogy for Preservice Elementary Teachers**

Nancy A. Wasser, 2021-08-16 I just cannot write or I am not a good writer are familiar complaints from students in academia. Many of them claim they cannot express themselves clearly in written text and their lack of this skill impedes them in their academic career. In this book Nancy A. Wasser argues that teachers can help solve this when they start viewing writing not as secondary to reading but as the equally important side of the same coin. Those who cannot read will not be able to write. Wasser explains how teaching and regular practicing of writing skills from an early age onwards helps children grow into students who are self-aware of their voices. By employing narrative as a process of learning to write and a way to read, teachers can teach children the art of writing while also making children more aware of their own constructions of narrative. Combining the focus on individual and group expression in writing lessons, students can trace and reflect on their own life transformations through their writing process. Good writers are not born that way but made through effort and practice. Changes in curriculum may not only lead to better expressed citizens but also to more balance between teacher and children voices. *Inquiry as Stance* Marilyn Cochran-Smith, Susan L. Lytle, 2015-04-25 In this long-awaited sequel to *Inside/Outside Teacher Research and Knowledge*, two leaders in the field of practitioner research offer a radically different view of the relationship of knowledge and practice and of the role of practitioners in educational change. In their new book, the authors put forward the notion of inquiry as stance as a challenge to the current arrangements and outcomes of schools and other educational contexts. They call for practitioner researchers in local settings across the United States and around the world to ally their work with others as part of larger social and intellectual movements for social change and social justice. Part I is a set of five essays that conceptualize inquiry as a stance and as a transformative theory of action that repositions the collective intellectual capacity of practitioners. Part II is a set of eight chapters written by eight differently positioned practitioners who are or were engaged in practitioner research in K-12 schools or teacher education. Part III offers a unique format for exploring inquiry as stance in the next generation: a readers theatre script that juxtaposes and co-mingles 20 practitioners' voices in a performance-oriented format. Together, the three parts of the book point to rich possibilities for practitioner inquiry in the next generation. Contributors: Rebecca Akin, Gerald Campano, Delvin Dinkins, Kelly A. Harper, Gillian Maimon, Gary McPhail, Swati Mehta, Rob Simon, and Diane Waff. Cochran-Smith and Lytle once again prove themselves to be among the best at melding theory and practice. Instead of merely making the case for practitioner inquiry, they go the next step to show us exactly what this genre brings to our field: rigor, relevance, and passion. The interplay of conceptual clarity and powerful exemplars makes this a text we will read well into the next decade. Gloria Ladson-Billings, University of Wisconsin-Madison. Once again, Marilyn Cochran-Smith and Susan Lytle point the way to new and hopeful understandings of

practitioner research Rather than blame teachers for all that is wrong with education they and their fellow authors remind us that if school reform is to have any chance of fulfilling its stated goal of equal opportunity for all students teachers must have a significant voice in research policy and practice With its focus on social justice and its view of practitioner research as transformative this is a powerful and welcome sequel to their classic *Inside Outside* Sonia Nieto Professor Emerita University of Massachusetts Amherst *Inquiry as Stance* should be a blockbuster This brilliant sequel re calibrates relationships between practitioner inquiry and social justice Carole Edelsky Professor Emerita Arizona State University This optimistic and generous book is sure to become a central reference for teacher researchers in K 16 schools and their colleagues and supporters throughout the system Elyse Eidman Aadahl Director National Programs and Site Development National Writing Project University of California Berkeley This view of the intellectual and personal work of teaching is a major counter to the contemporary emphasis on testing and packaged curricula Cynthia Ballenger reading specialist Cambridge Public Schools Once again Cochran Smith Lytle and their colleagues bring us an invaluable book on the enormous possibilities of practitioner research Luis C Moll College of Education University of Arizona

Scaling Up Success Chris Dede, James P. Honan, Laurence C. Peters, 2015-06-10 Drawing from the information presented at conference sponsored by the Harvard Graduate School of Education and the Mid Atlantic Regional Technology in Education Consortium leading educators researchers and policymakers *Scaling Up Success* translate theory into practice and provide a hands on resource that clearly describes different models for scaling up success This important resource is filled with illustrative examples of best practices that are grounded in real life case studies of technology based educational innovation^{3 4} from networking a failing school district in New Jersey to using computer visualization to teach scientific inquiry in Chicago *Scaling Up Success* show how the lessons learned from technology based educational innovation can be applied to other school improvement efforts

Handbook of Reading Research, Volume III Michael L. Kamil, Peter B. Mosenthal, P. David Pearson, Rebecca Barr, 2016-11-18 In Volume III as in Volumes I and II the classic topics of reading are included from vocabulary and comprehension to reading instruction in the classroom and in addition each contributor was asked to include a brief history that chronicles the legacies within each of the volume s many topics However on the whole Volume III is not about tradition Rather it explores the verges of reading research between the time Volume II was published in 1991 and the research conducted after this date The editors identified two broad themes as representing the myriad of verges that have emerged since Volumes I and II were published 1 broadening the definition of reading and 2 broadening the reading research program The particulars of these new themes and topics are addressed

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Introduction

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