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literacy, and more commonly experience
learning problems, few of us would
know the answer: white, urban
Appalachian children. These are the
children and grandchildren of
Appalachian families who migrated to
northern cities in the 1950s to look for
work.

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*Self-sufficient and Independence.

*Heavy reliance on family and friends.

Consider welfare and social
assistance as last resort. -Family and
recreation with family and friends are
#1. *Operate on

Other People's Words: The Cycle of

Page 25/63

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*Other People's Words: The Cycle of
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Literacy researchers have rarely studied urban Appalachians, yet, as Victoria Purcell-Gates demonstrates in *Other People's Words*, their often severe literacy problems provide a unique perspective on literacy and the

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relationship between print and culture.
A compelling case study details the
author's work with one such family.

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Concept 2: Oral Language is different
from Written Language In the book,

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Other People's Words, Victoria
Purcell-Gates points out prevalent
stereotypes that surround students
who are labeled as "illiterate." 1.

Public opinion has held onto the notion
that poor and minority peoples

"Other People's Words" by rachel

Page 29/63

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A compelling case study details the author's work with one such family.

*Other People's Words — Victoria
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Other people's words : the cycle of low literacy. [Victoria Purcell-Gates] -- If asked to identify which children rank

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lowest in relation to national educational norms, have higher school dropout and absence rates, and more commonly experience learning problems, few of us... Your Web browser is not enabled for JavaScript.

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a unique perspective on literacy and the relationship between print and culture. A compelling case study details the author's work with one such family.

If asked to identify which children rank lowest in relation to national

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educational norms, have higher school dropout and absence rates, and more commonly experience learning problems, few of us would know the answer: white, urban Appalachian children. These are the children and grandchildren of Appalachian families who migrated to northern cities in the

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1950s to look for work. They make up this largely “invisible” urban group, a minority that represents a significant portion of the urban poor. Literacy researchers have rarely studied urban Appalachians, yet, as Victoria Purcell-Gates demonstrates in *Other People’s Words*, their often severe literacy

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problems provide a unique perspective on literacy and the relationship between print and culture. A compelling case study details the author's work with one such family.

The parents, who attended school off and on through the seventh grade, are unable to use public transportation,

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shop easily, or understand the
homework their elementary-school-
age son brings home because neither
of them can read. But the family is not
so much illiterate as low literate—the
world they inhabit is an oral one, their
heritage one where print had no
inherent use and no inherent meaning.

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They have as much to learn about the culture of literacy as about written language itself. Purcell-Gates shows how access to literacy has been blocked by a confluence of factors: negative cultural stereotypes, cultural and linguistic elitism, and pedagogical obtuseness. She calls for the

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Literacy and training of “proactive”
teachers who can assess and
encourage children’s progress and
outlines specific intervention
strategies.

This work represents the best current
thinking and research about literacy -

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the outcome of a series of high-profile seminars on raising standards in literacy - and focuses on research, progress and development in this field.

This core text for early childhood studies and early years students focuses on communication, language

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and literacy in the pre-school years.

The text begins by discussing language acquisition and development covering development theory, talking with babies and the factors that affect development. It goes on to give guidance on how to support children's language acquisition through rhymes,

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songs, story books and storytelling. Finally, it examines the roots of literacy and asks 'what comes before phonics?' Interactive activities are included throughout to engage the reader and research focus features help students make essential links between theory and practice.

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Using a multidisciplinary approach, this book explores how multilingualism is shaped by a variety of factors such as globalisation and migration. It examines language use in a range of cultural contexts, exploring how children and adults become

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Literacy and the impact of
multilingualism on society and identity.
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This Reader considers the complexity
of literacy difficulties, showing how
research into literacy difficulties has to

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literacy. This new edition is multi-faceted and multi-disciplinary and involve a range of research approaches and methods. The chapters show that this is necessary to accommodate the wide range of issues that can, potentially, explain literacy difficulties and suggest strategies and interventions to ease

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literacy difficulties. Starting from the point that literacy is a contested concept and that acquiring literacy is a complex process, this Reader goes on to consider literacy development in relation to: - Theoretical understandings, implications for practice - Assessing literacy difficulties

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- Pedagogy and planning -
Interventions in different contexts This
Reader is relevant to all postgraduate
students of Literacy, as well as
educators, professionals and policy
makers.

The Culturally Responsive Instruction

Page 50/63

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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 â"e multicultural instruction, literacy theory, equity pedagogy, language and discourse

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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

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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

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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

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schools, the CRIOP serves as a model
for realizing a literacy that is both
relevant and transformative.

Providing a thorough discussion of the
benefits of dialogic curriculum in
meeting the objectives of the Common
Core State Standards, this book with

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its companion website is an ideal resource for teacher development. Chapter by chapter, the book follows novice teachers as they build a repertoire of practices for planning, carrying out, and assessing their efforts at dialogic teaching across the secondary English curriculum. The text

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also includes a section to support dialogic teacher learning communities through video study and discourse analysis. Book features include: dialogic tools for step-by-step planning within a lesson, over the course of a unit, or during an entire academic year; a user-friendly layout designed

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for new teachers who are pressed for time; classroom examples addressing the challenges English teachers may face in stimulating rich learning talk in an era of standardization; and a companion website with additional examples, activities, and course material.

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Educators often feel frustrated by their school's lack of comprehensive programs to address the needs of diverse learners. Many noted literacy experts believe that school programs for diverse learners will remain ineffectual until instruction involves

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literacy, specialists, administrators,
and families in collaborative decision
making, mediation, negotiation, and
respect for differences. Collaboration
for Diverse Learners brings together
several expert perspectives on
achieving effective collaboration to
accelerate the literacy development of

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diverse learners. You will find in this important volume many resources to guide your own decision making and development of successful collaboration programs: in-depth analyses of collaborative efforts, multiple ways to think about collaboration and its implementation,

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and examples of collaborative projects that are successfully in place in schools throughout the United States. You'll be especially inspired by the first-hand stories of educators, children, and families who present the possibilities for partnerships that advance the learning of all students.

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