

Girls Social Class And Literacy What Teachers Can Do To Make A Difference

Teaching with Poverty in Mind
Toward a Literacy of Promise
The Oxford Handbook of Childhood and Education in the Classical World
Reading Girls From Discipline to Culturally Responsive Engagement
Girls, Social Class, and Literacy
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Teaching with Poverty in Mind

Women's schooling is strongly related to child survival and other outcomes beneficial to children throughout the developing world, but the reasons behind these statistical connections have been unclear. In *Literacy and Mothering*, the authors show, for the first time, how communicative change plays a key role: Girls acquire academic literacy skills, even in low-quality schools, which enable them, as mothers, to understand public health messages in the mass media and to navigate bureaucratic health services effectively, reducing risks to their children's health. With the acquisition of academic literacy, their health literacy and health navigation skills are enhanced, thereby reducing risks to children and altering interactions between mother and child. Assessments of these maternal skills in four diverse countries - Mexico, Nepal, Venezuela, and Zambia - support this model and are presented in the book. Chapter 1 provides a brief history of mass schooling, including the development of a bureaucratic Western form of schooling. Along with the bureaucratic organization of healthcare services and other institutions, this form of mass schooling spread across the globe, setting new standards for effective communication - standards that are, in effect, taught in school. Chapter 2 reviews the demographic and epidemiological evidence concerning the effects of mothers' education on survival, health, and fertility. In this chapter, the authors propose a model that shows how women's schooling, together with urbanization and changes in income and social status, reduce child mortality and improve health. In Chapter 3, the authors examine the concept of literacy and discuss how its meanings and measurements have been changed by educational research of the last few decades. Chapter 4 introduces the four-country study of maternal literacy. Chapters 5, 6, and 7 present the findings,

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focusing on academic literacy and its retention (Chapter 5), its impact on maternal health literacy and navigation skills (Chapter 6), and changes in mother-child interaction and child literacy skills (Chapter 7). Chapter 8 presents a new analysis of school experience, explores policy implications, and recommends further research.

Toward a Literacy of Promise

Woven through the book is Mary's unflinching and humorous account of her own roots in a struggling large Irish Catholic family and her early career as a community activist. Mary's teaching is infused with lessons of her heroes: Gandhi, Eleanor Roosevelt, Helen Keller, Martin Luther King, Jr., and others. Her students learn to make connections between their lives, the books they read, the community leaders they meet, and the larger world.

The Oxford Handbook of Childhood and Education in the Classical World

This dynamic book provides powerful ideas to guide pedagogy and a curriculum model for helping students connect with issues in their lives while meeting standards. Vivid portraits of K12 classrooms illustrate how teachers used a human rights framework to engage students in critical inquiry of relevant social issues, such as immigration rights, religious tolerance, racial equality, countering the effects of poverty, and respect for people with disabilities. The book shows how a group of teachers worked together to develop a critical content framework using the UN Convention on the Rights of the Child. Chapters highlight lively classroom and community action projects.

Reading Girls

Provides teachers with classroom-proven ways to prepare students to be successful math learners by teaching the vocabulary and comprehension skills needed to understand mathematics.

From Discipline to Culturally Responsive Engagement

Girls, Social Class, and Literacy

The past thirty years have seen an explosion of interest in Greek and Roman social history, particularly studies of women and the family. Until recently these studies did not focus especially on children and childhood, but considered children in the larger context of family continuity and inter-family relationships, or legal issues like legitimacy, adoption and inheritance. Recent publications have examined a variety of aspects related to childhood in ancient Greece and Rome, but until now nothing has attempted to comprehensively survey the state of ancient childhood studies. This handbook does just that, showcasing the work of both established and rising scholars and demonstrating the variety of approaches to the study of childhood in the classical world. In thirty chapters, with a detailed introduction and envoi, The

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Oxford Handbook of Childhood and Education in the Classical World presents current research in a wide range of topics on ancient childhood, including sub-disciplines of Classics that rarely appear in collections on the family or childhood such as archaeology and ancient medicine. Contributors include some of the foremost experts in the field as well as younger, up-and-coming scholars. Unlike most edited volumes on childhood or the family in antiquity, this collection also gives attention to the late antique period and whether (or how) conceptions of childhood and the life of children changed with Christianity. The chronological spread runs from archaic Greece to the later Roman Empire (fifth century C.E.). Geographical areas covered include not only classical Greece and Roman Italy, but also the eastern Mediterranean. The Oxford Handbook of Childhood and Education in the Classical World engages with perennially valuable questions about family and education in the ancient world while providing a much-needed touchstone for research in the field.

Anthropology & Education Quarterly

"Contains seven new, original poems by the author"--Page [4] of cover.

Girls and Literacy in America

Over the past few decades there have been intense debates in education surrounding children's literacy achievement and ways to promote reading, particularly that of boys. The Harry Potter book series has been received enthusiastically by very many children, boys and girls alike, but has also been constructed in popular and media discourses as a children's, particularly a boys', literacy saviour. Children's Literacy Practices and Preferences: Harry Potter and Beyond provides empirical evidence of young people's reported literacy practices and views on reading, and of how they see how the Harry Potter series as having impacted their own literacy. The volume explores and debunks some of the myths surrounding Harry Potter and literacy, and contextualizes these within children's wider reading.

International Handbook of Research on Children's Literacy, Learning and Culture

Reading for pleasure urgently requires a higher profile to raise attainment and increase children's engagement as self-motivated and socially interactive readers. Building Communities of Engaged Readers highlights the concept of 'Reading Teachers' who are not only knowledgeable about texts for children, but are aware of their own reading identities and prepared to share their enthusiasm and understanding of what being a reader means. Sharing the processes of reading with young readers is an innovative approach to developing new generations of readers. Examining the interplay between the 'will and the skill' to read, the book distinctively details a reading for pleasure pedagogy and demonstrates that reader engagement is strongly influenced by relationships between children, teachers, families and communities. Importantly it provides compelling evidence that reciprocal reading communities in school encompass: a shared concept of what it means to be a reader in the 21st century; considerable teacher and child

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knowledge of children's literature and other texts; pedagogic practices which acknowledge and develop diverse reader identities; spontaneous 'inside-text talk' on the part of all members; a shift in the focus of control and new social spaces that encourage choice and children's rights as readers. Written by experts in the literacy field and illustrated throughout with examples from the project schools, it is essential reading for all those concerned with improving young people's enjoyment of and attainment in reading.

Socially Responsible Literacy

Young Children's Literacy Development and the Role of Televisual Texts

Annotation.

Literacy and Gender

Bringing together theoretical perspectives on critical theory, literacy theory, and history, and analyses of qualitative data and qualitative research data from classroom research, this book examines popular assumptions about literacy and challenges readers to question how it has been used historically both to empower and to oppress. It offers an alternative view of literacy - a "literacy of promise" - that charts an emancipatory agenda for literacy instructional practices in schools.

Class Lives

This book demonstrates a five-part framework for teachers, reading specialists, and literacy coaches who want to help their least engaged students become powerful readers. Merging theory and practice, the guide offers successful strategies to reach your "struggling" learners. The authors show how teachers can "turn-around" their instructional practice, beginning with reading materials, lessons, and activities matching their students' interests. Chapters include self-check exercises that will help teachers analyze their reading instruction, as well as specific advice for working with English Language Learners. Book Features: Effective methods for differentiating reading instruction in Grades 2-5. Real-life classroom vignettes and examples of student work. Helpful teacher self-evaluation exercises. Strategies to use with English Language Learners. And much more! "This is a masterwork that is simultaneously practical and groundbreaking. . . . The model these authors use to familiarize teachers with the essential elements of reading practice is clear and beautifully illustrated with stories of children you'll swear you know." —From the Foreword by Ellin Oliver Keene, national staff developer "This deeply intelligent and compassionate book provides teachers with detailed classroom scenarios and dozens of teaching tools for engaging all readers. The authors demonstrate how to help all students become motivated and powerful meaning-makers of a wide variety of texts." —Katherine Bomer, Literacy Consultant, K-12

Taking Action on Adolescent Literacy

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"Incidents in the Life of a Slave Girl" was one of the first books to address the struggle for freedom by female slaves; explore their struggles with sexual harassment and abuse; and their effort to protect their roles as women and mothers. After being overshadowed by the Civil War, the novel was rediscovered in the late 20th century and since then hasn't been out of print ever. It is one of the seminal books written on the theme of slavery from a woman's point of view and appreciated worldwide academically as well. Excerpt: "Reader be assured this narrative is no fiction. I am aware that some of my adventures may seem incredible; but they are, nevertheless, strictly true. I have not exaggerated the wrongs inflicted by Slavery; on the contrary, my descriptions fall far short of the facts. I have concealed the names of places, and given persons fictitious names. I had no motive for secrecy on my own account, but I deemed it kind and considerate towards others to pursue this course." Harriet Jacobs (1813-1897) was an African-American writer who was formerly a fugitive slave. To save her family and her own identity from being found out, she used the pseudonym of Linda Brent and wrote secretly during the night.

Writing and Teaching to Change the World

Reproduction of the original: Waihoura, the Maori Girl by W.H.G Kingston

Brown Girl Dreaming

While not shying away from the potent obstacles and dislocating challenges experienced by all children restricted by social class, this text lends a measure of hope, humor, and practical insight to the work of teaching literacy to white children with blue-collar families. Deborah Hicks sets her long-term study of two working-class children alongside her own story of growing up in the rural Southeast of the United States. She also includes the early reading experiences of other writers, such as Mike Rose, Annie Ernaux, and Janet Frame, to show how the class-specific language practices of "Laurie" and "Jake" put them at a tremendous disadvantage as they encounter "middle-class ways of talking, acting, and valuing." By exploring their successes and challenges, the book reveals how children's lived experience influences who they come to be and how they come to know in relation to reading practices. The result is a powerful book that will guide readers to move closer to the intersection of "feeling" and "knowing" in their critical role as teachers.

A Critical Inquiry Framework for K-12 Teachers

Why are girls outperforming boys in literacy skills in the Western education system today? To date, there have been few attempts to answer this question. Literacy and Gender sets out to redress this state of affairs by re-examining the social organization of literacy in primary schools. In studying schooling as a social process, this book focuses on the links between literacy, gender and attainment, the role school plays in producing social difference and the changing pattern of interest in this topic both within the feminist community and beyond. Gemma Moss argues that the reason for girls' relative success in literacy lies in the structure of schooling and in particular the role the reading curriculum plays in constructing a hierarchy of learners in class. Using fine-grained ethnographic analysis of reading

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in context, this book outlines methods for researching literacy as a social practice and understanding how different versions of what counts as literacy can be created in the same site.

Girls' Literacy Experiences in and Out of School

Reading Girls captures the voices and literacy experiences of a diverse group of urban adolescent girls. The author—an experienced researcher and middle school teacher—intertwines investigations of multiple literacies, technologies, race, class, gender, sexuality, and gender expression to provide a provocative look at what helps and what hurts adolescent girls in school. Through engaging case studies, we see how traditional schooling fails to make room for crucial life topics, such as grappling with sexual or racial identity, understanding gang culture, or coming of age in urban America. Each chapter concludes with concrete strategies for improving both in- and out-of-school practices to better serve young girls, especially marginalized students.

INCIDENTS IN THE LIFE OF A SLAVE GIRL

This book brings Brian Jackson and Dennis Marsden's pioneering Education and the Working Class from 1962 up to date for the 21st century and reveals what we can do to achieve a fairer education system.

Reading the past, writing the future

This book offers a new vision for teaching literacy to adolescents that moves beyond reading for its own sake and toward reading as a way to motivate students to connect with their world. The authors draw on the voices of adolescent readers to discover how teachers can encourage their students to explore their identities, face injustices, and contribute to their communities. Readers learn how to incorporate the core issues of a socially responsible pedagogy into their own curricula to support strong literacy skills across the content areas. Each chapter includes reflection questions that move the reader toward personal and professional development, along with classroom applications that provide specific strategies and ideas for engaging literacy projects. This dynamic book: Outlines a socially responsible pedagogy that will assist teachers in creating meaningful experiences to motivate even the most disengaged students, takes a critical approach to teaching and learning that recognizes the importance of explicitly addressing issues of power and identity, examines effective school-wide models that promote a climate of responsibility toward the larger society.

Literacy and Mothering

A constructed world - Gender practices - Literacy practices - Instructional practices - Identity practices - Private lessons.

Boys And Girls In The Primary Classroom

"Through thoughtful analysis of girls' historical literacy experiences, their

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contemporary reading and writing lives, and trends in young adult literature, this book sheds new light on how teachers can better understand and create classroom experiences that make girls visible both to themselves and to others. Historically, the status of girls has evoked much less research than that of boys. Recently emerging scholastic and strategic study concerning the vulnerability of girls is adding a vital missing component to this continually emerging discourse. Looking at many aspects of girls' gendered lives, this text considers the specific perspectives of the social and cultural constructions that script gender, particularly as applies to girls in our classrooms. Prominent scholars in their respective fields examine the myriad forces that shape the lives of American girls, from the earliest didactic records of manuals and books of conduct to current artifacts of contemporary culture. By investigating both the scholarly literature on girls as well as the primary sources of a material culture, the authors seek to unravel how adolescent girls learn and seek to compose identities. By closely examining girls' practices, in which are embedded issues of class, race, ethnicity, immigrant status, and sexuality, the text considers some of the values, structures, and trajectories that have come to define teenage girlhood. Its distinctive contribution is to unpack some of the assumptions of girls in English classrooms and to critically examine their experiences as they try to fit preconceived norms while forming their own personhood"-- Provided by publisher.

Reading Lives

To create truly inclusive school and classroom environments, educators must be prepared to include all students--including students with intellectual disabilities, who are not always given the opportunity to be full participants in the classroom. This book provides an overview of the history of inclusion, the philosophy underlying inclusion, and the role that curriculum accommodations and modifications play in making inclusion possible. The author discusses four ways to modify curriculum for students working well below grade level: altering content, conceptual difficulty, educational goals, or instructional methods. She then provides 40 curriculum modification strategies, based on Robert Marzano's New Taxonomy of Educational Objectives, with directions for implementation and samples of student work.

Building Communities of Engaged Readers

In recent years the issue of boys and literacy, namely that they are worse at it compared to girls, has become a key area of interest to all those concerned with the education of our children. This book highlights the key factors causing this divide and discusses the implementation of new strategies to overcome it, which have been the result of extensive qualitative research made by the author. Trisha Maynard reports case study findings of a primary school whose staff wanted to explore and improve boys' attitudes towards and attainment in literacy, and in particular their difficulties with writing. The book highlights issues concerning the reading and writing of stories, what teachers understand by 'good story writing' and the importance of teachers exploring boys' and girls' difficulties with literacy by themselves. It provides significant insight into boys' difficulties with writing as well as informing teachers how to find out about children's attainment.

Beyond Health Literacy

The research literature on narrative has grown exponentially over the last 20 years. No longer the province only of literary study, the "narrative turn" has penetrated almost every human science: anthropology, sociology, psychology, history, and others. However, although insights about individual lives may be compelling, it does not mean that the "story" can "speak for itself" and still be a useful procedure. Is there a way that researchers can explain their analytic procedures or representational choices when they present a narrative study? Narrative Methods for the Human Sciences attempts to provide guidance on this situation. Aimed at providing the rigor needed to advance applied narrative analysis, Catherine Riessman provides an explanation and guideline to readers on:

- * Presentation of and reliance on detailed transcripts of interview excerpts *
- Methods for analyzing the structural features of discourse *
- Analysis of the co-production of narratives through the dialogic exchange between interviewer and participant.

After completing this book, readers will be able to perform a narrative study that can be defended as a systematic form of inquiry and provide a criteria for validation of their narrative study.

The Reading Turn-Around

Class Lives is an anthology of narratives dramatizing the lived experience of class in America. It includes forty original essays from authors who represent a range of classes, genders, races, ethnicities, ages, and occupations across the United States. Born into poverty, working class, the middle class, and the owning class—and every place in between—the contributors describe their class journeys in narrative form, recounting one or two key stories that illustrate their growing awareness of class and their place, changing or stable, within the class system. The stories in Class Lives are both gripping and moving. One contributor grows up in hunger and as an adult becomes an advocate for the poor and homeless. Another acknowledges the truth that her working-class father's achievements afforded her and the rest of the family access to people with power. A gifted child from a working-class home soon understands that intelligence is a commodity but finds his background incompatible with his aspirations and so attempts to divide his life into separate worlds. Together, these essays form a powerful narrative about the experience of class and the importance of learning about classism, class cultures, and the intersections of class, race, and gender. Class Lives will be a helpful resource for students, teachers, sociologists, diversity trainers, activists, and a general audience. It will leave readers with an appreciation of the poignancy and power of class and the journeys that Americans grapple with on a daily basis.

World Atlas of Gender Equality in Education

In Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It, veteran educator and brain expert Eric Jensen takes an unflinching look at how poverty hurts children, families, and communities across the United States and demonstrates how schools can improve the academic achievement and life readiness of economically disadvantaged students. Jensen argues that although chronic exposure to poverty can result in detrimental

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changes to the brain, the brain's very ability to adapt from experience means that poor children can also experience emotional, social, and academic success. A brain that is susceptible to adverse environmental effects is equally susceptible to the positive effects of rich, balanced learning environments and caring relationships that build students' resilience, self-esteem, and character. Drawing from research, experience, and real school success stories, *Teaching with Poverty in Mind* reveals

- * What poverty is and how it affects students in school;
- * What drives change both at the macro level (within schools and districts) and at the micro level (inside a student's brain);
- * Effective strategies from those who have succeeded and ways to replicate those best practices at your own school; and
- * How to engage the resources necessary to make change happen.

Too often, we talk about change while maintaining a culture of excuses. We can do better. Although no magic bullet can offset the grave challenges faced daily by disadvantaged children, this timely resource shines a spotlight on what matters most, providing an inspiring and practical guide for enriching the minds and lives of all your students.

Race, Social Class, Student Engagement, and Unequal Literacy Development in Middle School English Classrooms

The "International Handbook of Research in Children's Literacy, Learning and Culture" presents a careful distillation of the current research in the field of primary years literacy studies. Well known contributors critically review and synthesize seminal studies on various themes, offer fresh perspectives and conceptualizations, and point to new directions for further investigation and study. Chapters vividly illustrate the interdisciplinary nature of contemporary educational thinking and research on literacy by offering perspectives from a wide range of disciplines--from aesthetics and anthropology to cultural psychology and curriculum theory. Literacy topics are addressed in three sections, namely 'society, culture, and community', 'school, culture, and pedagogy', and 'teachers, culture, and identity'. In presenting cutting-edge knowledge on all aspects of literacy learning in the primary/elementary school years, the "International Handbook of Research in Children's Literacy, Learning and Culture" provides an essential resource for scholars, educators, and researchers in charting the future of the increasingly important field of literacy in the 21st century.

Literacy Strategies for Improving Mathematics Instruction

Aucune information saisie

Discovering Literacy

The forward-thinking techniques you need to manage today's diverse classrooms. Contemporary educators know that discipline-based classroom management is less effective in today's schools. Evidence shows that a strategy of culturally responsive engagement is essential to giving students the best education, whatever their background. In a readable and compelling text, Laura E. Pinto outlines: Keys to developing the cultural fluency necessary to prepare all students for success. Exercises for teachers to reflect deeply on how they manage their classrooms, and identify areas for improvement. 45 easy strategies—including many that support

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the Common Core—for boosting engagement and cultural responsiveness in the classroom

Black Ants and Buddhists

Discovering Literacy : Access Routes to Written Culture for a Group of Women in Mexico

Narrative Methods for the Human Sciences

Uses essays, letters, diary entries, instructional materials, school newspapers and assignments, poetry, and short stories to present a historical reconstruction of girls' literacy in the United States.

Children's Literacy Practices and Preferences

"The education of girls and women is important not only as a matter of respecting a basic human right for half the population but as a powerful force for economic development and achieving social goals such as enhanced health, nutrition and civic involvement. This Atlas presents the latest data from the UNESCO Institute for Statistics on trends in educational access and progression, from pre-primary through tertiary levels and adult literacy, with special attention to the all-important issue of gender equality. These trends are depicted through colour-coded maps that make it easy for readers to visualize global and regional trends and to understand how they are shaped by factors such as national wealth and geographic location." -- P. [4] of cover.

Private Practices

Reproduction of the original: The Rock of the Lion by Molly Elliot Seawell

Waihoura, the Maori Girl

Explores and analyses the ways in which very young children's developing literacy can be supported by their experience of watching TV and videos. This book addresses ways teachers can use children's experience of watching stories on video or TV to feed back into their own story-writing, reading, story-telling and role-play in the classroom. Explores areas specifically highlighted in the National Curriculum for English, and will benefit teachers developing their literacy teaching in light of the government Literacy Hour initiative.

Inclusion in Action

Literacy lies at the heart of student understanding and achievement. Yet too many educators mistakenly assume that the reading, writing, speaking, and thinking skills that students developed in elementary school are sufficient for the sophisticated learning tasks they face in middle and high school. The result? Disappointing test scores, high dropout rates, and students unprepared for higher education, citizenship, and the world of work. Taking Action on Adolescent Literacy:

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An Implementation Guide for School Leaders presents a structured approach to using literacy as a lever for overall school improvement. Literacy instruction is not an "add-on," authors Judith L. Irvin, Julie Meltzer, and Melinda Dukes insist; it's an ongoing essential. All adolescent students, no matter what their level of achievement, can benefit from direct instruction in reading, writing, speaking, and thinking. And all secondary school leaders can improve students' literacy and learning by following the five action steps outlined in this book: (1) develop and implement a literacy action plan, (2) support teachers to improve literacy instruction, (3) use data to make curricular decisions, (4) build capacity for shared leadership, and (5) creatively allocate resources to support the literacy plan. The book also offers strategies to help educators integrate literacy and learning across the content areas, provide targeted interventions for students who are struggling the most, and develop a supportive school environment that involves parents, community members, and district leaders. Practical tools, helpful resources, and vignettes based on the authors' extensive work in school districts nationwide make this an indispensable guide for principals, central office administrators, literacy coaches, department chairs, and other school leaders committed to helping students succeed.

The Rock of the Lion

Young women's identities are an issue of public and academic interest across a number of western nations at the present time. This book explores how young women attending an elite school for girls understand and construct 'empowerment'. It investigates the extent to which, and the ways in which, their constructions of empowerment and identity work to overturn, or resist, key regulations and normative expectations for girls in post-feminist, hyper-sexualised cultural contexts. The book provides a succinct overview of feminist theorisations of normative femininities in young women's lives in western cultural contexts. It includes familiar sexist discourses such as sexual double standards, as well as more recent commentary about the regulation of young women's subjectivities in neoliberal, post-feminist, hyper-sexualised cultures. Drawing on ethnographic research in the context of an elite girls' secondary school, the author explores how empowerment for young women is constructed and understood across a range of textual practices. From visual representations of young women in school promotional material, to students' constructions of popular celebrities, the question of how girls' resistance to normative femininities begins to develop is examined. This rich empirical work makes a unique contribution to the study of elite schooling within the sociology of education, drawing on important insights from the field of critical girlhood studies, and posing a challenge to popular feminist notions about media literacy, young women and empowerment. It will be of interest to scholars and postgraduates in the areas of gender studies, sociology, education, youth studies and cultural studies.

Boys and Literacy

Presents a comprehensive study guide to help teachers deal with impact of poverty on elementary education, and draws upon the findings of her five-year study of eight girls from poorer backgrounds.

Elite Girls' Schooling, Social Class and Sexualised Popular Culture

Miseducation

Perfect for use in teacher preparation courses and professional learning groups, this book shows what critical pedagogy looks like and identifies the conditions needed for it to emerge in the K-12 classroom. Focusing on and documenting their experiences with one of their most disenfranchised students, six teachers analyze and rethink what they do in the classroom and why they do it. In so doing, each comes to re-imagine who they are as teachers and as individuals. This engaging collection illuminates writing as a powerful tool for thinking deeply about how and why teachers respond to students in particular ways. Book Features: Prompts and suggested writing exercises at the end of each chapter to support teacher-writer groups. Guiding questions at the end of each chapter to support the instructional practices of K-12 teachers. Powerful stories of teachers' and students' experiences with standards, tracking practices, evaluation practices, and life. Helpful appendices, including books for further reading and an essay about the Oral Inquiry Process by Bob Fecho. "This is an important book for all teachers to read—beginners and experienced, as it confronts all of us as teachers to pay attention to the social and political contexts within which we work and consider what we often ignore—our student's lives outside of school." —From the Foreword by Ann Lieberman, Senior Scholar at Stanford University "Kudos to Stephanie Jones and her colleagues for making moral sense of the day-to-day craft of education." —Carl Glickman, educator and author of *The Trembling Field: Stories of Wonder, Possibilities, and Downright Craziness* Stephanie Jones is associate professor in the department of educational theory and practice at The University of Georgia, and co-director of the Red Clay Writing Project. Her books include *The Reading Turn-Around: A Five-Part Framework for Differentiated Instruction*.

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