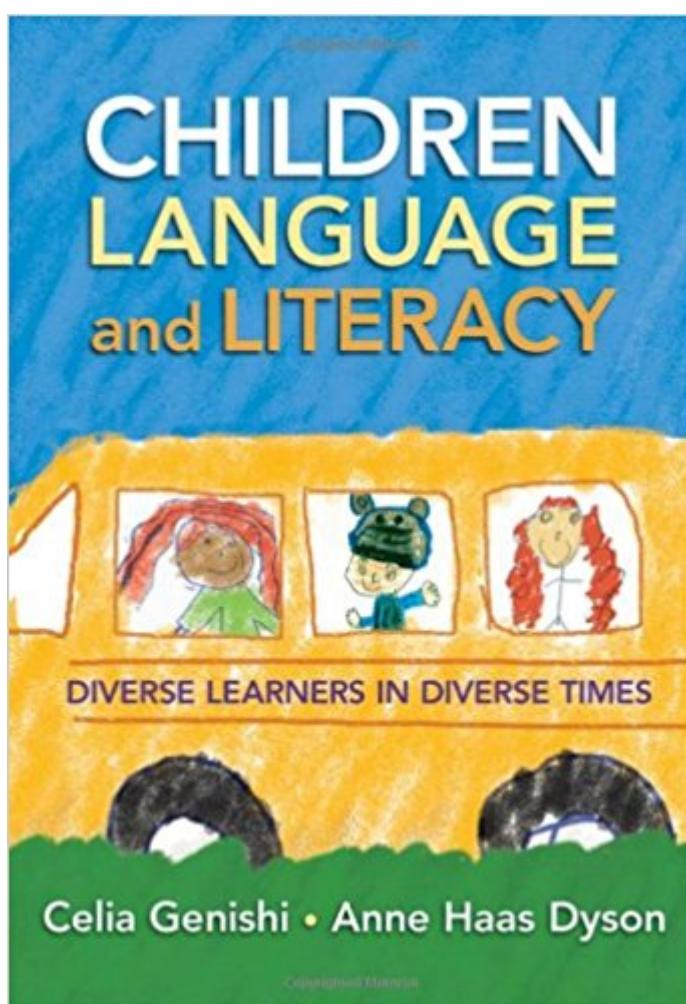


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# **Children, Language, And Literacy: Diverse Learners In Diverse Times (Language & Literacy Series) (Language And Literacy (Paperback))**



## Synopsis

"Contemporary early childhood educators find themselves in contexts that are fundamentally inimical to the time-honored wisdom in our field. Children, Language, and Literacy speaks to all of us with a commitment to the very young and strengthens our collective resolve to work in increasingly more effective ways with children, families, and the next generation of teachers." -- Mary Renck Jalongo, Editor, Early Childhood Education Journal "Genishi and Dyson animate sociocultural theories of language learning by inviting us into the intimacy of children's worlds. This book will become a treasure on the required reading lists for early childhood, ESOL, and language arts courses." -- JoBeth Allen, University of Georgia, Athens "If our standards-based economy requires us to make all children the same, to drain the joy out of learning, and to move lockstep through a set curriculum, we have forgotten what early childhood classrooms are all about. Genishi and Dyson remind us." -- Beth Graue, Interim Director, Wisconsin Center for Education Research" Celia Genishi and Anne Haas Dyson call on us to rethink children's language and literacy instruction in the changing and diverse landscape of U.S. education. That call must be answered, and they help us immensely understand how to do so." -- Eugene Garcia, Vice President, Education Partnerships, Arizona State University In their new collaboration, Celia Genishi and Anne Haas Dyson celebrate the genius of young children who are learning language and literacy in our diverse times. Despite burgeoning sociocultural diversity, many early childhood classrooms (pre-K to grade 2) offer a one-size-fits-all curriculum in which learning is too often assessed by standardized tests. In contrast, Genishi and Dyson proclaim diversity as the new norm. They feature stories of children whose language learning is impossible to standardize and teachers who do not follow scripts. These master teachers observe, informally assess, respond to, and grow with their students -- some of whom are rapid language learners and some of whom become speakers, readers, and writers at "child speed." Much of this learning, regardless of tempo, is found within the language-rich contexts of play. Chapters focus on children's ways of communicating through varied modes, including the use of nonverbal expression; languages such as Spanish, English, and the variant of English known as African American Language; and multiple media. Throughout the text there is a resistance to labels such as "at risk" and a much-needed advocacy for child-sensible practices in a world where diversity is indeed the "new norm."

## Book Information

Series: Language and Literacy

Paperback: 176 pages

Publisher: Teachers College Press (May 1, 2009)

Language: English

ISBN-10: 0807749745

ISBN-13: 978-0807749746

Product Dimensions: 8.9 x 6.1 x 0.6 inches

Shipping Weight: 8 ounces (View shipping rates and policies)

Average Customer Review: 4.8 out of 5 stars 6 customer reviews

Best Sellers Rank: #33,688 in Books (See Top 100 in Books) #74 in Books > Reference > Words, Language & Grammar > Study & Teaching #99 in Books > Education & Teaching > Schools & Teaching > Instruction Methods > Language Arts #183 in Books > Textbooks > Education > Elementary Education

## **Customer Reviews**

Celia Genishi is a professor of education and chair of the Department of Curriculum and Teaching at Teachers College, Columbia University. Anne Haas Dyson is a professor of education at the University of Illinois at Urbana-Champaign.

Genishi (2005) does an outstanding job compiling information about children and how they learn language. This is especially true for second language learners which is showcased in this book.

needed it for my early education class that I am taking to get my degree in. I am sure it will assist me even more as I enter into Early Childhood Education.

Excellent book. Short book which covers a lot of ground. I'm a K teacher. Dyson is helping me improve how I think about the big subjects in the title - children, language, and literacy. After SEVEN years, I'm somewhat ashamed to say, I've finally put a housekeeping area in my room. Also recently read her 'Social Worlds of Children Learning to Write' (1993). Also excellent.

This book was shipped as promised in the condition stated. The information was complete and offered a few points not already considered with previous teaching experiences. Interesting to read and good as a reference for citing research in school papers.

After spending over forty years as an early childhood educator, you don't have to tell me that

children learn language in diverse environments and each child in a way that is unique to that individual child. Preschools are a place where children from diverse home environments meet in a common school environment with different needs and learning abilities. Children, Language, & Literacy: Diverse Learners in Diverse Times is a resource book for teachers to help them learn how to help all students in their classrooms by taking them from where they are on the learning curve of language to the a place where they are ready to find success in school. The home environment, preschool experiences and help given to make parents aware how important language skills are to young children is now part of an educator's job. This book takes a look at what teachers face and gives a research based study of how to individualize instruction. It is a great resource for teachers.

I find that teachers are hungry for information about what is happening in the climate of high stakes exams, and Celia Genishi and Anne Haas Dyson write with their lifetime experience as teachers and scholars that the current federal funding "defines accountability as meeting the reductionist benchmarks of standardized tests" at a time when we have "breathtakingly diverse schoolchildren." This text helps teachers understand the linguistic and cultural resources of children as such, and they remind us of the crucial importance of play and the imagination in children's learning. As always, the writing friends (Celia and Anne) include many examples within classrooms that they have spent much time in over the years to bring their main points to life with examples of children's work visible and audible through direct quotes. Children are shown as agents in their composing and meaning making in classrooms. Teachers, too, are seen as making choices especially with regards to assessment in a time when diversity is the norm. I use this invaluable book in my own work with preschool teachers and preservice inclusive educators, and it always deepens discussions and provokes thought. The authors are fantastic at reframing children as promising and helping teachers to observe, respond to, and learn with the children in their classrooms.

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