



Book Series

## *Literacy, Language and Learning*

Series Editors

Claudia Finkbeiner, *Universitaet Kassel*; Wen Ma, *Le Moyne College*

The Literacy, Language, and Learning Series, based on the Socio-Cultural Perspective, presents reading, writing, listening, speaking, and viewing as integral components for the development of thoughtful citizens. The authors believe that thoughtful citizens are those who are capable of understanding the principles of a pluralistic and democratic society and the power of multimedia on the human condition. Therefore, the authors conclude that educators have a special responsibility to challenge our children to analyze, question, and take action for the common good.

The books in the Literacy, Language, and Learning Series present literacy learning as essential to language development and school success. Specifically, these books pursue action research, culturally responsive teaching, inspiring writing, English language learning, and successful communication for home, school, and community connections. While reading and reflecting on these books, preservice and inservice educators will learn the most recent literacy education information while enhancing their professional lives.

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## Innovative Approaches to Teaching Multilingual Students

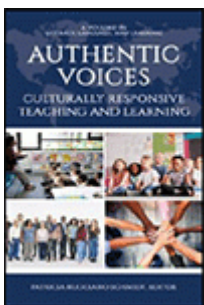
Mary Amanda Stewart, Texas Woman's University; Holly Hansen-Thomas, Texas Woman's University

2023. Paperback 979-8-88730-080-1 \$52.99. Hardcover 979-8-88730-081-8 \$94.99. eBook 979-8-88730-082-5 \$85.

The purpose of this book is to guide teachers to understand theory related to teaching multilingual students and put it into practice in their classrooms. Throughout each chapter, the authors uniquely bring together relevant theory regarding language (e.g. the multilingual turn, second language acquisition, translanguaging) literacy (e.g. reading comprehension, new literacy studies, multimodality), and culture (e.g. funds of knowledge, culturally sustaining pedagogies). The chapter authors (practicing ESL, bilingual, world language, language immersion, and mainstream teachers) share how they are innovatively teaching multilingual students by understanding theory and applying it to their instructional setting.

The audience for this book is teachers of multilingual students who are in the dynamic process of language acquisition. This includes TESOL/ESL, bilingual, language immersion, and world language teachers, as well as mainstream teachers who teach bilingual students—essentially all educators in modern society. The book is of particular interest for teacher education programs since each chapter explains theory and then illustrates exactly how one teacher put that theory into practice in teaching multilingual students.

**CONTENTS:** Introduction, *Mary Amanda Stewart and Holly Hansen-Thomas*. **SECTION I: MULTILINGUAL MEANING-MAKING WITH ACADEMIC CONTENT AND DISCIPLINARY LITERACIES.** Translanguaged Reciprocal Teaching: Working in Students' Bilingual Zone of Proximal Development for Reading Interventions, *Zulma Mojica*. Translating Together: Linguistically Diverse Students Pool Their Language Resources in a Two-Way Dual Language Classroom, *Ivonne J. Solano*. Multilingual Bubble Lab: Teaching Biology Through Doing, Reading, Writing, and Discussing, *Corinna Greb*. Bilingual Anticipatory Guides for Bilingual Texts: Promoting Reading Comprehension in Multilingual Middle-Grades Classrooms, *Paul Parkerson*. Math Engagement Through Literature: Introducing Algebra Concepts Through a Multimodal and Multilingual Text Set, *Robin Ho*. **SECTION II: EXPRESSING KNOWLEDGE THROUGH MULTILINGUAL DIGITAL LITERACIES.** Composing Energy Books: Science Inquiry and Multimodal Knowledge Expression in the Spanish Language Classroom, *Germaine Koskiná*. BookSnaps: Reading and Analyzing Young Adult Novels Across Languages, *Phylicia Anderson*. Bilingual Digital Research: Using Technology to Teach Inquiry and Reporting, *Juan Borda*. Creating Infographics: Multimodal Expressions About the Refugee Experience, *Mary Gilliland*. **SECTION III: LANGUAGING THROUGH CULTURAL AND ARTISTIC LITERACIES.** Reader's Theater: Igniting Comprehension and Motivation for Striving Emergent Bilingual Readers, *Marlene Walker*. Singing Language and Literacy: Teaching Oral Language to All Emergent Bilingual Students Through Traditional Songs, *Arianna Lecuona and Germaine Koskiná*. Artistic Expressions of Language and Culture: Emergent Bilinguals as Experts in the World Languages Classroom, *Yismelle Duran*. Culturally Relevant Picture Books: Validando Raíces and Supporting Students' Identity Development Through Language Arts Instruction, *griselda i. solano*. Reaping the Benefits of Dialogue in the Bilingual Classroom Through Language Objectives, Collaboration, and Authentic Audiences, *Nancy Rana*. Conclusion, *Holly Hansen-Thomas and Mary Amanda Stewart*. About the Contributors.



## Authentic Voices Culturally Responsive Teaching and Learning

Patricia Ruggiano Schmidt, Syracuse Academy of Science Public Charter School, Consultant

2021. Paperback 978-1-64802-506-8 \$52.99. Hardcover 978-1-64802-507-5 \$94.99. eBook 978-1-64802-508-2 \$85.

This book, authored by K-4 elementary educators, working at a publicly funded non-profit charter school, illustrates the power of culturally responsive teaching and learning as it becomes embedded in the New York State Education Curriculum. Educators, families, and community members contributed to this unique program with the goal of enhancing learning environments by applying the languages and cultures of their students in their classrooms.

Strong, carefully attentive, school leadership encouraged culturally responsive teaching and learning with the belief that children in this urban, economically stressed area could demonstrate significant academic and social/emotional gains.

Readers of this book will witness culturally responsive lessons, family interviews, and whole school events that honor languages and cultures represented in the school. Sample classrooms' culturally responsive lessons tied to the curriculum, are presented. Additionally, qualitative and quantitative student academic and affective gains are analyzed. Moreover, this book clearly demonstrates the talents, vision, and compassionate care given to children and their families by exceptional educators.

A CRTL Montage was created for this book. It includes classrooms, children, teachers, family, and community members. Teachers collected CRTL experiences and presented them to Producer, Dean Meghan Miller and Director, Designer, Dean Pamela Smith. They also received support for the montage from Instructor Allen Lauricella, and Graduate Assistant Elizabeth Kenny, Syracuse University, Newhouse School.

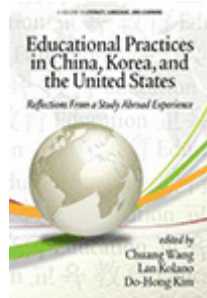
The CRTL Montage can be accessed at the following online links:

[SAS Website](#)  
[SAS YouTube](#)  
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[SAS Instagram](#)

[Short Version of the Montage for Authentic Voices: Culturally Responsive Teaching and Learning](#)

[Long Version of the Montage for Authentic Voices: Culturally Responsive Teaching and Learning](#)

**CONTENTS:** Dedication. Foreword, *Shelley Hong Xu*. Acknowledgments. Authentic Voices: Culturally Responsive Teaching and Learning—Introduction, *Patricia Ruggiano Schmidt*. An Education Model Based on Culturally Responsive Teaching and Learning, *Tolga Hayali and Pamela Smith*. **SECTION I: EARLY CHILDHOOD TEACHER VOICES.** Kindergarten, *Aileen Figueroa*. First Grade, *Jessica Dickinson*. **SECTION II: INTERMEDIATE TEACHER VOICES.** Third Grade, *Meghan Miller*. Fourth Grade, *Nicholas Giangioffe and Alexandra Williams*. **SECTION III: SPECIAL TEACHER VOICES.** Art Teacher's Voice, *Kathryn Alonso-Bergevin*. Physical Education Voice, *Jason Albert*. **SECTION IV: WHOLE SCHOOL AND FAMILY/TEACHER VOICES.** School-Wide Events, *Magdalini Georgiadis and Kimberly Hartnett*. Authentic Family Visits: SAS Teachers Learn, *Patricia Ruggiano Schmidt*. Afterword: Amplifying the Authentic Voices, *Gurkan Kose*. About the Authors.



## Educational Practices in China, Korea, and the United States Reflections from a Study Abroad Experience

Chuang Wang, University of North Carolina at Charlotte; Lan Kolano, Cato College of Education, UNC Charlotte; Do-Hong Kim, Augusta University

2020. Paperback 978-1-64113-876-5 \$52.99. Hardcover 978-1-64113-877-2 \$94.99. eBook 978-1-64113-878-9 \$85.

This book is written by a diverse cohort of both of American educators, including professors, teachers, school counselors, and school administrators from pre-K to college levels. Most of the contributors come from disciplinary areas of English as a second language and school administration. With the pressure of Common Core State Standards Initiative, American educators are now shifting their focus to standards-based instruction. Meanwhile, Chinese educators are moving away from national standards and developing state level curriculum and instruction to meet specific needs of the students in local provinces. There is also a debate about whether or not to use the National College Entrance Examination as the only test for college admission. Some provinces (e.g., Zhejiang and Hubei) are administering their own college entrance examinations. The book outlines the sociocultural roots of education in the three countries, linking the tradition and philosophical orientations to each country's own history of education. Furthermore, the book compares and contrasts the curriculum, especially the teaching of English as a second/foreign language, in three countries.

This book examines the stress of students, physical education, various pedagogical styles in foreign language education as well as instructional texts and cross-cultural dialogue between teachers. Additionally, the book explores factors that influence parent's involvement and women's educational and career aspirations. Lastly, the book presents modern technologies such as smart learning technologies and online learning platforms not only to facilitate future educational systems but also to promote international exchanges.

The chapters of the book are thematically diverse, but they help to provide inspirations for educators both in American and Asian countries. The findings offer alternative practical lenses for educational community to seek for some "middle ground"

between Chinese, South Korea and American education. The intended audience for this book is graduate students, teachers, administrators, and professionals in education.

**CONTENTS:** Introduction: Chinese, Korean, and American Education: Foundations and Practices, *Chuang Wang, Lan Kolano, and Do-Hong Kim*. **PART I: INFLUENCE OF CULTURE, PARENTAL INVOLVEMENT, AND ECONOMY.** How Culture Influences Gender Roles and Expectations in Chinese Culture, *Yolanda Kennedy and April Smith*. Factors That Influence Parent Involvement in an Educational Context in the United States, China, and South Korea: Benefits and Barriers, *Elizabeth M. Landon and Peter L. Johnson*. A Comparison Study on the Effects of Parental Involvement, Teacher Ability, and Socioeconomic Status on Academic Achievement in the United States, China, and South Korea, *Kathryn Wagner and Lauren Schmidt*. Education and the Economy: An Examination Into the Effectiveness of Education in China, the United States, and South Korea, *Taylor Allen and Michelle Chen*. **PART II: TEACHING AND LEARNING.** Comparative Analysis of Instructional Texts and the Cross-Cultural Dialogue Between Teachers: Scenes From a Chinese and an American Classroom, *Laurie Dymes*. Comparisons of Teaching English as a Second Language in the United States and China, *Kelsey Alvarez and Jessie Lay*. English as a Foreign Language and Foreign Language Education in the United States, China, and South Korea, *Jennifer James*. Student Fitness Abroad: A Comparative Analysis of Physical Education in the United States, China, and South Korea, *Jessica Kapota, Hongjun Qiu, and Gwitaek Park*. **PART III: NEW PEDAGOGICAL FRAMEWORK AND PRACTICES.** Chinese and South Korean Education Reforms: Unrealistic Expectations in the Implementation of Western Pedagogy, *Cory Alexander*. How Smart Learning Is Defined: An Analysis of 27 Definitions by Korean Scholars, *Kiran S. Budhrani*. 21st Century Classroom: Finding the Right Balance, *Florence Martin*. Culturally Speaking: Comparing Culturally Relevant Pedagogy in Chinese, Korean, and American Classrooms, *Lori J. Williams*. **PART IV: CONCLUSION.** Conclusion: Implications for Teacher Education, *Lan Kolano, Chuang Wang, Michelle Pazzula, and Do-Hong Kim*. About the Contributors.



## Collaborative Learning in a Global World

Miri Shonfeld, Kibbutzim College of Education; David Gibson, Curtin University

2018. Paperback 978-1-64113-465-1 \$52.99. Hardcover 978-1-64113-466-8 \$94.99. eBook 978-1-64113-467-5 \$85.

The 21st century has brought about changes in every aspect of life through ubiquitous technology and Internet-based social media. The distances between cultures and continents have narrowed, the world has become flat, and multicultural work-teams composed of members from different countries have become a daily reality in global businesses. However, in many ways these global changes in work practices have only just begun to have an impact on education.

To better prepare students for the information age, researchers and policy makers largely agree about the skills needed for shared knowledge construction. Indeed, the education systems in several different countries have begun to integrate these skills into teaching and learning and are placing a strong emphasis on their implementation (Melamed et al, 2010; Resta et al, 2011). In 2015 the OECD PISA exam for the first time, included assessment of collaborative problem-solving in its country-by-country comparison.

Collaborative learning is not a trivial challenge nor is it intuitive for all teachers and learners. One must acquire and practice the essential skills in order to successfully work in a team. Consequently it is essential to train teachers in collaborative teamwork, as they must serve as role models for students. In addition, new tools and practices become available at a rate that outpaces the abilities of many higher education institutions to adopt and implement. This book surveys the current state of the field and provides theoretical guidance and practical examples to help meet the gaps in research, development and practice.

**CONTENTS:** Foreword. Introduction to Collaborative Learning in a Global World, *Miri Shonfeld and David Gibson*. My Personal and Professional Involvement with Cooperative Learning, *Yael Sharan*. Developing a Model for Online Collaborative Learning, *Elaine Hoter*. Technology-Enabled, Challenge-Based Learning in a Global Context, *David Gibson, Leah Irving, and Katy Scott*. Learning About the "Other": Encounters Between Arab and Jewish Students in Israel, *Rivi Carmel*. Blended Contact for Community Cohesion in Northern Ireland and the Republic of Ireland, *Roger Austin*. Online Collaboration Between Israeli and Slovak Students, *Tsafi Timor*. Competitive Game Effect on Collaborative Learning in a Virtual World, *Miri Shonfeld and Paul Resta*. TEC: An Online Collaborative Learning Model in a Multicultural Environment, *Miki Kritz, Efrat Bachar, and Miri Shonfeld*. Cooperative Online Research Meetings of Cerebral Palsy and Graduate Students to Promote Web Accessibility, *Betty Shrieber and Rachel Peled*. Collaborative Conceptual Change in the Computer-Science Classroom, *Dalit Levy*. What Influences Teacher Educators' Use of Collaborative Learning? *Miri*

*Shonfeld and Yehudith Weinberger. Connecting University Students from Israel and Germany, Claudia Finkbeiner, Miriam Muchow, Einat Rozner, and Miri Shonfeld. Promoting Online Collaboration Competence Among Pre-Service Teachers of English as a Foreign Language, Tina Waldman and Efrat Harel. The Forum of Excellent Students: A Model for Cooperative Learning in a Multicultural Environment, Liat Eyal, Rama Klavir, and Naomi Magid. Assessing Personal Learning in Online, Collaborative Problem Solving, David Gibson, Leah Irving, and Tami Seifert. The Impact of an Online Collaborative Learning Program on Attitudes Toward Technology in Two Education Colleges, Noga Magen-Nagar. Postscript, David Gibson and Miri Shonfeld. Biographies.*



## Views from Inside Languages, Cultures, and Schooling for K-12 Educators

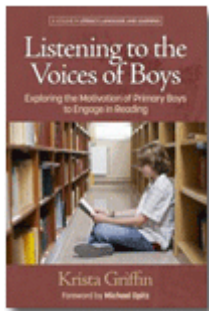
Joy Egbert, Washington State University; Gisela Ernst-Slavit, Washington State University

2017. Paperback 978-1-64113-019-6 \$72.99. Hardcover 978-1-64113-020-2 \$104.99. eBook 978-1-64113-021-9 \$85.

The goal of this text is to help teachers in diverse classrooms understand the importance of students' culture, languages, and schooling experiences to curriculum, assessment, and student achievement. Readers will learn about aspects of specific cultures and languages that are important to their understanding of their students, and they will discover that cultures that are often considered similar may not be so (and why they aren't). Finally, the text focuses on how teachers can integrate languages and cultures into classrooms and how to account for students' backgrounds and funds of knowledge when devising tasks.

The text starts with an introduction to language and culture that presents a research-based explanation of why these concepts are important for teachers to understand (Chapter 1). Then, the middle 28 chapters each address one country/culture. Each chapter starts with a school scenario in the US. Part 2 of each chapter includes evidence-based demographic and background data on the country, including historical events that may have an impact on our students and their families. Part 3 includes a look at education, schooling, and culture, including famous people, contributions to the world, personal characteristics, important religious information, focal customs, and other aspects that are important to cultural insiders. Part 4 is about language and literacy traditions and how they relate to the culture, a number of words that teachers can learn (e.g., yes, no, thank you, please, hello), how the language is different from and similar to English, and what those differences and similarities might mean for English language learners from that culture. Part 5 comprises advice, resources, and ideas for teachers (for example, if it is an oral culture, the teacher might consider working with students on oral storytelling before transitioning to written stories, or incorporate both using technology). Each chapter also contains recommended readings and resources and short exercises that extend the chapter information. The final chapter presents parting notes for teachers and additional suggestions for addressing diversity.

**CONTENTS:** Dedications and Acknowledgments. Preface. **SECTION 1: INTRODUCTION TO CULTURE AND LANGUAGE.** Understanding Culture and Language in Education, *Gisela Ernst-Slavit*. **SECTION 2: ARAB AND PERSIAN REGION.** The Gulf Region, *Abir El Shaban, Rana Raddawi and Jacqueline Tanner*. Middle East, *Raed Alsawaier*. Islamic Republic of Iran/Persia, *Seyed Abdollah Shahrokni*. **SECTION 3: NORTH/CENTRAL AMERICAN REGION.** Mexico, *Brenda Barrio and Maria Morales*. Puerto Rico, *Gladys R. Capella Noya and Elsie Candelaria Sosa*. Nicaragua, *Desirée Pallais and Ilana Umansky*. **SECTION 4: SOUTH AMERICAN REGION.** Argentina, *Sandra Mercuri and Sandra Musanti*. Brazil, *Eliane Rubinstein-Avila and Adriana Picoral*. Peru, *Gisela Ernst-Slavit*. **SECTION 5: SOUTHEAST ASIAN REGION.** Vietnam, *Eric Ambroso and Nguyễn Thị Thu Diệp*. India, *Rani Muthakrishnan and Sreejith Thankappan*. Bangladesh, *Shampa Biswas, Sayeeda Rahman, and Raihan Sharif*. Pakistan, *Tariq Akmal and Romella Husain*. Philippines, *Jeom Ja Yeo*. **SECTION 6: ASIAN REGION.** China, *Penny Wang and TingTing Wang*. Taiwan, *David Herman and Aichia Chang*. Japan, *Saeun Lee and Leslie Huff*. Korea, *Hyun-Gyung Lee and Saeun Lee*. **SECTION 7: AFRICAN REGION.** North Africa, *Omran Akasha and Mohamed ElHess*. Nigeria, *Nathaniel J. Hunsu and Alusola Adesope*. The Democratic Republic of the Congo, *Kristen Pratt and Rose Lusangi Phambu*. Angola, *Nicolau N. Manuel and Pamela J. Bettis*. **SECTION 8: EUROPEAN REGION.** Russia, *Yuliya Ardasheva and Alexei Kochetov*. Ukraine, *Nataliia Borysenko and Petro Borysenko*. Poland, *Justyna Hjeltness*. **SECTION 9: UNITED STATES.** Culture, Language, and Schooling in the United States, *Joy Egbert*. About the Contributors.



## Listening to the Voices of Boys Exploring the Motivation of Primary Boys to Engage in Reading

Krista Griffin, Metropolitan State University of Denver

2016. Paperback 9781681234588 \$52.99. Hardcover 9781681234595 \$94.99. eBook 9781681234601 \$85.

Motivation to engage in reading is a consistent problem for students in general and boys in particular. To solve this problem, we often seek answers from everyone but those we are hoping to motivate. We read the latest article on motivation and think we have finally come up with the recipe that will motivate all of the boys in our class. When it doesn't work for everyone, we go back to the drawing board and try something else until we finally understand that all boys are motivated by different things.

That is the basis of this book: nothing will work for ALL boys, but there are ways to equip teachers to find out how the boys in their classes are motivated. It provides them with a direction to go once they've established the needs of their students and offers suggestions for how to meet individual motivational needs. Each chapter addresses a different motivational need, providing background information and practical classroom applications.

**CONTENTS:** CHAPTER I: Introduction. CHAPTER II: The Importance of Asking. CHAPTER III: You've Asked Them: Now What? CHAPTER IV: Helping Boys See Reading as a Masculine Activity. CHAPTER V: Helping Boys Understand the Purpose of Reading. CHAPTER VI: Helping Boys to Develop Self Efficacy with Reading. CHAPTER VII: What Counts as Reading? CHAPTER VIII: Responding to Reading. CHAPTER IX: Creating and Maintaining an Optimal Classroom Environment that Helps All Learners Perform Their Best. CHAPTER X: Helping Boys Understand How to Select Texts. CHAPTER XI: Motivating Emergent Bilinguals. CHAPTER XII: Conclusion.



## Reconceptualizing Literacy in the New Age of Multiculturalism and Pluralism 2nd Edition

Patricia Ruggiano Schmidt, Le Moyne College; Althier Lazar, St. Joseph's University

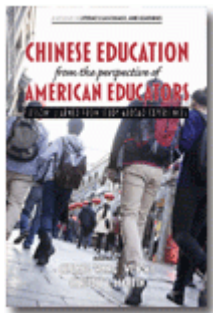
2015. Paperback 978-1-68123-239-3 \$72.99. Hardcover 978-1-68123-240-9 \$104.99. eBook 978-1-68123-241-6 \$85.

The 2nd Edition of *Reconceptualizing Literacy in the New Age of Multiculturalism and Pluralism* honors the genius of Dr. Peter Mosenthal. His contributions to the field of literacy were unprecedented. Many described him as a superb researcher who never lost sight of the purpose of education. He made us laugh as he led us in a nursery rhyme song during his National Reading Conference (LRA) Presidential Address and made us think as he explained the significance of educational implications in all research articles. He also mentored and taught graduate students in gentle and carefully attentive ways, showing his respect and appreciation for the work of each individual in the field. He was a remarkable person.

The second edition of this book includes many experienced and new scholars from around the world. Qualitative and quantitative research methodologies are scattered throughout and the practical and theoretical are well represented. New Literacies and Global Perspectives are added sections in this volume. In this era of the "Common Core", *Reconceptualizing Literacy in the New Age of Multiculturalism and Pluralism*, presents a rational educational balance for literacy development across the curriculum.

**CONTENTS:** Foreword, *Lee Gunderson*. Preface. Thank You. **SECTION I: THEORETICAL FRAME.** Frameworks for Promoting Multicultural Literacies: Moving Toward Educational Justice, *Georgia Earnest Garcia and Arlette Ingram Willis*. Multicultural Beliefs and Practices of Early Childhood Practitioners: A Qualitative Analysis of Scope and Complexity, *Jyotsna Pattnaik*. **SECTION II: NEW LITERACIES.** Monocultural Literacy: The Power of Print, Pedagogy, and Epistemological Blindness, *Dawnene D. Hassett and Carl A. Grant*. The Possibilities of Social Equity Literacy Teaching in an Era of Accountability: What the Narratives of Two Urban Teachers Reveal, *Althier M. Lazar, Danielle Nicolino and Tracie Sanlin*. Mapping Critical Media Literacy onto Iterative Remix Practice, *Kedrick James*. **SECTION III: POWER ISSUES.** The Nexus of Critical and Digital Literacies: "I Have a Voice and I'm Gonna Use It", *Rachel Brown*. Low-SES ELLs' New Literacies Outside School: Attitudes, Access, and Agency, *Guofang Li*. Literacy Capital in Two Immigrant

Families: Longitudinal Case Studies, *Catherine Compton-Lilly and Rohany Nayan*. **SECTION IV: LITERACY AND CULTURE.** Cultural Issues Related to Teaching Reading, *Jon Reyhner and Ward Cockrum*. Best Practice(s)? The Cultural Discourse of Developmentalism in American Early Education: A Cross-Cultural Comparison, *Diane M. Hoffman and Chenyu Wang*. Culturally Compelling Genre Teaching: Inviting All Learners to Understand and Use Genre Knowledge, *Kathleen A. Hinchman and Fenice B. Boyd*. Risk the Leap: Connect and Communicate With Immigrant Families for the Education of Their Children, *Patricia Ruggiano Schmidt*. **SECTION V: CONNECTING WITH MINORITY PERSPECTIVES.** How the Children of Cross-National Marriage Families Become Bilingual: An Ecological Systems Perspective, *Yu-Ching Yeh and Hsiang-Ju Ho*. Cultural Literacy Practices in U.S. Public Schools: Voices of Pakistani Immigrant Parents, *Fawzia Reza and Jyotsna Pattnaik*. Literacy Engagement in Refugee Families: Connecting Practices Across Contexts, *Sunita Singh*. **SECTION VI: TEACHER EDUCATION.** From Minding the Gaps to Mending the Gaps: Lessons from Community-Based Learning in Adolescent Literacy Methods Courses, *Diane Zigo and Christopher Gorton*. Beyond Pedagogy in Teacher Education: Developing Teacher Candidates' Linguistic Knowledge of English and Students' Native Languages, *Shelley Hong Xu*. Critical Conversations in Teacher Education: Using Video Analysis to Discuss the Identity Positions of Preservice Teachers, *Amy Vetter, Melissa Schieble and Mark Meacham*. "How Are We Going to Be Testing That?" Challenges to Implementing Culturally Responsive Literacy Instruction, *Rebecca Powell, Susan Cantrell and Pamela Correll*. Author Biographies.



## Chinese Education from the Perspectives of American Educators

Chuang Wang, University of North Carolina at Charlotte; Wen Ma, Le Moyne College; Christie L. Martin, University of South Carolina

2015. Paperback 9781681231822 \$52.99. Hardcover 9781681231839 \$94.99. eBook 9781681231846 \$85.

This book is written by a diverse cohort of American educators, including professors, teachers, and school administrators from pre-K to college levels. They come from disciplinary areas of child development, special education, English as a second language, counseling, technology, school administration, educational psychology, educational measurement and testing, as well as mathematics education. The chapters explore various topics, ranging from standardized testing, roles of central office, teacher evaluation, teacher professional development, gender differences, diversity, student engagement and parental involvement, student services provided at school, use of technology with teacher and students' perspectives of technology use, self-efficacy beliefs, to teacher's perspectives of play in early childhood settings. While the chapters reflect diverse conceptual and theoretical orientation, disciplinary focus, methodological emphasis, writing styles, and educational implications, they add together to present a more holistic picture of Chinese education across disciplinary areas.

Taken together, these chapters reveal salient similarities and differences in theoretical underpinnings, pedagogical principles and classroom practices in China and in the United States. They also shed light on some of the larger conceptual/theoretical orientations between learning and learners in the two countries. They debunk some common misconceptions of education in the two countries as well. Since many chapters are written by American authors that reflect directly on their study abroad experiences in China, this allows fresh insight that helps to transform the view that these countries learning from one another would be a challenge into the realization that learning from one another is not only invaluable but also essential.

**CONTENTS:** Acknowledgments. Introduction to Chinese and American Education: History and Current Challenges, *Chuang Wang, Wen Ma, and Christie L. Martin*. **PART I: SCHOOL ADMINISTRATION.** Roles of the Central Office in American and Chinese School Systems, *Tatia Prieto*. Unionized Dogma of Education: China Versus America, *Sony Anderson*. Comparison of Chinese and American Higher Education in a Global Context, *Alan Mabe*. Student Perceptions of the Chinese National College Entrance Examination System, *Richard G. Lambert*. **PART II: PEDAGOGICAL PRACTICES.** An Exploration of One Aspiring Teacher's Journey to Multicultural Understanding, *Elizabeth Ashley Ward and Lan Quach Kolano*. An American Educator's Exploration of the Early Childhood Education System in China, *Pamela L. Shue and Meredith Jones*. China and the United States: A Comparative Review of Educational Technology, *Patti Wilkins and Drew Polly*. Comparing Mathematics Teaching in the United States, China, and Germany, *Drew Polly and Lauren Breindel*. **PART III: STUDENTS IN CHINA AND THE UNITED STATES.** Preparing Students With 21st-Century Life Skills in an Age of Globalization: In Search of the Middle Ground Between East and West, *Richard G. Lambert*. Self-Efficacy Beliefs and Self-Regulated Learning Strategies of Chinese Students Learning English as a Second Language and as a Foreign Language, *Pingan Huang, Chuang Wang, and Liqun Xie*. Paparazzi Communism: The Inner Conflict of Beauty and Externalized Racism for an African American Woman in China, *Adrienne L. Wynn*. One Institution's Response to the Rapid Rise of Chinese Undergraduates, *Peter Briggs*. Conclusion: Implications for Chinese and American Educational Thinking and Practices,



Christie L. Martin, Chuang Wang, and Wen Ma. About the Editors. About the Contributors.



## Getting to Know Ourselves and Others Through the ABCs A Journey Toward Intercultural Understanding

Claudia Finkbeiner, Universitaet Kassel; Althier Lazar, St. Joseph's University

2015. Paperback 9781623967680 \$52.99. Hardcover 9781623967697 \$94.99. eBook 9781623967703 \$85.

This book is a valuable resource for teachers and other professionals who are looking for a proven way to increase cultural appreciation and awareness. New applications of the ABCs model of Cultural Understanding and Communication are presented and discussed in this new volume, based on studies done in the United States, and Canada and Europe. In this ground-breaking project, the authors describe how the ABCs model complicated and challenged and changed the cultural perceptions of those who participated in it, even those who were initially highly resistant to such possibilities. At the heart of the project is the exchange of narratives - life stories that give insight into the cultural worlds of selves and others. In addition to the narratives, other instruments including the Transcultural Competence Scale (TCC), provide further evidence of the positive impact of the ABCs on participants' receptivity toward cultural differences.

In the TRANSABCs project, researchers from both sides of the Atlantic invited teacher candidates, students who will become workplace and other professionals to write an autobiography (A) of themselves from various cultural perspectives, a biography (B) of an individual who is culturally different from themselves along particular dimensions, and to use these documents to conduct cross-cultural comparisons (C) between themselves and the person they interviewed. Furthermore, candidates developed culturally responsive ideas for the school or the workplace (C). These exchanges and analyses produced epiphanies and insights that translated into specific actions to improve cultural understanding and communication in classrooms and workplaces. Educators and professionals can take from these examples to inspire their own personal journey toward greater cultural understanding and sensitivity.

**CONTENTS:** Foreword. Preface: From the ABCs to the TRANSABCs, *Claudia Finkbeiner and Althier Lazar*. Acknowledgment. The Origins of the ABCs: A Crusade to Develop Compassionate Educators, *Patricia Ruggiano Schmidt*. Responding to Cultural and Linguistic Diversity Through the TRANSABCs Project: Report and Results, *Claudia Finkbeiner*. An Exemplary ABCs Project, *Claudia Finkbeiner and Troy Davidson*. The ABCs Model: A Foundation for Culturally Responsive Teaching, *Jane and William Neer*. Putting a Face on Power and Inequality Through the ABCs Project, *Althier Lazar*. Otherization and Nonotherization Strategies in the ABCs Model, *Josep M. Cots*. Constructing Identity Through the ABCs of Cultural Understanding and Communication, *Sylvia Fehling*. Learning to Read and Reading to Learn Through Literacy Memories: An Implementation of the ABCs Model in a Reading Methods Course, *Shelley Hong Xu*. ABCs as a Tool for Action in the World, *Ulla Lundgren*. Increasing Teacher Understanding of Different Cultures Through the ABCs, *Jiening Ruan*. The ABCs as a Tool for Critical Intercultural Development, *Ewa Bandura*. Literacy Coaching and the ABCs of Cultural Understanding and Communication: What's the Connection? *Patricia A. Edwards and Susan V. Piazza*. Women of Three Generations: Gender Case Studies, *Lilia Ratcheva-Stratieva*. Future Directions for the ABCs of Cultural Understanding and Communication, *Althier M. Lazar and Claudia Finkbeiner*. About the Editors. About the Contributors.



## Getting to the Common Core Using Research-based Strategies that Empower Students to Own Their Own Achievement

Sharon L. Spencer, North Carolina Central University; Sandra Vavra, North Carolina Central University

2015. Paperback 9781623969707 \$72.99. Hardcover 9781623969714 \$104.99. eBook 9781623969721 \$85.

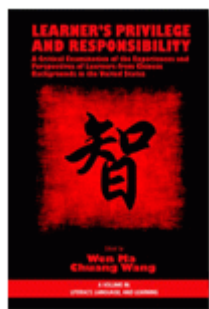
The Common Core Standards have recently been adopted in most states across the nation and teachers are in the process of getting to the core of these standards. Teaching to standards is not a new concept; teachers have adapted to new standards every few years for quite some time. And teachers are adaptable, as can be seen in this book. We are writing this book to demonstrate how teachers use research-based strategies to meet Common Core Standards while still focusing on students. Our goal is to help teachers visualize students in action as other teachers describe the implementation of

research-based strategies in their own classrooms, show student work samples, and provide reflections of student success in achieving the standards. Many Common Core Standards books focus on the standards, but our approach focuses on strategies that engage the students in the classroom--showing how different teachers at varying grade levels have used the strategies to meet the standards. With this focus, we believe that teachers gain a new and positive perspective on approaching the new standards and see the flexibility of strategies for meeting standards across subject areas.

We have examined research on the strategies with the purpose of giving teachers a brief description of why these strategies work before giving actual examples from classrooms. We also work closely with teachers in the public schools and have our finger on the pulse of what is happening in the public schools—one of the current stressors being unpacking the Common Core Standards

This book actually focuses on practice. We begin by laying out a rationale in our first chapter---The Core Value(s) of Education. Then, each chapter focuses on a strategy, including 1) a brief description about the research supporting each strategy and 2) several examples from different grade levels, which include a description of how the strategy was used, student work samples, and a reflection on the use of the strategy. The research descriptions are fairly short because, while we believe professional educators (aka teachers, in this case) should know the research that supports practice, we know they are not typically interested in long diatribes about the research.

**CONTENTS:** Foreword, Sarah Henchey. Preface. Acknowledgements. 1 The Core Value(s) of Education. 2 Learning Styles and Interest Inventories. 3 Anchor Activities. 4 Cooperative Learning. 5 Foldables, Graphic Organizers, and Mind Maps. 6 Learning Centers and Learning Stations. 7 Learning Contracts, Independent Studies, and Project-/Problem-Based Learning. 8 Literacy. 9 Mnemonics. 10 Movement. 11 Summarizing and Note-Taking. 12 Kindergarten Classroom Examples. 13 First Grade Classroom Examples. 14 Second Grade Classroom Examples. 15 Third Grade Classroom Examples. 16 Fourth Grade Classroom Examples. 17 Fifth Grade Classroom Examples. 18 Middle-Grades Language Arts and Social Studies Classroom Examples. 19 Middle Grades Mathematics Examples. About the Authors.



## Learner's Privilege and Responsibility

### A Critical Examination of the Experiences and Perspectives of Learners from Chinese Backgrounds in the United States

Wen Ma, Le Moyne College; Chuang Wang, University of North Carolina at Charlotte

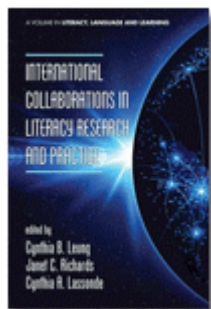
2014. Paperback 9781623965891 \$52.99. Hardcover 9781623965907 \$94.99. eBook 9781623965914 \$85.

This book is about the learner side of the teaching and learning equilibrium, centering on the educational experiences and perspectives of Chinese students in the United States. These students ranged from kindergarteners, adolescents, undergraduate, graduate, to adult learners, across the educational spectrum. Because Chinese students are the largest cohort among all international students in the U.S., and their prior educational experiences and perspectives in China are so different from those in the U.S., exploring who they are, what their learning experiences have been, and how their learning needs can be better met, may not only allow U.S. educators to teach them more effectively, but also help the educational community in both countries better learn about and from each other.

The chapters in the book examine the constructs of learner privilege and responsibility in the teaching and learning equation, cultural and linguistic challenges and transitional adjustments, self-concept, learning strategies, comparison and contrast of differences and similarities between Chinese and American students, and/or critical reflections on significant issues confronting Chinese learners. While each chapter is situated in its own research literature and connects with its own teaching and learning practices, all of them are united around the overarching themes of the book: the experiences and perspectives of diverse learners from Chinese backgrounds in the United States. The chapters also flesh out some of the larger theoretical/pedagogical issues between education in China and in the United States, provide useful lenses for rethinking about and better understanding their differences and similarities, as well as offer pertinent suggestions about how the educational community in both countries may benefit from learning about and from each other.

**CONTENTS:** Preface, *Guofang Li*. **PART I: INTRODUCTION.** Why the Educational Community Should Care about the Experiences and Perspectives of Chinese Students in the United States, *Wen Ma and Chuang Wang*. Understanding the Cultural Legacy of Chinese Students, *June A. Gordon*. **PART II: CHINESE INTERNATIONAL STUDENTS AT AMERICAN UNIVERSITIES.** Connecting the Dots from the Lived Experiences of Chinese Learners in America, *Miranda Lin*. Different Educational Norms and Linguistic Proficiencies: Looking at Chinese Students' Classroom Participation and Social Interaction on a U.S. University Campus, *Stephen Foulkrod and Wen Ma*. Understanding Chinese International Students' Difficulties and Strategies in Learning English for Academic Purposes, *Chuang Wang and Huifang Zuo*. Making

Academic Oral Presentations: Chinese Graduate Students' Language Socialization, *Sue Wang and Gulbahar Beckett*. A Cross-Cultural Student Teaching Experience: The Story of a Chinese Student Teaching in the United States, *Ran Hu and Judith Smith*. **PART III: TEACHING DIVERSE CHINESE LEARNERS ACROSS THE EDUCATIONAL SPECTRUM.** Learning to Write by Emergent Bilingual Writers Using Two Languages, *Xun Zheng*. From Canton to San Francisco: 1.5-Generation Chinese Youth's Educational Perspectives, *Xiangyan Liu*. An Introspective Look at a Short-Term, Summer Study Program for Chinese Professors of English as a Foreign Language, *Robert Summers, Josie Prado, and Jeffrey Hayes*. Encouragement and Participation in a Community-Based Adult ESL Writing Class: Perspectives from Two Chinese Learners, *Heather B. Finn*. **PART IV: SELF-STUDIES BY LEARNERS FROM CHINESE BACKGROUNDS.** Reflections on Teaching-as-Telling in America and China: Heidegger, Lao Tzu, and Dewey, *Jie Yu*. The Winding Road: A Female Immigrant's Educational Experiences, *Rong Chang, Gresilda A. Tilley-Lubbs, and Naina Bhandari*. Opening Up Aesthetic Possibilities for Cross-Cultural Education, *Le Kang*. Becoming An American Without Losing My Chinese Identity, *Fanni Liu Coward*. List of Contributors.



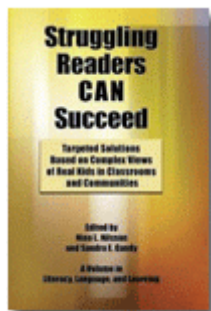
## International Collaborations in Literacy Research and Practice

Cynthia B. Leung, University of South Florida St. Petersburg; Janet C. Richards, University of South Florida; Cynthia A. Lassonde, SUNY College at Oneonta

2014. Paperback 9781623965655 \$52.99. Hardcover 9781623965662 \$94.99. eBook 9781623965679 \$85.

Literacy researchers and educators are currently involved in exciting international literacy projects. However, many in the field are not aware of these initiatives. In compiling this edited volume, our intent is to provide a resource book for university instructors and research faculty with examples of international literacy projects and what was learned from the projects. Chapter contributors offer stories of real people who collaborate across nations to exchange ideas, promote literacy development, and increase global understandings. The literacy initiatives presented in this book show how literacy colleagues have provided opportunities for students and educators of different countries to communicate in meaningful ways. Through international literacy projects and research, participants work to forge relationships based on mutual respect, despite their differing cultures and languages. They see their work as based on the mutual connectedness to the human community.

**CONTENTS:** Introduction, *Alan E. Farstrup*. Framing Collaborative Efforts for Literacy, Cynthia B. Leung, Janet C. Richards, and Cynthia A. Lassonde. **PART I: LITERATURE AS A LENS FOR UNDERSTANDING OTHER CULTURES.** Ethiopia for Teachers: A Collaborative Celebration of Culture and Literacy, *Laurie J. Curtis*. United Arab Emirate and U.S. Preservice Teachers Share Perspectives in Online Literature Circle Discussions, *Patience A. Sowa and Cynthia M. Schmidt*. Reading Across Continents: Creating Adolescent Literacy Leaders in Washington, D.C., Abuja, Nigeria, and Accra, Ghana, *Elizabeth V. Primas and Liane Rosenblatt*. An Exploratory Inquiry of Wordless Picture Book Oral Compositions across Cultures, *Carole Janisch, Xiaoming Liu, Amma Akrofi, and Mary Napoli*. **PART II: TEACHING AND RESEARCHING READING AND WRITING IN INTERNATIONAL SETTINGS.** Getting Past Didactic Instruction: Understanding the Literacy Curriculum for Students with Developmental Disabilities in Tanzania, *Angela Stone-MacDonald*. Chinese Adolescents and U.S. Teachers Meet in a Digital Story Writing Workshop, *Marylou M. Matoush, Danling Fu, and C. William "Sandy" Miller*. Preparing U.S. Preservice Teachers for Literacy Instruction through Student Teaching in New Zealand, *Julie Winneur Ankrum and Allan Nail*. Increasing U.S. Inservice Teachers' Cultural Awareness through Summer Teaching in China, *Cheryl M. North and Nancy Rankie Shelton*. **PART III: COLLABORATING FOR SCHOOL-WIDE LITERACY INITIATIVES AND PROFESSIONAL DEVELOPMENT.** Promoting Reading Achievement in Malawian Primary Schools: An International Collaboration, *Misty Sailors, Henri Chilora, Davie Kaambankadzanja, and James V. Hoffman*. The Guatemalan Literacy Project: Collaboration Among Literacy Educators, *Mayra C. Daniel, Marcia Mondschein, and Lucrecia de Palomo*. You Are One of Us: Forging the Development of Dialogic Communities of Practice in the Bahamas, *Gertrude Tinker Sachs*. Improving Elementary School Literacy in Mauritius Through Project ZEP, *William L. Edwards, Janet Condy, and Sakil Malik*. **PART IV: COLLABORATING FOR CRITICAL THINKING THROUGH PROFESSIONAL DEVELOPMENT.** The Reading and Writing for Critical Thinking (RWCT) Project: Working in the Thai Jungle with Indigenous Myanmar (Burmese) Teachers, *Janet C. Richards*. Active Learning and Critical Thinking: A Higher Education Professional Development Program in Croatia, *Sharon B. Kletzien, Vlasta Vizek Vidović, and Višnja Grozdanić*.



## Struggling Readers Can Succeed Teaching Solutions Based on Real Kids in Classrooms and Communities

Nina L. Nilsson, Saint Joseph's University; Sandra E. Gandy, Governors State University

2013. Paperback 9781623961800 \$52.99. Hardcover 9781623961817 \$94.99. eBook 9781623961824 \$85.

In spite of No Child Left Behind and the support provided by Response To Intervention, significant numbers of students continue to struggle with literacy. This text addresses learning-related needs of individual students in addition to interventions for the challenges they face. Struggling readers represent many different ethnicities, socio-economic levels, languages, and dialects in any combination and possess an even wider variety of social, cultural, motivational, literacy, and real world experiences. Through the presentation of case studies, this book considers these factors and their influence on literacy development and suggests ways to adapt research-based instructional strategies and approaches, as well as classroom practices to address them. It also includes related recommended resources. The text appeals to the concerns of classroom teachers, reading specialists, and faculty in teacher education programs, as well as anyone looking for practical, research-based ways to further the literacy development of individuals who struggle to read.

**CONTENTS:** Foreword . Introduction. Bradford Holt and How Money Matters in Learning to Read, *Catherine Compton-Lilly*. Changing Outcomes in Reading for Bryant, an African American Urban Learner: A Case Study, *Doris Walker-Dalhouse and A. Derick Dalhouse*. The Many Faces of Dane: Viewing Boys as a Resource in Their Own Literacy Development, *William G. Brozo*. Striking a Balance: Implications for Struggling Readers' and Writers' Classroom Immersion in the New Literacies, *Francine Falk-Ross*. Could Abby Have Dyslexia? A Long Journey to Confidence, *Erika S. Gray and Allison Ward Parsons*. I Read Only Dog Books! Engaged Reading for Students on the Autistic Spectrum, *Barbara Ann Marinak, Linda B. Gambrell, and Jacquelynn A. Malloy*. Yolanda: Cultural Differences as a Resource for Literacy Learning, *Christopher J. Rivera and Kimberley Kennedy Cuero*. What Works for Ramon and Other English Language Learners, *Sandra E. Gandy*. Developing Young Children's Multifaceted Understandings of Writing, *Julie K. Kidd and M. Susan Burns*. After School Programs: Literacy Opportunities for Deshawn and Other Struggling Adolescent Readers, *Roberta Linder*. Changing Preservice Teachers' Deficit Beliefs and Attitudes Toward the Literacy Abilities of Tamika and Susana, *Nina L. Nilsson*. About the Editors.



## Learning from the Boys Looking Inside the Reading Lives of Three Adolescent Boys

Valarie G. Lee, Rowan University

2013. Paperback 978-1-61735-977-4 \$52.99. Hardcover 978-1-61735-978-1 \$94.99. eBook 978-1-61735-979-8 \$85.

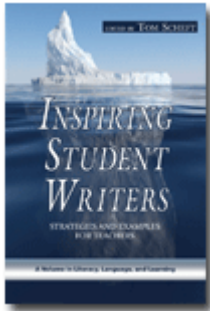
The "Boy Crisis" is cited often in educational and news reports due to the consistent reading achievement gap for boys and the statistics paint a dismal picture of boys in school. Politicians and researchers often focus on boys' low scores on reading achievement tests and compare these scores to the girls' scores with little consideration for the actual reading lives of boys. As a result, adolescent boys' vernacular reading is most often misunderstood.

This book documents my journey as a mother of three boys and teacher of adolescents, as I attempt to articulate both the in-school and out-of-school experiences of boys. The book describes my attempts at creating a more complete picture of the reading lives and experiences of adolescent boys by describing three boys and their reading experiences in their natural contexts. It provides a rich description, revealing disconnects between school literacy practices and boys' vernacular literacy practices.

In this book, parents, administrators, and teachers will find discover the complexity of boys as readers, challenging educators to pursue effective practice and curricular decisions which go beyond the quick fixes for "the boy problem" so often seen in response to low test scores. This book provides parents, administrators, and teachers with an in-depth description of three boy readers. What emerges is a description of the complexity of boys as readers, challenging educators to pursue effective practice and curricular decisions which go beyond the quick fixes for "the boy problem" so often seen in response to low test scores. Teachers interested in mentoring boy readers will find this book helpful. This book can also be

used with pre-service and in-service teachers, in undergraduate and graduate courses, and in professional development.

**CONTENTS:** Preface. Foreword by Michael Opitz. Acknowledgements. Introduction: Assumptions About Boy Readers. 1 Examining Adolescent Literacy. 2 Studying Boys Through the Ethnographic Lens. 3 Studying Boys in Context. 4 Luke. 5 Phillip. 6 Dustin. 7 Learning from the Boys. 8 Looking Back, Looking Forward. References. About the Author.



## Inspiring Student Writers Strategies and Examples for Teachers

Tom Scheft, North Carolina Central University

2009. Paperback 978-1-60752-037-5 \$52.99. Hardcover 978-1-60752-038-2 \$94.99. eBook 9781607521877 \$85.

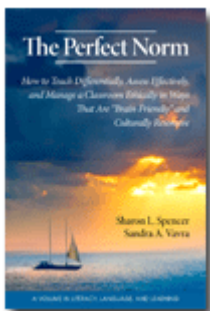
Getting our students to write and write well is a process Tom Scheft explains and explores—offering practical and theoretical guidance, while providing uplifting, thought provoking examples of a writing assignment for students middle grades through master’s level.

An invaluable supplemental text for teacher education programs and in-service programs, Scheft mines his experience working with student writers in public schools and universities. He also covers

- the research-backed case for autobiographical, reflective writing,
- helping student writers understand and deal with rejection, and
- honest, practical strategies for dealing with dialect differences.

Professors, English teachers, and students: This book will help enhance writing through time-tested, user-friendly strategies and powerful examples.

**CONTENTS:** Acknowledgments. Foreword, Clyde Edgerton. Preface, Tom Scheft. Working With Student Writers, Tom Scheft. Autobiography in Teacher Preparation: The Internally Persuasive Discourse That Speaks With Authority, Sandy A. Vavra. The Autobiographical, Reflective Assignment, Tom Scheft. Teacher as Secret Agent, Muri Pugh. Gratitude, Generosity, and Community, Jennifer Lombard. Confronting the Fear Within, Laura Will. Teacher as Scientist, Teacher as Artist, Amanda Albert. Reflections on Langston Hughes’ “Mother to Son”, Casey Collins, Carron Carter, and Melissa Davis. In the Blood, Joshua Knight. The Black Teacher, Marshella Reid. Dealing With Death, Sloane Akos. A Renewed Sense of Life, Jayne Dorfman. The Power of Imagination, Taheera Blount. Flying Lessons, Amanda Riley Smith. The Power of Unconditional Love, Elwood Robinson. Testing the Sleeping Giant, Pamela George. APPENDIX. Confronting Stereotyping: Understanding Why We Do It, Considering What to Do About It, Tom Scheft. Helping Student Writers Understand and Deal With Rejection, Tom Scheft. Dealing With Dialect Differences: Honest Concerns and Practical Approaches, Tom Scheft. About the Editor.



## The Perfect Norm How to Teach Differentially, Assess Effectively, and Manage a Classroom Ethically in Ways That Are

Sharon L. Spencer, North Carolina Central University; Sandra Vavra, North Carolina Central University

2009. Paperback 978-1-60752-033-7 \$52.99. Hardcover 978-1-60752-034-4 \$94.99. eBook 9781607522041 \$85.

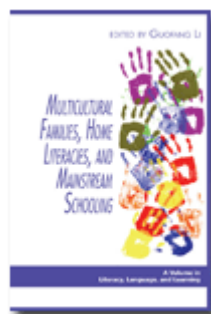
Our goal in writing this book was to validate teachers for strong efforts in their life’s work. We often observe teachers’ frustrations with what they perceive to be a multitude of different “hot topics” in education that they must attend to now, but which they expect to come and go, like the last “hot topics.” So, we wanted to help readers see similarities between many of these “hot topics”—differentiation, multiple intelligences, culturally responsive teaching, “brain-friendly” strategies, authentic assessment, and ethical classroom management—which we feel are not “flashes in the pan.” And we trust that serious practitioners will not oversimplify the findings of neuroscientists and their application to education. Reading studies and books by scientists, a number of which are user-friendly, can help ensure that teachers separate the

hype from credible information. We have seen this professionally judicious approach in the work of graduate students (Kolinski, 2007) in adopting “brain-friendly” strategies.

We have intentionally packed both theoretical/research-based and practical information in this book because professional educators want to know why they should use certain approaches, models, and strategies. In turn, as professionals, we should be able to explain why we teach the way we do—not to justify, but to educate others about our knowledge-based, reflective, decision-making processes and the impact on student learning. Thus, it is important to read Chapter 1 because it lays a foundation.

Each succeeding chapter (2-6) has unique and compelling twists and turns—chock full of ideas to use or to adapt. It is possible to gain lots of ideas, processes, and strategies from reading and implementing (or adapting) even one of the unit chapters, or a part of it. While some of the units are explicitly about literacy, others focus on content using reading, writing, speaking, and listening as critical in the learning process. Thus, literacy skills are reinforced and strengthened. Additionally, some of our colleagues and public school partners have given us feedback that they wanted to implement some of the units and activities themselves. So, feel free to use this book for self-exploration and professional development.

**CONTENTS:** Acknowledgements Foreword, *Patricia Ruggiano Schmidt* Preface 1 A Case for Differentiation and Much More 2 The Fabric of My Life: Using Poetry, Prose, and Graphic Novels to Help Students Reflect Upon Their Identities 3 Choices That Change Our Lives: Using Realistic Fiction and Nonfiction to Help Students Reflect on Difficult Decisions 4 Community and Culture: Understanding Ourselves and Others in the Global Community 5 A Journey from Innocence to Experience: A Course in Young Adult Literature for Future Teachers 6 Convince Me: A Syllabus for a Freshman Composition Course Focused on Writing Arguments About the Authors



## Multicultural Families, Home Literacies, and Mainstream Schooling

Guofang Li, Michigan State University

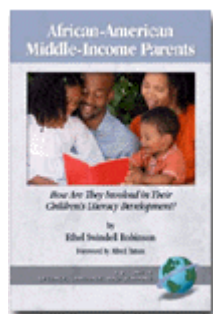
2009. Paperback 978-1-60752-035-1 \$52.99. Hardcover 978-1-60752-036-8 \$94.99. eBook 9781607529149 \$85.

Lack of knowledge about immigrant and minority students' learning outside school has contributed to the difficulties educators encounter when trying to embrace cultural diversity. Many educators do not have the knowledge base about immigrant and minority children's culturally-specific ways of learning in nonschool settings. Given the changing cultural landscapes in today's schools, we have an imperative to develop more situated understandings of immigrant and minority children's literacy learning experiences embedded in the social and cultural fabrics of their everyday lives outside school. This volume of research meets this important need in the field. It not only focuses on the complexity of literacy learning in diverse home contexts, but also examines how literacy is practiced and lived in multiple ways within families of various backgrounds including those of Asian, African and African-American, Hispanic, White European and mixed heritages. In addition, it explores how these various culturally embedded home practices will inform school education and policy making in a larger socio-political context. The book makes an original and significant contribution to the fields of literacy education and school, home, and community partnerships.

Since immigrant and minority families' literacy activities and the cultural contexts of their practices at home are not readily accessible to school personnel, program developers, policy makers or even researchers and educators, this book will serve as an important resource for teachers, practitioners, undergraduate and graduate students, teacher educators, and university researchers who are in the fields of literacy education, family literacy and new literacy studies, minority and/or immigrant education, and second language education.

**CONTENTS:** Foreword, *Patricia Ruggiano Schmidt*. Introduction: Toward a Situated Perspective on Multicultural Families and their Home Literacy Practices, *Guofang Li*. **PART I: THEORIZING RESEARCH ON HOME LITERACY PRACTICES AND MAINSTREAM SCHOOLING.** Home Literacy Practices and Mainstream Schooling: A Theoretical Understanding of the Field, *Trevor H. Cairney*. **PART II: MULTICULTURAL FAMILIES AND HOME LITERACY PRACTICES.** African and African American Families. Literacy Practice in African American Homes: Looking Across Time and Space, *Catherine Compton-Lilly*. Family Matters: How One Somali Bantu Family Supported Themselves and an American Teacher in Literacy Learning, *Patricia Millikin Lynch*. Asian Families. Writing in Korean and English: Case Study of Parent-Child Interactions in a Korean Family, *Hye-Young Park*. Family Literacy: Learning From an Asian Immigrant Family, *Guofang Li*. Hispanic Families. Solamente libros importantes": Literacy Practices and Ideologies of Migrant Farmworking Families in North Central Florida, *Maria Coady*. Literacy Practices Among Immigrant Latino Families, *Leslie Reese*. European American

Families. Sharing a Language and Literacy Legacy: A White Middle Class Family's Experience, *Billie J. Enz and Dawn Foley*. The "Majority in the Minority": Literacy Practices of Low-SES White Families in an Inner City Neighborhood, *Guofang Li*. Families of Mixed Heritages. Syncretic Home Literacies: Learning to Read in Two Languages and Three Worlds, *Mariana Souto-Manning with Jamie Dice*. **PART III: SCHOOL-HOME LITERACY CONNECTIONS AND THE DIRECTIONS OF MINORITY LITERACY EDUCATION.** Understanding English Language Learners' Identities in Two Languages and Literacies in Two Contexts, *Sarah J. McCarthey*. Implications of Home Literacies for Teacher Education, School Learning, and Family Literacy Programs, *Jennifer D. Turner and Patricia Edwards*. **PART IV: HOME LITERACIES AND MAINSTREAM SCHOOLING—A CONCLUSION.** Say It Today Then Say It Differently Tomorrow: Connecting Home and School Literacies, *Diane Lapp*. Author Biographies.



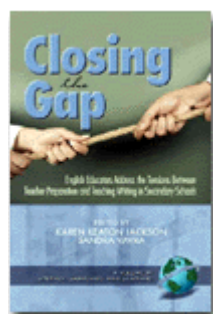
## African-American Middle-Income Parents How Are They Involved in Their Children's Literacy Development?

Ethel Swindell Robinson, Swindell Associates

2007. Paperback 978-1-59311-829-7 \$52.99. Hardcover 978-1-59311-830-3 \$94.99. eBook 9781607527466 \$85.

"Ethel Robinson has written an amazing book. As she wisely argues, despite a rapidly growing middle and upper class, popular media and public debates continue to view African-American families from a deficit perspective. Portrayals of African-American families in newspapers, television, and contemporary scholarship tend to focus on single-parent households, low parental expectations, and lack of family involvement in schooling. The families you will meet in this book contradict these stereotypes. In carefully crafted vignettes, Dr. Robinson paints an alternative portrait of life in African-American households. In this marvelous book, you will see eight intact families intimately involved in the academic and social lives of their children. Some volunteer in their children's classrooms; others serve as devoted tutors and mentors; still others are active advocates, arguing passionately for school services; all hold fast to the hope that their children will achieve their piece of the American dream. This book is a powerful antidote to the negative portrayals of African-American families that abound in mainstream media. It is a 'must-read' for researchers, educators, and all who wish to look beyond and beneath the stereotypes of African-American family life." ~ **Susan Hynds, Ph.D.**, *Professor of English Education, Syracuse University Reading and Language Arts Center*

**CONTENTS:** Foreword, *Alfred W. Tatum*. Acknowledgments. Introduction: Middle-Income Images and Perceptions. Child's Literacy Learning: Like a Brick Wall Keeping Her on Task. Creating Positive Involvement Roles: Embracing Advocacy. Religion: The Umbrella for Parental Perceptions of Involvement. Involvement Roles: Not Fifty-Fifty. Involvement and Socialization Practices for Self-Sufficiency. Perceptions of Involvement and Micromanaging a Child's Education. A Parental Literacy Dilemma. Uncovering the Key Meaning of Parental Involvement. Conclusion. References. About the Author.



## Closing the Gap English Educators Address the Tensions Between Teacher Preparation and Teaching Writing in Secondary Schools

Karen Keaton Jackson, North Carolina Central University; Sandra Vavra, North Carolina Central University

2007. Paperback 978-1-59311-781-8 \$52.99. Hardcover 978-1-59311-782-5 \$94.99. eBook 9781607527442 \$85.

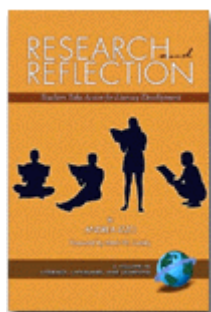
Without contraries there is no progression. ---William Blake

This is a book about reality and hope. Its chapters reframe the concept of gap, acknowledging distances (for example, acknowledging old insights and theory while also honoring teacher discovery). However, it refuses to bow under the weight of these challenges. Its contributors focus, instead on how to overcome acknowledged inadequacies in learning how to teach writing as well as how to practice principled literacy instruction. These contributors see gaps not as unbridgeable chasms, but rather as opportunities to educate their students to use writing to understand the broader context of their education and pre-service candidates to adapt curriculum creatively.

Contributors include new and seasoned secondary school teachers, graduate students, and university faculty who together

remind us of “old insights needing to be passed along” (Villanueva) and show us new practices that challenge the conventions of the status quo and promote social justice. To close the gaps, in short, they demonstrate how rhetoric and truth are intertwined. In a time when too many children continue to be left behind, this book should be required reading for all literacy teachers because it is in our continued willingness to learn from each other that hope resides.

**CONTENTS:** Editors' Notes: The Competing Rites and Methodological Rights of Teaching Writing, Foreword, *Victor Villanueva*, PART I Closing Gaps in Teacher Preparation, Teaching Writing: A Matter of Identity, Disposition, and Standard Practice, *Sandra Vavra and Sharon Spencer*, Reflective Writing: Transforming Lives, Ideas, and the Future of English Education, *Arlette Ingram Willis and Catherine D. Hunter*, Teacher Advocacy in English Education, Amy Goodburn and April Lambert, Places of Possibility, Sites of Action: Reseeing the Gaps between High School and College Writing Instruction, *Hephzibah Roskelly and Kathleen J. Ryan*, Crossing Boundaries: English Education, Teaching Writing, and Connections to the “Real World”, *Kia Jane Richmond*, The Role of the National Writing Project in Closing the Gap between Teacher Preparation and Teaching Writing in Secondary Schools, *Matthew Kilian McCurrie*, PART II Closing Gaps in the Writing Classroom, Closing the Gap with Culturally Relevant Pedagogy in the Urban English Classroom, *Patricia Ruggiano Schmidt and Kevin Salamone*, “I Know I Can, Be What I Want to Be”: Using Rap Lyrics to Encourage Self-Reflection and Meaningful Writing from Students of Color, *Karen Keaton Jackson*, The Power of Their Texts: Using Hip Hop to Help Urban Students Meet NCTE/IRA National Standards For the English Language Arts, *David E. Kirkland*, Beyond Formulas: Closing the Gap Between Rigid Rules and Flexible Strategies for Student Writing, *Chris M. Anson*, Afterword: Success and the Status Quo, *William Thelin*, About the Contributors.



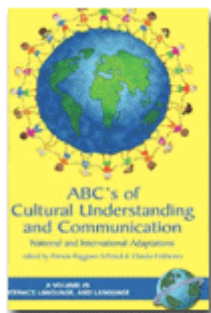
## Research and Reflection Teachers Take Action for Literacy Development

Andrea Izzo, Gallaudet University

2006. Paperback 978-1-59311-537-1 \$52.99. Hardcover 978-1-59311-538-8 \$94.99. eBook 9781607525745 \$85.

This book is designed to encourage and support in-service and pre-service teachers who want to conduct classroom-based action research about literacy teaching and learning. It can be used by individuals, small groups, or in education courses that include action research projects. The aim of the text is to facilitate active engagement in the process of action research. Comprehensive explanations of various research methods and approaches are not included; the content is pragmatic and provides the novice researcher with a solid, experience-based foundation for developing research knowledge and skills. It is hoped that readers, upon completing this text, will continue learning about and conducting action research, honing their skills and increasing their knowledge. Additional resources for further development are included in the final chapter of the book.

**CONTENTS:** Preface. Foreword by Mark Conley, *Michigan State University*. Action Research: Purpose and Benefits. Observe: Identify an Area of Interest. Reflect: Formulate Questions. Plan: Plan Investigation. Act: Collect Data. Observe: Identify Patterns in Data. Reflect: Interpret Data. Plan: Plan Changes. Act: Implement Changes. Quality Action Research: Transformation and Equity. References.



## ABC's of Cultural Understanding and Communication National and International Adaptations

Claudia Finkbeiner, Universitaet Kassel; Patricia Ruggiano Schmidt, Le Moyne College

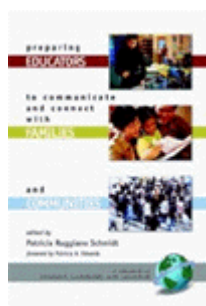
2006. Paperback 978-1-59311-463-3 \$52.99. Hardcover 978-1-59311-464-0 \$94.99. eBook 9781607527077 \$85.

This book is a valuable one for teacher educators and teacher education programs in the United States and Europe, since it is organized around numerous data sources. It contains national and international adaptations of the ABC's of Cultural Understanding and Communication. Authors for this book represent many languages and cultures and know, first hand, the socially constructed issues related to language, culture, and ethnicity.



This book promises to make a significant contribution to preparing teachers to work with families and children. It should be read by all teacher educators as well as preservice and inservice teachers. In the new millennium teachers must redefine their responsibilities to ensure that ALL children have the opportunity to succeed. ABC's of Cultural Understanding and Communication: National and International Adaptations is a perfect place to start.

**CONTENTS:** Contributors: Authors' Biographical Information. Foreword, *Patricia A. Edwards*. Introduction: What is the ABC's of Cultural Understanding and Communication? *Patricia Ruggiano Schmidt and Claudia Finkbeiner*. Constructing Third Space: The Principles of Reciprocity and Cooperation, *Claudia Finkbeiner*. The ABC's: A Journey Toward Making a Positive Difference, *Judy Osetek*. "Doing" the ABC's: An Introspective Look at Process, *Stacy Leftwich and Marjorie E. Madden*. Investigating the Role of Awareness and Multiple Perspectives for Intercultural Education, *Claudia Finkbeiner and Sylvia Fehling*. Revealing and Revisiting "Self" in Relation to the Culturally Different "Other": Multicultural Teacher Education and the ABC's Model, *Jyotsna Pattnaik*. The Complexity and Multiplicity of Preservice Teachers' Exploring Diversity Issues, *Shelley Hong Xu*. A Successful ABC's In-Service Project: Supporting Culturally Responsive Teaching, *Andrea Izzo and Patricia Ruggiano Schmidt*. The ABC's Online: Using Voice Chats in a Trans-National Foreign Language Teacher Exchange, *Eva Wilden*. The ABC's as a Starting Point and Goal: The Online Intercultural Exchange Project (ICE), *Claudia Finkbeiner and Markus Knierim*. Using the ABC's Model in Management Education, *LaVerne Higgins*. Afterword: The Future of the ABC's Model, *Greta Nagel*. References.



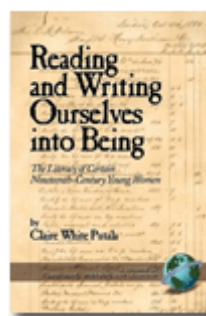
## Preparing Educators to Communicate and Connect with Families and Communities

Patricia Ruggiano Schmidt, Le Moyne College

2006. Paperback 1-59311-324-2 978-1-59311-324-7 \$52.99. Hardcover 1-59311-325-0 978-1-59311-325-4 \$94.99. eBook 9781607524717 \$85.

This unique and visionary text is a compilation of fascinating case studies by New York State teachers, parents and professors. These down-to-earth case studies highlight effective specific approaches to provide bridges between home and school and a look to the future for preparing teachers to communicate and connect with families and communities. This book promises to make a significant contribution to preparing teachers to engage all families and communities in the education of our children. It is filled with activities coming out of an incredible body of educational research done by the contributors. This book has given us the answers to the questions that Schmidt raised and it will move family involvement from high rhetoric to high practice. This book will change the way we prepare teachers and it is a must read for those in teacher education programs.

**CONTENTS:** Foreword, *Patricia A. Edwards*. Preface, *Patricia Ruggiano Schmidt*. Home-to-School Communication, *Grace Ibanez Friedman*. Ascertaining and Influencing Pre-service Teacher Disposition(s) to Family Engagement, *Tracy Knight Lackey*. Ways in Which Teachers May Incorporate the Cultural and Social Contributions of Family into Schools, *Ellen Chernoff*. Activities to Empower Parents as Collaborators in Their Children's Education, *Amanda Fenlon*. Positive Leadership for Family Engagement, *Peter L. Kozik*. Afterword: Culturally Relevant or Culturally Responsive Pedagogy, *Patricia Ruggiano Schmidt*. Epilogue: Final Words, *Diane Heller and Marybeth Schillace*.



## Reading and Writing Ourselves into Being The Literacy of Certain 19th Century Young Women

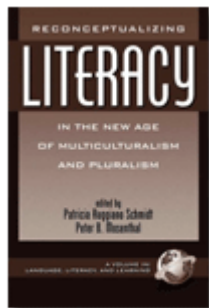
Claire White Putala, SUNY Oswego

2004. Paperback 1-59311-108-8 978-1-59311-108-3 \$52.99. Hardcover 1-59311-109-6 978-1-59311-109-0 \$94.99. eBook 9781607529392 \$85.

This text is a study of literacy based upon a set of correspondence, the Osborne Family Papers, 1812-1968, housed in the Special Collections Research Center of Syracuse University. A collection of some 358 boxes, it is particularly well suited for a study on literacy. In addition to the voluminous public and private correspondence of prison reformer Thomas Mott Osborne (1859-1926), a vast and rich store of the family's literacy "works" have been carefully preserved. In addition to hundreds of letters, many between and among the women of the family, it also abounds with other literacy documents of

interest such as ledgers, account books, travelogues, verse, diaries, and notes. Unusually and quite valuably, even scraps of children's writing have been preserved, making possible studies regarding emergent literacy practices of the times.

**CONTENTS:** Foreword, *Joan N. Burstyn*. **Chapter I:** Beginning to Contextualize Eliza Wright Osborne in Her Literacy. **Chapter II:** Wherein the Problem is Set. **Chapter III:** Reading the Writing of "The Particular": A Methodology. **Chapter IV:** On Their Own: Women Reading (Mostly) Women. **Chapter V:** Not on Their Own: Mothers and Men Prescribe Their Reading. **Chapter VI:** Writing Well: In Search of "The Particular". **Chapter VII:** "Fixed Very Nicely Indeed!": A Focus on Gender. **Chapter VIII:** Endings. Conclusion: Healing the Split Subject. **References.** **Appendix A:** Documentation of Primary Sources: Osborne Family Papers. **Appendix B:** Part One: Osborne Non-Correspondence Documentation. **Appendix B:** Part Two: Non-Osborne Documentation. **Appendix C:** Coding Categories for Content Analysis of 1988 Paper. **Appendix D:** Annotated Bibliography of Reading Citations in the Letters. **Appendix E:** Two Transcribed Letters from the Osborne Family Papers.



## Reconceptualizing Literacy in the New Age of Multiculturalism and Pluralism

Peter B. Mosenthal, Syracuse University; Patricia Ruggiano Schmidt, Le Moyne College

2001. Paperback 1-930608-90-X 978-1-930608-90-0 \$72.99. Hardcover 1-930608-91-8 978-1-930608-91-7 \$104.99. eBook 9781607529439 \$85.

This book offers a array of essays with challenging ideas and provoking new analyses of power asymmetries, multiple epistemologies and vital concerns for the education of a different America, the America of new immigrants, people of color with other cultures, languages and values. The new American that many want to ignore and is becoming the only America. This book also forces us to reflect on the educational challenges we must face, especially in teacher education and the preparation of intellectual leaders. None of the major agenda items associated with a new era of social justice can be either comprehended or accomplished without a profound understanding of multicultural literacy, and of its relationship to ethnic, racial, cultural and linguistic diversity. While in previous decades we used frequently a rhetoric of multiculturalism (at a safe distance), today we are living multiculturalism and practicing ethnic, cultural and racial diversity in our daily lives as we seek a marriage partner, a business associate, a friend, a church. Most of all, we must live multiculturalism as we go school and see children's faces. There is no way to escape the reality of ethnic, racial and linguistic diversity as it comes entangled with many other cultural and class differences between and within each group we encounter. Suddenly, an abrupt awakening for many mainstream educators, what was peculiar of some areas in the Southwest, has become common scenario in most metropolis and large cities. The present volume brings us face to face with issues and challenges we can no longer sweep under the rug. This outstanding volume lays down a solid general conceptual foundation that permits us to link our theoretical past with the post-modern era. It also provides a clear context for the discussion of contrasting notions of monocultural literacy and the relationship of literacy and power. The volume goes on to deal with the relationship of literacy and culture (actually to specific cultures, especially African American). At this point the discourse turns to strategies for incorporating minority perspectives into the literacy curriculum and including the home cultures of disenfranchised peoples. The last section of the book offers help on the practical issues of teacher education for student populations often ignored, and linkages between schools and homes in order to empower the disenfranchised and isolated.

**CONTENTS:** Introduction, *Peter B. Mosenthal and Patricia Ruggiano Schmidt*. Part I. Theoretical Framework. Chapter 1: Frameworks for Understanding Multicultural Literacies, *Georgia Earnest Garcia and Arlette Ingram Willis*. Chapter 2: Multicultural Belief: A Global or Domain-Specific Construct? An Analysis of Four Case Studies, *Jyotsna Pattnaik*. Part II. Power Issues. Chapter 3: Multicultural Literacy: The Power of Print, Pedagogy, and Epistemological Blindness, *Dawnene D. Hammerberg and Carl Grant*. Chapter 4: Liberating Literacy, *Margaret C. Laughlin, Herbert Martin, Jr., and Christine E. Sleeter*. Chapter 5: Taking Ownership of Literacy: Who Has the Power?, *Patricia A. Edwards, Jennifer Danridge, Gwendolyn T. McMillon, and Heather M. Pleasants*. Part III. Literacy and Culture. Chapter 6: An African-Centered Perspective on Literacy: Promise and Possibilities, *Barbara J. Diamond*. Chapter 7: Reading, Language, Culture, and Ethnic Minority Students, *Jon Reyhner and Ward Cockrum*. Chapter 8: Best Practice(s)? The Cultural Discourse of Developmentalism in American Early Education: A Cross-Cultural Comparison, *Diane M. Hoffman*. Chapter 9: African American Young Adult Science Fiction and Fantasy Literature: Realism for the 21st Century, *Randy F. Rush*. Chapter 10: Rocks in the Brook: A Teacher Educator's Reflections, *Arlette Ingram Willis*. Part IV. Strategies for Connecting with Minority Perspectives. Chapter 11: English Language Learners' Reading: A New Age Issue, *Jill Fitzgerald*. Chapter 12: Home-School Collaboration: Successful Models in the Hispanic Community, *Flora V. Rodriguez-Brown*. Chapter 13: Getting the Most Out of School-Based Professional Development, *William M. Saunders, Gisela O'Brien, David Marcelletti, Kathy Hasenstab, Tina Saldvar, and Claude Goldenberg*. Part V. Teacher Education. Chapter 14: Preservice Teachers Connect

Multicultural Knowledge and Perspectives with Literacy Instruction for Minority Students, *Hong Xu*. Chapter 15: 'Raccoon? Wass Dat?' Hawaiian Preservice Teachers Reconceptualize Culture, Literacy, and Schooling, *Margaret J. Maaka, Kathryn H. Au, Yvonne K. Lefcourt, and L. Pauahi Bogac*. Chapter 16: Understanding Culture in our Lives and Work: Teachers Literature Study in the Book Club Program, *Taffy E. Raphael, Karen Damphousse, Kathy Highfield, and Susan Florio-Ruane*. Chapter 17: The Power to Empower: Creating Home/School Relationships with the ABC's of Cultural Understanding and Communication, *Patricia Ruggiano Schmidt*.



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