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Titolo	Students' identities and literacy learning // by Sarah J. McCarthy and Ira
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ISBN	1-138-42332-7 1-315-05938-X 1-135-85470-X
Edizione	[First edition.]
Descrizione fisica	1 online resource (xiii, 150 p.)
Collana	Ira's literacy studies series Literacy studies series
Disciplina	372.6
Soggetti	Language arts (Elementary) - United States Multicultural education - United States Identity (Psychology) - United States Electronic books.
Lingua di pubblicazione	Inglese
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Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliographical references (pages 131-136) and indexes.
Nota di contenuto	Situating identity in theory, research, and practice -- Appropriation, resistance, and transformation in a writing workshop -- Appropriating, resisting, and transforming norms in a literature-based, multiage classroom -- Appropriation, resistance, and transformation in reading workshop and reading renaissance -- Understanding students within their social contexts.
Sommario/riassunto	Educators will find in this book an opportunity to examine the multiple, dynamic identities of the students they instruct and to consider the ways in which all teachers and students are shaped by their social and cultural settings. The volume is the first to examine theories of identity and elementary literacy practices by presenting data in a teacher-friendly format. The chapters highlight the influences of school and, to some extent, home contexts on students' identities as readers and writers, and give numerous implications for practice. McCarthy collected data from three sites in which teachers implemented writing workshop and literature-based instruction in grades 3-6. This book

focuses on the students in these sites, who were from diverse cultural and social backgrounds. By providing information about the contexts in which students read and wrote, McCarthy demonstrates the power of the teacher-student relationship, the importance of the classroom curriculum, and the influence of parents and peers on students. Published by International Reading Association.
