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Nota di contenuto	Contents; Foreword; Acknowledgments; 1 Introduction: A Continued Era of Language Discrimination; 2 A Framework for Critical Social Justice Literacy in Urban Elementary Schools; 3 Reauthorizing Excellence in Literacy Teaching for African American Learners; 4 Harambeel!; 5 Beyond Basic Instruction; 6 Affirming the Identities of English Learners through Purposeful, Project-Based Literacy Instruction; 7 Using Critical Pedagogies for Increasing English Language Learners' Reading and Writing Achievement; 8 How Does Your Garden Grow?; 9 Culturally Relevant Texts and Urban English Language Learners 10 Moving beyond Apartheid Schooling and "Adequate Education"11 "Started from the Bottom Now We Here"; 12 Teaching with Technology; 13 Preparing Pre-Service Teachers for Differentiation via Instructional Technology; 14 Professional Development and Classroom Resources for the Urban Elementary Literacy Educator; Index; About the Editors; About the Contributors
Sommario/riassunto	Culturally Affirming Literacy Practices for Urban Elementary Students provides practical insights guided by conceptual and contextual knowledge in understanding how to teach urban African American and Hispanic/Latino(a) students by discussing issues associated with critical pedagogies, literacy, and culturally appropriate instructional strategies

that have demonstrated success among African American and Hispanic/Latino(a) students. This text extends the conversation for culturally affirming pedagogy by showcasing successful models for teaching reading and writing to urban students through a di
