

CRITICAL ISSUES IN EARLY LITERACY

Research and Pedagogy



"This volume will easily become a seminal book in the field of early literacy.... It does more than just document current knowledge. It pushes the reader into new territory that has not yet been considered with this level of depth before."

—Bess Altwerger, *Towson State University*

"Many teachers across the country are looking for support to teach in developmentally, socioculturally sensitive ways [and] for a cohesive body of evidence that supports holistic, socioculturally sensitive teaching practices.... This is a very significant contribution to the field.... Having read this volume, I feel equipped with new ideas and tools to become a better teacher, researcher, and scholar."

—Gretchen Owocki, *Saginaw Valley State University*

This volume adds in important ways to understanding the power and complexity of the forces in the lives of children that impact their literacy learning. The critical issues presented emerge from interpretivist research and thinking practices that are constructivist in nature. The chapters by researchers, teacher researchers, teacher educators, and teachers are antidotes to the present political context in which political agendas are being used to define literacy, literacy teaching and learning, and literacy research in narrow ways. Providing a rich source of information about how young children come to know reading and writing as a tool of communication in a range of social and cultural contexts, this book:

- presents current research and thinking in the field;
- documents research that is currently being ignored by many who make decisions about children's learning;
- values who children are and what they bring with them to school;
- provides a useful tool for advocacy and for social action toward improving education in ways that can make a difference in the lives of young children; and
- raises thoughtful issues for discussion.

Critical Issues in Early Literacy is essential reading for early childhood teachers and prospective teachers, for teacher educators, for literacy researchers (including teacher researchers), for special educators, for those working with English-language and foreign-language learners, and for early childhood education administrators, advocates, and policy makers.

Edited by

Yetta Goodman • Prisca Martens



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