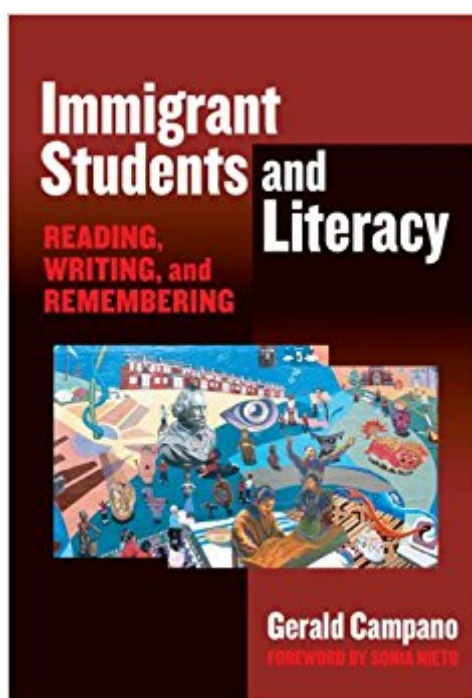


The book was found

Immigrant Students And Literacy: Reading, Writing, And Remembering (Practitioner Inquiry Series) (Practitioner Inquiry (Paperback))



Synopsis

This powerful book demonstrates how culturally responsive teaching can make learning come alive. Drawing on his experience as a fifth-grade teacher in a multiethnic school where children spoke over 14 different home languages, the author reveals how he created a language arts curriculum from the students' own rich cultural resources, narratives, and identities.

Book Information

Series: Practitioner Inquiry

Paperback: 160 pages

Publisher: Teachers College Press; 58177th edition (March 1, 2007)

Language: English

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

Average Customer Review: 4.6 out of 5 stars 2 customer reviews

Best Sellers Rank: #106,985 in Books (See Top 100 in Books) #133 in Books > Politics & Social Sciences > Social Sciences > Children's Studies #165 in Books > Education & Teaching > Schools & Teaching > Student Life #3419 in Books > Reference > Words, Language & Grammar

Customer Reviews

"Campano illustrates what it takes to be a teacher with heart and soul, not simply one who succumbs to the increasing calls for higher test scores and standardized curricula....There are many lessons to be learned from this gem of a book." - From the Foreword by Sonia Nieto, University of Massachusetts at Amherst "Campano shows us what we can do - what we must all learn to do - to restore children's full humanity to the center of U.S. literacy education." - Patricia Enciso, The Ohio State University" --.

Gerald Campano is Assistant Professor at Indiana University, Bloomington, School of Education.

Campano is an erudite yet crystal clear writer, with powerful insights to share. Any educator working with immigrant populations must read this book. It is based in real experience (not the ivory tower analysis you might expect) and will permanently obliterate the 'deficit' perspective with which so many teachers view their students.

The word "literacy" in the title is meant in the broadest sense, as it is not about basic reading instruction. It provides anecdotal examples of writing and communication inquiries/exercises/lesson plans to engage students outside of the typical American cultural construct, which the author claims led to better results with measures such as standardized tests. Although the subjects were fifth graders, the pedagogy seems to apply to a wide range of ages. Reviewer's recommendation: Try a "search within" the book to see if it is relevant to your needs.

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