

ADDRESSING DIVERSITY IN LITERACY INSTRUCTION

Edited by Evan Ortlieb
and Earl H. Cheek, Jr.

LITERACY RESEARCH,
PRACTICE AND EVALUATION

VOLUME 8

ADDRESSING DIVERSITY IN LITERACY INSTRUCTION

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Series Editors: Evan Ortlieb and Earl H. Cheek, Jr.

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AND EVALUATION VOLUME 8

ADDRESSING DIVERSITY IN LITERACY INSTRUCTION

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United Kingdom – North America – Japan
India – Malaysia – China

Emerald Publishing Limited
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2018

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British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-78714-049-3 (Print)

ISBN: 978-1-78714-048-6 (Online)

ISBN: 978-1-78714-908-3 (Epub)

ISSN: 2048-0458 (Series)



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FOREWORD

Addressing diversity in literacy instruction is a cornerstone to being an effective educator. Notions of diversity are ever-changing and expanding in the global contexts in which we teach. Equitable learning opportunities are created through seeing students as unique learners, primed to achieve through building on their prior knowledge, previous experiences, and ways of seeing the world. In re-envisioning diversity as an advantage in the classroom, we can position ourselves to learn from our students and view them as resources to the learning process. The global contexts that define classrooms and workplaces today demand more from teachers and as such, literacy leaders are needed more than ever.

To meet these evolving needs, this edited book showcases chapters on leveraging native languages towards English language proficiency. Moreover, other chapters provide multicultural perspectives on the sociocultural dynamics that comprise teaching English and grammar; literacy pedagogies for K-12 diverse learners are also discussed through a lens of building on students' funds of knowledge. Some chapters provide a foundation for globally connected literacy instruction inclusive of selecting and using appropriate literature that depicts the diverse world in which we live; and finally other chapters highlight how culturally relevant pedagogical frameworks can address diversity in proactive and productive ways that optimize learning opportunities for all learners.

Evan Ortlieb

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