

Envisioning Knowledge Building Literacy In The Academic Disciplines Language And Literacy Series

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Envisioning Literature: Literary Understanding and ...

Envisioning knowledge: Building literacy in the academic disciplines. New York, NY: Teachers College Press. Langer, J. (2011b). Envisioning literature: Literary understanding and literature instruction. Teachers College Press. Olan, E. L. (2012). Stories of the past and present: What preservice secondary teachers draw on when learning to teach ...

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This book by Judith Langer —internationally known scholar in literacy learning—examines how learners gain knowledge and become academically literate in the core subjects of English, mathematics, science, and social studies/history. Based on extensive research, it offers a new framework for conceptualizing knowledge development (rather than information collection), and explores how one becomes literate in ways that mark “knowing” in a field.

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Essential reading for pre- and inservice teachers and curriculum developers, this book: (1) Offers a new framework on content-area literacy, building on a decade of research and responding to the implications of high-stakes testing; (2) Connects to current concerns about adolescent literacy, offering ways for educators to understand essential distinctions between knowledge and information; (3) Treats new literacies in the digital-age classroom as essential context for teaching and learning ...

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Judith Langer uses the concept envisionment building when she talks of reading comprehension in terms of entering a text world and moving around there (Langer 1995 (Langer, 2011a. Reading is "a...

Scaffolding Progressive Online Discourse for Literary ...

Envisioning Knowledge: Building Literacy in the Academic Disciplines. NY: Teachers College Press.(Translated into Chinese, Portugese). ... J.A. Effective Literacy Instruction: Building Successful Reading and Writing ... National Council of Teachers of English, (2002). Langer, J.A. Envisioning Literature: Literary Understanding and Literature ...

Envisioning knowledge : building literacy in the academic ...

Envisioning knowledge: Building literacy in the academic disciplines. New York: Teachers College Press. Langer, J.A., & Applebee, A.N. (2007). How writing shapes thinking: A study of teaching and learning. [WAC Clearinghouse Landmark Publications in Writing Studies.]

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Building Literacy in the Academic Disciplines Judith A. Langer. Langer, J. A. (1995). Envisioning literature: Literary understanding and literature instruction. New York: Teachers College Press. Langer, J. A. (2001). Beating the odds: Teaching ... Author: Judith A. Langer. Publisher: Teachers College Press. ISBN: 0807770744. Category: Page: 175. View: 772

Envisioning Knowledge: Building Literacy in the Academic ...

Drawing on research from online, knowledge-building, and discussion-based learning, this design-based experiment captures the instructional moves theorized to develop student capacity in progressive, literary discourse. The experiment employed Knowledge Forum and its unique capacity to scaffold student learning of progressive discourse that results in an explanatory model, theory, or literary interpretation.

References - ASCD

This book by Judith Langer --internationally known scholar in literacy

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learning--examines how learners gain knowledge and become academically literate in the core subjects of English, mathematics, science, and social studies/history. Based on extensive research, it offers a new framework for conceptualizing knowledge development (rather than information collection), and explores how one becomes literate in ways that mark "knowing" in a field.

Envisioning New Meanings through Found Poetry - Textiles ...

Building literacy in the academic disciplines, New York, Teachers College Press, 2011a; Langer in Envisioning literature. Literary understanding and literature instruction, 2nd ed., New York, Teachers College Press, 2011b) are developed with perspectives of discourse analysis (Fairclough in Discourse and social change, Polity Press, Cambridge, 1992), and social semiotics (Halliday in Language as social semiotics).

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