

CURRICULUM VITAE

SUSI LONG
UNIVERSITY OF SOUTH CAROLINA
321 St. James Street, Columbia, SC 29205

ACADEMIC DEGREES

Ph.D. 1995	Ohio State University Early & Middle Childhood Education Emphasis: Language and Literacy Learning
M.A. 1977	University of South Florida Reading
B.S. 1974	Florida State University Elementary Education/Early Childhood Education

PROFESSIONAL EXPERIENCE

2003-present	University of South Carolina – Columbia, SC <i>Associate Professor</i> Early Childhood Education/Language and Literacy
1997-2003	University of South Carolina - Columbia, SC <i>Assistant Professor</i> Early Childhood Education/Language and Literacy
1997	University of South Carolina - Beaufort Campus <i>Adjunct Instructor</i> , Reading Foundations
1992 -1993	Boston University Overseas Program – Keflavík, Iceland <i>Instructor</i> , Reading Foundations
1989 - 1991	Ohio State University - Columbus, OH <i>Graduate Teaching Associate</i>
1981 - 1983	Flensburg American School - Flensburg, Germany <i>Classroom Teacher</i> , Kindergarten – Grade 3 (multi-aged class)
1982-1983	Pedagogische Hochschule – Flensburg, Germany <i>Instructor</i> , English Literature
1980 - 1981	Bremerhaven American School – Bremerhaven, Germany <i>Classroom Teacher</i> , Grade 2

1974 - 1980

Sandy Lane Elementary School - Clearwater, FL
Classroom Teacher, Grades 1, 2, 3

AWARDS AND HONORS

- 2006 Incoming Assistant Chair: *Elementary Section Steering Committee*
 National Council of Teachers of English (NCTE)
- 2004 Elected Member: *Elementary Section Steering Committee*
 National Council of Teachers of English (NCTE)
- 2002 Appointed to: *Early Childhood Issues Committee*
 National Council of Teachers of English (NCTE)
- 2001 *George Lackey Award for Inspirational Teaching*
 College of Education, University of South Carolina
- 2000 Nominee: *George Lackey Award for Inspirational Teaching*
 College of Education, University of South Carolina
- 1999 Finalist: *Outstanding Education Program Award* (co-author)
 Association for Teacher Educators
- 1997 *NCTE's 1997 Promising Researcher*
 National Council of Teachers of English (NCTE)
- 1991 *Graduate Student Alumni Research Award*
 The Ohio State University
- 1991 Finalist: *Graduate Associate Teaching Award*
 The Ohio State University

SERVICE

- National: Member: NCTE Elementary Section Steering Committee
 Co-Editor, *School Talk* (quarterly publication), NCTE
 NCTE Early Childhood Issues Committee
 NCTE National Conference Proposal Review
 Editorial Board, *Language Arts*
 Reviewer: *Research in the Teaching of English*
 NCTE Reading Initiative (professional development program)
- State: South Carolina Reading Initiative (professional dev. program) (1999 - present)
 South Carolina READS (professional dev. program) (2002-2005)
 South Carolina Reading Recovery Council (1999-2002)
 State, district, and local presentations & workshops (1997 – present)
- University: Consulting Faculty Member: Department of Linguistics
 Member: Latino Research Consortium

Faculty Senate (2002-2005)
 Provost's Children's Center Task Force (1999-2000)

College: Advanced Programs Committee
 Faculty Mentor
 Chair, ECE Search Committee, Tenure Track Position (2004-2005)
 Chair, ECE Search Committee, Endowed Chair Position (2004-2005)
 Chair, ECE Search Committee, Clinical Faculty Position (2004-2005)
 Annual Review Committee (2004 – 2005)
 MAT Exceptions Committee (2004 – 2005)
 Basic Programs Committee (2004 – 2005)
 EC Undergraduate Program Coordinator (2003 – 2005)
 NCATE Program Review Committee (2003 – 2004)
 Undergraduate Program Development Committee (2003 – 2004)
 MEd Revisions Committee (2003-2005)
 Lackey Inspirational Teaching Award Committee (2002 – present)
 Co-Director of MAT Admissions (1998-2000)
 Language & Literacy PhD Program Dev. Committee (1997-2001)

BOOKS

Long, S., Boone, Borchelt, C., A., Davis, A., Kalish, R., Miller, E., Parks, J., Tisdale, C. (in press). *Beyond survival: Tensions and triumphs in the early years of teaching*. Urbana, IL: NCTE.

Gregory, E., **Long, S.**, & Volk, D. (Eds) (2004). *Many pathways to literacy: Young children learning with siblings, peers, grandparents, and communities*. London, UK: Routledge Falmer.

REFEREED JOURNAL ARTICLES

Valerio, W., **Long, S.**, & Reynolds, A. (in press). Language acquisition and music acquisition: Possible parallels. *Research to Practice: A Biennial Series*. Canadian Music Educators Association.

Volk, D. & **Long, S.** (2005). Challenging myths of the deficit perspective: Honoring children's literacy resources. *Young Children*.

Donnelly, A., Morgan, D.N., DeFord, D.E., Files, J., **Long, S.**, Mills, H. (2005). Transformative professional development: Negotiating knowledge with an inquiry stance. *Language Arts* 82(5), 336-346.

Long, S. (2004). Passionless text and phonics first: Through a child's eyes. *Language Arts*, 81 (5), 61-70.

Long, S. (2004). Separating rhetoric from reality: Supporting teachers to negotiate beyond the status quo. *Journal of Teacher Education*, 55 (2), 141-153.

Long, S. (2002). Teacher talk: A second language learner struggles to comprehend. *Reading, Language and Literacy*, 36 (3), 113-118.

Long, S. (2002). Introduction and theoretical framework. *Primary Voices*, 11(2), 3-8.

Long, S. (2002). Reflections: What made the difference? *Primary Voices*, 11 (2), 48-52.

Long, S. (2002). Engaged in going beyond: Four year olds and authoring. *Ohio Journal of the English Language Arts*, Spring, 32-43.

Long, S. (2002). Poetry workshop: Examining convictions about teaching and learning. *International Reading Association: The Dragon Lode*, 20 (2), 57-67.

Long, S. (2001). Making a difference in South Carolina: Rethinking the role of teacher education. *Teacher Education Journal of South Carolina*. Columbia, SC: South Carolina Association of Colleges for Teacher Education.

Stephens, D., Donnelly, A., **Long, S.**, Mills, H., DeFord, D., & Manning, G. (2001). Making a difference. *Teacher Education Journal of South Carolina*, Columbia, SC: South Carolina Association of Colleges for Teacher Education.

Donnelly, A., Stephens, D., **Long, S.**, Mills, H., Manning, G., DeFord, D., Files, J. (2000). Creating a culture of literacy: University, State Department of Education, SC Teachers join hands. *Education Report*. Columbia, SC: College of Education, University of South Carolina.

Long, S. (1998). Learning to get along: Language and literacy development in a new cultural setting. *Research in the Teaching of English*, 33 (1), 8-47.

BOOK CHAPTERS

Long, S., Anderson, C., Clark, M., McCraw, B. (in press). "I may not have always heard the soft pipes": Teaching as ethnography. In C. Genishi & A. L. Goodwin (Eds.). *Diversities in Early Childhood Education: Rethinking and Doing*. Routledge.

Long, S., Volk, D., Romero, M. E., & Gregory, E. (in press). Invisible mediators of literacy: Learning in multicultural contexts. In Martens, P. & Goodman, Y. (Eds.). *Critical Issues in Early Literacy Development: Research and Pedagogy*. Mahwah, NJ: Erlbaum

Long, S. & Volk, D. (2004). Addressing inequities: Ethnographic lessons from Mexican-American and Puerto Rican Children at Home and at School. In Jeffrey, B. & Walford, G. (Eds.). *Ethnographies of Educational and Cultural Conflict: Strategies and Resolutions*. Oxford, UK: Elsevier (JAI).

Long, S., Bell, D., & Brown, J. (2004). Making A Place for Peer Interactions: Mexican American Kindergartners Learning Language and Literacy, pp. 93-104. In

Gregory, E., Long, S., & Volk, D. (Eds), *Many pathways to literacy*. London, UK: Routledge Falmer.

Gregory, E., **Long, S.**, & Volk, D. (2004). A Sociocultural Approach to Learning, pp. 6-20. In Gregory, E., Long, S., & Volk, D. (Eds), *Many pathways to literacy*. London, UK: Routledge Falmer.

Gregory, E., **Long, S.**, & Volk, D. (2004). Many Pathways: Implications of Syncretic Literacy Studies for Practice and Research. pp. 221-225. In Gregory, E., Long, S., & Volk, D. (Eds), *Many pathways to literacy*. London, UK: Routledge Falmer.

Long, S. (1998). The Significance of Playmates in the Acquisition of a Second Language: Implications from a study of cross-cultural adjustment, pp. 47-57. In G. Walford & A. Massey (Eds.), *Studies in educational ethnography: Children learning in context*. London, England: JAI Press.

Long, S. (1997). Friends as Teachers: The Impact of Peer Interaction on the Acquisition of a New Language, pp. 123-136. In E. Gregory (Ed.), *One child, many worlds: Early learning in multicultural communities*. New York, NY: Teachers College Press.

BOOK REVIEWS

Long, S. (2005). Review of A child's work: The importance of fantasy play, Paley, V. (2004). Reviewed for *Journal of Early Childhood Literacy*.

Long, S. (2002). Review of Learning to teach reading: Setting the research agenda, Roller, C. (Ed.) (2001). Reviewed in *Journal of Early Childhood Literacy*, 2 (1), 119-124.

INVITED PUBLICATIONS

Jennings, L., Laman, T., **Long, S.**, & Stephens, D. (2005) Suggestions for further reading: Teaching between the cracks: Teaching as a Sociopolitical Act. *Language Arts*, 82 (3), 234.

Long, S. (2004). Learning from children as skillful teachers of their peers. *School Talk*, 9 (4), 5.

CO-EDITED ISSUES OF NCTE'S SCHOOL TALK

Long, S. & Sibberson, F. (July, 2006) (Eds.). Broadening visions of what counts: Home and community literacies. *School Talk*, 11(4).

Long, S. & Sibberson, F. (April, 2006) (Eds.). Broadening visions of what counts: What teachers say about what really matters. *School Talk*, 11(3).

Long, S. & Sibberson, F. (January, 2006) (Eds.). Broadening visions of what counts: Rethinking small groups. *School Talk*, 11(2).

Long, S. & Sibberson, F. (October, 2005) (Eds.). Broadening visions of what counts: Assessment as knowing and being known. *School Talk* 11(1).

MANUSCRIPT UNDER REVIEW

Long, S., Volk, D. & Gregory, E. (under review). Intentionality and expertise: Learning from observations of children at play in multilingual, multicultural contexts. Submitted to: *Anthropology and Education Quarterly*.

CURRICULUM PRODUCTS

Serabin, W., **Long, S.** & Egawa, K. (2002). *An inquiry study of early literacy*. Urbana, IL: National Council of Teachers of English Reading Initiative.

Long, S. (2002). *Shared reading: A few thoughts and ideas* (90-minute video tape with 41–page accompanying booklet). University of South Carolina: Distance Education.

Long, S. (2001). *Supporting children as readers and writers: Using what we know* (6-hour video tape with 46-page accompanying booklet). University of South Carolina: Distance Education.

Long, S., Martens, P., Mills, H., Stephens, D., Egawa, K. (2001). *An inquiry study of language and literacy learning*. Urbana, IL: National Council of Teachers of English Reading Initiative.

Long, S. (2000). *An inquiry study of early literacy*. Urbana, IL: National Council of Teachers of English Reading Initiative.

RESEARCH PROJECTS

1998-2006 *The Early Years of Teaching*: A four year project in which I work with seven graduates of our preservice program to study the first years of teaching.

2000-2001 *Literacy Learning in Kindergarten*: A nine month study of six Mexican-American kindergartners and their acquisition of literacy.

1998-1999 *Partners for Literacy*: A nine month professional development program for parents and early childhood educators in the field of early literacy.

1992-1995 *Learning to Get Along*: An ethnographic study of language, literacy, and cultural learning in a new cultural setting.

REFEREED CONFERENCE PRESENTATIONS

Nov 2006 National Council of Teachers of English
Critical Issues in Early Literacy: Growing as Compleat Teachers of Young Children (proposal accepted)

- Nov 2006 National Council of Teachers of English
The Teachers We Hope to Be: New Teachers Speak Out, Do You Hear Us?
(proposal accepted)
- August 2006 International Reading Association World Congress, Budapest
Critical Issues in Early Literacy: Their Significance for Parents, Teachers, and Children of Diverse Backgrounds
(proposal accepted)
- April 2006 American Educational Research Association Annual Conference
New Teachers Struggle to Survive and Thrive: The Role of Teacher Educators
- Dec 2005 South Carolina Literacy Conference
They Come From Brilliance: Valuing Home and Community Literacies
- April 2005 American Educational Research Association Annual Conference
Many Pathways to Literacy: Young Bilingual Children Learning with Siblings, Grandparents, Peers, and Communities
- Dec 2004 South Carolina Literacy Conference
"I can read anything they've got. I just don't understand it": Literacy Learning in a New Language
- Nov 2004 National Council of Teachers of English
Supporting the New Language Learner: Lessons From the 'Other' Teachers in Young Children's Lives
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Nov 2004 National Council of Teachers of English Annual Conference
Tragedy and Triumph in the First Years of Teaching: Astonishing Realities
- May 2004 International Reading Association Annual Conference
Preparing Literacy Learners for the Journey of a Lifetime: Exploring Literacies for the Future
- Jan. 2004 Critical Issues in Early Literacy, International Forum - Tucson, AZ
Invisible Mediators of Literacy: Learning in Multicultural Communities
- Dec. 2003 South Carolina Literacy Conference
Literacy and Second Language Learning: Building an Environment to Enrich the Lives of All Students
- Nov. 2003 National Council of Teachers of English Annual Convention
In the Company of Movers and Shakers: SC READS Partners Reflect on Growth and Transformation
- Nov. 2002 National Council of Teachers of English Annual Convention

Negotiating Beyond the Status Quo: The Early Years of Teaching

- Sept. 2002 University of Oxford Ethnography and Education Annual Conference
Department of Educational Studies, University of Oxford, UK
Addressing Inequities: Literacy Lessons from Mexican-American and Puerto Rican Children at Home and at School
- April 2002 American Educational Research Association
Rhetoric and Reality: A Study of the Early Years of Teaching
- April 2002 American Educational Research Association
Syncretism in Multilingual Settings: Dramatic Play and Literacy Learning
- Nov. 2001 National Council of Teachers of English Annual Convention
Educators Learning Together: The Reflective Exploration of Theory in Action
- March 2001 University of Pennsylvania Ethnography in Education Forum
Syncretism and Sociodramatic Play: Language, Literacy and Cultural Learning in Multicultural Settings
- August 2000 Fourth International Conference for Global Conversations on Language and Literacy - Utrecht, The Netherlands
Literacy Learning In and Out of School: Stories from Three Cultures
- April 2000 American Educational Research Association Annual Conference
School-University Partnerships: Constructing Contexts for Inquiry, Learning, and Transformation
- April 2000 American Educational Research Association Annual Conference
Literacy Learning In and Out of School: Siblings and Peers as Teachers in Multilingual/Multicultural Communities in the US and Britain
- April 2000 10th Annual International Roundtable on School, Family, and Community Partnerships – New Orleans, LA
Multiple Pathways: Children as Mediators of Learning in Cross-Cultural Contexts in England, Iceland, and the United States

SELECTED INVITED PRESENTATIONS, KEYNOTES, AND WORKSHOPS

- May 2006 South Carolina Reading Initiative – All Cohort Day of English Language Learning
Working With English Language Learners: A Privilege, An Opportunity, An Adventure (with Mariana Souto-Manning and Sara Sanders)
- March 2006 Timmonsville, South Carolina: District Professional Development
Building Practice from What They Know
- Aug 2005 Lexington District II: SCRI District Kick-Off

- Keynote: *"They Come from Brilliance"*
- Feb 2005 Marion School District, SC
Using Literacy for Real in K-2 Classrooms
- Sept 2004 Chesterfield School District, SC
Using Literacy for Real in K-3 Classrooms
- May 2004 Florence School District Early Childhood Educators
Promoting the Literacy Growth of Young Children
- April 2004 Orangeburg District 5 Administrators' Workshops
The Cultural Nature of Literacy Learning
- Dec. 2003 South Carolina Partners for Literacy Conference
Literacy and Second Language Learners: Building an Environment to Enrich the Lives of All Students
- Oct. 2003 Conder Elementary School, Columbia SC
Standards, Testing, and Literacy Learning: Getting Priorities Straight
- Dec. 2002 South Carolina Partners for Literacy Conference, Charleston, SC
Where's the 'Phonics'? : Graphophonemic Strategies & Shared Reading
- June 2002 South Carolina READS Summer Institute
Keynote: *Shouting Success for All Children: Promoting the Growth of Proficient and Passionate Readers and Writers*
- April 2002 University of South Carolina Inquiry Showcase
Keynote: *Teachers As Inquirers: What Does it Take?*
- April 2002 South Carolina Reading Initiative (SCRI) Cohort Conference
Let's Be Smart About Our Profession
- April 2002 South Carolina READS Awareness Day
Going In With Your Eyes Open: Introducing SC READS
- Oct. 2000 South Carolina Reading Initiative (SCRI) Meeting of District and Regional Literacy Coaches
What Made the Difference?: Effective Coaching as Professional Development
- Oct. 2000 South Carolina Writing Improvement (WIN) Network Fall Conference
What is a Professional Study Group and How Does It Function?
- Feb 2000 The Ohio State University Children's Literature Conference
Children's Literature & the ESL Child: Natural Language & Familiar Texts
- Dec. 1999 South Carolina Governor's Reading Summit

Demonstrating Promising Practices in Professional Development

- Nov. 1999 National Council of Teachers of English Annual Convention
Empowerment Through Learning: Teachers Looking Closely
- Oct. 1999 South Carolina Reading Recovery Annual Conference
Every Child is Literate: Creating Contexts for Reading Recovery Practices in K-1 Classrooms
- Sept. 1999 South Carolina Literacy Alliance Study Days
Breaking the Cycle of Failure: What is Fundamental?
- June 1999 University of South Carolina Early Childhood Summer Institute
Keynote: *Literacy Essentials: Breaking the Cycle of Perpetual Failure*
- Feb. 1999 South Carolina Child Care Association Annual Convention
Featured Speaker: *Supporting Young Readers and Writers*
- July 1998 America Reads Southeast Regional Conference
Keynote: *Best Practices in Early Literacy Development*
- June 1998 University of South Carolina Early Childhood Summer Institute
Featured Speaker: *Constructing a Language Rich Environment: Lessons from a Second Language Learner*
- Nov. 1997 Carolina Association for the Education of Young Children
Supporting Young Children: Language and Literacy in the Primary Classroom

GRANTS

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|-----------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| 1999 | Provost's Teaching Development Grant
<i>Faculty and Ph.D. Colloquium</i> | \$1500.
Funded |
| 1999-2000 | U.S. Department of Education Fund for
Improvement in Education (FIE)
<i>Partners for Literacy</i> | \$350,000.
Funded |
| 1998 | Provost's Teaching Development Grant
<i>Living the Questions: College of Education
Teacher-Researcher Conference and Colloquium</i> | \$1000
Funded |

**QUOTES FROM TEACHERS, PRESERVICE TEACHERS,
AND LITERACY COACHES**

Thank you for giving me new life. I have learned so much and feel empowered to go into my classroom and teach children not curriculum. I can tell people what I do and why.

I have learned more from this class through my engagements, interactions, lectures, and assignments than any other education class I have taken here at USC.

You are truly an amazing teacher. No one has ever made me think or understand the material like you have. You go out of your way to make sure we aren't confused.

One thing that was incredible was that Susi was so encouraging. She actually made me feel like an intelligent student who will one day make an incredible teacher.

The course was a major breakthrough in learning for me . . . The instructor was knowledgeable, accessible, helpful, always on time, well-prepared, and motivated me by her obvious love for the process of inquiry!

I thoroughly enjoyed this course. It was the first time that I really began to understand the inquiry process . . . My entire faculty is using a variation of this model.

I see writing through new eyes. I notice so much more in my world and in an author's craft. I read like a writer now. It's really changed my feelings about writing.

I want you to know that I have never felt as confident as a writer, a learner or a coach as I do after this class. I feel that I have the tools to make this a successful year.

You are so responsive, knowledgeable, and passionate about teaching not to mention that you make learning fun! Honestly, Susi is a perfect model of how I would like to facilitate a study group – a great balance of presentation and discovery.

This is the first course that makes me wish I could go back and do things differently with my students in regard to reading. I feel a strong desire to embrace all that a child knows.

I strongly believe that your passion inspired my passion to educate others about putting away our own cultural perceptions and embracing the culture each child brings to class.

I truly think this course has helped me to be a better person (and teacher). I am inspired to go beyond where you have taken us this semester.

The way I look and listen has forever changed. I used to see the world through a narrow lens. I think my lens has broadened so I can see and hear beyond my own reality. I know that I will need to focus on keeping my lens broad.

Susi possesses such knowledge, enthusiasm and vigor. She truly wants to empower us to feel that we can (and will) make a difference in the lives of students in South Carolina. She listens, probes, encourages, and shares.

ANCHOR BOOK LIST OF PEOPLE INFLUENTIAL IN MY WORK

Issues of culture, race, language, and literacy

The following list of books is representative of work that provides inspiration as I deepen my own understandings about the importance of valuing and validating difference. I list these books first because I see them as foundational to every other body of literature. In other words, I've come to believe that theory and practice that support the construction of semantically-rich classrooms must go hand-in-hand with deeper understandings about what constitutes *meaningful* and what counts as literacy and language in the home and community worlds of children and their families.

Cochran-Smith, M. (2004). *Walking the road: Race, diversity, and social justice in teacher education*. New York, NY: Teachers College Press.

Compton-Lilly, C. (2004). *Confronting racism, poverty, and power: Classroom strategies to change the world*. Portsmouth, NH: Heinemann.

Delpit, L. (1995). *Other people's children: Cultural conflict in the classroom*. New York, NY: The New Press.

Delpit, L. (2002). *The skin that we speak: Thoughts on language and culture in the classroom*. New York, NY: The New Press.

Fine, M., & Weis, L. (2003). *Silenced voices and extraordinary conversations . . . Re-imagining schools*. New York, NY: Teachers College Press.

Freire, P. (1973). *Education for critical consciousness*. New York, NY: The Continuum Publishing Company.

Gonzalez, N. E.; Moll, L.C.; & Amanti, C. (Eds.). *Funds of knowledge: Theorizing practices in households and classrooms*. Mahwah, NJ: Erlbaum. 2005

Guerra, J.C. (1998). *Close to home: Oral and literate traditions in a transnational Mexicano community*, NY: Teachers College Press.

Haight, W. (2001). *African-American children at church: A sociocultural perspective*. Cambridge, UK: Cambridge University Press.

Hankins, K. H. (2003). *Teaching through the storm: A journal of hope*. New York, NY: Teachers College Press.

Heath, S.B. (1983). *Ways with Words: Language, life, and work in communities and classrooms*. Cambridge, UK: Cambridge University Press.

- hooks, b. (2003). *Teaching community: A pedagogy of hope*. London, UK: Routledge.
- Hull, G. & Schultz, K. (2002). *School's out!: Bridging out-of-school literacies with classroom practice*. New York, NY: Teachers College Press.
- Irvine, J. J. (2003). *Educating teachers for diversity: Seeing with a cultural eye*. New York, NY: Teachers College Press.
- Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children*. San Francisco, CA: Jossey-Bass.
- Ladson-Billings, G. (2001). *Crossing over to Canaan: The journey of new teachers in diverse classrooms*. San Francisco, CA: Jossey-Bass, Inc.
- Nieto, S. (2004). *Affirming diversity: The sociopolitical context of multicultural education*, Fourth Edition. Boston, MA: Pearson.
- Purcell-Gates, V. (1995). *Other people's words: The low cycle of literacy*. Cambridge, MA: Harvard University Press.
- Reyes, M. & Halcón, J. J. (2001). *The best for our children: Critical perspectives on literacy for Latino students*. New York, NY: Teachers College Press.
- Rogoff, B. (2003). *The cultural nature of human development*. Oxford, UK: Oxford University.
- Schultz, K. (2003). *Listening: A framework for teaching across differences*. New York, NY: Teachers College Press.
- Taylor, D. (1988). *Growing up literate: Learning from inner-city families*. Portsmouth, NH: Heinemann.
- Taylor, D. (1993). *From a child's point of view*. Portsmouth, NH: Heinemann.
- Valdés, G. (1996). *Con Respeto: Bridging the Distances Between Culturally Diverse Families and Schools : An Ethnographic Portrait*. New York, NY: Teachers College Press.
- Zentella, A.C. (2005). *Building on strengths: Language and literacy in Latino families and communities*. New York, NY: Teachers College Press.

The social nature of learning

Dewey, J. (1938). *Experience and education*. New York, NY: Macmillan Publishing Company.

Lindfors, J. (1999). *Children's inquiry: Using language to make sense of the world*. New York: Teachers College Press.

Rogoff, B. (1990). *Apprenticeship in thinking: Cognitive development in social contexts*. Oxford: Oxford University.

Wells, G. (1999). *Dialogic inquiry: Toward a sociocultural practice and theory of education*. Cambridge, UK: Cambridge

Vygotsky, L. (1978). *Mind in society: Development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Language and literacy learning (a few classic and current favorites)

Bruner, J. (1983). *Child's talk: Learning to use language*. New York, NY: WW Norton.

Calkins, L. (1983). *Lessons from a child*. Portsmouth, NH.

Campbell, R. (Ed.) (1998). *Facilitating preschool literacy*. Newark, DE: IRA.

Cambourne, B. (1988). *The whole story*. Auckland, NZ: Scholastic.

Cochran-Smith, M. (1984). *The making of a reader*. Norwood, NJ: Ablex.

Doake, D. (1985). Reading-like behavior: Its role in learning to read. In A. Jaggar & M. T. Smith-Burke (Eds.), *Observing the language learner* (pp. 82-98). Urbana, IL: NCTE.

Donaldson, M. (1979). *Children's minds*. New York, NY: WW Norton.

Dyson, A. H. (1993). Social worlds of children learning to write in an urban primary school. New York, NY: Teachers College Press.

Dyson, A. H. (2003). *The brothers and sisters learn to write: Popular literacies in childhood and school*. New York: Teachers College Press.

Genishi, C. & Dyson, A. H. (1984). *Language assessment in the early years*. Norwood, NJ: Ablex.

Goodman, K. (1967). Reading: A Psycholinguistic Guessing Game. *Journal of the Reading Specialist*, May.

Goodman, Y. (1978). Kidwatching: An alternative to testing. *National Elementary Principal*, 57, pp. 41-45.

Goodman, Y., Watson, D., & Burke, C. (1987). *Reading miscue inventory: Alternative procedures*. New York, NY: Richard Owen.

Graves, D. (1983). *Writing: Teachers and children at work*. Portsmouth, NH: Heinemann.

Halliday, M. (1977). *Learning how to mean*. New York, NY: Elsevier.

Holdaway, D. (1979). *Foundations of literacy*. Sydney, Australia: Ashton Scholastic.

Harste, J., Woodward, V. & Burke, C. (1984). *Language stories and literacy lessons*. Portsmouth, NH: Heinemann.

Moustafa, M. (1997). *Beyond traditional phonics: Research discoveries and reading instruction*. Portsmouth, NH: Heinemann.

Rosen, C. & Rosen, H. (1973). *The language of primary school children*. London, UK: Penguin.

Rowe, D. W. (1994). *Preschoolers as authors: Literacy learning in the social world of the classroom*. Cresskill, NJ: Hampton Press.

Smith, F. (1995). *Between hope and havoc: Essays into human learning and education*. Portsmouth, NH: Heinemann.

Smith, F. (2005, 1996). *Reading without nonsense*. New York, NY: Teachers College Press.

Weaver, C. (1988, 1994, 2002). *Reading process and practice*. Second edition. Portsmouth, NH: Heinemann.

Favorite pedagogical texts (a selection of some that I've used recently with teachers, preservice teachers, and literacy coaches):

Anderson, C. (2000). *how's it going?: A practical guide to conferring with student writers*. Portsmouth, NH: Heinemann.

Avery, C. (2002). . . . *And with a light touch: Learning about reading, writing, and teaching with first graders*. Portsmouth, NH: Heinemann.

Cowhey, M. (2006). *Black ants and Buddhists: Thinking critically and teaching differently in the primary grades*. Portland, ME: Stenhouse.

- Fisher, B. (1998). *Joyful learning in kindergarten*. Portsmouth, NH: Heinemann.
- Fletcher, R. (1993). *What a writer needs*. Portsmouth, NH: Heinemann.
- Fletcher, R. (1996). *Writer's notebook: Unlocking the writer within you*. New York, NY: Harper Collins.
- Fox, M. (1993). *Radical reflections: Passionate opinions on teaching, learning, and living*. San Diego, CA: Harcourt Brace & Company.
- Fox, M. (2001). *Reading magic: Why reading aloud to our children will change their lives forever*. San Diego, CA: Harcourt.
- Hankins, K. H. (2003). *Teaching through the storm: A journal of hope*. New York, NY: Teachers College Press.
- Harwayne, S. (2001). *Writing through childhood: Rethinking process and practice*. Portsmouth, NH: Heinemann.
- Heard, G. (1999). *Awakening the heart: Exploring poetry in elementary and middle school*. Portsmouth, NH: Heinemann.
- Hindley, J. (1996). *In the company of children*. Portland, MN: Stenhouse Publishers.
- Johnston, P. H. (2004). *Choice words: How our language affects children's learning*. Portland, ME: Stenhouse.
- Miller, D. (2002). *Reading with meaning: Teaching comprehension in the primary grades*. Portland, ME: Stenhouse.
- Mills, H., O'Keefe, T., & Jennings, L. (2004). *Looking closely and listening carefully: Learning literacy through inquiry*. Urbana, IL: NCTE.
- Owocki, G. (1999) *Literacy through play*. Portsmouth, NH: Heinemann.
- Owocki, G. & Goodman, Y. (2002). *Kidwatching: Documenting children's literacy development*. Portsmouth, NH: Heinemann.
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