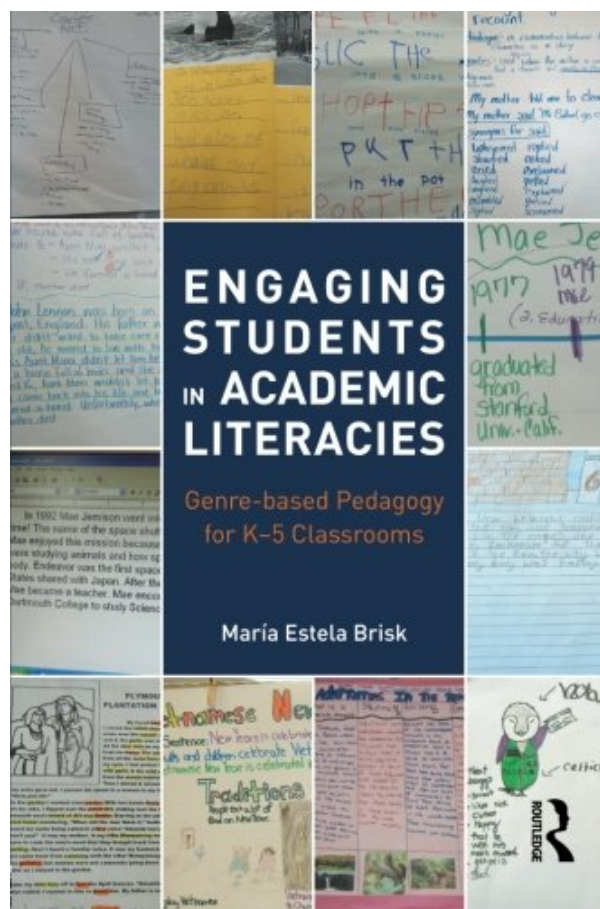
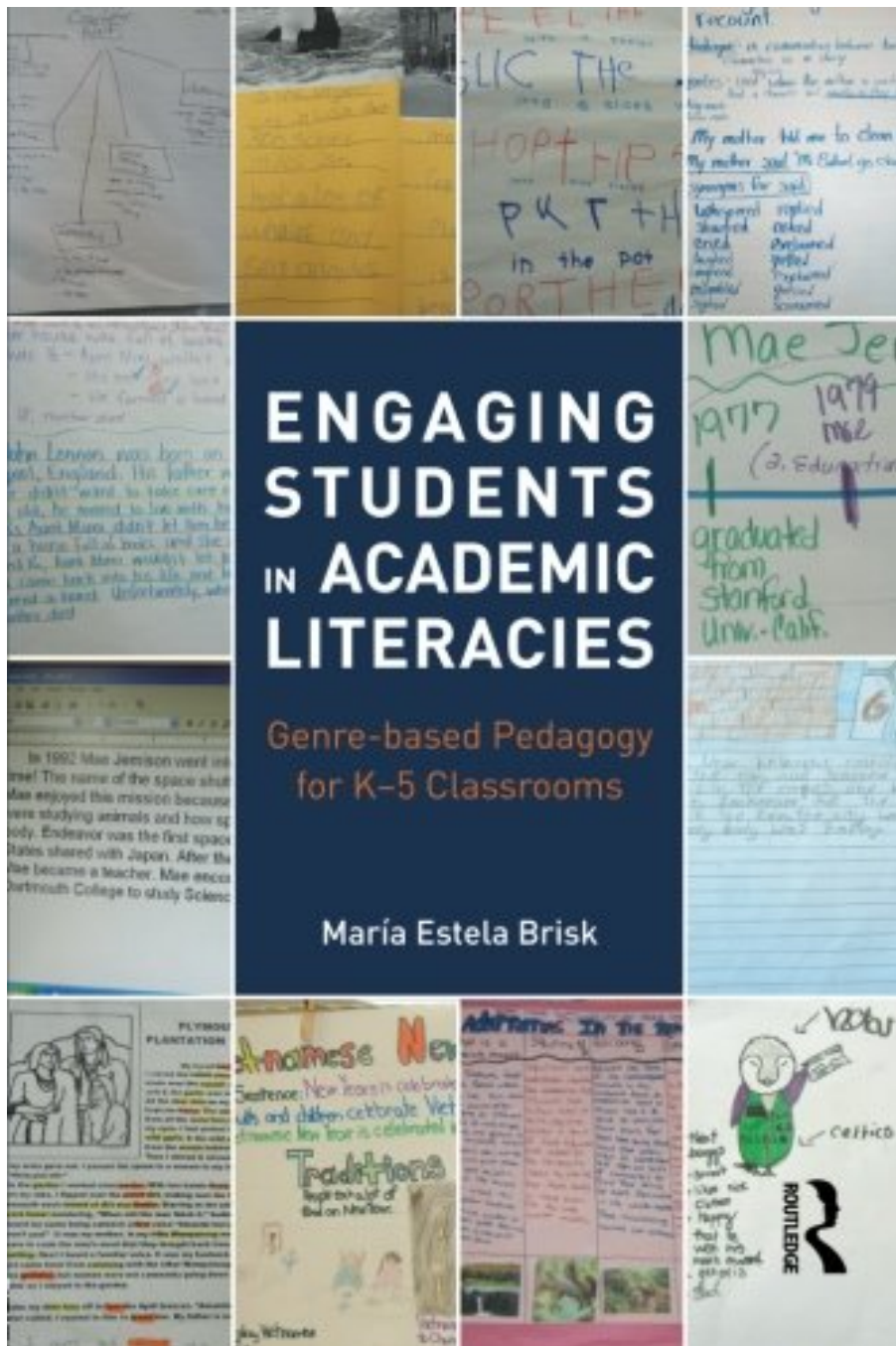


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Genre-based Pedagogy for K-5 Classrooms

María Estela Brisk

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"This text is an excellent resource for ideas about teaching writing to elementary students. It has comprehensive suggestions about curriculum, language development, and assessment."

Joy Janzen, Stony Brook University, USA

"Professor Brisk draws on a wealth of experience gained from many years of research with primary teachers working with bilingual students. She introduces teachers to a dynamic theory of grammar in use, focusing only on those resources which have proved most valuable for supporting English language learners to develop academic literacies. At the same time she sets out a step by step guide, complete with practical resources, for teachers to both scaffold their students learning and grow their own knowledge. I recommend this book highly to literacy educators who want to make a real difference."

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About the Author

María Estela Brisk is Professor, Boston College, USA.

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The Common Core State Standards require schools to include writing in a variety of genres across the disciplines. *Engaging Students in Academic Literacies* provides specific information to plan and carry out genre-based writing instruction in English for K-5 students within various content areas. Informed by systemic functional linguistics—a theory of language IN USE in particular ways for particular audiences and social purposes—it guides teachers in developing students’ ability to construct texts using structural and linguistic features of the written language. This approach to teaching writing and academic language is effective in addressing the persistent achievement gap between ELLs and "mainstream" students, especially in the context of current reforms in the U.S. Transforming systemic functional linguistics and genre theory into concrete classroom tools for designing, implementing, and reflecting on instruction and providing essential scaffolding for teachers to build their own knowledge of its essential elements applied to teaching, the text includes strategies for apprenticing students to writing in all genres, features of elementary students’ writing, and examples of practice.

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