

MAKING MEANING WITH READERS AND TEXTS

Beginning Teachers' Meaning-Making
from Classroom Events

Christi U. Edge

ADVANCES IN RESEARCH
ON TEACHING

VOLUME 40

Making Meaning With Texts

Christi U. Edge

Making Meaning With Texts:

Making Meaning with Texts Louise Michelle Rosenblatt,2005 This book brings together some of Rosenblatt's most important work essays from the 1930s through the 1990s that explore the breadth and depth of her theory **Making**

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Meaning with "Readers" and "Texts" Christi Underwood Edge,2011 It focuses on the connections between the participants and the researcher's meaning making and demonstrates that 1 story connected a narrative mode of reasoning Bruner 1986 to a transactional paradigm Dewey Rosenblatt 1978 1994 2005 and created a space in which each made meaning from experiences 2 making connections through stories reflected and aided an understanding of self others and professional milieus 3 stories demonstrated how meaning making was guided by an individual's reservoir of prior experiences knowledge and language 4 stories revealed how each meaning maker referred to prior meanings made from touchstone events to guide her decision making ongoing meaning making of experiences and sense of self and 5 stories demonstrated that as each meaning maker read she attended to both efferent and aesthetic meanings yet each read interpreted and composed experiences as texts from her dominant stance or orientation toward those experiences Meaning making was a continuous construction of a conceptual text simultaneously read and composed in situational context guided by an individual's reservoir of knowledge experiences and language and used for both framing a point of reference from which additional understanding was sought and a point of departure through which exploration and discovery was initiated

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methods courses which cover grades K through four The text emphasizes literature based reading but also discusses the appropriate use of phonics instruction in helping children to become literate **A Critical and Exegetical Commentary on the Book of Psalms** Charles Augustus Briggs, Emilie Grace Briggs, 1927 *Friends' Intelligencer and Journal* ,1900

Making Meaning Out of Canonical Texts in Freshman English Felipe J. Baez (Jr.),2016 This study examines ninth graders negotiation of meaning with one canonical work Romeo and Juliet The studys sample was 88% Latino at a Title I high school The study adopts a sociocultural view of literacy and learning I employed ethnographic methods participant observation data collection interviews and focus groups to investigate the teachers instructional approaches and the literacy practices used while teaching the canonical work With a focus on students interpretations I examined what they said and wrote about Romeo and Juliet One finding was that the teacher employed instructional approaches that facilitated literacy practices that allowed students to draw on their cultural backgrounds personal lived experiences and values as they engaged with Romeo and Juliet As instructional approaches and literacy practices became routine students formed a community of learners Because the teacher allowed students to discuss their ideas before during and after reading students were provided with multiple perspectives to think about as they read and negotiated meaning A second finding was that students drew on their personal lived experiences backgrounds and values as they made sense and negotiated the meaning of Romeo and Juliet s plot and characters Although the text s meaning was not always obvious to students in their work they showed their growing awareness that multiple interpretations were welcomed and important in the teachers classroom Through the unit students came to recognize that their own and their peers understandings negotiations and interpretations of the canonical work were informed by a variety of complex factors Students came to find relevance in the text s themes and characters to their experiences as adolescents The study s findings point to the importance of allowing students to draw from their cultural backgrounds and experiences as they negotiate meaning with texts specifically canonical ones and to welcome and encourage multiple meanings in the English classroom *A Commentary on the Greek Text of the Epistle of Paul to the Galatians* ... John Eadie,1883 **The New Topical Text Book** R.A. Torrey,1897 **Processes, Applications, and Ethics in Qualitative Research** Qualitative Interest Group. Conference,1990 **Supporting Readers** Maggie Moore,Barrie Wade,1995 This book examines current provision in the teaching of reading for children at Key Stage 2 who are experiencing difficulties Using innovative methods which avoid traditional structured approaches dramatically better results can be achieved **Instructors Manual** Stephen Reid,2001-05 **Work in Progress** ,2002

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