Power of Literacy: Strategies for Effective Reading Instruction

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Message from the Guest Editors

Individuals directly and indirectly associated with providing literacy instruction have strong positions regarding effective strategies for effective literacy instruction. On both sides of a long-standing divide is whether to focus on reading skills, meaning, and/or practices that validate and sustain students' funds of knowledge. We believe that the broader question Aukerman and Schudts (2021) ask is, "How can reading instruction best help students develop and flourish as literate human beings in the ways that matter most? (p .85). What strategies are most effective for achieving equitable literacy outcomes for today's students? In our current text, Achieving Equity for Students in Poverty: Literacy Instruction that Makes a Difference (Walker-Dalhouse and Risko, in press), we argue that deficit views of students' capabilities lead to missed opportunities to teach students' capabilities and histories. We argue that literacy educators can transform instruction to support equity for all students in our schools worldwide.

Special Issue

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Message from the Editor-in-Chief

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