

rooms of Joseph and Jamar. Across these studies, we explored some of the ways that reading and writing functioned in children's lives as sources

1991). In general, these theorists have argued that because narratives are organized around the dimension of time in lived experience, they allow us to interpret our pasts, envision our futures, and understand the lives

[REDACTED]

about both real and fictional (p. 228). So spontaneous and unrehearsed

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

largely without empirical foundation. In relation to this point, we might

she became involved with interest groups and activities in the local com-

... In the classroom, Vahid searched for ways to validate children's

celebrate, as well as those they wished to change. After sharing their

Walker) and her aging friend (Mr. Sweet). Vicki began by asking the chil-
dren to share their ideas about why the author might have written such

[The page contains multiple lines of text that have been almost entirely obscured by heavy black redaction bars. Only a few small fragments of text are visible, including the words "The" and "and" on the second line, and "and" on the fourth line. The rest of the page is blank white space.]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

11. [REDACTED] of literature related dicms-

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

... and the stars and the sun my mom and dad and just

[The body of the document contains multiple pages of text that are almost entirely obscured by heavy black redaction bars. Only a few faint fragments of text are visible, such as "CLASSROOM STORIES" and "RE-VISIONING READING AND TEACHING LITERATURE" at the top of the pages.]

...the students have come to associate with reading

reading they brought to light a wealth of ways in which reading and

... (1999) ...

... efforts to explore and understand some of the life-

[The remainder of the page is obscured by heavy black redaction bars.]

[The body of the page is almost entirely obscured by thick black horizontal bars, likely representing redacted text or a scanning artifact. Only faint horizontal lines are visible.]

Willinsky, J. (1991). *The triumph of literature and the fate of literacy: English in the secondary school curriculum*. New York: Teachers College Press.

cation. New York: Teachers College Press.

Wood, A. (1987). *Heckedy Peg*. New York: Scholastic.

Yokota, J. (1993). Issues in selecting multicultural children's literature. *Language Arts*, 70, 156-167.