Table of Contents

Follow this and additional works at: https://digitalcommons.lesley.edu/jppp

Recommended Citation

Available at: https://digitalcommons.lesley.edu/jppp/vol9/iss1/3

This Article is brought to you for free and open access by DigitalCommons@Lesley. It has been accepted for inclusion in Journal of Pedagogy, Pluralism, and Practice by an authorized editor of DigitalCommons@Lesley. For more information, please contact digitalcommons@lesley.edu.
Art as Voice: Creating Access for Emergent Bilingual Learners
Journal of Pedagogy, Pluralism, and Practice
Special Issue Fall 2017

I. Letter from Executive Editor
Arlene Dallalfar, Lesley University

II. Art as Voice: Summary of Chapters
Amanda Claudia Wager, Vivian Maria Poey & Berta Rosa Berriz, Lesley University

III. Introduction to Art as Voice: Creating Access for Emergent Bilingual Learners
Amanda Claudia Wager, Vivian Maria Poey & Berta Rosa Berriz, Lesley University

IV. Section I: A Treasure-Trove of Knowledge: Heritage and Identity

a. Sonic Borderland Literacies: A Re/Mix of Culturally Relevant Education
Cecilia A. Valenzuela, University of Colorado at Boulder

b. Creating School Partnerships: Multilingual Family Engagement Through the Arts
Sarah Davila & Maura Mendoza, Lesley University

c. Between Two Worlds: Utilizing the Arts to Increase Engagement and Effectiveness in the Spanish for Heritage Learners Classroom
Kathryn E. Mostow, Lesley University

V. Section II: Weaving Community: Learning with Each Other

a. “It Was Like Really Uncomfortable But Kind of Comfortable”: An Ethnographically-Informed Radio Play of Adult ESL Classes with Educational Drama
Won Kim, University of British Columbia

b. The Art Museum: A Site for Developing Second Language and Academic Discourse Processes
Rosalind Horowitz & Kristy Masten, The University of Texas at San Antonio

c. Reach for the Stars: Restructuring Schooling for Emergent Bilinguals with a Whole-Child, Arts-Infused Curricular Approach
Amy Gooden, Lesley University
VI. Section 3: Engaging Pedagogy: Integrating Arts into Schools

a. Drama in Dialogic Read Alouds: Promoting Access and Opportunity for Emergent Bilinguals
   James V. Hoffman, Doris Villarreal, Sam DeJulio, The University of Texas at Austin, Laura Taylor, Rhodes University, & Jaran Shin, The University of Massachusetts Boston

b. Transcribing Arts and Identities: A Case Study on Literacies at Guadalupe Middle School
   Joseph Rodriguez, California State University Fresno

c. Supporting Teachers in Arts Integration Strategies to Foster Foundational Literacy Skills of Emergent Bilinguals
   Christa Mulker Greenfader, Shelly VanAmburg & Liane Brouillette, University of California at Irvine

VII. Diverse Experiences and Complex Identities: A Resource Archive of Artists’ and Educators’ Works
   Vivian Maria Poey, Berta Rosa Berriz & Amanda Claudia Wager, Lesley University

VIII. Glossary

IX. About the Contributors

X. Book Review: Engaging Children in Social Emotional Learning
   Frank Daniello, Lesley University