E-Resources on Critical Literacy

Critical Literacy: A Lens for Learning
http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/critical_literacy.pdf

Doing Critical Literacy with Young Children: Using the Everyday to Take Up Issues of Social Justice and Equity in a Pre-Kindergarten Setting
https://www.academia.edu/2205998/Doing_Critical_Literacy_with_young_children_Using_the_everyday_to_take_up_issues_of_social_justice_and_equity_in_a_pre-kindergarten_setting

Constructing an Audit Trail
https://www.academia.edu/2206003/Constructing_an_Audit_Trail

Critical Literacy Revisited
https://www.academia.edu/2218129/Critical_Literacy_Revisited

Creating Spaces for Critical Literacy with Young Children: Using Everyday Issues and Everyday Text.
https://www.academia.edu/2205995/Creating_Spaces_for_Critical_Literacy_with_Young_Children_Using_Everyday_Issues_and_Everyday_Text

The Work That We Do: Journal as Audit Trail
https://www.academia.edu/2205930/The_Work_We_Do_Journal_as_Audit_Trail
Books on Critical Literacy

Technology and Critical Literacy in Early Childhood
By Vivian Vasquez and Carol Felderman

Negotiating Critical Literacies with Teachers: Theoretical Foundations and Pedagogical Resources for Pre-Service and In-Service Contexts
By Vivian Vasquez, Stacie Tate, and Jerome C. Harste

Making Literacy Real: Theories and Practices for Learning and Teaching
By Joanne Larson and Jackie Marsh

By Janet Evans

Critical Literacy: A Collection of Articles from the Australian Literacy Educators' Association
By Heather Fehring, Pam Green, and Australian Literacy Educators'
Children’s Books that Help Address Some of the Key Tenets for Critical Literacy

Following are some books I have been using lately for creating spaces to talk about critical literacy and key tenets of critical literacy as described in the book.

**Scaredy Squirrel** by Melanie Watt  
ISBN 978-1554530236  
I use *Scaredy Squirrel* with both adults and children to talk about the hesitations, apprehensions, and fears that sometimes accompany attempts at engaging in critical literacies. Scaredy’s attempts at slowly tackling the unknown creates a nice space for talking about the fact that spaces for critical literacy do not just unfold, but that they need to be created and then expanded.

**Duck Rabbit** by Amy Krouse Rosenthal and Tom Lichtenheld  
ISBN 978-0811868655  
*Duck Rabbit* is a terrific book for introducing the idea of perspective. As noted in the tenets for critical literacy outlined in the book, naming and unpacking perspectives are important skills for critically analyzing texts. I use the book to create a space for conversations around where our perspectives come from, as well as who decides which perspectives are privileged or marginalized. I also use the book to talk about why reading a text from different perspectives helps us to make more informed decisions about various issues, topics, or events.

**Zoom** by Istvan Banyai  
In *Zoom*, things are not quite as they seem. As such it is another great book for talking about the importance of perspective: understanding the perspectives put on offer through books and understanding the perspective from which we read the text. When using the book, I show my students one image at a time and have them say something or comment on the image they see. Each new image brings another twist in point of view causing the reader to shift the perspective from which they read the text.

**Willy and Hugh** by Anthony Browne  
*Willy and Hugh* is primarily a book about an unlikely friendship between a scrawny chimpanzee (Willy) and a strong ape (Hugh Jape). From beginning to end, the author/illustrator provides powerful images that direct our reading of the text. In a way the images lead us to read the text in particular ways and to assign labels like weak and strong to particular characters. It is the signs used to construct our reading of the text that can be unpacked creating spaces for talking about positioning and being positioned. How are the characters in the book positioned through the use of various signs (i.e., types of clothing)? How are readers led to read the book using the signs?

Having students create new signs to insert into the text, and talking about the effects this produces, is one way of helping them understand how one might position or construct readers differently.