

5-2015

Critical Literacy in the Primary Grades

Whitney Talbert Spooner
Kennesaw State University

Follow this and additional works at: <http://digitalcommons.kennesaw.edu/etd>



Part of the [Education Commons](#)

Recommended Citation

Spooner, Whitney Talbert, "Critical Literacy in the Primary Grades" (2015). *Dissertations, Theses and Capstone Projects*. Paper 671.

This Dissertation is brought to you for free and open access by DigitalCommons@Kennesaw State University. It has been accepted for inclusion in Dissertations, Theses and Capstone Projects by an authorized administrator of DigitalCommons@Kennesaw State University. For more information, please contact digitalcommons@kennesaw.edu.

E-mail to digitalcommons@kennesaw.edu

ATTACHMENT A IDENTIFICATION OF CONTENT

Title of Content: Critical Literacy in the Primary Grades

Author(s): Whitney Spooner

Date Content was created: May 11, 2015

5-10 Keywords:

critical literacy, critical social practice, social issues literature, social justice teacher education, social issues text

Abstract (100-250 words):

The purpose of this qualitative study using ethnographic methods was to gain insights into how teachers of primary-aged students successfully enact critical literacy in their classrooms. Using a critical pedagogical theoretical framework, I addressed the following research questions: In what ways are teachers of primary grades modeling and fostering critical literacy within their classrooms? What challenges have primary-grades teachers faced when employing critical literacy practices? What suggestions would teachers offer to those who wish to move toward a more critical stance with their teaching? I interviewed nine K-3 teachers who had experience with critical literacy and supplemented interview data by observing lessons and taking photographs of student work and teacher-created instructional supports. I applied an inductive analysis, looking for patterns and themes.

There were three types of critical literacy enacted by primary-grades teachers: employment of critical literacy through themes predetermined by the teacher, critical literacy taught through student-centered themes, and teachers' encouraging students to question what they read through social issues texts. Colleges and universities played an important role in supporting classrooms in which critical literacy is a central component. Obstacles existed such as questioning the readiness of students or fears of what parents would think about teachers addressing topics that could be controversial with their children. This study may help teachers interested in making space for critical literacy by understanding ways teachers have successfully enacted critical literacy with primary-aged students and illustrating the supports and obstacles that other teachers have experienced along the way.

Committee Members

Dr. Scott Ritchie, Dissertation Chair
Dr. Corrie Theriault
Dr. Mark Warner

For more information contact:

Aajay Murphy • DigitalCommons@Kennesaw.edu • Horace W. Sturgis Library #1701
Kennesaw State University • Kennesaw, Georgia 30144 • 678-797-2671