Index

References to tables are given in bold type and to figures in italic type.

Ablution Clap, 267
Aboriginal people (Australia), 416
see also indigenous peoples
academic literacy
Alaskan Native students, 124–9
bilingualism and, 130–2
see also universities
accountable talk see exploratory talk
accreditation, 488
acculturation, 141
action research, 487
activity systems, 68
Adelaide, 416–17
adolescents, 45, 178–80
English language learners (ELL), 141–2, 147, 151
knowledge building, 311
reading trajectories, 86
adults, reading engagement, 236
The Adventures of Huaqajie, 72
Africa, 505
African Americans, 83–4, 166, 206
politics of place and power relations, 413–14
African students, 380, 462
after-school programs, 326
Alaska Native Claims Settlement Act (ANCSA), 122–3
Alaska Native Student Association, 127
Alaska Natives, 122, 123–4
bilingualism, 130–2
discrimination against, 124–5
language shift, 132–3
secondary education, 123–4
university education, 124–31
use of Internet resources, 133–4
Albany, New York, 402–3
Alexander Technique, 457–8
Alice in Wonderland (film), 57–8
aliteracy, 460
Allens Croft Primary School, 54
overview, 56–7
parent contact project
affordances, 62–3
community contact, 56–7
first phase, 57–8
performance, 60–2
second phase, 58–62
story-making, 58–9
Alternate Reality Gaming (ARG), 339–40
American Recovery and Reinvestment Act, 401
Anais, 176–8, 180
animation, 337–8
anthropology, 4–5
apps, 34–5
see also digital literacy
Apptivity Action, 34
Arabic language, 8, 166
architectonic spaces, 419
Argentina
ethnographic reading books, 69–73
Oscarotty program, 73–7
teacher research, 507
Arizona, 174–5
  transnationalism, 176–80
Arpaio, Joe, 175
artists, 193–4, 280–1
  see also creative practitioners
Asian Americans, 140
  culturally sensitive pedagogy, 147–50
  culture and parental expectations, 145
  gender identity, 143–5
  parental involvement, 145–6
  variation in academic achievement, 141
at-risk families, 5–6
attainment gaps, 201
attitudinal development, 486
Australia, 335, 415–16
  teacher research, 507
  see also Wollongong University
australia, 61, 112

babies, digital literacy, 18–19
Baby Einstein, 18, 31
baby software, 19
Bachelard, Gaston, 195
background knowledge, 204–5
Bangladesh, 505
Barbie Princess Charm School, 36–7
Barnesborough, 335–6
Barthes, Roland, 105–6
baseball, 204
Before Writing: Rethinking the Paths to Literacy, 4
beliefs, 428
  influence of, 433–4
  knowledge and, 430
  simulations, 433–4
  teachers’, 472–3
  uncovering, 433–4
  see also knowledge; religion
Bhabha, Homi, 360–2
bidialecticism, 73
Bilingual Education Act, 123
bilingualism, 111, 192, 383–4
  Alaska Natives, 123–4, 129–30
  case studies
    Europe, 161–5
    United States, 159–61
educational resources, 165
hybridity theory and, 365
linguistic endangerment, 132

Maya people, 160
Spain, 166
birthday celebrations, 264–6
  pretend-party practice, 268
Blair, Tony, 104
bodily spaces, 418–19
books see children’s literature
Bosnia, 502
Bourdieu, Pierre, 456, 457–8
brain
  imaging, 111–12, 114–15, 189–90
  plasticity, 113–14, 116–17, 117
  play and, 189–92
  see also neuroscience
brands, 22–3, 34–7
  LEGO, 102–4
  see also Disney; LEGO; Mattel
bridging, 404
Buckingham, David, 30–1
Buffalo, New York, 159–60
Callie, 394
Calvin and Hobbes, 262
Canada, 111
Canadian Digital Video in the Classroom Project, 322
capital, 457
Cardcaptor Sakura, 48
Carver Sekeres, Diane, 22
Casey, 419
Catalonia, 161, 162, 166–7
childcare, 186–7
childhood (social concept), 260–1
children, peer culture, 258–9
children’s literature, 242
  benefits, 245–6
  book ownership, 16
  branded fiction, 22–3
  diversity of genre and theme, 247
  ethnographic, 69–79
  modes of response, 247–8
  multimodal aspects, 15–16, 20–1
  participation and, 21–2
  picture books, 15–16, 20–1, 503
  on tablet computers, 34–7
  taxonomically organized for word learning, 206
  teachers’ approaches, 250–1
  as vehicle for developing understanding, 245–6
## Index

<table>
<thead>
<tr>
<th>Chinese families</th>
<th>157</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese students</td>
<td>146–7</td>
</tr>
<tr>
<td>Christina</td>
<td>394–5</td>
</tr>
<tr>
<td>clapping games</td>
<td>267</td>
</tr>
<tr>
<td>class (social)</td>
<td>391–2</td>
</tr>
<tr>
<td>classroom</td>
<td></td>
</tr>
<tr>
<td>racial power dynamics within</td>
<td>378–84</td>
</tr>
<tr>
<td>transformation through play</td>
<td>262</td>
</tr>
<tr>
<td>Click on Me</td>
<td>19</td>
</tr>
<tr>
<td>Club Penguin</td>
<td>48</td>
</tr>
<tr>
<td>coaching</td>
<td>487–8, 491</td>
</tr>
<tr>
<td>cognitive dissonance</td>
<td>490</td>
</tr>
<tr>
<td>cognitive science</td>
<td>229–31</td>
</tr>
<tr>
<td>Colla people</td>
<td>70</td>
</tr>
<tr>
<td>collaborative learning</td>
<td>323</td>
</tr>
<tr>
<td>collective third spaces</td>
<td>284</td>
</tr>
<tr>
<td>colonialism</td>
<td>362–3</td>
</tr>
<tr>
<td>Comenius, John Amos</td>
<td>15–16</td>
</tr>
<tr>
<td>communication skills</td>
<td>471</td>
</tr>
<tr>
<td>communicative practices</td>
<td>4</td>
</tr>
<tr>
<td>community literacy</td>
<td>156</td>
</tr>
<tr>
<td>anthropological studies</td>
<td>4–5</td>
</tr>
<tr>
<td>definition of term</td>
<td>3</td>
</tr>
<tr>
<td>identification of successful practice</td>
<td>157–9</td>
</tr>
<tr>
<td>importance of context</td>
<td>5–6</td>
</tr>
<tr>
<td>internalized norms</td>
<td>71–3</td>
</tr>
<tr>
<td>multimodality and</td>
<td>6–7</td>
</tr>
<tr>
<td>social assets</td>
<td>55</td>
</tr>
<tr>
<td>competitive schools</td>
<td>403</td>
</tr>
<tr>
<td>composition</td>
<td>262</td>
</tr>
<tr>
<td>computer and video games</td>
<td>323–4, 418–19</td>
</tr>
<tr>
<td>classroom use</td>
<td>338–9</td>
</tr>
<tr>
<td>multiplayer online</td>
<td>48</td>
</tr>
<tr>
<td>use in classroom</td>
<td>505</td>
</tr>
<tr>
<td>Conceptual Blending Theory</td>
<td>450–1</td>
</tr>
<tr>
<td>consciousness</td>
<td>109–10, 114–15</td>
</tr>
<tr>
<td>as appearance of world</td>
<td>109–10</td>
</tr>
<tr>
<td>literacy as shared</td>
<td>110–11</td>
</tr>
<tr>
<td>constructivism</td>
<td>443–5, 444, 448–51</td>
</tr>
<tr>
<td>implementation</td>
<td>446–7, 449</td>
</tr>
<tr>
<td>pedagogical structures</td>
<td>450</td>
</tr>
<tr>
<td>theory of cognition</td>
<td>450</td>
</tr>
<tr>
<td>content creation</td>
<td>47, 49–50</td>
</tr>
<tr>
<td>Creative Britain strategy</td>
<td>104</td>
</tr>
<tr>
<td>Creative Industries Task Force</td>
<td>104</td>
</tr>
<tr>
<td>Creative Partnerships (CP)</td>
<td>56</td>
</tr>
<tr>
<td>creative practitioners</td>
<td>63, 285</td>
</tr>
<tr>
<td>see also Allens Croft Primary School</td>
<td></td>
</tr>
<tr>
<td>Creative Spaces project</td>
<td>506</td>
</tr>
<tr>
<td>creativity</td>
<td></td>
</tr>
<tr>
<td>children’s natural</td>
<td>277–8</td>
</tr>
<tr>
<td>digital technologies and</td>
<td>281–2</td>
</tr>
<tr>
<td>involvement of creative practitioners</td>
<td>285</td>
</tr>
<tr>
<td>in play</td>
<td>104, 263–6, 277–8</td>
</tr>
<tr>
<td>subversive</td>
<td>279–80</td>
</tr>
<tr>
<td>teachers’</td>
<td>283–5</td>
</tr>
<tr>
<td>textual play</td>
<td>263–4</td>
</tr>
<tr>
<td>critical literacy</td>
<td>44–5, 250</td>
</tr>
<tr>
<td>Critical Race Theory (CRT)</td>
<td>374</td>
</tr>
<tr>
<td>literacy as white property</td>
<td>376–7</td>
</tr>
<tr>
<td>criticality</td>
<td>15</td>
</tr>
<tr>
<td>cultural generation gap</td>
<td>174–5</td>
</tr>
<tr>
<td>see also digital literacy, digital divide</td>
<td></td>
</tr>
<tr>
<td>cultural genetics</td>
<td>110–15</td>
</tr>
<tr>
<td>cultural history</td>
<td>91</td>
</tr>
<tr>
<td>Cultural Modeling</td>
<td>217–18</td>
</tr>
<tr>
<td>cultural responsiveness</td>
<td>215–16</td>
</tr>
<tr>
<td>cultural translation</td>
<td>149</td>
</tr>
<tr>
<td>culture</td>
<td></td>
</tr>
<tr>
<td>bias in teaching of writing</td>
<td>218–19</td>
</tr>
<tr>
<td>dialect</td>
<td>68–9</td>
</tr>
<tr>
<td>expectations of literacy and</td>
<td>145–7</td>
</tr>
<tr>
<td>intra-group variability</td>
<td>206</td>
</tr>
<tr>
<td>learning styles</td>
<td>37</td>
</tr>
<tr>
<td>schools, interplay between official and unofficial</td>
<td>270–1</td>
</tr>
<tr>
<td>unofficial children’s</td>
<td>261, 266–7</td>
</tr>
<tr>
<td>use of culturally familiar materials in teaching</td>
<td>216–17</td>
</tr>
<tr>
<td>culture pedagogy</td>
<td>147–50</td>
</tr>
<tr>
<td>curricula</td>
<td>132, 187–8, 304–7</td>
</tr>
<tr>
<td>areas for research</td>
<td>315</td>
</tr>
<tr>
<td>coherence</td>
<td>478</td>
</tr>
<tr>
<td>culturally sensitive for Asian English language learners</td>
<td>148–9</td>
</tr>
<tr>
<td>demands on students</td>
<td>305</td>
</tr>
<tr>
<td>digital literacy strategies</td>
<td>351</td>
</tr>
<tr>
<td>disengagement from pedagogy</td>
<td>44</td>
</tr>
<tr>
<td>failure to develop literacy skills for advance study</td>
<td>314–15</td>
</tr>
<tr>
<td>‘first curriculum’</td>
<td>308–10</td>
</tr>
<tr>
<td>integration of digital literacy</td>
<td>51</td>
</tr>
<tr>
<td>linguistic study</td>
<td>310–12</td>
</tr>
<tr>
<td>physics</td>
<td>312–14</td>
</tr>
<tr>
<td>policy-driven change</td>
<td>243–4</td>
</tr>
<tr>
<td>relationship to teacher identity</td>
<td>461–2</td>
</tr>
<tr>
<td>target-based</td>
<td>407</td>
</tr>
<tr>
<td>for teacher training</td>
<td>440–1</td>
</tr>
</tbody>
</table>
curricula (Continued)
  vocabulary development, 208
  see also teaching
curriculum, social scientific approaches, 307–8
demographic change, 174–5
demonstrations, 431, 490–1
Derogatory Terms Activities, 413
developmental aids, 18–19
edutainment media, 30–1
developmental psychology, conceptions of time, 85
dew drops, 312–14
dialect, 68–9
dialogic teaching, 220–2, 294
  small groups, 296–7
  Thinking Together initiative, 297–9
Digital Education Enhancement Project (DEEP), 505
Digital Games: Literacy in Action, 49, 504
digital implementation, 321–3
  assessment, 340–1
  challenges, 325–7
  studies, 323–4
  future research directions, 327–8
  limitations, 326–7
digital literacy, 194, 298
  access to media and income, 32
  by teachers, 463–4
  challenges for teachers and students, 346–9
  concept of text, 49–50
  content creation and manipulation, 49–50
  digital divide, 16, 473
digital spaces, 417–19
electronic and digital toys, 29–30
  fluidity of distinction between physical and
digital space, 9
infants, 17–18
Internet use, 344–6, 345–6
  reading strategies, 345–6
  prior knowledge, 346
  use by disadvantaged communities, 349–51
  Web 2.0, 46–7, 334, 339–40, 349
iPad, 34–7
mobile media devices, 31–3
multimodality, home and community literacy
  and, 7
  online, 47–8
picture books and, 21
place in digital spaces, 417–19
poetic play and, 281–2
primary schools, 333–4
  challenges, 340
  computer games, 338–9
  software aimed at children and infants, 18–19
  studies, of activity, 48
  systematic reviews, 321–4
  teacher identity and, 462–4
  teacher research into, 504
  technology integration, 319–20
  see also multimodality; new media
disadvantaged communities
digital literacy, 349–50
primary schooling, 388
discourse
  exploratory, 297
  playful, 282–3
Disney, 22, 186, 392
Distinction, 458
Dorling Kindersley Eyewitness Guides, 233
drama, 281
DVD video, 22–3, 36
dyads, 361
dyslexia, 114–15
Dyson, Anne Haas, 4
e-readers, 34
early learning, 89–90, 114–15
  see also kindergarten; primary school
ecological concepts, 6, 165–6
education
  challenge of multimodal digital literacy, 43–4
digital literacy, 44
  pros and cons of integration into curriculum, 50–1
goals, 43–4
place-conscious, 415–17
of teachers, 434–5
tertiary, 124–7
education standards, 401–2
EDUL101 module, 451–3
edutainment, 30–1
effectiveness (of reading and learning), 445–6
eggplant, 162–4
elementary schools see primary schools
Elly, 265–6
Elsaesser, Thomas, 24
embodied space, 419
embroidery, 5
Emig, Janet, 218
emotion, 391–2
literacy and, 396–7
emotional capital, 391
English in Action, 505
English Language Arts (ELA), 401
English language learners (ELL), 139–40, 365, 406–7, 492
adolescents, 141–2
gender issues, 142–5
racial power structures and, 381–3
United States, makeup of population, 139–40
epistemology
conceptual blending theory, 450
constructivism and objectivism, 443–5
teacher training and, 443–7
see also knowledge
Erica, 78–9
Ernestina’s Adventures, 70
ethnicity
educational attainment and, 376–7
indigenous peoples, Alaska, 122–5
literacy as white property, 374–7
see also immigrant communities; indigenous peoples; racism and racial discrimination
ethnographic reading books, 69–73
literacy tutors program, 77–9
Oscarcito program, 73–7
purpose and advantages, 73
ethnography
children’s engagement with branded digital media, 37–8
LEGO, 97–8
longitudinal studies, Alaska Native people, 122–9
of objects, 97–8, 104–6
reading books, 69–73
ethnomethodology, 307–8
Europe
bilingualism, 161–5
see also Spain; United Kingdom
executive function, 194
exploratory talk, 297
Ezekial, 259, 261–2, 264–5, 268–9
facial expressions, 114–15, 115–16
faith literacies, 7
families
literacy, 235–6
see also home literacy
livelihood vulnerability, 173–6
Fecho, Bob, 56
Feed Me TV, 57
Felicity, 23–4
field, 457
figured worlds, 373
Filipino people, 142
film, 24, 57, 206, 336–7, 336–8
first curriculum, 310
folk tales, 263–4
formative and design experimental methodological framework (F&DE), 350
Foucault, Michel, 406, 414
Four Roles of the Reader, 458
fourth grade slump, 201
Freire, Paulo, 126, 155, 416, 417, 500
functional literacy, 470
functional magnetic resonance imaging (fMRI) see magnetic resonance imaging
funds of knowledge, 55–6, 172–3, 174–5, 217–18, 374–5, 462
future teachers see prospective teachers
games, 48
clapping, 267
computer and video, 185
classroom use, 323–4
in primary schools, 338–9
pretend party, 267–9
GCSE exams, 376
Gelert story, 59–60
gender
identity of Asian Americans, 143–5
representation in play, 186
responses to stereotyped discourse, 392–6
Genius Babies, 31
genre
reading preferences, 233–4
theory, 220
geosemiotics, 6
Germany, 244
ghost stories, 263–4
The Giant Squash, 75–6
girls, response to stereotyped discourse, 392–6
Goodlad, John, 441, 441–2
<table>
<thead>
<tr>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>520 Google searches, 19</td>
</tr>
<tr>
<td>grammatical metaphor, 311–12</td>
</tr>
<tr>
<td>Great Death, 122</td>
</tr>
<tr>
<td><em>Grey Matter</em>, 23–4</td>
</tr>
<tr>
<td><em>Grove Gardens</em> project, 416–17</td>
</tr>
<tr>
<td>habits, 5, 457–8, 464</td>
</tr>
<tr>
<td><em>Hail Mary Prayer</em>, 165–6</td>
</tr>
<tr>
<td>hands and hand gestures, 190–2</td>
</tr>
<tr>
<td>haptic feedback, 190–1, 194–5</td>
</tr>
<tr>
<td>Hazmat Guy figure, 98–9, 102</td>
</tr>
<tr>
<td>Head Start programs, 208–10</td>
</tr>
<tr>
<td>Heath, Shirley Brice, 91</td>
</tr>
<tr>
<td>Heidegger, Martin, 195</td>
</tr>
<tr>
<td>hip-hop, 279–80</td>
</tr>
<tr>
<td>Hispanic communities <em>see</em> Latino communities</td>
</tr>
<tr>
<td>home literacy</td>
</tr>
<tr>
<td>anthropological study, 4</td>
</tr>
<tr>
<td>distinctness from school literacy, 68</td>
</tr>
<tr>
<td>ethnographic reading programs in Argentina, 73–7</td>
</tr>
<tr>
<td>identification of successful practices, 157–9</td>
</tr>
<tr>
<td>immigrant communities, Argentina, 74</td>
</tr>
<tr>
<td>importance of context, 5–7</td>
</tr>
<tr>
<td>mainstream practice, 157–8</td>
</tr>
<tr>
<td>material situation, 7–8</td>
</tr>
<tr>
<td>multimodality and, 6–7</td>
</tr>
<tr>
<td>reading engagement, 235–6</td>
</tr>
<tr>
<td>relationship to community literacy, 156</td>
</tr>
<tr>
<td>spacial concepts, 8–9</td>
</tr>
<tr>
<td>Hootch, Molly, 123</td>
</tr>
<tr>
<td><em>Horrible Histories</em>, 233</td>
</tr>
<tr>
<td><em>Huaqajü’s Adventures</em>, 70–2, 71</td>
</tr>
<tr>
<td>hybrid literacies, 359–60</td>
</tr>
<tr>
<td>biological hybrids, 364</td>
</tr>
<tr>
<td>navigation between identities, 363–5</td>
</tr>
<tr>
<td>theories of hybridity, 360–3</td>
</tr>
<tr>
<td>hyperlinks, 345</td>
</tr>
<tr>
<td>identity</td>
</tr>
<tr>
<td>children’s as readers, 234</td>
</tr>
<tr>
<td>collective, 474–7</td>
</tr>
<tr>
<td>gender stereotypes, 392–3</td>
</tr>
<tr>
<td>hybridity, 365</td>
</tr>
<tr>
<td>Irish national, 383–4</td>
</tr>
<tr>
<td>Latino communities, 179–80</td>
</tr>
<tr>
<td>navigations between, 365–6, 367–9</td>
</tr>
<tr>
<td>reader’s, 458–9</td>
</tr>
<tr>
<td>as repertoire of practices, 377–8</td>
</tr>
<tr>
<td>role of children’s literature in constructing, 245–6</td>
</tr>
<tr>
<td>teachers’, 472–4</td>
</tr>
<tr>
<td>idiology, 17</td>
</tr>
<tr>
<td>idiomatic language, 380–1</td>
</tr>
<tr>
<td>imagination, 277–8</td>
</tr>
<tr>
<td>immigrant communities, 111, 379</td>
</tr>
<tr>
<td>Argentina, 74–6</td>
</tr>
<tr>
<td>discrimination against, 174–5</td>
</tr>
<tr>
<td>multiple literacies, 159–60</td>
</tr>
<tr>
<td>permanence, 176</td>
</tr>
<tr>
<td>United Kingdom, 163–4, 165–6</td>
</tr>
<tr>
<td>Turkish, 90</td>
</tr>
<tr>
<td>United States</td>
</tr>
<tr>
<td>Asian American, 142–7</td>
</tr>
<tr>
<td>home literacy, 76–7</td>
</tr>
<tr>
<td>Latino, 156–7</td>
</tr>
<tr>
<td>Mexican, 144</td>
</tr>
<tr>
<td>Samoan, 156–7</td>
</tr>
<tr>
<td>immigration laws, 174–5</td>
</tr>
<tr>
<td>iMovie software, 337</td>
</tr>
<tr>
<td>improvisation, 284, 295</td>
</tr>
<tr>
<td>in-between spaces, 414</td>
</tr>
<tr>
<td>indigenous peoples</td>
</tr>
<tr>
<td>Alaska</td>
</tr>
<tr>
<td>academic literacy, 124–8</td>
</tr>
<tr>
<td>bilingualism, 130</td>
</tr>
<tr>
<td>language ideology and endangerment, 132</td>
</tr>
<tr>
<td>linguistic survivance, 129–31</td>
</tr>
<tr>
<td>Argentina, 69–73</td>
</tr>
<tr>
<td>Australia, 415–16, 416</td>
</tr>
<tr>
<td>Hawaii, 76</td>
</tr>
<tr>
<td>South America, 69–73, 160–1</td>
</tr>
<tr>
<td>Indonesia, 270</td>
</tr>
<tr>
<td>Indonesian children, 263–4</td>
</tr>
<tr>
<td>inductive learning, 204</td>
</tr>
<tr>
<td>infants, 17</td>
</tr>
<tr>
<td>language acquisition, 112, 114</td>
</tr>
<tr>
<td>Information and Communications Technology (ICT), 178–9, 298, 346, 470–1</td>
</tr>
<tr>
<td>implementation challenges, 325</td>
</tr>
<tr>
<td><em>see also</em> computer and video games; digital literacy; Internet</td>
</tr>
<tr>
<td>Initiation-Response-Feedback (IRF) exchanges, 293–4, 305–7, 310</td>
</tr>
<tr>
<td><em>Innovative Links between Schools and Universities for Teacher Professional Development</em>, 501</td>
</tr>
<tr>
<td>instrumentality, 444</td>
</tr>
<tr>
<td>instrumentalization, 286</td>
</tr>
<tr>
<td>Index</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>interactive fiction, 17</td>
</tr>
<tr>
<td>Interconnected Model of Professional Growth, 473–4</td>
</tr>
<tr>
<td>International Board of Books for Young People, 242</td>
</tr>
<tr>
<td>International Reading Association (IRA), 243, 344, 486</td>
</tr>
<tr>
<td>International Youth Library, 242–4</td>
</tr>
<tr>
<td>Internet, 194, 344–6</td>
</tr>
<tr>
<td>reading strategies, 345–6</td>
</tr>
<tr>
<td>prior knowledge, 346</td>
</tr>
<tr>
<td>teachers’ use, 470–1</td>
</tr>
<tr>
<td>use by Alaska Natives, 132–3</td>
</tr>
<tr>
<td>use by disadvantaged communities, 349–51</td>
</tr>
<tr>
<td>Web 2.0, 46–7, 334–6, 339–40, 349</td>
</tr>
<tr>
<td>intersubjectivity, 113–14</td>
</tr>
<tr>
<td>intertextuality, 38, 220–2, 222–3, 223–4, 250, 471</td>
</tr>
<tr>
<td>iPad, 34–7</td>
</tr>
<tr>
<td>Ireland, 379, 380–4</td>
</tr>
<tr>
<td>Internet use, 349–50</td>
</tr>
<tr>
<td>IRF exchanges, 293–4, 305–7, 310</td>
</tr>
<tr>
<td>iris flowers, 359</td>
</tr>
<tr>
<td>Islam, 162, 267</td>
</tr>
<tr>
<td>Jermaine, 83–4, 86, 88–9</td>
</tr>
<tr>
<td>Joan Ganz Cooney Centre, 32</td>
</tr>
<tr>
<td>Joanie, 388</td>
</tr>
<tr>
<td>justification behavior, 444</td>
</tr>
<tr>
<td>linguistic survivance, 129</td>
</tr>
<tr>
<td>katydids, 207–8</td>
</tr>
<tr>
<td>Kinder, Marsha, 38</td>
</tr>
<tr>
<td>kindergartens, 185, 207</td>
</tr>
<tr>
<td>knowledge, 428</td>
</tr>
<tr>
<td>belief and, 430</td>
</tr>
<tr>
<td>children’s, of the world, 204–5, 216</td>
</tr>
<tr>
<td>cumulative building, 312–14</td>
</tr>
<tr>
<td>funds of, 172–3, 174–5, 217–18, 374–5, 462</td>
</tr>
<tr>
<td>implicit theory of, 473</td>
</tr>
<tr>
<td>influence, 433–4</td>
</tr>
<tr>
<td>prospective teachers’, 428–30</td>
</tr>
<tr>
<td>socio-cultural account, 111–12</td>
</tr>
<tr>
<td>teachers’</td>
</tr>
<tr>
<td>of literacy, 470</td>
</tr>
<tr>
<td>of societal demands, 470–1</td>
</tr>
<tr>
<td>see also epistemology</td>
</tr>
<tr>
<td>Knowledge Community Building, 448</td>
</tr>
<tr>
<td>knowledge funds see funds of knowledge</td>
</tr>
<tr>
<td>Kress, Gunther, 4</td>
</tr>
<tr>
<td>literacy</td>
</tr>
<tr>
<td>definition of term, 43–4</td>
</tr>
</tbody>
</table>
Index

literacy (Continued)
  education see teaching
teachers’ knowledge of, 470
  as white property, 375
literacy coaching, 487–8
literacy gaps, 474–6
  see also digital literacy, digital divide; Matthew effect
literary engagement, 229
Little Golden Books, 34–5
livelihood vulnerability, 174–6
London, 163–4, 165–6
longitudinal studies, 90, 91–2
  Alaska Native people academic literacy, 122–9
low-income families, 184–5
Lower Kuskokwim School District (LKSD), 130
LTCLE, 251
magnetic resonance imaging (MRI), 111–12, 114–15, 189–90
Mandarin Chinese, 112
Manhattan public schools, 402–5
marketing, 187
Marsh, Jackie, 4, 29
massively multiplayer online games, 48
materially situated literacy, 7–8
‘material child’, 30
Mattel, 34, 37–8
Matthew effect, 88, 230–1, 353
Mauricio, 78–9
Maya people, 160–1
Melissa, 178–80, 180
metaphor, 434
  see also grammatical metaphor
Mexican communities, 144, 173–5
  Arizona, 174–5, 176–80
case studies of transnationalism, 176–80
Mexico, 86
  school system, 174–5
middle schools, 404–5
migration, 406–7
  see also immigrant communities; transnationalism
minority groups
dialect, 68–9
discontinuity between home and school linguistic environments, 68–9

ethnic
  African Americans, 166, 206, 413–14
educational attainment, 376–7
literacy as white property, 374–7
immigrant communities, 111, 379
  Asian American, 142–7
discrimination against, 174–5
Mexican, 144
  multiple literacies, 159–60
permanence, 176
United Kingdom, 165–6
  bilingualism, 163–4
United States, 156–7
  see also English language learners
  see also gender
mirror neurons, 113–14
Mirrors in the Brain, 113
mobile media devices, 32–3
  iPad, 34–7
LeapFrog, 32–3
mobile technology, 322
model minority, 145
Molly Hootch Case, 123
monads, 361
moral language order, 156
Morgan Project, 128
Moroccan families, 162
mosques, 7
mothers, 393–6
motivation, to read, 230
multiculturalism, 149–50, 375
multimodality, 247–8, 250–1, 279–80, 340–1, 417, 458
  challenge to literacy education, 43–4
children’s literature, 20–1
  constructivist epistemology and, 450
digital literacy and, 17–20
  primary schools, 334
teacher identity, 463
home and community literacy, 4, 6–7
transmedia intertextuality, 3
use of film, TV, and animation in primary schools, 336–8
multiple literacies, 49, 163–4, 470
  bidialecticism, 73
multilingualism, 7–8
second language learning, 192
  see also bilingualism; English language learners;
  transnationalism

522
Index

multiplicity, 361
Murray Darling Basin, 416
music, 279–80, 308–10
Muslim community and families, 162, 166

Narran Lakes, 416
Natal, 462
National Assessment of Educational Progress (NAEP), 141, 229
National Center for Education Statistics (NCES), 139
National Curriculum (UK), 30
National Literacy Trust (NLT), 16
National Reading Panel, 492
Native Advisory Committee, 126
navigations, 360, 365–7
spaces, 367–8
Nespor, Jan, 408
neuroscience, 109–10
account of learning, 109–10
brain imaging, 111–12
brain plasticity, 113–14, 116–17
dyslexia, 114–15
effect of electronic media on infant development, 30–1
mirror neurons, 113–14
play, 189–93
see also cognitive science
New Literacies for Teachers, 464–5
New Literacy Studies (NLS), 4, 373–4
new media, 42, 45–6
definition, 44–5
see also digital literacy; Internet
New Media Studies, 45–6, 46
New York City
competitive schools, 402–3
teacher research, 502
New Zealand, 217
Next Year I'll Be Special, 434
No Child Left Behind, 401, 406–7
nonevaluative observation, 490–1
nonfiction books, 233
Nyen Ton, 144

obesity, 188
object ethnography, 97–8, 104–5, 105–6
objectivism (epistemological viewpoint), 443–5,
observation, 490–1

old media, 45–6
online literacy see digital literacy, online
open distance learning (ODL), 505–6
Open Education Resources Commons, 509
oral histories, 284–5
Orbis Sensualium Pictus, 15–16
Oscarcito program, 73–7
paki (racial epithet), 381, 382
Pakistani students, 146
parents
expectations, 145
involvement with schools and school work, 54, 146–7
Allens Croft School project, 57–8
Asian English language learners, 145–7
guidance for schools, 55
mothers and stereotyped discourse, 393–6
stereotyped gender discourse, 393–6
participation, 23–5, 194–5
participatory culture, 321
Peabody Picture Vocabulary Test III, 209
pedagogues see teachers
pedagogy see teaching
peer coaching (by teachers), 488
peer culture, 234, 258–9
Peirce, C.S., 361
personal writing, 433
Peter Rabbit, 34–5
phaneron, 361
philosophy of education, 443–7
photography, 58, 337
physics, 312–14
picture books, 15–16
digital literacy and, 21
postmodern, 503
Piniq school, 130–1, 132
Pink, 419
PIRLS survey, 244
place, 3, 402–5, 412–14
digital spaces and, 417–19
multi-level accounts, 408
place-conscious pedagogies, 415–17
see also space
play, 184–5
in art and science, 193–4
birthday celebrations, 264–6
creativity in, 104, 263–6, 277–8
in families, 185–7
play (Continued)
games
clapping, 267
computer and video, 48, 185, 323–4, 338–9
pretend party, 267–9
hands and hand gestures, 190–2
history
20th century, 186–7
21st century, 187
interplay between official and unofficial school cultures, 270–1
language creativity, 277–8
learning through, 261
linguistic, 188
literacy within, 188–9
neuroscience of, 189–93
participation and multimodal media, 21–2
playful discourse, 282–3
purpose, 188–9
recontextualization of cultural texts, 263–6
Midwestern US, 264–6
in schools, 187–8
subversive, 280–1
symbol-making, 259–60
toys, 28–9

edutainment, 30–1
global distribution, 266
LEGO, 98–103
marketing, 29
mobile/computing devices, 31–2
LeapFrog, 18–19, 32–3
prototyping, 38
transformation of everyday spaces, 262
visual aspects, 192–3
writing activities within, 269–70
see also toys; games
podcasts, 335
poetic narrative, 278–9
poetry, 282
The Poky Little Puppy, 35–6
policy measures, 243–4
education standards, 401–2
relationship to teacher identity and curriculum, 461–2
Pope, James, 17
PopOut! The Tales of Peter Rabbit, 34
Portugal, 112
poststructuralism, 218

poverty, 184–5, 207
access to digital media and, 32
emotional literacy and, 396–7
power relations, 391–2
politics of place, 413–14
race and, 382–3
The Power of Reading, 249
Poyntz, Stuart, 21–2
pre-school, 185, 207
pre-service teachers see prospective teachers
Press Here, 21
primary schools
Allens Croft, 54
affordances, 62–3
overview, 56–7
performance, 60–2
project
community contact, 56–7
first phase, 57–8
second phase, 58–62
story-making, 58–9
digital literacy, 333–4
use of computer games, 338–9
use of film, TV, and animation, 336–8
Prisoners of Time, 87
prisons, 406
professional development
accreditation, 488
assessment, 491–4
via student achievement, 490
attitudinal, 486
characteristics of effective programs, 489–91
collaborative enquiry stance, 489–90
whole school approach, 489
collective identity and, 474–9
definitions, 485–6
demonstrations, 490–1
functional, 486
literacy coaching, 487–8
long-term planning, 479
nonevaluative observations, 490–1
ongoing, 478–9
reading engagement, 249–50
Standards Based Change process, common visions and goals, 475–6
teacher beliefs, 472–3
teacher knowledge, 469–71
teacher as researcher, 487
workshops, 478–9, 486–7
Index

professional learning communities (PLC), 474–9
  collaborative enquiry, 489–90
  student achievement and, 479
Program for International Student Assessment (PISA), 161–2, 187
  reading engagement study, 232–3
prospective teachers (PT)
  digital literacy, 463–4
  grounds for reform, 443–7
  pressures for training reform, 441–3
  relationships with students, 432–3
  tools for influencing knowledge and belief, 433–4
  training reform, 447–9
    epistemological considerations, 445–7
    implementation, 447–8, 449–51
    implementation at Wollongong University, 451–3

Qom community, 70
Qur’an, 166

racial literacy, 384–5
  see also whiteness studies
racism and racial discrimination, 125, 174–5, 179–80, 462, 504–5
  Alaska Native people, 124–7
  Asian Americans, 147
  classroom example, 379–81
  literacy as white property, 376–7
  racial literacy, 384–5
  see also Critical Race Theory; ethnicity
Ramachandran, V.S., 109–10
Random House, 34, 35–6
Ravitch, Diane, 406
reading, 201–2
  by teachers, 249, 460
  engagement, 228–9
    adults, 236
    cognitive perspectives, 229–31
    cultural perspectives, 232–4
    home and family setting, 235–6
    role of children’s literature, 242–4
  on iPad, 34–7
Matthew effects, 230
motivation, 230–1
online content, 345–6, 348–9
for pleasure, 246–7, 460–1
preferences, 233–4
text overviewing, 345–6
  theory, 250
    reader-centered, 243
Reading Wars, 443, 445
Reay, Diane, 391
Reciprocal Teaching, 351–2
recreational reading, 460
religion, 7–8, 165–6
remix concept, 4
representation, 206–7
risk management, 404
River Literacies project, 415–16
Rosenblatt, Louise, 243
Rousseau, Jean-Jacques, 87
Samoan families, 156
scholarship (as identity), 365–6
schools, 54
  after-school programs, 326
  Alaska, 123
  children’s peer culture within, 261
    community assets approach, 55–6
    staff contact with parents, 57–8
  importance of place, 402–4
  interplay between official and unofficial cultures, 270–1
  location and place-based pedagogy, 416–73
  Mexico, 174–5
  parental involvement with, 54–63
  play in, 187–8
  primary
    Allen’s Croft project, 54–62
    digital literacy within, 333–4
    use of film, TV, and animation, 336–8
  relation between school- and home-based literacies, 68–9
Standards Based Change, infrastructure requirements, 476–7
time and, 86–7
  trajectories, 87–9
transnationalism and, 176–8
United Kingdom, 54–63
United States, 402–5
unofficial culture, 234
  see also curricula; teachers
science, 193–4
  script, 7–8
second-language learning, 192
self, 114–16
self-directed learning, 471
sexism see gender
Short, Kathy, 244
sign language, 190
simulations, 433–4
Singapore, 408
sleepwalking, 109
smoke signals, 111
social brain, 111–12
social constructivism, 243
social dreaming, 286
social exclusion, 62–3, 74
social justice, 500
social mobility, 391–2
social networking websites, 349, 463–4
social networks, 172–3
socio-cultural theory, 218–20, 291–2
socio-economic status (SES), 207
see also poverty
sociology (conceptions of time in), 85–6
Soja, Edward, 362
Sonora, Mexico, 176–8
South Africa, 244, 284–5, 414, 460
space, 8–9
analytic tools, 419–20
fluidity, 9
migration, 407–8
tripartite conceptualization, 9
see also place
Spain, 162–3, 244
multiple literacies, 161–2
Spoken Language and New Technology (SLANT), 296–7
spontaneous synchrony, 113
Standards Based Change process, 475–6
curricular coherence, 477–8
infrastructure, 476–7
Standards for Reading Professionals, 486
Star Wars, 101
Steedman, Carolyn, 389–90
stereotyped discourse, 392–6
stories
as means of community engagement, 58–62
reading, 74–6
writing, 299–300
Story Lady, 59–60
stranger danger, 188
students
classes with varying funds of knowledge, 462
peer culture, 258–9
synapses, 117
syncretic literacy, 155–6
cross-culture/context practices, 156–9
Systemic Functional Linguistics, 310–12
analysis of physics class, 312–14
tablet computers, 34–8
talk
exploratory, 297
playful, 282–3
see also dialogic teaching
Taylor, Denny, 91
Teacher Education in Sub-Saharan Africa (TESSA), 505
teacher educators, 435
teacher storylines, 433
teachers
approaches to children’s literature, 250–1
beliefs, 472–3
communication skills, with peers, 478
creativity, 283–5
development of theories of reading, 250
digital literacy, 463–4
of English language learners, 148–9
Internet reading and, 349–51
knowledge required, 469–71
literacy identities, 472–3
professional development
accreditation, 488
assessment of effectiveness, 491–4
assessment of student achievement, 490
attitudinal, 486
characteristics of effective programs,
489–91
collaborative enquiry stance, 489–90
whole school approach, 489
collective identity and, 474–9
definitions, 485–6
demonstrations, 490–1
functional, 486
literacy coaching, 487–8
long-term planning, 479
nonevaluative observations, 490–1
ongoing, 478–9
Standards Based Change process, common visions and goals, 475–6
teacher beliefs, 472–3
teacher knowledge, 469–71
teacher as researcher, 487
workshops, 478–9, 486–7
Index

reading by, 249, 460
reflection, 487
research by, 487, 499–500, 501–3
  Argentina, 507
  Australia, 507
digital literacy, 504
future directions, 508–9
resources, 508–9
turn-around pedagogies, 503–6
United States, 506
response to children’s literature, 247–8
training, 51, 249, 432–3, 464–5
digital literacy, 463–4
grounds for reform, 443–7
knowledge and belief, 428–30
naive beliefs, 435
pressures for training reform, 441–3
reform, 440–1, 451–3
relationships with students, 432–3
South East Asia, 505
tools for influencing knowledge and belief, 433–4
training reform, implementation, 445–51
see also teachers, professional development
writing by, 461

*Teachers as Readers*, 249

teaching
culturally sensitive, 148–9
culture and, 215–16
demonstrations, 431
dialogic, 220–2, 294
small groups, 296–7
digital literacy, online environments, 349–51
educational resources, 164–5
ethnographically sensitive children’s reading
workshops, 73–7
IRF dialogue, 293–4
pedagogy of responsibility, 507
place consciousness, 415–17
process-oriented approach, 218–19
of responsibility, 507
small groups, 296–7
text production, 218–20
time and, 89–90
use of culturally familiar materials, 216–17
evidence for effectiveness, 217–18
see also ethnographic reading books
use of digital resources, 323–4
whole class interaction, 293–6

of writing, 218–20
cultural bias, 218–19
as dialogue, 220–2
theoretical basis, 218–20
see also curricula; learning
teaching style, 177–8, 294–5

Technological Pedagogical Content Knowledge (TPCK) framework, 349
technology see digital literacy

teenagers see adolescents
television, 23–4, 31, 186, 188, 206, 336–7
temporal concepts see time
Termonfort, 379
text analysis, 459
text production see writing
texts of their lives, 56
The Power of Reading project, 249–50
teacher, 192–3
teacher programs, 192–3
Theory-into-Practice learning flow, 445
*Thinking Together* initiative, 297–9
results, 299
third spaces, 361, 361–3, 362, 414
39 Clues, 23
Thomas, Susan, 30–1
time, 83–4, 407–8
conceptualizations of, 84–6
as context, 74
in developmental psychology, 85
longitudinal analyses, 90, 91–2
meaning construction, 90
meaning construction and timescales, 90
in narratives, 86
in sociology, 85–6
temporal trajectories, 87–9

*Toy Story 3*, 103
toys, 28–9
brands and marketing, 187
developmental aids, 18–19
edutainment, 30–1
electronic and digital, 29–30
global distribution, 266
LEGO, 96–103
marketing, 29
mobile/computing devices, 31–2
LeapFrog, 18–19, 32–3
prototyping, 38
retail, 28
see also computer and video games; games;
LEGO
Index

Toys ‘R’ Us, 28
trajectories (temporal), 87–8
  early literacy learning and, 88–9
translanguaging, 129
transnationalism, 172–5, 176–80
  case studies, 176–80
  see also bilingualism; immigrant communities
TRUCE, 29
turn-around pedagogies, 503, 503–6
tutors programs, 77–9
United Kingdom
  book ownership among children, 16
  children’s engagement with electronic media, 29
  digital integration extent, 319, 322
  discrepancy between materials selection in and outside school, 246
  immigration, permanence, 176
  Power of Reading project, 249–50
United States, 76
  Asian population see Asian Americans bilingualism, case studies, 161–5
  extent of digital integration, 319
  immigrant communities, Arizona, 174–5
  professional development, 486–7
  teacher research, 504–5
universities
  Alaska, 124, 124–30
  Witwatersrand, 457
  Wollongong, 440–1, 447–51, 451–3
unofficial culture, 266–7
video content, 18–19, 206
  see also film; television
video games see computer and video games
Vietnamese students, 142–4
visioning, 434
vital conjunctures, 403–4
vocabulary, 201, 201–2
  development programs, 207–8
  interactions with materials, 206
  word learning, 202–4
    background knowledge, 204–5
    extension, 203–4
    reference, 203
social interactions, 205–6
  word segmentation, 202–3
Vygotisky, Lev, 110, 243, 292–3
Watterson, Bill, 262
We Are in a Book, 21
Web 2.0, 46–7, 334, 339–40, 349
  use in primary schools, 334–6
Webkinz, 19–20, 48–9, 247
What Video Games Have to Teach Us about Learning, 48
whiteness studies, 374, 374–6
  racist terms as perpetuating power relations, 382–3
Wikipedia, 47
wikis, 504
Witswatersrand University, 457
Wohlwend, Karen, 392–4
Wollongong University, 440–1, 447–51
  implementation of reform, 451–3
Wolverhampton City Council, 322
Wolves, 21
women, 143–5
Women in Theatre, 58–9
Wood, Michael, 33
Woodcock Picture Vocabulary Test, 209
words see vocabulary
working-class families, stereotypical gender discourse, 393–5
workshops, 478–9, 486–7
World Wide Web see Web 2.0
World of Words (WOW) program, 207–8
  study findings, 208–10
writing, 67–8
  by teachers, 461
  as communicative practice, 262
  discontinuity between home and school practice in minority groups, 68–9
  girls, defiance of stereotyped gender discourse, 394–6
  roots in joint activity, 67
  teaching of, 218–20, 260
writing process model, 218–19
young adult (YA) literature, 247
Yup’ik people, 122, 124, 129
  literacy in native language, 132
  use of Internet and World Wide Web, 132–4