

second edition

LITERACIES

MARY KALANTZIS

BILL COPE

EVELINE CHAN

LEANNE DALLEY-TRIM

CAMBRIDGE

Literacies

Second edition

The second edition of *Literacies* continues to provide a comprehensive introduction to literacy pedagogy within today's new media environment. It focuses not only on reading and writing, but also on other modes of communication, including oral, visual, audio, gestural, tactile and spatial. Increased coverage of grammar, phonics and spelling has been integrated into this edition along with a comprehensive discussion of topics such as Multiliteracies and critical literacy.

Current Australian Curriculum content, such as achievement standards and language, literature and literacy curriculum strands, is integrated throughout, and the US Common Core State Standards are also included. In addition, a new chapter addressing cross-curricular priorities of the Australian Curriculum (Aboriginal and Torres Strait Islander histories and cultures), and a new chapter on literacies standards and assessment that incorporates assessment technologies, have been included. 'Making written meanings' is further explored in two separate chapters that cover both reading and writing.

New features include:

- coverage of the latest curriculum developments
- learning outcomes for each chapter
- additional practical classroom activities
- activities integrated with the text's website.

Videos and additional activities are provided on the book's website at literacies.com.

Literacies features the experiences of both teachers and students and provides a range of methods that teachers can use with students to develop their capacities to read, write and communicate. This book is a contemporary and invaluable resource for primary and secondary pre-service teachers and literacy students.

Mary Kalantzis is Dean of the College of Education at the University of Illinois.

Bill Cope is a Professor in the Department of Education Policy, Organization and Leadership at the University of Illinois.

Eveline Chan is a Senior Lecturer in the School of Education at the University of New England.

Leanne Dalley-Trim is Dean and Acting Head of School in the School of Education at James Cook University.

second edition

LITERACIES

MARY KALANTZIS

BILL COPE

EVELINE CHAN

LEANNE DALLEY-TRIM



CAMBRIDGE
UNIVERSITY PRESS

Cambridge University Press
978-1-107-57869-2 — Literacies
Mary Kalantzis, Bill Cope, Eveline Chan, Leanne Dalley-Trim
Frontmatter
[More Information](#)

CAMBRIDGE UNIVERSITY PRESS

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org
Information on this title: www.cambridge.org/9781107578692

© Cambridge University Press 2016

This publication is copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2012
Reprinted 2013, 2014, 2015
Second edition 2016

Cover designed by Ryan Taylor, Pounce Creative
Typeset by Aptara Corp.
Printed in Singapore by C.O.S. Printers Pte Ltd

A catalogue record for this publication is available from the British Library

A Cataloguing-in-Publication entry is available from the catalogue of the National Library of Australia at www.nla.gov.au

ISBN 978-1-107-57869-2 Paperback

Additional resources for this publication at literacies.com

Reproduction and communication for educational purposes

The Australian Copyright Act 1968 (the Act) allows a maximum of one chapter or 10% of the pages of this work, whichever is the greater, to be reproduced and/or communicated by any educational institution for its educational purposes provided that the educational institution (or the body that administers it) has given a remuneration notice to Copyright Agency Limited (CAL) under the Act.

For details of the CAL licence for educational institutions contact:

Copyright Agency Limited
Level 15, 233 Castlereagh Street
Sydney NSW 2000
Telephone: (02) 9394 7600
Facsimile: (02) 9394 7601
E-mail: info@copyright.com.au

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

Contents

| | |
|---|-----------|
| <i>Acknowledgements</i> | ix |
| Introduction: The work of learning and teaching literacies | 1 |
| Old basics and new | 1 |
| New literacies, new schools, new teachers | 8 |
| How this book is organised | 12 |
| Part A: The 'why' of literacies | 17 |
| Chapter 1: Literacies on a human scale | 19 |
| Three globalisations | 20 |
| First languages | 20 |
| Starting to write | 26 |
| New media, new literacies | 32 |
| Chapter 2: The purposes of literacies | 38 |
| Why literacies? | 39 |
| Literacies for work | 40 |
| Literacies for citizenship | 49 |
| Literacies for contemporary community life | 54 |
| Part B: Approaches to literacies | 65 |
| Chapter 3: Literacies pedagogy | 67 |
| Literacies pedagogy in action | 68 |
| Things you do to know | 72 |
| Chapter 4: Didactic literacy pedagogy | 84 |
| On the paradigms of literacies | 85 |
| The contents of literacy knowledge – traditional topics and approaches | 89 |
| Synthetic phonics | 89 |

| | |
|--|-----|
| The organisation of literacy curriculum – following the syllabus, the textbook and the teacher | 102 |
| Applying objective thinking | 103 |
| Learners doing literacy – copying, repetition, memorisation and applying rules | 104 |
| The social relationships of literacy learning – authority in language knowledge | 111 |
| Exploring connections between the ‘knowledge processes’ and didactic pedagogy | 114 |
| Chapter 5: Authentic literacy pedagogy | 120 |
| The contents of literacy knowledge – authentic meanings | 121 |
| The organisation of literacy curriculum – process pedagogy and natural language growth | 131 |
| Learners doing literacy – active learning and experiential immersion | 135 |
| The social relationships of literacy learning – self-expression in a learner-centred pedagogy | 138 |
| Chapter 6: Functional literacy pedagogy | 146 |
| The contents of literacy knowledge – learning the genres of school success and social power | 147 |
| The organisation of literacy curriculum – reading genre models and writing within generic frameworks | 157 |
| Learners doing literacy – genre scaffolds and independent construction | 165 |
| The social relationships of literacy learning – benefits of learning powerful text forms | 168 |
| Exploring connections between the ‘knowledge processes’ and functional literacy pedagogy | 173 |
| Chapter 7: Critical literacies pedagogy | 176 |
| The contents of literacy knowledge – learning about social differences, and popular and new media cultures | 177 |
| The organisation of literacy curriculum – a focus on voice and agency | 188 |
| Learners doing literacy – engagement with real-world issues and active citizenship | 194 |
| The social relationships of literacy learning – literacies as a tool for taking control of one’s life | 196 |
| Part C: The ‘what’ of literacies | 209 |
| Chapter 8: Literacies as multimodal designs for meaning | 211 |
| Meaning-making in representation and communication | 212 |
| Meaning-making as a design process | 220 |

| | |
|---|------------|
| Multimodality | 228 |
| Design elements | 238 |
| Multimodal writing using new media | 243 |
| Chapter 9: Making meaning by reading | 248 |
| Modes of meaning | 249 |
| In the written mode: learning to read | 250 |
| Working at reading | 253 |
| Reading as the design of meaning | 262 |
| Connecting the sounds of speech with the visuals of writing | 266 |
| Developing vocabulary, comprehension and critical reading | 275 |
| Chapter 10: Making meaning by writing | 281 |
| Learning to write | 282 |
| Working at writing | 284 |
| A traditional grammar of English | 289 |
| Language choices and change types | 294 |
| Transformational-generative grammar | 295 |
| Systemic-functional grammar | 300 |
| The writing process | 318 |
| Chapter 11: Making visual meanings | 334 |
| Visual representation and communication | 335 |
| Perceptual and mental images | 341 |
| The visual design process | 349 |
| Visual design analysis | 358 |
| Paths to synaesthesia: making connections between visual and other modes of meaning | 359 |
| Chapter 12: Making spatial, tactile and gestural meanings | 372 |
| Learning through spatial, tactile and gestural meanings | 373 |
| Spatial meanings | 373 |
| Tactile meanings | 379 |
| Gestural meanings | 386 |
| Paths to synaesthesia: making connections between spatial, tactile, gestural and other modes of meaning | 390 |
| Chapter 13: Making audio and oral meanings | 401 |
| Learning audio and oral meanings | 402 |
| Audio meanings | 403 |
| Oral meanings | 406 |
| Paths to synaesthesia: crossovers between oral and written meanings | 414 |

| | |
|--|------------|
| Part D: The 'how' of literacies | 427 |
| Chapter 14: Literacies to think and to learn | 429 |
| Literacies and cognitive development | 430 |
| Literacies for learning | 439 |
| 'Constructivist' theories of learning | 440 |
| Chapter 15: Literacies and learner differences | 466 |
| The effects of difference in literacies learning | 467 |
| From group demographics to the complexities of learner differences | 475 |
| Differentiated literacies instruction 1: the idea of design | 478 |
| Differentiated literacies instruction 2: multimodality | 479 |
| Differentiated literacies instruction 3: knowledge processes | 480 |
| Differentiated literacies instruction 4: alternative navigation paths | 481 |
| Differentiated literacies instruction 5: creating a learning environment of productive diversity | 482 |
| Age differences and literacies learning | 483 |
| Different language backgrounds and literacies learning | 487 |
| Chapter 16: Literacies standards and assessment | 496 |
| Literacies standards | 497 |
| Literacies assessment | 502 |
| New media, new learning, new assessments | 509 |
| Literacies assessment technologies | 515 |
| <i>References</i> | 524 |
| <i>Index</i> | 545 |

Acknowledgements

The authors and Cambridge University Press would like to thank the following for permission to reproduce material in this book.

Figure 1.2: Yolngu.net; **1.4:** Mary Kalantzis and Bill Cope; **1.6:** © Lindsay Holmwood. Reproduced under Creative Commons Attribution-ShareAlike 2.0 Generic License; **1.7:** Courtesy of the National Museum of China; **1.8:** © 1991–1996 Unicode, Inc. All rights reserved; **2.2:** Modern Museum of Art/Film Stills Archive, New York City; **2.3:** The Henry Ford Museum; **4.1, 9.12:** Rudolf Flesch. 1955. *Why Johnny Can't Read, And What to do About It*. New York: Harper. pp. 142, 168; **4.2:** E. Fletcher and T.V. Cooke. 1966. *Enjoying English, Grade 5*. Sydney: Whitcome and Tombs. p. 7; **4.3:** New South Wales Department of Education. c. 1955. *Seaside Story*. Sydney: NSW Government Printer, pp. 18–19; **4.4:** Claire Kinsella. 1969. *Modified Cursive Copybook: Book 1*. Hong Kong: Real Books. p. 30; **4.5:** W.G. Lake. c. 1965. *Planned Composition, Book 3*. Sydney: Aidmasta Productions; **5.1, 9.10:** Scott, Foresman and Company. 1951. *Dick and Jane: We Play*. New York: Grossat and Dunlap. pp. 8–9; **5.2:** Reprinted with permission from *Phonic Phacts* by Ken Goodman. Copyright © 1993 by Kenneth S. Goodman. Published by Heinemann, Portsmouth, NH. All rights reserved; **5.4:** Maria Montessori. 1917. *The Montessori Elementary Material*. New York: Schocken Books; **7.1:** Barbara Comber, Pat Thomson and Marg Wells. 2001. 'Critical Literacy Finds a "Place"; Writing and Social Action in a Low-Income Australian Grade 2/3 Classroom'. *The Elementary School Journal* 101:451–64. University of Chicago Press. Reproduced with permission; **8.1:** © Babbletrish; **8.7:** Gunther Kress. 2003. *Literacy in the New Media Age*. London: Routledge. p. 42. Reproduced with permission from Taylor & Francis; **8.12:** Courtesy of Kathy Mills; **9.14:** Gunther Kress. 1999. *Early Spelling: From Convention to Creativity*. London: Routledge; **11.15:** © 2011 Google; **12.2:** © Phillip Kalantzis-Cope; **12.4:** © Shutterstock.com/Shawn Hempel; **12.5:** Kress, Gunther. 1997. *Before Writing: Rethinking the Paths to Literacy*. London: Routledge. p. 31. Reproduced with permission from Taylor & Francis; **12.6:** Courtesy Pippa Stein and Denise Newfield; **12.7:** David McNeill. 1992. *Hand and Mind: What Gestures Reveal About Thought*. Chicago: University of Chicago Press. p. 150; **12.8:** Ohio Library Council; **12.10:** Courtesy David Andrew and Joni Brenner; **12.11:** Gunther Kress, Carey Jewitt, Jon Ogborn and Charalampos Tsatsarelis. 2001. *Multimodal Teaching and Learning: The Rhetorics of the Science Classroom*. London: Continuum. By kind

permission of Continuum International Publishing Group, a Bloomsbury Company; **13.4:** © Getty/Lambert/Archive Photos; **14.7:** © Joel Abroad <<http://www.flickr.com/photos/40295335@N00/4840412198/>>; **14.8:** Courtesy Ambigapathy Pandian and Shanthi Balraj; **15.1:** Photograph by White House Photographer Frank Wolfe. Source: LBJ Library & Museum; **15.2:** Courtesy of Karen Martin; **15.3:** Courtesy Mario E. Lopez-Gopar.

Every effort has been made to trace and acknowledge copyright. The publisher apologises for any accidental infringement and welcomes information that would redress this situation.