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Literacy and popular culture are intrinsically linked as forms of communication, entertainment, and education. Students are motivated to engage with popular culture through a myriad of mediums for a variety of purposes. Utilizing popular culture to bridge literacy concepts across content areas in K-12 settings offers a level playing field across student groups and grade levels. As

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concepts around traditional literacy education evolve and become more culturally responsive, the connections between popular culture and disciplinary literacy must be explored. *Disciplinary Literacy Connections to Popular Culture in K-12 Settings* is an essential publication that explores a conceptual framework around pedagogical connections to popular culture. While highlighting a broad range of topics including academic creativity, interdisciplinary storytelling, and skill development, this book is ideally designed for educators, curriculum developers, instructional designers, administrative officials, policymakers, researchers, academicians, and students.

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Movies are filled with scenes of people of all ages, sexes, races, and social classes reading and writing in widely varied contexts and purposes. Yet these scenes go largely unnoticed, despite the fact that these images recreate and reinforce pervasive concepts and perceptions of literacy. This book addresses how everyday literacy practices are represented in popular culture, specifically in mainstream, widely-distributed contemporary movies. If we watch films carefully for who reads and writes, in what settings, and for what social goals, we can see a reflection of the dominant functions and perceptions that shape our conceptions of literacy in our culture. Such perceptions influence public and political debates about literacy instruction,

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teachers' expectations of what will happen in their classrooms, and student's ideas about what reading and writing should be.

Most children engage with a range of popular cultural forms outside of school. Their experiences with film, television, computer games and other cultural texts are very motivating, but often find no place within the official curriculum, where children are usually restricted to conventional forms of literacy. This book demonstrates how to use children's interests in popular culture to develop literacy in the primary classroom. The authors provide a theoretical basis for such work through an exploration of related theory and research,

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drawing from the fields of education, sociology and cultural studies. Teachers are often concerned about issues of sexism, racism, violence and commercialism within the discourse of children's media texts. The authors address each of these areas and show how such issues can be explored directly with children. They present classroom examples of the use of popular culture to develop literacy in schools and include interviews with children and teachers regarding this work. This book is relevant to all teachers and students who want to develop their understanding of the nature and potential role of popular culture within the curriculum. It will also be useful to language coordinators, advisers, teacher educators and anyone

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interested in media education in the 5-12 age-range.

This book looks at the changing nature of literacy and at the way in which new and different literacies are emerging in the first part of the 21st century. It considers how children are shaping and being shaped by these changes, it also looks at how teachers need to bridge-the-gap between children's out of school interests and school based curriculum demands. This edited collection, which features chapters by international experts and voices in the field, aims to: Take a closer look at (and demystify) some of the influences on literacy in the 21st century e.g. popular culture, multi-modal texts, email, text messaging and

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critical literacy. Enhance teachers' awareness of these developments and show how they can use them to improve the literacy skills of their pupils. Show, through the Implications for Practice sections, how teachers can find different but straightforward ways of linking children's personal, out-of-school interests with the demands of the school curriculum.

This is a book about literacy in the broadest and most inclusive sense of the word, a book about helping our students acquire the key competencies they need if they are to be effective communicators in today's increasingly digital and media-saturated world. The founders of the "Powerful Voices for Kids" program

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offer: ideas for promoting digital and media literacy through a variety of technology tools; strategies for activating critical-thinking skills when viewing symbolic forms; and staff development models you can use to set up your own digital and media literacy initiative.

This book is written for teachers, researchers, and theorists who have grown up in a world radically different from that of the students they teach and study. It considers the possibilities involved in teaching critical media literacy using popular culture, and explore what such teaching might look like in your classroom. Published by International Reading Association

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This book offers a range of perspectives on children's multimodal experiences, providing a ground-breaking account of the ways in which children engage with popular culture, media and digital literacy practices from their earliest years. Many young children have extensive experience of film, television, printed media, computer games, mobile phones and the Internet from birth, yet their reaction to media texts is rarely acknowledged in the national curricula of any country. This seminal text focuses on children from birth to eight years, addressing issues such as: * media and identity construction * media literacy practices in the home * the changing nature of literacy in

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technologically advanced societies * The place of popular and media texts in children's lives and the use of such texts in the curriculum. By exploring children's engagement with popular culture, media and digital texts in the home, community and early years settings, the contributors look at empirical studies from around the world, and draw out vital new theoretical issues relating to children's emergent techno-literacy practices. With an unmatched team of international experts evaluating topics from text-messaging to the Teletubbies, this book is a long-overdue, fascinating and illuminating read for policy-makers, educational researchers and practitioners, and crosses over to appeal to those in the linguistics field.

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Students' backpacks bulge not just with oversize textbooks, but with paperbacks, graphic novels, street lit, and electronics such as iPods and hand-held video games. This book shows teachers how to unpack those texts and use them to engage students in meaningful learning. Whether you are a technology enthusiast or you favor traditional literature, this book is written for you. With classroom activities, adaptable lessons, and study-group questions in every chapter, this book is guaranteed to help you invigorate your teaching and capture your students' attention!

Re-reading Popular Culture is an entertaining

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investigation of the meanings and value of popular culture today. It explores the theme of cultural citizenship by combining textual analysis and media reception theory to analyze popular culture. Includes such contemporary issues as the rewriting of masculinity after the success of feminism, and the layers of meaning in semi-public and private talk of multiculturalism and ethnicity. Traces its topics across a variety of media forms and texts, including sports; detective fiction and police series; and children's television and games. Clearly and accessibly written for the student, scholar, and general reader.

Argues that American children are deprived of cultural

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