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Nota di contenuto	Contents; Foreword; Introduction; 1 Towards a Sociocultural Understanding of Literacy; 2 Making Connections: The Importance of Community to Literacy Learning; 3 The Teacher, the Student, the Text; 4 Creating Literacy Environments; 5 Developing Readers Who Read; 6 Developing Writers Who Write; 7 Assessing Literacy Learning; 8 Programming for Literacy Instruction; 9 Tackling the Tough Questions; References; Name Index; Subject Index
Sommario/riassunto	This text recognizes that there is no simple way to develop literacy. It begins with the central premise that literacy is not simply a cognitive process, but a set of social practices used in socio-cultural contexts, and argues that literacy learners come to school with unique social histories that need to be recognised in the programmes devised to facilitate learning. Cairney claims that literacy is not a unitary social practice and suggests that there are many forms of literacy, each with specific purposes and contexts in which they are used.