



# Dimensions of Literacy: A Conceptual Base for Teaching Reading and Writing in School Settings

*Stephen B. Kucer*

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## Dimensions of Literacy: A Conceptual Base for Teaching Reading and Writing in School Settings

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This landmark text significantly expands our understanding of literacy by examining it from a multidimensional and interdisciplinary perspective. It "unpacks" the various dimensions of literacy--linguistic, cognitive, sociocultural, and developmental--and at the same time accounts for the interrelationships among them. The ultimate goal is to provide a conceptual foundation upon which literacy curriculum and instruction in school settings can be grounded.

### *Dimensions of Literacy:*

\*links theory and research to practice in an understandable, user-friendly manner--within each chapter and in the final chapter focused exclusively on instructional implications.

\*provides in-depth coverage of the various dimensions of literacy: linguistic (the nature of language, oral-written language relationships, language variation); cognitive (constructive nature of perception, reading and comprehending processes, writing process); sociocultural (literacy as social practices, authority of written discourse), and developmental (constructing the written language system).

\*includes numerous demonstrations, "hands-on" activities, and authentic reading and writing events that reflect key linguistic, cognitive, sociocultural, and developmental concepts, as well as many tables and figures that summarize the concepts in a clear, accessible form.

Educational institutions, and teachers in particular, are currently under intense scrutiny, as the standards movement and high-stakes testing increasingly determine what is taught, when it is taught, and how it is taught. If literacy teachers are to have a voice in these policies, it is critical that they have an understanding of what literacy entails. Because they work with students' reading and writing on a daily basis, teachers have an intuitive sense of the complexities of the literacy processes. The intent of *Dimensions of Literacy* is to make this teacher knowledge explicit, as well as to more fully develop it. It is essential reading for all teachers and students in the field of literacy education.

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