Contents

List of Figures and Tables vi
Preface vii
Acknowledgments x

1 Introduction 1
2 Multimodality, Conflict, and Rationality in Girls’ Games 32
3 Social Dimensions of a Popular Girls’ Clique 73
4 Social Organization, Opposition, and Directives in the Game of Jump Rope 121
5 Language Practices for Indexing Social Status: Stories, Descriptions, Brags, and Comparisons 156
6 Stance and Structure in Assessment and Gossip Activity 190
7 Constructing Social Difference and Exclusion in Girls’ Groups 210
8 Conclusion 241

Appendix A: Transcription Symbols 256
Appendix B: Jump Rope Rhymes 258
Notes 262
References 283
Author Index 317
Subject Index 323
List of Figures

Figure 1.1  He-said-she-said accusations  8
Figure 2.1  Hopscotch grid  37
Figure 2.2  Carla: PISASTE LA DE AQUÍ  38
Figure 2.3  Carla: Y LA DE ACÁ  39
Figure 2.4  Carla: OUT! OUT!  41
Figure 2.5  Out out pitch  42
Figure 2.6  The grid as a public assessment space  51
Figure 2.7  Point to feet on the line (line 24 of Example 2.21)  51
Figure 2.8  Pointing to feet on line  53
Figure 2.9  Pointing to feet  54
Figure 2.10  Foot point  55
Figure 2.11  Pointing to feet  56
Figure 2.12  Intonation contour in Lucianda's turn  60
Figure 2.13  Demonstrations among ESL children  62
Figure 2.14  No! cry and response cry as used in Example 2.30  66
Figure 2.15  Advancing beanbag while onlookers are talking  68
Figure 2.16  Slow take on grid (line 5 of Example 2.31)  69
Figure 2.17  Tú no has pasado (line 6 of Example 2.31)  70
Figure 2.18  este número (line 7 of Example 2.31)  70
Figure 3.1  Angela’s position while girls eat lunch inside classroom  80
Figure 3.2  Dionne’s invasion of the girls’ lunchbags  114
Figure 6.1  Girls celebrate their congruent assessment with a handclap  205
Figure 6.2  Angela participating in celebratory hand clap at a distance  209
Figure 7.1  Artwork of exclusion  212
Figure 7.2  Girls react to Angela eating with her tongue  231

List of Tables

Table 3.1  The principal group studied  77