

Resource Guide: Cultural and Linguistic Responsiveness in Literacy

Vision:

The goal of ensuring cultural and linguistic responsiveness in literacy instruction is to encourage students to relate the lesson (course) content to their cultural context to make learning more effective, relevant, and meaningful for students. Cultural and linguistic responsiveness is the validation and affirmation of student’s home culture and language, lived experiences, frames of reference, and performance styles, particularly for students that are culturally and linguistically diverse, in order to build connections with others and provide opportunities to succeed in school and meaningfully contribute to society.

*Cultural and linguistic responsiveness (CLR) is a **lens** that should be used to look at all that we are doing in schools-organizationally and instructionally. This lens makes the case that CLR is not something that you do but **something you have in all that you do**.*

*--Dr. Sharroky Hollie, *Culturally and Linguistically Responsive Teaching and Learning**

Purpose:

Just as the quote above states, being culturally and linguistically responsive is a mindset that exists in all the work of teaching and learning. Selecting the “right text” doesn’t just make your instruction culturally and linguistically responsive. The topics, texts, and connections below are meant to inspire ideas for how culturally and linguistically responsiveness can begin to exist in your classroom with recognition for the identities of your specific students. When selecting texts, you want to be sure to offer “mirrors” and “windows.”

*“Books are sometimes **windows**, offering views of worlds that may be real or imagined, familiar or strange. These windows are also sliding glass doors, and readers have only to walk through in imagination to become part of whatever world has been created and recreated by the author. When lighting conditions are just right, however, a window can also be a **mirror**. Literature transforms human experience and reflects it back to us, and in that reflection, we can see our own lives and experiences as part of the larger human experience. Reading, then, becomes a means of self-affirmation, and readers often seek their mirrors in books.” -Rudine Sims Bishop “Mirrors, Windows, and Sliding Glass Doors” originally appeared in *Perspectives: Choosing and Using Books for the Classroom*, Vo.6 no.3. Summer 1990*

Please review this with the Resource Guide for Cross-Curricular Connections as the topics listed below align.

Examples of Considerations for Cultural and Linguistic Responsiveness in Literacy 1st Grade:

Possible Topics for Building Knowledge:	Possible Texts to Foster Cultural and Linguistic Relevance in the classroom	Connections that could reinforce relevance to families and communities
Seasons and Weather	Rabbit's Snowdance; How the Stars fell into the Sky; Weather Poems for all Seasons by Lee Bennett Hopkins; Whatever the Weather (digital book)	2D/3D model of the local climate; holidays celebrated at home
Community Helpers	A Day in the Life Series by Heather Adamson, Clothesline Clues to Jobs People Do by Kathryn Helling, I can be anything Don't Tell Me I Can't by Diane Dillon, All Are Welcome by Alexandra Penfold	Investigate industries around your community; ask parents to come to classroom to share about their occupation

<p>Families in Our Communities Families Other Places</p>	<p>Everybody Cooks Rice or Everybody Bakes Bread by Norah Dooley, Children Just Like Me by Anabel Kindersley, Barnabas Kindersley, All the Colors of the Earth by Sheila Hamanke, Cradle Me by Debby Slier, Frybread by Kevin Noble Maillard</p>	<p>Compare/contrast family structure/culture, different locations; sharing cultural foods</p>
<p>Friendship</p>	<p>The Sandwich Swap by Rania Al-Abdullah; Strictly No Elephants by Lisa Mantchev; Those Shoes by Maribeth Boelts; The Day You Begin by Jaqueline Woodson; Enemy Pie by Derek Munson</p>	<p>Consider pen pals (students can write letters to students in other schools inside and outside the local community); adopt a senior (in partnership with a local senior citizen center); book buddies (across grade levels)</p>
<p>Animal and Plant Life Cycles</p>	<p>The Impatient Caterpillar, by Ross Burach, The Tiny Seed by Eric Carle The Curious Garden by Peter Brown Tops and Bottoms by Janet Stevens Animal Folklore and Legends</p>	<p>Desert animals Maybe look at different butterfly life cycles (The Impatient Caterpillar), look at projects that you may be able to incorporate, investigate what lives and grows around locally</p>
<p>Day and Night</p>	<p>The Sun is Kind of a Big Deal by Nick Seluk; Day and Night by Teddy Newton, Big Mooncake for Little Star by Grace Lin, Sun bread, Elisa Kleven</p>	<p>Compare/contrast different cultures' perspectives of day and night; Have students share their own; Use those cultures that have been shared to discuss differences; video on day/night; sorting of activities to do in day/night; patterns; symbols for day/night (bread)</p>
<p>Different lands, Similar stories</p>	<p>Throw Your Tooth on the Roof by Selby B. Beeler; The Tooth Fairy Meets El Raton Perez; The Tooth Mouse by Susan Hood; Tooth Traditions Around the World- Globe Trottin' Kids</p>	<p>Share stories from home about what students do when they lose a tooth</p>