

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 Relevance in Literacy Second 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
Ecosystems: Plant Worlds, Animal Biomes and Adaptations	“The Woman who Outshone the Sun” “Juna’s Jar”, by Jane Bahk Rosie’s Family: An Adoption Story by Lori Rosove “Animal World: Songs About Animal Adaptations” CD Set	Medicinal and cultural uses of plants. How local habits and ecosystems to related to New Mexican and local culture and folklore
Changes on Earth Over Time	“Rainbow Road” “Sunpainters” “Rainplayer” “Mario and the Hole in the Sky”	Books by Byrd Bailor Nature-based changes over time
Community Folklore and Fables	“Three Little Javelinas” “Three Little Tamales”	Comparing and Contrasting Cultural Stories

	<p>Joe Hayes stories-"The Day it Snowed Tortillas" Rudolfo Anaya-"Juan and the Jackalope" "The Runaway Tortilla" New Mexico/Southwestern Reading Resources Guide</p>	<p>Bilingual Stories to connect Home Language Stories and Activities that affirm important ties to home culture: medicine men, curandera, governing bodies, family structure, food, art, music Awareness of similarities and differences of varieties of regions in the state Awareness of different abilities</p>
<p>Cultural Impacts</p>	<p>"Kiki's Journey" "Elon: Son of Two Peoples" "So Far from the Sea" " Hot Hot Roti For Dada-Ji" "Adele and Simon" New Mexico/Southwestern Reading Resources Look to include other areas that students can relate to</p>	<p>Relate to cultural identification How language relates to home/school/community Families cultural roles in everyday life Cultural impacts on family/personal economy Environmental factors on the culture: mother earth, ranching, oil, farming, mining</p>