

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 3rd 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
Scientific Advances and Engineering	The Boy Who Harnessed the Wind (picture book)(850L) What Do You Do with an Idea? (490L) 12 Scientists Who Changed the World (700L) Our House is On Fire (680L)	Students research scientists and inventors from their own cultural background. Students study how young people around the world and in their own communities have had an impact by problem solving/inventing/creating a solution. Discussion about resiliency in facing problems and coming up with solutions.
Relationships	The Stranger by Chris Van Allsburg L640 A Bad Case of the Stripes by David Shannon L610	Students select words to describe their families and themselves. Use the books to interpret characters’ actions from multiple perspectives and explore compassionate

	<p>Of Thee I Sing by Barack Obama L660 Strange But True: Our Weird, Wild Wonderful World by DK L680</p>	<p>behaviors and its relationship to diversity. Relate perspectives to themselves and their families. Use nonfiction texts to explore cause/effect relationships. Connect cause/effect to characters' behaviors and current events.</p>
Fossils	<p>The Greatest Dinosaur Ever by Brenda Z. Guiberson (600L)</p> <p>Who Would Win? T-Rex vs. Velociraptor by Jerry Pallotta (660L) Dinosaurs: Fact and Fable by Simon Seymour (New, Ages 6-10)</p> <p>Tiny T-Rex and The Impossible Hug (460L)</p> <p>Digging Up Dinosaurs by Alikei (600L)</p> <p>Fossil Huntress by Andi Diehn (760L)</p>	<p>Students research dinosaurs and their diverse characteristics - what they look like, where they live, what they ate... Specific fossils and findings in New Mexico. New Mexico ecological history (including types of dinosaurs and plants specific to region.)</p> <p>Connecting careers such as paleontology - researching fossils and dinosaurs.</p>
The Shaping Earth	<p>Habitats from scholastic 860L</p> <p>On the Same Day in March by M. Singer 540L</p> <p>Calvin Coconut: Hero of Hawaii by Graham Salisbury 460L</p> <p>Drought (Nonfiction) by Nathan Olson 630L</p> <p>Flood Warning by Jacqueline Pearce (Fiction) 590L</p> <p>Gopher To the Rescue: A Volcano Recovery Story by Terry Jennings 740L</p> <p>Bartholomew and the Oobleck by Dr. Seuss 590L</p> <p>Planting the trees of Kenya: The Story of Wangari Maathai by C. Nivola 870L The Boy Who Harnessed the Wind 850L</p> <p>Over the wetlands: A hurricane-on-the-bayou story by C. Rose 850L</p>	<p>Students explore ecosystems and animals. Students learn about natural disasters and man-made changes to the Earth. What effects will these changes have on an ecosystem and the animals that live there? What are some solutions that we can do to help with these forces? What inventions or creations can be made to help us or animals deal with the natural disaster damage or man-made changes?</p>
Community Helpers and Historical Events	<p>Street Art, by Planett/Bartlett</p>	<p>Students examine influential people in history, local communities and the world.</p>

	<p>Biographies – Rosa Parks; Dr. Martin Luther King</p> <p>Different Mirror for Young People A Young Peoples History of Multicultural America, by Takaki (1010L)</p> <p>Ivy by Katherine Coville (620L)</p> <p>Back of the Bus by Reynolds (590L)</p> <p>Ten True Tales: Young Civil Rights Heroes by Zullo(Grades 3-7)</p> <p>Fight Like a Girl: Fifty Feminists Who Changed the World by Barcella (Ages 8-13)</p> <p>Not Your Princess, Charleyboy</p> <p>Dr. Joe: How Sarah Josephine Baker Saved the Lives of American Children Brave Clara Barton</p>	<p>What attributes did they have that you have? What lessons did they learn? What experiences do they have that are similar or different than yours?</p> <p>What contributions did each community helper make to society? What contribution do you want to make?</p> <p>How were there “change makers” and community helpers treated by others? How did those struggles or successes influence their work?</p> <p>Can we do without certain community helpers?</p> <p>How does art (murals, theatre, music) present a person’s journey?</p>
<p>Germs and Viruses</p>	<p>Itchy, Itchy Chicken Pox</p> <p>Germs Make me Sick: by Melvin Berger (530L)</p> <p>I Know How We Fight Germs: by Kate Rowan (590L)</p> <p>The Magic School Bus: Inside Ralphie- A Book About Germs: by Kate Egan (570L)</p> <p>Understanding Viruses with Max Axiom, Supper Scientist (Graphic Science) by: Agnieska Jozefina Biskup (780L)</p>	<p>Students explore questions such as: How do germs/viruses spread? What do we do to protect ourselves? How do you survive trauma? How does the body heal? Using current events to discuss how local/global communities can come together for the greater good</p>