

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 4th 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
Tall Tales	<ul style="list-style-type: none"> ● John Henry ● Paul Bunyan ● How the Stars Fell into the Sky ● Two Bear Cubs: A Miwok Legend ● Juan del Oso by Enrique Lamadrid y Juan Estevan Arrellano 	Home/School Connections: <ul style="list-style-type: none"> ● Lessons/Morals and how they are handed down. ● How different cultures explain things. ● Incorporate stories that were handed down in families
Migration/New Mexico History	<ul style="list-style-type: none"> ● <i>My Name is Jorge: On Both Sides of the River</i> by Jane Medina 	Home/School Connections: <ul style="list-style-type: none"> ● Family Journey Stories and Maps

	<ul style="list-style-type: none"> ● <i>How Hollyhocks Came to New Mexico</i> by Rudolfo Anaya 	<ul style="list-style-type: none"> ● Word Walls showing language changes/influences resulting from cultural contact
<p>Native Migration Natural vs. Forced</p> <ul style="list-style-type: none"> ● Navajo Long Walk 	<ul style="list-style-type: none"> ● Sing Down the Moon ● A True Book-American Indians: The Navajo ● Navajo Long Walk: Tragic Story of a Proud Peoples Forced March from Homeland ● Navajo Long Walk 	<ul style="list-style-type: none"> ● Get in contact with families and local storytellers to provide oral storytelling of events ● Collaborate with Navajo Language and Culture Classes on joint projects
<p>Energy and Systems</p>	<p>Literary Texts:</p> <ul style="list-style-type: none"> ● Green Glass Sea ● The Boy Who Harnessed the Wind ● The Magic School Bus and the Electric Field Trip ● You Wouldn't Want to Live Without Energy <p>Informational Text:</p> <ul style="list-style-type: none"> ● Electricity ● Growing Up in Coal Country ● Transferring Energy 	<p>How has the fuel/energy industry impacted New Mexico? (Science/Technology/Society)</p> <ul style="list-style-type: none"> ● Socially ● Politically ● Economically ● Culturally <ul style="list-style-type: none"> ● Trinity Site ● Los Alamos ● Sandia Labs
<p>Expansion of the US</p>	<p>Literary Texts:</p> <ul style="list-style-type: none"> ● Wagons Ho! <i>Then and Now on the Oregon Trail</i> ● Coolies by Yin & Chris Soenpiet ● The Transcontinental Railroad (True Books series) by John Perritano ● The Great Railroad Race: The Diary of Libby West, Utah Territory, 1868 (Dear America) ● Ten Mile Day and the Building of the Transcontinental Railroad by Mary Ann Fraser ● Full Steam Ahead The Race to Build a Transcontinental Railroad by Rhoda Blumberg ● The Journal of Sean Sullivan: A Transcontinental Railroad Worker, Nebraska and Points West, 1867 	<p>How does this validate home culture, language, and prior experiences?</p> <ul style="list-style-type: none"> ● Political ● Economic factors ● Moving to a new country or city ● Cultural Diversity

	(My Name is America series)	
Civil Rights	<ul style="list-style-type: none"> ● If You Were a Kid During the Civil Rights Movement ● I am Rosa Parks ● The Day You Begin ● Peaceful Fights for Equal Rights ● Elan Son of Two Peoples 	<p>Plan family projects that ask students to investigate</p> <ul style="list-style-type: none"> ● Explain difference between rights and responsibilities ● Your rights in NM ● Diversity within the community ● Languages spoken ● Community festivities/holidays ● heritage ● Where does your family come from/background? ● Compare and contrast NM schools' education system before and now ● invite book authors
American Revolution and Revolutionaries	<ul style="list-style-type: none"> ● Colonial Voices: Hear Them As They Speak ● China Transformed By Elimination of 'Four Olds.' New York Times. ● https://www.history.com/news/what-was-the-cultural-revolution ● Mosaic: A Child's Recollections of the Russian Revolution ● by Valentina Antonievna Seletzky ● Looking Back: The Russian Revolution Through the Eyes of a Jewish Child ● by Isadore Weiss ● Child Labor and the Industrial Revolution: The 20th Century ● by Harriet Isecke ● The 1812 Aponte Rebellion in Cuba and the Struggle against Atlantic Slavery (Envisioning Cuba) ● by Matt D. Childs ● The Children of the Revolución: How the Mexican Revolution Changed America by Lionel Sosa and Neftalí García ● The Wild Chihuahuas of Mexico 1st Edition 	<ul style="list-style-type: none"> ● Opinion ● Perspectives ● Habits of Character ● Building character ● Community ● Culture /change ● Debate

	<ul style="list-style-type: none"> ● by Traude Gomez Rhine (Author), Michael Rhine (Illustrator) ● 	
The Human Body	<ul style="list-style-type: none"> ● Magic School Bus: Inside the Human Body ● Scholastic human body collection ● From Head to Toe ● The Magic School Bus Explores the Senses 	<ul style="list-style-type: none"> ● Secondary body terms: Navajo words, Spanish words, etc. <ul style="list-style-type: none"> ● Investigating significance of the body in different cultures