

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 5th 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
Exploration Motives	Find texts that align with the explorers mentioned in the 5 th grade Social Studies standards. For example: Hernando Cortez: Spanish Invader of Mexico by John Zronik or Explore with Jacques Cartier by Marie Powell	As students learn about different explorers and their motivations, encourage students to share how their personal family’s culture ties back to exploration. This will help students connect their life to the impact of these explorers.
Early Civilizations	Pair fiction and nonfiction texts to help learn about early civilizations For example:	When reading about early civilizations, push students to connect aspects from their lives to traditions and cultures from the past. This can validate and affirm cultural traditions because students can

	Children of the Longhouse by Joseph Bruchac and Life in a Longhouse by Bobbie Kalman	learn more about them while having texts are mirror. This can help build connections to other early civilizations that may not share as many traditions and cultural aspects.
Empathy	Wonder by R.J.Palacio Lost in the Sun by Lisa Graff Counting by 7s by Holly Goldberg Sloan Twenty-two Cents: Muhammad Yunus and the Village Bank by Paula Yoo	This would be an excellent way to share how empathy is viewed across many different cultures and communities. As student read about empathy is different cultures, those connections can build. This can also help students understand the importance of empathy as a human trait.
Colonization with Focus on New Mexico Roots and Realities	Pair nonfiction texts about colonization and New Mexico as well as fiction texts related to culture and traditions. Some examples could include: Treasure of Taos: Tales of Northern New Mexico by Reed Stevens, The Spanish Missions of New Mexico by Robin Lyon, The Girls Who Chased Away Sorrow by Ann Warren Turner, and Earth Daughter by George Ancona	Validate and affirm the cultures in your community by having opportunities for students to share about their family's culture and connect to how this relates to the different perspectives of colonization and how culture still prevails after colonization