

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 6th Grade:

Participants should use their google doc brainstorm to list possible texts and connections to help frame what selection of texts and planning go into beginning to offer culture and linguistic relevance in units covered.

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
Early Civilizations	Roman Diary: The Journal of Iliona (A Young Slave) by Richard Platt The Egyptian Cinderella by Shirley Climo	Follow the life of a slave in Ancient Rome. Shows what life was like from the perspectives of rich and poor. Grade level 4-7. An Egyptian twist on the classic Cinderella tale. Ages 4-8 (good for low level readers).

	Bound: A Chinese Cinderella Novel by Donna Jo Napoli	A Chinese twist on the classic Cinderella tale. Grades 6-8.
Weather and Climate	<p><i>Meteorology: Cool Women Who Weather Storms</i> by Karen Bush Gibson</p> <p><i>Weather Legends: Native American Lore and the Science of Weather</i> by Carole G. Vogel</p> <p>McDermott, Gerald. <i>Arrow to the Sun: A Pueblo Indian Tale</i>. Viking Press, 1977. ISBN: 0140502114. Reading level: Ages 9-12.</p>	<p>Outline the history and importance of meteorology and provide mini biographies of three notable female contributions to meteorology.</p> <p>Storytelling by juxtaposing ancient native tales while explaining weather phenomena and scientific fact behind the phenomena. How weather and it affects people and places.</p> <p>Students understand basic adaptations that Pueblo peoples used to survive in their environment. The dry climate in the southwest. Use of pottery, corn as the staple plant, pueblo houses and why built on sides of hills, and Pueblo life.</p>
Social Media and Mental Health	<p><i>Black Enough: Stories of Being Young and Black in America</i></p> <p><i>Blooming Universe of Violet Diamond</i> -Brenda Woods</p> <p><i>Ghost</i>- Jason Reynolds</p> <p><i>Amina's Voice</i>-Hana Khan</p> <p><i>Blackout</i>--John Rocco</p>	<p>Class and class differences, family dynamics</p> <p>Self-love, being biracial, self-identity, family</p> <p>Urban life/community, choice/consequences</p> <p>Assimilation vs. Biculturalism, identify, fitting in</p> <p>Picture book but could be used as a mentor book. African American mother and Caucasian father-the family disconnects from all electronics and social media to reconnect as a family.</p>
Engineering	<p><i>The Boy Who Harnessed the Wind (chapter book edition)</i> by William Kamkwamba & Bryan Mealer</p> <p><i>Hidden Figures Young Readers' Edition</i> by Margot Lee Shetterl</p>	<p>Invention helps people, makes lives easier Science application to real world problems How to solve problems Technological advances Equity in science and inventors</p>

	<p><i>Girls Who Code: Learn to Code and Change the World</i> by Reshma Saujan</p> <p><i>May Chinn: The Best Medicine</i> by Ellen Butt</p> <p><i>What Color Is My World?</i> by Kareem Abdul-Jabba</p> <p><i>The Toothpaste Millionaire</i> by Jean Merrill</p>	
<p>Equality and Social Change</p>	<p><i>The Watsons Go To Birmingham</i> by Christopher Paul Curtis</p> <p><i>Stef Soto, Taco Queen</i> by Jennifer Torres</p> <p><i>My Year in the Middle</i> by Lila Quintero Weaver</p> <p><i>Owl in the Cedar Tree</i> by Natachee Scott Momaday</p> <p><i>Brown Girl Dreaming</i> by Jacqueline Woodson</p>	<p>child's perspective of the American Civil Rights movement</p> <p>Growing up in a family with an immigration generation gap</p> <p>racial division in America and the classroom</p> <p>looks at individual cultures and society</p> <p>poetry, memoir, growing up in America during the 60's and 70's</p>
<p>Healthcare</p>	<p><i>Just Breathe: Meditation, Mindfulness, Movement, and More</i> by Mallika Cophra, MD</p> <p><i>Doc to Doc</i> by Dr. Dale Okorodudu</p> <p><i>We're Going to be Okay</i> Ebony Jade Hilton, MD, and Leigh-Ann Webb, MD</p>	<p>Children's book on body, mind, and spirit</p> <p>This is more of a children's book, but it is a series about an African American doctor encouraging Black boys and girls to join the medical field. 6th graders could use this as a mentor book.</p> <p>Children's book for communities of color that are being disproportionately stricken by Covid-19. This again could be used as a mentor text.</p>