

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 7th 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
Mental Health and Self-Awareness	<ul style="list-style-type: none"> ● Chicken Soup for the Soul ● It’s Kind of a Funny Story Ned Vizzini ● If I stay Gayle Forman ● The Science of Breakable Things TAE KELLER ● Bless Me Ultima-Rudolfo Anaya ● How I live now Meg Rosoff ● Light Filters In: <u>Poems</u> 	<ul style="list-style-type: none"> ● Diary keeping ● Reflecting after reading passages ● Students bring in artifacts, such as their own drawn pictures, or maybe even stories that they’ve written or know about. ● Research mental health statistics across ethnicities and even different countries.

	<ul style="list-style-type: none"> ● The Surprising Power of a Good Dumpling by Wai Chim ● Are u ok?: A guide to caring for your mental health by Kati Morton ● Mind your head by Juno Dawson ● How to handle your haters: The hard truth about social media by Omar Arafat <p>*Find poetry and informational text.</p>	
<p>Impact on Revolving America</p>	<p>Rio Grande Stories Carolyn Mayer Buffalo Soldiers Story The Long Walk Biography (Cultural Leaders, Faith-based, Outlaw) Tales of the Plumed Serpent Diane Ferguson Code Talkers Danny Black Goat Navajo Prisoner Tim Tingle Boy becomes a Man at Wounded Knee Ted Wood</p>	<ul style="list-style-type: none"> ● Reflecting after reading passages ● Focus on cultural impact ● Find poetry to add as well as informational texts. ● Research different cultures and perspectives to discuss short-term and long-term impact