

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 Kindergarten:

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
New Mexico Culture/Customs Main Focus will be Foods	<ul style="list-style-type: none"> ● <u>Too Many Tamales</u> by Gary Soto ● <u>Sacred Seeds: a girl, her abuela, and the heart of Northern New Mexico</u> by Mari-Luci Jaramillo ● <u>Chato’s Kitchen</u> by Gary Soto ● <u>Bread, Bread, Bread</u> by Ann Morris o’ ● <u>Fry Bread: a Native American Family Story</u> by Kevin Noble ● <u>Pueblo Girls: Growing up in Two Worlds</u> by Marcia Keegan 	<ul style="list-style-type: none"> ● A discussion of favorite family foods during group or circle time is a great way to assess children's interest in this topic. Have children tell what they know about it. Talk about why this food is a family favorite and, perhaps, the traditions or rituals connected with the food. ● use of charts such as KWL, Anchor, Venn Diagrams to collect information ● Opportunities for sharing children bring in a recipe of something they make with their family during a holiday, or a traditional food.

		<ul style="list-style-type: none"> ● Use Tier 2 words and Marzano strategies to make class word books ● Culminating project with family recipes and student drawing
Early Settlers in US	<ul style="list-style-type: none"> ● <u>The Very First Americans</u>-Cara Ashrose (what life was like for the first Americans) ● <u>If You Were at the First Thanksgiving</u>; (facts about what the day was like and what you would have “seen”) ● <u>Pilgrims First Thanksgiving</u>-Ann McGovern; ● <u>Sarah Morton's Day</u>; Gracias, el pavo de Thanksgiving; ● <u>If you sailed on the Mayflower</u>; What Was the First Thanksgiving- Joan Holub; ● <u>Corn is Maize: The Gift of the Indians</u>-Alike; ● <u>Duck for Turkey Day</u>-Jaqueline Jules (young Vietnamese girl-celebrates with duck) ● <u>Around the Table that Grandad Built</u>-Melanie Houser Hill (diverse group of family/friends come together) 	<p>This unit could BEGIN with a view into what life was like for a Pilgrim traveling to America and continue with settling not only in the East but moving further into the US; unit could begin in November in order to include holidays that your students celebrate in New Mexico and elsewhere.</p> <ul style="list-style-type: none"> ● KWL charts of what students know about the pilgrims, and why they traveled to America along with the students’ experience with moving to a new place/home/school ● Make/Color maps (first of home or classroom) then world maps used to show the routes of the first Pilgrims and help them to visualize “where” everyone was on the map ● Paint pictures of the Mayflower and other ships used at the time; discussions about boats and the kinds students may know about ● Make “paper dolls” to clothe a pilgrim with what they might have worn along with another of the student and clothes they would NOW wear ● Compare and Contrast: draw pictures of what a student’s Thanksgiving celebration is like and what the Pilgrims first Thanksgiving was like ● Decorate a bulletin board full of pictures from home of what the students are thankful for ● Build log houses out of blocks or other objects and talk about how our homes are different.
Symbols of the United States	<ul style="list-style-type: none"> ● New Mexico Facts and Symbols by Shelly Swanson Sateren ● New Mexico State Symbols by Bruce Larkin ● New Mexico facts sheet ● Zia symbol video ● Symbols of the United States video ● The United States Flag video ● The Bald Eagle (American Symbols) by Norman Pearl ● National Symbols book collection from EPIC 	<ul style="list-style-type: none"> ● Students can discuss how the symbols represent the state and country’s history ● Students can look for symbols within their community. Make a class list of a variety of symbols they see around their community. ● Discuss the importance of symbols from their country of origin or community (flag, national anthem, etc.) ● As a class, students can create a symbol that represents the characteristics of

		each student through art: flag, symbol, bird, animal, or flower.
Relationships in Ecosystems	<ul style="list-style-type: none"> ● <u>Pecos and the Missing Pond</u> by the New Mexico Office of the State Engineer. ● <u>One Day in the Desert</u> by Ann Keener ● <u>My Water Comes from the San Juan Mountains</u> by Tiffany Fourment; Koren Nydick; Gary Gianni & Mary Ann Goff ● <u>Who Needs a Desert?</u> by Karen Patkau 	<ul style="list-style-type: none"> ● Make a list of animals/plants around their home. Think about how these animals and plants are connected. ● What cultural teaching can students use to relate to the animals/plants. ● Write/or draw about one animal & think about how this one animal is connected to other animals and plants. ● Create a food chain using the list of animals/plants to understand how every species is essential for an ecosystem. ● Build a bottle ecosystem and record observations in their journals.
Citizenship	<ul style="list-style-type: none"> ● <u>Lillian's Right to Vote: A Celebration of the Voting Rights Act of 1965</u> Book by Jonah Winter ● <u>I Pledge Allegiance</u> Book by Libby Martinez and Pat Mora ● <u>Granddaddy's Turn: A Journey to the Ballot Box</u> Book by Eric Stein and Michael S. Bandy ● <u>We Live Here Too! Kids Talk About Good Citizenship</u> Book by Nancy Loewen ● <u>Do Something for Others: The Kids' Book of Citizenship</u> Book by Anders Hanson 	<ul style="list-style-type: none"> ● United States symbols to include the flag and bald eagle ● New Mexico symbols to include flag, Smokey the Bear, bird, chile ● Tribal symbols to include pottery, arts, storytelling, and Feast days
Weather	<ul style="list-style-type: none"> ● <u>Thunder Cake</u> by Patricia Polacco ● <u>What will the Weather Be</u> by Lynda DeWitt ● <u>The Meteorologist in Me</u> by Brittney Shipp ● <u>Weather Words and What They Mean</u> by Gail Gibbons ● <u>The Weather and the Seasons</u> ● <u>Cloudy with a Chance of Meatballs</u> ● <u>How Does Weather Change?</u> ● <u>Little Cloud</u> by Eric Carle 	<ul style="list-style-type: none"> ● Family Traditions- Read "Thundercake" and share stories or traditions from their family about weather ● Family weather graph/log- family graphs the weather every day and identifies patterns, more/less of, etc. ● Make a wind vane and graph data ● Make a weather mobile/weather clock ● Weather sorting activity ● Go cloud watching and identify shapes that are seen in the clouds. ● Do a rain cloud science experiment using a jar, food coloring, shaving cream foam, pipettes, and water