

## MODULE 5: CULTURALLY RESPONSIVE LITERACY

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### Academy 1: Literacy for What?



**NCCREST**

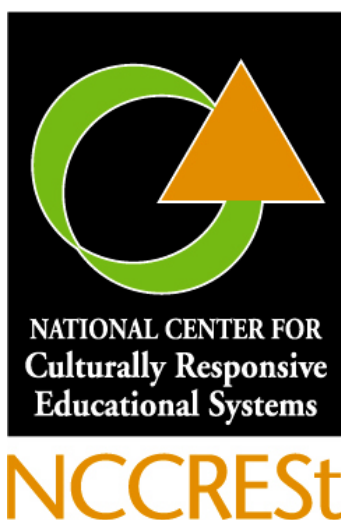
# Participant Handouts

NATIONAL CENTER FOR CULTURALLY RESPONSIVE  
EDUCATIONAL SYSTEMS



# Participant Handouts

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## Academy 1: Literacy for What?

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We strive to produce the most reliable and current academies possible. Therefore, our academies are updated regularly based on facilitator and participant feedback, on subject-matter expert input, and on up-to-date research. You will find the version of this academy on the Table of Contents page. Please check our web site regularly -- [www.NCCRESt.org](http://www.NCCRESt.org) – to find new versions and addenda to this academy.

Module 5: Culturally Responsive Literacy

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# **Academy 1:**

# **LITERACY FOR WHAT?**

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## Academy Abstract:

This academy examines the question “literacy for what?”, exploring the relationship between the politics of literacy and learning in the United States and understanding the key shifts needed for teachers to move towards a more culturally responsive literacy model. The academy will help participants make a distinction between a traditional literacy lens versus a culturally responsive literacy lens. This academy serves to position the theoretical foundation for the remaining academies where greater attention is given to specific culturally responsive literacy strategies. It is critical for participants to examine and understand the question of “Literacy for what?” before moving on to the next two academies.

## Academy Outcomes:


As a result of the activities and information shared at this Leadership Academy, module participants will:

- Define literacy
- Explore the relationship between politics of literacy and learning
- Examine the question “Literacy for what?” through a culturally responsive lens.
- Define culturally responsive literacy
- Understand key shifts needed to move towards a more culturally responsive literacy model.

## Academy Agenda:

Review the agenda, noting the structure of the academy (lecture, activities, question-answer period, break time, assessment), and process for answering participant questions.

ACADEMY OVERVIEW .....	10 MINUTES
ACTIVITY: WARM UP ACTIVITY .....	40 MINUTES
LECTURETTE: POLITICS AND LITERACY .....	20 MINUTES
ACTIVITY: LITERACY ASSUMPTIONS IN STANDARDIZED TESTING .....	60 MINUTES
BREAK .....	10 MINUTES
LECTURETTE: CULTURALLY RESPONSIVE LITERACY- LITERACY FOR WHAT? .....	15 MINUTES
ACTIVITY: CR LITERACY ACTION STEPS .....	60 MINUTES
OUTCOMES REVIEW .....	10 MINUTES
TOTAL: .....	3:45



## Culturally Responsive Literacy Academy 1: Literacy for What?



## Introductions

Facilitator and Sponsors  
[www.nccrest.org](http://www.nccrest.org)



## Leadership Academies




## Roles



## Agenda

Warm up Activity	40 minutes
Lecturette 1: Politics and Literacy	20 minutes
Activity 2: Literacy Assumptions in Standardized Testing	60 minutes
Break	10 minutes
Lecturette 2: Literacy for What?	15 minutes
Activity 3: CR Literacy Action Steps	60 minutes
Outcomes Review	10 minutes



## Academy Outcomes

- Define literacy
- Explore the relationship between politics of literacy & learning
- Examine the question "Literacy for what?" through a culturally responsive lens
- Define culturally responsive literacy
- Understand key shifts needed to move towards a more culturally responsive literacy model



## Activity 1: Warm-up Activity

### Directions:

- Individually read and respond to the following questions (5 minutes).
- As a small group discuss each question and your individual responses (20 minutes).
- As a whole group synthesize and compile responses on chart paper (15 minutes).

### Guiding Questions:

- 1) As a teacher, what comes to mind when you hear the term "literacy"? How is it the same or different from reading?
  
  
  
  
  
  
  
- 2) Why become literate?
  
  
  
  
  
  
  
- 3) What is the goal of literacy development in schools?
  
  
  
  
  
  
  
- 4) What approaches or current programs do you use or your school use to promote literacy development?



## Lecturette 1: Politics & Literacy



### Literacy...

- Ability to read and write. (American Heritage Dictionary)
- Use of language to construct personal and public worlds and to achieve full participation in society. (NCTE)
- "Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning to enable an individual to achieve his or her goals, to develop his or her knowledge and potential, and to participate fully in the wider society." (UNESCO)



### "Old Deluder Satan Act"

*"It being one chief point of the old deluder, Satan, to keep men from knowledge of the Scriptures...It is therefore ordered that every township in this jurisdiction, after the Lord has increased them by the number of fifty householders, shall forthwith appoint one within this town to teach all such children as shall resort to him to write and read..."*

<http://personal.pitnet.net/primarysources/deluder.html>



### Common Themes throughout History

- Legal battles over whose notions of knowledge, truth and values are considered legitimate
- Denial of access to literacy as a controlling means of certain groups
- Assessment of literacy using philosophically narrow and biased viewpoints.



# Activity 2: Analysis of Standardized Test Questions



**Part I: Read each of the passages below and answer the corresponding questions.**

## **Comprehension Passage and Tasks in the British Tradition** English Language Exam for the West African School Certificate (WASC)

Read the following passage carefully and answer the questions on it.

Orchids are flowers that are highly regarded and very expensive in some parts of the world, whereas they grow wild and are rarely noticed in other places. They are found in their greatest variety and abundance in tropical climates.

There are two main categories of orchid: ground orchids, which are the common type in temperate regions; and epiphytic orchids, which grow on trees and are usually found in the tropics. Although these epiphytes grow on trees, they do not derive nourishment from them. The plants often have large solid swellings of the stem in which water and nutritive materials are stored. They derive this moisture from the air by aerial roots.

More than 3000 species are in cultivation but there are many thousands of hybrids, which have been developed by cross-fertilization by horticulturalists all over the world. The orchid has developed a prestige of its own, which is not only due to its fragile beauty, but also to its scarcity value, and to the fact that its cultivation is somewhat specialized.

1. Explain the word **hybrid** in one sentence.
2. Give an alternative word that would fit in the place of **derive**.
3. Why are orchids expensive in some parts of the world?
4. Explain the grammatical function of the clause 'Although these epiphytes grow on trees.'
5. What word in the passage tells you that the roots of epiphytic orchids do not reach the ground?

## Comprehension Passage and Tasks in the U.S. Tradition

The University of Michigan's Examination for the Certificate of Proficiency in English, a test used with nonnative speakers throughout the world

Until recently only glasses or contact lenses were available for the correction of myopia, a vision defect in which objects can be seen distinctly only when very close to the eyes. In 1978, a surgical technique known as radial keratotomy, also termed radial K, was touted as a possible "cure" for nearsightedness. Since its introduction, however, radial K has been the subject of controversy and intense scrutiny.

In this procedure a diamond blade is used to make 8 to 16 cuts that radiate out from the center of the cornea of the eye like the spokes of a wheel. The resulting flattened curvature of the cornea decreases myopia. While close to 50% of patients achieve 29/40 vision on standard eye charts without glasses, the later side effects aren't fully known. The surgery itself involves certain risks, such as corneal perforations, which occur in about one in 600 eyes and which require stitches. Errant incisions can cause blindness and the need for corneal transplants; even tiny holes invite infection. Radial K patients' most common disappointment is that their vision isn't perfect. Some vision is overcorrected, some is undercorrected and sometimes the outcome is one eye each way.


The risks of radial K are real and considerable but at the same time many patients are satisfied with the results. Some experts predict that as more operations are performed surgeons will improve their technique and complications will be reduced; furthermore, they say that future radial K will be automated using a computer attached to a robotic arm with the diamond blade being replaced by a laser. Other experts counter that improving technique won't help much because the concept itself of cutting the cornea is a bad one, fraught with inherent problems. Though it may become more widespread and routine in the future, at present radial K is not the method of choice for correcting nearsightedness.

1. The term radial keratotomy refers to...
    - a) a new type of contact lens.
    - b) a type of corrective surgery.
    - c) a diamond blade used in eye surgery.
    - d) a technique used in corneal transplants.
  
  2. The passage states that half the radial K patients...
    - a) have partially corrected vision.
    - b) have perfect vision.
    - c) lose vision in one eye.
    - d) require corneal transplants.
  
  3. According to the passage, some experts predict that in the future radial K will
    - a) not require the cutting of the cornea.
    - b) produce perfect vision.
    - c) use computer and laser technology.
    - d) become obsolete.
  
  4. The chief disappointment of radial K patients is that...
    - a) their vision isn't the same in both eyes.
    - b) they must undergo surgery.
    - c) their vision isn't overcorrected.
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## Lecturette 2

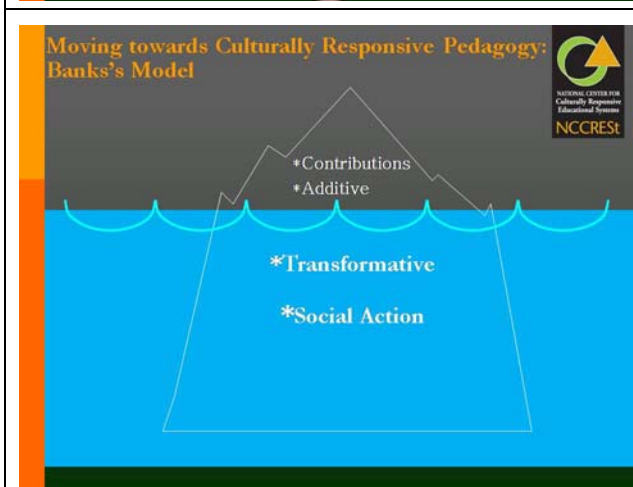
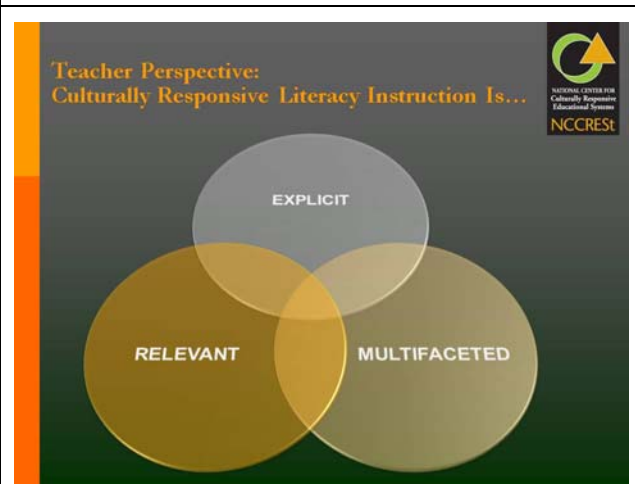
### “Literacy for what?”



## Literacy Models



<b>Autonomous</b> <ul style="list-style-type: none"> <li>Formal</li> <li>Skill Based</li> </ul>	<b>Ideological</b> <ul style="list-style-type: none"> <li>Critical Social Practice</li> </ul>	<b>Culturally Responsive</b> <ul style="list-style-type: none"> <li>Multiple Literacies</li> </ul>
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<h3>Shifting Literacy Definition</h3> <p><b>Literacy</b> → Reading the Word → <b>Rewriting the World</b></p> <p>Iceberg: <b>Translative Social Action</b> (above water), <b>Transformative Social Action</b> (below water)</p>	<h3>Shifting Purpose of Literacy</h3> <p><b>Purpose</b> → Vocational Aspirations → <b>Liberating Tool</b></p> <p>Iceberg: <b>Translative Social Action</b> (above water), <b>Transformative Social Action</b> (below water)</p>
<h3>Shifting Literature &amp; Text</h3> <p><b>Literature &amp; Text</b> → Canon → <b>Multiple Voices</b></p> <p>Iceberg: <b>Translative Social Action</b> (above water), <b>Transformative Social Action</b> (below water)</p>	<h3>Shifting Literacy Instruction</h3> <p><b>Instruction</b> → Transmission → <b>Transaction</b></p> <p>Iceberg: <b>Translative Social Action</b> (above water), <b>Transformative Social Action</b> (below water)</p>
<h3>Quality Literacy Instruction</h3> <ul style="list-style-type: none"> <li>• Occurs in meaningful contexts</li> <li>• Actively engages students in meaning construction</li> <li>• Requires teachers to have a repertoire of instructional strategies</li> <li>• Entails dynamic and changing conceptions of the roles of teachers and students in instructional encounters</li> </ul>	Empty space

## Activity 3: Culturally Responsive Action Steps

**Directions:** In small groups, explore one CR Literacy shift (Rewriting the World, Liberating Tool, Multiple Voices, and Transaction) in greater detail. Through group dialogue, expand the concept of the shift. Then, share your findings with the whole group.

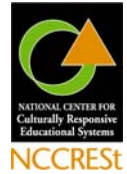


### Guiding Questions:

1. What would it “look like” in the classroom?
2. What do teachers need to help them make this shift?



# Academy 1 Self Assessment



This is a non-graded, anonymous self-assessment. Take 10 minutes to complete the following questions taken from the content of this academy. After that time the group will have the opportunity to share answers. Note that occasionally we collect these self-assessments to measure the effectiveness of the academy.

- 1.

# Academy Evaluation

## Academy 1: Becoming Familiar with Universal Design for Learning (UDL)

I am a

- General Ed Teacher
- Administrator
- Special Ed Teacher
- Parent
- Paraprofessional
- Other

\_\_\_\_\_

Please let us know how useful you found the topics:

Activity 1				
Poor				Great
1	2	3	4	5
Activity 2				
Poor				Great
1	2	3	4	5
Activity 3				
Poor				Great
1	2	3	4	5
Self evaluation				
Poor				Great
1	2	3	4	5

I am affiliated with a(n):

- Elementary School**
- Middle School**
- High School**

Three things I learned that made me go ... AH HAH!

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If I were on the next academy team I would...

As a result of participating in this academy, I am going to...