Module

5

MODULE 5: CULTURALLY RESPONSIVE LITERACY

Academy 2: Culturally Responsive Literacy Instruction- What does it look like in the classroom?

NATIONAL CENTER FOR Culturally Responsive Educational Systems

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Participant Handouts

NATIONAL CENTER FOR CULTURALLY RESPONSIVE EDUCATIONAL SYSTEMS

Participant Handouts

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Academy 2: Culturally Responsive Literacy Instruction- What does it look like in the classroom?

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 – to find new versions and addenda to this academy.

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Academy Abstract:

This academy focuses on developing an awareness, approach, and skills needed to transform current literacy practices into a more culturally responsive model. This shift is supported by data that demonstrates a continued achievement gap for marginalized students in our public schools (e.g. students of color, low socioeconomic status, students with disabilities, and English language learners). Participants are introduced to the seven elements of culturally responsive literacy instruction and explore ways to implement elements into classroom practice.

Academy Outcomes:

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

- Define culturally responsive literacy
- Examine and analyze data revealing the extent of the literacy achievement gap in the United States
- Review research findings relevant to closing the achievement gap in reading and writing
- Identify key elements of culturally responsive literacy instruction and explore how to put them into practice in classrooms.

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 .....30 MINUTES

LECTURETTE: WHY SHIFT TOWARDS A CULTURALLY RESPONSIVE LITERACY MODEL? .....20 MINUTES

ACTIVITY: LITERACY ACHIEVEMENT GAP: EXAMINING THE DATA .....50 MINUTES

BREAK ..... 10 MINUTES

LECTURETTE: ADDRESSING THE LITERACY GAP IN CLASSROOMS .....20 MINUTES

ACTIVITY: REFLECTIONS IN CURRENT READING AND WRITING PRACTICES .....30 MINUTES

ELEMENTS OF CULTURALLY RESPONSIVE LITERACY INSTRUCTION .....20 MINUTES

ACTIVITY" EXPLORE ELEMENTS OF CULTURALLY RESPONSIVE LITERACY INSTRUCTION ...75 MINUTES

OUTCOMES REVIEW .....10 MINUTES

TOTAL: 4:35

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Culturally Responsive Literacy Academy 2:

Culturally Responsive Literacy Instruction: What does it look like in the classroom?

Introductions

Facilitator and Sponsors

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IDEAs that Work
U.S. Office of Special Education Programs

Leadership Academies

Roles

Agenda

Warm up Activity	30 minutes
Lecturette 1: Why shift towards a CR Literacy model?	20 minutes
Activity 2	50 minutes
Break	10 minutes
Lecturette 2: Addressing the Literacy Gap in Classrooms	20 minutes
Activity 3	30 minutes
Lecturette 3: Elements of CR Literacy Instruction	20 minutes
Activity 4	75 minutes
Outcomes Review	10 minutes

Academy Outcomes

- Define culturally responsive literacy
- Examine and analyze data revealing the extent of the literacy achievement gap in the United States
- Review research findings relevant to closing the achievement gap in reading and writing
- Identify key elements of culturally responsive literacy instruction and explore how to put them into practice in classrooms

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Activity 1: The State of Literacy in the United States

	Fact or Fiction?	Plausible Explanation?
1. Reading achievement has declined in the United States over the past 30 years.		
2. 40% of United States children cannot read at a basic level.		
3. 20% of United States children are dyslexic.		
4. Children from Baby-Boomer generation read better than students today.		
5. Students in the United States are among the worst readers in the world.		
6. The number children classified as good readers has been declining in the United States.		
7. In reading performance, the score gaps between White and Black students and White and Hispanic students have increased since 1992.		
8. The score gaps between fourth and eighth grade students eligible for the National Lunch Program and students who are not eligible has decreased since 1998.		

Adapted from *The Literacy Crisis, False Claims, Real Solutions* (1998) by Jeff McQuillan, Portsmouth, New Hampshire: Heinemann.

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Lecturette 1: Why Shift Toward a Culturally Responsive Literacy Model?

What is literacy? How do you define it?

Literacy?

- The ability to read and write. (American Heritage Dictionary)
- The 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)

The Literacy Debate

"By the year 2000, every adult American will be literate and will possess the skills necessary to compete in a global economy and to exercise the rights and responsibilities of citizenship."

Darlene tryin to teach me how to talk….Every time I say something the way I say it, she correct me until I say it some other way. Pretty soon it feel like I can't think. My mind run up on a thought, git confuse, run back and sort of lay down. You sure this worth it? I ask. She say Yeah. Bring me a bunch of books. White folks all over them, talking bout apples and dogs. What I care bout dogs? I think….But I let Darlene worry on. Sometimes I think bout the apples and the dogs, sometimes I don't. Look like to me only a fool would want you to talk in a way that feel peculiar to your mind.

- Celie, in *The Color Purple*

Culturally Responsive Literacy Model

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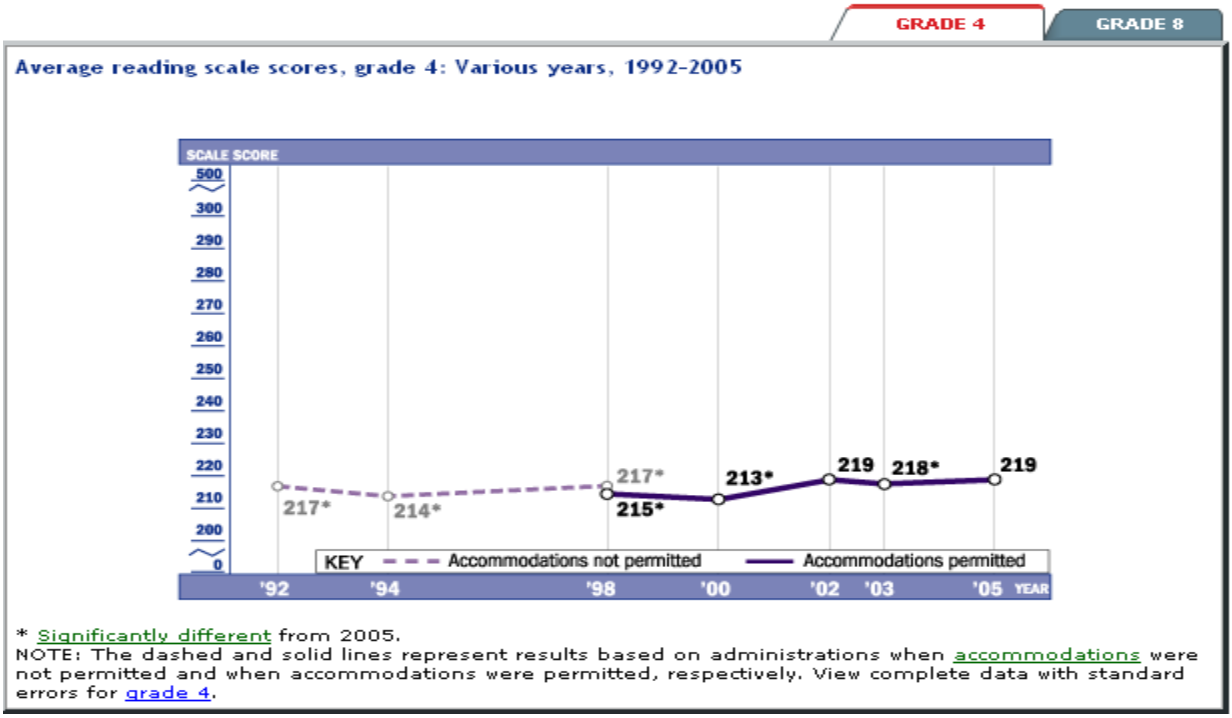
Activity 2: Literacy Achievement Gap- Examining the Data

Directions: In small review the handout of NAEP reading and writing data – national trends, student group trends. Analyze one set of data (reading or writing) to focus on and compose a response to the following questions. Share your results with the whole group.

Analyze and develop possible explanations for the literacy gaps evident between races, socioeconomic status, students with disabilities, and English learners.

- How do you explain these statistics?
- What explanations are plausible for the literacy achievement gap?

NAEP Reading Data 1992-2005 – US National Scale Score Averages
4th Grade



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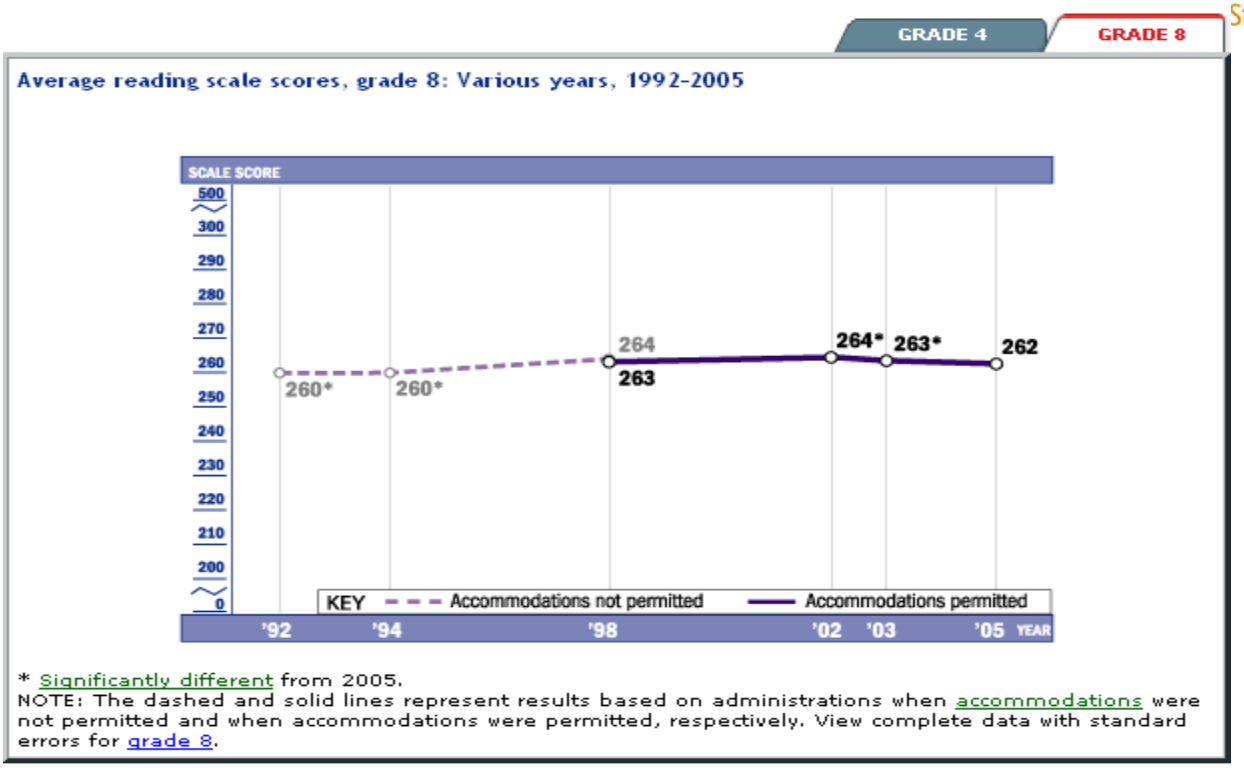
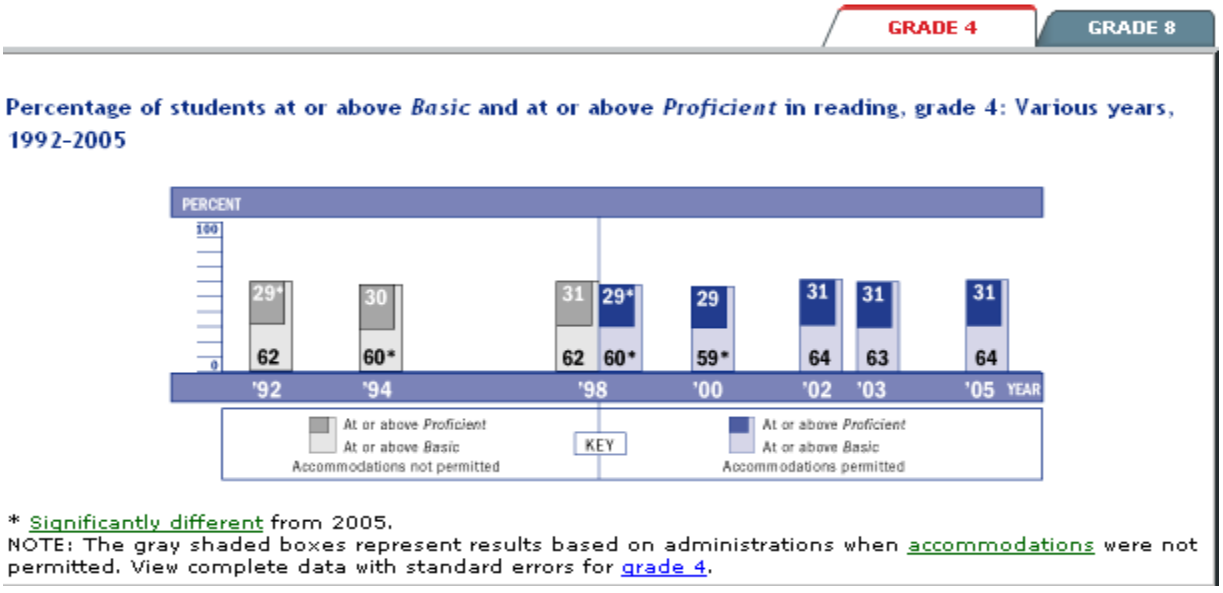
8th Grade



* Significantly different from 2005.
NOTE: The dashed and solid lines represent results based on administrations when accommodations were not permitted and when accommodations were permitted, respectively. View complete data with standard errors for grade 8.

NAEP Reading Data 1992-2005 – US Achievement Levels
4th Grade: At or above Basic, at or above Proficient



* Significantly different from 2005.
NOTE: The gray shaded boxes represent results based on administrations when accommodations were not permitted. View complete data with standard errors for grade 4.

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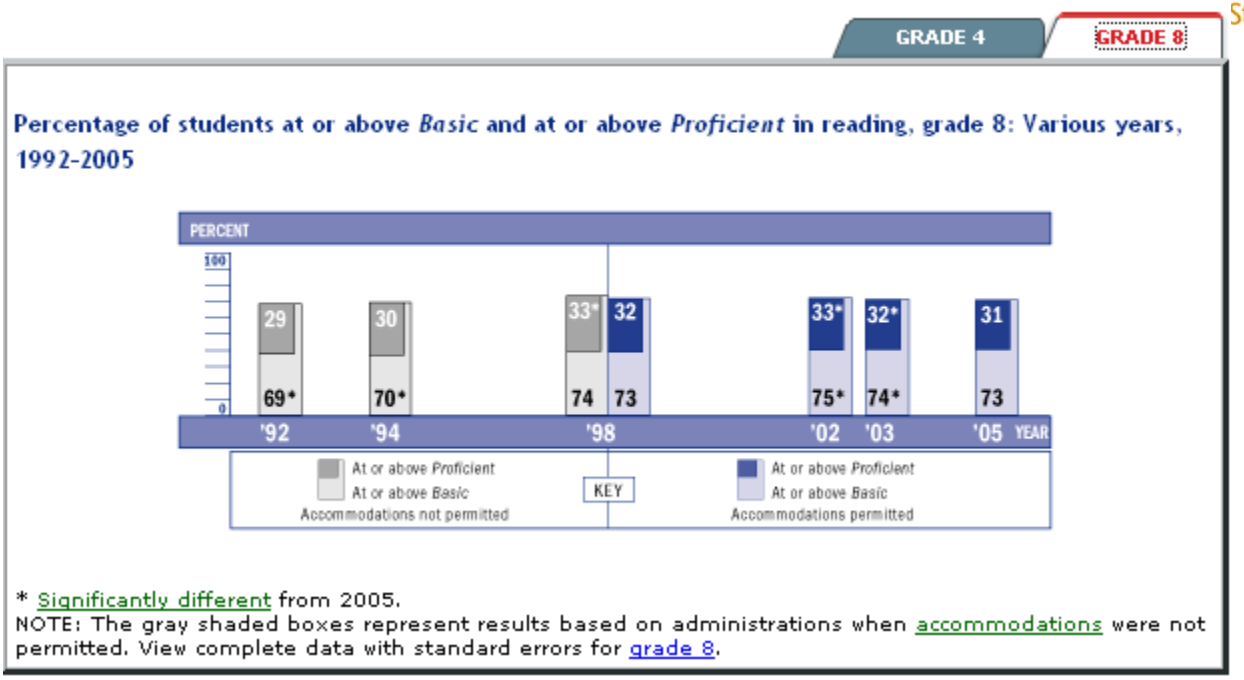
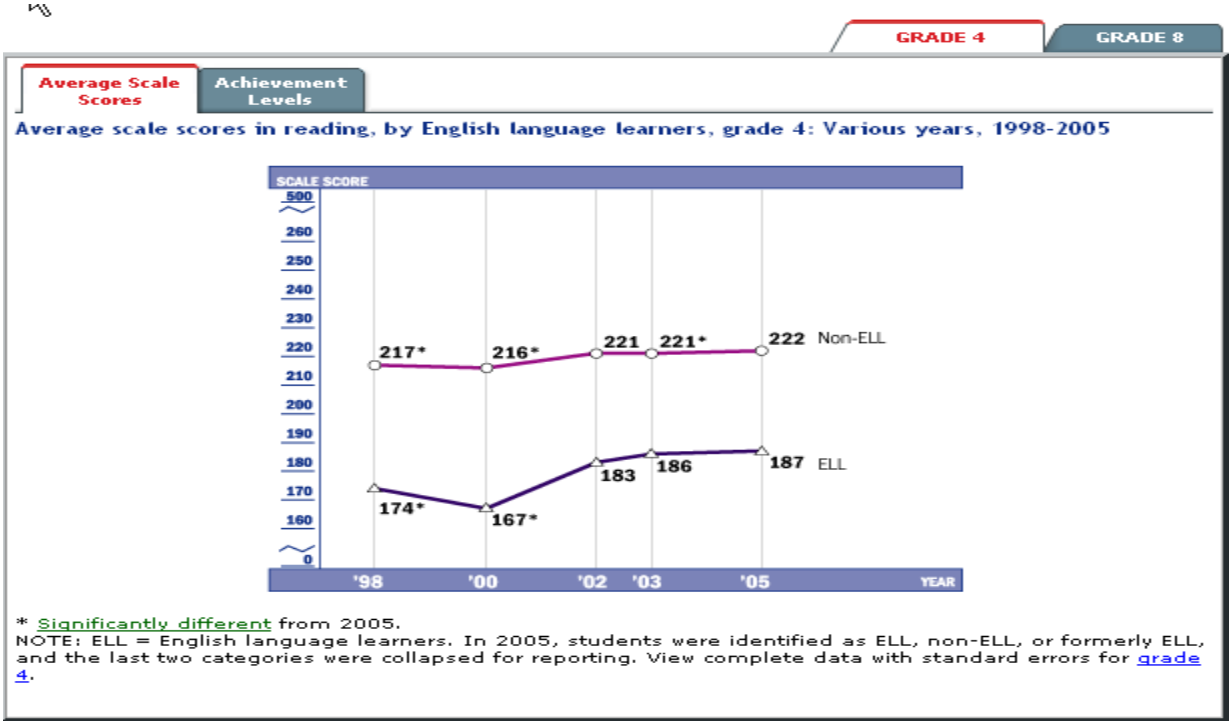
8th Grade: At or above Basic, at or above Proficient



NAEP Reading Data 1998-2005 – English Language Learners

4th Grade Average Scale Scores



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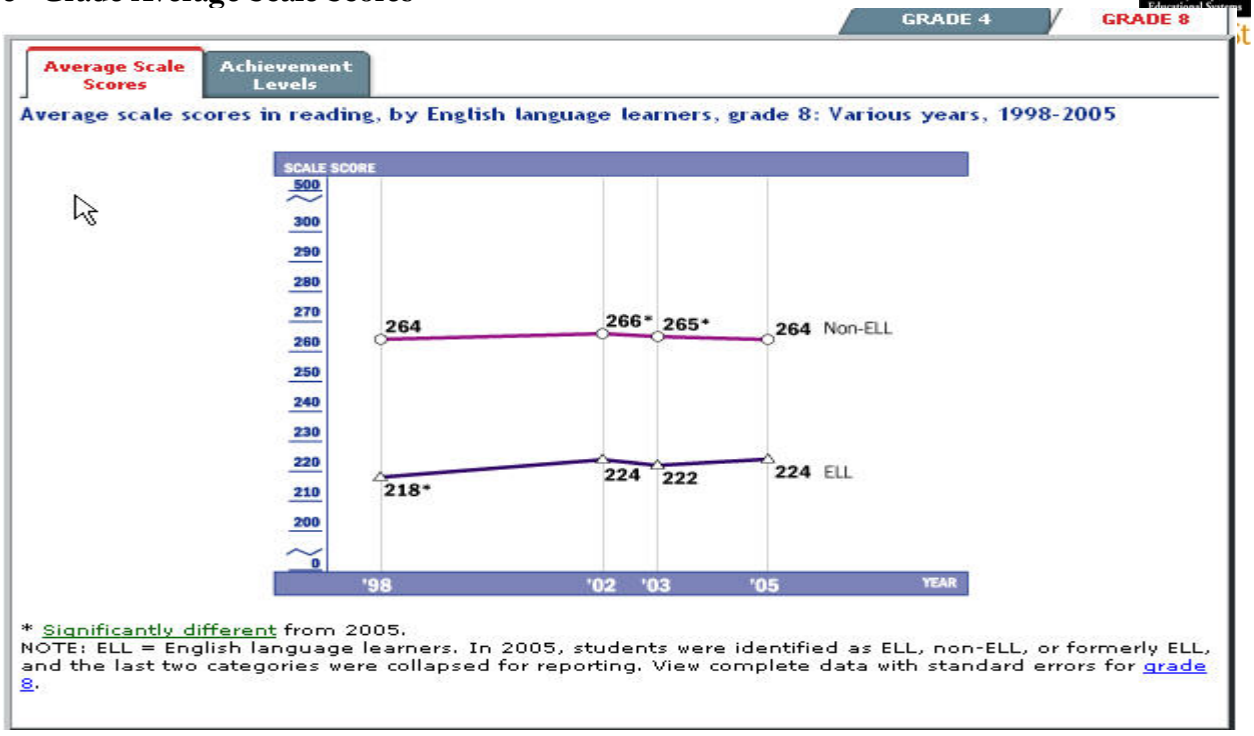
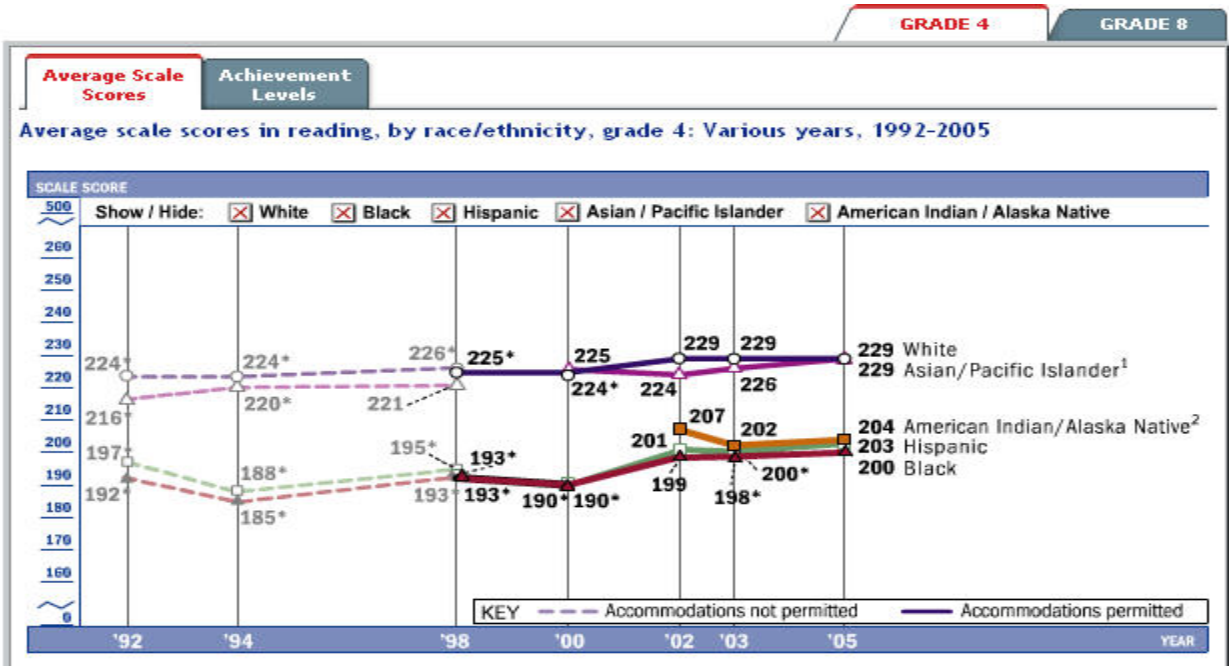
8th Grade Average Scale Scores



NAEP Reading Data 1992-2005 – Race/Ethnicity
4th Grade



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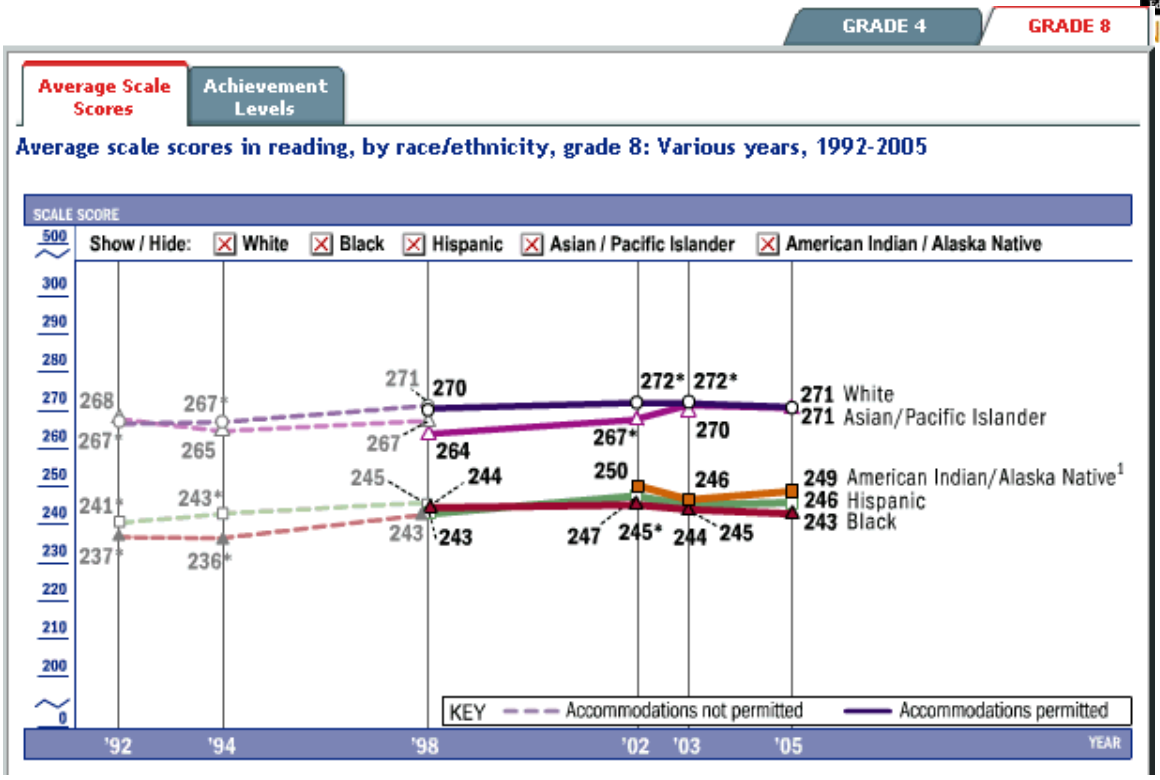
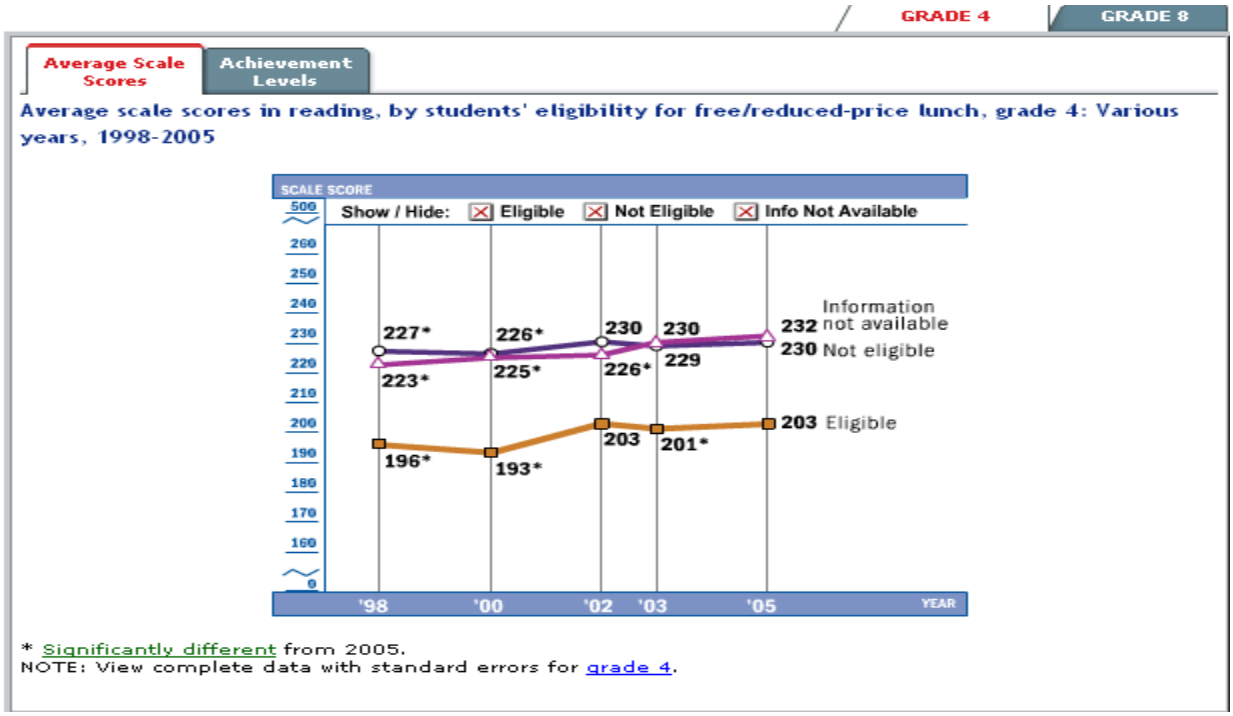
8th Grade



NAEP Reading Data 1998-2005 – Low Socioeconomic Status
4th Grade



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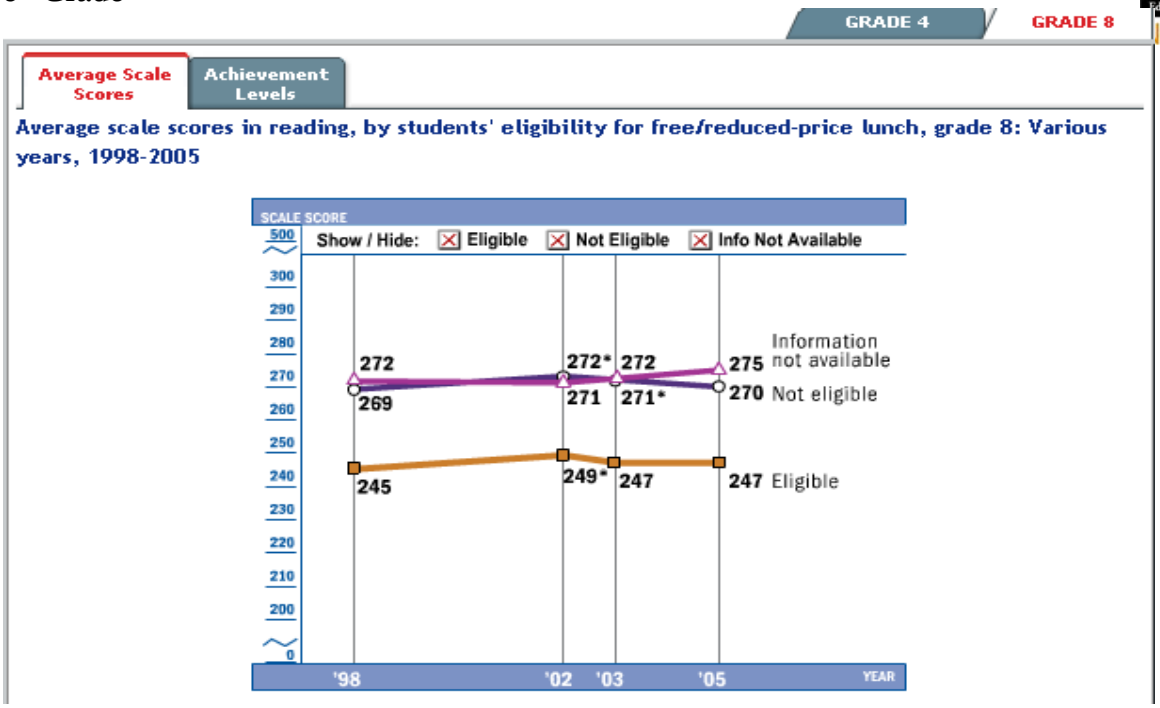
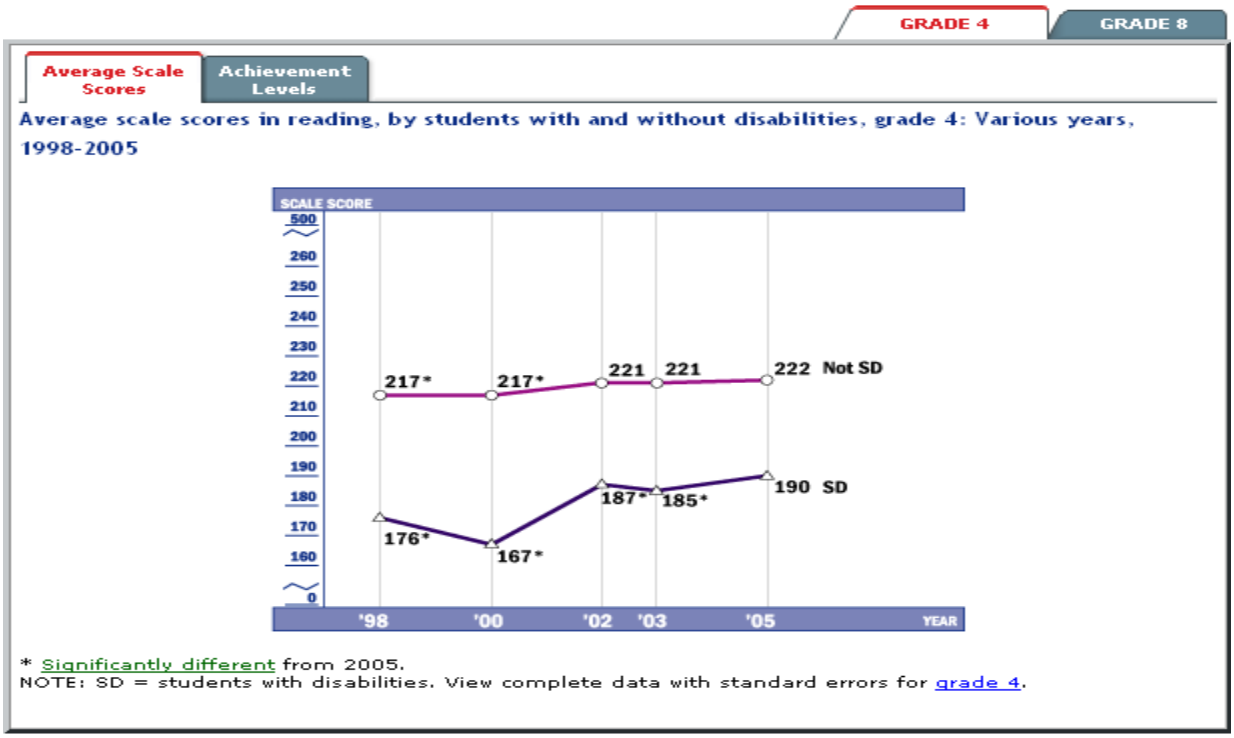
8th Grade



NAEP Reading Data 1998-2005 – Students with Disabilities
4th Grade



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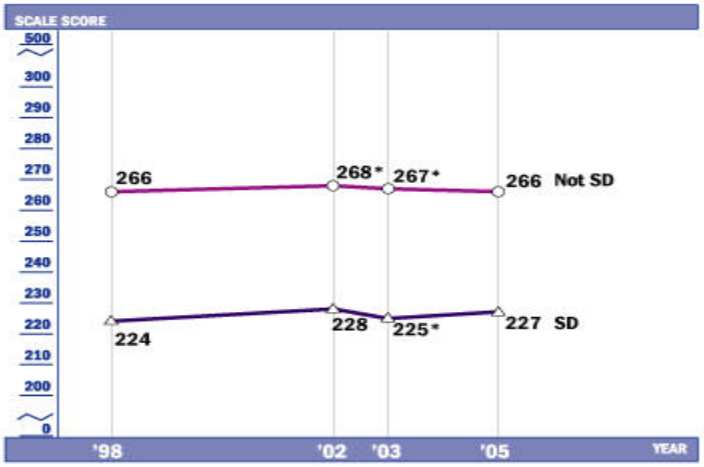
8th Grade

GRADE 4 GRADE 8

Average Scale Scores | Achievement Levels

Average scale scores in reading, by students with and without disabilities, grade 8: Various years, 1998-2005



* Significantly different from 2005.
NOTE: SD = students with disabilities. View complete data with standard errors for grade 8.

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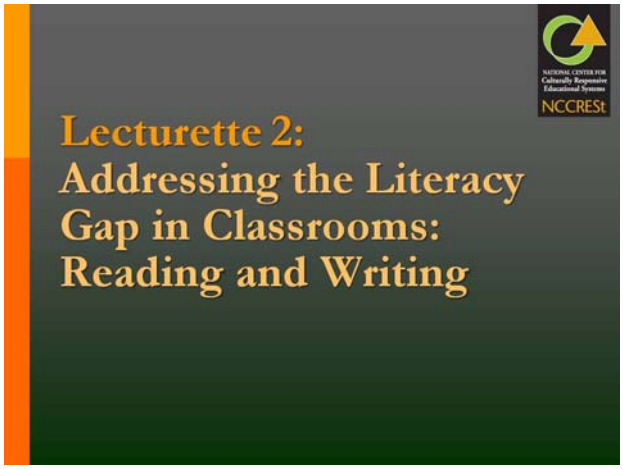

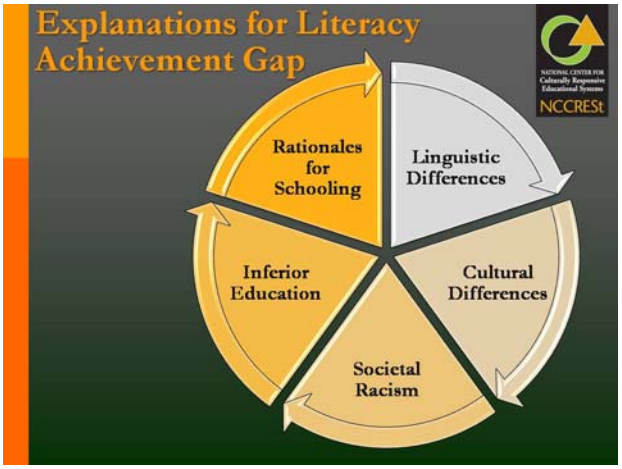

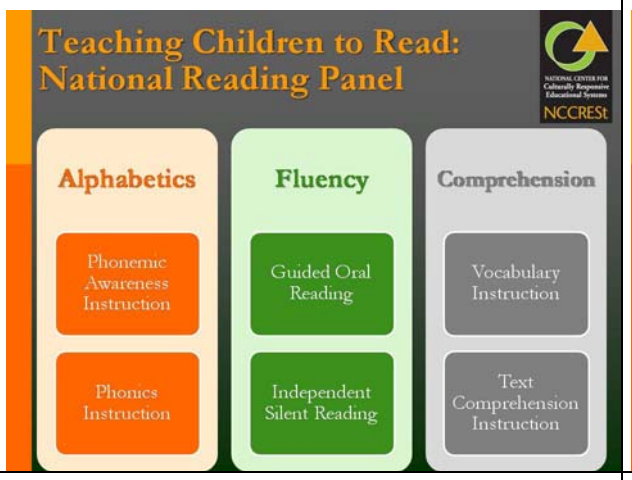

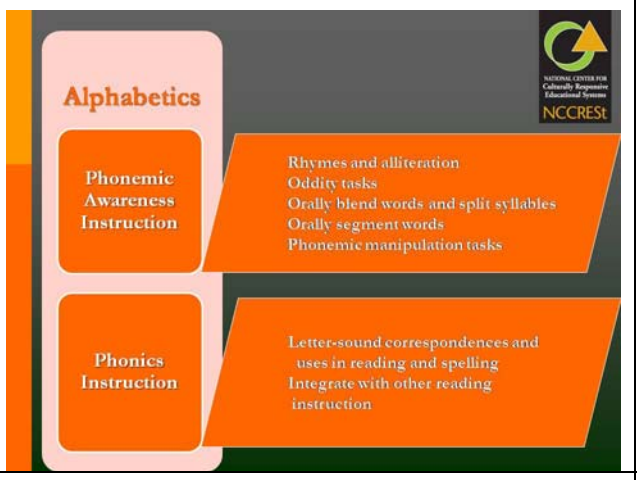

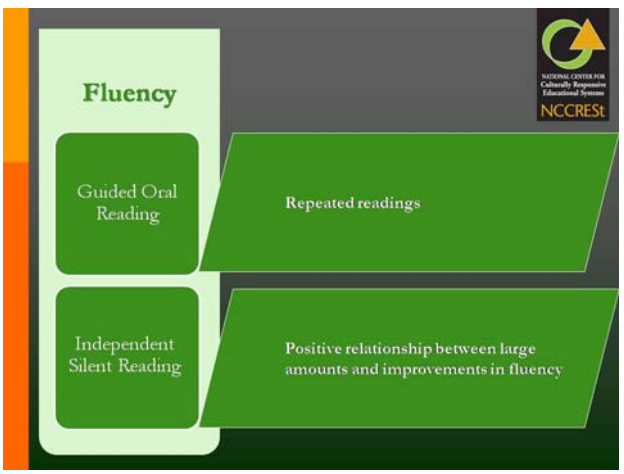

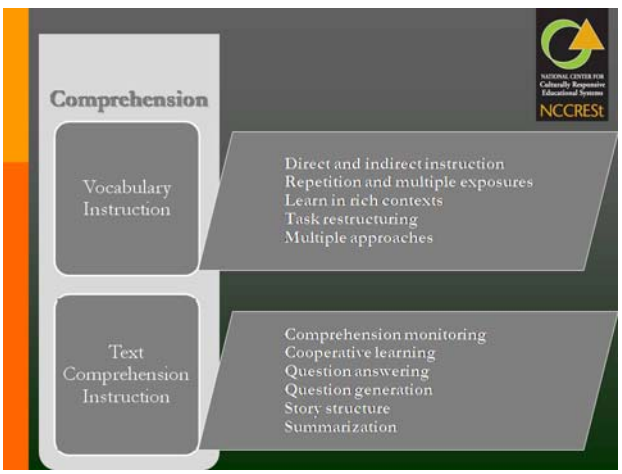

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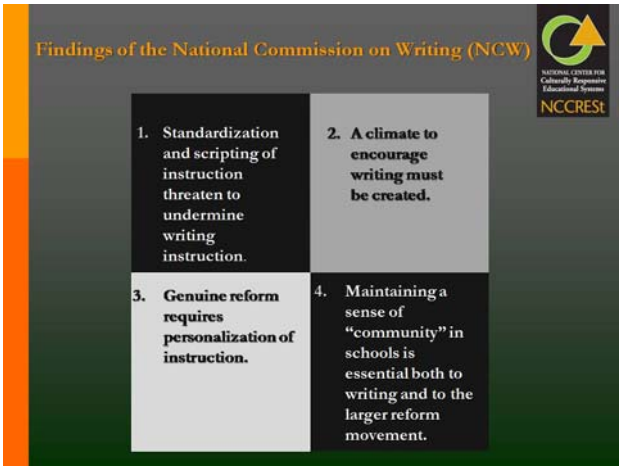

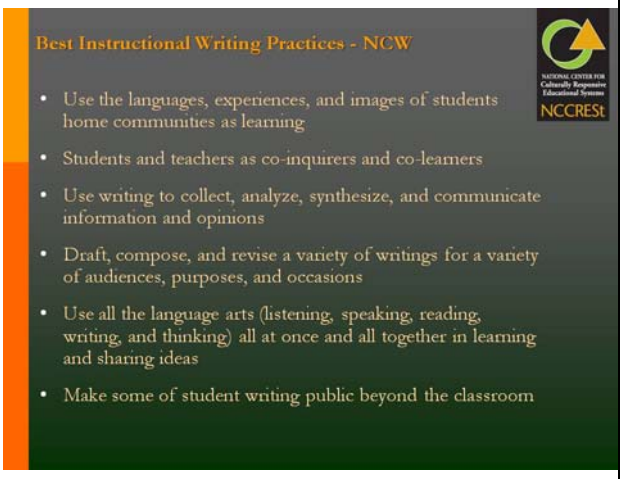

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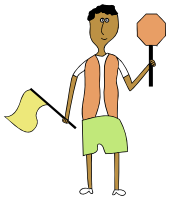
Activity 3: Reflections on Current Reading and Writing Practices



Directions: As a small group reflect on the current state of reading and writing instruction in your classroom or school. Share with the whole group.

Guiding Questions:

Reading

- Where is the emphasis – alphabetics, fluency, comprehension?
- What percentage of time is spent on each of these reading areas?
- What shifts, if any need to occur?

Writing

- How would you rate your school or classroom in relation to the four NWC findings on slide 22?
- How would you rate your school or classroom in relation to the six writing practices identified on slide 23? What areas need to have increased emphasis?

Part II: Whole group debrief/share

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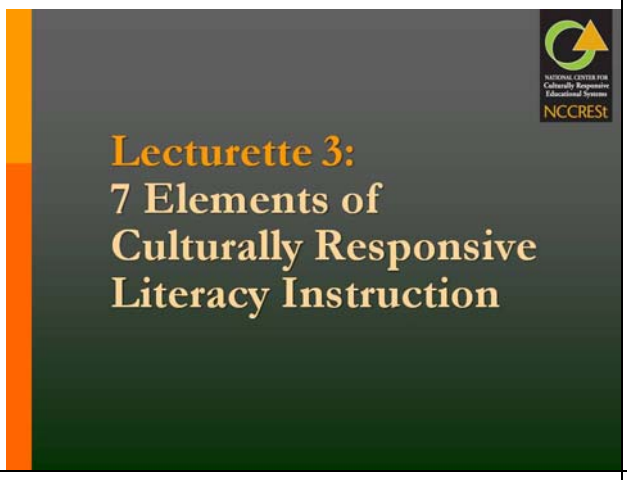

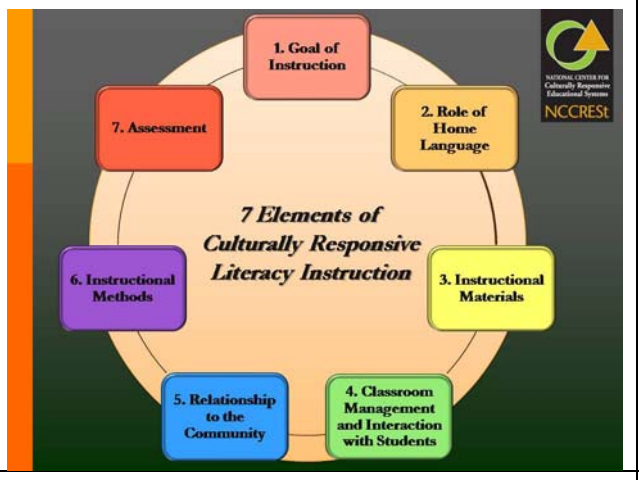

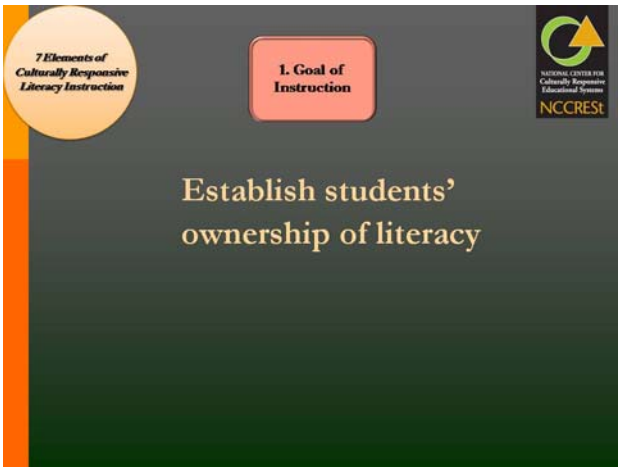

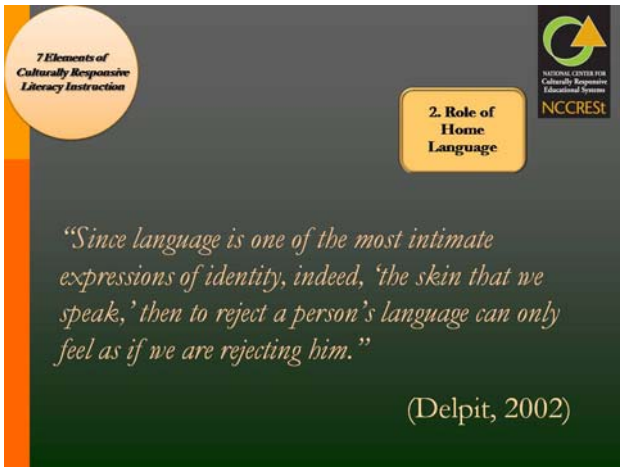

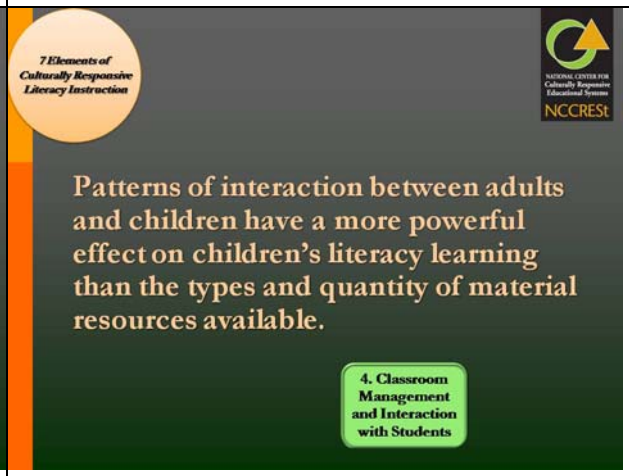

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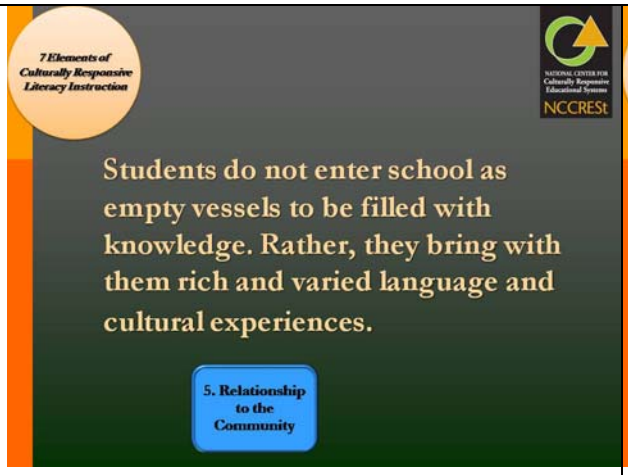

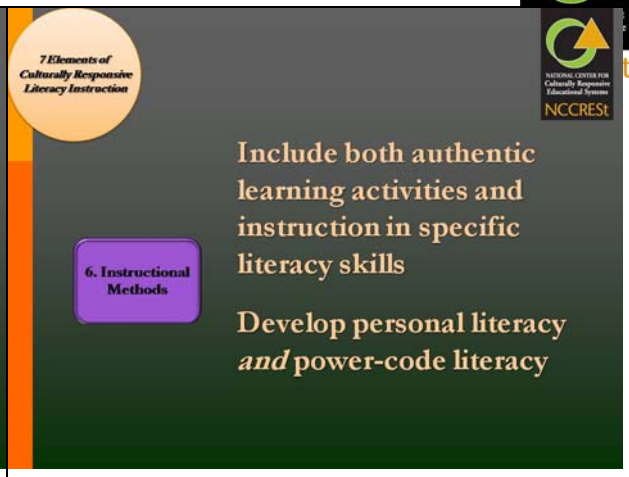

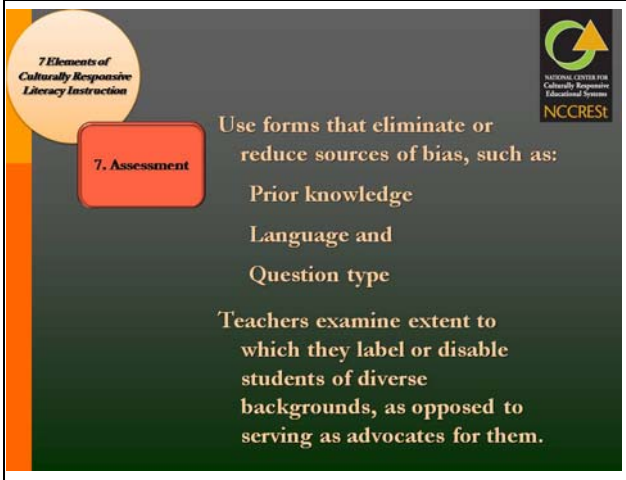

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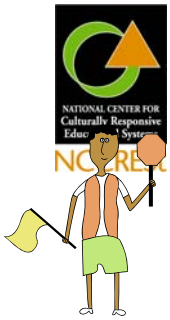
Activity 4: Elements of Culturally Responsive Literacy Instruction



Part I: Develop possible approaches and/or strategies for each of the CR Literacy Elements

Part II: Review the ideas generated for each element and rate ideas based on Bank's Model for Integration of Multicultural Content.

Part III: Whole group debrief of findings

1. Goal of Instruction

- How do you establish students' ownership of literacy as the overarching goal of the curriculum, while maintaining a systematic instruction in the cognitive processes of reading and writing?
- How do you make literacy personally meaningful and viewed as useful for the student's own purposes?

2. Role of Home Language

- How do you allow students' cultural language to exist in the classroom and build upon this first language to achieve English literacy proficiency?

3. Instructional Materials

- In what ways can you use materials that present diverse cultures in an authentic manner?
- Does the literature accurately depict the experiences of diverse groups?
- How do you increase students' motivation to read, their appreciation and understanding of their own language and cultural heritage, and their valuing of their own life experiences as a topic for writing?

4. Classroom Management and Interaction with Students

- How do you create and adjust classroom environment (organization and management system), which allows for genuine literacy activities where students can feel ownership, where students may learn through collaboration and engage in conversations with rules more like those for everyday talk rather than for classroom recitation?

5. Relationship to the Community

- How do you make stronger links to the community, restructure the power relationships between the school and community, and involve parents and other community members in the school?
- How do you make specific connections to specific communities to which students belong?

6. Instructional Methods

- In what ways can you provide students with authentic literacy activities, while providing instruction in specific literacy skill needed for full participation in the culture of power?
- How do you teach basic literacy skills within the context of authentic literacy activities?

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7. Assessment

- What are some strategies you could utilize to prepare and analyze your assessments prior to implementation that would help reduce or eliminate sources of bias and more accurately reflect students' literacy achievement?

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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.

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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

_____

I am affiliated with a(n):

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

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

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

_____

_____

_____

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

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

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