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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

[www.nccrest.org](http://www.nccrest.org)



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*U.S. Office of Special  
Education Programs*



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# Leadership Academies



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# Roles

# Academy Outcomes



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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

# Agenda



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Activity 1: The State of Literacy in the United States	30 minutes
Lecturette 1: Why shift towards a CR Literacy model?	20 minutes
Activity 2: Literacy Achievement Gap: Examining the Data	50 minutes
Break	10 minutes
Lecturette 2: Addressing the Literacy Gap in Classrooms	20 minutes
Activity 3: Reflections on Current Reading and Writing Practices	30 minutes
Lecturette 3: Elements of CR Literacy Instruction	20 minutes
Activity 4: Explore Elements of CR Literacy Instruction	75 minutes
Outcomes Review	10 minutes



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



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What is literacy?  
How do you define it?



# Literacy?



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- 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



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*"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*



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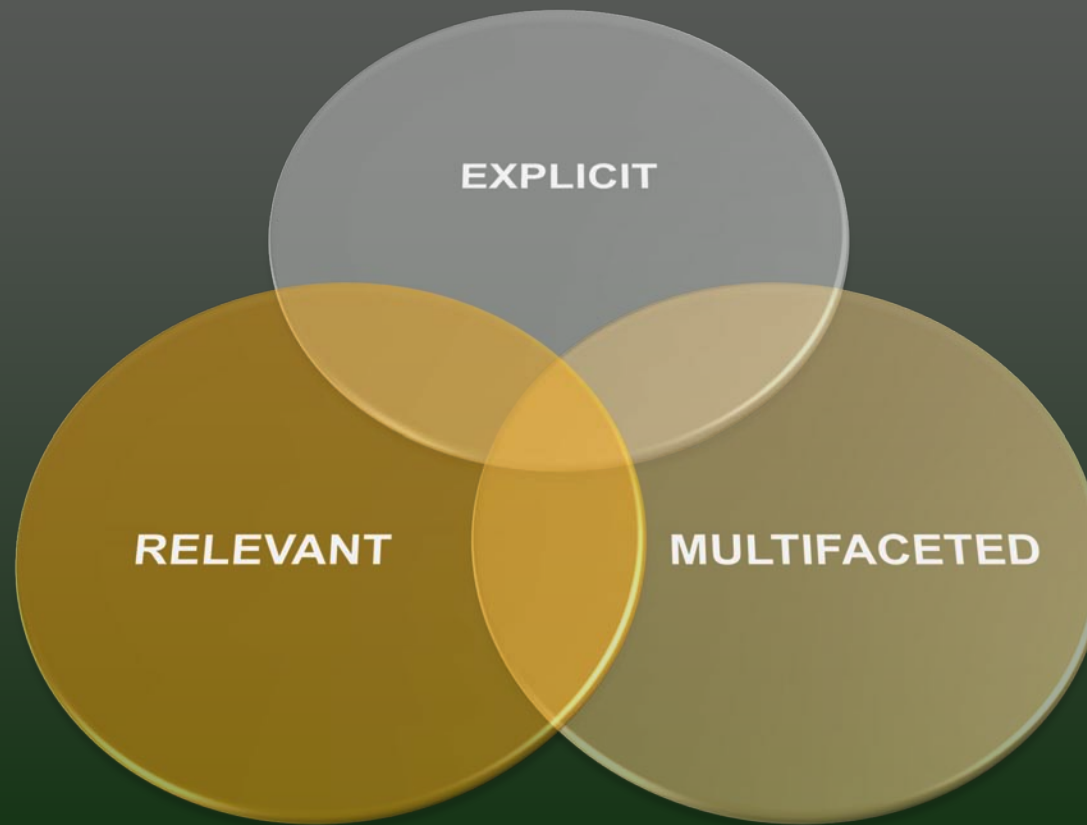
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# Culturally Responsive Literacy Model



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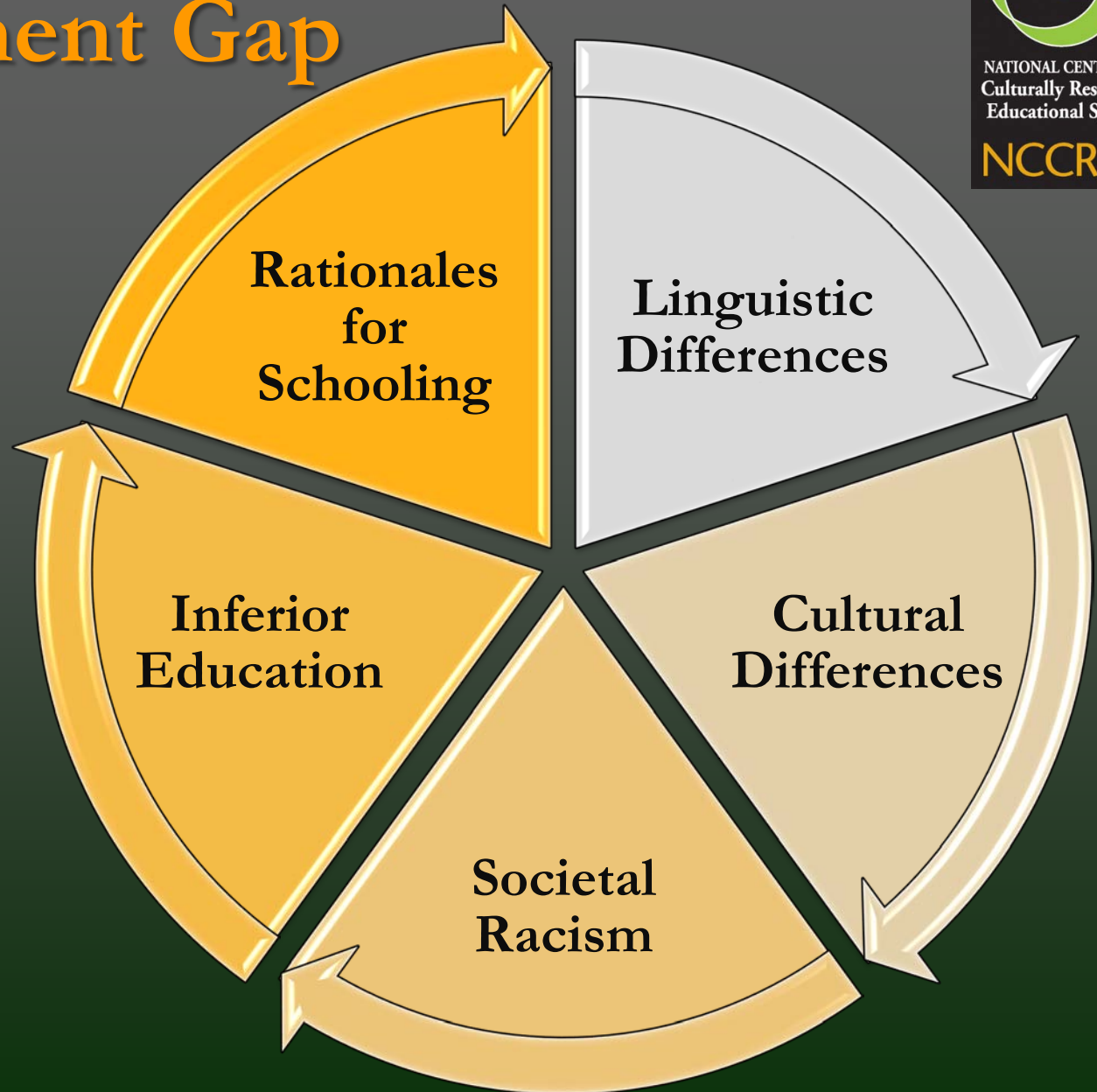
# Lecturette 2: Addressing the Literacy Gap in Classrooms: Reading and Writing

# Explanations for Literacy Achievement Gap



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# Teaching Children to Read: National Reading Panel



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## Alphabetic

Phonemic  
Awareness  
Instruction

Phonics  
Instruction

## Fluency

Guided Oral  
Reading

Independent  
Silent Reading

## Comprehension

Vocabulary  
Instruction

Text  
Comprehension  
Instruction



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# Alphabetics

## Phonemic Awareness Instruction

Rhymes and alliteration  
Oddity tasks  
Orally blend words and split syllables  
Orally segment words  
Phonemic manipulation tasks

## Phonics Instruction

Letter-sound correspondences and  
uses in reading and spelling  
Integrate with other reading  
instruction





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# Fluency

Guided Oral  
Reading

Repeated readings

Independent  
Silent Reading

Positive relationship between large  
amounts and improvements in fluency



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## Comprehension

Vocabulary  
Instruction

Direct and indirect instruction  
Repetition and multiple exposures  
Learn in rich contexts  
Task restructuring  
Multiple approaches

Text  
Comprehension  
Instruction

Comprehension monitoring  
Cooperative learning  
Question answering  
Question generation  
Story structure  
Summarization

# Findings of the National Commission on Writing (NCW)



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**1. Standardization and scripting of instruction threaten to undermine writing instruction.**

**2. A climate to encourage writing must be created.**

**3. Genuine reform requires personalization of instruction.**

**4. Maintaining a sense of “community” in schools is essential both to writing and to the larger reform movement.**

# Best Instructional Writing Practices - NCW



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- Use the languages, experiences, and images of students home communities as learning
- Students and teachers as co-inquirers and co-learners
- Use writing to collect, analyze, synthesize, and communicate information and opinions
- Draft, compose, and revise a variety of writings for a variety of audiences, purposes, and occasions
- Use all the language arts (listening, speaking, reading, writing, and thinking) all at once and all together in learning and sharing ideas
- Make some of student writing public beyond the classroom



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# Lecturette 3: 7 Elements of Culturally Responsive Literacy Instruction



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*7 Elements of  
Culturally Responsive  
Literacy Instruction*

1. Goal of  
Instruction

2. Role of  
Home  
Language

3. Instructional  
Materials

4. Classroom  
Management  
and Interaction  
with Students

5. Relationship  
to the  
Community

6. Instructional  
Methods

7. Assessment

*7 Elements of  
Culturally Responsive  
Literacy Instruction*

**1. Goal of  
Instruction**

**Establish students'  
ownership of literacy**



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*7 Elements of  
Culturally Responsive  
Literacy Instruction*

**2. Role of  
Home  
Language**

*“Since language is one of the most intimate expressions of identity, indeed, ‘the skin that we speak,’ then to reject a person’s language can only feel as if we are rejecting him.”*

**(Delpit, 2002)**



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Attention to selection of texts

Curricular Approach

**3. Instructional  
Materials**

Patterns of interaction between adults and children have a more powerful effect on children's literacy learning than the types and quantity of material resources available.

**4. Classroom  
Management  
and Interaction  
with Students**

Students do not enter school as empty vessels to be filled with knowledge. Rather, they bring with them rich and varied language and cultural experiences.

**5. Relationship  
to the  
Community**

*7 Elements of  
Culturally Responsive  
Literacy Instruction*

**6. Instructional  
Methods**

Include both authentic  
learning activities and  
instruction in specific  
literacy skills

Develop personal literacy  
*and* power-code literacy

**7. Assessment**

Use forms that eliminate or reduce sources of bias, such as:

Prior knowledge

Language and

Question type

Teachers examine extent to which they label or disable students of diverse backgrounds, as opposed to serving as advocates for them.