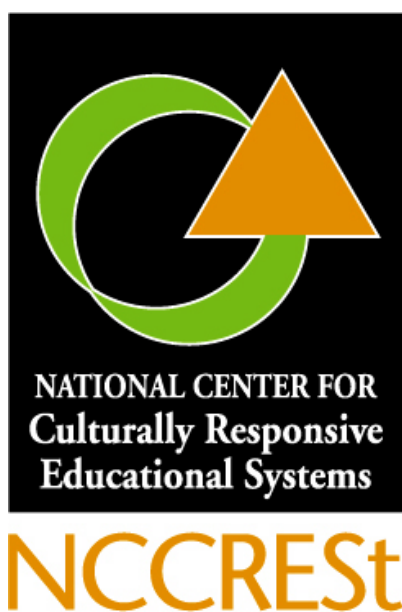


MODULE 5: CULTURALLY RESPONSIVE LITERACY

Academy 3: Boundary Crossings- Creating Language Experiences in the Classroom for ALL Students

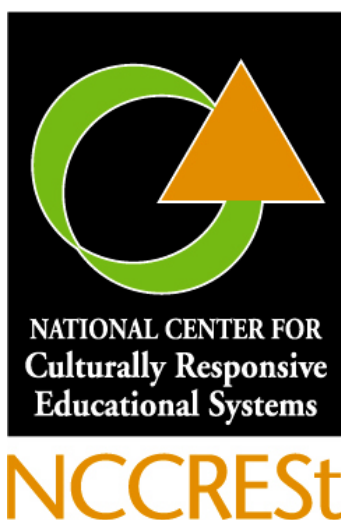


Participant Handouts

NATIONAL CENTER FOR CULTURALLY RESPONSIVE
EDUCATIONAL SYSTEMS



Participant Handouts



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Arizona State University, PO Box 872011 Tempe, Arizona 85287-2011
Phone 480.965.0391 • Fax 480.727.7012



Academy 3: Boundary Crossings: Creating Language Experiences in the Classroom for ALL Students



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.

Module 5: Culturally Responsive Literacy

Academy 3: Boundary Crossings-Creating Language Experiences in the Classroom for ALL Students



Academy Abstract:

The goal of this academy is for participants to understand that cultural differences in the classroom become cultural boundaries that need to be crossed by both teachers and students. Teachers, through culturally responsive instruction can help bridge the gap of these cultural boundaries. If educators truly embrace diversity, they look beyond festivals, foods, fashions, and folk ways for ways to structure classrooms, schools, and programs in ways that affirm diversity and promote success for all students.

Academy Outcomes:

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

- Examine key principles supporting linguistically and culturally diverse learners in literacy development.
- Identify key elements of culturally responsive literacy instruction for linguistically and culturally diverse learners and explore ways to put them into practice in classrooms.
- Identify cultural boundaries that need to be crossed 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
ACTIVITY1: BRIDGING YOUR FUNDS OF KNOWLEDGE WITH THOSE OF YOUR STUDENTS AND FAMILIES.....	30 MINUTES
LECTURETTE 1: SUPPORTING LINGUISTICALLY AND CULTURALLY DIVERSE LEARNERS IN LITERACY DEVELOPMENT	20 MINUTES
ACTIVITY 2: CRITICAL INQUIRY INTO TEACHING LITERACY	30 MINUTES
LECTURETTE 2: CROSSING CULTURAL BOUNDARIES IN THE CLASSROOM WITH ENGLISH LANGUAGE LEARNERS	15 MINUTES
ACTIVITY 3: PEDAGOGICAL APPROACHES TO SUPPORTING STUDENT’S SPEAKING AND LISTENING	40 MINUTES
OUTCOMES REVIEW	10 MINUTES
TOTAL:.....	2:35



Culturally Responsive Literacy Academy 3:

Boundary Crossings: Creating Language Experiences in the Classroom for ALL Students

Introductions

Facilitator and Sponsors

www.nccrest.org



Leadership Academies



Roles



Academy Agenda

- Activity 1: Bridging Your Funds of Knowledge to those of Your Students and their Families 30 minutes
- Lecturette 1: Supporting Linguistically and Culturally Diverse Learners in Literacy Development 20 minutes
- Activity 2: Critical Inquiry into Teaching Literacy 30 minutes
- Lecturette 2: Crossing Cultural Boundaries in the Classroom with English Language Learners 15 minutes
- Activity 3: Pedagogical Approaches to Supporting Students' Speaking and Listening 40 minutes



Academy Outcomes

Examine key principles supporting linguistically and culturally diverse learners in literacy development.

Identify key elements of culturally responsive literacy instruction for linguistically and culturally diverse learners and explore ways to put them into practice in classrooms.

Identify cultural boundaries that need to be crossed in classrooms.

Understand three key concepts of second language acquisition theory as it relates to the presence of English language learners in classrooms.

Explore instructional strategies to increase opportunities for students to engage in speaking and listening in classrooms to support the development of their English literacy skills and comprehension.

Activity 1: Bridging Your Funds of Knowledge to those of Your Students and their Families




1. Individually, create a written or pictorial representation of your own funds of knowledge (“real world” knowledge, educational resources) related to **family literacy practices** that you brought to the classroom as an elementary, middle or high school student? (Pick the level in which you teach or work with to respond to this question).
2. What funds of knowledge related to family literacy practices do you bring to the classroom as a teacher? How might this be different from what your students bring?
3. Pair up with another participant and share your responses to questions 1 and 2. Then, discuss for each of the differences you’ve identified above, what you do to create a bridge between your students’ funds of knowledge and your own in regards to family literacy practices? The examples below are ways you may do this.

Examples of Classroom Activities:

- Develop units and classroom activities that grow out of and speak to children’s interests and cultural backgrounds (e.g. *Freedom Writer’s* story)
- Encourage students to research and document life in their homes and communities. Have students bring in and present family artifacts.
- Regularly speak with students about what they do at home.
- Have students interview family members about their experiences. For example, if you are doing unit on migration, have students interview members of their family about their family migrations from one place to another.
- Choose texts that reflect the cultural and ethnic diversity of the nation.
- Incorporate popular culture (e.g. music, film, video, gaming, etc.) into curriculum.

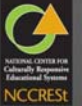
Lecturette 1:

Principles for Supporting Culturally and Linguistically Diverse Learners in Literacy Instruction



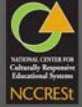
8 Principles for Supporting Culturally and Linguistically Diverse Learners in Literacy Instruction

Respect for ALL Learners	Modeling Practice
Funds of Knowledge	Critical Users of Language
Inquiring into Practice	Crossing Cultural Boundaries
Variety of Educational Experiences	Teaching as a Political Act



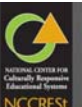
Principle 1

Respect for ALL Learners	Modeling Practice
Funds of Knowledge	Critical Users of Language
Inquiring into Practice	Crossing Cultural Boundaries
Variety of Educational Experiences	Teaching as a Political Act




Principle 2

Respect for ALL Learners	Modeling Practice
Funds of Knowledge	Critical Users of Language
Inquiring into Practice	Crossing Cultural Boundaries
Variety of Educational Experiences	Teaching as a Political Act



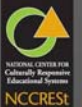
Principle 3

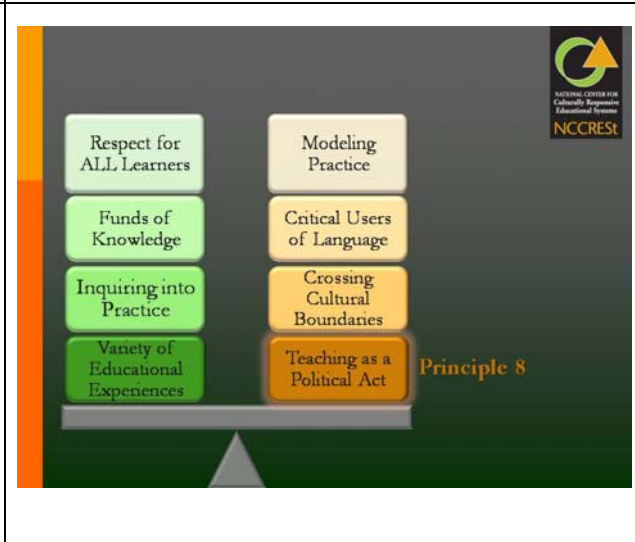
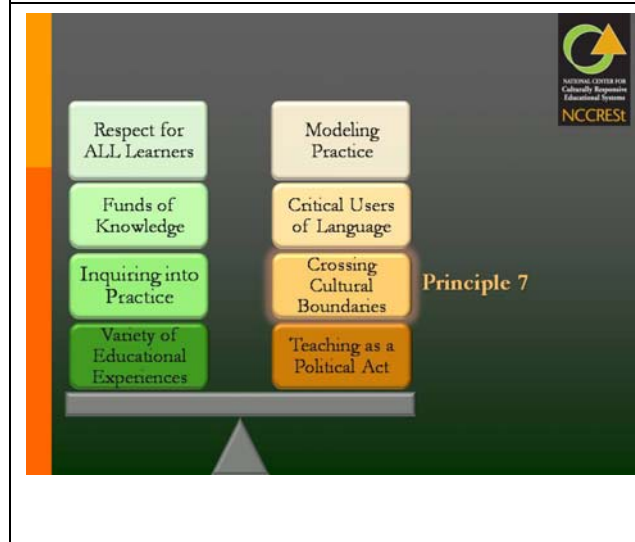
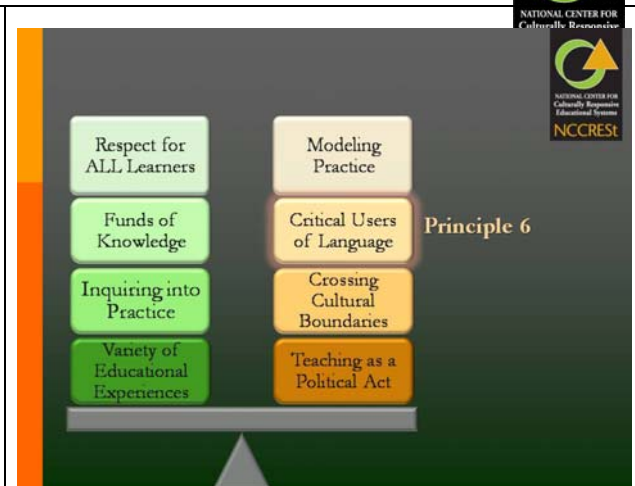
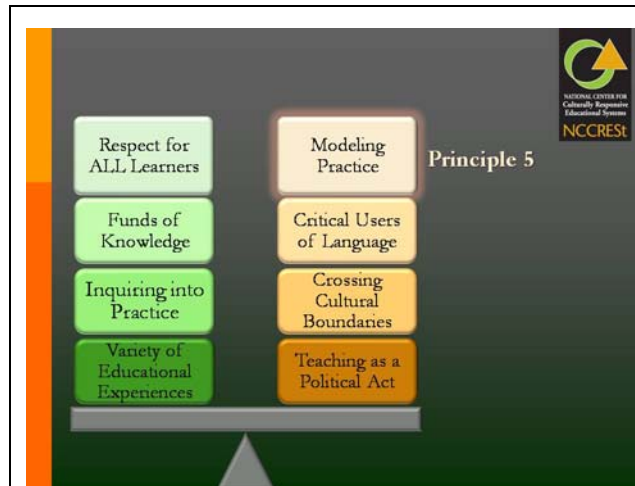
Respect for ALL Learners	Modeling Practice
Funds of Knowledge	Critical Users of Language
Inquiring into Practice	Crossing Cultural Boundaries
Variety of Educational Experiences	Teaching as a Political Act

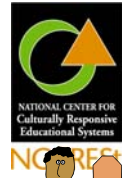


Principle 4

Respect for ALL Learners	Modeling Practice
Funds of Knowledge	Critical Users of Language
Inquiring into Practice	Crossing Cultural Boundaries
Variety of Educational Experiences	Teaching as a Political Act







Activity 2: Principals for Supporting Culturally and Linguistically Diverse Learners in Literacy Instruction

Part 1 (15 minutes): Principal 6- Critical Users of Language

All students need to be taught mainstream power codes/discourses and become critical users of language while also having their home and street codes honored. Teachers are responsible for giving all students the tools and resources to access the dialect of the dominant culture, “Standard English”. However, it is not enough to just “teach” the mainstream power codes; teachers need to foster ongoing and critical examinations with their students of how particular codes came into power, why linguistic apartheid exists, and how even their own dialectical and slang patterns are often appropriated by the dominant culture.

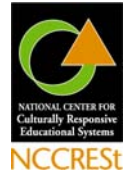
1. In small groups (3-4), read and then act out the classroom exchange below and deconstruct what you think was happening in the classroom from both the teacher’s perspective and from the students’ perspective.
2. What lessons do you take away from this brief classroom exchange?
3. Re-enact, rewrite or re-design the exchange from a critical users of language perspective.

The following dialogue was taken from Piestrup’s (1973, p. 96-97) study of working-class black and middle-class white children and their teachers.

Example of a first grade reading lesson, all the children are black. (CC in the transcript means children reading aloud in chorus):

- 1 T: All right, class, read that and remember your endings
2 CC: "What did Little Duck see?" (final t of "what" deleted)
3 T: What. (final t of "what" emphasized)
4 CC: What (final t deleted, as in turn 2)
5 T: I still don't hear this sad little "t."
6 CC: "What did-What did-What-(final t's deleted)
7 T: What.
8 T&CC: "What did Little Duck see?" (final t spoken)
9 T: OK, very good.

Source: Piestrup, A. M. (1973). *Black dialect interference and accommodation of reading instruction in the first grade*. Berkeley: University of California, Language Behavior Research Lab.



Part 2: Principle 8 – Teaching as a Political Act

Teachers need to be advocates for and models of social justice and equity.

Teachers have the potential to function as change agents in their classrooms, schools, and communities. Effective literacy teachers envision their classrooms as sites of struggle and transformative action in the service of academic literacy development and social change. Teachers need to continue to expand relevant course materials, activities, methods, and experience in serving diverse students in the pursuit of equity, achievement, and justice.

In the same groups as Part 1, discuss the following prompts.

Reflection Questions

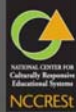
1. In choosing to teach the curriculum from this perspective, whose points of view am I highlighting and whose am I neglecting? How can I make sure to include other perspectives?
2. How are the curricula and pedagogies I use accessible and meaningful in various ways to all my students?
3. What do I know about the political and cultural experiences of the community of this school? What experiences are common for the children and their families? How are they like or unlike experiences with which I myself am familiar?
4. How are families enfranchised or disenfranchised by the school district and school regulations? How do parents or other family members interact with the school and its personnel? How can I contribute to a positive experience for the children I teach and their families?
5. What are institutional or cultural beliefs about the subject matter I am teaching? How do these coordinate with what I believe about how students will best learn this content?
6. How is my authority as a teacher enhancing my students' capacity to become active and contributing members of society? Besides my role in the classroom, what else do I do that has political consequences for me and my students?



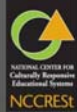
Lecturette 2:

Crossing Cultural Boundaries in the Classroom with English Learners

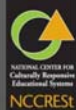
Second Language Acquisition Theory



Engaging Students in Speaking & Listening in the Classroom



The Demands of Listening

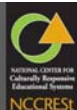


#1 language mode required to learn in classrooms

Involves process-oriented thinking skills

Build active listening opportunities.

Managing the Listening Process



Integrate listening into daily speaking, reading, writing, representing and viewing experiences

Plan for listening by using pre-listening, listening and post-listening activities





Managing the Speaking Process



Classroom Climate

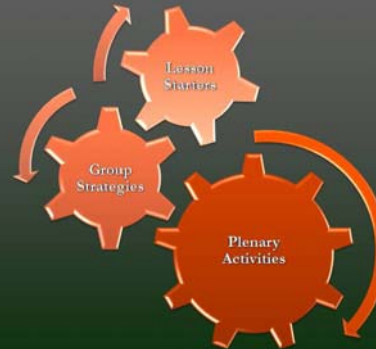
- Safe, comfortable & relaxed
- Dynamic, interactive
- Teacher and student are co-learners
- Collaborative



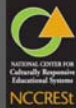
Groups

- Vary sizes for student opportunities to practice different thinking and oral skills

Speaking and Listening Strategies



Lesson Starter Activities



1. One minute buzz
2. Listening Triads
3. Snapshot of a theme, concept, topic or event
4. Just a minute
5. Taboo
6. Verbal ping-pong
7. Prediction
8. Sequencing
9. Object Sort
10. Keyword Sort



Group Strategies

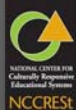


Speaking and listening work by its very nature involves pair and group work.



How do you manage your learning groups?

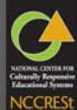
Managing Learning Groups



Pre-planning:

- How do you want your groups to work?
- What do you need them to achieve in the time allocated to the activity?
- Will you mix boys and girls?
- Will you mix speakers, in terms of confident and less confident speakers?
- How many students per group?

Make Your Expectations Clear



- Time allocations
- One speaker at a time in a group
- Purpose and outcomes
- Prompt/Guide sheets
- Decide your role



Group
Strategies

1. Discussion Groups
2. Mind-mapping
3. Snowballing
4. Role Play
5. Jigsaw
6. Focus Task



Plenary
Activities

1. Conceal and Describe
2. Three Lesson Learning Points
3. Lesson Summary
4. Mind-map
5. Sequencing
6. Yes or No



Activity 3: Speaking and Listening

Activities across the Curriculum: Starter, Group and Plenary Activities

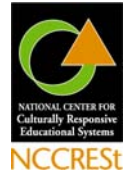
Materials: Handout

Time Limit: 40 minutes

Part 1 (20 minutes) In pairs or triads, select one of the activity starters and brainstorm ideas for use in your classroom. Try one of them out and share with the larger group.

LESSON STARTERS

1. One minute buzz
 - Make the following suggestion to students: ‘For one minute discuss with your partner the subject of your last lesson and your key learning.’ Ask students to be prepared to share this with the class.
 - **Science:** Ask students to ‘buzz’ about the difference between igneous, sedimentary and metamorphic rocks
 - **Math:** Ask students to “buzz’ how to find the slope of a line
2. Listening Triads
 - Organize students into groups of three and give each student a number 1,2 and 3. Write three statements on the board. Statement 1 is explained to the triad by student number 1 and statement 2 by student number 2, etc. Each student has one minute to explain their statement to the group.
 - **PE:** ‘Hit and follow-through’; ‘foot movement’; ‘foot placement’
 - **Social Studies:** What is a local community? What is a national community? What is a global community?
3. Snapshot of a theme, concept, topic or event
 - Asks groups of five students to freeze-frame or create a living snapshot of their learning so far.
 - **Geography:** Climate
 - **Literature:** The last events in a drama or novel
4. Just a Minute
 - Invite students in class to play ‘Just a minute’, where individuals talk on a topic without hesitation and repetition. If the speaker does hesitate or repeat themselves, the topic is taken up and continued by the student who spots the mistake. The winner is the student who is talking when the minute ends.
 - **Science:** Cells



- **Social Studies:** Principles and values of American democracy
5. Taboo
- Describe a word, concept, character, event, calculation method or formula to a partner or group without saying the taboo words.
 - **Math:** Rectangle, square
 - **Geography:** Globalization



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!

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

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