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## **Culturally Responsive Literacy Academy 3:**

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

# Introductions

Facilitator and Sponsors

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



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# Leadership Academies



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# Roles

# Academy Agenda



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- |   |            |
|---|------------|
| 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.



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## 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



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Respect for  
ALL Learners

Modeling  
Practice

Funds of  
Knowledge

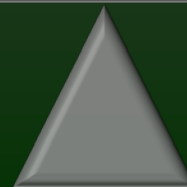
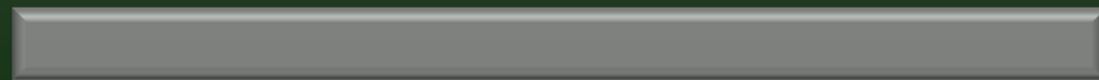
Critical Users  
of Language

Inquiring into  
Practice

Crossing  
Cultural  
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Variety of  
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Experiences

Teaching as a  
Political Act







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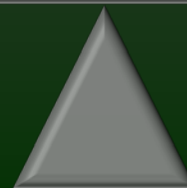
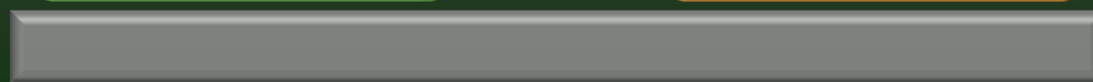
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## Principle 2

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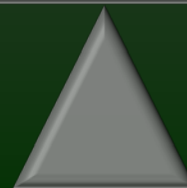
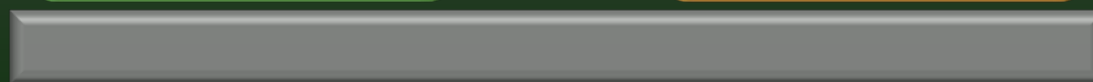
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## Principle 3

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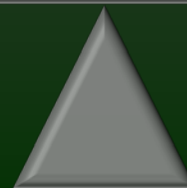
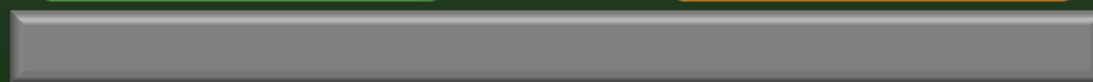
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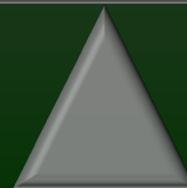
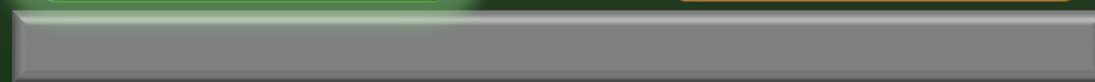
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**Principle 4**





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## Principle 5

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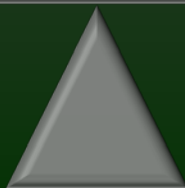
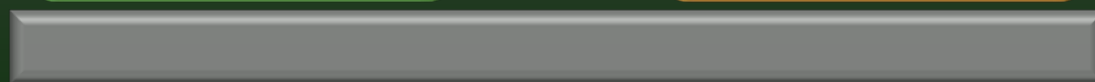
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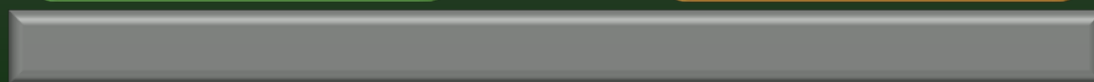
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**Principle 6**





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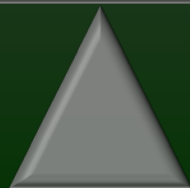
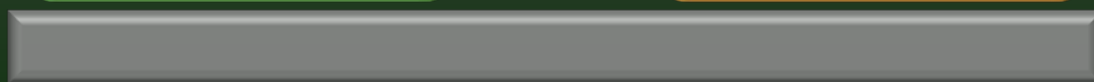
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**Principle 7**





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



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Part 1: In small groups (3-4), read and then act out the classroom exchange and follow the prompts on the participants' handouts.

Part 2: In the same groups, discuss your responses to the questions on the handout.



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## Lecturette 2:

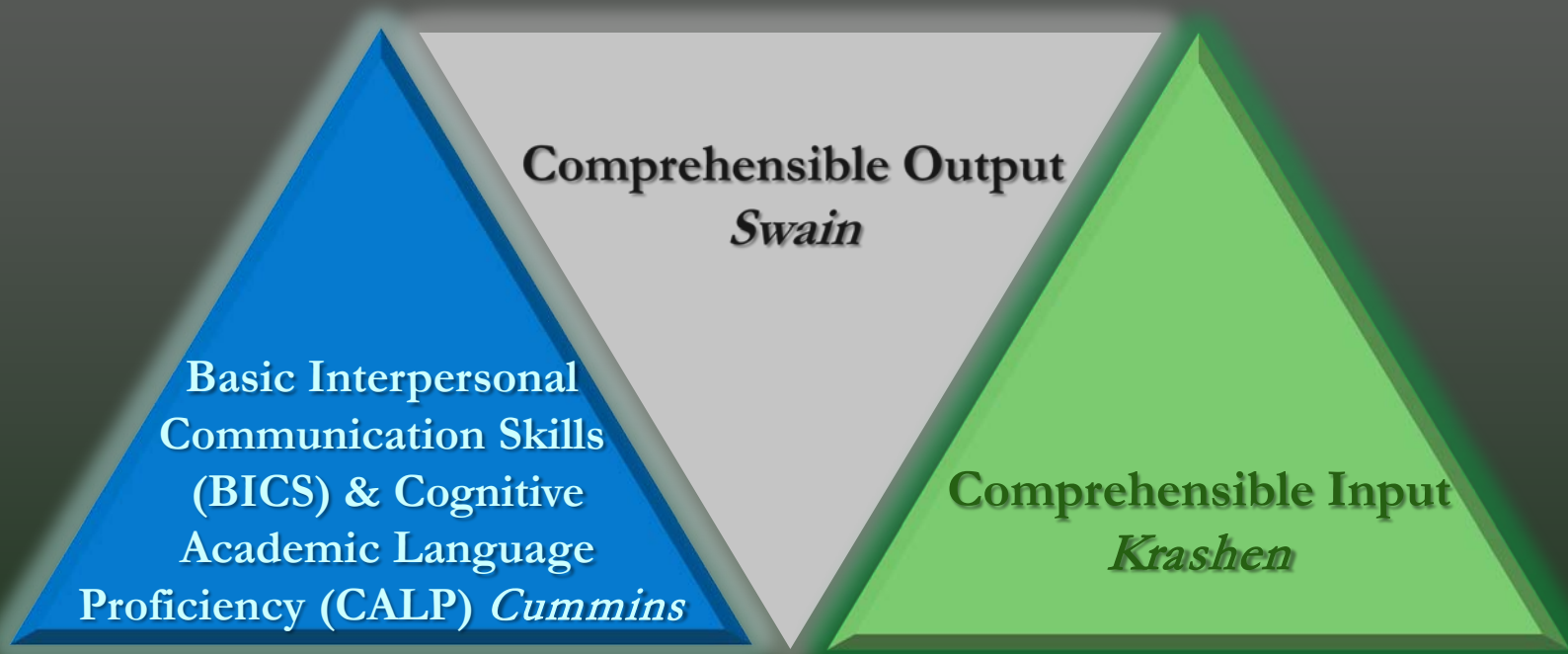
# Crossing Cultural Boundaries in the Classroom with English Learners

# Second Language Acquisition Theory



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# Engaging Students in Speaking & Listening in the Classroom



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# The Demands of Listening



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#1 language mode required to  
learn in classrooms

Involves process-oriented  
thinking skills

Build active listening  
opportunities.

# Managing the Listening Process



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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



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## Classroom Climate

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



## Groups

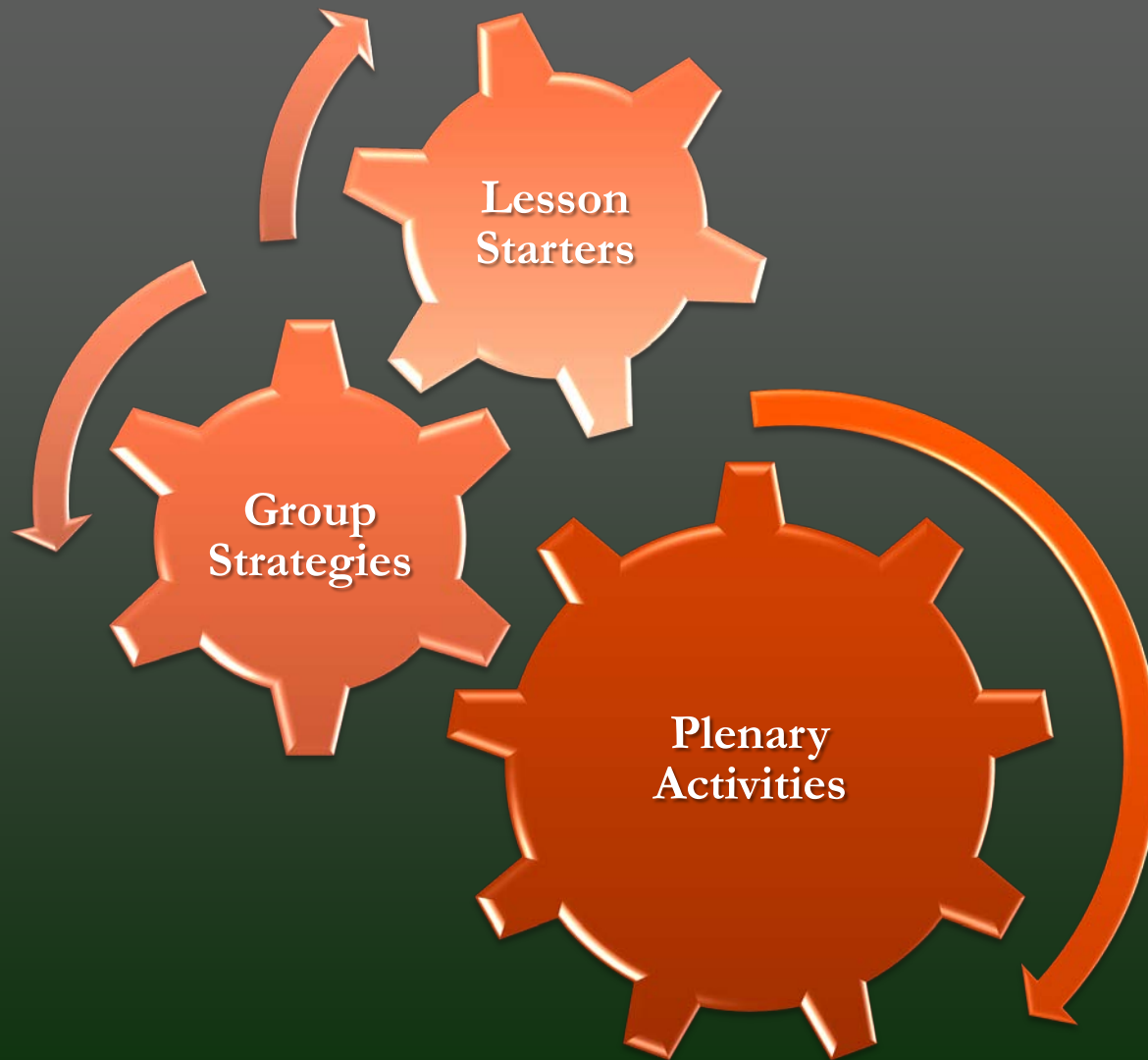
- Vary sizes for student opportunities to practice different thinking and oral skills

# Speaking and Listening Strategies



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# Lesson Starter Activities



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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



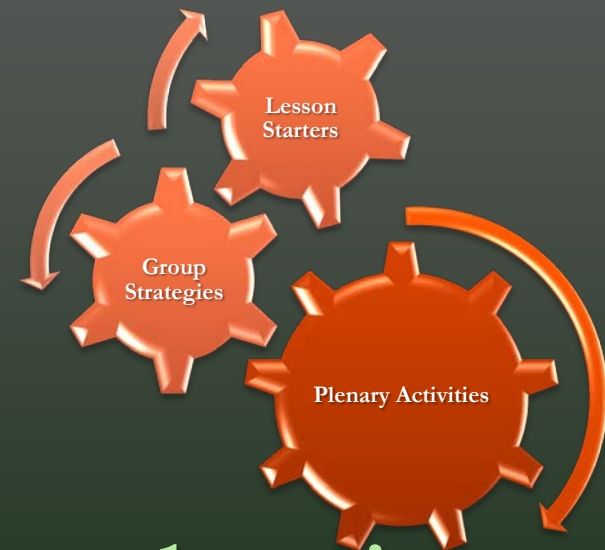
# Group Strategies



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



How do you manage your learning groups?

# Managing Learning Groups



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## 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



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



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**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



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**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.

**Part 2 (15 minutes):** With a partner brainstorm examples you could use in your classroom for “Conceal and Describe” and “Yes or No”

**Part 3 (10 minutes):** Whole Group share of examples, thoughts, and ideas.

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