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

Facilitator and Sponsors

www.nccrest.org
Leadership Academies
Roles
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
Agenda

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
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
Lecturette 2: Addressing the Literacy Gap in Classrooms: Reading and Writing
Explanations for Literacy Achievement Gap

- Rationales for Schooling
- Linguistic Differences
- Cultural Differences
- Inferior Education
- Societal Racism
Teaching Children to Read: National Reading Panel

Alphabetics
- Phonemic Awareness Instruction
- Phonics Instruction

Fluency
- Guided Oral Reading
- Independent Silent Reading

Comprehension
- Vocabulary Instruction
- Text Comprehension Instruction
Alphabetics

Phonemic Awareness Instruction

Phonics Instruction

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

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

Guided Oral Reading

Repeated readings

Positive relationship between large amounts and improvements in fluency

Independent Silent Reading
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)

| 1. Standardization and scripting of instruction threaten to undermine writing instruction. |
| 2. A climate to encourage writing must be created. |
| 4. Maintaining a sense of “community” in schools is essential both to writing and to the larger reform movement. |
Best Instructional Writing Practices - NCW

• 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
Lecturette 3:
7 Elements of Culturally Responsive Literacy Instruction
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
Establish students’ ownership of literacy
“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)
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.
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.
Include both authentic learning activities and instruction in specific literacy skills

Develop personal literacy and power-code literacy
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.