Culturally Responsive Literacy Academy 3: Boundary Crossings: Creating Language Experiences in the Classroom for ALL Students
Introductions

Facilitator and Sponsors

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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.
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
- Funds of Knowledge
- Inquiring into Practice
- Variety of Educational Experiences

- Modeling Practice
- Critical Users of Language
- Crossing Cultural Boundaries
- Teaching as a Political Act
**Principle 1**

- Respect for ALL Learners
- Funds of Knowledge
- Inquiring into Practice
- Variety of Educational Experiences

- Modeling Practice
- Critical Users of Language
- Crossing Cultural Boundaries
- Teaching as a Political Act
Principle 2

- Respect for ALL Learners
- Funds of Knowledge
- Inquiring into Practice
- Variety of Educational Experiences

- Modeling Practice
- Critical Users of Language
- Crossing Cultural Boundaries
- Teaching as a Political Act
Principle 3

Respect for ALL Learners

- Funds of Knowledge
- Inquiring into Practice
- Variety of Educational Experiences

Modeling Practice

- Critical Users of Language
- Crossing Cultural Boundaries
- Teaching as a Political Act
Respect for ALL Learners

Funds of Knowledge

Inquiring into Practice

Variety of Educational Experiences

Modeling Practice

Critical Users of Language

Crossing Cultural Boundaries

Teaching as a Political Act

Principle 4
Respect for ALL Learners

Funds of Knowledge

Inquiring into Practice

Variety of Educational Experiences

Modeling Practice

Critical Users of Language

Crossing Cultural Boundaries

Teaching as a Political Act

Principle 5
Respect for ALL Learners
Funds of Knowledge
Inquiring into Practice
Variety of Educational Experiences

Modeling Practice
Critical Users of Language
Crossing Cultural Boundaries
Teaching as a Political Act

Principle 6
Respect for ALL Learners
Funds of Knowledge
Inquiring into Practice
 Variety of Educational Experiences

Modeling Practice
Critical Users of Language
Crossing Cultural Boundaries
Teaching as a Political Act

Principle 7
Respect for ALL Learners
Funds of Knowledge
Inquiring into Practice
Variety of Educational Experiences

Modeling Practice
Critical Users of Language
Crossing Cultural Boundaries
Teaching as a Political Act

Principle 8
Activity 2: Principles for Supporting Culturally and Linguistically Diverse Learners in Literacy Instruction

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.
Lecturette 2:
Crossing Cultural Boundaries in the Classroom with English Learners
Second Language Acquisition Theory

Comprehensible Output
Swain

Basic Interpersonal Communication Skills (BICS) & Cognitive Academic Language Proficiency (CALP) Cummins

Comprehensible Input
Krashen
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 Starters

Group Strategies

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

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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