

Culturally Relevant Literature for English Language Learners

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Objectives

- Describe how culturally relevant literature supports ELLs' learning and development.
- Discuss how to select texts for cultural and linguistic relevancy and authenticity.
- Explain how culturally relevant texts support ELLs' language and literacy development.

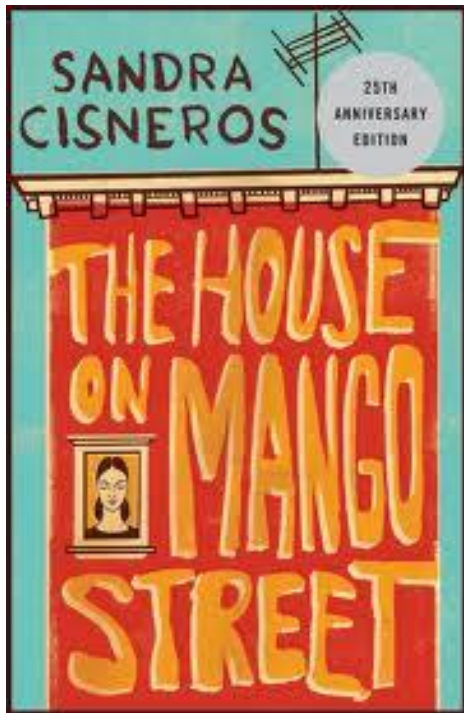


“The Name” from *The House on Mango Street*

COMMUNITY BUILDING ACTIVITY



Community Building Activity



“The Name”

*The House on
Mango Street*

by Sandra
Cisneros



Community Building Activity

- Turn and share with a partner: What do we learn about Esperanza's name?
- Use guiding questions to consider your own names.
- Select and write four lines to make a "My Name" vignette to share with others.



Analyzing texts for authenticity & selecting texts
for classroom use

CULTURALLY RELEVANT TEXT ANALYSIS & SELECTION



What is culturally relevant literature?

Culturally relevant texts

illuminate the experiences of members of a particular group. The nuances of daily life are captured accurately, reflecting language use, attitudes, values, and beliefs or members of the group portrayed.



Why use culturally relevant lit?

Culturally relevant texts allow diverse students to...

- See themselves in literature.
- Feel pride in their identities and heritage cultures and languages.
- Use prior knowledge to connect and make meaning.
- Learn about the diversity of American society.
- Explore issues of social justice.



Selecting & Analyzing Texts

1. Analyzing texts for cultural & linguistic relevance
2. Analyzing texts for cultural & linguistic authenticity
3. Selecting texts for specific classroom purposes
4. Selecting texts to match students' backgrounds



CRL Imperative #1

Children and adolescent texts are not created equal. “Multicultural” texts are written in distinct ways to portray diversity. Teachers must consider how relevant the portrayal is to students.



Analyzing Cultural Relevance

Culturally neutral books

have themes that are not identifiable as an aspect of any particular culture and people from different cultures that are deliberately included so that the illustrations appear visually diverse.



Analyzing Cultural Relevance

Culturally generic books
purposefully and prominently
feature multicultural characters
but are otherwise “generically
American” in theme and plot.



Analyzing Cultural Relevance

Culturally specific books

illuminate the experiences of members of a particular group.

The nuances of daily life are captured accurately, reflecting language use, attitudes, values and beliefs or members of the group portrayed.



CRL Imperative #2

Texts are not written in a vacuum of equity and fairness. “Multicultural” texts can inaccurately or unfairly portray groups. Teachers must consider authenticity before sharing texts with students.



Analyzing Cultural Authenticity

A text is culturally authentic if it...

- Provides an accurate representation of the culture.
- Is rich in cultural details that enhance the story.
- Reflects authentic dialogue and relationships.
- Explores multiple issues within cultures at a deep level.



Analyzing Cultural Authenticity

A text is not authentic if it...

- Epitomizes the target culture.
- Perpetuates stereotypes.
- Focuses primarily on heroes and holidays.
- Is based on mainstream standards of success and ideals.
- Is inaccurate.



CRL Imperative #3

Texts serve different purposes in the classroom with students. Teachers must select texts for how they wish to mediate readers' interaction with the story, characters, and/or information.



New York Times: December 5, 2012

For Young Latino Readers, an Image Is Missing

PHILADELPHIA — Like many of his third-grade classmates, Mario Cortez-Pacheco likes reading the “Magic Tree House” series, about a brother and a sister who take adventurous trips back in time. He also loves the popular “Diary of a Wimpy Kid” graphic novels.

But Mario, 8, has noticed something about these and many of the other books he encounters in his classroom at Bayard Taylor Elementary here: most of the main characters are white. “I see a lot of people that don’t have a lot of color,” he said.

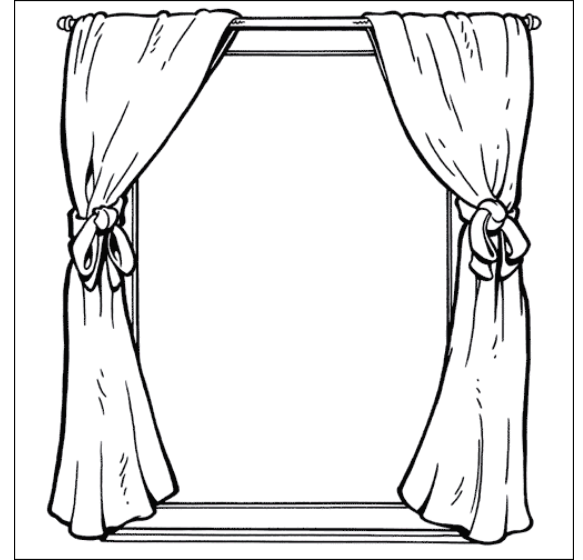
Hispanic students now make up [nearly a quarter](#) of the nation’s public school enrollment, according to an analysis of census data by the Pew Hispanic Center, and are the fastest-growing segment of the school population. Yet nonwhite Latino children seldom see themselves in books written for young readers. (Dora the Explorer, who began as a cartoon character, is an outlier.)

Education experts and teachers who work with large Latino populations say that the lack of familiar images could be an obstacle as young readers work to build stamina and deepen their understanding of story elements like character motivation.



Selecting Texts

Windows are texts that provide students with glimpses into the lives of others.



Selecting Texts

Mirrors are texts that facilitate connections between readers and characters.



Selecting Texts

Sliding glass doors
are texts that invite
readers'
participation in
and exploration of
the story.

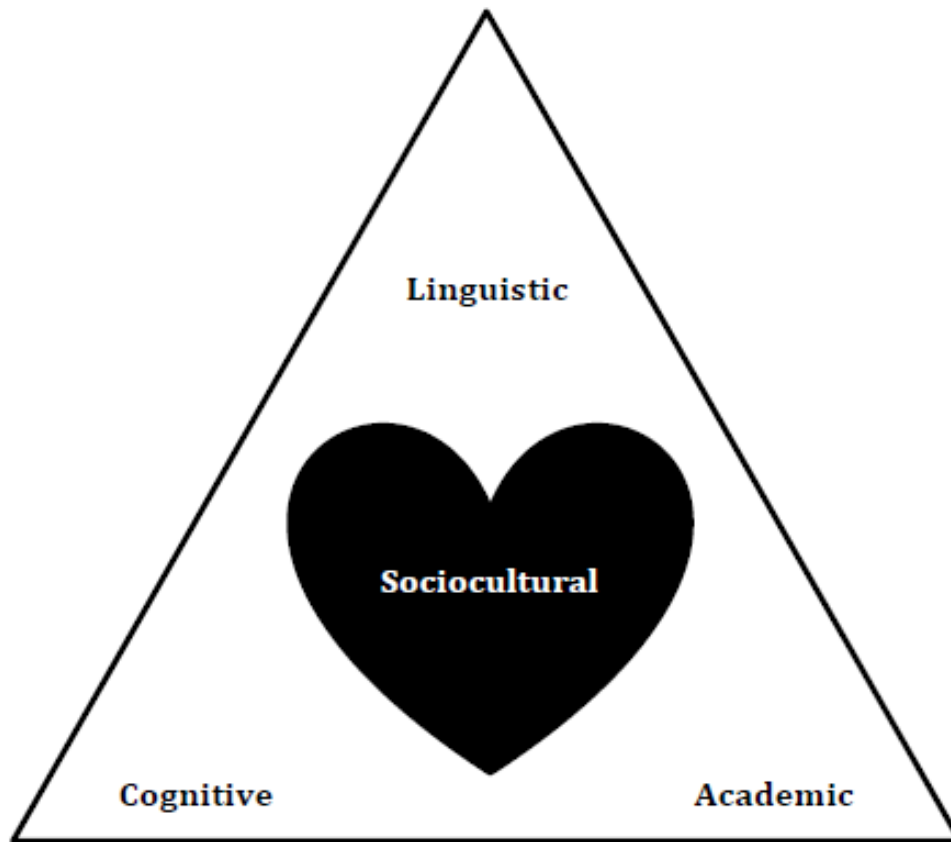


CRL Imperative #4

With students from diverse backgrounds, each will interact differently with texts. Teachers must select texts based on the individual backgrounds, abilities, and needs of students.



4 Dimensions of Language Learning



Biography-driven culturally responsive teaching: Herrera, 2010

Background Knowledge

HOME	COMMUNITY	SCHOOL
Funds of Knowledge	Prior Knowledge	Academic Knowledge
Traditions Values Native Language Home Literacy Practices Home Numeracy Practices Family Dynamics	Language Brokering Community Environment Family Employment Community Support Systems Bilingual Speech Communities	Previous Content Knowledge School Literacy Practices School-based Cooperation & Collaboration Skills Formal School Dynamics



Supporting Language & Literacy Development

CLASSROOM APPLICATIONS



Classroom Applications

Four corners:

1. Read alouds
2. Literature extensions
3. Literature circles
4. Classroom libraries



Classroom Applications

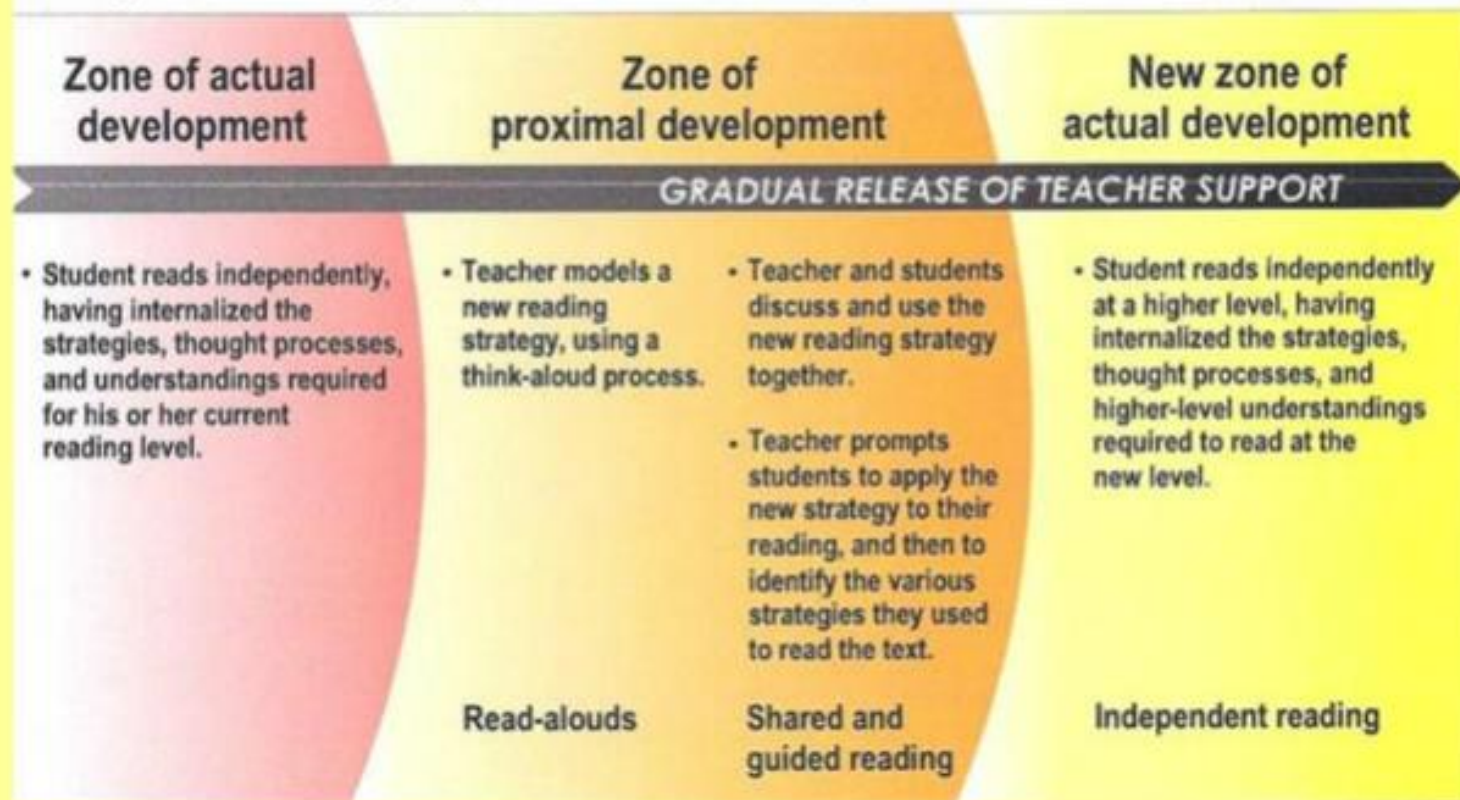
		Gradual Release of Responsibility			
		MODELLING	SHARING	GUIDING	APPLYING
Degree of Control	Role of the Teacher	The teacher demonstrates while thinking aloud the processes used.	The teacher provides the direction and invites the students to participate.	The teacher scaffolds help and provides support and corrective feedback.	The teacher offers support and encouragement as necessary
	Role of the Student	The students participate by actively attending to the demonstrations.	Students contribute ideas and information. Decision making is negotiated between teacher and student.	Students do work with help from the teacher or other sources at pre-determined points.	Students work independently. They are in control of the ideas and the information.
		I Do you watch	We Do	You Do I watch	You do



Classroom Applications

Gradual Release of Responsibility

Learning to Read Within Vygotsky's Zone of Proximal Development



Four Corners Directions

- Read the Introduction slides to build background.
- Read the Demonstration slides for application ideas.
- Discuss and apply to your own classroom settings: *How does this support students' language learning across four dimensions?*
- Consider key ideas to share out with the whole group.
- This activity serves to introduce application ideas. Additional resources are provided in packet.



Sharing, Closing, & Looking Forward

CONCLUSION



Sharing & Closing

Four corners:

1. Read alouds
2. Literature extensions
3. Literature circles
4. Classroom libraries



Looking Forward

- A PDF packet is available with multiple resources from all aspects of this presentation:
www.luc.edu/cpell
- Visit the Loyola library site for great text ideas:
<http://libguides.luc.edu/c.php?g=49784&p=320661>



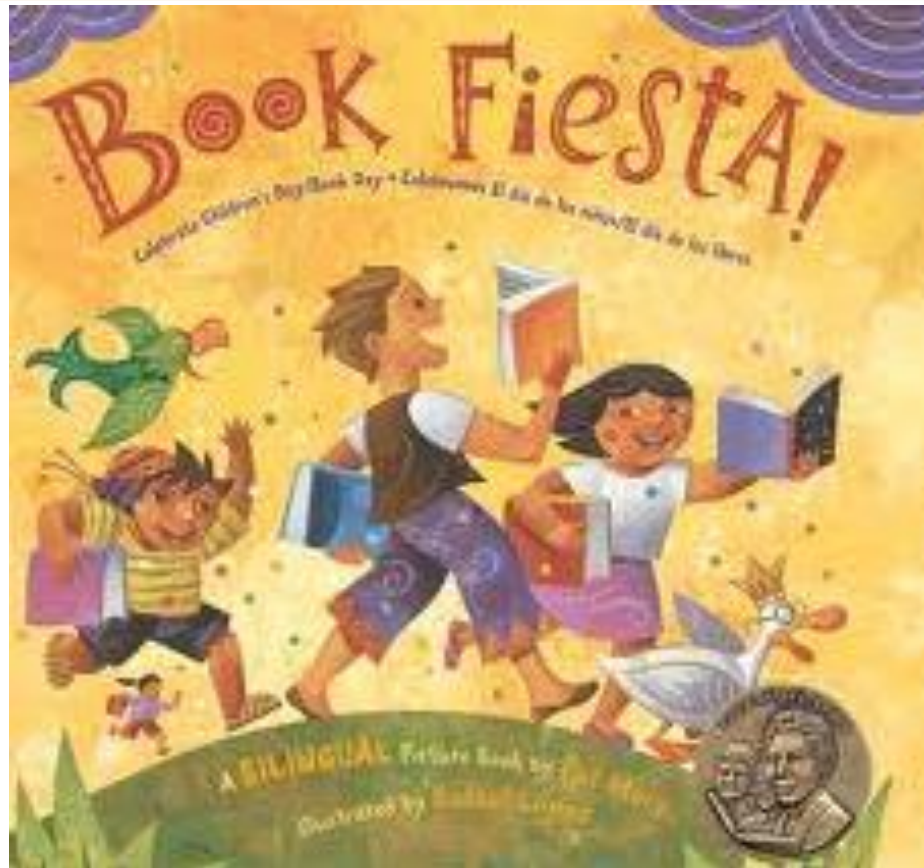
For your consideration

Chicagoland Partners for English Language Learners (CPELL) is a grant-funded program from the National Department of Education/Office of English Language Acquisition. **This \$2-million Professional Development Grant (#T365Z120068) makes graduate-level tuition support, teacher & administrator professional development, and parent support possible for school districts that have partnered with this Loyola University Chicago program.** These core functions build better prepared educators and administrators who can transform schools to improve student outcomes.

**CPELL now has 3 program paths to choose from,
including a brand-new teacher-leader M.Ed.**

Find out how you can join our next cohort starting in January 2015 by visiting www.luc.edu/cpell or emailing ngoldberger@luc.edu.





Thank you!

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