“Miss Garrity, when we eat lunch?” “Miss Garrity, when we have centers?” If she wasn’t asking me questions, then she was asking the person at the table next to her or the child walking by to sharpen a pencil. Bianca, a bright, inquisitive learner was learning how to navigate two languages and two cultures.

Bianca was returning to my school for the second time. She originally started kindergarten the year before in another teacher’s class, only to leave for Mexico because of a family emergency. Bianca returned months later and re-enrolled into kindergarten. And at the beginning of the following school year, she entered my first grade classroom. I remembered her from the year before and was looking forward to having her in my room. I wanted to learn more about Mexico and her culture.

On the first day of school, I decided to sit Bianca next to another child from Mexico named Rosa. At that time, Bianca and Rosa were the only two Hispanic children in my classroom. I knew that Rosa could not speak or understand English. Bianca, on the other hand, was able to speak and understand both English and Spanish. I thought she could possibly use her cultural knowledge and experiences to help Rosa feel more comfortable. Maybe she could explain assignments and procedures to Rosa in Spanish. I also had a picture in my mind of the two of them becoming best friends over conversations about Mexico and their similar family backgrounds.

Unfortunately, I was wrong. Bianca hardly talked to Rosa at all. Rosa would just sit there staring at her paper. I would say, “Bianca, can you tell Rosa in Spanish to draw a picture of herself?” Bianca would answer, “I don’t know how to say it.” I would answer, “Well, can you say the word ‘picture’ for me in Spanish?” Her answer was always, “I don’t remember how.”

There was similar resistance from Bianca anytime I asked her to tell me anything about her culture. While reading Gathering the Sun (Ada, 2001), a book of alphabet poetry in Spanish and English, where each letter represents a Spanish word, I asked Bianca, “Do you remember seeing anything like this when you were in Mexico?” She answered, “No.” No matter how hard I tried, I could not bring out what Louis Moll (1992) refers to as Bianca’s “funds on knowledge.” I knew she had a rich knowledge about both the Spanish language and about the Mexican culture, but I could not get her to share any of it with me or the class. It wasn’t that she was a quiet child afraid to open up. She had plenty to say about most things. However, in response to questions about her culture, she said nothing.

I finally called Bianca’s mother in for a conference. I felt that Bianca was abandoning
her culture and I didn't know what to do. This conference was invaluable as I learned about Bianca and how to draw out her strengths and cultural knowledge.

Bianca's mother, Mrs. Rosales, told me that she, too, was having trouble with Bianca. She said that she didn't understand it because Bianca never wanted to speak Spanish at home. Due to her daughter’s dislike of the Spanish language, she was trying to speak only English around Bianca. Mrs. Rosales also told me that she felt it was important for Bianca to learn English so that she could “fit in” with the other students at school and understand her assignments at school. She then explained that Bianca did not think fondly of Mexico because her father had stayed behind and Bianca didn't understand why. I explained to Mrs. Rosales that it was very important for Bianca to continue to use Spanish at home and in the classroom; that the other students and I could learn from Bianca's knowledge and experiences if we could just get her to share them with us. I knew that unless Bianca valued her knowledge and knew that others valued it, too, she was never going to want to share it or remember it.

In addition to her knowledge of the Mexican culture and Spanish, I learned from Mrs. Rosales that Bianca had many responsibilities at home. She was expected to help her mother with her two younger brothers and to clean their rooms. Learning this information about Bianca really helped me to understand more about Bianca's home-life and background experiences. I felt that her knowledge of organizing could be brought into the classroom. I began to ask her to be in charge of organizing the writing center, straightening the library books, and clearing the art center. Bianca demonstrated leadership and skill in organizing and participating in these classroom jobs. She took pride in being able to do it so well. Other students noticed her new responsibilities and before long they all wanted to help and be involved.

I made a conscious effort to include more stories and pictures that highlighted places and people in Mexico during reading and writing time. My calendar area, which had a calendar, weather, lunch count, and other daily markers, reflected both English and Spanish words. All of my students were learning more about Mexico as I continued to encourage Bianca and
Rosa to share their own knowledge and experiences. I brought in my own photographs and stories of visiting Mexico. This small change in the classroom made a big difference for Bianca. She began participating more in the learning centers and other activities. After sharing my photographs, I noticed that Bianca started to open up a little more about her knowledge and experiences. She started to help me pronounce Spanish words correctly during calendar time as the rest of the students repeated. She also started to talk about her visits to and experiences in Mexico a little bit more.

On one occasion in particular, students were asked to put a set of picture cards in chronological order and then create a story based on the pictures. I gave Bianca a set of cards that reflected a group of children hitting a piñata at a party. I hoped that Bianca would have some knowledge of the piñata and be able to put the cards in chronological order. I will admit that as teachers, we must be careful not to over-generalize when teaching about cultural traditions. I know that not all Mexican children grew up having piñatas at their birthday parties. Fortunately for me, Bianca said, “I know that! That’s a piñata!” Her story reflected not only her ability to accurately sequence the pictures (which was the objective), but also demonstrated her rich cultural knowledge and experiences.

Bianca taught me a lot that year. As she moved on to the second grade and I on to another school and different grade, I hope that her new teacher will see the value and importance of her cultural knowledge and experiences. I want her future teachers to notice that she is full of knowledge and skills that they and their students can learn from. Most of all, I hope that Bianca will no longer be hesitant to share who she is and that she will celebrate her bilingual knowledge and life skills as she confidently and proficiently navigates two languages and two cultures.

Chapter Overview

Teachers know quite a bit about their students as the school year goes by. They learn about students’ academic strengths and weaknesses, cultural experiences and differences, and personality traits and behavior. Teachers gain this information through many avenues. They observe how students interact with those in the classroom. They document students’ conceptual understandings that reflect academic strengths and weaknesses. Teachers hold parent conferences where they often learn more about the student’s home environment and experiences. By the end of the school year, teachers know their students quite well as they say good-bye; only to start the cycle over at the beginning of the next school year.

Understanding the experiences and knowledge that children bring into the classroom enables teachers to appropriately design and implement a reading and writing curriculum that will best meet the individual and varied needs of the students in the class. This chapter provides essential knowledge to benefit a teacher’s instructional decision-making processes. Guiding questions explored in this chapter include:

- How can teachers connect experiences that children have in neighborhoods and communities to school-based experiences and texts?
- What is meant by culturally relevant pedagogy?
- Why is it important to conduct early informal assessments around reading and writing?
- Why is kidwatching a critical practice for teachers to use?
- What are some strategies for assessing reading attitudes and interests?
Examining cultural diversity in classroom settings

...student’s lives are not ‘background’ to what occurs in schools...some children may appear ‘ready’ for school because they come with a selective repertoire of social and communicative practices...In contrast, other children may appear ‘unready’ for school literacy learning because their participative repertoires are different from those required for literacy lessons. (Comber, 2000, p. 40)

Teachers and educational researchers often talk about the importance of knowing children's background experiences when introducing new ideas or concepts in a story. The connections students draw between their knowledge and experiences and what is being presented in the story or piece of informational text facilitates the comprehension process. But what do we mean by background? Are there particular, or as Barbara Comber states, selective, practices that are valued and recognized in the classroom context? And at the same time, are there practices that are dismissed and not recognized as contributing to students' engagement and participation in school?

Students bring to the classroom and their learning a vast array of linguistic knowledge, cultural experiences, values, and assumptions. These experiences play a critical role in establishing an effective and meaningful literacy curriculum. Differences have an impact on how students respond to a reading and writing curriculum and corresponding instructional decisions.

The divide between the teacher’s culture and students’ cultures

There is an ever-widening divide between the teacher’s background, culture, and experiences and the students’ in the classroom. Recent reports from the National Education Association document that the teaching workforce in the United States continues to represent a largely white, female, and middle-aged group. In 2001, 80 percent of the teaching force was Caucasian. More than 40 percent of schools across America have no teachers of color on staff (NEA, 2002). Recent trends indicate that only eight percent of the teaching force is African American, and 6 percent is Hispanic (see Figure 3.1). These percentages are in stark contrast to the growing numbers of students of color. It is projected that by 2050, 57 percent of the student population in the United States will be comprised of African American, Latino/a, and Asian Americans (U.S. Department of Commerce, 1996). However, large school districts tend to reflect more teacher diversity, with Black/African American teachers and Asian teachers representing 18 percent of the teacher workforce in such districts. Teachers of Hispanic origin were also more likely to be in larger districts (9%).

Creating Connections 3.1
What experiences and knowledge do you have about racial, ethnic, and economic groups that are different than yours? Why might it be important to explore and learn more about students’ cultures, families, and communities when they differ from yours? Use your blog to share your thinking.
Recall the discussion in chapter 2 on language variation and diversity in classroom settings. National demographics and statistics indicate that the growth in the English Language Learner (ELL) student population is not evenly distributed across the geographic regions (West, South, Midwest, Northeast). All but the Northeast region have shown an increase in ELL students in public schools. In urban, suburban, and rural schools throughout the country it is common to have ELL students in classrooms where the teacher is not fluent in the represented language(s). A recent statistic indicates that more than 50 percent of the teachers in the United States work with and teach students that speak languages other than English as their primary language and that only 20 percent of them believe they are qualified to do so. In one urban third grade in the Southeast, there were children from five different countries (Honduras, Mexico, Russia, Vietnam, and China). Two of the students had just moved to the United States, the others had completed at least second grade at the school. All of the students’ parents were first generation immigrants. And yet, the teacher is monolingual. What strategies can she use to provide students with an environment that recognizes their diverse linguistic and cultural experiences?

Recognizing differences within English Language Learners

Understanding that children do not all have the same linguistic backgrounds, home experiences, or educational histories is an important consideration. There is a tendency to group students together as though their experiences and knowledge are the same. This is often the case with English Language Learners. In many cases, ELL students are grouped together as though they have similar backgrounds, when the only common factor is that they are learning English. This is particularly the case with
Spanish-speaking students. One student may be from a rural community in Honduras, while another is from a border town near Texas, and still another is from a large metropolitan city in Ecuador. All three students may be provided the same instruction without much consideration of their previous experiences.

In addition to knowing what part of the world a student is from, other factors to consider include the age in which a student is exposed to English, the quality and quantity of this exposure, their language learning aptitude, and whether the primary language is Latin based (Jimenez, 2004). ELL students whose primary language is Latin based will in all likelihood more easily recognize English words with similar Latin derivations, while those with different language backgrounds such as Mandarin, Farsi, or Russian do not have this advantage. Some students are only able to speak their primary language. And some African languages do not have a written form, making this sort of transfer difficult if not impossible.

Educational histories are also an important distinction to make among students. Some may have little or no schooling because of lack of teachers in rural communities, family poverty, or frequent mobility. Others may have fragmented schooling experiences where they may have a number of different placements in one year or over several years. The placements are rarely cohesive. This fragmented schooling results in some instruction being missed and other instruction being duplicated. And others will have comprehensive schooling in home countries. All of these factors must be taken into consideration for teachers to effectively support students in the classroom.

Learning about home and community practices
Along with developing a knowledge base about the students’ cultural and linguistic resources, it is helpful to learn about the home and community literacy practices with
which students are familiar. Teachers may wonder about the types of texts that parents, caregivers, and community members read and have access to, and the various purposes held for such reading events. Considering the role of home and community practices begins to open up space for talking about how literacy is used and valued in different communities. Recall the guiding assumptions from Chapter 1 that suggest literacy practices reflect the work in the community; that people engage in literacy when there are purposes to serve; that some literacy practices are valued more than others; and that literacy events take place inside social contexts.

The cultural and linguistic diversity in most classrooms contributes to teachers’ growing knowledge about which students are in the classroom. Developing curriculum that draws upon the students’ lives should also include thinking about the resources and knowledge that families use to navigate their daily lives. For example, in the opening vignette Ms. Garrity uses her knowledge about Bianca’s home practices to invite Bianca to take on the classroom responsibility of organizing the writing center. As a result Bianca began to take on more responsibilities in the classroom.

FUNDS OF KNOWLEDGE. Louis Moll, Cathy Amanti, Deborah Neff, and Norma Gonzalez (1992) developed the concept of funds of knowledge to talk about the knowledge, resources, and competencies that families and community members have, and that it is through life experiences that people come to have this knowledge. This knowledge is representative of a broad set of activities that are important to maintaining households and communities. They are developed in social networks, from parents to children, siblings to siblings, neighbors to neighbors. Take, for example, a yard sale happening in a neighborhood. What are the types of activities associated with the yard sale? There will probably be marketing skills

Creating Connections 3.2
How do you think about students’ funds of knowledge without falling into stereotypes about cultural practices? How might you move away from assumptions about what may or may not go on in households?

funds of knowledge
Historically accumulated resources, knowledge, and competencies that families and community members have.

Learning from Parents
Possible questions to ask during parent interviews:
- What are some of your child’s interests and hobbies that she or he likes to do at home?
- What are some of the ways in which your child helps at home? What are some of his or her responsibilities?
- What do you want me to know about your child?
- How do your child’s experiences in school differ from your own?
- What are some things that your child has experience with? Do you think she or he would be willing to share this with others in our class?
- Are there some talents and/or knowledge that you would you like to share with your child’s classmates?
(making signs to advertise the yard sale; displaying the goods); economics (what is a reasonable price for this used good? bargaining techniques); interaction skills (older siblings caring for younger siblings); language use (maybe there are multiple languages in place); and selling handmade items (indicating sewing, knitting, crocheting skills, etc.). All of these knowledges are distributed across the social networks of the community. Take another household event, such as cooking. There are a number of skills involved, from measuring to knowing how ingredients interact when combined, and more. Very often these funds of knowledge are shared across families and generations.

Moll et al.’s work on funds of knowledge is helpful in thinking about the richness and diversity that children bring to the classroom. Classroom practices are greatly enhanced when teachers know more about their students and the households in which they live. As teachers begin to learn more about their students, through interviews, surveys, questionnaires, and observations, they are able to link home and community practices with those in the classroom. In 1995, researchers Gonzalez, Moll, Tenery, Rivera, Rendon, Gonzales, and Amanti drew upon ethnography and anthropology by asking teachers to make home visits and record through interviews and observations the various practices occurring in the household. While many teachers make home visits, the difference was that these teachers were there to learn about the student and the family, rather than provide information about “how to succeed in school.” In doing so, the curriculum becomes one that is relevant and meaningful to the lives of students.

Learning about the various funds of knowledge that students possess enables teachers to get to know the child as a “whole” person because of the multiple activities that the child and family members are involved in. This is a departure from the more narrow view of the child, whereby the teacher knows the child as merely a “student.”

VIRTUAL SCHOOL BAGS. Along the lines of Luis Moll’s work is the notion of a virtual school bag. Coined by Pat Thompson (2001) in Australia, virtual school bags are full of things [knowledges, skills, ways of being] that children already learned at home, with their friends, and from the world in which they live. Imagine a virtual backpack that students bring to class. Inside this virtual backpack students carry with them a number of practices, resources, skills, knowledge, values, and assumptions about learning, teaching, and life. Some of these will be accessed and celebrated in classroom experiences; others will be hidden from teachers and classmates. Knowledge and resources recognized and accessed in classroom settings typically resemble common school-based practices.

To illustrate, consider Than, an eight-year-old Cambodian student who lives with his parents, siblings, and grandmother. Than’s family moved to the United States, looking for better opportunities for the children. They opened a local Cambodian restaurant and spend every day and evening working. Than goes to the restaurant after school where he is expected to help when the dinner crowd starts

Creating Connections 3.3

Read Just Juice by Karen Hesse (Scholastic, 1999)

When many of us think about cultural diversity, we often refer to students’ ethnic heritage and background. Karen Hesse, a children’s author and young adult novelist, invites readers to consider diversity in terms of regions of the United States and the cultural heritage that regions afford. Just Juice is the story of a family living on the outskirts of a small town in the Appalachian region of the country. Juice is one of six children. She is in the fourth grade and struggles considerably with reading. She often chooses not to attend school and prefers to be at home spending time with her father in the workshop/shed. The story relates struggles this family faces in living day to day. Readers come to know that Juice’s father does not read and has neglected to pay property taxes to keep the house. Juice devises a way for the family to make money, and in the end she is responsible for helping her mother deliver her baby.

Create a virtual backpack for Juice. What are the types of resources, knowledge, and skills Juice has? Which of these are valued for school practices? Which are not valued?
to arrive. Than clears tables, takes to-go orders over the phone, and rings up customers’ bills. When he has a chance, Than is drawing. He particularly likes to draw comic book characters. Than’s ability to converse in two languages, make change, draw, and interact with many people are the experiences and knowledges he brings to the classroom. Sometimes these will be recognized in the classroom; most often they won’t.

Alex is an 11-year old whose mother manages a clothing store in a local mall. Alex knows quite a bit about the clothing and accessories sold in the store. She understands the difference between buyer’s price and retail. Alex also has learned some of her mom’s entrepreneurial skills and started selling surfing stickers at school (with permission). Alex’s understandings of what is popular in terms of the clothing industry will be a resource that may be identified by her peers, but probably less so by her teachers. The two brief examples suggest that children come to school with virtual backpacks full of talents, skills, knowledge, and resources.

Inviting the “whole” student into the classroom requires that teachers tap into students’ lives by creating a curriculum that enables students to bring their resources, skills, and knowledges to the learning event. One possibility is to provide a culturally relevant curriculum and to teach from a culturally relevant perspective.

Creating Connections 3.4
Think about a child you know in a classroom. How might you answer the following questions?

• Describe the school’s neighborhood.
• Create a list of questions for an interview or survey that aims to identify interests, skills, resources that the student accesses at home.
• Consider the child in school. What would you say about this child?
• What are some lingering questions to ask?

Gloria Ladson-Billings has written extensively about culturally relevant pedagogy and teacher quality. The following resources may be helpful in learning more.


Did you know...

Teaching from a culturally relevant perspective

Culture is not something to teach. Culture is the way in which we respond, think, believe, feel, act, and learn. Many of you may remember participating in festivities that highlight food, music, dance, heroes, and crafts as ways to “understand” and “know” a particular culture or ethnic group. These experiences, while inviting and welcoming, merely touch the surface of what is meant by culture and culturally relevant teaching. Culturally relevant pedagogy, as described by a number of theorists and researchers, is meeting the academic and social needs of culturally and linguis-
tically diverse students (Gay, 2000; Howard, 2001; Ladson-Billings, 1994). Culturally relevant teaching is the “kind of teaching that is designed not merely to fit the school culture to the students’ culture but also to use student culture as the basis for helping students understand themselves and others, structure interactions, and conceptualize knowledge” (Ladson-Billings, 2001, p. 314). As with language diversity, it is important to recognize culture as a resource for learning in school settings. How one goes about meeting these needs is determined by the teacher’s willingness to not only learn who their students are, but also who they themselves are as cultural beings (Pransky & Bailey, 2002).

Villegas and Lucas (2002) have identified six characteristics of what it means to teach from a culturally responsive perspective. In addition to these characteristics, Armento (2001) suggests that teachers

- provide and use meaningful learning materials;
- create environments inclusive of cultures, customs, and traditions that are different from their own; and
- include lessons that assist students in making meaningful connections between their lives and school-related experiences.

Teachers that implement these guiding tenets into their teaching offer students an engaging and enriching curriculum. By supporting linguistically diverse students in the meaning making process; by documenting students’ home and community literacy practices to further expand notions of what it means to be literate; and by establishing interaction patterns with students that challenge transmission models of teaching, teachers can begin to broaden their own understandings of what it means to offer culturally relevant pedagogy.

**Supporting linguistically diverse learners in reading and writing**

Teaching reading and writing to linguistically diverse students is complex and challenging. “Linguistic diversity includes the total range of structures and functions of languages and dialects found in authentic communicative situations in our schools and wider communities” (Barnitz, 1997, p. 264). Research suggests that when ELL children are literate in their primary language they bring that knowledge to learning English. They already know that reading should make sense and that they can utilize similar strategies for reading in English as they can when reading in their primary language. While it is certainly desired that students are able to access their primary language during instruction, the reality is that there are limited numbers of teachers able to teach in students’ primary languages. In fact, according to the National Center on
Educational Statistics (NCELA, 2002), only about 12.5 percent of the teaching force has received eight or more hours of training in working with ELL students in the classroom. In most classrooms, ELL students are learning alongside their English-speaking peers. In a similar vein, students who speak African American Vernacular English (AAVE) should have opportunities to capitalize on their knowledge of AAVE patterns to use as a bridge to more standard forms of English.

There are a number of effective strategies and core principles to support linguistically diverse students’ language and literacy development. These strategies identified in the next section are based on the work of Sarah Huddleson (1994) and David and Yvonne Freeman (2000).

**CONNECT STUDENTS’ BACKGROUND KNOWLEDGE AND PERSONAL EXPERIENCES TO LITERACY EVENTS.** Effective literacy teachers implement this principle for all learners, but for linguistically diverse students it is even more critical. Students bring to classroom literacy events a range of experiences and knowledge. English Language Learners sometimes lack the background needed to make sense of much of the texts available in classrooms. Authors often assume that readers share certain cultural knowledge, history, and customs. For ELL students, this background is not the same. While there are many ELL students who are able to read the text, the issue is not necessarily vocabulary, but rather overall meaning making (i.e., multiple meanings of words, idioms, and figurative language).

Incorporating multicultural texts that use a variety of styles, voices, and languages enables students to draw upon their own experiences. **Multicultural texts** honor the diverse cultures and language communities of which students are a part. Such texts can connect people of different backgrounds and become the starting place for deeper examination and discussion of experiences. Figure 3.2 identifies authors from various ethnic and cultural backgrounds that write children’s literature.

Teachers implement literature discussions and interactive journals (sometimes known as dialogue journals) to extend the conversation around multicultural texts. Literature discussions offer opportunities for students to share aspects of the text that are personally meaningful, thereby increasing engagement in the text. Teachers may also invite students to share experiences prior to reading the text so that connections to the text may be facilitated when they are reading. **Interactive journals** are writing events that support diverse learners by encouraging them to write about their own experiences. Students and teachers write back and forth sharing ideas and experiences. This creates space in the curriculum for students’ interests and concerns. The interactive journal is not a venue for correction of language use. Rather, the teacher accepts the writing that is provided and models appropriate language use by making comments and asking questions. The interactive journal provides an authentic context for communication. Literature discussions and interactive journals bring to the foreground students’ background experiences and lives.
CREATE OPPORTUNITIES FOR STUDENTS TO MEANINGFULLY AND AUTHENTICALLY APPLY ORAL LANGUAGE SKILLS. When linguistically diverse students have opportunities to collaborate with others in meaningful contexts, there is increased communication and interaction among those in the classroom. Fostering oral language in the classroom environment is essential for linguistically diverse students to flourish. ELL students learn English by interacting with others in environments that use language to achieve particular purposes. These purposes include

- using language to question;
- making understandings more precise;
- making understandings more retrievable, reinterpret past experiences; and
- moving beyond personal experiences.

In classrooms where language is viewed as a resource, there are a number of different ways to encourage oral language development: small group discussions, brainstorming, choral reading, dramatic play, debates, storytelling, partner reading, language experience stories, and read aloud. These events support students’ evolving understandings of language variation and use. Engaging students in literacy activities that make explicit use of home languages helps to affirm the relationships between home, community, school, language, and identity. Students begin to discern the similarities and differences among home and school languages.


FIGURE 3.2 Multicultural authors.

<table>
<thead>
<tr>
<th>Authors</th>
<th>Authors</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American Children's Literature</td>
<td>Lucille Clifton</td>
<td>Brenda Wilkinson</td>
</tr>
<tr>
<td></td>
<td>Jeanette Caines</td>
<td>Rosa Guy</td>
</tr>
<tr>
<td></td>
<td>Sharon Bell Marthies</td>
<td>Mildred Walter</td>
</tr>
<tr>
<td></td>
<td>Camille Yarbrough</td>
<td>John Steptoe</td>
</tr>
<tr>
<td></td>
<td>Mildred Taylor</td>
<td>Joyce Hansen</td>
</tr>
<tr>
<td></td>
<td>Emily Moore</td>
<td>Joyce Carol Thomas</td>
</tr>
<tr>
<td>Asian American Children's Literature</td>
<td>Yoshiko Uchida</td>
<td>Ed Young</td>
</tr>
<tr>
<td></td>
<td>Allen Say</td>
<td>Paul Yee</td>
</tr>
<tr>
<td></td>
<td>Laurence Yed</td>
<td>Arthur Bowie Chrisman</td>
</tr>
<tr>
<td></td>
<td>Jeanette Eaton</td>
<td>Elizabeth Seeger</td>
</tr>
<tr>
<td></td>
<td>Me Li</td>
<td>Rhoda Blumberg</td>
</tr>
<tr>
<td>Native American Children's Literature</td>
<td>Virginia Driving Hawk Sneve</td>
<td>John Bierhorst</td>
</tr>
<tr>
<td></td>
<td>Jamke Highwater</td>
<td>Byrd Baylor</td>
</tr>
<tr>
<td></td>
<td>William Apes</td>
<td>John Rollin Ridge</td>
</tr>
<tr>
<td></td>
<td>Charles Eastman</td>
<td>Elias Boudinot</td>
</tr>
<tr>
<td></td>
<td>Sharon Creech</td>
<td>Craighead George</td>
</tr>
<tr>
<td>Latino American Children's Literature</td>
<td>Pura Belpré</td>
<td>Carmen Lomas Garza</td>
</tr>
<tr>
<td></td>
<td>Piri Thomas</td>
<td>Gary Soto</td>
</tr>
<tr>
<td></td>
<td>Joseph Krumgold</td>
<td>Francis Kalnay</td>
</tr>
<tr>
<td></td>
<td>Elizabeth Borton</td>
<td>Scott O'Dell</td>
</tr>
</tbody>
</table>
ENCOURAGE STUDENTS’ PRIMARY LANGUAGE AND/OR CODE SWITCHING DURING LITERACY EVENTS. It is important for linguistically diverse students to use a language they feel most comfortable with during reading and writing events. By having the choice, students may remember more of what they learned. Allowing students to move between languages helps them become more linguistically savvy; they may choose to try English or standard variations knowing that they can return to their primary language at any time. Students with such flexibility extend and develop their linguistic repertoire by using a language variety that is appropriate to the time, place, audience, and purpose. “Primary language support is a validation of the child’s language and culture, which facilitates self-esteem to be maintained, stress to be reduced, and education to be a positive experience as access to the core curriculum is provided” (Necochea & Cline, 2000).

Literacy events, such as literature discussions and writing, are opportunities for students to take risks in language development. They can convey their thoughts and ideas using their primary language without interference of a “correction” to English usage. Students are more at ease interacting with others and discussing the themes in the texts, thereby expanding their knowledge and understanding. Literature discussions also enhance vocabulary development because the unfamiliar terms are presented in the context of the conversation.

A writing journal is another avenue for linguistically diverse learners to experiment and explore language. Students can navigate between languages as they write. If students are able to write words in a primary language that they have not yet learned in English, they are able to express more complex ideas. Having choice and freedom to experiment with different symbols associated with different languages supports language growth and development. For example, in Ms. Fisher’s classroom, Luis Felipe navigates between English and Spanish as he lists ideas to write about. For teachers not familiar with students’ primary languages, parent or community volunteers may be helpful in reading students’ work.

CONTEXTUALIZE INSTRUCTION OF LANGUAGE THROUGH AUTHENTIC LITERATURE. Using authentic pieces of literature for instruction provides greater opportunities to learn language, as well as learn about language. Students are introduced to new vocabulary, language patterns, nuances in the language, and structural features of the language. Authentic literature facilitates oral and written language acquisition. Students can employ various mapping strategies as they navigate their ways.
through unfamiliar texts. Generating story maps supports comprehension and composing as students work with a range of texts, both familiar and unfamiliar.

The core understandings around linguistic diversity in the classroom provide teachers with a framework to create and establish a literacy curriculum that meets the needs of all of their students. Based on these core principles, Freeman and Freeman (2000) pose a number of key questions that teachers can ask as they plan and monitor their own literacy curriculum.

- Is there an attempt to draw upon students’ background knowledge and experiences? Are students given choices?
- Are students’ primary languages and cultures valued, respected, and developed?
- Are students involved in activities that develop their self-esteem and provide them with opportunities to succeed?
- Do students read and write, as well as speak and listen during learning activities?
- Is instruction organized around “big” ideas?
- Are students involved in authentic reading and writing activities?
- Is the content meaningful? Does it serve a purpose for the learners?
- Do students have opportunities to work collaboratively?

Questions such as these provide teachers with a way of reflecting on their own classrooms and the types of activities and events that are implemented. In the next section, the focus switches to documenting events and practices that occur in the home and community.

**DOCUMENTING STUDENTS’ HOME AND COMMUNITY LITERACY PRACTICES.** “In their lives outside of school, children are constantly creating and recreating literacy practices that are meaningful to them” (Burnett & Myers, 2002, p. 56). They compose instant text messages, create Pokémon cards, respond to television, read pop culture magazines, read billboards and other advertisements, play video games, write notes to each other, among many other events. Yet, when asked about literacy events, students often respond

**Sample of Children's Titles That Have Two Languages in the Story**


*Picture dictionary in English and Spanish. Labels items from parts of a house as well as items commonly found inside a house.*

*Arroz con Leche: Popular Songs and Rhymes from Latin America* by Lulu Delacre (Scholastic, 1991).

*Side-by-side text with songs and rhymes from Latin America. In the back is music for each of the songs.*

*Aekyung’s Dream* by Min Paek (Children’s Book Press, 1988).

*Aekyung, a young Korean girl, wakes up unhappy every morning since she moved to America six months before. She dislikes school because the kids tease her and she has a hard time understanding English. When her Aunt Kim returns from Korea with presents, she reminds Aekyung about the great King Sejong, who helped create the Korean alphabet. His strength and wisdom motivate her to work hard in school and ignore the insults. Eventually, the other children realize how special she is and she teaches them about King Sejong.*

*Going Home, Coming Home/ Ve Nha, Tham Que Huong* by Truong Tran (Children’s Book Press, 2003).

*A young girl visits her grandmother in Vietnam, where her parents were born, and learns that she can call two places home.*


*Don Pedro and his family make skeletons for el Dia de los Muertos celebration in Mexico City. When the papier-mache Calaveras go to market on fiesta day, each skeleton acts out a letter of the alphabet.*

**TECHNOLOGY LINK**

http://www.multicultural-childrenslit.com/

Dr. Robert Smith of Towson University in Maryland maintains this annotated bibliography of multicultural books appropriate for grades kindergarten through sixth.

**Creating Connections 3.6**

Classrooms often have libraries as part of their reading/writing centers. Notice the titles in the library.

- How well does the classroom library represent the diversity of ethnic and cultural backgrounds of the students? What titles might you suggest including into the library?
- What about the school library and media center? How well does the school library represent the multiple cultures and backgrounds of the students at the school? What suggestions might you make to the school librarian to better reflect the school’s ethnic and cultural diversity?
with more school-based practices such as reading [a particular basal anthology], writing stories and journals, and reading directions for school assignments. These school-based literacy practices seem to dominate how students conceptualize literacy in their lives. Teachers also view literacy events and practices in much the same way. Teachers rarely value literacy practices that do not align with more traditional, school-based forms of reading and writing. Cook (2005) suggests that many teachers operate with a view of home and community literacy practice that is quite narrow—that of a parent and a child snuggled up together reading a text. In reality, there are many different ways in which children interact with texts in their home and community environments (i.e., reading ads, writing grocery lists, reading phone messages).

A recent study by Burnett and Myers (2002) noted that children’s literacy practices at home are framed around relationships, values, and interests. Students accessed and utilized texts to organize and maintain relationships, to organize life, as a vehicle for learning, reflection, reflection of identity, and private pleasure. How similar and/or different are these uses compared to school-based practices? Based on their findings, Burnett and Myers suggest the following questions to further the notion that literacy practices must be relevant and meaningful to students’ lives.

- How often do children use literacy in the context of establishing and maintaining relationships, with peers in the classroom or different-aged pairings?
- How often do teachers provide opportunities for children to use literacy as an organizational tool for their own learning?
- How often do teachers allow children to take responsibility for their own learning?
- How often do teachers validate and recognize students’ interests and passions?
- How often do teachers enable children to read and write for pleasure without judgment or evaluation?

**Invitation for the classroom**

**Literacy Dig**

We are surrounded by words. Literacy digs, much like archeology digs, ask us to search our environments for items and materials we read on regular basis.

- Ask children to conduct their own literacy dig.
- Have children collect examples of literacy in their homes and communities.
- How might these examples be categorized? For what purposes do they serve?

**Establishing culturally relevant interaction patterns in literacy events**

Culturally relevant pedagogy considers students’ linguistic resources, uses materials that reflect the content of students’ lives, and draws upon home and community interaction patterns that are central to students’ learning and relationships in and outside of school (Hefflin, 2002). Figure 3.3 highlights aspects of culturally relevant
teaching. The materials should accurately and authentically represent the culture, cultural knowledge, and background students know and live (Bullivant, 1989). The learning environments should include customs and traditions that are different from the teacher’s. Students should be encouraged to make meaningful connections between their lives and school experiences. The goal of culturally relevant teaching is to heighten students’ academic performance by providing materials that encourage students to use what they know to acquire new knowledge, skills, and dispositions (Hefflin, 2002).

To illustrate how a culturally relevant pedagogy may take place in the classroom, consider a common literacy event, such as the read aloud. For many teachers a read-aloud experience is an opportunity for children to listen to language, make personal and world connections, raise questions, and develop listening skills (goals of the reading event). The materials used for this event vary in genres and styles (materials and texts). The interaction and participation patterns differ from teacher to teacher, but in general many teachers request that students sit in a group on the floor (interaction patterns). Often, there are expectations for students to sit quietly and focus their attention on the text being read. Some teachers invite students to interact with the text, discussing ideas throughout the story; others prefer that students share their thinking following the story. Students’ learning is often assessed by their ability to answer questions drawn from the text (assessment of learning).

Read-aloud events, while seemingly neutral and culture free, are imbued with many cultural assumptions about how teaching and learning take place. Shirly Brice Heath’s (1981) work on the three communities in the Piedmont Region of the Carolinas and Katherine Au’s (1981; 1983) work in Hawaii demonstrate that teachers’ beliefs about cultural diversity shape the way in which the reading event takes place. The goals, texts, interaction patterns and ways of assessing learning are central. To highlight how assumptions play out, the following two examples reflect different ways of orchestrating and implementing a read aloud event in the classroom.

READ ALOUD FROM A TEACHER-CENTERED PERSPECTIVE. Ms. Steel is a first grade teacher in an urban city school. Over 90 percent of her students are African American. The remaining 10 percent are students of varied cultural backgrounds (Korean, Pakistani, and Ecuadoran). She selected *Corduroy* (Freeman, 1968) for this read aloud because of the central theme: acceptance and friendship. Corduroy is a stuffed teddy bear that has
many adventures at night when the department store closes. He rides the escalator, pulls buttons off of a mattress, and knocks over lamps. The next day, a little girl, Lisa, purchases Corduroy with money she has saved. Corduroy decides that this must be home and Lisa must be his friend. Ms. Steel requests that students sit on the floor in front of her while she reads the book. She also wants students to focus their eyes on the text. Students are expected to listen to the entire story before engaging in any discussion. Following the reading, Ms. Steel asks a series of questions that reflects events and characters from the story. A question or two invites students to make personal connections, but the majority of questions are more literal in nature. (e.g., How did Corduroy feel when Lisa took him home?) Because Ms. Steel believes that learning best occurs when students are quiet and focused, she reminds students to raise their hands when they want to talk. Ms. Steel determines who talks by selecting only students with their hands raised. Given the nature of her questions, she is able to quickly assess whether or not students accurately understood the story. This interaction pattern is known as initiate-respond-evaluate (IRE). In this instance, learning is seen from a more individual perspective and the interaction patterns are between the teacher and student, not among students.

**READ ALOUD FROM A STUDENT-CENTERED PERSPECTIVE.** In another classroom, Ms. Jacobs has similar goals for her students. She wants them to make personal and world connections to the text. Ms. Jacobs teaches first grade in an urban school where the students are more ethnically mixed: 48 percent African American, 29 percent Latino/a, 14 percent Caucasian, and 3 percent other. She begins by inviting students to talk with each other about what they know about their own neighborhoods. “What do you see when you come to school?” is an opening question. Ms. Jacobs has students share their comments with each other and with her. She does not require students to raise their hands, but to be respectful of when others are talking and to try and wait until the person is finished. Ms. Jacobs then reads *Something Beautiful* (Wyeth, 1998). This is the story of an African American girl who lives in an inner city apartment with graffiti and trash littering her courtyard. She searches for something beautiful and asks various neighbors. In the end, she creates her own something beautiful by cleaning up her own courtyard and beautifying her neighborhood. As Ms. Jacobs and students talk about the text, there is explicit attention paid to the connections students are able to make between events in the story and their own neighborhoods. There were no predetermined questions asked by Ms. Jacobs. Rather she invited students to think about the text and to ask their own questions. Students worked in pairs to discuss the story. Throughout the read-aloud event, Ms. Jacobs observes how student pairs interact and the connections they make to the text.
The following chart provides a summary of two reading events.

<table>
<thead>
<tr>
<th></th>
<th>Teacher centered</th>
<th>Student centered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
<td>Personal connections to the story</td>
<td>Personal connections to the story</td>
</tr>
<tr>
<td>Materials</td>
<td><em>Corduroy</em> by Don Freeman (1968)</td>
<td><em>Something Beautiful</em> by Sharon Wyeth (1998);</td>
</tr>
<tr>
<td>Interaction Patterns</td>
<td>Teacher centered (IRE)</td>
<td>Conversational, student-centered</td>
</tr>
<tr>
<td>Assessments</td>
<td>Observations of how students respond to teacher questions</td>
<td>Observations of partner talk</td>
</tr>
</tbody>
</table>

The differences in these two read-aloud examples highlight the importance of paying attention to the ways in which culture can and does impact learning. In any instructional event, there is great potential for cultural mismatch to occur—to view students from a deficit perspective. A deficit viewpoint assumes that students come to school culturally deprived because of some deficiency in the students’ homes or communities. Based on the two reading-aloud events described above, the teacher in the first event may view her culturally and ethnically diverse students as difficult or disengaged if they are unable to sit and listen quietly to the story being read. The bounded nature of the questions (based only on the text) provides Ms. Steel with information regarding students’ capacity to recall information. What she may be missing is that these students may be operating with a different set of expectations and assumptions about learning. Some communities use different interaction patterns (call/response, talk story) that are quite different than the initiate-respond-evaluate (I-R-E) structure of school discourse.
Ms. Jacobs works to understand all the ways in which meaning is constructed. She aims to develop a *cultural match* among the students and the literacy event.

Developing curriculum that is culturally relevant and meaningful is essential in becoming an effective teacher. How teachers begin to do this is the topic of the next section—early assessments. These early assessments, informal in nature, are often conducted in the first couple of weeks as possible information in who the students are in the classroom, and their interests. They are the starting points for productive curriculum.

### Using early assessment to know your students

Teachers begin each year with some information about their students. There may be cumulative records indicating grades, test scores, abilities, and challenges; stories from previous teachers; or knowledge based on having older siblings in previous years. This type of preview information, while helpful in some instances, does not provide the teacher with enough information about a student’s strengths in literacy development. At the beginning of the year, there are a number of questions teachers have about the students in their classroom:

- What experiences with reading and writing do my students bring?
- Do my students have favorite authors? Do they like to read books that are in a series?
- What interests do my students have for writing? What genres do they like to write in?
- What do my students think reading and writing are for? What is their perception of literacy?
- Are my students excited to read and write? Or do they see it as a chore?
- What are some home and community literacy practices my students engage in?

Notice that these questions focus on students’ interests, preferred genres, and ways of thinking about literacy. They are not questions that attend to the particular ability or skill level of a reader or writer. These questions focus on building community in the classroom. In the first few weeks of the school year, it is important to let students demonstrate what they know, what they value, what they are confident and competent in, not what they don’t know, understand, or feel insecure about. Creating an effective and meaningful literacy curriculum for students should not be based on a deficit view that is focused on “repairing weakness” (Ayers, 2004, p. 57). Rather, students should be able to begin a school year celebrating all that they know and sharing with the teacher what they want to know more about.

---

*Creating Connections 3.8*

Conduct a read-aloud event with a small group of children. Consider the goals and materials for the event. Notice the interaction patterns that you and the students engage in. What assessments will you use to determine effectiveness of the read-aloud event? Share your experiences with a colleague.
Kidwatching

**Kidwatching.** just as the term implies, is the process of closely observing children’s learning processes as they occur in various settings (e.g., in the classroom with whole group instruction, individual work, small group and partner work; on the playground, in the cafeteria and in the library). It is learning about children by watching how they learn (Y. Goodman, 1978). How individual children respond to various tasks, texts, and each other can signal to the teacher ways to plan curriculum that will best meet the needs of the students. When a reader struggles to make sense of text, a teacher using kidwatching strategies will pay close attention to how the reader is approaching the task, the level of enthusiasm for reading, the types of miscues or errors made, and what sorts of strategies the reader employs to make the text more comprehensible.

To illustrate how kidwatching notes enable teachers to make informed decisions, notice how Ms. White observes and records the actions and behaviors of one reader in her class. Ms. White’s fifth graders have a daily time period when they read texts selected from the class library, school library, or brought from home. These selections often reflect their current interests. Students are asked to have two to three texts available to them at all times, so that if they finish one text, another one can be quickly started; or if a particular text is not engaging, another choice is available. One morning, early in the school year, Ms. White spent a few minutes observing students as they read. She quickly noticed Jacob; he was not using his time to read. He was at the classroom library thumbing through text after text. Jacob was not reading any of these texts; rather he was merely turning the pages. Ms. White decided to document his actions by recording her observation.

<table>
<thead>
<tr>
<th>Name</th>
<th>Jacob</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 28: Jacob spent most of the independent reading time flipping through books in the class library. He didn’t seem to be looking for any book in particular, but rather seemed to be focused on “looking busy.” I wonder what sorts of interests and hobbies Jacob has?</td>
<td></td>
</tr>
</tbody>
</table>

Later that same week, Ms. White decided to pair students together to share what they had been reading and what some of their interests were. As she circulated around the classroom, Ms. White overheard Jacob complaining that he hated reading and that there was nothing interesting to read. Ms. White again recorded this information.

| August 31: Jacob mentioned to Benito that he doesn’t have anything interesting to read. Again, I need to find out what Jacob is interested in and help him locate some texts that he will find interesting. |
| September 7: Great, Jacob is reading the biography on David Beckham. I hope he is interested in the other books I brought in. |
Ms. White decided that in order to learn about Jacob's interests she needed to conduct a brief interest inventory. She asked all of her students in the class the following questions:

1. What do you like to do when you are not in school?
2. What topics do you like to read about?
3. What activities and lessons do you do after school?
4. Who is your favorite author?
5. What types of books do you like to read?
6. What do you know a lot about (e.g., remote control cars, baseball, Hello Kitty characters, Civil War, skateboarding, music groups)?

This small bit of information is important to Ms. White. While Jacob does not provide extended responses to her questions, Ms. White learns that Jacob reads mostly because it is expected in school. Jacob probably wrote the responses of Gary Paulson, Harry Potter, and Lemony Snicket because that is what he thinks is 'appropriate' or 'expected'. Jacob has not yet discovered that reading is a pleasurable activity that he can learn from. With this information, Ms. White decided to bring in a few titles that focus on soccer such as Soccer (Eyewitness Book Series, 2000), Soccer Duel (Christopher, 2000), Lives of the Athletes: Thrills, Spills (and What the Neighbors Thought) (Krull, 1997), and a biography on David Beckham from an internet site (http://www.kidzworld.com/
She placed these in the library and informed Jacob that there were a few new books and articles on soccer in the library that he may be interested in. The following day during independent reading, Ms. White noticed that Jacob was reading the biography on David Beckham. She added this comment to her previous notes:

Jacob's interest in soccer is the catalyst for reading. Ms. White’s kidwatching notes over a few days enabled her to identify texts that she thought Jacob would respond to. Ms. White also talked with the school librarian/media specialist for additional titles. In doing so, she provided materials and texts that were engaging and interesting for Jacob to read.

Kidwatching is a way for teachers to closely observe and document the actions and behaviors that students exhibit in class. Each teacher develops his or her own “system” for collecting, managing, and analyzing these anecdotal notes and reflective comments. Some teachers have notebooks, in which one page is for each child. Others utilize clipboards and sticky notes. The sticky notes are then collected in file folders under each child’s name. No matter what system or process a teacher develops, it is important that the notes are reflected upon. Creating and collecting the information are not of much value in and of themselves. Teachers need to step back and reflect on the collected notes to more effectively build curriculum that is meaningful and relevant to students.

Using early assessment to know your students
Attitudes and interest in reading and writing

There are many resources and strategies, ways in which teachers can employ kid-watching strategies early in the school year to get to know the readers in their class. In addition to the kidwatching or anecdotal notes that Ms. White used to identify Jacob’s lack of interest in reading, and then her subsequent use of a short interest inventory to better know students’ interests and hobbies in her class, teachers may also use attitude questionnaires, observational checklists, and interviews.

ATTITUDE QUESTIONNAIRES AND SURVEYS. A popular attitude questionnaire is known as the Elementary Reading Attitude Survey (McKenna & Kear, 1990). This survey utilizes four poses of the cartoon cat Garfield (from happy to sad) that students select from as they read the corresponding questions. Teachers can administer the survey to the whole class and gain an overall impression about students’ attitudes toward reading both recreational text and academic text. The Garfield survey is quite beneficial and appropriate for younger children.

Another survey (Manning & Manning, 1998) also focuses on students’ attitudes towards reading. This survey (Figure 3.6) may be used with children in middle and upper elementary grades.

In addition to surveys that are completed by the students, teachers may also want to elicit information from parents. Figure 3.7 is an example of a parent survey.

The surveys are designed to gather information about the views students hold about reading, how often they read for their own purposes, and of the reading engagements and experiences they have at home. Teachers can use this information to plan appropriate literacy events and experiences in the classroom.
Using early assessment to know your students

Parent Survey

1. My child likes to read the following materials:
   - comic books
   - library books
   - cereal boxes
   - TV guide
   - comics page
   - sports page
   - Kids page
   - email messages
   - Websites
   - magazines
   - Bible or other religious materials
   - Menus
   - Baseball/Pokemon/Digimon cards
   - Other

2. Have you noticed your child experiencing any reading difficulties or problems?

3. What are some of your child’s favorite books/authors?

4. How often does your child read at home?

Interview Questions

- What should your friends and other kids know about you as a reader?
- Who do you like to read with?
- What are some things you read at home?
- What sorts of books or authors do you like to read?
- How many books did you read over the summer?
- What is your favorite book?
- What do you want to learn this year?
- What do you think it means to be a good reader?
- Where do you like to read?

FIGURE 3.7 Parent survey.

FIGURE 3.8 Interview questions for Blake and Lukas.

FIGURE 3.9 Blake’s and Lukas’ responses to interview questions.
Chapter 3  Getting to know students: developing culturally relevant practices for reading and writing

Interviews

Interviews are an important source of information as teachers begin to create profiles of the readers in their classrooms. Interviews may be conducted between the teacher and the student or between classmates. Having students interview each other in the first few weeks of school not only reveals information about each student as a reader, but also begins to build a learning community where common interests may be shared. In Ms. Karlsson’s classroom, two of her second graders interviewed each other to find out what sorts of texts they each read and where their favorite reading spots were (Figure 3.8).

Lukas and Blake interviewed each other and wrote down their responses to share with the larger group. As is typical with young children, they built upon each other’s answers and in some cases had very similar responses.

Ms. Karlsson then asked her students to come together and share what they learned from each other. Lukas and Blake decided that they would like to read what each other is reading. Later that week during independent reading time, Lukas and Blake were busy looking at Blake’s Yu-Gi-Oh magazine, commenting on the different characters and talking about which cards they each had.

This information can be used as teachers establish classroom libraries, help students select books in the school library, and to begin thinking about possible inquiries and focus studies.

Assessments that focus on students’ abilities and challenges in reading and writing are more fully addressed in chapter ten. These assessments include miscue analysis, reading conferences, running records, and other more formal measures. Teachers use such assessments throughout the year as they begin to work more specifically on reading and writing strategies.

Creating Connections 3.8

What are some of your reading interests?
How might you share this information with students?

In Closing

The focus of this chapter, culturally relevant pedagogy and initial assessments, supports the guiding assumptions that literacy practices are purposeful and embedded in larger social goals, and that readers and writers access their “funds of knowledge” as they participate in literacy events. Developing culturally relevant practices invites teachers and students to consider the multiple ways in which learning occurs. Children are able to draw upon their lived experiences and knowledge to make sense of the literacy events and practices in the classroom. In order for teachers to learn about their students’ strengths and interests, a number of initial assessments can be used. These initial assessments, such as interest inventories and surveys, along with anecdotal kidwatching notes provide a place for teachers to consider what might be the next best step in developing readers and writers in the classroom.
Terms to Remember

- Culturally relevant pedagogy (66)
- Cultural mismatch (75)
- Funds of knowledge (64)
- Initiate-Respond-Evaluate (IRE) (74)
- Interactive journals (68)
- Kidwatching (77)
- Multicultural texts (68)
- Virtual school bags (65)

Resources for More Information


Questions for Further Reflection

- As you reflect upon the key issues in this chapter, what role do you see culturally relevant pedagogy playing in how you develop and implement your literacy instruction?
- What resources might you access to help you gain knowledge and insights about your students’ cultures, backgrounds, reading interests, and accessible strategies?
Chapter 3  Getting to know students: developing culturally relevant practices for reading and writing