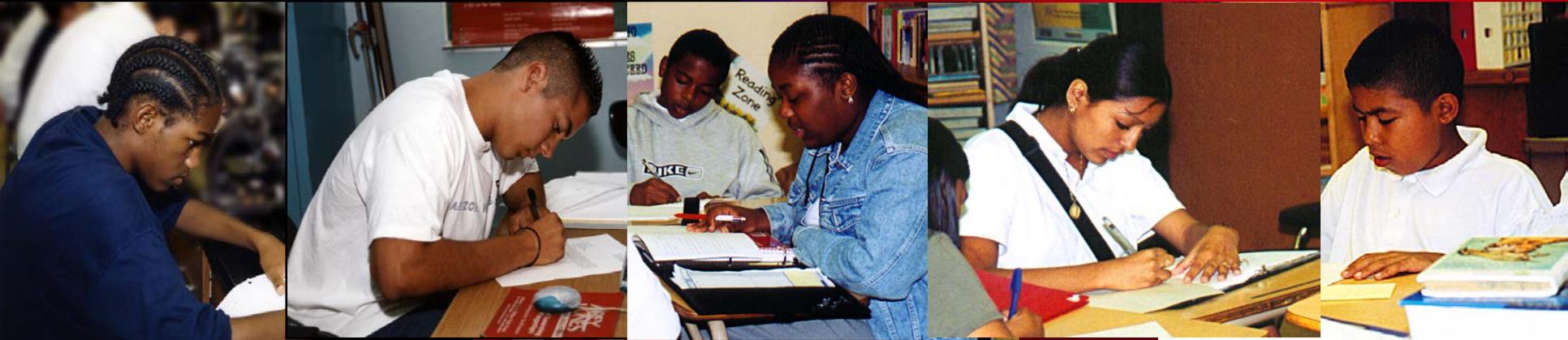


CULTURALLY & LINGUISTICALLY RESPONSIVE INSTRUCTION

*Powerful Pedagogy for Advancing Learning, in
African American & Other Underachieving Students*



Presented by: *Noma LeMoine, Ph.D.*

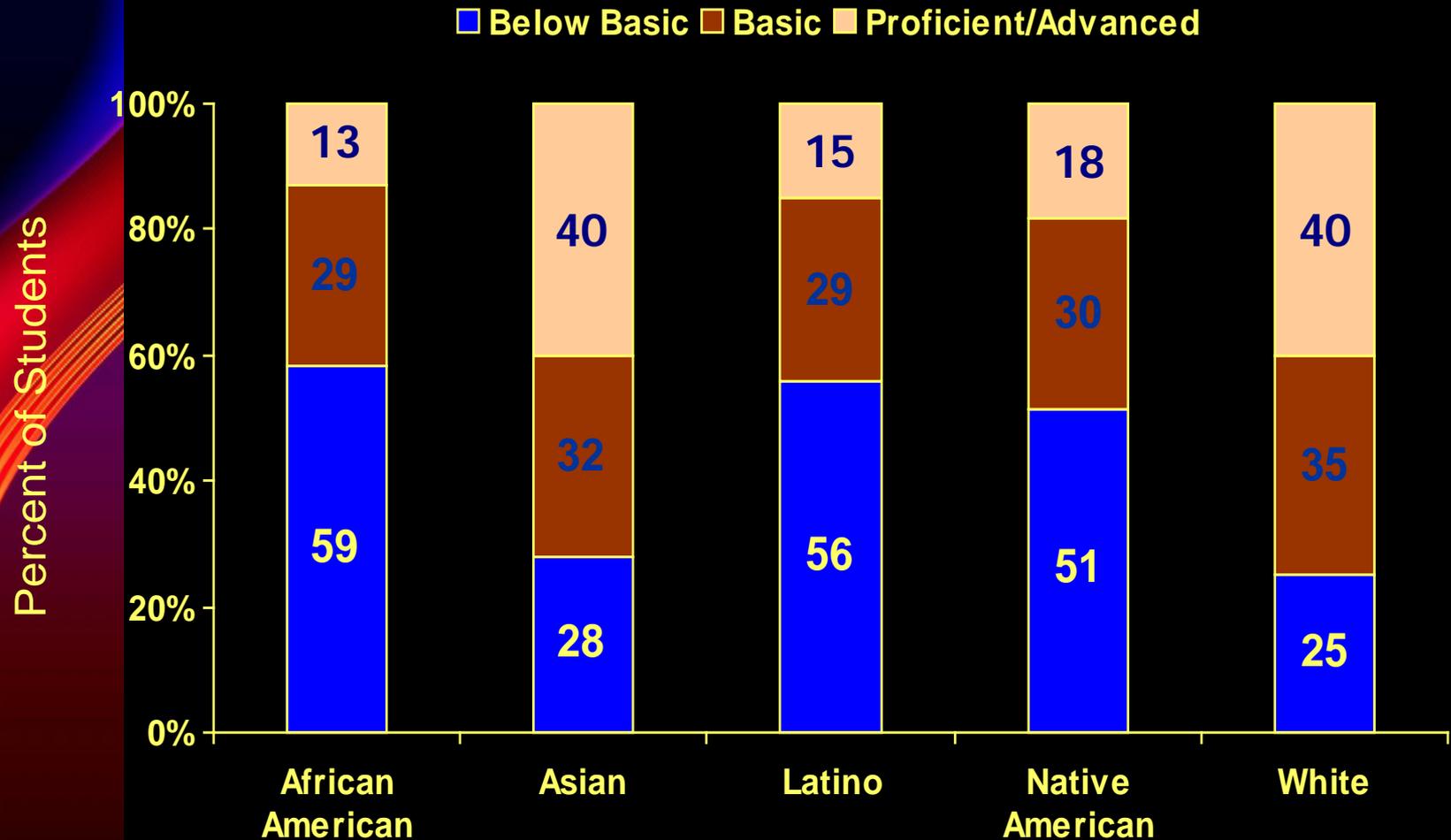
Cypress-Fairbanks ISD – Cypress Texas - June 12, 2009

noma.lemoine@sbcglobal.net

The Achievement Gap?

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2005 NAEP Grade 4 Reading by Race/Ethnicity, Nation



Why is our
Best Effort Failing?

REFORM PROPOSALS FAIL BECAUSE...

- They are deeply enmeshed in a deficit orientation
 - Concentrates on what ethnically, racially, and linguistically different students don't have and can't do
- They claim cultural neutrality
 - Deal with academic performance by divorcing it from other factors that affect achievement such as culture, ethnicity, and personal experience

Teacher Expectation and Responsibility for Student Learning

The research suggests that cultural variables are powerful, yet often overlooked, factors that explain school failure of diverse students



PERCEPTIONS ABOUT STUDENTS OF COLOR

A pervasive belief
system by many
educators that
"these kids can't"

What the Research Says...

- “There is a direct link between student achievement and the extent to which teaching employs the cultural referents of students”

Geneva Gay, 2000

Statement of the Problem

- The gap in achievement for students of color is wide in part because these students' learning encounters with teachers are insufficiently aligned with their core cultural referents.

Unless we know why students
are failing, it is clearly
impossible to rationally plan
instruction that will reverse
the pattern of school failure

Jim Cummins (1989)

Factors that Influence Academic Achievement in SELs

- Language Variation
- Status in Society
- Educator Attitudes (deficit perspectives)
- Cultural Diversity

Language Variation in SELs

The background features a dark blue gradient at the top, transitioning into a vibrant red gradient at the bottom. A series of curved, parallel lines in shades of red and orange sweep across the lower half of the image, creating a sense of motion and depth.

Basic Premise

Language is fundamental to learning and mastery of academic language is critical for accessing core content curricula

The Development of Language in Children

Language in Communicative Context —

PRAGMATICS

The level of language as it functions and is used in a social context.

Language as a Meaning System —

SEMANTICS

The level of meaning of individual words and of word relationships in messages

SYNTAX

The level of combination of words into acceptable phrases, clauses, and sentences

Language as a Structured
Rule-Governed System

MORPHOLOGY

The level of combination of sounds into basic units of meaning (morphemes)

PHONOLOGY

The level of combination of features of sounds into significant speech sounds

Who are Standard English Learners?

African American, American Indian, Hawaiian American, and Mexican American Students for whom Standard English is not native and who are among those students experiencing the most difficulty in American schools

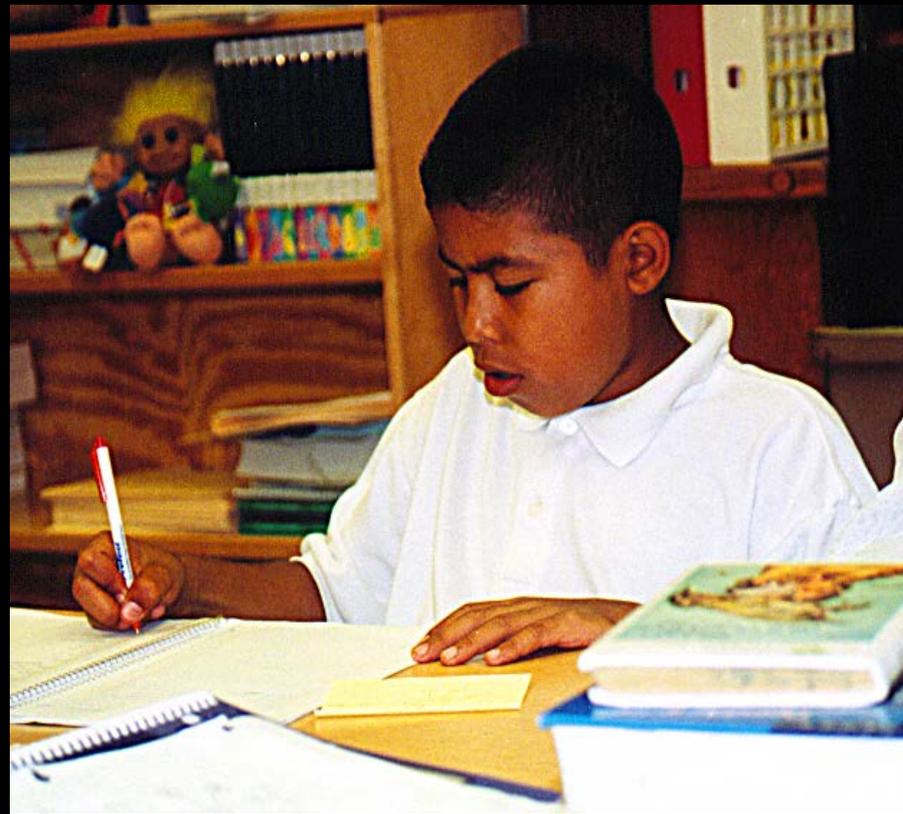
Standard English Learners

SELs as a group are perhaps the most overlooked, under-served, and mis-educated language minority population in the history of American Education

Negative Stigmas Surrounding SELs

- The cultures of SELs are not viewed as a useful rubric for addressing their language/learning needs.
 - Their cultures are deligitimized in the classroom
 - Schools treat the language, prior knowledge, and values as aberrant
 - Teachers often presume that their job is to rid SELs of any vestiges of their own culture.
 - SELs have been told systematically and consistently that they are inferior and incapable of high academic achievement.
 - SELs are often taught by teachers who would rather not teach them and have low expectations for their success

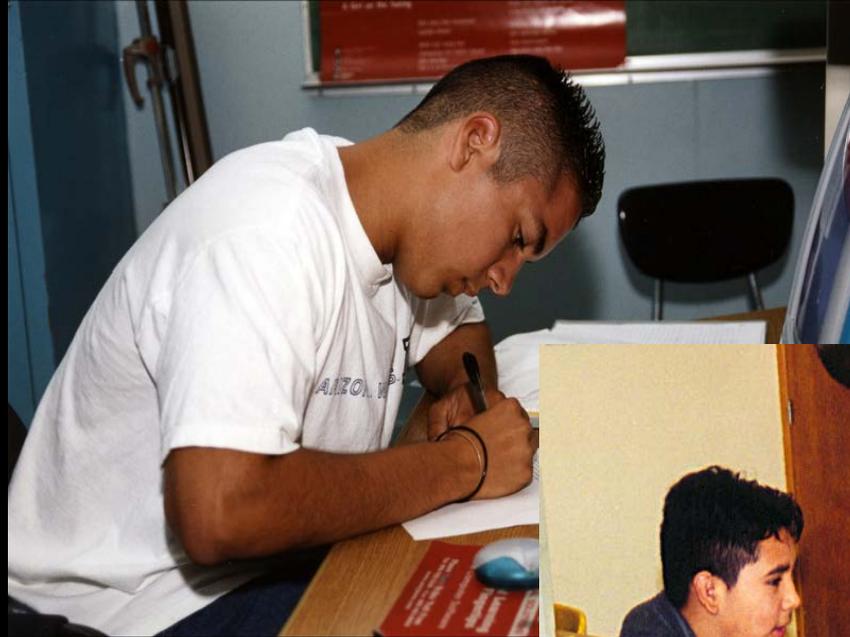
Hawaiian American SELs



Hawaiian Pidgin

- Spoken by an estimated 600,000 people in the state of Hawaii
- Pidgin Hawaiian preceded pidgin English in Hawaii
- The mixture of pidgin Hawaiian and English led to many Hawaiian words coming into early pidgin English
- Established as a distinct language some time between 1905 and 1920
- Most often ignored or avoided in the educational process

Mexican American SELs



Native American SELs



American Indian SELs

I went to school the only English I knew was "hello" and when we got there we were told that if we spoke Indian they would whip us until our hands were blue on both sides. And also we were told that Indian religion was superstitious and pagan. It made you feel inferior... we felt loss and wanted to go home... Today... I feel furious"

(Tschantz, 1980, p. 10)

African American SELs



African American Language “Black English”

Defined as the linguistic and paralinguistic features of the language that represents the communicative competence of the United States slave descendants of African origin. This language relexifies English vocabulary into African (Niger-congo) linguistic structure.

Adapted from Williams (1973)

HISTORICAL DEVELOPMENT OF AFRICAN AMERICAN LANGUAGE

DEFICIT PERSPECTIVE

DIALECTOLOGISTS VIEW

CREOLIST HYPOTHESIS

ETHNOLINGUISTIC THEORY

**DIFFERENCE
THEORIES**



Carter Woodson on AAL-1932

- Carter G. Woodson in 1933, wrote in *The Mis-Education of the Negro*:
 - In the study of language in school pupils were made to scoff at the Negro dialect as some peculiar possession of the Negro which they should despise rather than directed to study the background of this language as a broken-down African tongue - in short to understand their own linguistic history...(p.19, italics added).

African Language Families

- All African Languages are considered official languages of the African Union
- Afro Asiatic
- Nilo Saharan
- Niger Congo
- Niger Congo (Bantu)
- Khoi San



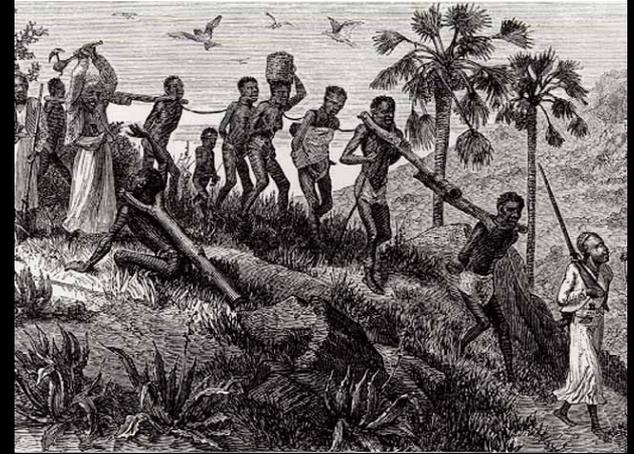
African Languages

Estimates of up to 3000 Languages spoken in Africa

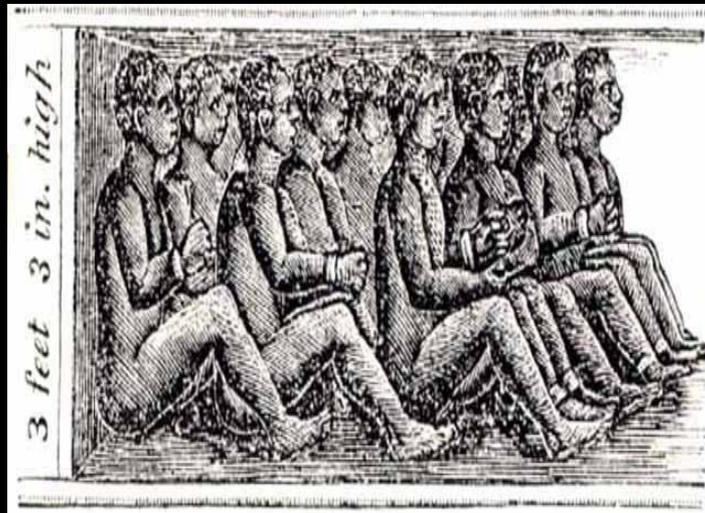


Slave Caravans and Forts

- After kidnapping potential slaves, merchants forced them to walk in slave caravans to the European coastal forts, sometimes as far as 1,000 miles.
- For weeks, months, sometimes as long as a year, Africans waited in the dungeons of the slave factories scattered along Africa's western coast.



Interior of a Slave Ship



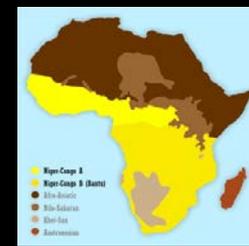
- Hundreds of Africans could be held within a slave ship. Tightly packed and confined in an area with just barely enough room to sit up, slaves were known to die from a lack of breathable air.

The Middle Passage

- Over the centuries, millions died in the crossing. This meant that the living were often chained to the dead until ship surgeons had the corpses thrown overboard.
- People were crowded together, usually forced to lie on their backs with their heads between the legs of others. This meant they often had to lie in each other's feces, urine, and, in the case of dysentery, even blood.



Characteristics of Niger-Congo Languages



- The Niger-Congo family of languages originated in West Africa but migrated to eastern and southern Africa
- Niger-Congo languages have a clear preference for open syllables of the type CV (Consonant Vowel).
- The typical word structure of proto-Niger-Congo is thought to have been CVCV, a structure still attested in, for example, Bantu, Mande and Ijoid
- The large majority of present-day Niger-Congo languages is tonal. Tones are used partially for meaning but mostly for grammar
- Most of the Niger-Congo languages have prefixes and suffixes to qualify nouns and verbs. Nouns and verbs never exist on their own. U-BABA (my father), U-YIHLO (your father), U-YISE (his father).

WEST AFRICAN (Niger-Congo) LANGUAGES THAT INFLUENCED AAL



- **Bambara**
- **Ewe**
- **Fanta**
- **Fon**
- **Fula**
- **Hausa**
- **Igbo**
- **Ibibio**
- **Kimbundu**
- **Longo**
- **Mandinka**
- **Mende**
- **Twi**
- **Umbundu**
- **Wolof**
- **Yoruba**

Source: Turner, Lorenzo "Africanisms In The Gullah Dialect" 1973

CHARACTERISTIC PHONOLOGICAL FEATURES OF AFRICAN AMERICAN LANGUAGE

PHONOLOGICAL VARIABLE

MAINSTREAM AMERICAN ENGLISH

AFRICAN AMERICAN LANGUAGE



CONSONANT CLUSTER

DESK, TEST, COLD

DES, TES, COL

/TH/ SOUND

THIS, THIN, MOUTH

DIS, TIN, MOUF

/R/ SOUND

SISTER, CAROL

SISTA, CA'OL

STRESS PATTERNS

PO LICE', HO TEL'

PO'LICE, HO'TEL

/L/ SOUND

ALWAYS, MILLION

A'WAYS, MI'ION

CHARACTERISTIC GRAMMATICAL FEATURES OF AFRICAN AMERICAN LANGUAGE

LINGUISTIC VARIABLE

MAINSTREAM AMERICAN ENGLISH

AFRICAN AMERICAN LANGUAGE

LINKING VARIABLE

He is going

He going

POSSESSIVE MARKER

John's cousin

John cousin

PLURAL MARKER

I have five cents

I have five cent

VERB AGREEMENT

He runs home

He run home

HABITUAL "BE"

She is often at home

She be at home

Written Language Sample: Middle School African American Student

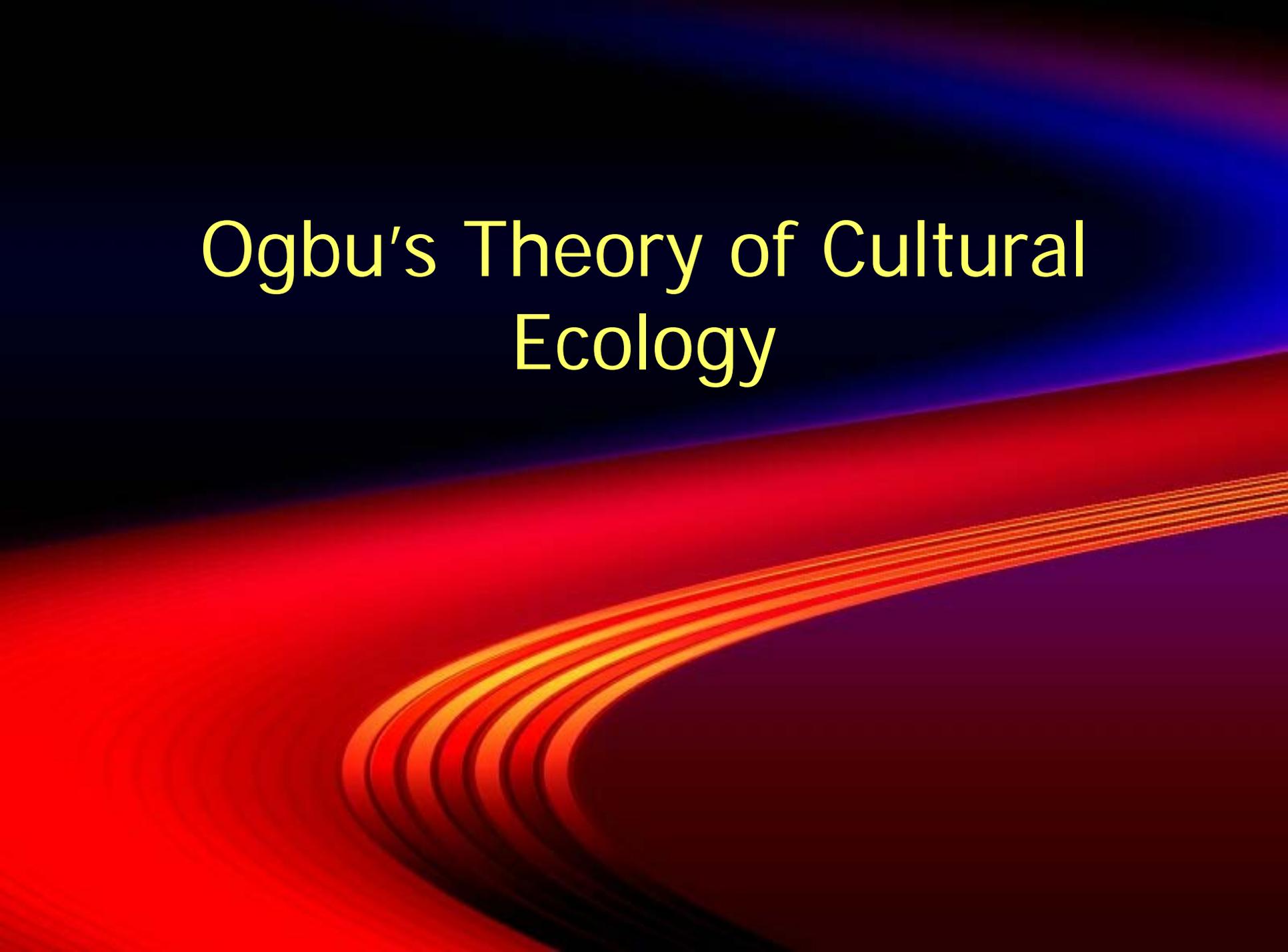
Jonny is a hero

- Johnny was iniallgent. He was iniallgent by taking people to his house so they can be in wone house. And they pick Johnny house. Johnny was intelligent because he trick the aliens from winning and taking over the world. Johnny is inteligent, and, brave no body else would of did what a eight year old boy did. People were so afraid of the aliens but not Johnny. I think Johnny personality is nice.

Standard English Learners

Status In Society

Ogbu's Theory of Cultural Ecology

The background features a gradient from dark blue at the top to red at the bottom. A series of curved, parallel lines in shades of red and orange sweep across the lower half of the image, creating a sense of motion and depth.

The Cultural Experiences of SELs

- Experiences are not equivalent though oppression is common to all
 - The displacement and forced removal of indigenous people
 - Native Americans
 - The forced immigration of people for the expressed purpose of labor exploitation
 - African Americans
 - The colonization of people
 - Hawaiian Americans
 - Mexican Americans



African American SELs in American Education

- Conquered, subjugated, and regarded as inherently inferior for generations by the dominant group
- Segregated and discriminated against on the basis of ethnicity and language
- Viewed and acted upon in educational settings from a deficit perspective

Minority students are
disempowered educationally
as their identities are
devalued in the classroom.

Cummins (1989)

Teacher Attitude and Classroom Practice

“If schools consider someone’s language inadequate, they’ll probably fail”

Stubbs (2002)

The background features a dynamic, abstract design with sweeping, curved lines in shades of red and blue. The lines create a sense of movement and depth, with the red lines appearing more prominent in the lower half and the blue lines in the upper half. The overall effect is a vibrant, modern aesthetic.

Teachers' attitudes
directly influence their
classroom behavior

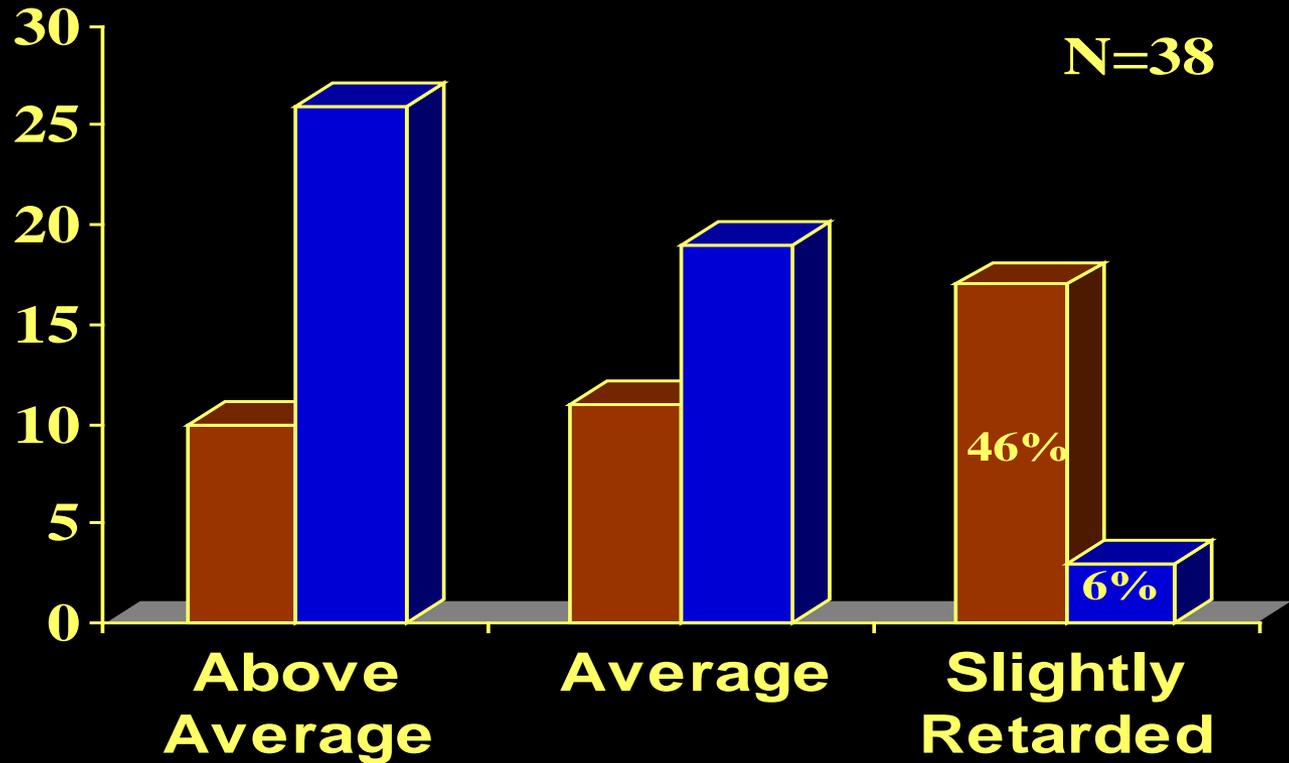
Perceptions of Intelligence in AAL Speakers

Guskin Study

- 46% of the respondents who listened to black and white tape recorded speakers judged the black speaker to be below average or slightly retarded
- compared with only about 6% that judged the white speaker as below average or slightly retarded.

Expectations of Academic Ability of Speakers - *Guskin Study*

■ African American ■ White American



Perceived Ability

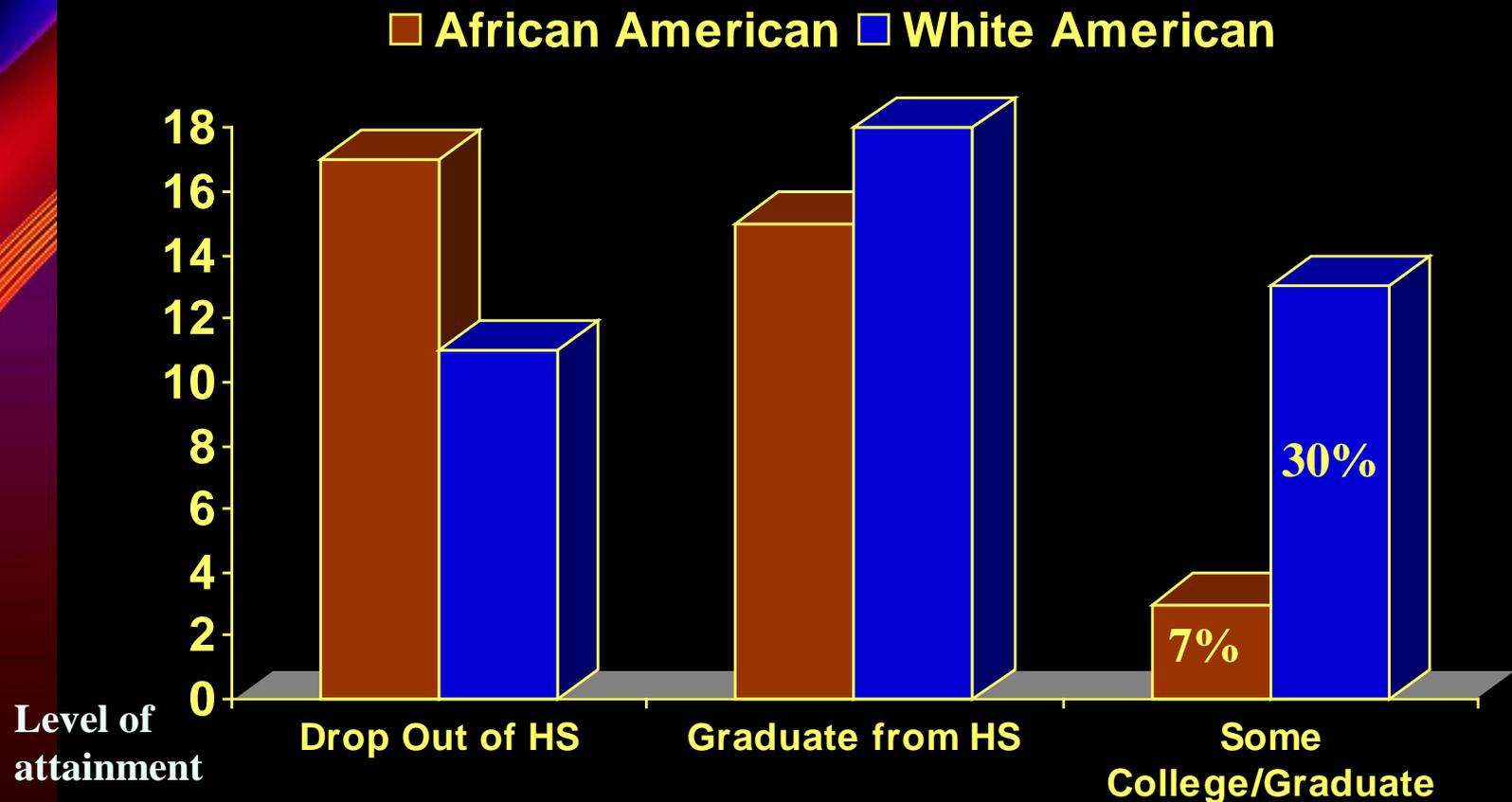
Academic Expectations for AAL Speakers

- In regard to expectations of future educational attainments of the speakers, roughly 7% of the subjects believed the black speaker would go to school beyond high school
- compared with close to 30% that believed the white speaker would go to college.

Guskin Study

Lower Expectations of Future Educational Attainment of AA Students

Guskin Study



VI. LEGAL FOUNDATIONS and CONSIDERATIONS

- Ann Arbor Decision - The King Case
 - A landmark decision addressing language variation and literacy acquisition in African American SELs

The King Case

Judges Concluding Opinion

- The failure of the defendant Board (Ann Arbor School Board) to provide leadership and help for its teachers in learning about the existence of “black English” as a home and community language of many black students and to suggest to those same teachers ways and means of using that knowledge... in connection with reading standard English is not rational in light of existing knowledge of the subject. (p. 40)

The King Case, 1979

concluding opinion continue...

- An additional cause of the failure to learn to read is the barrier caused by the failure of the teachers to take into account the "black English" home language of the children in trying to help them switch to reading standard English. When that occurs, the research indicates that some children will turn off and will not learn to read. (p.32)

LINGUISTIC SOCIETY OF AMERICA

Excerpt from resolution Issued, January 3, 1997

- The variety known as “Ebonics.” “African American Vernacular English” (AAVE), and “Vernacular Black English” and by other names is systematic and rule-governed like all natural speech varieties. In fact, all human linguistic systems... are fundamentally regular.
- The systematic and expressive nature of the grammar and pronunciation patterns of the African American vernacular has been established by numerous scientific studies over the past thirty years. Characterizations of Ebonics as “slang,” “mutant,” “lazy,” “defective,” “ungrammatical,” or “broken English” are incorrect and demeaning.

Transforming Perceptions Moving SELs Toward Academic & Career Success

Facilitate shifts in Educator
Attitude toward non-
standard languages.

Facilitate shifts in
language instruction
strategies.

Deficit → Difference

Corrective → Second-
language
acquisition

Cognitive → Linguistic

Eradication → Additive

Quote from Atlantic Monthly

William Laov

- “There is no reason to believe that any nonstandard vernacular is itself an obstacle to learning. The chief problem is ignorance of language on the part of all concerned
- Teachers are now being told to ignore the language of black children as unworthy of attention and useless for learning. They are being taught to hear every natural utterance of the child as evidence of his mental inferiority. As linguists we are unanimous in condemning this view as bad observation, bad theory, and bad practice.
- That educational psychology should be influenced by a theory so false to the facts of language is unfortunate; but that children should be the victims of this ignorance is intolerable.”

Part II

Culturally Responsive Teaching

Powerful Pedagogy for Advancing
Learning in African American and other
underperforming students



Culture is to Humans
As Water is to Fish

Wade Nobles



How Children Enter Classrooms

- As members of different cultures
- As persons with language and thoughts about how the world is working
- With ideas about how to behave
- With their own way of thinking and learning

The Cultures of Schools and Different Ethnic Groups Often are not Compatible

When this is so, we have an obligation to improve the congruence between them in order to promote for all students access to rigorous standards-based curricula.

PURPOSE OF CULTURALLY RESPONSIVE TEACHING

To maximize learning for students who are traditionally failed by the American educational system.

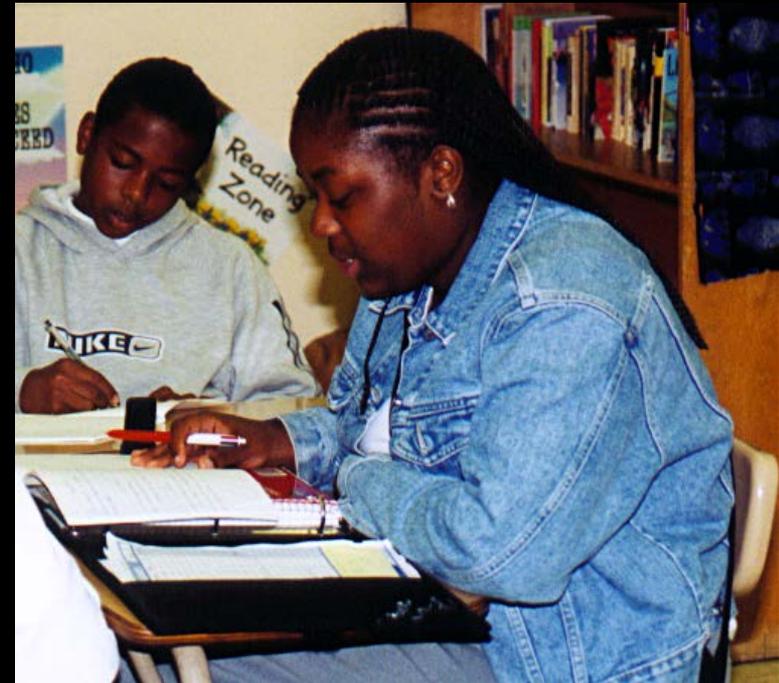
Villegas (1991)

Culturally Relevant and Responsive Teaching

Source: Carol Lee

PRINCIPLE I

- Learning is optimized when students are able to make connections between what they already know and what they are expected to learn.

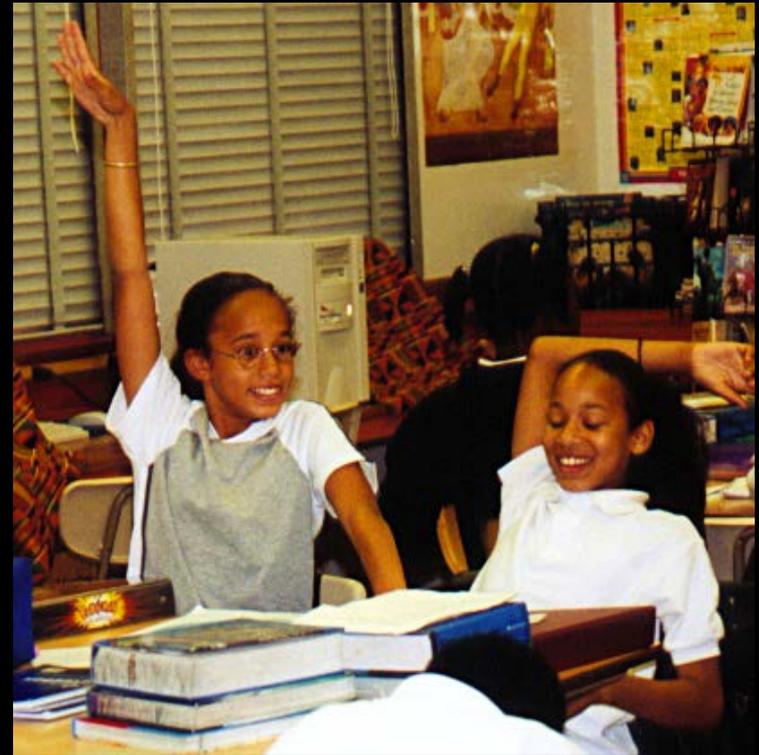


Culturally Relevant and Responsive Teaching

Source: Carol Lee

PRINCIPLE 2

- The meaning or significance that learners impose on experience shapes how and whether knowledge is stored in long term memory



Culturally Relevant and Responsive Teaching

Source: Carol Lee

PRINCIPLE 3

- **Learners can demonstrate competence in non-traditional ways**



LEARNING STYLES

“Characteristic cognitive, affective, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact, and respond to the learning environment.”

O’Neil

UNDERLYING ASSUMPTION

Learning Style Theory

Students who possess the same intellectual potential will, as a result of diversity in cultural socialization, display their cognitive abilities differently.

Learning Styles Valued by Traditional School Culture

- Standardized and rule driven
- Deductive, controlled, egocentric
- Low movement expressive context
- View environment in isolated parts
- Precise concepts of space, number, time
- Respond to object stimulus
- Dominant communication is verbal
- Emphasis on independent work

Learning Styles of Standard English Learners

- Variation accepting & improvising
- Inductive, expressive, sociocentric
- High movement expressive context
- View environment as a whole
- Approximate concepts of space number and time
- Respond to people/social stimulus
- Communication is non-verbal as well as verbal responds to collaborative effort

Source: Asa Hilliard

What Happens to Students When their Culture is Rejected or Not Recognized by Schools?

- Miscommunication
- Confrontations between the student, the teacher, and the home
- Hostility
- Alienation
- Diminished self esteem
- School failure

(source: Irvine 1990)

Positive Outcomes of Culturally Responsive Teaching

- As students take ownership in and become a part of the learning process
 - They are more engaged in learning acts
 - They are less disruptive
 - They become self-initiators of learning experiences
 - They “build their brains

Source: Jerome Freiberg

PART III: Instructional Strategies That Advance Learning In Underachieving Students

How do we do
this work?



Instructional Support for Underperforming Students

- Culturally and Linguistically Responsive Strategies that support Underperforming Students
 - Contrastive Analysis
 - Development of Academic Vocabulary
 - Personal thesaurus of conceptually coded words
 - Culturally Relevant Classroom Library
 - Cooperative Learning Strategies
 - Graphic Organizers
 - Instructional Dialogue/Conversations

STRATEGY 1:

Contrastive Analysis

- Facilitating The Acquisition of Academic Language



Carter G. Woodson On AAL

- Carter G. Woodson in 1932, wrote in *The Mis-Education of the Negro*:
 - In the study of language in school pupils were made to scoff at the Negro dialect as some peculiar possession of the Negro which they should despise rather than directed to study the background of this language as a broken-down African tongue - in short to understand their own linguistic history...(p.19, italics added).

Contrastive Analysis

- The systematic study of a pair of languages with a view to identifying their structural differences and similarities.
- Builds linguistic competence and metalinguistic awareness

Metalinguistic Awareness

The conscious awareness and manipulation of the rules of language
(awareness of morphology & syntax)

Contrastive Analysis

- Systematic Use of Contrastive Analysis
 - Affirms, and accommodates the students' home language & culture
 - Facilitates linguistic competence in SE
 - Supports Written Language Development in SE
 - Supports Oral language acquisition in SE
 - Facilitates cross cultural communication competence
 - Increases Metalinguistic awareness

Mainstream English Language Development

- MELD-The use of standard English for educational, and career purposes (acquiring listening, speaking, reading & writing skills in SE)
- Implies competence in SE at levels of:
 - Phonology
 - Analysis of contrastive phonemes
 - Grammar
 - Feature analysis of morphosyntactic categories
 - Analysis of phonemes having grammatical meaning
 - Analysis of word order
 - Lexicon
 - Analysis of lexical relations
 - Pragmatics (communication behaviors)

Focus On Structure

- Students are given opportunities to listen to, contrast, and practice patterns of standard English with their indigenous language through:
 - Lessons that address specific features:
 - Phonetic
 - Lexical
 - Grammatical
 - Opportunities to use the targeted structures in various communication activities
 - Choral reading
 - Listening to various forms of literature
 - Conversations and discussions with SE speakers
 - Readers theater

Focus on Function: Situational Appropriateness

- Students take into account the intent of their messages for various audiences & purposes
 - Students should be able to determine the type of communication behavior most appropriate to a given situation or audience
 - Students should be given an opportunity to decide prior to a given activity, the type of communication behaviors that would be most appropriate
 - Students should have opportunities to role play commonly encountered situations and relate these situations to acceptable language usage

Focus On Thought

- Lessons that address the underlying cognitive elements of language and communication
 - Focus on
 - Communication intent, What the speaker is trying to tell the audience
 - Classroom activities that provide maximum opportunities for
 - students to communicate with each other as partners or in small groups
 - Teacher emphasis on facilitating student interaction
 - Questioning
 - Knowledge and experience sharing
 - A risk-free learning environment
 - Expansion of students' fund of information through the integration of their own ideas with those from literature, etc.



Strategies for Engaging In CONTRASTIVE ANALYSIS

- Linguistic Contrastive analysis
- Contextual Contrastive analysis
- Situational Contrastive analysis
- Elicited Contrastive analysis

Linguistic Contrastive Analysis

- Using literature, poetry, songs, plays, student elicited sentences, or prepared story scripts which incorporate examples of specific SAE and AAL or SAE and CE form contrasts, the student performs contrastive analysis translations to determine the underlying rules that distinguish the two language forms.

Contextual Contrastive Analysis

- The student reads or is told a story that is heavily embedded with the target form (standard English) and is then required to tell the story. The student's story retelling is taped and compared and contrasted with the language of the text.

Situational Contrastive Analysis

- Students contrast and analyze the mainstream and non-mainstream versions of targeted language forms with an emphasis on situational appropriateness, i.e., communication, environment, audience, purpose, and function.

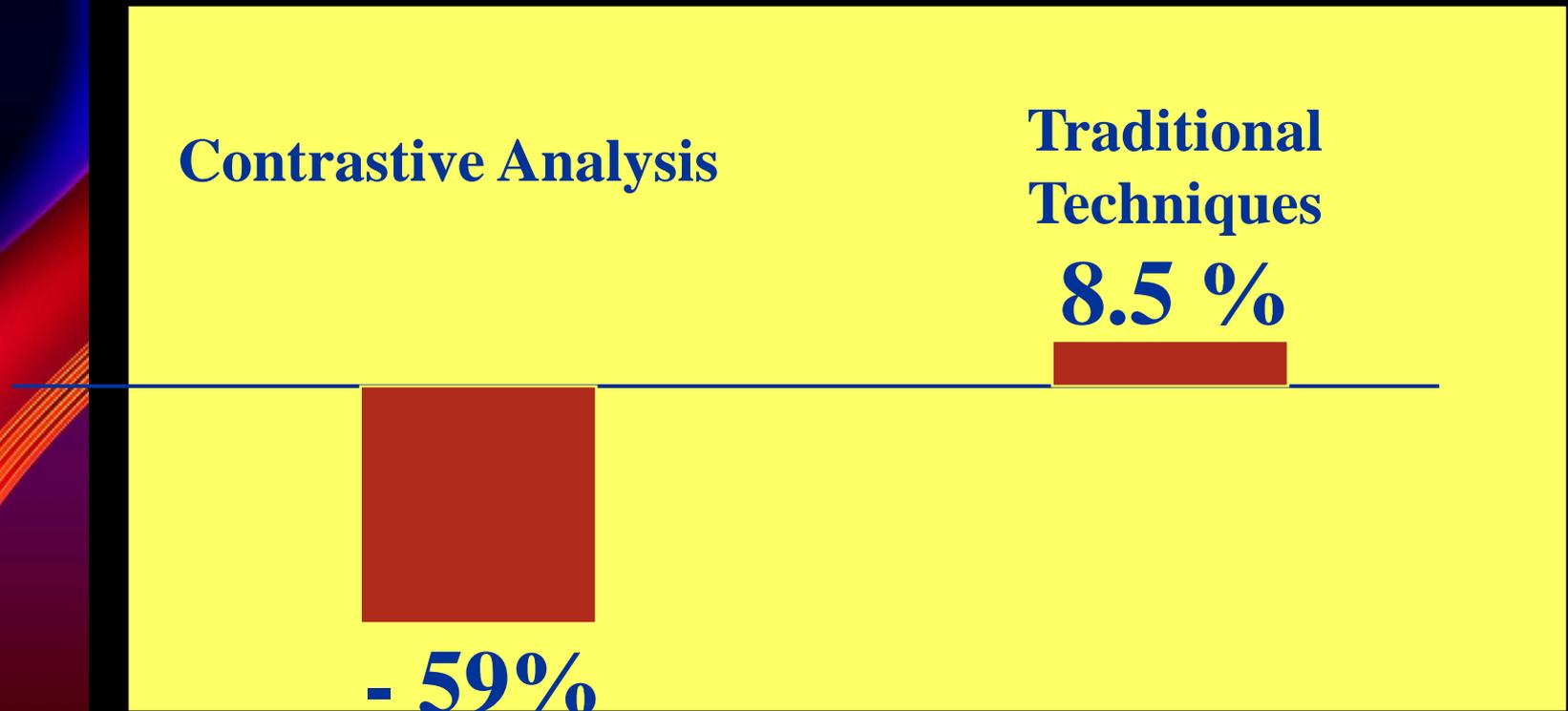
Elicited Contrastive Analysis

- The teacher elicits spontaneous verbalizations/responses from students about material read or presented and creates teachable moments for conducting contrastive analysis of AAL and SAE or MxAL and SAE.

VIDEO: Contrastive Analysis

Do You Speak American?

Contrastive Analysis vs Traditional English Department Techniques



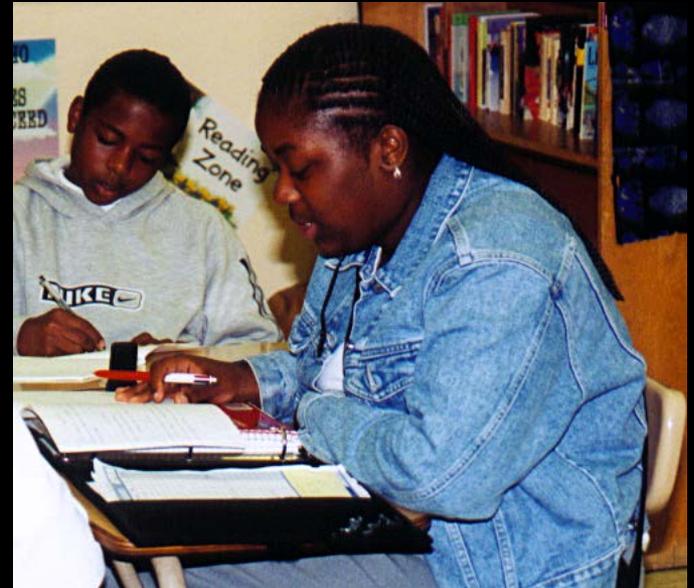
Source: H. Taylor. 1991.

“Standard English, Black English, Bidialectalism”

Developing Academic Vocabulary

STRATEGY II

The Personal
Thesaurus of
Conceptually
Coded Words



CRRE PRINCIPLE:

Principles that are responsive to the needs of students

Source: Carol Lee

PRINCIPLE #2

- **The meaning or significance that learners impose on experience shapes how and whether knowledge is stored in long term memory**



THE PERSONAL THESAURUS

Building Academic Vocabulary

T

Tattletale

instigator

inciter

provocateur

THE PERSONAL THESAURUS

Building Academic Vocabulary

H

hatin'

jealous

envious

invidious

(Maliciously grudging
another's advantages)

hating

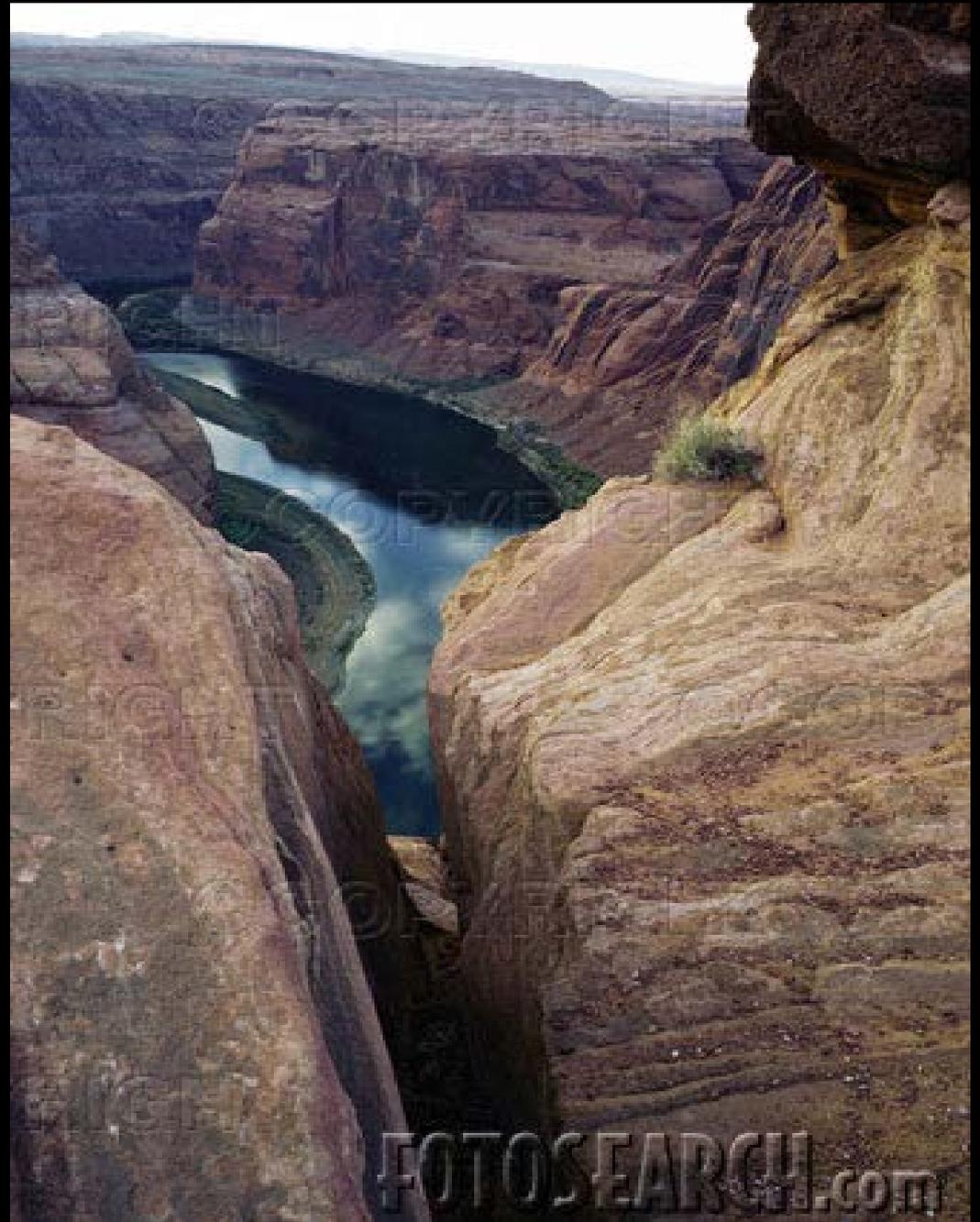
abhorring

detesting

loathing

esteeming

PHOTO



PHOTO



STRATEGY III

Culturally Relevant Classroom Library



Home Language and Literacy Practices of AA SELs

- Being read to is often not a part of the SELs early literacy experiences
- Storytelling may be part of SELs early literacy experiences
- Narrative discourse patterns do not match school discourse patterns
- Phonological sound pool may differ from the sounds of school phonics



The research documents that authentic literature in the classroom, time for reading, and opportunities to be read to enhance reading and writing skills.

Increased Reading Equals Improved Literacy Development

- In 38 of 40 studies, students using FVR did as well as or better in reading comprehension tests than students given traditional skill-based reading instruction
- Students who read more do better on tests of
 - Reading comprehension
 - Vocabulary
 - Writing
 - Grammar

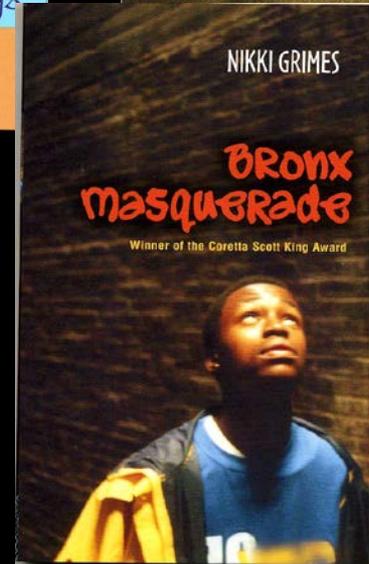
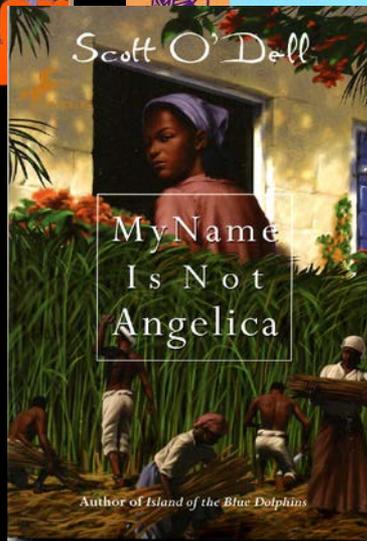
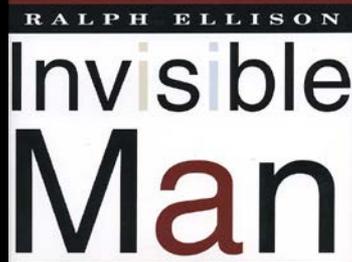
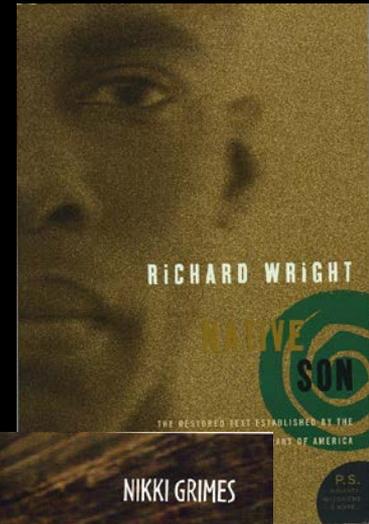
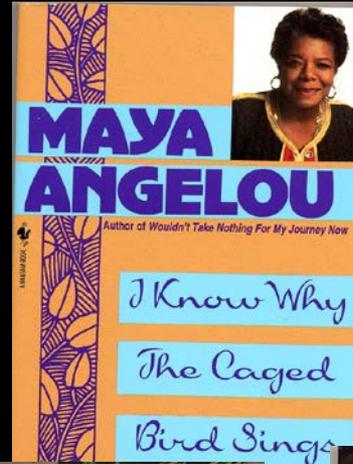
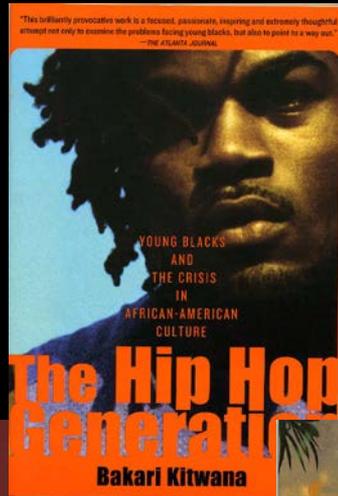
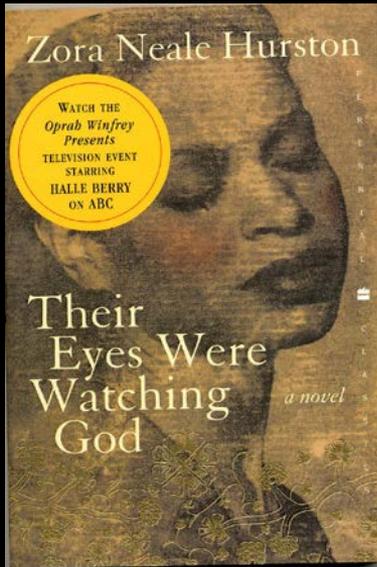
Krashen, 1993

Cognitive and Linguistic Benefits Derived from Interactions With Literature

- Enhanced critical thinking skills
- Enjoyment of the creative uses of language and art
- Exposure to a variety of linguistic models
- Increased knowledge about oneself and the world
- Models for solving conflict or problems

Harris (1993)

AFRICAN AMERICAN CULTURALLY RELEVANT LITERATURE TITLES



STRATEGY IV

Cooperative Learning

Research results show that students who have opportunities to work collaboratively, learn faster and more efficiently, have greater retention, and feel more positive about the learning experience.

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**WADE BOYKIN RESEARCH
HOWARD UNIVERSITY**

**LEARNING
ENVIRONMENTS**

COOPERATIVE LEARNING

- Thinking skills are promoted when students interact cooperatively with their peers to brainstorm, explain, question, disagree, persuade, and problem-solve. Cooperative learning offers many tools for structuring this type of thinking.
- Compared to a whole class format, in cooperative learning, students have more opportunities to talk and to share ideas. This interaction encourages students to restructure their ideas by summarizing, elaborating, defending, and explaining.
- Discussing, creating, and thinking in a group, rather than in a whole class context, can provide a safer, less anxiety-producing context for learning and students feel more free to try out new ideas. And the increased achievement, that cooperative learning can foster, provides students with a stronger knowledge base from which to explore concepts.

Value of Cooperative Learning

- Research strongly supports the advantages of cooperative learning over competition and individualized learning in a wide array of learning tasks.
- Compared to competitive or individual work, cooperation leads to higher group and individual achievement, higher-quality reasoning strategies, more frequent transfer of these from the group to individual members, more metacognition, and more new ideas and solutions to problems.
- In addition, students working in cooperative groups tend to be more intrinsically motivated, intellectually curious, caring of others, and psychologically healthy.

STRATEGY V

Graphic Organizers

A graphic organizer is a visual and graphic display that depicts the relationships between facts, terms, and or ideas within a learning task.

GRAPHIC ORGANIZERS

- Sometimes referred to as concept maps, graphic organizers are valuable instructional tools that help English Learners and Standard English Learners understand and construct knowledge and organize information.
- These mind maps promote active learning, develop higher order thinking and can be used to convey complex information in an easy-to-understand manner

GRAPHIC ORGANIZERS

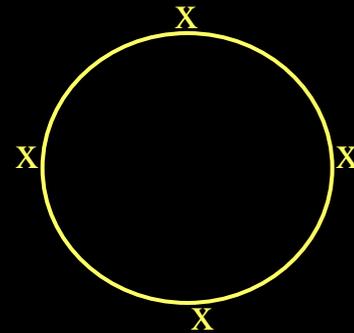
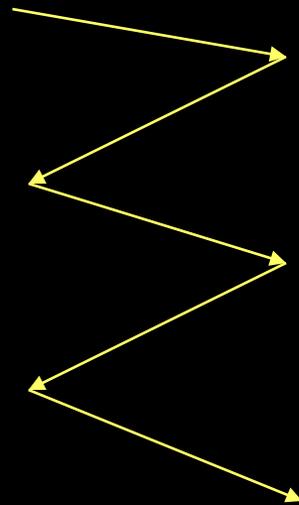
- The advantages of graphic organizers for culturally and linguistically diverse students include:
 - Helps to organize ideas and examine relationships
 - Helps to process information more intensely
 - Improves long term recall
 - Are especially helpful to under-achieving and struggling learners
 - Helps students arrange material in their minds

GRAPHIC ORGANIZERS

- Graphic organizers are especially helpful to average, under-achieving, and struggling learners. The process of reviewing information and organizing it appears to help learners arrange the material in their minds.
- Graphic Organizers' help to make content material comprehensible to English Learners and Standard English Learners. As they generate ideas and develop and note their thoughts visually they are better able to summarize and interpret text.

WHY GRAPHIC ORGANIZERS MATTER

- Kaplan on Narrative Discourse Patterns



Written Language Sample

High School Mexican American SEL

- Well, what I have learn there are good things and there are bad things. Well the good things I say is that there are stuff that doesn't bore me to death some classes are very educational and some are very interesting. Well to tell you the truth I feel some of the teachers don't do as good of a job than other teachers do. Some teachers get more into there work than others. To me older teachers starts to just go into a different worlds when it comes to teaching. Well most of them. Why? Because it makes me feel like they been through this already a thousand times and don't want to go through it again.

SOURCE: M. Montonyo-Harmon

GRAPHIC ORGANIZER

Title

Introduction: What are you going to tell us

Body: Tell us

-
-
-

Conclusion: Tell us what you just told us

Graphic Organizers

The goal in using graphic organizers is to organize ideas and examine relationships. In doing so, people engage more of their core thinking skills and process information more intensely, improving long term recall.

Characteristics of Culturally Responsive Teachers

The background features a gradient from dark blue at the top to red at the bottom. A series of curved, overlapping lines in shades of red and orange sweep across the lower half of the image, creating a sense of motion and depth.

The Teachers' Role

- Teachers take advantage of the opportunity to focus on the differences these students bring as strengths rather than deficits,
- Teachers act to accommodate these differences, and in the process, remove barriers to learning and enhance achievement.
- Teachers develop a connection between the culture of the student and the culture of school and use that knowledge to develop a bridge that provides students an equal opportunity to learn and grow

"To Say That All Children Can Learn is A Mere Statement of Fact. We Must Find It In Ourselves To Say That All Children WILL LEARN In My Classroom or My School"

Geneva Gay

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