The Center for Culturally Responsive Teaching and Learning

Journey to Responsiveness

Culturally Responsive Academic Literacy Workshop

Dr. Sharroky Hollie
www.culturallyresponsive.org

ABOUT OUR EXECUTIVE DIRECTOR

Sharroky Hollie, Ph. D.

Professor Sharroky Hollie is a national educator who provides professional development to thousands of educators in the area of cultural responsiveness. Since 2000, Dr. Hollie has trained over 150,000 educators and worked in nearly 2,000 classrooms. Going back 25 years, he has been a classroom teacher at the middle and high school levels, a central office professional development coordinator in Los Angeles Unified School District, a school founder and administrator, and university professor in teacher education at Cal State University. Sharroky has also been a visiting professor for Webster University in St. Louis and a guest lecturer at Stanford and UCLA.

In addition to his experience in education, he has authored several texts and journal articles. Most recently, he wrote *Strategies for Culturally and Linguistically Responsive Teaching and Learning* (2015) and contributed a chapter in the *Oxford Handbook of African American Language* (2015). Dr. Hollie's first book, *Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success* was published in 2011, followed soon thereafter by *The Skill to Lead, The Will to Teach*, co-written with Dr. Anthony Muhammad. Also, Dr. Hollie has been a contributing author with Pearson publishing in the Cornerstone and Keystone textbook series (2009), Prentice Hall Anthology (2012), and iLit e-series (2014). In 2003, he and two colleagues founded the Culture and Language Academy of Success, a laboratory school that demonstrated the principles of cultural responsiveness in an exemplary school wide model, which operated until 2013.

Follow us.

Validateaffirm

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Let's Review

- Academic Literacy is the third workshop in the CLR PD sequence.
- CLR educators Validate, Affirm, Build, and Bridge (VABB).
- Constant check-in with your mindset and your skillset.
- Must be reflective to do this. Reflection is a skill.
- Must commit to being responsive in vibe, energy, and action.
- Talk to, Relate to, and Teach Differently.
- Quality instruction is the most powerful variable related to student achievement. High levels of engagement are connected to quality instruction.
- Instructionally, CLR is all three methodology boxes and QQS (quantity, quality, and strategy).

VALIDATE **Make legitimate that which the institution (academia) and mainstream media have made illegitimate culturally and linguistically**

AFFIRM **Make positive that which the institution (academia) and mainstream media have made negative culturally and linguistically**

BUILD **Create the connections between the home culture/language and the school culture/language through instruction (teaching necessary skills) for success in school and the broader social context**

BRIDGE **Create opportunities for situational appropriateness or utilizing appropriate cultural or linguistic behaviors**

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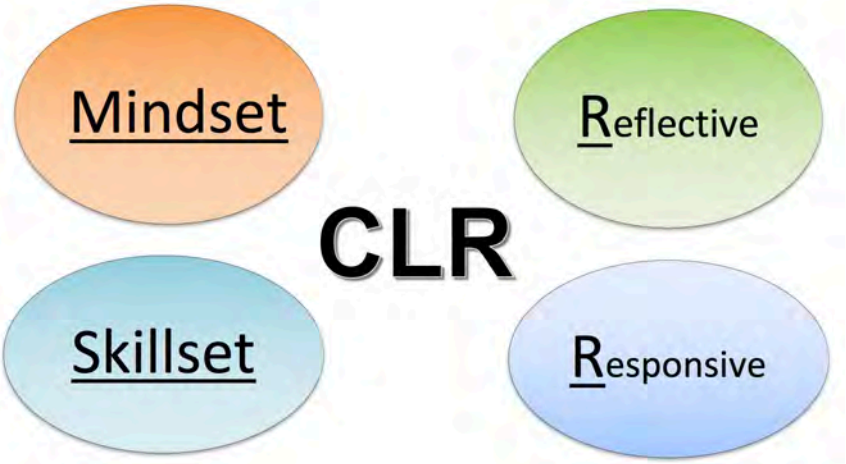
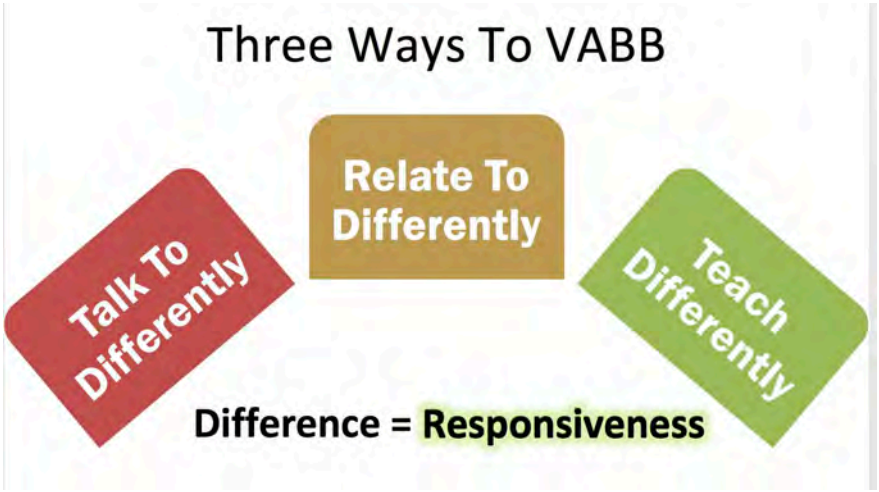
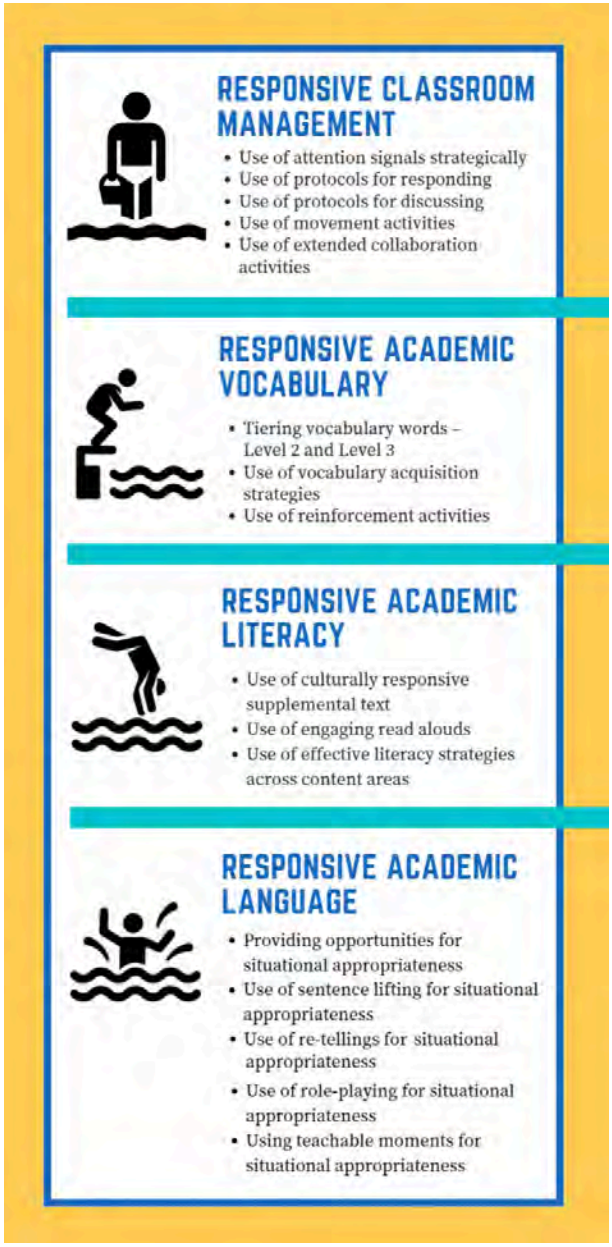




Traditional	Responsive	Culturally Responsive
Teacher-centered	Student-centered	Student-centered
One way	Two Ways	Two Ways
High affective filter	Lowered affective filter	Lowered affective filter includes elements of cultures like language, rhythm, and age



CLR Formula of Success

Quantity	+	Quality	+	Strategy	=	CLR
use of many different activities with frequency		the activities are used with fidelity and technical precision		knowing when to use the particular activity and for what purpose		Cultural and Linguistical Responsiveness

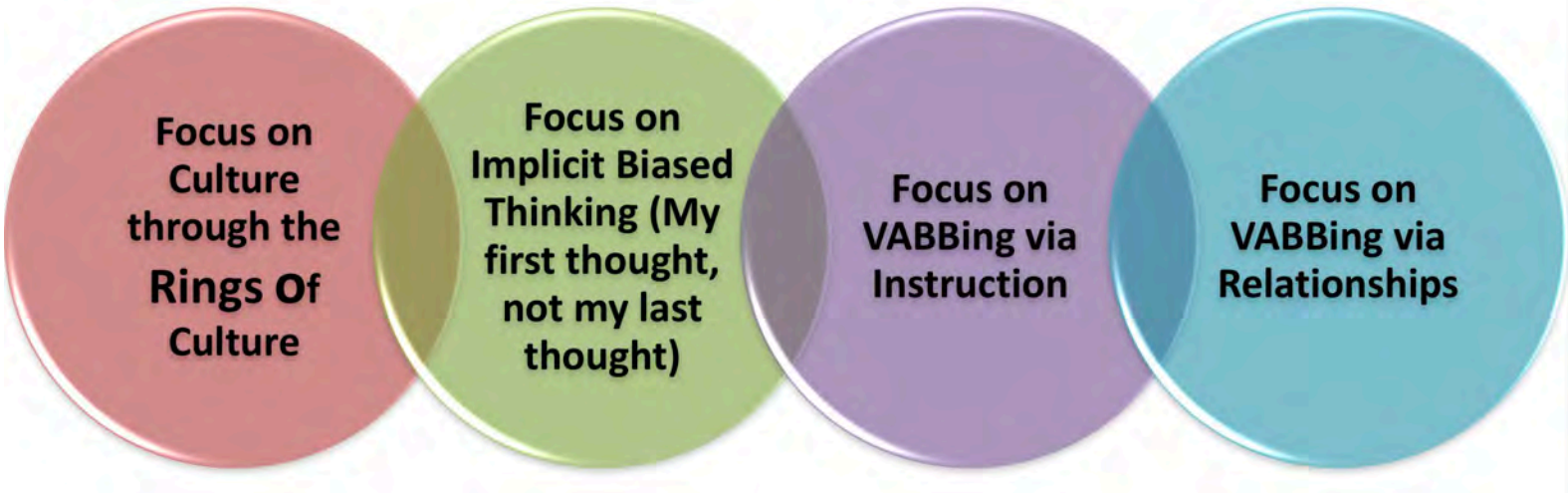
Activities Focusing on Academic Literacy

Culturally Specific/ Generic Texts

Read-Alouds

Effective Literacy Activities

Have You "Totally" Bought In?



The Iceberg Concept of Culture

Like an iceberg,
nine-tenths of culture is below the surface.

Surface Culture
Most easily seen
Emotional level - low

Food, dress,
music, visual arts,
drama, crafts,
dance, literature,
language , celebrations, games

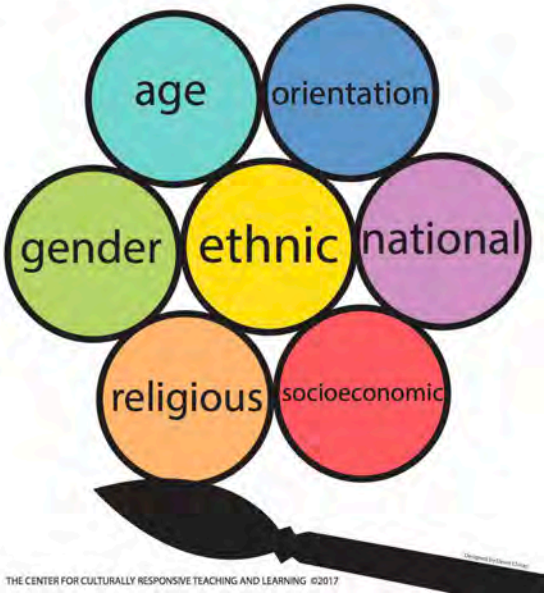
Shallow Culture
Unspoken Rules
Emotional level - high

courtesy, contextual conversational patterns, concept of time,
personal space, rules of conduct, facial expressions,
nonverbal communication, body language, touching,
eye contact, patterns of handling emotions,
notions of modesty, concept of beauty, courtship practices,
relationships to animals, notions of leadership, tempo of work,
concepts of food, ideals of child rearing, theory of disease,
social interaction rate, nature of friendships, tone of voice,
attitudes toward elders, concept of cleanliness, notions of adolescence,
patterns of group decision-making, definition of insanity,

Deep Culture
Unconscious Rules
Emotional level - intense

preferences for competition or cooperation,
tolerance of physical pain, concept of "self",
concept of past and future, definition of obscenity,
attitudes toward dependents,
problem solving roles in relation to age, sex, class, occupation,
kinship, and ...

Rings of Culture



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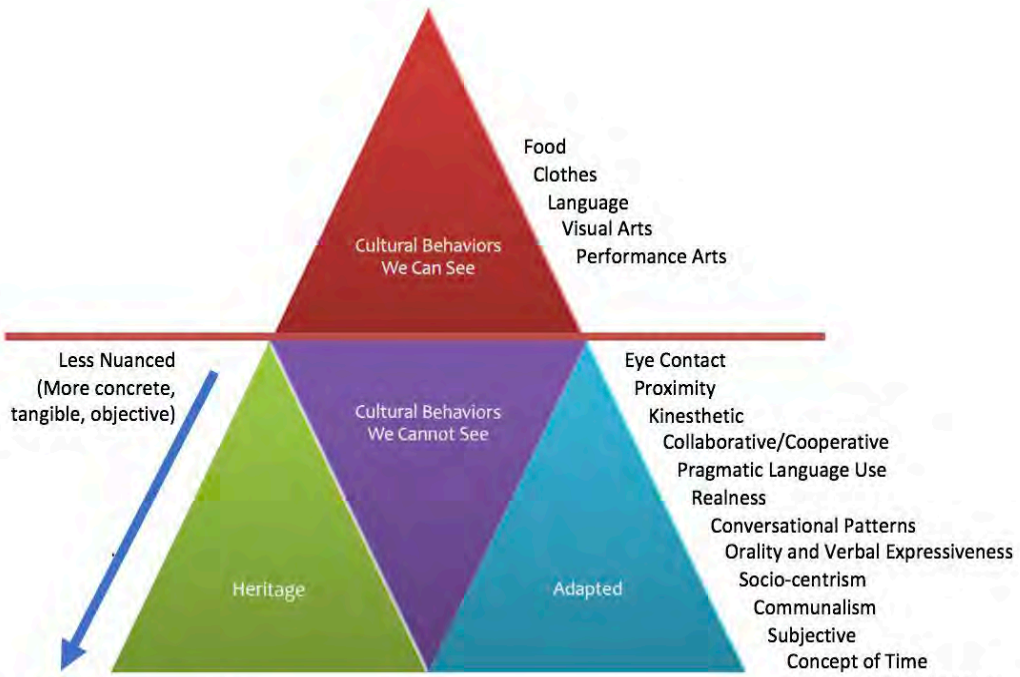

Rings of Culture Subscriptions	My Behaviors from My Cultural Subscriptions	Colleagues/Staff Behaviors Based on Cultural Subscriptions	Students/Families Behaviors Based on Cultural Subscriptions
Ethnic Culture:			
Nationality Culture			
Gender Culture:			
Orientation Culture:			
Class Culture:			
Religious Culture:			
Age Culture:			
Family Culture:			

Four Instructional Groups

Collect and examine data, then identify the students in the most need of cultural responsiveness:

- Advanced (beyond grade level)
- Benchmark (on grade level)
- Strategic (one year below grade level)
- Intensive (two or more years below grade level)

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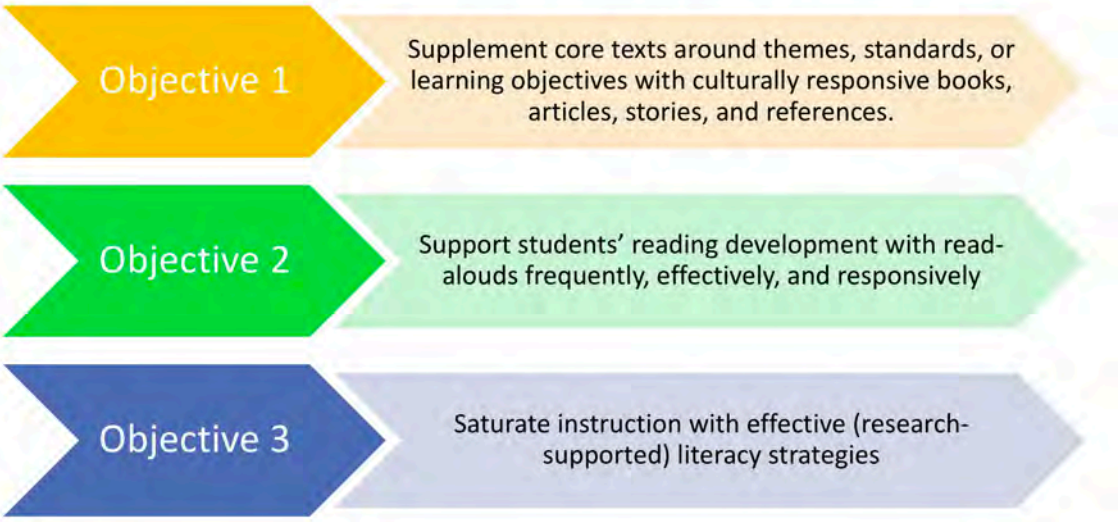
Three Objectives In Order to Infuse Responsiveness



SECTION ONE: METHODOLOGY

REFLECTION

How frequently do your students read in class?

☐ Everyday ☐ 3 times a week ☐ Once a week ☐ Never

How frequently do you assign outside reading for your class?

☐ Everyday ☐ 3 times a week ☐ Once a week ☐ Never

How frequently do you use any reading material that is reflective of your students' cultural and linguistic backgrounds?

☐ Everyday ☐ 3 times a week ☐ Once a week ☐ Never

How frequently do you engage in reading aloud in class?

☐ Everyday ☐ 3 times a week ☐ Once a week ☐ Never

How frequently do you use research-based, across content area literacy activities that build your students' academic literacy skills?

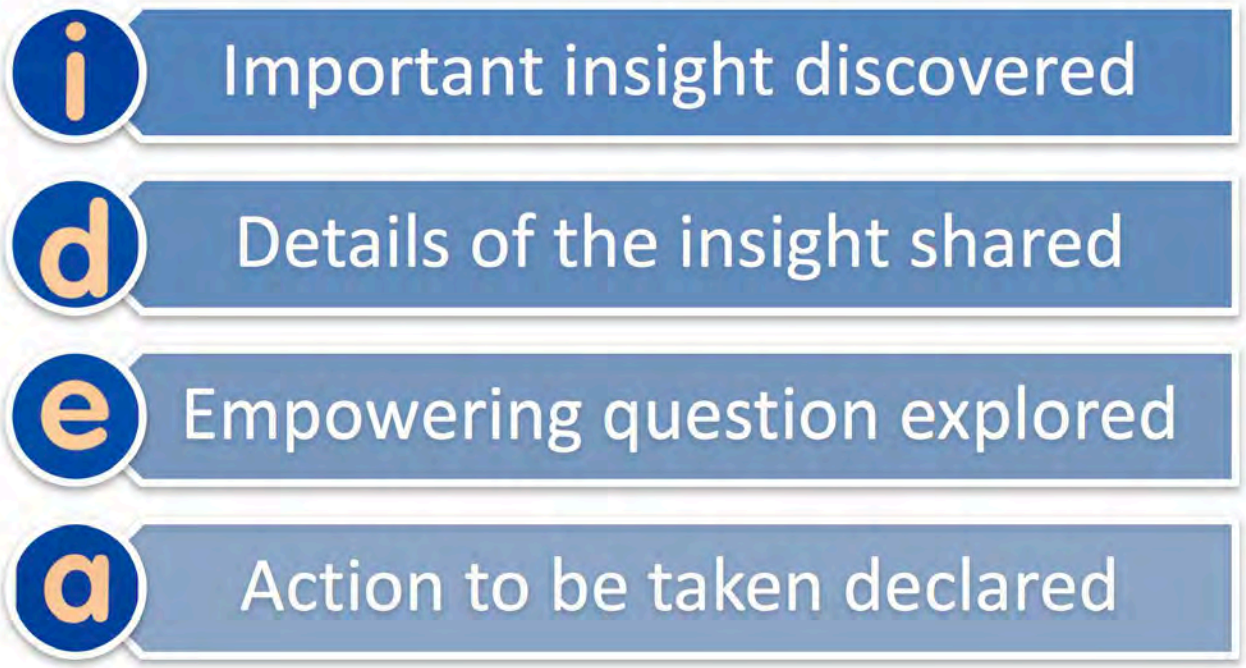
☐ Everyday ☐ 3 times a week ☐ Once a week ☐ Never

Why Select Responsive Texts in the First Place?

Students need:

- To see themselves reflected as part of humanity & have their cultural identity affirmed and validated.
- To have negative messages about themselves and people like them balanced with authentic representations of their life experience.
- Not to be exposed to misrepresentations of others and not mis-educated into a false sense of superiority.
- To supplement the limited, institutional hegemonic selections in textbooks.
- Educators to know what texts are actually responsive.

IDEA Protocol



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DIVERSITY 102, **DIVERSITY, RACE, AND REPRESENTATION**, **EDUCATOR RESOURCES**, **GENDER/LGBTQ DIVERSITY**, **GUEST BLOGGER POST**

WHY DO WE NEED DIVERSE BOOKS IN NON-DIVERSE SCHOOLS?

MARCH 25, 2015 HANNAHEHRLICH 12 COMMENTS

In this guest post, Taun M. Wright, CEO of Equal Read, lays out some of the arguments for using diverse books in all schools, regardless of student demographics.

GUEST BLOGGER

DeAvian was a disengaged student, more interested in socializing than academics. Her school had well-known books like *Ramona* but it wasn't until her Big Sister gave her a book with an African-American girl on the cover that suddenly, "DeAvian's eyes opened wide with excitement and a smile filled her face. She held the book tightly, looking up as if to say: 'Here I am, at last!'" Now, DeAvian continues to read, and her academic performance has improved dramatically. The impact of representative literature can be profound.

In a year with so much important attention to discrimination, the call for diverse children's books is clear. However, diverse books aren't just essential to students from minority or marginalized backgrounds. We need diverse books in schools with students representing fewer identity groups just as much as we need them in more diverse schools.

Research shows that the less contact students have with people from other racial groups, the more likely they are to retain higher levels of prejudice. While equity and inclusion are necessary, especially for those of us too long without them, social change is more likely

to happen when everyone understands how they will benefit directly from increased diversity and, what's more, why their ability to embrace the benefits of diversity will be a key determinant of their future success. Here are a few key benefits to adding diverse books to a collection, regardless of the demographics of students:

1. **INCREASED ACADEMIC PERFORMANCE**: In their book *Identity-Safe Classrooms,* Drs. Dorothy Steele and Becki Cohn-Vargas show that "Identity-Safe Classrooms" result in increased achievement for *all* students, not just those from marginalized groups. Stereotype threat – anticipating being negatively stereotyped based on negative attributes associated with an identity group you represent – has a direct impact on achievement for students from *all* identity groups. Having many diverse books can offer a "density of cues" to counter stereotypes and reduce stereotype threat, increasing identity-safety for all students.

2. **ENGAGEMENT IN READING**: Everyone agrees reading ability is a key predictor of future success. The key route to engaging kids in reading is to offer them books they find interesting and kids want to read about what they don't know, not merely what they know. As part of its Classrooms program, Equal Read assesses students' interest in diverse books, as well as their feelings of identity-safety and other measures. Students overwhelmingly answer, "I like reading about people that are different than me" and say that "books about kids that are different than the kids in my class are interesting."*

3. **BETTER PROSOCIAL DEVELOPMENT**: In 2012, Loris Vezalli and his colleagues demonstrated that adolescents who read a book concerning intercultural topics showed not only a reduction in stereotyping and more positive feelings about students representing identities other than their own, but also an increased desire to engage in future contact. Clearly, diverse books are a powerful tool for improved prosocial development.

4. **COLLEGE AND CAREER READINESS:** Educators at all levels recognize the need for students to develop key "21st Century Skills." While their lists may differ around the edges, all include **collaboration** and **communication** as essential 21st Century Skills. As the total number of Latino, African-American, and Asian students will be over 50% this fall, all students will need to be able to collaborate and communicate with people from multiple identity groups, if they are to succeed. Businesses are well aware of research that shows diverse teams are more creative, innovative, and productive than homogenous teams. Silicon Valley companies, for instance, are now investing significantly in recruitment efforts geared to diverse employees. A recent study by professors from Cornell, UC Berkeley, Washington and Vanderbilt Universities even demonstrated that "political correctness" has a positive influence on creativity. Students accustomed to respectfully collaborating and communicating with people from many different identity groups will be better prepared for college and career success.

Just because a school's population is not very diverse, does not mean it should be similarly restricted in the books available to its students. Kids like great stories. All kids deserve to read the most engaging books available, books that expand their imagination of what's possible by telling a wide variety of stories, featuring characters with differences beyond phenotype (observable differences) to include different ethnicities, nationalities, languages, gender expression, family structures, abilities, sexual orientations, socioeconomic backgrounds, education levels, religions and beliefs, ages, body types, learning styles, and experiences.

Children's Books Published By and About People of Color & Indigenous Nations

Year	Books Received at CCBC	Black/African		Indigenous		Asian		Latinx		Pacific Islander		Arab	
		By	About	By	About	By	About	By	About	By	About	By	About
2020	3,299*	252	400	37	52	403	317	228	200	2	5	21	27
2019	4,035	232	471	46	65	429	357	243	236	5	5	20	35
2018	3,682	214	405	43	56	393	344	207	252	2	7	18	28
2017	3,700	132	355	38	72	279	312	118	218				
2016	3,400	94	287	23	55	217	240	104	169				
2015	3,400	108	270	19	42	176	113	60	85				
2014	3,500	85	181	20	38	129	112	59	66				
2013	3,200	69	94	18	34	90	69	49	58				
2012	3,600	69	119	6	22	83	76	58	54				
2011	3,400	79	123	12	28	76	91	52	58				
2010	3,400	102	156	9	22	60	64	55	66				
2009	3,000	83	157	12	33	67	80	60	61				
2008	3,000	83	172	9	40	77	98	48	79				
2007	3,000	77	150	6	44	56	68	42	59				

Received by the CCBC 2007 - 2020*

3 Types of Culturally Responsive Texts

Quality

Culturally Authentic Text (CA)
These texts illuminate the experiences of a particular cultural group, linked to the rings of culture: ethnicity, gender, class, age, religion, nationality, ability, LGBTQ identity. The language, relationships, interactions, behaviors, events, setting, illustrations (if applicable) depict culture below the surface on the "iceberg of culture." Cultural dynamics are represented authentically and relatable in various ways to the targeted audience.

Culturally Generic Text (CG)
These texts feature characters of various racial identities and/or cultural groups, but contain few or superficial details (sometimes generalizations/stereotypes) to define them culturally. Although diverse cultural groups appear to be present, they are silent in terms of an authentic voice and experience. They tend to be more "tokenistic" in representation or "multicultural" in intentionality. When it applies to culture, the focus is mainly on superficial elements and weak connections to the rings of culture. Oftentimes, the contents of these texts reinforces mainstream values/themes without any validation and affirmation.

Culturally Neutral Text (CN)
These text feature characters of a particular racial group, but there is almost nothing offered culturally and when attempted, it is done so in generalizations and stereotypes. Culturally, these texts are bland and typically any racial group can be substituted in and nothing would change with the content.

Responsive Dots - How Authentic Is Your Culturally Responsive Text?

For each of the statements answered yes, bubble in the corresponding dot. The more dots you bubble in, the more responsive the text. Note - this is a tool for reflection and questioning of cultural authenticity of texts, in order for you to be able to make informed decisions about the texts you use for instruction.

Question	Y/N	Notes
Does the text support the literacy skills and assessments that you are teaching/introducing/reinforcing?	O	
In the context of race, diversity, and/or inclusivity, does the text avoid perfunctory and tokenistic representations via persons, animals, topics or issues?	O	
Is the theme, content, subject, or point of the text relevant to the experiences, interests, and knowledge of your students or target audience?	O	
Is the text from an author, publisher, or source that has a proven track record for presenting culture and language with accuracy and reliability? Has the book received awards for indicating cultural and linguistic responsiveness or sensitivity?	O	
Is the context (setting, situation, and/or environment) authentically, culturally, and linguistically based?	O	
Is the text explicitly linked to any of the Rings of Culture (see Rings of Culture)?	O	
Does the text recognize and/or display *shallow* cultural behaviors with purpose (see Iceberg of Culture)?	O	
Does the text recognize and/or display *superficial* cultural behaviors with purpose (see Iceberg of Culture)?	O	
Is home or indigenous language authentically and frequently represented in the text?	O	
Does the text explicitly legitimize and accentuate *authentic, nuanced, and deep* cultural behaviors?	O	

Based on the number of filled in dots, how culturally responsive is your text? (Circle One)

7-10 dots = Culturally Authentic (CA) • 4-6 dots = Culturally Generic (CG) • 1-3 dots = Culturally Neutral

Identifying Culturally Responsive Texts

1. What cultures appear to be represented in this text? Circle all that apply.
   Ethnicity gender class age religion nationality LGBTQ identity ability

2. What **Surface** elements of culture, if any, are evident?
   _____ _____ _____

3. What **Shallow** elements of culture, if any, are evident?
   _____ _____ _____

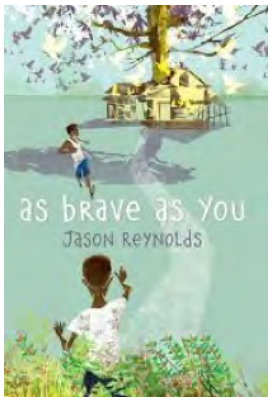
4. What **Deep** elements of culture, if any, are evident?
   _____ _____ _____

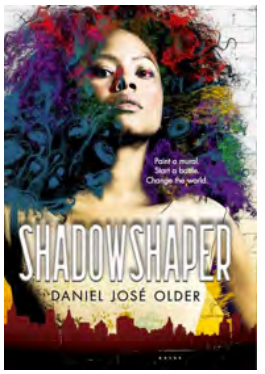
5. What **Stereotypes/Generalizations/Misrepresentations** are evident?
   _____ _____ _____

6. Identify the Type of Text:
   Culturally Authentic *Culturally Genetic* *Culturally Neutral*

Examples

Identify the Type of Text for Each Example





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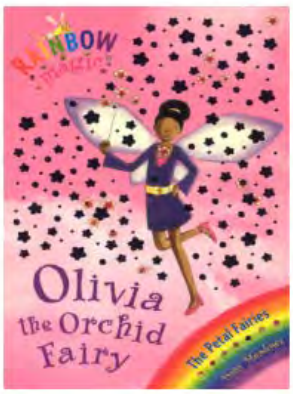

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Tips for Selecting and Supplementing Text

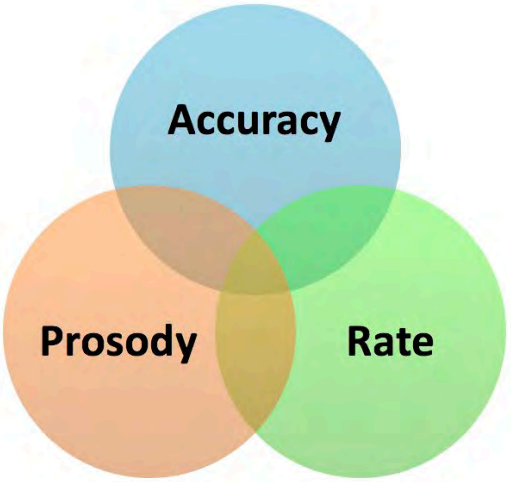
Recognize the types of culturally responsive texts

Think broadly for making connections between your core (mainstream) texts and culturally responsive selections

Think in terms of all the cultures, don't just lock into race.

- -Youth
- -Ethnic
- -Sexuality
- -Socioeconomic
- -Religion
- -Gender
- -National
- -Geographical

Effective Read Alouds



CLR Read Alouds As Sets

- **Set One** — Popcorn, Jump-in, Fade-in/Fade-out
- **Set Two** — Echo Read, Choral Read, Fill in the Gap
- **Set Three** — Tag Read and Radio Read
- **Set Four** — Paired Reading, Shadow Read

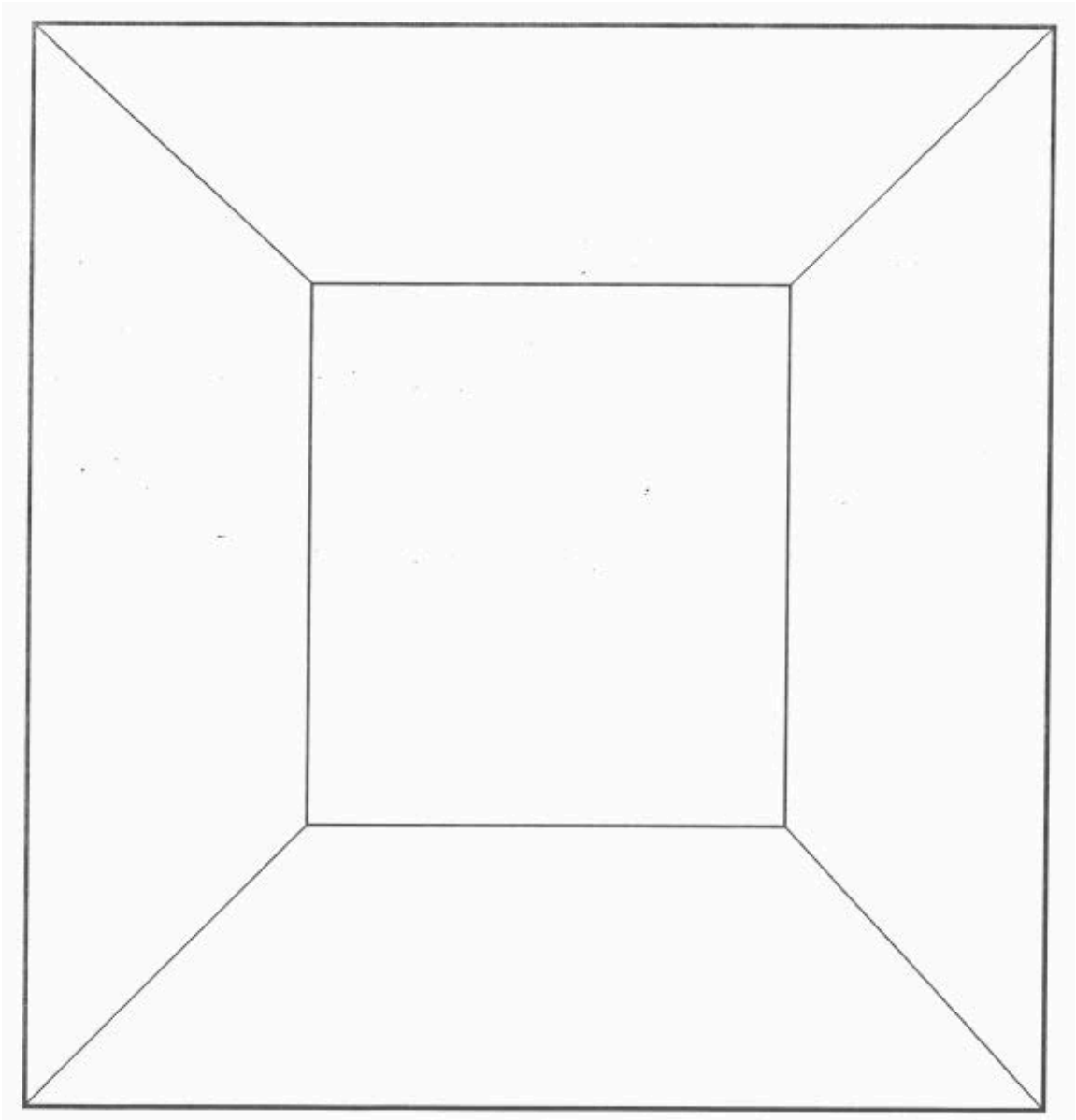
Teacher Reads Aloud is #1

Use of Responsive Literacy Activities

Traditional	Responsive	Culturally Responsive
Answer the questions at the end of the chapter.	Doodle An Article	Save The Last Word For Me

Article Doodle

1. Read the article. If it is a long article, jigsaw it. (Each person reads a different part.)
2. Section off your chart paper, like the example below.
3. Each person doodles in the section assigned to him/her. Doodle ideas, concepts, themes, from the article, that jump out to you.
4. When everyone is finished or at the end of the allotted time, each participant shares the ideas from their doodles.
5. Discuss and come to a consensus on the main idea of the article. Write a summary in the center of the paper.



HOLLY B. LANE
TYRAN L. WRIGHT

Maximizing the effectiveness of reading aloud

A systematic approach to reading aloud can yield important academic benefits for children.

Two decades ago, in *Becoming a Nation of Readers* (Anderson, Hiebert, Scott, & Wilkinson, 1985), reading aloud gained a new level of emphasis. It was called "the single most important activity for building the knowledge required for eventual success in reading" (p. 23). Since that time, parents and teachers have heard much more about the importance of reading aloud. Trelease's *Read-Aloud Handbook* (1982) became quite popular. Programs such as Reading is Fundamental produced public service announcements touting the benefits of reading aloud to children. The National Parent Teacher Association and the National Education Association promoted reading aloud through their parent guide (2004). The Reach Out and Read program began using pediatricians as an avenue to provide parents books and tips for reading aloud to their children (www.reachoutandread.org).

With such widespread promotion, most parents and teachers have come to believe that reading aloud to children is an important part of early literacy development (Roberts & Burchinal, 2002), and many parents and teachers spend a good deal of time engaged in read-aloud activities (Teale, 2003). Despite this common acceptance of the importance of reading aloud, many children continue to start school with extremely limited experience with books (Anderson-Yockel & Haynes, 1994). The most frequently cited barriers to reading aloud are lack of time (Smith, 1989) and limited access to children's books (Dickinson, McCabe, & Anastasopoulos, 2003; Strickland, 2002). Adams (1990) explained that children may begin school with as little as 25 hours or as much as 1,500 hours of read-aloud experiences.

Effects of reading aloud to children

The public interest in reading aloud to children sparked a new wave of research. Some of the findings were surprising. For example, despite being labeled, the "single most important activity" (Anderson et al., 1985, p. 23), Scarborough and Dobrich (1994) found that reading aloud accounts for only 8% of the variance in reading ability in the primary grades. The researchers suggested that more studies should be conducted to determine what specific behaviors during read-aloud sessions contribute to later literacy development. Meyer, Wardrop, Linn, and Hastings (1993) found that there are low to moderate negative correlations between time teachers spend reading aloud and their students' reading achievement. That is, in classrooms where teachers spend more time reading aloud to children, students' reading achievement tends to be worse than in classrooms where less time is devoted to read-aloud activities. In classrooms where reading aloud was taking place, there were fewer interactions with students, and students spent less time reading on their own. On the surface, these studies seem to indicate that reading aloud may not be particularly beneficial to children.

On the other hand, there is ample evidence of the benefits of reading aloud to children. For example, several researchers have demonstrated that reading aloud to children can increase their vocabulary (Beck, McKeown, & Kucan, 2002; De Temple & Snow, 2003; Brabham & Lynch-Brown,

2002; Sénéchal, 1997; Sharif, Ozuah, Dinkevich, & Mulvihill, 2003). We also have evidence that reading aloud to children can increase their listening comprehension skills (Morrow & Gambrell, 2002; Stanovich, Cunningham, & West, 1998; Teale, 1986). We know that reading aloud to children can promote their syntactic development (Chomsky, 1972). It is also clear that reading aloud to children can increase their ability to recognize words (Stahl, 2003). Reading aloud promotes a variety of skills and abilities related to emergent literacy, and, in fact, children's own emergent readings demonstrate evidence of having had books read to them (Elster, 1994).

So, how can we make sense of these apparently contradictory findings? We can start by examining the conditions under which reading aloud to children has been effective. The most positive results of reading aloud have typically been found with researcher-designed methods, as opposed to naturally occurring methods. This suggests that teachers and parents could be more productive in their read-aloud activities if they employed some of the more systematic methods that researchers use.

Maximizing the effectiveness of read-alouds

Given the pressures of accountability in today's school climate, it is essential that instructional time be spent wisely. To ensure that reading aloud does not get lost in the press for higher student achievement, teachers must maximize the effectiveness of their read-aloud activities. To make read-alouds as effective as possible, Teale (2003) suggested that teachers consider (a) the amount of read-aloud time, (b) the choice of text for read-aloud activities, (c) the method of reading aloud, and (d) the fit of the read-aloud in the curriculum.

Time for reading aloud. To determine how much reading aloud is appropriate, teachers should consider what reading aloud adds and what, if anything, is given up. Often, multiple instructional goals can be accomplished with one read-aloud, which can actually save instructional time. Different children have different needs based on their prior experiences, so the amount of read-aloud time appropriate in a high-poverty school may be different than what would be appropriate in a school with a more affluent population. Teale (2003) recommended that teachers reflect on the amount of time spent to ensure that it is time spent wisely.

Choosing text for reading aloud. It is important to consider the quality of books selected for read-aloud activities. Books that are well written, books with engaging characters and plots, and books that offer the teacher many opportunities to model fluent and expressive reading are the best choices. Including an assortment of text genres exposes children to more literary variety. Teachers should consider the instructional goals of the read-aloud when selecting books. For example, alphabet books are excellent for teaching about letters, and storybooks are useful for developing vocabulary. Informational books can help children develop content knowledge and enhance their motivation for reading. Word play books are useful for developing metalinguistic abilities such as phonological awareness.

Methods for reading aloud. There are several general methods that should be used to make read-alouds effective (Teale, 2003). For example, teachers should encourage children to use their background knowledge to develop understanding of the text and ask questions that keep children engaged. Reading in a lively, engaging way, using voices, gestures, and expressions can enhance understanding. It is helpful to encourage children to predict what will happen in a story, but teachers should be careful to help children confirm or refute their predictions using the text. Especially for younger children, it is important to focus on important ideas from the text and avoid discussions that are too tangential.

Dickinson and Tabors (2001) suggested that teachers and parents should engage children in both immediate and nonimmediate talk. Immediate talk focuses on answering literal questions and labeling pictures. Nonimmediate talk extends beyond the text. It includes discussions of word meanings, making predictions and inferences, and relating the text-to-personal experiences. It is important that individual children have multiple opportunities to engage in nonimmediate talk during read-alouds.

Examining book reading in the classroom. Dickinson et al. (2003) suggested that it is important

for teachers to examine their own book reading in the classroom. For example, it is helpful to have a designated read-aloud area in the classroom, and that area should be inviting and comfortable. There should also be plentiful time for adult–child book reading, and there should be strong connections between home and classroom read-aloud activities.

Read-aloud activities should be integrated throughout the curriculum. Teachers should match read-aloud texts to curriculum goals and consider how the book fits into the unit being studied. Developing connections across books makes learning more connected and meaningful. Teachers can extend the read-aloud experience beyond the book itself through activities, discussions, and projects. Finally, using research-based methods of reading aloud should increase the likelihood that read-aloud activities will achieve the desired results.

Research-based read-aloud methods

Although substantial research efforts have been devoted to examining the effects of reading aloud, only a few researchers have developed and tested specific techniques for reading aloud to children. Three methods that have emerged as particularly compelling approaches to reading aloud are dialogic reading (Whitehurst, Arnold, Epstein, & Angell, 1994), text talk (Beck & McKeown, 2001), and print referencing (Ezell & Justice, 2000). These methods incorporate critical elements of language development, vocabulary growth, and knowledge about books in ways that promote learning without detracting from children's enjoyment.

Dialogic reading

Dialogic reading, developed and refined by Whitehurst and his colleagues (Arnold, Lonigan, Whitehurst, & Epstein, 1994; Lonigan & Whitehurst, 1998; Valdez-Menchaca & Whitehurst, 1992; Whitehurst et al., 1988; Whitehurst et al., 1999), provides a simple structure for making parent–child or teacher–child read-alouds more effective and productive. This method is most commonly used with preschool children, but it is appropriate for older children as well. Dialogic reading is based on three principles: (a) encouraging the child to become an active learner during book reading, (b) providing feedback that models more sophisticated language, and (c) challenging the child's knowledge and skills by raising the complexity of the conversation to a level just above his current ability (De Temple & Snow, 2003).

According to Whitehurst et al. (1988), as parents or teachers begin using dialogic reading, the emphasis should be on asking "what" questions, following answers with questions, repeating what the child says, and providing help and praise. As the read-aloud interactions become more sophisticated, specific types of prompts are implemented. Completion prompts are fill-in-the-blank prompts (e.g., "When Lucy reached the shed she...."). Recall prompts require the child to remember specific details from the story (e.g., "Can you remember what they saw at the zoo?"). Open-ended prompts are statements or questions that encourage responses in the child's own words (e.g., "What do you think she should do next?"). *Wh-* prompts are *what*, *where*, and *why* questions. Distancing prompts are statements or questions that require the child to relate the content of the book to life outside the book (e.g., "Have you ever lost something special like Adam did?"). Table 1 provides more examples of prompts. As children become accustomed to this type of dialogue, eventually open-ended questions become enough to sustain meaningful storyhook interactions.

Text talk

Text talk, developed by Beck and McKeown and their colleagues (Beck & McKeown, 2001; Beck et al., 2002), is a read-aloud strategy that focuses on vocabulary development. (See Table 2 for an explanation of the text talk strategy.) This strategy is most typically used in the primary grades. By engaging children in meaningful discussions about books, teachers can use text talk read-alouds to provide a context for teaching new words. A teacher begins a text talk lesson by reading a story aloud and engaging in rich discussion with children. The teacher then targets several words from the story to discuss in more depth. Deep learning of these words becomes the focus of the lesson.

Selecting words to teach. The selection of appropriate words is one of the most important aspects of a good text talk lesson. The teacher should choose

TABLE 1
Examples of prompts to use during a read-aloud

Prompt type	Example
Completion	When the little pig wouldn't open the door, the wolf said.... The last little pig's house wouldn't blow down because....
Recall	What did the wolf say? What was the first little pig's house made of?
Open ended	Why wouldn't the little pig open the door for the wolf? What was the real reason the wolf wanted the pig to open the door?
Distancing	Has a stranger ever come knocking on your door? What kind of house would you like to build when you grow up?

TABLE 2
Elements of the text talk strategy (adapted from Beck, McKeown, & Kucan, 2002)

Text talk
Read and discuss the story with children. During the book reading, ask children questions that focus on understanding the story. After reading the book, conduct a minilesson about a few key words from the text.
Introduce the target words one at a time. During each lesson, focus on three to five Tier 2 words. Choose words that will be most likely to be useful to children later. Write the word on the chalkboard or on a pocket-chart card to display.
Ask children to repeat each word. It is important for children to have a clear phonological representation of the words. For more difficult words, you may want to have children say the word several times.
Introduce a child-friendly definition. Explain the central meaning of the word using words the children already know. Use complete sentences and, whenever possible, include the words *someone*, *something*, or *describes*.
Share examples of the word in contexts that are *different* from the context in the story. Expand children's understanding of the word by using it in a variety of contexts. For words with multiple meanings, make sure your examples use the central word meaning.
Engage children in thinking about and using the meaning of the word. Guide children in activities that require them to use the word. You may ask them, "Have you ever...?" Or, you might ask them to agree or disagree with comments using the word. Or, you might ask children to turn to a partner and tell them something they know about the word. Be sure children use the word in their explanations.
Ask children to repeat the word again to reinforce its phonological representation. Be sure every child has an opportunity to say the word several times, especially in meaningful contexts.
Repeat these steps for each target word.

words that can be connected to what students know, can be explained with words they know, and will be useful and interesting to students. Beck (2004) explained that there are three "tiers" of word utility. Tier 1 words are common, everyday words that the children probably already know (e.g., *baby*, *school*, *hungry*, *ceiling*, *quickly*). Tier 2 words are less common words but ones that mature speakers of the language use and understand readily (e.g., *solemn*, *coincidence*, *trivial*, *devour*, *avoid*). Tier 3

words are relatively infrequent words that are most typically associated with a specific content area (e.g., *isotope*, *peninsula*, *filibuster*, *fricative*, *photosynthesis*). Because they are both useful and probably not already known, Beck suggested targeting Tier 2 words for instruction.

Creating child-friendly definitions. To communicate the meanings of the target words, dictionary definitions are usually not very helpful for children. Beck et al. (2002) suggested teachers create their own definitions to make the word meanings more accessible. A child-friendly definition uses everyday language to explain the meaning of the word. To create a child-friendly definition, Beck suggested teachers ask themselves, "When do I use this word?" "Why do we have this word?" Staying focused on the central meaning or concept of the word rather than the multiple meanings of the word promotes understandings. Finally, Beck et al. recommended including *something*, *someone*, or *describes* in a child-friendly definition to clarify how the word is used (see Table 3 for examples). As a resource for generating definitions that children can understand and use, Beck (2004) recommended the *Collins Cobuild Student Dictionary* (Collins Cobuild, 2002).

Using target words in other contexts. According to Beck et al. (2002), after explaining in child-friendly language what a target word means, the teacher should require students to use and interact with the word by thinking about its meaning. These contexts should be sentences or paragraphs designed to make word meaning transparent, and they should be used along with (not instead of) child-friendly explanations. The goal of this portion of the text talk lesson is to make word meaning explicit and clear and to engage students in actively thinking about and using the meanings right away. A teacher might elect to ask children to use the word themselves or to respond to the teacher's use of the word.

Print referencing

Print referencing refers to the verbal and nonverbal cues, such as tracking print or pointing to print in pictures, adults use to call children's attention to important aspects of the text, including its forms, features, and functions (Justice & Ezell, 2004). The purpose of print referencing is to increase the metalinguistic focus of reading aloud, thereby increasing print interest. With increased print interest, "children come to view written language as an object distinctly worthy of attention" (Justice & Ezell, 2004, p. 186). Cues can be explicit or implicit and are embedded within the storybook reading interaction. They can be verbal cues (e.g., commenting or questioning about print) or nonverbal cues (e.g., pointing to each word in a line of text during reading). Print referencing can promote children's development of print concepts, concept of word, and alphabet knowledge (Justice & Ezell, 2002). Table 4 provides examples of print references that facilitate development in each of these areas.

Justice and Ezell (2004) cautioned that too much print referencing during reading can detract

TABLE 3
Examples of child-friendly definitions

Word	Child-friendly definition
Guardian	A *guardian* is someone who takes care of you.
Nuisance	A *nuisance* is something or someone that bothers you.
Obvious	*Obvious* describes something that is clear and easy to understand.
Expert	An *expert* is someone who knows a lot more than other people about a particular topic.
Avoid	When someone *avoids* something, they try to keep away from it or keep it from happening.
Proposal	A *proposal* is an idea or suggestion that you really want someone to agree to.
Extraordinary	*Extraordinary* describes something that is very special or unusual—something out of the ordinary.
Drowsy	*Drowsy* describes that feeling when you are getting sleepy and you have trouble keeping your eyes open.

TABLE 4
Examples of print-referencing cues during storybook reading

Type of cue	Example
Verbal cues	
Question about print	"Can you find the title of this book?"
Request about print	"Show me where I should start reading on this page."
Comment about print	"That word is *stop*."
Nonverbal cues	
Pointing to print	Teacher points to a word on a page or to print within an illustration.
Tracking print	Teacher tracks her finger under the words as she reads the text.

Note. Adapted from Justice and Ezell (2004).

from the child's enjoyment, and they suggested three to five references during a single storybook. They suggested, however, that to promote literacy development, these print references should be used regularly, or at least once during each storybook reading session. These may include nonverbal references that call attention to features of print without requiring a response from the child (e.g., pointing to print in pictures). Finally, they also suggested that the adult should be sure to keep cues within the child's zone of proximal development.

Helping parents maximize the effectiveness of read-alouds at home

Teachers and schools can assist parents in their read-aloud efforts by ensuring plentiful access to appropriate books. This can be accomplished with school or classroom take-home books, through book fairs and book give-aways, and in connections with public library events and bookmobiles.

In addition to the methods mentioned previously, other useful ways to engage children during read-alouds are recommended by Cole, Maddox, Notari-Syverson, and Ross (1998). In *Talking & Books*, their video for parents, they suggested using the C.A.R. strategy with children: Comment and wait, Ask questions and wait, and Respond by adding a little more. "Comment and wait" involves the adult making comments that reflect a child's focus of interest in the book, then giving the child time to think before responding or asking a question. "Ask questions and wait" includes asking both closed questions (i.e., ones that require a yes or no answer) and open-ended questions (i.e., ones that require the child to construct an answer). Parents must remember to provide a child more time to think when open-ended questions are asked. "Respond by adding a little more" involves a parent repeating a child's response and then adding one or two new words or phrases. This action reinforces a child's talking and provides new information. Waiting communicates that the adult is interested in what the child has to say.

Helping parents make the most out of read-aloud activities can be aligned with research- based practices. Researchers have successfully taught parents to implement research-based methods (Jordan, Snow, & Porche, 2000; Lonigan & Whitehurst, 1998; Whitehurst et al., 1998). Schools can do this by providing specific training to assist parents. Parent workshops and meetings are appropriate times to discuss key methods for reading aloud and why they are important (see Table 5 for suggested topics to discuss at parent meetings).

Final thoughts

Read-alouds provide a wonderful opportunity to promote children's love of literature, and they can be a treasured time together. As demonstrated through the research on dialogic reading, text talk, and print referencing, a systematic approach to reading aloud can yield important academic benefits for children.

TABLE 5
Suggested topics for parent meetings

Read-aloud topics for parent meetings
Physical engagement with books Encourage parents to make read-aloud sessions a positive experience where children are allowed to reference pictures and to point to words as they read.
Elaborating Parents should help children to make connections between the read-aloud story and their own life. Parents should also encourage the child to expand on ideas as they read.
Questioning In addition to asking children open-ended questions about read-aloud stories, parents should encourage children to ask questions during storybook reading sessions.
Wait time Waiting after a question or comment invites the child to respond, using and expanding oral language skills and increasing engagement with text.
Child-friendly explanation of new words Encourage parents to explain the meaning of new words in ways that are child friendly—use words that children already know to help them understand new words. Discussion of how to select words to teach would also be useful for most parents.
Print referencing Explain to parents how to call children's attention to important features of the text in ways that keep the child engaged and promote print awareness.

Educators and parents should ensure, however, that attempts to build literacy through read-alouds do not detract from children's enjoyment of good books. Socially and emotionally rewarding literacy interactions can lead to a positive attitude toward reading and can serve to motivate children to engage in other literacy activities on their own. Reading aloud to children can be a very powerful way to increase their vocabulary, listening comprehension, syntactic development, and word-recognition skills. By employing research-based methods, teachers and parents can maximize the effectiveness of reading aloud, thereby enhancing the reading experiences and the achievement of students.

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Fade In/Fade Out	
Description: The teacher uses nonverbal cues to choose students to read. Students must be able to read and listen for another reader's cues.	
How-To: The teacher walks around the room and touches the shoulder of a student who starts to read with a whisper and gradually increases the volume to a normal reading voice. As the first student reads, the teacher touches another student's shoulder after the first student has read a paragraph or so. That student starts reading at a whisper and gets louder. The student who is reading then fades out, going from a normal volume to a whisper.	
Pros: Models one part of fluency by compelling students to focus on tonality	**Cons:** High affective filter; students have little choice; struggling readers will want to read; lack of equitable participation
What Makes It Culturally Responsive: Fade In and Fade Out reading gives an opportunity for students to work together toward a common goal.	

Fill in the Blank Reading	
Description: Teacher reads aloud and periodically stops to ask the students to "fill in the blank" with a word or sentence in the text. Then the teacher reads again and stops for the students to fill in the blank.	
How-To: The teacher has preselected key words and phrases for students to fill in. When the teacher stops, students chime in with the missing text.	
Pros: High engagement; builds community	**Cons:** Students may not all participate
What Makes It Culturally Responsive: Fill in the Blank Reading is a form of Call and Response, which is culturally based.	

Jump-In Reading	
Description: The students have the autonomy to choose when they would like to participate and read aloud by "jumping in."	
How-To: A student reads, and another student can jump-in at a sentence or a paragraph break. Students must read at least one sentence, or they can read for as long as they want or until someone jumps in. The student can stop and go with the silence. Having moments of silence allows students to think and reflect about what was just read. If two or more jump in at the same time, one student defers to the other.	
Pros: Highly engaging; low affective filter; student-centered	**Cons:** Lack of equitable participation
What Makes It Culturally Responsive: Jump-In Reading naturally simulates the flow of a conversation that occurs in some languages. The appropriate time to "jump in" during a conversation is culturally and linguistically based. In the culture of school and mainstream culture, jumping in is considered a rude interruption. Jump-In Reading is a build and bridge strategy that validates and affirms the home culture for transitioning to the school culture.	

Please Reference *Strategies for Culturally and Linguistically Responsive Teaching and Learning (blue binder)* starting Chapter 9, Page190 for more effective read aloud strategies

Discussion Guide for Save the Last Word for Me

1. Choose someone to begin.
2. Have the first person read his/her first quote.
3. Moving around the circle, have each member of the group take a turn in commenting about the first person's quote.
4. When each person has had a chance to comment, the person who chose the quote may then share his/her comment about the quote. This may be a combination of what was written on the card as well as a response to what was said during the discussion.
5. Select another member of the group to read a quote.
6. Continue the reading and commenting until all quotes and comments have been made.
7. Remember that the person who shares his/her quote needs to be the **last** one to share his/her comments about it. In other words, "Save the last word for me!"

EE

TIME

Monday, Aug. 22, 2011

Here's Looking at You

By Andrea Sachs

Beauty's only skin deep, but that may be enough in the workplace. "Ugly people earn less than average-looking people, and average-looking people earn less than the beautiful," reports University of Texas economist Daniel Hamermesh in his new book, Beauty Pays: Why Attractive People Are More Successful. Studies indicate that a good-looking man or woman can expect to earn an average of $230,000 more in a lifetime than a person who is plain or homely. Hamermesh doesn't analyze what makes people attractive, but studies show that people generally come to the same judgment on a 1-to-5 scale about who's pretty or handsome. So can you improve your odds if you're not Angelina or Brad? Alas, no, writes Hamermesh, who has been studying the topic for nearly 20 years: "We are basically stuck with what nature ... has given us." If this sounds like discrimination, the author agrees, predicting that soon there could be affirmative action for the beauty-bereft. And how does Hamermesh rank in all of this? "I'm a 3," he admits.

Facing the facts. From *Beauty Pays: Why Attractive People Are More Successful*

How much does discrimination against the ugly cost the economy? The author estimates

$20 BILLION

OFF-THE-CHARTS LOOKS: *George Clooney and Anne Hathaway*

Difference in earnings between the typical good-looking worker and the below-average-looking worker:

OVER A LIFETIME

$230,000

The New York Times | https://nyti.ms/1RHMnyJ

Opinion | CONTRIBUTING OP-ED WRITER

Being Dishonest About Ugliness

Julia Baird NOV. 9, 2015

ADULTS often tangle themselves in knots when discussing physical appearance with children. We try to iron out differences by insisting they don't matter, attribute a greater moral fortitude to the plain or leap in defensively when someone is described as not conventionally attractive, or — worse — ugly or fat. After all, there are better, kinder words to use, or other characteristics to focus on.

The Australian author Robert Hoge, who describes himself as "the ugliest person you've never met," thinks we get it all wrong when we tell children looks don't matter: "They know perfectly well they do."

A former speechwriter, he has written a book for children, based on his own life story, called "Ugly." He finds children are relieved when a grown person talks to them candidly about living with flawed features in a world of facial inequality. It's important they know that it's just one thing in life, one characteristic among others.

That appearance, in other words, means something but it doesn't mean everything.

Mr. Hoge was born with a tumor on his face, and deformed legs. He describes his face by asking us to imagine being in art class after the teacher has presented you with a lump of wet clay and asked you to sculpt a baby's face. You labor and sweat, tearing off lumps, smoothing lines, shaping a nose, eyes, chin. Beautiful. Then a kid tears across the room and smashes a clay lump into the middle of the face, pushing the eyes apart.

That's what he looked like when he was born; his parents burst into tears.

Mr. Hoge says that his mother left him in the hospital, wishing he would die. It was not until he was almost five weeks old, after a family meeting where his siblings voted for him to be brought home, that his parents returned for him. He grew up to be a political adviser to the most senior politician in his state: the Queensland premier.

So how is a child to grapple with the savage social hierarchy of "lookism" that usually begins in the playground, if adults are so clumsy about it? The advantage of beauty has been long established in social science; we know now that it's not just employers, teachers, lovers and voters who favor the aesthetically gifted, but parents, too.

We talk about body shape, size and weight, but rarely about distorted features. And we talk about plainness, but not faces that would make a surgeon's fingers itch.

Even in children's literature, we imply ugliness is either transient or deserved. Hans Christian Andersen wrestled with rejection from his peers as a child, most probably because of his large nose, effeminate ways, beautiful singing voice and love of theater; "The Ugly Duckling" is widely assumed to be the story of his own life. But the moral of that story was that a swan would emerge from the body of an outcast, and that you could not repress the nobility of a swan in a crowd of common ducks.

What if you just stay a duck?

Mr. Hoge tells us we don't need to apply a sepia filter. "I'm happy to concede the point," he says, "that some people look more aesthetically pleasing than others. Let's grant that so we can move to the important point — so what?

"Some kids are good spellers; some have bad haircuts; some are fast runners; some kids are short; some are awesome at netball. But the kids who are short aren't only short. And the kids who are great at netball aren't only just great at netball. No one is only just one thing. It's the same with appearance."

It's important to talk to children, he says, before "they get sucked into the tight vortex of peer pressure, where every single difference is a case for disaster. Don't tell kids they're all beautiful; tell them it's O.K. to look different."

Perhaps it's the long association of physical ugliness with immorality that we need to unpack. The Oxford Dictionary includes in its definition of ugly in English "morally repugnant." In Greek, the word "kalos" means both beauty and noble, while "aischros" means shameful as well as ugly. Ugly characters in kids' books are generally horrible and their physical flaws are signs of other shortcomings. Villains have bad teeth, liars have long noses, zombies have thick skulls. The miserly are bony, the greedy, fat.

And perhaps we also need to spend more time pointing to some of the magnificent creatures who have walked the earth without the need for pageant ribbons or Instagram likes, but who have contributed in enduring ways — think, maybe, about Abraham Lincoln.

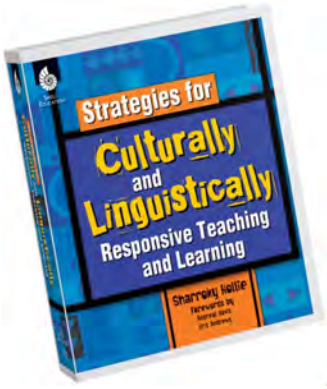
And finally, surely we should also ensure that those known for attributes other than good genes are included in any pantheon of childhood heroes.

I didn't ban Barbie dolls in my house, for example, but I did get a little nervous when my little girl accumulated a decent-size clique of them. One day I decided to buy her an Eleanor Roosevelt doll from a museum shop; the splendid former first lady's strong, striking features are framed by a red velvet cloak and a feather boa. I was a little reticent giving it to her for fear clever Eleanor might be rejected in favor of the pretty girls. Now she sleeps with her every night.

Activities Focusing on Academic Literacy

List at least two activities in each category

Culturally Specific/Generic Texts	Read - Alouds	Effective Literacy Activites



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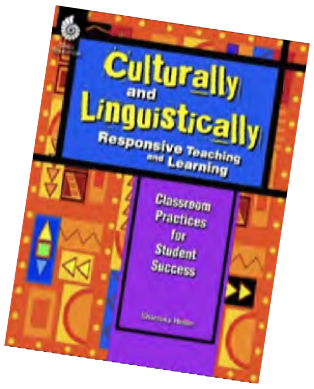

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