**Culturally Responsive Teaching**

Hull, G. A. & Moje, E. B. (2012) *What’s the Development of Literacy the Development Of?*

Available at <http://ell.stanford.edu/publication/what-development-literacy-development>

1. Literacy learning is situated in and mediated by social and cultural interactions and tools. Learning is shaped by
   * the cultural practices of the group (class)
   * the social interactions of the group (class)
   * the activities and activity systems in which literacy lessons occur;
2. Literacy learning occurs via a range of explicit and implicit teaching, usually guided by interaction with a more knowledgeable “other” over time. Basic tenets of sociocultural theory includes
   * Communities of practice/learners
   * responsive teaching (marked by teacher listening to student discourse and assessing existing knowledge in order to scaffold the development of new knowledge;
3. Across the age range and from all socio/cultural groups, people learn and practice literacy outside of school.
4. To learn literacy, students need meaningful purposes for engaging in literate practice and opportunities to use literacy for a broad range of life.
   * Gaming: some high informational literacy demands and provide motivational context for participation.
   * Literacy instruction doesn’t always have to be based on popular cultural activities (fun), but a sense of the purposefulness of literacy is key for learning.
5. Learners require, and literate ability now consists of, facility with composing, interpreting, and transforming information and knowledge across various forms of representation.
   * Numeric symbols, icons, static images, moving images, oral representations, graphs, charts, and tables, powerpoint, Publisher.
   * Impact of the information revolution on the transformation of literacy practices is huge.

How do you set and reinforce norms in your setting?

Are there any “unwritten” norms?

How do you organize and allow social interactions and connect them to content?

How do you organize opportunities for students to use academic discourse (not just word-burping)?

What are your methods for tapping students background experiences and connecting them to content?

Do you connect lessons (or parts of lessons) to a purpose that makes sense to the student?

Do your students have multiple avenues for expressing ideas – visual, musical, written, oral, etc?

How do you provide feedback and assessment?