

Literacy Instruction en Español

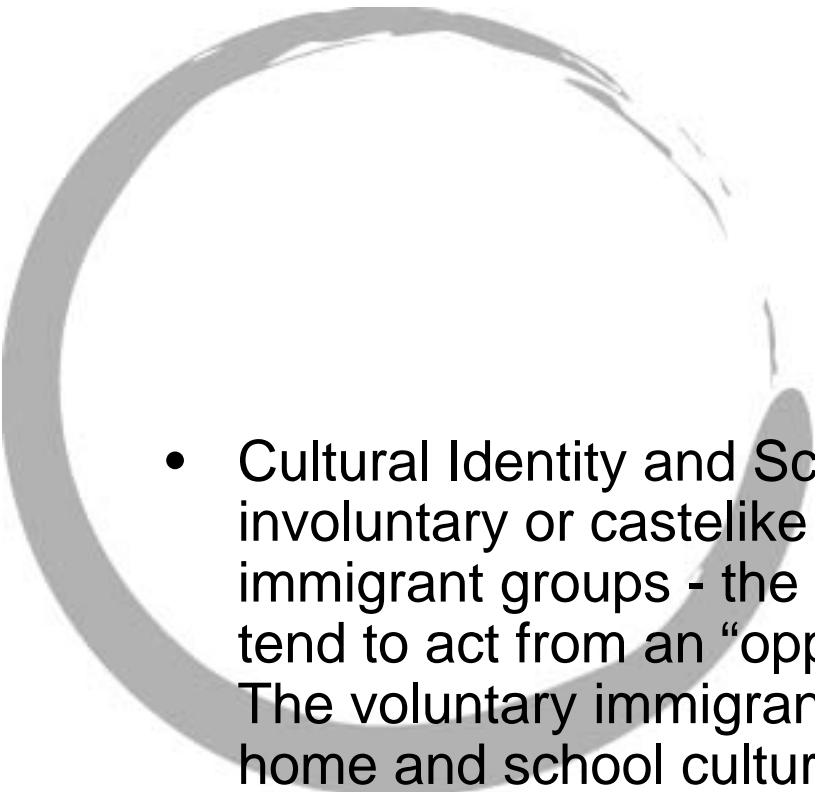
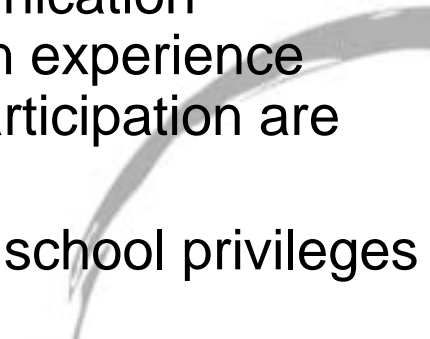
CLASS NOTES



From Chapter 1: Society, Culture, and Literacy

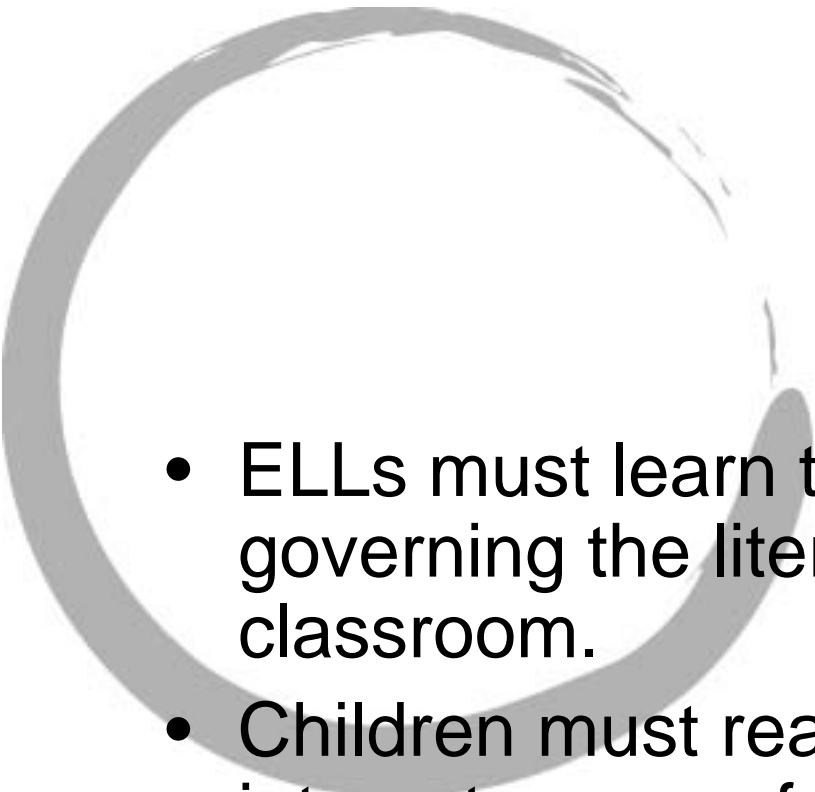

Pérez & Guzmán

- What is literacy? A set of cultural practices; defined according to social needs; also, defined according to context.
- Misconceptions of culture abound in education: static/dynamic; heterogeneity/homogeneity; preference for high culture; leads to exclusions and misrepresentations.
- Goodenough's definition of culture (1971): "the standards for ways of thinking, feeling, acting, and judging - learned and shared. People are "cultural beings and in the process of becoming." (p.6)

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- Cultural Identity and Schooling: Ogbu's voluntary vs. involuntary or castelike members among the minority and immigrant groups - the involuntary, castelike minority groups tend to act from an "oppositional cultural frame of reference." The voluntary immigrant groups traverse smoothly between home and school cultures.
 - Culture and learning - importance of home/school continuity -"the discontinuities "can result in miscommunication between teachers and children," and children experience failure because the social conventions for participation are unfamiliar to the children. (p.12-13)
 - Studies point to how literacy practices in the school privileges certain group of students and their families.
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Culturally Responsive Pedagogy

- CRP - effort to reduce miscommunication by teachers and students and foster trust and prevent conflict;
- The community as an important resource for transforming the classroom: Heath (1983); Au and Jordan (1981); Mohatt and Erickson (1981) - “systematic cultural differences appear in classroom interaction even when everyone speaks English.” (p.16)

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- ELLs must learn the rules (and language) governing the literacy events in the classroom.
 - Children must read in a familiar language to interact successfully with an author's message(s). (Silva, 1983)
 - English reading instruction should be at the level and context of what ELLs can do in Spanish. (Moll and Diaz, 1985)

Two Views of Teaching Reading

Word Recognition

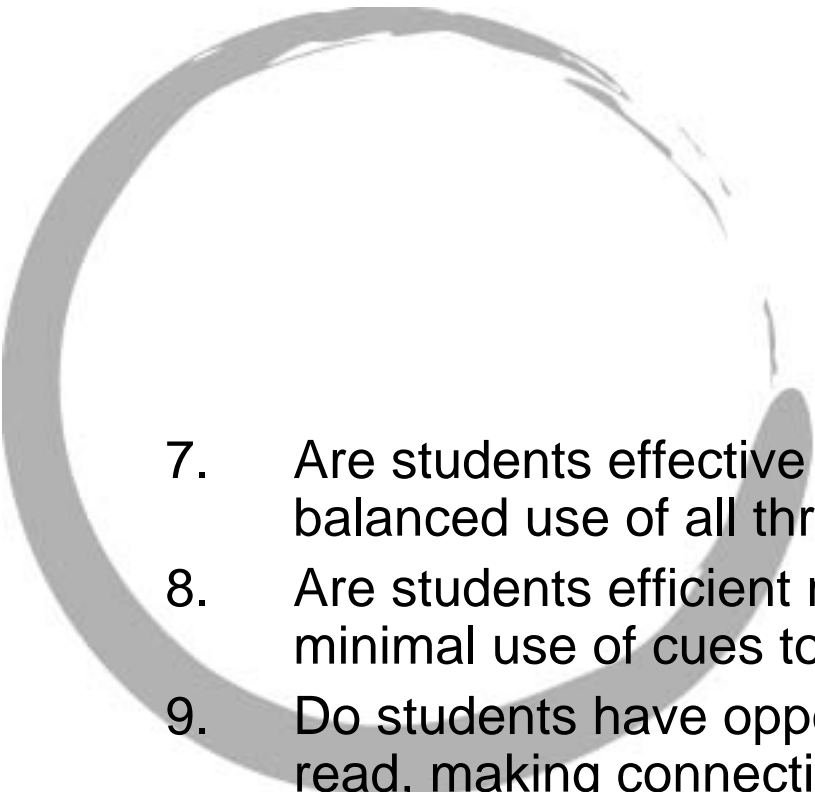
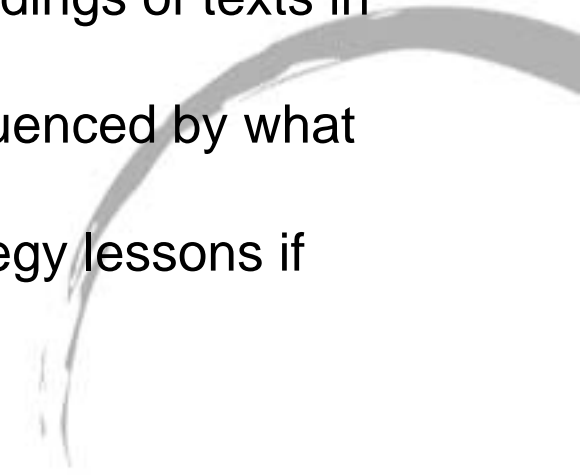
- Goal - identify words to get to the meaning of text.
- Learn vocabulary through pre-teaching activities.
- Learn to break words into parts to identify them.
- Build a bank of sight words and use phonics rules to sound out words to identify them.
- Read orally so the teacher can help students learn to identify words and can supply words students don't know.

Socio-psycholinguistic View

- Goal - use cues from three systems to construct meaning from text.
- Acquire vocabulary by encountering words in context.
- Only study word parts during linguistics investigations.
- Use graphophonics as just one of three cueing systems.
- Read silently using the strategies the teacher has helped students internalize to construct meaning from a text.

Checklist for Effective Reading Instruction (Freeman&Freeman)

1. Do students value themselves as readers and do they value reading?
2. Do teachers read frequently to students from a wide variety of genres?
3. Do students see teachers engaged in reading for pleasure as well as for information?
4. Do students have a wide variety of reading materials to choose from and time to read?
5. Do students make good choices and read a variety of genres for authentic purposes?
6. Do students regard reading as meaning making at all times?

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7. Are students effective readers? That is, do they make a balanced use of all three cueing systems?
 8. Are students efficient readers? That is, do they make a minimal use of cues to construct meaning?
 9. Do students have opportunities to talk about what they have read, making connections between the reading and their own experiences?
 10. Do students revise their individual understandings of texts in response to the comments of classmates?
 11. Is there evidence that students writing is influenced by what they read?
 12. Are students provided with appropriate strategy lessons if they experience difficulties in their reading?



END

