



Teaching Literacy with Culturally Responsive Activities

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Theoretical Assumptions

- z Literacy is situated, multiple, and reflects sociocultural contexts, histories, power relations.
- z Situated learning leads to greater achievement and transfer.
- z Young learners need to connect the known to the unknown.
- z Marginalized children live in different literacy worlds than those represented in schools.

What is Authentic Literacy Instruction?

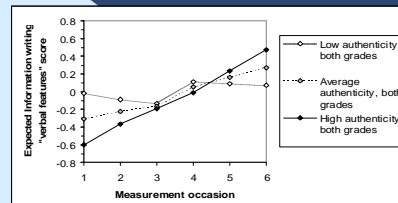
When teachers engage their students in reading and writing real-life texts for real-life reasons.

Example of Authentic Literacy Events in the Classroom

- z Reading a novel to talk about with friends.
- z Composing a birthday card for a friend.
- z Reading an information text to learn something new.
- z Composing an email for a friend.
- z Ordering tickets online.
- z Reading the weather report to see if ok to play outside on the weekend.
- z Composing an advertisement to sell something.
- z Reading a receipt to see if paid too much.

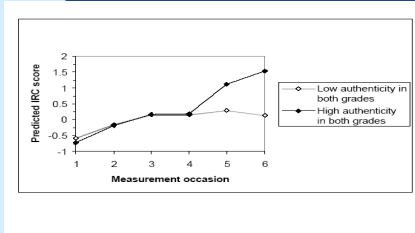
Research Shows: Authentic literacy instruction is significantly related to achievement in reading and writing.

Authenticity and Informational Writing

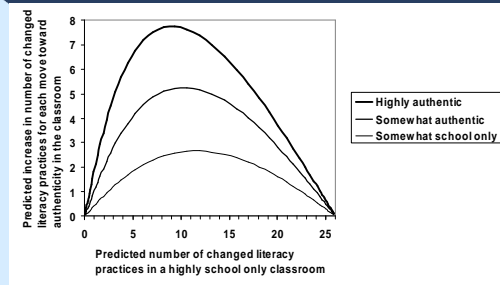


Purcell-Gates, V., Duke, N.K., & Martineau, J. (2007). Learning to read and write genre-specific text: Roles of authentic experience and explicit teaching. *Reading Research Quarterly*, 42, 8-45.

Authenticity and Informational Reading Comprehension



Purcell-Gates, V., Duke, N.K., & Martineau, J. (2007). Learning to read and write genre-specific text: Roles of authentic experience and explicit teaching. *Reading Research Quarterly*, 42, 8-45.



Purcell-Gates, V., Degener, S.C., Jacobson, E., & Soler, M. (2002). Impact of authentic literacy instruction on adult literacy practices. *Reading Research Quarterly*, 37, 70-92.

AUTHENTICITY in literacy instruction

- z TEXTS that exist in the lives of people outside of a learning to read/write purpose
- z PURPOSE for reading/writing those texts that are the same as those outside of a learning to read/write purpose
- z AUDIENCE is component of authentic writing; REAL people will read for REAL reasons associated with text

Learning to Read & Write: "School-Only" Literacy

- z TEXTS written expressly in the service of teaching and learning reading or writing skills.
 - > E.g. Skill worksheets; Spelling lists; Comprehension questions; Flashcards; Story grammar webs; etc.
- z PURPOSES for reading/writing text are for teaching and learning reading and writing skills.
 - > E.g. To complete assignment; To learn new vocabulary; To display knowledge; To show parents; etc.

Authenticity in School on Continuum

Authentic Somewhat Authentic Somewhat School-Only School-Only

What to Know About the Literacy Practices of Your Students:

- z Which texts are read and written?
- z What languages and scripts are they read/written in?
- z Who reads and writes which texts?
- z Why do they read and write them?

Elements of an Authentic Literacy Lesson

- z Learn the literacy worlds of your students
- z Set the social context for authentic reading and writing in the classroom.
- z Plan for reading/writing real-life type texts for real-life type purposes.
- z Coach, reinforce, and teach skills and strategies for reading/writing
- z Assess skills for instructional planning.
- z www.authenticliteracyinstruction.com for teacher handbooks on using authentic literacy activities.

Cultural Practices of Literacy Study



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CPLS www.cpls.educ.ubc.ca

- z Series of case studies of literacy practice in specified sociocultural contexts
- z Interest in marginality and education
- z Growing database for future cross-case analyses
- z Common methodologies
- z Individual research foci/questions
- z Research to Practice – Authentic Literacy Instruction

Data Collection

- z Participant observation/field notes in communities, schools, and homes
- z Literacy practices interviews with semi-structured interview protocol
- z Artifact collection
- z Photos

Case Study: Fe y Alegria School in Bolivia; Tracy Lee Gates, PI.

Culturally Responsive Literacy Instruction: A Case Study of a Fe y Alegria School in Bolivia. Gates, T., & Purcell-Gates, V. Working Paper #21
www.cpls.educ.ubc.ca

Case Study: Sudanese Refugee Families in U.S.; Kristen Perry, PI

Marginality within Literacy Classrooms: Young Sudanese Refugee Children. Perry, K. Working Paper #17
From storytelling to writing: Transforming Literacy Practices among Sudanese Refugees. Perry, K. Working Paper #18.
Let Me Show You How To Do the Homework: Child Literacy Brokering In and Out of School. Perry, K. Working Paper #23
www.cpls.educ.ubc.ca