

***Knowing our Communities and Families--Gathering and Teaching  
from "Funds of Knowledge"***  
**Sunday Cummins, Janey Sarther, Andrea Schaal & Karen Ringas**  
**October 9, 2009**

<b>Principles of New Literacy Studies</b>	
(from <i>Breaking the Silence</i> , edited by C. Compton-Lilly, "Chapter 1 New Literacy Studies: Literacy Learning Through a Sociocultural Lens" by J. Larson, pp. 13-23, 2009)	
1.	Literacy practices and events are always situated in social, cultural, historical, and political relationships and are embedded in structures of power (Barton, 1994; Barton & Hamilton, 1998; Cope & Kalantzis, 2000; Street, 1995, 1997, 1999).
2.	Being literate involves being communicatively competent across multiple discourse communities (Barton, 1994; Gee, 2001). Literacy practices and events are embedded in Discourses (Gee, 2001; Gee, Hull, Lankshear, 1996) and are integrated into people's everyday lived practices on multiple levels (Gee et al., 1996).
3.	Social inequalities based on race, class, gender, ability, sexual orientation, and so forth structure access to participation in literacy events and practices (Barton & Hamilton, 1998).
4.	Literacy practices involve the social regulation of text, that is who has access to them and who can produce them (Barton & Hamilton, 1998; Luke, 1994).
5.	The impact of new information and communication technologies changes the nature of literacy and thus what needs to be learned (Kress, 2003; Lankshear & Knobel, 2003).
6.	The changing nature of work also demands a new view of language that is multimodal (Kress, 2003) and more complex than traditional conception. The notion of multiliteracies emerges (Cope & Kalantzis, 2000). In other words, people use different kinds of literacy across domains of life (discourse communities).
7.	Literacy practices are purposeful and embedded in broader social goals and cultural practices (Barton & Hamilton, 1998; Gee, 2001; Street, 1995).
8.	Literacy practices change, and new ones are frequently acquired through processes of informal learning and sense making (Barton & Hamilton, 1998).

<b>Tips and Possibilities for Including NLS in the Classroom</b>	
(from <i>Breaking the Silence</i> , edited by C. Compton-Lilly, "Chapter 1 New Literacy Studies: Literacy Learning Through a Sociocultural Lens" by J. Larson, pp. 13-23, 2009)	
•	Engage students in rich personally and socially meaningful experiences through authentically related fieldtrips, art projects, science investigations, and inquiry-based projects.
•	Provide students with opportunities to use spoken language for multiple purposes and with various audiences. Have students interview each other, address different audiences, improvise and role play, participate in literature discussions, and perform poetry and music.
•	Provide opportunities for students to create written documents that address authentic issues and target multiple audiences. Posters, song lyrics, spoken word poetry, podcasts, blogs, Webpages, and newspaper editorials are just a few possibilities.
•	With students, seek out books, magazine articles, online resources, poetry, and music lyrics that are compelling and interesting to students and will help accomplish classroom goals.
•	Use literacy to accomplish students' and the community's collective goals. What problems in your community need to be examined and addressed? How can students in your classroom learn about these issues and work for change in their community?

**Third Grade Author's Fair**  
Andrea Schaal, Plainfield School District 202

<b><u>Workshop Experiences</u></b>	<b><u>Notes</u></b>
1. Selecting writing topics; listing their ideas.	
2. Sharing mentor texts.	
3. Teacher modeling a free write in front of the students; students engaging in free writes on a topic from their list and teacher conferring with individuals.	
4. Talking/conferring in small groups (throughout the process).	
5. Sharing development of criteria for selecting a piece to take to revision; students choosing a free write piece (from collection of 5 to 10).	
6. Using student work as models for teaching the revision process – talking about what was really good about a student's piece, framing a small chunk of text and engaging in shared discussion/shared writing of revisions.	
7. Teacher-student conferences to identify a chunk of text from the free write for revision.	
8. Students revising.	
9. Publishing.	
10. Participating in Author's Fair with members of the community.	

**Professional texts –**

Routman, R. (2005). *Writing essentials*. Portsmouth, NH: Heinemann.

Spanel, V. (2005). *The 9 rights of every writer: A guide for teachers*. Portsmouth, NH: Heinemann.

**Children's literature used as mentor texts –**

Ada, A. F. (1998). *Under the royal palms: A childhood in Cuba*. New York, NY: Atheneum.  
(Note: Appropriate for middle school.)

Garza, C. L. (2005). *Family pictures - Cuadros de familia*. San Francisco, CA: Children's Book Press.

Greenfield, E. (1979). *Childtimes: A three generation memoir*. New York, NY: Crowell.

Paulsen, G. (1998). *My life in dog years*. New York, NY: Delacorte Press.

Spinelli, J. (1998). *Knots in my yo-yo string: The autobiography of a kid*. New York: Knopf.

DePaola, T. (1999). *26 Fairmount Avenue*. New York : G.P. Putnam's Sons.

**Web Link** to Plainfield District 202 Eichelberger Elementary “Young Author’s Fair”

<http://photos.psd202.org/Photos/thumbnails.php?album=494>