HW 1.4 Using First Language Acquisition in Current Educational Practices
<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Pedagogical Intent</th>
<th>Student Position</th>
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<tbody>
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<td>Acquire and employ knowledge of language as a system and the ways in which languages are different and similar.</td>
<td>Teachers can consider their learning from the readings as they plan instruction appropriate for English language learners.</td>
<td>Students have viewed issues of first language literacy development from a video. They have also considered six broad literacy profiles of second language learners. They now analyze readings and collaborate to build a greater understanding of connections between first language literacy development and second language literacy development based on the needs and characteristics of language learners.</td>
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**Instructions**

1. Review both articles on first language acquisition:
   - A: Stages of Reading
   - B: Report of National Reading Panel

2. Answer the following questions. Responses can be in paragraph form or bullet points.
   - What first language acquisition theories and practices mentioned in the article summaries do you already use in your professional education practices?
   - What ideas from these articles are you not using, but would find beneficial in your practice?
   - Based on the article you read from HW 1.2, what are the differences between first and second language acquisition? (This will be discussed more in Session 2.)