

HW 2.2 Designing a Literacy-Focused Classroom



Learning Outcome	Pedagogical Intent	Student Position
<p>Employ theories of acquisition of a primary and new language in instruction. Assessment: 25 pts. Due: Session 3</p>	<p>Teachers understand the characteristics of a literacy-rich & literacy-focused classroom and can evaluate the ways they already promote literacy and adjustments they might take to make their classroom more literacy-rich and literacy-focused in terms of their pedagogy, their curriculum and their classroom organization.</p>	<p>Students have learned about first and second language literacy needs. Now they will see how to design a literacy-rich classroom, focusing on pedagogy, curriculum, and classroom organization.</p>

Instructions

1. Read all of these article summaries: A, B, and C.

A: [Characteristics of a Literacy-Rich Content-Area Classroom](#)

B: [Literacy-Rich Environments](#)

[C: A Study on the Literacy-Rich Classroom Environment at Bilingual Kindergarten](#)

2. Use the ideas you learned in your readings to evaluate your own classroom and those of your colleagues in terms of their pedagogy, curriculum and classroom organization/structure. Given the ideas you just read about, how literacy-rich and literacy-focused is your classroom?

3. Using the [Designing a Literacy-Focused Classroom worksheet](#), consider each element (pedagogy, curriculum, and classroom organization/structure). In the first column identify the practices that are strong. In the second column, identify ways you could adjust or alter your practices to make your classroom more literacy-rich and literacy-focused.



Raty, M. , Gallagher, E. , Wootton, T. , Graham, R. ,
Teemant, A., Rice, M., & Pinnegar, S. E. (2019).
Developing Second Language Literacy. EdTech Books.
https://edtechbooks.org/second_language_literacy