HW 2.2 Designing a Literacy-Focused Classroom

Learning Outcome | Pedagogical Intent | Student Position
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Employ theories of acquisition of a primary and new language in instruction. Assessment: 25 pts. Due: Session 3 | 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. | 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.

**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.