

## LA 2.3 Literacy Profiles



Learning Outcome	Pedagogical Intent	Student Position
Know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language and linguistic systems to support English language learners' development of literacy.	Teachers can use the key ideas in the profiles to identify the strengths and needs of students in their own classrooms.	Having considered their own literacy history as well as different definitions of literacy, students will now move to second language issues. This activity presents six literacy profiles that will be used throughout the course in helping participants recognize and meet the needs of different types of second language students. This activity prepares students to use the key ideas in the profiles to identify the strengths and needs of students in their own classrooms.
<b>Assessment: 25 pts.</b>		
<b>TA: 35 Minutes</b>		

### Instructions

1. Read the Introduction to the Profiles section of the [Literacy Profiles Document](#).
2. As a class, read the Critical Incident: Carlos and also the Long-term English Learner Profile. Discuss how aspects of this profile match the facts from the critical incident. Summarize information on the Literacy Profiles worksheet following the critical incident.
3. As a class, discuss the following question: What is the central dilemma that this student presents to a mainstream teacher?
4. In groups of five, each person reads a different critical incident and identifies the profile that best matches it, summarizing the information about that profile on the [Literacy Profiles worksheet](#).
5. In turn, each person teaches the others about his/her profile so all can record key ideas on the Literacy Profiles worksheet.
6. Try to identify students you know who fit each of the profiles. List them by name and profile on the worksheet.



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