

# HW 2.2 Designing a Literacy-Focused Classroom



**HOMEWORK**

Learning Outcome	Pedagogical Intent	Student Position
<p>Employ theories of acquisition of a primary and new language in instruction.</p> <p><b>Assessment: 25 pts.</b></p> <p><b>Due: Session 3</b></p>	<p>Teachers understand the characteristics of a literacy-rich &amp; 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.



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