

# LA 1.1 Understanding My Literacy Background and Practices



Learning Outcome	Pedagogical Intent	Student Position
Use knowledge and skills to construct learning environments that support development of English language proficiency.	Articulate your beliefs about literacy and discuss ways they impact your ability to develop literacy in a second language learning.	Students come to a new learning with a history of learning and being literate that will frame new learning about literacy development. They begin to activate their own literacy histories by asking and responding to questions about their own experience. Students use this individual experience to create a collective profile of the class.
<b>Assessment: 25 pts.</b>  <b>TA: 45 Minutes</b>		

## Instructions

Part A: Complete [Literacy Inventory](#) and discuss findings with a partner.

Part B: Complete [Literacy Timeline](#) and discuss findings with a partner.

Part C: Discuss these questions in pairs:

1. What are the literacy principles that guide your pedagogy and instruction (in planning, in teaching, in assessing)?
2. How do you attend to teaching literacy in your educational practice?
3. How are your personal experiences reflected in your literacy teaching practices?

Part D: Based on the Inventory, Timeline and Discussions, create a Personal Literacy Statement and a Literacy Education Practices Statement (Bring these to Session 2). Write each of these statements and share them in groups. Be

prepared share them with the whole class when asked by the facilitator.



This content is provided to you freely by Equity Press.

Access it online or download it at

[https://equitypress.org/second\\_language\\_literacy/la\\_11\\_understanding\\_](https://equitypress.org/second_language_literacy/la_11_understanding_).