**EDUC 8400- Praxis Paper**

Throughout our course, we’ve taken a deep look at embracing diversity within our classrooms through the lens of the multiliteracies theoretical framework. The New London Group argues that there are many modes of meaning-making, where the textual is also related to the visual, the audio, the spatial, etc. (Cope and Kalantzis, 2000). This theory of implementing multiple ways of meaning-making is present within our practice through our pedagogical tool and lesson. For our tool, we have chosen to create a book titled *I am Strong and Stable: An Interactive Book about Structures*. Instead of simply reading a book and instructing students to complete an adjoining worksheet, our lesson sequence uses this book to get students to become active and engaged in their learning to complete the set-out learning goals. After seeing the pictures within the book and having listened to the story, students will use their bodies to solidify their understanding of stable structures. These various modes of learning reinforce the theory of multiliteracies and how learning can take place through various forms.

In addition, our lesson ensures the integration of all students, including English Language Learners (ELL’s) by considering the stages of Second Language Acquisition and the implications of each stage on curriculum and delivery (Herrera and Murry, 2015). For example, within the speech emergence stage where ELLs are speaking in short sentences and acquiring an understanding of simple conversation and stories with some details, our lesson and book sets up ELLs for success by having simple sentences within our book, where any word that may be unfamiliar to the students is highlighted in bright red and defined in the glossary in the back of the book. This is beneficial for both ELLs, as well as any struggling students within the class that could benefit from this form of accommodation.

A similar framework to multiliteracies is the Universal Design for Learning’s (UDL), in which its goal is to employ varied teaching methods to support every students’ learning (Rose and Meyer, 2002). UDL is beneficial to ELLs as it relies on the principles of multiple means of representation (different modalities to represent and deliver the lesson), action/expression (giving students more than one way of showing their learning), and engagement (finding different ways to engage students in the lesson and be active in their learning) that all work to support differentiated learning for ELLs in the classroom. This framework is applied throughout our lesson where the instruction is delivered through multiple modalities including visual, audio, and spatial, where students can show their learning through varied methods including class discussions and working with partners to identify stable structures, and where students are engaged in their learning by acting out poses to learn about stable structures.

Lastly, our work includes a social justice framework by using structures from around the globe within our book to widen students’ knowledge about communities from around the world, as well as a culminating activity where students are to recreate a stable structure from another community or country.

Word count: 500 words.

**References**

Cope, B., & Kalantzis, M. (Eds.). (2000). *Multiliteracies: Literacy learning and the design of social futures*. Psychology Press.

Herrera, S. G., & Murry, K. G. (2015). *Mastering ESL/EFL methods: Differentiated instruction for culturally and linguistically diverse (CLD) students*. Pearson.

Rose, D. H., & Meyer, A. (2002). *Teaching every student in the digital age: Universal design for learning*. Association for Supervision and Curriculum Development, 1703 N. Beauregard St., Alexandria, VA 22311-1714