

# Community Literacy Mapping

This activity's purpose is to discover ways to connect to and support multilingual learners' literacy assets.

Ask your students to map their community by identifying important places where they experience literacy, including oral language. To scaffold this process, model the community literacy mapping process by showing your own example as the teacher and then creating a literacy map of the school together with students.



- What are some important places in your community? What do you do there?
- What can you see or hear there?
- What kind of reading do you do there? Which languages do you use?

Reflect on your students' literacy maps using the following guiding questions:

- What literacy assets did you notice? How do you see evidence of these assets already present in the classroom?
- How can the assets you noticed inform or support your reading instruction?
- How can you engage with multilingual communities to deepen your understanding of community literacy assets and bring those assets into the classroom?

If possible, choose a place on your students' literacy maps to go visit. Remember to stay focused on discovering assets.