Literacy-Rich Environment	Access to content-area literature model assignments, technology, within a flexible classroom conducive to individual and collaborative work.	Classroom library	Students will ¶ have access to and read a variety of print and non-print content relevant literature written at a range of levels including, but not limited to: - databases, - videos and other media, - print genres, - journals, - news articles, - magazines, - charts, - graphs, - maps, - variety of levels, - posters, and - books. Teachers will ¶ identify and collect a range of print and non-print literature specific to a content area.
		Word wall	Students will ¶ have access to displays of content-

			post management and logistical information including, but not limited to: - bell schedules, - classroom rules, - emergency plans and exits, - learning objectives, and - station/lab procedures.
Rituals and Routines			

		Literacy	Students will ¶ engage in literacy-based practices and create literary products including, but not limited to: - lab reports, - library visits, - journal writing, - reading logs, - computer time, - written responses to content material, - Socratic Circles, and - artistic critiques. Teachers will ¶ use the ACPS Literacy Framework to develop a classroom environment that promotes content-area literacy.
	¶ Word Walls in the Secondary Classroom ¶ Video: Word Walls in Secondary Classrooms ¶ Classroom Design ¶ Classroom Desk Arrangement ¶ Look-fors in an Effectively Differentiated Classroom		