Biliteracy Development

BED 4345 * 2 * Black Board Enhanced *
Spring 2020 * Thursday *
January 21st – May 15th

Faculty Dr. Elva Reza-Lopez
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Office: EDUC 609
Office Hrs.: M/R 3:00pm-5:00 online; Wednesday 10:30-1:30pm; Thurs. 7:30-8:30am; 11:30-12:30 at ECDC Vilas; or by appointment
Cell-phone—915.433.0165
Office phone: 915. 747. 6655

A monolingual perspective of language and literacy development is not enough for understanding, developing, assessing, and sustaining biliteracy.

COURSE INFORMATION

BED 4345 Biliteracy- Black Board Enhanced Course
R 8:30 am-11:20 am at ECDC @ 220 Lawton Dr.
3 Undergraduate Credit Hours
Language(s) of Instruction: Spanish/ English

COURSE DESCRIPTION

Develops an understanding of first and second language acquisition, its stages, and conventions. Integrates this knowledge base and applications in the interrelated components of reading and writing across all developmental stages. In addition, develops a knowledge base of the principles, components and stages of reading development for children who develop literacy in two languages. Integrates strategies to build on the linguistic knowledge that children bring in their first language in order to teach them a concept not yet developed.

UNIVERSITY/COLLEGE CONCEPTUAL THEME

This course aligns with the University and College of Education's mission and vision in addressing the preparation of professionals and the investigation of issues and challenges in schooling with a special emphasis and support for student learning and development within linguistically and culturally diverse border region settings.

COURSE PURPOSE

The focus of this course is biliteracy: reading and writing in two languages. It provides students opportunities to apply Bilingual/ELL Education knowledge as they develop and deliver teaching activities that align to the **State Standards for Spanish and English Language Arts and Reading Development (SLAR/ELAR)** in planning for and developing biliteracy. The course provides opportunities to connect biliteracy with both the State Board for Educator Certification (SBEC) standards and the Texas Essential Knowledge and Skills (TEKS).

This course builds on the foundations of literacy and learning in reading in English: the developmental processes of oral language; components of phonological and phonemic awareness; alphabetic principle to reading English; progressive stages of literacy development; word analysis and decoding; development of fluency to comprehension;

reading for understanding and the components of comprehension; and writing as a developmental process, written communication and writing conventions.

In biliteracy both languages are resources for each other. Spanish and English side by side planning, instruction and assessment pedagogies will focus on the interconnectedness between the two languages. A major focus is given to metalinguistic development through the utilization of cross language connections and bridging strategies, which in turn facilitate bidirectional transfer/connections.

The Spanish Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) reflect language arts standards that are authentic to the Spanish language and Spanish literacy; they are neither translations nor modifications of the English language arts TEKS. This course provides students with the knowledge and skills necessary for developing biliteracy in Spanish/English, simultaneously or successively, for children in schools. Particular emphasis is given to matters of bidirectional transfer/connections and the critical role of the child's first language in the development of and its effect on biliteracy in Spanish and English. The course will also introduce social cultural, cognitive, and linguistic factors that influence in the biliteracy process.

COURSE OBJECTIVES

- Know and apply the State Standards for Spanish Language Arts and Reading (SLAR) TEKS;
- Know the importance and the developmental processes of oral language; phonological and phonemic awareness; the alphabetic principle; fluency to comprehension; and writing as a developmental process in Spanish language arts and reading (SLAR);
- Compare and Contrast a side by side comparison of the Spanish and English Language Arts & Reading TEKS in planning for and designing instruction and assessment;
- Design and plan side by side Spanish (SLAR) and English (ELAR) instruction and holistic assessment pedagogies to focus on the interconnectedness between the two languages to facilitate biliteracy;
- Know the importance of metalinguistic development through the utilization of cross language connections and bridging strategies
- Know the importance of bidirectional transfer/connections between Spanish (SLAR)/ English (ELAR).
- Understand and analyze biliteracy and its development in planning, instruction, and assessment;
- Develop communicative skills in Spanish/English in explaining biliteracy development;
- Develop observation and analytical skills as children develop biliteracy;
- Understand social cultural, cognitive, and linguistic factors that influence biliteracy development.

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OBSERVATIONS/REFLECTIONS

Coursework includes both critical classroom observations and applications, hands on experiences and reflections of such experiences. These experiences will materialize through 10 classroom observations, 10 sessions of tutoring in a classroom setting, and reflections. Reflective practices are an essential ingredient in your preparation. It starts with an honest critique of your own observation/performance and a commitment to continuous improvement. Reflection is a means to improving one's performance.

Student Learning Outcomes

1. Understand differences/commonalities between the SLAR and the ELAR TEKS;
2. Understand and articulate the interconnected components of reading;
3. Understand the differences in methodologies used for initial literacy development in Spanish/English;
4. Articulate the definition of biliteracy and factors, including language proficiency in L1/L2, that influence its development: socio-cultural, cognitive, and linguistic factors that influence biliteracy development.
5. Develop a lesson plan using a biliteracy curriculum framework;
6. Identify appropriate educational materials for language and biliteracy instruction;
7. Design and plan appropriate biliteracy lessons and assessments that include reading various genres, fluency and writing (Tutoring Sessions);
8. Understand holistic assessment practices in reading and writing in a biliteracy context;
9. Reflect on your beliefs about biliteracy teaching and assessment to develop your philosophy of teaching and learning for biliteracy (Observations/Reflections); and
10. Create a narrated video presentation that documents all aspects of biliteracy development to include SLAR/ELAR in planning and teaching for biliteracy.

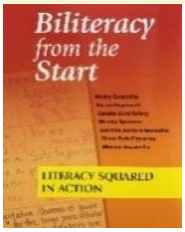
SBEC Bilingual Education Standards (BED) and Bilingual Target Language Proficiency Standards (BTLPT)	**Course Objectives**	**Student Learning Outcome**	***To evaluate these outcomes, the faculty member will use the following assessment procedures:***
BED -Standard III. The bilingual education teacher knows the process of first- and second-language acquisition and development.			
3.2k major language components (e.g., phonetics, phonology, morphology, syntactic features, semantics, pragmatics);	Know the importance and the development processes of oral language ; phonological and phonemic awareness; the alphabetic principle; fluency to comprehension, and writing as a	Understand and articulate the interconnected components of reading.	a. Course graded chapter and lecture assignments; b. Class discussion of reading terminology in Spanish; c. Reading quizzes; d. Presentation

3.3k theories of first-language development, including stages of first-language development; 3.4k theories of second-language development, including stages of second-language development; 3.6k the interrelatedness and interdependence of first- and second-language acquisition; and 3.7k factors affecting first- and second-language acquisition (e.g., academic background, age, home/school/community environment).	developmental process in Spanish language arts and reading (SLAR) Know, apply, and align the State Standards for Spanish Language Arts and Reading (SLAR) TEKS, and the English Language Arts and Reading (ELAR) TEKS to develop biliteracy through paired literacy. Compare and contrast a side by side comparison of the Spanish and English Language Arts & Reading TEKS in planning for and designing instruction and assessment. Understand socio-cultural, cognitive, and linguistic factors that influence biliteracy development.	Understand and apply the differences/commonalities between ELAR and SLAR TEKS. Understand and apply the differences in methodologies used for initial literacy development in Spanish/English. Understand and articulate the interrelatedness of SLAR and ELAR Articulate the definition of biliteracy and factors, including language proficiency in L1/L2, that influence its development: Socio-cultural, cognitive, and linguistic factors that influence biliteracy development.	a. Course graded chapter and lecture assignments; b. Class discussion on the Spanish Language Arts and Reading (SLAR) and English Language Arts and Reading (ELAR)TEKS; c. Discussion of philosophies of reading development; and discussion of phonetics, phonology, morphology, syntactic features; semantics; pragmatics d. Reading quizzes. e. Presentation a. Course graded chapter and lecture assignments; b. Class discussion of reading terminology in Spanish; c. Reading quizzes.
BED - Standard V. The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy.			

5.1k how to use learners' prior knowledge to facilitate their acquisition of literacy in the second language;	Design and plan side by side Spanish (SLAR) and English (ELAR) instruction and holistic assessment pedagogies to focus on the interconnectedness between the two languages to facilitate biliteracy.	Develop a lesson plan using a biliteracy curriculum framework. Design and plan appropriate biliteracy lessons and assessments that include reading various genres, fluency and writing (Tutoring Sessions).	a. Course graded chapter and lecture assignments; b. Class discussion on the Spanish Language Arts and Reading (SLAR) and English Language Arts and Reading (ELAR)TEKS; c. Presentation
5.2k how to integrate ESL techniques in the teaching of reading; and	Understand and analyze biliteracy and its development in planning, instruction, and assessment.	Identify appropriate educational materials for language and biliteracy instruction.	a. Course graded chapter and lecture assignments; b. Class discussion of educational materials in Spanish; c. Reading quizzes. d. Presentation
5.3k how to make connections between L1 and L2 to promote biliteracy.	Know the importance of metalinguistic development through the utilization of cross-language connections and bridging strategies. Know the importance of bidirectional transfer/connections between Spanish (SLAR)/ English (ELAR).	Understand holistic assessment practices in reading and writing in a biliteracy context.	a. Course graded chapter and lecture assignments; b. Class discussion of assessment materials in Spanish; c. Reading quizzes. d. Presentation

BTLPT – Standard III. The teacher is able to construct effective interpersonal and presentational oral discourse in the target language.			
3.1k how to communicate effective and appropriate oral messages in the target language in contexts relevant to the bilingual classroom.	Develop communicative skills in Spanish/English in explaining biliteracy development;	Create a narrated video presentation that documents all aspects of biliteracy development to include SLAR/ELAR in planning and teaching for biliteracy.	Narrated Video Presentation
BTLPT – Standard IV. The teacher is able to write effective interpersonal and presentational discourse in the target language.			
4.1k how to write effectively in the target language for various audiences, purposes, and occasions relevant to the bilingual classroom.	Develop observation and analytical skills as children develop biliteracy;	Reflect on your beliefs about biliteracy teaching and assessment to develop your philosophy of teaching and learning for biliteracy (Observations/Reflections)	Narrated Video Presentation

REQUIRED TEXT



Escamilla, K., Hopewell, S., Buvilfsky, S., Sparrow, W., Soltero-Gonzalez, L., Ruiz-Figeroa, O., Escamilla, M. (2014). Biliteracy from the Start. Philadelphia, PA: Caslon.

REQUIRED READINGS and Other Readings as Assigned

- Armbruster, B. B., Lehr, F., Osborn, J., & Adler, C. R. (2003). Put reading first: The research building blocks of reading instruction: kindergarten through grade 3 (2nd ed.). [Washington, D.C.?]: National Institute for Literacy.
- Wren, S. (2001). What does a "Balanced Literacy Approach" Mean? The Southwest Educational Development Laboratory.
- Beeman, K. Urow, C. (2013). Teaching for Biliteracy: Strengthening bridges between languages. How Spanish Works. Philadelphia, PA: Caslon, Inc. 155-165.
- **English Language Arts/Spanish Language Arts and Reading TEKS:** Side-by-side documents comparing the current and revised English language arts and reading TEKS are now available on the Texas Education Agency website. The **Resources for the Revised English Language Arts and Reading TEKS** webpage has been created to house resources that may assist parents and teachers in the transition to the revised English language arts and reading TEKS. https://tea.texas.gov/Academics/Subject_Areas/English_Language_Arts_and_Reading/Resources_for_the_Revised_English_Language_Arts_and_Reading_TEKS/ for access to all available resources.

- Texas Essential Knowledge and Skills in Spanish
  http://ritter.tea.state.tx.us/rules/tac/chapter128/ch128a.html
- Texas Essential Knowledge and Skills in English
  http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html
- State law and Chapter 89: Commissioner's Rule (TAC Chapter 89)
  http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html
- APA Format https://owl.english.purdue.edu/owl/resource/560/05/

Classroom Policy

All students are expected to be prepared and to be active participants and check their course online, emails, assignments, etc. on a daily basis. Reading the assignments is essential to meaningful participation. Students are responsible for working with their groups. Group work is mandatory, and provides a forum for discussion that cannot be duplicated outside of class. **Incomplete or late assignments will not be accepted.** All students are required to maintain a high level of professionalism and respect for one another as we engage in discussions and group work**.** Your attendance and active participation are vital to this course. A student may be dropped for lack of attendance. If you have an emergency, you need to inform me immediately and provide documentation. If you miss one day of class, contact me immediately. Please PUT AWAY CELL PHONES *NO TEXTING * Use of laptops for any purpose outside this course is not allowed.

Academic Dishonesty

The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve based on the quality of work produced by their individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that all faculty insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, and submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the de-tailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others. For further information, please refer to http://sa.utep.edu/osccr/academic-integrity/

Students with Disabilities

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to The Center for Accommodations and Support Services (CASS). Students who have been designated as needing this service must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a problem with
testing, studying or learning, including a handicapping condition, such as a learning disability, vision or hearing impairment, or physical disability, you must notify the instructor by the end of the third week of class if you wish to request accommodation. You are encouraged to discuss this in confidence with the instructor and/or the director. The Center for Accommodations and Support Services can be reached at Web:
http://sa.utep.edu/cass/ Phone: (915) 747-5148 voice or FAX: (915) 747-8712 E-Mail:
cass@utep.edu

GRADING SCALE

Points will be based Table Talks, Presentations, Quizzes, Observations/Reflections, Tutoring Sessions, Biliteracy Lesson Plan, BIliteracy Narrated Video Presentation and Final Exam. All work is required to be turned in on time. LATE WORK WILL NOT BE ACCEPTED. Please do not wait until the last minute to submit work in the event there are technology issues. In addition, your classmates cannot respond thoughtfully to your blogs/discussions if you post at the last minute.

ASSIGNMENTS/POINTS

1. Voiceover Intro: ***Creating Community of Learners*** 5 pts.
2. 10 "Biliteracy from the Start" Chapter quizzes 10 pts.

3. SLAR/ELAR TEKS Quiz 2.5 pts.
4. Interrelated components of Reading: LEER MAS Quiz 2.5 pts.
6. Interrelated components of Reading: Presentations 5 pts.
7. Asi es el espanol presentation 5 pts
8. Putting it All Together Presentations 5 pts.
9. 10 Field Based Classroom Observations/Reflections 10 pts.
10. Biliteracy Lesson Plan Template 10 pts.
11. 10 one- hour sessions of Tutoring 20 pts.
    (Lesson Plan; Fluency; Skills; Writing; Reflection)
12. Biliteracy Narrated Video Presentation 15 pts.
    (Teaching Biliteracy Disposition; BIliteracy Teaching & Learning; SLAR/ELAR; Tutoring; Reflection)
13. Comprehensive Final 10 pts. **TOTAL: 100 pts**

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SCHEDULE

W1 1-23 Module 1: Interrelated Components of Reading: Spanish/ English Language Arts and Reading;

LA LUZ Creating a Community of Learners Post by 11:30 pm 01/26 5 pts
Creando una comunidad de aprendices Respond by 11:30 pm 01/28
What do you know about biliteracy?
How has it impacted your life? Respond to a minimum of 3 classmates

CLASS ACTIVITES:

- **Read Aloud: Chana y su rana** *Narrative; Culturally relevant*
- **Introductions: Tents and Sticks**
- **TABLE TALK:** ***Interrelated Components of Reading***
  Armbruster, B. B., Lehr, F., Osborn, J., & Adler, C. R. (2003). Put reading first: The research building blocks of reading instruction: kindergarten through grade 3 (2nd ed.). [Washington, D.C.?]: National Institute for Literacy.
- **KWL/SQL**
  What I know about Biliteracy
  What I want to learn about Biliteracy
- **Jigsaw:** ***What does a "Balanced Literacy Approach" Mean?***
  Wren, S. (2001). What does a "Balanced Literacy Approach" Mean? The Southwest Educational Development Laboratory.

- **ECDC *Learning Walk* Orientation for Classroom Observations**
- **Discussion: Spanish Language Arts and Reading (SLAR)/English Language Arts and Reading (ELAR)**
- **Discussion: The State Board of Education (SBOE)** has legislative authority to adopt the Texas Essential Knowledge and Skills (TEKS) for each subject of the required curriculum. The State Board of Education (SBOE) gave final approval on May 10, 2017, to new English and Spanish language arts and reading TEKS for Kindergarten–8 to be implemented in classrooms beginning with the 2019-2020 school year. **In class we will be analyzing a side by side TEKS comparison of the current and new ELAR Standards.**

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READING ASSIGNMENTS: All on Blackboard

Armbruster, B. B., Lehr, F., Osborn, J., & Adler, C. R. (2003). Put reading first: The research building blocks of reading instruction: kindergarten through grade 3 (2nd ed.). [Washington, D.C.?]: National Institute for Literacy.

Current: SIDE BY SIDE SLAR/ELAR - Reading assignment to orally present 1-30.

CURRENT: SLAR/ELAR TEKS have 5 strands.
The Spanish Language Arts and Reading TEKS are organized into 5 strands: **Reading,** where students read and understand a wide variety of literary and informational texts; **Writing,** where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; **Research**, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; **Listening and Speaking**, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and **Oral and Written Conventions**, where students learn how to use the oral and written conventions of the Spanish language in speaking and writing.

NEW: SLAR/ELAR TEKS have 7 strands.
These are intended to be integrated for instructional purposes and are recursive in nature. Strands include the **four domains of language** (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. The seven integrated strands of **developing and sustaining foundational language skills**; **comprehension**; **response**; **multiple genres**; **author's purpose and craft**; **composition**; and **inquiry and research**. The strands focus on academic Oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.

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W2 1-30 Module 1: Interrelated Components of Reading Spanish/ English Language Arts and Reading;

What are the relationships between English and Spanish reading?

CLASS ACTIVITES:

- **Read Aloud: La vaca que decia oink! The Cow that went Oink! (Narrative)**
- **TABLE TALK Revisited:** ***Interrelated Components of Reading***
- **Biliteracy Framework: Template**
- **COMPARE/CONTRAST: A SIDE BY SIDE SLAR/ELAR - Presentation**
- **Selection of groups for LEER MAS Presentations**

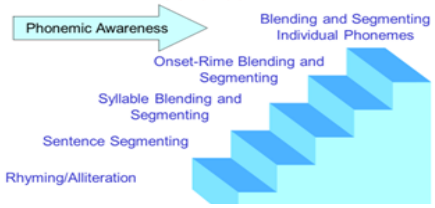
- **SLAR INTRODUCTION: 128.11. Spanish Language Arts and Reading- Introduction** The Spanish language arts and reading Texas Essential Knowledge and Skills (TEKS) reflect language arts standards that are authentic to the Spanish language and Spanish literacy; they are neither translations nor modifications of the English language arts TEKS.

- **Research building blocks of reading instruction: Foundational Interrelated Components** Developmental processes of oral language; components of phonological and phonemic awareness; alphabetic principle; progressive stages of literacy development; word analysis and decoding; development of fluency to comprehension; reading for understanding and the components of comprehension; and writing as a developmental process, written communication and writing conventions.

Oral Language Includes

- **Phonology**—producing the basic sound units of language
- **Vocabulary**—the appropriate usage of words and word meanings
- **Grammar**—combining words into phrases and sentences that make sense and are correct
- **Pragmatics**—the appropriate use of language; rules for communicating effectively and responding to the needs of one's listeners
  - Rules of politeness
  - Conversational skills
  - Extended discourse

Phonological Awareness Continuum



Alphabetic Principle Includes

- Recognizing, naming, and producing the letters of the alphabet;
- Using letter-sound knowledge and syllables to decode written language;
- Using a variety of syllable strategies to read beginning reading texts; and
- Using letter-sound knowledge to move towards conventional spelling.

Strategies and Activities to Develop Fluency

- Model fluency by reading aloud daily, in an expressive manner, with correct phrasing and intonation, and at a rate similar to conversational speech
- Choral Reading—reading in unison as a whole group, small group, or in pairs using an independent or instructional level text
- Chunking—reading phrases, clauses, and sentences by dividing text into pieces

Why is Print and Book Knowledge Important?

Based on the past 20 years of investigation, the most consistent predictive variables for locating kindergarten children who may have trouble learning to read words are those most directly related to reading itself: phonemic awareness, graphophonemic knowledge (letter/sound), and understanding of print concepts.

Comprehension Instruction Includes

- Focused vocabulary acquisition activities and instruction,
- Read alouds to develop listening comprehension and oral language development,
- Use of both narrative and expository texts, and
- Development of comprehension strategies to self-monitor understanding.

Written Expression Includes

- Stages of Writing Development
- Stages of the Writing Process
- Reading-Writing Connection
- Handwriting Instruction and Practice

SIGN UP: INTERRELATED COMPONENTS OF READING

ALL MATERIALS ON BLACKBOARD * Presentations due Feb. 5th.

1. El Lenguaje Oral/Oral Language
2. El Conocimiento Fonológico/Phonological Awareness
3. El Conocimiento de la letra impresa/Concepts of Print
4. La Relación entre la letra y los sonidos/Alphabetic Principle
5. La Fluidez/Fluency
6. La Comprensión/Comprehension
7. La Expresión escrita/Written Expression

W3 2-06 **MODULE 2 Instruction – Teaching within Holistic Biliteracy Instruction**

How do the components of initial reading development work together to develop literacy?
What is the difference between Oral language development and Oracy?
How is paired literacy instruction different from other more traditional models of bilingual reading instruction?
How does the theory of holistic bilingualism differ from theories of parallel monolingualism?

***Biliteracy from the Start*: Preface/Forward/ Chapter 1 -What is Literacy Squared**

QUIZ 1 **1pt**

CLASS ACTIVITES:

- **Read Aloud: Sonia Sotomayor (Biography); Bilingual Books**
- **TEKS-SLAR/ELAR**

The Spanish Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) reflect language arts standards that are authentic to the Spanish language and Spanish literacy; they are neither translations nor modifications of the English language arts TEKS.

- **Presentations: INTERRALATED COMPONENTS OF READING - LEER MAS**
- **Como funciona el español**

FIELD-BASED CLASSROOM CONNECTION 1 Opens 02/06 **1 pt**
Video Conference of a MOY DRA/EDL Assessment Closes 02/09 by 11:30 pm

ENTREGAR INFORMACIÓN PARA TUTORÍA en Blackboard

Nombre de Tutee:
Año/Grado:
Escuela:
Distrito:
Día(s) de la semana:
La hora:
Nombre del maestro:
***No se olviden que necesitan la firma de** permisos.

W4 2-13 **MODULE 2 Instruction – Teaching within Holistic Biliteracy Instruction— Chapter 2- Oracy** **QUIZ 2 1pt**

How do the components of initial reading development work together to develop literacy?
What is the difference between Oral languge development and Oracy?
Successful Spanish/English bilingual readers understand the relationship between their Spanish English language literacy systems. Of particular importance are these students' capabilities of transferring or applying their literacy knowledge and abilities from one language to the other. They strategically implement this knowledge in a timely manner while reading. ***Roberto Jimenez (1997)***

CLASS ACTIVITES:

- **Read Aloud: Serpientes asombrosas; The Snake Olympics [Authentic Reading Materials]**
- **Continued … Presentations: LEER MAS**
- **TABLE TALK Revisited: *Interrelated Components of Reading*; SLAR/ELAR**
- **Como funciona el español**
- **Chart: [Key Terms] *Strengths and Opportunities***

Key Terms

- Bidirectional transfer
- Holistic biliteracy framework
- Bilingualism
- Late-exit transitional bilingual program
- Biliteracy
- Limited English proficient
- Biliteracy zones
- Literacy Squared
- Concurrent translation
- Metalanguage
- Cross-language connections
- Model
- Dual language program
- Oracy
- Early-exit transitional bilingual program
- Paired literacy instruction
- Emerging (emergent) bilingual
- Simultaneous bilinguals
- Dual Language Program
- Oracy
- Early-exit transitional bilingual program
- Paired literacy instruction
- Emerging (emergent) bilingual
- Simultaneous bilinguals
- English language learner
- Trajectories toward biliteracy

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FIELD-BASED CLASSROOM CONNECTION 2 Opens 02/13 **1 pt**
Closes 02/16 by 11:30 pm

ENTREGAR INFORMACIÓN PARA TUTORÍA en Blackboard

Nombre de Tutee:
Año/Grado:
Escuela:
Distrito:
Día(s) de la semana:
La hora:
Nombre del maestro:
***No se olviden que necesitan la firma de** permisos.

W5 2-20 Module 2: Instruction- Teaching within a Holistic Biliteracy Framework-- Chapter 3—Reading---- QUIZ 3 1 pt.

How is paired literacy instruction different from other more traditional models of bilingual reading instruction?

CLASS ACTIVITES:

- **TABLE TALK: Repasar capítulos 1 y 2; presentaciones de grupos**
- **SLAR/ELAR**
- **Como funciona el español: Introducción de vocabulario**

FIELD-BASED CLASSROOM CONNECTION 3 Opens 02/20 **1 pt.**
Closes 02/23 by 11:30 pm

1st Tutoring Lesson Plan/Reflection upload Pre- Survey-- Opens 02/20 **1 pt.**
Closes 02/22 by 11:30 pm
(Spanish/English) 2pts

Entregar el paquete de tutoría en físico, el cual ya tiene que estar subido en la plataforma de Blackboard. **Seguir el plan de estudio para las tutorías hasta el fin del semestre. Cada semana se tiene que subir el plan para cada sesión de tutoría**.

W6 2-27 MODULE 2 Instruction – Teaching within a Holistic Biliteracy Framework-Chapter 4-Writing—

Quiz 4 2pts

How is paired literacy instruction different from other more traditional models of bilingual reading instruction?

CLASS ACTIVITES:

- **Read Aloud: Práctica para la fluidez**
  - **Como funciona el español** "Desarrollo de la Lectoescritura: Adquisición y Dominio" (Montealegre & Forero, 2006),y Lista de vocabulario

- **Table Talk: [Key Terms] *Strengths and Opportunities—Hands-on Activity***

Key Terms

Bidirectional transfer	Holistic biliteracy framework
Bilingualism	Late-exit transitional bilingual program
Biliteracy	Limited English proficient
Biliteracy zones	Literacy Squared
Concurrent translation	Metalanguage
Cross-language connections	Model
Dual language program	Oracy
Early-exit transitional bilingual program	Paired literacy instruction
Emerging (emergent) bilingual	Simultaneous bilinguals
English language learner	Trajectories toward biliteracy

FIELD-BASED CLASSROOM CONNECTION 4 Opens 02/27 **1pt**
Closes 03/01 by 11:30 pm

- **2th Tutoring Lesson Plan/Reflection** **(Spanish/English)**

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W7 3-05* **MODULE 2: Instruction – Teaching within a Holistic Biliteracy Framework—Chapter 5-Metalanguage- Quiz 5 1 pt.**

***METALANGUAGE:* Understanding the Relationships Between and within Languages**
Trajectories towards Biliteracy

CLASS ACTIVITES:

- **Quizzes**
- **Presentaciones - 4-6 minutes OldTEKS/New TEKS**
- **TABLE TALK Revisited: COMPARE/CONTRAST: A SIDE BY SIDE SLAR/ELAR**
- **Read/Review Leveled Readers…**
- **Biliteracy**
- **A Biliteracy Framework**

FIELD-BASED CLASSROOM CONNECTION 5 Opens 03/05 **1 pt.**
Closes 03/08 by 11:30 pm

3th /2nd Tutoring Lesson Plan/Reflection upload (Opens 03/05 **1 pt.**
Closes 03/07 by 11:30 pm
(Spanish/English) 4pts

W8 3-12 MODULE 3: Monitoring Trajectories for Biliteracy in in Reading and Writing—Chapter 6- Reading Assessment Quiz 6 1 pt.

How does the theory of holistic bilingualism differ from theories of parallel monolingualism?

CLASS ACTIVITES:

- **TABLE TALK : *SLAR/ELAR***
- ***Leveled Readers***
- **Special Presentation on holistic assessment: side by side DRA/EDL**

FIELD-BASED CLASSROOM CONNECTION 6 Opens 03/12 **1 pt.**

Closes 03/15 by 11:30 pm

- **4th Tutoring Lesson Plan/Reflection** **(Spanish/English)**

W9 3-26 MODULE 3 Monitoring Trajectories for Biliteracy in Reading and Writing Chapter 7-Writing Assessment

Quiz 7 1 pt

CLASS ACTIVITES:

- **Read Aloud:**
- **TABLE Writing Discussions:** ***One Supana Time …***
  My Favorito Animal …
- **A SIDE BY SIDE Biliteracy Assessment**
- **Como funciona el español: La información respecto a las convenciones del español la pueden encontrar en el artículo titulado "How does Spanish work?/¿Cómo funciona el español?, el cual se encuentra en un enlace del menú de blackboard. Como hemos visto, estos están relacionados con algunos de los TEKS de SLAR. Por lo cual, los tienen que identificar y mencionar, al igual que dar ejemplos de palabras para el grado K-2.**
- **El día que les toque presentar tendrán que llevar a cabo lo siguiente:**
  1. **Explicar sobre la convención del español que les tocó en la fecha correspondiente.**
  2. **Comentar con cuál TEKS de SLAR está relacionado su tema.**
  3. **Presentar algunos ejemplos de palabras relacionados con la convención que les tocó para el grado K-2.**

5th /4th Tutoring Lesson Plan/Reflection upload Opens 03/26 **1 pt.**
Closes 03/28 by 11:30 pm
(Spanish/English) 4pts

W10 4-02 MODULE 4 Putting It All Together

Chapter 8--Creating Biliteracy Lessons Quiz 8 1 pt.

BED 4345 * 2 * Black Board Enhanced *
Spring 2020 * Thursday *
January 21st – May 15th

How do you connect Spanish/English literacy environments as you plan lessons?

CLASS ACTIVITES:

- **Read Aloud:**
- **TABLE TALK : Cross language connections**
  In and Across the Biliteracy Framework
  EXPERT GROUP Preparation/Biliteracy Template

- **Como funciona el español**

- **6th Tutoring Lesson Plan/Reflection** **(Spanish/English)**
- **FIELD-BASED CLASSROOM CONNECTION 5** Opens 04/02 **1 pt**
  Closes 04/05 by 11:30 pm

W 11
4-09

MODULE 4 Putting It All Together
Chapter 9--Creating Biliteracy Lessons **Quiz 9 1 pt**

A Kindergarten Biliteracy Unit

CLASS ACTIVITES:

- **Read Aloud:**
- **Expert Groups Presentations/Biliteracy Template**
- **Como funciona el español**

FIELD-BASED CLASSROOM CONNECTION 7 Opens 04/09 **1 pt.**
Closes 04/12 by 11:30 pm

7th /6th Tutoring Lesson Plan/Reflection upload Opens 04/09 **1 pt.**
Closes 04/11 by 11:30 pm
(Spanish/English) 4pts

W12
4-16

MODULE 4 Putting It All Together
Chapter 10 --Grade 5 Expository Text Unit **Quiz 10 1 pt**

BED 4345 * 2 * Black Board Enhanced * Spring 2020 *
Thursday *
January 21st – May 15th

SIGN UP TO MEET WITH PROFESSOR: Biliteracy Lesson Template Topic & Books

CLASS ACTIVITES:

- **Read Aloud:**
- **JIGSAW Groups Kinder/5TH**
- **Como funciona el español**
- **8th Tutoring Lesson Plan/Reflection** **(Spanish/English)**

FIELD-BASED CLASSROOM CONNECTION 8 Opens 04/16 **1 pt.**
Closes 04/19 by 11:30 pm
Video Conference of a EOY DRA/EDL Assessment

W 13
4-23 **MODULE 4 Putting it All Together**
Biliteracy in Dual Language Education

CLASS ACTIVITES:

- **Dual Language Education: What the Research Says!**
- ***Speaking in Tongues***

FIELD-BASED CLASSROOM CONNECTION 9 Opens 04/23 **1 pt.**
Closes 04/26 by 11:30 pm

9th / 8th Tutoring Lesson Plan/Reflection upload Opens 04/23 **1 pt.**
Closes 04/25 by 11:30 pm
(Spanish/English) 4pts

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W 14
(4-30)

BED 4345 * 2 * Black Board Enhanced * Spring 2020 *
Thursday *
January 21st – May 15th

Individual Biliteracy Lesson Plan Template * Post by 05/03/2020 by 11:30 p.m.

CLASS ACTIVITES:

- **TABLE TALK & SHARE: Biliteracy Lesson Templates** **10 pts.**
  Table Rotations

FIELD-BASED CLASSROOM CONNECTION 10 Opens 04/30 **1 pt.**
Closes 05/03 by 11:30 pm

10th Tutoring Lesson Plan/Reflection post survey upload (Opens 04/30 **1 pt.**
Closes 04/22 by 11:30 pm
(Spanish/English) 2pts

W 15 (5-07)

- **Biliteracy Narrated Video Presentation – 15 pts.** **Post by 11:30 pm**

Complete e-Tutoring Packets Due—20 pts. **Post by 5/10 11:30 pm**

W 16

(5-14) Biliteracy Comprehensive Final **10 pts.**
At ECDC 9-11:50

Open Book and Notes allowed.

Rubric Biliteracy Narrated Video Presentation 15Pts

Rubric Biliteracy Narrated Video Presentation				
TOTAL	12528411 Excellent 10 **EXCELLENT** **12 - 15 pts**	12528410 Proficient 8 **PROFICIENT** **8 – 11pts**	12528409 Basic 6 **BASIC** **5 - 8 pts**	12528408 Below Basic 4 **BELOW BASIC** **0-4 pts**
Organization: **5PTS** Sequence and Connections	Specific introduction that gives direction to the presentation and conclusion; All sequenced material within the body; Cohesive presentation content **[5]**	Specific introduction to presentation and conclusion;-Most material sequenced within the body; Most of presentation demonstrates cohesion **[3-4]**	A basic introduction and conclusion; Some sequenced material within the body; some inconsistency in the cohesion of the presentation **[2-3]**	A basic introduction; missing conclusion; No sequence in material; no cohesion of the presentation **[1]**
Spanish Language 2PTS Grammar	Enhances the effectiveness of the presentation; Correct	Supports the effectiveness of the presentation; Correct	Partially supports the effectiveness of the presentation;	Unclear; Minimally support the effectiveness of the

Accents Vocabulary	grammar; Makes use of Biliteracy terminology **[2]**	grammar; Makes use of some Biliteracy terminology **[1.5]**	Occasional mistakes in grammar;some Biliteracy terminology **[1]**	presentation; Grammar errors take away from the value of presentation; Makes little to no use of Biliteracy terminology **[0]**
Delivery: **1PT** Sound Clarity Confidence	Eye contact with the audience most of the time; Appropriate gesture and expression; Deliverance with confidence **[1]**	Frequent eye contact with the audience; Appropriate gesture and expression **[.8]**	Occasional eye contact with the audience; Some gesture and expression **[.5]**	Seldom eye contact with the audience; Not enough gesture and expression **[.1]**
Content: 5PTS Demonstrates Understanding of Biliteracy	All components of course content for Biliteracy addressed **[5]**	Most components of course content for Biliteracy addressed **[3-4]**	Some components of course content for Biliteracy addressed **[2-3]**	Few components of course content for Biliteracy addressed **[1]**
Visual Aids: 1PT	Utilizes visual aids that are creative, original and **add tremendous value** to the presentation. **[1]**	Utilizes one visual aids that **add great value** to the presentation. **[.8]**	Utilizes one visual aid that **supports some** of the presentation. **[.5]**	Does not utilize a visual aid, or utilizes 1 that does **not add value** to the presentation. **[.1]**
Preparedness 1PT	Student ***completely prepared*** and has obviously ***rehearsed.*** **[1]**	Student seems prepared but might have ***needed*** a couple ***more rehearsals***. **[.8]**	Student is ***somewhat prepared***, but it is clear that ***rehearsal lacking***. **[.5]**	Student does ***not*** seem at all ***prepared*** to present. **[.1]**

❖ **VOICE OVER INTRODUCTIONS: Creating a Community of Learners**

Introductions are an effective way to meet your classmates and professor – a first impression! However, if the introduction is not created with care and some planning, it can easily turn into a first impression you want to take back. Create a 1-3 slide PowerPoint presentation that must **include one picture of yourself and a voice over of 2-3 minutes only**, introduce yourself to the class. In your presentation, talk about yourself, **what you know about Biliteracy? How has it impacted your life?** Submit your assignment in the designated area in Blackboard, Module 1.

Included below are web links that guide you in the development of Voice Over. This can be done for any power point. For more information about how to include narrative in presentations, use the following resources.

Office Version	Microsoft Link	Video Tutorial
2007	http://office.microsoft.com/enus/powerpoint-help/add-narration-to-apresentation-HA001230306.aspx	http://youtu.be/rv9vinEMbIE
2010	http://office.microsoft.com/enus/powerpoint-help/record-and-addnarration-and-timings-to-a-slide-showHA010338313.aspx	http://youtu.be/3uk4CU7uobM
2013	https://support.office.com/en-US/article/Record-your-slide-show-inPowerPoint-2013-9d136e4a-9717-49ad876e-77aeca9c17eb	https://www.youtube.com/watch?v=A1iwhQ9WuxA

Voice Over Introduction Rubric 5 pts

	5-4	3-2	1-0
Content	The assignment presents a good introduction of self; and provides information requested in the question.	The assignment presents some information of self and addresses some of the information requested in the question.	The assignment presents no or limited information about self; it does not provide information requested in the question.
Communication	Language is appropriate for an academic course. The student does not read the PowerPoint.	Language is somewhat appropriate for an academic course. The student reads some of the Power Point in the presentation.	Language is not appropriate for an academic course. The student only reads the Power Point in the presentation.
Organization	Clear, organized and has required length.	Not well organized and length is acceptable.	Not organized and does not meet the required length.
Creativity	Assignment is appealing and attractive. Effort and time is reflected in the work.	Assignment is somewhat appealing and/or attractive. Some effort is reflected in the work.	Assignment is not appealing and/or attractive. Effort is not reflected in the work.

Participation	Responds to more than 2 classmates.	Responds to 2 classmates.	Responds to 1 classmate or does not respond at all.

Interrelated Components of Reading
LEER MAS GROUP PRESENTATION
Rubric 5pts

8-10 Slides	Exceptional 5	Good 4-3	Acceptable 2-1	Unacceptable 0
Content	Presentation and PowerPoint provide accurate, complete and useful information; clear objectives; reference page and timeline included; many connections to policy are made.	Presentation and PowerPoint provide some examples, facts and other useful information; many good points made; reference page and timeline included; connections to policy are made.	Presentation and PowerPoint provide some information that is inaccurate and not useful; incomplete or wrong citation of references; some connection is made to policy.	Presentation and PowerPoint do not provide useful information about the topic. No reference page and/or timeline included. No connections are made to policy.
Coherence and Organization	Presentation and PowerPoint provide clearly stated and developed information; follows a chronological order and sequence; flows well; good transitions; succinct and very well organized	Presentation and PowerPoint provide most information presented in logical sequence; follows a chronological order but it does not have sequence; generally, well organized.	Presentation and PowerPoint provide concepts and ideas that are loosely connected; does not follow chronological order or sequence; lacks clear transitions, flow and organization; choppy.	Presentation and PowerPoint are choppy; does not flow; does not follow chronological order or sequence; vague; no apparent logical order of presentation.
Speech	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes; clear voice.	Consistent use of direct eye contact with audience, but still returns to notes; clear voice.	Displayed minimal eye contact with audience, while reading mostly from the notes; voice is low.	No eye contact with audience, as entire report is read from notes; voice is low.
Creativity	Presentation and PowerPoint provide points in creative ways to maintain audience's attention throughout; includes the use of different materials.	Presentation and PowerPoint hold the audience's attention most of the time; includes some different materials.	Presentation and PowerPoint present facts with little or no creativity; includes a few different materials.	Presentation and PowerPoint are incoherent/ unclear; does not include different materials.

Field Based Classroom Connections Rubric – [1 point]

	1.	.5 points	0 points
Content	All required elements were included. Points are clearly made and supported; varied use of materials.	Most of the required elements were included. Many good points made but there is an uneven balance.	Does not provide any insight, depth, or are superficial. Required elements were not included.
Analysis Interpretation	Clearly stated and developed. Contains several connections made either from the book, class discussions, and/or other resources.	Most information presented in logical sequence. Contains a few connections made either from the textbooks, class discussions, and/or other resources.	Concept and ideas are loosely connected. No apparent logical order or sequence.
Writing Skill	Correct word choice, correct spelling, and correct grammar. Writing is clear, concise, and succinct.	Few mistakes in grammar, spelling and word choice that do not undermine the communication. Writing is somewhat clear and concise.	Grammar, spelling, and/or word choice errors are frequent enough that the sense of the message is lost or mudded.

Biliteracy Lesson Plan Rubric 15pts

Template Components **_____/5**	Includes all components as well as additional information.	All components included	Missing components

Theme and Relationship to Components **_____/3**	Theme very obvious and clear relationships among all components	Identified theme/ relationships among components apparent	Theme is not easily identified / unclear relationships among components
Content Reflects Understanding **_____/5**	Lesson plan content shows understanding of all components/ includes additional selection of materials (i.e. theDictado, oracy)	Lesson plan content reflects understanding of the content, question, problem or process.	Lesson plan content lacks information and understanding of the concept, question, problem or process. Template has multiple errors or irrelevant inclusions.
Terminology & Text **_____/2**	Lesson plan contains appropriate use of terminologies / text relevant to grade level and theme / Grammatical	Some terminologies used. Little grammatical/ mechanical mistakes appear in text.	Little if any terminology appropriately used. Contains many grammatical/mechanical mistakes. Text does not generally contribute to theme.
Total Points **_____/15**	**Presenter:** **Evaluator:**	Comments:	
TOTAL: **15-8 Exemplary * 7-5 Proficient * 4-1 Needs Development**			