



**Biliteracy** ... an essential component which empowers students not only to "Read the Word" but also to

**"Read the World"**

(Freire & Macedo, 1987)



Spring 2020

BED 5336 \* LITERACY/BILITERACY

1/21-3/7 \* Final 3/11

**ONLINE COURSE**

3 Graduate Credits

Faculty: Dr. Elva Reza-Lopez-email: [erlopez3@utep.edu](mailto:erlopez3@utep.edu)

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EDUC 609 \* Online Hrs: M & R 3:00- 5:00 p.m. or by appointment



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

(Crosjean, 2010)

**COURSE DESCRIPTION**

Identification of principal problems and issues of primary and second language acquisition, specifically the relationship between the development of these languages to facilitate and promote biliteracy. Emphasis will be given to critical perspectives and social cultural, cognitive, and linguistic factors that influence in the biliteracy process. In addition, traditional assumptions about bilingual students and biliteracy education will be challenged. Biliteracy instruction, matters of transfer, and holistic biliteracy assessment will also, be explored.

**COURSE OBJECTIVES:** Research, reflections, documentation and learning shape our pedagogy. This course challenges traditional perspectives in literacy education of emergent bilinguals. The focus is on biliteracy, including but not limited to, reading and writing in two languages. It emphasizes *translanguaging* as a pedagogical practice that utilizes bilingualism as a resource. Biliteracy is viewed as interdependent processes across both languages; consequently, knowledge and skills acquired in one language are accessible in the other language. Emphasis is on intentionally and purposefully, connecting Spanish and English literacy environments through holistic pedagogical practices: Side by Side Spanish Language Arts/English Language Arts and Reading Standards; Holistic Assessments; Bidirectional Transfer and Metalinguistic/Cross Language Practices. It is grounded in the understanding that the teaching and learning contexts influence the opportunities and developments of biliteracy.

- Research and examine critical perspectives of biliteracy;
- Research and analyze the concepts of *simultaneous* and *successive* biliteracy development;
- Examine cultural, social, political, and linguistic issues that impact biliteracy education;
- Research, examine and define *translanguaging* as a pedagogical practice in its role in biliteracy education;
- Research and analyze the implications for policy and practice in biliteracy education;
- Research and examine biliteracy education in practice.

**COLLEGE'S 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

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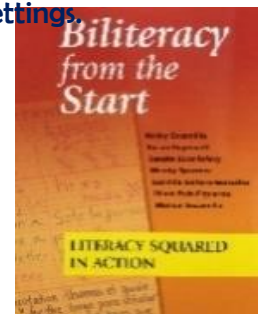
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challenges in schooling with a special emphasis and support for student learning and development within linguistically and culturally diverse border region settings.

### REQUIRED TEXTBOOK

Escamilla, K., Hopewell, S., Butvilofsky, S., Sparrow, W., Soltero-González, L., Ruiz-Figueroa, O., & Escamilla, M. (2014). *Biliteracy from the Start: Literacy Squared in Action*. Philadelphia, PA, Caslon.



### REQUIRED READINGS

- Beeman, K., & Urow, C. (2013). How Spanish works. In K. Beeman & C. Urow, *Teaching for Biliteracy: Strengthening Bridges between Languages* (pp.155-165). Philadelphia, PA: Caslow.
- Collier, V.P., & Thomas, W.P. (2009). Chapter five: Program effectiveness. In V.P. Collier & W.P. Thomas (Eds.), *Educating English Learners for a Transformed World* (pp.46-69). Albuquerque, NM: Dual Language Education of New Mexico Fuente Press.
- DeMatthews, D.E., & Izquierdo, E. (2019). Injustice and redemption: The education of Latinx emergent bilinguals. In D.E. DeMatthews & E. Izquierdo (Eds.), *Dual Language Education: Teaching and Leading in Two Languages* (pp. 1-15). New York, NY: Springer.
- García, O. (2012). Theorizing translanguaging for educators. In C. Celic & K. Seltzer (Eds.), *Translanguaging: A CUNY-NYSIEB Guide for Educators* (pp. 1-6). New York, NY: CUNY-NYSIEB. Retrieved from <https://ofeliagarcia.org/files.wordpress.com/2011/02/ofelia-intro>
- García, O., Kleifgen, J.A., & Falchi, L. (2008). From English language learners to emergent bilinguals. *Equity Matters: Research Review*, 1, 1-59.
- Gorski, P. (2019, April). Avoiding racial equity detours. *Educational Leadership: Separate and Still Unequal: Race in America's Schools*, 76(7), 56-61.
- Hornberger, N. H. (2004). The continua of biliteracy and the bilingual educator: Educational linguistics in practice. *International Journal of Bilingual Education and Bilingualism*, 7(2&3), 155-171.
- Menken, K. (2017). *Leadership in Dual Language Bilingual Education: A National Dual Language Forum White Paper*. Washington, D.C.: Center for Applied Linguistics.
- Olsen, L. (2010). *Reparable harm: Fulfilling the unkept promise of educational opportunity for California's long term English learners*. Long Beach, CA: Californians Together.
- Palmar, D.K., Cervantes-Soon, C., Dorner, L., & Heiman, D. (2019). Bilingualism, biliteracy, biculturalism, and critical consciousness for all: Proposing a fourth fundamental goal for two-way dual language education. *Theory Into Practice*, 58(121), 121-133.
- Reyes, I. (2012). Biliteracy among children and youths. *Reading Research Quarterly*, 47(3), 307-327.
- Reyes, R. A. (2019, Dec. 20). Dropout? More like 'pushout,' since we fail our kids, Latino educator Victor Rios says. NBC Universal News. Retrieved from <https://www.nbcnews.com/news/latino/dropout-more-pushout-we-fail-our-kids-latino-educator-victor-n1103891>
- Sánchez, M.T., García, O., & Solorza, C. (2017). Reframing language allocation policy in dual language bilingual education. *Bilingual Research Journal*, 41(1), 37-51.
- The University of Texas at Austin (2020). Kindergarten: Summary of ELAR and SLAR TEKS Expectations Differences. *The University of Texas at Austin, Institute for Public School*

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*Initiatives, College of Education.* Retrieved from <https://ipsi.utexas.edu/ELAR-SLAR-TEKS-Grade-kindergarten>

### **TEACHING FOR BILITERACY RESOURCES**

- Ada, A. F., Beers, K., Campoy, I., & Izquierdo, E. (2019). HMH Arriba la Lectura! Texas. Boston, MA: Houghton Mifflin Harcourt. Retrieved from <https://us.hmhco.com/texas/reading-language-arts/>
- ANOUK (2015, Jan. 14). *Literacy/Biliteracy Education Center* [Video file]. Retrieved from <https://www.youtube.com/watch?v=JM9mxF4uJOY>
- Brower, D. (Producer), Galloway, K. (Producer & Director), & Valadez, D. (Producer & Director). (2018). *The Pushouts* [Video file]. United States: IMDbPro.
- CU Boulder School of Education. (2015, Feb. 4). *Literacy Squared: Valuing Bilingualism* [Video file]. Retrieved from [https://www.youtube.com/watch?v=c\\_511EXuv\\_5](https://www.youtube.com/watch?v=c_511EXuv_5)
- Maestra Mendoza (2019, Apr. 24). *Lotta Lara with guided reading* [Video file]. <https://www.youtube.com/watch?v=TbhdtwgO15M>
- MuDiLe 2017. (2017, Oct. 11). *Ofelia Garcia – Translanguaging* [Video file]. Retrieved from <https://www.youtube.com/watch?v=5l1CcrRck0>
- NEPCVIDEOS (2012, Feb. 8). *Kathy Escamilla* [Video file]. Retrieved from <https://www.youtube.com/watch?v=a4YNCeCYSOI>
- Okapi (2019). *Despegando hacia la lectura Grados K-5*. Temecula, CA: Okapi Educational Publishing. Retrieved from <https://despegando-hacia-la-lectura.com/>
- Okapi (2019). *Flying Start to Literacy Grades K-5*. Temecula, CA: Okapi Educational Publishing. Retrieved from <https://flyingstarttoliteracy.com/>
- Reading in Motion. (2015, Apr. 21). *Reading in Motion Speaker Series with Kathy Escamilla* [Video file]. Retrieved from <https://www.youtube.com/watch?v=wDZeU8jNkoQ>
- SEAL (2018, Sep. 18). *Así se dice- That's how you say it – Bilingual 2nd + 3rd grade classroom* [Video file]. Retrieved from <https://www.youtube.com/watch?v=xxhogDsZhlA>
- Teaching for Biliteracy. (2014, Dec. 11). *Biliteracy in Action Kindergarten Living and Non Living Things* [Video file]. Retrieved from <https://www.youtube.com/watch?v=Z2lYxZErB2g>
- Teaching for Biliteracy (2014, Dec. 8). *El dictado en primer grado-Karen Beeman, Teaching for Biliteracy* [Video file]. Retrieved from <https://www.youtube.com/watch?v=cZFGmxV1IAk>
- Teaching for Biliteracy (2015, Jul. 22). *Biliteracy unit in 2nd grade: The bridge* [Video file]. Retrieved from <https://www.youtube.com/watch?v=LG6hIK-WOTY>
- Teaching for Biliteracy. (2016, Jun. 8). *La planta y los textos informativos: Español A* [Video file]. Retrieved from <https://www.youtube.com/watch?v=-VnkTIEE1h8>
- Teaching for Biliteracy. (2016, Jul. 7). *The elements of the bridge* [Video file]. Retrieved from <https://www.youtube.com/watch?v=zaZUIxrR6O4>

Teacher applies knowledge of primary and second language acquisition, including the relationship between the development of languages, to facilitate and promote literacy/biliteracy; plans instruction and assessment that is responsive to cultural diversity and the strengths and interests of individual students.

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1. Examine how literacy development in the first language affects development in English.	a. Early literacy readings; b. Course graded assignments, discussions, blogs
2. Examine, analyze and explain critical aspects of literacy/biliteracy for Emergent Bilinguals	a. Class readings, presentations and discussions of critical literacy/biliteracy
3. Examine and explain the role of parents in the education of their children	a. Class readings, presentations and discussions of critical literacy/biliteracy
4. Identify, contrast, and explain issues and concepts related to the transfer of literacy and simultaneous biliteracy development	a. Course graded readings and assignments; and b. Class discussions on transfer and biliteracy
5. Identify strategies for increasing the literacy of Emergent Bilinguals 6. Identify best practices for literacy instruction for Emergent Bilinguals	a. Course graded readings and assignments; b. Class discussion of on critical literacy/biliteracy to include the domains/modalities of language and their direct application in biliteracy development
7. Examine and explain biliteracy and holistic assessment	a. Course graded readings and assignments; b. Class discussion of critical literacy/biliteracy
8. Identify issues and procedures in assessing Emergent Bilingual, Dual Language Learners – and move towards a holistic biliteracy lens to teach to the potential	a. Course graded readings and assignments; b. Class discussion on critical literacy/biliteracy

### CLASSROOM POLICIES

- All students are responsible and expected to be prepared and check BlackBoard on a daily basis for emails and to post assignments, discussions, etc.
- Participation in discussions, group activities, and evaluations is required on time.
- Pay close attention to DUE dates for assignments. Late work is not acceptable.
- All writing in blogs, discussions, reading responses, and other assignments must be well thought out and appropriate for each topic that is discussed.
- All writing needs to be organized, clear, grammatical, and must follow APA format. Use references/citations following APA guidelines.

Resource at: <http://owl.english.purdue.edu/owl/resource/560/01/>

**Participation:** All students are expected to be prepared and to be active participants and check their emails, assignments, discussions and blogs on a regular basis. Reading the assignments is essential for meaningful participation. Students are responsible for working with their team. Team work is mandatory, and provides a forum for discussion that cannot be duplicated. No excuses for incomplete or late assignments will be accepted. All students are required to be prepared for each course session and maintain a high level of professionalism and respect for one another as we engage in discussions and group work.

**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

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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 detailed 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 **E-Mail: [cass@utep.edu](mailto:cass@utep.edu)**.

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**GRADING SCALE:** Points will be based on self-narrated videos, discussions, blogs, reading responses, scholarly paper, and culminating project. All work is required to be turned in on time. 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. Post by the designated time.

The following are the assignments and point value, for a total of 100 points:

## Point Assignment; Follow:

### ASSIGNMENTS/POINTS

1. Self-Narrated Video	4 pts	8. 1 APA Research Paper, 10 page	12 pts
2. APA Quiz	3 pts	9. Biliteracy Final Project	15 pts
3. 10 Blogs -3 pts each	30 pts	10. Peer Evaluations	3 pts
4. 3 Reading Responses-3 pts each	9 pts	TOTAL: 100	
5. 2 Whole Group Discussions-4 pts each	8 pts	A 90-100	
6. 3 Group Discussions-4 pts each	12 pts	B 80-89	
7. Group Presentation	4 pts	C 70-79	
		D 60-69	
		F Below 60	

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### Jan. 20 *Setting the Stage*



#### 1. B<sup>3</sup> - Bilingualism, Bilingual Education and Biliteracy

- ✓ NEPCVIDEOS (2012, Feb. 8). *Kathy Escamilla* [Video file]. Retrieved from <https://www.youtube.com/watch?v=a4YNCeCYSOI>
- ✓ ANOUK (2015, Jan. 14). *Literacy/Biliteracy Education Center* [Video file]. Retrieved from <https://www.youtube.com/watch?v=JM9mxF4uJOY>

Please view the following videos and then proceed to the development of your assigned Self-Narrated Video.

#### 2. **Self-Narrated Video** [Instructions posted on BlackBoard]

What is biliteracy *TO YOU*? Include what you learned from the two videos.

Opens 1/20-1/22 4 pts.

Respond to a minimum of 2 classmates

Post by 8pm 1/22

Respond by 11:30 pm 1/23

APA - Read/Review/Learn to use as a daily resource: APA (American Psychological Association). Study on link below and prepare for the **APA Quiz**. Be sure to click all links.

APA QUIZ Opens 1/23-24 3 pts.

<http://owl.english.purdue.edu/owl/resource/560/01/>

All written work must reflect and follow APA guidelines.

### Jan. 24 MODULE 1 Ideologies and Foundations of Biliteracy in School

**Ideology:** *An ideology is a set of normative beliefs and values that a person or other entity has for non-epistemic reasons. These rely on basic assumptions about reality that may or may not have any factual basis.*

#### **Readings:**

- ✓ Garcia, O., Kleifgen, J. A., & Falchi, L. (2008). From English language learners to emergent bilinguals. *Equity Matters: Research Review*, 1, 1-59.
- ✓ Collier, V.P., & Thomas, W.P. (2009). Chapter five: Program effectiveness. In V.P. Collier & W.P. Thomas (Eds.), *Educating English Learners for a Transformed World* (pp.46-69). Albuquerque, NM: Dual Language Education of New Mexico Fuente Press.

Read the articles and respond to Blog 1 and Whole Group Discussion 1.

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### **BLOG 1 Emergent Bilinguals and English Language Learners**

*Who are our Emergent Bilinguals?*

Opens 1/24-1/26 3 pts.

*Who are the English Language Learners?*

Post by 8pm 1/26

Respond to a minimum of 2 classmates

Respond by 11:30 pm 1/26

### **WHOLE GROUP DISCUSSION 1 Program Effectiveness**

Address the following:

Opens 1/26-1/28 4 pts.

*What does the graph mean and what are the implications on program effectiveness?*

Post by 8pm 1/28

Respond to a minimum of 2 classmates

Respond by 11:30 pm 1/28

### **Jan. 28 MODULE 2 Critical Perspectives: The Social-Cultural, Socio-Historical, and Socio Political Context of Biliteracy**

*Learning to read and write in two languages differs from learning to read and write in one language. Development or progress should never be understood/explained as independent systems of Spanish and English.*

#### **Readings and video**

- ✓ Brower, D. (Producer), Galloway, K. (Producer & Director), & Valadez, D. (Producer & Director). (2018). *The Pushouts* [Video file]. United States: IMDbPro.
- ✓ Olsen, L. (2010). *Reparable harm: Fulfilling the unkept promise of educational opportunity for California's long term English learners*. Long Beach, CA: Californians Together.
- ✓ Reyes, R.A. (2019, Dec. 20). Dropout? More like 'pushout,' since we fail our kids, Latino educator Victor Rios says. NBC Universal News. Retrieved from <https://www.nbcnews.com/news/latino/dropout-more-pushout-we-fail-our-kids-latino-educator-victor-n1103891>

Read the articles, watch the video and respond to Blog 2.

### **BLOG 2 Long Term English learner (LTEL) and Pushouts**

*“English learner students who, despite many years in our schools and despite being close to the age at which they should be able to graduate, are still not English proficient and have incurred major academic deficits — the ‘Long-Term English Learners, (Olsen, 2010).*

*Discuss the connections between long term English learners (LTEL) and Pushouts.*

Opens 1/28-1/30 3 pts.

Post by 8pm 1/30

Respond to a minimum of 2 classmates

Respond by 11:30 pm 1/30

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### Reading

- ✓ DeMatthews, D.E., & Izquierdo, E. (2019). Injustice and redemption: The education of Latinx emergent bilinguals. In D.E. DeMatthews & E. Izquierdo (Eds.), *Dual Language Education: Teaching and Leading in Two Languages* (pp. 1-15). New York, NY: Springer.

Read the article and respond to Blog 3.

### **BLOG 3 Injustice and Redemption**

#### React to this reading.

Respond to a minimum of 2 classmates

Opens 1/30-2/1 3 pts.

Post by 8pm 2/1

Respond by 11:30 pm 2/1

When writing a **reaction** response, you are expected to demonstrate a grasp of the topic, analytical skills, and the ability to communicate reactions to the reader. Understand the purpose of the reaction. Reaction responses require that you think carefully about what you feel or think about the text/video. Start your reaction response with your introduction that includes the topic you are reacting to, and write it concisely, *preferably* in one sentence. End with your conclusion. Conclude with a restatement of your reactions.

### Reading

- ✓ Gorski, P. (2019, April). Avoiding racial equity detours. *Educational Leadership: Separate and Still Unequal: Race in America's Schools, 76(7)*, 56-61.

Read the article and respond to Group Discussion 1.

### **GROUP DISCUSSION 1 Avoiding Racial Equity Detours**

Equity Detours: *Students experiencing racism can't wait for schools to move at their own pace and comfort level, (Gorski, 2019).*

Political Contexts of Biliteracy

Do you think your school/district engages in any equity detours?

How might you reexamine such initiatives in light of Gorski's equity literacy principles?

Respond to a minimum of 2 classmates

Opens 2/1-2/3 4 pts.

Post by 8pm 2/3

Respond by 11:30 pm 2/3

## **Feb. 3** MODULE 3 Research, Perspectives and Policy Implications on Biliteracy

### Reading

- ✓ Hornberger, N. H. (2004). The continua of biliteracy and the bilingual educator: Educational linguistics in practice. *International Journal of Bilingual Education and Bilingualism, 7(2&3)*, 155-171.

Read the article and respond to Blog 4.

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### **BLOG 4 Continua of Biliteracy**

Discuss what the continua is, what the components are and how they influence biliteracy.

Respond to a minimum of 2 classmates

Opens 2/3-2/5 3 pts.

Post by 2/5

Respond by 11:30 pm 2/5

#### **Reading**

- ✓ Reyes, I. (2012). Biliteracy among children and youths. *Reading Research Quarterly*, 47(3), 307-327.

Read the article and respond to Blog 5.

### **Blog 5 Research Perspectives/Definitions of Biliteracy**

Discuss the different researcher perspectives/definitions of biliteracy (the different researchers in the article).

Respond to a minimum of 2 classmates

Opens 2/5-2/7 3 pts.

Post by 8pm 2/7

Respond by 11:30 pm 2/7

#### **Reading**

- ✓ Sánchez, M.T., García, O., & Solorza, C. (2017). Reframing language allocation policy in dual language bilingual education. *Bilingual Research Journal*, 41(1), 37-51.

### **Blog 6 Translanguaging**

Address what translanguaging documentation, rings and transformation means.

Respond to a minimum of 2 classmates

Opens 2/7-2/9 3 pts.

Post by 8pm 2/9

Respond by 11:30 pm 2/9

#### **Reading**

- ✓ García, O. (2012). Theorizing translanguaging for educators. In C. Celic & K. Seltzer (Eds.), *Translanguaging: A CUNY-NYSIEB Guide for educators* (pp. 1-6). New York, NY: CUNY-NYSIEB.
- ✓ MuDiLe 2017. (2017, Oct. 11). *Ofelia Garcia – Translanguaging* [Video file]. Retrieved from <https://www.youtube.com/watch?v=5l1CcrRrck0>

Read the article, watch the video and respond to the Group Discussion 2.

### **GROUP DISCUSSION 2 Translanguaging: What is it?**

What is translanguaging, what does it address and how does it contribute to biliteracy?

Respond to a minimum of 2 classmates

Opens 2/9-2/11 4 pts.

Post by 8pm 2/11

Respond by 11:30 pm 2/11

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### Reading

- ✓ Palmar, D.K., Cervantes-Soon, C., Dorner, L., & Heiman, D. (2019). Bilingualism, biliteracy, biculturalism, and critical consciousness for all: Proposing a fourth fundamental goal for two-way dual language education. *Theory Into Practice, 58*(121), 121-133.

Read the article and respond to Blog 7.

### **Blog 7 Critical Consciousness and Leadership**

What is critical consciousness in this article?

Opens 2/11-2/13 3 pts.

Post by 8pm 2/13

Respond to a minimum of 2 classmates

Respond by 11:30 pm 2/13

### Reading

- ✓ Menken, K. (2017). *Leadership in Dual Language Bilingual Education: A National Dual Language Forum White Paper*. Washington, D.C.: Center for Applied Linguistics.

Read the article and respond to Blog 8.

### **Blog 8 Leadership in Dual Language Bilingual Education**

Opens 2/13-2/15 3 pts.

What significant role does leadership play in dual language bilingual education?

Post by 8pm 2/15

Respond to a minimum of 2 classmates

Respond by 11:30 pm 2/15

### **A Reaction Paper - 10 Page APA Research Paper**

Post 2/19 by 11:30 p.m. 12 pts.

Respond/React to the readings of Module 3. Using all of the readings and information gathered from Module 3, develop your reaction paper that will focus on leadership in biliteracy and bilingual education. In your response, include how all of this connects to the understanding and development of biliteracy. Follow APA guidelines (i.e., title page; header; abstract; page numbers; references; APA citations, in text citations, and references).

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Post topic from 1-3 below for **approval of Final Biliteracy Project** Post proposal by 2/19

### FINAL BILITERACY PROJECT

Select one of the following and describe what you propose to use. Gather data; analyze; provide your findings/recommendations; support with research.

1. Analyze the language policy in your (a) school. Show how it fosters or deters the development of metalanguage and biliteracy development.
2. Gather assessment instruments used in two languages in literacy development. How might you use reading assessments in two languages as tools to look at the biliterate reading development of students?
3. Gather writing samples/data in Spanish and English for the same student. How can you discuss literacy/biliteracy development? How can you use this data to strengthen biliteracy instruction?

### February 13 MODULE 4 Biliteracy: Pedagogical Pathways for Instruction and Assessment

#### *Textbook*

Escamilla, K., Hopewell, S., Butvilofsky, S., Soltero-González, L., Ruiz-Figueroa, O., & Escamilla, M. (2014). *Biliteracy from the Start: Literacy Squared in Action*. Philadelphia, PA, Caslon.

#### *Readings and videos*

- ✓ In textbook, Forward and Chapter 1: What is literacy squared?
- ✓ CU Boulder School of Education. (2015, Feb. 4). *Literacy Squared: Valuing Bilingualism* [Video file]. Retrieved from [https://www.youtube.com/watch?v=c\\_511EXuv\\_s](https://www.youtube.com/watch?v=c_511EXuv_s)
- ✓ Reading in Motion. (2015, Apr. 21). *Reading in Motion Speaker Series with Kathy Escamilla* [Video file]. Retrieved from <https://www.youtube.com/watch?v=wDZeU8jNkoQ>

Read the article, watch the videos and develop your group presentation.

### **GROUP PRESENTATIONS What is Literacy Squared**

Group Forward and Chapter 1: What is literacy squared?

Opens 2/19-2/23 4 pts.

Post by 8pm 2/23

Discuss the term you are assigned (cross-language connections, holistic biliteracy framework, literacy squared, metalanguage, oracy, paired literacy instruction, simultaneous bilinguals and trajectories toward biliteracy) and how it relates to effective practices in the bilingual education field.

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### Readings

- ✓ Beeman, K., & Urow, C. (2013). How Spanish works. In K. Beeman & C. Urow, *Teaching for Biliteracy: Strengthening Bridges between Languages* (pp.155-165). Philadelphia, PA: Caslow.
- ✓ The University of Texas at Austin (2020). Kindergarten: Summary of ELAR and SLAR TEKS Expectations Differences. *The University of Texas at Austin, Institute for Public School Initiatives, College of Education*. Retrieved from <https://ipsi.utexas.edu/ELAR-SLAR-TEKS-Grade-kindergarten>

Read the articles and respond to Blog 9.

### Blog 9 ELAR and SLAR

Why is it important to understand and connect the differences and similarities between ELAR and SLAR?

Opens 2/23-2/25 3 pts.

Post by 8pm 2/25

Respond to a minimum of 2 classmates

Respond by 11:30 pm 2/25

### Resources

- ✓ Ada, A. F., Beers, K., Campoy, I., & Izquierdo, E. (2019). *HMH Arriba la Lectura! Texas*. Boston, MA: Houghton Mifflin Harcourt. Retrieved from <https://us.hmhco.com/texas/reading-language-arts/>
- ✓ Okapi (2019). *Despegando hacia la lectura Grados K-5*. Temecula, CA: Okapi Educational Publishing. Retrieved from <https://despegando-hacia-la-lectura.com/>
- ✓ Okapi (2019). *Flying Start to Literacy Grades K-5*. Temecula, CA: Okapi Educational Publishing. Retrieved from <https://flyingstarttoliteracy.com/>

Explore the following resources and respond to Whole Group Discussion 2.

### WHOLE GROUP DISCUSSION 2 Bilingual Biliteracy Resources

There has been a shift in the development of bilingual biliteracy resources. Review the following resources and connect the new practices with Chapter 1 in your textbook.

Opens 2/25-2/27 4 pts.

Post by 8pm 2/27

Respond to a minimum of 2 classmates

Respond by 11:30 pm 2/27

### Readings and videos

- ✓ In textbook, Chapter 2: Oracy
- ✓ Teaching for Biliteracy. (2016, Jun. 8). *La planta y los textos informativos: Español A* [Video file]. Retrieved from <https://www.youtube.com/watch?v=-VnkTIEE1h8>
- ✓ Teaching for Biliteracy. (2014, Dec. 11). *Biliteracy in Action Kindergarten Living and Non Living Things* [Video file]. Retrieved from <https://www.youtube.com/watch?v=Z2lYxZErB2g>

Read the chapter, watch the videos and respond to Reading Response 1 (RR1).

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### RR1 Oracy

Explain the oracy development in Spanish and English.

Opens 2/27-2/28 3 pts.

Post by 8pm 2/28

#### Readings and video

- ✓ In textbook, Chapter 3: Reading
- ✓ Maestra Mendoza (2019, Apr. 24). *Lotta Lara with guided reading* [Video file]. Retrieved from <https://www.youtube.com/watch?v=TbhdtwgO15M>

Read the chapter, watch the video and respond to Reading Response 2 (RR2).

### RR2 Reading

Discuss how paired literacy instruction is different from more traditional models of bilingual and dual language education. How might this better meet the needs of simultaneous dual language learners?

Opens 2/27-2/29 3 pts.

Post by 8pm 2/29

#### Readings and video

- ✓ In textbook, Chapter 4: Writing
- ✓ Teaching for Biliteracy (2014, Dec. 8). *El dictado en primer grado-Karen Beeman, Teaching for Biliteracy* [Video file]. Retrieved from <https://www.youtube.com/watch?v=cZFGmxV1Ak>

Read the chapter, watch the video and respond to Reading Response 3 (RR3).

### RR3 Writing

According to the authors, discuss why increased emphasis needs to be placed on writing in teaching emerging bilingual learners and how this can be done.

Opens 2/27-3/1 3 pts.

Post by 8pm 3/1

#### Readings and videos

- ✓ In textbook, Chapter 5: Metalinguage
- ✓ Teaching for Biliteracy (2015, Jul. 22). *Biliteracy unit in 2nd grade: The bridge* [Video file]. Retrieved from <https://www.youtube.com/watch?v=LG6hIK-WOTY>
- ✓ Teaching for Biliteracy. (2016, Jul. 7). *The elements of the bridge* [Video file]. Retrieved from <https://www.youtube.com/watch?v=zaZUIxrR6O4>
- ✓ SEAL (2018, Sep. 18). *Así se dice- That's how you say it – Bilingual 2nd + 3rd grade classroom* [Video file]. Retrieved from <https://www.youtube.com/watch?v=xxhogDsZhIA>

Read the chapter, watch the videos and respond to Group Discussion 3.

### GROUP DISCUSSION 3 Metalinguage

Discuss what metalinguage is and why metalinguistic skills are important for emerging bilingual students.

Opens 3/1-3/3 4 pts.

Post by 8pm 3/3

Respond to a minimum of 2 classmates

Respond by 11:30 pm 3/3

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### Readings and video

- ✓ In textbook, Chapter 5: Reading assessment
- ✓ Correa, C. (2016, Aug. 20). *DRA (Developmental Reading Assessment) Video Review* [Video file]. Retrieved from <https://www.youtube.com/watch?v=GZBxKnEW8z4>

Read the chapter, watch the video and respond to Blog 10.

### Blog 10 Reading Assessment

Explain how holistic reading assessments inform instruction.

Opens 3/3-3/5 3 pts.

Post by 8pm 3/5

Respond by 11:30 pm 3/5

Respond to a minimum of 2 classmates

### FINAL BILITERACY PROJECT

DUE 3/9 by 11 am 15 pts.

Biliteracy Project: 12 Slides Required: 1 Title Slide and 1 Reference Slide; 10 Content Slides

### FINAL BILITERACY PROJECT

Select one of the following and describe what you propose to use. Gather data; analyze; provide your findings/recommendations; support with research.

1. Analyze the language policy in your (a) school. Show how it fosters or deters the development of metalanguage and biliteracy development.
2. Gather assessment instruments used in two languages in literacy development. How might you use reading assessments in two languages as tools to look at the biliterate reading development of students?
3. Gather writing samples/data in Spanish and English for the same student. How can you discuss literacy/biliteracy development? How can you use this data to strengthen biliteracy instruction?

### Peer Evaluations for Biliteracy Project

Opens 3/11-3/12 3 pts.

Post by 11:30 pm 3/12

Respond to a minimum of 2 classmates

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### **Self-Narrated Video: 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. In 1-3 PowerPoint presentation slides 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 biliteracy is *to you*, and include what you learned from the two videos. You will be graded according to the rubric found below. Submit your assignment by creating a blog entry and attaching your presentation file in the designated area in Blackboard. Be sure to respond to 2 classmates as part of creating a community of learners.

Included below are web links that guide you in the development of Voice Over. This can be done for any power point. Check your entry and make sure the sound is loud enough to hear, and that there are no technology issues because of what you decided to use to post. This is your responsibility. Name your file by your name and introduction. For more information about how to include narrative in presentations, use the following links.

<https://www.youtube.com/watch?v=cgaFbapAS5U>

<https://www.teachucomp.com/record-a-slide-show-in-powerpoint-tutorial/>

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<b>SELF-NARRATED VIDEO: <i>CREATING A COMMUNITY OF LEARNERS</i></b>			
	<b>4</b>	<b>3-2</b>	<b>1-0</b>
<b>Content</b>	Presents introduction of her/himself; provides what biliteracy is to her/himself; and the new learnings from the videos.	Presents some information about her/himself; some information on what biliteracy is to her/himself and Education; and the new learnings from the videos.	Presents no information about her/himself; does not provide what biliteracy is to her/himself or the new learnings from the videos.
<b>Communication</b>	Language appropriate for academic course.  Talks in presentation and does not read.  Strong presence on video presenting	Language somewhat appropriate for academic course.  Mostly reads presentation.  Appears on video presenting	Language not appropriate for academic course.  Only reads presentation.  Limited to no presence on video presenting
<b>Organization</b>	Organized	Somewhat organized	Not organized
<b>Creativity</b>	Assignment appealing and attractive. Effort and time reflected in work.	Assignment somewhat appealing. Some effort reflected in work.	Assignment not appealing. Effort not reflected in work.
<b>Response to Others</b>	Responds to 2 or more classmates	Responds to 1 classmate	Responds to no one

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<b>BLOG RUBRIC</b>			
Write/submit in the BOX provided in BB. <b>DO NOT ATTACH AS A WORD FILE.</b>			
	3	2	1-0
<b>Word Count</b>	<b>Within the required 250-300-word limit.</b>	<b>Over/under 25 words of the 250-300-word limit.</b>	<b>Over/under 26 words of the 250-300-word limit.</b>
<b>Analysis / Interpretation</b>	<p>Postings reflect understanding, insight, and reflection about the topic.</p> <p>The message uses sources. Demonstrates new understanding of the topic</p>	<p>Postings provide some insight, understanding and reflective thought about the topic.</p> <p>Some messages do analysis or interpretation well. Some opinion used.</p>	<p>Postings lack evidence of insight, understanding or reflection.</p> <p>Messages generally show little analysis, consisting in opinion.</p>
<b>Writing Skill</b>	<p>Sentences are clear. Correct word choice, correct spelling, correct grammar.</p> <p>Writing still supports persuasiveness in points of view.</p>	<p>Writing is mostly clear. Some grammar errors.</p> <p>Most points supported for persuasiveness of the argument, rather than opinion.</p>	<p>Grammar, spelling, and/or word choice errors are frequent enough that the sense of the message is lost.</p> <p>Mostly opinion based.</p>
<b>APA Format</b>	APA format citations and references.	Some APA format citations references	No APA format.
<b>Participation</b>	Responds to 2 or more classmates with significant, meaningful feedback.	Responds to one classmate; and/or not relating to what the classmate stated.	Does not post responses to any classmates

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## DISCUSSION RUBRIC

Online discussions help students engage in informative and reflective discussions, clarify understandings, and learn from each other. Before engaging in discussion, make sure to read carefully the readings and make highlights and notes on questions, ideas, concerns, and critiques. Follow questions posted in your discussion board. You are required to respond to a minimum of two classmates. Write/submit in the BOX provided in BB. **DO NOT ATTACH AS A WORD FILE.**

	<b>4</b>	<b>3-2</b>	<b>1-0</b>
<b>Analysis / Interpretation</b>	Postings reflect understanding, insight, and reflection about topic. The message uses course sources.  Demonstrates new understanding of topic.	Postings provide some insight, understanding, and reflective thought about topic. Uses course sources to support. Some messages do analysis or interpretation well. Some opinion used.	Postings lack evidence of insight, understanding/reflection. Little to no use of course sources  Messages generally show little analysis, consisting instead of feelings and impressions.
<b>Writing Skill</b>	Sentences are clear. Correct word choice, correct spelling, correct grammar.  Writing supports persuasive points of view.	Writing is mostly clear. Some grammar errors.  Most points supported for persuasiveness of argument, rather than just opinion.	Grammar, spelling, and/or word choice errors frequent; sense of message is lost.  Mostly opinion based.
<b>APA Format</b>	APA format citations and references.	Some APA format citations and references followed.	No APA format
<b>Participation</b>	Responds to 2 or more classmates with significant, meaningful feedback.	Responds to one classmate; and/or not relating to what the classmate stated.	Does not post responses to any classmates

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## READING RESPONSES

These responses are intentionally assigned at 150–200–word count to provide you the opportunities and practice to write succinctly. The writing, however, is always academic writing, and follows APA format for citations and references (in-text citations and references). You will write/submit these in the BOX provided in BB. **DO NOT ATTACH AS A WORD FILE.**

	<b>3</b>	<b>2-1</b>	<b>0</b>
<b>Content</b>	Addresses main points in assignment and concept ideas presented in readings	Addresses some main points in assignment and concept ideas presented in readings	Limited/no reference to assignment and concept ideas presented in readings
<b>Organization</b>	Ideas well-organized	Ideas somewhat organized	Ideas not organized
<b>Analysis / Interpretation</b>	Demonstrates new and gained understanding of the topic.	Understanding mostly opinion and general.	Little evidence of reading; uses c opinion and impressions.
<b>Writing Skill</b>	Sentences clear and wording unambiguous. Correct word choice, correct spelling, and correct grammar.	Mostly clear; some lapses; but does not undermine communication or persuasiveness of argument.	Grammar, spelling, and/or word choice errors frequent enough that sense of the message is lost.
<b>APA Format</b>	Follows APA format in in-text citations and references	Follows some APA format in in-text citations and references	No APA format in in-text citations and references

## REACTION PAPER

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This reaction paper should be a 10 page narrative paper, plus title page, abstract, body, conclusion, references, APA format. Use the following link as your resource:

<http://owl.english.purdue.edu/owl/resource/560/01/>

Include questions, concerns, and/or critiques of the ideas and concepts within your readings. You should interact in writing with the ideas presented in the readings. *What ideas/concepts were new to you? What questions or concerns does the chapter raise for you as a professional? Do you agree/disagree with the author? Why or why not?* This is a reaction paper. You do not summarize the chapter, but react to it. You will attach your paper as a word document to the designated area in Black Board.

EXCELLENT 12-13	SATISFACTORY 11-9	UNSATISFACTORY 8-0
Addresses main points in reading	Addresses some main points in reading	No reference to any main point
Evidence of questions, concerns and critiques of the ideas and concepts presented in the readings.	Some evidence of questions, concerns and critiques of the ideas and concepts presented in the readings.	No evidence of questions, concerns and critiques of the ideas and concepts presented in the readings.
Evidence of reflection and insight	Evidence of some reflection and/or insight	No evidence of reflection and/or insight
Depth and complexity of ideas supported by pertinent details	Included some supportive details	No supportive detail included
Ideas are well-organized	Ideas are organized	Ideas are not thought out
Address written mechanics such as grammar and spelling	Addresses some written mechanics such as grammar and spelling	Written mechanics not addressed such as grammar and spelling
Follows APA format	Follows some APA format	No APA format

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### GROUP PRESENTATION RUBRIC

	5-6	4-3	0-2
Interpretation	Postings reflects understanding, insight, and reflection about the <i>topic and the assigned perspective</i> . The message uses sources required reading sources. In addition, it demonstrates that the group has gained new understanding of the <i>topic and the assigned perspective</i> .	Postings provide some insight, understanding, and reflective thought about the <i>topic and the assigned perspectives</i> . Some messages do analysis or interpretation well, but a significant number do not. This might be because the analysis was not done well or because it was not attempted (that is, <i>was simply opinion</i> ).	Postings show no evidence of insight, understanding or reflective thought about the <i>topic or the assigned perspectives</i> Message generally shows little evidence of analysis, consisting instead of opinion and feelings and impressions.
Writing Skill	Sentences are clear and wording is unambiguous. Correct word choice, correct spelling, correct grammar.	Ordinary, good writing. Lapses are regular and patterned, but do not undermine communication or the persuasiveness of the argument.	Grammar, spelling, and/or word choice errors are frequent enough that the sense of the message is lost or muddled.
Group Participation	Evident that all members participated and contributed.	Evident that some members participated and contributed.	Evident that no group work was done.
6 SLIDES	Kept to the required 6 slides	Used more than 6 slides	Did not adhere to the 6 slides

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<b>FINAL PROJECT RUBRIC</b>			
<b>15-14</b>	<b>13-12</b>	<b>11-10</b>	<b>11-0</b>
<p>Comprehensive, original and informative which demonstrates a high level of understanding and analysis of biliteracy.</p> <p>Presents all questions and feedback from interview in a creative format</p> <p>Skillfully uses specific examples and quotations to make points;</p> <p>Shows findings/evidence of critical thinking by demonstrating insight, reflection, and ample connections made to courses readings/ sources</p> <p>Uses props to support throughout presentation.</p> <p>Skillfully uses ample/specific examples and quotations to make points;</p> <p>Talks, and shows evidence of critical thinking; Slides reflect points; Ample connections made to course/reading sources.</p> <p>APA format followed in citations and references.</p> <p>Presentation adheres to time allotment.</p> <p><b>Strong balanced presence on video presenting</b></p>	<p>Demonstrates significant understanding of DLE; Most course aspects of biliteracy included.</p> <p>Presents all questions and feedback from interview</p> <p>Used specific examples to support analysis of Interview</p> <p>Demonstrates some insight/reflection in findings; some reference to course readings/ sources</p> <p>Some props used to support some areas.</p> <p>Used some specific examples to support points.</p> <p>Talks, not reads, some connections made to sources. Some connections made to course/reading sources.</p> <p>Mostly follows APA format in citations and references.</p> <p>Presentation adheres to time allotment.</p> <p>Mostly appears on video presenting.</p>	<p>Response shows evidence of thought and effort.</p> <p>Presents some questions and/or feedback from interview</p> <p>Tendency to summarize rather than comment/analyze on data and their significance.</p> <p>Too much narrative on slides and not explained; limited findings and/or connections to course readings/sources</p> <p>Minimum use of props to support.</p> <p>Tendency to summarize rather than comment on/analyze points.</p> <p>Some reading, sometimes too much narrative on slides. Connections made to a limited number of course/reading sources. Follows some APA format</p> <p>Presentation is more than time allotted.</p> <p>Some presence on video</p>	<p>Limited and/or unorganized presentation of biliteracy;</p> <p>Limited presence of questions and/or feedback from interview</p> <p>Work characterized by difficulty communicating information; no supports; uses feelings and opinions</p> <p>No analysis; merely descriptive and/or too much narrative on slides; no findings and/or connections made to course readings/sources</p> <p>No use of props to support.</p> <p>Work is characterized by difficulty communicating information; uses feelings and opinions</p> <p>Presentation is read; too much narrative on slides Connections not made to course/reading sources.</p> <p>Follows no APA format</p> <p>Presentation less than time allotted.</p> <p><b>Limited to no presence on video.</b></p>