BED 4338 CRN 17559 **W**
Teaching Literacy and Language Arts in Dual Language Elementary Classrooms
La enseñanza de la lecto-escritura y artes de lenguaje en el aula de lenguaje dual
Fall 2020
Aug. 24 – Dec.17th

UTEP

College of Education * Teacher Education

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Course Information: BED 4338 [17559]
3 Credit Hours * 6 hrs Field Base Experience

Course: Hybrid/Synchronous
Synchronous: On BlackBoard: W 8:30 a.m.-11:30 a.m.
Hybrid: F2F @ UTEP 8:30 a.m.-11:30 a.m. on following dates:
CRN 17559 **W** EDUC 405 8/26 9/23 10/28 11/18

Course Description: This course introduces methods and resources for teaching literacy in dual language in the elementary grades. The course will prepare students to engage dual language learners in reading, writing, speaking, and listening experiences with print and multimodal texts. Students will learn, practice, apply, and critique literacy instructional methods, with an emphasis on dual language learners. Six hours of field experience is required.

Course Purpose

This course is designed to prepare future teachers about the organization of a language arts program in a biliteracy context - planning, teaching and assessing biliteracy through two languages, specifically in dual language education. Students will learn how to organize the classroom language arts environment, pedagogy, strategies, and materials. Students will develop foundational knowledge of how learning to read and write in two languages *differs* from learning to read and write in one language. Students will develop and apply foundational knowledge and skills in the SLAR/ELAR standards that facilitate connecting the two language environments in reading and vocabulary development both side by side, and authentic to each language; and identify authentic and relevant resources. Classroom observations, planning for the appropriate teaching and learning contexts will be a critical component in their field base opportunities. Students will be introduced to T-TESS and its four domains: Planning, Instruction, Learning Environment, and Professional Practices and Responsibilities.

Course Objectives: *The student will be able to:*

- Apply the State Standards for Language Arts and Reading (SLAR/ELAR)TEKS;

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- Identify and explain the T-TESS and its four domains: Planning, Instruction, Learning Environment, and Professional Practices and Responsibilities;
- Compare and Contrast a side by side comparison of the Spanish and English Language Arts & Reading TEKS and apply in planning and designing instruction and assessment in biliteracy;
- Explain and apply the interrelated components of reading: oral language; phonological and phonemic awareness; the alphabetic principle; fluency to comprehension; and writing connect these through both languages (SLAR/ELAR);
- Plan and develop side by side Spanish (SLAR) and English (ELAR) instruction and holistic assessment pedagogies to focus on the interconnectedness between the two languages to facilitate bidirectional transfer/connections to support biliteracy development;
- Explain and apply metalinguistic knowledge through the utilization of cross language connections and bridging strategies;
- Apply theoretical and pedagogical knowledge in developing simultaneous biliteracy, by planning for and using a variety of research based strategies and activities that foster, grow and sustain biliteracy, such as facilitating bidirectional cross language connections and connecting environments;
- Identify appropriate resources (various genres, authentic, transadapted, translated literature) that support biliteracy development;
- Identify and explain equity based mindshifts that lead to instructional shifts in developing biliteracy, such as translanguaging;
- Develop observation and analytical skills as children develop biliteracy; and
- Understand social cultural, cognitive, and linguistic factors that influence biliteracy development.

OBSERVATION AND FEEDBACK
Coursework includes both critical classroom observations and applications, hands on experiences and reflections of such experiences. These experiences will materialize through classroom observations and micro teachings. Observations will focus on the following: Lesson structure; Pace; Planning; Teaching methodologies; Use of resources; Classroom routines; Assessment for learning; and Student engagement.

REFLECTION
Reflective practices are an essential ingredient in your preparation. You write about what you *think about* something you observed. You make connections to what has been discussed in class. A

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reflection is **not a summary** of what you observed; it is **not a description** of what you observed. It is writing about what you observed, how you understood it, and you can include questions on what you observed. **All reflections are in Spanish.**

All writing, oral presentations, and other assignments must be well thought out and appropriate for each topic that is discussed.

All writing/presentations need to be in Spanish, organized, clear, and grammatical – *¡Acentos!*
https://www.fluentu.com/blog/spanish/spanish-accent-marks/

Follow APA format. Use references/citations following APA guidelines. Resource at: http://owl.english.purdue.edu/owl/resource/560/01/

Student Learning Outcomes
1. Explain differences/commonalities between the SLAR and the ELAR.
2. Articulate the interconnected components of reading through 2 languages, and how to plan to teach these: Phonological awareness; phonemic awareness; phonics; concepts of print; fluency; comprehension; vocabulary development; and written expression.
3. Articulate the differences in methodologies used for initial biliteracy development in Spanish and English, and through the various grade levels.
4. Articulate the definition of biliteracy in the context of language arts and reading.
5. Identify appropriate educational materials for language and biliteracy instruction and assessments that include reading various genres, and developing fluency, comprehension and writing.
6. Explain holistic assessment practices in reading and writing in a biliteracy context.
7. Develop a lesson plan using a biliteracy curriculum framework.
8. Reflect in Spanish on observations of classroom lessons in biliteracy planning, teaching and assessment.
9. Create a narrated video presentation in Spanish that documents all aspects of biliteracy development.

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	State Board Education Certification (SBEC)	Student Learning Outcomes (SLO)	Assessments
S I	**The bilingual education teacher has communicative competence and academic language proficiency in the first language (L1) and in the second language (L2).** *The beginning bilingual education teacher knows and understands:* **1.1k** How to read, write, and communicate orally in a proficient manner in L1 and L2; and **1.2k** Academic language in L1 and L2.	▪ Develop lesson plans and explain components in Spanish and English; ▪ Apply academic language in reading and writing in Spanish and/or English to deliver presentations and in written assignments. ▪ Explain and communicate effectively (orally and in writing) with families, colleagues, and the community in Spanish and English.	• Observations • Reflections • Lesson Plans • Micro Teaching • Chapter Readings • Presentations • Self-Narrated Videos
S III	**The bilingual education teacher knows the process of first- and second-language acquisition and development.** *The beginning bilingual education teacher knows and understands:* 3.2k Major language components (e.g., phonetics, phonology, morphology, syntactic features, semantics, pragmatics); 3.6	▪ Explain: **Strand 1** Foundational Language Skills [phonological/phonemic awareness, alphabetic principle; phonics, vocabulary, fluency]; **Strand 6** Composition [Phonetic Knowledge; Spelling Knowledge] of SLAR/ELAR. **[STR-DI, DII]** ▪ Apply knowledge of linguistic concepts to select and use appropriate instructional methods, strategies, and resources/materials for teaching in Spanish and English:SLAR/ELA ▪ **[STR-DI, II]** Strand 1 Foundational Language Skills; Strand 6 Composition; and Strand 4 Multiple Genres. ▪ Apply knowledge in making connections between Spanish and English. (e.g., noting similarities and differences, using cognates): SLAR/ELAR TEKS	• Observations • Reflections • Lesson Plans • Chapter Readings • Table Talks • Presentations

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		• Strands 1, 4, and 6.	
S IV	**The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.** *The beginning bilingual education teacher knows and understands:* 4.1k State educator certification standards in reading/language arts appropriate for the teacher's level of certification and distinctive elements in the application of the standards for English and the Spanish language; 4.2k Statewide language arts curriculum for Spanish as specified in the Texas Essential Knowledge and Skills (TEKS); and types of formal and informal literacy assessment in the primary language.	▪ Explain SLAR/ELAR in promoting biliteracy in Spanish/English: ▪ Strand1Foundational Language Skills **[STR DI II]** ▪ Strand 2 Comprehension Strand 3 Response Skills Strand 4 Multiple Genres Strand 5 Author's Craft Strand 6 Composition **[STR DI]** Strand 7 Inquiry and Research ▪ Describe the developmental writing stages for Spanish/English: Prephonetic; Early Phonetic; Semantic/Syntactic ▪ Describe meta linguistics knowledge to develop literacy/biliteracy; and ▪ Describe a variety of literacy assessments (DRA/EDL; TX-KEA; mCLASS Texas) to plan and implement biliteracy instruction in Spanish/English.	• Observations • Reflections • Lesson Plans • Micro Teaching • Chapter Readings • Table Talks • Presentations on 7 Strands
S V	The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy. *The beginning bilingual education teacher knows and understands:*	▪ Explain SLAR/ELAR in promoting biliteracy in Spanish/English: ▪ Strand 1 Foundational Language Skills **[STR – D II]** ▪ Strand 2 Comprehension ▪ Strand 3 Response Skills ▪ Strand 4 Multiple Genres ▪ Strand 5 Author's Craft ▪ Strand 6 Composition **[STR DII]** ▪ Strand 7 Inquiry and Research ▪ Describe the developmental writing stages for Spanish/English;	▪ Side by Side Lesson Plan with same/different readers in Spanish and English ▪ Cognate Anchor Charts ▪ Cross Language Connection Anchor Charts

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5.3k How to make connections between L1 and L2 to promote biliteracy.	▪ Describe meta linguistics knowledge to develop literacy/biliteracy; and ▪ Describe a variety of literacy assessments (DRA/EDL; TX-KEA; mCLASS Texas) to plan and implement biliteracy instruction in Spanish/English.	

Required Texts

Guerrero, M., Guerrero, M., Soltero-González, L. & Escamilla, K. (2017). *Abriendo brecha: Antología crítica sobre la educación bilingüe de doble inmersión.* DLeNM: Fuente Press. https://shop.dlenm.org/abriendo-brecha-antolog%C3%ADa-cr%C3%ADtica-sobre-la-educaci%C3%B3n-biling%C3%BCe-de-doble-inmersi%C3%B3n

Components and Features of a Research-based Reading program. *Beginning reading instruction; Phonics and word recognition; Promoting vocabulary development; and Comprehension instruction.*
ON BLACKBOARD

ELAR/SLAR TEKS Update 2019-2020 | Institute for Public School... www.ipsi.utexas.edu/elar-slar-teks-update

Spanish Language Arts and Reading and English as a Second Language Texas Essential Knowledge and Skills (TEKS) includes current and revised TEKS to be implemented in K-8 beginning with school year 2019-2020 and in grades 9-12 beginning with school year 2020-2021.

Other Required Readings/References

Izquierdo, E. (2019). *Guía de Implementación de Lenguaje Dual*, en Arriba la Lectura. Florida: Houghton Mifflin Harcourt Publishing Company.

Ada, F., Beers, K., Campoy, I., Armstrong Carroll, J., Clemens, N., Cunningham, A., Hougen, M., Izquierdo, E., Jago, C., Palmer, E., Probst, R., Templeton, S., Washington, J. (2019). Into Reading. Florida: Houghton Mifflin Harcourt Publishing Company.

Ada, F., Beers, K., Campoy, I., Armstrong Carroll, J., Clemens, N., Cunningham, A., Hougen, M., Izquierdo, E., Jago, C., Palmer, E., Probst, R., Templeton, S., Washington, J. (2019). Arriba la

Lectura. Florida: Houghton Mifflin Harcourt Publishing Company. Texas Reading Initiative (2002). Beginning reading instruction; Phonics and word recognition; Promoting vocabulary development; Comprehension instruction. In *Components and features of a research-based reading program.*

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Course Policy

- All students are responsible and expected to be prepared and check **BlackBoard on a daily basis** for emails and to post assignments.

- Pay close attention to **DUE** dates for assignments. Late work is not acceptable.

- All writing, oral presentations, and other assignments must be well thought out and appropriate for each topic that is discussed.

- **All writing/presentations need to in Spanish, organized, clear, and grammatical – *¡ACENTOS!***
  https://www.fluentu.com/blog/spanish/spanish-accent-marks/

- 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, to have done their readings and to be active participants. Reading the assignments is essential for meaningful participation. Students are responsible for working with their team/partner. Teamwork is mandatory, and provides a forum for discussion that cannot be duplicated. 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 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/

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- **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** .

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Semana	Tema	Lecturas	Tarea	Puntos
S1 **agosto 24**	**Introducción al curso** **Los artes del lenguaje en el desarrollo de la biliteracidad en aulas de doble inmersion; SLAR/ELAR** *¿Qué es la lectura? ¿Qué son los artes del lenguaje?*	**Una introducción:** narrada de 2 minutos en formato ppt y que te veas presentando. **Abriendo Brecha:** El bilingüismo, nuestro don, por Rebecca Blum Martínez (capítulo II, página 19) **TEKS: SLAR/ELAR Kinder** **Videos: TEKS Beginning Reading and Writing**	08/25 8/25	5
S2 **agosto 31**	*La relación entre los TEKS SLAR/ELAR*	**Conversaciones de Mesa Equipos Abriendo Brecha:** La enseñanza de la biliteracidad en programas de doble inmersión, por Soltero-González y Butvilofsky (capítulo X, página 179) **TEKS: SLAR/ELAR Primer grado** **Video: First Grade.xspf** **TheDictado - Bilingual 2nd Grade Classroom** https://www.youtube.com/watch?v=EV278nEX_UM&feature=youtu.be	09/01	2
S3 **septiembre 7**	*El conocimiento fonológico y fonémico* **SLAR/ELAR conjuntamente**	**TEKS: SLAR/ELAR segundo grado** **Presentaciones - 3 Equipos Baker, S.K., Beattie, T., Nelson, N.J., & Turtura, J (2018).** How We Learn to Read: The Critical Role of Phonological Awareness. Washington, DC: U.S. http://improvingliteracy.org. **Yopp, H. & Yopp, R. (2000).** Phonemic multiple sign systems. In The Reading Teacher, Oct. 2000, Vol. 54, No. 2, Children's Choices for 2000.pp.130-143. **Texas Reading Initiative, (2002).** Beginning Reading Instruction.	09/08	5

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		Components and features of a research-based reading program.		
S4 septiembre 14	*La biliteracidad en los programas de doble inmersion*	**Abriendo Brecha:** La enseñanza en los programas de doble inmersión – por Beeman y Urow (capítulo IX, página 159) **TEKS: SLAR/ELAR tercer grado** **Video: Teaching and Learning in DL Classrooms** **Hacer Resumen de (1)Imagine y el video en:** https://www.imaginelearning.com/research/imagine-espanol ; **O** **2. Supporting Early Spanish Literacy in DL Programs**	9/14	5
S5 septiembre 21	*Las convenciones de cada idioma en las artes del lenguaje* **T-TESS y la planificación**	**Artículo:** La enseñanza de la conciencia fonémica en español , por Mercier, Smith y Santoro. **Preparar** un video/mp4 de 2-3 minutos con un resumen del artículo; identifiquen los varios componentes; y den ejemplos. Compartan lo que aprendieron de este artículo. Organizado. **TEKS: SLAR/ELAR cuarto grado**	9/22	5
S6 septiembre 28	**La evolución de la educación bilingüe** **Recursos:** https://us.hmhco.com/texas/reading-languagearts/ **PRESENTACIÓN:** Recursos comprensivos de la biliteracidad en las artes del lenguaje, los TEKS;	**Abriendo Brecha:** La educación bilingüe en Estados Unidos de Norteamérica: continuidades y discontinuidades históricas y actuales, por Aquino-Sterling, Rodríguez-Valls y Outes (capítulo I, página 1). La educación de lenguaje dual: Una reforma educativa Izquierdo y Espitia Mendoza (capítulo IV, página 55). **Preparar** un video/mp4 de 2-3 minutos Hacer una reflexión de la evolución de la educación bilingüe identifiquen los varios componentes; y den ejemplos. Compartan lo que aprendieron de estos capítulos. Organizado.	9/28	5

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		TEKS: SLAR/ELAR quinto grado		
S7 **octubre** **5**	**Las perspectivas de las familias, la comunidad, la política y las escuelas sobre la educación bilingüe y la biliteracidad**	*Abriendo Brecha*: *La familia como sistema de apoyo en el desarrollo de los niños bilingües, por Rojas-Cortez (capítulo III, página 35)* **Conversaciones de mesa** **Video:** Speaking in Tongues Hacer un video narrado de 2 y 3 minutos acerca de las diferentes perspectivas que siguen. Escojan una de las preguntas para responder.	**10/5** **10/12**	**5**
S8 **octubre** **12**		*Abriendo Brecha*: *La condición académica del estudiante bilingüe: asegurando el éxito de los estudiantes bilingües emergentes a través del programa de doble inmersión, Palmer, Cervantes-Soon, y Heiman(capitulo V, página 75).* **Mesas de conversación** **Observación y Reflexión** 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	**10/15**	**5**
S9 **octubre** **19**		RISE Reading Workshop **Orientation** https://www.riseinstituteforliteracy.org/the-problem		
S10 **octubre** **26**		https://www.riseinstituteforliteracy.org/the-problem **The Science of Teaching Reading (STR)**	**10/26**	**5**

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		Observación y Reflexión		
S11 noviembre 2		https://www.riseinstituteforliteracy.org/the-problem **The Science of Teaching Reading (STR)** Observación y Reflexión	**11/2**	**5**
S12 noviembre 9		https://www.riseinstituteforliteracy.org/the-problem **Rise Certificate of Completion** **The Science of Teaching Reading (STR)** Observación y Reflexión	**11/9** **11/9**	**10** **5**
S13 noviembre 16		*Abriendo Brecha:* *El español académico:* *el pilar olvidado de la educación bilingüe, Guerrero & Guerrero(capitulo XII, página 217).* **Conversación de Mesa**		
S14 noviembre 23	**Semana de gracias**	**Trabajos/Proyectos Finales**		
S15 noviembre 30		**Presentaciones Individuales: Video Narrado de 3-4 minutos sobre uno de los temas del curso en BB S15**	**12/04**	**5**
S16 diciembre 7	**FINAL – 3 Componentes**	**1. Video narrado de 5-8 minutos** *¿Cuáles son los conocimientos y destrezas que tenemos que saber para poder organizar y planificar el desarrollo de las artes del lenguaje en el desarrollo de la biliteracidad?* 2. Por **Escrito** formal/académico de lo mismo 3. **La planificación** de una lección de la biliteracidad dentro de las artes del lenguaje	**12/12** **12/12** **12/12**	**10** **10** **10**

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- **SLAR/ELAR TEKS** The following are side-by-side comparison documents for the 2017 revised Spanish and English language arts and reading Texas Essential Knowledge and Skills (TEKS) to be implemented in the 2019–2020 school year in kindergarten through grade 8. There is horizontal alignment between the SLAR/ELAR TEKS, but due to the different conventions of the languages, there are important differences between the two sets of standards that influence the teaching and learning of biliteracy development.

While the SLAR/ELAR TEKS contain substantively similar and equally rigorous expectations for students who are developing biliteracy in Spanish/English, these side-by-side documents point out differences in **student expectations (SEs).** The revised TEKS consist of the **7 following strands**: **(1)** Developing and sustaining foundational language skills; **(2)** Comprehension skills; **(3)** Response skills; **(4)** Multiple genres; **(5)** Author's craft; **(6)** Composition; **(7)** Inquiry and research.

When individual SEs are identical for revised Spanish and English language arts and reading, they are not listed in these documents. Also, SEs that are similar for revised Spanish and English language arts and reading may not have the same number or may be in a different order. In that case, the sequential numbering appears in the Spanish language arts and reading SEs, and the English language arts and reading SEs are matched to them. **More information and resources for the TEKS can be found on the Texas Education Agency website**

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KINDERGARTEN
Summary of ELAR and SLAR TEKS Student Expectations Differences

Note: When individual student expectations (SEs) are identical for SLAR and ELAR, they are not listed in this document. Also, SEs that are similar for SLAR and ELAR may not have the same number or may be in a different order. In that case, the sequential numbering appears in the SLAR SEs, and the ELAR SEs are matched to them.

Strand 1

ELAR	SLAR
Developing and sustaining foundational language skills—oral language	
ELAR and SLAR documents are identical.	
Developing and sustaining foundational language skills—beginning reading and writing	
Phonological knowledge	
(2)(A)(ii) recognizing spoken alliteration or groups of words that begin with the same *spoken onset* or initial sound;	(2)(A)(ii) recognizing spoken alliteration or groups of words that begin with the same *simple syllable* or initial sound;

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(2)(A)(vii) **blending spoken onsets and rimes to form**simple words;	(2)(A)(vii) **identifying initial and final sounds in** simple words;
(2)(A)(viii) blending spoken phonemes to form **one-syllable words**;	(2)(A)(viii) blending spoken phonemes to form **syllables**;
(2)(A)(x) segmenting spoken one-syllable words into individual phonemes;	N/E**
Phonetic knowledge	
(2)(B)(ii) using letter-sound relationships to decode, including VC, CVC, **CCVC, and CVCC words**;	(2)(B)(ii) using letter-sound relationships to decode **one and two-syllable words and multisyllabic words**, including **CV**, VC, **CCV**, CVC, **VCV, CVCV, CCVCV, and CVCCV**;
N/E	(2)(B)(iii) decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/;
(2)(B)(iii) recognizing that new words are created when **letters** are changed, added, or deleted **such as it - pit - tip – tap**;	(2)(B)(iv) recognizing that new words are created when **syllables** are changed, added, or deleted;

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(2)(B)(iv) identifying and reading at least 25 high-frequency words from a research-based list;	N/E
Spelling knowledge	
(2)(C)(i) spelling words with VC, CVC, and **CCVC**;	(2)(C)(ii) spelling words with **common syllabic patterns such as CV**, VC, **CCV**, CVC, **VCV, CVCV, CCVCV, and CVCCV**;
(2)(C)(ii) spelling **words using sound-spelling patterns**;	(2)(C)(i) spelling **common letter and sound correlations**;
(2)(C)(iii) spelling high-frequency words from a research-based list;	NE
Developing and sustaining foundational language skills—vocabulary	
ELAR and SLAR documents are identical.	
Developing and sustaining foundational language skills—fluency	
ELAR and SLAR documents are identical.	

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Developing and sustaining foundational language skills—self-sustained reading
Kindergarten fluency is not addressed in either document.

Strand 2

ELAR	SLAR
Comprehension skills	
ELAR and SLAR documents are identical.	

Strand 3

ELAR	SLAR
Response skills	
ELAR and SLAR documents are identical.	

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Strand 4

ELAR	SLAR
Multiple genres—literary elements	
ELAR and SLAR documents are identical.	
Multiple genres—genres	
ELAR and SLAR documents are identical.	

Strand 5

ELAR	SLAR
Author's purpose and craft	
ELAR and SLAR documents are identical.	

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Strand 6

ELAR	SLAR
Composition—writing process	
(11)(D) edit drafts with using standard *English* conventions, including;	(11)(D) edit drafts using standard *Spanish* conventions, including;
(10)(D)(ii) verbs;	(10)(D)(ii) verbs, *including the difference between ser and estar*;
(10)(D)(iii) singular and plural nouns;	(10)(D)(iii) singular and plural nouns, *including gender-specific articles*;
(10)(D)(vi) pronouns, including *subjective, objective, and possessive cases*;	(10)(D)(vi) pronouns, including *personal, and the difference in the use of formal pronoun* usted *and informal pronoun* tú;

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(10)(D)(ix) correct spelling of words with grade-appropriate orthographic patterns and rules *and high-frequency words*;	(10)(D)(ix) correct spelling of words with grade-appropriate orthographic patterns and rules;
Composition—genres **ELAR and SLAR documents are identical.**	

Strand 7

ELAR	SLAR
Inquiry and research	
ELAR and SLAR documents are identical.	

**"N/E" means "no equivalent" and indicates that there is no matching student expectation.

→ Download the ELAR/SLAR TEKS update for Kindergarten here. (PDF)

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UTEP Policies

UTEP has established policies to help protect the health of our community and make our campus safe. ***The UTEP Temporary Health and Safety Policy requires all faculty, staff, and students to follow these guidelines:***

· **Stay at home if** you **(1)** have been diagnosed with COVID-19, **(2)** are experiencing COVID-19 symptoms, or **(3)** have had recent contact with a person who has received a positive coronavirus test.

· **Report** (**screening.utep.edu**) if you **(1)** have been diagnosed with COVID-19, **(2)** are experiencing COVID-19 symptoms, or **(3)** have had recent contact with a person who has received a positive coronavirus test.

*· **Complete COVID-19 student training at this site: https://covidtraining.questionpro.com/**

*· **Complete screening questions** (screening.utep.edu) every day before coming to campus and follow instructions provided. (Go online at **screening.utep.edu** and register; you can also download the app to your mobile.)

· **While on campus:**

- wear face coverings when in common areas or when others are present;
- maintain a minimum separation of six (6) feet between yourself and others when possible, and arrange spaces to make this possible in almost all circumstances;
- adhere to room/space limitations on number of occupants; and
- wash and/or sanitize hands frequently

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- Follow signage indicating specific entry and exit doors and pathways.
- Do not cluster in groups and keep hallways open.
- Wash hands and/or apply hand sanitizer prior to entering classroom and after leaving a classroom.
- Do not touch face until after hands are washed/sanitized.
- Use an alcohol wipe, provided outside of classrooms, to sanitize the desk, chair, or table.
- Follow faculty protocols for leaving and re-entering the classroom.

· **Contact instructor** if temporary accommodations due to COVID-19 are needed (i.e., due to positive COVID-19 test, symptoms, or exposure).

· **If unable to wear a face covering** (e.g., medical reasons), the best course of action is to enroll in courses that are entirely online or to work with academic advisors, if necessary, to identify alternative courses. If this is not possible, request an accommodation from Center for Accommodations and Support Services (CASS) prior to coming to campus for in-person activities. Students who receive an accommodation to not wear a face covering must share this with the professor and work to minimize contact with others in the class.

For All Classes Wear face coverings when in common areas of campus or when others are present. You must wear a *face covering* over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to **disciplinary action according to Section 1.2.3 Health and Safety and Section1.2.2.5** Disruptions in the UTEP Handbook of Operating Procedures. Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities may be transitioned to remote delivery.

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Students are not permitted on campus when they have a positive COVID-19 test, exposure, or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.

Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact Center for Accommodations and Support Services (CASS) to discuss temporary accommodations for on-campus courses and activities.