

Faculty: Dr. Elena Izquierdo

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Office Hours: R 11:30 -12:30 at Mesita and/or by appointment

Course meets @ [Mesita ES](#) * Room 109

8:30 a.m.-11:30 a.m.

Course Information: **Black Board Enhanced**

BED 4338 [18611]

3 Credit Hours * Field Base Experience



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. Ten 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;
- Identify and explain the T-TESS and its four domains: Planning, Instruction, Learning Environment, and Professional Practices and Responsibilities;

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- 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 two 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 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.

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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 and factors, including language proficiency in L1/L2, that influence its development.
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. Teach 2 micro lessons in Spanish to elementary students that reflects an understanding of teaching for biliteracy.
9. Reflect in Spanish on observations and micro lessons in biliteracy planning, teaching and assessment.
10. Create a narrated video presentation in Spanish that documents all aspects of biliteracy development.

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Bilingual Education State Standards (SBEC)

SBEC/TEKS: The course will provide opportunities to connect theories of biliteracy - reading and writing through L1/L2 - with both the State Board of Education Certification (SBEC) standards and the Texas Essential Knowledge and Skills (TEKS) for Spanish Language Arts & Reading and facilitate the interconnectedness through SLAR/ELAR.

Bilingual Target Language Proficiency Standards (BTLPT)

BTLPT: Course assignments/activities will provide opportunities for further developing interpersonal and presentational oral and written discourse in L1/L2.

SBEC Bilingual Education Standards (BED) and Bilingual	Course Objectives	Student Learning Outcome	<i>To evaluate these outcomes, faculty will use the following assessment procedures:</i>
<i>BED -Standard III. The bilingual education teacher knows the process of first- and second-language acquisition and development.</i>			
<p>3.2k major language components (e.g., phonetics, phonology, morphology, syntactic features, semantics, pragmatics);</p> <p>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;</p>	<p>Know the importance and the development 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).</p> <p>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.</p>	<p>Understand and articulate the interconnected components of reading in Spanish/English.</p> <p>Understand and apply the differences/commonalities between ELAR and SLAR TEKS.</p> <p>Understand and apply the differences in methodologies used for initial literacy development in Spanish/English.</p>	<p>a. Course graded chapter and lecture assignments; b. Class discussion of reading terminology in Spanish; c. Classroom Observations & Reflections d. Presentations</p> <p>a. Course graded chapter and lecture assignments; b. Class discussions/presentations 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</p>

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<p>3.6k the interrelatedness and interdependence of first- and second-language acquisition; and</p> <p>3.7k factors affecting first- and second-language acquisition (e.g., academic background, age, home/school/community environment).</p>	<p>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.</p> <p>Understand socio-cultural, cognitive, and linguistic factors that influence biliteracy development.</p>	<p>Understand and articulate the interrelatedness of SLAR and ELAR</p> <p>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.</p>	<p>d. Classroom Observations & Reflections e. Presentations</p> <p>a. Course graded chapter and lecture assignments; c. Classroom Observations & Reflections d. Presentations</p> <p>a. Course graded chapter and lecture assignments; c. Classroom Observations & Reflections d. Presentations</p>
<p><i>BED - Standard V. The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy.</i></p>			
<p>5.1k how to use learners' prior knowledge to facilitate their acquisition of literacy in the second language;</p>	<p>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; and develop metalinguistic knowledge; Understand and analyze simultaneous biliteracy and its development in planning, instruction, and assessment.</p>	<p>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).</p> <p>Identify appropriate educational materials for language and biliteracy instruction (various genres, authentic, transadapted, translated literature)</p>	<p>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</p>

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<p>5.3k how to make connections between L1 and L2 to promote biliteracy.</p>	<p>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).</p>	<p>Understand holistic assessment practices in reading and writing in a biliteracy context.</p>	<p>a. Course graded chapter and lecture assignments; b. Class discussion of assessment materials in Spanish; c. Classroom Observations & Reflections d. Presentations</p>
<p>Bilingual Target Language Proficiency Standards (BTLPT)</p>			
<p><i>BTLPT – Standard III. The teacher is able to construct effective interpersonal and presentational oral discourse in the target language.</i></p>			
<p>3.1k how to communicate effective and appropriate oral messages in the target language in contexts relevant to the bilingual classroom.</p>	<p>Develop communicative skills in Spanish/English in explaining biliteracy development;</p>	<p>Create a narrated video presentation that documents all aspects of biliteracy development to include SLAR/ELAR in planning and teaching for biliteracy.</p>	<p>a. Class discussion of assessment materials in Spanish; b. Classroom Observations & Reflections on Spanish; c. Micro Teaching in Spanish; d. Final Narrated Video in Spanish</p>
<p><i>BTLPT – Standard IV. The teacher is able to write effective interpersonal and presentational discourse in the target language.</i></p>			
<p>4.1k how to write effectively in the target language for various audiences, purposes, and occasions relevant to the bilingual classroom.</p>	<p>Develop observation and analytical skills as children develop biliteracy;</p>	<p>Reflect on your beliefs about biliteracy teaching and assessment to develop your philosophy of teaching and learning for biliteracy (Observations/Reflections)</p>	<p>a. Classroom Observations & Reflections in Spanish; b. Lesson Plan in Spanish; c. Micro Teaching in Spanish; d. Final Narrated Video in Spanish.</p>

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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*.

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 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/>

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- **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. Team work 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/>

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

	ASSIGNMENTS		TOTAL POINTS
1.	Conversaciones de mesa compartidas de lecturas/Table Talks Shared Readings	12 X 2pts	24 pts
2.	10 Observations/Reflections Lesson structure; Planning; Methodologies; Resources; Routines; Assessment for learning; and Student engagement.	each 2 pts	20 pts
4.	2 Micro Lessons Plans on Planning/Teaching for Biliteracy	each 5 pts	10 pts
5.	1 Individual Micro Lesson Video/PPT Self & Reflection	20	20 pts
6.	1 FINAL 8-10 Minute Self-Narrated Video Recording on: <i>Planning & Teaching for Biliteracy</i>		25pts



Lectura 1 de hoy:

La enseñanza de la biliteracidad en programas de doble inmersión

Lucinda Soltero-González y Sandra Butvilofsky

23 de enero

Introducción al curso y expectativas

SLAR/ELAR La introducción y Kinder

La enseñanza de la biliteracidad

Conversaciones de mesa #1



Principios esenciales para la enseñanza de la biliteracidad

Mesa 1 Enseñanza coordinada en los dos idiomas **parte 1**

Mesa 2 Enseñanza coordinada en los dos idiomas **parte 2 Otro aspecto ...**

Mesa 3 Enseñanza holística de la biliteracidad

Mesa 4 Métodos de enseñanza auténticos en cada idioma

Mesa 5 Conexiones inter-lingüísticas

Mesa 6 Ventajas, desafíos y recomendaciones

Tarea de lecturas:

- **Para el 30 de enero:** Lenguaje dual: Guía de implementación – Kinder
Leer y subrayar puntos claves en el texto
- **Components and Features of a Research-based Reading program.** *Beginning reading instruction; Phonics and word recognition; Promoting vocabulary development; and Comprehension instruction.* Read, highlight, and prepare to present/discuss.

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 <i>spoken onset</i> or initial sound;	(2)(A)(ii) recognizing spoken alliteration or groups of words that begin with the same <i>simple syllable</i> 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;
(2)(B)(iv) identifying and reading at least 25 high-frequency words from a research-based list;	N/E

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

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Strand 2

ELAR	SLAR
Comprehension skills	
ELAR and SLAR documents are identical.	

Strand 3

ELAR	SLAR
Response skills	
ELAR and SLAR documents are identical.	

Strand 4

ELAR	SLAR
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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 ;
(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.	

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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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30 de enero
SLAR/ELAR Primer año
El lenguaje dual

Lectura 2 de hoy:
El bilingüismo, nuestro don
 Rebecca Blum Martinez



Conversaciones de mesa #2

- Mesa 1** SLAR/ELAR 1 
- Mesa 2** Guía 1 de DL
- Mesa 3** Beginning Reading
- Mesa 4** Phonics & Word Recognition

READ: Beginning Reading; Phonics and Word Recognition; Vocabulary Instruction; Comprehension
On BLACKBOARD

GRADE 1

Summary of ELAR and SLAR TEKS Student Expectations Differences

Note: When individual student expectations (SEs) are identical for ELAR and SLAR, they are not listed in this document. Also, SEs that are similar for ELAR and SLAR may not have the same number or may be in a different order. In that case, the sequential numbering appears in the ELAR SEs, and the SLAR 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 awareness	
(2)(A)(ii) recognizing spoken alliteration or groups of words that begin with the same <i>spoken onset</i> or initial sound;	(2)(A)(ii) recognizing spoken alliteration or groups of words that begin with the same <i>simple syllable</i> or initial sound;
(2)(A)(iii) distinguishing between long and short vowel sounds in one-syllable words;	N/E**
(2)(A)(iv) recognizing the change in spoken word when a specified <i>phoneme</i> is added, changed, or removed;	(2)(A)(iii) recognizing the change in spoken word when a specified <i>syllable</i> is added, changed, or removed;
N/E	(2)(A)(iv) segmenting spoken words into individual syllables;
(2)(A)(v) blending spoken <i>phonemes to form one-syllable words, including initial and/or final consonant blends</i> ;	(2)(A)(v) blending spoken <i>complex syllables, including silabas trabadas, to form multisyllabic words</i> ;
(2)(A)(vi) manipulating <i>phonemes</i> within <i>base</i> words;	(2)(A)(vii) manipulating <i>syllables</i> within words;
(2)(A)(vii) segmenting spoken <i>one-syllable words of three to five phonemes</i> into <i>individual phonemes</i> , including words with <i>initial and/or final consonant blends</i> ;	(2)(A)(vi) segmenting spoken words into <i>syllables</i> , including words with <i>silabas trabadas</i> ;
Phonetic knowledge	
(2)(B)(i) decoding words in isolation and in context by applying common letter sound correspondences;	N/E
N/E	(2)(B)(i) identifying and matching sounds to individual letters;
(2)(B)(ii) decoding words with <i>initial and final consonant blends, digraphs, and trigraphs</i> ;	(2)(B)(ii) decoding words with <i>silabas trabadas such as /bla/, /bra/, and /gla/</i> ; digraphs; and words with <i>multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x</i> ;
N/E	(2)(B)(iii) decoding words with silent <i>h</i> and words that use the syllables <i>que-, qui-, gue-, gui-, güe-, and güi-</i> ;
(2)(B)(iii) decoding words with <i>closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables</i> ;	(2)(B)(iv) decoding words with diphthongs <i>such as /ai/, /au/, and /ei/</i> ;
N/E	(2)(B)(v) decoding contractions such as <i>al and de</i> ;
N/E	(2)(B)(vi) decoding three- to four-syllable words;

COMPLETE DOWNLOAD → [ELAR/SLAR TEKS - Grade 1](#)



6 de febrero
 SLAR/ELAR Segundo año
Observación #1

Lectura 3 de hoy:
La enseñanza de la biliteracidad en programas de doble inmersión
Lucinda Soltero-González y Sandra Butvilofsky
[Conversaciones ONLINE en BlackBoard](#)

La observación #1



La observación es una parte importante de aprender a enseñar. Por lo tanto, la observación en el aula presenta una oportunidad para ver a maestros de la vida real en situaciones de enseñanza de la vida real. La observación es importante en cada etapa de la carrera de un maestro.

GRADE 2

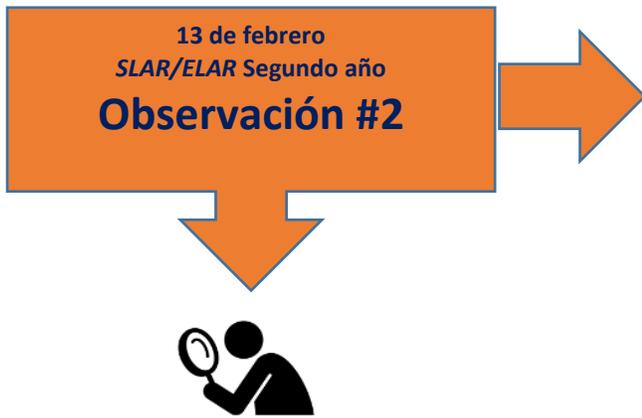
Summary of ELAR and SLAR TEKS Student Expectations Differences

Note: When individual student expectations (SEs) are identical for ELAR and SLAR, they are not listed in this document. Also, SEs that are similar for ELAR and SLAR may not have the same number or may be in a different order. In that case, the sequential numbering appears in the ELAR SEs, and the SLAR 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 awareness	
(2)[A](i) producing a series of rhyming words;	N/E**
(2)[A](ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words;	N/E
(2)[A](iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed;	N/E
(2)[A](iv) manipulating phonemes within base words;	N/E
Phonetic knowledge	
(2)[B](i) decoding words with short, long, or variant vowels, trigraphs, and blends;	N/E
(2)[B](ii) decoding words with silent letters such as <i>knife</i> and <i>gnat</i> ;	N/E
(2)[B](iii) decoding multisyllabic words with <i>closed syllables; open syllables; VCe syllables; vowel teams; including digraphs and diphthongs; r-controlled syllables; and final stable syllables</i> ;	(2)[A](i) decoding multisyllabic words;
N/E	(2)[A](ii) decoding words with multiple sound spelling patterns such as <i>c, k, and q</i> and <i>x, z, soft c, and x</i> ;
N/E	(2)[A](iii) decoding words with silent <i>h</i> and words that use the syllables <i>que-, qui-, gue-, gu-, gúe-, and güi</i> ;
N/E	(2)[A](iv) decoding words with diphthongs and hiatus;
(2)[B](iv) decoding <i>compound words, contractions, and common abbreviations</i> ;	(2)[A](v) decoding common abbreviations;
(2)[B](v) decoding words using knowledge of syllable division patterns such as <i>VCCV, VCV, and VCCVC</i> ;	N/E
(2)[B](vi) decoding words with prefixes, <i>including un-, re-, and dis-</i> , and <i>inflectional endings, including -s, -es, -ed, -ing, -er, and -est</i> ;	(2)[A](vi) decoding words with prefixes <i>and suffixes</i> ;
(2)[B](vii) identifying and reading high-frequency words from a research-based list;	N/E
Spelling knowledge	
(2)[C](i) spelling one-syllable and multisyllabic words with <i>initial consonants, final consonants, and final stable syllables</i> ;	N/E

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Preparaciones para la micro lección

Lectura 4 de hoy:
La enseñanza en los programas de doble inmersión
 Beeman y Urow

Conversaciones de mesa #3
ONLINE BLACKBOARD

Mesa 1	Premisa 1
Mesa 2	Premisa 2
Mesa 3	Premisa 3
Mesa 4	El puente
Mesa 5	El uso estratégico de los dos lenguajes
Mesa 6	SLAR/ELAR 2 y Guía 2 de DL



Micro lección #1



MICRO LECCIÓN #1

EL TÍTULO DEL LIBRO/TEXTO:	EL GÉNERO:
¿POR QUÉ ESTE TEXTO? ¿CON QUÉ SE CONECTA?	NIVEL DE LA LECTURA:
GENERAR INTERÉS:	

TEKS: [la fonética; las estrategias; la comprensión; la escritura]	
IDEAS CLAVES	1. 2. 3.
VOCABULARIO CLAVE	
LA FONÉTICA	
EXPRESSIONES IDIOMÁTICAS:	1. 2.
CONTEXTO: <u>Antes de leer</u> , desarrollen el concepto; señalen las características especiales del texto.	1. 2.
<u>Durante la lectura</u> : La Comprensión Hagan conexiones	1. 2.
<u>Después de leer</u> : La discusión; compartir; sintetizar	1. 2.

GRADE 3

Summary of ELAR and SLAR TEKS Student Expectations Differences

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

Strand 1

Developing and sustaining foundational language skills—oral language	
ELAR and SLAR documents are identical.	
Developing and sustaining foundational language skills—beginning reading and writing	
Phonetic knowledge	
(2)(A)(i) decoding multisyllabic words with multiple sound-spelling patterns such as <i>eigh</i> , <i>ough</i> , and <i>en</i> ;	N/E**
N/E	(2)(A)(i) decoding words with a prosodic or orthographic accent;
(2)(A)(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	N/E
N/E	(2)(A)(ii) decoding words with multiple sound spelling patterns such as <i>c, k</i> , and <i>q</i> and <i>s, z</i> , soft <i>c</i> , and <i>x</i> ;
(2)(A)(iii) decoding compound words, contractions, and abbreviations;	N/E
N/E	(2)(A)(iii) decoding words with silent <i>h</i> and words that use the syllables <i>que-</i> , <i>qui-</i> , <i>gue-</i> , <i>gü-</i> , <i>güe-</i> , and <i>gü-</i> ;
(2)(A)(iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;	N/E
N/E	(2)(A)(iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents;
N/E	(2)(A)(v) decoding and differentiating meaning of a word based on a diacritical accent;
(2)(A)(v) decoding words <i>using knowledge of prefixes</i> ;	(2)(A)(v) decoding words with <i>prefixes and suffixes</i> ;
(2)(A)(vi) decoding words <i>using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</i> ;	(2)(A)(vi) decoding words with <i>prefixes and suffixes</i> ;
(2)(A)(vi) identifying and reading high-frequency words from a research-based list;	N/E
Spelling knowledge	
N/E**	(2)(B)(i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable);
(2)(B)(ii) spelling homophones;	N/E



27 de febrero
SLAR/ELAR Cuarto año

Lectura 5 de hoy:
*La educación de lenguaje dual :
 Una reforma educativa*
 Izquierdo y Espitia Mendoza

La observación #3

Conversaciones de mesa #4

GRADE 4

Summary of ELAR and SLAR TEKS Student Expectations Differences

Note: When individual student expectations (SEs) are identical for ELAR and SLAR, they are not listed in this document. Also, SEs that are similar for ELAR and SLAR may not have the same number or may be in a different order. In that case, the sequential numbering appears in the ELAR SEs, and the SLAR 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	
Phonetic knowledge	
(2)(A)(i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals;	N/E**
N/E	(2)(A)(i) decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);
(2)(A)(ii) decoding multisyllabic words with closed syllables; open syllables; VCE syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	N/E
N/E	(2)(A)(iii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;
(2)(A)(iii) decoding words using advanced knowledge of syllable division patterns such as VV;	N/E
N/E	(2)(A)(iii) decoding and differentiating the meaning of a word based on the diacritical accent;
(2)(A)(iv) decoding words using knowledge of prefixes;	(2)(A)(iv) decoding words with prefixes and suffixes;
(2)(A)(v) decoding words using knowledge of suffixes, including how they can change base words such as dropping s, changing y to i, and doubling final consonants;	(2)(A)(iv) decoding words with prefixes and suffixes;
(2)(A)(vi) identifying and reading high-frequency words from a research-based list;	N/E
Spelling knowledge	
(2)(B)(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCE syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	N/E
N/E	(2)(B)(i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with orthographic accent;

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Lectura 6 de hoy:
La claridad ideológica del maestro bilingüe: un reto en la educación
 Alfaro y Bartolomé

5 de marzo
Observación #4
SLAR/ELAR Quinto año
DLIG 5

Conversaciones de mesa #5

La observación #4

COMPLETE DOWNLOAD → [ELAR/SLAR TEKS - Grade 5](#)

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Spring 2020 * Jan. 23rd – May 14th 2020

12 de marzo
Recursos
Observación #5

Lectura 7 de hoy:

La familia como sistema de apoyo en el desarrollo de los niños bilingües
Rojas-Cortez



Conversaciones de mesa #6

La observación 5



26 de marzo
Observación #6

Lectura 8 de hoy:

El estudiante bilingüe emergente: eje, razón y riqueza de un desarrollo curricular de rigor y relevancia
W.Valero



Conversaciones de mesa #7

La observación 6



2 de abril
Observación #7
Lectura de hoy

Lectura 9 de hoy:

El desarrollo de jóvenes bilingües: un enfoque desde la teoría de la actividad histórica cultural sobre los programas de doble inmersión
Duran y Aragón



Preparaciones



Conversaciones de mesa #8

La observación 7



9 de abril
Observación #8

Lectura 10 de hoy:

La educación bilingüe en Estados Unidos de Norteamérica: continuidades y discontinuidades históricas y actuales
Aquino-Sterling, Rodríguez-Valls y Outes



Conversaciones de mesa #9

La observación 8





16 de abril
Observación #9
EDL/DRA
Preparaciones para la
Micro Lección #2



Lectura 11 de hoy:

*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



**Presentación sobre
EDL/DRA**



Conversaciones de mesa #10

La observación 9



23 de abril
La Micro Lección #2



Lectura 12 de hoy:

*Principio básicos de la evaluación
formativa*
Solano-Flores



Conversaciones de mesa #11
ONLINE BLACKBOARD

Micro lección #2



Presentar Micro Lección #2

Lectura 13 de hoy:
 El español académico: el pilar olvidado de la educación bilingüe
 Guerrero & Guerrero

30 de abril
Observación #10
 Lectura de hoy



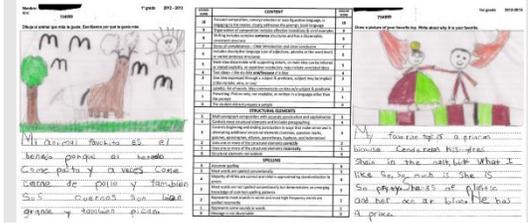


Presentación sobre la escritura con la parte cualitativa de la rúbrica



La observación 10





7 de mayo





Conversaciones/Presentaciones de mesa #12

Mesa 1	Capítulo XII El español académico: el pilar olvidado de la educación bilingüe
Mesa 2	SLAR/ELAR Un análisis de puntos claves
Mesa 3	La planificación para desarrollar la bilingüedad
Mesa 4	Lenguaje dual: Guía de implementación; ¡Arriba la lectura! Into Reading!
Mesa 5	T-TESS y los Dominios 1-4

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14 de mayo
FINAL



Presentación sobre el aprendizaje del curso
<https://www.youtube.com/watch?v=Jb6YbvuhUgQ>

(You Tube) de 8 a 10 minutos-para el 15 de diciembre @11:59 p.m.

Las preguntas orientadoras son, *¿Qué es la biliteracidad? ¿Cuáles son los conocimientos y destrezas que tenemos que saber para poder organizar y planificar el desarrollo de la biliteracidad?*

Mucho de lo que van a presentar aquí se puede organizar alrededor de la información que presentan el 7 de mayo.

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TABLE TALKS SHARED/CONVERSACIONES DE MESA COMPARTIDAS

Criteria	Exemplary [5]	Effective [3-4]	Minimal [2-1]	Unsatisfactory [0]
Level of Engagement	<input type="checkbox"/> Contributes to class activities by providing quality ideas and asking relevant questions on a regular basis <input type="checkbox"/> Actively engages with others in class discussions <input type="checkbox"/> Communicates/challenges the accuracy and relevance of statements made <input type="checkbox"/> Effectively identifies and summarizes main points	<input type="checkbox"/> Contributes to class activities by providing ideas and asking questions on a regular basis <input type="checkbox"/> Often engages with others in class discussions <input type="checkbox"/> Challenges the accuracy and relevance of statements made <input type="checkbox"/> Identifies and summarizes main points	<input type="checkbox"/> Occasionally contributes to class activities by providing ideas and asking questions <input type="checkbox"/> Sometimes engages with others in class discussions <input type="checkbox"/> Sometimes has an understanding of main points <input type="checkbox"/> Identifies and summarizes some of the main points	<input type="checkbox"/> Limited to no contributions to class activities <input type="checkbox"/> Limited to no comment/opinions with other students <input type="checkbox"/> Demonstrates little understanding of main points <input type="checkbox"/> Limited to no understanding, identification or summarization of main points
Preparedness	<input type="checkbox"/> Always prepared for discussions with assignments read and required materials <input type="checkbox"/> Accurately expresses foundational knowledge pertaining to issues raised in readings during the discussion	<input type="checkbox"/> Usually prepared for discussions and required materials <input type="checkbox"/> Expresses basic foundational knowledge pertaining to content and discussions	<input type="checkbox"/> Seldom prepared for discussions and required materials <input type="checkbox"/> Expresses limited foundational knowledge pertaining to readings and discussions	<input type="checkbox"/> Consistently unprepared for discussions <input type="checkbox"/> Expresses no relevant foundational knowledge
Disposition	<input type="checkbox"/> Consistently positive, cooperative attitude during class <input type="checkbox"/> Always supportive of other students' ideas	<input type="checkbox"/> Usually positive and cooperative with classroom projects and discussions <input type="checkbox"/> Often supportive of other students' ideas	<input type="checkbox"/> Seldom actively participates in classroom projects and discussions <input type="checkbox"/> Sometimes supportive of other students' ideas	<input type="checkbox"/> Rarely if ever participates in classroom projects and discussions <input type="checkbox"/> Occasional disruptive behavior

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Rubric Micro Lesson Video Presentation				
TOTAL	EXCELLENT 18 – 20 pts	PROFICIENT 11 – 17 pts	BASIC 6- 10 pts	BELOW BASIC 0-5 pts
Organization: Sequence and Connections	Specific introduction that gives direction to the presentation and conclusion; All sequenced material within the body; Cohesive presentation content	Specific introduction to presentation and conclusion;-Most material sequenced within the body; Most of presentation demonstrates cohesion	A basic introduction and conclusion; Some sequenced material within the body; some inconsistency in the cohesion of the presentation	A basic introduction; missing conclusion; No sequence in material; no cohesion of the presentation
Spanish Language Grammar Accents Vocabulary	Enhances the effectiveness of the presentation; Correct grammar; Makes use of Biliteracy terminology	Supports the effectiveness of the presentation; Correct grammar; Makes use of some Biliteracy terminology	Partially supports the effectiveness of the presentation; Occasional mistakes in grammar;some Biliteracy terminology	Unclear; Minimally support the effectiveness of the presentation; Grammar errors take away from the value of presentation; Makes little to no use of Biliteracy terminology
Delivery: Sound Clarity Confidence	Eye contact with the audience most of the time; Appropriate gesture and expression; Deliverance with confidence	Frequent eye contact with the audience; Appropriate gesture and expression	Occasional eye contact with the audience; Some gesture and expression	Seldom eye contact with the audience; Not enough gesture and expression
Content: Demonstrates Understanding of Biliteracy	All components of course content for Biliteracy addressed	Most components of course content for Biliteracy addressed	Some components of course content for Biliteracy addressed	Few components of course content for Biliteracy addressed
Visual Aids:	Utilizes visual aids that are creative, original and add tremendous value to the presentation.	Utilizes one visual aids that add great value to the presentation.	Utilizes one visual aid that supports some of the presentation.	Does not utilize a visual aid, or utilizes 1 that does not add value to the presentation.
Preparedness	Student completely prepared and has obviously rehearsed .	Student seems prepared but might have needed a couple more rehearsals .	Student is somewhat prepared , but it is clear that rehearsal lacking .	Student does not seem at all prepared to present.

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Rubric Biliteracy Narrated Video				
TOTAL	EXCELLENT 18 – 20 pts	PROFICIENT 11 – 17 pts	BASIC 6- 10 pts	BELOW BASIC 0-5 pts
Organization: Sequence and Connections	Specific introduction that gives direction to the presentation and conclusion; All sequenced material within the body; Cohesive presentation content	Specific introduction to presentation and conclusion;-Most material sequenced within the body; Most of presentation demonstrates cohesion	A basic introduction and conclusion; Some sequenced material within the body; some inconsistency in the cohesion of the presentation	A basic introduction; missing conclusion; No sequence in material; no cohesion of the presentation
Spanish Language Grammar Accents Vocabulary	Enhances the effectiveness of the presentation; Correct grammar; Makes use of Biliteracy terminology	Supports the effectiveness of the presentation; Correct grammar; Makes use of some Biliteracy terminology	Partially supports the effectiveness of the presentation; Occasional mistakes in grammar;some Biliteracy terminology	Unclear; Minimally support the effectiveness of the presentation; Grammar errors take away from the value of presentation; Makes little to no use of Biliteracy terminology
Delivery: Sound Clarity Confidence	Eye contact with the audience most of the time; Appropriate gesture and expression; Deliverance with confidence	Frequent eye contact with the audience; Appropriate gesture and expression	Occasional eye contact with the audience; Some gesture and expression	Seldom eye contact with the audience; Not enough gesture and expression
Content: Demonstrates Understanding of Biliteracy	All components of course content for Biliteracy addressed	Most components of course content for Biliteracy addressed	Some components of course content for Biliteracy addressed	Few components of course content for Biliteracy addressed
Visual Aids:	Utilizes visual aids that are creative, original and add tremendous value to the presentation.	Utilizes one visual aids that add great value to the presentation.	Utilizes one visual aid that supports some of the presentation.	Does not utilize a visual aid, or utilizes 1 that does not add value to the presentation.
Preparedness	Student completely prepared and has obviously rehearsed .	Student seems prepared but might have needed a couple more rehearsals .	Student is somewhat prepared , but it is clear that rehearsal lacking .	Student does not seem at all prepared to present.