

**BED 4345\* 13152 Black Board Enhanced Fall  
2018 \* Thursday \* Aug. 27 – Dec. 14**

**Faculty** Dr. Elena Izquierdo

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Office: EDUC 611

Office Hrs: R 3:00- 4:00 p.m @ UTEP  
online by appointment



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

**COURSE INFORMATION**

BED 4345 Biliteracy- BlackBoard Enhanced

**Course at COED 308.**

R 4:30 pm-7:20 pm

3 Undergraduate Credit Hours

Language(s) of Instruction: Spanish/English

Pre Requisite: BED 4340

**COURSE DESCRIPTION**

Biliteracy Development (3-1)

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

**COURSE PURPOSE**

This course provides students with the knowledge and skills necessary for developing biliteracy in Spanish/English, simultaneously or successively, for children in schools. Particular emphasis is given to matters of transfer and the critical role of the child's first language in the development of and its effect on biliteracy in Spanish and English. The course will introduce social cultural, cognitive, and linguistic factors that influence in the biliteracy process.

It provides students opportunities to apply Bilingual/EL Education knowledge as they develop and deliver teaching activities that align to the State standards for English and Spanish Language Arts and Reading Development. This section integrates a literacy service-learning component where students tutor public school children in biliteracy, which provides university students with the experience of working with children in biliteracy context.

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Este curso contribuye a la misión de UTEP al brindar conocimientos a los futuros maestros sobre los temas de educación bilingüe y la lectura y escritura en dos idiomas. Este curso tiene como propósito el apoyar a los estudiantes que serán maestros/as a desarrollar los conocimientos, habilidades y estrategias necesarias para enseñar a leer y escribir en dos idiomas (español e inglés) dentro de una clase que lleva el programa dual. El curso estará organizado alrededor de temas que están relacionados con los factores socioculturales, cognitivos, lingüísticos y académicos que intervienen en el desarrollo de la biliteracidad. Pondremos énfasis en las estrategias que aprovechan los conocimientos lingüísticos y conceptuales del niño/a en su lengua materna para la enseñanza de y en la segunda lengua. El curso incluye participación en el campamento de lecto-escritura. Los estudiantes universitarios diseñan e implementan sesiones de tutoría con los niños/as en los varios componentes en el proceso de la lectura.



**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 challenges in schooling with a special emphasis and support for student learning and development within linguistically and culturally diverse border region settings. Biliteracy educational research and the essential knowledge of its sound professional practice will be a focus.

Este curso comparte la misión y visión del Colegio de Educación, ya que prepara futuros maestros para la realidad de esta región fronteriza, caracterizada por la diversidad cultural y lingüística. Este curso contribuye a la misión de UTEP al brindar conocimientos a los futuros maestros sobre los temas de educación bilingüe y la lectura y escritura en dos idiomas.



**COURSE OBJECTIVES/OBJETIVOS DEL CURSO**

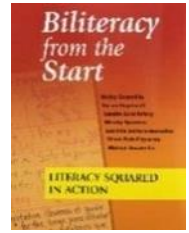
- Understand and analyze biliteracy, its development and planning, instruction, and assessment; Analizar y entender el desarrollo de las prácticas de la biliteracidad en la planificación, instrucción y evaluación.
- Understand and apply the State Standards for Spanish/English Language Arts and Reading TEKS and Assessments; Conocer y poner en práctica los estándares y evaluaciones que requiere el estado para el desarrollo de la lecto-escritura (TEKS) en español y en inglés.
- Develop observation and analytical skills as children develop biliteracy; Desarrollar habilidades de observación y analíticas que van desarrollando los niños en la biliteracidad.
- Develop communicative skills in Spanish/English in explaining biliteracy development; Desarrollar habilidades comunicativas en español/inglés en el explicar la biliteracidad y su desarrollo.

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### REQUIRED TEXT

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



### REQUIRED READINGS and Other Readings as Assigned

- Armbruster, B. B., Lehr, F., Osborn, J., & Adler, C. R. (2003). *Put reading first: The research building blocks of reading instruction: kindergarten through grade 3* (2nd ed.). [Washington, D.C.]: National Institute for Literacy.
- Wren, S. (2001). *What does a “Balanced Literacy Approach” Mean?* The Southwest Educational Development Laboratory.
- Freeman, Y. S., & Freeman, D. E. (2009). *La enseñanza de la lectura y la escritura en español en inglés en salones de clases bilingües y de doble inmersión*. Portsmouth, NH: Heinemann.
- Texas Essential Knowledge and Skills in Spanish  
<http://ritter.tea.state.tx.us/rules/tac/chapter128/ch128a.html>
- Texas Essential Knowledge and Skills in English  
<http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html>
- TEJAS LEE <http://www.tejaslee.org/Resources/default.html>
- State law and Chapter 89: [Commissioner's Rule \(TAC Chapter 89\)](http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html)  
<http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html>
- APA Format <https://owl.english.purdue.edu/owl/resource/560/05/>

### Classroom Policy

All students are expected to be prepared and to be active participants and check their course online, emails, assignments, etc. on a daily basis. Reading the assignments is essential to meaningful participation. Students are responsible for working with their groups. Group work is mandatory, and provides a forum for discussion that cannot be duplicated outside of class.

**Incomplete or late assignments will not be accepted.** All students are required to maintain a high level of professionalism and respect for one another as we engage in discussions and group work.

Your attendance and active participation are vital to this course. A student may be dropped for lack of attendance. If you have an emergency, you need to inform me immediately and provide documentation. If you miss one day of class, contact me immediately. Please PUT AWAY CELL PHONES \*NO TEXTING \* Use of laptops for any purpose outside this course is not allowed.

### Políticas del Curso

Se requiere asistencia y participación completas. **Con 1 ausencia**, reservo el derecho de retirar al alumno de la clase. Favor de notificarme de inmediato en caso de alguna **emergencia tomando en cuenta que la entrega de documentación (justificante) será necesaria.**

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Todos los proyectos asignados deben ser entregados a tiempo. No aceptaré trabajos presentados después del plazo fijado, con excepción de que haya sido por una ausencia justificada. Usted es responsable de hacer cualquier trabajo que no entregó durante su ausencia.

Espero una participación activa en las discusiones y actividades de la clase. Es obligatorio leer todas las lecturas asignadas. Por favor guarde y/o apague su teléfono celular. No se permite el uso de computadoras por asuntos no relacionados con la clase.

### **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 or FAX: (915) 747-8712 E-Mail: [cass@utep.edu](mailto:cass@utep.edu)

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**GRADING SCALE**

Points will be based on discussions, blogs, assignments, quizzes, and the final project. All work is required to be turned in on time. LATE WORK WILL NOT BE ACCEPTED. Please do not wait until the last minute to submit work in the event there are technology issues. In addition, your classmates cannot respond thoughtfully to your blogs/discussions if you post at the last minute.

**ASSIGNMENTS/POINTS**

1. Voiceover Introductions	4 pts.	
2. 10 “Biliteracy from the Start” chapter quizzes	20 pts.	
3. 6 “La enseñanza...” quizzes	12 pts.	
4. TEKS Quiz	2 pts.	
5. LEER MAS Quiz	2 pts.	
6. LEER MAS Presentaciones	5 pts.	
7. Putting it All Together Presentations	3 pts.	
8. Literacy Camp Flyer	1 pts.	
9. 7 Reflexiones y Planes de Estudios	21 pts.	
10. Biliteracy Orals	10 pts.	
11. Biliteracy Lesson Plan Template	10 pts.	
12. Comprehensive Final	10 pts.	TOTAL: 100 pts

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**SCHEDULE**

(May be modified during semester at instructor's discretion)

**Aug.30th**

**Voice over Introductions**

Post by 11:30 pm 09/04 **4 pts.**

LA LUZ Creating a Community of Learners/  
Creando una comunidad de aprendices

Respond by 11:30 pm 09/05

What do you know about biliteracy? How does  
it impacts your life?

Respond to a minimum of 2 classmates

✦ Wren, S. (2001). What does a "Balanced Literacy Approach" Mean? The Southwest Educational Development Laboratory.

✦ **Phonemic Awareness Instruction**

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

✦ **Capítulo 1:** El contexto para desarrollar la lectoescritura de los estudiantes bilingües; **Capítulo 2:** La concepción de la lectura como el reconocimiento de las palabras; **Capítulo 3:** la concepción socio psicolingüística de la lectura.

Freeman, Y. S., & Freeman, D. E. (2009). La enseñanza de la lectura y la escritura en español en inglés en salones de clases bilingües y de doble inmersión. Portsmouth, NH: Heinemann.

**Pretest**

08/30 4:30 pm- 5:30 pm (onsite)

**LITERACY CAMP FLYER**

Take literacy camp flyers to schools and write a report

**Opens** 08/30

**1 pts.**

**Closes** 09/06 by 4:30 pm

**Sept. 6th**

**MODULE 1 Biliteracy Framework for Emerging Bilinguals &  
El contexto para desarrollar la lectoescritura**

**Capítulos 1-3**

**PERSPECTIVES OF BILITERACY**

**QUIZ 1**

**Capítulo 1:** El contexto

**Quiz Opens 09/06 4:30-5:00 p.m.**

**6 pts.**

para desarrollar la lectoescritura de los estudiantes bilingües.

**Capítulo 2:** La concepción de la lectura como el reconocimiento de las palabras.

**Capítulo 3:** la concepción socio psicolingüística de la lectura.

**Phonemic Awareness Instruction**

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

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**Sept. 13th MODULE 2 Instruction – Teaching within a Holistic Biliteracy Framework Chapter 1**  
**Capítulos 5**

**CURRICULUM AND INSTRUCTION**

**QUIZ 2 Chapter 1:** What is Literacy Squared? **Quiz Opens 09/13 4:30-5:00 p.m. 4pts.**  
**Capítulo 5:** Los métodos para enseñar la lectura en español.

**Phonics Instruction**

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

**Sept. 20th MODULE 2 Instruction – Teaching within a Holistic Biliteracy Framework Chapters 2-3**

**QUIZ 3 Chapter 2:** Oracy **Quiz Opens 09/20 4:30-5:00 p.m. 4 pts.**

**Chapter 3:** Reading

**Fluency Instruction**

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

**LITERACY CAMP TUTOR/TUTEE LIST** Contact Parents/Guardians

**Sept. 27th MODULE 2 Instruction – Teaching within a Holistic Biliteracy Framework Capítulo 7 y 8**

**QUIZ 4 Capítulo 7:** La enseñanza efectiva de la escritura. **Quiz Opens 09/27 4:30-5:00 p.m. 4 pts.**

**Capítulo 8:** Las etapas y los niveles del desarrollo de la escritura.

**Vocabulary Instruction**

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

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**Oct. 4th MODULE 2 Instruction – Teaching within a Holistic Biliteracy Framework Chapter 4**

METALANGUAGE UNDERSTANDING THE RELATIONSHIPS BETWEEN AND WITHIN LANGUAGES

**QUIZ 5 Chapter 4: Writing**

**Quiz Opens 10/04 4:30-5:00 p.m. 2 pts.**

**Text Comprehension Instruction**

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

**SIGN UP: LEER MAS:**

1. Lenguaje Oral
2. Conocimiento Fonológico
3. Conocimiento de la letra impresa
4. Relación entre la letra y los sonidos
5. Fluidez
6. Comprensión
7. Expresión escrita

**LITERACY CAMP/ CAMPAMENTO LECTO-ESCRITURA 1  
REFLEXION Y PLAN DE ESTUDIO 1**

**Opens 10/04 3 pts.  
Closes 11:30 pm 10/07**

**Oct. 11th MODULE 3 Monitoring Trajectories for Biliteracy in Reading and Writing Chapter 5  
ELAR/SLAR TEKS**

ASSESSMENT

**QUIZ 6 Chapter 5: Metalanguage**

**Quiz Opens 10/11 4:30-5:00 p.m. 2 pts.**

LEER MAS – An Overview  
VIDEO LEER MAS; Texas Reads!

**LITERACY CAMP/ CAMPAMENTO LECTO-ESCRITURA 2  
REFLEXION Y PLAN DE ESTUDIO 2**

**Opens 10/11 3 pts.  
Closes 11:30 pm 10/14**



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<b>Oct. 18th</b>	<b>MODULE 3 Monitoring Trajectories for Biliteracy in Reading and Writing</b>	<b>Chapter 6</b>
<b>QUIZ 7</b>	<b>Chapter 6: Reading</b>	<b>Quiz Opens 10/18 4:30-5:00 p.m.</b>
<b>QUIZ 8</b>	<b>Chapter 7: Writing Assessment</b>	<b>4 pts.</b>
<b>PRESENTACIONES</b>	<b>LEER MAS</b>	<b>5pts.</b>
	1. Lenguaje Oral	
	2. Conocimiento Fonologico	
<b>LITERACY CAMP/ CAMPAMENTO LECTO-ESCRITURA 3</b>	<b>REFLEXION Y PLAN DE ESTUDIO 3</b>	<b>3 pts.</b>
	<b>Opens 10/18</b>	
	<b>Closes 11:30 pm 10/21</b>	
<b>Oct. 25th</b>	<b>MODULE 4 Creating Holistic Biliteracy Lessons and Units Pedagogy and Practice</b>	<b>Chapter 7 ELAR/SLAR TEKS</b>
	<b>PEDAGOGY AND PRACTICE</b>	
<b>PRESENTACIONES</b>	<b>LEER MAS</b>	<b>5pts.</b>
	3. Conocimiento de la letra impresa	
	4. Relacion entre la letra y los sonidos	
<b>LITERACY CAMP/ CAMPAMENTO LECTO-ESCRITURA 4</b>	<b>REFLEXION Y PLAN DE ESTUDIO 4</b>	<b>3 pts.</b>
	<b>Opens 10/25</b>	
	<b>Closes 11:30 pm 10/28</b>	
<b>Nov. 1st</b>	<b>MODULE 4 Creating Holistic Biliteracy Lessons and Units Pedagogy and Practice</b>	<b>LEER MAS ELAR/SLAR TEKS</b>
<b>PRESENTACIONES</b>	<b>LEER MAS</b>	<b>5 pts.</b>
	5. Fluidez	
	6. Comprension	
	7. Expresion escrita	
<b>LITERACY CAMP/ CAMPAMENTO LECTO-ESCRITURA 5</b>	<b>REFLEXION Y PLAN DE ESTUDIO 5</b>	<b>3 pts.</b>
	<b>Opens 11/01</b>	
	<b>Closes 11:30 pm 11/04</b>	

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**Nov. 8th      MODULE 4 Creating Holistic Biliteracy Lessons and Units Pedagogy and Practice      LEER MAS ELAR/SLAR TEKS**

LESSON PLANNING UNIT LESSON

**QUIZ**      LEER MAS & ELAR/SLAR TEKS      Quiz Opens 11/08 6:50 – 7: 20pm      4pts.

**SIGN UP** - Groups for Biliteracy Lessons & Chapter (9, 10) Unit lesson plans

**LITERACY CAMP/ CAMPAMENTO LECTO-ESCRITURA 6**  
**REFLEXION Y PLAN DE ESTUDIO 6**      Opens 11/08      3 pts.  
Closes 11:30 pm 11/11

**Nov. 15th      MODULE 4 Creating Holistic Biliteracy Lessons and Units Pedagogy and Practice      Chapter 8**

**QUIZ 9**      Chapter 8: Putting It All Together: Creating Comprehensive Biliteracy Lessons.      Quiz Opens 11/15 4:30-5:00 p.m.      2 pts.

**PRESENTATIONS**      Groups In Class      3 pts.

- 1. Literacy Lesson Plan Template
- 2. Standards and Literacy Objectives
- 3. Connecting Literacy Environments and Cross-Language Strategies
- 4. TheDictado and Teaching Points

**LITERACY CAMP/ CAMPAMENTO LECTO-ESCRITURA 7**  
**REFLEXION Y PLAN DE ESTUDIO 7**      Opens 11/15      3 pts.  
Closes 11:30 pm 11/18

**Nov. 22th      Thanksgiving- University Closed**

**Nov. 29th      MODULE 4 Creating Holistic Biliteracy Lessons and Units Pedagogy and Practice      Chapter 9**

**QUIZ 10**      Chapter 9: A Kindergarten      Quiz Opens 11/29 4:30-5:00 p.m.      4 pts.  
Chapter 10: Grade 5 Expository Text Unit

**PRESENTATIONS**      Groups In Class      3 pts.

- 5. Oracy Objectives
- 6. Assessment
- 7. Kinder Biliteracy Unit
- 8. Grade 5 Expository Unit

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**Dec. 6th      Biliteracy Lesson Plan Template      Due 12/06      10 pts.**

**Dec. 13th      MODULE 4**

**FINAL PART I Continuation of Individual Biliteracy Orals      10 pts.**  
**4:30 pm-7:20 pm**  
**UTEP Room 308**

**FINAL PART II Biliteracy Comprehensive Final      10 pts.**  
**Exam Opens 6:30 pm-7:20 pm**  
**UTEP Room 308**

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

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

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

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

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**Voice Over Introduction Rubric 4pts.**

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

**LEER MAS Presentations Rubric 5pts.**

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

**Plan de Estudios y Reflexión Rubrica 3pts.**

<b>Lesson Plan 2 Points</b>	<b>2 Points</b>	<b>1-0 Points</b>
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<b>Template Components</b>	All components included	Missing components
<b>Theme and Relationship to Components</b>	Identified Genre/ clear relationships among all components	Genre is not easily identified / unclear relationships among components
<b>Content Reflects Understanding</b>	Lesson plan content reflects understanding of the content, question, problem or process.	Lesson plan content lacks information and understanding of the concept, question, problem or process. Template has multiple errors or irrelevant inclusions.
<b>Terminology &amp; Text</b>	Terminologies are used. Little or no grammatical/ mechanical mistakes appear in text.	Little if any terminology appropriately used. Contains many grammatical/mechanical mistakes. Text does not generally contribute to theme.
<b>Reflexión 1 punto</b>	<b>1 punto</b>	<b>0 puntos</b>
<b>Escribe una reflexión sobre la experiencia de tutorías</b>	Describe en detalle por lo menos dos estrategias de enseñanza que apoyen mínimo 3 de las siguientes: la comprensión lectora; el desarrollo de vocabulario; la fluidez; escritura.	No describe estrategias de enseñanza que apoyen las siguientes: la comprensión lectora; el desarrollo de vocabulario; la fluidez; escritura.

**Biliteracy Lesson Plan Rubric 10pts.**

<b>CATEGORY</b>	<b>10-8 Exemplary</b>	<b>7-5 Proficient</b>	<b>4-1 Needs Development</b>
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<b>Template Components</b>  _____/2	Includes all components as well as additional information.	All components included	Missing components
<b>Theme and Relationship to Components</b>  _____/2	Theme very obvious and clear relationships among all components	Identified theme/relationships among components apparent	Theme is not easily identified / unclear relationships among components
<b>Content Reflects Understanding</b>  _____/4	Lesson plan content shows understanding of all components/ includes additional selection of materials (i.e. theDictado, oracy)	Lesson plan content reflects understanding of the content, question, problem or process.	Lesson plan content lacks information and understanding of the concept, question, problem or process. Template has multiple errors or irrelevant inclusions.
<b>Terminology &amp; Text</b>  _____/2	Lesson plan contains appropriate use of terminologies / text relevant to grade level and theme / Grammatical	Some terminologies used. Little grammatical/mechanical mistakes appear in text.	Little if any terminology appropriately used. Contains many grammatical/mechanical mistakes. Text does not generally contribute to theme.
<b>Total Points</b>  _____/10	<b>Presenter:</b>    <b>Evaluator:</b>	Comments:	



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**COURSE STANDARDS AND STUDENT LEARNING OUTCOMES**

<p><b>BED Standard I</b> The bilingual education teacher has communicative competence and academic language proficiency in the first language (L1) and in the second language (L2).</p>	
<p><i>By the end of course, the student will be able to:</i></p>	<p><i>To evaluate these outcomes, the faculty member will use the following assessment procedures:</i></p>
<p>1. <b>Apply</b> appropriate terminology for reading development in Spanish/English when discussing and writing about literacy <b>using the Spanish Language Arts and Reading (SLAR) TEKS in Spanish.</b></p>	<p>a. Course graded chapter and lecture assignments;  b. Class discussion of reading terminology in Spanish;  c. Reading quizzes.</p>
<p><b>BED Standard IV. The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.</b></p>	
<p><i>By the end of course, the student will be able to:</i></p>	<p><i>To evaluate these outcomes, the faculty member will use the following assessment procedures:</i></p>
<p>2. Understand the statewide language arts curriculum for Spanish in grades EC–6 as specified in the Texas Essential Knowledge and Skills (TEKS) and apply this knowledge to promote bilingual students' L1/L2 literacy development in grades EC–6.  3. Explain literacy development in L1/L2 and the 3 philosophies of reading development and apply appropriate instructional modifications to deliver the statewide language arts curriculum in L1/L2 to students at various levels of literacy development;  4. Demonstrate knowledge of major language components (e.g., phonetics, phonology, morphology, syntactic features, semantics, pragmatics) and apply this knowledge to address students' language development needs in L1/L2.</p>	<p>a. Course graded chapter and lecture assignments;  b. Class discussion on the <b>Spanish Language Arts and Reading (SLAR) and English Language Arts and Reading (ELAR)TEKS</b>;  c. Discussion of philosophies of reading development; and discussion of phonetics, phonology, morphology, syntactic features; semantics; pragmatics  d. Reading quizzes.</p>

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**BED Standard V. The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy.**

<p><i>By the end of course, the student will be able to:</i></p>	<p><i>To evaluate these outcomes, the faculty member will use the following assessment procedures:</i></p>
<p>5. Explain the knowledge of bi-directional transfer in L1/L2 literacy and promote students' biliteracy (e.g., by maintaining students' literacy in L1 while developing students' literacy in L2);</p> <p>6. Apply this knowledge to lesson plans to plan appropriate literacy instruction in L1/L2 and include authentic children's literature in L1/L2.</p>	<p>a. Course graded chapter and lecture assignments;</p> <p>b. Class discussion of transfer; the <b>Introduction of the Spanish Language Arts and Reading (SLAR)</b></p> <p>c. Reading quizzes.</p>
<p><b>Standards: BED IV/LA I:</b> Oral Language: Teachers of young children understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young children to develop listening and speaking skills</p>	
<p><i>By the end of course, the student will be able to:</i></p>	<p><i>To evaluate these outcomes, the faculty member will use the following assessment procedures:</i></p>

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7. Explain about the importance of oral language in the development of reading; and
8. Apply at least two strategies that develop oral language.

a. Course graded chapter and lecture assignments;

**TEKS: Oral Language/Listening/Speaking**

**KINDER: 21. Escuchar y hablar/escuchar.** *Los estudiantes usan destrezas de comprensión para escuchar con atención a los demás en ambientes formales e informales. Los estudiantes continúan aplicando estándares previos con mayor complejidad.*

**22. Escuchar y hablar/escuchar.**

*Los estudiantes hablan claramente y de forma directa, y utilizando las convenciones del lenguaje. Los estudiantes continúan aplicando estándares previos con mayor complejidad. Se espera que los estudiantes compartan información e ideas hablando de manera audible y clara, y usando las reglas gramaticales.*

**FIRST: 28. Escuchar y hablar/escuchar.**

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	<p><i>Los estudiantes usan destrezas de comprensión para escuchar con atención a los demás en ambientes formales e informales. Los estudiantes continúan aplicando estándares previos con mayor complejidad.</i></p> <p><b>SECOND 28. Escuchar y hablar/escuchar.</b></p> <p><i>Los estudiantes usan destrezas de comprensión para escuchar con atención a los demás en ambientes formales e informales. Los estudiantes continúan aplicando estándares previos con mayor complejidad.</i></p> <p><b>29. Escuchar y hablar</b> <i>Los estudiantes hablan claramente y de forma directa, y utilizando las convenciones del lenguaje. Los estudiantes continúan aplicando estándares previos con mayor complejidad. Se espera que los estudiantes compartan información e ideas sobre un tema hablando de manera clara, con un ritmo apropiado y usando las reglas gramaticales pertinentes.</i></p> <ul style="list-style-type: none"> <li>b. Class discussion on the <b>oral language</b> component in TPRI/Tejas Lee;</li> <li>c. Group Presentations; and</li> <li>d. Reading quizzes.</li> </ul>
<p><b>Standards: BED IV/LA II</b> Phonological and Phonemic Awareness: Teachers of young children understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young children develop this awareness and its relationship to written language.</p>	
<p><b>By the end of course, the student will be able to:</b></p>	<p><b>To evaluate these outcomes, the faculty member will use the following assessment procedures:</b></p>

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<p>9. Explain about the importance of phonological/phonemic awareness and the phonological continuum scale;</p> <p>10. Develop at least 5 strategies that develop phonological/phonemic awareness;</p> <p>11. Explain about the Alphabetic Principle and its role in reading development.</p>	<p>a. Course graded chapter and lecture assignments;</p> <p><b>TEKS: Phonological/Phonemic Awareness</b></p> <p><b>KINDER 2. Lectura/primeras destrezas de la lectura/conciencia fonológica</b> <i>Los estudiantes muestran conciencia fonológica.</i></p> <p><b>2a)</b> identifiquen que una oración está compuesta de un grupo de palabras</p> <p><b>2b)</b> identifiquen las sílabas en las palabras habladas</p>
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**2c)** produzcan rimas oralmente como respuesta a palabras habladas (ej., "¿Qué rima con mesa?")

**2d)** distinguan pares de palabras que riman enunciadas oralmente de aquellas que no riman

**2e)** reconozcan el concepto de la aliteración en palabras habladas o grupos de palabras que comienzan con el mismo sonido inicial (ej., "Pepe Pecas pica papas");

**2f)** mezclen fonemas hablados para formar sílabas y palabras (ej., /m/, /a/ diga ma; ma-pa diga "mapa")

**2g)** separen el sonido silábico inicial en las palabras habladas (ej., /pa/ta, /la/ta, /ra/ta)

**2h)** separen palabras multisilábicas habladas en dos o tres sílabas (ej., /to/ /ma/ /te/)

**3. Lectura/primeras destrezas de la lectura/fonética**

*Los estudiantes utilizan las relaciones entre las letras y los sonidos, así como el análisis morfológico para decodificar el español escrito*

**3a)** decodifiquen los sonidos de las cinco vocales

**3b)** decodifiquen sílabas

**3c)** usen el conocimiento fonológico para combinar sonidos con letras individuales y con sílabas, incluyendo consonantes fuertes y suaves, tales como la "r", "c" y "g"

**3d)** decodifiquen la "y" escrita cuando se usa como una conjunción, como en "mamá y papá"

**3e)** se familiaricen con el concepto de la "h" como letra muda

**3f)** se familiaricen con las grafías /ch/, /rr/

**3g)** se familiaricen con el concepto de que la "ll" y la "y" tienen el mismo sonido (ej., llave, ya)

**3h)** utilicen el conocimiento de las relaciones entre las consonantes y las vocales para decodificar sílabas y palabras de un texto y las que no dependen de un contenido (ej. palabras que tengan CV, VC, CVC, CVCV)

**3i)** reconozcan que las palabras nuevas se forman al cambiar, añadir o quitar sílabas.

b. Class discussion on the **phonological/phonemic** components in

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- TPRI/Tejas Lee;
- c. Group Presentations; and
  - d. Reading quizzes.

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<p><b>Standards: BED IV/LA VI:</b> Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for children to improve their reading fluency.</p>	
<p><b>By the end of course, the student will be able to:</b></p>	<p><b>To evaluate these outcomes, the faculty member will use the following assessment procedures:</b></p>
<p>12. Explain about the role of fluency in the reading process;          13. Develop 2 strategies that develop fluency.</p>	<p>a. Course graded chapter and lecture assignments; <b>TEKS: Fluency</b></p> <p><b>5. Lectura/fluidez.</b></p> <p><i>Los estudiantes leen textos apropiados a su grado escolar con fluidez y comprensión. Se espera que los estudiantes lean textos apropiados para el grado escolar en voz alta, con precisión, con expresión, con un fraseo apropiado y con comprensión.</i></p> <p><b>4. Lectura/fluidez.</b></p> <p><i>Los estudiantes leen textos apropiados para su grado escolar con fluidez y comprensión. Se espera que los estudiantes lean textos apropiados para el grado escolar en voz alta, con precisión, con expresión, con un fraseo apropiado y con comprensión.</i></p> <p>b. Class discussion on the <b>fluency</b> component in TPRI/Tejas Lee;          c. Group Presentations; and          d. Reading quizzes.</p>
<p><b>Standards: BED IV/LA VII:</b> Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young children strategies for improving their comprehension.</p>	
<p><b>By the end of course, the student will be able to:</b></p>	<p><b>To evaluate these outcomes, the faculty member will use the following assessment procedures:</b></p>



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<p>14. Explain the role of Comprehension in the reading process. 15. Develop 2 comprehension strategies.</p>	<p>a. Course graded chapter and lecture assignments; b. Class discussion on <b>Comprehension TEKS Comprehension:</b></p> <p><b>KINDER: 6. Lectura/comprensión de textos literarios/tema y género.</b> <i>Los estudiantes analizan, infieren, sacan conclusiones sobre el tema y el género en diferentes contextos culturales, históricos y</i></p>
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	<p><i>contemporáneos, y proporcionan evidencia del texto para apoyar su comprensión.</i></p> <p><b>FIRST: 7. Lectura/comprensión de textos literarios/tema y género.</b> <i>Los estudiantes analizan, infieren, sacan conclusiones sobre el tema y el género en diferentes contextos culturales, históricos y contemporáneos, y proporcionan evidencia del texto para apoyar su comprensión.</i></p> <p><b>SECOND 6. Lectura/comprensión de textos literarios/tema y género.</b> <i>Los estudiantes analizan, infieren y sacan conclusiones sobre el tema y el género en diferentes contextos culturales, históricos y contemporáneos, y proporcionan evidencia del texto para apoyar su comprensión.</i></p> <p>c. <b>Comprehension</b> component in TPRI/Tejas Lee; d. Group Presentations; and e. Reading quizzes.</p>
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**Standards: BED IV/LA VIII:** Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young children develop competence in written communication.

<p><b>By the end of course, the student will be able to:</b></p>	<p><b>To evaluate these outcomes, the faculty member will use the following assessment procedures:</b></p>
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<p>16. Explain the development process in children's writing</p> <p>17. Develop a writing activity using the writing process.</p>	<p><b>TEKS ESCRITURA</b></p> <p><b>KINDER: 13. Expresión escrita/proceso de escritura.</b></p> <p><i>Los estudiantes usan elementos del proceso de la escritura (planificar, desarrollar borradores, revisar, corregir y publicar) para redactar un texto.</i></p> <p><b>FIRST: 17. Expresión escrita/proceso de escritura.</b></p> <p><i>Los estudiantes usan elementos del proceso de la escritura (planificar, desarrollar borradores, revisar, corregir y publicar) para redactar un texto.</i></p>
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	<p><b>SECOND: 17. Expresión escrita/proceso de escritura.</b></p> <p><i>Los estudiantes utilizan los elementos del proceso de escritura (planificar, desarrollar borradores, revisar, corregir y publicar) para redactar un texto</i></p> <p>a. Class discussion on the <b>writing process</b>; and</p> <p>b. Reading quizzes.</p>
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**Standards: BED IV/LA:** Writing Conventions: Teachers understand how young children use writing conventions and how to help children develop those conventions.

<p><b>By the end of course, the student will be able to:</b></p>	<p><b>To evaluate these outcomes, the faculty member will use the following assessment procedures:</b></p>
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<p>18. Select, adapt, or develop appropriate assessments for different purposes in the biliteracy development (e.g., diagnosis, program evaluation, proficiency);</p>	<p>a. Course graded chapter and lecture assignments;</p> <p><b>TEKS: WRITING CONVENTIONS</b></p> <p><b>KINDER: 16. Convenciones del lenguaje oral y escrito/convenciones.</b></p> <p><i>Los estudiantes comprenden la función y el uso de las convenciones del lenguaje académico al hablar y al escribir. Los estudiantes continúan aplicando estándares previos con mayor complejidad</i></p> <p><b>FIRST: 20. Convenciones del lenguaje oral y escrito/convenciones.</b></p> <p><i>Los estudiantes entienden la función y el uso del lenguaje académico al hablar y al escribir. Los estudiantes continúan aplicando estándares previos con mayor complejidad.</i></p> <p><b>SECOND: 17. Expresión escrita/proceso de escritura.</b></p> <p><i>Los estudiantes utilizan los elementos del proceso de escritura (planificar, desarrollar borradores, revisar, corregir y publicar) para redactar un texto</i></p> <p>b. Class discussion of the English Language Proficiency Standards (ELPS); and</p> <p>c. Reading quizzes.</p>
<p>19. Interpret results of tests commonly used in Bilingual/ESL programs in Texas;</p>	<p>a. Course graded chapter and lecture assignments;</p> <p>b. Class discussion of TELPAS and ELPS; and</p> <p>c. Reading quizzes.</p>

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<p>21. Use ongoing assessments to plan and adjust instruction that addresses biliteracy and enables emerging bilingual students to achieve learning goals.</p>	<ul style="list-style-type: none"><li>a. Course graded chapter and lecture assignments;</li><li>b. Class discussion of ongoing assessments; informal &amp; formal assessments; Progress Monitoring and</li><li>c. Reading quizzes.</li></ul>
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