



Spring 2015 * Thursday
9:00-11:50 AM
EDUC 402

Faculty

Dr. Elena Izquierdo

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Office Hours: R 3:30p.m.-4:30p.m.or by appointment

COURSE INFORMATION

BED 4345* Bilingual Development

3 Credit Hours

Language(s) of Instruction: English/Spanish/Dual Language Setting

Pre Requisite: BED 4340

COURSE DESCRIPTION

Bilingual 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 literacy/bilingual 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 (L1) in literacy development and its effect on literacy in (L2) English. The course will introduce social cultural, cognitive, and linguistic factors that influence in the literacy/bilingual process.

Este curso tiene el propósito de apoyar a los estudiantes que serán maestros/as a desarrollar los conocimientos, habilidades y estrategias que necesitarán para enseñar a leer y escribir en dos idiomas (español e inglés) en el aula bilingüe. 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 bilingüidad. 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.

COLLEGE'S CONCEPTUAL THEME

This course aligns with the University and College of Education's mission and vision in addressing the preparation of educators/future teachers with a special emphasis and support for student learning and development within linguistically and culturally diverse border region settings. It provides students opportunities to apply bilingual/ELL education knowledge as they develop and deliver teaching activities that are aligned 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 literacy/biliteracy which provides university students with the experience of working with children in literacy settings.

*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. **El curso incluye 6 horas de tutoría en lectura con un estudiante de alguna escuela en la comunidad.** Los estudiantes universitarios diseñan e implementan sesiones de tutoría con los niños en los varios componentes en el proceso de la lectura.*

COURSE OBJECTIVES/OBJETIVOS DEL CURSO

- Understand the different literacy development perspectives and practices implemented in schools; *Analizar las concepciones y prácticas de lectura y escritura utilizadas en nuestras escuelas;*
- 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 skills as children learn to read and write; *Desarrollar habilidades de observación de los alumnos de tutoría mediante la implementación de estrategias en su desarrollo de la lecto-escritura;*
- Develop communicative skills in Spanish/English literacy development and utilizing its academic language *Desarrollar habilidades comunicativas en español/inglés leyendo y escribiendo textos académicos.*

REQUIRED TEXTS:

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

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- Guajardo Alvarado, G. (2007, Nov./Dec.). Dyslexia and the Spanish-speaking and bilingual (English/Spanish speaking) student. NABE News, 5-9.
- Wren, S. (2001). What does a "Balanced Literacy Approach" Mean?. The Southwest Educational Development Laboratory.
- **Texas Essential Knowledge and Skills in Spanish**
<http://www.tea.state.tx.us/index2.aspx?id=2147493469>
- **Texas Essential Knowledge and Skills in English**
<http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html>

ADDITIONAL REQUIRED READINGS/RESOURCES

- **TEJAS LEE** <http://www.tejaslee.org/>
- **State law and Chapter 89:** Commissioner's Rule (TAC Chapter 89)
<http://ritter.tea.state.tx.us/curriculum/biling/index.html>

All students are expected to be prepared and to be active participants and check their course online, emails, assignments, etc. on a regular 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. The Teacher Education Department considers missing more than one day of class as excessive. The student may be dropped for lack of attendance. 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.

POLITICAS DEL CURSO:

Se requiere asistencia y participación completas. **Con 1 ausencia**, reservo el derecho de retirar al alumno de la clase. Por favor notifíqueme si tiene alguna **emergencia**.

Las asignaturas deben ser entregadas 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 apague su teléfono celular. No se permite el uso de computadoras por asuntos no relacionados con la clase.

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Disability Policy:

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 (CASS) formerly known as the Disabled Student Services Office (DSSO) located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Center for Accommodations and Support (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 condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of the Center for Accommodations and Support Services (CASS)-- <http://sa.utep.edu/cass/> . You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

Academic Dishonesty:

Academic dishonesty – which includes cheating, plagiarism, and collusion – is a violation of the norms and ethics of the university community and will not be tolerated.

MAY 14 FINAL PART I: Biliteracy Lesson Plan Presentation

MAY 14 FINAL PART II: EXAM will be comprehensive: multiple choice and true/false

MAY 15 FINAL PART III: Summative Self Reflection of Biliteracy and one Journal of ALL Terminologies

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SCHEDULE OF ACTIVITIES/PROGRAMACIÓN DE TEMAS Y ACTIVIDADES

All assignments are due on Black Board

LATE WORK WILL NOT BE ACCEPTED. January 22- May 7, 2015 * Final May 14

| MODULE 1: Language and Biliteracy | | | | | |
|--|---|--|---|--|---|
| Guiding Questions: What is Language in its natural settings? What are the different philosophies, perspectives, views of literacy/biliteracy? (analytical/synthetic, word recognition, socio-psycholinguistic) | | | | | |
| Date | Topic/ Concepts | Activities | Assignments for Next Class | | DUE DATES BB Assignments |
| 01/22/15 | Creating a Community of Learners-Intro Voice Overs Daily Genre | Introductions Review of Syllabus Terminologies Journal Chapter Mapping 5 Expert Groups Intro to Genres | ☐ Pretest -What Does "Balance Literacy Approach" Mean? by Sebastian Wren -Chapter 1: What is Literacy Square? -Chapter 2: Oracy Chapter Mapping (CM) Journal of Terminologies (JT) | ☐Pretest Opens 1/22 | Due 01/25/14 Voice Over Introductions – 5 pts Due 01/29/15 by 8:30 a.m. CM 1 - .5 pt JT 1- .5 pt Due 01/29/15 by 8:30 a.m. CM 2 - .5 pt JT 2- .5 pt |
| 01/29/15 02/05/15 | Perspectives of literacy/ biliteracy Daily Genre Chapter1What is Literacy Square? Chapter 2: Oracy | 5 Expert Groups: What Does - Balance Literacy Approach Mean? Sebastian Wren Intro to Genres | -Chapter 3: Reading (CM & JT) 5 Group Assignments - TEKS Alignment (Strands) | ☐ Quiz 1 1/29 Opens 9:00-9:30 ☐ Quiz 2 1/29 Opens 9:00-9:30 | Due 02/05/15 by 8:30 a.m. CM 3 – .5 pt JT 3 - .5 pt |

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| MODULE 2: Curriculum and Instruction | | | | | |
|---|--|---|--|--|-------------------------------------|
| Guiding Questions: What is Curriculum? What is pedagogy? How does pedagogy differ from instruction-teaching? What are State Standards? How are the TEKS organized? | | | | | |
| Date | Topic/ Concepts | Activities | Assignments for Next Class | | DUE DATES BB Assignments |
| 02/12/15 | CURRICULUM AND INSTRUCTION Daily Genre Chapter 3: Reading | STATE STANDARDS CCSS, TEKS-SLAR/ELAR SLAR Intro Cross-Linguistic Processes Meta language 5 Group Assignments - TEKS Alignment VIDEO: LEER MAS; Texas Reads! | 5 GROUPS: Readings/Jigsaw and LEER MAS Readings/Jigsaw (1) Phonemic Awareness/ Conocimiento fonémico (2) Phonics /La fonética (3) Fluency/Fluidez (4) Vocabulary/El vocabulario (5) Comprehension/La comprensión | <input checked="" type="checkbox"/> Quiz 3 2/12 Opens 9:00 -10:00 a.m. <input checked="" type="checkbox"/> SLAR/TEKS exam 2/12 Opens 9:00 -10:00 a.m. | |
| 2/19/15 | | Video: <i>Velocidad lectora y Fluidez lectora ¿Cuál es la diferencia?</i> 5 GROUPS: Readings/Jigsaw and LEER MAS | LEER MAS (1) Oral language/lenguaje oral (2) Phonological Awareness Conocimiento fonológico (3) Print & Book Knowledge/ Conocimiento de la letra impresa (4) Alphabetic Principle/Relación entre las letras y los sonidos (5) Fluidez (6) Comprehension (7) Expresion escrita | | |

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| 02/26/15 | CURRICULUM AND INSTRUCTION Daily Genre | Group Presentations: Readings/Jigsaw and LEER MAS | Chapter 4: Writing (CM & JT) Chapter 5: Metalanguage (CM & JT) Dyslexia and the Spanish-speaking and bilingual (English/Spanish speaking) student Lesson Plan 1 for Tutee | <input checked="" type="checkbox"/> LEER MAS 2/26 Opens 9:00 - 9:30 a.m. | <div style="border: 1px solid black; border-radius: 15px; padding: 10px; background-color: #4a86e8; color: white;"> <p>Due 03/05/15 by 8:30 a.m.</p> <p>CM 4 - .5 pt JT 4 - .5 pt</p> <p>CM 5 - .5 pt JT 5 - .5 pt</p> </div> |
|---|---|---|--|---|---|
| MODULE 3: Metalanguage, Writing and Assessment Guiding Questions: What is the purpose of Assessment? | | | | | |
| Date | Topic/ Concepts | Activities | Assignments for Next Class | | DUE DATES BB Assignments |
| 3/5 | Metalanguage and Assessment Daily Genre Chapter 4 Chapter 5 | Phonemes Reading English/Spanish Phonologies L1/L1 Transfer Dyslexia and the Spanish-speaking and bilingual | Chapter 6: Reading Assessment (CM & JT) Lesson Plan 2 for Tutee | <input checked="" type="checkbox"/> Quiz 4/5 3/5 Opens 9:00 - 9:30 a.m. | <div style="border: 1px solid black; border-radius: 15px; padding: 10px; background-color: #4a86e8; color: white;"> <p>Lesson Plan 1 for Tutee Due 3/5 by 8:30 a.m.</p> </div> |
| 3/9 -3/13 SPRING BREAK | SPRING BREAK | SPRING BREAK | SPRING BREAK | SPRING BREAK | SPRING BREAK |

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|-----------------------|--|--|--|---|---|
| <p>3/19/15</p> | <p>Metalinguage and Assessment</p> <p>Chapter 6: Reading</p> <p>Daily Genre</p> | <p>Assessment Texas Primary Reading Inventory/Tejas LEE. Selecting, adapting, and developing appropriate assessments for reading;</p> | <p>Lesson Plan 3 for Tutee</p> | <p>☑ Quiz 6 3/19 Opens 9:00 - 9:30 a.m.</p> | <p>Due 03/19/15 by 8:30 a.m. CM 6 -.5 pt JT 6- .5 pt</p> <p>Lesson Plan 2 for Tutee Due 3/19 by 8:30 a.m.</p> |
| <p>3/26/15</p> | <p>Metalinguage and Assessment</p> <p>Daily Genre</p> | <p>Reading Assessment Texas Primary Reading Inventory/Tejas LEE</p> | <p>Chapter 7: Writing Assessment (CM & JT)</p> <p>Lesson Plan 4 for Tutee</p> | | <p>Lesson Plan 3 for Tutee Due 3/26 by 8:30 a.m.</p> |
| <p>4/2/15</p> | <p>Chapter 7: Writing</p> | <p>Writing Assessment Biliteracy <i>One supana time...</i></p> | | <p>☑ Quiz 7 4/2 Opens 9:00 - 9:30 a.m.</p> | <p>Due 04/2/15 by 8:30 a.m. CM 7 -.5 pt JT 7 - .5 pt</p> <p>Lesson Plan 4 for Tutee Due 4/2 by 8:30 a.m.</p> |

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| 4/9/15 | Metalanguage and Assessment Daily Genre | Writing Assessment Biliteracy <i>My favorite animal...</i> | Unit Lesson Planning | | |
|---|---|---|--|--|---|
| MODULE FOUR: UNIT AND LESSON PLANS | | | | | |
| Guiding Questions: Why Lesson Planning? What is a Unit Lesson? | | | | | |
| Date | Topic/ Concepts | Activities | Assignments for Next Class | | DUE DATES BB Assignments |
| 4/16/15 | Lesson Planning Unit Lessons | Sign up Groups for Chapter (9, 10) Unit lesson plans | Chapters 8: Putting it all together (CM & JT) | | |
| 04/23/15 | Lesson Planning Unit Lesson | Chapters 8- Putting it all together | Chapter 9: A Kindergarten Biliteracy Unit | <input checked="" type="checkbox"/> Quiz 8 4/23 Opens 9:00 a.m. - 9:30 a.m. | Due 04/23/15 by 8:30 a.m. CM 8 -.5 pt JT 8 -.5 pt |
| 04/30/15 | Lesson Planning Unit Lesson | Chapter 9 – A Kindergarten Biliteracy Unit | Chapter 10: Expository Unit | <input checked="" type="checkbox"/> Quiz 9 4/30 Opens 9:00 a.m.- 9:30 a.m. | Due 04/30/15 by 8:30 a.m. CM 9 -.5 pt JT 9 -.5 pt |

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| | | | | | |
|----------|--|---|--|--|---|
| 5/7/15 | | Chapter 10- Expository Unit | | <p>☐ Quiz 10 5/7 Opens 9:00 a.m.- 9:30 a.m.</p> | <p>Due 05/07/15 by 8:30 a.m. CM 10 - .5 pt JT 10 - .5 pt</p> |
| 05/14/15 | | <p>Final Part II Biliteracy Lesson Plan Presentations 9:00-10:00 p.m.</p> <p>Final Part I Comprehensive Exam 10:00-11:50 p.m.</p> | | | <p>Due 5/14/15 Unit Lesson Presentation 15 pts</p> |
| 05/15/15 | | <p>Final Part III Posting of Summative Self Reflection of Biliteracy and one Journal of ALL Terminologies</p> | | | <p>Due 05/15/15 Summative Self Reflection of Biliteracy and one Journal of ALL Terminologies 5 pts</p> |

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GRADING SCALE: EVALUACIÓN:

Points will be assigned based assignments/projects turned in on time and on the quality of each assignment. Points for each assignment are as follows:

La evaluación de los trabajos/proyectos se basará en la entrega puntual y calidad del trabajo. Los puntajes son:

| Grading Scale/Evaluación | POINTS |
|---|------------|
| 1. LA LUZ Creating a Community of Learners/Creando una comunidad de aprendices | 5 |
| 2. 10 Chapter Quizzes/10 Exámenes del texto (2 pts each) | 20 |
| 3. TEKS Quiz/Exámen de TEKS | 3 |
| 4. LEER MAS Quiz/ Exámen de LEER MAS | 3 |
| 5. Group Readings/Jigsaw and LEER MAS Presentations/Presentaciones de Lecturas en Grupo/Jigsaw y LEER MAS | 5 |
| 6. Journal of Terminologies and Chapter Mapping/Cuaderno de terminologías y mapas del capítulo | 10 |
| 7. 4 Lesson Plans and Reflections (3 pts each) | 12 |
| FINAL | |
| 8. Comprehensive: multiple choice and true/false | 20 |
| 9. Biliteracy Lesson Plan Foldable | 15 |
| 10. Summative Self Reflection of Biliteracy and one Journal of ALL Terminologies | 7 |
| TOTAL POINTS/Puntaje total | 100 |

- A 90-100**
- B 80-89**
- C 70-79**
- D 60-69**
- F Below 60**

You are responsible for checking your blackboard emails, assignments, discussion boards, announcements and calendar every day. Everything will be posted on blackboard.

Ustedes son los responsables de revisar blackboard, su correo electrónico, trabajos, discusiones y calendario todos los días. Todo se pondrá en blackboard.

ASSIGNMENT RUBRICS

❖ **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. In 1-3 powerpoint presentation slides that must **include one picture of yourself and a voice over of 2-3 minutes only**, introduce yourself to the class. In your presentation, talk about yourself, **what you know about biliteracy and how does it impact your life?** Submit your assignment in the designated area in Blackboard, **Tareas/Asignaturas**.

PRESENTACIONES CON VOZ GRABADA: Creando una comunidad de aprendices

Las presentaciones son una manera efectiva de conocer a los compañeros y al profesor – es una primera impresión. Sin embargo, si la presentación no está planeada y hecha con cuidado, puedes proyectar una imagen incorrecta de ti. En 1-3 diapositivas de powerpoint deberás **incluir tu fotografía y voz grabada de 2-3 minutos solamente** para presentarte a tu clase. En tu presentación, incluye ¿**qué conoces de la biliteracidad y cómo influye en tu vida personal?** Esta tarea debe de ser adjuntada en blackboard, **Tareas/Asignaturas**.

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.

Abajo están incluidas ligas que te guiarán para incluir tu voz grabada en las presentaciones. Esto solamente se hace en powerpoint. Para mayor información, revisa las siguientes direcciones.

| Office Version | Microsoft Link | Video Tutorial |
|-----------------------|---|---|
| 2003 | http://office.microsoft.com/en-us/powerpoint-help/about-recording-a-voice-narration-for-a-presentation-HP005195030.aspx?CTT=1 | http://youtu.be/VV7ci_9AWbA |
| 2007 | http://office.microsoft.com/en-us/powerpoint-help/add-narration-to-a-presentation-HA001230306.aspx | http://youtu.be/rv9vinEMbIE |
| 2010 | http://office.microsoft.com/en-us/powerpoint-help/record-and-add-narration-and-timings-to-a-slide-show-HA010338313.aspx | http://youtu.be/3uk4CU7uobM |

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❖Voice Over Introductions Rubric

| | 5 | 4-3 | 2-0 |
|----------------------|---|---|--|
| Content | The assignment presents a good introduction of yourself; it provides what you know about biliteracy and how does it impact your life? | The assignment presents some information about yourself, what you know about biliteracy and how does it impact your life? | The assignment presents none or limited information about yourself; it does not provide what you know about biliteracy and how does it impact your life? |
| Communication | Language is appropriate for an academic course. The student talks in the presentation and does not read the power point. | Language is somewhat appropriate for an academic course. The student mostly reads the power point in the presentation. | Language is not appropriate for an academic course. The student only reads the power point in the presentation. |
| Organization | Clear and organized and has required length. | Not well organized and is somewhat the required length. | Not organized and is not clear. Does not meet the required length. |
| Creativity | The assignment is appealing and attractive. Effort and time is reflected in the work. | The assignment is somewhat appealing. Some effort is reflected in the work. | The assignment is not appealing. Effort is not reflected in the work. |

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Rubric for Presentations [5 pts]

| | Exceptional 5 pts | Good 4 pts | Acceptable 3-2 pts | Unacceptable 1- 0 pts |
|-----------------------------------|---|--|---|---|
| Content | An abundance of material clearly related to the component; points are clearly made and supports the reading development process; varied use of materials | Sufficient information that relates to topic; many good points made but there is an uneven balance and little variation | There is a great deal of information that is not clearly connected to the topic | Not clear; information does not support component. |
| Coherence and Organization | Clearly stated and developed; specific examples are appropriate and clearly developed; flows together well; good transitions; succinct but not choppy; well organized | Most information presented in logical sequence; generally very well organized but better transitions from idea to idea needed | Concept and ideas are loosely connected; lacks clear transitions; flow and organization are choppy | Presentation is choppy and disjointed; does not flow; vague; no apparent logical order of presentation |
| Creativity | Very original presentation of material; uses the unexpected to full advantage; captures audience's attention | Some originality apparent; good variety and blending of materials/media | Little variation; material presented with little originality or interpretation; some media. | Repetitive with little or no variety; insufficient use of multimedia |
| Material | Balanced use of materials properly used to develop component; varied and appropriate | Use of materials not as varied and not as well connected to component | Choppy use of materials; lacks smooth transition from one point to another; materials not clearly connected to thesis | Little or no materials used; imbalance in use of materials—too much of one, not enough of another |
| Speaking Skills | Poised, clear articulation; proper volume; steady rate; good posture and eye contact; enthusiasm; confidence | Clear articulation but not as polished | Some mumbling; little eye contact; uneven rate; little or no expression; READS | Inaudible or too loud; no eye contact; rate too slow/fast; speaker seemed uninterested and used monotone; READS ALL |
| Audience Response | Involved the audience in the presentation; points made in creative way; held the audience's attention throughout | Presented facts with some interesting "twists"; held the audience's attention most of the time | Some related facts but went off topic and lost the audience; mostly presented facts with little or no imagination | Incoherent; audience lost interest and could not determine the point of the activity/presentation. |
| Length of Presentation | Within minutes of allotted time | Within minutes of allotted time | Somewhat within minutes of allotted time | Too long or too short; ten or more minutes above or below the allotted time |

Rúbrica para evaluar las reflexiones de tutoría # 1-6 en el campamento de lecto-escritura - Individual [3 puntos]

| 3 puntos | 2 punto | 1-0 puntos |
|--|---|---|
| <p>(1) Describe en detalle por lo menos tres estrategias de enseñanza que apoyen mínimo 3 de las siguientes; la comprensión lectora, el desarrollo de vocabulario, la fluidez y la escritura, de una manera integrada y relevante para su alumno.</p> <p>(2) Escribe una reflexión sobre la experiencia de tutorías.</p> <p>(3) Adjunta evidencia de su trabajo (diario y trabajos del alumno/a)</p> <p>(4) Edita el trabajo, respetando la ortografía y gramática del español.</p> | <p>(1) Describe de manera general y sin mucho detalle por lo menos dos estrategias de enseñanza que apoyen mínimo 2 de las siguientes: la comprensión lectora, el desarrollo de vocabulario, la fluidez y la escritura, de una manera integrada y relevante para su alumno.</p> <p>(2) Escribe una reflexión superficial sobre la experiencia de tutorías.</p> <p>(3) Lo adjunto no es evidencia clara del trabajo descrito.</p> <p>(4) Edita parcialmente el trabajo.</p> | <p>(1) No describe estrategias de enseñanza que apoyan por lo menos dos de las siguientes: la comprensión lectora, el desarrollo de vocabulario, la fluidez y la escritura.</p> <p>(2) No escribe una reflexión sobre la experiencia de tutorías.</p> <p>(3) No adjunta evidencia.</p> <p>(4) No edita el trabajo.</p> |

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COURSE STANDARDS AND STUDENT LEARNING OUTCOMES

| | |
|---|---|
| <p>BED Standard I The bilingual education teacher has communicative competence and academic language proficiency in the first language (L1) and in the second language (L2).</p> | |
| <p>By the end of course, the student will be able to:</p> | <p>To evaluate these outcomes, the faculty member will use the following assessment procedures:</p> |
| <p>1. Apply appropriate terminology for reading development in Spanish/English when discussing and writing about literacy using the Spanish Language Arts and Reading (SLAR) TEKS in Spanish.</p> | <p>a. Course graded chapter and lecture assignments; b. Class discussion of reading terminology in Spanish; c. Reading quizzes.</p> |
| <p>BED Standard IV. The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.</p> | |
| <p>By the end of course, the student will be able to:</p> | <p>To evaluate these outcomes, the faculty member will use the following assessment procedures:</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.</p> <p>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;</p> <p>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 Spanish Language Arts and Reading (SLAR) and English Language Arts and Reading (ELAR)TEKS; c. Discussion of philosophies of reading development; and discussion of phonetics, phonology, morphology, syntactic features; semantics; pragmatics d. Reading quizzes.</p> |
| <p>BED Standard V. The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy.</p> | |
| <p>By the end of course, the student will be able to:</p> | <p>To evaluate these outcomes, the faculty member will use the following assessment procedures:</p> |

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| <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 Introduction of the Spanish Language Arts and Reading (SLAR)</p> <p>c. Reading quizzes.</p> |
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Standards: BED IV/LA I: 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

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| <p>By the end of course, the student will be able to:</p> | <p>To evaluate these outcomes, the faculty member will use the following assessment procedures:</p> |
| <p>7. Explain about the importance of oral language in the development of reading; and</p> <p>8. Apply at least two strategies that develop oral language.</p> | <p>a. Course graded chapter and lecture assignments;</p> <p>TEKS: Oral Language/Listening/Speaking KINDER: 21. Escuchar y hablar/escuchar. <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>22. Escuchar y hablar/escuchar. <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 hablando de manera audible y clara, y usando las reglas gramaticales.</i></p> <p>FIRST: 28. Escuchar y hablar/escuchar. <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>SECOND 28. Escuchar y hablar/escuchar. <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>29. Escuchar y hablar <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> |

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| | <p>b. Class discussion on the oral language component in TPRI/Tejas Lee;</p> <p>c. Group Presentations; and</p> <p>d. Reading quizzes.</p> |
| <p>Standards: BED IV/LA II 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>By the end of course, the student will be able to:</p> | <p>To evaluate these outcomes, the faculty member will use the following assessment procedures:</p> |
| <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>TEKS: Phonological/Phonemic Awareness KINDER 2. Lectura/primeras destrezas de la lectura/conciencia fonológica <i>Los estudiantes muestran conciencia fonológica.</i></p> <p>2a) identifiquen que una oración está compuesta de un grupo de palabras</p> <p>2b) identifiquen las sílabas en las palabras habladas</p> <p>2c) produzcan rimas oralmente como respuesta a palabras habladas (ej., "¿Qué rima con mesa?")</p> <p>2d) distingan pares de palabras que riman enunciadas oralmente de aquellas que no riman</p> <p>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");</p> <p>2f) mezclen fonemas hablados para formar sílabas y palabras (ej., /m/, /a/ diga ma; ma-pa diga "mapa")</p> <p>2g) separen el sonido silábico inicial en las palabras habladas (ej., /pa/ta, /la/ta, /ra/ta)</p> <p>2h) separen palabras multisilábicas habladas en dos o tres sílabas (ej., /to/ /ma/ /te/)</p> <p>3. Lectura/primeras destrezas de la lectura/fonética <i>Los estudiantes utilizan las relaciones entre las letras y los sonidos, así como el análisis morfológico para decodificar el español escrito</i></p> <p>3a) decodifiquen los sonidos de las cinco vocales</p> <p>3b) decodifiquen sílabas</p> <p>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"</p> <p>3d) decodifiquen la "y" escrita cuando se usa como una conjunción, como en "mamá y papá"</p> <p>3e) se familiaricen con el concepto de la "h" como letra muda</p> <p>3f) se familiaricen con las grafías /ch/, /rr/</p> <p>3g) se familiaricen con el concepto de que la "ll" y la "y" tienen el mismo sonido (ej., llave, ya)</p> <p>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,</p> |

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| | <p>CVCV) 3i) reconozcan que las palabras nuevas se forman al cambiar, añadir o quitar sílabas. b. Class discussion on the phonological/phonemic components in TPRI/Tejas Lee; c. Group Presentations; and d. Reading quizzes.</p> |
| <p>Standards: BED IV/LA VI: Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for children to improve their reading fluency.</p> | |
| <p>By the end of course, the student will be able to:</p> | <p>To evaluate these outcomes, the faculty member will use the following assessment procedures:</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; TEKS: Fluency 5. Lectura/fluidez. <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>4. Lectura/fluidez. <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 fluency component in TPRI/Tejas Lee; c. Group Presentations; and d. Reading quizzes.</p> |
| <p>Standards: BED IV/LA VII: 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>By the end of course, the student will be able to:</p> | <p>To evaluate these outcomes, the faculty member will use the following assessment procedures:</p> |
| <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 Comprehension TEKS Comprehension: KINDER: 6. Lectura/comprensión de textos literarios/tema y género. <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> |

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| | <p>FIRST: 7. Lectura/comprensión de textos literarios/tema y género. <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>SECOND 6. Lectura/comprensión de textos literarios/tema y género. <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. Comprehension component in TPRI/Tejas Lee; d. Group Presentations; and e. Reading quizzes.</p> |
| <p>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> | |
| <p>By the end of course, the student will be able to:</p> | <p>To evaluate these outcomes, the faculty member will use the following assessment procedures:</p> |
| <p>16. Explain the development process in children's writing 17. Develop a writing activity using the writing process.</p> | <p>TEKS ESCRITURA KINDER: 13. Expresión escrita/proceso de escritura. <i>Los estudiantes usan elementos del proceso de la escritura (planificar, desarrollar borradores, revisar, corregir y publicar) para redactar un texto.</i></p> <p>FIRST: 17. Expresión escrita/proceso de escritura. <i>Los estudiantes usan elementos del proceso de la escritura (planificar, desarrollar borradores, revisar, corregir y publicar) para redactar un texto.</i></p> <p>SECOND: 17. Expresión escrita/proceso de escritura. <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 writing process; and b. Reading quizzes.</p> |
| <p>Standards: BED IV/LA: Writing Conventions: Teachers understand how young children use writing conventions and how to help children develop those conventions.</p> | |
| <p>By the end of course, the student will be able to:</p> | <p>To evaluate these outcomes, the faculty member will use the following assessment procedures:</p> |
| <p>18. Select, adapt, or develop appropriate assessments for different purposes in the</p> | <p>a. Course graded chapter and lecture assignments; TEKS: WRITING CONVENTIONS</p> |

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| <p>biliteracy development (e.g., diagnosis, program evaluation, proficiency);</p> | <p>KINDER: 16. Convenciones del lenguaje oral y escrito/convenciones. <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>FIRST: 20. Convenciones del lenguaje oral y escrito/convenciones. <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>SECOND: 17. Expresión escrita/proceso de escritura. <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 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; b. Class discussion of TELPAS and ELPS; and c. Reading quizzes.</p> |
| <p>21. Use ongoing assessments to plan and adjust instruction that addresses biliteracy and enables emerging bilingual students to achieve learning goals.</p> | <p>a. Course graded chapter and lecture assignments; b. Class discussion of ongoing assessments; informal & formal assessments; Progress Monitoring and c. Reading quizzes.</p> |