



THE UNIVERSITY OF TEXAS AT EL PASO  
College of Education- Department of Teacher Education  
Fall 2023 Tuesday EDUC 307  
BED 4345 \*14704\* **Biliteracy Development and Assessment**  
Tuesday 8:30-11:20 am  
January 28 – Dec 7  
Credits: 3



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

# Biliteracy Development

**Faculty:** Dr. Maria Del Rosario Talamantes

[mrcastillo@utep.edu](mailto:mrcastillo@utep.edu)

Office hours: Tuesday before 8:30 or after 11:20 am EDUC 307

Or by text – email

Cell phone: 915 494 - 8996

### Course Description:

This course covers the interrelated components of biliteracy and the principles and stages of reading and writing development for children who simultaneously develop literacy through two languages. It provides a holistic focus on planning, teaching, and assessing biliteracy in dual language classrooms. This course is taught in Spanish.

This course requires 6 hours of field experience.

Pre-Req: BED 4340 with a final grade of “B” or better. Student



### UNIVERSITY/COLLEGE 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.

### Student Learning Objectives

At the end of this course, students will:

- Demonstrate knowledge of the process of first and second language acquisition and fundamental linguistic concepts including the subsystem of language (phonology, morphology, lexicon, syntax, pragmatics), register, and metalanguage.
- Apply knowledge of linguistic concepts to select and use appropriate instructional methods, strategies and materials for teaching L1 and L2 literacy (biliteracy)
- Analyze SLAR/ELAR TEKS to identify similarities and differences
- Know and integrate SLAR/ELAR TEKS by designing biliteracy lessons
- Explain and apply the interrelated components of reading (role of phonemic awareness, phonics, vocabulary, comprehension, and vocabulary development) in the process of biliterate reading instruction
- Understand and apply holistic bilingual/biliterate assessment practices in reading and writing in biliteracy contexts

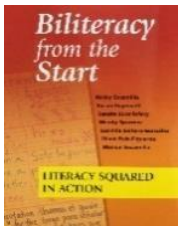
- Design meaningful learning experiences for emerging bilingual learners that emphasize cross-language connection and promote development in all domains: oracy, writing, reading, and metalanguage
- Explain the essential components of a holistic bilingual framework to develop biliteracy lessons and assessments
- Develop communicative skills in Spanish/English in explaining biliteracy development, biliteracy instruction, and integration of SLAR/ELAR TEKS
- Reflect on their beliefs about biliteracy teaching and assessment to inform their philosophy of teaching and learning for biliteracy development

## Course Specific Standards

Bilingual Standards/ State Board Education Certification (SBEC)  BED 4345 students will know	Measurements (means of assessment for student learning outcomes listed in first column)
<b>Standard I: The bilingual education teacher has communicative competence and academic language proficiency in the first language (L1) and in the second language (L2).</b>	
1.1k How to read, write, and communicate orally in a proficient manner in L1 and L2	All BED 4345 assignments
1.2k Academic language in L1 and L2	All BED 4345 assignments
<b>Standard III: The bilingual education teacher knows the process of first- and second-language acquisition and development.</b>	
3.2k Major language components (e.g., phonetics, phonology, morphology, syntactic features, semantics, pragmatics)	Leer Mas Presentation; Así funciona el español; SLAR/ELAR Presentation; Discussion boards; Biliteracy Lesson Plan; Final Biliteracy Narrated Video Presentation
3.2s Applies knowledge of linguistic concepts to select and use appropriate instructional methods, strategies, and materials for teaching L1 and L2;	Leer Mas Presentation; Así funciona el español; SLAR/ELAR Presentation; Spanish & English Dictados; Biliteracy Lesson Plan; Final Biliteracy Narrated Video Presentation
3.3s Assists learners in making connections between languages (e.g. noting similarities and differences, using cognates);	Spanish & English Dictados; Biliteracy Lesson Plan; Final Biliteracy Narrated Video Presentation
3.6k The interrelatedness and interdependence of first-and second-language acquisition	Spanish & English Dictados; Biliteracy Lesson Plan; Final Biliteracy Narrated Video Presentation
<b>Standard IV: The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.</b>	
4.1k State educator certification standards in reading/language arts appropriate for the teacher's level of certification and distinctive elements in the application of the standards for English and the Spanish language;	SLAR/ELAR Presentation; Spanish & English Dictados; Biliteracy Lesson Plan

4.2k Statewide language arts curriculum for Spanish as specified in the Texas Essential Knowledge and Skills (TEKS); and types of formal and informal literacy assessment in the primary language.	Discussion Board; Biliterate Reading Assessment Analysis; Biliterate Writing Assessment Analysis
<b>Standard V: <i>The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy.</i></b>	
5.1k how to use learners’ prior knowledge to facilitate their acquisition of literacy in the second language;	All assignments
5.3k how to make connections between L1 and L2 to promote biliteracy.	All assignments

**REQUIRED TEXTS**



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



Mercuri and Musanti (2021). *La Enseñanza en el Aula Bilingüe: Content, Language, and Biliteracy* (Spanish Edition). 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.
- Beeman, K. Urow, C. (2013). Teaching for Biliteracy: Strengthening bridges between languages. How Spanish Works. Philadelphia, PA: Caslon, Inc. 155-165.
- **English Language Arts/Spanish Language Arts and Reading TEKS:** Side-by-side documents comparing the current and revised English language arts and reading TEKS are now available on the Texas Education Agency website. The [Resources for the Revised English Language Arts and Reading TEKS webpage](#) has been created to house resources that may assist parents and teachers in the transition to the revised English language arts and reading TEKS. [https://tea.texas.gov/Academics/Subject\\_Areas/English\\_Language\\_Arts\\_and\\_Reading/Resources\\_for\\_the\\_Revised\\_English\\_Language\\_Arts\\_and\\_Reading\\_TEKS/](https://tea.texas.gov/Academics/Subject_Areas/English_Language_Arts_and_Reading/Resources_for_the_Revised_English_Language_Arts_and_Reading_TEKS/) for access to all available resources.

- 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>
- 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/>

**Course Assignments, possible points, and grade scale (out of 100 pts):**

- 100-90 = A      89-80 = B      79-70 = C      69-60 = D      59 and Below = F

Assignment	Points
Weekly Reading notes/Attendance (1x15)	15
Personal Introduction via Flipgrid Conversation	2
Biliteracy Weekly Quizzes	10
<i>Así funciona el español</i> - Presentación (trabajo en equipo)	5
<i>Leer Mas</i> Presentation: Interrelated Components of Reading (group work)	5
Video Analysis/Virtual Field Experience Reflections (6 total, 2 points each) to put all together at the end of the semester (to keep credit)	12
Reflection Paper (Over Video Analysis/Virtual Field)	10
4 Discussion Boards /Posts (4 total, 2 points each)	8
Biliterate Reading Assessment Analysis (group work)	4
Biliterate Writing Assessment Analysis (group work)	4
Biliteracy Lesson Plan	10
Final: Biliteracy Narrated Video Presentation	15
<b>Total Points</b>	<b>100</b>

➤ **Weekly Reading Notes/Attendance (15 points per semester):** Attendance, as well as reading the weekly chapters and articles are crucial for participation in class, and for understanding the material for quizzes and assignments. You are going to get **1 point** per week for attendance and for doing the correspondent reading notes.

➤ **Personal Introduction (2 points):** To get to know one another, you will provide a personal introduction via Flipgrid. You will listen to and watch a video recording of a read aloud of the book, [\*Alma y cómo obtuvo su nombre\*](#). In your introduction, provide your full name and an explanation of your name/names. Include a statement related to why it is important to recognize your students' names in your classroom. How does this humanize our pedagogy? Please also include what you know

about biliteracy, how you define it, and what it means to you. Finally include your hopes and expectations for this course. This presentation can only be three minutes long. You will want to script your response before videotaping. You will then view all your classmates' videos and respond to at least two classmates.

➤ **Leer Más Presentation: Interrelated Components of Reading (5 points):** The purpose for this assignment is for you to research and develop a hands-on activity that exemplifies how to teach one of the interrelated components of reading. In small groups, you use the *Leer Mas* Spanish and English presentations to find the information that relates to this concept. Use your own words and illustrations to capture the concept. You may use other supplemental information as well. Your presentation should be no longer than 12 minutes and include no more than 12 slides (including title and reference slides) and a hand-on activity that connects to the interrelated component being presented.

➤ **Así funciona el español Presentation (5 points):** You will choose one of the following aspects (las letras tramosas, los acentos, vocales y sílabas/genero, prefijos y sufijos/puntuación, los cognados) of the internal structure of Spanish that impact Spanish literacy and metalinguistic awareness from the class reading, "How Spanish Works." These aspects and conventions of the Spanish language are related to the SLAR TEKS. For this assignment, you will create a PowerPoint presentation with a minimum of 8 slides to include the following: Explain the specific aspect/convention, identify which SLAR TEKS addresses this aspect of the Spanish language, include explicit examples for the applicable K-2 grades, and present a practical classroom activity that demonstrates your understanding of this convention. This video presentation should be between 5-8 minutes.

➤ **Video Analysis/Virtual Field Experience Reflections (6 reflections total, 2 points each = 12 points):** For this assignment you will view two assigned videos that reflect biliteracy instruction with emerging bilingual learners in bilingual contexts, and you will observe teachers (4 times) at Vilas Elementary School (the teacher will be assigned to you). Your task will be to write a reflection that will include: 1) an analysis of the instructional strategies providing evidence from the video and referencing class readings, discussions, etc.; 2) thoughtful reflection explaining why the teacher did what they did, how you might take this learning and apply it to your own instruction, and how viewing the video helped you. Three reflections will be in writing, and three in a video through Flipgrid based on observations at Villas Elementary School. More instructions will be provided in BlackBoard for each of the videos/observation reflection. These Video Analysis Reflections serve as the *field experience requirement* for this course. (You may want to watch a helpful video on [Reflective Writing](https://www.youtube.com/watch?v=QoI67VeE3ds) (<https://www.youtube.com/watch?v=QoI67VeE3ds>). At the end of the semester, you must put all reflections in a table (templet provided) to keep credit for these reflections. Failing to submit the table with reflections will result in 0 points for the 6 reflections.

➤ **Reflection Paper (Over Video Analysis/Virtual Field) (10 points):** After completing your 6 reflections, you must write a minimum of two pages reflection paper where you explain the whole experience of analyzing teaching videos. As part of this assignment, you must use at least 6 concepts or keywords (in bold or highlighted) addressed in the readings within your writing. Explain **WHAT** happened in the videos/observations and **HOW** you would use the gained knowledge in your future teaching, and the strategies you may apply.

- **Discussion Boards Flipgrid (4 total, 2 points each):** You will use Flipgrid to engage more thoughtfully with one another using the readings and learning from the class. Questions and/or prompts will be provided for each of the four discussion Flipgrid forums. You will respond to the video posting and then respond to at least three classmates for each Discussion Flipgrid.
- **Biliterate Reading Assessment Analysis (4 points) –** For this assignment you will analyze biliterate reading assessment data comparing and contrasting reading strengths and needs across languages. You will discuss the importance of using a holistic biliteracy framework to capture the totality of what bilingual learners can do across languages and the implications for planning biliteracy instruction.
- **Biliterate Writing Assessment Analysis (4 points) -** You will use the *Literacy Squared Writing Rubric* to assess and analyze a student’s writing abilities and needs across languages. Using the Literacy Squared Writing Rubric, score each of the student’s samples and provide a narrative explaining why the child earned such a score. Include a narrative comparing and contrasting the student’s linguistic and writing abilities/needs across languages.
- **Biliteracy Lesson Plan (10):** The purpose of this assignment is to provide the teacher candidate with practice planning a biliteracy lesson plan that offers K-2nd grade students opportunities to listen, speak, read, and write in both Spanish and English, and make cross-language connections. The lesson should be book based and recent multicultural/critical children’s literature (published in the last 10 years) should be used. It would be ideal to use texts from different genres. You will use the Biliteracy Lesson Plan format and include appropriate SLAR/ELAR TEKS, literacy objectives, specific oracy foci (vocabulary, language structures, dialogue), assessment/ evaluation procedures, and a schema for how the lesson will be taught.
- **Final Biliteracy Narrated Video Presentation (15 points):** This assignment will serve as your culminating final where you will create a YouTube video presentation that communicates your knowledge of biliteracy development, instruction, and assessment processes. Your presentation must be organized and clear, use PowerPoint slides and other visuals that will support evidence for your learning. Further directions can be found on BlackBoard.

## BLACKBOARD

### Technology Requirements

Course content, discussions, assignments are delivered via the Internet through the Blackboard learning management system (LMS). Ensure your UTEP e-mail account is working and that you have access to the Web. You may use any of the primary Web browsers—Explorer, Google Chrome, Firefox, Safari, etc. When having technical difficulties, try switching to another browser. If you encounter technical difficulties of any kind, contact the [Help Desk](#).

### Netiquette

It is important to provide information that discusses the use of proper online etiquette, also known as “netiquette.” Here is an article that explores this idea a little more in-depth: [10 Rules of Netiquette for Students](#).

## Make-up Work

Make-up work will be given *only* in the case of a *documented* emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

## Drop Policy

Make sure that you check with your departmental director(s) to determine what typical policy is for your discipline. You can also consult the school catalog for information pertaining to University Drop Policies: [2017-2018 Catalogue](#).

## Incomplete Grade Policy

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

## Accommodations Policy

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must work with the [UTEP Center for Accommodations and Support Services](#).

**Scholastic Integrity:** Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more: [HOOP: Student Conduct and Discipline](#).

## Copyright Statement for Course Materials

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

## Student Resources

UTEP provides a variety of student services and support:

- [UTEP Library](#): Access a wide range of resources including online full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [Military Student Success Center](#): UTEP welcomes military-affiliated students to its degree programs, and the Military Student Success Center and its dedicated staff (many of whom are veterans and students themselves) are here to help personnel in any branch of service to reach their educational goals.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

## ALL FIELDWORK:

Per State of Texas law- TAC§228.35(b)(1), candidates seeking teacher certification must complete a minimum of 30 clock-hours of field-based experience (FBE) prior to clinical student teaching or internship (in our case, the Student Teaching Residency). This course requires 6 hours of FBE. In addition to turning in your fieldwork hours and related assignments as work in this course, you are required to document each observation in the Educator Preparation Online Portal (EPOP), located at <https://coe.utep.edu/epop/>. Documentation includes both a log of the time spent observing and a final reflection paper.

- **Follow these instructions after each observation:**
  1. Navigate to <https://coe.utep.edu/epop/>
  2. Go to “Student Login” and select “Field-based Experience”
  3. Select “New Observation”
  4. Enter the information pertaining to your most recent observation
  5. An email will be sent to your cooperating teacher, so s/he can verify the information you provided.



- You must submit a “New Observation” every time you go to a campus to complete field-based experience hours.
- For each course, upload a final reflection paper that addresses the prompts provided by your instructor.
- Once you have obtained the minimum number of required FBE hours for a particular course and uploaded your final reflection paper, click “Submit for Verification.” A summary of your observations will be sent to your instructor for confirmation.
- It is **your** responsibility to submit your fieldwork hours and final reflection into the EPOP system. Failure to do so can impact your ability to do your Student Teaching Residency and become a certified teacher.

### Changes to the syllabus

I strive to respond in my teaching to the shifting conditions of our class community: current events, our discussions, our interests, our extant experiences, and needs for growth. Some changes may be made to the syllabus along the way. I will always notify you or ask you to participate in the decision to make changes. If there are significant changes, the updated syllabus will be made available on Blackboard.

## BED 4345 - Fall 2023 - Weekly Calendar (Subject to Change)

Tuesday 8:30 am – 11:20 am

Sesión/ Fecha	Tema	Tareas	En clase o Blackboard
<b>Módulo 1: Conceptos Interrelacionados entre la lectura en español e inglés</b>			
<b>W. 1</b> 8/29	Introducciones  ¿Qué es la biliteracidad?	<i>Actividades:</i>  -¿Quién soy?  -visión general --plan de estudio / tecnología <i>Blackboard</i>  Participación en grupos (se cuenta como las notas de lectura, 1 punto): Wren, S. (2001). <i>What Does a “Balanced Literacy Approach” Mean?</i>	<b>Reading notes</b> Para entregar esta semana en clase.  Introducción personal en Flipgrid–Blackboard  Entregar para el sábado, 11: 59 pm. Y tienen hasta el domingo, 11:59 pm para responder a dos de sus compañeros.

<p><b>W. 2</b> 9/05</p>	<p><i>“The ongoing debate in reading instruction”</i></p> <p><i>Subsistemas de lenguaje</i></p> <p><i>Introducción a los componentes Interrelacionados de la lectura</i></p> <p><i>SLAR - ELAR</i></p>	<p>-Leer Armbruster, Lehr, Osborn, &amp; Adler (2003) - <b>Reading First</b></p> <p>Actividades – individual y en grupos</p> <p>Video - discusión en equipos</p> <p><b>Anotarse para grupos de presentación, LEER MAS --componentes interrelacionados</b></p>	<p><b>Reading notes</b> Para entregar esta semana en clase.</p> <p><b>discusión en Flipgrid #1 – Ver video:</b> <a href="#">How do Kids Learn to Read? What the Science Says</a></p> <p>Publicar para el sábado 11:59 pm. Tienen hasta el domingo 11:59 pm. para responder.</p>
<p><b>W. 3</b> 9/12</p>	<p>La relación entre la lectura en español e inglés</p>	<ul style="list-style-type: none"> <li>• Leer <a href="#">SLAR/ELAR TEKS Comparison(Introduction through page 26)</a></li> </ul> <p><b>Lectura en voz alta: La vaca que decia</b></p> <p>Actividades – individual y en grupos</p> <p>Video - discusión en equipos</p>	<p><b>Reading notes</b> Para entregar esta semana en clase.</p> <p><b>Journal - Reflexión de instrucción #1:</b> Video Estrellita:</p> <p><a href="https://www.youtube.com/results?sp=mAEB&amp;search_query=Estrellita+sonidos+iniciales+en+el+salon+de+clases">https://www.youtube.com/results?sp=mAEB&amp;search_query=Estrellita+sonidos+iniciales+en+el+salon+de+clases</a></p> <p>- Para entregar el sábado a las 11:59 pm</p>
<p><b>W. 4</b> 9/19</p>	<p>La relación entre la lectura en español e inglés</p> <p>La clase se imparte en Vilas Elementary</p>	<ul style="list-style-type: none"> <li>• - <b>Lectura Oral—Chana y su Rana</b> <a href="#">SLAR/ELAR TEKS Comparison</a></li> <li>• Conceptos interrelacionados entre español e inglés--LEER MAS</li> <li>• Actividades – individual y en grupos</li> </ul> <p>Video - discusión en equipos</p> <p><b>Presentaciones LEER MAS – GRUPOS 1 Y 2</b></p> <ul style="list-style-type: none"> <li>• Examen #1 en clase</li> </ul>	<p><b>Reading notes</b> Para entregar esta semana en clase.</p> <p><b>Reflexión de instrucción #2 con observaciones en Vilas Elementary</b></p> <p><b>discusión en Flipgrid #2 artículo</b></p> <p>What is the Science of Reading?</p>

			<a href="https://www.readingrockets.org/blogs/shanahan-literacy/what-science-reading">https://www.readingrockets.org/blogs/shanahan-literacy/what-science-reading</a>  Publicar para el sábado 11:59 pm. Tienen hasta el domingo 11:59 pm. para responder.
<b>Módulo 2: La enseñanza de bilingüedad holística</b>			
<b>W. 5</b> 9/26	La perspectiva de bilingüedad holística  La clase se imparte en Vilas Elementary	<ul style="list-style-type: none"> <li>• <b>Leer Escamilla et al (2014): Prólogo, Forward y capítulo 1 - Capítulo 4</b></li> <li>• <b>Mercuri y Musanti (2021) La enseñanza del conocimiento en el aula bilingüe (p. 81 – 98)</b></li> </ul> Lectura en voz alta  Actividades – individual y en grupos  Video - discusión en equipos  <ul style="list-style-type: none"> <li>• Examen #2 en clase</li> </ul> <b>Presentaciones LEER MAS – GRUPOS 3 Y 4</b>	<b>Reading notes</b> Para entregar esta semana en clase.  <b>discusión en Flipgrid #3 – Ver video: <a href="#">Pre-requisitos para la adquisición a la lecto-escritura</a></b>  Publicar para el sábado 11:59 pm. Tienen hasta el domingo 11:59 pm. para responder.
<b>W. 6</b> 10/3	La oralidad	<ul style="list-style-type: none"> <li>• <b>Leer Escamilla et al (2014): capítulo 2- Oracy</b></li> <li>• <b>Capítulo 4 Mercuri y Musanti (2021) La enseñanza del conocimiento en el aula bilingüe (p. 95 al 105)</b></li> </ul> Lectura en voz alta  Actividades – individual y en grupos  Video - discusión en equipos  <b>Presentaciones LEER MAS – GRUPOS 5 - 7</b>  <ul style="list-style-type: none"> <li>• Examen #3 en clase</li> </ul>	<b>Reading notes</b> Para entregar esta semana en clase.  - Para entregar el sábado a las 11:59 pm
<b>W. 7</b> 10/10	La enseñanza de lecto-escritura emparejada	<ul style="list-style-type: none"> <li>• <b>Leer Escamilla et al (2014): capítulo 3 – Reading</b></li> </ul> <b>Como funciona el español: Presentaciones G 1-2</b>	<b>Reading notes</b> Para entregar esta semana en clase.

		<ul style="list-style-type: none"> <li>Examen #4 en clase</li> </ul> <p>Actividades – individual y en grupos</p> <p>Video - discusión en equipos</p>	<p><b>discusión en Flipgrid #4 – Ver video - <a href="#">Decoding English</a></b></p> <p>Publicar para el sábado 11:59 pm. Tienen hasta el domingo 11:59 pm. para responder.</p>
<p><b>W. 8</b> 10/ 17</p>	<p>La escritura</p> <p>La clase se imparte en Vilas Elementary</p>	<ul style="list-style-type: none"> <li><b>Leer Escamilla et al (2014): capítulo 4 – Writing</b></li> </ul> <p>Lectura en voz alta y escritura: Práctica para la fluidez - ¿Como funciona el español?</p> <p><b>Como funciona el español presentaciones G. 3 -4</b></p> <p>Actividades – individual y en grupos</p> <p>Video - discusión en equipos</p> <ul style="list-style-type: none"> <li>Examen #5 en clase</li> </ul>	<p><b>Reading notes</b> Para entregar esta semana en clase.</p> <p><b>Reflexión de instrucción #3 con observaciones en Vilas Elementary</b></p>
<p><b>W. 9</b> 10/24</p>	<p>EL metalenguaje</p> <p>La clase se imparte en Vilas Elementary</p>	<p><b>Leer Escamilla et al (2014):</b></p> <ul style="list-style-type: none"> <li><b>Capítulo 5 -Metalenguaje y</b></li> <li><b>Mercuri y Musanti (2021) Capítulo 5 p. 126 - 140</b></li> <li><b>Beeman &amp; Urow: “How Spanish Works” for presentations in groups</b></li> </ul> <p><b>Como funciona el español: Presentaciones G. 5-7</b></p> <p><b>Ver video <a href="#">Así se dice</a></b></p> <p>Lectura en voz alta y escritura</p> <p>Actividades – individual y en grupos</p> <p>Video - discusión en equipos</p> <ul style="list-style-type: none"> <li>Examen #6 en clase</li> </ul>	<p><b>Reading notes</b> Para entregar esta semana en clase.</p> <ul style="list-style-type: none"> <li><b>Reflexión de instrucción #4 con observaciones en Vilas Elementary</b></li> </ul> <p>- Para entregar el sábado a las 11:59 pm</p>
<p><b>Módulo 3: Estrategias de evaluación para construir trayectorias hacia la bilingüedad: Métodos para evaluar el desarrollo de la bilingüedad</b></p>			

<p><b>W. 10</b> 10/31</p>	<p>Evaluación holística de la lectura</p> <p><b>11/03/23</b> Fall Drop/Withdrawal Deadline</p>	<ul style="list-style-type: none"> <li>• <b>Leer Escamilla et al (2014): Capítulo 6 – <i>Reading Assessment</i></b></li> <li>• Examen #7 en clase</li> </ul> <p>Practica de la evaluación de lectura</p> <p>Actividades – individual y en grupos</p>	<p><b>Reading notes</b> Para entregar esta semana en clase.</p> <ul style="list-style-type: none"> <li>• <b>Reflexión de instrucción #5 con observaciones en Vilas Elementary</b></li> </ul> <p>- Para entregar el sábado a las 11:59 pm</p> <p><b>Biliterate Reading Assessment Analysis</b> – Due Sunday, 11:30 pm</p>
<p><b>W. 11</b> 11/7</p>	<p>Evaluación holística de la escritura</p>	<ul style="list-style-type: none"> <li>• <b>Escamilla et al (2014): Capítulo 7 (pgs. 94-106) – <i>Writing Assessment</i></b></li> </ul> <p>Practica de la evaluación de escritura</p> <p>Actividades – individual y en grupos</p> <ul style="list-style-type: none"> <li>• Examen #8 en clase</li> </ul>	<p><b>Reading notes</b> Para entregar esta semana en clase.</p> <p><b>Journal - Reflexión de instrucción #6: Ver Video – <a href="#">TheDictado 2<sup>nd</sup> Grade Classroom</a></b></p> <p>- Para entregar el sábado a las 11:59 pm</p> <p>- Para entregar el sábado a las 11:59 pm</p>
<p><b>W. 12</b> 11/ 14</p>	<p>Continuación de la Evaluación holística de la escritura</p>	<ul style="list-style-type: none"> <li>• <b>Leer Escamilla et al (2014): Capítulo 7 (pgs. 107-138) – <i>Writing Assessment</i></b></li> </ul> <p>Practica de la evaluación de escritura</p> <p>Actividades – individual y en grupos</p> <ul style="list-style-type: none"> <li>• Examen #9 en clase</li> </ul>	<p><b>Reading notes</b> Para entregar esta semana en clase.</p> <p><b>Biliterate Writing Assessment Analysis-</b></p>

			Due Sunday, 11:30 pm
<b>Módulo 4: Planificación: Creando lecciones holísticas de biliteracidad</b>			
<b>W. 13</b> 11/21  Remitir las notas en BB	Lecciones holísticas de biliteracidad	<b>Leer Escamilla et al (2014): Ch. 8: Putting It All Together and</b>  Leer y entregar las notas de la lectura  No clase presencial.  ¡Feliz Día de Gracias!	<b>Reading notes</b> Para entregar esta semana en Blackboard.
<b>W. 14</b> 11/28		<b>Mercuri y Musanti (2021) Capítulo 9 Biliteracidad académica planeación interdisciplinaria.</b>  Actividades – individual y en grupos  • Examen #10 en clase	<b>Reading notes</b> Para entregar esta semana en Blackboard.  <b>Biliteracy Lesson plan DUE by 11:59 pm on Sunday</b>
<b>W. 15</b> 12/5	Lecciones holísticas de biliteracidad	• <b>Leer Escamilla et al (2014): Ch. 10: Expository Text Unit</b>  Actividades – individual y en grupos	<b>Reading notes</b> Para entregar esta semana en clase.  Reflection Paper (Over Video Analysis/Virtual Field) <b>DUE by 11:59 pm on Sunday</b>
<b>Finals</b> 12/15	FINAL Assignment DUE	- <b>Biliteracy Narrated Video Presentations-DUE on Blackboard 12/15 by 11:59 pm</b>	

### COVID-19 INFORMATION PRECAUTIONS AND ACCOMMODATIONS

During this difficult time filled with uncertainty, your health and well-being is very important. I want to support you in ensuring that you remain safe. Please complete the COVID-19 student training at [this site](#).

This course is face-to-face. We are to meet every Tuesday starting on August 22. You may ALSO plan on going to campus for other reasons (e.g., library, computer or internet access). However, please, stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are

feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to [covidaction@utep.edu](mailto:covidaction@utep.edu), so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID 19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit [epstrong.org](http://epstrong.org)

We've hosted multiple well-attended COVID and influenza vaccination clinics on campus over the break. We will continue those clinics over the next two weeks in the Undergraduate Learning Center (UGLC) on January 19<sup>th</sup>, 20<sup>th</sup>, 26<sup>th</sup>, and 27<sup>th</sup> from 9:30 a.m. to 2 p.m. If you haven't yet gotten your booster shot, please do, and encourage your students and peers to do the same.

We continue to sponsor the testing mega site at 3333 Mesa Street in partnership with the City of El Paso daily, including weekends, from 8:30 a.m. - 4 p.m. There are two reserved lanes for UTEP people with IDs and their household members in the same vehicle. There have been long waits there at times, partly due to traffic management, and we are working with those who direct traffic to ensure that access to the UTEP lanes is facilitated. [Online preregistration](#) can further expedite access to testing.

While the mega site provides testing to UTEP household members, they do not provide rapid tests there. We have arranged for free walk-up rapid testing on campus, Monday through Thursday from 9 a.m. to 2 p.m. for faculty, staff, and students (with ID). That program will conduct both rapid antigen and PCR confirmation testing on every sample. [Preregistration](#) with office location code "UTEPS" is encouraged. Although we started the testing in the UGLC, once classes start on Tuesday, we will move on-site testing for safety reasons to the Honors House/Faculty Lounge, located right behind the Liberal Arts Building and the Academic Advising Center. The Honors House is a bit off the beaten path -- please consult the [campus map](#) if you haven't been there before.