Instructor:	**Sandra A. Butvilofsky, PhD**
Class time:	Thursdays, 8:30 am – 11:20 am
Class Location:	Online: BlackBoard and Zoom
Email:	sbutvilofsky@utep.edu
Virtual Office hours:	Mondays, 2:30-3:30 p.m. or by appointment

Course Description

This course covers the interrelated components of biliteracy as well as 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 Learning Objectives

At the end of this course, students will:

o   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.
o   Apply knowledge of linguistic concepts to select and use appropriate instructional methods, strategies and materials for teaching L1 and L2 literacy (biliteracy)
o   Analyze SLAR/ELAR TEKS to identify similarities and differences
o   Know and integrate SLAR/ELAR TEKS by designing biliteracy lessons
o   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
o   Understand and apply holistic bilingual/biliterate assessment practices in reading and writing in biliteracy contexts
o   Design meaningful learning experiences for emerging bilingual learners that emphasize cross-language connection and promote development in all domains: oracy, writing, reading, and metalanguage
o   Explain the essential components of a holistic bilingual framework in order to develop biliteracy lessons and assessments
o   Develop communicative skills in Spanish/English in explaining biliteracy development, billiteracy instruction, and integration of SLAR/ELAR TEKS

o   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)
Standard I: The bilingual education teacher has communicative competence and academic language proficiency in the first language (L1) and in the second language (L2).	
1.1k How to read, write, and communicate orally ina proficient manner in L1 and L2	All BED 4345 assignments
1.2k Academic language in L1 and L2	All BED 4345 assignments
Standard III: The bilingual education teacher knows the process of first- and second-language acquisition and development.	
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
Standard IV: The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.	
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
Standard V: *The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy.*	

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 Readings

Required book:

Escamilla, K., Hopewell, S., Butvilofsky, S., Sparrow, W., Soltero-González, L., Ruiz-Figueroa, O., & Escamilla, M. (2014). *Biliteracy from the start: Literacy Squared in Action*. Philadelphia, PA: Caslon Publishing. ISBN: 978-1-934000-13-7

Required articles/chapters on BB:

- 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.
- Beeman, K., & Urow, C. (2013). *Teaching for Biliteracy: Strengthening bridges between languages. How Spanish Works.* Philadelphia, PA: Caslon, Inc. pp. 155-165.
- Wren, S. (2001). What does a "Balanced Literacy Approach" Mean? The Southwest Educational Development Laboratory.

Online Texas Agency:

- **ELAR/SLAR TEKS Update 2019-2020.** Side-by-side documents comparing ELAR and SLAR TEKS, are now available on the Texas Education Agency website: http://www.ipsi.utexas.edu/elar-slar-teks-update.
- Texas Essential Knowledge and Skills in Spanish (SLAR) http://ritter.tea.state.tx.us/rules/tac/chapter128/ch128a.html
- Texas Essential Knowledge and Skills in English (ELAR) 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
- **HELPFUL TOOL: TEKS GUIDE – BETA: "**The purpose of the TEKS GUIDE is to help teachers understand each student expectation in the Texas Essential Knowledge and Skills (TEKS) and to provide valuable resources to support instruction."

Course Assignments and Grading

Grade Distribution – Students can potentially earn 100 over the course of this semester:

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

Assignment	Points
Attendance (15 sessions and 1 conference)	8
Leer Mas Presentation: Interrelated Components of Reading	6
Así funciona el español- Presentation	5
Video Analysis/Virtual Field Experience Reflections (3 total, 5 points each)	15
VIP Background Check	1
Tutoring/Classroom Observation Reflections (6 total, 4 points each)	24
Biliterate Reading Assessment Analysis	3
Biliterate Writing Assessment Analysis	3
Quizzes (5 total)	10
Biliteracy Lesson Plan	10
Final: Biliteracy Narrated Video Presentation	15
Total Points	**100**

Attendance and Participation (.5 points for each of the 14 sessions, and two conferences with professor = 8 points)
Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by completion of the following activities:
- Weekly attendance and participation in synchronous sessions via ZOOM. Active participation includes engaging in all activities within the synchronous sessions including:
    - whole group activities in Zoom and/or Pear Deck
    - breakout group discussions/activities with peers
    - other activities as indicated in the weekly modules
- Reading/Viewing all course materials to ensure understanding of assignment requirements

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

You will also be required to meet with the professor within the first four weeks of class for a 15-minute conference and toward the end of the semester to discuss the biliteracy lesson plan, final, and any other items.

Leer Más Presentation: Interrelated Components of Reading (6 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 will 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)**: In small groups, you will choose one of the following aspects of the internal structure of Spanish (las letras tramposas, los acentos, vocales y sílabas/genero, prefijos y sufijos/puntuación, los cognados) 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 maximum of 8 slides to include the following: Explain the specific aspect/convention, identify which SLAR TEKS addresses this aspect of the Spanish language if applicable in grades K-2nd , 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 (3 reflections total, 5 points each = 15 points): For this assignment you will view the four assigned videos that reflect biliteracy instruction with emerging bilingual learners in bilingual contexts. 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. More instructions will be provided in BlackBoard for each of the videos. These Video Analysis Reflections serve in part to 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).

Reflexiones de Servicio escolar/Observación (**6 total, 4 points each = 24 points**): During our synchronous sessions, tentatively scheduled in February and March, you will be observing and tutoring a child or small group of students at Mesita Early Childhood Development Center (ECDC) at Vilas virtually during biliteracy instruction. These observations/tutoring sessions will last approximately 30 minutes in length. The purpose of these sessions is for you to apply learning from this course within your tutoring session and reflect upon lessons observed or taught. After each of the virtual sessions you will be asked to write a reflection **briefly** describing the activity observed/taught, identification of the TEK SLAR or ELAR and its application to the lesson, and identify the text used. The most important element of these reflections will involve your ability to reflect upon what worked or what didn't and why; what you might change to improve the lesson; how you would apply what was learned in your own practice; and making connections to learning in class. It is an honor to be granted permission to enter these learning environments, and it is expected that you will act with utmost respect and in accordance with the classroom teachers' expectations. Be aware that family members are working with children. More instructions will be provided in class and on Blackboard. Reflections must be between 200-250 words. These sessions serve in part to fulfill the *field experience requirements* of this course.

Biliterate Reading Assessment Analysis (3 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. This assignment will be done in pairs.

Biliterate Writing Assessment Analysis (3 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. This assignment will be completed in pairs.

Quizzes (5 total, 2 points each = 10 points): Over the course of the semester, a total of five quizzes will be given to monitor your progress in meeting the course requirements. Each quiz is aligned with the course materials and will be given during class. You will only be allowed to take the quiz during the class period, thus if you are absent, you will not earn points for the quiz.

Biliteracy Lesson Plan (10 points): 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 (narrative and informative). You will use the Biliteracy Lesson Plan format and include appropriate SLAR/ELAR TEKS, literacy objectives, specific oracy foci (vocabulary, language structures, dialogue), Dictados in Spanish and English, assessment/evaluation procedures, and a schema for how the lesson will be taught. This assignment will be completed in pairs.

Final Biliteracy Narrated Video Presentation (15 points): This assignment will serve as your culminating final where you will create a YouTube/ZOOM 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 Black Board. Make sure to include a specific section dedicated to the SLAR/ELAR TEKS.

Attendance/Participation Policy

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by completion of the following activities:
- Reading/Viewing all course materials to ensure understanding of assignment requirements prior to the class meeting
- Participating in engaging discussion with your peers
- Participating in scheduled ZOOM sessions
- Other activities as indicated in the weekly modules

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

Technology Requirements

Course content is 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.

You will need to have or have access to a computer/laptop, printer, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe, Flashplayer, Windows Media Player, QuickTime, and Java. These are all available for via UTEP's Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

Course Communication

Because this is an online class, we won't see each other in the ways you may be accustomed to: during class time, small group meetings, and office hours. However, there are a number of ways we can keep the communication channels open:
- **Office Hours**: We will not be able to meet on campus, but I will still have office hours for your questions and comments about the course. My office hours will be held in my personal Zoom Meeting Room using this link: https://utep-edu.zoom.us/j/8051302424 (see BlackBoard for details) during the following times:
  - Mondays: 2:30-3:30 p.m. Mountain Time
  - By appointment. If this time does not work for you, please email me and we can set up a time to meet.

- **Email**: UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.
- **Discussion Board**: If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards inside of Blackboard. Please respond to other students' questions if you have a helpful response.
- **Announcements**: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

Netiquette

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.

- o When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- o Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Drop Policy

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar's Office to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

WEEKLY SYNCHRONOUS ZOOM SESSIONS - REQUIRED

This class requires that you participate in scheduled ZOOM sessions. The purpose of these sessions is for you to view live demonstrations of the course material and/or to participate in small discussion groups with your classmates. These sessions will be held weekly on **Thursdays**, **starting January 21 through May 6** (we will not meet on March 18) from **8:30 -11:20 am.**

Students are expected to participate in these sessions with a webcam and microphone. I respectfully ask that you **keep your camera on during these sessions**. The sessions will be recorded and provided so that they can be reviewed by classmates at a later time. Students should not record the sessions and post them to any sites outside of Blackboard.

If you are unable to attend a Collaborate/ZOOM session, please let me know as soon as possible so that accommodations can be made when appropriate.

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.

Alternative Means of Submitting Work in Case of Technical Issues

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort. Once the issue has been resolved, upload the assignment to BlackBoard.

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 register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

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.

Class Recordings

Class recordings are reserved *only* for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared with any individuals outside the class in any form. Violation of this restriction by a student will be considered academic misconduct under the UT-System's Handbook of Operating Procedures (1.2.3-Section O) and could lead to Student Disciplinary proceedings.

The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

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.

Calendario semanal (Subject to Change)

This calendar provides an overview of the course. More details are available in the weekly modules in Blackboard.

MÓDULO 1: CONCEPTOS INTERRELACIONADOS ENTRE LA LECTURA EN ESPAÑOL E INGLÉS	
SEMANA 1: INTRODUCCIONES; ¿QUÉ ES LA BILITERACIDAD?	
21 de enero	**Leer** • Plan de estudio (*syllabus*) • Wren (2003) - What does a "Balanced Literacy Approach" Mean?
SEMANA 2: EL DEBATE DE COMO ENSEÑAR LA LECTURA	
28 de enero	**Leer** • Armbruster, Lehr, Osborn, & Adler (2003)- Put reading first: The research building blocks of reading instruction: kindergarten through grade 3 **Ver Videos** • Pre-requisitos para la adquisición a la lecto-escritura y • *Decoding English*
SEMANA 3: LA RELACIÓN ENTRE LA LECTURA EN ESPAÑOL E INGLÉS	
4 de febrero	**Leer** • *SLAR/ELAR TEKS Comparison -* Kinder y 1º grado • Diapositivas de Leer mas
Entregar LUNES 5 de febrero, 11:59 pm	**Tareas** • Anotarse para las presentaciones de Leer Mas • Registrarse con EPISD - VIP
SEMANA 4: LA RELACIÓN ENTRE LA LECTURA EN ESPAÑOL E INGLÉS	
11 de febrero	**Leer** • *SLAR/ELAR TEKS Comparison* – 2º y 3º grados • Shanahan (2019): *"What is the Science of Teaching Reading?"* **Prueba #1 en clase**
Entregar LUNES 15 de febrero, 11:59 pm	**Tareas** • Presentaciones **Leer mas**, subir a BlackBoard
MÓDULO 2: LA ENSEÑANZA DE BILITERACIDAD HOLÍSTICA	
SEMANA 5: LA PERSPECTIVA DE BILITERACIDAD HOLÍSTICA	
18 de febrero	**Leer** • Escamilla et al (2014): Prólogo, *Forward* y Capítulo 1 **Ver Videos** • Presentaciones de Leer mas

	Prueba #2 en clase
18 de febrero por la tarde	**Junta con maestr@s de EPISD sobre el servicio escolar**
SEMANA 6: LA ORALIDAD	
25 de febrero	**Leer** • Escamilla et al (2014): Capítulo 2- *Oracy* **Servicio escolar/Observación #1**: Observar y ayudar en ECDC, EPISD durante la sesión de clase. Tomar apuntes para las Reflexiones de Tutoría
Entregar VIERNES 26 de febrero, 11:59 pm	**Tarea** • Reflexión de servicio escolar/Observación #1
Entregar LUNES 1 de marzo, 11:59 pm	**Tarea** • Reflexión de enseñanza #1: Video *Complex Oral language*
SEMANA 7: LA ENSEÑANZA DE LECTO-ESCRITURA EMPAREJADA	
4 de marzo	**Leer** • Leer Escamilla et al (2014): Capítulo 3 – *Reading* **Servicio escolar/Observación #2**
Entregar VIERNES 5 de marzo, 11:59 pm	**Tarea** • Reflexión de servicio escolar/Observación #2
SEMANA 8: LA ESCRITURA	
11 de marzo	**Leer** • Leer Escamilla et al (2014): Capítulo 4 – *Writing* **Servicio escolar/Observación #3**
Entregar VIERNES 12 de marzo, 11:59 pm	**Tarea** • Reflexión de servicio escolar/Observación #3
Entregar LUNES 15 de marzo, 11:59 pm	**Tarea** • Reflexión de enseñanza # 2: Video – *TheDictado 2nd Grade Classroom*
Semana 9: Vacaciones de primavera (no habrá sesión sincrónica)	
SEMANA 10: EL METALENGUAJE	
25 de marzo	**Leer** • Capítulo 5 -*Metalanguage* • *Beeman & Urow: "How Spanish Works"* **Servicio escolar/Observación #4** **Prueba # 3 en clase**
Entregar VIERNES	**Tarea**

26 de marzo, 11:59 pm	• Reflexión de servicio escolar/Observación #4
Entregar LUNES 29 de marzo, 11:59 pm	**Tarea** • Presentaciones de Así Funciona el español

MÓDULO 3: ESTRATEGIAS DE EVALUACIÓN PARA CONSTRUIR TRAYECTORIAS HÁCIA LA BILITERACIDAD: **MÉTODOS PARA EVALUAR EL DESARROLLO DE LA BILITERACIDAD**	
SEMANA 11 EVALUACIÓN HOLÍSTICA DE LA LECTURA	
1 de abril	**Leer** • Escamilla et al (2014): Capítulo 6 – *Reading Assessment* **Servicio escolar/Observación #5**
Entregar VIERNES 2 de abril, 11:59 pm	**Tarea** • Reflexión de servicio escolar/Observación #5
Entregar LUNES 5 de abril, 11:59 pm	Tarea • Análisis holística de lectura
SEMANA 12: EVALUACIÓN HOLÍSTICA DE LA ESCRITURA	
8 de abril	**Leer** • Escamilla et al (2014): Capítulo 7 (páginas. 94-106) – *Writing Assessment* **Servicio escolar/Observación #6**
Entregar VIERNES 9 de abril, 11:59 pm	**Tarea** • Reflexión de servicio escolar/Observación # 6
Entregar LUNES 12 de abril, 11:59 pm	**Tarea** • Análisis holística de escritura
SEMANA 13: CONTINUACIÓN DE LA EVALUACIÓN HOLÍSTICA DE LA ESCRITURA	
15 de abril	**Leer** • Escamilla et al (2014): Capítulo 7 (pgs. 107-138) –*Writing Assessment*
Entregar LUNES 19 de abril, 11:59 pm	**Tarea** • Reflexión de enseñanza # 3: Video- *Profile of Effective Bilingual Teaching: First Grade* **Prueba # 4 en clase**
MÓDULO 4: PLANIFICACIÓN: CREANDO LECCIONES HOLÍSTICAS DE BILITERACIDAD	
Semana 14: Lecciones holísticas de biliteracidad	
22 de abril	**Leer** • Escamilla et al (2014): Capítulo 8 - *Putting It All Together* y • Capítulo 9 - *A Kindergarten Biliteracy Unit*

Semana 15: Lecciones holísticas de biliteracidad	
29 de abril	**<u>Leer</u>** • Escamilla et al (2014): Ch. 10: *Expository Text Unit*
Entregar LUNES 3 de mayo, 11:59 pm	**<u>Tarea</u>** • Borrador de lección de biliteracidad
Semana 16: Lecciones holísticas de biliteracidad	
6 de mayo	**<u>Prueba #5 en clase</u>** • Conferencias
Entregar LUNES 10 de mayo, 11:59 pm	**<u>Tarea</u>** • Lección de biliteracidad
Entregar JUEVES 13 de mayo, 11:59 pm	**<u>Tarea</u>** • **Proyecto Final: Presentación oral de biliteracidad**