



Syllabus for BED 4345-003
Biliteracy Development and Assessment
Fall, 2020

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, 1-2 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:

- 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 in order 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)
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 in a 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.
- 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. pp. 155-165.

Online Texas Agency:

- **Spanish Language Arts (SLAR)/English Language Arts and Reading (ELAR) 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.
- 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>

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
Personal Introduction via Flipgrid Conversation	2
<i>Leer Mas</i> Presentation: Interrelated Components of Reading	5
<i>Así funciona el español</i> - Presentation	5
SLAR/ELAR Presentation	5
Video Analysis/Virtual Field Experience Reflections (6 total, 4 points each)	24

Discussion Boards/Blog Posts (7 total, 2 points each)	14
Biliterate Reading Assessment Analysis	6
Biliterate Writing Assessment Analysis	6
Spanish & English Dictados with Mini Dictado Lesson Demo	8
Biliteracy Lesson Plan	10
Final: Biliteracy Narrated Video Presentation	15
Total Points	100

Personal Introduction (2 points): In order 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 of 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 ___ 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.

SLAR/ELAR Presentation (5 points): In small groups you will create a PowerPoint presentation and voice over to compare and contrast the Spanish and English Language Arts TEKS (SLAR/ELAR) from one grade level (k-2). You will also need to include an example of how you would teach at least one of the differences between the SLAR/ELAR applying a strategy learned from the course. The purpose for this assignment is for you to know the similarities and differences between the SLAR and ELAR TEKS, as well as to apply practices and strategies that teachers can use to promote biliteracy development. The presentations should be between 5-8 minutes in duration. Presentations will be uploaded to a blog post. You will view and respond to all group presentations.

Video Analysis/Virtual Field Experience Reflections (6 reflections total, 4 points each = 24 point): For this assignment you will view the six 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 will instructions will be provided in BlackBoard for each of the videos. 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)).

Discussion Boards (7 total, 2 points each): You will use Discussion Board forums/blogs 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 seven discussion board forums. You will respond to the prompts and then respond to at least two classmates for each Discussion Board.

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 (6 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.

Spanish & English Dictados with Mini Dictado Lesson Demo (8 points): For this assignment, you will create two dictados, one in Spanish and one in English based on the writing samples analyzed in the Biliterate Writing Assessment Analysis Assignment. Each dictado will have between 3-4 teaching points based on the student needs and will be aligned to the SLAR/ELAR TEKS. In addition, you will videotape yourself giving the dictado.

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.

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 on the discussion boards (grading rubric provided in the “grading information” area of each forum)
- Participating in scheduled Blackboard Collaborate/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 on Blackboard Collaborate using this link: <https://us.bbcollab.com/guest/453a41f7528d495fb525652340155b71> and during the following times:
 - Mondays: 1-2 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.
- 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.
- 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.

BLACKBOARD COLLABORATE/ZOOM SESSIONS

This class requires that you participate in scheduled Blackboard Collaborate/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 August 27 through December 3** (we will not meet on November 26) from **9:00 -11 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

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.

Weekly Calendar (Subject to Change)

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

Sesión/ Fecha	Tema	Tareas
Módulo 1: Conceptos Interrelacionados entre la lectura en español e inglés		
1 8/27	Introducciones ¿Qué es la bilingüedad?	-Introducción personal en Flipgrid (https://flipgrid.com/d59ba7b2) – Due 8/28, 5 pm -Leer <ul style="list-style-type: none"> • <i>Syllabus</i>/plan de estudio • Wren (2003)
2 9/3	<i>The ongoing debate in reading instruction</i>	-Leer Armbruster, Lehr, Osborn, & Adler (2003) 9/3, 8:30 am -Ver video: How do Kids Learn to Read? What the Science Says -Discussion Board #1 – DUE Sept. 8, 11:59 pm
3 9/10	La relación entre la lectura en español e inglés	-Leer SLAR/ELAR TEKS Comparison (introduction through page 15) -Ver videos: Pre-requisitos para la adquisición a la lecto-escritura y Decoding English - Reflexión de instrucción #1: Video de Estrellita – Due 9/14, 11:59 pm
4 9/17	La relación entre la lectura en español e inglés	- Leer SLAR/ELAR TEKS Comparison (pages 16-26) - Leer mas presentaciones – due 9/21, 11:59 pm
Módulo 2: La enseñanza de bilingüedad holística		
5 9/24	La perspectiva de bilingüedad holística	-Leer Escamilla et al (2014): Prólogo, <i>Forward</i> y Capítulo 1 -Ver Leer mas presentaciones -Discusión #2 – DUE 9/29, 11:59 pm
6 10/1	La oralidad	-Leer Escamilla et al (2014): Capítulo 2- <i>Oracy</i> -Ver video: Complex Oral language -Discusión #3 – DUE 10/6, 11:59 pm -Reflexión de instrucción #2: Video: Cross language connections in the classroom – Due 10/5, 11:59 pm
7 10/8	La enseñanza de lecto-escritura emparejada	-Leer Escamilla et al (2014): Capítulo 3 – <i>Reading</i> -Discusión #4 –DUE 10/13, 11:59 pm - Reflexión de instrucción #3: Video – Due 10/12, 11:59 pm
8 10/15	La escritura	-Leer Escamilla et al (2014): Capítulo 4 – <i>Writing</i> -Reflexión de instrucción #4: Video – TheDictado 2nd Grade Classroom - DUE: 10/19, 11:59 pme
9 10/22	EL metalenguaje	-Leer Escamilla et al (2014): <ul style="list-style-type: none"> • Capítulo 5 -Metalanguage y • Beeman & Urow: “How Spanish Works” - Reflexión de instrucción #5: Video Así se dice – Due 10/26, 11:59 pme - Así funciona el español – Due 10/28, 11:59 pme

Módulo 3: Estrategias de evaluación para construir trayectorias hacia la biliteracidad: Métodos para evaluar el desarrollo de la biliteracidad		
10 10/29	Evaluación holística de la lectura	-Leer Escamilla et al (2014): Capítulo 6 – <i>Reading Assessment</i> -Discusión #5 –DUE 11/3, 11:59 pm -Biliterate Reading Assessment Analysis – Due 11/2, 11:59 pm
11 11/5	Evaluación holística de la escritura	-Escamilla et al (2014): Capítulo 7 (pgs. 94-106) – <i>Writing Assessment</i> -Biliterate Writing Assessment Analysis – Due 11/9, 11:59 pme
12 11/12	Continuación de la Evaluación holística de la escritura	-Leer Escamilla et al (2014): Capítulo 7 (pgs. 107-138) – <i>Writing Assessment</i> -Discusión #6 –DUE 11/17, 11:59 pm -Spanish & English Dictados with Mini Dictado Lesson Demo – Due 11/16, 11:59 pm
Módulo 4: Planificación: Creando lecciones holísticas de biliteracidad		
13 11/19	Lecciones holísticas de biliteracidad	- Leer Escamilla et al (2014): Ch. 8: Putting It All Together and Ch. 9 A Kindergarten Biliteracy Unit - Discusión #7 – Due 11/24, 11:59 pm - Reflexión de instrucción #6: Video – Due 11/23, 11:59 pm
14 11/26	Holiday	- Leer Escamilla et al (2014): Ch. 10: Expository Text Unit - SLAR/ELAR Presentations – Due 11/30, 11:59 pm
15 12/3	Lecciones holísticas de biliteracidad	- Biliteracy Lesson plan – Due 11/7, 11:59 pm
Finals 12/10	FINAL Assignment DUE	-Biliteracy Narrated Video Presentations – DUE 12/10, 11:59 pm