

BLED 412.01B 80921: Second Language Literacy for English Language Learners A Cross-Listed Course with eCollege Support Fall 2016

Location: TAMU Commerce – EDS135

Time: Tuesday/Thursday 9:30 – 10:45

BLED 412.51B 80654: Second Language Literacy for English Language Learners A Cross-Listed Course with eCollege Support

Fall 2016

Location TAMU McKinney - CHEC100

Time: Tuesday/Thursday 3:00 - 4:15

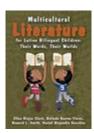
Instructor: Ad Interim Assistant Professor Carol Revelle Office Hours: By appointment only University Email Address: <u>Carol.Revelle@tamuc.edu</u>

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings: *Textbooks Required*:



Alma Flor Ada (2003). *A Magical Encounter: Latino Children's Literature in the Classroom*. Boston, MA: Pearson Education. ISBN#: 0-205-35544-7.



Ellen Riojas Clark, Belinda Bustos Flores, Howard L. Smith, Daniel Alejandro Gonzalez (2016). *Multicultural Literature for Latino Bilingual Children: Their Words, Their Worlds.* Lanham, MD: Rowman & Littlefield. ISBN#: 978-1-4758-1492-7.



E. Sutton Flynt & Robert B. Cooter (1999). *English-Español Reading Inventory for the Classroom*. Upper Saddle River, NJ: Prentice Hall. ISBN# 0-13-955451-3.

Supplementary readings and handouts for activities during class sessions are listed on the course calendar and available through links on the website course. Please download them, print them out and bring them to class.

Course Description:

BLED 412: Second Language Literacy for English Language Learners

Current approaches to the teaching of reading and writing in English to bilingual and ESL students in grades PK-12. Students will assess the oral language and literacy skills of English Language Learners and design, evaluate, and modify/adapt commercial and research-based instructional materials to meet identified needs. Pre/corequisites BLED 401 and RDG 350.

Course Objectives:

This course is designed to help prepare students for the TExES Content Area tests required to obtain ESL certification. We will focus on the following standards for the supplemental test:

English as a Second Language: The ESL teacher ...

Standard I: understands fundamental language concepts and knows the structure and conventions of the English language.

Standard II: has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.

Standard III: understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.

Standard IV: understands ESL teaching methods and sues this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

Standard V: has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.

Student Learning Outcomes:

- 1. The student will understand and apply theories of L1 and L2 acquisition and development.
- 2. The student will value bilingualism, biliteracy and biculturalism and become an advocate for ELLs.
- 3. The student will identify, apply and evaluate instructional methods, approaches and materials for the oral and written language development of ELLs in English and Spanish.
- 4. The student will assess the reading of an ELL in English and Spanish.

# COURSE REQUIREMENTS: 750 POINTS TOTAL

- 1. Attendance/Professionalism, (10 pts per class session X 15 = 150 pts, 20%): Attend all class sessions, arrive on time, and stay the entire time. Read all assigned chapters before they are due, participate in discussion both in small and large group, submit assignments for online class sessions, and exhibit all expected aspects of professionalism (see the course policies.)
- 2. Website Reports (100 pts, 13.3%): Students will visit 10 websites (total): nine from the webliography as well as locating and visiting one additional website in Spanish\* that is not in the webliography. They will summarize and evaluate the resources found for all 10 sites using the required format.
- 3. Multicultural Bibliographies (100 pts, 13.3%): Undergraduate students will work with one or two partners to find, read and evaluate 10 authentic Latino children's books in Spanish (Bilingual students) or in English (ESL students). They will also share their favorite book with the whole group.
- 4. Reading Assessment (200 pts, 26.7%): Students will gather background educational information about a bilingual student or an ELL who is in first grade or beyond, interview the child with an interest inventory and assess his/her Spanish (Bilingual students) or English (ESL students) reading skills using an informal reading inventory (Flynt-Cooper IRI). The students will also create a summary report for the data which they will submit along with the completed IRI forms and make appropriate instructional recommendations designed to improve the child's oral language and literacy skills.
- 5. Language Arts Unit (200 pts, 26.7%): Using a book found during the multicultural bibliographies assignment, students will work with one or two partners to create a literature-based language arts unit plan in Spanish (bilingual students) or in English (ESL students) and demonstrate selected activities from it. The plan will include listening, speaking, reading and writing activities based on the children's book. The rest of the class will role play students and complete a rubric to provide the demonstrators with some feedback on their lesson delivery.

# GRADING POLICIES

| Grading Scale |   |  |
|---------------|---|--|
| 90-100        | А |  |
| 80-89         | В |  |
| 70-79         | С |  |
| 60-69         | D |  |
| Below 60      | F |  |

Electronic Gradebook:

- All grades will be recorded in the online gradebook. This allows you to see how many points each assignment was awarded and what percentage score you have earned up to that point in time, 24 hours a day, seven days a week.
- Click on the score itself to see if the instructor has made any comments such as complementing various aspects of your work or making suggestions for improvement.

Attendance/Participation:

- Each class session is worth 10 points. If you are absent, you cannot participate and so you cannot earn attendance/participation points, therefore 10 points will be subtracted for every absence (EXCUSED OR UNEXCUSED).
- 3 points will be subtracted for each partial absence due to arriving late (includes breaks) or leaving early.
- If due to unusual circumstances such as an extended illness or unexpected work responsibilities, the student misses more than two sessions, he/she should contact the instructor to see if additional makeup assignments can be obtained and completed.

Late turn-ins:

- All assignments are to be completed and uploaded into the assigned dropbox by 12 a.m. (midnight) on the day they are due. A hard copy must also be provided on the due date to the instructor.
- No late assignments will be accepted.

Written Assignments:

- Include a header (name, date, course) on all your written assignments. Put it all on one line.
- Font size must not exceed 12 point. Times Roman preferred.
- Margins should be no larger than 1" on all sides.
- Reports should be single-spaced with double spacing between sections.
- College level writing is expected in terms of organization, structure, and editing. Excessive spelling, grammar, punctuation, capitalization, etc errors will result in points deducted.

Cite your Sources:

- APA style should be used for all references. Include a citation in the body of your report (Author, Year) and a bibliography at the end. A complete guide to APA style is available at <a href="http://owl.english.purdue.edu/owl/resource/560/01/">http://owl.english.purdue.edu/owl/resource/560/01/</a>.
- See the section on plagiarism for the possible consequences of not giving credit where credit is due.

# TECHNOLOGY REQUIREMENTS

Technologies Needed:

Internet access/connection – high speed recommended (not dial-up) Microsoft Word and PowerPoint, 2003 or 2007

Internet Explorer (6.0, 7.0, or 8.0) or Firefox (3.0)

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

If your Internet access at home is not high speed, you may have difficulty uploading and downloading files, including your assignments. If this is the case for you, I suggest you use the computer labs on campus to send in your work.

## ACCESS AND NAVIGATION

eCollege Access and Log in Information

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: https://leo.tamu-commerce.edu/login.aspx.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu

## How the Course is organized

Class meets once a week and there is an online unit for each class session. On each "Unit" page, there are links to supplementary readings and handouts for class activities. Students should print these out and bring them to class. The objectives for the current session and the homework for the next session, including links to the supplementary readings and handouts, are also listed on the "Unit" page. PowerPoint slides (in 2003 format) to accompany the instructor's lectures and to provide interactive activities are also provided for each class session. These can be found in doc sharing, which is found in the tools listed at the top of each page. Click on Slides and you will see the list of slideshows provided.

Complete instructions for all written assignments are included in the online unit scheduled for the date the assignment is due. Check the Course Calendar for this date and its associated unit. Find each Assignment link by clicking on the appropriate "Unit" link on the left navigation bar which will then reveal the Assignment link below it. The online instructions provide step by step directions for how to accomplish the assignment, links to sample papers and other resources such as report templates, and links to rubrics and checklists that will be used to assess the assignment. Please review these instructions and all associated documents carefully before beginning your assignments.

A dropbox, clearly labeled using the name of the assignment, is set up for every assignment. The boxes are found under the dropbox tab on the top toolbar in eCollege. Upload all assignments electronically into the dropbox by noon on the day they are due. Use Microsoft Word as your word processor and save your files with a .doc extension. Bring a hard copy of your work to class for turn-in. A webliography with over 80 links of instructional websites of special interest to bilingual and ESL educators to facilitate your website reports assignment is provided. You are also invited to explore these websites to increase your knowledge of Internet resources available to you for your teaching.

### COMMUNICATION AND SUPPORT

### eCollege Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

Chat Support: Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.

Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

Help: Click on the '*Help*' button on the toolbar for information regarding working with

eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

### Email

You can easily use the "Email" tab on the top toolbar of eCollege to email me, any one individual or the whole class if you like. I will only send email to your university email addresses using this system so please check your MyLeo email frequently. Feel free to communicate with me and your classmates via email if you have any questions or concerns (other than tech support issues). If, for example, you have to miss class, although not required, I appreciate a message telling me why you will not be with us. (You still won't get any attendance points for the missed session, but I'll worry about you less.) Another good way to use the email capabilities of eCollege is to communicate with your partner(s) about your team assignments.

DO NOT, however, send me your work as an email attachment. Send it to me via the dropbox as I have limits on my university email, and it could get blocked. Also, I am not looking for it in my email. I'm looking for it in the right dropbox, which is attached to the gradebook.

#### Dropbox

Your assignments are to be uploaded, as an attachment, to the appropriate dropbox. For team assignments, every person on the team needs to upload the work into his/her dropbox. I recommend you not wait until the last minute to upload your work to the dropbox as you may encounter technical difficulties and end up with lateness penalties. Do not type your work into the box that opens up or copy and paste text from your document into it. The box is for your comments to me about the work, eg. "Dr. Revelle, please grade this latest report, not the one I sent yesterday as I made some corrections." I may send you comments via this box as well, so please click on the score to see my feedback to you.

#### eCollege Announcements

When you log on to the course via your myLeo, please check to see if there are any announcements. I often pass on announcements from the university as well as make my own about events such as BESO (Bilingual/ESL Education Student Organization) meetings. I may also post here such things as changes in the schedule such as when assignments are due or provide further clarifications for specific assignments.

#### Doc Sharing and Webliography

Often other students like to have access to your work such as the graduate student projects, the multicultural bibliographies and the language arts units. Consider (not required, optional) uploading your work into the doc sharing area, clicking on "Share with entire class. "If you find a great website, consider adding it to the webliography so that others can view it as well.

### COURSE AND UNIVERSITY PROCEDURES/POLICIES

Professional Conduct Expected: "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment" (*Student's Guide Handbook, Policies and Procedures, Conduct*).

Professionalism Component: You are expected to demonstrate a professional attitude at all times. This includes respecting the thoughts of your peers as well as your instructor. Also included is the following: participating in small and large group discussions, being on time, staying the entire time, accepting constructive criticism, listening, turning in high quality work, and understanding that this is a growth experience.

Attendance: Attendance at all class sessions is required and essential to your success in this course. You are expected to arrive on time and return from breaks promptly.

In Case of an Absence: IT IS YOUR RESPONSIBILITY TO DETERMINE WHAT YOU MISSED. Select a buddy who will be willing to collect any materials and take notes for you if you are out.

| Name | Phone | E-Mail |
|------|-------|--------|
|      |       |        |
|      |       |        |

Collaborative learning: You will be regularly assigned to work with one or more partners during class sessions. You are expected to do your share of the assigned work while not dominating the conversation/ activities. If you have a problem with a team member(s) and are unable to resolve it, let the instructor know early via email or private conversation.

Cell Phones: Turn off all cell phones or put them on vibrate upon entering the classroom. If there is an emergency and you need to leave it on, please notify me before class.

Plagiarism: Plagiarism will result in a grade of F for the assignment and possibly the course. Further infractions could result in dismissal from the teacher education program. Plagiarism consists of copying directly from a source without properly citing the source. It is also using someone else's work and claiming it as your own. For more information see <a href="http://www.unc.edu/depts/wcweb/handouts/plagiarism.html">http://www.unc.edu/depts/wcweb/handouts/plagiarism.html</a> or <a href="http://www.plagiarism.org/">http://www.plagiarism.org/</a>.

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<u>http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStude nts/34.06.02.R1.pdf</u>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services Texas A&M University-Commerce Gee Library 132 Phone (903) 886-5150 or (903) 886-5835 Fax (903) 468-8148

<u>StudentDisabilityServices@tamuc.edu</u> <u>Student Disability Resources & Services</u>

2016, Dr. Chris Green

Texas A & M University- Commerce

### COURSE OUTLINE / CALENDAR

| Unit     Handouts     Readings and Other Assignments Due       1     Acronyms (Croze & Acronyms<br>Revealed     Introductions & review syllabus       2     Syllabus     Introductions & review syllabus       3     Boom a Chicka Boom     A Magical Encounter, and Versiew       3     Boom a Chicka Boom     A Magical Encounter, and Versiew       4     Which Shees?     Sept. 6       5     ONLINE UNIT     A Magical Encounter and Words of Jack & Coral       5     ONLINE UNIT     A Magical Encounter and Words of Jack & Coral       5     ONLINE UNIT     A Magical Encounter and Words of Jack & Coral       5     ONLINE UNIT     A Magical Encounter and Words of Jack & Coral       7     Website Reports     DROPBOX ASSIGNMENT: CHAPTER RESPONSES       8     ONLINE UNIT     DUE: WEBSITE REPORTS       8     ONLINE UNIT     DUE: WEBSITE REPORTS       8     ONLINE UNIT     Multicultural Literature for Latimo Bilingual Children: Their Words, Their       9     Discuss Website Reports     Multicultural Children's Literature Representing Latino       11     Prigg Book     Multicultural Literature for Latimo Bilingual Children: Their Words, Their  <   | <del></del>  |  | E OUTLINE / CALENDAR   |
|--|--------------|--|--|
| Aug. 30 Revealed Online course overview   2 Syllabus Introductions & review syllabus   3 Boom a Chicka Boom A Magical Encounter, Chaps 1-2   3 Boom a Chicka Boom A Magical Encounter, Chaps 1-2   Sept. 6 Which Shoss? A Magical Encounter, Chaps 1-2   Sept. 8 *Article: Bilingual Education A Magical Encounter, Chap 3-4   5 ONLINE UNIT Once: Upon a World and Using the Magic   6 Vocabulary Strategies DROPBOX ASSIGNMENT: CHAPTER RESPONSES   7 Website Reports DUE: WEBSITE REPORTS   8 ONLINE UNIT Due: WEBSITE REPORTS   9 Discuss Websic Reports Discuss website reports   9 Discuss Websic Reports Discuss website reports   9 Auticultural Literature for Latino Bilingual Children: Their Words, Their World Part II: Multicultural Children: Their Words, Their World Part II: Multicultural Children: Their Words, Their World Part II: Multicultural Children: Their Worlds, Their World, Their World Strategies   12 *Article: Two Languages are Bilingual Children: Their Worlds, Their World, Their World, Their World, Strategies   12 *Article: Two Languages are Bilingual Children: Their Worlds, Their World, Their World, Strategies   14 ONLINE UNIT DROPBOX ASSIGNMENT: CHAPTER RESPONSES to Part III Oct. 13   15 Peer Review Forms  | Unit         |  |  |
| At the Pasar       2     Syllabus       Sept. 1     Online course overview       3     Boom a Chicka Boom       3     Boom a Chicka Boom       4     Which Shoes?       4     *Article: Bilingual Education       5     ONLINE UNIT       5     ONLINE UNIT       6     Vocabulary Strategies       Sept. 1     Boot Allsk Cards       6     Vocabulary Strategies       Sept. 2     Once Upon a World and Using the Magice       7     Website Reports       Sept. 2     Discuss Website Reports       7     Website Reports       8     ONLINE UNIT       9     Discuss Website Reports       10     Abuela Lesson       8     ONLINE UNIT       9     Discuss Website Reports       11     Piegy Book       12     *Article: Two Languages are       12     *Article: Two Languages are       13     Chapter Responses       14     ONLINE UNIT       0ct. 13     Ontalute Responses       14   | 1            |  |  |
| 2   Syllabus   Introductions & review syllabus     3   Boom a Chicka Boom   A Magical Encounter, Chaps 1-2     3   A Magical Encounter, Chaps 1-2     4   *Article: Bilingual Education     5   ONLINE UNIT     6   Vocabulary Strategies     7   Once Upon a World and Using the Magic     7   Book Talks Cards     7   Website Reports     8   ONLINE UNIT     9   Discuss Website Reports     Sept. 22   ONLINE UNIT     9   Discuss Website Reports     Sept. 21   Theory & Rationalc     10   Abuela Lesson     Sept. 22   ONLINE UNIT     10   Abuela Lesson     Sept. 23   Theory & Rationalc     11   Piggy Book     Multicultural Literature for Laiton Bilingual Children: Their Words, Thei   | Aug. 30      |  | Online course overview   |
| Sept. 1     Online course overview       3     Boom a Chicka Boom     A Magical Encounter, Chap 1-2       4     *Article: Bilingual Education     *Foundations of Bilingual Education       5     ONLINE UNIT     A Magical Encounter, Chap 3-4       6     Vocabulary Strategies     DROPBOX ASSIGNMENT: CHAPTER RESPONSES       7     Website Reports     DROPBOX ASSIGNMENT: CHAPTER RESPONSES       8     ONLINE UNIT     A Magical Encounter, Chap 3-4       9     Discuss Website Reports     DROPBOX ASSIGNMENT: CHAPTER RESPONSES       8     ONLINE UNIT     Matricultural Literature for Latino Bilingual Children: Their Words, Their Words Part 1: Framing the Discussions. Theory and Rationale       10     Abuela Lesson     Multicultural Literature for Latino Bilingual Children: Their Words, Their Word Part 1: Multicultural Children: Science, and Mathematics       12     *Article: Two Languages are totter than One     IN CLASS ASSIGNMENT : GLAPTER RESPONSES to Part III Oct. 13       14     ONLINE UNIT     DROPBOX ASSIGNMENT : CHAPTER RESPONSES to Part III Oct. 13       15     Peer Review Forms     Stard the disters. Their Words, Their Words, Their Words, Their Words One Article Stard the disters. Their Words, Their Words Part III Multicultural Literature for Latino Bilingual Children: Their Words, Their Oct. 13   | 2            |  |  |
| 3 Boom a Chicka Boom A Magical Encounter, Chap 1-2   Sept. 6 *Article: Bilingual Education *Foundations of Bilingual Education   5 ONLINE UNIT A Magical Encounter, Chap 3-4   5 ONLINE UNIT A Magical Encounter, Chap 3-4   6 Vocabulary Strategies DROPBOX ASSIGNMENT: CHAPTER RESPONSES   5 ONLINE UNIT A Magical Encounter, Chap 3-4   7 Website Reports DROPBOX ASSIGNMENT: CHAPTER RESPONSES   8 ONLINE UNIT DUE: WEBSITE REPORTS   9 Discuss Website Reports Discuss website reports   9 Discuss Website Reports Discuss website reports   9 Discuss Website Reports Multicultural Literature for Latino Bilingual Children: Their Words, Assessements   11 Chapter Responses Mul  |              | Syllabus                                 |  |
| Sept. 6     Ontone of the second sec | Sept. I      |  |  |
| 4   Which Shoes?   *Foundations of Bilingual Education     5   OKLINE UNIT   A Magical Encounter, Chap 3-4     Sept. 13   Once Upon a World and Using the Magic     6   Vocabulary Strategies   DROPBOX ASSIGNMENT: CHAPTER RESPONSES     7   Website Reports   DUE: WEBSITE REPORTS     8   ONLINE UNIT   DUE: WEBSITE REPORTS     9   Discuss Website Reports   Discuss website reports     Sept. 22   Theory & Rationale   Multicultural Literature for Latino Bilingual Children: Their Words, Their     10   Abuela Lesson   World Part I: Framing the Discussions: Theory and Rationale     11   Piggy Book   Multicultural Literature for Latino Bilingual Children: Their Words, Their     12   *Article: Two Languages are   IN CLASS ASSIGNMENT-ligsaw article: Two Languages are better<br>thoo the Better than One   In Class ASSIGNMENT : CHAPTER RESPONSES to Part III     13   Chapter Responses   Multicultural Literature for Latino Bilingual Children: Their Words, Their<br>World Part III: Multicultural Literature in the Content Area: Language<br>Arts, Social Studies, Science, and Mathematics     14   ONLINE UNIT   DROPBOX ASSIGNMENT : CHAPTER RESPONSES to Part III     0ct. 13   ONLINE UNIT   DROPBOX ASSIGNMENT : CHAPTER RESPONSES to Part III  |              | Boom a Chicka Boom                       |  |
| Sept. 8     *Article: Bilingual Education     A Magical Encounter, Chap 3-4.       5     ONLINE UNIT     Once Upon a World and Using the Magic       6     Vocabulary Strategies     DROPBOX ASSIGNMENT: CHAPTER RESPONSES       5     Book Talks Cards     DROPBOX ASSIGNMENT: CHAPTER RESPONSES       7     Website Reports     DUE: WEBSITE REPORTS       8     ONLINE UNIT     DUE: WEBSITE REPORTS       9     Discuss Website Reports     Discuss website reports       9     Discuss Website Reports     Discuss website reports       10     Abuela Lesson     Multicultural Literature for Latino Bilingual Children: Their Words, Their Words, Their Word, Their Words, Their Word, Their Word Part II: Multicultural Children's Literature Representing Latino       0ct. 4     Basic Chart     World Part II: Multicultural Literature for Latino Bilingual Children: Their Words, Their Words, Their Word, Their Words, Their Word, Their Word, Their Word, Science, and Mathematics       12     *Article: Two Languages are better than One     Multicultural Literature for Latino Bilingual Children: Their Words, Their Word, Science, and Mathematics       13     OntLINE UNIT     DROPBOX ASSIGNMENT : CHAPTER RESPONSES to Part III       0ct. 10     ONLINE UNIT     DROPBOX ASSIGNMENT : CHAPTER RESPONSES to Part IIII  |              |  |  |
| 5 ONLINE UNIT A Magical Encounter, Chap 3-4<br>Once Upon a World and Using the Magic.   6 Vocabulary Strategies<br>Sept. 15 Book Taiks Cards   7 Website Reports DROPBOX ASSIGNMENT: CHAPTER RESPONSES   8 ONLINE UNIT DUE: WEBSITE REPORTS   9 Discuss Website Reports Due: WEBSITE REPORTS   9 Discuss Website Reports Discuss website reports   9 Piggy Book Multicultural Literature for Latino Bilingual Children: Their Words, Their<br>World Part I: Framing the Discussions: Theory and Rationale   9 Piggy Book Multicultural Literature for Latino Bilingual Children: Their Words, Their<br>World Part II: Multicultural Literature for Latino Bilingual Children: Their Words, Their<br>World Part II: Multicultural Literature in the Content Area: Language<br>Arts, Social Studies, Science, and Mathematics   14 ONLINE UNIT DROPBOX ASSIGNMENT : CHAPTER RESPONSES to Part III   15 Peer Review Forms World Part II: Multicultural Literature in the Content Area: Language<br>Arts, Social Studies, Science, and Mathematics   16 ONLINE UNIT DROPBOX ASSIGNMENT : CHAPTER RESPONSES to Part III   16 ONLINE UNIT DROPBOX ASSIGNMENT DOMOTRASICON CANCHAPHIES & PE   | •            |  | *Foundations of Bilingual Education  |
| Sept. 13     Once Upon a World and Using the Magic       6     Vocabulary Strategies     DROPBOX ASSIGNMENT: CHAPTER RESPONSES       7     Website Reports     DROPBOX ASSIGNMENT: CHAPTER RESPONSES       8     ONLINE UNIT     DUE: WEBSITE REPORTS       9     Discuss Website Reports     Discuss website reports       9     Discuss Website Reports     Discuss website reports       10     Abuela Lesson     Multicultural Literature for Latino Bilingual Children: Their Words, Their       10     Abuela Lesson     Multicultural Literature for Latino Bilingual Children: Their Words, Their       11     Piggy Book     Multicultural Children 's Literature Representing Latino Realities       12     *Article: Two Languages are     IN CLASS ASSIGNMENT -: Graw article: Two Languages are better than One       13     Chapter Responses     Multicultural Literature for Latino Bilingual Children: Their Words, Their World, Science, and Mathematics       14     ONLINE UNIT     DROPBOX ASSIGNMENT : CHAPTER RESPONSES to Part III       15     Peer Review Forms     World Part II: Multicultural Bibliographies       17     Multicultural Bibliographies     Share books from Multicultural Bibliographies       18     In class work night <td< td=""><td></td><td></td><td></td></td<>  |              |  |  |
| 6   Vocabulary Strategies<br>Book Talks Cards   DROPBOX ASSIGNMENT: CHAPTER RESPONSES     7   Website Reports   DUE: WEBSITE REPORTS     8   ONLINE UNIT   DUE: WEBSITE REPORTS     9   Discuss Website Reports   Discuss website reports     6ept. 27   Theory & Rationale   Discuss website reports     10   Abuela Lesson   Multicultural Literature for Latino Bilingual Children: Their Words, Their<br>World Part I: Framing the Discussions: Theory and Rationale     11   Piggy Book   Multicultural Literature for Latino Bilingual Children: Their Words, Their<br>World Part II: Multicultural Children's Literature Representing Latino     12   *Article: Two Languages are<br>Better than One   IN CLASS ASSIGNMENT: Jigsaw article: Two Languages are better<br>than One     13   Chapter Responses   Multicultural Literature for Latino Bilingual Children: Their Words, Their<br>World Part II: Multicultural Literature in the Content Areas: Language<br>Arts, Social Studies, Science, and Mathematics     14   ONLINE UNIT   DROPBOX ASSIGNMENT : CHAPTER RESPONSES to Part III     15   Peer Review Forms   Work NIGHT: MULTICULTURAL BIBLIOGRAPHIES & PEER<br>REVIEW FORMS     16   ONLINE UNIT   DUE: MULTICULTURAL BIBLIOGRAPHIES & PEER REVIEW<br>FORMS     17   Multicultural Bibliographies<br>READING ASSESMENT Demographies<br>READING ASSESSMENTS Doracusto in class<br>(By instructor   | •            | ONLINE UNIT                              |  |
| Sept. 15     Book Talks Cards       7     Website Reports       Sept. 20     DUE: WEBSITE REPORTS       8     ONLINE UNIT       Sept. 27     Theory & Rationale       9     Discuss Website Reports       10     Abuela Lesson       Sept. 27     Multicultural Literature for Latino Bilingual Children: Their Words, Their W  |              |  |  |
| 7   Website Reports     Sept. 20   DUE: WEBSITE REPORTS     8   ONLINE UNIT     9   Discuss Website Reports     9   Discuss Website Reports     10   Abuela Lesson     9   Discuss Website Reports     10   Abuela Lesson     9   Discuss Website Reports     11   Piggy Book     0ct. 4   Basic Chart     12   *Article: Two Languages are     0ct. 6   Better than One     13   Chapter Responses     14   ONLINE UNIT     0ct. 13   Chapter Responses     14   ONLINE UNIT     0ct. 13   Online UNIT     15   Peer Review Formas     0ct. 18   Online UNIT     17   Multicultural Bibliographies     18   Online UNIT     19   Multicultural Bibliographies     18   In class work night     0ct. 27   Online UNIT     18   In class work night     0ct. 27   Online Wodes of Multicultural Literature for Latino Bilingual Children: Their Words, Their Words, Their Words, Their Words, Their Words, Their Word   | -            |  | DROPBOX ASSIGNMENT: CHAPTER RESPONSES                                      |
| Sept. 20     ONLINE UNIT       8     ONLINE UNIT       9     Discuss Website Reports       9     Discuss Website Reports       10     Abuela Lesson       Sept. 27     Multicultural Literature for Latino Bilingual Children: Their Words, Their Words, Their Words, Their Words, Their Word, Their Words, Their Word, Their W  |              | Book Talks Cards                         |  |
| 8<br>Sept. 22   ONLINE UNIT   DUE: WEBSITE REPORTS     9<br>Sept. 27<br>Theory & Rationale   Discuss Website Reports<br>Theory & Rationale   Discuss website reports     10<br>Sept. 29   Abuela Lesson   World Part I: Framing the Discussions: Theory and Rationale     11<br>Oct. 4   Basic Chart   Multicultural Literature for Latino Bilingual Children: Their Words, Their<br>World Part II: Multicultural Children's Literature Representing Latino<br>Realities     12   *Article: Two Languages are<br>Oct. 6   IN CLASS ASSIGNMENT-Jigsaw article: Two Languages are better<br>than One     13<br>Oct. 11   Chapter Responses   Multicultural Literature for Latino Bilingual Children: Their Words, Their<br>World Part III: Multicultural Children: Their Words, Their<br>World Part III: Multicultural Children: Their Words, Their<br>World Part III: Multicultural Literature in the Content Areas: Language<br>Arts, Social Studies, Science, and Mathematics     14<br>Oct. 13   ONLINE UNIT   DROPBOX ASSIGNMENT : CHAPTER RESPONSES to Part III<br>Oct. 20     16<br>Oct. 20   ONLINE UNIT   WORK NIGHT: MULTICULTURAL BIBLIOGRAPHIES & PEER<br>REVIEW FORMS     17<br>Oct. 25   Multicultural Bibliographies<br>READING ASSESSMENT Demo/practice in class<br>(By instructor)     18<br>Oct. 27   In class work night   DUE: MULTICULTURAL BIBLIOGRAPHIES & PEER REVIEW<br>FORMS     19<br>Oct. 20<br>ONLINE UNIT   DUE: MULTICULTURAL BIBLIOGRAPHIES & PEER REVIEW<br>FORMS     20<br>ONLINE UNIT   DIApage Education Can Close<br>Ach  | 7            | Website Reports                          |  |
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| Sept. 27     Theory & Rationale     Discuss website reports       10     Abuela Lesson     Multicultural Literature for Latino Bilingual Children: Their Words,   |              | Discuss Website Reports                  |  |
| 10<br>Sept. 29 Abuela Lesson Multicultural Literature for Latino Bilingual Children's Inter Words, Theor<br>World Part I: Framing the Discussions: Theory and Rationale   11<br>Oct. 4 Piggy Book<br>Basic Chart Multicultural Literature for Latino Bilingual Children's Literature Representing Latino<br>Realities   12 *Article: Two Languages are<br>Better than One IN CLASS ASSIGNMENT-Jigsaw article: Two Languages are better<br>than One   13 Chapter Responses Multicultural Literature for Latino Bilingual Children; Their Words, Their<br>World Part II: Multicultural Literature in the Content Areas: Language<br>Arts, Social Studies, Science, and Mathematics   14 ONLINE UNIT DROPBOX ASSIGNMENT : CHAPTER RESPONSES to Part III<br>Oct. 13   15 Peer Review Forms WORK NIGHT: MULTICULTURAL BIBLIOGRAPHIES & PEER<br>REVIEW FORMS   16 ONLINE UNIT WORK NIGHT: MULTICULTURAL BIBLIOGRAPHIES & PEER<br>REVIEW FORMS   17 Multicultural Bibliographies Share books from Multicultural Bibliographies<br>READING ASSESSMENT Demo/practice in class<br>(By instructor)   18 In class work night DUE: MULTICULTURAL BIBLIOGRAPHIES & PEER REVIEW<br>FORMS   19 Multiple Modes of Multicultural<br>Children's Literature Multicultural Literature for Latino Bilingual Children: Their Words, Their<br>World Part IV: Multiple Modes of Multicultural<br>CHAPTER REPONSES to Part IV   21 Color Trigger Writing Lesson Multicultural Literature for Latino Bilingual Children's Literature<br>World Part IV: Multiple Modes SESSMENTS   22 ONL  | Sept. 27     | -  |  |
| Sept. 29     World Part I: Framing the Discussions: Theory and Rationale       11     Piggy Book     Multicultural Literature for Latino Bilingual Children: Their Words, Their Words, Their Words       12     *Article: Two Languages are     IN CLASS ASSIGNMENT.iEgawa article: Two Languages are better than One       13     Chapter Responses     Multicultural Literature for Latino Bilingual Children: Their Words, Their Word, Part II: Multicultural Literature Representing Latino       14     ONLINE UNIT     DROPBOX ASSIGNMENT : CHAPTER RESPONSES to Part III World Part II: Multicultural Literature in the Content Areas: Language Arts, Social Studies, Science, and Mathematics       15     Peer Review Forms     WORK NIGHT: MULTICULTURAL BIBLIOGRAPHIES & PEER REVIEW FORMS       16     ONLINE UNIT     WORK NIGHT: MULTICULTURAL BIBLIOGRAPHIES & PEER REVIEW FORMS       17     Multicultural Bibliographies     Share books from Multicultural Bibliographies (By instructor)       18     In class work night     DUE: MULTICULTURAL BIBLIOGRAPHIES & PEER REVIEW FORMS       19     Multiple Modes of Multicultural     Multicultural Literature for Latino Bilingual Children: Their Words, Their Words, Achievement Gap       19     Multiple Modes of Multicultural     Multicultural Literature for Latino Bilingual Children: S Literature       20     ONLINE UNIT     DUE: MULTICULTURAL BIBLIOGRAPHIES & P   |              |  |  |
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| Oct. 20   Multicultural Bibliographies   Share books from Multicultural Bibliographies     17   Multicultural Bibliographies   Share books from Multicultural Bibliographies     Oct. 25   READING ASSESSMENT Demo/practice in class     18   In class work night   (By instructor)     18   In class work night   DUE: MULTICULTURAL BIBLIOGRAPHIES & PEER REVIEW FORMS     0ct. 27   *Article: Dual Language   DUE: MULTICULTURAL BIBLIOGRAPHIES & PEER REVIEW FORMS     18   In class Article discussion: Dual Language Education Can Close Achievement Gap     19   Multiple Modes of Multicultural   Multicultural Literature for Latino Bilingual Children: Their Words, Their World Part IV: Multiple Modes of Multicultural Children's Literature     20   ONLINE UNIT   DROPBOX ASSIGNMENT :     Nov. 3   Color Trigger Writing Lesson   WORK NIGHT: READING ASSESSMENTS     22   Nov. 10   WORK NIGHT: READING ASSESSMENTS     23   ONLINE UNIT   DUE: READING ASSESSMENTS     23   ONLINE UNIT   Discuss Reading Assessments  |              |  |  |
| 17   Multicultural Bibliographies   Share books from Multicultural Bibliographies     Oct. 25   READING ASSESSMENT Demo/practice in class (By instructor)     18   In class work night     Oct. 27   DUE: MULTICULTURAL BIBLIOGRAPHIES & PEER REVIEW FORMS     In class Article: Dual Language   Forms     Education Can Close Achievement Gap   In class Article discussion: Dual Language Education Can Close Achievement Gap     19   Multiple Modes of Multicultural Children's Literature   Multicultural Literature for Latino Bilingual Children: Their Words, Their Words, Their Words Part IV: Multiple Modes of Multicultural Children's Literature     20   ONLINE UNIT   DROPBOX ASSIGNMENT :     Nov. 3   Color Trigger Writing Lesson   WORK NIGHT: READING ASSESSMENTS     22   Nov. 10   ONLINE UNIT   DUE: READING ASSESSMENTS     23   ONLINE UNIT   DUE: READING ASSESSMENTS     23   ONLINE UNIT   DIE: READING ASSESSMENTS     23   ONLINE UNIT   DUE: READING ASSESSMENTS     23   ONLINE UNIT   DIE: READING ASSESSMENTS     23   ONLINE UNIT   DIE: READING ASSESSMENTS     24   Discuss Reading Assessments   |              | UNLINE UNIT                              | KEVIEW FORMS   |
| Oct. 25   READING ASSESSMENT Demo/practice in class<br>(By instructor)     18   In class work night     Oct. 27   DUE: MULTICULTURAL BIBLIOGRAPHIES & PEER REVIEW<br>FORMS     *Article: Dual Language<br>Education Can Close Achievement<br>Gap   DUE: MULTICULTURAL BIBLIOGRAPHIES & PEER REVIEW<br>FORMS     19   Multiple Modes of Multicultural<br>Children's Literature   Multicultural Literature for Latino Bilingual Children: Their Words, Their<br>World Part IV: Multiple Modes of Multicultural Children's Literature     20   ONLINE UNIT   DROPBOX ASSIGNMENT :<br>CHAPTER REPONSES to Part IV     21   Color Trigger Writing Lesson   WORK NIGHT: READING ASSESSMENTS     22   Nov. 8   WORK NIGHT: READING ASSESSMENTS     23   ONLINE UNIT   DUE: READING ASSESSMENTS     0   Discuss Reading Assessments  |              |  |  |
| 18   In class work night     0ct. 27   In class work night     0ct. 27   DUE: MULTICULTURAL BIBLIOGRAPHIES & PEER REVIEW FORMS     *Article: Dual Language Education Can Close Achievement Gap   In class Article discussion: Dual Language Education Can Close Achievement Gap     19   Multiple Modes of Multicultural Children's Literature   Multicultural Literature for Latino Bilingual Children: Their Words, Their World Part IV: Multiple Modes of Multicultural Children's Literature     20   ONLINE UNIT   Multicultural Literature for Latino Bilingual Children's Literature     21   Color Trigger Writing Lesson   WORK NIGHT: READING ASSESSMENTS     22   Nov. 10   UVE: READING ASSESSMENTS     23   ONLINE UNIT   DUE: READING ASSESSMENTS     23   ONLINE UNIT   DUE: READING ASSESSMENTS     23   ONLINE UNIT   DISCUSS Reading Assessments   |              | Multicultural Bibliographies             |  |
| 18   In class work night     Oct. 27   In class work night     0ct. 27   *Article: Dual Language     *Article: Dual Language   Education Can Close Achievement     Gap   In class Article discussion: Dual Language Education Can Close     19   Multiple Modes of Multicultural     Nov. 1   Children's Literature     20   ONLINE UNIT     Nov. 3   Multicultural Literature for Latino Bilingual Children: Their Words, Their     20   ONLINE UNIT     Nov. 3   Color Trigger Writing Lesson     Nov. 8   WORK NIGHT: READING ASSESSMENTS     22   Nov. 10     23   ONLINE UNIT     Nov. 15   DUE: READING ASSESSMENTS  | Oct. 25      |  | *  |
| Oct. 27   DUE: MULTICULTURAL BIBLIOGRAPHIES & PEER REVIEW FORMS     *Article: Dual Language Education Can Close Achievement Gap   In class Article discussion: Dual Language Education Can Close Achievement Gap     19   Multiple Modes of Multicultural Children's Literature   Multicultural Literature for Latino Bilingual Children: Their Words, Their World Part IV: Multiple Modes of Multicultural Children's Literature     20   ONLINE UNIT   DROPBOX ASSIGNMENT : Nov. 3     21   Color Trigger Writing Lesson   WORK NIGHT: READING ASSESSMENTS     22   Nov. 10   UNUT   DUE: READING ASSESSMENTS     23   ONLINE UNIT   DUE: READING ASSESSMENTS     24   ONLINE UNIT   DUE: READING ASSESSMENTS  | 10           | T 1 1 1 1 .                              | (By instructor)  |
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| FORMS*Article: Dual Language<br>Education Can Close Achievement<br>GapIn class Article discussion: Dual Language Education Can Close<br>Achievement Gap19Multiple Modes of Multicultural<br>Children's LiteratureMulticultural Literature for Latino Bilingual Children: Their Words, Their<br>World Part IV: Multiple Modes of Multicultural Children's Literature20ONLINE UNITMulticultural Literature for Latino Bilingual Children: S Literature20ONLINE UNITThe Children's Literature20ONLINE UNITChildren's Literature21Color Trigger Writing LessonCHAPTER REPONSES to Part IV22Nov. 8WORK NIGHT: READING ASSESSMENTS22Nov. 10DUE: READING ASSESSMENTS23ONLINE UNITDIscuss Reading Assessments  | Oct. 27      |  | DUE: MULTICULTURAL BIBLIOGRAPHIES & PEER REVIEW                            |
| *Article: Dual Language<br>Education Can Close Achievement<br>GapIn class Article discussion: Dual Language Education Can Close<br>Achievement Gap19Multiple Modes of Multicultural<br>Children's LiteratureMulticultural Literature for Latino Bilingual Children: Their Words, Their<br>World Part IV: Multiple Modes of Multicultural Children's Literature20ONLINE UNITMulticultural Literature for Latino Bilingual Children's Literature20ONLINE UNITDROPBOX ASSIGNMENT :<br>CHAPTER REPONSES to Part IV21Color Trigger Writing LessonWORK NIGHT: READING ASSESSMENTS22VONLINE UNITUNICHAPTER REPONSES to Part IV23ONLINE UNITDUE: READING ASSESSMENTS23ONLINE UNITDIscuss Reading Assessments   |              |  |  |
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| Education Can Close Achievement<br>GapImage: Close Achievement<br>Gap19Multiple Modes of Multicultural<br>Children's LiteratureMulticultural Literature for Latino Bilingual Children: Their Words, Their<br>World Part IV: Multiple Modes of Multicultural Children's Literature20ONLINE UNITDROPBOX ASSIGNMENT :<br>CHAPTER REPONSES to Part IV21Color Trigger Writing Lesson<br>Nov. 8WORK NIGHT: READING ASSESSMENTS22Nov. 10DUE: READING ASSESSMENTS23ONLINE UNITDUE: READING ASSESSMENTSNov. 15Discuss Reading Assessments   |              |  |  |
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| 20 ONLINE UNIT DROPBOX ASSIGNMENT :<br>CHAPTER REPONSES to Part IV   21 Color Trigger Writing Lesson WORK NIGHT: READING ASSESSMENTS   22 WORK NIGHT: READING ASSESSMENTS   23 ONLINE UNIT DUE: READING ASSESSMENTS   Nov. 15 Discuss Reading Assessments  |              |  |  |
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| 21   Color Trigger Writing Lesson     Nov. 8   WORK NIGHT: READING ASSESSMENTS     22   WORK NIGHT: READING ASSESSMENTS     Nov. 10   DUE: READING ASSESSMENTS     23   ONLINE UNIT   DUE: READING ASSESSMENTS     Nov. 15   Discuss Reading Assessments   |              | ONLINE UNIT                              |  |
| Nov. 8   WORK NIGHT: READING ASSESSMENTS     22   WORK NIGHT: READING ASSESSMENTS     Nov. 10   DUE: READING ASSESSMENTS     23   ONLINE UNIT     Nov. 15   Discuss Reading Assessments  |              |  | CHAPTER REPONSES to Part IV  |
| 22 WORK NIGHT: READING ASSESSMENTS   Nov. 10 DUE: READING ASSESSMENTS   23 ONLINE UNIT   Nov. 15 Discuss Reading Assessments   |              | Color Trigger Writing Lesson             |  |
| 22   Nov. 10   23 ONLINE UNIT   Nov. 15 DUE: READING ASSESSMENTS   Discuss Reading Assessments   |              | 4  | WORK NIGHT: READING ASSESSMENTS  |
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| Nov. 15 Discuss Reading Assessments  | Nov. 10      |  |  |
|  | 23           | ONLINE UNIT                              | DUE: READING ASSESSMENTS   |
| )16. Dr. Chris Green Texas A & M University- Commerce  | Nov. 15      | ]  | Discuss Reading Assessments  |
|  | 016. Dr Chri | _<br>is Green                            | Texas A & M University- Commerce   |

| 24<br>Nov. 17<br>NWP /<br>NCTE |   | Multicultural Literature for Latino Bilingual Children: Their Words, Their<br>World Part V: Una Fuente de Recurso: Dimensions of Cultural Heritage<br>and Literacy |  |
|--------------------------------|---|--|--|
| 25                             | Mini Teach Preparation                  | LA unit plan group work  |  |
| Nov. 22                        |   | planning session on your own   |  |
| Nov. 24                        | THANKSGIVING HOLIDAYS                   |  |  |
| 26                             | ONLINE UNIT                             | LA unit plan group work  |  |
| Nov. 29                        |   | planning session on your own   |  |
| 27<br>Dec. 1                   | Mini-Teach Demos: Rubric                | DUE: LANGUAGE ARTS PLANS &<br>PEER REVIEW FORMS<br>1 <sup>st</sup> half LA Demos   |  |
| 28<br>Dec.6                    | (copy/team)                             | 2 <sup>nd</sup> half LA Demos (if needed)  |  |
| 29<br>Dec. 8                   | Mini-Teach Demos: Rubric<br>(copy/team) | DUE: LANGUAGE ARTS PLANS &<br>PEER REVIEW FORMS<br>1 <sup>st</sup> half LA Demos   |  |
| 30<br>Dec. 15                  | (copy/tealit)                           | 2 <sup>nd</sup> half LA Demos (if needed)  |  |

Exam Schedule TR 9:30 – Exam is Thursday, December 15<sup>th</sup> at 8-10:00 TR 3:00 – 4:15 (Schedule shows 3:30 class) – Exam is Thursday, December 15<sup>th</sup> at 1:15 – 3:15