DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION:

PREPARING TOMORROW'S EDUCATORS AND SCHOLARS

EDBE 3060 SYLLABUS

SPRING

(Subject to Modifications as Needed)

I.   COURSE NUMBER TITLE

EDBE 3060 Biliteracy in Bilingual Classrooms

II.   INSTRUCTOR

Ángeles Muñoz M.Ed - Doctoral Student

Office Location:	MATT 112
Office Hours:	Tuesday and Thursday before and after class or by appointment via Zoom
E-mail:	Angeles.Munoz@unt.edu

III. COURSE PREREQUISITES

Admission to the teacher education program.

IV.   CATALOGUE DESCRIPTION

This course explores theories, approaches and techniques related to literacy and biliteracy development for multicultural and multilingual children. This course emphasizes classroom environments that promote additive bilingualism. Students will gain an understanding of the role of teachers and administrators in the implementation of literacy and biliteracy for multicultural and multilingual children. Students will also explore current research related to methods, strategies, and materials for promoting students' strong literacy and biliteracy skills. Students will apply theories, research, and experience to design native language instruction and assessments in bilingual classrooms.

V.   COURSE GOALS

- Explore theories, approaches and techniques related to literacy and biliteracy development for multicultural and multilingual children.
- Explore research about the cognitive, linguistic, academic, and social benefits of bilingualism.
- Recognize the role of native language instruction in classrooms that educate multicultural and multilingual students.

- Review the role of native language in English as a Second Language (ESL) classrooms.
- Review the role of native language instruction in dual language programs.
- Review research on biliteracy development in bilingual classrooms.
- Examine the social, cultural, and emotional factors that influence biliteracy development.
- Examine the advantages of using bilingual students' native language in instruction.
- Review the teachers' role in the implementation of native language instruction.
- Review how to teach Language Arts using bilingual students' native language.
- Use the TEKS for Spanish Language Arts and Reading to design native language instruction and assessments in bilingual classrooms.
- Explore the use of bilingual students' native language in content areas.
- Examine classroom instruction and activities that foster biliteracy development.
- Review the use of native language instruction in special education classrooms.
- Examine the implementation of technology in native language classrooms.
- Review evidence-based strategies for fostering biliteracy in bilingual classrooms.
- Analyze literature on biliteracy development with focus on individual biliteracy development, biliteracy in family and community contexts, and biliteracy in the classroom context.

VI.   REQUIRED TEXTBOOK

Rodríguez, D., Carrasquillo, A. & Lee, K.S. (2014). *The Bilingual Advantage: Promoting Academic Development, Biliteracy, and Native Language in the Classroom*. Teachers College Press.

ADDITIONAL TEXTS (AVAILABLE IN CANVAS)

Bialystok, E. (2011). Reshaping the mind: The benefits of bilingualism. *Journal of Experimental Psychology, 65*(4), 229-235.

Chondrogianni, V, & Vasic, N., V. (2016). Cross-linguistic aspects in child L2 acquisition. *International Journal of Bilingualism, 20*(4), 361-368.

Delbridge, A., Delbridge, A., Helman, L. A., & Helman, L. A. (2016). Evidence-based strategies for fostering biliteracy in any classroom. *Early Childhood Education Journal, 44*(4), 307-316. doi:10.1007/s10643-015-0712-7

Hopewell, & Escamilla, K. (2014). Struggling reader or emergent biliterate student? Reevaluating the criteria for labeling emerging bilingual students as low achieving. *Journal of Literacy Research, 46*(1), 68–89.

Reyes, I. (2012). Biliteracy among children and youths. *Reading Research Quarterly, 47*(3), 307–327.

Rodríguez-Valls, F. (2011). Coexisting languages: Reading bilingual books with biliterate eyes. *Bilingual Research Journal*, 34(1), 19–37.

Seal of Biliteracy (official website): https://sealofbiliteracy.org/

Course Materials for Remote Instruction

Remote instruction may be necessary if community health conditions change, or you need to self-isolate or quarantine due to COVID-19. Students will need access to a personal computer, webcam, and microphone to participate in fully remote portions of the class. Additional required classroom materials for remote learning include access to Canvas and UNT email. Information on how to be successful in a remote learning environment is stated at https://online.unt.edu/learn.

VII.   UNT ATTENDANCE EXPECTATIONS

Attendance Guidelines for this Course

EDBE 3060 is a face-to-face class; you are expected to attend every class and make a meaningful intellectual contribution to the discussions and activities. This course is designed and organized to be highly collaborative and interactive. Our sessions will involve small and whole group activities and discussions. Therefore, your attendance and participation are essential to the learning of everyone in our course. It is very difficult to be enriched by discussions and collaborations if you are not physically present or prepared for class. University policy 06.039 will be followed for attendance problems. If necessary, students may miss class with a valid excuse (see university policy for excused absences) and not face penalties related to their grade. Students must let the instructor know as soon as possible if they will miss class. It is the students' responsibility to obtain all notes and handouts missed during their absence. All assignments are due on dates indicated on the syllabus regardless of student absences. Chronic tardiness or early departure will result in the lowering of a final grade at the instructor's discretion (arriving more than 15 minutes late or leaving more than 15 minutes early). Please note: it is the student's responsibility to drop this course, if necessary.

# of Absences	Total participation points for the class (out of 100 points)
0 –2	100
3	70
4	30
5 or more	You will automatically receive an F for your final grade

Late Work

Assignments turned in after the due date will be deducted 10% each day the assignment is late (i.e., one day late = 10% reduction; two days late = 20% reduction; three days late = 30% reduction). No assignments will be accepted if submitted after three days of the due date. If you become sick, an excuse, such as a doctor's note, will be required before I accept an assignment. Other circumstances such as a death in the family, accidents, inclement weather, or emergencies will be examined on an individual basis. Communicate with your instructor about your specific situation.

Late to Class

If you arrive ten minutes or more after the start time of the class, you will be considered late unless you have extraneous circumstances to justify your tardiness. The instructor will handle justifications on a case-by-case basis.

Excused Absences

Generally, you will need to provide documentation to excuse an absence. However, every absence will be considered individually before I make the determination of whether to excuse it. If possible, please keep me informed of absences before they occur.

SUMMARY OF COURSE ASSIGNMENTS

Assignments	Due date	Points
Attendance	Ongoing	100
Assignment # 1 – Growing Up Bilingually	Feb.2	100
Assignment # 2 – Incentives and Barriers for Bilingualism	Feb.16	50
Assignment # 3 - Midterm Exam	March 7	150
Assignment # 4 – Strategies for Teaching Biliteracy	March 27	100
Assignment # 5 – Integrating Technology in Biliteracy Instruction	April 10	100
Assignment # 6 – Selecting Literature for the Bilingual Classroom	April 19	100
Assignment # 7 – Family and Community Role in Biliteracy Development	April 30	50
Assignment # 8 – Role Teachers and Administrators in Helping Bilingual Students to Succeed at School	May 3	50
Assignment # 8 – Final Exam	Final Exam Week	200

Grading scale for this course: 900-1000=A, 800-899=B, 700-799=C, 600-699=D, below 600=F

Assignment #1 Growing Up Bilingually

You will first find and read an article related to bilingualism and/or bilingual education. Then, you will **create and upload a video** where you will describe your own experiences growing up bilingual, connecting them to the article that you read. Additional details will be provided in class.

Assignment # 2 Incentives and Barriers for Bilingualism

Society and schools transmit mixed messages about bilingualism. **Using a discussion forum in Canvas**, you will discuss the incentives and barriers for bilingualism and bilingual education. Additional details will be provided in class.

Assignment # 3 Midterm Exam

The format and instructions for the midterm exam will be provided in class.

Assignment # 4 Strategies for Teaching Biliteracy

The goal of this assignment is to **research and present** two strategies for fostering biliteracy in bilingual classrooms. You will demonstrate these strategies in class. Additional details will be provided in class.

Assignment # 5 Integrating Technology in Biliteracy Instruction

Students will **design and present** a lesson plan where technology is integrated in biliteracy instruction. Additional details will be provided in class.

Assignment # 6 Selecting Literature for the Bilingual Classroom

What books will you choose to develop biliteracy in your classroom? You will identify culturally relevant and anti-racist children's and YA's literature for the elementary and middle school classroom. You will present one book in the class. Additional details will be provided in class.

Assignment # 7 – Family and Community Role in Biliteracy Development

What role do families and communities play in helping bilingual students develop their bilingualism and biliteracy? You will write a plan to strengthen the relationship between schools, families and communities with the goal of enhancing the biliteracy skills of the students. Additional details will be provided in class.

Assignment # 8 – Role of Bilingual Teachers

Students will reflect on the role of bilingual teachers and administrators in helping students to succeed at school. More details about this discussion will be posted on Canvas.

Assignment # 9 – Final Exam

The format for the final exam will be described in class.

IX.   COURSE SCHEDULE AND CLASS MEETING DATES

Clases presenciales	Temas	Materiales y Recursos
Semana 1	Introducción: ¿qué significa ser bilingüe y multilingüe?	Yankelowitz, J. (2023). A move towards multilingual: why this term is better than others. Available at: A move towards multilingual: why this term is better than others [for now]
Semana 2	Las ventajas del bilingüismo	Rodríguez, Carrasquillo, & Lee (2016) Chapter 1
Semana 3	Historia de la educación bilingüe en los	Rodriguez, Carrasquillo, & Lee (2016) Chapter 2

	Estados Unidos y en Texas	Nieto, D. (2009, Spring). A brief history of bilingual education in the United States Perspectives on urban education, 6 (1), 61-68. University of Massachusetts Boston Available at: A Brief History of Bilingual Education in the United States The History of Bilingual Education in America. Retrieved from: https://www.preceden.com/timelines/40587-the-history-of-bilingual-education-in-america The History of Bilingual Education in Texas **The History of Bilingual Education in Texas**
Semana 4	Programas educativos para estudiantes bilingües	Rodriguez, Carrasquillo, & Lee (2016) Chapter 4 Programs Models for Teaching English Language Learners. Available at: Program Models for Teaching English Language Learners | Colorín Colorado Chapter 89. Adaptations for Special Populations Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Language Learners https://www.region10.org/r10website/assets/File/BB%20Chapter%2089-Revised.pdf
Semana 5	Los programas de lenguaje dual: modelos y características	Rodriguez, Carrasquillo, & Lee (2016) Chapter 5
Semana 6	Los programas de lenguaje dual: estrategias didácticas	González-Carriedo, R., Bustos, N., & Ordóñez, J. (2016). Constructivist approaches in a dual-language classroom. *Multicultural Perspectives (Mahwah, N.J.), 18*(2),108-111. https://doi.org/10.1080/15210960.2016.1159102
Semana 7	La educación bilingüe y la	Rodriguez, Carrasquillo, & Lee (2016) Chapter 6

	educación especial	
Semana 8 Midterm	El uso del español para enseñar los contenidos académicos	Rodriguez, Carrasquillo, & Lee (2016) Chapter 7
Semana 9	Estrategias para la instrucción de estudiantes bilingües	Delbridge, A., Delbridge, A., Helman, L. A., & Helman, L. A. (2016). Evidence-based strategies for fostering biliteracy in any classroom. *Early Childhood Education Journal, 44*(4), 307-316. Chapter 89. Adaptations for Special Populations Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Language Learners
Semana 10	El uso de la tecnología en la educación bilingüe	Rodriguez, Carrasquillo, & Lee (2016) Chapter 8 Presentación de estrategias tecnológicas para estudiantes bilingües.
Semana 11	La enseñanza de la lectoescritura en español	Rodriguez, Carrasquillo, & Lee (2016) Chapter 3
Semana 12	Libros en español para estudiantes de enseñanza primaria	Los estudiantes identificarán literatura infantil y juvenil culturalmente relevante y antirracista para el aula de primaria y secundaria. Presentarán un libro en la clase.
Semana 13	La lectoescritura en el contexto familiar y de la comunidad	Morita-Mullaney, T., Li, H., & Renn, J. (2019). Multiliteracies in rural communities: The "revuelto y mezclado" of home and community literacy practices of midwestern emergent bilingual families. *The Rural Educator (Fort Collins, Colo.), 40*(3), 35-8. "Multiliteracies in Rural Schools: The "Revuelto y Mezclada" of Home an" by Trish Morita-Mullaney, Haiyan Li et al. ¡Léelo de Nuevo! Beneficio de Leerles a los Niños Pequeños. https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/read-it-again-esp.pdf ¿Por qué es importante leerle a su hijo? ¿Por qué es importante que leerle a su hijo? - Child Mind Institute

Semana 14	Translanguaging	García O., & Kleifgen (2019). Translanguaging and Literacies. *Reading Research Quarterly*, 55(4), 553-571 **Translanguaging and Literacies (1).pdf**
Semana 15	Epílogo: el papel de los docentes bilingües y administradores en la educación de los estudiantes bilingües	Revisión del contenido del semestre y discusión sobre el rol de los profesores y administradores en la educación de estudiantes bilingües
Semana 16	Examen Final	La guía de estudios para este examen será publicada en Canvas

X. UNT TEACHER EDUCATION PROGRAM COMMITMENTS

While teaching has always been a relational and intellectual endeavor, we acknowledge that teaching is also both an ethical and a political act. We recognize that many of the practices and traditions in schools today perpetuate long-seated historical and social oppressions. These social inequities are structural and socially constructed along dimensions of intersecting identities, including, but not limited to, race, color, ethnicity, national origin and identity, dis/ability, gender identity and expression, sex, sexual orientation, religion, immigration status, language, social class, age, and genetic orientation.

It is through our radical imaginations that we can create spaces for critical inquiry and engagement in schools at multiple levels: intellectual, ethical, physical, social, emotional, ecological, and aesthetic. We envision classrooms to be inclusive places that serve as complex and just ecosystems that allow for multiple identities, modes of expression, and ways of engagement to thrive together. We do this because we are committed to dismantling oppression. Teachers play an important role in this movement. Our teacher education program supports the development of core values related to:

● Identity. Preparing teachers who have agency and critically reflect on their lived experiences and identities as a way of informing their professional knowledge and humanizing pedagogies.
● Inquiry. Preparing teachers who value and inquire into the complex identities, as well as intellectual and transformational capacities, of children and youth.
● Activism. Preparing teachers who create curriculum that responds to children's and youth's inquiries and identities, as well as the sociopolitical and socioeconomic conditions of the world outside of schools—in neighborhoods, communities, and society-at-large.
● Community. Preparing teachers who recognize and honor the unique sociocultural experiences and communities of children and youth with whom they work.

We commit to teaching and teacher preparation that takes a transformative stance toward school change. We believe—acting in solidarity with teachers, children, youth, school leaders, and communities—we can radically reimagine and reconstruct schools and, thus, our society.

Commitments->	As Teachers	To Children and Youth	In our Practice	To Radically Imagine
Identity	**We are individuals with cultural histories, knowledges, talents, and interests that we use as resources in our teaching.**	**We value and nurture the love, grace, humor, compassion, creativity, patience, joy, and peace young people bring into our teaching spaces.**	**We practice humanizing pedagogies that are asset-based, equitable, and appreciative of who we are and who we are becoming.**	**We imagine schools as spaces where teachers are encouraged and given space to be different in what they do with young people and their communities.**
Inquiry	**We are intellectuals with a deep understanding of academic content, curriculum development, and flexible pedagogies.**	**We value young people's knowledge, creativity, curiosity, aesthetics, imagination, and embodied ways of being as essential, educative and liberating**	**We practice curriculum as critical inquiry and research where children and youth are positioned as capable, knowledgeable and social agents for change.**	**We imagine a curriculum in schools that is shaped by societal goals and influenced daily by events unfolding in the world around us.**
**y & Advocacy & Activism **	**We are activists working against injustice for young people, teachers, and communities rooted in racism and other forms of discrimination.**	**We value and embody caring in all its forms – personal, social, cultural, linguistic, and ecological – as essential to growing a positive learning and living environment.**	**We practice activism in the curriculum by engaging children and youth in work that contributes to the creation of more just, more caring, and more peaceful world.**	**We imagine metaphors for schools as nurturing spaces for the whole individual rather than as efficient factories or businesses that produce products and profit.**
ities Communities	**We are members of a multiple communities— connected in ways that make our successes intertwined.**	**We value inclusive learning communities that connect us within and outside of our classrooms.**	**We practice humility through our vulnerability; hope in the face of adversity; and resilience in response to our**	**We imagine schools as sustaining intersecting ways of being, knowing, and languaging.**

			efforts that have fallen short.	

XI. Department of Teacher Education and Administration: Preparing Tomorrow's Educators and Scholars

The **Department of Teacher Education and Administration** seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive, and equitable manner. Its focus is on the preparation of highly competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

Mission - The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

Vision - We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

XII. UNT'S STANDARD SYLLABUS STATEMENTS

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Accommodation Statement. UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu. (UNT Policy 16.001)

Emergency Notification & Procedures. UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course.

Student Evaluation Administration Dates. Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via *IASystem* Notification"

(no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu or email spot@unt.edu.

Sexual Assault Prevention. UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648.

Acceptable Student Behavior. Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

XIII. EDUCATOR STANDARDS ADDRESSED IN THIS COURSE

The UNT Educator Preparation Program curriculum includes standards identified by the Texas State Board of Educator Certification (SBEC) for beginning educators. These standards are addressed throughout your preparation and assessed through the TExES Certification exams required for your teaching certificate. Additionally, the Commissioner of TEA has adopted these rules pertaining to Texas teaching standards:

Texas Teaching Standards

Standards required for all Texas beginning teachers fall into the following 6 broad categories:

- Standard 1--Instructional Planning and Delivery. Standard 1Ai, ii, iv; 1Bi, ii (Lesson design)
- Standard 2--Knowledge of Students and Student Learning
- Standard 3--Content Knowledge and Expertise
- Standard 4--Learning Environment
- Standard 5--Data-Driven Practice
- Standard 6--Professional Practices and Responsibilities

Standards and Competencies for the BILINGUAL supplemental Certification (#164)

Competency 001: The beginning Bilingual Education teacher understands the foundations of Bilingual Education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the Bilingual Education program.

1.H Uses knowledge of various bilingual education models to make appropriate instructional decisions based on program model and design, and selects appropriate instructional strategies and materials in relation to specific program models.

1.I Knows how to create an effective bilingual and multicultural learning environment (e.g., by demonstrating sensitivity to students' diverse cultural backgrounds and generational/acculturation differences, showing respect for regional language differences, incorporating the diversity of the home into the classroom setting, applying strategies to bridge the home and school cultural environments).

1.J Knows how to create a learning environment that addresses bilingual students' affective, linguistic and cognitive needs (e.g., by emphasizing the benefits of bilingualism and biculturalism, selecting linguistically and culturally appropriate instructional materials and methodologies).

Competency 002: The beginning Bilingual Education teacher understands processes of first- and second-language acquisition and development and applies this knowledge to promote students' language proficiency in their first language (L1) and second language (L2).

2.A Understands basic linguistic concepts in L1 and L2 (e.g., language variation and change, dialects, register) and applies knowledge of these concepts to support students' language development in L1 and L2.

2.B Demonstrates knowledge of major language components (e.g., phonetics, phonology, morphology, syntactic features, semantics, pragmatics) and applies this knowledge to address students' language development needs in L1 and L2.

2.C Demonstrates knowledge of stages of first- and second-language development and theories/models of first- and second-language development (e.g., behaviorist, cognitive) and understands the instructional implications of these stages and theories/models.

2.D Applies knowledge of linguistic concepts and theories/models of language acquisition to select and implement linguistically and developmentally appropriate instructional methods, strategies and materials for teaching L1 and L2.

2.E Understands the interrelatedness and interdependence of first- and second- language acquisition and assists students in making connections between languages (e.g., using cognates, noting similarities and differences).

Competency 003: The beginning Bilingual Education teacher has comprehensive knowledge of the development and assessment of literacy in L1 and the development and assessment of biliteracy.

3.A Knows common patterns and stages of literacy development in L1 and how to make appropriate instructional modifications to deliver the statewide language arts curriculum in L1 to students at various levels of literacy development.

3.B Knows types of formal and informal literacy assessments in L1 and uses appropriate assessments on an ongoing basis to help plan effective literacy instruction in L1.

3.C Knows the state educator certification standards in reading/language arts in grades EC–12, understands distinctive elements in the application of the standards for English and for L1 and applies this knowledge to promote bilingual students' literacy development in L1.

3.D Knows the statewide Spanish language arts and reading curriculum for grades EC–6 and ESL middle and high school, as appropriate, as specified in the Texas Essential Knowledge and

Skills (TEKS) and applies this knowledge to promote bilingual students' L1 literacy development in grades EC–12.

3.E Knows how to help students transfer literacy competency from L1 to L2 by using students' prior literacy knowledge in L1 to facilitate their acquisition of L2 literacy, including using explicit instruction to help students make connections between L1 and L2 (e.g., in phonemic awareness, decoding skills, comprehension strategies).

3.F Knows how to apply linguistic concepts (e.g., comprehensible input) and integrate ESL techniques in reading instruction to promote the development of L2 literacy.

3.G Knows how to promote students' biliteracy (e.g., by maintaining students' literacy in L1 while developing students' literacy in L2, by using ongoing assessment and monitoring of students' level of proficiency in oral and written language and reading to plan appropriate literacy instruction in L1 and L2, by including authentic children's literature in L1 and L2).

Competency 004: The beginning Bilingual Education teacher has comprehensive knowledge of content area instruction in L1 and L2 and uses this knowledge to promote bilingual students' academic achievement across the curriculum.

4.A Knows how to assess bilingual students' development of cognitive-academic language proficiency and content-area concepts and skills in both L1 and L2 and to use the results of these assessments to provide appropriate instruction in a manner that is linguistically accommodated (communicated, sequenced, scaffolded) to the students' levels of English language proficiency to ensure that the student learns the knowledge and skills across all content areas in both L1 and L2.

4.B Knows how to create authentic and purposeful learning activities and experiences in both L1 and L2 that promote students' development of cognitive-academic language proficiency and content-area concepts and skills as defined in the state educator certification standards and the statewide curriculum (TEKS), including developing the foundation of English-language vocabulary, grammar, syntax and English mechanics necessary to understand content-based instruction and accelerated learning of English in accordance with the English Language Proficiency Standards (ELPS).

4.C Knows strategies for integrating language arts skills in L1 and L2 into all content areas and how to use content-area instruction in L1 and L2 to promote students' cognitive and linguistic development.

4.D Knows various approaches for delivering comprehensible content-area instruction in L2 (e.g., sheltered English approaches, reciprocal teaching) and can use various approaches to promote students' development of cognitive- academic language and content-area knowledge and skills and learning strategies in L2 (e.g., using prior knowledge, metacognition, and graphic organizers) across content areas.

4.E Knows how to differentiate content-area instruction based on student needs and language proficiency levels in L2 and how to select and use a variety of strategies and resources, including technology, to meet students' needs.