



Autumn leaves are falling down...
falling down...
falling down...
Autumn leaves are falling down...
We love autumn.

First Grade Reading and Science: Standards-based Instruction for Language Learners

by Nancy Lawrence

On a breezy October morning, the first graders scramble into the room, singing. They start their lesson with music, rhythm, rhyme, and patterned language in Laurie Buck's classroom at Montezuma Elementary School. She is delighted that one child even sings an autumn song introduced several days ago. Although Laurie teaches reading, she recognizes that literacy is best acquired through engaging content (on this day, science), multiple entry points and redundancy within a lesson, and purposeful use of language.

Laurie's first grade group includes English language

learners, bilingual students, and children who need support in reading—each at individual points along the continuum of emergent to early literacy. In her cross-content lesson, Laurie has to assure that instruction addresses each child's needs and extends learning so that all can work toward and meet the targeted standards.

—*Choosing standards,
planning instruction*—

For the science content, Laurie consulted with the classroom teachers on topics and concepts; she chose science standards at both first and second grade levels to provide a wide span for concept development and reading practice. For reading process, the district standards were taken from the kindergarten, first, and second grade sections. Since Laurie knows that "this group is so good at singing," she has decided to focus this lesson on the standards that emphasize language sounds and patterns along with other reading performance standards in strategies, literary analysis, and reading, viewing, listening, and speaking applications. Oral language will be emphasized as



Maxine Martínez uses transitional spelling to complete the refrain of a song.

a scaffold to printed text. Her goal is to provide an hour of rich learning activities with strong teacher and peer support to move the students along in both science understanding and reading ability.

—*Focusing on content,
selecting materials*—

Since the learning revolves around the seasonal changes and growth cycles in trees, Laurie selected materials and activities directed toward this theme but at various levels of difficulty. The theme supports the standards and is a clear target for learners. Laurie looked for texts and activities that included academic content language as well as materials that are fun to read, sing, or act out. Some students will be adept at filling in the missing words of predictable rhyming text, others will learn academic

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vocabulary while working on a project or during an interactive read-aloud, and some will find choral reading of a grade-level book fairly easy. This day, Laurie's approach is to involve the entire group in all activities, making certain that each learner, with appropriate support, has ample opportunity to succeed.

—Following routines, demonstrating procedures, adjusting instruction—

Since there are many learning activities within the lesson, regular classroom routines and procedures and explicit learning goals help students to concentrate on the tasks. As Laurie demonstrates each activity, she explains it step by step, inviting learners to share their ideas as she offers extensions, visuals, and expansions. The children know that when they are singing and reading together, they sit on the floor near the chalkboard and overhead projector. Laurie uses these when she introduces new words, notices students struggling with review material, or invites children to show what they have learned. She can circulate among the students to be near those who need extra help in tracking words during guided reading; she can ask review questions to elicit reading strategies when she notices confusion. For the teacher read-aloud/think-aloud of *Red Leaf, Yellow Leaf* and the leaf rubbing art project, the youngsters move to the "rainbow" table. Here, while reviewing content and encouraging students to describe personal connections, Laurie engages individual students who are perhaps reluctant to share in whole group or who simply need extra reinforcement in academic concepts and language.

—Observing children, focusing on the goal—

In targeting the same science and reading standards for all of her children, Laurie is able to fine tune instruction and support for the whole group as well as individual students. By closely watching when and how a student participates, Laurie informally assesses progress. The standards target the large, important concepts of curriculum and English language learners, especially, benefit from "whole-to-part-to-whole" approaches to language and content learning. Laurie's thematic planning provides various formats for practicing new content and reading skills, redundancy in key vocabulary and grade-level, content-specific language, and opportunities for all students to advance and attain standards.

Students share their knowledge as Laurie conducts a read-aloud.



Planning Matters

The "Big Idea" or essential question:

"Did you know that each leaf is a food factory?"

Standards for the lesson design:

Earth & Space Science, grade 1:

2.1.1 Learners will identify a specified weather condition and describe the four seasons

Life Science, grade 2:

1.1.1 Learners will identify the growth sequence for a given plant or animal

1.2.3 Learners will identify basic parts of plants and their functions

Reading Strategies, kindergarten:

3. Demonstrates knowledge of concepts about print/texts
6. Reads or attempts to read simple patterned and predictable texts, using letter-sound knowledge and pictures...

Reading Strategies, grade 1:

1. Integrates knowledge of phonics, meaning clues, and language structure when reading unknown words

Reading Strategies, grade 2:

2. Uses a variety of reading strategies to comprehend text

Literary analysis, grade 1:

4. Makes and verifies predictions about the story

Listening/Viewing Strategies, grade 2:

1. Listens and views with focused attention

On Laurie's Desk:

- District Standards Resource Book
- lesson plan with notes on individual students
- materials/supplies for the lesson



State Department of Education Releases New ELL Accommodations

It's not too early to begin thinking about mandated spring testing, and an important part of this test preparation is making decisions about which students will participate in which assessments. The state has released new testing accommodations for English Language Learners (ELL)— a positive step for many APS students and a good starting point for the planning process.

Accommodations are changes in testing procedures that address an ELL's unique needs. They are intended to make the English assessments more equitable for all students. A sample of approved and unapproved procedures follows.

	Approved	Unapproved
1) Presentation	<ul style="list-style-type: none"> • test directions read aloud in English or home language • repetition of directions • bilingual dictionaries 	<ul style="list-style-type: none"> • out-of-level test form
2) Setting	<ul style="list-style-type: none"> • familiar school setting • small group/individual administration 	<ul style="list-style-type: none"> • take-home test
3) Time/Schedule	<ul style="list-style-type: none"> • additional time • extra/longer breaks 	<ul style="list-style-type: none"> • outside testing window

Students should be accustomed to the selected accommodations before testing. Some students may require more than one accommodation—the challenge is to determine and provide the accommodations that will best meet students' needs. Specific documentation must be provided for individual students participating in state assessments with modifications.

Who will be best served by the new accommodations? These are potentially helpful to students who qualify for English Language Development services... typically, those scoring 4/2 or 5/2 on the LAS. For ELL's with lower LAS scores, professional judgement will determine if the student will benefit from accommodations or if other assessment options will better reflect what he/she knows and is able to do.

For many ELL students, that decision-making process will follow the same guidelines as last year.



Some students in the second two categories above will be impacted by the new federal legislation requiring that all students who have been in U.S. schools for three consecutive years be assessed in English. If the English assessment isn't appropriate, schools may apply for student waivers on a case-by-case basis to allow students to take Supera or the portfolio assessment for up to two additional years.

Remember, this is just a brief overview of the new accommodations. Watch for more information coming soon at www.rda.aps.edu/testing, in the RDA Assessment Guidelines manual—or e-mail your questions to rda@aps.edu. And...look for a follow-up in the next issue of *Making Connections*!

Many thanks to Chris Fritz and Brian Kaumo, RDA, for their help with this article.



Black Student Unions—What are They? Why are They Important in APS?

by Joycelyn Jackson, Multicultural Education Coordinator

THE BLACK STUDENT UNION OF ALBUQUERQUE PUBLIC SCHOOLS, IN COLLABORATION WITH TEACHERS, PARENTS, AND THE COMMUNITY, WILL EDUCATE ITSELF AND OTHERS ABOUT AFRICAN AMERICAN HISTORY AND CULTURE. THE BLACK STUDENT UNION WILL ALSO PROMOTE AND PREPARE ALL TO BECOME CONTRIBUTING MEMBERS OF A DIVERSE, CHANGING WORLD WITH RESPECT AND APPRECIATION FOR THE UNIQUENESS OF OTHERS.

Black Student Unions began during the Sixties on high school and university campuses. During this time, people of color were often functioning in an atmosphere of considerable hostility, including verbal and physical antagonism by white administrators, staff members, and students. The Black Student Union (BSU) established alliances with the local NAACP, Urban League, and Black churches to provide a safe environment on high school and university campuses. The BSU became a place where students of color had a voice. Many minority studies programs, cultural organizations, and multicultural departments in high schools and universities were established as a result of the work of Black Student Unions.

The need for BSU's is no less today. All students need to feel a part of a school's curriculum and environment, yet many African American students and students of African American descent still feel invisible in public schools.



***Marlon Foster and April Trujillo,
Manzano High School, work on the new BSU website.***

They participate in BSU's to learn about their history, culture, and connections to Africans across many ethnicities. Students can speak openly and candidly about their experiences and receive support and understanding in addressing a problem or need. So the BSU serves a dual focus: It provides a support network as well as an educational experience focusing on academics, leadership, and community connections.

Students in APS BSU's currently participate in many initiatives to "educate (themselves) and others about African American history and culture." The structure of each of the meetings throughout the year includes a lesson—video, drama, presentations, readings and discussions, etc.—on African American history and/or culture. These educational lessons, designed and implemented by the students, sponsor, or community members, emphasize connections to life and other cultures. Likewise, the forthcoming BSU website, now under construction with the help of community support, will provide real-world connections and application of literacy, technology, and communication skills. The book club is a new endeavor sponsored by Ms. Jackson. Here again, academic literacy and multiethnic studies form the focus for learning. BSU members continue to engage in activities such as step-dance teams, tours of Historically Black Colleges, district and state summits, and cultural and performance extravaganzas as well.

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The grant-writing class, offered by Dr. Cortez-Williams, addresses both the BSU's mission of "...(fostering) contributing members of a diverse, changing world..." as well as the academic goals. This is a workshop for students to learn how to access money for their projects. It encompasses literacy skills, research, community outreach, and self-empowerment. The real-world applications are rich and life-long. The leadership trainings, conducted for the BSU executive teams by Ms. Jackson, aim to promote these same qualities and more: participants learn to support one another as positive leaders even in an environment of adversity and opposition. In this way, students can fight internalized feelings of oppression and boost their feelings of efficacy.

Exciting presentations at the district-wide summits also emphasize civic involvement and positive citizenship. In November, for example, writer Karen Meadows conducted workshops on drama and literature as a healing art. Students can use this experience as a basis for further work in the BSU's and in their communities. And finally, all BSU members become part of two community service projects per year. These projects, such as Habitat for Humanity, Project Share, and a homeless teen program, give life to the mission statement of becoming a contributing member in our diverse world.

My dream is that someday there won't be a need for a BSU.

There are 11 high schools and one alternative high school that have active Black Student Unions: Albuquerque, Del Norte, Sandia, Manzano, Highland, Eldorado, La Cueva, Valley, Cibola, West Mesa, Rio Grande, and New Futures.

All students are welcome to become members of the BSU as long as the following guidelines are met: attend 75% of all BSU activities and meetings; maintain a 2.0 GPA; and participate in two community service projects per year.

The BSU's have a sponsor or sponsors at each high school site. Sponsors meet monthly in a

Suggested Reading

📖 Tatum, B. D. (1997). *"Why Are All the Black Kids Sitting Together in the Cafeteria?" And Other Conversations About Race*. New York: Basic Books.

📖 Nieto, S. (1999). *The Light in Their Eyes—Creating Multicultural Learning Communities*. New York: Teachers College Press.

📖 Hidalgo, N. M., McDowell, C. L., & Siddle, E. V. (Eds.). (1990). *Facing Racism in Education*. Cambridge, MA: Harvard Educational Review.

📖 *The Perspective—Providing a Voice for New Mexico's Black Community* (9 issues per year). For more information, call (505) 839-1886 or e-mail: perspective@nblack.com.

district-level meeting with the BSU district coordinator, Ms. Jackson. BSU activities on a school, district, and community level are planned, discussed, and implemented. As described above, academics, literacy, technology, career awareness, and communication are important

strands that are incorporated into all BSU activities. There are three Educational Summits held each year for participating BSU

students to meet district-wide with parent and community representatives, discuss issues, and showcase their knowledge and talents. Guest presenters, speakers, performers, and workshops are provided at the summits.

Black Student Union sponsors work very hard at making sure those students in the BSU have a strong sense of inclusion, not exclusion. "My dream is that someday, there won't be a need for a BSU," declares Ms. Jackson. For more information about BSU's in APS middle and high schools or multicultural education across grade levels, please contact Joycelyn Jackson at 883-0440.



Sheltering Social Studies... Everybody Gets It!

by Kathy Waldman

Planning a standards-based unit of study can be a formidable challenge in itself, but planning takes on another layer when we work to make sure that all students have access to the content of study. Instead of facing the task alone, imagine a group of teachers working together during their weekly collaboration to plan a social studies unit based on the history of colonial New Mexico. As a culminating activity, they will take a field trip to Las Golondrinas, the Spanish Colonial living history museum near La Cienega.



In a unit similar to the one described here, students from Ms. Yessak's 5th grade class reenact life at "Petroglyph Plantation" as part of their U.S. colonial history unit.

Five Key Components of Sheltering

In developing this standards-based unit, the teachers are working to insure that the activities planned are challenging and comprehensible for all their students. Since there are many English language learners in their classrooms, they are using the five key components of sheltered instruction to help guide this planning. Those sheltering strategies include the following: focus on language—vocabulary, structures, functions; activate and build prior knowledge; support meaning with realia; make texts accessible; and plan for peer interaction and collaboration.

As texts, they will use *Meet Josefina*, by Valerie Tripp; *A Guide to Las Golondrinas* (a self-guided tour by the museum foundation); and *Welcome to Josefina's World*, by Yvette La Pierre, an illustrated history of colonial New Mexico. Together, the teachers develop integrated reading, writing, listening, and speaking activities, as well as multiple hands-on experiences, to deepen students' understanding of all aspects of life in colonial New Mexico.

Build Prior Knowledge, Focus on Language

Once they decided on the activities, they next planned how they would shelter each one for the English language learners in their classes,

providing both academic language development and access to the grade level core content. They chose to use a KWL chart to activate students' prior knowledge. In a whole group lesson, they ask students what they already know about life in colonial New Mexico and record their responses, and then record students' questions about what they would like to learn. They'll revisit and complete the chart after the unit to fill in the third column, "what we learned." Graphic organizers allow English language learners (ELLs) to

focus on key points in the discussion, confirm or correct their understanding, and have a permanent language reference displayed.

Use of Realia

Teachers plan to read aloud and discuss *Welcome to Josefina's World* to build background knowledge and vocabulary for the independent reading of *Meet Josefina*. The text's many pictures will support student understanding. This reading, along with hands-on weaving activities, will help all students gain knowledge of life in colonial times. The field trip to Las Golondrinas will also provide them with real experiences, but the use of realia in advance will help students better understand what they see on their trip.

Make Texts Accessible

As materials for whole-class shared reading—a highly supportive strategy for language learners—teachers make overheads of pages from *The Guide to Las Golondrinas*. Teachers also begin building colonial life word walls so that a visual shared vocabulary is developed. From the shared reading, students will complete individual graphic organizers with the names of the village buildings and details about their functions. This will generate organized information for the students as a basis for oral presentations and written reports.

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Structured Peer Interaction

After a few sessions of shared reading and discussion using the overheads, the class will be assigned to "home" and "expert" groups to read about other buildings from the guides. Each member of the home group will go to an expert group to learn about one building/occupation. Then the home group will reassemble and each member will report on the building they studied, as the group fills out individual charts for all buildings. Planned peer interaction allows for oral language development for ELL students and the use of the overheads first allows each student to be successful as the expert in his home group.

Make Texts Accessible...reading and writing

After gathering information through multiple experiences and sources, students are ready to write individual reports. The teachers have gathered library books about colonial life, and a series of teacher demonstrations will help make these texts accessible and useful as students gather information. Teachers will explicitly model using the index to look for a particular colonial trade, finding the information on the page indicated, and using text cues such as captions and headings to locate key information.

Teachers will also demonstrate their expectations for recording information. A topic from the individual graphic organizer will go on an index card, and any new information on the topic is recorded there. Information on a new topic heading will go on a new card. Later, the teacher will do a shared writing with the whole class, modeling how to write an informational report from note cards and the graphic organizer. While everyone is working on a written product sharing their information and learning, those products may take on a different look for students along a continuum of language learning.

The teachers have grouped their students for the reading of *Meet Josefina*. One group of capable readers will read and complete their response journals individually. This group will meet and discuss their reading daily, sometimes with the teacher's guidance and sometimes without. Another group will work in pairs, sharing the

reading and response tasks. These readers just need a little support, and they meet as a group at the end of each day to work out remaining questions, often with teacher support. A third group reads with the teacher in a guided reading format. The teacher helps with vocabulary, decoding, or comprehension challenges as the children read silently, and they work as a group to answer questions for their response journals.

Focus on Language

To familiarize the students with Las Golondrinas before their trip, there are plans for peer interaction and the use of directional language in a barrier game. Each pair of students is given two identical maps of Las Golondrinas. A file folder serves as a "barrier" between them. One student chooses a secret destination from a card deck. His/her task is to give a partner directions from the visitors' center to the secret destination, using only compass direction words and street names.

These students will travel to Las Golondrinas as well informed visitors. When they return, they will work as a class to complete the "what we learned" segment of the KWL chart. During collaboration time, their teachers will be able to discuss their assessments of student learning, what went well in this unit, and ways to make the activities even better for next year. They made planning such an involved unit more manageable by working together. Even more importantly, they insured that all their fourth grade students, including the English language learners, had access to the curriculum, experiences, and background they needed for success.



The school mistress and printer show off the tools of their trade at "Petroglyph Plantation" for visiting classes.



Padres, Comunidad y Escuela Aprendiendo a Fortalecer la Lectura y Escritura— La Clave del Éxito Académico

Por Elia María Romero

Con el crecimiento del número de familias que llegan de diferentes partes del mundo a este país, se ha creado la necesidad de implementar programas orientados a fortalecer la lectura y escritura con el apoyo de los padres y la comunidad.

Cuando los padres, maestros, escuela y comunidad trabajan juntos para apoyar el aprendizaje de la lectoescritura, los estudiantes logran el éxito no sólo académicamente sino también en sus vidas.

Muchas veces los padres que llegan de otros países están acostumbrados al sistema educativo donde el maestro y la escuela son los únicos responsables de la enseñanza de la lectura y escritura, es decir, los padres no se involucran tanto en este proceso.

Al llegar aquí se encuentran con un sistema educativo diferente. La escuela exige mayor participación activa y espera que el padre de familia colabore junto con el maestro para ayudar a sus hijos a tener éxito en la escuela.



La Sra. Emilia Guerra, voluntaria de la comunidad, ayudando a estudiantes del tercer grado de la Escuela Elemental La Mesa a mejorar sus destrezas en la lectura y escritura.



La Sra. Emilia Guerra apoya dos estudiantes de la Escuela Elemental La Mesa con su escritura.

¿Cómo puede usted participar en el aprendizaje de sus hijos?

La tarea de ser buenos padres no es fácil. Si usted no puede ayudar a sus hijos con la lectura y escritura en casa o con las tareas, usted no está solo. La escuela de sus hijos o su comunidad pueden brindarle apoyo. Investigue acerca de los programas para ayudar a los padres de familia, no sólo con las tareas, sino también acerca de los programas educativos para usted. El Consulado de México es uno de los recursos más valiosos con que usted cuenta. El Consulado tiene programas de alfabetización, educación primaria y secundaria que se ofrecen a través del Instituto Nacional para la Educación de Adultos.

Actualmente algunas escuelas primarias y secundarias tienen programas para alfabetización y preparación para sacar el GED en español. Ésta es una buena oportunidad para usted y su familia. ¡No dude en preguntar y participar!

Nuestro distrito escolar tiene muchas escuelas ejemplares donde los padres pueden llegar a la escuela a completar sus estudios de primaria o secundaria y a la vez ayudar a sus hijos con el aprendizaje de la lectura y escritura. Usted puede investigar si la escuela de su hijo cuenta con programas para padres.

Los Centros Comunitarios cercanos a su casa también proveen servicios de ayuda con programas de alfabetización, GED y clases de inglés como segundo lenguaje.

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Estrategias para fortalecer la lectura y escritura en casa

- ❖ Hable con los maestros de sus hijos sobre el programa de lectura y escritura de la escuela. Si usted es una persona muy ocupada, mantenga un cuaderno donde le envía notas al maestro para enterarse de lo que pasa en la clase y en la escuela.
- ❖ Establezca un horario para leer y hacer tareas con sus hijos.
- ❖ Lea diariamente a sus hijos, por lo menos quince minutos. Hágalo una rutina, aun cuando sus hijos ya pueden leer por sí solos. ¡Usted es el mejor ejemplo como lector!
- ❖ Lleve a sus hijos a la biblioteca pública, librerías, museos y zoológicos para leer con ellos o para escuchar lecturas de otros adultos.
- ❖ Si usted está tomando clases de inglés o GED comparta con ellos lo que está aprendiendo.
- ❖ Demuestre interés en las actividades que se dan en la escuela y la comunidad.
- ❖ Las actividades de la comunidad son un recurso valioso donde sus hijos tendrán la oportunidad de relacionar un nuevo aprendizaje con algo que ya conocen.
- ❖ Mantenga en la casa papel, lápices, tizas, crayolas, revistas y libros al alcance de sus hijos.
- ❖ Escriban juntos cartas, invitaciones y notas a la familia y a los amigos.
- ❖ Lea con sus hijos los papeles que le traen de la escuela o las invitaciones de actividades que llegan de la comunidad. Promueva en sus hijos la importancia de saber leer y escribir.
- ❖ Lea rótulos, anuncios, comerciales de televisión, etc.
- ❖ Escriba recetas de cocina y péguelas en el refrigerador o en la puerta de la cocina.
- ❖ Mantenga libros, libretas y juegos en el carro. Esto ayudará a motivarlos a leer o escribir mientras viajan o van de compras.

Recuerde que usted es el mejor maestro de sus hijos para ayudar a fortalecer la lectura y escritura. Ellos aprenderán con su ejemplo y el ejemplo de las personas que los rodean en su comunidad.



Materials Adoption: Making the Best Choices

The instructional materials adoption process is beginning, and it's well worth the time to make it thoughtful and productive. There are four factors to keep in mind: alignment with standards, the site EPSS, the school's reading/literacy program, and **the students**. When those students include second language learners and/or students new to the academic language of school, the following pointers may be helpful in selecting materials that best meet their needs.

LANGUAGE ACQUISITION CONSIDERATIONS

- "guarded" vocabulary (e.g., glossed, illustrated, highlighted, bold type)
- academic as well as basic communicative language
- free of text distractors (pictures not illustrating text, extraneous/incidental thick text)
- free of excessive slang, abbreviations
- various genres, authentic language
- integrated listening, speaking, reading, writing, and viewing activities and approaches

TEACHING/LEARNING STRATEGIES

- multiple entry points, "recycling" of concepts
- peer and cooperative learning tasks included
- tasks modeled
- varied assessment formats
- explicit instruction in study/learning strategies (e.g., note-taking, graphic organizers)
- hands-on learning activities (approach concepts from multiple concrete activities to abstract)
- learning styles addressed in approaches/activities

CONTENT PRESENTATION

- age-appropriate material (free of "watered down" content and concepts)
- extra- and contextual clues (e.g., photos, charts, bold type, illustrations, text markers)
- focus on major concepts in content areas
- gender, ethnic, racial, language group representation
- free of stereotypical pictures and text

And coming up from TLS...

December—TLS Resource Teachers will work with teams to evaluate materials and provide data...

January—Rubric training for all contact teachers, K-12. Watch for announcement of time and place.

January—materials available for viewing at the Regional Instructional Materials Center (Montgomery Complex). Drop-ins are welcome, but groups of 4 or more need to make a reservation; call 880-8249, x220.

For more information, contact DeDe Arwood, 880-8249, x188 or arwood_d@aps.edu

adapted from Nancy Lawrence, LCE, 1996



NM Dual Language Standards Guide

Program Models

*–with special thanks to
Dual Language Education
of New Mexico–*

In recent years, there has been a tremendous interest in dual language education... and an increase in new bilingual programs designated “dual language.” In an effort to support that interest and commitment while building common vocabulary and understanding of the components of an effective dual language program, the New Mexico Dual Language Standards were developed. Dual Language Education of New Mexico took the lead in collaboration with the NM State Department of Education, the NM Association for Bilingual Education, and the APS Department of Language and Cultural Equity.

These standards define and support the following three dual language program models that presently exist in New Mexico: **Two-Way Immersion, Developmental Bilingual, and Heritage Language.**

For schools implementing or considering implementation of a dual language program, here are definitions and guidelines which will help in planning the future direction and development of your school’s program.

COMMON GOALS... There are at least three common goals shared by these program models:

- high academic achievement in the minority (target) and majority (English) languages;
- full bilingualism and biliteracy for all students in the program; and
- cross-cultural competency developed for each student in the program.

COMMON CHARACTERISTICS OF ALL THREE MODELS... There are three “non-negotiable” features that these models must demonstrate to be considered a dual language program:

- a minimum of 50% to a maximum of 90% of the daily instruction delivered in the target language;
- strict separation of languages for instruction—no translation; and
- a minimum K-5 commitment for implementation, with K-12 optimum.

DIFFERENCES AMONG THE THREE DUAL LANGUAGE MODELS...

<i>Dual Language Program Model</i>	<i>Target Population</i>	<i>Language Used to Teach Literacy</i>	<i>Language Used to Teach Other Subjects</i>
Two-Way Immersion	A balance of minority language and native English speakers	L1 and L2 for both student groups	All subjects in L1 and L2 distributed over the grades. Distribution varies by program.
Developmental Bilingual (Maintenance)	Minority language students from the same cultural background	L1 literacy first, with a gradual inclusion of English in 3 years	All subjects in L1 and L2 distributed over the grades. Distribution varies by program.
Heritage Language (at least 50% of instruction in HL)	Native English speakers from the same cultural background	L1 and L2	All subjects in L1 and L2 distributed over the grades. Distribution varies by program.



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The models described on page 10 are part of a larger context of choices to consider as schools work to develop and deliver the most appropriate Alternative Language Services for their students. These decisions are based on program goals, student population, staffing and resources, and community input. Ultimately, the goal is always to help students develop a strong foundation for academic achievement and a successful school experience. Possible components of a school's Alternative Language Services Plan are described below. ESL and ELD must be provided to qualifying students in all schools, whether the identified model is English only or any model of bilingual education.

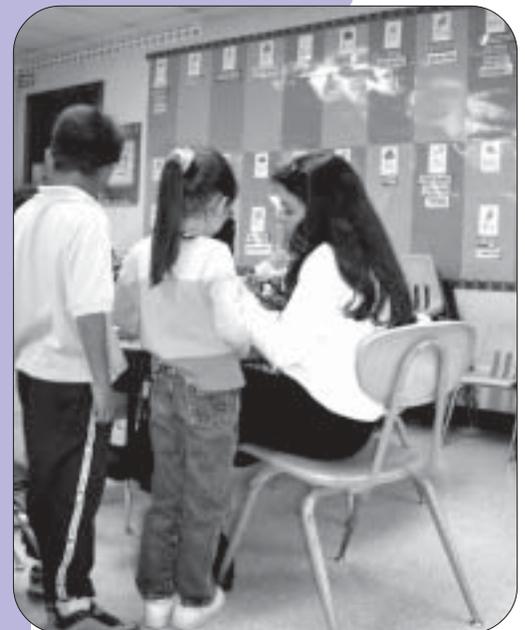
ENGLISH AS A SECOND LANGUAGE (ESL) & SHELTERED CONTENT INSTRUCTION — ESL is English Language Arts for English language learners. It includes listening comprehension, oral expression, pronunciation, reading, and writing, and uses strategies and materials appropriate for beginning language learners. Sheltered content instruction in English utilizes specific strategies to support the development of language skills in all content areas as well as access to core content area instruction for all students.

ENGLISH LANGUAGE DEVELOPMENT (ELD) & SHELTERED CONTENT INSTRUCTION — English language instruction in any content area using instructional strategies designed for English language learners and intended to promote both language learning and access to core content. It is designed for LEP students who have basic communication skills in English and are in the process of acquiring academic language proficiency.

TRANSITIONAL BILINGUAL EDUCATION — A bilingual education program for LEP students which includes ESL, ELD, home language literacy, and sheltered content instruction in all subject areas. The goal is to transition students into an all-English curriculum as quickly as possible and support academic success.

MAINTENANCE BILINGUAL EDUCATION — A bilingual education program for LEP students which includes ESL, ELD, home language literacy, and sheltered content instruction in all subject areas. The goal is the maintenance and further development of all aspects of the home language and English, with fully developed literacy/biliteracy skills and academic success.

DUAL LANGUAGE EDUCATION — A bilingual education program for both speakers of English and a second language which includes ESL, ELD, literacy development in both languages, and core content instruction in both languages. A minimum of 50% of the instruction is provided in the language other than English. The goal is for all students to become bilingual/biliterate and academically successful. See page 10 for more information!



Cecilia García, 2nd grade Spanish teacher in the Two-Way Immersion Dual Language Program at Adobe Acres Elementary, works with her students.



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FYI... FEP-M Monitoring Process Streamlined!



As part of the APS/OCR (Office for Civil Rights) Corrective Action Agreement, students who are reclassified as FEP after being LEP must be monitored once a semester for a minimum of two years in order to ensure that they are achieving academically. In the past, this has required school-based review team meetings for all of the students. OCR has now approved new streamlined guidelines that should speed up the process for schools. At the K-5 level, based on the new "Teacher Report", students who are achieving will not need to have a formal meeting. At the 6-12 level, the SIS (Student Information System) will be used to filter out those students who are achieving based on the same criteria used for participation in athletics and activities. For both elementary and secondary levels, only the students not achieving will require a meeting, and those meetings can be combined with Student Assistance Team or Academic Improvement Team meetings. There will be a training on the new, improved, and approved guidelines coming soon to a location near you!



It's Spanish Spelling Bee time... The District Spelling Bee will be held on January 22, 10:00 a.m., at Valley High School. If you're still planning school or cluster bees, it's time to get ready! Seek out community members, civic organizations, and Spanish-speaking media personalities to serve as judges and pronouncers. Identify the host school for your cluster bee and contact Frances Candelaria, 883-0440 or candelaria_f@aps.edu, with the details of location, date, and time.



Making Connections

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Cross Cultural Resource Library



Monday and Wednesday:
 8:00—5:00

Tuesday, Thursday, Friday:
 8:00—4:30

Closed daily for lunch:
 12:00-1:00

The library is an important resource for all APS teachers of culturally and linguistically diverse students, and materials are in great demand! Please remember the 30 day checkout period... renew by phone, in person, or return materials when you're finished. The teacher who is waiting will thank you!

Coming Events

❖ **SWCOLT/CCFLT Joint Conference—A Peak Ahead, A Peek at the Past:** March 13-15, 2003, Denver. For more information, visit www.learnalanguage.org/swcolt.

❖ **National Association for Bilingual Education—Language, Learning, and All That Jazz!:** January 29-February 1, 2003, New Orleans. For more information, call 330-425-9330 or visit the NABE website at www.nabe.org.

❖ **Teaching English to Speakers of Other Languages, 2003—Hearing Every Voice:** March 25-29, 2003, Baltimore. For more information, please visit the TESOL website at www.tesol.org.