Making Reading Real: Connecting to Learners
by Bernice Paquin Gutierrez, Wilson Middle School, and Nancy Lawrence

In our busy, complex, and often overwhelming world of school, reading has always been considered the keystone of learning. We read in every content area, and as we progress through the grades, reading becomes more and more important to expanding what we know and do. How to connect reading to life beyond school—how to make reading real—is a challenge that cannot be overlooked if we expect learners to want to read and learn more about themselves, others, and the world.

Ms. Bernice Gutierrez, from Zia, Laguna, and Acoma Pueblos and a teacher at Wilson Middle School, has found that her students expect and deserve to have a reason for reading that connects to their lives. As a reading teacher, she views her job as one of making the students the center of reading, and she does this in several different ways. She admits that she has to “pump up the students daily” for some of the basic reading strategy lessons focused at the sound, syllable, and sentence level, but that the payoff comes in the motivation she sees as she presents literature relating to her Native American students and their collective experiences. Thus, Ms. Gutierrez uses read-alouds often each week; in addition, the classroom library of leveled books reinforces the themes and topics for students' independent reading.

Acknowledging and Building Prior Knowledge and Experiences: In her reading classes, which are electives, Ms. Gutierrez chooses books which address the cycle of themes students are studying in content areas and/or events in their lives. The read-aloud format is a way for students to make links to what they know, to what their heritage has taught them, and to what they want to know. It is an interactive, read/think aloud process in which the teacher invites discussion and students’ opinions.

In one class, Ms. Gutierrez read *The Mud Family*, by Betsy James, a story about a Pueblo Indian family. For each page she read, she asked students how they thought the characters felt, what might happen next, what they noticed about the language and its accuracy, what it reminded them of, and so on. On display near the reading circle were photographs, a fancy...
—continued from page 1 —

shawl, and maps supporting the theme of Pueblo life. As Ms. Gutierrez read, the students made many connections and soon it became a conversation amongst them, rather than a question/answer session with the teacher. They responded to the story during the read-aloud by crafting an object in clay to represent various events in the plot. So, when the story was finished, there was a three-dimensional representation of important elements. Photographs of the clay “diorama” will be used for group or individual retelling of the story and further discussion. Eventually, students will have the opportunity to read the story themselves and to others.

For another class of students, Ms. Gutierrez chose *The Turkey Girl*, a Zuni story, retold by Penny Pollock and Ed Young. Here, students followed a demonstration on how to make a book by folding and cutting three sheets of paper. Again, Ms. Gutierrez paused at each page in the read-aloud for students to discuss their reactions and understandings. Frequent prompts were, “What is she thinking?” or “What would you do in this situation?” Students found differences between their experiences in Pueblo communities and those of the main character. As a response to the read-aloud, each student drew pictures to represent the events of the story in their folded-paper book. These student-created books will serve as guides for retelling and for rereading the original story.

The goal of this theme/unit is, of course, to motivate students to read and learn from high quality, interesting, authentic literature. And from the enthusiastic responses, the significant level of engagement and language used, and the pride in the literature-response projects, this goal was achieved. The culminating event was a visit to the Jemez Pueblo Feast Day when all of these students experienced something that they knew about from their own lives or from learning about it through reading.

**Celebrating Culture:** Since the students in Ms. Gutierrez’s class come from different tribes and various language groups, she and the students spend a few weeks at the beginning of the school year building their sense of belonging. There are activities which include mazes, name games, collaborative interviews, and deciding on classroom rules and procedures. The basic norm is to help one another; this is evident in informal interactions as well as in learning tasks.

The student is the center, the “owner” of reading, but also the central liaison between the family and the school. Ms. Gutierrez feels that support needs to flow between both entities in order for students to feel successful. Students negotiate the protocols of visiting their teachers with their families as well as showing and explaining their work and progress during parent night. Food is provided to welcome families and celebrate the learning that is happening. Ms. Gutierrez’s sixth graders presented an original skit to their parents and she reported that this was another way for parents to see how school supports students’ home and school lives.

There is a Fancy Shawl Dance Club at Wilson, sponsored by Ms. Gutierrez. Here, the students take the lead in learning and teaching each other the dance steps. A city grant provides funds for dance regalia, transportation, and other costs. Besides reinforcing and recapturing their cultural and ceremonial traditions, the students share these dances with students at the school and at other venues. This is yet another motivational opportunity for students to learn about and express themselves, highlight what they are
Polishing the Bilingual Seal...

Although many of the high schools in Albuquerque have been providing the opportunity for students to receive the Bilingual Seal on their diplomas for several years, the process for attaining the seal has not generally been uniform across the district. Currently, six participating high schools are working with Dual Language Education of New Mexico to develop a more consistent process so that the seal represents a high level of achievement and recognition, regardless of which high school APS students attend. In addition to agreed-upon expectations for student accomplishments, it is hoped that changes to standardize the process will also add prestige to the seal itself and encourage more students to commit early in their high school careers to attaining this honor seal. The hope is that the Bilingual Seal will be viewed by the community, institutions, and employers as a significant sign of proficiency in two languages.

Bilingual coordinators and teachers met in October. Schools represented were Albuquerque, West Mesa, Highland, and Rio Grande High Schools. Valley and Manzano are also participating in the on-going work of the group, which is facilitated by Denise Sandy Sánchez, Dual Language Education of New Mexico. The focus for October’s work was to review the writing prompts, revise the writing rubrics, and decide upon a bank of oral interview questions. The committee met again on December 4 to continue and refine this work. Plans are in place to finalize the APS District Bilingual Seal process for the 2008-2009 school year.

--continued from page 2--

learning in their reading, and to view school as a place where they are valued and can succeed. This year the dancers are making plans to attend the international Gathering of Nations in the spring.

EXTENDING ACADEMICS: The after-school math and science initiative for Native American students, “Ohiyesa,” encourages students to learn through hands-on projects and reading. Sometimes the projects involve researching the uses of water in the area, plant and animal ecology, using coup sticks to measure distances as well as to track academic progress, making dream catchers for geometric problems, and conducting surveys and experiments integrating math and science.

Since reading is a priority, Ms. Gutierrez, includes informational text as well as fiction and other genres which underscore the math and science concepts. As students become more secure in these content areas, their confidence for success in school grows. The goal of the program is to help students interested in math and science excel in academics by learning through meaningful, culturally relevant projects and readings.

Reading is not confined only to language arts nor reading classes. For it to become real, Ms. Gutierrez strives to infuse reading into all aspects of learning, and even more so, into the daily lives of her students. She believes that effective reading instruction must be paired with a deep understanding of the learners: their interests, backgrounds, strengths, and needs; motivational and community-building aspects such as extra-curricular activities; and two-way support between families and school.
Many schools are already preparing for the New Mexico Standards-Based Assessment (NMSBA) by reviewing their English language learner student population to make sure these students are placed in appropriate classes. As a part of this process, the ELL students’ language proficiency and educational history are evaluated to enable proper administration of the test.

Based on the available data, students are selected to take the test in English or Spanish with or without accommodations. For students with a home language other than English or Spanish, the NMSBA must be taken in English, but there is a language exemption for the reading subtest for the student’s first year in the country. If students have been in the U.S. for longer than three years, a waiver from the Public Education Department (P.E.D.) is needed if the student continues to require the Spanish language version. This waiver can be requested only one time and is good for two years. The determination process is on-going throughout the fall so that schools will be ready when the P.E.D. announces the waiver deadline.

This decision-making process for accommodating ELL students is data-driven. Looking at the New Mexico English Language Proficiency Assessment (NMELP) scores (or LAS scores, whatever is available), the Spanish LAS scores, DRA or A2L scores, GPA, and prior NMSBA scores when possible, as well as the number of consecutive years a student has been in the U.S. and the record of schooling, a decision is made as to the best testing scenario for each student. This process is being facilitated by Elia María Romero and Susan López, who have developed a matrix that enables school personnel to accomplish this task in an equitable and efficient manner. Elia and Susan, as well as other LCE Resource Teachers work with administrators and teachers to support this process. By using this matrix, information and history for each student is located on one form that assists staff in choosing the best test format and providing the most appropriate accommodations for standardized testing.

This is a very complex task and cannot be the work of one individual. It should be the work of the SAT team, which should have representation of teachers with knowledge of ELL and bilingual programming and the impact it has on the academic progress of the students, as well as the teachers who instruct these students.

The process of studying the PHLOTE students is time-consuming and exacting, but critical to the educational success of these students. The data is recorded on different screens in SchoolMax. The accuracy of this information depends on the precision with which it is entered and therefore may need to be checked for correctness. This information must be cross-referenced with the state Bilingual Report and the ELL Report. One significant aspect of the student’s educational history is the number of consecutive years he/she has in schools in the United States. This can be difficult to count because of the mobility of many students. Any break in consecutiveness requires that the count of years in U.S. education be restarted at the point of reentry.
Other factors that need to be considered might include the following: how many bilingual classes the students are taking, any special education services, or the number of absences. Additionally, it is critical to determine if the student has received formal instruction in Spanish either here or in another country before making the decision to administer the SBA in Spanish. At the middle school and high school levels, especially, some of these issues can reflect a pattern directly connected to a student’s language proficiency in the home language or his/her feeling of comfort and ability to be successful in English or in the home language. The ability and confidence in the language of the test, as well as content knowledge in the language of the test, has a direct affect on the level of performance.

The process of having a procedure in place for acquiring appropriate data on PHLOTE students is essential. The information is thus compiled in one place and can give teachers a bird’s eye view of many factors that can better drive the educational plan for the student. It also enables teachers to include appropriate test preparation in their teaching and learning activities throughout the year. Therefore, it is important to begin this task early in the year in order to assure that teachers can implement accommodations that are needed, not only for testing, but also for everyday classroom instruction to provide all students with an equitable opportunity for success.

Attending the RDA testing representative sessions on test procedures and accommodations is important so that all teachers are informed about what is acceptable and appropriate. Any accommodations that are implemented for testing must be utilized for at least three months prior to the NMSBA and other mandated district and state assessments; these accommodations should be used until the student is able to do without them. Also, this knowledge will enable teachers to include appropriate, productive test preparation activities in daily teaching and learning tasks.

With appropriate placement, proper accommodations, and effective test preparation as a part of daily instruction, students should feel more informed and prepared and less intimidated by the testing process. School staffs that have carefully looked at their PHLOTE students as individuals and have used an information-gathering tool such as the one described here and shown below can be confident that they have placed their students in the best possible assessment context.

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This is a sample of the worksheet used to gather information for SBA student placement decisions. At the secondary level, these can be pre-coded for grade level and language proficiency level. At the elementary level, worksheets are organized by teacher and class list, and there is a column for DRA/EDL or A2L scores instead of GPA and attendance. For schools with languages other than Spanish or English represented, an additional column can be added for that notation, or the Spanish LAS column can be re-titled to indicate/include other home languages.
Developing the Oral Navajo (Diné) Language Assessment
by Vincent Werito

Why should we measure Navajo language proficiency? How do we measure language proficiency in Navajo? How do we design a language proficiency assessment that is culturally and linguistically appropriate for Navajo students? For whose gain and benefit are we doing this? These were some of the critical questions that a group of Navajo language educators including myself asked each other at a series of monthly meetings that lasted an entire year. Since December 2005, I have been meeting with a group of Navajo educators and administrators from the Navajo Nation at different locations on and off the Navajo reservation to design a Navajo language assessment tool that would be used by Navajo language teachers to determine proficiency for new and continuing students in Navajo language programs.

At the behest of New Mexico legislators, concerned Navajo parents, Navajo language educators, the Department of Diné Education and the Office of Diné Culture, Language, and Community Services in Window Rock, Arizona, we began the arduous task of creating one of the first Native or Indigenous language assessment instruments in the state of New Mexico to be used systematically by the Navajo Nation for gathering data and increased program accountability and efficacy. More so, it will become the Navajo Nation’s first "standard" language proficiency assessment and placement test. It will be used in all school districts that serve Navajo students and especially in schools that have Navajo language classes, whether they are located in the states of Arizona, New Mexico, or Utah. Although the idea of creating such an instrument has been talked about and discussed before, it was not until the Navajo Sovereignty in Education Act of 2005 became Navajo Nation law that this idea is becoming a reality.

After much debate amongst ourselves, we all for the most part agreed on some important ideas of what the assessment should be and what it should not be for the sake of maintaining Navajo language and cultural integrity and sovereignty. For example, we all agreed that the instrument would be somewhat similar in design and purpose to other language placement and proficiency tests in English or Spanish. That is, the Oral Navajo Language Assessment (ONLA) would be used primarily to determine proficiency for new incoming students to Navajo language classes; as a pre- and post- assessment instrument to look for student gains over a period of time in the Navajo language; as an assessment for Navajo language teacher reflexivity related to classroom instruction; and overall Navajo language program accountability at the school and district levels.

However, we also agreed that we should not try to mimic or copy some of these other instruments in terms of intent and outcome because they are often not culturally and linguistically appropriate to the Navajo language and the Navajo people. Instead, we talked about creating an assessment that...
is based upon traditional Navajo cultural teachings and worldview and one that would be culturally and linguistically appropriate to contemporary Navajo people. So the questions remained: Is it even possible to design a language proficiency assessment that is culturally and linguistically appropriate for Navajo students? How would this assessment address the needs and concerns of Navajo students and educators?

As these questions loomed in our minds, we began meeting on a monthly basis to create an assessment that would be inclusive of and respectful of the many Navajo communities and that would benefit our children who want to learn their heritage language now and in the future. Also, throughout these meetings, we discussed and debated critical questions and ideas around the idea of language testing, teacher and program accountability, support from state and school districts or lack thereof, and the future implications of such an assessment. That is, what and who is the assessment for? For example, in talking to some of my colleagues, we found that much of the difficulty of designing a ‘standard’ assessment tool lies in capturing all or many of the voices, dialects, concerns, and issues that arise for the common good of everyone.

Furthermore, a great task for me personally was to think outside the box yet to keep what we were creating in a box, we engaged in critical dialogue with ourselves and other Navajo linguists and experts to help us frame and shape our thinking about the future of our children. Also, we challenged our own thinking and each others’ thinking about what would be an appropriate assessment tool that would do all of these things and more. From this, it became clear to many of us that we were creating something that would not only be used by many Navajo people today but that it would benefit future generations of Navajo language learners and speakers. Furthermore, we also talked about challenging the mandates of No Child Left Behind (NCLB), but working within its parameters in order to maintain and reaffirm our cultural and language heritage. In the end, I believe that although we still face many challenges, we must persevere by reaching consensus with others and by learning that differences do not have to divide people and ideas, but that they can be a way of engaging with one another to reach new possibilities for our children’s futures.

Izayah Larsen demonstrates “handling verbs” with small objects.
Niños abandonados, vacíos en la familia y muertes por todos lados, eso es lo que sobra del tema de la inmigración. Los Estados Unidos está en necesidad de una reforma migratoria, ya que la situación presente es demasiado violenta, injusta y sin duda alguna, ineficaz. La manera en la que tratan a los emigrantes es inhumana e inmerecida. Se debe de tomar acción para cambiar el curso de las cosas y darse cuenta que en cada hombre recorre una fuente de vida. No por ser de distintos países la gente dejará de respirar o tener corazón.

Quizás el tema más fuerte sobre esta controversia es el de la violencia. ¿Qué mayor acto de crueldad puede haber, que el de quitarle la vida a alguien? Entre el año 2001 y el año 2006, casi 2,000 inmigrantes murieron mientras trataban de entrar ilegalmente a los Estados Unidos, según El Colegio de la Frontera Norte. La gente muere por sacar adelante a su familia, cargando con ellos sólo la memoria de sus seres queridos y esperanzas incorrespondidas. Varias muertes eran producto de la violencia y de la manera en que la gente trataba de evitar ser asesinada. De sus tumbas emerge el olor, la desilusión y la tragedia de haber muerto en vano. Aún más triste es el acto de ser asesinado, no por la obra del Señor, sino por la mano del hombre. La gente muere, por supuesto, al exponerse a cruzar el desierto ardiente, como una gran cena en bandeja de plata. Sin embargo, ahora "Se están recuperando cuerpos que han sido víctimas de homicidio", (Avila, Martinez). No sólo se están muriendo inmigrantes, sino que ahora también son víctimas del coraje y rencor. Los asesinan sin tener derecho los agentes de la frontera y los vigilantes. Al igual, narcotraficantes "Les quitan..."
las rutas" escondidas y subterráneas, (Avila, Martinez) a muchos coyotes. Esto lo hacen nada más y nada menos que a punta de balazos. Hay en consecuencia, no sólo muertes incidentales, sino intencionales. Otro acto de violencia, aunque no física ni tan obvia, es el caso de los niños abandonados. "Hermanos de repente son dejados a cargo de sus hermanos y hermanas menores", (Rhor). Lo que sucede es que "Niños nacidos en los EE.UU. son automáticamente ciudadanos americanos y no están sujetos a deportación", (Rhor). De cualquier modo, hay casos en que los dos padres, o algún padre soltero, son considerados ilegales y se les deporta. Los pequeños se quedan solos y en el cuidado de alguien más. Es triste e injusto, lo que nos trae al siguiente tema.

La injusticia es algo que al igual nos trae con pendiente. Algo que pasa a menudo es la violación de los derechos humanos. Se aprovechan de los trabajadores, pensando que no tienen derechos. Piensan que por no tener papeles pueden ser maltratados. Les dicen a los inmigrantes, "Eres ilegal y no te pagaré", (Solis) aunque en realidad las leyes laborales y el salario mínimo son para todos sin tomar en cuenta su estado migratorio. Lo que es aún más injusto es el que le quieran quitar sus derechos a quienes ya le pertenecen. Legisladores de Tejas han propuesto leyes que les negarían beneficios del estado a hijos de inmigrantes, a pesar de que sean ciudadanos americanos. Como si eso fuera poco, no sólo es el estado quien está tomando acción contra toda esta gente. También lo hace la gente americana común que está en contra de la inmigración, los vigilantes. Son violentos e irrazonables. "Un hombre de cuarenta y seis años, residente de Eloy, Arizona, fue asesinado... cargando inmigrantes ilegales... las autoridades están viendo la perspectiva del vigilantismo", (Avila, Martinez). La gente ilegal, o de aspecto latinoamericano, toman precauciones con quién hablar y relacionarse. "Nunca se sabe cuáles te sacarán una pistola", (Avila, Martinez).

Lo que tampoco se sabe es la razón de tanta revolta. Nada de lo que hagan los americanos tendría consecuencia alguna para que pare la inmigración, sólo aumentará la cantidad de muertes. La gente está determinada y tiene motivos fuertes. En un irónico acontecimiento, un contratista de levantamiento de cercas en el sur de California, aceptó pagar casi cinco millones de dólares en multas por contratar a trabajadores indocumentados. ¿La ironía?, que estaban construyendo a lo largo de la frontera. El punto final es que no sirven de nada las leyes y normas. Aún más importante, es que no tienen motivo. "El ritmo constante de inmigración a los EE.UU., aunque alto, es de cualquier modo más bajo de lo que fue hace algunos años", (Chávez). Por lo tanto, no ha habido crecimiento significante alguno. Lo que dice el Presidente americano es que "Protegerá a la gente americana", (Bush). Pero la pregunta es, ¿de quién? La gente emigrante viene a los EE.UU. a trabajar y salir adelante. No viene con malas intenciones, sino con fuerzas de ocupar las posiciones a las que los americanos no están dispuestos. Otro pretexto son las preocupaciones de que la frontera será un medio para que entren terroristas hacia el norte. Sin embargo, no hay ninguna evidencia en absoluto de ello.

Lo que sí es evidente es la violencia, injusticia e ineficacia de la situación y punto de vista actual de mucha gente. Las leyes y normas no tienen en cuenta las intenciones y buen carácter de los personajes cruzando la frontera. Un pedazo de papel es incapaz de incorporar la justicia que hace falta, y contar la verdadera historia de tantas vidas perdidas, familias deshechas y raíces muertas, perdidas ante el transcurso del tiempo. Ya es muy tarde para remediar lo que ha sido, pero aún hay tiempo para mejorar lo que puede ser. No debemos permitir que una pared tome la vida y esperanza de tantos seres. Hay que derrumbar el concreto del egoísmo y el orgullo para que la humanidad viva en la armonía que necesita y que merece. Para vivir al fin como hermanos, una reforma migratoria eficaz, justa y sensata es la mejor solución.
Chants are a great way to “tattoo information onto the brain,” as Project G.L.A.D. trainers like to say. They are dynamic, rhythmic, and language-rich. They don’t have to rhyme. And they are a quick instructional piece—taking only two to five minutes of classroom time—that you can do over and over again, giving your students the kind of repetition they need to master high-level words and concepts.

Chants are nothing new, and you have probably done some with your class. I wrote a nice one back in graduate school—and then never used it with students. It wasn’t until I was trained in Project G.L.A.D. that I was reintroduced to chants, and introduced for the first time to the idea that they can be central to classroom learning—not just a nice addition.

The way to make chants central is to pack them with academic information. Yes, they still have to have rhythm, but you can learn to make them sound good while packing an academic punch. G.L.A.D. provides some simple frames that can be easily modified for different content—see the examples on these pages.

Once you have composed a chant, write it on a wall chart or a large piece of butcher paper. Use different colors of markers to separate stanzas visually or to highlight refrains. Keep that chart on your wall and chant it with your students once or twice a day for a week. Bring them up close where they can see it. Have them gather round the chant on the way back from lunch, or after a long session of desk work, take a little break and chant together. In secondary schools, use it as an opener or closing activity in a content class.

Don’t expect students to chime in right away (and don’t be concerned about your own “chanting” skills). At first they’ll be listening to you. Eventually they’ll join you. Some English language learners may listen for days without trying it. Don’t worry—they will join in when they can. Do it for another week. Add hand gestures. Add sketches. Highlight high-level vocabulary. Type it out and let students illustrate it. Just wait till the next field trip—you’ll find they’ll be chanting it on the bus!

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**Junk Food Spoof**
*by Eva Thaddeus and Lisa Meyer-Jacks (chanted to the military cadence)*

We just know what we’ve been sold
Junk food is as good as gold
Drink that Pepsi day and night
Makes you healthy, strong and bright

Sound off – Advertising
Sound off – Target kids
Sound off – 1, 2, 3, 4 Sell products

Eat Hot Cheetos for your lunch
That will make you grow a bunch
Wash it down with Mountain Dew
That’s the lunch that’s good for you

Sound off – Advertising
Sound off – Target kids
Sound off – 1, 2, 3, 4 Sell products!

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**Motion**
*by Lisa Meyer-Jacks*

Motion here, motion there
Motion, motion everywhere

Round planets orbiting
Bright sun revolving
Earth’s gravity pulling
And intelligence satellites spinning

Motion here, motion there
Motion, motion everywhere

Quick cars accelerating
Daring skaters breaking
Determined bikers pedaling
And swift racers running

Motion here, motion there
Motion, motion everywhere
Motion! Motion! Motion!

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**Agua por todas partes**
*por Eva Thaddeus y Lisa Meyer-Jacks*

Agua allá, agua aquí,
Agua, agua alrededor de mí.

El hielo sólido derritiéndose.
El agua fría congelándose.
El vapor invisible levantándose
Y el agua caliente hirviendo.

Agua en el océano
Agua debajo de los puentes
Agua en mi vaso
Y agua adentro de mí

Agua allá, agua aquí,
Agua, agua alrededor de mí.

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—continued on page 11—
### Simple Machines

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this a lever?</td>
<td>Yes, Sir!</td>
</tr>
<tr>
<td>How do you know?</td>
<td>Turns on a fulcrum</td>
</tr>
<tr>
<td>Give me an example.</td>
<td>A paint can opener</td>
</tr>
<tr>
<td>Is this a pulley?</td>
<td>Yes, Sir!</td>
</tr>
<tr>
<td>How do you know?</td>
<td>Has a rope or chain</td>
</tr>
<tr>
<td>Give me an example.</td>
<td>A sail on a boat</td>
</tr>
<tr>
<td>Is this a wheel and axle?</td>
<td>Yes, Sir!</td>
</tr>
<tr>
<td>How do you know?</td>
<td>Has a large wheel</td>
</tr>
<tr>
<td>Give me an example.</td>
<td>A doorknob</td>
</tr>
<tr>
<td>Is this an inclined plane?</td>
<td>Yes, Sir!</td>
</tr>
<tr>
<td>How do you know?</td>
<td>Flat surface, one end higher</td>
</tr>
<tr>
<td>Give me an example.</td>
<td>Moving truck ramp</td>
</tr>
<tr>
<td>Is this a screw?</td>
<td>Yes, Sir!</td>
</tr>
<tr>
<td>How do you know?</td>
<td>Has a spiral ramp</td>
</tr>
<tr>
<td>Give me an example.</td>
<td>An auger</td>
</tr>
<tr>
<td>Is this a wedge?</td>
<td>Yes, Sir!</td>
</tr>
<tr>
<td>How do you know?</td>
<td>Two inclined planes back-to-back</td>
</tr>
<tr>
<td>Give me an example.</td>
<td>A blade of an axe</td>
</tr>
</tbody>
</table>

### Geología

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Son geólogos?</td>
<td>Sí, señor</td>
</tr>
<tr>
<td>¿Cómo lo sabes?</td>
<td>Estudian la tierra.</td>
</tr>
<tr>
<td>¿Qué más?</td>
<td>Estudian las rocas.</td>
</tr>
<tr>
<td>¿Cambia el agua?</td>
<td>¡Sí, señora!</td>
</tr>
<tr>
<td>¿Cómo lo sabes?</td>
<td>Se congela.</td>
</tr>
<tr>
<td>¿Qué puede ser?</td>
<td>Sólida, líquida, gaseosa.</td>
</tr>
<tr>
<td>¿Cambia el clima?</td>
<td>¡Sí, señora!</td>
</tr>
<tr>
<td>¿Cómo lo sabes?</td>
<td>Se derrite.</td>
</tr>
<tr>
<td>¿Qué puede ser?</td>
<td>Sólida, líquida, gaseosa.</td>
</tr>
<tr>
<td>¿Cambia un animal?</td>
<td>¡Sí, señora!</td>
</tr>
<tr>
<td>¿Cómo lo sabes?</td>
<td>Se crece.</td>
</tr>
<tr>
<td>¿Qué puede ser?</td>
<td>Vivo o muerto.</td>
</tr>
<tr>
<td>¿Cambia una planta?</td>
<td>¡Sí, señora!</td>
</tr>
<tr>
<td>¿Cómo lo sabes?</td>
<td>Se crece.</td>
</tr>
<tr>
<td>¿Qué puede ser?</td>
<td>Vivo o muerto.</td>
</tr>
</tbody>
</table>

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### Cambios, cambios

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Cambia el agua?</td>
<td>¡Sí, señora!</td>
</tr>
<tr>
<td>¿Cómo lo sabes?</td>
<td>Se congela.</td>
</tr>
<tr>
<td>¿Qué puede ser?</td>
<td>Sólida, líquida, gaseosa.</td>
</tr>
<tr>
<td>¿Cambia el clima?</td>
<td>¡Sí, señora!</td>
</tr>
<tr>
<td>¿Cómo lo sabes?</td>
<td>Se derrite.</td>
</tr>
<tr>
<td>¿Qué puede ser?</td>
<td>Sólida, líquida, gaseosa.</td>
</tr>
<tr>
<td>¿Cambia un animal?</td>
<td>¡Sí, señora!</td>
</tr>
<tr>
<td>¿Cómo lo sabes?</td>
<td>Se crece.</td>
</tr>
<tr>
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</tbody>
</table>
Making Connections—December ‘07

Coming Events

❖ Webscasts from the Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE, Center for Applied Linguistics) — Series of free webcast seminars hosted by prominent researchers in the field. Currently scheduled webcasts include: Building Oral Language into the Basal—Diane August, Center for Applied Linguistics; January 10, 2008. Check the CAL site, www.cal.org, for further details.

❖ National Association for Bilingual Education’s 38th Annual Conference—Honoring our Roots and Expanding our Horizons: Bilingualism for All: February 6-9, 2008, in Tampa Bay, Florida. For more information, visit NABE’s website at www.nabe.org.

❖ New Mexico Organization of Language Educators (NM OLÉ) — Short Cycle Assessment Workshop: Saturday, February 9, 8:30-1:15 at Highland High School in Albuquerque. For more information or to register, please contact Kathy Zipf at kazipf@hotmail.com.


Cross Cultural Resource Library

Tuesday and Wednesday: 7:30-5:00
Monday, Thursday, Friday: 8:00-4:30
Closed daily for lunch: 12:00-1:00

Library Specialist: JoAnn Gonzales
Please call 880.8249, ext. 154, before making the trip to be sure the library is open.

FYI...

TESOL Endorsement and Survival Spanish Courses for APS Teachers—Spring 2008

LCE is making available courses at Sandia High School for the TESOL Endorsement and in Survival Spanish for Teachers. These courses are open to APS teachers, who will be reimbursed for tuition costs. The TESOL courses satisfy all NM State requirements for the endorsement. Survival Spanish course participants will learn to communicate better with monolingual Spanish-speaking children and their families. The Survival Spanish courses satisfy the foreign language requirement for the TESOL Endorsement. Tuition for each course is $525, to be paid on the first day of class and reimbursed when the course has been passed. Contact: Prof. Henry Shonerd, at 855-7271.

UNM/APS ESL Endorsement—2008 Summer Institute

APS and UNM sponsor an ESL Summer Institute to help in-service and pre-service teachers at all grade levels to secure ESL endorsements. The 10th annual six-week Institute will be held at La Mesa Elementary from June 2 through July 11, 2008. Participants take three integrated courses in bilingual education, ESL methods, and second language literacy, while working with language learners in a classroom setting. There are pre-requisites for the summer coursework, so if you’re interested and have questions, please call 277-8961 for more information. The actual application deadline for the Summer Institute is April 4, 2008.

Department of Language and Cultural Equity
City Centre, 6400 Uptown NE, Suite 601 West, Albuquerque, NM 87110
Phone—505.881.9429; Fax—505.872.8859; Website—lcequity.com

Director: Lynne Rosen
ALS Instructional Managers:
Nana Almers, Rosa Osborn, Margarita Porter
Multicultural Education Coordinator:
Joycelyn Jackson
Translation and Interpretation Services Coordinators:
Tomás Butchart and Jason Yuen

Making Connections is a publication of the Department of Language and Cultural Equity, Albuquerque Public Schools; it is distributed to the Board of Education, district administrators and departments, and all schools. Please direct questions and comments to the editors: Nancy Lawrence and Dee McMann, 881.9429.

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