As part of our Dual Language Consortium Project we have supported several APS dual language teachers in using the new Developmental Reading Assessment (DRA2) and Evaluación del Desarrollo de la Lectura (EDL2). As many of you know, these formative, diagnostic reading assessments are somewhat involved and can be time consuming, leaving many teachers asking the question, “When do I teach?”

Well, there is a light at the end of the tunnel, in that those teachers who are using their DRA2 and EDL2 results as the basis for their instruction are realizing noticeable improvement in their students' reading achievement.

In fact, because this is an assessment that is standards- and research-based; has multiple validation studies; and has a reliability analysis that demonstrates inter-rater reliability (Beaver, 2006), it is recommended that you “teach” to this test. By using the DRA2 and EDL2 to drive your instruction, you will know what your students know about reading, what they do not know, and what you need to do to move them to the next reading level.

What follows is a brief review of the relevant forms from the DRA2 and a hypothetical example (based on real data) from a first-grade class of how to use the results to guide classroom instruction.

**REVIEW**

When giving the DRA2 and EDL2, a Teacher Observation Form for a specific text level is used to assess each student. After the student is assessed, the teacher fills out a rubric continuum indicating the student’s achievement levels in the different rubric categories (Reading Engagement, Oral Reading Fluency, and Comprehension). At the bottom of this rubric continuum page, in small print, the teacher is instructed to “Choose 3 to 5 teaching/learning activities on the DRA2 Focus for Instruction on the next page.” Figure 1 (p.8) shows a DRA2 Focus for Instruction for Early Readers page, where the teacher has chosen six different items to target for a particular student based on the student’s levels identified on the rubric continuum. In addition, because this student is a second-language English learner, the teacher has identified a language objective based on the student’s retelling of the story.

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*Jerry Zamora, second-grade dual language teacher at Valle Vista E.S., administers the mid-year DRA2 to one of his students.*

**Also in this issue...**
- Getting a Handle on Figurative Language
- Alice Faye Kent Hoppes Scholarship Essay Award Winner
- Helping Children Flourish ... the role of the Early Childhood Liaisons
- Los componentes de la instrucción modificada para los maestros...
- Making the Most of Reading Instruction
- Making More Connections!
As English language learners progress in the acquisition of their new language, they encounter and try to make sense of abbreviations, idiomatic expressions, current slang, and various types of figurative language. Sometimes, when this happens in informal settings among their peers and classmates, language learners can derive meaning from clues in the context. It is quite different, however, when oral and written figurative language appears in instructional, academic settings.

For example, after several, context-rich experiences, “What’s up?” can be deciphered as a greeting. No need to look toward the sky. “On the other hand” is a bit trickier; we often come upon this expression in more formal discourse patterns such as comparisons, descriptions, and explanations. But, since it is commonly used, if it is taught through multiple examples in oral and written language, this expression becomes clear.

More confusing is figurative language which is infrequent and contained in particular contexts, e.g., “The students waded through stacks of numbers…” or “Members of Congress went out on a limb in overriding the veto.” It is vital to understand these expressions because this language truly heightens and extends meaning; in fact, all understanding of written or oral language can be lost if the intended meaning is not clear. Expressions of this type confound not only ELL’s, but other students as well; this language is deceptively simple in its literal meaning, but its figurative connotation is subtle as well as content- and context-specific.

Teacher-authors of the article “Bridging two worlds: Reading comprehension, figurative language instruction, and the English-language learner,” (Journal of Adolescent and Adult Literacy, IRA, Dec./Jan. 2006-07) offer a model of explicit instruction to help ELL’s find the implied meaning of figurative language. They stress that examples of figurative language must arise from students’ own life and school experiences. This is especially pertinent to printed text because the context is more remote than in face-to-face conversations. What follows is an expanded version of their teaching/learning procedure.

**FIGURATIVE LANGUAGE:** be on (your) toes

<table>
<thead>
<tr>
<th>LITERAL MEANING</th>
<th>INTENDED MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are ready to run, stretch up, dance, or go fast; you are not sitting or resting, nor are your feet flat on the ground. You are standing on your toes.</td>
<td>direct your attention to something; keep thinking, be watchful and ready to respond; alert; be aware of something</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONNECTION TO SCHOOL, LIFE</th>
<th>ILLUSTRATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>• You must be on your toes when you are driving on the interstate. • The art teacher keeps us on our toes with lots of projects to do.</td>
<td>(LITERAL MEANING)</td>
</tr>
</tbody>
</table>
Alice Faye Kent Hoppes Statewide Essay Scholarship—"As a graduating senior, what are your future plans for continuing the work that Hoppes began?"

by (Robert) JaMal Green, Albuquerque High School

I would like to tell you about her, if you didn't know Ms. Alice Faye Kent Hoppes already. Ms. Hoppes was a native of New Mexico, born in Tucumcari. She had the ability to speak in support of black citizens in the community, and this encompassed our entire state.

Ms. Hoppes was well known in the community for her endeavors. In 1984, Ms. Hoppes was elected president of the NAACP-Albuquerque Branch in which she served as president for twelve years. She was honored in 2000 by the NAACP with the Martin Luther King, Jr. Freedom Award; she received the Human Rights Award from Albuquerque Human Rights Board; and was the highly praised recipient of the 1995 Outstanding New Mexico Women award by the NM Commission on the Status of Women.

The question, "As a graduating senior what are your future plans for continuing the work that Hoppes began?"

Ms. Hoppes' words inspire me tremendously. Ms. Hoppes' dreams, actions, and words encourage me to live life and to be involved in the community. Yes, I have benefited from her and her actions. I can improve today's society by serving, supporting, doing what I can by recognizing the problems, not be part of the problem.

Ms. Hoppes' and other followers of hers were extremely frustrated, yet they fought back, and they still went by non-violent ways. Her actions will keep me level-headed during the most frustrating situations. Were there any dreams she had that were never fulfilled? I often think so, the hardships that were endured, their dreams were to make things better for their children and their children's children; this is something I am very proud of. I've matured as I read and learn more about the people of the past, their lives, a time filled with racism, unnecessary violence, and those who would stop at nothing until they were victorious, victory filled with justice and equality. Ms. Hoppes was a fair woman; she fought for everyone, every race and gender.

I am 17 years old; I know it is a blessing. As I wake up everyday, the troubles of the world, drugs, violence, and even racism, knowing that tomorrow is not guaranteed, I try to live my life and make a difference in the world each and every day, just as Alice Faye Kent Hoppes did. Ms. Hoppes fought to make a difference in politics, governmental, and social areas for the black citizens in New Mexico. She was our advocate for social change. Ms. Hoppes, "She fervently and fearlessly fought to make the political, social and governmental systems accountable to its citizens."

Now I don't think I have such political aspirations, but I think I could support and encourage the youth of our community. My goal is to go to college and return as a teacher. I hope to pursue engineering and/or education. I'd like to teach mathematics or history. I hope to one day coach at the high school level.

This is how I can give back to the community. We all have choices to make. With tolerance, patience, and understanding, we can continue to make great strides.

The African American Day Council wishes to congratulate the following scholarship recipients:

❖ First Place—(Robert) JaMal Green—Albuquerque High School, Albuquerque, NM—$1500.00
❖ Second Place—Kanisa Jacobs—Alamogordo High School, Alamogordo, NM—$1,000.00
❖ Third Place—Carl L. Williams II—Mayfield High School, Las Cruces, NM—$500.00
❖ Fourth Place—Jasmine Henderson—Albuquerque High School, Albuquerque, NM—$250.00

To support your students' participation next year or for more information, please contact Joycelyn Jackson, Chairperson, at 505.881.9429, ext. 80078.
Helping Children Flourish...
the role of the Early Childhood Liaisons

by Ann Stern, Río Grande Cluster Early Childhood Liaison

There are twelve Early Childhood Liaisons (ECL's) in the Albuquerque Public Schools. We are organized by clusters and service all APS elementary schools with the exception of charter schools that provide their own special education services. Our job is somewhat like that of a gardener; it changes with the seasons. The main grade level we work with is kindergarten, although we also provide some degree of support for all early childhood teachers. We keep in mind that the word kindergarten is borrowed from German and means a “garden of children”. The wisdom in that term is that each child develops at their own rate just as each flower in the garden has its own special time to bloom.

Liaisons have a common foundation rooted in the developmental principles of how young children learn. We refer often to the National Association for the Education of Young Children (NAEYC, www.naeyc.org) publications to inform best practice and help us give guidance to teachers who are struggling to teach to the standards in developmentally appropriate ways. We stress the importance of play, of time for thinking, of creating, of process over product, of deep listening, of standing back and observing children whenever possible.

As we all focus on academic achievement, we can’t forget that learning takes place within the framework of emotional and social domains. Think back to a very positive learning experience you had as a young child. You well may keep this happy memory today because of the harmony of academics, emotions, and the social context. This is why successful teachers of young children spend so much time guiding students to handle strong emotions, make friends, gain empathy for others, and take turns. Young children need to construct meaning and discover for themselves as much as possible, so kindergartens are busy places with children actively engaged in learning by manipulating objects, putting things together, taking them apart, and talking about all of this.

When a liaison enters a classroom to a hum of talk and activity and the teacher is as engrossed as the children, we know that all is well. Classrooms for young children are not only busy, they are noisy! Language development requires trying out language. There are silly giggles that go with rhymes and rhythms. There are tears and loud, angry voices followed by mediation and conflict management. There are some children expanding 15,000-word vocabularies and others expanding 3,000-word vocabularies. There may be children new to English who are watching and listening. Teachers repeat back what students say, using longer, more detailed sentences. They engage children in conversations, accompanied by body language, pictures, pointing, and pantomime to navigate meaning for the English language learners.

Teachers of young children ask a lot of “what if” questions. They talk about past, present, and future and model good listening. They use themes to build the rich vocabulary opportunities that come from being grounded in a shared topic of interest and importance.

In the spring we begin the cycle of observing the many preschoolers within our clusters who will be entering kindergarten in the fall. Most of the children we observe already receive special education services. We go out to various preschool settings to talk to teachers and parents about kindergarten ahead. It is a very exciting time to be a liaison because we get to see children go through a major developmental milestone: their entry into the formal school setting! We are there to help family members as their little one takes this big step.

—continued on page 5—
Just as a gardener tries to minimize the “shock” factor with their new plants, we work to decrease the stress families may experience. We plan with parents and teachers the modifications, accommodations, and services that will enable each child to succeed. As the parent becomes prepared and confident, the child shares the positive attitude and calm demeanor that signal they are ready for this new beginning.

Fall is a big season in the garden and also for ECL’s. We harvest the seeds of preparation as school begins and work to ensure that the kindergarten students are doing well in their new classrooms and that those students who already have an Individual Education Plan are receiving the services they require.

During all seasons, ECL’s receive formal and informal referrals. Staff members contact us with academic and behavior concerns and ask us to observe a specific child and provide ideas and teacher support. We may call the family, gather information on the student’s language background, research all academic scores and test results, and try to get as complete a picture as possible of the child as a learner. It is our role to offer intervention ideas, materials, resources, and modification possibilities. Working with various teams in the schools such as grade-level team, mental health team, and Student Assistance Team we figure out ways to reach each unique child. We also tap into the many and varied resources that each school has, such as volunteer grandparents, tutoring, books on tape, after-school programs, and parent centers, to name just a few, and we connect families to community resources. As a result, we often see real progress as the family and school unite to support the child.

As the classroom teacher modifies learning tasks and makes accommodations for an individual child, he or she documents the process and records the results. As per the SAT manual, there are tiers of intervention. In the future, liaisons and teachers will be following the guidelines of RTI (Response to Intervention). After proceeding through the tiers of intervention and working through the SAT process, there may still be serious concerns. Sometimes, a formal referral to an ECL may be made. Usually, but not always, the liaison has been involved informally in observing the child before this formal request is made. A report, documenting the screening results, is presented to the SAT, the parents, and the staff involved. Team members at the school use this report and other information to make a decision on what happens next to best support the child.

Each liaison may work with well over fifty kindergarten teachers and go to as many as ten schools. If you are a staff member and you wish to contact an ECL, ask your Head Teacher for the contact information or call the Program Support Specialist (PSS) for your cluster. If you or a family you know would like information about the free screening available for parents or guardians who have concerns about possible development delays with their preschooler, call 298-6752, extension 3370.

Liaisons feel very privileged to be a part of these early childhood “days of wonder,” much as a gardener feels when they observe the magic of their flowers in bloom!
Hoy día, la enseñanza y el aprendizaje exigen una mayor flexibilidad. Los maestros de estudiantes que aprenden en un segundo idioma necesitan usar estrategias variadas en la enseñanza. Esta instrucción modificada tiene dos metas principales: ayudar a los estudiantes a mejorar su dominio del idioma y asegurar que el estudiante tenga acceso al contenido académico de su grado. Esta segunda meta se logra presentando la información de manera que sea fácil de entender a pesar de la barrera del lenguaje.

Gracias al esfuerzo realizado en el distrito escolar en los últimos cinco años, se ha elevado el nivel de consciencia sobre lo que necesitan los estudiantes que aprenden en un segundo idioma para alcanzar el éxito académico. La mayor parte de los maestros saben que deben usar los componentes de la instrucción modificada. Pero poner en práctica la instrucción modificada (saber cómo planear y enseñar conceptos teniendo en mente a los estudiantes que están en vías de aprender el inglés, el español o el navajo) es algo que muchos de nosotros nos esforzamos por lograr. Un sinnúmero de volúmenes y artículos han sido escritos sobre la instrucción modificada y lo que sigue es una descripción de los componentes que la mayoría de los educadores del lenguaje creen que son clave para el aprendizaje en un segundo idioma.

**ENFOQUE EN EL LENGUAJE: EL VOCABULARIO, LA ESTRUCTURA, LOS USOS Y LAS FUNCIONES**

El lenguaje transmite y al mismo tiempo apoya el contenido del currículo que aprendemos y enseñamos en la escuela. El vocabulario, las estructuras sintácticas, los usos y las funciones del lenguaje le dan el significado a cada materia del currículo y también la hacen comprensible. Los estudiantes que aprenden en un segundo idioma necesitan objetivos de lenguaje así como objetivos de contenido y destreza. Todos los estudiantes, estén aprendiendo en otro idioma o no, requieren desarrollar el vocabulario. Es importante no abrumar a los estudiantes con un número excesivo de vocabulario, sino más bien hacer resaltar las palabras clave para aprender los conceptos. Las palabras nuevas se deben de enseñar, ilustrar, fijar en la pared previamente a la enseñanza de conceptos y luego se deberán de repetir y repasar.

Pero el lenguaje es mucho más que las etiquetas que usamos para nombrar las cosas. Hay idiomas que dependen mucho de palabras de transición y sufijos para expresar el significado. Dichas estructuras sintácticas y gramaticales deberán ser explícitamente presentadas a los estudiantes dentro del contexto académico para lograr el aprendizaje significativo. Así mismo, los estudiantes requieren de la enseñanza directa de los usos y funciones del lenguaje para poder lograr el objetivo principal del lenguaje: la comunicación. Los maestros que utilizan un método temático les ofrecen a los estudiantes de segundo idioma múltiples oportunidades de usar el vocabulario nuevo, las estructuras y las funciones del lenguaje.

**ACTIVE Y AUMENTE EL CONOCIMIENTO PREVIO**

Los estudiantes traen a las clases muchas experiencias personales y conocimientos aprendidos formal e informalmente, todo lo cual forja sus valores, intereses, percepciones, destrezas, cultura, familia, imagen propia, expectativas, etc. También llevan consigo conocimientos sobre las materias que han estudiado previamente. Los maestros pueden hacer uso de estos conocimientos previos y ayudarles a los estudiantes a hacer conexiones con el material nuevo y promover aprendizaje relevante y significativo.

Desafortunadamente, la barrera del lenguaje muchas veces les impide a los estudiantes compartir su conocimiento, opiniones y sentimientos. Es posible también que los estudiantes recién llegados a este país hayan tenido experiencias en escuelas donde presenten...
Los conceptos y las destrezas en una manera bastante diferente a la de las escuelas típicas estadounidenses. De todas formas, los maestros pueden activar y ampliar sus conocimientos utilizando actividades como el trabajar en parejas, discutir en grupos, usar organizadores gráficos, y empleando también el lenguaje nativo, materiales culturales y literatura del país del estudiante.

**APOYE EL SIGNIFICADO CON OBJETOS CONCRETOS**

Es muy importante el uso de objetos reales que una persona pueda tocar, oír, ver, oler y saborear. Entre más real y multisensorial sean la enseñanza y el aprendizaje en el salón de clases, más accesible serán el lenguaje y el contenido para el estudiante que aprende en un segundo idioma. Esto puede ser tan simple como el subrayar palabras clave en la pizarra, mostrar un video o usar gestos o bien, tratar directamente un concepto antes de escuchar una presentación o leer un libro de texto sobre dicho concepto. Algunas maneras de conectar lo real con lo abstracto es a través de los siguientes métodos y actividades: realizar experimentos de ciencia, hacer trabajo fuera de la escuela, armar modelos, usar objetos reales para presentar vocabulario nuevo, dramatizar, hacer demostraciones, usar mapas, gráficas, dibujos, fotografías, y llevar a cabo proyectos de cocina y arte.

**HAGA EL TEXTO ACCESIBLE**

Cuando los estudiantes que aprenden otro idioma están en el salón de clases se necesita que el material impreso tenga ciertas modificaciones para que pueda ser entendido y accesible. Cuánta y qué tipo de modificación depende de cuán complejo sea el texto y el nivel de dominio que tenga el estudiante en su segundo idioma. La lista de las reglas del salón de clases tal vez solo necesite algunas ilustraciones simples, pero un capítulo en el libro de ciencias sociales sobre las causas de la guerra civil puede necesitar varias modificaciones para ayudar a los estudiantes antes, durante y después de la lectura. Por ejemplo, antes de empezar a leer, el maestro puede examinar con los estudiantes algunos componentes del texto como el subtítulo, las gráficas y las fotografías. También se les puede pedir a los alumnos que hagan algunas predicciones sobre lo que leerán. Mientras los estudiantes leen, ellos pueden tener una gráfica de organización, texto con espacios en blanco o un bosquejo para ayudarlos a encontrar la idea principal y los detalles que la apoyan. Tal vez puedan leer con un compañero o escuchar el capítulo en una cinta. Después los estudiantes pueden trabajar en grupos para completar una actividad de “cierto o falso” o escribir su reacción sobre lo que leyeron en un cuaderno de diálogo.

**PLANEE LA INTERACCIÓN Y EL APRENDIZAJE GRUPAL**

Ciertamente, aprender otro idioma es difícil en un salón de clases pasivo donde se espera que todos los estudiantes trabajen en silencio e individualmente. El aprender un idioma requiere que el aprendizaje sea activo y que los estudiantes cuenten con oportunidades de aprendizaje en las que tengan que explicar, negociar, aclarar, discutir, describir, evaluar, suponer y expresarse. El aprendizaje grupal requiere que los estudiantes usen el lenguaje recién aprendido de tal modo que les permita mejorar su competencia en el lenguaje mismo y en el contenido. Además, el aprendizaje organizado en grupos pequeños les da a todos los estudiantes la oportunidad de usar el lenguaje académico que se presenta sólo en la escuela. La interacción entre estudiantes también fomenta la confianza en sí mismo y el sentido de pertenencia a un grupo.

**HAGA QUE EL LENGUAJE Y EL CONTENIDO SEAN COMPRENDIDOS**

Los maestros deben proveer una articulación clara de palabras y oraciones. La velocidad con la que hablan no debe ser ni muy lenta ni muy rápida. Más aún, los maestros deben esforzarse para que las instrucciones en la clase sean claras y fáciles de comprender. Esto se puede lograr a través del uso de los gestos corporales, demostraciones, ayudas visuales y libros con fotografías para que el estudiante tenga acceso al contenido. El repetir o pronunciar correctamente después de que el estudiante cometa un error de pronunciación o gramática puede promover el uso correcto del lenguaje. Igualmente los maestros deben realizar demostraciones concretas o dar ejemplos prácticos con el fin de promover el aprendizaje y la comprensión del contenido. El maestro debe explícitamente demostrar los conceptos o bien, puede organizar una demostración con la colaboración de los estudiantes y lograr así el entendimiento de un concepto dado a través de la conversación entre los alumnos y el maestro.

Los estudiantes que aprenden en otro idioma tendrán la oportunidad de alcanzar su máximo potencial académico adquiriendo el dominio del inglés y de las materias avanzadas al progresar en programas de alta calidad y con maestros altamente capacitados.

—Basado en un artículo escrito por Karin Rich que se publicó en febrero de 2001—
First-Grade Example

Figure 2 (p.9) shows the DRA2, K-3, Focus for Instruction: Class Profile for Emergent Readers Levels A-3 for a first-grade dual language class from the fall of 2006. For each student listed, the teacher has identified three to five "focus for instruction" areas (indicated by checkmarks). In addition, the teacher decided to record the number of miscues under the "Accuracy" column, since the number of miscues was the basis for whether or not the student moved to the next level for further assessment. The student was at that instructional text level if they had three or more miscues. As the teacher looked at her class profile, she made the following conclusions:

- **Reading Engagement**
  - 10 of 15 students had difficulty talking about their favorite book;
- **Oral Reading Fluency**
  - 13 of 15 students had difficulty using cues (e.g., pictures, sentence patterns, visual information) most of the time; and
  - 11 of 15 students had difficulty monitoring and self-correcting miscues.

Given this information, the teacher planned her instruction. One of the resources that she used was the chapter entitled "Moving Into Instruction" of the DRA2 Teacher’s Edition (Beaver, 2006). In this chapter, skills that the students should “generally be able to do” and skills that the students “are learning to do” are identified for each reading level. The teacher found this useful in thinking about independent activities for her students and activities that would require more support (e.g., small-group guided reading). In fact, the “are learning to do” skills aligned with the first grade APS Language Arts power standards and easily translated into objectives for guiding reading groups. This chapter also gives brief descriptions of text features for each stage of reading, as well as strategic reading behaviors to scaffold “before reading,” “during reading,” and “after reading.”

Based on the class profile, the teacher planned the following instruction:

<table>
<thead>
<tr>
<th>Need Identified by DRA2</th>
<th>Planned Instructional Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking about a favorite part of the book</td>
<td>Start and end independent reading with focused mini-lessons on talking about a favorite part of the book.</td>
</tr>
<tr>
<td></td>
<td>Model use of ACE rubric (Answer, Cite, Expand) to answer the question “What is your favorite part of the book?”</td>
</tr>
<tr>
<td>Using cues and self-correcting miscues</td>
<td>Shared Reading—Continue shared reading lessons, modeling tracking, predicting, using pictures to understand, cross-checking. Have students use pointer sticks to re-read.</td>
</tr>
<tr>
<td></td>
<td>Guess the Covered Word—Mask words in a sentence(s) and have students predict and cross-check. Unmask the onset and continue cross-checking.</td>
</tr>
<tr>
<td></td>
<td>Guided Reading—Start guided reading groups with a specific instructional focus.</td>
</tr>
</tbody>
</table>

—continued from page 1—
The teacher used her DRA2 results to put her students in the following three groups for guided reading:

Group 1 (Levels A-1): Student 1, Student 3, Student 6, Student 11, and Student 14
Group 2 (Levels 1-2): Student 2, Student 4, Student 5, Student 9, and Student 10
Group 3 (Levels 2-3): Student 7, Student 8, Student 12, Student 13, and Student 15

Student 1 and Student 11 were identified as part of group 1 even though they tested at an instructional level of 1 because of the number of miscues (more than 3) and general teacher observation (see below). In Group 2, Student 9 was included, again because of the number of miscues being slightly higher than the others that were at instructional level 2.

Plans for her guided reading groups, based on the needs identified on the Class Profile, consisted of the following:

Group 1 Objective: One-to-one correspondence
Before reading, review/model what a good reader does and ask why using your finger to point to each word might be a good strategy for beginning readers. During the reading, make sure each student is using their finger to point to each word as they read. After reading, write individual words from sentences in the text on cards or sentence strips and have students re-build the sentence, reading each word as they pick it up.

Group 2 Objective: Use of cues
Before reading, discuss how good readers use “clues” to read unfamiliar words and have students give examples of some “clues” they could use. Do running records during students’ reading and identify words that were frequently missed. After reading, model problem-solving using cueing systems on frequently miscued words, referring back to examples identified before the reading.

Group 3 Objective: Share specific details about favorite part of book
Before reading, discuss how good readers set a purpose for reading, and that purpose is often to talk about their favorite part of the book using lots of details. After reading, have students write about their favorite part of the book, share, and self-assess using the ACE rubric.

Plans for independent, heterogeneous literacy centers (while the teacher is working with the guided reading groups) consisted of:
• Word-Sort Activities—Rhyming words, initial consonants similar to the DRA Word Analysis Tasks 1 and 2 (Beaver, 2005) for students at text levels 1-3;
• Read Around the Room—Practice with 1-to-1 correspondence; and
• Pocket Chart Activities—Practice with 1-to 1 correspondence.

The example above is somewhat contrived (e.g., only 15 students in the class), and we obviously have just scratched the surface in terms of specific instructional strategies. Our challenge to the committed teacher is instead of using the DRA2 and EDL2 to simply “get a number to report to the district,” use it to inform and “drive” your instruction. Your students will be glad you did.

References

The ability to read for understanding, for purpose and pleasure, is central to academic achievement and can be a valuable tool for life beyond classroom walls. Reading instruction, as multi-layered and complex as it can be, is therefore foundational to the guidance and support we provide all students in the classroom.

But it’s not just reading instruction that we’re asked to provide in the classroom. We are responsible for content-area instruction, language development, and students’ social development, not to mention the requirements of standards-based education, continuous improvement, NCLB directives, and other expectations.

How can we balance these aspects of daily life in school while maintaining productive reading instruction for students with varying levels of reading proficiency, language proficiency, and life experiences?

Well, if we think first about the desired outcome for readers—a reader who is engaged, proficient, strategic, and perhaps biliterate—as well as what we know about proven teaching strategies and the cognitive processes in reading, then we can focus instruction to accomplish that outcome. This integration of scaffolding and reading instruction, in a rich language and literacy environment, is especially key for language learners and students who are still building the academic language and background knowledge of school, regardless of home language or language of instruction. Cambourne, in his work on conditions for learning, stresses accepting students’ approximations in language and literacy, among other characteristics of supportive classroom environments (see Cappellini, *Balancing Reading & Language Learning*, IRA, 2005).

Sometimes sheltered instruction is viewed as a temporary bridge, having to do with classroom tasks, oral language development, or building English in a very general way. In fact, our obligation, now more than ever, is to help students become critical, strategic readers, and for many students, reading instruction should always be scaffolded. Sheltering rarely goes away entirely, because with new genres, new content, and new levels of text complexity, focused support is always crucial.

The graphic organizer on page 11 can help us think about how sheltered instruction strategies, reading cueing systems, and the essential elements identified in the National Reading Panel (NRP) Report fit together. The strategies in sheltering instruction support the readers’ cognition and cueing systems in reading. The reading elements are the content for instruction, so there is a fluidity and interdependence among these systems that benefit the reader. Their components are rarely a one-to-one match; they are interwoven, leading us to work simultaneously on learning/thinking strategies, content, and reading skills. Depending on the sequence of instruction and the lesson progression, aspects of each system will come to the forefront.

For example, if we design instruction to include face-to-face peer interaction with students brainstorming what they know about a topic, that builds the schematic cueing system or prior knowledge, as well as semantic knowledge, or what the words mean. Both schematic and semantic cueing systems, like student interactions, are associated with oral language development and vocabulary building.

Suppose students are asked to learn information from a textbook selection on the American Revolution. Building background knowledge and connections to students’ lives through structured peer interaction (as above), a KWL chart, video or pictures, and a shared reading of a primary source will help build students’ schematic, pragmatic, and syntactic cueing systems. That means that students will build a general idea in their heads, a schema on which to hook further information; they will want to learn more once a purpose has been established; and they’ll become more familiar with the types and structures of language that they’ll encounter in the text. Finally, working with the text selection, the students will enhance content-specific vocabulary, comprehension, and fluency to help build and hold meaning together.

Reading instruction will always be challenging, but it’s well worth our effort. The more we focus on the students and what they need to understand and be able to do, the more we see that these aspects of instruction aren’t isolated. Rather, they work in concert to maximize the efforts of both students and their teachers.

*Making the Most of Reading Instruction*—continued on page 11—

by Mary Bretting Miller (TLS), Dee McMann, and Nancy Lawrence
SHELTERED INSTRUCTION
(planning and implementation of instruction by the teacher)

Activate/build background knowledge
set the stage for learning around a specific topic or text type through discussion, materials and visuals, personal connections, etc.

Support meaning with realia
use concrete objects to relate classroom teaching to real life

Make text accessible
adapt and supplement written text and/or provide supports and strategies to the reader

Structure peer interaction
group students to work together with shared responsibility for structured tasks requiring specific language interactions

Focus on language...
identify language objectives design lesson/unit around language functions, structures, and vocabulary required by the learning activities

Model/demonstrate
provide examples showing the strategies and process of engaging in a learning task

ESSENTIAL ELEMENTS OF READING (NRP)
(focal points of instruction, as well as visible markers of effective reading/cueing systems)

Phonemic Awareness
the ability to hear, identify, and manipulate individual sounds in spoken words

Phonics
the relationship between the letters of written language and the sounds of spoken language

Vocabulary
the words we use and recognize in written and oral communication

Fluency
the ability to read a text accurately and at the appropriate pace with understanding

Comprehension
the result of understanding and making meaning

Oral Language Development
(NJM Reading First)
Continual support and enrichment of spoken language as a bridge to literacy

READING CUEING SYSTEMS
(cognitive processes readers use to understand text)

Semantic
word meanings/associations; precision in word usage

Schematic
constructing meaning at the whole text level; prior knowledge that governs storage and retrieval of information

Pragmatic
social construction of meaning; reading and writing for specific purposes and audiences; adopting the social mores of a reader and writer; reading and writing habitually

Syntactic
language structure at the word, sentence, and text level

Graphophonic
letter/sound knowledge; phonemic awareness; decoding

Lexical
visual word recognition; visual memory for words

—Lawrence and McMann, LCE, 2007—
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

President: 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—Summer 2007

The College of Santa Fe is making available June courses for the TESOL Endorsement and in Survival Spanish for Teachers. The TESOL courses satisfy all NM state requirements for the endorsement. The Survival Spanish course is designed to help teachers communicate with monolingual Spanish-speaking children and families and will satisfy the foreign language requirement for the TESOL Endorsement. Tuition for each course is $375, to be paid on the first day of class and reimbursed by LCE when the course is passed. Contact: Prof. Henry Shoner, at 855.7271.

Bilingual Coursework for Teachers

Two courses for the bilingual endorsement will be taught at the College of Santa Fe in Albuquerque later this spring or summer: Spanish for the Bilingual Classroom and Literacy in Spanish. Participants must be fluent in Spanish. Tuition for APS teachers is $375 per course, which will be reimbursed by LCE for those committed to the bilingual endorsement. For more information, contact Prof. Henry Shoner at 855.7271.

Professional Development Offerings from Dual Language Education of New Mexico

EL ENRIQUECER (SELF-EVALUATION) RETREAT or LA SIEMBRA (NEW PROGRAM) RETREAT
April 24-25, 2007
Facilitators: Denise Sandy-Sánchez and Natalie Olague

TEACHER STUDY GROUP—FOCUS: CROSS-CULTURAL DEVELOPMENT
Saturdays: 2/17, 3/3, 3/17, 4/21, and 5/3
Facilitator: Natalie Olague

GLAD—GUIDED LANGUAGE ACQUISITION DESIGN
April 12, 14, and April 16-20
Trainers: Eva Thaddeus & Lisa Meyer-Jacks
Site: DLeNM Offices and third-grade classroom

SUMMER CRITICAL INSTITUTES
Dual Language Power Planning with a Science Focus
June 26-28, 2007
Facilitators: Denise Sandy-Sánchez and Natalie Olague

More information and registration forms can be found at www.duallanguagenm.org.