The instructional leadership team at Hawthorne Elementary School (Debbie Montoya, Principal, Jude Garcia, Assistant Principal, and Betsy Groves, Instructional Coach) wanted to provide a meaningful after-school tutoring experience for their third, fourth, and fifth grade students, mostly English language learners, who were nearing proficiency in reading but needed a boost in comprehension and confidence. In a brainstorming session with LCE resource teachers Annette Maestas and Kathy Waldman, it was decided that modified G.L.A.D. (Guided Language Acquisition Design) units might help students build background knowledge, expand academic vocabulary, and enhance confidence in their ability to access difficult information.

Kathy and Annette showed the five tutors (Shelly Harvelson, Bernadette Vishaway, Bob Jojola, Tanith Hudson, and Kara Sanchez) how to use selected G.L.A.D. strategies and developed materials to implement three units of study: oceanography for third grade, the water cycle for fourth, and migration for fifth. One of the third-grade tutors wanted to teach her dual language students in Spanish, and materials needed to be developed to make that happen. G.L.A.D. provides a format, a framework, of powerful activities that draw out academic language from students in an enjoyable but rigorous manner. The units are thematic, and the content spirals in a way that keeps students engaged and making constant connections.

Selected G.L.A.D. strategies and other instructional techniques include the following:

- Prior knowledge—students are to use what they know to define content vocabulary and to make predictions about the unit of study;
- Chants—students see academic words in teacher-made chants and begin to get a glimmer of what the high level academic words might mean;
- Teacher-made big book—students read text with the same concepts and words from the chant in narrative form;
- Hands-on explorations;
- Text-to-self reading connections;
- Expert reading groups;
- Grid with expert groups' data; and
- Class paragraph—students generate a paragraph from the grid.

Teacher Shelly Harvelson draws the water cycle with her students.
Teacher Voices
Teachers reflected on students’ accomplishments after a six-week unit:

Third-grade teacher:
Several students are showing a lot more confidence when reading and writing (carried over to the school day). My students are so excited to come to tutoring because they love the themes that we are studying. I rarely have anyone absent during G.L.A.D. tutoring. They love to see what we will be studying next. This was a group of kids that was not motivated... In G.L.A.D. tutoring they are so motivated to learn. I’m so happy for them to be excited about learning!

Fourth-grade teacher:
The tutoring has developed vocabulary that is being used in conversation, not just during learning times. The students are tuning into large vocabulary words and asking the meaning.

Fifth-grade teacher:
G.L.A.D. has improved my students’ vocabulary by building meaningful connections through chants, pictures, books, and oral reports. My students are truly engaged in the units because they are able to participate and understand the concepts. The vocabulary is very complex, but the students are able to understand and use the words in context because the lessons layer (spiral) all vocabulary and concepts. One lesson builds on the other so that any information missed will be covered again and again.

Students studying oceanography explore the differences between exo- and endoskeletons.

Third-grade teacher:
The students are integrating the scientific vocabulary into their everyday speech. They can recognize the words and they know their meanings. The reading skills are utilized, e.g., context clues and referring back to the text, and this is paired up with the ACE reading strategy to measure comprehension. This is a great program – I’ve integrated several components into my regular classroom.

Class Paragraph Drafts
Students created preliminary drafts of class paragraphs using high level content and academic vocabulary:

El océano (third grade)
En el océano, hay muchos animales que tienen adaptaciones especiales. El enemigo del pulpo es la anguila. El pulpo tiene muchos niños. ¡Tiene 150,000 niños y los niños van a comer cangrejos y comen mucha comida! El pulpo come los cangrejos en la zona intertidal. Si una tenaza de un cangrejo se pierde crece una nueva tenaza. El cangrejo tiene dos enemigos. Los enemigos son el pulpo y la estrella del mar. Si se le cae una de las tenazas le crecen una tenaza nueva. Los animales corales muertas se hacen tan duros como una piedra no que se pueden mover. Los enemigos del coral son los seres humanos.

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Black Student Union members at Del Norte High School and sponsor Stephanie Cooper received information about Kwanzaa during their last BSU Meeting before winter break. The information was special because it was presented by Kalonji Mwanza, an elder in the community and also former Director of the state Office of African American Affairs.

Kwanzaa is derived from the Kiswahili phrase “matunda ya kwanzaa,” which means “first fruits of the harvest.” This is a depiction of the celebration of harvesting the first crops in traditional Africa. It is not a religious celebration, but is in fact a cultural celebration. Kwanzaa is celebrated from December 26th to January 1st, and it was created in 1966 by Dr. Maulana Karenga, professor and chair of the Department of Black Studies, at California State University for the purpose of revitalizing and promoting African American culture.

Kwanzaa was created to introduce and reinforce seven basic values of African culture which would contribute to building and reinforcing community among African American people. The values are called the Nguzo Saba which in Kiswahili means Seven Principles.

The Nguzo Saba is as follows:
1. UMOJA (unity)
2. KUJICHAGULIA (self-determination)
3. UJIMA (collective work and responsibility)
4. UJAMAA (cooperative economics)
5. NIA (purpose)
6. KUUMBA (creativity)
7. IMANI (faith)

Kalonji asked for participants in the ceremony. He then had each of the participants light a candle on the kinora that represents each of the seven Nguzo Saba for Kwanzaa. After the lighting of the candles, Kalonji then asked all of the room to stand and hold the hand(s) of the individual(s) next to them. This symbolized the importance of “each one reach one.” Also, a part of Kwanzaa is the sharing of gifts. Kalonji then distributed bags containing items donated by various community members, and specially designed shirts for Black Student Union members provided by Sam Collins, President of Union Savings Bank. It was a beneficial presentation for all.
An Experience in Collaboration: Extending the Core Programs Through Cooperative Groups
by Susan López

Recently I have heard teachers who had become genuinely successful with cooperative groups become increasingly frustrated due to the time required for core reading and math programs. The statement that there is no time left in their day to work in groups has been a major hindrance to the utilization of cooperative group work in the classroom.

In October, I had the opportunity to work with a third grade class at Carlos Rey. The teacher, Yvonne Padilla-Barth, had a student teacher, Kristine Pargas, and she wanted a demonstration lesson for sheltering the content for ELL students that would support her recent grade-level move and benefit her student teacher as well. Since Yvonne had previously taught kindergarten, she was very successful when working with cooperative groups. As an ESL endorsed teacher, she knew this was an excellent strategy for the instruction of English language learners and wanted some help implementing this strategy while maintaining fidelity to the core reading and math programs.

The class was working on an Avenues unit entitled “Bloom and Grow.” The fiction story was The Ugly Vegetables; the non-fiction story was How a Plant Grows. We decided that since it was October and harvest time, pumpkins would make a good topic for activities in cooperative groups integrating science and social studies. It would also connect with students’ enthusiasm about Halloween and Thanksgiving and the symbolic autumn pumpkin seen everywhere.

The activities included additional fiction and non-fiction literature that would generate interest in the content area and at the same time reinforce the vocabulary and concepts taught in the core unit. In addition to science and social studies, a separate day of activities was used to address math concepts.

Literacy Activities
The first day of cooperative groups encompassed reading activities that integrated science and social studies concepts, as well as reading and vocabulary development. The class was divided into five heterogeneous groups, which provided the peer support needed for the less skilled students and the ELL students. Yvonne, Kristine, DeAnza Baker (the instructional coach) and I all worked with a group. One group of students worked independently. Although this time we were a team of adult facilitators, students at any grade level can become accustomed to working in independent cooperative groups.

The "Orange Group's" activity was a guided reading group. We read a consumable non-fiction story I had compiled, entitled The History of Pumpkins. As we read the story, we identified specific vocabulary that was essential to understanding the concepts and used a map to illustrate the geographical locations that were referenced in the reading. As we read and discussed the story, students responded to comprehension questions. Students were asked specifically to ACE their answers: Answer the question; Cite evidence from the story or text that validated their answer; and Expand the answer with other related facts. The goal of this activity was to teach content knowledge and, at the same time, give students practice in answering specific questions by referencing the text to verify their answers.

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The "Blue Group" was involved in a vocabulary activity that reinforced the Avenues unit and introduced new terms being used in the cooperative group. The objective was to match the word with its meaning and create a class dictionary that included the word with a picture, a definition, and a sentence. This final product could serve for review and study of the specific unit vocabulary. As an alternative, each student would create his/her own dictionary.

The "Green Group" had a read-aloud. The book, Too Many Pumpkins by Linda White, delighted all the children. This piece of literature is fiction and focused on the humorous character, Rebecca Estelle, who hated pumpkins and made extraordinary efforts to get rid of them. Her solution helped change her mind about pumpkins and her attempts to rid the yard of pumpkins gave a vivid view of her personality. The story also reviewed for the children some facts about how pumpkins grow. Their activity was to piece together a puzzle that accurately described Rebecca Estelle and her activities—basically a character analysis.

The "Red Group" involved learning the life cycle of a pumpkin. Students were asked to put pictures in the correct order and unscramble some sentences that told about the process of growing a pumpkin. The life cycle included what could be done with the pumpkin after it ripened and was harvested.

The "Purple Group" worked independently with Wikki Stix™ to create a pumpkin vine and label the parts. Several books and charts, as well as a list of parts to be labeled, were available to help students in the creation of their pumpkin vine.

A follow-up day of math integration culminated the thematic unit. Each group was given a different size pumpkin and the measuring tools they needed. The goals of these activities were to estimate and compare, measure, and count in groups of 10’s, then multiply. Each group had to first estimate the weight of the pumpkin, the number of seeds it contained, the circumference of the pumpkin, and the amount of “brains” that it had. This estimate was charted and then followed up by the actual weighing, counting, and measuring. A class graph was developed so that not only could comparisons be made between the estimation and the actual measurement, but also between the different sizes. A final problem was presented for their consideration. “If pumpkin #1 weighed 6 lbs., what would a pumpkin probably weigh if it was ½ the size?” This question had to be answered using the ACE Math Rubric: Answer; Compute by using illustrations and/or equations; and Explain the problem’s solution in writing. The activities involved using fractions, measuring, weighing, estimating, and problem-solving, in coordination with the math unit for the week.

These lessons were developed with the classroom teacher to accommodate and enhance her units in Avenues and Everyday Math. The planning and preparation for such cooperative group lessons can be extensive, the organization and group goals must be controlled and explicit with a resulting product, and there must be an expectation of productive classroom noise. However, with appropriate...
Han transcurrido cuatro años desde el comienzo de la primera clase del español de herencia en la escuela secundaria Benjamín Harrison. A través de los años los jóvenes han tenido la oportunidad de desarrollar la lengua de sus antepasados, el español. El mundo actual cambia con tanta rapidez que es necesario que los estudiantes se familiaricen con los cambios lingüísticos del lenguaje español. En la clase de español de herencia nos enfocamos en tres metas principales:

1. Hacer al estudiante sentirse como un estudiante próspero, bicultural, bilingüe y orgulloso de su propia cultura y lenguaje.
2. Aprender a hablar, leer, escribir y comprender su lengua de herencia.
3. Aprender sobre la historia del riesgo de la pérdida de la cultura y el idioma en Nuevo México.

A veces preguntan los estudiantes, "¿Por qué hacemos esta actividad?" La respuesta es más profunda cuando ellos pueden conectar la actividad con una de las metas principales. Los jóvenes tienen muchos deseos de comunicarse en español por varias razones: comunicarse con su familia, amigos, ayudar a los demás, conseguir mejores trabajos, viajar a otros países. El español de herencia les ofrece la oportunidad de empezar la recuperación del español y su cultura para que continúen estudiando en la preparatoria y en la universidad.

Los estudiantes son seleccionados para esta clase, a pesar de ser una clase electiva. Hay dos razones principales: la primera es la falta de un programa bilingüe para los nueva mexicanos que tienen dos lenguas maternas, español e inglés, pero nunca se les ha enseñado a leer y escribir en español. Eso ha resultado en calificaciones bajas y niveles bajos de lectura en inglés. Según los estudios, los estudiantes tienen que aprender a leer en su idioma materno para poder leer en su segundo idioma. Se identifica a los individuos con el reporte bilingüe de la escuela. Los estudiantes que son "ELL" (estudiantes que aprenden inglés como segunda lengua) y tienen niveles de Intermedio, Preavanzado o Avanzado en la prueba NMELPA (New Mexico English Language Proficiency Assessment) en combinación con una clasificación de NSP, LSPa, o LSPb en la prueba LAS en español, se inscriben en la clase. Estos estudiantes generan fondos para el programa bilingüe pero más que todo, ellos reciben enseñanza que se enfoca en las necesidades específicas de esa población.

La segunda razón por la que se selecciona a estos estudiantes es porque ellos califican en el reporte del programa bilingüe y la escuela recibe los fondos necesarios para mantener el programa. Sin embargo, la clase es abierta para cualquier estudiante del séptimo u octavo grado que desee aprender español. Cuando participan en la clase, los estudiantes cuyo español no es su lenguaje de herencia, es importante discutir con ellos las tres metas principales de la clase y su papel en la clase. Por ejemplo, si un estudiante tiene fluidez en español y asiste a la clase por diversión o para mejorar la lectoescritura, él o ella pueden conectar la actividad con la meta principal de la clase.

—continúa en la página 7—
ella tiene la responsabilidad de ser maestro/a y dar ánimo a sus compañeros en vez de burlarse de ellos cuando estén practicando oralmente el español. Por otro lado, cuando un estudiante no tiene ninguna experiencia con el español, hay que discutir con él los métodos y diferenciar la enseñanza para que no se desanime. Algunos de los estudiantes que no son ELLs no generan fondos para el programa bilingüe, pero vale más que los jóvenes extiendan su conocimiento de la cultura y el lenguaje de Nuevo México.

La instrucción en el aula de español de herencia está basada en el respeto. Por esta razón, los estudiantes en esta clase se les valora el español, sus conocimientos, y las historias que comparten entre sí. Ellos empiezan el año con la actitud que no son bilingües. Después de entender que hay niveles de bilingüismo ellos pueden identificarse más como bilingües. Unos de los métodos para desarrollar su bilingüismo en la clase del español de herencia son los grupos de colaboración, estrategias de GLAD, la práctica oral, escritura guiada, TPR (Total Physical Response), el diálogo con las familias acerca de la cultura y la participación de ellas. Otro aspecto fundamental en esta clase es la familia. Ésta juega un papel importante para la recuperación y mantenimiento del idioma, así como también les motiva a estudiar y aprender.

Un tema importante al inicio del año es el de “La Cultura”. Una vez que han aprendido este concepto y lo han aplicado a sus vidas, los estudiantes están preparados para dialogar con sus compañeros y la maestra. Ellos reflexionan sobre las siguientes preguntas: ¿Quién soy yo? ¿Quién es mi familia? ¿Dónde vivo? ¿Cuáles son mis tradiciones? ¿Cuáles son mis valores?

En suma, el español de herencia es una clase que prepara al estudiante no sólo con el desarrollo de su lenguaje ancestral sino que también logra elevar su auto-estima, y sobre todo afirmar su identidad cultural. No hay duda que esta clase hace una gran diferencia en la vida de los estudiantes de esta secundaria.

¡Celebremos nuestro idioma de herencia!

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guidance and product-oriented activities, the benefits of this type of educational instruction and interaction can be quite valuable. These types of lessons give students hands-on applications, interactions, and conversations necessary for in-depth understanding of concepts and experience in academic processes.

As we debriefed the lessons, we commented on how the organization of each activity provided students with the ability to excel and maintain their focus. In this inclusion classroom, one of the boys who rarely completes anything was able to complete his assignment in the group. This gave him an incredible boost in his self-esteem and pride in his ability to achieve success. Teachers also realized that due to the detailed explanation and written directions with each activity, the students could pretty much proceed independently. Their engagement and interest in completing the assignments made behavior management easier than the teachers had anticipated and provided the students valuable and rewarding educational experiences.

All in all, everyone involved in this endeavor seemed to benefit tremendously from the experience, students and teachers alike. Please contact Yvonne Padilla-Barth if you would like more information. She will, I am sure, gladly tell you about the benefits and rewards of cooperative grouping and that it is an excellent way to extend your core programs and integrate the content areas.

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As a new librarian in the APS system and as a result of taking the mandatory ELL course, I found myself seriously questioning how I could use and expand this information in the library to create an environment that would represent the perspectives of a range of cultures.

My school, Double Eagle Elementary, is rather uncharacteristic of many schools in the Albuquerque area in that the vast majority of students are English speakers. Nonetheless, I wanted students from varied backgrounds to feel included in classroom and school environments, and I started thinking about ways to utilize library resources as a form of advocacy on behalf of these students. In addition, I hoped to help non-minority students become more aware about the true nature of our diverse world, especially since they are rather isolated in this particular community.

An obvious place to initiate change in a library is within the collection itself. When used effectively, multicultural resources can greatly benefit students in a number of ways. Integration of these materials into the curricula can help to break down barriers between people of various cultures. Students may become more aware of the world at large and learn to appreciate, accept, and understand cultural differences. Quality multicultural literature can enable students to see the importance of differences of color, language, customs, and the like, and come to the realization that we are all human beings with differences as well as similarities.

Inclusion of multicultural literature can promote a sense of belonging among minority students as well. When students are able to read stories from their own culture and realize that characters, settings, and other aspects of their cultural backgrounds are reflected in school library materials, they are more likely to feel as though they occupy a meaningful place in the school environment.

As I gathered information for my fall library book order, I investigated a variety of multicultural books to see if they would be appropriate additions to our collection. Since I had only my limited perspective to work with, I relied on several outside sources to point me in the direction of quality multicultural material and attempted to find resources that contained critical reviews, bibliographic information, and abstracts. The Follett website, www.fr.follett.com, which presents starred reviews from a variety of sources, and School Library Journal, schoollibraryjournal.com, were particularly useful.

In addition to reviews, I relied on guidelines from various language arts and multicultural educators to aid in my selection of materials. Some of the principles advocated by these educators include the following:

❖ Perceptive and accurate depiction of a culture is a key element in choosing a work. The literature should be specific to a culture and aspects of the culture must be evident in the text and illustrations.

❖ Illustrations should be accurate cultural portrayals of people and settings because they have a powerful impact on children.

❖ Avoidance of stereotypes. The copyright date is not always a foolproof indicator that stereotypes have been avoided. Some new titles contain stereotypes, while there are older works that remain classics in multicultural literature.

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Expanding Multicultural Materials in the Library by Lisa Kerr, Double Eagle Elementary School

Fifth graders work on a poster to advertise the book they will read to kindergarteners.
Dialects, if used, should be appropriate to the historical time frame and setting.

Stories depicting life in the United States help readers to realize the culturally diverse nature of our country and to recognize and appreciate the contributions of the various immigrant and cultural groups.

The values of minority/cultural groups should be accurately presented, and any historical representations should be authentic as well.

I am sure there are other factors which may be considered when evaluating multicultural literature, but this should be a good starting point for many of us. My journey to enhance the collection at Double Eagle is just beginning, but I hope to make thoughtful contributions that will be well used by students and teachers.

Obviously, being in possession of the materials doesn’t guarantee that culturally responsive instruction will take place. So, where do we start? Perhaps the first step, before instructional planning, is to take a look around the library or classroom and determine how to create a diverse, multicultural, and inclusive class environment. It is only natural that our own cultural conditioning is reflected in the way we set up our classrooms and deliver instruction, so we must be aware of how to include the cultures of others. Library and classroom visuals should reflect the racial and ethnic diversity of the student population as well as extend students’ awareness of other cultures not represented in the school.

Literature is so very important in multicultural instruction, and as I prepared to write this article, I came across numerous websites that contain valuable insight into children’s literature. I have listed a few of them here, and obviously this merely scratches the surface.

A good place to start is with an article titled “How to Choose the Best Multicultural Books,” which can be found on the Scholastic website at http://content.scholastic.com/browse/article.jsp?id=3757.

Another excellent site can be found at http://www.lib.cmich.edu/. This site contains a selected list of multicultural young adult and children’s literature resources.

This website, http://www.nea.org/readacross/resources/50multibooks.htm, lists essential multicultural books and was compiled by the Cooperative Children’s Book Center, School of Education, University of Wisconsin-Madison.

The site http://www.newhorizons.org/strategies/multicultural/higgins.htm leads to an excellent discussion on multicultural children’s literature: why and how to choose particular books; trends in the literature (although these trends are now about ten years old!); and a credible evaluation of 35 titles based on several different cultures.

For highly recommended books on Africa, Latin America, the Middle East, and South Asia, visit these websites, which list award-winning books published in the United States on these regions:

• Africa: www.africaaccessreview.org
• Middle East: www.mec.us
• Latin America: http://clasprograms.org/teaching_outreach.htm
• South Asia: http://www.poojamakhijani.com/sakidlit.html

Three important reference texts for multicultural literature include the following:


Additionally, the Cross Cultural Education Resource Library in Montgomery Complex has a superb collection of professional and children’s multicultural literature.

Students refer to notes and sketches while collaborating on a “sandwich board” of their favorite texts.

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Another excellent site can be found at http://www.lib.cmich.edu/. This site contains a selected list of multicultural young adult and children’s literature resources.
If you are not already doing so, find ways to incorporate books with multicultural themes and different perspectives into classroom lessons and readings. Librarians are in a position to encourage and enable children’s early experiences with multicultural literature, thus promoting informed readers and listeners.

Here are a few ideas I am excited about incorporating into my library curriculum:

❖ **Readers Theater:** minimal theater that supports literature and reading. Most scripts are literary adaptations, but original works are also available. Narration forms the framework for a simple, dramatic presentation that can be performed in class with minimal preparation. When stories based on other cultures are performed, students have the opportunity to become familiar with and interested in those cultures.

❖ **The Flat Stanley Project:** Flat Stanley, a character created by Jeff Brown in 1964, is able to travel in an envelope to visit his friends. The Flat Stanley Project provides students with a meaningful reason to write. Students begin by reading the book and becoming acquainted with the story. Then, they make Flat Stanleys and keep a journal for a few days, documenting the places and activities in which Flat Stanley is involved. Flat Stanley and the journal are mailed to other students who treat the figure as a guest and add to his journal, then return them both after a period of time. The greatest cultural awareness aspect of this pen-pal project is that the Flat Stanley Project is a global phenomenon, which means that kids can engage with other kids from over 40 countries. Visit [http://flatstanley.project.net](http://flatstanley.project.net).

❖ **Culture Day:** a way to recognize and celebrate students’ cultures. Although there are many ways to approach this idea, librarians could help students research elements of their culture, provide a space for presentations, and help bring in members of the community who would like to contribute aspects of their own culture. Students could also present an aspect of their culture that is particularly important to them. Be sure to advertise this event in the school newsletter.

❖ **World Cultures WebQuest:** allows students to “virtually” visit another culture or cultures. Students develop an understanding of cultural differences and various aspects of their country. Visit [http://www.tenafly.k12.nj.us/~teisenberg2/worldcultures/](http://www.tenafly.k12.nj.us/~teisenberg2/worldcultures/).

❖ **Storytelling activities:** using multicultural folktales and other literature, storytelling activities can be expanded into language arts/literature lessons which incorporate speaking, listening, reading, and writing skills. For example, this is a lesson borrowed from storyteller/author Heather Forest: *Storytellers on Tour*—Have students practice retelling folktales in their classroom. Teams of three or four students at a time can then take their tales to other classes for a storytelling concert. If older students are sent to the younger grades, ask the younger grades to thank the storytellers with drawings inspired by their stories.

No single piece of literature can represent a culture. There are a number of ways to provide multiple experiences with various texts, including the following:

❖ Choose a selection of shorter works to give a variety of viewpoints;

❖ Spread the cultural study over several months or years, rather than feeling constrained to fit everything into one or two lessons. As librarians, we have the advantage of seeing our students for several years, rather than for just one year. This can provide opportunities for long-term sequencing of lesson ideas; and

❖ Combine literature with a study of a particular culture, providing for multidisciplinary learning.

Meaningful multicultural education must go beyond the brief yearly discussions of celebrations, holidays, or the acknowledgement of a few well known historical figures. According to the U.S. Census Bureau’s 1997 *Population Profile of the United States*, by the year 2050, the non-Hispanic White population is expected to decrease from 72% of the nation’s population to less than 53%. The balance of the population will be over 24% Hispanic, 15% Black, and nearly 9% Asian and Pacific Islander. As teachers, we must make a conscious effort to instill a respect for diversity in our classrooms as we influence and impact the young minds that will shape the future.

I believe that literature is a powerful tool that can help cross cultural barriers among people, introduce us to others we might otherwise never have the opportunity to meet, and create opportunities for questions, discussions, and realizations that can illuminate lives.
Es posible que los seres humanos cuiden a los animales del océano para ayudar los animales del mar.

Migration (fifth grade)
Many species migrate to survive. Salmon migrate to salt water to eat. When salmon lay eggs, they die. Some salmon species have gone extinct because people pollute the water. Gray whales also migrate. They migrate to warm water to breed. They return north in the summer. Many tourists like to see whales and they go to Baja, California to see them. Next, Chinese people migrated to the United States for a better life. There was too much discrimination and Chinese men could not marry American women [in the 1800's]. The Chinese were not bilingual so they built Chinatown. Last, Mexican people come to the United States for a better education. Most newcomers do not speak English. They hope to have more opportunities to earn money and to have a better life.

Because the students are excited about learning, they generate questions throughout the units and this creates a purpose for reading. They begin to use the academic vocabulary they have learned, both orally and in their writings. Students gain confidence in themselves as readers and are able to persevere with text that is somewhat above their reading levels. They are familiar with the content by the time they engage with text (background knowledge) and they really want to know the answers to questions that they have generated. They become readers and writers of text that they would usually shy away from. The G.L.A.D. tutoring had become so successful that teachers wanted to continue with a second unit of study before testing and another unit in the spring.

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Schools Honored for Their Bilingual Programs

Five elementary schools from Albuquerque Public Schools were recognized for their outstanding bilingual programs with Title III Incentive Awards during the Bilingual Day at the Legislature on February 14. These schools were presented with a plaque and a $3000 award in the Capitol Rotunda, followed by a celebratory luncheon.

The schools and a brief description of their efforts are listed below:

- **Armijo ES** has a school-wide bilingual program, has made AYP for four consecutive years, boasts 99% of its staff endorsed in TESOL, and was visited by US Secretary of Education Margaret Spellings in recognition of the students’ academic achievements.

- **Carlos Rey ES** credits its partnerships, the inclusion of home language instruction, its dedicated staff who provide appropriate instruction, and continuing effective professional development in helping students meet high academic standards.

- **Lew Wallace ES** provides its instructors extensive preparation, focused professional development, and weekly collaboration time in literacy and bi-literacy instruction as well as best practices in standards-based education.

- **Los Padillas ES**, a rural school with a diverse population and many Spanish heritage language students, initiated a 90/10 dual language program in 2002 and has reached AYP targets for four years, with the dual language students achieving high proficiency rates.

- **Painted Sky ES** maintains high standards among teachers and parents and it offers students a dual language strand including research-based programs in mathematics and reading to support its core value, “All Children Can Learn.”

These schools have worked hard to establish quality education for their students and APS congratulates them on their success. They exemplify New Mexico’s English Plus Declaration adopted by the New Mexico legislature in March, 1989.
Coming Events

❖ **New Mexico International Reading Association**—Highways to Literacy: April 11-12, 2008, in Albuquerque at the Albuquerque Marriott Pyramid North. For more information, please visit the NMIRA website at www.nmira.org.

❖ **New Mexico Association for Bilingual Education’s 36th Annual State Bilingual Conference**—Language and Culture Alive for the Next 35: April 10-12, 2008, at the Embassy Suites Hotel in Albuquerque. For more information, visit NMABE’s website at www.nmabe.net.


❖ **International Reading Association’s 53rd Annual Convention**—Engaging Learners in Literacy: May 4-8, 2008, in Atlanta, Georgia. For more information, visit the IRA website at www.reading.org.

FYI...

High school teachers—watch the LCE website, lcequity.com, for new resources for long-term planning aligned to national and state standards! The planning template for biology courses, both in Spanish or for ESL students, will include lesson plans, differentiation, materials, and assessments.

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.