



## Moving Ahead with "No Child Left Behind"

by Lynne Rosen

The recent reauthorization of the Elementary and Secondary Education Act (ESEA) dramatically changes the structure of services for English language learners and immigrant students. The former Title VII program is now Title III of the ESEA Act. The program has gone from discretionary competitive grants to a formula-based program that is intended to supplement services to 14,443 ELL's in our district.

The Title III Act maintains its core mission to serve the linguistic and academic needs of ELL's. Thus, programs incorporating native language instruction as well as programs focusing on ESL/ELD will continue to take center place in our schools.

Title I and Title III requirements include: annual language proficiency assessment, highly qualified teachers, annual parent notification of Alternative Language Services, testing of ELL's, and adequate yearly progress. What does this all mean to APS students, parents, teachers and administrators?

- higher accountability;
- all children including ELL's meeting or exceeding standards and benchmarks;
- varied assessments which demonstrate students' progress to standards and inform instruction;
- knowledgeable teachers who adjust their instruction to address the needs of all students;
- knowledgeable principals who provide leadership and resources which foster effective and informed teacher practice and collaboration;
- increased parent choice, voice, and involvement in their child's education; and
- increased professional development addressing standards implementation.



**Additional LAS testing specialists have been added to support schools in meeting new annual testing requirements.**

In order to support schools in understanding the changes at the federal level and steps we need to take to improve teaching and learning, LCE will continue to provide a range of services and resources throughout APS.

The cadre of LAS testing specialists has been expanded to provide additional assistance to help schools meet the new annual language proficiency assessment requirements. In addition, a stipend is available to schools to help with the training and testing process.

LCE coordinators will continue to offer technical assistance to schools with their ALS Plan design and implementation, as well as providing liaison services to Cluster Leader Principals and Cluster Service Teams.

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## What's New in LCE Support to Schools?

### Parent Notification

LCE will facilitate schools' processes of meeting the new and more stringent parent notification requirements.

### What will schools do?

- input student data from the Home Language Survey and LAS testing and designate ESL and bilingual classes as appropriate;
- provide appropriate alternative language services to the student; and
- inform the Data Center if the family declines services or requests a change in program placement.

### What will APS and LCE do?

- facilitate development of a district-wide system to support the annual parent notification requirement; and
- generate and mail an individual notification letter to each LEP student's family—in the appropriate language—describing the student's placement in an alternative language services program and the assessment data used to determine that placement.

### LAS Testing Specialists

LCE will provide additional assistance to schools in meeting the new annual language proficiency assessment requirements.

- There will now be twenty LAS testing specialists available to help schools with LAS testing in both English and Spanish;
- Upon request, a resource teacher will train school personnel to administer and score the LAS;
- Schools will receive a \$300 stipend to support the LAS testing process.

For information or assistance regarding LAS testing, please call Madeleine Hubbell-Jenkins or Laurita McKinney at 883-0440.

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Translation and Interpretation Services coordinators support communication between the district and families through translation of essential documents, interpretation for parents and families at school functions, and support for schools in developing their own translation plans.

The Multicultural Education coordinator facilitates diversity training and follow-up work for individual schools, emphasizing differences and similarities among cultures. Consultation is also available to district and school-site personnel regarding intervention strategies, referral, and testing of limited English proficient students for possible special education services.

This year, the Cross Cultural Education Resource Library continues to expand the selection of materials available for checkout to teachers. The possibilities include professional literature, instructional material and kits, and reference materials in many languages. See page 3 for a sampling of new instructional materials you'll find at the library. In addition, you can still expect to see this newsletter, *Making Connections*, at your school. This is a quarterly publication about teaching and learning with minority and language minority students in APS.

Finally, central to LCE's work this year is the relationship with twenty APS partnership schools. The partnership focus includes first and second language acquisition, literacy/bi-literacy development, and multicultural education. This relationship is characterized by shared responsibility between LCE and the school sites, services that are customized to the specific needs and nature of the individual schools and their communities, and sustained support and collaboration.

Through these avenues, LCE will help school and district personnel meet the challenge of the new ESEA Title III requirements. But more importantly, we will continue working in collaboration to meet the goal of improved learning for all students in APS. Please join with us in this effort.



## **Valley High School Awards Bilingual Seal**

The graduating class of 2002 marked Valley High School's first year of awarding select students the bilingual seal on their diplomas. The program was initiated by Sue Stagner, Bilingual Program Coordinator. Valley joins Río Grande, West Mesa, and Albuquerque High Schools in honoring students who have demonstrated their bilingual/biliteracy proficiency. To receive the seal, students participated in oral interviews and written demonstrations in both English and Spanish, with representatives from Language and Cultural Equity and Principal Anthony Griego serving as judges. As the program grows, students will be required to study additional content courses in Spanish. VHS is very proud of these exemplary students.



**Valley High School's 2002 Bilingual Seal Graduates: (front, left to right) Sue Stagner (bilingual coordinator), Eli Córdova, Mireya Herrera, Laura Sauzamede, Cynthia Trujillo, Pilar Domínguez, Irma Nuñez, and Anthony Griego (principal); (back) Miguel Cavazos, Leticia Montoya, and Jorge Dávila.**

## **What's New at the Cross Cultural Education Resource Library?**

Come by and see the new instructional materials now available for checkout at the library!

- ❖ Multicultural kits, containing integrated lesson plans, manipulatives, and resources for teachers and students:
  - Multicultural Cinderella Stories from Around the World
  - La Familia/Family
  - ESL Magnetic and Flannel Board kits
  - New Mexico Culture Kit
  - African American Cultural Studies kit
- ❖ Bilingual, ESL, multicultural materials in the following languages and more:
  - English/Spanish
  - Arabic/English
  - Vietnamese/English
- ❖ Harry Potter kits in English and Spanish, Volume 1-4: each kit includes English and Spanish version with cassettes and literature guide.
- ❖ Multicultural CDs and videos from around the world—here are a few examples:
  - Putumayo Series
  - Borderlands
  - Distant Winds
- ❖ Arab World studies:
  - Arab World Mosaic Curriculum Supplement for Elementary Teachers
  - Folk tales in Arabic/English and Somali/English
  - Islam Beliefs and Teaching
  - Arab World Studies posters with teacher's guide
- ❖ African American History series—A Journey of Liberation:
  - Teacher's guide
  - Student textbook
  - Student workbook

For more information about the resources and materials available at the library, please contact Joann Gonzales, 883-0440. The library schedule is on page 12 of the newsletter!



## STANDARDS VOCABULARY

**STRANDS** are broad components, or domains, of a content area.

“Reading Process” is a strand of Language Arts, for example.

### ACADEMIC CONTENT STANDARDS

broadly define what students should know, understand, be able to do, and care about in a content area and strand by the end of grade twelve.

**PERFORMANCE STANDARDS** describe what student performance looks like at various levels of competency in the content areas. They are indicators of what students should be able to do or demonstrate at each grade level in order to achieve a benchmark.

**ASSESSMENT STANDARDS** are guidelines used to assess student work and measure student performance.

**ILLUSTRATIONS** are suggested learning activities, developed by APS teachers, for attaining performance standards.

**BENCHMARKS** are milestones which describe developmental accomplishments and appropriate expectations at the end of a grade cluster. In APS, the benchmarks mark the end of K-5, 6-8, and 9-12 grade clusters.

**OPPORTUNITY TO LEARN STANDARDS** describe the conditions necessary for students to meet the content standards. These include such things as physical facilities, access to quality materials and curriculum, availability of appropriate resources, and well-prepared, skilled teachers.

## Academic Standards: Challenges Language Learners and

It is September: another school year is under way, bringing with it new and renewed opportunities to create productive, purposeful, and joyful learning contexts for APS students. To guide us in planning curriculum and instruction, teachers are being provided with *District and State Standards Resource Guides* through Teaching and Learning Systems. These documents are the culmination of years of work by teams of APS educators with the help of national advisors. They do not replace the *DCCSS*, but are designed to be used in conjunction with it. Standards turn the spotlight from what should be taught to expectations for student learning.

Because many of our students are struggling with literacy or are in the process of acquiring English, the Language Arts (LA) standards hold special importance and promise. Their implementation presents both challenges and benefits for all teachers and English language learners (ELL’s).

### CHALLENGES

In our standards-based system, we face particular challenges when working with minority and language minority students. One challenge is to continue refining practice using sheltering techniques in daily lessons. Another is to extend this effort into adapting classroom assessments and selecting /modifying publisher tests and materials as well. These must capitalize on strengths of our learners and align with our methodology and content.

Since ELL’s are learning content and language concurrently, we must assure that the LA standards and the overarching national ESL standards are prominently addressed in all content instruction. This approach necessitates redefining our notions about language and content. Subject areas have specific discourses (academic language, genres, etc.) which must be expressly taught. Language becomes a vehicle for learning rather than subject matter in and of itself:

“Although the (ESL) goals and standards may look intuitive, they represent a profound shift in how English must be viewed in U.S. schools: English is no longer a subject matter.”

—Deborah Short, Center for Applied Linguistics, in “The ESL Standards”, *NABE News*, May/June 2001

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# and Opportunities for English Their Teachers

by Nancy Lawrence

As a district, we are committed to provide the conditions necessary for students to achieve standards. Therefore, we must consider the affective domains of learning. For ELL's, especially, school must be a safe, accepting environment where all are respected and welcomed into the community of learners. It also means equity in opportunity for students to be prepared for challenging curriculum.

## BENEFITS

Fortunately, the benefits of using standards to address the needs of ELL's are many. At the top of the list: common understanding of needs and goals. Standards focus teachers and students on the larger purposes of learning. The ESL and district LA standards emphasize meaningful communication and increasingly sophisticated levels of language use. They can help us develop cohesive curricula and choose appropriate materials for ELL's at all levels of proficiency, which, at the secondary level, promote access to advanced courses.

Standards foster increased communication among LA and ESL teachers and teachers at various grade levels and across content areas. Teachers share content and language acquisition expertise and students experience powerful cross-disciplinary learning of language and content .

"Depth of knowledge refers to the number of linked concepts a student has in a domain. In this sense, the extent to which concepts are interconnected reveals the coherence and richness of a student's understanding..."

—Aida Walqui, *Assessment of Culturally and Linguistically Diverse Students: Considerations for the 21<sup>st</sup> Century*, MCREL Roundtable, September, 1999

Additionally, standards serve as pathways for determining language and content proficiency. Instead of course or task completion alone deciding a student's next step, individual progress toward and achievement of the standards can determine advancement in reading groups or course placement, for example. Appropriate, authentic assessments, showing what students can do, facilitate the process.

What will this look like in practice? Watch for subsequent *Making Connections* articles taking us into APS classrooms.

## ESL STANDARDS FOR PRE-K–12 STUDENTS

**GOAL 1:** *To use English to communicate in social settings*

**Standard 1:** Students will use English to participate in social interactions.

**Standard 2:** Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

**Standard 3:** Students will use learning strategies to extend their communicative competence.

**GOAL 2:** *To use English to achieve academically in all content areas*

**Standard 1:** Students will use English to interact in the classroom.

**Standard 2:** Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

**Standard 3:** Students will use appropriate learning strategies to construct and apply academic knowledge.

**GOAL 3:** *To use English in socially and culturally appropriate ways.*

**Standard 1:** Students will use appropriate language variety, register, and genre according to audience, purpose, and setting.

**Standard 2:** Students will use nonverbal communication appropriate to audience, purpose, and setting.

**Standard 3:** Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

—*Teachers of English to Speakers of Other Languages*—



**Moving Write Along!**

—Including all students in work toward literacy standards—

Fostering proficient writers at all levels of language development assumes a rich language environment, choice in learning activities/topic, instruction proceeding from whole to part to whole, extensive modeling and demonstration, and specific response from a variety of audiences.

	PRODUCT / ACTIVITY	AUDIENCE / PURPOSE	SUPPORTS
<p><b>Newly arrived ELL, no English</b></p>	<ul style="list-style-type: none"> <li>draw and label, labels</li> <li>lists</li> <li>collage</li> <li>sticker stories</li> <li>charts, posters, predictable list</li> <li>shared writing (letters, etc.)</li> <li>cloze</li> <li>bumper stickers, CD covers</li> <li>graphic organizers</li> <li>personal word bank</li> </ul>	<ul style="list-style-type: none"> <li>peers, self</li> <li>peers</li> <li>family, peers; share information, develop common language</li> <li>build cultural awareness, community</li> <li>peers, teachers, families</li> <li>themselves, school personnel</li> <li>self; review concepts</li> <li>peers; communicate content message</li> <li>self or study group; organization of learning</li> <li>self; build and use academic vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>key vocabulary readily available and taught</li> <li>vocabulary, visuals</li> <li>oral, written vocabulary, story starters, story frame</li> <li>teacher model</li> <li>real world examples, models, shared work</li> <li>brainstorming, peer interaction, shared writing</li> <li>concept vocabulary, frontloading</li> <li>examples, peer feedback, read-aloud</li> <li>modeled and shared writing, teaching key content vocabulary</li> <li>content word wall in room, teacher identification of key concepts/words, model</li> </ul>
	<ul style="list-style-type: none"> <li>learning log</li> <li>word wall for specific activity</li> <li>dialogue journal</li> <li>reaction to TV, reading</li> <li>form poetry</li> <li>pen pals</li> <li>"baggy" books</li> <li>peer/mixed age writing</li> <li>tri-fold travel brochure</li> <li>folded books (from 1 sheet of paper)</li> </ul>	<ul style="list-style-type: none"> <li>self for self-assessment; teacher, for planning instruction</li> <li>all students</li> <li>teacher/student, student/student</li> <li>students</li> <li>families</li> <li>correspondents</li> <li>public, class</li> <li>school students, personnel</li> <li>peers, parents, teacher</li> <li>self, study group; concept review</li> </ul>	<ul style="list-style-type: none"> <li>format, model, shared entry</li> <li>webbing, demonstration of use, modeling</li> <li>model responses on overhead, shared sample entry, response partner focuses on meaning</li> <li>publish review, models</li> <li>format, conferences, examples</li> <li>letter model</li> <li>read/think-aloud, shared writing</li> <li>peer conferencing, process writing</li> <li>modeled, shared writing; paragraph frame</li> <li>conversation, model, folding demo., identification of key concepts, vocab.</li> </ul>
<p><b>Intermediate to advanced ESL student</b> (could do all of the above, plus...)</p>			



<p><b>Inter. to adv. ESL student, (cont.)</b></p>	<ul style="list-style-type: none"> <li>• paragraph</li> <li>• simple "how-to" directions</li> </ul>	<ul style="list-style-type: none"> <li>• peers, teacher, community</li> <li>• public</li> </ul>	<ul style="list-style-type: none"> <li>• paragraph frame</li> <li>• real world samples, illustrations, key vocabulary, language for sequencing; student-mediated demonstration</li> </ul>
<p><b>ELD, FEP-M, not in ESL services (could do all of the above, plus...)</b></p>	<ul style="list-style-type: none"> <li>• summary of short academic reading</li> <li>• magazine feature article</li> <li>• newspaper</li> <li>• book-making</li> <li>• academic content writing and supports (note-taking, graphic organizers...)</li> <li>• poetry</li> <li>• write in many genres for many purposes: personal narrative, letters, expository text, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• peers, self</li> <li>• peers, school publication</li> <li>• peers, community</li> <li>• parents, other students</li> <li>• self-support, learning and participation</li> <li>• publication, self-expression, language development</li> <li>• school and community</li> </ul>	<ul style="list-style-type: none"> <li>• peer teaching, shared writing, paragraph frame</li> <li>• real world artifacts, shared reading</li> <li>• talk, realia, shared reading/ writing</li> <li>• discussion, demonstration, modeling, shared reading and writing</li> <li>• model, shared writing and reading</li> <li>• specific vocabulary, structures, graphic organizers</li> <li>• authentic examples, read-aloud, purpose, shared/modeled/guided writing, peer/teacher conferencing, graphic organizers, "container" writing, rich language environment</li> </ul>
<p><b>English only or English dominant (could do all of the above, plus...)</b></p>	<ul style="list-style-type: none"> <li>• children's book on an academic topic</li> <li>• science experiments</li> <li>• academic writing</li> <li>• tests</li> <li>• classroom business (thank you letters, correspondence to authors /others, instructions)</li> <li>• dialogue journals/ metacognitive journals</li> <li>• news articles, newsletters</li> <li>• metacognitive tasks (self-monitor, outlines, study aids...)</li> </ul>	<ul style="list-style-type: none"> <li>• elementary schools</li> <li>• community</li> <li>• self, learning</li> <li>• teacher and others, assessment, inform instruction</li> <li>• peers, people outside of school</li> <li>• teacher/student, student/extend learning, response opportunity</li> <li>• general public; to communicate and inform</li> <li>• self; increase content knowledge and writing proficiency</li> </ul>	<ul style="list-style-type: none"> <li>• read-aloud, think-aloud, modeling</li> <li>• hands-on, modeling, demonstration</li> <li>• genre examples, process writing, conferencing, 6-trait language and strategies, rich language environ.</li> <li>• preview, write, review, shared writing</li> <li>• guided and shared writing, real world examples</li> <li>• substantive response</li> <li>• real world samples, shared writing focus on function, purpose, structure, vocab., peer conferencing and editing</li> <li>• think-aloud, modeling both form and function</li> </ul>

*by Nancy Lawrence and Dee McMann, with thanks to teachers at the Camino Real IRA, February, 2002, for their help!*



# Enseñanza modificada: problemas de matemáticas

Por la Dra. Annette Maestas

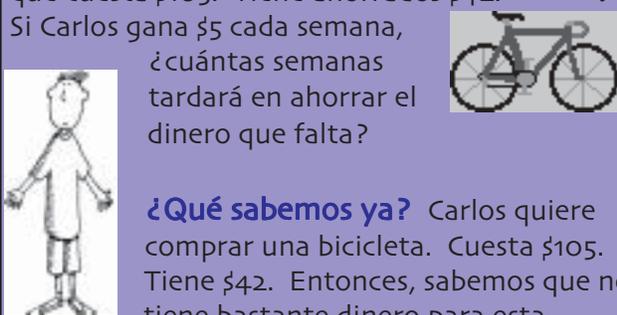
Unos alumnos del cuarto grado en un programa bilingüe "bidireccional" tenían mucha dificultad para resolver problemas matemáticos. Tenían que leer los problemas solos y encontrar las respuestas. ¿Qué tipos de estrategias de instrucción pueden usar los maestros para apoyar a los alumnos que están aprendiendo matemáticas en su segundo idioma?

completas y luego revisar la respuesta para ver si tiene sentido. Otra actividad que pueden hacer juntos es inventar problemas parecidos. Luego les puede pedir a los alumnos que inventen problemas similares para sus compañeros. Se darán cuenta que el lenguaje que usen tiene que estar bastante claro.

**Enfoque en el lenguaje del texto.** Un mito común es la idea de que en las matemáticas se usa poco lenguaje. "Los números son números." En general, el lenguaje de las matemáticas no se usa durante las actividades diarias de uno y, por lo tanto, hay que aprenderlo en la escuela. El lenguaje académico, en este caso matemático, se aprende al estar expuesto a éste frecuentemente a través del tiempo, y con el uso real y la práctica. Los maestros modelan el lenguaje académico con todo el grupo al analizar los problemas juntos. Se les aconseja a los maestros, entonces, que hablen mucho. Se necesita discutir los problemas con todo el grupo antes de que los alumnos empiecen a trabajar solos. En grupos pequeños, los alumnos pueden leer los problemas en voz alta a un compañero o puedan parafrasear el uno al otro lo que hayan entendido del problema. Ayuda mucho poner a un estudiante que apenas empieza a aprender el lenguaje con alguien que lo habla con fluidez. Es muy importante tener discusiones culminantes en las que los alumnos presenten sus soluciones. Así pueden afianzar su entendimiento del lenguaje específico de matemáticas.

**Enfoque en resolver el problema.** Es muy recomendable que los maestros utilicen ilustraciones e imágenes al planear. Hasta los estudiantes sofisticados pueden sentir el beneficio del uso de objetos, de actuar, dibujar, y planear usando números y palabras. Antes de resolver cada problema, los maestros y los estudiantes necesitan preguntarse: ¿Qué sabemos ya? ¿Qué tenemos que averiguar? Los alumnos deben contestar con oraciones

Carlos quiere comprar una bicicleta que cuesta \$105. Tiene ahorrados \$42. Si Carlos gana \$5 cada semana, ¿cuántas semanas tardará en ahorrar el dinero que falta?



**¿Qué sabemos ya?** Carlos quiere comprar una bicicleta. Cuesta \$105. Tiene \$42. Entonces, sabemos que no tiene bastante dinero para esta bicicleta ahora. También sabemos que planea ahorrar \$5 cada semana.

**¿Qué tenemos que averiguar?** ¿Cuántas semanas tardará en ahorrar suficiente dinero para completar con el que ya tiene y poder comprar la bicicleta?

—ahorra \$5.00—      —ahorra \$5.00—  

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⇒ ???

**Contestar en oraciones completas.** Si Carlos gana \$5 cada semana, puede ganar \$65 en 13 semanas. Carlos puede juntar estos \$65 con el \$42 que ya tiene.  $\$65 + \$42 = \$107$ . La bicicleta cuesta \$105. Le quedan \$2.



## ***Separating the Languages: Vital to Mastery of Both***

***by Sue Stagner, Valley High School***

Throughout our careers we teachers of ESL train, study, and attend conferences to learn to teach English as a second language to people whose languages we do not speak. We constantly explain the difference between ESL and bilingual classes to confused colleagues who think they are interchangeable. We shake our heads at subs who tell us: "I don't speak Spanish so I don't know how well I did in your ESL class." We are amazed at those who ask, "What will you do now that you have a student from Afghanistan?" But, I have seen many examples of the extensive use of home language in ESL classes, and I, too, know how easy it is to fall into that trap.

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***"...I have seen many examples of the extensive use of home language in ESL classes, and I, too, know how easy it is to fall into that trap."***

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While working at the State Department of Education, I had the opportunity to monitor ESL and bilingual classes across the state. It was often difficult to tell which was which. In elementary school, teachers would teach colors by showing them and giving the words in *both* languages. In secondary schools where the focus was on literature in English, the teacher would often explain the piece in English and then give a quick synopsis in Spanish as well. Modifying instruction to aid understanding was not in the lesson plan.

As a secondary teacher of Spanish, and now an ESL teacher, I sometimes use Spanish to be sure that I am communicating well and that students don't miss anything. However, I really saw the model of true ESL teaching when I had a student teacher from Taiwan in my ESL class. The students knew that she spoke no Spanish, and they tried hard to use only English when she was teaching. They learned a lot from her, and they learned it in English. We know that students tune out if they know they will hear a translation in their home language but pay attention if they know that they won't.

Something that happened recently which brought this home to me was seeing an ESL student on the first day of school. I said, "Hi,

Gabriela. How are you?" She answered, "Fine. And you?" The next thing I said was "¿Cómo pasaste el verano?" I had immediately changed to Spanish! Why? Reflecting about the situation, I decided that there were two reasons. First, Gabriela has not yet mastered English, and I really wanted to talk with her. And second, I was pressed for time: the bell was going to ring and I needed to run. This second reason seems to be the major one for most of my slips into Spanish. Instead of taking the time to use the moment for

English teaching through gestures or paraphrasing, it is easier, and faster, to switch languages.

I think a statement that sums up this idea perfectly is what one pre-service teacher from UNM said to me after I had placed her with an ESL teacher who happened to be bilingual and who had all Spanish speakers in her class: "I thought this was supposed to be an English class!" That is exactly what it is supposed to be. We need to be sure that we concentrate on keeping it that way.



***Sue Stagner and Javier Rodríguez discuss a picture on the overhead in the ESL 3/4 class.***



## Get Connected to Web Resources!

Is it time to try a different approach to planning for the school year ahead? Expand the possibilities for an integrated, multicultural curriculum? Gather new ideas for sheltering instruction? Here is a sampling of web resources—with a focus on diverse learners—that might make things a little easier.

**CENTER FOR APPLIED LINGUISTICS—CAL** works to promote and improve the teaching and learning of languages, identify and solve problems related to language and culture, and serve as a resource for information about language and culture. This site also provides access to ERIC documents.  
[www.cal.org](http://www.cal.org)



**LA PAGINA DEL IDIOMA ESPAÑOL—A** language resource with everything from news stories to word origins, this site is dedicated to the preservation and diffusion of the Spanish language.  
[www.el-castellano.com](http://www.el-castellano.com)

**CULTURAL MOSAICS—**On the home page of the Martha L. King Literacy Center at Ohio State, this site features monthly, theme-based selections of multicultural books and a directory of online multicultural resources.  
[www.coe.ohio-state.edu/edtl/lc/cm.html](http://www.coe.ohio-state.edu/edtl/lc/cm.html)

**MARCOPOLO—**Standards-based internet content for K-12 teachers and classrooms. Resources include links to top sites in many disciplines, professionally developed lesson plans, classroom activities, materials, and search engines.  
[marcopolo.worldcom.com/index.shtml](http://marcopolo.worldcom.com/index.shtml)

**DAVE'S ESL CAFE—**A site for both students who are learning English and their teachers... find resources, lesson plans, discussion groups, and links to other sites.  
[www.daveseslcafe.com](http://www.daveseslcafe.com)

**MULTICULTURAL AND INTERNATIONAL CHILDREN'S LITERATURE LINKS—**This site on the Children's Literature Links home page offers a guide to web sites with a multicultural or international focus. This is a good source of information about international children's literature.  
[www.home.earthlink.net/~elbond/multicultural.htm](http://www.home.earthlink.net/~elbond/multicultural.htm)

**ESL/BILINGUAL SUMMER INSTITUTE—**Find lesson plans, webquests, projects, and other resources developed this summer by teachers participating in the APS/UNM ESL/Bilingual Summer Institute. Check out the parent section as well!  
[si.unm.edu](http://si.unm.edu)

**MULTICULTURAL RESOURCES FOR CHILDREN—**This is a section of the Internet School Library Media Center, containing links to resources about multicultural literature and bibliographies about parallel cultures for children and young adults.  
[falcon.jmu.edu/~ramseyil/multipub.htm](http://falcon.jmu.edu/~ramseyil/multipub.htm)

**FOUR BLOCKS LITERACY CENTER ON TEACHERS.NET—**A resource site for teachers/schools implementing Four Blocks. You'll find information, resources, lesson plans, discussion groups, and connections to other Four Blocks teachers.  
[www.teachers.net/4blocks/](http://www.teachers.net/4blocks/)

**NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION** NABE is a professional organization dedicated to representing both the interests of language minority students and the bilingual education professionals who serve them. Find everything from legislation to lesson plans at this site.  
[www.nabe.org](http://www.nabe.org)

**KEY-PALS—**A source to help students and teachers find Spanish and English speaking epals and key-pals for correspondence and collaboration.  
[www.kn.pacbell.com/wired/espanol/keypals.htm](http://www.kn.pacbell.com/wired/espanol/keypals.htm)



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**NATIONAL GEOGRAPHIC**—Find resources to celebrate the diverse backgrounds of your students and our multicultural world. This site includes maps, lesson plans, parent guides, and extension sites such as "Windows on Literacy."  
[www.nationalgeographic.com/education/](http://www.nationalgeographic.com/education/)

**NCBE—NATIONAL CLEARINGHOUSE FOR BILINGUAL EDUCATION**—Award-winning site that offers resources and information, from technical assistance to language and education links, an on-line library, and discussion forums for teachers, students, and parents.  
[www.ncbe.gwu.edu](http://www.ncbe.gwu.edu)

**NORTHWEST REGIONAL EDUCATIONAL LABORATORY**—A wealth of resources around Six-Trait Writing in English and in Spanish. You'll find lesson plans, rubrics, sample papers, etc.  
[www.nwrel.org](http://www.nwrel.org)

**PURDUE ONLINE WRITING LAB**—Support for ESL student writers, teacher resources, lesson plans, etc., with an ESL focus.  
[owl.english.purdue.edu/](http://owl.english.purdue.edu/)

**RESOURCES FOR INDIAN EDUCATION**—This site, sponsored by ERIC, is a good place to begin a search for materials and useful information.  
[www.askeric.org/plweb-egi/](http://www.askeric.org/plweb-egi/)

**TESL RESOURCE GUIDE**—A resource from the New Brunswick Department of Education for elementary and secondary ESL teachers, with background information, teacher tips, classroom activities, etc.  
[www.nald.ca/province/nb/tesl/guide.htm](http://www.nald.ca/province/nb/tesl/guide.htm)

**TESOL WEB SITE**—The professional organization that supports teachers of English around the world. Site provides access to news, information, materials, resources, and publications.  
[www.tesol.org](http://www.tesol.org)

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*Teachers Annette Maestas, Cecilia Gonzales de Tucker, and Patricia Trujillo gather resources on the internet at the Rainforest Exploratorium, [www.earthsbirthday.org](http://www.earthsbirthday.org)*



## **Introducing... Rohac Educational Solutions**

**—a website for teachers of English  
Language Learners—**

LCE and TLS are co-sponsoring this licensed site in support of teachers' efforts to provide sheltered instruction to English language learners so that all students make progress toward standards.

### **Who is the site for?**

All APS teachers...

### **What will you find there?**

- Lesson plans designed specifically for language learners and geared to specific content areas and grade level clusters.
- Lesson plans characterized by hands-on activities, cooperative learning, visual clues, and guarded vocabulary.

### **How do you get there?**

- go to [www.rohac.com](http://www.rohac.com)
- go to *Member Services*, click on *Members log in*, and enter the following:  
username—apsstaff (lower case, one word)  
password—lephelp (lower case, one word)
- You'll need Adobe Acrobat Reader 4 or 5 to view the lesson plans—this can be downloaded from the site's home page.

### **When can you use it?**

Now...give it a try!





**Department of Language & Cultural Equity**  
 Montgomery Complex, 3315 Louisiana Blvd. N.E.;  
 883-0440  
[www.APS.edu/APS/CCEU/index.htm](http://www.APS.edu/APS/CCEU/index.htm)



DIRECTOR: Lynne Rosen



ALS COORDINATORS: Teresa Archuleta,  
 Cynthia Challberg-Hale, and Doddie Espinosa

ALS /SPECIAL EDUCATION/LAS COORDINATOR:  
 Madeleine Hubbell-Jenkins

MULTICULTURAL EDUCATION COORDINATOR: Joycelyn Jackson

TRANSLATION & INTERPRETATION SERVICES COORDINATORS:  
 Tomás Butchart and Jason Yuen

**FYI...**

Language and Cultural Equity will again be offering practice sessions to help teachers prepare to take *Prueba de Español*. All sessions are from 8:00 until 3:30, and dates are as follows:

**October 17, 2002—Montgomery Complex, Cabana Central;**

**October 18, 2002—RDA Conference Room, Oak Street;**

**February 6, 2003—Montgomery Complex, Cabana Central; &**

**February 7, 2003—Montgomery Complex, Cabana Central.**

Sessions are limited to 20 participants. Please call Dolores Jaramillo, 883-0440, to reserve your space.



**Coming Events**

❖ **Camino Real Council of the IRA—Finding a Balance: Teaching Reading & Writing in the K-12 Classroom:** October 26, 8:00-12:00, Cibola High School, Albuquerque. For more information, call Joyce Robertson, 345-6766.

❖ **La Cosecha 2002—Deep Roots, High Standards:** November 20-23, Hyatt Regency Tamaya, Santa Ana Pueblo. This conference focuses on the design and implementation of two-way dual language programs. For more information, call 505-243-0648 or e-mail [lascosecha@duallanguagenm.org](mailto:lascosecha@duallanguagenm.org).

❖ **American Council on the Teaching of Foreign Languages—2002:** November 22-24, Salt Lake City. For more information, e-mail Kathy Zipf at [kazipf@hotmail.com](mailto:kazipf@hotmail.com).



**Making Connections**

is a publication of the Department of Language & Cultural Equity, Albuquerque Public Schools.

It is distributed to the Board of Education, district administrators and departments, and all schools.

Editors: Dee McMann & Nancy Lawrence

**Cross Cultural Resource Library**



Monday and Wednesday:  
 8:00—5:00

Tuesday, Thursday, Friday:  
 8:00—4:30

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

The library is an important resource for all APS teachers of culturally and linguistically diverse students, and materials are in great demand! Please remember the 30 day checkout period...

You will need to return all overdue material or renew by phone in order to check out material for the new year.

**Coming soon...**

**Effective Teaching Strategies for Standards-Based Classrooms**

Teaching and Learning Systems is offering two workshops for K-12 teachers across the district.

These one-day sessions are based on the work of experts in curriculum development (ASCD) and focus on 9 specific strategies that support students in meeting standards and are appropriate for language learners.

Sessions will be held on October 3 and April 1, and registration will be through Course Wizard. Watch for a flyer at your school with more information!