



# NYUSteinhardt

## Metropolitan Center for Urban Education

### New York State Spanish BETAC



*February 2007*

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## RESEARCH AND PRACTICE

### Teaching Writing to English Language Learners

by Dr. Irene C. Pompetti-Szul

What do English Language Learners (ELLs) need to learn about written English in order to succeed? They must learn to clearly express their ideas using English syntax (sentence structure rules).

Teaching ELLs sentence structure along with the vocabulary necessary to connect sentences can help them write correct and mature sentences. We've all read student papers that begin, "I went to the park and we went swimming and we had a picnic, and we played ball etc..." This is not the kind of mature writing that will help students succeed on the essay portion of the English Regents exam. Students must learn to connect sentences in other, more mature ways. Most importantly, students must learn to express their ideas clearly.

Begin by teaching students to **express one idea clearly in a sentence**. Interestingly enough, learning to express one idea clearly in a sentence can be taught using all three sentence types: simple, complex, and compound. For example, using a simple sentence, a student might write, "On Saturday I went swimming at the lake with my family and friends." Teach students that this sentence expresses one idea clearly using one subject and one verb, and that it helps the reader because it answers the questions: who, what, when and where.

To express one idea clearly in a compound sentence, a student might write, "On Saturday I went swimming at the lake with my family, and two of my friends came with us." Notice the use of the comma before the coordinating conjunction "and." Compound sentences are two simple sentences that are joined by a coordinating conjunction. A simple way to teach the coordinating conjunctions is to use the mnemonic device "FANBOYS." The letters stand for the seven coordinating conjunctions: **for, and, nor, but, or, yet, so**.

Mature writing demands the use of well chosen phrases as well as complex sentences. Using a complex sentence, a student might write, "When my family and I went swimming at a lake on Saturday, my friends came with us." Notice how the two sentences are joined by the word "when." Complex sentences consist of a complete sentence and another sentence that depends on a word that introduces it. You can most easily teach students to recognize the words that form complex sentences by calling them "introducers." The grammatical name for "introducers" is "subordinating conjunctions," because they make a sentence dependent on (or subordinate to) another sentence in order to make sense.

A research-supported method of teaching sentence structure is sentence combining. Following are several websites that feature sentence combining lesson plans.

For third and fourth grade lesson plans, go to <http://www.learnnc.org/lessons/writing3142003579> .

For sentence combining with a history theme, go to:

<http://www.usp.edu/writing/handouts/ss/SS52-UsingSentenceCombiningActivities.pdf>

To practice your sentence combining skills, go to:

[http://grammar.ccc.commnet.edu/grammar/quizzes/combining\\_quiz2.htm](http://grammar.ccc.commnet.edu/grammar/quizzes/combining_quiz2.htm) .

## CULTURAL NOTES

### *What does “Afro-Latino” Mean?*

*The NYS Spanish BETAC staff honors Black History Month by reflecting on our Afro-Latino heritage reprinting “What does ‘Afro-Latino’ mean” by Tanya K. Hernandez from the pages of [www.blackprof.com](http://www.blackprof.com). Professor Tanya K. Hernandez is the Professor of Law and Justice and Frederick W. Hall Scholar at Rutgers University Law School, from where she is currently on leave. Professor Hernandez also writes as guest columnist for the [Los Angeles Daily News](http://www.losangelesdailynews.com) and the [Los Angeles Times](http://www.latimes.com).*



As an Afro-Latina scholar writing on issues of race for the past ten years, it still not uncommon for me to encounter people who have little comprehension about Afro-Latino/a racial identity and how it plays out within the African Diaspora and in U.S. Latino communities. From a definitional perspective, “Afro-Latinos” is the general term used to refer to people of African ancestry who are natives of Latin America and the Spanish-speaking Caribbean. In addition, the term Afro-Latinos also refers to those Latinos in the United States who are of African ancestry and choose to identify with blackness as a racial identity in addition to identifying along ethnic lines with their Latino national origin. As the Latino population has grown in the United States, so has the number of Latinos of African descent. According to the 2000 U.S. census, the 35.3 million Latinos in the United States (now the nation’s largest pan-ethnic group) account for 12.5 percent of the country’s population. About 2% of those Latinos also identified themselves as “black” on the 2000 census. That compares with close to half who said they were also “white” and the 42.5 percent who described themselves as “some other race.” (The census permits Latinos to select a “Hispanic/Latino” ethnic origin category in addition to selecting any number of the racial categories of Black, White, Asian or “some other race.”).

Although Latinos who explicitly identify themselves as black by using the term “Afro-Latino,” make up a very small percentage of the U.S. Latino population, they often trace their origins to Latin American and Caribbean countries with significant numbers of people of African descent. Indeed, 90% of the estimated 10 million African slaves brought to the Americas were transported to Mexico, Central/South America, and the Caribbean, whereas only 4.65% were transported to the United States. The number of people of African origin in Latin American and the Caribbean varies widely from country to country. (See Inter-American Dialogue Race Report, January 2003, [www.iac-race.org](http://www.iac-race.org)). Most Afro-Latinos in the United States come from the Dominican Republic and Puerto Rico, though nearly a quarter-million people of Mexican heritage also defined themselves as Black in the 2000 census.

Yet despite the documentation of the existence of Afro-Latinos (see [www.afrolatino.com](http://www.afrolatino.com)), they are rarely mentioned in discussions regarding Latino communities in the United States, let alone as a factor in Latin American/Caribbean politics. It is almost as if public figures in U.S. Latino communities and in Latin America and the Caribbean would like to gloss over the low socio-economic status that consistently pervades Afro-Latino communities. Fortunately, there are growing numbers of organizations attempting to integrate Afro-Latinos into the public discourse about race. What remains to be seen is how an Afro-Latino/a critical perspective on race in the Americas will be received over time.

(See: Franklin H. Williams Caribbean Cultural Center/African Diaspora Institute at [www.cccadi.org](http://www.cccadi.org); Mundo Afro Latino at [www.mundoafrolation.com](http://www.mundoafrolation.com); and Inter-Agency Consultation on Race in Latin America at [www.iac-race.org](http://www.iac-race.org)).

For more information about Professor Hernandez visit: <http://law.newark.rutgers.edu/facbio/hernandez.html>

## CLASSROOM RESOURCES

### T.ELLE-GRAM

(Access the latest issue of *T.ELLE-GRAM* at <http://www.colorincolorado.org/newsletters/tellegram/current> )

*T.ELLE-GRAM* is a monthly bilingual Spanish and English newsletter full of resources for teachers of ELLs. This month's issue includes the following articles and information.

- In *Interactivity Seen as Key*, Mary Ann Zehr from Education Week reports on how teachers are using both general-education technologies and technologies designed specifically for ELLs in classroom instruction.
- *Cooperative Learning Strategies* have proven effective for all types of students, including academically gifted students, mainstream students, and ELLs.
- *Media Infusion* is a PBS blog for educators about the use of multimedia resources in instruction. December's entry features Justin Minkel, Arkansas 2007 Teacher of the Year, who writes about using technology to help ELLs thrive in 21st-century America.
- For ideas about ways to use children's television programming as part of ELL instruction, take a look at *Using Children's Television to Learn Literacy and Language*.
- *Critical Issue: Using Technology to Support Limited- English-Proficient (LEP) Students' Learning Experiences*, a publication of the North Central Regional Educational Laboratory, explores the effective use of technology to enrich classroom instruction for English language learners.
- In *Using Technology to Help ESL/EFL Students Develop Language Skills*, researchers Renee Ybarra and Tim Green discuss practical ways in which technology can be used to help English language learners learn verbal skills, vocabulary, reading, and writing.
- *21st Century Learners: ELL Students and Technology* offers some classroom strategies for bridging the digital divide in the ELL classroom, including the instruction of vocabulary related to technology, the use of visual aids and demonstrations, and suggestions about how to teach students to evaluate online sources.



Read Toni Ann Jeffrey's [interview with Colorín Colorado](#) where she discusses how she is implementing technology in her classroom and what that technology is making possible for her students — and for her as a teacher.

### SUBSCRIBE TO “SPANISH WORD OF THE DAY” CHILE

*Chile* gets its name from the *araucano* language (also known as *mapuche*), which is today spoken by over 300,000 people in Chile and Argentina. Many words of Araucanian origin are used in Chilean Spanish. The name **Chile** is Araucanian for "Land's End". So where does the *araucano* language come from? Chile was originally the home of the *araucanos*, a people known for their independence and indomitable spirit.

To subscribe to **Spanish Word of the Day** send a message to: [join-wordoftheday-es@lists.lexico.com](mailto:join-wordoftheday-es@lists.lexico.com)

### MUCHO SPANISH

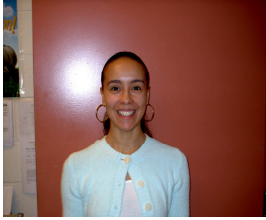
**Mucho Spanish** is a free Spanish magazine which features Spanish lessons and information about Spanish-speaking countries. <http://muchospanish.com>



### PEACE HELPERS AT PS 24, BROOKLYN, NY

At PS24, fourth and fifth graders help younger students resolve conflicts. Take a look: <http://www.edutopia.org/peace-helpers-video>

## HOME-SCHOOL CONNECTIONS: PARENTS IN THE CLASSROOM



*This month we spoke with Tamara Estrella, Parent Coordinator of PS 24 Dual Language School in District 15 in Brooklyn about some of the ways that PS 24 has found to boost involvement and participation of parents. Here she describes an initiative that can be replicated in other schools to reinforce parents' role in the classroom – Family Reading Day*

by Marguerite Lukes

When Ms. Estrella started as parent coordinator at PS 24, parental attendance at school events was not high. She began to work with the PTA to plan events and activities. A new initiative at PS 24 this year is “Family Reading Day” that takes place the last Friday of each month. It grew out of a parent request – parents had expressed a desire to be in their children’s classrooms more. Now the last Friday of the month parents come into classrooms from 9-9:30 a.m. and read – some in English, some in Spanish, some with their own child, some with groups of children, and sometimes children read to the parents. It is a way of getting parents into the classrooms to see school in action. “The idea,” said Ms. Estrella, “is to promote literacy and at the same time – parents are coming out to visit classrooms. Last time we had 80 parents show up – there have never been fewer than 50 who attended a Family Reading Day.” Activities on these first Fridays don’t stop there; at 9:30, parents are escorted to the cafeteria for refreshments and a brief informational workshop – topics have included math, input for the school’s mission statement, [and] the development of a vision for the future for their children, literacy, and reading. Books are often given away free to participants. “We want to offer parents something, but we also want to hear what they have to say,” says Ms. Estrella.

It’s no accident that parent attendance at these events is so good -- PS 24 works hard to keep parents informed, not only by “backpacking” flyers, but also through a monthly calendar and newsletter – in Spanish and English – with a bilingual listing of upcoming events for the month. The newsletter goes out to the whole school with information – for example how to prepare your child for the ELA test and how to “de-stress” prior to an exam. Families look forward to reading about what has been going on in the school through the newsletter, and the posting of upcoming events fits right in.

The challenges of parent involvement are not different at PS 24 than at other schools. “Most of our parents are working parents and are busy,” says Tamara, “and some parents call work to come in late because they really want to attend an event.” PS 24 also offers ESL classes twice a week provided free of charge through a collaboration with a Brooklyn community-based organization, and twice a month there are workshops – generally during school day or in the mornings when parents are there already. This core group of parents also tends to spread the word to others in the school about upcoming events.

The PTA has been trying to change the way its meetings are run to enlist more active participation. The information and business part of the meeting takes place in the first half hour, and then there is a workshop – often incorporating children who have been allowed to stay late at after school activities such as family math or family science, or theater.

What works at PS 24? “In general, parents are recognizing the school as a resource not just for their children but for themselves – they feel like they can come here and ask for things they need, as well as what their children need. Because of that, they take it more seriously, and pay more attention. We pay attention to what people ask for -- I try to keep things on a personal level and bring the humanity back in – we are all in this together to figure out how we can all get better. In the end, it’s not just what we have to offer parents, because they have a lot to offer the school.”

## ON THE CELEBRATION OF THE INTERNATIONAL YEAR OF LANGUAGES

*The NYS Spanish BETAC reprints excerpts from a message by Mr. Koïchiro Matsuura Director-General of UNESCO on the significance of declaring 2008 the International Year of Languages.*



The year 2008 has been proclaimed *International Year of Languages* by the United Nations General Assembly. UNESCO, which has been entrusted with the task of coordinating activities for the year, is determined to fulfill its role as lead agency.

The Organization is fully aware of the crucial importance of languages when seen against the many challenges that humanity will have to face over the next few decades. Languages are indeed essential to the identity of groups and individuals and to their peaceful coexistence. They constitute a strategic factor of progress towards sustainable development and a harmonious relationship between the global and the local context. They are of utmost importance in achieving the six goals of *Education for All (EFA)* and the Millennium Development Goals (MDGs) on which the United Nations agreed in 2000.

Moreover, cultural diversity is closely linked to linguistic diversity, as indicated in the UNESCO Universal Declaration on Cultural Diversity and its action plan (2001), the Convention for the Safeguarding of the Intangible Cultural Heritage and the Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005).

However, within the space of a few generations, more than 50% of the 7,000 languages spoken in the world may disappear. Less than a quarter of those languages are currently used in schools and in cyberspace, and most are used only sporadically. Thousands of languages – though mastered by those populations for whom it is the daily means of expression – are absent from education systems, the media, publishing and the public domain in general.

We must act now as a matter of urgency. How? By encouraging and developing language policies that enable each linguistic community to use its first language, or mother tongue, as widely and as often as possible, including in education, while also mastering a national or regional language and an international language. Only if multilingualism is fully accepted can all languages find their place in our world.

UNESCO therefore invites governments, United Nations organizations, civil society organizations, educational institutions, professional associations and all other stakeholders to increase their own activities to foster respect for, and the promotion and protection of all languages, particularly endangered languages, in all individual and collective contexts.

Whether it be through initiatives in the fields of education, cyberspace or the literate environment; be it through projects to safeguard endangered languages or to promote languages as a tool for social integration; or to explore the relationship between languages and the economy, languages and indigenous knowledge or languages and creation, it is important that the idea that “languages matter!” be promoted everywhere.

The date of 21 February 2008, that of the ninth International Mother Language Day, has a special significance and will provide a particularly appropriate deadline for the introduction of initiatives to promote languages.

The International Year of Languages 2008 will provide a unique opportunity to make decisive progress towards achieving these goals.

## NYU PARTNERS METROPOLITAN CENTER FOR URBAN EDUCATION

### Black and Latino Male School Intervention Study

Dr. Pedro Noguera is the principal investigator in a three-year study, funded by the Bill and Melinda Gates Foundation, of seven single-sex schools in New York, Atlanta, Chicago, and Portland aimed at uncovering what factors and interventions work well for Black and Latino boys. “The concerns that drive this study are higher drop-out rates and lower rates of Black and Latino boys going to college,” says Dr. Pedro Noguera, Executive Director of the Metropolitan Center for Urban Education at NYU.

High-drop out rates and low achievement of Black and Latino boys, as well as the enactment of NCLB have coincided with a growth in single-sex public schools in the U.S. According to the National Assessment of Educational Progress (NAEP), significant numbers of Blacks and Latinos do not meet proficiency in elementary and middle school, and less than 50% graduate from high school. The nature of these academic outcomes raises concerns about the schooling and social contexts Black and Latino males are experiencing, and more importantly asks how educators and policy makers can intervene.

Currently, educators are operating with little research or guidance to support them. This study will look at factors that impact effectiveness among a mostly low-income population of boys at all-male, predominantly Black and Latino primary and secondary schools in New York City, Atlanta, Portland, and Chicago. The NYU researchers contend that the rise of single-sex schools may serve as a potential intervention to address the academic and social difficulties this population is experiencing, but that the efficacy of such institutions must first be understood.

### SPECIAL STUDY PROGRAM ANNOUNCEMENT

#### Intensive Summer Nahuatl Institute in Guerrero, Mexico from June 16 to July 25, 2008

<http://www.yale.edu/macmillan/lais/programs.htm>

Yale’s Council on Latin American and Iberian Studies, in collaboration with the Yale-Chicago/Columbia-NYU Nahuatl Institute will offer an intensive immersion course based on modern Nahuatl from San Agustín, Oapan, and neighboring villages, which will also familiarize students with colonial and classical Nahuatl by using a wide range of texts and workbooks. Given that teaching is focused not only on developing conversational skills, but on imparting an understanding and overview of the general grammatical structure of Nahuatl, students will be able to apply their knowledge to their own thematic interests in any Nahuatl dialect that they might work with (ancient or modern). An effort is made to address the specific needs of students in different disciplines (e.g., art history, anthropology, history, linguistics) and at different levels of expertise. Students will be able to work intensively with native speakers as part of the basic educational experience of this course, and those who have previously acquired skills in Nahuatl will be given the flexibility for a greater concentration of their efforts on translation, individual projects, and direct work with native speakers. Thus, although a beginning course, students with previous experience in Nahuatl are encouraged to apply. Formal classes meet for 5 hours per day, Monday through Friday; additional intensive work or tutorials will be scheduled in the afternoons with the instructor and native speakers. Students will be provided with recording and playback facilities for language laboratory work and to conduct their own research and independent study. The course meets all the requirements for FLAS fellowships for eligible graduate students.

For more information and applications, contact Jean Silk at [jean.silk@yale.edu](mailto:jean.silk@yale.edu) or by phone at 203/432-3420 or Jonathan Amith at [jonathan.amith@yale.edu](mailto:jonathan.amith@yale.edu) or by phone 717/337-6795. Applications are due by **April 4, 2008**.

## ADULT EDUCATION “Still Lost in Translation”

According to a report released in November 2007 by the Center for an Urban Future, called “Update: Still Lost In Translation,” the state-run English for Speakers of Other Languages (ESOL) program has not come close to keeping pace with the demand. In the past year, the problem worsened. In 2006, only 5 % of working-age adults across New York State with limited English skills were receiving instruction in state-run ESOL programs. As demand for English language instruction has increased throughout New York State, the supply of state-funded classes has not kept pace with the demand, and in many cases, enrollment has actually declined.

### ESOL ENROLLMENT AND NEED FOR ESOL SERVICES IN NEW YORK’S 20 LARGEST COUNTIES

County	Enrollment in State-Funded Adult ESOL*, 2005-2006	Speak English “Less Than Very Well,” Ages 18-64, 2006**	Percent Served
Albany	295	7,587	3.9
Broome	259	2,594	10.0
Dutchess	553	9,671	5.7
Erie	1,696	21,037	8.1
Monroe	1,929	18,922	10.2
Nassau	9,466	89,256	10.6
New York City***	44,307	1,321,295	3.4
Niagara	88	2,988	2.9
Oneida	427	7,086	6.0
Onondaga	1,215	8,964	13.6
Orange	1,066	22,200	4.8
Rockland	2,498	27,359	9.1
Saratoga	84	1,769	4.7
Suffolk	10,235	86,736	11.8
Ulster	203	4,344	4.7
Westchester	7,586	78,355	9.7
New York State	86,948	1,750,656	5.0

\*These numbers are based on the location of the agency offering services, not the *participant’s county* of residence. Enrollment in programs administered by NYS Dept of Education: WIA Title II, EPE, WEP and ALE. Source: New York State Department of Education and Adult Literacy Information and Evaluation System (ALIES) data generated by the Literacy Assistance Center. \*\*Source: United States Census, 2006 American Community Survey. \*\*\*Includes all five boroughs of New York City.

To read the 2006 “Lost in Translation” report, visit: [www.nycfuture.org](http://www.nycfuture.org)

### THEATER FOR ESL STUDENTS FROM EDUCATIONAL THEATER OF NEW YORK

Wings Theater: 154 Christopher Street, NY, NY

April 7 – April 12

Monday at 6:30; Tuesday at 10 am; Wednesday at 6:30; Thursday at 10 am, 12:30 pm and 6:30 pm; Saturday at 12 noon.

Hemingway’s “The Short Happy Life of Francis Macomber” is widely regarded as one of Hemingway’s finest pieces of short fiction. Set in Africa, Francis Macomber and his wife Margot, both 35 years old, travel on a safari in search of adventure. There they confront lions, buffalo, and their own hidden desires.

The story has been adapted for English language learners.

To make reservations or for information call: 1-646-733-7685. **Tickets: \$10.** [www.etnyarts.org](http://www.etnyarts.org)

## New York State News

### The 2008 New York State Spanish Spelling Bee Final Competition

Registration of districts participating in the *2008 New York State Spanish Spelling Bee Final Competition* has now been completed and it is time to plan the school- and district-wide Spanish spelling bees to determine who will participate in the statewide final competition on May 30, 2008 in New York City.

Each district can send only two representatives to the final competition: one from grades 4/5 and one from grades 6/7. All decisions at the final competition will be made based on the revised *New York State Spanish Spelling Bee Official Guidelines and Rules* and the *Clarification Guide of the Names of Special Letters and Sounds*. Thus, we encourage you, along with your spellers, parents, teachers, and local spelling bee officials to become familiar with and use them at all local spelling bees. (See <http://www.emsc.nysed.gov/biling/resources.shtml>.)

Below is a list of important due dates. Please take note of them to ensure that your school and district will continue to be eligible to participate in the final competition:

- Submit name of District Spanish Spelling Bee Coordinator to NYS Spanish BETAC no later than **March 1, 2008**
- Submit date of school-wide Spanish Spelling Bee to District Coordinator **and** NYS Spanish BETAC no later than **March 17, 2008**
- Conduct school-wide Spanish Spelling Bee no later than **March 31, 2008**
- Submit date of district-wide Spanish Spelling Bee to NYS Spanish BETAC no later than **April 14, 2008**
- Conduct district-wide Spanish Spelling Bee no later than **April 30, 2008**
- Submit the names of the two district winners (one student for grades 4/5; one student for grades 6/7) to NYS Spanish BETAC by **May 2, 2008**
- Students and their parents/guardians need to submit the following signed forms to the District Coordinator, who will then submit the forms to the NYS Spanish BETAC by **Monday, May 5, 2008**:
  - Student Participation Form
  - Appearance Consent and Release Form

For more information, contact [gail.slater@nyu.edu](mailto:gail.slater@nyu.edu)

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### Rulers and Protractors for the Grades 3-8 Mathematics Tests

For 2008 only, the NYS Education Department will provide plastic rulers for the Grades 3-8 Mathematics Tests. In addition, the Department will provide plastic protractors for Grades 5 and 7 only for use with the tests in those grades. The rulers and protractors will be sent to schools by the end of February 2008. Shipments for public schools will be sent to their school district offices, with quantities based on grade enrollments reported to the Department. Shipments for nonpublic schools, charter schools, and BOCES educational programs will be sent directly to the schools in sufficient quantity to match the number of tests ordered. Once these are received, the packages should be opened and inspected to make sure no manufacturing errors were made.

A Ruler/Protractor Calibration Sheet will be included in each school's shipment of mathematics tools. School personnel should use this sheet to check the accuracy of the tools. These tools will not be supplied by the Department after the current school year. It is therefore important that the tools be stored in a safe place for future Grades 3-8 Mathematics Tests if your school intends to continue using them.

Some classroom teachers and administrators from across the State have expressed a preference that students be able to use with the tests the same rulers and protractors that they use every day in the classroom. These may be used in lieu of the State-issued tools provided that they do not have pertinent information, such as mathematics formulas, written on them, and that they meet the specifications provided by the State.

Rulers will be used with all of the 3-8 tests. Protractors will be used only with the tests for Grades 5 and 7.

For information, please contact the Office of State Assessment at 1- 518-474-5902.

## SPANISH BETAC ACTIVITIES

NYS Spanish BETAC  
at NYU Metro Center

726 Broadway, 5<sup>th</sup> Floor,  
New York, New York 10003

Professor Pedro Noguera  
Executive Director  
NYU Metro Center

Pedro Ruiz, Ph.D.  
Coordinator  
NYS ED OBE/FLS

NYS Spanish BETAC  
Bulletin Staff

Nellie B. Mulkay  
Director & Publisher

Irene Pompetti-Szul, Ph.D.  
Bulletin Editor-in-Chief  
& Resource Specialist

Gail M. Slater, Ph.D.  
Bulletin Editor  
& Resource Specialist

Marguerite Lukes  
Bulletin Contributor  
& Resource Specialist

Poonam Basu  
Bulletin Coordinator  
& Project Associate

Hector Mirabal  
Contributor-at-Large

Contact information  
[poonam.basu@nyu.edu](mailto:poonam.basu@nyu.edu)

[nyssbetac@gmail.com](mailto:nyssbetac@gmail.com)

### Upcoming Workshops

#### High School Science Workshop: "Nutrition: Food for Thought"

Feb. 27, 2008

Time: 12:30 – 3:00

Location: New York University

To register for this workshop for high school science teachers of English language learners: Send an e-mail to [nyssbetac@gmail.com](mailto:nyssbetac@gmail.com)  
In the subject line, write "Feb. 27 Science Workshop."

March 13, 2007

Teaching Social Studies to ELLs.

Time: 12:30 – 3:30

Location: Lower Manhattan

To register for this workshop, send an e-mail to [nyssbetac@gmail.com](mailto:nyssbetac@gmail.com)  
In the subject line, write "Mar. 13 Social Studies Workshop."

### NYSSBETAC ANNOUNCES

#### 2008 SPANISH LANGUAGE INSTITUTE

THESE EVENTS ARE FREE, BUT REGISTRATION IS REQUIRED

Friday, April 11

Voces Dominicanas/Dominican Voices in New York

Thursday, May 8

Children's and Young Adult Spanish Literature Symposium

Friday, May 16

Voces de los Andes/ Voices from the Andes in New York

Thursday, June 5

Voces de México/ Voices from Mexico in New York

### SPECIAL REGISTRATION EVENT

Friday, May 30 – 2008 NYS Spanish Spelling Bee Final Competition

### THE NYS SPANISH BETAC

#### REMINDS YOU OF THE FOLLOWING IMPORTANT CONFERENCES:

- NYSABE, Mar. 14 - 16 Melville, NY [www.nysabe.org](http://www.nysabe.org)
- AERA, Mar. 24 - 28 NY, NY [www.aera.org](http://www.aera.org)
- TESOL, April 2 - 5 NY, NY [www.tesol.org](http://www.tesol.org)

**To Our Asian Friends: Happy Lunar New Year!**



# ANNOUNCING

## SPANISH LANGUAGE INSTITUTE

# Voces de Nueva York

## 2008 Conference Series

### For Spanish Bilingual, NLA, and Foreign Language Educators

Individual registration is required for each conference.

To register, email your full name, work title, school, email, and phone number to the corresponding email address:

#### *Voces Dominicanas*

Friday, April 11, 2008

Columbia University

Faculty House

[voces.dominicanas@gmail.com](mailto:voces.dominicanas@gmail.com)

#### *Voces de los Andes*

Friday, May 16, 2008

New York University

King Juan Carlos Center Auditorium

[vocesdelosandes@gmail.com](mailto:vocesdelosandes@gmail.com)

#### *Voces de México*

Thursday, June 5, 2008

New York University

King Juan Carlos Center Auditorium

[vocesdemexico@gmail.com](mailto:vocesdemexico@gmail.com)

- Presentations by featured authors
- A workshop on classroom strategies for writing
- Free books
- Certificate of participation for 5.5 of professional development hours

**Each event is from 8:30 am to 3:30 pm, including light breakfast and lunch.**

**Greetings begin promptly at 9:00 am.**

**Space is limited to 75 participants. Individual pre-registration is required to be admitted.**

#### Presented by:

The New York State Office of Bilingual Education and Foreign Language Studies • The New York State Spanish Bilingual Education Technical Assistance Center (NYS Spanish BETAC) at NYU Metro Center • New York City Department of Education Office of English Language Learners • The New York University Center for Latin American and Caribbean Studies (CLACS) • The Columbia University Institute for Latin American Studies (ILAS) • Santillana USA Publishing, Inc