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Metropolitan Center for Urban Education

New York State Spanish BETAC



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This will be the last Bulletin of the New York State Spanish BETAC. Thank you to all who have read our Bulletins and attended our workshops and trainings during the past five years. Look for a new statewide Language Resource Network (RBE-RN) in the fall at www.nysed.com

New York State Spanish Spelling Bee Results!

The 2011 New York State Spanish Spelling Bee final competition took place at UFT Headquarters on Friday, June 3. Seventy-four spellers in grades four through eight participated. New York City Mayor Michael Bloomberg sent his greetings, followed by the Secretary of the UFT, Michael Mendel, Dr. Pedro J. Ruiz, Coordinator of the NYS Office of Bilingual Education and Foreign Language Studies, and Bernard López, President of the Metropolitan New York Chapter of the American Association of Teachers of Spanish and Portuguese and representing the Council of School Administrators (CSA).



Students wait their turn as a student spells.

Distinguished authors Alma Flor Ada and Isabel Campoy spoke poignantly about the joys of knowing and using language to create and express meaning. Their remarks were truly inspirational, as reflected by the hearty applause that followed their words of wisdom.

Mistress of Ceremonies Dr. Pilar Fernández González, Education Advisor of the Education Office of the Consulate of Spain in New York, opened the competition by reviewing the rules and advising the students to take deep breaths to help them remain calm. The pronouncer for the competition was Edith Soto-Koenig, retired Vice President of the NYC Council of Supervisors and Administrators (CSA).

The lead judge for the competition was Dr. Odalys Ignieri, ELL Specialist at the Office of English Language Learners of the NYC DOE. Also judging were Doris B. Gonzalez, Senior Program Manager with IBM Corporation; Celest Quintana, Corporate Representative and Owner of a McDonald's Franchise; Dr. Juan Vargas, Associate of the New York State Education Department Office of Bilingual Education and Foreign Language Studies; Nancy Villareal de Adler, Executive Director of NYSABE; and Juan Castillo, Director of UVEA (Unidad de Voluntarios para la Educación de Adultos).



Pronouncer and Judges' Table



First place winner, Ruth Senmache

The first word of the competition was 'jirafa.' Although 'jirafa' is a common word, its spelling difficulty lies in the fact that the first sound could be spelled with either a "g" or "j". Other words that proved difficult for students in the first round were: encestar, botella, and encomio. In the second round, students had difficulty with: rebuzno, oblicuo, and náutica, among many other words. By the third round, more difficult words stumped students: cuchitril, botiquín, and subvención.



Approximately 24% of the spellers were boys.



Second place winner Noelia Carbajal

Ruth Senmache, a 5th grader from Newburgh, NY and originally from Perú, correctly spelled two words in succession (deshuesar; abyección) making her the first place winner. Noelia Carbajal, a 5th grade student at PS218, Bronx and originally from Honduras, misspelled 'cacatúa' putting her in second place. Following the conclusion of the competition, all students were greeted by Ronald McDonald, who awarded a Dell laptop computer to Ruth Senmache. Ruth also received a trophy and two round-trip ticket vouchers from JetBlue Airlines, good for free travel anywhere in the jetBlue network. Noelia was awarded a trophy and a \$300 gift card. Every participant of the 2011 New York State Spanish Spelling Bee received a medal and prizes donated by organizations including IBM, McDonald's, New York University, The New York Times, Hispanic Scholarship Fund, UNICEF, New York City Department of Education, El Museo del Barrio, Del Sol Books, and the City University of New York's Welcome Center.

A hearty thank you to all those who helped make the 2011 New York State Spanish Spelling Bee a success! We at the NYS Spanish BETAC are most grateful for your assistance and hard work.

Dual-language immersion programs growing in popularity!

May 08, 2011 By **Teresa Watanabe** Los Angeles Times

<http://articles.latimes.com/print/2011/may/08/local/la-me-bilingual-20110508>

Dual-language immersion programs are the new face of bilingual education — without the stigma. They offer the chance to learn a second language not just to immigrant children, but to native-born American students as well.

In a Glendale public school classroom, an immigrant's daughter uses no English as she conjugates verbs and writes sentences about cats. More than a decade after California voters eliminated most bilingual programs, first-grader Sofia Checchi is taught in Italian nearly all day — as she and her 20 classmates at Franklin Elementary School have been since kindergarten. Yet in just a year, Sofia has jumped a grade level in reading English. In the view of her mother — an Italian immigrant — Sofia's achievement validates a growing body of research indicating that learning to read in students' primary languages helps them become more fluent in English.

The Glendale Unified School District has become one of the nation's leading laboratories for such dual-language immersion experiments, offering programs in Italian, German, Spanish, Armenian, Japanese and Korean. At Franklin, instruction is 90% in Italian and 10% in English in kindergarten and first grade, a proportion that will shift to 50-50 by fifth grade. Although Sofia is classified as an English-language learner, most of her classmates are native English speakers whose parents want them to learn Italian.

...Though bilingual education was often perceived — and resented by some — as public handouts only for immigrant families, dual programs offer the chance to learn a second language to native-born American children as well.

"Bilingual education has basically become a dirty word, but dual-language programs seem to have this cachet that people are glomming onto," said Julie Sugarman of the Center for Applied Linguistics, a Washington, D.C.-based research organization. "They are successful for English-language learners. And white, middle-class parents want these programs to give their children an edge in the increasingly globalized world." Sugarman estimated that dual-language immersion programs have grown in the last few years from a few hundred to 1,000 or more nationwide, with California and Texas leading the way. California had 224 programs in 100 school districts as of 2008 — a number that officials say has risen considerably in recent years. The majority of the programs are in elementary schools.

About 1.5 million students, or one-quarter of California's school-age population, are English-language learners. The vast majority are placed in English-only programs, an approach essentially mandated by Proposition 227 in 1998. The voter-approved initiative, successfully pushed by Silicon Valley entrepreneur Ron Unz, scrapped most bilingual programs and decreed that English learners should be taught "overwhelmingly in English." Parents may still request bilingual instruction in certain circumstances, but less than one-third of the state's English-language learners have done so, according to state data.

Yet a vast body of research indicates that Proposition 227's core assertion — that English immersion is more successful than bilingual education — is simply wrong, according to many education experts. State standardized test scores from 2003 to 2010 show that the gap between English learners and all students has widened, with their progress in English and language arts falling behind that of all other students.

In a 2008 review of more than 500 studies on English-language learners, Stanford University education professor Claude Goldenberg wrote that one major consistent finding was that learning to read in a child's first language boosts reading achievement in the second language. "Local or state policies, such as in California, Arizona, and Massachusetts, that block use of primary language ... are simply not based on the best scientific evidence available," he wrote.

Kathryn Lindholm-Leary, a San Jose State University professor and language specialist, said the counterintuitive effect occurs because children are able to take reading skills learned in their first language — such as linking sounds to words — and apply them to their second. Meanwhile, she added, early bilingualism has been found to aid memory, problem-solving, decision-making and other brain functions.

So far, dual-language programs have not stirred the controversy that surrounded bilingual education. Some school boards have rejected them because they lack the resources or remain skeptical of the results. Advocates of traditional bilingual programs, meanwhile, have hailed dual immersion for mixing English learners with native English speakers instead of isolating them in special classrooms.families have flocked to Franklin, which was in danger of closing a few years ago until district officials decided to offer Italian, German and Spanish immersion programs. The school has grown from fewer than 300 students in 2007 to 530 projected for this fall. There are waiting lists, particularly for the Spanish program.

Isaiah Coyotl, a sixth-grader in the Spanish-English program at Glendale's Edison Elementary School, is excelling — in both languages. The son of Mexican immigrants, he knew very little English when he began kindergarten at the school. His state standardized test scores in English improved from a basic level of 334 in third grade to an advanced level of 467 in fifth grade, based on a scale of 600 points. Articulate and fluent in both languages, he said that strengthening his Spanish allows him to communicate with his family in Mexico — unlike many of his cousins here who have lost most of their home language.

"This is an amazing program and people should consider putting their children in it," he said. "It could help a lot of boys and girls get better jobs, speak two languages and help people in need."

teresa.watanabe@latimes.com

Using Spanish Cognates to Support the Literacy Development of ELLs

The March, 2011 issue of *The Reading Teacher*, featured an article on using the more than 20,000 Spanish/English cognates to help students learn. Examples are hospital/hospital; democracy/democracia; and cat/gato. Cognates are often academic words because many originated in Latin, the language of Renaissance and Medieval scholars.

The authors say that cognates are an underutilized classroom resource and recommend teaching Latino English learners to use context clues (synonyms, antonyms, definitions, examples, appositives, and punctuation) in conjunction with cognates to figure out the meaning of unfamiliar English words. It's best to use cognates that are similar or identical, say the authors, and to avoid rarely used words like *beverage/brebaje*.

Here are some examples of combining context and cognate clues (the unknown word is underlined):

- *The Indian children gathered the olives. They collected these small fruits for use in cooking.* The cognate clue to the meaning of gathered is collect/coleccionar, which is a synonym.
- *Bandits raided farms and ranches for food and money. The farmers and ranchers defended themselves with guns and rifles.* The cognate clue is defend/defender, which is almost the opposite of raided.

The authors recommend <http://www.angelfire.com/ill/monte/findacognate.html> and the book, *NTC's Dictionary of Spanish Cognates: Thematically Organized* (Nash, 1997). "Through the cognate strategy," they conclude, "Latino ELs learn to prize their ability to speak two languages as their teachers tap into this rich linguistic reservoir."

"Using Cognates to Scaffold Context Clue Strategies for Latino ELs" by José Montelongo, Anita Hernandez, Roberta Herter, and Jaime Cuello in *The Reading Teacher*, March 2011 (Vol. 64, #6, p. 429-434),

<http://www.reading.org/Publish.aspx?page=/publications/journals/rt/v64/i6/abstracts/rt-64-6-montelongo.html&mode=redirect>; Montelongo can be reached at jmontelongo@canutillo-isd.org.

Brain Research and Instruction: Handwriting versus Keyboarding

Do handwriting and keyboarding affect the brain differently? Researcher Virginia Berninger at the University of Washington says that handwriting differs from typing because it involves sequential strokes for each letter, as opposed to keyboarding, with one stroke per letter. Brain scans show that sequential finger movements activate a larger area in the brain in regions involved in thinking, language, and working memory. She also found that students wrote better essays by hand than using keyboards.

Some new research indicates that handwriting is an important skill for the brain in several ways. First, learning to write and practicing it can not only help children learn their letters and help with fine motor skills, but may also help them express themselves. Sadly, many schools are devoting less time to this skill, so parents may need to encourage handwriting at home. There is an app for that! A game for preschoolers is available as an app on the iPhone called abcPocket Phonics. Writing thank you notes and letters to relatives is also an excellent way.

Other research indicates that writing may help learning by engaging the brain. For example, writing out Chinese letters may help with learning the language, researchers speculate. This would likely help with chemistry symbols and math as well. Note-taking during lectures focuses attention and helps students process and recall the information, so it is important to give students note-taking practice early in their schooling. Research support for note-taking comes from Karin Harman Jones at Indiana University. She concludes that there is something about writing and drawing that is helpful for learning. Both writing and drawing help students to process information. For more information on the research, go to (<http://bit.ly/9sYY31>) and <http://bit.ly/dggYOm>

RTI: Eliminating Early Reading Failure

In the March 2011 issue of *Educational Leadership*, Dr. Richard Allington wrote that although two-thirds of U.S. students read below the level they need to do grade-level work, “studies have shown that virtually every student could be reading on grade level by the end of first grade...and the cost of achieving this goal is substantially less than the current system of remediation, special education, and grade retention.”

Allington believes the Response to Intervention (RTI) initiative has great potential because the key to RTI is assessment and follow-up. For example, in schools where all kindergarten and first grade students get high-quality, whole-class Tier 1 reading instruction, and where those who aren’t successful get expert, small-group Tier 2 instruction every day, and where those still having difficulty get expert, one-on-one Tier 3 instruction, 98 percent of first graders read on grade level – and maintain proficiency through third grade with no additional support.

However, virtually no schools screen entering kindergarten students for letter recognition and intervene with the roughly one-third of kids who don’t know their letters. Many kindergarten teachers aren’t trained in assessment and early intervention; some don’t feel it’s their responsibility to teach at-risk students; some believe early reading instruction is developmentally inappropriate; and schools don’t mobilize tutorial help for primary-grade students.

Allington says the research is clear that several commonly used interventions, such as paraprofessionals, computer-based programs, and textbooks are ineffective. Instead, resources should focus on:

- *Starting kindergarten on Day One* – Screen incoming students and deliver additional high-quality instruction, inside or outside the regular classroom, to students who start off behind.
- *Continuing supports in first grade* – For students who are still at risk after kindergarten, intensive tutorial or very small-group instruction is essential.
- *Maximizing high-success reading* – Struggling readers need exactly the same reading experiences as their more successful peers – lots of fluent, high-comprehension reading that develops phonemic segmentation and decoding and builds vocabulary.

“What At-Risk Readers Need” by Richard Allington in *Educational Leadership*, March 2011 (Vol. 68, #6, p.40-45), <http://www.ascd.org/publications/educational-leadership.aspx>

Long-term English Language Learners (LT-ELLs)



In a blog posted on February 18, 2011, Ingrid Piller wrote about how schools fail Long-term English language learners:

When I first started teaching in Australia, I had a Korean-Australian student in one of my undergraduate classes who sounded like most of the other students in my class, like a native speaker of Australian-English. The daughter of Korean immigrants, she had been born in Australia but had grown up leading a transnational life with frequent moves back and forth

between Australia and Korea. At home she spoke Korean with her family and at school she spoke English. In Australia she had attended mainstream schools in English and when they had been in Korea she didn't go to school at all or attended international schools with English as the medium of instruction. The perfect way to raise a bilingual child, you might think. I thought so until I saw her first written assignment. Her academic literacy was oddly different from that of all the other students: in comparison to the native speakers (with whom I'd mentally categorized her on the basis of her spoken English), her grammar was shaky, and her register vacillated between extreme formality and informality, and all shades of style in between. She also had trouble formulating a coherent argument, which is not that uncommon, but which was surprising on the basis of her oral performance.

I've since come to recognize bilingual students with high levels of oracy but low levels of (academic) literacy as a distinct subgroup among my students as I encounter one or two of them in almost every class I teach. I was reminded of that bilingual student and ... other students with a similar linguistic profile, when I read [Kate Menken](#) and Tatyana Kleyn's paper about long-term English language learners (LT-ELLs). According to the authors, LT-ELLs comprise one-third of the ELL population in high schools in New York City. LT-ELLs are defined as having attended school in the USA for seven or more years and still requiring language support. Although [...] LT-ELLs are orally proficient for social purposes in one or more languages... their skills... are several grade levels below in reading and writing, resulting in poor overall academic performance. (p. 403)

Despite the fact that the numbers of LT-ELLs in NYC schools are substantial, they do not receive any specialized services, and the services they receive are mismatched. For ESL support they are usually placed in the same class as new arrivals with limited or no oral proficiency in English. As a consequence, their ESL support is way below their level, they get bored and they disengage. For Spanish on the other hand (most of the LT-ELLs Menken & Kleyn interviewed were English-Spanish bilinguals), they are either placed in Spanish-as-a-Foreign-Language classes (too easy again) or in Spanish enrichment classes with new arrivals who have received prior education in Spanish and whose Spanish is much more proficient. In this scenario, too, the LT-ELLs disengage, this time because the class is far too difficult for them.

Due to their high levels of oral proficiency, these students are often misjudged and their need for literacy support is overlooked. However, their low literacy in English results in poor academic performance overall. The high school average of the LT-ELLs in Menken & Kleyn's study was a D+, and almost 20% had an F average. Failure breeds failure and many LT-ELLs drop out of school... LT-ELLs develop in a subtractive schooling context where there is a lack of support for writing development in their home language and a sink-or-swim attitude to English learning. In this scenario one language "subtracts" from the other and neither develops sufficiently.

Schools fail these students by failing to address their specialized language learning needs. Surely bilingual children deserve better than receiving an education that turns them first into LT-ELLs, and then poor students, and then drop-outs, and ultimately excludes them permanently from the mainstream.

Menken, K., & Kleyn, T. (2010). The long-term impact of subtractive schooling in the educational experiences of secondary English language learners *International Journal of Bilingual Education and Bilingualism*.

College Planning Blog



[Learning Leaders](#) is proud to announce its [College Planning Program Blog!](#) The new blog is the place to find college planning events, workshops, resources, and featured articles for students, volunteers and college advisors. If you have something you'd like to share, submit it to Carla Shere, Director of College Planning at: cshere@learningleaders.org or visit <http://collegeplanningprogram.wordpress.com/>

College Board Announces Changes to AP Latin and AP Spanish Literature and Culture

Anonymous. [The Hispanic Outlook in Higher Education](#). Paramus: [Feb 7, 2011](#). Vol. 21, Iss. 9; pg. 37, 1 pg.

The College Board's Advanced Placement Program (AP) recently announced the results of the redesign of the AP Latin and AP Spanish Literature and Culture programs. These changes take effect in the 2012-13 academic year.

"The revised AP Spanish Literature and Culture course reflects the best thinking in the field," said Sheri Spaine Long, professor of Spanish at the University of Alabama Birmingham and editor-in-chief of *Hispania*, the journal of the American Association of Teachers of Spanish and Portuguese

The prior course reading list of 56 pieces of prose, poetry and drama has been heavily revised and focused to comprise 38 linguistically and thematically challenging readings. These readings represent the many voices and cultures included in a rich and diverse body of literature written in Spanish, from Peninsular Spain, Latin America and the United States. The abbreviated reading list gives teachers the time they need to promote students' depth of understanding and contextual knowledge - as well as to incorporate art and other media into their curriculum.

The revised AP Spanish Literature and Culture will continue to provide students with opportunities to develop proficiency in Spanish across a full range of skills, with emphases on critical reading and analytical writing. In addition, said Long, the revised course "broadens the approach to studying literature by focusing on literature as a vehicle for understanding culture and language through key texts of the Spanish-speaking world. This curriculum revision will lead the field in reframing the teaching of literature in Spanish classes at the secondary and postsecondary levels for years to come. It is exciting to see that the revised AP Spanish Literature and Culture course formally embeds interdisciplinary thinking in Spanish literature courses."

Job Vacancy Announcement

Position: ESL Coordinator and H.S. ESL Teacher
Official Start date: August 31, 2011
School: Peace and Diversity Academy (12X278)
Address: 1180 Reverend James A Polite Ave. Bronx, NY 10459

Currently interviewing for August 31, 2011 start date. Qualified candidates must currently be in the NYCDOE system. Send email of interest with resume or information about yourself to:
Samantha Cass - samantha.cass@gmail.com or to scass@schools.nyc.gov .



LYHEP—Creando un Camino a un Futuro Mejor

Cada año, miles de estudiantes Latinos se encuentran con una pared al ver todas las aplicaciones que necesitan para entrar a la universidad. Sin tener la ayuda de sus padres, muchos piensan que ellos no pueden asistir a una universidad, y al fin comienzan a trabajar sin tener la esperanza de continuar sus estudios. Los padres de estos estudiantes tampoco saben los pasos que necesitan tomar para ayudarles. Es por esta razón que en el año 2008 *Latino Youth for Higher Education Program* (LYHEP) fue fundado.

Las personas que trabajan en LYHEP conocen las dificultades de no saber nada del sistema de educación dentro de los Estados Unidos. Siendo los primeros graduados en sus familias, ellos entienden que la información que se necesita no es fácil de encontrar y muchas personas no son dispuestas a ayudar.

En *Pan American International High School (PAIHS)*, escuela secundaria localizada en Queens, New York, todos los estudiantes son Latinos y la mayoría está dentro del país menos de cinco años. Con la ayuda de LYHEP y los profesores, los estudiantes han aprendido el inglés, han conocido la ciudad de Nueva York y se van acostumbrando a la vida de este país. Este año, la primera clase de PAIHS se graduó con honores y aceptaciones a universidades prestigiosas. Ellos están cumpliendo sus sueños.

LYHEP también han creado programas para los familiares de los alumnos; ellos ofrecen clases de computación e inglés básico los fines de semana. Durante la semana, ofrecen talleres para los padres para explicarles los pasos que sus hijos tienen que tomar para seguir adelante. LYHEP ha creado una comunidad unida dentro de PAIHS; todos apoyan a los alumnos a que sigan estudiando para obtener una vida mejor.

LYHEP – Creating a Path to Higher Education

Each year, thousands of Latino students are overwhelmed when they see the college applications and forms they need to fill out. Without the help of their parents, many think they cannot attend college and begin working without the hope of continuing their studies. The parents of these students do not know the steps they need to take in order to help them continue on a path to higher education. It is for this reason, that in 2008, *Latino Youth for Higher Education Program (LYHEP)* was founded.

The people working in LYHEP know the difficulties of the education system in the United States. Being the first graduates in their families, they understand that the information that is needed is not always easy to find nor are there many people who are willing to help.

In Pan American International High School (PAIHS), located in Queens, New York, students are Latino and most have been in the country less than five years. LYHEP and PAIHS teachers have succeeded in teaching English and the culture by exploring the city of New York. These students are becoming accustomed to life in this country and are no longer afraid to face the fast-paced life of New York. This year, the first class graduating class will set an example for future generations of graduates by receiving honors and being accepted into prestigious universities with scholarships and grants. They are fulfilling their dreams to continue moving forward in life.

LYHEP continues to grow. It now offers basic computer and English classes on weekends to the families of students. During the week, LYHEP offers parent workshops to explain the college application process and the many ways they can help their children to succeed. LYHEP has created a united community within PAIHS and everyone has the same goal: To put the students on a path to a higher education and a successful future.

By: Nataly Lopez Co-Director- Division Queens LYHEP

More Sign Language Students Signal a Shift

In an article by Elizabeth Weise in USA TODAY published in December, 2010, American Sign Language was found to be close to surpassing German as the third most studied foreign languages at America's colleges and universities. Only 4,500 more students study German than study ASL, and enrollment in classes for gesture-based language used by the deaf increased 16% since the last survey three years ago. The top language studied in the U.S. colleges in 2009 was Spanish, followed by French. Arabic saw the biggest increase, up 46%, but is still studied by just 2% of all students enrolled in language courses.

The Modern Language Association survey found that 8.6% of college students at schools that teach foreign languages take them. Enrollment in language classes is up by 6.2% since the 2006 survey. The percentage of students who studied a foreign language was highest in 1965, says Rosemary Feal, executive director of the Modern Language Association, which conducts the tri-annual survey.

Students study foreign languages because of career opportunities, their heritage and globalization, says Russell Berman, a professor of German studies at Stanford University. Ultimately, he says, it's because learning a second language is "a cornerstone of a liberal arts education" that opens doors to other cultures. An estimated 20 million Americans have measurable hearing loss, and ASL is the primary language of 250,000 to 500,000 people, says Kristen Harmon, a professor of English at Gallaudet University, the world's only liberal arts college for the deaf and hard of hearing in Washington, D.C. ASL has different grammar and structure than English. It appeals to students who have deaf friends or family, are interested in health care, have a preference for visual learning and even scuba dive, Harmon said through an interpreter.

Meanwhile, Arabic studies increased "well over 200%" since 1998, Feal says. "We're still seeing the interest in Arabic that came out of the geopolitical situation around 9/11."

Summer Reading at New York Libraries

The theme for the 2011 Summer Reading at New York Libraries is "Global" with the slogans "One World, Many Stories" (children) and "You Are Here" (teens). As in past years, the New York State Library is developing materials to help public and school libraries collaborate to help all children continue to read and use the public library during the summer months. The "One World, Many Stories" 2011 New York State School Library Partner Manual can be viewed and downloaded at <http://www.nysl.nysed.gov/libdev/summer/facts.htm>.

New York State News

Bilingual and English as a Second Language (ESL) Services for Limited English Proficient (LEP)/English Language Learners (ELLs) who are Students with Disabilities

In March 2011, Rebecca H. Cort, Associate Commissioner of Special Education and Jean C. Stevens, Office of Instructional Support and Development, New York State Education Department, wrote a memorandum to clarify State policy regarding English as a Second Language (ESL) services for LEP/ELL students who are also identified as having disabilities. Part 154 of the Regulations of the Commissioner of Education establishes the State's requirements for services for students with limited English proficiency. The purpose of Part 154 is to ensure that all LEP/ELL students are provided opportunities to achieve the same educational goals and standards as the general student population. Each school district, in its comprehensive plan developed pursuant to section 154.3 of the Regulations of the Commissioner of Education, must provide assurances that each LEP/ELL student, including a student with a disability, has access to receive appropriate instructional and support services.

The entire memo can be found at <http://www.p12.nysed.gov/specialed/publications/bilingualservices-311.pdf>

Freerice español: have fun, improve your vocabulary and feed a hungry child!

Press Release from the World Food Program, June 2, 2011

NEW YORK – Have you ever wondered if the words “*consciencia*” and “*conciencia*” have the same meaning in Spanish? Does “*embarazada*” mean embarrassed, or just pregnant? And is “*camarón*,” the word for a crustacean, a novice driver, a temporary job, or all of these? By finding the correct answers you can feed a hungry child.

More than 500 million Spanish speakers and millions more people learning Spanish worldwide can now improve their vocabulary in a fun and challenging way, and help to feed hungry children around the world, thanks to Freerice Español (freerice.com/es), following its launch today by the United Nations World Food Programme (WFP) and the Instituto Cervantes, at the Institute’s headquarters in New York.

“Whether you are a Spanish speaker eager to enrich your vocabulary or an avid language student, Freerice engages players in a fun and challenging way that helps the hungry,” said Nancy Roman, WFP Director of Communications and Private Sector Partnerships Division.

How does Freerice work? Players face increasingly difficult vocabulary questions and for every correct answer, they earn ten grains of rice donated through WFP and paid for by advertisers of the site. Freerice is also an exciting and innovative social media tool, giving players the ability to create online groups with their relatives, friends and co-workers, taking vocabulary game play and interaction to a new level.

Originally launched in English in 2007, Freerice.com became an instant viral phenomenon. In its first month, the game had raised enough rice to feed over 50,000 people for a day. Its designer, John Breen, says the program started out as a simple word game to help his teenage sons prepare for their college entrance exams. Today, the English version attracts 40,000 players daily (1.3 million per month) who take the fight against hunger online. They have raised almost 1 billion grains of rice, enough to feed 4.8 million people for a day in countries like Haiti, Uganda and Bangladesh? “With the growing number of Spanish-speaking people around the world, Freerice Espanol presents a huge opportunity to reach a demographic that can help make a real difference in the fight against hunger,” said Roman.

Innovative Playing Cards That are Both Fun and Educational

Latino culture has greatly contributed to the American cultural mainstream. Latin Heritage Cards highlight these contributions.

Latin Heritage Cards is a special set of playing cards which are designed with an array of historic and iconic individuals of Latino descent. Each card displays a photo or portrait, ancestry and timeline with a summary of the individuals’ achievements and contributions to society.



Exposure to these cards can pique interest for discoveries, challenge some users to think critically and can serve as a catalyst for ongoing discussions. Latin Heritage Cards provide people of various backgrounds with a greater understanding of the diverse roots which comprise the Latino community.

The slogan “*Learn It, Dream It, Make It...*” embodies the passion behind the creation of Latin Heritage Cards. For more information, contact – Client Service, Latin Heritage Cards, 1.800.277.2844 ext 0 clientservice@latinheritagecards.com

XX Simposio de Literatura Infantil y Juvenil Instituto Cervantes Nueva York

NYS Spanish BETAC
at NYUSteinhardt
Metro Center

726 Broadway, 5th Floor
New York, NY 10003

NYSED OBE/FLS
Pedro J. Ruiz, Ph.D.
Coordinator

NYU Metro Center
Professor Pedro A. Noguera
Executive Director

NYS Spanish BETAC
Bulletin Staff

Nellie B. Mulkay
Director

Irene C. Pompetti-Szul, Ph.D.
Resource Specialist

Gail M. Slater, Ph.D.
Resource Specialist

Marguerite Lukes, Ph.D.
Resource Specialist

Ché C. Melson
Project Associate

Contact information
nyssbetac@gmail.com



Ricardo Chávez Castañeda, Carmen Dinorah Coronado, Nellie Mulkay, and Eliacer Cansino

El 13 de mayo, más que 125 personas asistieron al Simposio de Literatura Infantil y Juvenil en el Instituto Cervantes. Ésta era el 20^{vo} año en que el Instituto Cervantes celebraba el Simposio.

Cuatro autores compartieron información y técnicas en cuanto a la creación de la literatura infantil y como usarla con los jóvenes en el salón de clases. Los que compartieron sus obras este año eran: Eliacer Cansino, Ricardo Chávez Castañeda, Carmen Dinorah Coronado y Teresa Nasarre.

De España, el autor Eliacer Cansino quien ganó el Premio Nacional de Literatura Infantil en el año 2010 con su libro *Una habitación en Babel* (Anaya), habló de la pérdida del paraíso que ocurre en la adolescencia.

Ricardo Chávez Castañeda (escritor mexicano), profesor de literatura en Middlebury College, Vt., quien ha escrito gran número de libros, presentó su nuevo título para niños, *Severiana*.

Carmen Dinorah Coronado cuyo trabajo frecuente con nuestros maestros en Nueva York ha sido mencionado en otros volúmenes de nuestro boletín, y quien es autora de *Rebeca al bate y dos cuentos más*, habló acerca de los niños en la literatura y también de su libro, *Soy campeón*.

Teresa Nasarre, oriunda de España y residente de Nueva York, obtuvo el Primer Premio en Narrativa del Instituto de Cultura Peruano con su libro *Quimeras del emigrante*. Teresa ha escrito otros libros tales como *Al otro lado*.

En el Simposio del Instituto Cervantes, los señores Cansino y Chávez presentaron su obra por la mañana. Después del almuerzo, hubo una mesa redonda, coordinado por la Sra. Teresa Mlawer de Lectorum Inc., con Nasarre y Coronado. Aquellos que decidieron quedarse después de la mesa redonda visitaban a la Biblioteca Borges del Instituto Cervantes a partir de las cuatro de la tarde. A las seis, la Compañía Marina Bollaín presentó el espectáculo *La Gallina Submarina*.

STATE AND NATIONAL CONFERENCES

<p style="text-align: center;">American Association of Teachers of Spanish and Portuguese AATSP July 6-9, 2011 Washington, D.C. www.aatsp.org</p>	<p style="text-align: center;">National Staff Development Council NSDC Summer Conference July 17-20, 2011 Anaheim, CA www.nsd.org</p>
<p style="text-align: center;">Literacies for All Summer Institute An NCTE Whole Language Umbrella Conference July 21-24, 2011 Las Vegas, NV www.ncte.org</p>	<p style="text-align: center;">New York State Association of Foreign Language Teachers NYSAFLT October 13 - 16, 2011 Rochester, NY www.nysaft.org</p>
<p style="text-align: center;">National Council of Teachers of Mathematics NCTM October 19-21, 2011 Atlantic City, NJ www.ntcm.org</p>	<p style="text-align: center;">National Science Teachers Association Area Conference October 27-29, 2011 Hartford, CN www.nsta.org</p>
<p style="text-align: center;">New York State Teachers of English to Speakers of Other Languages NYSTESOL October 28-29, 2011 Melville, New York http://nystesol.org/annualconf/</p>	<p style="text-align: center;">National Association for the Education of Young Children NAEYC November 2-5, 2011 Orlando, FL www.naeyc.org</p>
<p style="text-align: center;">National Middle School Association NMSA November 10-12, 2011 Louisville, KY www.nmsa.org</p>	<p style="text-align: center;">National Council of Teachers of English NCTE November 17-20, 2011 Chicago, IL www.ncte.org</p>
<p style="text-align: center;">National Staff Development Council NSDC Annual Conference December 3-7, 2011 Anaheim, CA www.nsd.org</p>	<p style="text-align: center;">National Association of Bilingual Education NABE 41st Annual Conference February 15-17, 2012 Dallas, TX www.nabe.org</p>



HAVE A WONDERFUL SUMMER!

