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## ABSTRACT

Los Compadres is a program that pairs advanced high school Spanish students with elementary English-as-a-Second-Language native Spanish speakers. Teachers prepare lessons based upon authentic literature, written in English and Spanish, which include vocabulary review and literature response activities. The high school students prepare for the lessons by reading the stories in both languages. Elementary students have the opportunity to have a mentor who is capable of and enthusiastic about speaking their native language and who reads to them in both languages. The mentor models the importance of understanding the reading by engaging in literature response activities while the two interact in both languages. Both students benefit with increased vocabulary, oral communication, listening proficiency, self-esteem, and reading competence. Teachers of both students have many authentic assessment opportunities. Special events focused around Hispanic culture provide an opportunity for reluctant non-English proficient parents to participate in school-based functions. This packet includes a program template, sample lesson plans, Texas Essential Knowledge and Skills connection, sample parent letters, sample special event invitations, and book resources. Appended are slides that summarize the program and were presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (TESOL) (St. Louis, MO, February 27-March 3, 2001). (SM)



# Los Compadres



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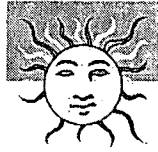
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# LOS COMPADRES



## ESL Student Mentor Program

### **Mission Statement:**

The Los Compadres program has the mission to enhance foreign language acquisition in a mentor atmosphere through bilingual literature and literature response activities.

### **Description of Program:**

"Los Compadres" is a program which pairs advanced high school Spanish students with elementary ESL native Spanish speakers. Teachers prepare lessons based upon authentic literature, written in English and Spanish, which include vocabulary review and literature response activities. The H.S. students prepare for the lessons by reading the stories in both languages, which enhances their own foreign language vocabulary and understanding of grammar and syntax. The elementary students have the opportunity to have a mentor who is capable of and enthusiastic about speaking the child's native language, and who reads to them in both their native language and English. Additionally, the mentor models the importance of understanding the reading by engaging in literature response activities while the two interact in both languages. Both students benefit with increased vocabulary, oral communication and listening proficiency, self-esteem, and reading competence in their respective foreign language. The teachers of both students have many authentic assessment opportunities, which can be documented by video, written response, and/or oral interaction evaluations. Also, special events focused around Hispanic cultural celebrations provide an opportunity for reluctant non-English proficient parents to participate in school-based functions. This program is one that has benefits for all involved!

# Los Compadres: Program Template

## TEKS and TAAS Connections:

The Los Compadres program helps teachers to provide state-mandated learning experiences for students in the following ways:

### For Elementary ESL

The connections you can make to the TEKS and TAAS are endless. Depending on the needs and grade level of your students, you can choose a bilingual book and create a lesson plan that will address any language arts objective.

### For High School Spanish learners

TEK SKILLS: I. (A) Communications (B) Listening (C) Reading, Writing

IV. (A) Comparisons (B) Compare target language to English

Teachers prepare lessons based upon authentic literature, written in English and Spanish, which include vocabulary review and response activities. The High School students prepare for the lessons by reading the stories in both languages, which enhances their own foreign language vocabulary and understanding of grammar and syntax. The elementary students have the opportunity to have a mentor who is capable of and enthusiastic about speaking the child's native language and who reads to them in both their native language and English. The mentor models the importance of understanding the reading by engaging in literature response activities while the two interact in both languages. Both students benefit with increased vocabulary, oral communication and listening proficiency, self-esteem, and teaching competence in their respective foreign language.

TEK SKILLS: II. (A) Cultures (B) Knowledge and understanding of cultures

V. (A) Communities (B) Participate in communities at home and around the

World :Special events focused around Hispanic cultural celebrations provide an opportunity for reluctant non-English proficient parents to participate in school-based functions. This will allow the high school students to experience first hand the Hispanic culture by interacting with the parents of their elementary school counterparts.

TAAS SKILLS: **R1** Use context clues and prior knowledge of prefixes and suffixes to determine the meaning of words.

**R2** Arrange elements in sequential order.

**R4** Demonstrate summarization skills by identifying the stated or paraphrased Main idea, or the best summation.

**R5** Perceive cause and effect relationships and predict outcomes.

**R6** Demonstrate analysis skills by making inferences and generalizations and by using these to draw conclusions.

**R7** Recognize an author's point of view and to distinguish between statements of fact and nonfact.

**W1** Demonstrate understanding of the English language by using correct grammatical forms and conventions, by reviewing transitions, clarity, and word choice, or by using correct parts of speech, subject-verb agreement, verb tense and pronouns.

## Funding Ideas:

You will need funding for the following:

Transportation of H.S. students to elementary campus: (call your transportation office or bus barn)	cost per trip: _____
Bilingual books	approx. cost: _____
Materials used for a variety of literature response activities	approx. cost: _____

Special events  
Miscellaneous  
**TOTAL**

approx. cost: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(Note: The pilot year of your program, you may only want to incorporate the bare bones of Los Compadres: transportation and books.)

⇒ Here are some sources to check-into for funding:

Think about: Does your district have separate ESL or Bilingual Ed. Program Directors? How should they be involved? Can they help fund you?

**Federal Funds:** Must be budgeted for and the application submitted to TEA prior to July 1, annually.

✓ **Title I, Part A: Improving Basic Programs Operated by Local Education Agencies**

The purpose of Title I, Part A is to enable schools to provide opportunities for children served to acquire the knowledge and skills contained in the challenging State content standards and to meet the challenging State performance standards developed for all children.

ESL students are eligible for Title I, Part A services on the same basis as other students. On a school-wide campus, all students are eligible; on a targeted assistance campus, services are targeted to the students most in need of additional assistance.

✓ **Title VI: Innovative Education Program Strategies**

The purpose and intents of the Title VI, Innovative Education Program Strategies are:

1. To support the local education reform efforts which are consistent with and support statewide reform efforts under Goals 2000
2. To support state and local efforts to accomplish the National Education Goals
3. To provide funding to enable state and local education agencies to implement promising education reform programs
4. To provide continuing source of innovation, and educational improvement, including support for library services and instructional media materials
5. To meet the special educational needs of at-risk and high-cost students

**Local Funding:**

Beg and plead with your campus administrator or Director of ESL to include monies in the budget to support your program! These requests are usually needed by January.

**Gaining support:**

**Between you and a Spanish High School Teacher:** You will need to contact a H.S. Spanish Teacher to whom you will discuss the program, relate the benefits, and secure a partnership.

Start with the H.S. secretary: telephone: \_\_\_\_\_

1. Who is the Foreign Language Department Head? \_\_\_\_\_

conference time: \_\_\_\_\_

email: \_\_\_\_\_

2. Who teaches upper-level Spanish classes?

Name: \_\_\_\_\_

Conference time: \_\_\_\_\_

Email: \_\_\_\_\_

Name: \_\_\_\_\_

Conference time: \_\_\_\_\_

Email: \_\_\_\_\_

Name: \_\_\_\_\_

Conference time: \_\_\_\_\_

Email: \_\_\_\_\_

3. Set up a time to meet and discuss:
- Program Description
  - What are your specific goals for your students, respectively?
  - How many times do you want to meet per month?
  - How long is appropriate for you to meet?
    - Keep in mind the length of the H.S. Spanish period
    - Keep in mind the attention-span of your students
  - Is it better to meet at the Elementary campus or the H.S. campus?
  - How many H.S. students will benefit
  - How many elementary students will benefit

**Between you and the Administration:** A meeting to discuss the program with your administration can be set up in a number of ways:

- Separately, with each teacher meeting with his/her administration individually.
- Teachers from both campuses together with representatives from both administrations
- Does your district have separate ESL or Bilingual Ed. Program Directors? How should they be involved? Can they help fund you?

What to bring to present to your meeting(s):

- This hand-out!
- TEKS connections
- Other benefits (self-esteem, community support, parent support, cultural awareness)
- Sample lesson plans
- Funding suggestions and requests
- Book list requests

### Lesson Plans:

See Enclosure

In order to find out how many lessons you need to prepare for your Los Compadres program, you need to see how many students you have, how many Compadres mentors you will have, and what books with which you have to work.

Number of ESL students: \_\_\_\_\_

Proficiency levels:

A: \_\_\_\_\_

B: \_\_\_\_\_

C: \_\_\_\_\_

D: \_\_\_\_\_

E: \_\_\_\_\_

Number of Mentors: \_\_\_\_\_

Numbers of books at Proficiency levels:

A: \_\_\_\_\_  
B: \_\_\_\_\_  
C: \_\_\_\_\_  
D: \_\_\_\_\_  
E: \_\_\_\_\_

Lesson plans should be based on bilingual literature. It is helpful to have the books side by side to note similarities and differences in language and translations. Include TAAS-related criteria in your lesson plans: vocabulary development, book and text structures, re-telling (main idea) in both languages. Literature response activities can be created depending on grade-level and proficiency level of the ESL students who will be listening / reading the books.

Over time, you will want your lesson plan library to include books on many subjects and a variety of difficulty levels. Literature response activities can include:

- Art projects
- TAAS-related activities
- Internet Research
- Personal Connections
- Venn Diagrams
- Comprehension activities
- Word-play activities
- Creative writing
- Reader's Theater

**Assessment part of Lesson Plan:** For ESL students

It is a good idea to have the H.S. students assessing how the lesson went. The following might be included:

1. Was (were) the student(s) able to retell the story in Spanish? In English?
2. How was (were) the student(s) attitude(s)?
3. What went well? Did anything go poorly?
4. Did the activity work? How engaged was (were) the student(s)?

**Assessment for the H.S. students:**

It is a good idea to have the H.S. students self-assess their own learning. The following might be included (maybe written and answered in Spanish!):

1. Was I well-prepared for the lesson? Why or Why not?
2. How well did I read the story in Spanish?
3. What words did I have trouble pronouncing?
4. What words/phrases did I learn through this experience?
5. What did the ESL student learn from me?
6. What did I learn from the ESL student?

Spanish teacher can record self-assessment oral conversations in Spanish for proficiency progress checks. The day after Los Compadres would be a good time for them to do the self-assessment as well as choose the next lesson.

**Getting Started:**

Your students, from both campuses, will enjoy and learn from Los Compadres if they know what to expect, and what is expected of them.

**Preparation:**

It may be a good idea to have parent permission for this program. (see Enclosure)

**ESL students:**

Let the students know they will be meeting a new friend from the High School who is learning to speak Spanish. Be specific about the following:

1. Date and time of the Compadres visit.
2. Where they will be during the visit.

3. Where you, their teacher will be during the visit.
4. How the ESL student should behave during the meeting.
5. What the expectations for learning are.
6. Encourage the use of both languages.

**High School students:**

Set a time that the Elementary teacher(s) and the Spanish teachers can meet with the High School students to discuss the program, the mission statement, description of the program, and go through a sample lesson plan. Also, provide a syllabus (see enclosure) and be specific about the following:

1. Date and time of their visits
2. It going to the Elementary campus, who will greet them and any school visitor requirements that need to be addressed.
3. Where both the ESL teacher and the High School teacher will be during the visit.
4. How the H.S. student and the ESL students should behave during the visit.
5. What the expectations for learning are.
6. How to fill out the assessment part of the lesson-plan.
7. Encourage the use of both languages.
8. What to do if a problem arises (with behavior, and any other possible concern).
9. Discuss how the two schools can communicate with each other.

**The First Visit:**

The success of the program can hinge upon the success of the first meeting. BE PREPARED! For the first visit, you may want to have all the students come together for a reading of a story in both languages (by the teacher(s)), and then a group activity where the students can get to know one another. You may have decided to pair up the students beforehand, or let them get to know each other and have them choose for themselves.

Checklist for each meeting:

- \_\_\_\_\_ Transportation
- \_\_\_\_\_ Both administrations are reminded of the date and time
- \_\_\_\_\_ Students have been prepared.
- \_\_\_\_\_ Room is ready: A room, or set of rooms or areas that is/are able to accommodate the number of students who will participate.
- \_\_\_\_\_ materials needed for literature response activities.
- \_\_\_\_\_ books are ready
- \_\_\_\_\_ Lesson plans are ready.
- \_\_\_\_\_ Assessment forms are ready.

**Assessment**

There are a number of ways in which a teacher may assess the success of the program and student learning.

**ESL students:**

Informal assessment:

- Video
- Product from literature-response activity
- Observance of lesson in action
- Understanding checks of vocabulary, main idea, sequence from books

Formal assessment:

- Written or oral vocabulary, main idea, sequencing, etc. assessment from lesson plan / books



- Portfolio of work done during Los Compadres visits and concluding events
- High School students:**

Informal assessment:

- Video
- Product from literature-response activity
- Observance of lesson in action
- Understanding checks of vocabulary, main idea, sequence from books
- Written feedback, self-evaluation of lesson

Formal assessment:

- Written or oral vocabulary, main idea, sequencing, etc. assessment from lesson plan / books
- Oral Spanish communication assessment with teacher based on lessons

*Note:* Be sure to share the assessment of the program and the lessons with your administrations: it shows success, value, and continuity. Remember, you want them to continue to pay for this program year after year!

### **Cultural Events / Parent Involvement**

As teachers of ESL students, we know how difficult it can be to gain parental support and involvement in a dominantly English-speaking school. Plan to celebrate one to two special native-cultural events per semester, and invite the parents to participate. These events can provide an opportunity for parents of ESL students (as well as the H.S. students' parents) to become involved in their child's education. Here are some cultural events that could be studied by ESL students and H.S. Spanish learners:

- Diez y Seis de Septiembre
- Día de los Muertos
- Las Posadas
- Los Reyes Magos
- El Día del Niño
- Cinco de Mayo
- Fiesta (in San Antonio and surrounding areas)

Invite the parents to do any of the following:

- Cook traditional dishes
- Demonstrate how to make traditional dishes
- Discuss in Spanish or English native traditions or celebrations
- Bring in cultural materials or wear traditional clothing

Special events can be during the regularly scheduled Los Compadres time or all-day affairs. When doing special events, be sure to let the parents know what is going on and invite them to attend. You may need make special arrangements or get parent permission if you are going to transport the students off-campus, use a large area for a special event, or possibly bring in a guest speaker. So plan way ahead. You may decide not to do any special events during your pilot year.

**"Do what you can, with what you have, where you are!"**

**Thomas Jefferson**

### **Book Resources:**

A number of publishers sell books in both languages and books that have both languages in one book. The following is a list of websites and publishers to contact when creating your "Los Compadres" library:

[www.cincopuntos.com/](http://www.cincopuntos.com/) Cinco Puntos Press: 1-800-566-9072

<http://www.bilingualbooks.com/> (allow 4-6 weeks delivery)

<http://www.bilingualpublishers.com/>

<http://www.ncbe.gwu.edu/links/publishers/spanish.htm/> (list of bilingual publishers)

[www.littlechiles.com](http://www.littlechiles.com) (click on bilingual books)

**Children's Book Press**

246 First Street

Suite 101

San Francisco ,CA 94105

**Perma-Bound**

617 E. Vandalia Road

Jacksonville, IL 62650

**Enclosures:**

Blank lesson plan template

Example lesson plan

TEKS connections

Parent Permission Form

Sample Parent letters in English and Spanish

Special Event invitation

Book order forms

# ***LESSON PLAN***

# ***TEMPLATE***

# Los Compadres (ESL Mentors)

**Book Title:**

**Grade Level:**

**Illustrator:**

**AUTHOR:**

## **Introduction:**

### **Discuss with student:**

1. Front Cover and Back Cover
2. Title
3. Author
4. Illustrator
5. (1<sup>st</sup> and 2<sup>nd</sup>: Page numbers, where to start reading)

**Vocabulary, discuss, act out, use pictures:**

**Read story/song in Spanish; tell the student to listen very carefully so they can retell it to you afterward.**

**Ask student to retell in Spanish, look for sequence and vocabulary.**

- **If the student cannot tell you anything, re-read the story, and ask again.**

**Read story/song in English: tell the student to listen very carefully so they can retell it to you afterward.**

- **If the student cannot tell you anything, re-read the story, and ask again.**

**Activity:**

### **Assessment:**

**Names of ESL students:** \_\_\_\_\_

**Attitude of ESL students:** \_\_\_\_\_

Were the students able to retell the story in Spanish?	Yes	No
Were the students able to retell the story in English?	Yes	No

**Additional Comments:**

# ***SAMPLE LESSON PLAN***

# Los Compadres (ESL Mentors)

Book Title: In My Family

Grade Level: 2-3-4

Author: Carmen Lomas Garza

Illustrator: Carmen Lomas Garza

## Introduction:

### Discuss with student:

1. Front Cover and Back Cover
2. Title
3. Author
4. Illustrator
5. (1<sup>st</sup> and 2<sup>nd</sup>: Page numbers, where to start reading)

### Vocabulary, discuss, act out, use pictures:

English Words		Spanish Words	
fascinated,	toad	nopalitos,	ultimo recurso
sting,	shaved	cortaba,	cachitos
last resort	stir-fry	observa	rellenos
cactus	slice	camote	calabaza
chill	surface	parientes	rodillo
dough	filling		

**Read story/song in Spanish.** Tell the student to listen very carefully so they can retell it to you afterward.

Ask student to retell in Spanish, look for sequence and vocabulary.

- If the student cannot tell you anything, re-read the story, and ask again.

**Read story/song in English.** Tell the student to listen very carefully so they can retell it to you afterward.

- If the student cannot tell you anything, re-read the story, and ask again.

**Activity:** Display a map that shows that Texas/Mexican Border and locate Kingsville, Texas on the map. Review north, south, east, and west. Look at each picture. Ask some questions that require the student to infer information from what they see in the pictures or in the text. Example: Look at **The Horned Toads**, why or why not, would it be dangerous to play around the cactus? What kind of weather are they having? Etc.

**Compare:** What does the Grandmother compare the children to?

**Context Clues:** "Empanadas" – Help the student use the context to figure out the meanings of these words; *surface, rolling dough, and spreading-in-the filling.*

**Complete a cloze exercise:** Ditto 1

**Hold a "Cakewalk"** Use masking tape to form a "Cakewalk" on the floor or use chalk to make one on the playground. Give away stickers or pencils instead of cake.

**Creative Writing:** ditto 2

## Assessment:

Names of ESL students: \_\_\_\_\_

Attitude of ESL students: \_\_\_\_\_

Were the students able to retell the story in Spanish?	Yes	No
Were the students able to retell the story in English?	Yes	No

Additional Comments:

## Complete a cloze exercise. DITTO 1

Story:

### Making Tamales:

1. In the picture, the man wearing overalls, and a blue shirt is Carmen's \_\_\_\_\_.
2. Carmen is standing next to her \_\_\_\_\_ and her \_\_\_\_\_.

### Watermelon:

3. Where is the family in this story? \_\_\_\_\_.
4. What are they eating? \_\_\_\_\_.

### Oranges:

5. Grandmother made a \_\_\_\_\_ out of her \_\_\_\_\_.
6. Where is Carmen's brother? \_\_\_\_\_.
7. What is he doing? \_\_\_\_\_.

### Fair:

8. Where was the fair held? \_\_\_\_\_.
9. How long did it last? \_\_\_\_\_.

### Cakewalk:

10. Cakewalk is a \_\_\_\_\_ to raise \_\_\_\_\_ to send Mexican Americans to the \_\_\_\_\_.

# Family Pictures

## Ditto 2

Do you have a favorite family time? What is it like? Who participates? What does everyone do? Draw a picture of a special family time at your house. Then write about it.

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***TEKS***

***CONNECTION***

**TEKS CORRELATION CHART**  
**GRADE 3**  
**ENGLISH & SPANISH LANGUAGE ARTS**

TEK	Number of Student Expectations	Number of Student Expectations IN The Sample Lesson
3.1 Listening/Speaking/Purposes	8 <i>objecting word</i>	6 (A,B,C,D,E,F,G)
3.2 Listening/Speaking/Culture	2 <i>fact</i>	2 ((A,B,)) <i>Have more</i>
3.3 Listening/Speaking/Audiences	6	2 (C,F) <i>tek were 1 lesson</i>
3.4 Listening/Speaking/Communication	3	3 (A,B,C,)
3.5 Reading/Word Identification		2 (D,E,)
3.6 Reading/Fluency	5	2 (A,B,)
3.7 Reading/variety of texts	3	1 (A)
3.8 Reading/Vocabulary Development	4	2 (A,B,)
3.9 Reading/Comprehension	11	7 (A,B,C,D,E,F,I)
3.10 Reading/Literary Response	4	1 (A)
3.11 Reading/Text Structures/Literary concepts	10	2 (H,I)
3.12 Reading/Inquiry/Research	10	2 (C,E)
3.13 Reading/Culture	2	2 (A,B,)
3.14 Writing/Purposes	4	2 (A,B,)
3.15 Writing/Penmanship/Capitalization/Punctuation	2	0
3.16 Writing/Spelling	8	0
3.17 Writing/Grammar/Usage	5	0
3.18 Writing/Writing Purposes	6	0
3.19 Writing/Evaluation	5	0
3.20 Writing/Inquiry/Research	4	1 (B)
*3.21 Second Language Acquisition/Learning Strategies	7	2 (B,G)
*3.22 Second Language Acquisition/Listening	5	0
*3.23 Second Language Acquisition/Speaking	9	3 (A,B,F)
*3.24 Second Language Acquisition/Reading	9	4 (C,D,E,F)
*3.25 Second Language Acquisition/Writing	8	0

NOTE: \* Indicates TEK description is not included in the packet

**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS**  
**English Language Arts and Reading / ESL**  
**Grade 3**

TEKS#  
#Connections

**01A Knowledge / Skills**

- 2 Listening/speaking. The student listens attentively and engages actively in a variety of oral language experiences.

**Student Expectation**

pay attention and determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);

**01B Knowledge / Skills**

- 0 Listening/speaking. The student listens attentively and engages actively in a variety of oral language experiences.

**Student Expectation**

respond appropriately and courteously to directions (K-3);

**01C Knowledge / Skills**

- 0 Listening/speaking. The student listens attentively and engages actively in a variety of oral language experiences.

**Student Expectation**

participate in conversations and discussions (K-3);

**01D Knowledge / Skills**

- 1 Listening/speaking. The student listens attentively and engages actively in a variety of oral language experiences.

**Student Expectation**

listen critically to interpret and evaluate (K-3);

**01E Knowledge / Skills**

- 0 Listening/speaking. The student listens attentively and engages actively in a variety of oral language experiences.

**Student Expectation**

listen responsively to stories and other texts read aloud (K-3); and

**01F Knowledge / Skills**

- 1 Listening/speaking. The student listens attentively and engages actively in a variety of oral language experiences.

**Student Expectation**

identify the musical elements of literary language including its rhymes, repeated sounds, or instances of onomatopoeia (K-3).

**02A Knowledge / Skills**

- 0 Listening/speaking. The student listens and speaks to gain knowledge of one's culture, the culture of others, and the common elements of cultures.

**Student Expectation**

connect experiences and ideas with those of others through speaking and listening (K-3); and

**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS**  
English Language Arts and Reading / ESL  
Grade 3

TEKS#  
#Connections

**02B Knowledge / Skills**

- 0 Listening/speaking. The student listens and speaks to gain knowledge of one's culture, the culture of others, and the common elements of cultures.

**Student Expectation**

compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).

**03A Knowledge / Skills**

- 0 Listening/speaking. The student speaks appropriately to different audiences for different purposes and occasions.

**Student Expectation**

choose and adapt spoken language appropriate to the audience, purpose, and occasion, including usage of appropriate volume and rate (K-3);

**03B Knowledge / Skills**

- 5 Listening/speaking. The student speaks appropriately to different audiences for different purposes and occasions.

**Student Expectation**

use verbal and nonverbal communication in effective ways such as when engaging an audience, relating experiences, and disagreeing (K-3);

**03C Knowledge / Skills**

- 1 Listening/speaking. The student speaks appropriately to different audiences for different purposes and occasions.

**Student Expectation**

ask relevant questions and make contributions in small or large group discussions (K-3); and

**03D Knowledge / Skills**

- 0 Listening/speaking. The student speaks appropriately to different audiences for different purposes and occasions.

**Student Expectation**

present dramatic interpretations of experiences, stories, poems, or plays (K-3).

**04A Knowledge / Skills**

- 1 Listening/speaking. The student communicates clearly by putting thoughts and feelings into spoken words.

**Student Expectation**

choose vocabulary to clearly describe ideas, feelings, and experiences (K-3);

**04B Knowledge / Skills**

- 2 Listening/speaking. The student communicates clearly by putting thoughts and feelings into spoken words.

**Student Expectation**

clarify and support spoken messages through use of appropriate props including objects, pictures, and charts (K-3); and

**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS**  
English Language Arts and Reading / ESL  
Grade 3

TEKS#  
#Connections

**04C Knowledge / Skills**

- 0 Listening/speaking. The student communicates clearly by putting thoughts and feelings into spoken words.

**Student Expectation**

retell a spoken message by summarizing or clarifying (K-3).

**05A Knowledge / Skills**

- 0 Reading. The student uses a variety of word identification strategies.

**Student Expectation**

decode by using all letter-sound correspondences within a word (1-3);

**05B Knowledge / Skills**

- 0 Reading. The student uses a variety of word identification strategies.

**Student Expectation**

blend initial letter-sounds with complex vowel spelling patterns to read words (1-3);

**05C Knowledge / Skills**

- 0 Reading. The student uses a variety of word identification strategies.

**Student Expectation**

identify multisyllabic words by using common syllable patterns (1-3);

**05D Knowledge / Skills**

- 0 Reading. The student uses a variety of word identification strategies.

**Student Expectation**

use structural cues such as prefixes and suffixes and derivational endings to recognize words such as -tion and -ous (3);

**05E Knowledge / Skills**

- 0 Reading. The student uses a variety of word identification strategies.

**Student Expectation**

use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and

**05F Knowledge / Skills**

- 0 Reading. The student uses a variety of word identification strategies.

**Student Expectation**

recognize both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).

**06A Knowledge / Skills**

- 0 Reading. The student reads with fluency and understanding in texts at appropriate difficulty levels.

**Student Expectation**

read regularly in independent-level materials (texts in which no more than 1 in 20 words is difficult for the reader (1-8);

**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS**  
English Language Arts and Reading / ESL  
Grade 3

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**06B Knowledge / Skills**

0 Reading. The student reads with fluency and understanding in texts at appropriate difficulty levels.

**Student Expectation**

read regularly in instructional-level materials that are challenging but manageable (texts in which no more than 1 in 10 words is difficult for the reader; the "typical" third grader reads 80 wpm) (1-8);

**06C Knowledge / Skills**

0 Reading. The student reads with fluency and understanding in texts at appropriate difficulty levels.

**Student Expectation**

read orally from familiar texts with fluency ( accuracy, expression, appropriate phrasing, and attention to punctuation) (1-3);

**06D Knowledge / Skills**

0 Reading. The student reads with fluency and understanding in texts at appropriate difficulty levels.

**Student Expectation**

self-select independent-level reading (for example, by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty) (1-3); and

**06E Knowledge / Skills**

0 Reading. The student reads with fluency and understanding in texts at appropriate difficulty levels.

**Student Expectation**

read silently for increasing periods of time (2-3).

**07A Knowledge / Skills**

1 Reading. The student reads widely for different purposes in varied sources.

**Student Expectation**

read from a variety of genres in both print and electronic formats for pleasure and to acquire information (1-3); and

**07B Knowledge / Skills**

0 Reading. The student reads widely for different purposes in varied sources.

**Student Expectation**

read to accomplish various purposes, both assigned and self-selected (2-3).

**08A Knowledge / Skills**

2 Reading. The student develops an extensive vocabulary.

**Student Expectation**

develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3);

**08B Knowledge / Skills**

1 Reading. The student develops an extensive vocabulary.

**Student Expectation**

develop vocabulary (word meanings) through reading (2-3);

**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS**  
**English Language Arts and Reading / ESL**  
**Grade 3**

TEKS#  
#Connections

**08C Knowledge / Skills**

**1 Reading. The student develops an extensive vocabulary.**

**Student Expectation**

use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciations of words (2-3); and

**08D Knowledge / Skills**

**0 Reading. The student develops an extensive vocabulary.**

**Student Expectation**

demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, using related words) (3).

**09A Knowledge / Skills**

**0 Reading. The student comprehends selections including selections read aloud using a variety of strategies.**

**Student Expectation**

use prior knowledge to anticipate meaning and make sense of texts (K-3);

**09B Knowledge / Skills**

**0 Reading. The student comprehends selections including selections read aloud using a variety of strategies.**

**Student Expectation**

establish purposes for reading and listening such as to become informed, to follow directions, and to be entertained (K-3);

**09C Knowledge / Skills**

**0 Reading. The student comprehends selections including selections read aloud using a variety of strategies.**

**Student Expectation**

retell or act out the order of events in stories (K-3);

**09D Knowledge / Skills**

**0 Reading. The student comprehends selections including selections read aloud using a variety of strategies.**

**Student Expectation**

monitor own comprehension and act purposefully when comprehension breaks down including rereading, searching for clues, and asking for help (1-3);

**09E Knowledge / Skills**

**0 Reading. The student comprehends selections including selections read aloud using a variety of strategies.**

**Student Expectation**

draw and discuss visual images based on text descriptions (1-3);

**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS**  
English Language Arts and Reading / ESL  
Grade 3

TEKS#  
#Connections

**09F Knowledge / Skills**

- 3 Reading. The student comprehends selections including selections read aloud using a variety of strategies.

**Student Expectation**

make and explain inferences from texts such as determining cause and effect, making predictions, and drawing conclusions) (1-3);

**09G Knowledge / Skills**

- 0 Reading. The student comprehends selections including selections read aloud using a variety of strategies.

**Student Expectation**

identify similarities and differences across texts such as in topics, characters, and themes (3);

**09H Knowledge / Skills**

- 0 Reading. The student comprehends selections including selections read aloud using a variety of strategies.

**Student Expectation**

produce summaries of text selections (2-3);

**09I Knowledge / Skills**

- 2 Reading. The student comprehends selections including selections read aloud using a variety of strategies.

**Student Expectation**

represent text information in different ways including story maps, graphs, and charts (2-3);

**09J Knowledge / Skills**

- 0 Reading. The student comprehends selections including selections read aloud using a variety of strategies.

**Student Expectation**

distinguish fact from opinion in various texts including news stories and advertisements (3-8); and

**09K Knowledge / Skills**

- 0 Reading. The student comprehends selections including selections read aloud using a variety of strategies.

**Student Expectation**

practice different kinds of questions and tasks including test-like comprehension questions (3-8).

**10A Knowledge / Skills**

- 0 Reading. The student responds to various texts.

**Student Expectation**

respond to stories and poems in ways that reflect understanding and interpretation by reacting, speculating, questioning, talking, writing, and through movement, music, art, and drama (2-3);



**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS**  
English Language Arts and Reading / ESL  
Grade 3

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#Connections

**10B Knowledge / Skills**

**1 Reading. The student responds to various texts.**

**Student Expectation**

demonstrate understanding of informational text in a variety of ways: by writing, illustrating, developing demonstrations, and using available technology (2-3);

---

**10C Knowledge / Skills**

**2 Reading. The student responds to various texts.**

**Student Expectation**

support interpretations or conclusions with examples drawn from text (2-3); and

---

**10D Knowledge / Skills**

**0 Reading. The student responds to various texts.**

**Student Expectation**

connect ideas and themes across texts (1-3);

---

**11A Knowledge / Skills**

**0 Reading. The student analyzes the characteristics of various types of texts.**

**Student Expectation**

distinguish different forms of texts including lists, newsletters, and signs and the functions they serve such as to inform and to entertain (K-3);

---

**11B Knowledge / Skills**

**1 Reading. The student analyzes the characteristics of various types of texts.**

**Student Expectation**

distinguish fiction from nonfiction (K-3);

---

**11C Knowledge / Skills**

**0 Reading. The student analyzes the characteristics of various types of texts.**

**Student Expectation**

recognize the distinguishing features of familiar genres including stories, poems, and informational texts (1-3);

---

**11D Knowledge / Skills**

**0 Reading. The student analyzes the characteristics of various types of texts.**

**Student Expectation**

compare communications in different forms including contrasting a dramatic performance with a print version of the same story (1-3);

---

**11E Knowledge / Skills**

**0 Reading. The student analyzes the characteristics of various types of texts.**

**Student Expectation**

analyze characters including their traits, feelings, relationships, and changes (1-3);

**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS**  
English Language Arts and Reading / ESL  
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TEKS#  
#Connections

**11F Knowledge / Skills**

0 Reading. The student analyzes the characteristics of various types of texts.

**Student Expectation**

identify the importance of the setting to a story's meaning (1-3); and

**11G Knowledge / Skills**

0 Reading. The student analyzes the characteristics of various types of texts.

**Student Expectation**

recognize the story problem(s) or plot (1-3).

**12A Knowledge / Skills**

1 Reading. The student generates questions and conducts research using information from various sources.

**Student Expectation**

identify relevant questions for inquiry such as "What Native American tribes inhabit(ed) Texas?" (K-3);

**12B Knowledge / Skills**

0 Reading. The student generates questions and conducts research using information from various sources.

**Student Expectation**

use alphabetical order to locate information (1-3);

**12C Knowledge / Skills**

1 Reading. The student generates questions and conducts research using information from various sources.

**Student Expectation**

recognize and use parts of a book to locate information including table of contents, chapter titles, and index (1-3);

**12D Knowledge / Skills**

5 Reading. The student generates questions and conducts research using information from various sources.

**Student Expectation**

use multiple sources including print, technology, and experts to locate information that addresses questions (2-3);

**12E Knowledge / Skills**

2 Reading. The student generates questions and conducts research using information from various sources.

**Student Expectation**

interpret and use graphic sources of information including maps, graphs, and diagrams (2-3);

**12F Knowledge / Skills**

2 Reading. The student generates questions and conducts research using information from various sources.

**Student Expectation**

organize information in systematic ways including notes, charts, and labels (3);

**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS**  
**English Language Arts and Reading / ESL**  
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#Connections

**12G Knowledge / Skills**

- 1 Reading. The student generates questions and conducts research using information from various sources.

**Student Expectation**

demonstrate learning through productions and displays including oral reports, murals, written reports, and dramatizations (2-3);

**12H Knowledge / Skills**

- 2 Reading. The student generates questions and conducts research using information from various sources.

**Student Expectation**

use compiled information and knowledge to raise additional, unanswered questions (3); and

**12I Knowledge / Skills**

- 2 Reading. The student generates questions and conducts research using information from various sources.

**Student Expectation**

draw conclusions from information gathered (K-8).

**13A Knowledge / Skills**

- 1 Reading. The student reads to increase knowledge of one's own culture, the culture of others, and the common elements of culture.

**Student Expectation**

connect one's experiences with the life experiences, language, customs, and culture of others (K-3); and

**13B Knowledge / Skills**

- 0 Reading. The student reads to increase knowledge of one's own culture, the culture of others, and the common elements of culture.

**Student Expectation**

compare experiences of characters across cultures (2-3).

**14A Knowledge / Skills**

- 1 Writing. The student writes for a variety of audiences and purposes and in various forms.

**Student Expectation**

write to record ideas and reflections (K-3);

**14B Knowledge / Skills**

- 0 Writing. The student writes for a variety of audiences and purposes and in various forms.

**Student Expectation**

write to discover, develop, and refine ideas (1-3);

**14C Knowledge / Skills**

- 0 Writing. The student writes for a variety of audiences and purposes and in various forms.

**Student Expectation**

write to communicate with real audiences (1-3); and

**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS**  
English Language Arts and Reading / ESL  
Grade 3

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#Connections

**14D Knowledge / Skills**

- 0 Writing. The student writes for a variety of audiences and purposes and in various forms.

**Student Expectation**

write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain (1-3).

---

**15A Knowledge / Skills**

- 0 Writing. The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly.

**Student Expectation**

gain increasing control of aspects of penmanship including gripping the pencil, positioning the paper, and stroking (K-3); and

---

**15B Knowledge / Skills**

- 1 Writing. The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly.

**Student Expectation**

use capitalization and punctuation with increasing accuracy (commas, apostrophes, quotation marks, proper nouns, abbreviations) (2-3).

---

**16A Knowledge / Skills**

- 0 Writing. The student spells proficiently.

**Student Expectation**

write with more proficient spelling of regularly spelled patterns such as CVC (hop), CVCe (hope), and one-syllable words with blends (drop) (1-3);

---

**16B Knowledge / Skills**

- 0 Writing. The student spells proficiently.

**Student Expectation**

write with more proficient spelling of inflectional endings including plurals and past tense (1-3);

---

**16C Knowledge / Skills**

- 0 Writing. The student spells proficiently.

**Student Expectation**

write with more proficient use of orthographic patterns and rules such as qu together, consonant doubling, drop e, and change y to i (2-3);

---

**16D Knowledge / Skills**

- 0 Writing. The student spells proficiently.

**Student Expectation**

write with more proficient spelling of contractions, compounds, homonyms such as hair-hare, bay as in body of water, and bay as in part of a window (3); and

---

**16E Knowledge / Skills**

- 0 Writing. The student spells proficiently.

**Student Expectation**

use resources to find correct spellings, synonyms, or replacement words (1-3).

**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS**  
English Language Arts and Reading / ESL  
Grade 3

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#Connections

**17A Knowledge / Skills**

- 0 Writing. The student composes meaningful texts applying knowledge of grammar and usage.

Student Expectation

use singular and plural forms of regular nouns (1-3);

**17B Knowledge / Skills**

- 0 Writing. The student composes meaningful texts applying knowledge of grammar and usage.

Student Expectation

use commas in a series (2-3);

**17C Knowledge / Skills**

- 0 Writing. The student composes meaningful texts applying knowledge of grammar and usage.

Student Expectation

compose complete sentences in written texts and use the appropriate end punctuation (1-3);

**17D Knowledge / Skills**

- 0 Writing. The student composes meaningful texts applying knowledge of grammar and usage.

Student Expectation

recognize the subjects of sentences (2-3); and

**17E Knowledge / Skills**

- 2 Writing. The student composes meaningful texts applying knowledge of grammar and usage.

Student Expectation

edit writing toward standard grammar and usage including subject-verb agreement, pronoun agreement, and appropriate verb tenses in final drafts (2-3).

**18A Knowledge / Skills**

- 1 Writing. The student selects and uses writing processes for self-initiated and assigned writing.

Student Expectation

generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts (K-3);

**18B Knowledge / Skills**

- 0 Writing. The student selects and uses writing processes for self-initiated and assigned writing.

Student Expectation

develop drafts (1-3);

**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS**  
English Language Arts and Reading / ESL  
Grade 3

TEKS#  
#Connections

- 18C Knowledge / Skills**  
0 Writing. The student selects and uses writing processes for self-initiated and assigned writing.

**Student Expectation**

revise selected drafts for varied purposes including to achieve a sense of audience, precise word choices, and strong images (1-3);

- 18D Knowledge / Skills**  
0 Writing. The student selects and uses writing processes for self-initiated and assigned writing.

**Student Expectation**

edit for selected conventions and features of polished writing (2-3);

- 18E Knowledge / Skills**  
2 Writing. The student selects and uses writing processes for self-initiated and assigned writing.

**Student Expectation**

use available technology for aspects of writing such as word processing, spell checking, and printing (2-3); and

- 18F Knowledge / Skills**  
0 Writing. The student selects and uses writing processes for self-initiated and assigned writing.

**Student Expectation**

demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form, "publishing" them for audiences (2-3).

- 19A Knowledge / Skills**  
0 Writing. The student evaluates own writing and the writing of others.

**Student Expectation**

identify the most effective features of a piece of writing using criteria generated by the teacher and class (1-3);

- 19B Knowledge / Skills**  
0 Writing. The student evaluates own writing and the writing of others.

**Student Expectation**

respond constructively to others' writing (1-3);

- 19C Knowledge / Skills**  
0 Writing. The student evaluates own writing and the writing of others.

**Student Expectation**

determine how one's own writing achieves its purposes (1-3);

- 19D Knowledge / Skills**  
0 Writing. The student evaluates own writing and the writing of others.

**Student Expectation**

use published pieces as models for writing (2-3); and

**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS**  
**English Language Arts and Reading / ESL**  
**Grade 3**

**TEKS#**  
**#Connections**

**19E Knowledge / Skills**

**0 Writing. The student evaluates own writing and the writing of others.**

**Student Expectation**

**review a collection of own written work to monitor growth as a writer (2-3).**

---

**20A Knowledge / Skills**

**1 Writing. The student uses writing as a tool for learning and research.**

**Student Expectation**

**write or dictate questions for investigation (K-3);**

---

**20B Knowledge / Skills**

**2 Writing. The student uses writing as a tool for learning and research.**

**Student Expectation**

**record own knowledge of a topic in a variety of ways such as by drawing pictures, making lists, and making connections among ideas (K-3);**

---

**20C Knowledge / Skills**

**1 Writing. The student uses writing as a tool for learning and research.**

**Student Expectation**

**take simple notes from relevant sources such as classroom guests, books, and media sources (2-3); and**

---

**20D Knowledge / Skills**

**2 Writing. The student uses writing as a tool for learning and research.**

**Student Expectation**

**compile notes into reports, summaries, or other written efforts using available technology (2-3).**

***SAMPLE  
HIGH SCHOOL  
SYLLABUS***



## Los Compadres Syllabus

### High School Teachers

Mr. Joe Cisneros  
Ms. Claudia Cary

### Elementary Teachers

Ms. Joellen Coryell  
Ms. Edna Gonzales

### Objectives

To practice the basic skills of the Spanish language with Spanish-speaking ESL students in the elementary level.

To help the ESL student become proficient in the English language through the use of authentic literature in English and Spanish.

To become a role model and mentor to the elementary ESL student showing enthusiasm and the importance of being bilingual.

To take part of the cultural activities of the Spanish-speaking world and to understand the different aspects of the culture important to Spanish speakers.

### Lessons

The High School students will be working in groups to prepare and present a lesson to the elementary students. The presentation of the lesson will include the reading of a book in English and in Spanish along with one or two activities related to the book. The books will be provided by the teachers. The H.S. students will design the related activities and will implement them in the elementary classroom. At the end of the lesson the student will have to prepare a critique reflecting on the outcome of their lesson and turn it in at the beginning of next day's Spanish class.

### Attendance

We will have \_\_\_\_\_ scheduled visits to the elementary school. It is very important that we prepare and attend all. If a student is absent to one of these visits then the student will have to make up the work by completing an alternate assignment given by the H.S. teacher. Time to complete the make-up work will be in accordance with the student handbook.

### Transportation

We will ride the school bus to and from the elementary schools. The students are not allowed to drive their own car. The bus will leave the H.S. at \_\_\_\_\_ promptly. If a student is late and the bus leaves without him or her, the student will have to report to the library and will remain there for the entire period. There will be an assignment to be completed in the library and it will be due the next day. Remember that we do not accept late work so failure to do the assignment will result in a grade of zero.

## **Grading**

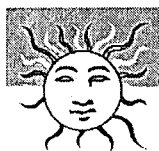
The students will receive one grade for the preparation of the lesson in class, one grade for each lesson's critique, and one grade for the performance of the lesson. The average of those three grades will become one test grade.

Remember that you are a big part for the success of this program so your participation and enthusiasm are of utmost importance.  
Most of all, enjoy yourself and let's have fun!

***SAMPLE***

***PARENT LETTERS***

# LOS COMPADRES



## ESL Student Mentor Program Schertz Cibolo UC ISD

September 19, 2000

Dear Parent:

Your student, \_\_\_\_\_ has the opportunity to have a Spanish-speaking mentor who will read to him / her in both English and Spanish twice a month. This program is called, Los Compadres, and has wonderful literacy activities that will enhance your child's reading. Please sign below and return to me as soon as possible.

Thank you,

Joellen Coryell  
ESL teacher  
Watts Elementary

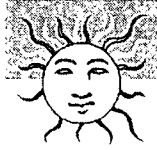
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I allow my child \_\_\_\_\_ to participate in Los Compadres.

\_\_\_\_\_  
Your signature

\_\_\_\_\_  
date

# LOS COMPADRES



ESL Student Mentor Program  
Schertz Cibolo UC ISD

**¡Vengan a celebrar!**

19 de octubre, 1999

Estimada familia,

Estamos planeando una celebración. Queremos compartir en un presentación sobre "el día de los muertos" por el Sr. Cisneros, profesor de Samuel Clemens. Tendremos actividades de nuestra cultura para este día. ¡Esperamos que nos pueda acompañar!

Fecha: 28 de octubre

Hora: 10:30 - 11:15 presentación y actividades.

Almuerzo / comida de "pot luck": 11:15 - 12:00

Sitio: Rose Garden Elementary

Favor de telefonarnos, si tiene algunas preguntas.

Sinceremente,

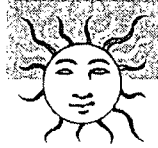
Joellen Coryell  
ESL Teacher  
Watts Elementary  
945-6450

Edna Gonzales  
ESL Teacher  
Rose Garden Elementary  
945-6288

-----  
 Sí, voy a asistir.

\_\_\_\_\_  
Su Nombre

# LOS COMPADRES



ESL Student Mentor Program  
Schertz Cibolo UC ISD

## Come Celebrate!!

October 19, 1999

Dear Parents:

You are cordially invited to attend a special presentation on El Dia de los Muertos (The Day of the Dead) being held at Rose Garden Elementary, on October 28, 1999, at 10:30 am to 12:00 pm. Our presenter is Mr. Joe Cisneros, the Spanish teacher at Samuel Clemens High School, and he will be presenting to the ESL students from Watts Elementary and Rose Garden Elementary and their Compadres from Mr. Cisneros' class. Directly following the presentation, we will have a pot-luck luncheon.

What is "El dia de los Muertos?" Every year, on November 1<sup>st</sup> and 2<sup>nd</sup>, Hispanics around the world honor their dead with special activities such as visits to the cemeteries and other practices to remember the deceased. Mr. Cisneros will introduce this important Hispanic celebration to our students, and will guide them in creating art projects indicative of the festivities. If you are interested in attending, and/or are willing to bring/send food or refreshments, please fill out the attached form and return it to school with your child. We look forward to seeing you!

Sincerely,

Joellen Coryell  
ESL Teacher  
Watts Elementary  
945-6450

Edna Gonzales  
ESL Teacher  
Rose Garden Elementary  
945-6288

-----  
 Yes, I am interested in attending the El Dia de Los Muertos presentation at Rose Garden on October 28<sup>th</sup>.

Yes! I would like to bring some food or refreshments.

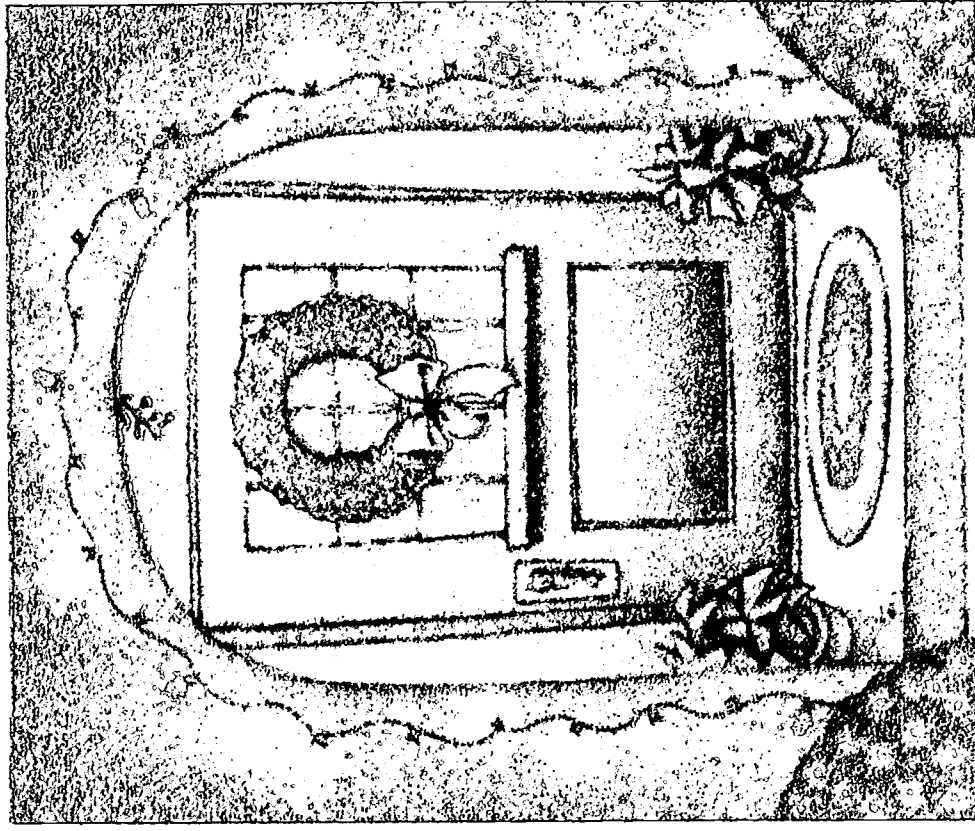
\_\_\_\_\_  
Parent Name(s)

***SAMPLE  
SPECIAL EVENT  
INVITATION***

sincere thanks to the following for their support and efforts in preparing our posada:

Mrs Ordonez  
Mrs Navarro  
Mrs Hernandez  
Mrs Abaragade  
Mrs Leal  
Mr Wuest  
Mr Muennink  
Mr Cisneros

and especially  
"Los Compadres"



POSADA



**Queridos Padres:**

**Los Compadres de Rose Garden, Samuel Clemens, y Watts les invitan a celebrar la Navidad. Vengan y gocen de tamales, chocolate mexicano, buñuelos y nuestra bondad. Los esperamos a todos.**

**Sitio: Rose Garden Elementary**

**Dia: jueves, el 9 de diciembre**

**Hora: 1:00 pm**

**Dear Parents:**

**The Compadres from Rose Garden, Watts and Samuel Clemens invite you to join us in celebrating Christmas. Come and enjoy our homemade tamales, Mexican chocolate and buñuelos. Come one, come all.**

**Place: Rose Garden Elementary**

**Day: Thursday, Dec 9, 1999**

**Time: 1:00 pm**

**BOOK**

**RESOURCES**

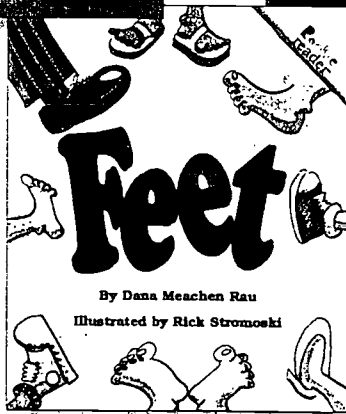
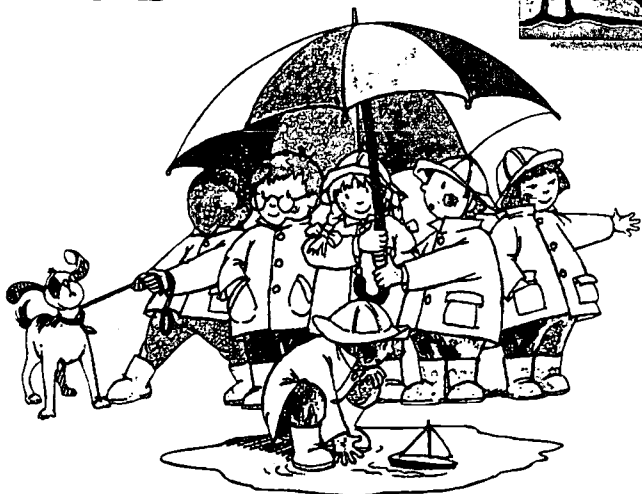
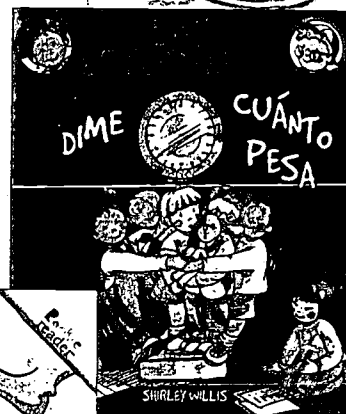
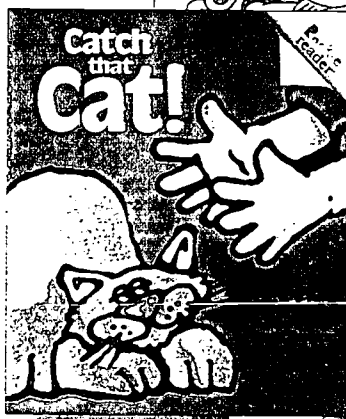
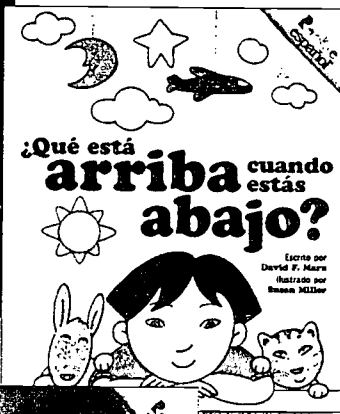
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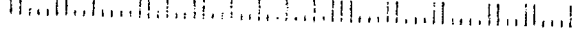
Children's Press and Franklin Watts

# Children's Press & Franklin Watts

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0-516-27044-3	What Is Up When You Are Down?	\$4.95/\$3.96
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0-531-17673-8	Complete set (8)	\$47.60/\$33.32
0-531-15992-2	Dime qué tan lejos está de aquí	\$5.95/\$4.76
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0-531-15978-7	Tell Me How Ships Float	\$5.95/\$4.76
0-531-15979-5	Tell Me What The Time Is	\$5.95/\$4.76
0-531-15981-7	Tell Me Why Planes Have Wings	\$5.95/\$4.76
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full-color illustrations,  
Grades: 1-3

Written by Shirley Willis

Young readers will love the *Whiz Kids*—a culturally diverse group of children who explore scientific subjects and figure out solutions in a fun and friendly way. The attractive, cartoon-style illustrations help bring basic science concepts to life, aided by easy-to-read text and simple experiments.

Perfectly suited for independent reading in grades 1-3, each book's numerous science experiments make this series ideal for teacher-guided activities with younger children.

**Dime qué tan lejos está de aquí**  
(*Tell Me How Far It Is*, 1999)

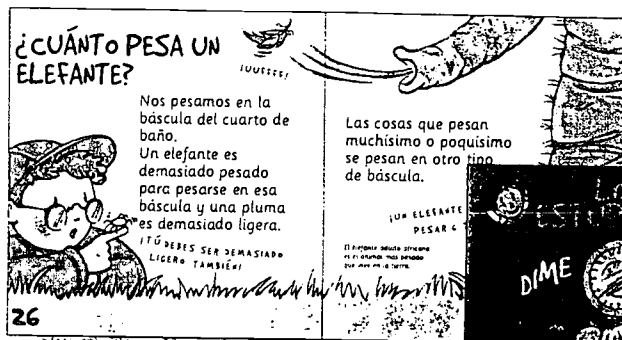
RLB: ..... 0-531-11842-8  
PB: ..... 0-531-15992-2

**Dime qué tan rápidamente va**  
(*Tell Me How Fast It Goes*, 1999)

RLB: ..... 0-531-11843-6  
PB: ..... 0-531-15993-0

**Dime cuánto pesa**  
(*Tell Me How Much It Weighs*, 1999)

RLB: ..... 0-531-11844-4  
PB: ..... 0-531-15994-9



**Dime cómo flotan los barcos**  
(*Tell Me How Ships Float*, 1999)

RLB: ..... 0-531-11845-2  
PB: ..... 0-531-15995-7

**Dime qué hora es**  
(*Tell Me What the Time Is*, 1999)

RLB: ..... 0-531-11846-0  
PB: ..... 0-531-15996-5

**Dime por qué tienen alas los aviones**  
(*Tell Me Why Plane Have Wings*, 1999)

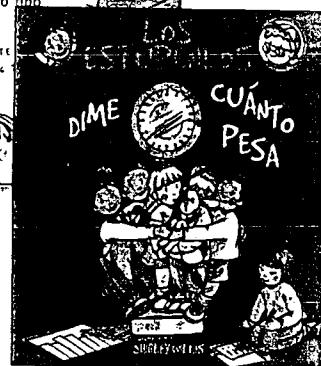
RLB: ..... 0-531-11848-7  
PB: ..... 0-531-15998-1

**Dime por qué es mojada la lluvia**  
(*Tell Me Why Rain Is Wet*, 1999)

RLB: ..... 0-531-11849-5  
PB: ..... 0-531-15999-X

**Dime por qué cambia de forma la luna**  
(*Tell Me Why the Moon Changes Shape*, 1999)

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PB: ..... 0-531-15997-3



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Grades: 1-3

Written by Shirley Willis

**Tell Me How Far It Is**, 1999

RLB: ..... 0-531-11825-8  
PB: ..... 0-531-15975-2

**Tell Me How Fast It Goes**, 1999

RLB: ..... 0-531-11826-6  
PB: ..... 0-531-15976-0

**Tell Me How Much It Weighs**, 1999

RLB: ..... 0-531-11827-4  
PB: ..... 0-531-15977-9

**Tell Me How Ships Float**, 1999

RLB: ..... 0-531-11828-2  
PB: ..... 0-531-15978-7

**Tell Me What the Time Is**, 1999

RLB: ..... 0-531-11829-0  
PB: ..... 0-531-15979-5

**Tell Me Why Planes Have Wings**, 1999

RLB: ..... 0-531-11831-2  
PB: ..... 0-531-15981-7

**Tell Me Why Rain Is Wet**, 1999

RLB: ..... 0-531-11832-0  
PB: ..... 0-531-15982-5

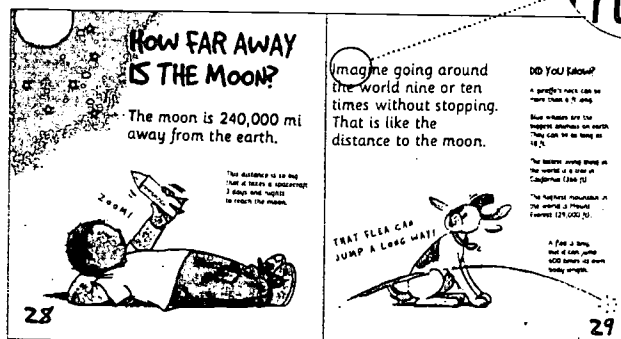
**Tell Me Why the Moon Changes Shape**, 1999

RLB: ..... 0-531-11830-4  
PB: ..... 0-531-15980-9



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**A Jaime Josué le gustan los camiones**  
(*Joshua James Likes Trucks*)

Written by Catherine Petrie  
Illustrated by Joel Snyder, 2000

RLB: .....0-516-21691-0  
PB: .....0-516-26796-5

**¡Detenlo a ese gato!** (*Catch that Cat!*)

Written by Cari Meister  
Illustrated by David Brooks, 2000

RLB: .....0-516-21689-9  
PB: .....0-516-26794-9

**¿Dónde está Max?** (*Where Is Max?*)

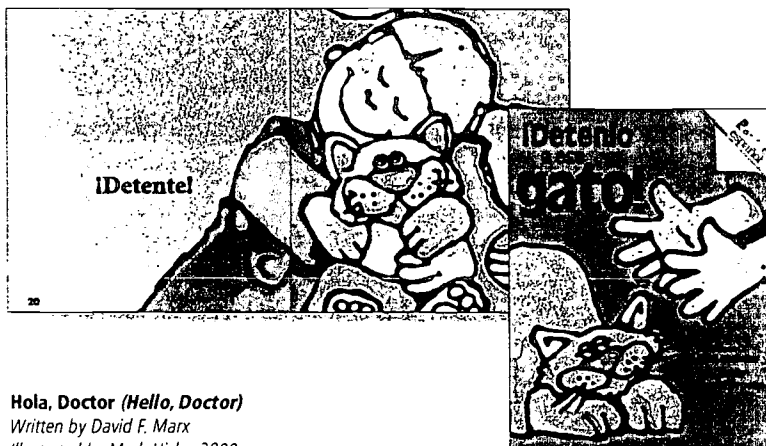
Written by Mary E. Pearson  
Illustrated by Samantha L. Walker, 2000

RLB: .....0-516-22023-3  
PB: .....0-516-27011-7

**¡Gatitos!** (*Cats!*)

Written by Larry Dane Brimmer  
Illustrated by Tom Payne, 2000

RLB: .....0-516-22024-1  
PB: .....0-516-27007-9



**Hola, Doctor** (*Hello, Doctor*)

Written by David F. Marx  
Illustrated by Mark Hicks, 2000

RLB: .....0-516-22274-0  
PB: .....0-516-27092-3

**Las Manos** (*Hands*)

Written by Dana Meachen Rau  
Illustrated by Rick Stromoski, 2000

RLB: .....0-516-22021-7  
PB: .....0-516-27009-5

**Los Pies** (*Feet*)

Written by Dana Meachen Rau  
Illustrated by Rick Stromoski, 2000

RLB: .....0-516-22020-9  
PB: .....0-516-27008-7

**¿Qué está arriba cuando estás abajo?**  
(*What Is Up When You Are Down?*)

Written by David F. Marx  
Illustrated by Susan Miller, 2000

RLB: .....0-516-22022-5  
PB: .....0-516-27010-9

**¡Zas!** (*Splat!*)

Written by Mary Margaret Pérez-Mercado  
Illustrated by Richard L. Torrey, 2000

RLB: .....0-516-27692-9  
PB: .....0-516-26797-3

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Grades: K-1

These titles are the  
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**Joshua James Likes Trucks**  
(*Revised Edition*)

Illustrated by Joel Snyder  
(17 words), 1999

RLB: .....0-516-21639-2  
PB: .....0-516-27000-1

**Catch that Cat!**

Written by Cari Meister  
Illustrated by David J. Brooks  
(16 words), 1999

RLB: .....0-516-21614-7  
PB: .....0-516-26541-5

**Where Is Max?**

Written by Mary E. Pearson  
Illustrated by Samantha L. Walker  
(29 words), 2000

RLB: .....0-516-22019-5  
PB: .....0-516-27077-X

**Cats!**

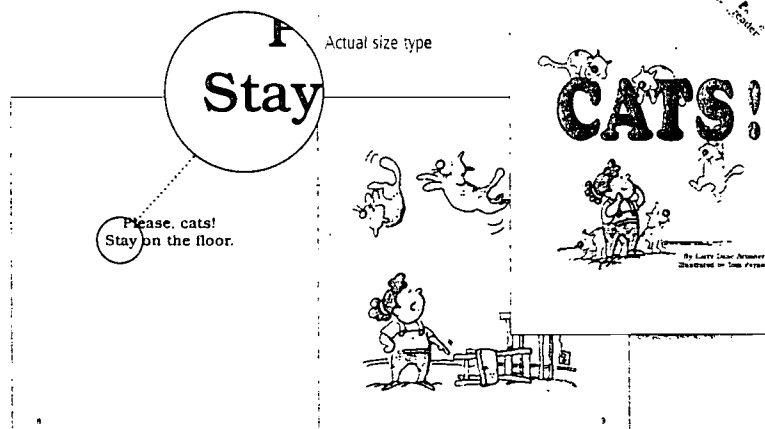
Written by Larry Dane Brimmer  
Illustrated by Tom Payne  
(34 words), 2000

RLB: .....0-516-22010-1  
PB: .....0-516-27075-3

**Hello, Doctor**

Written by David F. Marx  
Illustrated by Mark A. Hicks  
(27 words), 2000

RLB: .....0-516-22033-0  
PB: .....0-516-27076-1



**Hands**

Written by Dana Meachen Rau  
Illustrated by Rick Stromoski  
(11 words), 2000

RLB: .....0-516-22009-8  
PB: .....0-516-27043-5

**Feet**

Written by Dana Meachen Rau  
Illustrated by Rick Stromoski  
(12 words), 2000

RLB: .....0-516-22008-X  
PB: .....0-516-27042-7

**What Is Up When You Are Down?**

Written by David F. Marx  
Illustrated by Susan Miller  
(32 words), 2000

RLB: .....0-516-22007-1  
PB: .....0-516-27044-3

**Splat!**

Written by Mary Margaret Pérez-Mercado  
Illustrated by Richard L. Torrey  
(30 words), 1999

RLB: .....0-516-21615-5  
PB: .....0-516-26543-1

**Los Compadres**

---

**A Literacy Mentoring  
Program for Elementary  
ESL Learners and High  
School Spanish Students**

2/18/2002 1

**Workshop Agenda**

---

- ⌘ Mission Statement
- ⌘ Program Description
- ⌘ Step By Step Process
- ⌘ Getting Started
- ⌘ Funding
- ⌘ Additional Resources
- ⌘ Question and Answer

2/18/2002 2

**Mission Statement:**

---

⌘ The Los Compadres program has the mission to enhance foreign language acquisition in a mentor atmosphere through bilingual literature and literature response activities.

2/18/2002 3

**Description Of The Program:**

---

- ⌘ Pairs advanced high school Spanish students with elementary ESL native Spanish speakers.
- ⌘ Bilingual literature and corresponding lesson plans
- ⌘ Language Acquisition Benefits
- ⌘ Authentic Assessment
- ⌘ Cultural Understanding and appreciation
- ⌘ Parental Involvement

2/18/2002 4

**Gaining Support:**

---

- ⌘ From Spanish Teachers
- ⌘ From Administration

2/18/2002 5

**Between You And The Spanish Teacher**

---

- ⌘ You will need to contact a H.S. Spanish Teacher to discuss the program, relate the benefits, and secure a partnership.
- ⌘ Call the high school office and find out:
  - ☑ Names
  - ☑ Conference periods
  - ☑ Email addresses

2/18/2002 6

### Between You And The Administration

How do you want to meet with the administration?

- Separately?
- All administrators and teachers together?
- ESL or Bilingual Education Program Directors?

2/18/2002

7

### Winning Support For The Program

✓ Sell the Program by discussing:

- ✓ TEKS connections
- ✓ Other benefits (self-esteem, community support, parent support, cultural awareness)
- ✓ Sample lesson plans
- ✓ Funding needs
- ✓ Resource Materials



2/18/2002

### Setting Up The Program

- ⌘ Target Specific Goals of the Program
- ⌘ How often to meet
- ⌘ Where to meet
- ⌘ How long to meet
- ⌘ How many students



2/18/2002

9

### Teacher Preparation

⌘ Elementary Teacher Preparation

⌘ High School Teacher Preparation

- ⌘ Select Materials
- ⌘ Write Lesson Plans
- ⌘ Secure Parent Permission to Leave Campus

- ⌘ Prepare high school student syllabus
- ⌘ Secure Administrator and Parent Permission to Leave Campus

2/18/2002

10

### High School Student Syllabus

- ⌘ Objectives
- ⌘ Lessons
- ⌘ Attendance
- ⌘ Transportation
- ⌘ Grading

2/18/2002

11

### Getting Started

Students need to know your EXPECTATIONS for their learning!



- ❖ ESL students and high school students

2/18/2002

12



### Student Preparation

#### Elementary Student

- ⌘ Describe a Mentor
- ⌘ Date & Time of Compadres Visits
- ⌘ Behavior during the lesson
- ⌘ Expectations for learning
- ⌘ Encourage use of both languages
- ⌘ Explain where the teacher will be during the lesson

2/18/2002

#### High School Student

- ⌘ Common courtesy of visiting elementary campus
- ⌘ Explain where teachers will be during the lesson
- ⌘ Expectations for learning
- ⌘ Encourage the use of both languages
- ⌘ How to handle elementary student behavior or problems that arise
- ⌘ Discuss how the two schools can communicate with each other

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### When & Where?

⌘ Day(s) of the week meetings will take place

⌘ Arrival & Departure times of the Mentors

⌘ Who will be the host campus?

2/18/2002

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### THEN WHAT?

- ⌘ Elementary teachers give lessons to high school teachers
- ⌘ High school teachers give lessons to high school students
- ⌘ High school students practice the lesson
- ⌘ High school students are bused to the elementary campus

2/18/2002

15

### First Visit Checklist

⌘ Remember to check the following:

- ⌘ Transportation arrangements were made
- ⌘ Administrators are reminded that visitors will be on their campus
- ⌘ Students have been prepared for the meeting
- ⌘ Meeting place is set up and ready (prior to visit) and can accommodate the number of students participating in the program
- ⌘ Resources (books, paper etc.) for the activities are ordered and ready for use
- ⌘ Lesson plans are complete
- ⌘ Assessment forms are available

2/18/2002

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### Upon Arrival

- ⌘ All students meet in the cafeteria
- ⌘ High school students are introduced to elementary students
- ⌘ High School students present the lesson (one on one)
- ⌘ High school students are bused back to the high school

2/18/2002

17

### Lesson Plans:

- ⌘ How many ESL students
- ⌘ Proficiency Levels
- ⌘ How many H.S. students
- ⌘ How many bilingual books?



2/18/2002

18

**Lesson Plans**

- ⌘ Based on Bilingual literature
- ⌘ Include TAAS-related criteria

**Literature Response Activities:**

- ⌘ Art projects
- ⌘ TAAS-related activities
- ⌘ Internet Research
- ⌘ Personal Connections
- ⌘ Venn Diagrams
- ⌘ Comprehension activities
- ⌘ Word-play activities
- ⌘ Creative writing
- ⌘ Reader's Theater

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**Lesson Plan Format**

**Sample Lesson Plan**

2/18/2002 20

**Elementary & High School Teachers Role During the Lesson**

- ⌘ Do an introduction and wrap up
- ⌘ Teachers rove from group to group to help facilitate instruction
- ⌘ Monitor and assess high school students teaching
- ⌘ Monitor elementary student participation

2/18/2002 21

**TEKS and TAAS Connections:**

- ⌘ Elementary ESL Students
- ⌘ High School Spanish Students

2/18/2002 22

**High School Student Assessment**

<ul style="list-style-type: none"> <li>⌘ High School Student Evaluation</li> </ul> <p><b>Was the student able to:</b></p> <ul style="list-style-type: none"> <li>✓ Retell in both languages?</li> <li>✓ Attitudes</li> <li>✓ Engaged?</li> </ul>	<ul style="list-style-type: none"> <li>⌘ High School students: (self assessment)</li> <li><b>Written in Spanish or English...</b></li> </ul> <ul style="list-style-type: none"> <li>✓ Preparation</li> <li>✓ Vocabulary</li> <li>✓ What did they learn?</li> </ul>
--	--

2/18/2002 23


**Teacher Assessment Of Students**

<ul style="list-style-type: none"> <li>⌘ ESL students:</li> </ul> <ul style="list-style-type: none"> <li>➤ Informal Assessment</li> <li>➤ Formal Assessment</li> </ul>	<ul style="list-style-type: none"> <li>⌘ H.S. students:</li> </ul> <ul style="list-style-type: none"> <li>➤ Informal Assessment</li> <li>➤ Formal Assessment</li> </ul>
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2/18/2002 24

### Cultural Events / Parent Involvement

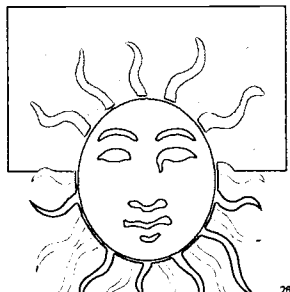
- ⌘ Special Events around cultural traditions or celebrations can provide opportunities for ESL students to learn about their native culture, for their parents to become involved in their education, and for the H.S. students to become familiar with cultural traditions in a hands-on way.



2/18/2002 25

### Special Events

- ⌘ **Sample Invitation**



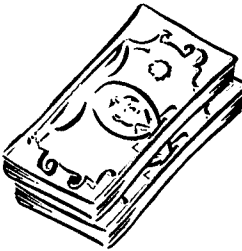
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### Special Event Considerations:

- ⌘ Select events to celebrate
- ⌘ Set dates for the celebrations
- ⌘ Determine the place for the celebrations
- ⌘ Determine needs for decorations, food
- ⌘ Outline the activities to take place
- ⌘ Solicit parent support and volunteers
- ⌘ Estimate cost of the event and acquire funding BEFORE you begin

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### Funding Needs




- ⌘ Transportation of H.S. students to your campus.
- ⌘ Cost to create your bilingual library
- ⌘ Materials for literature response activities
- ⌘ Special events costs
- ⌘ Miscellaneous

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### Funding

Where do we get it?

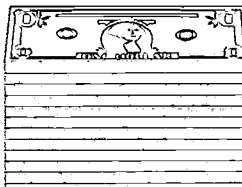


- ⌘ ESL or Bilingual Administrators
- ⌘ Principals

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### Funding


Federal



- ⌘ Title I
- ⌘ Title VI

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**Funding**  
Local



⌘ Local Funding

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**RESOURCE PACKET**

⌘ <b>Mission Statement &amp; Program Description</b>	⌘ <b>Assessment</b>
⌘ <b>Gaining Support</b>	⌘ <b>Sample Special Event Invitation</b>
⌘ <b>Sample High School Syllabus</b>	⌘ <b>Funding Requirements</b>
⌘ <b>Getting Started with Students</b>	⌘ <b>Sample Permission Form</b>
⌘ <b>First Visit</b>	⌘ <b>Sample Parent Volunteer Letter</b>
⌘ <b>Sample Lesson Plan</b>	⌘ <b>Book List</b>
⌘ <b>TEKS/TAAS Connections</b>	

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**Thomas Jefferson States:**

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**“Do what you can,  
With what you have,  
Where you are.”**

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