

402 W. Court Ave. ~ Las Cruces, NM 88005 ~ Telephone: 575-541-0145 ~ Fax: 575-527-5329

Parent Notification Letter: Child's Participation in English Learner  
Program and/or Language Support Services

Date: TBA

Dear Parent,

When you enrolled your child in school this year, you noted on the Language Usage Survey (LUS) that your child understands/speaks a language other than English. Based on the responses, the law requires us to test your child's English language proficiency to determine if s/he is legally entitled to English language support services. We used the English language proficiency screener [insert W-APT for kindergarten or WIDA Screener Online for grades 1-12] results to determine the best English learner (EL) program and/or language support services for your child. We are required to inform you of the test results, our program recommendation, and all of the program and service options available for your child. That information appears below.

Based on your child's WIDA Screener results, your child qualifies for an EL program and/or language support service. English language development instruction is instrumental in increasing a student's English language proficiency and ability to acquire grade-level academic content. We highly recommend that your child participate in and receive the benefits from an EL program and/or language support service.

1. Your child's English language proficiency assessment scores for this school year and the proficiency level score are as follows:

Domain	Level/Score
Listening	
Speaking	
Reading	
Writing	
Overall (composite)	

2. Your child's EL program and/or language support service will entail the following types of instruction:  
[insert available EL programs and/or language support services here]

3. The overall goal of the EL program and/or language support service is for students to become fully proficient in English and to meet grade-level state academic achievement standards. In New Mexico a student who has an overall score of 5.0 or higher on the annual ACCESS for ELLs® assessment is considered English language proficient.

4. If your child has an Individualized Education Program (IEP), the EL program and/or language support service will assist in meeting the IEP goals in the following ways: [Insert description here]

As mentioned, we highly recommend that your child participate in, and receive the benefits from, this EL program and/or language support service. However, you have the right to decline your child's participation in — opt your child out of — the EL program or language support services. Please contact the school at [Insert telephone number] or contact your child's teacher if you would like to schedule a parent conference to discuss options for your child or if you wish to opt your child out of the EL program or language support services.

Sincerely,

Holly Schullo, Principal



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## Muestra de la carta de aviso a los padres para la participación de su hija/hijo en un programa EL y/o servicios de apoyo de idioma

Fecha:

Estimado Padre,

Cuando matriculó a su hijo en la escuela este año, indicó en la Encuesta del Uso del Idioma (*LUS* por sus siglas en inglés) que él o ella entiende/habla otro idioma además del inglés. Basado en sus respuestas, la ley requiere que sea evaluada la competencia en inglés de su hija/hijo para determinar si él/ella legalmente tiene el derecho de recibir servicios de apoyo de idioma para el inglés. Utilizamos la evaluación lingüística/idiomática [insertar W-APT para kínder o WIDA Screener Online para los grados 1-12] para determinar cuál es el mejor programa para estudiantes que están aprendiendo inglés (*EL* por sus siglas en inglés) y/o servicio de apoyo de idioma. Estamos obligados a informarle acerca de los resultados de la evaluación, nuestra recomendación de un programa, y todas las opciones de programas y servicios disponibles para su hija/hijo. Esta información aparece abajo.

Basado en los resultados de la evaluación lingüística/idiomática WIDA Screener Online, su hija/hijo califica para un Programa EL y/o servicio de apoyo de idioma. La instrucción en el desarrollo del idioma inglés es fundamental para aumentar la competencia en inglés de un estudiante y su habilidad para adquirir el contenido académico de su nivel escolar. Le recomendamos ampliamente que su hija/hijo participe y reciba los beneficios de un Programa EL y/o servicios de apoyo de idioma.

1. Los resultados de la evaluación del idioma inglés de su hijo/a para este año escolar y los niveles de competencia son los siguientes:

Area	Nivel/Calificación
Escuchar	
Hablar	
Lectura	
Escritura	
Total (compuesto)	

2. El Programa EL y/o servicios de apoyo de idioma para su hija/hijo incluirá los siguientes tipos de instrucción: [Indique aquí los Programas EL y/o servicios de apoyo de idioma disponibles.]

3. La meta general del Programa EL y/o servicios de apoyo de idioma es que el estudiante llegue a ser completamente competente en inglés y que domine los estándares de aptitud académica estatales de su nivel escolar tan pronto sea posible. En Nuevo México un estudiante que obtiene un total (compuesto) de 5.0 o más alto en la prueba anual ACCESS for ELLs® se considera competente en inglés.

4. Si su hija/hijo tiene un plan de educación individualizada (*IEP* por sus siglas en inglés), el Programa EL y/o servicios de apoyo de idioma ayudará en obtener las metas del IEP de la siguiente manera: [Describa aquí.]

Como se mencionó anteriormente, recomendamos altamente que su hija/hijo participe y reciba los beneficios de este programa y/o servicios de apoyo de idioma. Sin embargo, usted tiene el derecho de rehusar la participación de – optar por retirar a –su hija/hijo en el Programa EL o servicios de apoyo de idioma. Favor de ponerse en contacto con la escuela en [Indique aquí el número telefónico de la escuela] o ponerse en contacto con la maestra/el maestro de su hija/hijo si desea hacer una cita para una conferencia de padre y maestro para hablar sobre las opciones para su hija/hijo o si desea optar a su hijo/hija del programa EL o servicios de apoyo de idioma.

Atentamente,

Holly Schullo, Director





Las Cruces Public Schools

Teaching & Learning Center

## AGENDA

### ELD Standards & Planning

October 18, 2017

Presenters: Lydia Saucedo

#### NM Teach Domains: Planning and Preparation

- 1A: Demonstrating knowledge of content
- 1B: Designing coherent instruction
- 1D: Demonstrating knowledge of resources

#### LCPS Focus Areas:

- Area 1: Core Instructional Program
- Area 2: Professional Learning

#### AdvancED Domains:

Leading Capacity 1.2  
Learning Capacity 2.6, 2.7, 2.9  
Resource Capacity 3.1, 3.2, 3.6

#### Outcome:

- Learn the ELD Standards
- *become familiar with the elements of a Model Performance Indicator*
- Incorporate ALL language domains for academic content language acquisition
- Use Individual ACCESS score to create classroom profiles to boost instruction of ELs
- Learn about the explicit use of sentence frames as an Instructional SUPPORT to differentiate academic language to scaffold language for ELs

#### Agenda

- Concrete Experience: How to Make Toast

- ELD Standards

- Start ELD Standards Foldable (Folder)
- Hand Activity → 5 ELD Standards
- Story Impression → Vocabulary Strategy
- Explore ELD Standards Marix

- Elements of the Model Performance Indicator

- Foldable → Identify, Label, and highlight each element of an MPI
- Sticky Notes Activity-Strategies
- WIDA Instructional Supports Handout/Graphic Organizers-Sensory Supports, Graphic

## Supports, Interactive supports

- **Sentence Frames**

- Features of Academic Language
- Classifying and Sorting Activity/Sentence Frames
- Developmental levels of language acquisition
- Activity-Develop sentence frames for content area (Science, Math, Social Studies, etc.)

- **How to Access ACCESS**

- Foldable-Where Can I Find These Things?
- Activity-Fill in Composite Score percentages in foldable
- Create class profile using ACCESS data

## **Closure**

- Reflection-In thinking about what you have learned from the training, what would you try first in your classroom



Las Cruces Public Schools  
Teaching & Learning Center

## AGENDA

### ELD Standards & Planning

### October 25, 2017

### Presenters: Lydia Saucedo

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- 1A: Demonstrating knowledge of content
- 1B: Designing coherent instruction
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#### LCPS Focus Areas:

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  - Hand Activity → 5 ELD Standards
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## AGENDA

### ELD Standards & Planning

### November 8, 2017

### Presenters: Lydia Saucedo

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- 1A: Demonstrating knowledge of content
- 1B: Designing coherent instruction
- 1D: Demonstrating knowledge of resources

#### LCPS Focus Areas:

- Area 1: Core Instructional Program
- Area 2: Professional Learning

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ELD Composite Scores

Oral Language

Literacy

Comprehension

Overall Score

STUDENT ROSTER REPORT

STUDENT/TEACHER REPORT

STAPLER

MODEL PERFORMANCE INDICATOR

LANGUAGE FUNCTION

Content Stem / Example Topic

Support

increasingly complex and demanding secondary learning environments illustrate what they know about the core language structures needed to express standardized testing where open or

SENTENCE FRAMES

ELLs Communicate - ideas and information, ideas and information necessary for success

ELD Standards

Strategic/Whole-Contexting Categories to Themes or Topics Taken from the WIDA ELP Standards

Instructional Support Strategies



PEARSON

# Making Content Comprehensible for Secondary English Learners THE SIOP<sup>®</sup> MODEL



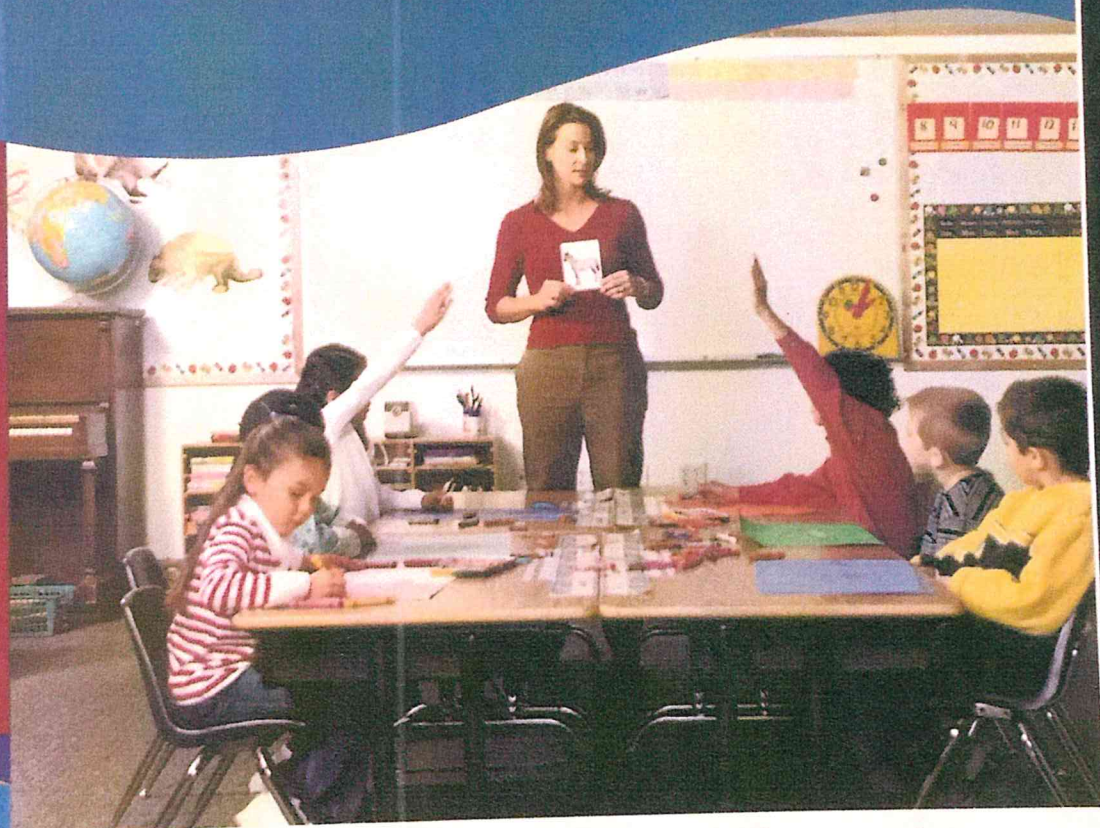
Allyn & Bacon

Jana Echevarría  
MaryEllen Vogt Deborah J. Short

SCIENTIFICALLY BASED • COMPREHENSIVE SDAIE COVERAGE



# 99 Ideas and Activities for Teaching English Learners with THE SIOP<sup>®</sup> MODEL



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SCIENTIFICALLY BASED • COMPREHENSIVE SDAIE COVERAGE



# A GUIDE TO CO-TEACHING

Practical Tips for Facilitating Student Learning

SECOND EDITION



RICHARD A. VILLA  
JACQUELINE S. THOUSAND  
ANN I. NEVIN

A Joint Publication



Council for  
Exceptional  
Children



# 40 Graphic Organizers That Build Comprehension During Independent Reading

Engaging Reproducibles That Help Students Use Reading Strategies,  
Learn About Literary Elements, and Explore Genre

by Anina Robb

**Making Predictions**

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

## Preview and Predict Balloons

**DIRECTIONS:**

1. Read the title, back cover, and first page of your book; look at the pictures.
2. Write the title below.
3. Fill in the balloons with clues to what the book will be about.
4. Think about the clues you found. Predict what the book will be about. Write the prediction below.

TITLE: \_\_\_\_\_

Clues from the title and back cover

Clues from the first page

Clues from the pictures

**My Prediction**

I think this book will be about \_\_\_\_\_

Forms can be used with

- Fiction
- Poetry
- Biography
- Folk and Fairy Tales
- And More!

**HELPS  
YOU MANAGE  
INDEPENDENT  
READING**