

# THE LECTERN

April 2004

## President's Message

As our year wraps up, I would like to express to all of you that it has been a privilege and an honor serving as your 2003-2004 El Paso Reading Council President. I can really say that it has been a successful year. Our speakers, the literacy conference and our many other events were well attended and received. Many of you have expressed many positive comments regarding this year, from our newsletter to all of our events. And for that I thank each of you who took the time to let us know how we were doing. Our challenge was to provide you our membership the best in literacy practices and we have.

I would like to thank all of my board members for their steadfast commitment to the El Paso Reading Council and their dedication to their responsibilities. It has been an honor having each of you on my board. Best wishes to the incoming board. I know that they will continue the tradition in providing the best in reading.

In closing, the challenges we have yet to meet will continue to come our way. But I know that here in El Paso we have the "best reading teachers" and we will prevail. And yes we have much more to learn about literacy development and how children learn. The El Paso Reading Council will be here providing the latest of research and the discourse that began many years ago.

I have learned a lot this year and I leave you with this poem and blessings to all you for a wonderful summer!

### **EPRC Recognized at State Conference**

The El Paso Reading Council was awarded the following at the 2004 TSRA Conference:

- ◆ Large Council Membership Growth
- ◆ Targeted Membership - Bilingual, ESL, Reading Recovery, DLL,
- ◆ Lonestar Award



### **Things Learned!**

**Author Unknown**

On a positive note, I've learned that no matter what happens or how bad it seems today, life does go on, and it will be better tomorrow.

I've learned that you can tell a lot about a person by the way he/she handles these three things:  
A rainy day, lost luggage, and tangled Christmas tree lights.

I've learned that regardless of what kind of your relationship with our parents, you'll miss them when they're gone from your life.

I've learned that regardless of what kind of childhood you had, life is what you make it today and not what your parents did back then.

I've learned that making a "living" is not the same thing as making a "life".

I've learned that life sometimes gives you a second chance.

I've learned that you shouldn't go through life with a catcher's mitt on both hands. You need to be able to throw something back.

I've learned that if you pursue happiness, it will elude you. But if you focus on your family, your friends, the needs of others, your work and doing the very best you can, happiness will find you.

I've learned that whenever I decide something with an open heart, I usually make the right decision.

I've learned that even when I have pains, I don't have to be one.

I've learned that every day you should reach out and touch someone. People love that human touch- holding hands, a warm hug, or just a friendly pat on the back. (or friendly email)

I still have a lot to learn.

People will forget what you said, people will forget what you did, but **people will never forget how you made them feel**

I hope that EPRC has made all of you feel special.

Sincerely,

Eliza Simental, President



# Book Drive

Please bring a book to the April 22 Dinner Meeting. These books

will be donated to an orphanage in Juarez, Mexico. The books can be in English or Spanish.

**Your participation is greatly appreciated!**

## What's Cooking with Reservations

Submitted by Marta Alvarez and Teresa Navarro

Teresa Navarro and I would like to extend our thanks to the El Paso Reading Council members. The upcoming dinner in April will be our last dinner as reservations officers. We have enjoyed serving the council as members of the Reservations Committee. Your patience and understanding is truly appreciated and it made a difference when dealing with reservations that sometimes exceeded the 500 mark. We would like to especially thank Eliza Simental, president of the board, for her unconditional support during some very challenging situations. Next year, you will have a new committee to work with. They are anxious to serve you and work with you to make each and every dinner a success. Many efforts are being made currently to facilitate the reservations and membership process. Undoubtedly, the upgrades will be to first and foremost to your benefit. Once again thank you and keep making the largest reading council in the state of Texas, shine!

## Funds of Knowledge

Submitted by Valerie Chapman, Ed.D.

Proponents of content literacy advocate using a variety of literacy development strategies with all students. These strategies are designed to facilitate students as they learn content area curricula – to help students bridge known to the unknown. Moje, et al. combined three theoretical perspectives to examine “third space” – the building of bridges between what is known (i.e., students’ schemata) and what is to be learned (e.g., content area curricula).

The researchers analyzed data from a five-year ethnography involving 30 adolescents at a middle school in the Midwest serving a predominately Latino/a community. Their focus was (a) analyzing data to determine which different funds of knowledge and Discourse shape students’ literacy related to science curriculum, and (b) whether middle school students utilize those funds of knowledge and Discourse to learn science concepts.

Researchers determined funds of knowledge and Discourse from four categories influence students’ development of third space. The first category addresses elements of family and centers on parents’ work both inside and outside the home. For example, students drew on knowledge of parental duties related to farming to learn environmental concepts. This category is extended with students’ travel experiences; thus migrant students contributed much based on various locations where their family worked. The second category includes community. This is represented in community activism and a strong sense of ethnic identity. The third category involves peer groups, which includes social activities unmediated by adults. For example, while learning about physics of safety (e.g., use of helmets) students acknowledged science concepts but capitulated to peer pressure related to appearance. The final category is popular culture. This includes influences of music, periodicals, television, and movies.

Their findings suggest three patterns as students develop “third space.” The first is students’ resistance to volunteer information from their everyday funds of knowledge. A second pattern suggests that students strategically applied knowledge of various registers to meet their purposes with learning and assignments. The third pattern is that students’ funds of knowledge are shaped within locales (current residence) and by use of global forms of communication (e.g., email).

These categories and patterns imply that content area teachers move beyond practices that almost solely focus on textbook information. Teachers need to be familiar with their populations and invite students’ knowledge in the creation of third space related to content area curricula. Teachers must be watchful to acknowledge students’ broader funds of knowledge. Teachers’ need to include multiple opportunities for students to navigate between and among schemata and curricula in their classroom practices. This, in turn, implies judicious use of research-based strategies. Additionally, the researchers urge stakeholders to be more involved in establishing school policies and practices to develop a fully literate society. Moje, E.B., et al. (2004). Working toward third space in content area literacy: An examination of everyday funds of knowledge and Discourse. *Reading Research Quarterly*, 39, 38-70.

The Lectern is published four times a year (*September, November, January & April*) by the El Paso Reading Council of the International Reading Association. Comments and information may be sent to Christina Lara, P.O. Box 972684, El Paso, Texas 79997 by phone, 872-3920 or email, chlara@seisd.net.

## 2003-2004 EPRC Board and Committees

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TSRA Development Specialist	Patricia Carrington
Newspaper in Education/ Read Across America	Anna Piña

# April Dinner Meeting

## Teachers' Night



### “Beyond Language: What all Teachers Need to Know about Second Language Learners”

Join us for an evening with Dr. Kathy Escamilla on April 22, 2004 as we honor teachers throughout Region 19. Kathy Escamilla is an Associate Professor of Education at the University of Colorado, Boulder. She received her Ph. D. from UCLA in Los Angeles, California in 1987 in Curriculum and the Study of Schooling-emphasis in Bilingual Education, an M.S. in Education with an emphasis in Bilingual-Bicultural Education from the University of

Kansas, 1975, and a B.A. in Spanish and Education, University of Colorado, Boulder, Colorado.

Kathy has been a bilingual elementary teacher in Johnstown, Colorado and in inner city Los Angeles. She has been a Bilingual head-start teacher, Director of Bilingual Programs for the Tucson Unified School District and a professor of bilingual education. She has over 32 years of experience in the field of bilingual education.

She is the author of one book titled “Instrumento de observación de los logros de la lecto- escritura inicial,” which is a reconstruction of English Reading Recovery into Spanish. The book is in its third printing. She is the author of over 32 publications in refereed research journals and book chapters. For the past 4 years she has been involved in research on the impact of the CSAP assessment program on Colorado children who are learning English as a Second Language. You will find the 4<sup>th</sup> monograph in this series of studies in your conference packets.

Kathy is active in the bilingual/ESL community in Colorado and the U.S; She served two terms as the President of the National Association for Bilingual Education. Further, she has been recently appointed to the National Panel for Early Literacy, and the National Hispanic Advisory Council for the National Center for Family Literacy. Her life's work and her passion is to work for social justice for Spanish speaking children and their families in U.S. schools.

Her presentation will discuss what all teachers need to know about the changing linguistic and cultural diversity in U.S. Schools.

We would like to thank MacMillan-McGraw Hill for sponsoring Dr. Kathy Escamilla.

**Thank you to MacMillan McGraw-Hill,  
Dr. Art Borgemenke and Wayne Ryder**



**Macmillan  
McGraw-Hill**

### MENU

Iced Tea with Lemon Wedges  
Assorted Rolls and Butter  
Country Garden Salad  
Chicken Rosemary  
Roasted Potatoes  
Fresh Vegetables  
Regular or Decaffeinated Coffee

### EPRC Dinner Meeting Teachers' Night

April 22, 2004 at the Marriott

Social Hour 5:30 pm

Dinner at 6:30 pm

Tickets are \$24 for EPRC members

\$48 for nonmembers

**Deadline for reservations is**

**April 15, 2004**

fax, 852-6377

email, [eprcreservations@yahoo.com](mailto:eprcreservations@yahoo.com)

questions? 852-1430

*Please note: no reservations accepted after deadline because of arrangements with hotel. Make reservations early as there is a 600 person capacity.*

### Great Recipes

submitted by Eliza Simental

Children's Book Author, Margarita Robleda recently spent an afternoon talking to the children of San Elizario I.S.D.



# The Book Nook

Submitted by Nancy Williams, Librarian  
Josefa L. Sambrano Elementary School  
San Elizario ISD

Just as one slowly savors a rich, delectable dessert at the end of a delicious dinner, savor these last, delectable book selections from this year's Bluebonnet list. Make yourself comfortable, relax, and take your time to get the greatest satisfaction from the following well-written stories with their captivating plots and rich, descriptive language.

*Juan Verdades: The Man Who Couldn't Tell a Lie* is pure Joe Hayes, the clever retelling of another southwestern folktale by the master storyteller. Don Ignacio has absolute confidence in the honesty of his faithful young foreman, but should he have bet his ranch on it?

*Wingwalker* by Rosemary Wells takes us back to the days of the Great Depression when people turned their hands and feet to just about anything to keep themselves and their families going. But sometimes out of great desperation come new and undreamed-of opportunities, as young Reuben discovers in this wonderful story of courage, hope, and love.

Tricia Ann teaches us all about courage as she ventures forth by herself into the color-conscious world of a southern town in the 1950s. Based on the author's own personal experiences, *Goin' Someplace Special* by Patricia McKissack is the poignant story of a young African American girl to whom the public library is a very special place indeed. Jerry Pinkney's evocative watercolor illustrations are the perfect backdrop for this bittersweet tale.

"Have bat will hit" might have been the motto of the title character in *Shoeless Joe and Black Betsy* by Phil Bildner. This fictionalized account of the life of baseball legend Joe Jackson explains just how important Joe's friend Charlie Ferguson was in helping him climb out of an occasional batting slump.

Three wonderful chapter books, *How Tia Lola Came to (Visit) Stay* by Julia Alvarez, *Walking to the Bus-Rider Blues* by Harriette Gillem Robinet, and *The Kite Fighters* by Linda Sue Park, all give insightful glimpses into unique cultures and times. *The Kite Fighters* takes place in Korea in the late 1400s, *Bus-Rider Blues* reveals what life was like for a young African American boy in the crucial days of Montgomery's bus boycott, and Tia Lola comes from the Dominican Republic to visit her nephew and niece in present-day Vermont. You will be transported through time and space as you open the pages of these books and lose yourself in their stories.

Historical fiction at its best, *Fair Weather* by Richard Peck takes place in Chicago, home of the World's Columbian Exposition, in 1893. Widowed Aunt Euterpe had no idea what lay in store when she sent train tickets for her nieces and nephew to come visit in Chicago and see the fair!

Another literary jewel from author Patricia Reilly Giff, *all the way home* tells the story of Mariel, a young polio victim adopted by the nurse who cared for her while she was in the hospital as a toddler. But Mariel wonders about her real mother and longs to know the truth about her past. Set in Brooklyn in 1941, the Dodgers play an important role in this story about the struggle to prevail against all odds.

*Flipped* by Wendelin Van Draanen was positively serendipitous for me! I don't know what I expected, but it wasn't the entertaining yet thought-provoking story I found in this book about a couple of junior-high-age kids. Read it—you'll like it!

And last but not least, if you've ever wished on a star you've got to read *Wishes, Kisses, and Pigs* by Betsy Hearne. Lose yourself in this fun, humorous fantasy! Complete with heroes, villains, and damsels in distress, it's the next best thing to a good old-fashioned melodrama!

That all, folks! I hope you enjoy the books on this year's Bluebonnet list as much as I have. Truly, good books make it easy to follow the recipe to succeed...and...Read!

## BITS & BYTES

### National Clearinghouse for Bilingual Education

Resources for bilingual and language education.  
<http://www.ncela.gwu.edu>

### RIF Reading Planet

Online world of books for kids. Grade Level: K-2, 3-5, 6-8  
<http://www.rif.org/readingplanet>

### Web English Teacher

Super site for language arts. Grade Level: Pre-K-2, 3-5, 6-8, 9-12, Advanced, Professional  
<http://www.Webenglishteacher.com>

The Second Annual Mexico/Texas Border Literacy Conference: "Literacy Builds Friendship Across the Border" was held January 16-18 2004. TSRA was a sponsor of this conference. Pictured here is Dr. Jim Cummins, Keynote Speaker with Eliza Simental, EPRC President.



# 78<sup>th</sup> Legislative Session: School Support

Submitted by Antonio A. Fierro, Ed.D.

The previous two editions of *The Lectern* featured those legislative updates of the 78<sup>th</sup> Texas Legislative Session that pertained to student performance and school support, respectively. This edition will focus on the remaining set of updates that need to be reviewed. These updates deal specifically with school governance.

The multitude of bills that continue to be highlighted in *The Lectern* are those bills that impact all areas of our state's educational system, and not just those that specifically have an impact on reading. A complete write-up for each mentioned House or Senate bill can be found in the *Briefing Book on Public Education Legislation: 78<sup>th</sup> Texas Legislative Session*. The area of governance is targeted in the following bills:

HB 219: This bill authorizes a public school or institution of higher education to display the national motto "in God We Trust" in each classroom, auditorium, or cafeteria.

HB 3459: This bill requires the effectiveness of bilingual and special language programs to be evaluated based on academic excellence indicators (AEIS) and results of statewide assessments. The TEA is required to apply sanctions to a school district or open-enrollment charter school if they do not satisfy appropriate standards adopted by the commissioner.

SB 976, Sec. 1: Section 1 of the bill stipulates that the district- and campus-level decision-making committees for junior, middle, and high school campuses will analyze information related to dropout prevention. It also states that each district- and campus-level committee shall use the information reviewed to develop district and campus improvement plans.

HB 242, Sec. 1: This amendment adds the words "business representatives" to the list that specifies the composition of the district- and campus-level planning and decision-making committees.

HB 1314, Sec. 1: The bill requires open-enrollment charter schools to adopt a code of conduct for its district or for each campus which will include an outline of prohibited conduct, possible consequences, and the school's due process procedures with respect to expulsion.

HB 912: This bill limits the requirement to give term contract teachers a copy of district employment policies to teachers who request a copy. It requires posting the policies on the district's website and making the policies available for inspection at each school.

SB 893 & HB 3459

Sections 12-16 & 66: This bill changes the number of days a Hearing Officer has to complete a hearing and make a written report to 60 days.

HB 591 & SB 652

Sections 24 & 29: This bill requires the TEA to pursue reciprocity agreements with other states to facilitate the transfer of military personnel and their dependents. This bill addresses accepting other state's exit-level assessments to meet Texas exit-level assessment requirements.

SB 83: This bill directs school boards to require students to recite the pledges to the United States and Texas flags once each school day. A district shall excuse a student from reciting a pledge on request of the student's parent or guardian.

SB 346: This bill permits school districts to provide a flexible year program to certain students that have either failed a TAKS test or are not likely to be promoted to the next grade. Districts are allowed to reduce instructional days by no more than 10 days for the general population of students.

SB 76: SB 76 requires school districts and open-enrollment charter schools to consider the possibility of sharing use of an existing Head Start or other child-care programs site as a prekindergarten site before establishing a new prekindergarten program.

HB 242,

Sections 3, 4, & 9: This bill authorizes local school district boards of trustees to develop and offer a program under which a student may obtain an award for distinguished achievement in career and technology education.

HB 2072: This bill prohibits local boards of trustees from requiring teachers to pay for textbooks that are stolen, misplaced, or not returned by the student.

HB 854: This bill requires schools to adopt an Internet safety policy that addresses: restricting access by minors to obscene material on the Internet; the safety and security of minors when using email, chat rooms and other direct communications; unauthorized access and other unlawful activities by minors; and the unauthorized disclosure, use and dissemination of personal information regarding minors.

HB 1226: This bill expressly authorizes a school board to meet in a closed meeting to deliberate a matter regarding a student if personally identifiable information about the student will necessarily be revealed by the deliberation.



The January 22, 2004 winner for Outstanding Progress in Reading Award was **Rogelio Simental** from Anthony Elementary, Anthony ISD. His nominating teacher was **Soledad Placencia**.

## Outstanding Progress in Reading Award

Phyllis Sully  
Awards Chairperson

The 2003-2004 Outstanding Progress in Reading Award has been a successful journey for our nominees because of all the hard work and dedication that parents and educators have given to the academic success of our children. Everyone who has touched the lives of a struggling reader has experienced the pain and disheartenment of the student. Therefore, it is an honor to be educators and contribute in making a difference for children who overcome obstacles. EPRC members, educators, and parents, you all have made a difference in these children's lives. They are on the road to success and life long learning opportunities. For this we extend a heartfelt thanks to you.

"Once you learn to read you will be forever free." Frederick Douglas

**El Paso Reading Council**

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El Paso, Texas 79997

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**We're on the Web**  
<http://members.aol.com/elpasoira>

**2004-2005 Slate of Officer Candidates**

**Vice President**

Mary Broderick Vargas  
Socorro Independent School District

*Vida:*  
Mary Broderick- Vargas is the Literacy Leader at Lujan-Chavez Elementary school. This is her second year as a literacy leader, prior to her current position, Ms. Broderick-Vargas taught for twelve years in the Ysleta Independent School District. She was a campus teacher of the year in 2001, and went on to become one of Ysleta's top Ten Teachers of the Year. Ms. Broderick-Vargas is a current member of the El Paso Collaborative of Academic Excellence and has been a long time member of the El Paso Reading Council



**Treasurer**

Paul Haupt  
Ysleta Independent School District

*Vida:*  
Paul Haupt is currently an administrator at Pebble Hills Elementary School. Mr. Haupt has served El Paso Reading Council in numerous capacities over the years. Most recently Paul has served the council as treasurer. Mr. Haupt is active in many organizations at the city, state and national level.



**Historian**

Francisco Norriega III  
El Paso Independent School District

*Vida:*  
Mr. Norriega is currently the Resource teacher at Clendenin Elementary School. In his 10 years as a teacher Frank has been an active member of El Paso Reading Council, TSRA, and IRA. Frank has served EPRC as membership director and assistant web master.



**Recording Secretary**

Melanie Fisher  
Ysleta Independent School District

*Vida:*  
In 1996, Ms. Fisher began her career as an educator at East Point Elementary with the Ysleta Independent School District. During her five years teaching kindergarten, she was trained and certified in the Early Literacy Initiative balanced reading program through a New Mexico State University graduate studies program. After receiving her certification, she completed a Master of Arts in Education Administration in 2002. In the fall of 2002, she was recruited to work at Eastwood Knolls where she is currently teaching third grade for the second year.

