Station 1

Writing by ELL/LEP students in NYC International Schools

(These student authors entered H.S. with less than 2 years in the U.S.)

Contents:

* Student J Personal Statement
* Student Q Personal Statement
* Student A Personal Statement
* Student S Personal Statement

Station 2

Factual and statistical information about LEP students in the U.S.

Contents:

* “Questions and Answers on the Rights of Limited-English Proficient Students” – the U.S. Dept. of Education
* “The Limited English Proficient Population in the United States,” by Jie Zhong and Jeanne Batalova, July 8, 2015, MPI – The Migration Policy Institute
* Tables and Graphs with data about the LEP population from the Migration Policy Institute

Station 3

Published literature related to the LEP experience

Contents:

* Excerpt from “Mother Tongue,” by Amy Tan
* “my graduation speech,” by Tito Laviera
* “Snow,” by Julia Alvarez
* “Persimmons,” by Li-Young Lee

Station 4

Opinion-based writing about LEP instruction

Contents:

* “Know Your Rights: English Language Learner Resource Requirements,” The Campaign for Educational Equity
* Testimony on Limited English Proficient/English Language Learner (LEP/ELL) Assessments. NYSUT Testimony before the Assembly Standing Committee on Education
* Room for Debate: The Best Ways to Teach Young Newcomers. Op-Ed pieces by experts in the field of education, New York Times, March 11, 2009
* Educating Immigrants: Voices of Experience. Letters to the Editor in response to “The Best Ways to Teach Young Newcomers.” New York Times, March 11, 2009