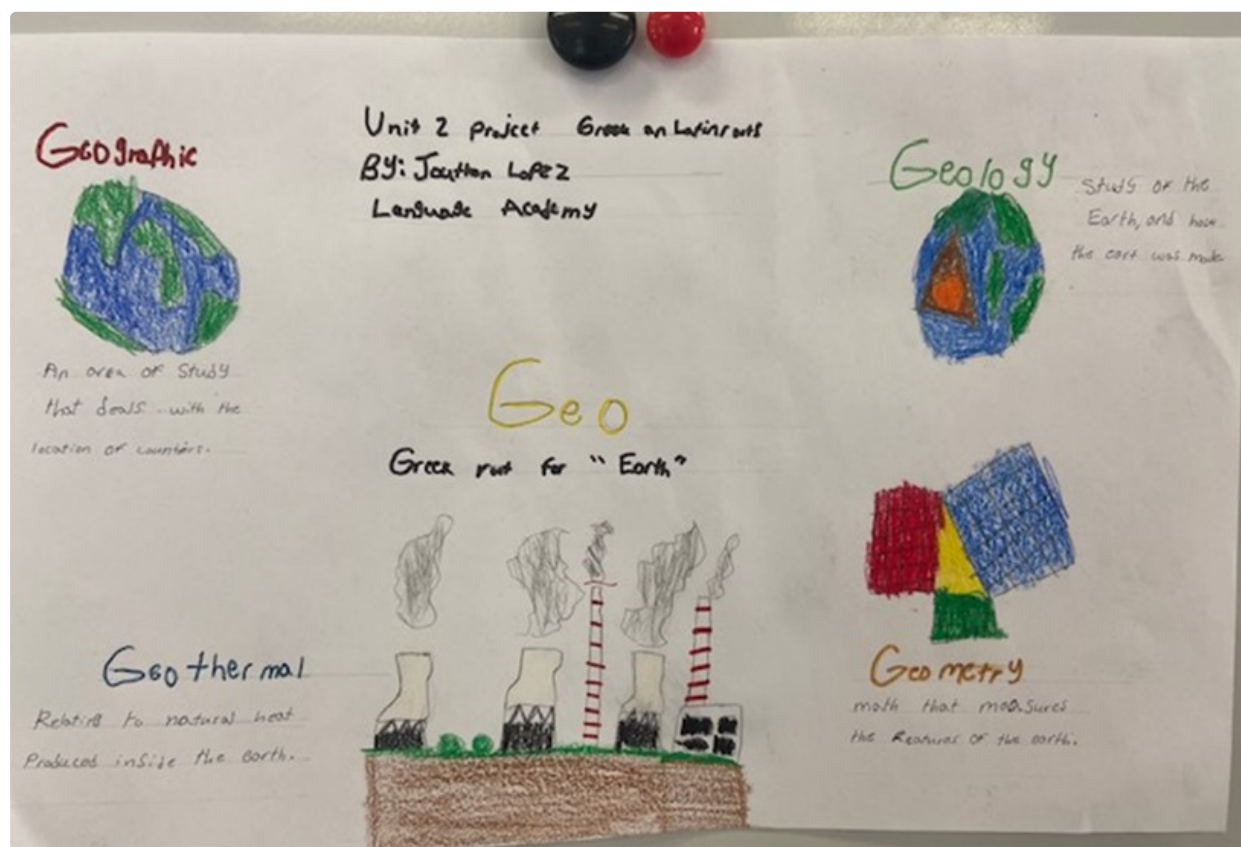


Academia Lingüística-ISAAC

Boletín mensual: February/ Monthly Newsletter: February

Bienvenido Al Boletín Bilingüe Mensual de Academia Lingüística de ISAAC
Welcome To The Montly Bilingual Newsletter From ISAAC's Language Academy



Lo que estamos haciendo y lo que viene/What we are doing and what is ahead

El segundo cuatrimestre cerró el 14 de enero, y ya entramos en el tercer cuatrimestre!

Actualmente, estamos trabajando en nuestro proyecto de la Unidad dos, el cual los estudiantes están disfrutando con entusiasmo. En este proyecto, alumnos estarán demostrando dominio de conceptos

de lenguas romances y raíces griegas y latinas. Esta unidad se enfoca en mejorar habilidades lingüísticas enseñando a los estudiantes cómo decodificar el lenguaje, identificar raíces e introducir afijos.

Durante el mes de febrero, nuestros estudiantes tomarán su evaluación primaria de idioma LAS LINKS. Desde el comienzo del año escolar, estudiantes han tomado dos pruebas de práctica para prepararse para la próxima evaluación de febrero. Compararon los puntajes de las pruebas de práctica y reflexionaron sobre la mejora de las habilidades lingüísticas y las áreas de crecimiento. En general, estamos muy orgullosos de nuestros estudiantes por todo su arduo trabajo, valor y determinación durante las pruebas!

Quarter two closed on January 14th and we are started quarter three!

We are moving on to our Unit two project, which the students are enthusiastically enjoying.

Our students will be demonstrating concept mastery of Romance languages, Greek and Latin roots. The objective of this unit is to improve language skills by teaching students how to decode language, break away roots and introduce affixes.

During the month of February, our students will be taking their **main** LAS LINKS language assessment. Since the beginning of the school year, our language learners have taken two practice tests in readiness for the upcoming February assessment. They compared practice test scores and reflected on language skill improvement and areas of growth.

In all, we are very proud of our students for all their hard work, grit, and determination throughout these assessment times!

Consulte la siguiente tabla de descripción de competencia de LAS LINKS. Los puntajes originales de las pruebas se enviarán a casa con su hijo a principios de marzo.

Please refer to the following LAS LINKS proficiency description chart. Original test scores will be sent home with your child at the beginning of March.

PROFICIENCY LEVEL DESCRIPTORS – GRADES 6-8

Grades 6-8	Speaking	Listening	Reading	Writing
1 Beginning	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.
2 Early Intermediate	Early Intermediate students typically produce simple sentences using basic vocabulary and grammar when describing social situations, giving instructions, and identifying locations. They construct a narrative from a sequence of pictures about familiar events and school-related activities and compare and contrast information found in texts and graphic organizers. Errors frequently impede communication.	Early Intermediate students typically follow simple oral directions and understand common vocabulary and idiomatic expressions. They identify details. Errors frequently impede communication and comprehension.	Early Intermediate students typically follow simple oral directions and understand common vocabulary and idiomatic expressions. They identify some details. Errors frequently impede comprehension.	Early Intermediate students typically write complete sentences using basic vocabulary and grammar to describe, explain, or compare verbal or graphic prompts. They respond to simple open-ended questions and summarize simple passages. Errors in organization, grammar, word choice, and mechanics frequently impede communication.
3 Intermediate	Intermediate students typically use appropriate words and phrases and complete sentences when expressing opinions, providing information, conducting transactions, or describing common functions. They describe common social situations and narrate simple stories. Grammatical or vocabulary errors interfere with communication, but the intended meaning is somewhat clear.	Intermediate students typically follow multistep directions that use academic vocabulary. They recall details from class discussions or short oral stories and identify the main purpose of conversation. They interpret graphic organizers and extrapolate conclusions from discussions. Errors interfere with communication and comprehension.	Intermediate students identify synonyms of familiar social and academic vocabulary and interpret common idiomatic expressions using context clues. They distinguish main ideas from supporting details and make inferences from clues in text. Errors interfere with comprehension.	Intermediate students typically write complete sentences to describe, explain, or compare or contrast verbal or graphic prompts. They write responses to open-ended questions and summarize passages. They use sentence-ending punctuation, pronouns, prepositional phrases, auxiliary verbs and verb tenses. Responses have limited range of vocabulary. Errors in organization, grammar, word choice, and mechanics interfere with communication.
4 Proficient	Proficient students typically produce complete sentences to express opinions, provide information, conduct transactions, make a request, explain processes, give instructions, and describe social situations. They produce generally fluent narratives with some hesitations or self-corrections that do not obscure meaning. They organize responses in logical and sequential order and incorporate idiomatic expressions. Speech is coherent and clear but lacks elaboration or detail.	Proficient students typically follow complex multistep directions. They determine main ideas, make inferences from directions, draw simple conclusions and predict logical outcomes in oral stories. They understand metaphorical language and uncommon idiomatic expressions, and recognize technical academic vocabulary.	Proficient students interpret idioms and determine synonyms of grade-level words. They recall stated and implicit details in a variety of genres, identify specific information in graphic organizers, and determine main ideas in fiction and academic texts. They analyze the structure of texts and identify literary techniques. Errors do not interfere with comprehension.	Proficient students typically write logically-sequenced responses that incorporate idiomatic expressions and convey original thought in response to open-ended prompts. They accurately interpret pictures or graphical information. They use correct verb tense and agreement, subordinating conjunctions, capitalization, punctuation, and adjective and adverb placement. Errors do not interfere with communication.
5 Above Proficient	Above Proficient students typically produce sentences with sophisticated vocabulary and correct grammar and subtle nuances of meaning, when expressing opinions, providing information, making requests, identifying and describing objects, and explaining processes and their reasoning. They produce detailed narratives of complex structure and skillfully organize information for presentations.	Above Proficient students typically follow complex instructions, recall subtle details, determine and evaluate key information to summarize a task, and make sophisticated inferences and predictions from classroom discussions or lengthy oral stories. They understand increasingly abstract idiomatic expressions, locate new information in a wider context, and distinguish relevant from extraneous information.	Above Proficient students typically identify synonyms and antonyms, interpret less familiar idiomatic expressions, apply word definitions, and restate meanings in variant language. They prioritize main and supporting details, and read closely to make logical inferences. They use prediction to read fluently and to identify author's purpose and literary techniques.	Above Proficient students typically craft original responses to prompts, fluently conveying sequenced logical exposition. Students respond to open-ended questions requiring them to extrapolate from information indicated in prompts, interpret and synthesize complex information from graphic organizers, draw sophisticated inferences, explain reasoning, and express and support opinions. Minor errors are possible, but generally negligible.

Visite nuestro sitio web para obtener actualizaciones escolares e información importante.

Please visit our website for school updates and important information

 **Home - Interdistric...**

www.isaacschool.org


Home - Interdistrict School for Arts & Communication



Fechas importantes para recordar/Important dates to remember

14 de febrero, no hay clases. Desarrollo profesional
21 y 22 de febrero, no hay clases. Receso de invierno

February 14th, no school. Professional Development
February 21, 22, no school. Winter break

 **Calendar - Interdis...**

www.isaacschool.org

Calendar - Interdistrict School for Arts & Communication

Family

Calendar

Parent-Student Handbook

Marty's Hot Newsletter

Notifications

Café ISAAC

PowerSchool

COVID-19 Documents

Child Nutrition Program

Family Forms & Information

Back To School

Calendar

ISAAC 2021-2022 SCHOOL YEAR CALENDAR

190 Governor Winthrop Boulevard • New London, CT 06320 • 860.447.1003

Dr. Nicholas J. Spera, Executive Director • Denise Dunning, Principal • Tanya Collins, Associate Principal & HR



August (4)					September (21/25)					October (20/45)				
Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr
2	3	4	5	6										
9	10	11	12	13	6	7	8	9	10	4	5	6	7	8
16	17	18	19	20	13	14	15	16	17	11	12	13	14	15
23	24	25	26	27	20	21	22	23	24	18	19	20	21	22
30	31				27	28	29	30		25	26	27	28	29

November (19/64)					December (17/81)					January (19/100)					February (17/117)				
Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr
1	2	3	4	5						3	4	5	6	7		1	2	3	4
8	9	10	11	12	6	7	8	9	10	10	11	12	13	14	7	8	9	10	11
15	16	17	18	19	13	14	15	16	17	17	18	19	20	21	14	15	16	17	18
22	23	24	25	26	20	21	22	23	24	24	25	26	27	28	21	22	23	24	25
29	30				27	28	29	30	31	31					28				

March (22/139)					April (15/154)					May (21/175)					June (5/180)				
Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr	Mo	Tu	We	Th	Fr
1	2	3	4							2	3	4	5	6		1	2	3	
7	8	9	10	11	4	5	6	7	8	9	10	11	12	13	6	7	8	9	10
14	15	16	17	18	11	12	13	14	15	16	17	18	19	20	13	14	15	16	17
21	22	23	24	25	18	19	20	21	22	23	24	25	26	27	20	21	22	23	24
28	29	30	31		25	26	27	28	29	30	31				27	28	29	30	

IMPORTANT DATES:

August 26: Half Day
August 27: Half Day
June 7: Last Day of School (Half Day)

HOLIDAYS:

September 6: Labor Day
October 11: Indigenous Peoples' Day
November 25-26: Thanksgiving
December 24 - January 2: Winter Break
January 6: Three Kings Day
January 17: Dr. Martin L. King Day
February 21 - 22: Presidents' Days
April 15: Good Friday
April 18 - 22: Spring Break
May 30: Memorial Day

PD DAYS (No School for Students)

August 20, 23, 24, 25
November 2
February 14
March 11
June 8

DAYS OF NOTE:

Activities Marked with a * May be Completed Virtually
August 26: Half Day
August 27: Half Day
September 23: ISAAC Open House* (Half Day)
November 24: Half Day
December 16: Parent-Teacher Conf* (Half Day)
December 23: Half Day
May 19: Parent-Teacher Conf* (Half Day)

MARKING PERIOD QUARTER END DATES:

1st: October 29, 2021 2nd: January 14, 2022
3rd: March 25, 2022 4th: June 7, 2022



We believe that all students can succeed with hard work and grit

www.isaacschool.org

PTO- Comité de padres y administración

When

Tuesday, Jan. 25th, 6pm

Where

This is an online event.

More information

ISAAC está buscando padres que deseen participar en la planificación de eventos de recaudación de fondos en nuestra escuela.

Considere asistir a la reunión el 25 de este mes. Enlace de zoom a ser enviado por correo electronico.

ISAAC is looking for parents who would like to get involved in planning fundraising events in our school. Please consider attending the meeting on 1/25. Zoom link to follow via email.



Eso es todo por el mes de enero. ¡Les deseamos a todos un resto de mes seguro y saludable!

That is all for the month of January. We wish you all a safe and healthy rest if your month!