ELL STUDENTS IN THE SCHOOL LIBRARY:

Tips and Teaching Strategies for Their Success

Presented by:
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Session Presenters

Dr. Fran Zilonis

Chris Swerling
Session Objectives: What every library teacher can do!

- Use effective teaching strategies
- Teach academic content library vocabulary
- Build a diverse collection
- Make outreach to ELL Parent Community

“ELL’s should be given ample opportunities and encouraged to communicate with English-proficient speakers, for it is in this way the second languages are predominantly acquired” (Ellis, 2005)
Who Are ELL Students?

Percentage of children ages 5-17 who spoke a language other than English at home: Selected Years, 1979-2009

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Spoke a language other than English at home

Source: U.S. Census Bureau.
Where are the ELL Students?

Data Source: Population Reference Bureau, analysis of data from the U.S. Census Bureau, Census 2000 Supplementary Survey, 2001 Supplementary Survey, 2002 through 2013 American Community Survey
Why Are ELL Students At Risk?

• Higher drop out rate
• Higher percentage in SPED
• Greater struggle with academic language
• Reading below grade level by third grade is a predictor for later life

“Students learn language and culture through meaningful use and interaction” (WIDA Standard)
Effective Teaching Strategies

• Articulate the lesson goal + itinerary
• Ask students to restate the goal in their own words
• Use Graphic Organizers
• Use Visual cues (pictures and words) to support verbal instruction
• Use gestures and actions to convey meaning
• Establish Learning Buddies
Connecting Learning

• Summarizing with or by students
• Checking for understanding
• Wait Time
• Exit Ticket:
  – I discovered…
  – I learned…
  – I still have a question about…
  – I am feeling…

99 More Ideas and Activities for Teaching English Learners with the SIOP Model
Instructing Students

• Speak distinctly
• Turn and Talk’s or Think-Pair-Share
• Cooperative Learning Strategies
• Text features and closed captioning

“Students acquire vocabulary most effectively, not through passive experiences, but through lots of opportunities to become actively involved in their learning”

Circle of Academic Conversations

– In small groups, students research to develop background knowledge in print and digital resources

– Record their results on chart paper or on a graphic organizer

– Groups practice summarizing and presenting

– Teacher asks, “How did you come to that conclusion?” and other higher order thinking questions (Think Bloom’s Taxonomy!)
Actively Teach Vocabulary

- Word learning strategies
- Repetition and multiple exposures
  - Picture Glossary
- Definitions and using word parts
  - Word Walls

“Proficiency in oral language provides children with a vital tool for thought”
Jerome Bruner
3 Tiers of Academic Vocabulary

• **Tier I**: Basic words most children need to communicate, read, write. These words are concrete and tangible. (book, library, computer)

• **Tier 2**: Information processing words and phrases, more sophisticated and specific. (Booklist, Search results)

• **Tier 3**: Subject specific, phrase clusters (OPAC, Periodical)

“Command of a large vocabulary often sets high achieving students apart from less successful ones” Montgomery, 2000
You Try It!

- **Introduce** yourself to the person to your right

- **Working** in pairs (or groups of three) assign a tier (1, 2, or 3), discussing with each other “Why” the word belongs in the assigned tier.

READY?
Series: Tier 1, 2, or 3? Why?

- **Tier 1**: Tangible, viewable, touchable

- **Tier 2**: Use language/graphics, descriptive words to explain

- **Tier 3**: Content specific, not likely to be encountered in daily conversation or outside of classroom/library setting

“Student development of academic language and academic content knowledge are inter-related processes” (WIDA Standard)
4 Corners Carousel
Vocabulary Chart for Student Engagement

How to:
• Divide into groups, each group with a different word, chart divided into 4 sections
• *Top left*: illustration  *Bottom Left*: definition
• *Top right*: sentence (context)
• *Bottom right*: assigned vocabulary word
• Longman’s Dictionary

99 More Ideas and Activities for Teaching English Learners with the SIOP Model
Series

Many books with a common character.

Example: I'm reading Harry Potter the series.

Series

I have all the books in the series.

a group of books by the same author
Word Sorts

- **Closed Word Sort**: Using a list of provided words students discuss and create categories.

- **Open Word Sort**: Students sort individual words on cards into defined categories.

- **Vocabulary Match**: Vocabulary word on one card, meaning on another. Students discuss and match words and meanings. Pairs present to the class.
Build a Personal Dictionary
KIM (Keyword, Information, Memory Cue)

Use a notebook, chart paper, or a templated worksheet divided into 3 columns for students to create a KIM

• Write a keyword word (word to be learned) in column one
• Write a definition in column two
• Use words and/or pictures as a memory cue in the last column

The KIM can be used and added to throughout a lesson or a unit
7 Step Process

Prior to the start of a lesson/unit:
• Say (and show) the word, students repeat 3 times
• Use word in context (example)
• Provide a dictionary definition
• Explain meaning in student friendly terms
• Link to words students know
• Engage students in making a personal connection to develop word/concept knowledge
• Explain how new word will be used
“When students have to leave their primary language at the school gates, they also leave a part of their cultural identity behind”
Orhan Agirdag, “All Languages Welcome Here” Educational Leadership p.23 April 2009

Evaluate:
• Reading levels
• Range of formats (audio, video – think Brain Pop) Materials in languages other than English (Apps)
• Resources with translation features (databases)
• Reflect the range of cultures and ethnicities in your school – and the world
ELL Students and Reading

*Consider Adding:*

- Graphic Novels
- Wordless books
- High interest/low level reading titles *appropriate for the age group*
- Dictionary “books” of words in other languages
- Current fiction and non-fiction that reflects the ethnicity of your student body and our global society

*Rich and varied experiences with language can begin at the school library*
Reach Out to ELL Parents

“Family and school factors work together to shape the academic performance of ELL students” Educational Leadership, April 2009

• Hold a Parent Coffee for ELL parents
• Invite ELL parents to volunteer in the school library
Tried and True Outreach Strategies

• Teach ELL parents to use the digital tools

• Provide information and resources for ELL parents and students on your Web site

• Ask parents to help translate notices home
Tried and True Outreach Strategies

• Create culture kits
• Coordinate a public library card drive
• Library orientations created by students – in their first language (Animoto is great for this!)
• Create “how to” screencasts – let your instruction live on!
Recommended Resources

See the following slides for resources to explore on your own:

- Books
- Teaching Resources
- Graphic Organizers
- Building a Diverse Collection
- Digital Tools
Books

• *99 More Ideas and Activities for Teaching English Learners with the SIOP Model.* By MaryEllen Vogt, Jana Echevarria, Marilyn A. Washam

• *Multicultural Children’s Literature: Through the Eyes of Many Children.* Donna E. Norton

• *Multicultural Literature and Response: Affirming Diverse Voices.* Lynn Atkinson Smolen and Ruth A. Oswald, editors.
Teaching Resources

• National Clearinghouse for English Language Acquisition (NCELA)  
  http://www.ncela.us

• WIDA  https://www.wida.us

• Longman English Dictionary  
  http://www.ldoceonline.com/ (clear definitions of 2000 most commonly used words)

• Visuwords Online Graphical Dictionary  
  http://www.visuwords.com/search
Cooperative Learning/Graphic Organizers

- Kagan Online (Cooperative Learning)
- Kathy’s Schrock’s Guide to Everything
  http://www.schrockguide.net/concept-mapping.html
Building a Diverse Collection

- **Color in Colorado**  [http://www.colorincolorado.org](http://www.colorincolorado.org)
- **International Children’s Book**  [http://www.internationalchildbook.com](http://www.internationalchildbook.com)
  Collection development resource for books in other languages
- **Unite for Literacy**  –  [http://uniteforliteracy.com](http://uniteforliteracy.com)
  Narrated text for primary students, with audio translations available in a wide range of languages

**United States Board on Books for Young People**
[http://www.usbby.org/list_oibl.html](http://www.usbby.org/list_oibl.html)
Building a Diverse Collection

• Multiculturalism Rocks: http://multiculturalism.rocks
• Lee and Low – largest multicultural children’s book publisher https://www.leeandlow.com
• CCBC Complete List of Small Presses Owed and Operated by People of Color and First/ Native Nations Publishers http://ccbcc.education.wisc.edu/books/pclist.asp
• Reading in Color: Booklists and more! http://blackteensread2.blogspot.com
• We Need Diverse Books http://weneeddiversebooks.org
Building a Diverse Collection

- Children’s Book Council Diverse Kids’ and YA Lit list
- Arab American Book Award
  http://www.arabamericanmuseum.org/bookaward
- Asia for Kids – provides Asian language and culture resources (print and non-print)
  http://www.afk.com
- Cinco Puntos Press – Bilingual Children’s Books
  http://www.cincopuntos.com/bilingual.sstg
- Pinata Books for Children
Articles and White Papers

- CCBC Observations on Publishing
  http://ccbc.education.wisc.edu/books/choiceintro15.asp
- ALA The Importance of Diversity in Library Programs and Material Collections
  http://www.ala.org/alsc/importance-diversity
- SLJ Diversity Issue
Digital Tools

• Newela [https://newsela.com](https://newsela.com) Translates current event news articles into lexile levels
• Google [Translate](https://translate.google.com)
• Project Gutenberg [https://www.gutenberg.org/](https://www.gutenberg.org/)
• Itunes/Apps: dictionaries and stories in other languages. Take time to explore! Many free!
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Enjoy the conference!

THANK YOU FOR ATTENDING OUR SESSION!