School Libraries Work for English Language Learners

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Agenda

- Introduction
- Reading aloud
- Individual reading
- Research skills
- Q & A
Introduction
ENGLISH LEARNERS in the US

10% of public school students K-12

Over 400 languages are represented in K-12 public schools.

The most commonly spoken non-English language is Spanish followed by Arabic, Chinese, and Vietnamese.

There are over 4,800,000 ELs enrolled in K-12 public schools.

Most ELs were born in the US and are US citizens.

Sources: nces.ed.gov

www2.ed.gov
English Language Learners are the fastest growing student population in Massachusetts.

“While total student enrollment has dropped since 2000, the number of ELL students has almost doubled to over 90,204 students, or 9.5% of the student population.”

Shrewsbury, MA
Oak Middle School ESL Population

10 Languages  15 Countries  29 students

- Portuguese 12
- Arabic 5
- Spanish 3
- Chinese 2
- Japanese 2
- Vietnamese 1, Russian 1, Turkish 1, Urdu 1, Hindi 1
How our ESL classes work

ESL class
- One period per day for ELs at all English proficiency levels (when other students are in Foreign Language)

ELA/ESL class
- Additional period for students at lower English proficiency levels, instead of ELA class

Co-taught ELA
- ESL teacher in with ELA teacher for students at higher English proficiency levels
How our library works

- Goal is to support curriculum and promote lifelong love of reading
- Hybrid schedule
- Two fixed classes per day
- Provide curriculum resources and support
- Co-teach research skills
Reading with our English Learners

- Read alouds
- Independent reading, including helping students choose books
- Making our reading lives more visible

3. Read another book
What is our goal?

For our students to love reading

For our students to feel part of the community of readers
When thinking about our English Learners,

- We need to remember that they are actually fluent in another language.
- Many have been successful in schools in other countries.
- They are adding English. We need to meet them where they are cognitively.
Reading aloud
“Reading aloud to kids never gets old. I wonder how many millions of people fell in love with reading listening to their teacher/parent/grandparent/librarian/friend/sibling/guardian read to them.”

Colby Sharp, Teacher, presenter, blogger
Why Read Aloud with ELs?

- Model English fluency
- Introduce new vocabulary
- Allow ELs to experience literature above their reading level
- And … to join the community of readers!
• Do not judge English learners by their speaking proficiency!

• Language learners can listen and understand at a higher level than they can speak.
Reading aloud to students frees them from struggling with vocabulary and decoding, so they can enjoy the text and get into a book. @ValentinaESL
Kate DiCamillo on reading aloud

Our English learners need the shared space, the feeling of community that read alouds offer us.
Early adventures in read aloud
Other successful read alouds
In our ESL/ELA class we read these more in-depth
How to support ELs during read alouds

Read alouds allow for vocabulary support and multiple opportunities for comprehension checks

Wonder
by R.J. Palacio

Step-by-Step Vocabulary Guide
Reading Aloud to Middle Grades

**Why?**
- Exposure to text above independent level
- Opportunities to hear excellent reading models
- Exposure to correct grammar and language structures
- Build vocabulary
- Develop passion for reading

**How?**
- Select compelling and relevant texts
- Read the text prior to sharing with students
- Model thinking aloud as you read to the class
- Provide class discussion time for students to share ideas about the text
Independent reading
Moving to independent reading

“A child sitting in a quiet room with a good book isn’t a flashy or marketable teaching method. It just happens to be the only way anyone became a reader.”

-- Nancie Atwell, award-winning middle school educator
Applying Gradual Release of Responsibility

I Do

We Do

You Do It Together

You Do It Alone

https://www.continentalpress.com/blog/gradual-release-model-ela-strategy/
SUPPORTING English Learners in INDEPENDENT Reading

- help students find books that match their passions & interests
- meet frequently with students to talk about their reading
- provide students with time to talk about books with their classmates
- model proficient reading and the love of books through read alouds
Know your students
How to choose a book

- Genres
- Judging a book by its cover
- Plenty of browse time each time ELs come to library
- Repeat as language develops
Book selections can be challenging

Current teen interest with low elementary reading level
- Saddleback Publishing
- Tom & Ricky Mystery Series (High Noon Books)

High interest with higher elementary reading level
- Orca Publishing

Input from students, ELA Teachers, Structured Reading Tutors, ELL Teachers
Make it easy for students to find books on their own

Quick Read books are displayed throughout the library for everyone to read.

Small books that disappear on the shelves are clustered together.
Book Club Project for 8th grade ELs

Why: Guide students to do what readers do - read, talk about books with friends.

Goal: Enjoy the book, don’t “kill” the book by over analyzing it.

Note: This is not the same as literary analysis in ELA class. It’s about fostering the joy of reading.
Book Club Project for 8th grade ELs

- Class of 12 students
- 4 groups 4 books
- Students chose from a list of 10
Book Club Success!

Students read! They talked about their books!
Book Club

To wrap up, students presented short summaries and opinions about the books.
Book Club Challenges

- Book was too hard for one student in the group -- I wrote chapter summaries
- Small class/small group -- 8th grade drama when partners had a falling out
Give class time for reading...
Give time for what you value
Twitter helps build a community of readers

Kathryn Applegate wished us happy reading!
Co-teaching research skills
Students meet high expectations

Your students don’t do research projects, do they?

ARGHH!

Well yes, they do!
We use a school wide research curriculum

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<th>Plagiarism</th>
<th>In-text citation (using teacher created work cited when necessary)</th>
<th>Evaluating Web Sites - CRAAP Test</th>
<th>Note Taking/Paraphrasing</th>
<th>Organize Notes</th>
<th>Work Cited - Website</th>
<th>Work Cited - Book</th>
<th>Work Cited - Databases</th>
<th>Student Created Formal Work Cited</th>
<th>Refresher electronic notes / paraphrasing and how to organize notes</th>
<th>Database Searching and Source Information</th>
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<td>1 Lesson</td>
<td>1 Lesson</td>
<td>Optional</td>
<td>Refreshers electronic notes / paraphrasing and how to organize notes</td>
<td>Database Searching and Source Information</td>
</tr>
</tbody>
</table>

**Grade 7**
- Science (Fall Research)  
  - x x x Optional
- Science Argument - Genetics Unit  
  - x x x x x
- SS Argument  
  - x x x x x
- ELA Research  
  - x x x x x

**Grade 8**
- ELA UPT  
  - x x x x x x x x x Optional
- ELA Research - Middle Ages / Renaissance  
  - x x x x x x x x x x
- SS Argument - Renaissance  
  - x x x x x x x x x x
- Sci Argument - Lab Reports  
  - x x x x x x x x x x
Differentiated lessons, same content

- **Coplanning** for each class

- Changes often include
  - Sequence of skills
  - Depth
  - Fewer variations
  - More time on skills
Students choose topics of interest

- Students want to share their sources when they are excited about their learnings
- Skills come easier when they are embedded into a compelling project
Don’t try to go it alone!

- Pre-teaching basics before the skills lessons allows students to focus on the new skills
- As I teach a skill … Mary Ellen is making sure students understand me
- When I see her at the vocabulary board, we all talk about what the word means before we continue
Students choose formatting tools

- NoodleTools
- Paper or PDF version of NoodleTools graphic organizer
Grade the process, not the product

- Rubric is different from other students
- First paraphrases may be clunky, but they are paraphrases!
- Citations are all beautiful when plagiarism is so tempting
Next steps in partnership

- Increase number of foreign language books - applying for a grant
- Invite Nancy to be a reader for read aloud sessions
- Continue to develop community of readers
Suggested resources for inspiration

Books:

➔ *Game Changer: Book Access for All Kids* by Donalyn Miller and Colby Sharp

➔ *Passionate Readers: The Art of REaching and Engaging Every Child* by Pernille Ripp
# Inspiration on social media

**Twitter**
- @TanELLclassroom
- @pernilleripp
- @colbysharp
- @joykirr
- @donalynbooks
- @KellyGToGo
- @MrSchuReads
- @heisereads
- @mehbeaton1

**Blogs**
- Donalyn Miller  bookwhisperer.com
- Pragmatic Mom  pragmaticmom.com
- Larry Ferlazzo  larryferlazzo.edublogs.org