

English Language Learners and 100 Book Challenge®

English Language Learners (ELL) may be found in regular, ESL, Bilingual, and Dual-language classrooms. They are a particularly vulnerable population. Imagine yourself dropped into a foreign-speaking classroom in which you were expected to perform at a level commensurate with your native-speaking peers. If the ELL student is also from a family mired in poverty, the vulnerability to potential failure is multiplied significantly.

The 100 Book Challenge® is ideal for addressing the needs of the ELL student population as students learn to read in English, because 100 Book Challenge provides the skills and tools that all emergent readers need. 100 Book Challenge combines phonics and meaning-based learning models to guarantee student success from the very beginning and then supports student achievement through advanced levels.

Instead of using stilted ESL workbooks and drill sheets, 100 Book Challenge immerses students in real books—interesting books, books the students choose to read. Hundreds of different titles are organized into color-coded collections and presented in an easy-to-understand sequence. Students read voraciously and strategically. Built into the book-leveling sequence are the phonics skills students need to acquire to ensure success. These skills are further made explicit for the student, teacher, and parent via Skills Cards designed for each reading level. Through real reading in real books, ELL students achieve real results.

Here we provide detailed information about the connections between ELL students' needs and the 100 Book Challenge.

Immersion

100 Book Challenge provides hundreds of interesting books at all levels, providing moderately varied repeated exposure to key vocabulary and language structures.

Meaning-Based Literature

- We teach reading the way humans learn to talk—through immersion and familiarity with the environment.
- Kids learn to read the words they hear in everyday speech first.
- We start with one-word labeling books that use words students can relate to because they are part of their background knowledge. (other programs rely heavily on phonics drills that often use sounds that don't make sense to students.)

Syntax

- Simple, repetitive phrases using forms of the verb *to be* are the cornerstone of the beginning-level books in the 100 Book Challenge system.
- These repetitive phrases represent basic syntactical patterns that students can use as building blocks as they learn the English language (e.g., “I am hungry.”).

Vocabulary

- 100 Book Challenge leveled libraries allow students to learn new vocabulary while they learn to read.
- Focus on vocabulary development intensifies as reading levels increase supported by 100 Book Challenge Skills Cards designed specifically for these higher levels.

Immediate Success

100 Book Challenge provides books that allow even beginning-level ELL students to interact successfully with print and to begin acquiring English vocabulary and phonics skills.

Volume of Practice

100 Book Challenge structures promote, inspire, and monitor intensive practice at students’ own success levels.

Choice

Students choose the books *they* want to read and *can* read for reading in school and at home every day from 100 Book Challenge classroom libraries containing hundreds of great books on all kinds of topics.

Individualized Instruction—Matched to Students’ Own Particular Needs

100 Book Challenge teachers use the 100 Book Challenge leveling system, leveled books, and supportive Skills Cards within a Readers’ Workshop format. Teachers provide and document individualized instruction as they conduct one-on-one reading conferences with students every day.

Intensive Skills Practice

100 Book Challenge Readers’ Workshops provide materials and structures that allow teachers to teach and students to practice essential skills using real books. Through mini-lessons, one-on-one teacher-student conferences, and sharing times, teachers can model and teach almost any and all essential reading skills (e.g., word attack, comprehension, responding to literature). Students practice these skills during self-selected reading and learn to use them independently.

Reading Role Models

ELL students need to see that other people read—both adults and peers. 100 Book Challenge Readers' Workshops provide time for discussion about books, for book recommendations, and for reading demonstrations that come from both the teacher and other students.

Talking about Books and Reading

100 Book Challenge Readers' Workshops provide time for discussion about books and for book recommendations that come from both the teacher and other students. These discussions occur during teacher-student conferences and during sharing times.

Feeling Part of a Reading/Literate Community

When whole classes, whole schools, and whole districts take The Challenge, everyone becomes part of a reading/literate community. A culture of literacy grows and becomes stronger each year.

Clear Expectations

100 Book Challenge makes explicit the expectations for volume of reading and the skills students' must practice to achieve each level of mastery. These expectations are clearly presented on logsheets, Skills Cards and in teacher training.

Public Encouragement

100 Book Challenge students earn public recognition for each reading milestone achieved through effort invested in successful practice. *Every* student can achieve these milestones, because materials are matched to each student's success level.

Constant Feedback

100 Book Challenge students learn how to recognize and maintain their own success levels as they read. Teachers learn to teach this essential skill, how to monitor students' application, and how and when to provide effective instruction.