

# *Glassboro Public Schools*



## **MEMO**

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To: Dr. Mark Silverstein, Superintendent of Schools

From: Danielle M. Sochor, Chief Academic Officer

Date: September 30, 2019

Re: Action Memo  
October 16, 2019 Board Meeting

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Recommend Board ratify submission of the Glassboro Education Foundation Grant award for the 2019-2020 school year.

"LEER – Using Sustained Silent Reading to Promote Literacy in Spanish Class"/Glassboro High School/Rachael Melecio/\$1465.09

Glassboro Education Foundation, Inc.

Send the completed application to the attention of:

Danielle Sochor  
Beach Administration Building  
Joseph L. Bowe Blvd  
Glassboro, NJ 08028

**A. General Information**

*Applicant(s):* Rachael Melecio

*School:* Glassboro High School

*Principal:* Dr. Danielle Sneathen

*Grade Level or Subject:* Spanish 1, Spanish 2, Honors Spanish 3, Honors Spanish 4

*Phone: (school) ex. 8176 (Home): 856-577-8558*

*E-mail(s):* Rmelecio@gpsd.us

**B. Statement of Assurances:**

The applicant hereby assures the Glassboro Education Foundation that:

1. The applicant(s) meet(s) the eligibility criteria.
2. The activities and services for which the grant is sought will be implemented as written.
3. Any monies not expended within the school year shall revert back to the Glassboro Education Foundation, unless permission to carry it into the next school year is granted.
4. All publicity releases regarding a funded project will acknowledge the Glassboro Education Foundation and/or a particular mini-grant sponsor as the funding agency.
5. The grant recipient(s) will submit a final report summarizing the project's evaluation results.
6. The Board of Education authorizes the filing of this application.

We do hereby certify that all of the facts, figures and representations made in this application are true and correct to the best of our knowledge and that the assurances as stated above are understood and will be followed in their entirety.



Signature of Applicant



Signature of Principal

Please note: from this page on, please **do not include your name or your school** in any of your descriptions as all applications are coded to prevent bias.

SEP 30 2019

### **C. Project Title and Description**

*Title of Project:* LEER – Using Sustained Silent Reading to Promote Literacy in Spanish Class

*Subject Area(s):* Spanish

*Approximate Number of Students Participating:* 130 per school year

*Project Starting Date:* 1<sup>st</sup> Semester 2019 *Project Completion Date:* June 2020 and to continue in subsequent years

#### **Need: Describe the problem or deficiencies that exist which require the improvements described.**

According to McQuillan, 1998 (as cited in Family and Community Engagement Research Compendium, n.d.) “The only behavior measure that correlates significantly with reading scores is the number of books in the home.” As teachers, we cannot control the circumstances that are students face at home. However, we can do everything in our power to try to compensate for the lack of resources or opportunities that they face outside of school. One-way to combat this would be to provide more access to reading materials for students at school to make up for any deficiencies that students may be facing at home.

As a district, we have seen that our students are underperforming on standardized tests and it is the responsibility of all teachers to help our students become proficient at reading and writing. In order to help best serve the needs of the Glassboro students, I would like to provide more opportunities for students to practice their reading skills across the content areas. In order to engage students and maximize their communication skills in Spanish, students need to be exposed to engaging and comprehensible material. Currently, students are exposed to the Spanish language through direct teacher instruction and they are able to practice their language skills in the classroom. Students need to be exposed to a variety of strategies and have access to reading materials at different levels in order to engage them in the language.

#### **Strategy: Briefly describe your plan to alleviate the need/problem.**

According to Stephen Krashen (2009), students acquire language by understanding messages and not necessarily through study, production or correction. In order to alleviate the need for comprehensible and engaging reading materials for students in Spanish, there are books that are written at a level of Spanish that students can understand that will be used to implement a Sustained Silent Reading (SSR) program in Spanish class. In order to best implement this program, students need access to books with engaging topics and they need to be given the choice of what they would like to read. These books are written with students in mind by including a glossary, an appropriate word count for the leveled reader and various topics that entice students to not only pick up the book but to continue reading.

Currently, students read a novel together in the Spanish 3 and 4 Honors level classes. However, all students, including those students in Spanish 1 and 2, should be given the opportunity to choose reading material that they find interesting in order to build their confidence and practice their reading skills in Spanish. Additionally, by having an SSR program, I am able to get to know my students and give them the opportunity to engage in Spanish class in a way they may not have before since some of the chosen novels or units do not particularly interest all students. By having a classroom library in Spanish, I am able to offer reading material

(books and graphic novels) related to sports, current events, and relationships that is at a level my students are able to understand.

In order to best prepare our students, for standardized testing or for “the real world” students should be improving their reading skills across all content areas. A study completed in Turkey showed a positive transference of skills from a student’s second language to their first language after participating in a reading course in their second language. This study showed that the students’ reading sub skills (such as skimming and scanning) were impacted positively and that reading skills can transfer from one language to another (Altmisdort, 2016). In addition, students use their first language skills to aid in the reading of a second language. In a study conducted by Seng & Hasim (2006), on students whose first language was Bahasa Melayu and their second language English, students used their first language to translate, paraphrase, question, make inferences and recognize words. By promoting reading in Spanish, students are acquiring the Spanish language at a quicker rate and practicing skills that can be transferred to their English reading as well.

In order to implement the SSR program at all levels, students will need access to the reading material. Currently, I am implementing the following practices in my classroom this semester with the limited materials that I have purchased on my own. I will organize the material and display it for students to access. When the program first begins, I will walk students through the materials to give them an overview of what types of genres and reading materials are available. When new materials are introduced into the class library, they will be shown to students and a quick overview will be given. Additionally, a document with the available book titles, word count and brief description will be placed on the class google classroom website to be referred to when students need to choose a new book.

Creating a community of invested learners is important in my classroom and will overflow into the rest of the school. In order to create community, I use class jobs and students will be given the option of being the “Bibliotecario” or “Librarian”. This person will be in charge of keeping the reading materials organized. Another class job will be the “Crítico” or “Critic” who will collect the book reviews and help post them around the classroom. I will give students a reading participation rubric and model what reading should look like at different levels. Additionally, students will be given the opportunity to share their learning with each other by sharing what they are reading with a partner, give a book talk to the class and fill out a book review in order to share their thoughts.

Students will walk into class and immediately begin the SSR program. The timing will vary according to the students’ level of Spanish. For example, students in Spanish 1 will start with 5 minutes of SSR per week and build from there to 5 minutes, two days a week. For example, students in a Spanish 4 class will start with 10 minutes of SSR each day. Part of the appeal of SSR for students is that reading is for pleasure, it is comprehensible and engaging and there is the appearance of minimal accountability.

In regards to accountability, students will be asked to complete a short reflection and evaluation for each day to track their reading. Students will be asked to write down a one to two sentence summary of what was read and evaluate if they will be continuing this book next class or not. Twice a marking period, students will complete a longer reflection (four to five sentences) about their reading skills and any improvements they have made or strategies they have learned. After a student has completed a book, he/she will have the option to create a book review with their star rating (1-5) and what they liked best about the book. I will track the books that each student has read in order to help guide them when choosing books if needed. Lastly, students will be asked

to give feedback at the end of each marking period about the SSR program in order for me to make adjustments and improvements.

#### References

- Altmisdort, G. (2016). The Effects of L2 reading skills on L1 reading skills through transfer. *English Language Teaching*, 9, 28-35. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1107150.pdf>
- Family and Community Engagement Research Compendium. (n.d.) *Access to books*. Retrieved from <http://teacher.scholastic.com/products/face/pdf/research-compendium/access-to-books.pdf>
- Krashen, S. (2009). Principles and practice in second language acquisition. Retrieved from [http://www.sdkrashen.com/content/books/principles\\_and\\_practice.pdf](http://www.sdkrashen.com/content/books/principles_and_practice.pdf)
- Seng, G. H. & Hasim, F. Use of L1 in L2 reading comprehension among tertiary ESL learners. *Reading in a foreign language*, 18. Retrieved from <http://www.nflrc.hawaii.edu/rfl/April2006/goh/goh.html>

**Glassboro Education Foundation  
Grant Application**

**D. Objectives, Activities and Evaluation Techniques (This page may be duplicated if necessary)**

<b>Objectives</b>	<b>Program Activities to Accomplish Objectives</b>	<b>Completion Date</b>	<b>Evaluation Techniques</b>
1. The student will be able to independently choose a book for SSR.	Students will be given SSR at the beginning of every class. The length of SSR will depend on the course level. Students will be able to browse the available books as well as access a Google Slides presentation with available options.	Daily until the end of the course, June 2020. To be continued in subsequent years.	Students will be able to browse all available options in the classroom library. A Google slides document will be available on Google Classroom with all book titles, summaries and page length. Helping students choose books if needed.
2. The students in levels 2-4 will be able to engage in SSR every class 4 and students in level 1 will engage in SSR two times per week for level 1 (starting midway through the course).	Every class period will begin with SSR. The length of time spent reading will vary based on the level of Spanish class. All classes will start with 5 minutes of SSR and progress from there. Spanish 1 students (starting midway through the course) will spend 5 minutes of SSR on day per week and work up to 2 days per week. Spanish 2-4 students	Daily until the end of the course, June 2020. To be continued in subsequent years.	Modeling SSR for students/using a reading participation rubric. Monitoring student participation and redirecting students when necessary. Helping students choose books if needed. I will track each student and the books that he/she finishes. Each class will have a chart that displays books that were finished.

<p>3. The student will be able to track daily reading, reflect on his/her comprehension of what is being read and reflect on reading skills twice a marking period.</p>	<p>will work up to 10 minutes of SSR each day.</p> <p>Students will complete a reading log on Google Docs to be submitted weekly to count towards their participation grade. Students will write a brief summary of what he/she read that day. Twice a marking period, students will self-reflect in writing on their reading progression in Spanish.</p>	<p>Daily until the end of the course, June 2020. Reflect on reading skills twice a marking period. To be continued in subsequent years.</p>	<p>Weekly reading logs. Self-reflection of reading comprehension/skills twice a marking period.</p>
<p>4. The student will be able to share reviews of books with classmates.</p>	<p>Students will have the opportunity to do “turn and talk” activities with classmates to share what they are reading. Students who are reading the same material will have an opportunity to work together to discuss the material. Students will be able to do book talks to tell classmates about a book and any noteworthy points. Students will be able to fill out a book review sheet to be posted in the classroom.</p>	<p>Every two weeks (or book review when a student finishes a book) until the end of the course, June 2020. To be continued in subsequent years.</p>	<p>Every two weeks - “Turn and talk” and/or book talk time. Book review form will be available for students to complete once they have finished a book and checked in with the teacher to have their finished book recorded.</p>
<p>5. To evaluate student growth in perception and attitude towards reading.</p>	<p>Students will complete a survey at the beginning and end of the marking period based on their</p>	<p>November, 2019 and June, 2020</p>	<p>Students will complete a likert scale survey with open ended responses based about their perceptions and attitudes towards reading. This survey will allow me to adjust the frequency,</p>



	attitudes and perceptions towards reading.		duration and materials of the SSR program.
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E. Itemized Budget

Materials/Equipment	Services	Evaluation Techniques
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<u>Item(s)</u> <u>Cost</u>	<u>Item(s)</u>	<u>Cost</u>	<u>Item(s)</u> <u>Cost</u>
The SSR Handbook, Jan Pilgreen \$28.90 Pleasure Reading in the \$36.95 World Language Classroom, M. Peto My Perfect Year: A Practical Guide for \$25.99 Language Teachers, M. Peto SSR Spanish Mega Bundle \$850.00 (170 books – 34 titles - 5 copies of each) El capibara con botas, Mira Canion (5 copies) \$30.00 Rival, Mira Canion (5 copies) \$30.00 Agentes secretos, Mira Canion (5 copies) \$30.00 Fiesta Fatal, Mira Canion (5 copies) \$30.00 Tumba, Mira Canion (5 copies) \$30.00 Superburguesas, Mike Peto \$30.00 (\$7.00 each – 5 copies) El Jersey, Jennifer Degenhardt \$34.75 (\$6.95 each – 5 copies) La casa de la de dentista, Jim Woolridge \$63.00 (\$12.60 each – 5 copies) Billy y las botas , Jim Woolridge \$49.50 (\$9.90 each – 5 copies) SSR Mega shipping \$70			
	<u>Sub-total: \$0</u>		<u>Sub-total: \$0</u>
			<u>Grand Total \$1,465.09</u>

Mira Canion shipping  
\$15  
El Jersey shipping  
\$0  
Mike Peto shipping  
\$6  
Jim Woolridge shipping  
\$0  
Vinyl Gutters, end caps & screws  
\$100  
to create bookshelves  
**Sub-total: \$1,465.09 (\$1374.09 plus \$91 shipping)**

**Libro:** \_\_\_\_\_

**What I liked most was...**



**My rating:**

**Nombre:**

\_\_\_\_\_

**Libro:** \_\_\_\_\_

**What I liked most was...**



**My rating:**

**Nombre:**

\_\_\_\_\_

## ***Rúbrica de LEER***

	ADVANCED	PROFICIENT	DEVELOPING	BEGINNING
<b>Preparedness (before 5 mins)</b>	<ul style="list-style-type: none"> <li>-Student <u>immediately</u> grabs book and has laptop ready under the chair.</li> <li>-Student <u>clears hands</u> of everything but book.</li> <li>-Student begins reading <u>before</u> the clock.</li> </ul>	<ul style="list-style-type: none"> <li>-Student <u>immediately</u> grabs book and has laptop ready under the chair.</li> <li>-Student <u>clears hands</u> of everything but book.</li> <li>-Student begins reading <u>with</u> the clock.</li> </ul>	<ul style="list-style-type: none"> <li>-Student <u>grabs book</u> only.</li> <li>-Student clears hands of <u>everything but one item</u> and book.</li> <li>-Student begins reading <u>with</u> the clock.</li> </ul>	<ul style="list-style-type: none"> <li>-Student comes <u>late</u> to class.</li> <li>-Student <u>doesn't grab</u> book upon entering.</li> </ul>
<b>Focus (during 5 mins)</b>	<ul style="list-style-type: none"> <li>-Student <u>stays focused</u> on the text.</li> <li>-Student looks around for word wall <u>support</u> (0-2 times).</li> <li>-Student's <u>eyes track</u> the sentences on the page.</li> </ul>	<ul style="list-style-type: none"> <li>-Student looks around for word wall <u>support</u> and may get distracted (3-4 times.)</li> <li>-Student's eyes get stuck on a page 1-2 times.</li> </ul>	<ul style="list-style-type: none"> <li>-Student <u>struggles</u> to focus on text.</li> <li>-Student looks around (5-6 times).</li> <li>-Student's eyes get stuck on a page often.</li> <li>-Student <u>flips pages</u> without taking the time to read.</li> </ul>	<ul style="list-style-type: none"> <li>-Student <u>struggles</u> to focus on text.</li> <li>-Student walks around or looks around (7+ times).</li> <li>-Student has book open, but eyes are <u>not focused</u> on reading.</li> <li>-Student's head is on back of chair or down.</li> </ul>
<b>Follow-up (after 5 mins)</b>	<ul style="list-style-type: none"> <li>-Student <u>immediately</u> starts reflection without standing up.</li> <li>-Student <u>thoughtfully</u> <u>completes</u> reflection using book as needed.</li> <li>-Student <u>prepares</u> for class, making every minute count.</li> </ul>	<ul style="list-style-type: none"> <li>-Student <u>immediately</u> starts reflection without standing up.</li> <li>-Student <u>completes</u> reflection but may use limited detail.</li> <li>-Student <u>prepares</u> for class, making every minute count.</li> </ul>	<ul style="list-style-type: none"> <li>-Student <u>stands up</u> immediately after reading.</li> <li>-Student <u>eventually</u> completes reflection.</li> <li>-Student <u>socializes</u> rather than making every minute count.</li> </ul>	<ul style="list-style-type: none"> <li>-Student <u>stands up</u> immediately after reading.</li> <li>-Student is <u>off-task</u> during reflection.</li> <li>-Student <u>socializes</u> rather than making every minute count.</li> </ul>



### Reading Reflection

Write 4-5 sentences about your reading.

- What did you read?
- How well are you understanding?
- Have you noticed an improvement?
- What else are you noticing?
- What are some "light bulb" moments for you lately?
- What are some strategies you are using to figure out words you do not know yet?



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**Fecha:**

lunes: summary	martes: summary	miércoles: summary	jueves: summary	viernes: summary
Title of book/magazine: _____	Title of book/magazine: _____	Title of book/magazine: _____	Title of book/magazine: _____	Title of book/magazine: _____
I read pages _____ a _____	I read pages _____ a _____	I read pages _____ a _____	I read pages _____ a _____	I read pages _____ a _____
lunes: evaluation I want to/ I don't want to keep reading this book because...	martes: evaluation I want to/ I don't want to keep reading this book because...	miércoles: evaluation I want to/ I don't want to keep reading this book because...	jueves: evaluation I want to/ I don't want to keep reading this book because...	viernes: evaluation I want to/ I don't want to keep reading this book because...