

**Notes from the May 2, 2015 Keynote Session:
Using Picture Books to Support Language and Literacy Learning
While Teaching Content**

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Portrait of the English Language Learner – Adjustment Process

- **I Hate English**
- My Name is Yoon
- One Green Apple
- The Color of Home
- The Name Jar
- I Speak English for My Mom
- Painted Words, Spoken Memories
- No English

Difficult Topics:

- Shin's Tricycle
- The Wall
- Allison
- Always My Dad
- Fly Away Home
- A Day's Work
- Train to Somewhere
- Faithful Elephants

Mathematics Picture Books

- Clocks and More Clocks
- Pastry School in Paris
- A Very Improbable Story
- Sir Cumference geometry picture book series
- How Many Seeds in a Pumpkin?
- Telling Time with Big Momma Cat.

From Slavery to Civil Rights (based on my chapter)

- *The Talking Eggs: A Folktale From the American South*
- *Follow the Drinking Gourd*
- *A Picture Book of Harriet Tubman*
- *Pink and Say*
- *A Picture Book of Rosa Parks*
- *When Marian Sang*
- *Delivering Justice: W.W. Law and the Fight for Civil Rights*

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- *Smoky Night*,
- *Freedom Summer*
- *White Socks Only*
- *My Name is Oney Judge*
- *The Story of Ruby Bridges*
- *Dave the Potter*
- *Rosa*
- *Back of the Bus*
- *The Other Side*

Charts and Checklists from Session

<u>TEXT CONNECTIONS</u>	ALWAYS	OFTEN	SOMETIMES	NEVER
TEXT-TO-SELF				
TEXT-TO-TEXT				
TEXT-TO-WORLD				
<u>PICTURE – QUESTION-ANSWER</u>				
RIGHT THERE				
THINK AND SEARCH				
AUTHOR AND ME				
ON MY OWN				

Criteria for Choosing Picture Books

(Review the Criteria in “10 Quick Ways to Analyze Children’s Books for Racism and Sexism”)

<http://cmascanada.ca/wp-content/uploads/2011/11/article-10-ways-to-analyze-childrens-books-for-sexism-and-racism.pdf>

1. Visual/narrative – text match
2. Historical and/or historical-figure figures explicate historical events

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3. Setting is representative of time and location of events
4. Inclusion of academic language – Tier II words
5. Point of view – who is telling the story and why
6. Race, gender, and/or ethnic stereotyping is avoided
7. Tokenism is avoided; Epithets (insulting remarks) are avoided.
8. Standards of success are not solely based on American majority values;
9. Viewing through a different lens – literary ideas presented through various viewpoints and not just American English viewpoint
 “More Food for Thought:” Consider the author’s and Illustrator’s background and what they each bring to the story line. – accuracy of details and authenticity of values presented.

Reviewing Vocabulary and Concepts for Picture Book Choices

1. Vocabulary – Tier II and Tier II words
2. Language Features, including collocations
3. Text features

**Based on WIDA Speaking and Writing Rubrics:
Academic Demands of Picture Book Texts**

1. Text Type (Picture Book, narrative and pictures/illustration; wordless picture book, content grade-level text)
2. Discourse level
3. Sentence level
4. Word level
5. Expression level

Text Type	Discourse Level	Sentence Level	Word Level	Expression Examples/Level
Content Textbook or other Content materials				
Picture Book examples which cover background information, the same or similar content				

Resources from Presenter’s Work:

- O’Loughlin, J.B. (2014). “Beyond History: Glimpses into the Past through Picture Books,” in *The common core state standards in English language arts for English language learners: Grades K-5*. Spycher,

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- O'Loughlin, J. (April, 2015) "Picture Books to Help ELLs Access Common Core Anchor Reading Standards," (invited guest blogger: <http://blog.colorincolorado.org/2015/04/02/picture-books-to-help-ells-access-common-core-anchor-reading-standards/>)
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 - O'Loughlin, J. B. (2013). "What Time Is It?," in ***Academic language in diverse classrooms: Promoting content and language learning, (Mathematics, Grades 3-5)***, Gottlieb, M. & Ernst-Slavit, Eds. Thousand Oaks, CA: Corwin Press.

Selected References: Resources for Presentation

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- Lado, A. (2012) ***Teaching beginner ELLs using picture books: Tellability***. Thousand Oaks, CA: Corwin.
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- Naughton, V. "Picture It!" ***The reading teacher***. Vol. 62, No. 1, September, 2008, p. 68.
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- Smolkin, L. B., Young, C. A., and Conradi, K.E., “Innovative and Integrative Books,” Children’s Literature Reviews, *Language arts*, Vol. 86, No. 8, Jan., 2009.
- Swartz, L., (2009) *The picture book experience: Choosing and using picture books in the classroom*. Ontario, Canada: Pembroke Publishers Lit. 2009.
- **Teach with picture books blogspot.**
<http://teachwithpicturebooks.blogspot.com/>

Check Out:

Dr. Stan Steiner, The Bookman

<https://education.boisestate.edu/stansteiner/>

Good website for book reviews.

WIDA Resource Library: <https://www.wida.us>