



WORDLESS PICTURE BOOK CURRICULUM  
MIGRANT SUMMER SCHOOL 2019

Evaluation Results

## SECOND GRADE

Comprehension Skill	4 - Proficient	3 - Developing	2 - Developing	1 - Emerging
Description (visual tools)	Without prompting student description includes color, word, location words and at least 1 of the 5 senses awareness cues for interpreting a picture.	Without prompting, student describes picture using either color words, location words or at least one of 5 senses awareness cues for interpreting a picture.	With prompting, student describes picture using either color words, location words or at least one 5 senses awareness cues for interpreting a picture.	Student describes picture in a limited fashion using few descriptive words.
Close Reading (details and evidence)	Without support makes connections about key details.	Without support answers and asks questions about key details.	Without support, students identifies key details.	With prompting and support, student identifies a few key details.
Dialogic Reading (answer and ask questions)	<ul style="list-style-type: none"> <li>Asks and answers <b>who, what, where, when</b> questions.</li> <li>Participates in conversations and discussions.</li> <li>Builds on comments of others.</li> <li>Expresses own ideas</li> </ul>	<ul style="list-style-type: none"> <li>Responds to <b>who, what, when, where</b> questions.</li> <li>Participates in conversations and discussion.</li> <li>Responds to comments of others.</li> <li>Asks questions to gain clarification.</li> </ul>	<ul style="list-style-type: none"> <li>Responds to <b>predictable questions</b> about a picture or story sequence.</li> <li>Participates in short conversations.</li> <li>Takes turns in conversation.</li> </ul>	<ul style="list-style-type: none"> <li>Responds to <b>simple Y/N</b> questions about a picture or story sequence.</li> <li>Listens with limited participation.</li> </ul>
Identifying Multiple Viewpoints (analyze)	Draws conclusions from comparing and contrasting.	Identifies relationships or connections based on similarities and differences.	Organizes similarities and differences through verbal categories, grouping, or visual organizers.	Describes similarities and differences in a picture or story sequence.
Inference (prediction, author's purpose, main idea)	<ul style="list-style-type: none"> <li>Without prompting or support, identifies <b>main topic or authors purpose</b>.</li> <li>Shares how <b>key details support</b> the main topic.</li> </ul>	Without prompting or support uses <b>key details to make predictions and inferences</b> .	Without prompting or support makes <b>connections from a key set of details</b> .	Without prompting or support, identifies a <b>key set of details</b> .
Expressing Opinions (express or defend personal point of view)	Delivers oral presentation on a variety of topics using <u>descriptive details</u> including drawings and illustrations.	Can deliver <b>short simple presentations</b> on a variety of topics.	Can deliver <b>short simple oral presentations</b> on familiar topics.	Communicates <b>simple information or feelings</b> about a familiar topic.

# Assessment Rubric

Based on ELA Proficiency  
Grade Level Specific

Modified to accommodate the use of wordless narratives

Six weeks of reading comprehension themes aligned to ELA/Common Core Crosswalk

- Description
- Close Reading
- Dialogic Reading
- Identifying Multiple Viewpoints
- Inference
- Expressing Opinions

Focus on oral language use

# Reading Comprehension Basics

## Description (Use of Visual Tools)

- Describes main parts of picture
- Top to Bottom – Left to Right
- Notices details – Large and Small
- Simple color vocabulary “blue”
- Enriched color vocabulary “dark blue”

## Close Reading (Details)

- Notices details – Large and Small
- Who, What, When, Where
- Time of Day, Time of Year, Weather
- Actions, Feelings
- Uses details to construct meaning

1. Owl Helping Hands Picture - Assessing Description (Visual Tools) and Close Reading (Details and Evidence) of a Visual Narrative



11  
3  
2      16

5<sup>th</sup>

"When you describe something, you tell about what you see. I'm going to show you a picture, and I'd like for you to describe it to me. You may take as long as you like."

Prompt 1 – Can you tell me about colors you see? Prompt 2 – Can You tell me about what kind of day it is? Prompt 3 – How are the characters feeling?

Note: Prompting may be needed for grades K-2. Do not prompt unless there is no response. Prompt 1 – If they respond ask "What else do you see?" If no response use Prompt 2. If they respond ask "What else do you see?" If no response Prompt 3.

Check each time they use a describing category. For example if they use words, brown, blue and pink, check 3 boxes under Simple Color Words.

Top/Bottom/Left/Right														
Big and Small Things														
Simple Color Words														
Enriched Color Words														
Time of Day														
Season of Year														
Weather	-													
Character Actions														
Character Emotions	/	/												
Character Thoughts														
Details (How I Can Tell)														
What You Might See	/	/	/	/	/	/	/	/	/	/	/	/	/	/
What You Might Hear														
What You Might Smell														
What You Might Taste														
What You Might Touch														

una flor, un conejo, un gusano  
una pata, (sol, feliz)  
prompts  
2 & 3

an owl, a bunny, flowers, a shovel & they are feeling happy enjoying their day.

Evaluation /  
Sentence /

# 5<sup>th</sup> Grade Student 1 Pre-Test

SCORE 16

SHORT ANSWERS

NO DETAIL

NO DESCRIPTIVE WORDS

ELA PROFICIENCY

EMERGING

1. Owlly Helping Hands Picture - Assessing Description (Visual Tools) and Close Reading (Details and Evidence) of a Visual Narrative

7/31/19  
Post



29

"When you describe something, you tell about what you see. I'm going to show you a picture, and I'd like for you to describe it to me. You may take as long as you like."

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Top/Bottom/Left/Right																			
Big and Small Things		2																	
Simple Color Words		1	1																
Enriched Color Words		1																	
Time of Day																			
Season of Year																			
Weather																			
Character Actions		2																	
Character Emotions		3	3																
Character Thoughts																			
Details (How I Can Tell)																			
What You Might See		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
What You Might Hear																			
What You Might Smell																			
What You Might Taste																			
What You Might Touch																			

Yo veo el color azul con blanco en el cielo con una owl y una bunny. Y estan felices jugando en la tierra. Y yo veo una maceta con tierra. Una rosa, una pala chiquita. y yo veo una rosa y dos plantitas. y yo veo el color cafe, yo veo el color anaranjado y gris con verde yo veo el color rosita, yo veo el color rojo, color amarillo y como dorado. Yo veo un gusano feliz con la con bunny y la owl. That's it!

Sentences 3 3 3  
Location 2

# 5<sup>TH</sup> Grade Student 1 Post-Test

SCORE **29**

COMPLEX SENTENCES

DETAILS

DESCRIPTIVE WORDS

- Simple Color Words
- Enriched Color Words
- Size

ELA PROFICIENCY

DEVELOPING 2 - 3

1. Owlly Helping Hands Picture - Assessing Description (Visual Tools) and Close Reading (Details and Evidence) of a Visual Narrative



W O W

13

4/22

"When you describe something, you tell about what you see. I'm going to show you a picture, and I'd like for you to describe it to me. You may take as long as you like."

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Time of Day											
Season of Year											
Weather											
Character Actions	/	/	/								
Character Emotions											
Character Thoughts											
Details (How I Can Tell)											
What You Might See	/	/									
What You Might Hear											
What You Might Smell											
What You Might Taste											
What You Might Touch											

I see a rabbit a rabbit doing his paws like that. And the worm is just smiling at him. And the owl is smiling at her proudly. And her paws are dirty was planting flowers & plants. And also the owl's paws are dirty because maybe was helping the rabbits. And they are laughing & smiling.

Sentence 11  
Inference 1  
Cause/effect 11

# 4<sup>th</sup> Grade Student 2 Pre-Test

SCORE 13

DESCRIBES ACTIONS

SOME DETAILS

SOME USE OF INFERENCE

ELA PROFICIENCY

DEVELOPING 2

1. Owl Helping Hands Picture - Assessing Description (Visual Tools) and Close Reading (Details and Evidence) of a Visual Narr



42

42

"When you describe something, you tell about what you see. I'm going to show you a picture, and I'd like for you to describe it to me. You may take as long as you like."

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Top/Bottom/Left/Right									
Big and Small Things									
Simple Color Words	1	1	1	1					
Enriched Color Words									
Time of Day									
Season of Year									
Weather									
Character Actions	2	2	2						
Character Emotions									
Character Thoughts									
Details (How I Can Tell)									
What You Might See	1	1	1	1	1				
What You Might Hear									
What You Might Smell									
What You Might Taste									
What You Might Touch									

3 3 3 3 3  
3 3 3 3

Yo veo que Rabbit ~~es~~ esta plantando flores de color rosita, anarajando, Rojo, verde y tambien. La amiga le taba ayudando porque tiene tierra en sus manos. y encontraron un gusano en la tierra y con una pala llena de ~~de~~ tierra. y la mesa llena de tierra. y piensan cuando que terminaron estaban riendo/sonriendo porque hicieron un buen trabajo.

# 4<sup>th</sup> Grade Student Post-Test

SCORE **42**

DESCRIBES ACTIONS

ENRICHED COLOR WORDS

DETAILS

USE OF INFERENCE

ELA PROFICIENCY

**DEVELOPING 3**

# Pre-Post Test – Student Scores

- 65 Students
- 86% tested pre and post

5	no progress	9%	(pre-score was too high)
22	made progress	40%	} 91%
21	doubled or more	51%	





# PARENT SURVEY

End of Program

# Did you like the summer program?

Yes! 97%

- IMPROVED READING 9%
- USE OF IMAGINATION 27%
- FAMILY INTERACTION 12%
- IMPROVED SPANISH 3%
- USE OF COGNITIVE SKILLS 21%
- PERSONALIZATION 12%

- I liked it because it teaches the children to **think and be more expressive**.
- I think it is good because children learn to **make observations more attentively**.
- The program provides material that is helpful for my daughter to discover that **it is possible to read from pictures and not only through letters**.
- **Their reading improved and I liked how they made stories with pictures**. It made them think to form a story.
- This program helps children and parents to **work together**.
- We could relate between mother and daughter through the words we use and I was able to **discover my daughters ideas**. It helped us a lot.
- In my opinion it was very good it helped us **learn together** with her and us as parents.
- It helped my children a lot with their **vocabulary** and their **imagination**.
- It is very good in my opinion. It helps the mind work and come up with **more and better ideas**.

“It’s a fantastic idea because children get to develop their thinking potential and imagination.

They truly have a world where everything is possible!”

# Did the program help your children learn more Spanish?

YES! 96%

- IMPROVED VOCABULARY 22%
- CONFIDENCE IN SPEAKING 4%
- VALUE OF SECOND LANGUAGE 11%

- Yes of course, there were many words that she was having trouble pronouncing and **we were able to help her**.
- Yes it was hard at the beginning but now **they speak more than they used to**.
- Yes my child **started to speak more and express more**.
- There were some words that my child didn't know in Spanish and the teacher was able to describe.
- She speaks Spanish very well, but I believe **this program has given her confidence** while speaking.
- Yes she **improved** from where she was.

“I believe she now understands that it is a great value to be able to speak two languages ...”

# Which was your favorite book?

LOVE TIGER	28%
JOURNEY	20%
DRAWN TOGETHER	16%
ANOTHER	16%
SECTOR 7	9%
ROBOT DREAMS	0



# ... was our favorite book because

## ILLUSTRATIONS 30%

- The book we liked best was Love Tiger because it has a lot of details.
- Love Lion because the pictures were like the real world.
- Sector 7 due to the illustrations.

## MESSAGE/THEME 43%

- The one with the boy and grandfather because it gives us a beautiful reflection to see that they both speak a different language but they try to figure out a way to understand each other.

# Do you have any recommendations for the program?

- I recommend that our teachers continue teaching and sharing their strategies or ideas.
- It was my first experience and it was perfect for me.
- Books with words.
- I would not change anything.
- I would recommend the reading to be explained a little more it was hard for me to understand maybe it was difficult for me because it took using my imagination which is my weakest point.
- We all liked it.
- I would like for the students to write a summary regarding the book without words just to make sure that the student is well connected since they are more used to letters or words.

“I am grateful to our teachers  
that made it possible to teach  
my daughters.”

“I am very grateful to all the teachers that participated through the summer school program.

May God Bless You All..”