

# 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 of 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 who, what, where, when 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 who, what, when, where 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 predictable questions 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 simple Y/N 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 main topic or authors purpose.</li> <li>Shares how key details support the main topic.</li> </ul>	Without prompting or support uses key details to make predictions and inferences.	Without prompting or support makes connections from a key set of details.	Without prompting or support, identifies a key set of details.
Expressing Opinions (express or defend personal point of view)	Delivers oral presentation on a variety of topics using descriptive details including drawings and illustrations.	<ul style="list-style-type: none"> <li>Can deliver short simple presentations on a variety of topics.</li> </ul>	<ul style="list-style-type: none"> <li>Can deliver short simple oral presentations on familiar topics.</li> </ul>	Communicates simple information or feelings 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	<input type="checkbox"/>						
Big and Small Things	<input type="checkbox"/>						
Simple Color Words	<input type="checkbox"/>						
Enriched Color Words	<input type="checkbox"/>						
Time of Day	<input type="checkbox"/>						
Season of Year	<input type="checkbox"/>						
Weather	<input type="checkbox"/>						
Character Actions	<input type="checkbox"/>						
Character Emotions	<input type="checkbox"/>						
Character Thoughts	<input type="checkbox"/>						
Details (How I Can Tell)	<input type="checkbox"/>						
What You Might See	<input type="checkbox"/>						
What You Might Hear	<input type="checkbox"/>						
What You Might Smell	<input type="checkbox"/>						
What You Might Taste	<input type="checkbox"/>						
What You Might Touch	<input type="checkbox"/>						

una flor, un conejo, un gusano  
una pala, (sol, feliz)  
prompts  
2 1/3

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

Evaluation 1  
Sentence 1

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

SCORE 16

SHORT ANSWERS

NO DETAIL

NO DESCRIPTIVE WORDS

ELA PROFICIENCY

EMERGING

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
What You Might Hear						
What You Might Smell						
What You Might Taste						
What You Might Touch						
Sentence Location	3	3	3			
	2					

Yo veo el color azul con blanco en el cielo con una owl y una bunny. Y estan felizes 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 gus con verde. Yo veo el color rosita, yo veo el color rojo, color amarillo y como dorado. Yo veo un gusano feliz con la bunny y la owl. That's it!

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



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13

477a

"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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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				

### Sentences 111

## Inference 1

### Cause/ effect 11

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  
paws are dirty because maybe  
was helping the rabbit. And  
they are laughing & smiling.

# 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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Season of Year						
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Character Actions	3	3	3			
Character Emotions						
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Details (How I Can Tell)						
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What You Might Hear						
What You Might Smell						
What You Might Taste						
What You Might Touch						

3 3 3 3  
3 3 3 3

Yo veo que Rabbit ~~esta~~ esta  
plantando flores de color, rosita,  
anaranjado, Rojo, verde y también  
La amiga le estaba ayudando  
porque tiene tierra en sus  
manos. y encontraron un gusanos  
en la tierra y con una pala  
llena de tierra. y la mesa  
llena de tierra. y pienso 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

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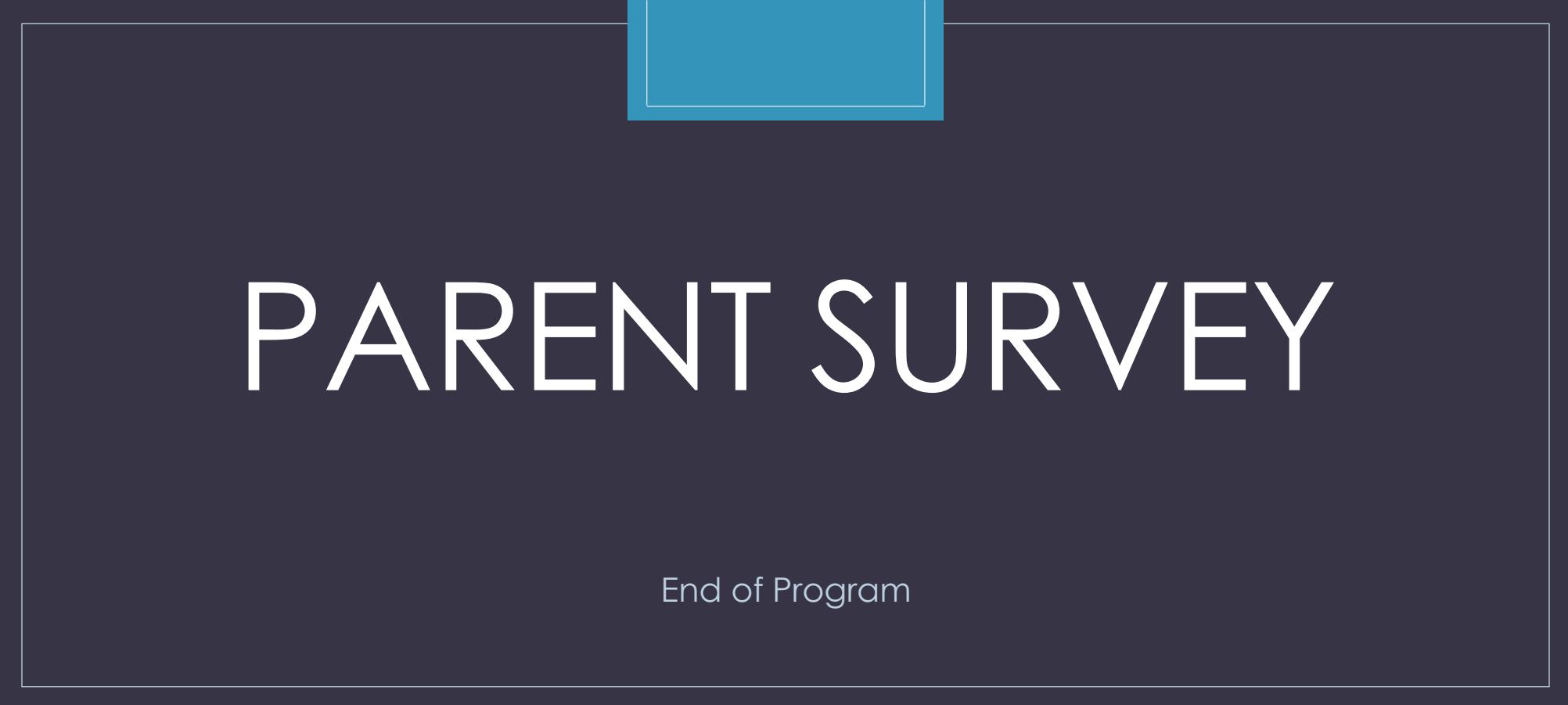
ELA PROFICIENCY  
DEVELOPING 3

# Pre-Post Test – Student Scores

- 65 Students
- 86% tested pre and post

5 no progress  
22 made progress  
21 doubled or more

9% (pre-score was too high)  
40%  
51% 91%



# 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..”