Advancing Language and Literacy Development Using Culturally-Responsive Books

Advancing English Learner’s Language and Literacy Development Using Culturally-Responsive Children’s Books

- The Compelling Case for the Use of Culturally Responsive-Sustaining Literature with MLLs/ELLs and All Students
- Choosing Literature that Reflects Your Learners For Language and Literacy Development
- Tapping the Power of Home Languages (Translanguaging; Bridging)
- Partnering with Families to Promote Literacy (Across Languages)
Beginning Literacy Activities with Culturally Responsive Books
Building Vocabulary
Advancing Sentence Length and Complexity
Promoting Paragraph and Essay Construction
Advancing Understanding of Written Genres (Narrative, Expository Text)
Resources for Educators and Families

WE WILL SEND YOU A LINK AFTER THE CONFERENCE TO THE POWERPOINT SO THAT YOU CAN HAVE ACCESS TO ALL THE STATISTICS, BOOK COVERS, LINKS AND RESOURCES SHARED ON THE SLIDES.
THE COMPELLING CASE FOR THE USE OF CULTURALLY RESPONSIVE-SUSTAINING LITERATURE WITH MLLS/ELLS AND ALL STUDENTS

Maya Christina Gonzalez

“Appreciating The Critical Importance of Seeing Ourselves in Books

https://youtu.be/MaigpT29pAs
In 2018, 27% of the 51 million school-age children in the US were Latino/a.

In CSI districts, Latinx students represent 38-82% of students.

In CSI districts, African American students represent 3-37% of students.

In CSI districts, Asian students represent 1-10% of students.


The 4 Principles of Culturally Responsive-Sustaining Education

- High Expectations and Rigorous Instruction
- Student-Led Civic Engagement
- Critical Examination of Power Structures
- Project-Based Learning on Social Justice Issues

STUDENT

Teachers

Inclusive Curriculum and Assessment

- Inclusion of students' perspectives
- Materials that represent and affirm student identities
- Instructional strategies that adapt to diverse learning styles

WELCOMING AND AFFIRMING ENVIRONMENT

- Collection of resources that include student cultures and communities
- Close relationships with students and families
- Social-Emotional Learning Programs

BUILT MORE REPRESENTATIVE LITERACY COLLECTIONS

- Include authors, illustrators, texts that reflect diverse perspectives

ONGOING PROFESSIONAL LEARNING AND SUPPORT

- Diversity, Equity, and Inclusion Training
- Examination of implicit bias and interrogation of beliefs and assumptions
- Support in aligning curriculum and instruction to the histories, languages, and experiences of traditionally marginalized voices

2020 REPRESENTATION IN CHILDREN'S PICTURE BOOKS

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>41%</td>
</tr>
<tr>
<td>Animals</td>
<td>29%</td>
</tr>
<tr>
<td>Black</td>
<td>12%</td>
</tr>
<tr>
<td>Asian</td>
<td>9%</td>
</tr>
<tr>
<td>Latinx</td>
<td>6%</td>
</tr>
<tr>
<td>Disability</td>
<td>3%</td>
</tr>
</tbody>
</table>

For The Core ELA Program; Not Just Supplemental Materials

In 2018, 27% of the 51 million school-age children in the US were Latino/a.

In CSI districts, Latinx students represent 38-82% of students.

In CSI districts, African American students represent 3-37% of students.

In CSI districts, Asian students represent 1-10% of students.

Scholar Rudine Sims Bishop stated, “When children (and youth) cannot find themselves reflected in the books they read, or when the images they see are distorted, negative, or laughable, they learn a powerful lesson about how they are devalued in the society of which they are a part.” (Bishop, 1990)

What's the balance of mirrors and windows like in your classroom collection, the district ELA curriculum, the school library?

Choosing Culturally and Linguistically Responsive Text

What Are We Trying to Reflect in Our Literature?
The Iceberg Concept of Culture
Like an iceberg, nine-tenths of culture is below the surface

Source: Indiana Department of Education, Language Minority & Migrant Programs - www.doe.state.in.us/mmmp

Finding Books for Your Classroom/School: It Starts with Knowing Your Learners

www.the6principles.org
Languages
Ethnicities
Countries of Origin
Category of ELL: Refugee, Asylum Seeker, Migrant, Immigrant, Dreamer, etc.
Literacy Level in L₁ (Multilingual Literacy Screener)
Proficiency in L₂ (Newcomer, Developing, SIFE, LTEL)

Your Collection Should Represent Kids Culturally & Linguistically, Represent Common MLL/ELL Experiences; Inspire them to Speak and Write

The Differing Life Experiences of Our MLLs

• Newcomer Students
• Students with Interrupted Formal Education (SIFE)
• Unaccompanied Children and Youth
• Refugee Students
• Internationally Adopted Children
• Long-Term ELLs
• Dreamers
• Children in Mixed-Status & Undocumented Families
• Indigenous Students from Latin America

We Want to Represent All of These Experiences in Our Collections

https://www.colorincolorado.org/ell-basics/special-populations
Top Languages Spoken Nationally and in NYS

**ELL Home Languages Nationally***

1. **Spanish** (75.2%)
2. **Arabic** (2.7%)
3. **Chinese** (2.0%)
4. Vietnamese (1.5%)
5. Somali (.8%)

*National Center for Education Statistics Updated May 2021; data from Fall 2018

**ELL Home Languages NYS***

1. **Spanish** (64%)
2. **Chinese** (8.2%)
3. **Arabic** (5.3%)
4. Bengali (2.6%)
5. Russian (1.8%)

Haitian Creole (1.6%); Urdu 1.5%

*NYSED 2020-2021 report

Ethnicities by District for CSI Partner Districts

<table>
<thead>
<tr>
<th>District</th>
<th>Hispanic</th>
<th>Asian</th>
<th>African American</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bedford</td>
<td>38%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>2. Elmsford</td>
<td>59%</td>
<td>10%</td>
<td>21%</td>
</tr>
<tr>
<td>3. Greenburgh</td>
<td>43%</td>
<td>6%</td>
<td>37%</td>
</tr>
<tr>
<td>4. New Rochelle</td>
<td>49%</td>
<td>5%</td>
<td>20%</td>
</tr>
<tr>
<td>5. Ossining</td>
<td>63%</td>
<td>4%</td>
<td>10%</td>
</tr>
<tr>
<td>6. Peekskill</td>
<td>71%</td>
<td>1%</td>
<td>18%</td>
</tr>
<tr>
<td>7. Port Chester</td>
<td>82%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>8. White Plains</td>
<td>58%</td>
<td>4%</td>
<td>12%</td>
</tr>
</tbody>
</table>

*Multiracial students make up 1-4% of our districts
### ELLs by District in CSI Partner Districts

<table>
<thead>
<tr>
<th>District</th>
<th>% of Students Identified as ELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bedford</td>
<td>17%</td>
</tr>
<tr>
<td>2. Elmsford</td>
<td>15%</td>
</tr>
<tr>
<td>3. Greenburgh CSD</td>
<td>7%</td>
</tr>
<tr>
<td>4. New Rochelle</td>
<td>12%</td>
</tr>
<tr>
<td>5. Ossining USFD</td>
<td>12%</td>
</tr>
<tr>
<td>6. Peekskill</td>
<td>24%</td>
</tr>
<tr>
<td>7. Port Chester</td>
<td>33%</td>
</tr>
<tr>
<td>8. White Plains</td>
<td>16%</td>
</tr>
</tbody>
</table>

9% of students in Westchester County are ELL; Statewide is 10% ELL


### Our Changing Suburbs

<table>
<thead>
<tr>
<th>District</th>
<th>Currently Identified ELLs</th>
<th>Kids of Color (African American, Asian, Hispanic)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bedford</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td>2. Elmsford</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>3. Greenburgh CSD</td>
<td>7%</td>
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</tr>
<tr>
<td>4. New Rochelle</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>5. Ossining USFD</td>
<td>12%</td>
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</tr>
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<td>24%</td>
<td></td>
</tr>
<tr>
<td>7. Port Chester</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>8. White Plains</td>
<td>16%</td>
<td></td>
</tr>
</tbody>
</table>

Meet Marley Dias

Student Advocacy to Diversify Reading Collections for Kids of Color

2016; 3 mins.; Full Video: https://youtu.be/utTSMzfDZcA

Let's Zoom in on ELLs
• In 2020-2021 there were 13,091 Identified ELLs and 3,445 Former ELLs
• ELLs are 54% male; 46% female
• By Ethnicity ELLs are 83% Hispanic/Latinx, 8% Asian, 7% White (Russian, Middle Eastern, others), 2% Black
• County-wide the top 5 languages of our ELLs are Spanish, English (e.g. Jamaican English, Nigerian English), Japanese, Arabic, Portuguese
• 7,195 of ELLs are Newcomers, 4,308 are Developing, 2,705 are Long Term and 92 are SIFE.
• 9,639 ELLs are in ESL Programs, 2,670 in Dual Language and 1,874 in Transitional Bilingual Programs

**Important Statistics About ELLs in Westchester County from**

**ELLs By Grade Span in Westchester**
(of the 100% of ELLs; the grade levels of enrollment)

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>Percentage of ELLs in Each Grade Span</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2</td>
<td>31%</td>
</tr>
<tr>
<td>3-5</td>
<td>26%</td>
</tr>
<tr>
<td>6-8</td>
<td>20%</td>
</tr>
<tr>
<td>9-12</td>
<td>22%</td>
</tr>
</tbody>
</table>

Remainder of students are in non-graded classes; or ½ day K programs

### Top 5 Languages Spoken (2020-2021) in CSI Districts

#### Bedford
- Spanish
- English
- Miscellaneous
- Tagalog
- Chinese

#### Elmsford
- Spanish
- Creole and Pidgin, French-based
- Tamil
- English
- Haitian-Creole

#### Greenburgh
- Spanish
- English
- Chinese
- Japanese
- Urdu

#### New Rochelle
- Spanish
- Arabic
- Portuguese
- French
- Urdu

#### Ossining
- Spanish
- English
- Chinese
- Urdu
- Arabic

#### Peekskill
- Spanish
- English
- Arabic
- Chinese

Top 5 Languages Spoken (2020-2021) in CSI Districts

- **Port Chester**
  - Spanish
  - English
  - Portuguese
  - Chinese
  - Malayalam

- **White Plains**
  - Spanish
  - Haitian Creole
  - Creoles and Pidgins, French-based
  - Bengali
  - Persian (Farsi)

**ALL LANGUAGES (14 Major Languages)**
- Arabic
- Bengali
- Chinese
- English
- French
- Haitian Creole/Other Creoles
- Japanese
- Malayalam (India)
- Persian (Farsi)
- Portuguese
- Spanish
- Tagalog
- Tamil (India)
- Urdu (Pakistan)

Our collections need to reflect these language groups.

Some Countries of Origin Reported Of Spanish Speakers (2021)

- Mexico
- Guatemala
- Honduras
- El Salvador
- Ecuador
- Dominican Republic
- Colombia
- Peru & many others
CHOOSING LITERATURE THAT REFLECTS YOUR LEARNERS

USING THAT LITERATURE FOR LANGUAGE AND LITERACY DEVELOPMENT

CHOOSING PICTURE BOOKS FOR OUR READERS:

- **Cover:** An interesting cover that draws the reader in and provides some clues about what the story may be about
- **Characters:** Memorable characters that have experiences the readers can relate to
- **Plot:** An interesting plot that will keep readers engaged
- **Theme:** A worthwhile and developmentally appropriate theme that invites discussion
- **Language:** Natural, vivid language that builds children’s vocabulary, language complexity & understanding of narrative discourse
- **Illustrations:** Great illustrations that help establish the mood and enhance the story; authentic scenery (urban, suburban, rural); devoid of stereotypes

Fleming, Catapano, Thompson & Carrillo, 2016
KEY QUESTIONS TO ASK:

- Are culture and language accurately portrayed from the point of view of someone inside the group?
- Does the book capture experiences, values, and attitudes that resonate with members of the cultural group?
- Do the illustrations show various settings; are they accurate?
- Does the book portray differences in family structure, socioeconomic status and ways of life?
- Are gender, racial, and cultural stereotypes avoided?

Fleming, Catapano, Thompson & Carrillo, 2016
More Mirrors in the Classroom: Using Urban Children’s Literature to Increase literacy
Qualities of Ideal Books for MLLs

- Display deep respect for the identity group reflected in the story; do not contain harmful stereotypes
- Ensure authenticity
- Provide sensitive portrayals of the characters and their experiences
- Relevant/current; Reflect realities that kids can connect to
- Expand outsider students’ understanding/empathy
- Create opportunities for conversations
- Appropriate language proficiency level, literacy level
- Ideal length for the age-group; proficiency level
- Model use of 2 or more languages by the characters
- Value multilingualism/bilingualism
- Be created by authors/illustrators who come from the backgrounds of our students
CULTURALLY RELEVANT LITERATURE MATTERS

It promotes:
- Interest in Books;
- Motivation to Read:
  - Concept of Self as a Reader
- Frequency of Reading
- Activation of Prior Knowledge Which Supports Comprehension of Text
- Family Engagement

Culturally Responsive Books:
- Reflect the lives of bilingual, bicultural children; affirm their cultural and linguistic identities
- Promote intercultural understanding, appreciation and respect
- Illustrate experiences and valued family traditions that trigger talking and promote storytelling
- Help students see themselves as writers and illustrators through the use of authors & illustrators from children’s cultural communities
- Show the importance of children’s family members; names/titles
- Reflect the experience of migration/Immigration
Culturally-Responsive Texts that Reflect the Lives of Bicultural Children (*Roots; “Hyphenated Identity”*)

Some Countries of Origin Reported Of Spanish Speakers (2021)

- Mexico
- Guatemala
- Honduras
- El Salvador
- Ecuador
- Dominican Republic
- Colombia
- Peru & many others

Your Collection Should Reflect Your Population!
Mexican-American author, poet, and advocate for the Hispanic community

https://www.patmora.com/

https://www.colorincolorado.org/videos/meet-authors/pat-mora
Asian American

Hena Khan, Pakistani American Writer, born in MD
https://henakhan.com

About the Spring Festival of Basant in Lahore, Pakistan
Written by Rukhsana Khan

Iran

Afghanistan

South Asian

Middle Eastern

The Sky of Afghanistan

The Library Bus

Amina's Voice

Amina's Song

Kite Flying

The Falling Flowers

Hiromi's Hands

Ghosts for Breakfast

Raymond's Perfect Present

AMY WU and the PERFECT BAO

Dim Sum for Everyone!
Find Books That Show the Experiences of Children When Crossing Cultural and Linguistic Worlds

These Stories are About Korean Kids; But Many MLLs Will Relate to the Experiences Shared

The reluctant move to learning to write her name in English and learning English in general; Homesickness; Longing to go back to the home country

The inability to write to his Grandmother as he doesn't know Korean and she doesn't know English; How they used objects and drawings to bridge the divide and communicate with one another

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The Art .......................................... 83
Vet Art .......................................... 86
Music ............................................. 87
Honey ............................................. 87
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Japanese Immigration ......................... 91
Horizons ......................................... 92
Our Family ....................................... 97
Mediterranean ................................. 99
Celebrating, Refuges, Migrant Workers ... 100
Women in History ............................. 103
Liz Knowles, Ed.D ......................... 104

https://www.amazon.com/Picture-Books-Middle-SchoolKidding/dp/1977229999
Culturally Responsive Biographies

- Narrative in structure, but categorized as informational text
- Exposes students to famous people from their cultural background and others
- Provides awareness of contributions and achievements of members of different ethno-linguistic groups; including their own

Puerto Rican: Tito Puente
Puerto Rican: Sonia Sotomayor
Chinese American: Maya Lin
Chinese American: Pura Belpré
Haitian: Sammy Lee
Puerto Rican: Yusra Mardini
Russian: Vasya Kandinsky
Muhammad Yunus, Bangladeshi Nobel Peace Prize Winner
Wangari Muta Maathai, Kenyan Nobel Peace Prize Winner
Frida Kahlo, Mexican
William Kamkwamba, Malawian
William Kamkwamba, Malawian

Muhammad Yunus, Bangladeshi Nobel Peace Prize Winner
Wangari Muta Maathai, Kenyan Nobel Peace Prize Winner
Frida Kahlo, Mexican
William Kamkwamba, Malawian
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Muhammad Yunus, Bangladeshi Nobel Peace Prize Winner
Wangari Muta Maathai, Kenyan Nobel Peace Prize Winner
Frida Kahlo, Mexican
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Muhammad Yunus, Bangladeshi Nobel Peace Prize Winner
Wangari Muta Maathai, Kenyan Nobel Peace Prize Winner
Frida Kahlo, Mexican
William Kamkwamba, Malawian
William Kamkwamba, Malawian
Dual Language Books Promote Literacy in Two Languages

- By promoting first language literacy development, we are building stronger foundation for English language development.
- Using both languages (translanguaging) encourages emergent bilinguals to access their full, complex language repertoire; see the connections between their 2 languages.
- Ensures that children remain cognitively, linguistically, and emotionally connected to their home language and culture for their healthy development (NAEYC).
- Help all families realize the cognitive advantages of a child knowing more than one language, provide them with strategies to support, maintain, and preserve home language.

DUAL LANGUAGE TEXT FORMATS

<table>
<thead>
<tr>
<th>Single Language Texts</th>
<th>Dual* Language Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADVANTAGE:</strong> Keep focus on one language at a time: Other language can be read as back up to confirm and extend comprehension.</td>
<td>Allows for side by side comparisons.</td>
</tr>
<tr>
<td><em>Arabic First</em></td>
<td><em>The Swirling Hijab</em></td>
</tr>
<tr>
<td><em>Polish First</em></td>
<td><em>Kolorowe Słowa</em></td>
</tr>
<tr>
<td><em>Spanish First</em></td>
<td><em>Los Colores</em></td>
</tr>
<tr>
<td><em>French First</em></td>
<td><em>Les Couleurs</em></td>
</tr>
</tbody>
</table>
Single Language Texts

Dual Language Culturally Responsive Books
REVIEWING DUAL LANGUAGE BOOKS

- Location of each language on page
  - Top/bottom
  - Left/right

- Which comes first?

- Which culture is reflected in the characters, events, settings?

- What about the art/illustrations?

- Is bilingualism valued?

- Is the bilingual/bicultural experience reflected?

Also help students notice the directionality of the text; way the book opens (location of title page)

If text arranged top and bottom, English is at the top and Spanish is at the bottom of the page
However, when arrangement is Left and Right, Spanish is on the left-hand page and English is on the right-hand page.

- Author and Illustrator and their Backgrounds—Connection to Your Learners?
- Awards
- Artwork; Use to Promote Speaking & Writing/Build Visual Literacy

Things to Notice

2009 Pura Belpré Award
Américas Award Book
New Voices Award
ALA Notable Book
Gold Medal, Society of Illustrators
Jane Adams Children’s Book Award
Children’s Book of the Year
Translanguaging: Natural Language Use by Bilingual Individuals

Anika Aldamuy Denise (Puerto Rican, Italian-American)

Prepubescent author, protagonist, and storytime narrator
Partnering from kitchen to bedroom, classroom to classroom, on chicken and community events, planting for every word in the heart and minds of children in this island who wish to remember language's lost colors of home.

Why Authors Translanguage

- To create emphasis; Establish a feeling/mood/tone
- To represent authentic dialogue
- To convey a character's personality
- To represent culture (traditions, practices, values)
- To use words of affection
- To connect/speak to the reader (¿sabes?)
- No other word exists in the other language
- To maintain a person's authentic name
- For humor

List developed by Gladys Y. Aponte's DLBE fourth graders.

Evaluating Books in Your Classroom Library for Cultural- & Linguistic-Responsiveness

A Checklist for Teachers*

<table>
<thead>
<tr>
<th>Considerations</th>
<th>Questions to Ask</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting</td>
<td>1. Are the characters comfortably set in the time and place? 2. Do the illustrations accurately depict the cultural and geographical location of the book?</td>
</tr>
<tr>
<td>Plot</td>
<td>1. Does the text provide concrete examples and make comparisons to familiar urban, rural or suburban contexts?</td>
</tr>
<tr>
<td>Theme</td>
<td>1. Does the story contain characters who mirror the characteristics of your students? (age, culture, SES, geographical location, neighborhood, lifestyle, family background)</td>
</tr>
<tr>
<td>Language</td>
<td>1. Does the book employ a variety of literary devices common to the language in which the book is written?</td>
</tr>
<tr>
<td>Illustrations</td>
<td>1. Are the illustrations accurate and unbiased, avoiding tokenism or stereotypes of cultural groups or urban areas?</td>
</tr>
<tr>
<td>Authenticity</td>
<td>1. Are the characters in the story authentic or are gender, racial or cultural stereotypes reinforced by the way they are depicted?</td>
</tr>
<tr>
<td>Awards, as</td>
<td>1. Are the facts accurate and up-to-date?</td>
</tr>
<tr>
<td>Resources</td>
<td>1. Can your learners understand the problems present in the story and be able to follow the sequence of events?</td>
</tr>
<tr>
<td>Causality of</td>
<td>1. Does the book depict a familiar urban, rural or suburban context? (as regionally appropriate within the U.S.)</td>
</tr>
<tr>
<td>Characters and</td>
<td>1. Will children recognize the setting as similar to their current neighborhoods/communities?</td>
</tr>
<tr>
<td>Culture</td>
<td>1. Does the book avoid privileging one cultural group at the expense of another?</td>
</tr>
<tr>
<td>Authenticity of</td>
<td>1. Are the cultural details of the time and place (architecture, dress, hairstyles) accurately depicted in illustrations, contexts?</td>
</tr>
<tr>
<td>Cover</td>
<td>1. Do the illustrations and title on the cover give useful information about the content that will draw the reader to the story?</td>
</tr>
</tbody>
</table>

*Adapted from checklists shared by Jane Fleming at the RITELL Conference, Spring, 2019 in Providence RI. Sources: Fleming, N. & Toncelli, R. October 2019

Add Quality Books Each Year; Provide Mirror Books for All of Your Students

https://www.teachingbooks.net/

Guatemalan American Middle Level Book (Gr.5-8)

Provides Information About the Author, Awards, as well as Teaching Resources
Getting Literacy Off the Ground

Beginning Literacy Activities with Culturally Responsive Books

Early Readers-Culturally Responsive Alphabet Books
C medically reminds us of good things to eat, like cookies and coconuts.

It reminds us of fun times of the year, like Carnival and Christmas.

C is the letter for a frog that lives in Puerto Rico, the coqui or cocki, and for two huge reptiles, the crocodile and the caiman.

It is for crab, the little crustacean with the big claws, and also for car. There are toy cars and real cars — which ones do you like best?

It is the letter for our good friend, the rainmaking cloud, and of course, it is the letter for Caribbean.

Culturally Familiar Key Words
Carasuco
Coqui Rana
Caiman
Cuba
Callejera
Caracol

Culturally-Responsive Concept Books with Rhymes

Red is a Dragon

Red is a dragon

White are noodles

Green is a dragon

Red are the firecrackers

Black are the monkey tails
Early Learning: Colors (Arabic)

Provide Plenty Of Bilingual Books and Books in the L1 For Parents & Families

- Send books home for the students to read alone or with family members (including recorded books)
- Use high-quality books that are originally written in the home language; not translations
- Use books that invite story telling in any language (simple picture books; books with photographs)
- Collect books that tell the story of migration/immigration; Books that invite the telling of families’ own stories of moving to a new country or locale
- Purchase many L1 and dual language books for the school library and encourage students and families to use L1 collections in community libraries.
USING CULTURALLY RESPONSIVE BOOKS FOR LANGUAGE LEARNING

It Starts With Having Books for All ELL Proficiency Levels

Entering  Emerging  Transitioning  Expanding  Commanding

Amount, Complexity of Language Students Can Handle
Amount of Visual Support Needed
## Statewide Percentage of ELLs by Proficiency Level

<table>
<thead>
<tr>
<th>ENL Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering</td>
<td>4.9%</td>
</tr>
<tr>
<td>Emerging</td>
<td>12.9%</td>
</tr>
<tr>
<td>Transitioning</td>
<td>23.4%</td>
</tr>
<tr>
<td>Expanding</td>
<td>44.9%</td>
</tr>
<tr>
<td>Commanding</td>
<td>13.8%</td>
</tr>
</tbody>
</table>

New York State, 2018 Data, NYSESLA

In Westchester in 2020-2021, 50% of ELLs are Newcomers, 30% are Developing, 19% are Long Term and less than 1% are SIFE. (50/50)

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### Learning Basic Sentence Patterns Using Patterned Text

- **Here they come.**
- **I see masks.**

[https://www.leeandlow.com/books/golden-dragon-parade](https://www.leeandlow.com/books/golden-dragon-parade)
Proficiency & Age-Appropriate Culturally Responsive Books:

- Include Age-Appropriate Picture Books for Middle and High School Students
- Make Certain You Have Books for All Proficiency Levels
- Entering and Emerging Kids are often Newcomers; So Represent the Experience of Being a New Arrival While Matching Proficiency Level
Using Culturally Responsive Books for Language Development

- **Build Vocabulary**
- **Advance Sentence Length and Complexity**
- **Support Paragraph and Essay Construction**
- **For Writing Development (Across the Genres)**

Any of the Books Shown Could Be Used for Language Learning

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Narrative Text We Will Use For Modeling (Transitioning, Low Expanding)

Every summer, Eric goes to live with his grandmother in El Barrio (Spanish Harlem) while his parents work. Through the long hot days, Grandma fills her apartment with conga, bomba y plena, salsa, and merengue—the music she grew up with in Puerto Rico—sharing her memories and passions with Eric. But Eric sees Grandma in a new light when she gets them tickets to hear their favorite band in concert.

[Source: latinosinkidlit.com]

A retrospectively told story in which it begins with him as an mid-to-upper-elementary grade boy; and it ends with him as a young man enjoying not only the records introduced to him by his grandmother, but also Brazilian music, jazz and rap—connecting to many of our kids! Could use from grade 4-through secondary level.

https://www.ericvelasquez.com/
Don’t Forget!
Westchester ELLs are 54% male; 83% Latinx, 2% Black—
Representing Afro-Latinx male experiences matters!

Telling Our Stories

His Books Reflect Afro-Latino Caribbean Cultures

Bilingual in America
By Suzanne Lasser, Yolanda Sencier

A exploration into the beauty and challenge of being bilingual and bicultural in America. It’s a captivating exploration into the immigrant experience in America through language and culture.

Interviewed
February 17, 2021

Word Work/Vocabulary Building with Culturally Responsive Texts
Vivid Verbs

- Wrapped me (in her world of music)
- Sway
- Sneak in (Grandma’s special song)
- Taste
- Raced over (to the record player)
- Glittered (lights)
- Filled the air (loud siren)
- Imitate
- Imagine
- Surround

Generative Word Strategy #5

Elfrieda Hiebert, textproject.org

- Teach students about the rich networks of similar-meaning words from which authors of narratives choose words for traits/attributes, emotions, motion, and communication.

<table>
<thead>
<tr>
<th>Story Word</th>
<th>Beyond the Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imaginary (drums)</td>
<td>fictional, imagined, unreal, made up, dreamed up</td>
</tr>
<tr>
<td>types (of music)</td>
<td>brands, categories, forms, variety, classifications, genre</td>
</tr>
<tr>
<td>favorite</td>
<td>cherished, prized, treasured, best-loved</td>
</tr>
<tr>
<td>pick</td>
<td>select, choose, pick out, determine, designate</td>
</tr>
</tbody>
</table>
ADJECTIVE PHRASES

- Cool summer clothes
- Favorite toys/salsa record/days/bands
- Summer home
- Imaginary drum
- Old days
- Special song/tickets/night
- Album covers
- Record covers/player
- Scratchy records
- Best band
- Lead singer
- Surprise visit
- Home-cooked meals
- Two tickets
- First New York concert
- Brand-new record
- Latest music
- Next day
- Long line
- Movie theater
- Spectacular entrance
- Darkened stage
- Steady conga beat
- Loud boom
- Familiar songs
- Last song
- New country
- Many people
- Next days and weeks
- Magical moments
- Brazilian music
- Grandma’s living room

OTHER TARGETS:

**Compound Words**
- Suitcase
- Backstage
- Sketchbook
- Subway
- Sometimes
- Something
- Hometown
- Everything
- Grandma
- Nightclubs
- Haircut

**Adverbs**
- Then
- Sometimes
- Always
- Never
- Even now
- Quietly
- Suddenly
# Word Forms—How Words Work

### Plural Noun Formation

- Clothes
- Favorites
- Toys
- Records
- Sketches
- Countries (y to i + es)

### Verb Forms

- **REGULAR PAST:** Packed, walked, danced, played
- **IRREGULAR PAST:** was/were; spent, made, took
- **PHRASAL VERBS:** Drop off; Pick up; Grow up; Pass up
- **HABITUAL PAST:** Would dance; would sway; would sit
- **IMPERATIVE:** Listen
- **MODAL VERBS:** Can say

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## CROSS-LINGUISTIC COMPARISONS

### Cognates to Notice

- **apartment—apartamento**
- **Music—música**
- **Imaginary—imagino**
- **Special—especial**
- **Selection—selección**
- **Hours—horas**
- **Musicians—músicos**
- **Percussion—percusión**
- **Surprise—sorpresa**
- **Famous—famoso**
- **Theater—teatro**

### Similar Ways Words Work

- **-tion/-ción**
  - **Selection/selección**
  - **Solution/solución**
  - **Ambition/ambición**
- **-ist/-ista**
  - **Artist/artista**
  - **Vocalist/vocalista**
  - **Tourist/tourista**
- **-ary/-ario**
  - **Imaginary/imaginario**
  - **Commentary/comentario**
WITH DUAL LANGUAGE TEXTS WE CAN COMPARE LANGUAGES: SEEING HOW EACH LANGUAGE WORKS AT A SENTENCE LEVEL

Possessives, Word Order, Best Phrasing of Ideas in Each Language

Advancing Sentence Length and Complexity with Culturally Responsive Texts
Every year, right after the last day of school, I’d pack a suitcase with my cool summer clothes, my favorite toys, and a sketchbook. Then my dog, Daisy, and I were off to Grandma’s apartment in El Barrio. Because my parents worked, Grandma’s apartment was my summer home.

Adding Length and Complexity to Sentences

Complex Sentences with time clauses

Appositives—Providing detail (name of dog)

Prepositional Phrases to extend sentences by giving more detail; giving reasons for actions

Items in a series

Advancing Understanding of Written Genres

Using Culturally-Responsive Books for Writing Development (Paragraph; Essay Writing)
Varied Text Types

**Narrative**

Illustrated with Arpilleras from Peru (Appliqued Textile Pictures)

**Expository**

Illustrated with Beautiful Color Photographs from Costa Rica

**Folk Tales**

- Provides access to a broader range of stories and themes
- Can be useful for finding common stories or themes across cultures

**Fantasy**

- Exposes students to novels by authors from around the globe.
- Shares the creativity and imaginative worlds of authors writing in other languages first; from other times and perspectives
The story opens when...

The characters in the story.....

Early in the story...

A little later on ...

After that...

At the end, ....
Follow Up Writing to Informational Texts

- Factual Description (Place)
- Factual Recount (e.g., Historical Event)
- Explanation (Life Cycles of Animals, Plants)
- Procedure (How To...)
- Procedural Recount (Science Experiment)
- Information Report (Science Report)

Picture Prompt
For Explaining a Process

This shows the growth stages of a butterfly.
Sample Signal Words

<table>
<thead>
<tr>
<th>Literary or Factual recount</th>
<th>Factual recount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accordingly</td>
<td>may be due to</td>
</tr>
<tr>
<td>after</td>
<td>meanwhile</td>
</tr>
<tr>
<td>afterward</td>
<td>next</td>
</tr>
<tr>
<td>as a result of</td>
<td>not long after</td>
</tr>
<tr>
<td>as soon as</td>
<td>next</td>
</tr>
<tr>
<td>because</td>
<td>on (date)</td>
</tr>
<tr>
<td>before</td>
<td>preceding</td>
</tr>
<tr>
<td>begain with</td>
<td>prior</td>
</tr>
<tr>
<td>consequently</td>
<td>seconded</td>
</tr>
<tr>
<td>during</td>
<td>so that</td>
</tr>
<tr>
<td>finally</td>
<td>soon</td>
</tr>
<tr>
<td>first</td>
<td>steps involved</td>
</tr>
<tr>
<td>following</td>
<td>then</td>
</tr>
<tr>
<td>for this reason</td>
<td>therefore</td>
</tr>
<tr>
<td>if . . . then</td>
<td>third</td>
</tr>
<tr>
<td>immediately</td>
<td>then</td>
</tr>
<tr>
<td>in order to</td>
<td>today</td>
</tr>
<tr>
<td>initially</td>
<td>when</td>
</tr>
<tr>
<td>is/was caused by</td>
<td>while</td>
</tr>
<tr>
<td>last</td>
<td>until</td>
</tr>
<tr>
<td>later</td>
<td>yesterday</td>
</tr>
</tbody>
</table>

[https://www.solutions.com/free-resources/ell](https://www.solutions.com/free-resources/ell)
The National Committee for Effective Literacy (NCEL) calls for literacy instruction that recognizes, honors, and leverages dual language brains and builds on the considerable research and knowledge base about what constitutes effective literacy instruction for English learners.

Chapter 2: The Power of Mirror

Chapter 4: Supporting the Literacy Development of Dual Language Learners

Chapter 6: Guidelines for Text Selection/Literature

Chapter 7: Guidelines for Text Selection: Informational Texts

Chapter 8: Cultural and Linguistic Authenticity in Urban Children’s Literature
Using Diverse Books with ELLs: A Guide for Educators

If you teach English language learners (ELLs) and immigrant students, you may be wondering how to choose books that reflect your students’ experiences, cultures, and languages. You may also wonder how to choose books at the right reading and language level.

You are in the right place! This guide offers numerous practical tips, resources, and booklists for finding appropriate books for your students, as well as resources that will help readers access diverse books for all of your students.

What’s in This Guide

This guide includes the following sections:

Getting started
  • Why Diverse Books Matter: Mirrors and Windows
  • How to Find Diverse Books

Books in the classroom
  • Choosing Books for Your ELLs: Tips for Educators
  • Using Diverse Books to Support Writing Instruction
  • Using Books About Immigration in the Classroom
  • Expanding the Use of Diverse Books
  • Using Diverse Books with Young Children

Voices from the field
  • Windows and Mirrors: Latino Experiences in Children’s Literature
  • Tips for Choosing Culturally Appropriate Books & Resources About Native Americans

Video interviews
  • Authors Reflect on Asian Representation in Children’s Books
  • Are Black immigrants represented in the curriculum?

Books

Books for young children
  • Immigration Stories: Books for Young Children

Books for older children
  • Immigration Stories: Books for Older Readers
  • History of Immigration: Books and More
  • Immigration Stories: Oral Traditions
  • Immigration Stories: Family Reunions
  • Immigration Stories: Life in America
  • Immigration Stories: Life Among the Border

Books for young adults
  • Immigration Stories: A New Life
  • Immigration Stories: Crossing the Border
  • Refugee Stories from Young Adult
  • Refugee Stories from Iran
  • Refugee Stories from Iraq
  • Refugee Stories from Syria
  • Refugee Stories from Laos and Afghanistan
  • Refugee Stories, Books for Middle Schoolers
First Time Here? Welcome to the Diverse BookFinder

The Diverse BookFinder is a comprehensive collection of children's picture books featuring Black and Indigenous people and People of Color (BIPOC). It is not a list of recommended titles.

This distinction is important to understand before going further.

What is It? | Why not only the "good" books? | See our data
How do I search?

https://diversebooks.org/resources-old/where-to-find-diverse-books/
began a struggle between his dream of becoming an Olympic champion and his father's...
https://imyourneighborbooks.org/new-arrival-new-american-books/browse-by-community/

https://www.youtube.com/watch?v=F0GqGkylJ84&t=98s

https://latinosinkidlit.com/
https://socialjusticebooks.org/booklists/spanish-bilingual/

The best selection of multicultural and social justice books for children, YA, and educators.

Spanish / Bilingual

Early Childhood | Elementary | Middle School | High School

Teaching for Change carefully selects the best multicultural and social justice books for children, young adults, and educators. Learn about our criteria for selecting titles. Feedback on these lists and suggestions for additional titles are welcome. Most of the books on these lists are linked for more information or purchase to Powells.com (an independent, union labor bookstore). Titles with reviews on this site are noted with an asterisk(*).

See more recommended titles: Cuba, Latina, and Latin America, Puerto Rico, Central America, Afro-Latina

Also, see: La República Dominicana, readings in Spanish from the English language version, Caribbean Connections: Dominican Republic: This book is part of the Caribbean Connections Series by Teaching for Change.

https://socialjusticebooks.org/booklists/asian-americans/

The best selection of multicultural and social justice books for children, YA, and educators.

Asian Americans

Early Childhood | Upper Elementary | Young Adult | Adult

Teaching for Change carefully selects the best multicultural and social justice books for children, young adults, and educators. Learn about our criteria for selecting titles. Feedback on these lists and suggestions for additional titles are welcome. Most of the books on these lists are linked for more information or purchase to Powells.com (an independent, unionized bookstore) and/or Bookshop (indie bookstore platform). A small percentage from book sales through these links goes to Teaching for Change. Titles with reviews on this site are noted with an asterisk(*).

For further recommended reading, see: below.
https://www.cuny-nysieb.org/translanguaging-resources/culturally-relevant-books-and-resources/

Culturally Relevant Books and Resources

Bringing culturally and linguistically relevant literature into the classroom embraces the language practices, cultures, and identities of bilingual students. Such texts also help bilingual students draw upon their background knowledge to comprehend their reading.

https://www.printbookstore.com/beautifulblackbird/2020
MULTILINGUAL LITERACY SCREEN/SIFE
Assesses literacy ability in many languages (Gr. 2-9)

https://vimeo.com/524589536

https://www.heinemann.com/authors/productsbyauthor.aspx?id=4928