Wordless Picture Books

Using performance indicators to differentiate instruction

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All About ME
“By discussing a variety of narrative and visual features, we bring forth readers’ implicit understandings of visual images and narrative sequences and make them explicit so we can examine how they serve the narrative and influence interpretations.”

Why Wordless Picture Books?

Catherine Flynn
@flynncatherine
@donalynbooks I've used wordless picture books w/ Ss of all ages to teach comp skills. No decoding issues so Ss feel success. #titletalk
7:04 PM - 23 Feb 2014

Tammy Zack
@TammyZack
Great for questioning and clarifying #titletalk
7:09 PM - 23 Feb 2014

Janet Bass
@jbass2274
Wordless books create an level playing field for readers/nonreaders to enjoy a story. #titletalk
7:04 PM - 23 Feb 2014

Tony Keefer
@TonyKeefer
One of many things I love about wordless picture books is the multiple ways readers can interpret the stories. #titletalk
7:09 PM - 23 Feb 2014

Norma Lucio Vasquez
@niucio75
Wordless picture books encourages oral language development #titletalk
7:06 PM - 23 Feb 2014

Colby Sharp
@colbysharp
I love watching students partner read wordless books together. Lots of finger pointing, talking, thinking. #titletalk
7:06 PM - 23 Feb 2014

Donalyn Miller
@donalynbooks
Students really notice the author/ illustrator's choices. Leads us to author's choices in print texts. #titletalk
7:06 PM - 23 Feb 2014

Kurt Stroh
@strohreads
Wordless books allow for the nuance of interpretation. #titletalk
7:07 PM - 23 Feb 2014

MPaulisse
@mpaulisse
Wordless pic books encourage students to make inferences and find evidence for their thinking #titletalk
7:07 PM - 23 Feb 2014

Fran McVeigh
@franmcveigh
Students will "share" w/ peers and "argue" about where details R in the pictures! Communication, collaboration & close reading! #titletalk
7:07 PM - 23 Feb 2014

Donalyn Miller
@donalynbooks
USU discovered that mothers who read a wordless book used richer lang., more complex sent. than mothers who retold a print story #titletalk
7:09 PM - 23 Feb 2014

Tammy Bourne
@TammyBourne2
Just had my students write a wordless picture book. Many of my 5th graders loved it! #titletalk
7:09 PM - 23 Feb 2014
Knudsen-Lindauer (1988) suggested that wordless picture books offer numerous pedagogical benefits for emerging readers, including the development of pre-reading skills, sequential thinking, a sense of story, visual discrimination, and inferential thinking. In addition, Arizpe (2014) outlined the demands that wordless picture books place on readers. In order to make meaning in transaction with these visual narratives, Arizpe suggested five things that readers of wordless picture books must learn to do:

■ Give voice to the visual narrative by participating in the story sequence

■ Interpret characters' thoughts, feelings, and emotions without textual support for confirming these ideas

■ Tolerate ambiguity and accept that not everything may be answered or understood

■ Recognize that there are a range of reading paths to explore through the visual narrative

■ Elaborate on hypotheses about what is happening in the narrative sequence

Why are they good for ELs?
How does this connect?

Common Core Reading Anchor Standard, 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Common Core Writing Anchor Standard, 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Picture Word Inductive Model

Calhoun, 1999
Steps Involved in PWIM

1. Select a picture.
2. Ask students to identify what they see in the picture.
3. Label the picture parts identified. (Draw a line from the identified object or area, say the word, write the word; ask students to spell the word aloud and then to pronounce it).
4. Read and review the picture word chart aloud.
5. Ask students to read the words (using the lines on the chart if necessary) and to classify the words into a variety of groups. Identify common concepts (e.g., beginning consonants, rhyming words) to emphasize with the whole class.
6. Read and review the picture word chart (say the word, spell it, say it again).
7. Add words, if desired, to the picture word chart and to the word banks.
8. Lead students into creating a title for the picture word chart. Ask students to think about the information on the chart and what they want to say about it.
9. Ask students to generate a sentence, sentences, or a paragraph about the picture word chart. Ask students to classify sentences; model putting the sentences into a good paragraph.
10. Read and review the sentences and paragraphs.
Do it Silently

Don’t show the end
day

train
cars
blue
red
yellow
three

farmer

suspenders
hat

clouds

brown

field

Look(ing)

See(s) saw

Work(ing)

Fall(ing)

Travel(ing)

cars

something
One day a farmer was working in his field. He looked up and saw a train. The train had three cars. He dropped his pitchfork when he saw something fall off of the train.
### Cognitive function + content stem + supports

**COGNITIVE FUNCTION:**

<table>
<thead>
<tr>
<th>DOMAIN:</th>
<th>Level 1 Entering</th>
<th>Level 2 Emerging</th>
<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOPIC-RELATED LANGUAGE:**

What will they do?  
With what content/material?  
How can we support their success?
<table>
<thead>
<tr>
<th><strong>Sensory Supports</strong></th>
<th><strong>Graphic Supports</strong></th>
<th><strong>Interactive Supports</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Real-life objects (realia)</td>
<td>Charts</td>
<td>In pairs or partners</td>
</tr>
<tr>
<td>Manipulatives</td>
<td>Graphic organizers</td>
<td>In triads or small groups</td>
</tr>
<tr>
<td>Pictures &amp; photographs</td>
<td>Tables</td>
<td>In a whole group</td>
</tr>
<tr>
<td>Illustrations, diagrams, &amp; drawings</td>
<td>Graphs</td>
<td>Using cooperative group structures</td>
</tr>
<tr>
<td>Magazines &amp; newspapers</td>
<td>Timelines</td>
<td>With the Internet (websites) or software programs</td>
</tr>
<tr>
<td>Physical activities</td>
<td>Number lines</td>
<td>In the native language (L1)</td>
</tr>
<tr>
<td>Videos &amp; films</td>
<td></td>
<td>With mentors</td>
</tr>
<tr>
<td>Broadcasts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Models &amp; figures</td>
<td></td>
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</tr>
</tbody>
</table>
Level 6: Creating

• Can the student create new products, ideas and ways of viewing things?
  – Produce original communication
  – Create order
  – Make predictions
<table>
<thead>
<tr>
<th>COGNITIVE FUNCTION:</th>
<th>create</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong> Entering</td>
<td>... working with A partner, with a class-generated word bank and Sentence frames</td>
</tr>
<tr>
<td><strong>Level 2</strong> Emerging</td>
<td>... with a class-generated word bank and Sentence frames</td>
</tr>
<tr>
<td><strong>Level 3</strong> Developing</td>
<td>... with a class-generated word bank</td>
</tr>
<tr>
<td><strong>Level 4</strong> Expanding</td>
<td>Create text to tell the story of the farmer and the clown</td>
</tr>
<tr>
<td><strong>Level 5</strong> Bridging</td>
<td>Create rich text to tell the story of the farmer and the clown</td>
</tr>
<tr>
<td><strong>Level 6 - Reaching</strong></td>
<td></td>
</tr>
</tbody>
</table>

**TOPIC-RELATED LANGUAGE:**

- day
- farmer
- train
- Fall(ing)
- something
- pitchfork
- Work(ing)
How does the character’s body language show you what they are thinking/feeling?

Why does the author use color when illustrating the clown?
Are there really six clowns? Why would the author/illustrator draw the picture like that?

Do you see anything in the picture to indicate time?

How does the farmer feel now?
What is happening?

How does the farmer feel?
How do you know?
Using one of the questions below, students will...

**COGNITIVE FUNCTION:**
- **create**

<table>
<thead>
<tr>
<th>Speaking and writing</th>
<th>Level 1 Entering</th>
<th>Level 2 Emerging</th>
<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
<th>Level 6 - Reaching</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>With a graphic organizer, word bank, Sentence frames</td>
<td>with a graphic organizer, work bank and sentence frames</td>
<td>Create several sentences to support their position with a graphic organizer</td>
<td>Create several cohesive sentences to support their position</td>
<td>Create a paragraph to support their position</td>
<td></td>
</tr>
</tbody>
</table>

**TOPIC-RELATED LANGUAGE:**
- Student generated

- Do you see a possible solution to...
- How would you feel if....?
- If you were... what would it be like?
- What would happen if...?
What are they good for?

- Sequencing
- Predicting
- Inference
- Author’s purpose
- Point of view
- Non-English speaking parents
- Picture clues
- Questioning
- Classifying

- Voice
- Comprehension
- Parts of speech
- Learn vocabulary
- Sentence structure
- Oral language fluency
Wordless chapter books

- Robot dreams
- Owly
- The Silver Pony
For older students
Nearly wordless