

# Identifying Culturally and Linguistically-Responsive Literature for the Literacy Block: The Booklist Project



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# Agenda

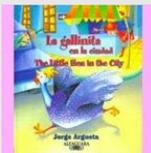


- I. Introduction to the Booklist Project (Rationale for the Project)
- II. Requirements for Each Booklist
- III. Sample Booklists of Each Type
- IV. How to Use the Booklists in the Literacy Block With a Sample Booklist
- V. Wrap Up and Conclusion: Designing Your Own Booklists For Your ESL Students; Final Questions

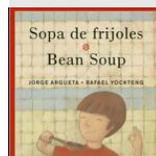
# Introduction to the Booklist Project



# Culturally-Responsive Author Study; Culture-Specific Booklists



Author Study:  
**Jorge Argueta**  
An award winning  
poet and children's  
author from  
**El Salvador**  
Jennifer Banos  
Rhode Island College  
October 5, 2011  
Grade 1-5



## Korean Themed Book List

Grade Level Focus : PreK-Grade2



Eunyoung Jung

TESL 507, Rhode Island College

[www.ritell.org](http://www.ritell.org)

Check on Resources “Booklist Project”



www.ritell.org

Click on Booklist Project

The screenshot shows the website's header with the logo and navigation links: HOME, ABOUT - JOIN, RESOURCES - STORE, CONTACT. Below the header is a 'Login' button. The main content area is titled 'BOOKLIST PROJECT' and includes a paragraph about the project's goal, a list of components for each booklist, and a section for related resources. The related resources section lists three items with small book cover images: 'Alma Flor Ada- Author Study by Catarina Anselmo Grades preK-2', 'Brazil booklist by Francisca Silvia Lima Grades 3-5', and 'Chinese booklist by Donna Adler Ages 6-10'. A fourth item, 'Chinese Booklist 2 by Kristen Genemia Thomas', is partially visible at the bottom.

ritell Rhode Island Teachers of English Language Learners

HOME ABOUT - JOIN RESOURCES - STORE CONTACT

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## BOOKLIST PROJECT

The goal of this project is to serve as a resource to the wider educational community by preparing helpful culturally and linguistically relevant booklists for classroom teachers serving ELLs. The booklists were developed by M.Ed. TESL and M.Ed. in Reading students at Rhode Island College as part of a class on Reading and Writing for ESL students. Students were directed to conduct research and prepare either an Author Study or Culture-Specific Book List.

Each book included in a book list will have the following components\*:

- the title in APA format and ISBN Number.
- the literacy/proficiency level, age/grade-level span for which the book would be ideal/appropriate. Each book is correlated to WIDA or RI Adult ESL proficiency levels.
- a brief description of the book summarizing the story and explaining why it would make a good story for ELLs (what would make it relevant to ELLs).
- technology-based materials related to the book (audio books/video versions of books/computer based and Internet resources that promote reading and writing around the books listed).
- the formats in which the book is available (bilingual or native language version, print, recorded book, Reading Rainbow book, CD-Rom—e.g. Living Books, Google books, e-books, etc.).
- links to any on-line resources for classroom teachers (including for teachers that are designed for the book—e.g. lesson plans, guides, or official author websites).

\* Some books may not have all these components and some may have more.

### Related to the book: (audio books/video versions of books/computer based and Internet resources)

  
Alma Flor Ada- Author Study by Catarina Anselmo Grades preK-2

  
Brazil booklist by Francisca Silvia Lima Grades 3-5

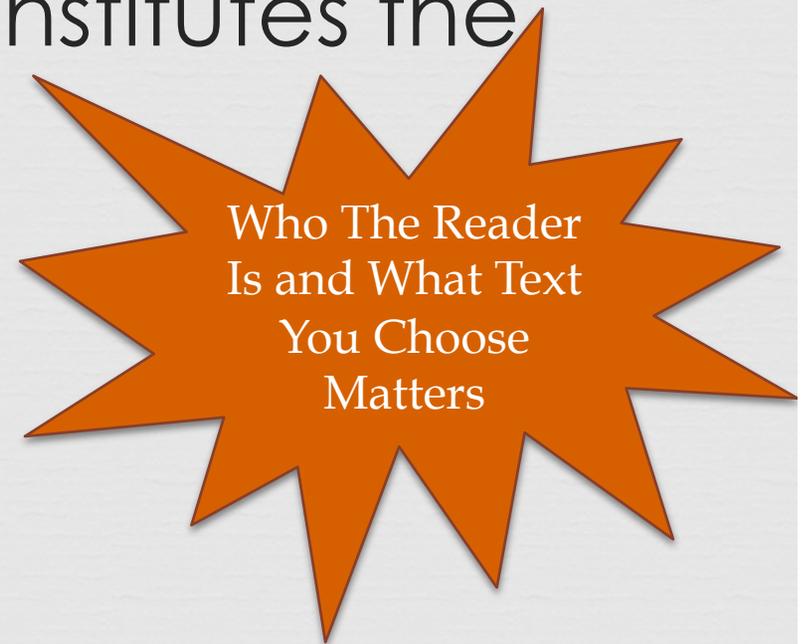
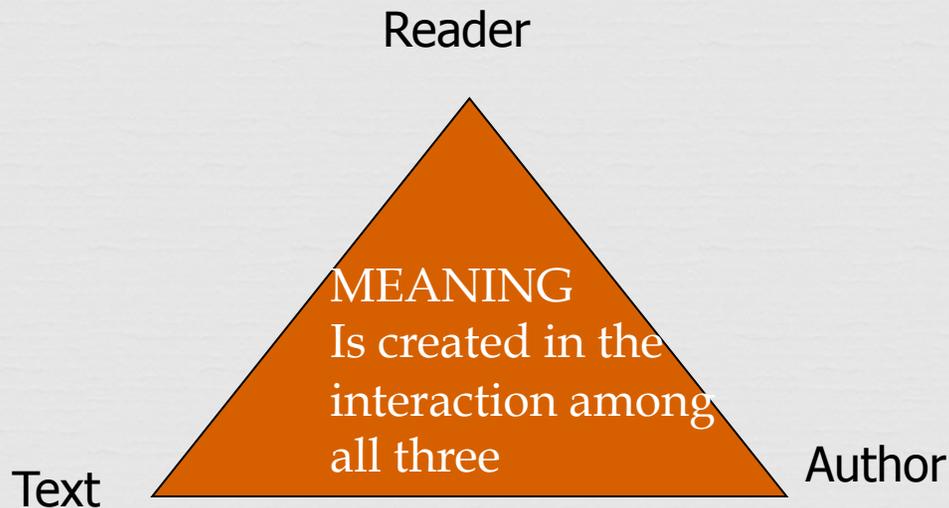
  
Chinese booklist by Donna Adler Ages 6-10

  
Chinese Booklist 2 by Kristen Genemia Thomas



# Rosenblatt's Transactional Theory

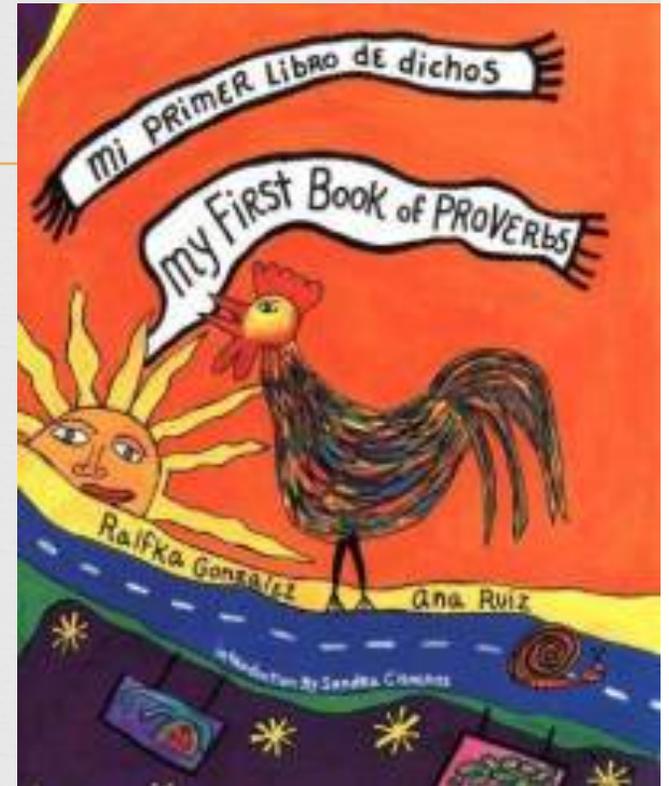
The reader is necessary third party in the relationship that constitutes the literary work.



# My First Book of Proverbs/Dichos

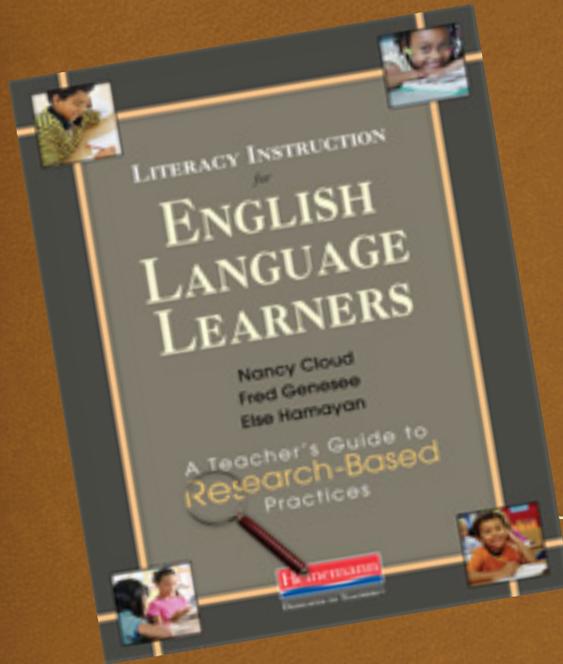


*When Readers Bring Strong Background  
Knowledge It Enhances Enjoyment;  
Encourages Language Use;  
Promotes Reading Comprehension  
and  
Prepares Children For Writing Activities*



Ralfka Gonzalez  
And Ana Ruiz  
Children's Book Press,  
2002

Heinemann, 2009



# Our TESL Program Emphasizes



ACTIVE USE OF  
culturally- and linguistically-  
responsive literature

# Kinds of Native Language and Bilingual Books to Have in the Classroom Library

Books with themes that tap background knowledge and life experience and match age-level interests

Books that represent the home country

Books that students can enjoy with their families

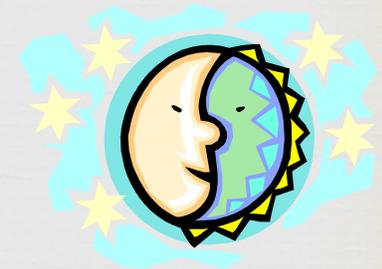
Books that invite talk and reader response



# Include All Forms of Literacy



- ❧ Wordless books
- ❧ Simple picture books
- ❧ Poems, sayings, songs
- ❧ Texts with simple structure; rhythmic, repetitive patterns and rhyming words
- ❧ Fables and folktales
- ❧ Biographies, Informational Text





## Provide Plenty Of Bilingual Books and Books in the L1 For Parents

- ☞ 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 (wordless picture books; simple picture books)
- ☞ Purchase many books for the school library and encourage students and families to use L1 collections in community libraries.



## APPENDIX A

### ***CHECKING FOR QUALITY OF BOOKS IN LANGUAGES OTHER THAN ENGLISH***

In translated books:

- ❑ The translation represents the original justly
- ❑ The language contains no errors of any sort
- ❑ The language is not too formal
- ❑ The language is not artificial sounding
- ❑ The cultural context is authentic to the story
- ❑ Words or phrases in the illustrations are in the appropriate language
- ❑ Photographs or illustrations are embedded in a cultural context that is appropriate for the story so that there is a good fit of pictures to text

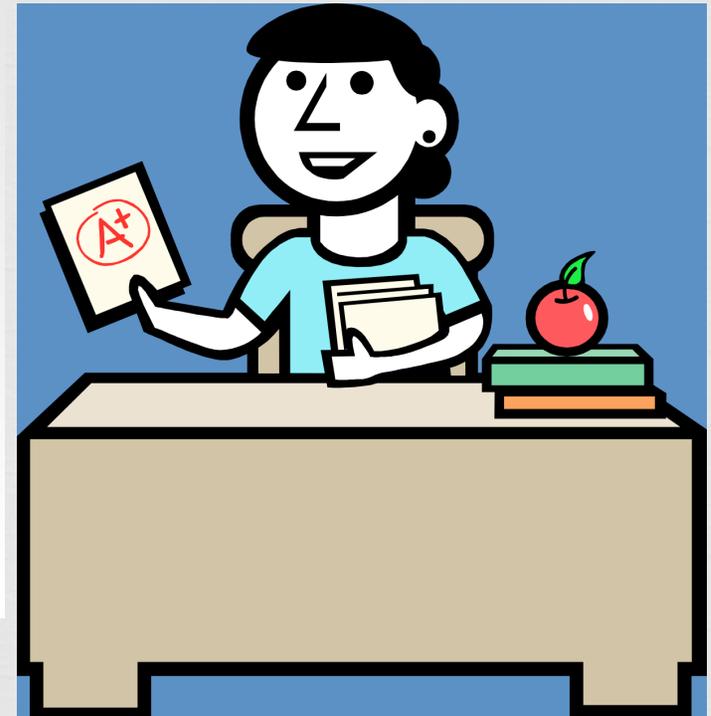
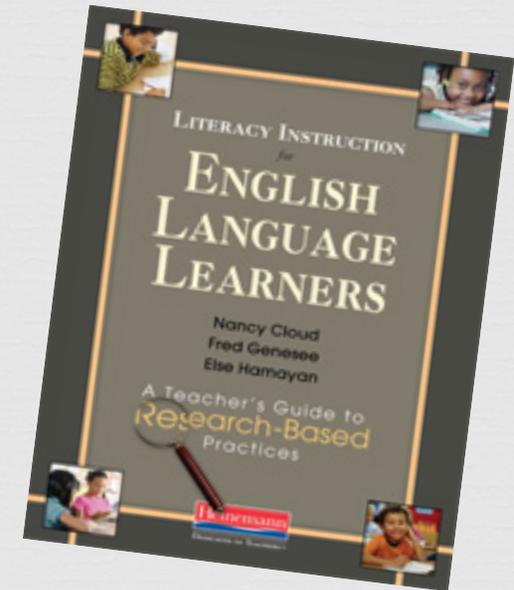
In monolingual books:

- ❑ The quality of the type is adequate (especially with non-roman alphabet scripts)
- ❑ The print quality is adequate; the colors and images and words are sharp and well defined
- ❑ The binding can withstand classroom use

In addition, in bilingual books:

- ❑ The status of the two languages are equally represented (one language does not take precedence)
  - The two languages are printed in the same size and quality font
  - The writing in the illustrations is in both languages
  - The names of the characters are appropriate to both languages
  - The directionality of the book is appropriate to both languages, even if the other language goes from right to left
- ❑ One culture does not take precedence over the other; the language other than English is not nested in the English-dominant culture, as in, for example a story titled *Mr. McGillicutty se va a McDonald's*, where the language is translated but there is no effort to ground the story in one of the appropriate cultural contexts of Spanish.

May be copied for classroom use. © 2009 by Nancy Cloud, Fred Genesee, and Else Hamayan from *Literacy Instruction for English Language Learners* (Portsmouth, NH: Heinemann).



# Criteria for Selecting Books

1. **Age appropriateness and relevancy** of the themes for the age of the learner (high interest, low readability)
2. **Cultural appropriateness** and relevancy (books that feature language minorities/immigrants or themes related to their experiences including perspectives, histories, and contributions)
3. **Genre appropriateness** and relevancy (how demanding is the genre based on the proficiency of the learner—personal, factual, analytic text; amount of metaphorical language; register)
4. **Authenticity**
5. **Proficiency demands** ( While making sure there is an appropriate range and rigor of texts)



# Booklist Requirements



1. Title, author, publication date and publisher in APA format with ISBN Number.
2. The literacy/proficiency level and age/grade-level span for which the book would be ideal/appropriate. *Correlation to Proficiency Levels (WIDA).*
3. A brief description of the book summarizing the story and justifying its inclusion in terms of affirming students' identities and promoting cross-cultural understanding.

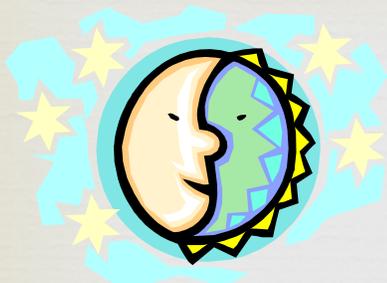
# Booklist Requirements



4. Technology-based materials related to the book (audio books/video versions of books/computer based and Internet resources that promote reading and writing around the books listed).
5. The formats in which the book is available (bilingual or native language version, print, recorded book, Reading Rainbow book, CD-Rom—e.g. Living Books, Google books, e-books, etc.).
6. Links to any on-line resources for classroom teachers (including for teachers that are designed for the book—lesson plans, guides, official author websites).



# A Sampling of Booklists



# Two Basic Kinds of Booklists



## A. Culturally-Focused Booklists

**Korean Culture: Grades PreK-2; 4-8**

(We Also have an Author Study Booklist on  
Yangsook Choi, Gr. 2-6)

## B. Author Study Booklists

**Jorge Argueta (El Salvador): Ages 4-9**  
**(PreK-3)**

*LATER WE WILL SEE:*  
*Diane Gonzales Bertrand, K-8*

# Culture-Specific Grade-Range Specific

## Korean Themed Book List

Grade Level Focus : PreK-Grade2



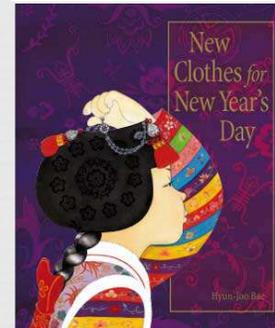
Eunyoung Jung  
M.Ed. in TESL Program  
Rhode Island College

Developed by ESL/EFL  
Professionals

1. Bae, Hyun-Ju. (2007). *New clothes for New Year's Day*.

- Kane/Miller Book Publishers, Inc. [ISBN-13: 978-1-933605-29-6] [ISBN-10: 1933605294]
- Format : Hardcover
- Themes: Korean Holiday
- WIDA Level : Developing
- Interest Level : preK-2 (Especially age 5,6)
- Book Available : Rhode Island College Library
- Book Cover Image :

<http://www.kanemiller.com/covers/978-1-933605-29-6.d.jpg>



This book is about the Korean little girl who greets the New Year's Day which is one of the big holidays in Korea. She shows how to wear Korean traditional clothes, which is called "Hanbok," from silk skirt and a rainbow-striped jacket to shoes embroidered with flowers. This book is full of exquisite illustrations of traditional costumes so it makes us enjoy reading with surprise. Also this beautiful book helps us to introduce Korean heritage and specific holiday tradition to children easily with simple explanation because they can connect to their own tradition which is more familiar with them. Shall we take a look at the New Year's Day and its new clothes in Korea?

### ● Useful Websites

[http://english.visitkorea.or.kr/enu/1071\\_Culture.jsp](http://english.visitkorea.or.kr/enu/1071_Culture.jsp) : Korean culture

[http://english.visitkorea.or.kr/enu/CU/CU\\_EN\\_8\\_1\\_2\\_1.jsp](http://english.visitkorea.or.kr/enu/CU/CU_EN_8_1_2_1.jsp) : Korean costumes

[http://english.visitkorea.or.kr/enu/SI/SI\\_EN\\_3\\_6.jsp?cid=261422](http://english.visitkorea.or.kr/enu/SI/SI_EN_3_6.jsp?cid=261422) : New Years' Day

<http://www.youtube.com/watch?v=xzzIOCw-naQ> : Video about New Years' Day in Korea

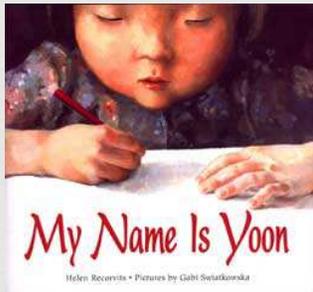
Children's Literature  
Celebrating Korean Heritage  
and Culture

## Focuses on the Immigrant Experience and the Feelings of Children in that Process

### 4. Helen Recorvits, Gabi Swiatkowska (2003). *My name is Yoon.*

- Frances Foster Books, [ISBN10: 0-374-35114-7] [ISBN-13: 978-0545200127]
- Format : Paper, Hardcover
- Themes: Korean-American's adjustment, cultural difference
- WIDA Level : Late Developing
- Guided Level : I
- Interest Level : preK-2 (Especially Grade 1,2)
- Book Available : Rhode Island College Library
- Book Cover Image :

<http://resources.macmillanusa.com/jackets/258H/9780374351144.jpg>



This is a story about a Korean girl named Yoon who moved to the United States with her family. Her name means "shinning wisdom" and she likes her Korean name very much. When she writes her name in Korean, she thinks it looks happy, like a dancing figure. However, she does not want to be "Yoon" written in English because all the lines and circles stand alone. This is how this girl feels in the United States. Even though the author, Helen Recorvits, is not Korean, she understands this Korean girl's feeling deeply and describes it well. This moving story shows how she adjusts and struggles to her new life in the United States. As we might think, this girl represents one of the ELLs

who is surrounded by all the unfamiliar language and strangers so I hope this book would be a good relief for ELLs who just came to the United States and feel confused. This story begins with these sentences like "I wanted to go back home to Korea. I did not like America. Everything was different here." However, by the end, Yoon is happy with her friends and teacher at school.

#### ● Useful Websites

<http://treasures.macmillanmh.com/florida/students/grade2/book1/unit1/my-name-is-yoon> : Useful activities using this book

<http://us.macmillan.com/author/helenrecorvits> : About author

<http://www.youtube.com/watch?v=5PB2WTARilo> : Video – Reading Aloud of book

### 7. Yumi Heo (2004), *The Green Frogs: A Korean folktale.*

- Frances Foster Books, [ISBN-10: 0618432280] [ISBN-13: 978-0618432288]
- Format : Paper, Hardcover, Kindle
- Themes: Folktale, Korean virtue
- WIDA Level : High Developing to Expanding
- Guided Level : L
- Interest Level : preK-2 (Especially age 5,6)
- Book Available : Salve Regina University Library
- Book Cover Image : <http://www.isbnlib.com/cover/0618432280/L>

Traditional  
Korean  
Foktale



The book is a retelling of a Korean traditional folktale. It is a story of two frogs who never listen to their mother. Whatever the mother frog tells children to do, they do the opposite and love disobeying their mother. One day the mother died. Her last wish was to be buried on the sunny side of the hill. So knowing her children, she requested to be buried by the lake, thinking the frogs would do the opposite. The frogs felt sorry for not listening to their mother all these

years and did exactly what she asked. Then it started rain and the mother's body was washed away. The frogs cried and cried. That is why frogs make this noise when it rains. This story is one of the popular stories in Korea which was passed down through many generations. That is because Korean traditional folktale always gives us good lessons. From this book, we can see honoring parents is always one of the priorities and virtues in Korean culture. Also this story helps children to respect their parents. Otherwise, it tells us that we will regret not doing that. We still call the children who do not listen to their parents "green frog" in Korean.

#### ● Useful Websites

<http://park.org/Korea/Pavilions/PublicPavilions/KoreaImage/hanqul/litera/> : More Korean folk tales

Highlights the Importance of Names and Honoring Children's Names

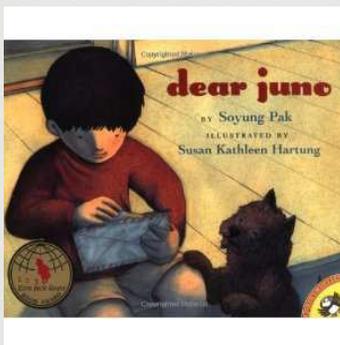
# Books that Show the Importance of Biliteracy; Writing in Two Languages

## Books that Talk About the Costs of Language Loss

### 10. Soyung Pak, Susan Kathleen Hartung (2001). *Dear Juno*

- Puffin Books. [ISBN-10: 0142300179] [ISBN-13: 978-0142300176]
- Format : Paper, Hardcover
- Themes: Immigrants' Communication, Korean letter, Family
- WIDA Level : Expanding
- Guided Level : M
- Interest Level : preK-2 (Especially Grade 1,2)
- Book Available : East Providence Public Library
- Book Cover Image :

[http://ecx.images-mazon.com/images/I/51m9KR5RDbL. SL500\\_AA300 .jpg](http://ecx.images-mazon.com/images/I/51m9KR5RDbL. SL500_AA300 .jpg)



This book is about Juno, a Korean-American boy, who is communicating with his grandmother in Seoul, in spite of the fact that they can't understand each other's language. Juno is discovering a new way of communicating with her so the grandmother writes in Korean, and Juno writes in drawings. It seems that using the different languages doesn't mean they can't exchange letters. For me, it looks so amazing to share words and pictures with each other. They did not care about the language barrier itself. In reality, the miscommunication and conflict between Korean-Americans and only Korean speaking

family members – mostly parents - is getting worse and worse, and it makes families feel more isolated. However, this story only shows us positive outcomes. In this moment, we have to think about our ELLs in the classroom. Most of the ELLs are afraid of writing when they do not know much about the language. Moreover, they feel nervous when they are asked to write because fear and lack of English. However, communication can be possible even though Juno and his grandmother use different languages, as we can see from this story. This book tells us about importance of communication, and I hope we can be of help for ELLs to lower their psychological barrier, enjoy learning the new language, which is English.

- Useful Websites

<http://cuii.blog.cz/1111/dear-juno-lesson> : Introducing some lesson plans

[http://www.glencoe.com/ebooks/reading/9780022033743/twe/unit3\\_week2\\_1.pdf](http://www.glencoe.com/ebooks/reading/9780022033743/twe/unit3_week2_1.pdf) : Classroom activities using this book

### ● More Useful Websites

These are more websites for students as well as teachers to learn more about Korea, and these will be helpful for us to understand Korean ELLs.

#### 1. More children's book on Korean culture

<http://www.comeunity.com/adoption/books/0korea-culture.html>

#### 2. Official Korea Tourism Organization Site

: This is official site provides you with all kinds of information about Korean culture with lots of pictures and explanation.

<http://visitkorea.or.kr/>

#### 3. Education in South Korea

[http://en.wikipedia.org/wiki/Education\\_in\\_South\\_Korea](http://en.wikipedia.org/wiki/Education_in_South_Korea)

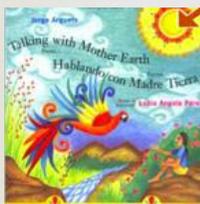
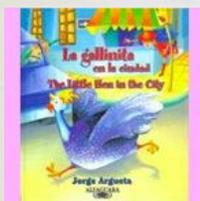
<https://sites.google.com/site/southkoreaneducation/>

#### 4. Korean Pronunciation Errors

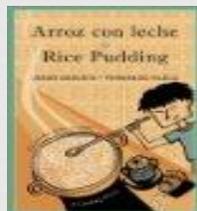
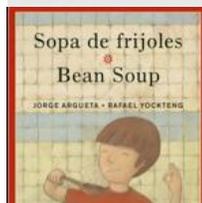
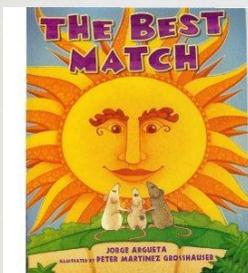
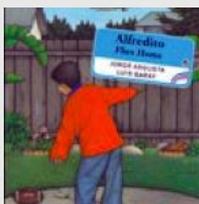
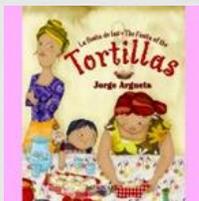
<http://nathanbauman.com/nathanbaumankoreanpronunciation.html>

#### 5. Common Errors by Korean Learners

<http://englishbloopers.com/ESL/ckerrors.html>



*Author Study:*  
**Jorge Argueta**  
*An award winning  
 poet and children's  
 author from*  
**El Salvador**  
  
 Jennifer Banos  
 Rhode Island College  
 October 5, 2011  
 Grade 1~5



## **JORGE TETL ARGUETA**

was born and raised in rural El Salvador, Central America. As a native Salvadoran and Pipil/Nahua Indian, this accomplished poet and author weaves a great deal of his own family culture and country folk lore into his stories and poems. The winner of numerous awards and prestigious recognition for his work, Jorge Argueta continues to create stories geared for children. His writing overflows with influence from the richness of memories of a war-torn country. The gifts of Mother Earth, the sounds and smells from a busy family restaurant, the tastes of special ingredients that make family recipes truly memorable, the emotions of leaving a world behind to begin anew in a safer place...are woven throughout his stories. Arriving to the United States in 1980, Jorge connected with other writers and avenues to share his talents such as in coffeehouses and publications.

Paired with the talents of Elizabeth Gomez (*A movie in my pillow and Moony Luna*), Carl Angel (*Xochitl and the Flowers*), Gloria Calderone (*Zipitio*), Mima Castro (*The little hen in the city*), Maria Jesus Alvarez (*The fiesta of the tortillas*), Lucia Angela Perez (*Talking with Mother Earth*), Luis Garay (*Alfredo flies home*), Peter Martinez Grosshauser (*The best match*), Rafael Yockteng (*Bean Soup*) and Fernando Vilela (*Rice Pudding*), the following booklist is generated to build a reading library for English Language Learners. Although these books are promoted for ages 4-9 years of age, I can easily see this collection of books being well used through the elementary grades and also by adult English language learners.

Jorge is active in the cultural life of the city in which he resides and also works with humanitarian organizations to assist families and children in El Salvador. [www.jorgeargueta.com](http://www.jorgeargueta.com)

[www.youtube.com/watch?v=HUCegZfFEg](http://www.youtube.com/watch?v=HUCegZfFEg)

Jorge Argueta is also the Director of "Talleres de Poesia" a literary organization based in the US, that launched and organized an Annual Children's Poetry Festival in El Salvador (November 2010), and is in the process of organizing a second Festival this fall (2011). Further information about this organization can be viewed at [www.tallerespoesia.org](http://www.tallerespoesia.org).

# Author Biographical Information

## Variety of Genre Different Language Versions

### Book list

1. Argueta, J. (2001). *A movie in my pillow/Una película en mi almohada*. San Francisco, CA: Children's Book Press. [ISBN 0-89239-165-0] bilingual hardcover  
Age range: 4 to 8 years old

**Received the Americas Book Award for *A Movie in my Pillow*, presented at the Library of Congress, Washington, DC. This book also received the IPPY Award for Multicultural Fiction Juvenile/ Young Adults, and the Skipping Stones Honor Award for Multicultural and International Books.**

Summary: In Jorge Argueta's first published release of children's poems, young Jorgito shares some special memories along with difficult decisions that millions have faced to leave a home torn from civil war through creative poems. The influences of family and nature help to offset the sadness of friends and family left behind, as the words unravel from a young boy's perspective. This collection is saturated with the colors, tasted, smells and sights of special memories along with the love that is shared by family as they wait to reunite.

WIDA level: Beginning/Developing

<http://jorgeargueta.com/Jorge%20Argueta/Children%27s%20Lesson%201.html>

2. Argueta, J. (2003). *Xachitl and the flowers/Xachitl, la Nina de las Flores*. San Francisco, CA: Children's Book Press. [ISBN -13: 978-0-89239-224-7] bilingual paperback  
Age range: 4 to 8 years old

**Selected as one of the best children's bilingual books**

Summary: Based on a true-life story, *Xachitl* (which means "flower" in the Nahuatl language) tells of her family and life in San Francisco, far from her native El Salvador. Selling flowers on the street, her mami dreams of having her own shop someday. The flowers are a reminder of family, of life left behind in El Salvador. Dad surprises the family by renting an apartment with space in the back to grow flowers, like the garden Mami dreamed of. After turning a junk yard into a fertile area to begin their garden, they are faced with the resistance of neighbors not willing to let this business be opened. With confidence and determination, the neighbors are shown that this flower shop will be a positive thing for the community...and they are given their fair opportunity.

WIDA level: High Expanding/Bridging

<http://www.childrensbookpress.org/resources/themes-and-units-classroom>

3. Argueta, J. (2003). *Zipitio*. Toronto, Ontario: Greenwood Books.  
[ISBN 0-88899-487-7] Also Available in Spanish translation [ISBN 0-88899-539-3]  
Hardcover

Age range: 4 to 8 years old

Summary: Pipil/Nahua tradition tells of Zipitio, who is older than the rocks and even older than the river. He has fallen in love with many of the young girls in the village...and Mom warns her little girl that she may be seeing him around by the river. Peculiar as he is with backwards feet, a big round belly and a black hat, Zipitio is a sign that young girls are about to enter womanhood and mom's warning takes her fright away.

WIDA level: High Expanding/Bridging

4. Argueta, J. (2005). *Maany Luna/ Luna, Lunita Lunera*. San Francisco, CA: Children's Book Press. [ISBN 0-89239-205-3] bilingual hardcover  
Age range: 4 to 8 years old

**Received the 2005 National Parenting Publications Awards (NAPPA), Gold Medal Award for *Maany Luna*.**

Summary: How does it feel to be as big as the moon, but afraid to begin school? Five year old Luna is reluctant to go to school even after Mom reads a bedtime story of a little monster who went to school and had a happy day there. With Mom and Dad's love to guide her along, Luna does go to school but is so afraid of what will happen when Mom and Dad leave. She finds that the kindness and support of new friends can be all it takes to feel even bigger than the moon.

WIDA level: Developing/Expanding

5. Argueta, J. (2006). *La gallinita en la ciudad /The little hen in the city*. Miami, FL: Santillana USA Publishing Company, Inc. [ISBN 1-59820-093-3] dual-language hardcover

Age range: 4 to 8 years old

Summary: In this story, Natalia is certain that a stray guinea hen she sees fly by her window in the city is in need of rescue, but the tired old hen is quite tricky to catch. With the help of her friend Samuel, and with a lot of persistence, the hen finds a happy home and is a dear reminder of Natalia's own grandfather, living back in El Salvador, who she misses. She remembers his words that he once told her, that "whenever you want to see me, I'll fly over to visit you." So this little lost hen is worth the effort to protect!

WIDA level: Expanding/ Bridging

## Prizes and Awards Received

# Bilingual Books and Folktales

6. Argueta, J. (2006). *La fiesta de las tortillas/ The fiesta of the tortillas*. Miami, FL: Santillana USA Publishing Company, Inc. [ISBN 1-59820-094-1] dual-language hardcover

Age range: 4 to 8 years old

Summary: Inspired by his own time spent in his family's restaurant in El Salvador as a boy, Jorge Argueta writes this fictional story of a family brought together by the traditional staple- hand-made tortillas. Suspense carries throughout the story as unexplainable noises and clapping are heard to the beat of forming tortillas? It is agreed that the "Spirit of the Corn" has visited them, bringing the suspense to a humorous and touching discovery in the end as the family gathers "around" in the kitchen. Read for yourself ad Koki and his family endure the hustle and bustle of a hard working family, centered on the mysterious rhythms heard by all.

WIDA level: High Expanding/ Bridging

7. Argueta, J. (2006). *Talking with Mother Earth~ poems/ Hablando con Madre Tierra~ poemas*.

Toronto, Ontario: Groundwood Press/House of Anansi Press.  
[ISBN 13:978-0-88899-6268] dual-language hardcover

Age range: 4 to 8 years old

**Received the International Latino Book Award – for Best Bilingual Book. Also won The Americas Book Award, Bank Street Children's Library Book of the Year and Best Illustrated Children's Book of the Year. *Talking to Mother Earth* was also selected for the "Lion and Unicorn Honor Book for Excellence in North American Poetry".**

Summary: In this collection of poetry, Jorge Argueta shares the very core of his heritage through words taken from his Pipil Nahua Indian roots. Some poems bear the challenges of a boy raised in a rural village while being teased by his peers, while others are empowering with connection to the sounds and colors of nature's gifts from our very own Mother Earth. The strong bond with culture and family, along with nature's beauty resonate throughout this collection of free-verse poems.

WIDA level: High Beginning/Developing

<http://jorgeargueta.com/Jorge%20Arqueta/El%20Paso%20Times%20Review.html>

8. Argueta, J., (2007). *Alfredito flies home*. Toronto, Ontario: Groundwood Press/House of Anansi Press. [ISBN 9-780-88899-585-8] hardcover

Age range: 4 to 9 years old

**Americas Book Award**

Summary: It's never easy going somewhere new, especially for Alfredito who has to leave his life in El Salvador behind, making a dangerous trek by foot to California with his family. After four years, his journey "back home" is built with excitement and fears, to travel by plane for the very first time, to visit friends and family in El Salvador for Christmas. The joys of reuniting/meeting some family members for the first time mixed with bittersweet sadness of his grandmother's passing while they were in the US are examples of the emotions that Alfredito experiences. This realistic fiction story is one that so many can connect with.

WIDA level: High Expanding/ Bridging

Elizabeth Schlessman, an elementary teacher uses the poetry of Jorge Argueta to help students express their feelings about leaving one country for another". From article that appeared on Rethinking Schools website, June 2010:

[www.rethinkingschools.org/index.shtml](http://www.rethinkingschools.org/index.shtml)

9. Argueta, J. (2007). *The best match*. Carmel, CA: Hampton-Brown. [ISBN 0-7362-2497-1] Paperback

Age range: 4 to 8 years old

Summary: Retold by Jorge Argueta, this charming Mayan folk tale finds Mama and Papa Mouse searching for a good husband for their daughter. Beginning their quest with Uj, the Moon, then continuing to ask Kin (the Sun), Tiokal (the Cloud), Ik (the wind) and Pak (the Wall), daughter finds her perfect match. You may be surprised to find out who was the greatest match of all!

WIDA level: Developing/Expanding

Teaching guide: <http://hbavenues.com/highpoint/library/pdf/hp.basics.tq16.pdf>

10. Argueta, J. (2009). *Sopa de frijoles~un poema para cocinar/Bean soup~ a cooking poem*.

Toronto, Ontario: Groundwood Press/House of Anansi Press. [ISBN 978-0-88899-881-1]

Age range: 4 to 8 years old

**Selected to be part of the USBBY International Honor List and Junior Library Guild List**

Summary: Once you have read through this free-verse poem, you will likely never just see boiling beans the same way again! Seeing the clean beans be thrown "into the pot's lake for a swim", the imagery and metaphoric adventure really takes off. As the flames "give the pot a hug", the water turns "brown the color of Mother Earth." The aromas, colors and taste all seem to come to life, as the reader is led through the steps of this delicious comfort food and staple of many families.

WIDA level: Beginning/ Developing

11. Argueta, J. (2010). *Arroz con leche~ un poema para cocinar/Rice Pudding~ a cooking poem*.

Toronto, Ontario: Groundwood Press/House of Anansi Press. [ISBN 978-0-88899-981-8]

Age range: 4 to 8 years old

**2010 Best Children's Books: Celebrating Friends & Family for Young Readers & Listeners**

Summary: Through a creative blending of ingredients and adventure, this poetic story carries the reader's senses through the process of the author's favorite rice pudding recipe. As the free-verse poem unfolds, the reader is led along the cooking process from gathering a cooking pot to the steam that "climbs deliciously to the ceiling" like "little chains of hearts and colored ribbons." This book comes full circle as families are encouraged to make this delicious favorite delicacy to enjoy together.

WIDA level: Developing

Binational Life Experience and  
Familiar Cultural Practices



# Use the Lists to Create Culturally- Relevant Themes and Author studies

Tap Into Literacy Practices and  
Traditions



# Use Reader Response Journals to Judge Their Response to the Text



Difficulty Level of the Text  
Emotional Response to the Text  
Cultural Appropriateness of the Text

# Celebrate Literacy!



Using Responsive Children's Books To Promote  
Language and Literacy Development

<http://www.latinoteca.com/news/authors-on-the-airwaves-diane-gonzales-bertrand>



Diane Gonzales Bertrand

[http://  
www.delsolbooks.com/](http://www.delsolbooks.com/)

[http://  
www.delsolbooks.com/  
thelastdoll.htm](http://www.delsolbooks.com/thelastdoll.htm)

[http://www.latinoteca.com/  
arte-publico-press/](http://www.latinoteca.com/arte-publico-press/)

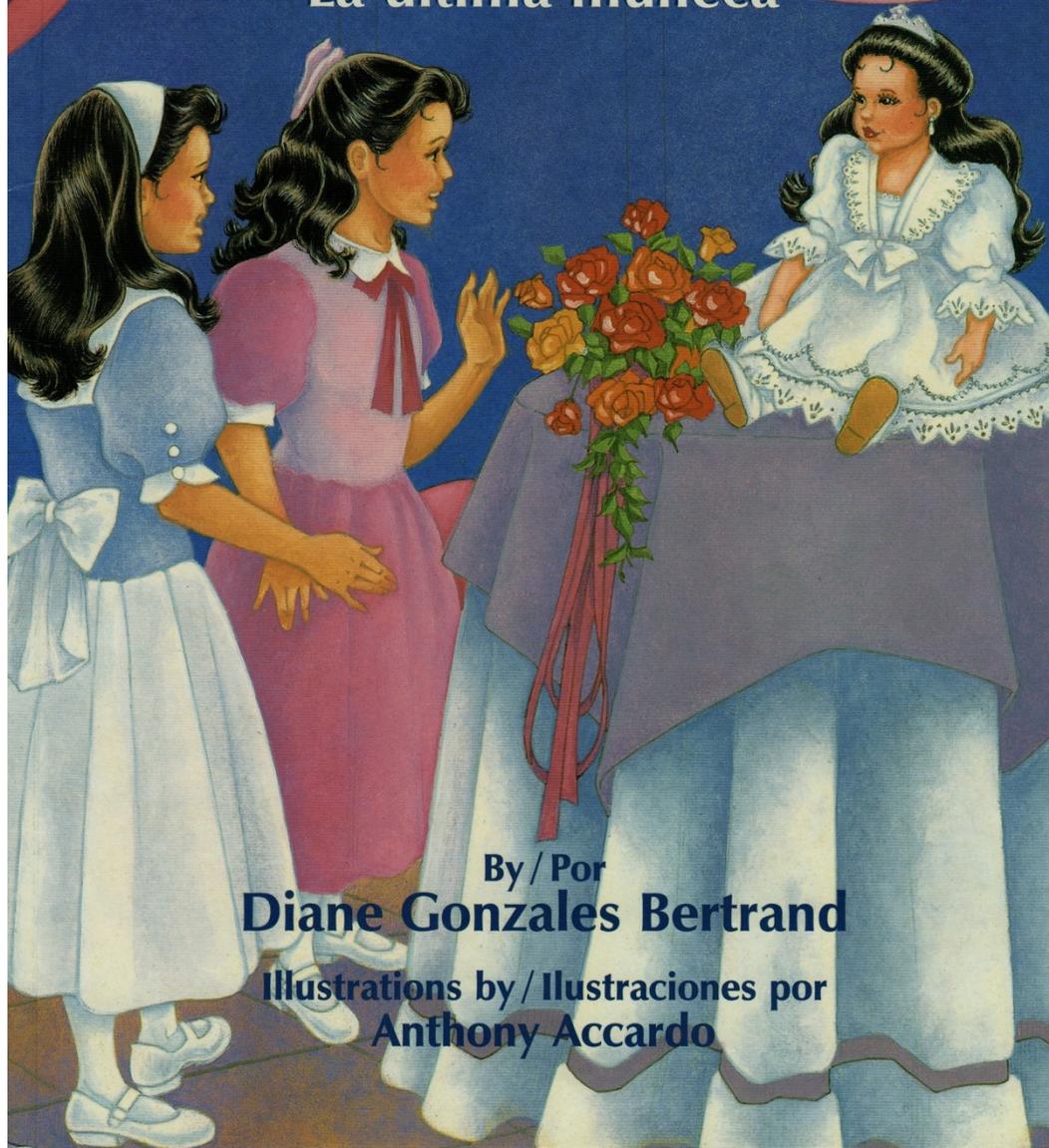
# Using the Books in Your Literacy Block For:



- Oral Language Development
- Teaching Decoding/Encoding skills
- Teaching Reading/Writing Strategies
  - As a Mentor text for
    - Writing a descriptive paragraph, etc.

# The Last Doll

La última muñeca



By / Por  
**Diane Gonzales Bertrand**

Illustrations by / Ilustraciones por  
**Anthony Accardo**

Use As a  
Mentor Book  
to Model  
Oral and/or  
Written  
Language  
Use for Your  
ELLs

Sarita was a pretty doll with silky black hair that curled down her back. She had large brown eyes with long black lashes. Her nose was small. Her lips were painted a rosy red. She wore a white lace dress trimmed with delicate pearls.

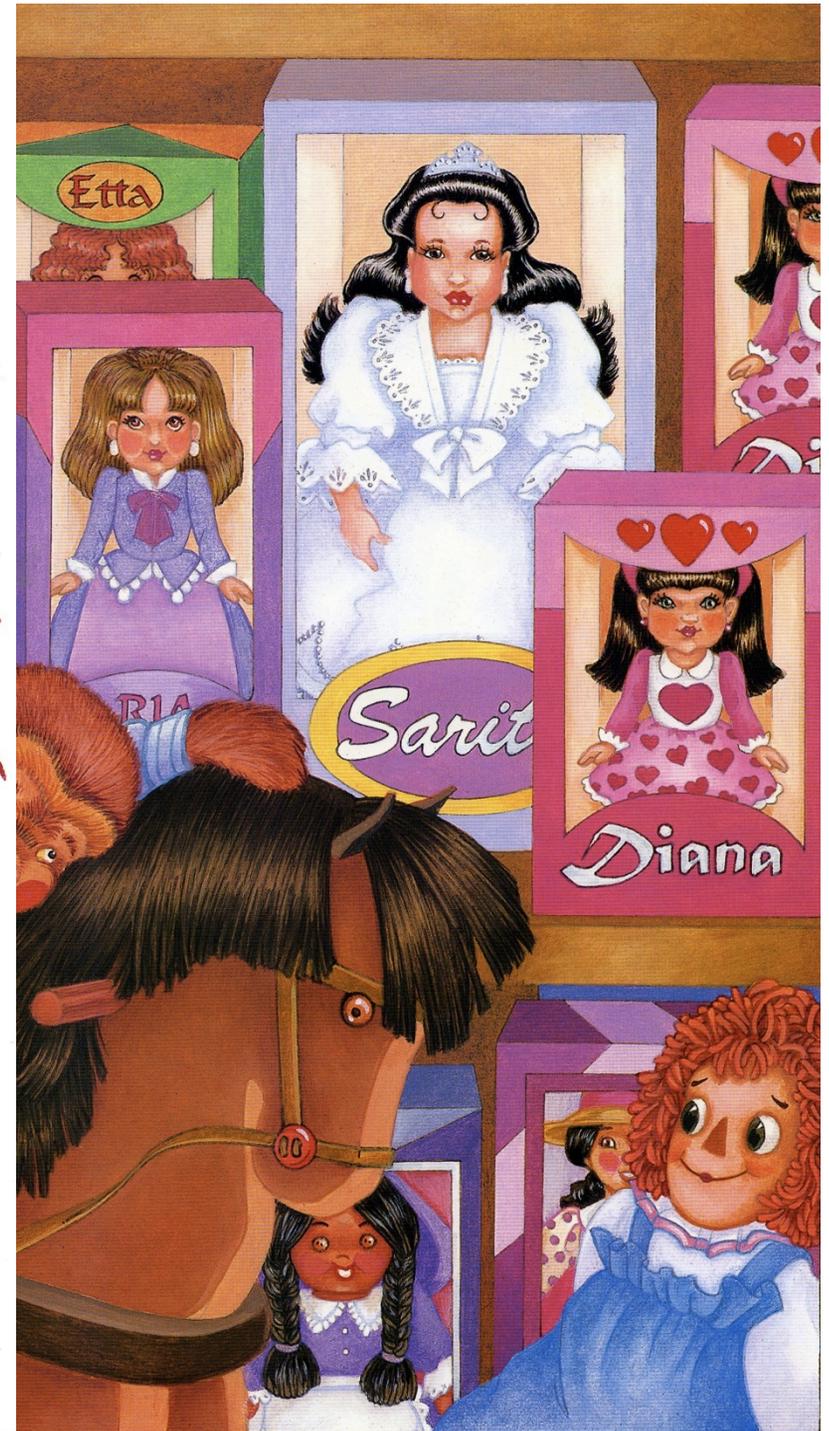
But Sarita was different from all the modern dolls. The fashion dolls, the talking dolls, and the dolls that move all came and went quickly at the toy store. Sarita hardly even had the chance to make friends with them. Sarita was as beautiful as any other doll on the shelf, but no one bought her—not for a little girl's party, or to wrap up as a Christmas present. Sometimes she was afraid of being the last doll left all alone on the shelf.

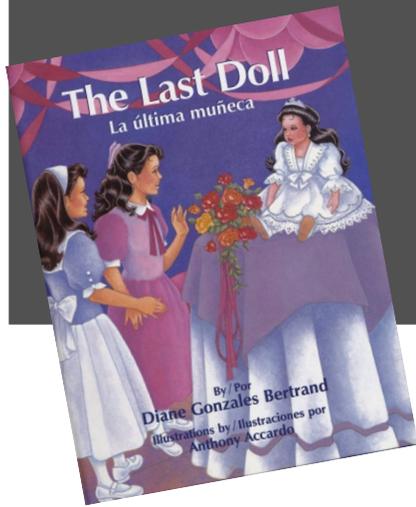
## Descriptive Language



Sarita era una linda muñeca con el pelo sedoso y negro que caía en ondas sobre su espalda. Tenía grandes ojos cafés con largas pestañas negras. Su nariz era pequeña. Sus labios estaban pintados del color rojo de las rosas. Usaba un vestido blanco de encaje adornado con perlas delicadas.

Pero Sarita era diferente a todas las muñecas modernas. Las muñecas a la moda, las muñecas que hablan y las muñecas que se mueven llegaron y se fueron rápidamente de la juguetería. Sarita ni siquiera tuvo la oportunidad de hacerse amiga de ellas. Sarita era tan bonita como cualquier otra muñeca que estaba en el estante de la juguetería, pero nadie la compraba—ni para la fiesta de una niña, ni para envolverla como regalo de Navidad. A veces tenía miedo de quedarse sola, ser la última muñeca en el estante.





## USE THE BOOKLIST TO SUPPORT BALANCED LITERACY PRACTICES

1. **Word Study**
2. Read Aloud
3. Guided Reading
4. Independent Reading
5. Writer's Workshop
6. Extension to Home and Community

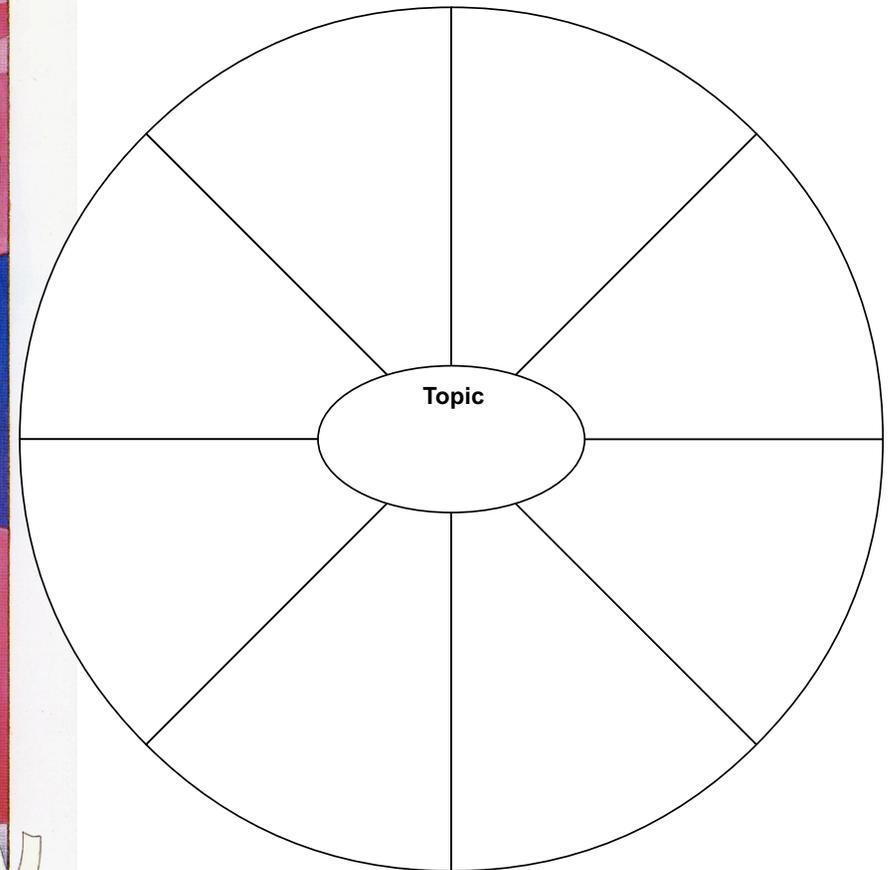
Author Study: Diane Gonzales Bertrand

# Use Word Learning Tools to Teach Words

Name \_\_\_\_\_ Date \_\_\_\_\_

## Describing Wheel

Add describing words about your topic between the spokes.



Individual words  
Descriptive phrases  
Similes

# Frontloading: Choosing Words That Matter



- High Frequency Words
- Words that Carry the Meaning
- Words that Can Be Used to Build Semantic Webs
- Words that Show How Words Work (prefixes, suffixes)
- Words that Advance Your Word Study Purposes (Descriptive Words, Action Words, Etc.)

# Use Culturally-Responsive Literature



Don't Forget  
Books on Tape!

For:  
Shared Reading  
Guided Reading  
Self-Selected or Silent  
Sustained Reading  
Independent Reading

# Look for Multimedia Formats When Purchasing Titles



## Del Sol Books

Includes many audio recordings of the books, that  
children could use, alone or with parents at home

<http://www.delsolbooks.com/thelastdoll.htm>



# To Promote Wide Reading



Choose Books That:

- ☞ Students can read and comprehend
- ☞ Students will enjoy
- ☞ Meet expectations in terms of the qualities of good literature

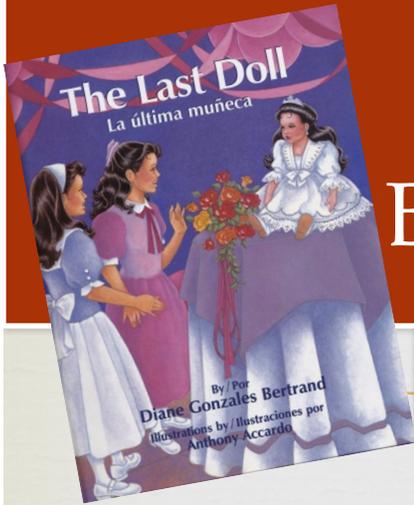
Also,

- ☞ Allow students to self-select some of the materials they will read (provide students choices)

# Provide Books from Across the Various Genres of Literature



- ☞ Fiction (picture books and traditional literature; novels; historical fiction; fantasy)
- ☞ Poetry
- ☞ Non-Fiction (biographies, informational books that provide factual information)



# USE THE BOOKLIST TO SUPPORT BALANCED LITERACY PRACTICES

Author Study: Diane Gonzales Bertrand

1. Word Study
2. Read Aloud
3. Guided Reading
4. Independent Reading
5. *Writer's Workshop*
6. Extension to Home and Community



# Teach Students Text Processing Tactics



- Teach students to **identify the common transition words** that occur with the particular text structures in use, and what these terms indicate.
- **Give students models and use guided writing to show how to organize their written output**, provide word boxes and other aids (writing frames/templates) to help them speak or write about important content concepts they have been learning about.

- Content/Ideas
- Formats/Organizational Strategies

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- Voice
- Language Use (phrasing; sentence fluency)
- Word Choice/Word consciousness
- Conventions of print



6 Traits

Use Quality Literature as  
Model for Writing

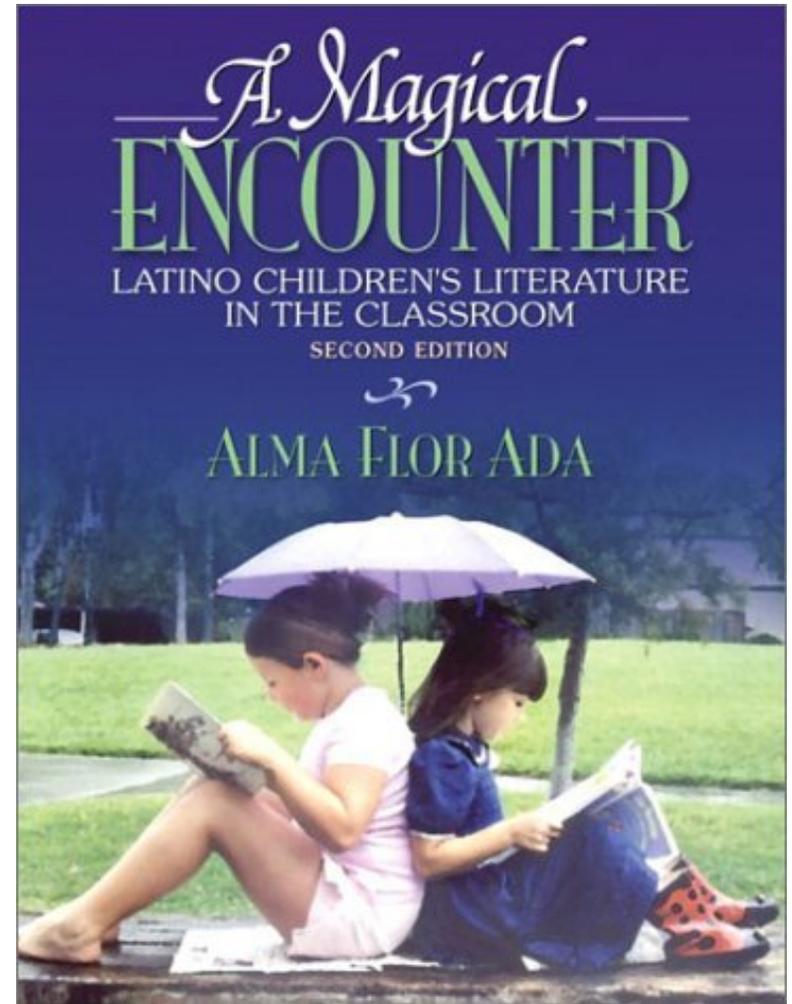
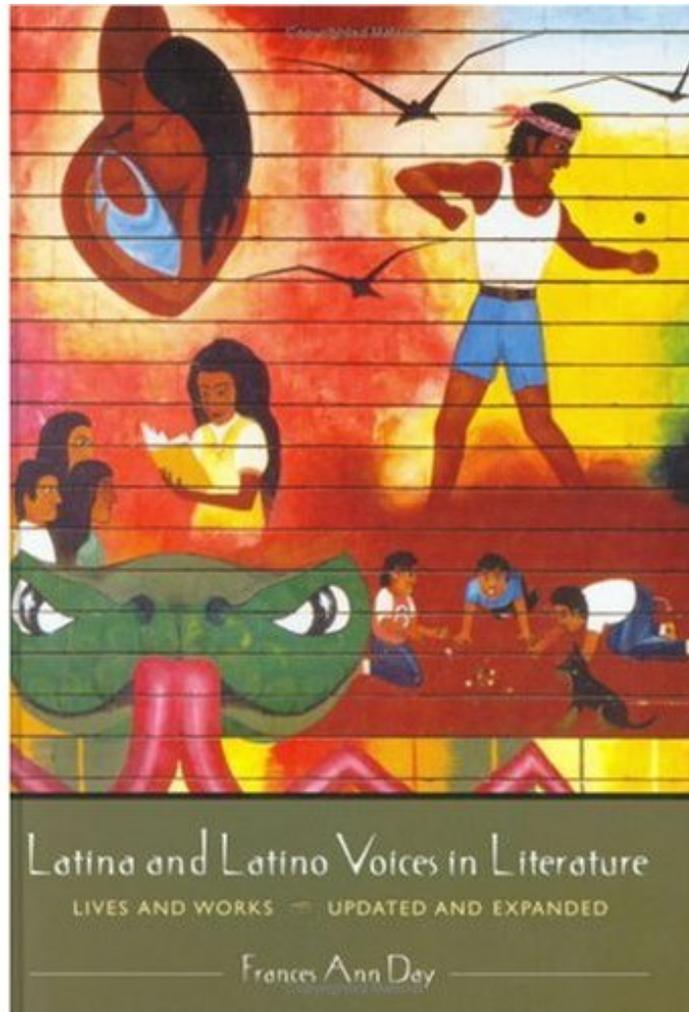
# Creating Your Own Booklists



- ❧ Determine the focus for your booklists:
  - Author, genre, cultural group
- ❧ Search for appropriate books
  - proficiency levels
  - literacy levels

**Make Sure to Have L1 and Bilingual Books on the List**

# Find Quality Multicultural Literature



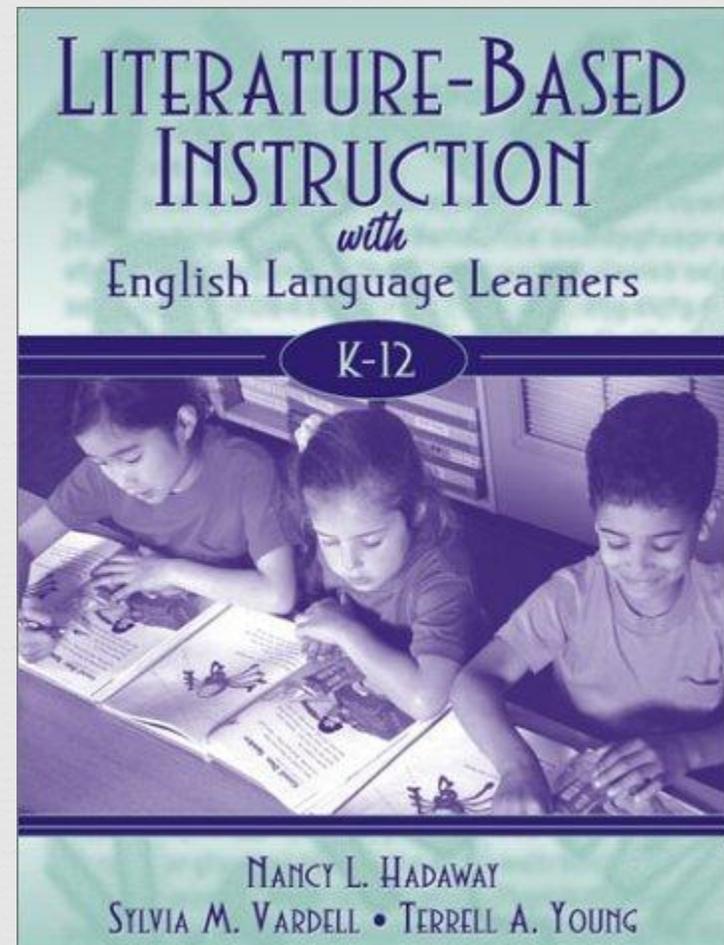
# THIS TEXT SHOWS HOW TO USE LITERATURE FOR:

Author Studies

Genre Studies

Balanced Literacy  
Components (e.g. read  
alouds, partner reads,  
etc.)

As Models for Process  
Writing or 6 + Traits  
Instruction



# The Booklist Project

A Project of the  
M.Ed. In TESL Program,

Feinstein School of Education and Human Development  
Rhode Island College

For Further Information, Contact:



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