

Implementing a Multilingual Perspective in Selecting Children's Literature

Teaching for Biliteracy Summer Institute 2019

Title: _____ **Author:** _____

Publisher: _____ **ISBN:** _____

☐ **Literary** ☐ **Informational**

Element	Notes
<u>The Story</u> • What is this text about? • What happens in the story? • What's the main idea (informational) or central message? (literary)?	
<u>Language</u> • What language (words, phrases) might be new or tricky for students? • What language is crucial to students' understanding of the text or topic? • What language is scaffolded in the text by photographs or illustrations? • What language do I need to build oracy for before reading this text? • How will I build that oracy? • What language will also be useful for students to know outside of the reading of this text and into other topics and units in the future?	

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<u>SCI/SS Content</u> • What does this text contribute to the science or social studies big idea? • What new knowledge/understanding might this text bring to students? • Where are the stopping points to emphasize content? • How can I help them process the content? ○ What questions can I pose? ○ How can I scaffold their analysis or the new information? (e.g., graphic organizer)	
<u>Literacy</u> • What can this text teach students about being good readers? • Where are the stopping points to ○ scaffold for literal comprehension? ○ emphasize a reading strategy/ skill? • What questions can I pose or what might my think-aloud sound like? • What can this text teach students about being good writers? • Where are the stopping points where I can emphasize an author's craft or use of a strategy? • What questions can I pose to students or what might my think-aloud sound like?	