

VISUALIZING LITERACY

Lynne H Price MBCT

Objectives:



1. identify key components of reading.
2. analyze current practices in reading instruction and impact of hearing loss on access.
3. list strategies for visualizing each component for all age levels.

Outline:

What is literacy?
What are the components of literacy?
Why is it important?
What is effective literacy instruction?
What are ways to use visualization to teach literacy?



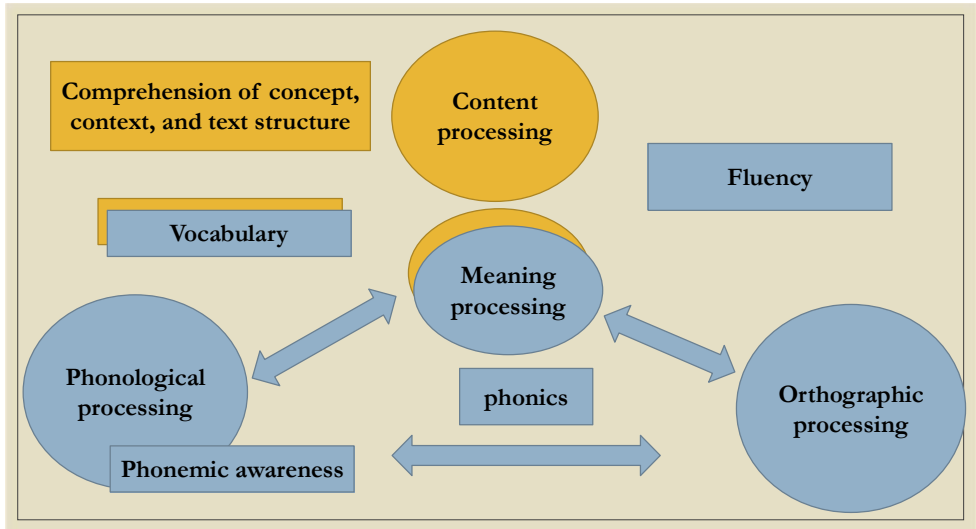
WHAT IS LITERACY?

Two parts

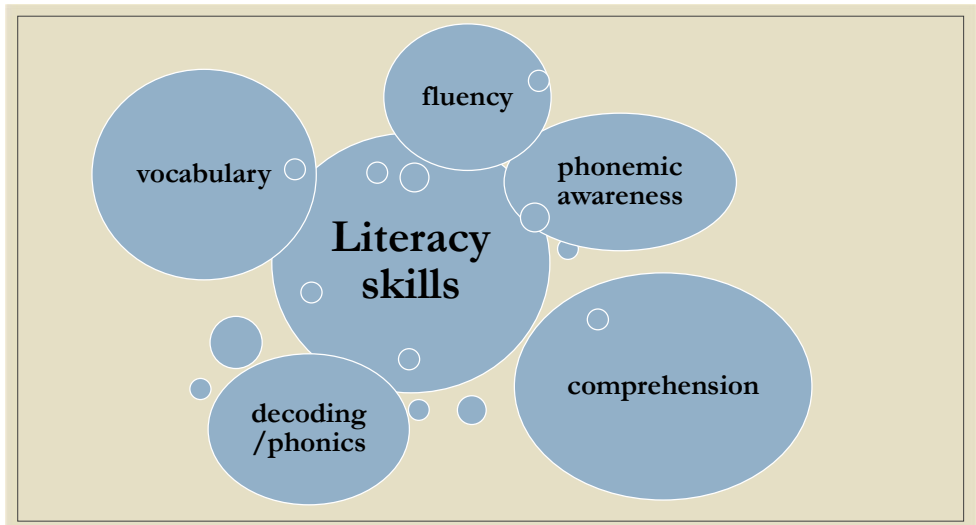
1. **Literacy skills** –
the ability to read
and write



2. **Content literacy** –
knowledge in a specific subject



Literacy skills



Vocabulary

..a fact or idea that you memorize

through **words** (left hemisphere) and

through a **picture** (right hemisphere),



This combination is used to **recall the fact or idea**.

Allan Davis, *Imagery and Verbal Process* (New York: Holt, Rinehart and Winston, 1971).

Phonemic Awareness

- auditory discrimination
- sound manipulation –
delete substitute segment blend
- rhyme and word families



**the single best predictor of at risk status
in early reading difficulty.**

Decoding - phonics

- sound letter association - phonics
- word pronunciation – syllable patterns
 - C-V-C (closed) C-V (open)
 - C-V-Ce C-le double vowel
 - r-controlled



Fluency -Automaticity

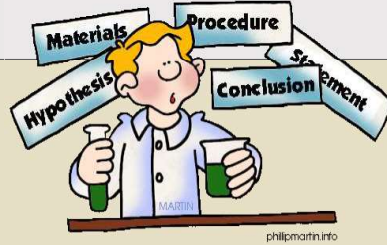
- the ability to read quickly, accurately, and with expression reading
- process is automatic –
 - 1st - *determine purpose* for reading,
 - 2nd - *adjust rate* to fit the type of text
- recognize the majority of words by sight
- unconscious decoding



a bridge between word recognition and comprehension

Comprehension

- **sequence** of action or thought,
- anticipating outcomes,
- **visualizing**,
- **synthesizing** and recognizing main events,
- distinguishing **main ideas** from subordinate details.



STAGES OF SKILL DEVELOPMENT

Learn to read
Independent Reading Skills
Absorption
Critical Reading

Learn to read:

- completed when children achieve fluency in Easy Readers - **controlled vocabulary and simple sentences**.
- central focus is learning to **decode**
- focus on reading connected text,

Independent reading skills:

- transition from **oral to silent reading**
- move to **chapter books**,
- focus on **fluency**
- **comprehension** is both an **instructional and a developmental focus**

Absorption:

- **fluency and higher level comprehension combine.**
- identify with main character, and
- **imaginatively participate** in the character's experiences.
- no sense of duality or that "I am reading,"

Critical reading:

- develop **critical consciousness** –
the ability to reflect on one's own experience,
to think abstractly and analytically
- based on metacognitive techniques
- **conscious control of the reading process** based on purpose
as a reader and the demands of the text



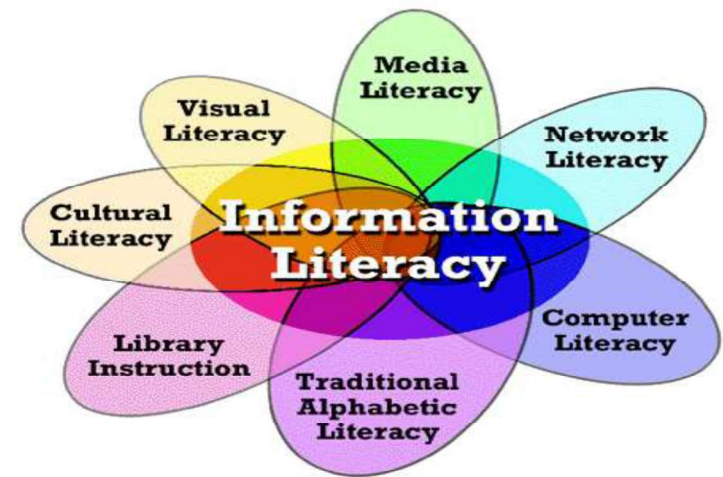
It's called **reading**.
It's how people install new
software into their brains.

CONTENT LITERACY

competence and knowledge in a given area

Content literacy – Common Core

- determine **what text says** ‘explicitly’, summarize, infer, cite evidence to support a conclusion
- interpret words for **technical, connotative, & figurative meaning**
- analyze **structure** for meaning
- synthesize and compare **information from different sources**, evaluate the reasoning and relevance
- do it **independently**

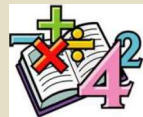


3 areas of content literacy

The Organization for Economic Co-operation and Development(OECD) measured 15 year olds around the world in:



Reading



Mathematics



Scientific Knowledge

Literacy skill application

Input:

Listening
Reading

Output:

Speaking
Writing
Thinking

Reading	Math	Science
phonology	description	terminology
decoding	formulas	research articles
reading out loud	geometric proofs	lectures
literature	word problems	report writing
comprehension	problem solving	hypothesis

Reading:

Challenges for DHH

- Phonemic awareness
- Decoding/phonics
- Fluency
- Comprehension
- phonology - how words sound different
- semantics – how word meaning changes based on association with other words
- word knowledge impacts speed of decoding and fluency
- comprehension is experience based

Mathematical:

Challenges for DHH

- Basic operations +, -, x, ÷ and fractions by grade 5
- Pattern recognition – predict future events
- be automatic with basic operations to allow time to problem solve
- Abstract reasoning
- Interpret word problems

Scientific:

Challenges for DHH:

- Ask, find, or determine answers, have curiosity about experiences
- Describe, explain, and predict natural phenomena
- Pose and evaluate arguments based on evidence
- Analytical skills
- Read with understanding articles about science
- Engage in social conversation
- Apply reading and math skills

WHY IS LITERACY
IMPORTANT?

Illiteracy statistics

2/3 of students who cannot read proficiently by the end of 4th grade will end up in jail or on welfare.

Over 70% of America's inmates cannot read above a 4th grade level.

One World Literacy Foundation.. "Illiteracy Statistics."
One World Literacy. Accessed April 16, 2014

Need to be an **expert** not a novice reader

Three levels of learning - surface, deep, transfer

Levels of skill mastery – novice and expert



An **Expert** is able to notice, coordinate and respond to change.

Uses cognitive and metacognitive processes.

Knows what to do, why, and how to do it.

WHAT IS EFFECTIVE LITERACY INSTRUCTION?

What research shows.



Retention

Doesn't work

Grade level retention based on literacy achievement

another year of the same curriculum, type of teaching, and assessments do not build competency

Does work

Different and better instruction

*use supplemental materials
intensive intervention*

Delivered by knowledgeable staff

Individualizes instruction



Ability grouping

Doesn't work

within class – grouping based on an assessment scores

between class – grouping in separate classes, courses, and curriculum tracks based on academic achievement

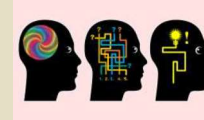
Does work

Needs based instruction using assessment error patterns

flexible small groups

Student centered teaching based on student understanding

Addresses specific needs



Learning styles

Doesn't work

Matching learning styles with instruction

- Teaching based on our perception of a student's type of intelligence
- Categorization of student according to learning style.

Does work

Focus on instructional routines and habits

- Use multiple methods to capitalize on learning styles
- Use situational specific skills

Ignore labels

Instruction should be:



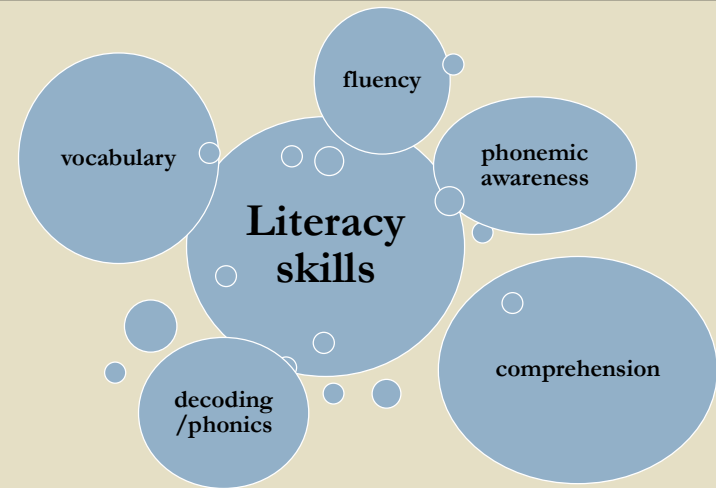
- ❖ based on error patterns
- ❖ student centered – knowledge & interest
- ❖ use multiple methods

Achievement in literacy requires:



individualized instruction by knowledgeable staff, using supplemental materials, and intensive intervention.

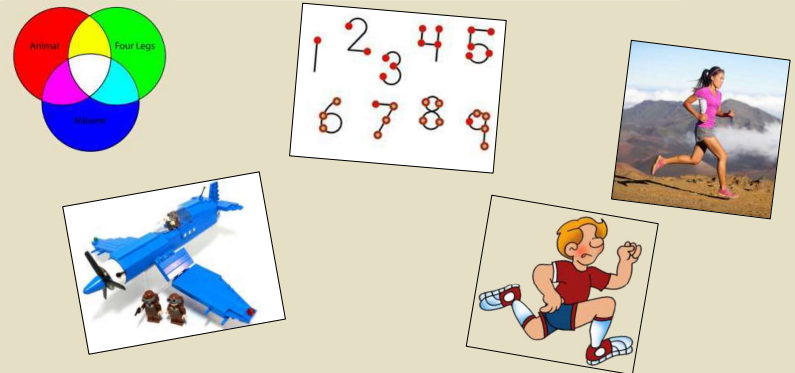
WAYS TO USE VISUALIZATION



Vocabulary

age 4	preschool kindergarten	1st grade 2nd grade	3rd grade
Uses 500 to 1,000 words	Uses 3,000 to 5,000 words	Knows 6,000 root words Learns 800+ new words a year	Learn 2,000 to 3,000 words a year

Use **nonlinguistic representation** -



Label – pair words with image.



anachronism

Teacher Tools – SSCHL
Words, words, words

Pre-teach vocabulary

The History of the Jack-o-lantern

elementary

Vocabulary:



The first jack-o-lantern was carved in Ireland and Scotland. It was carved from a potato or turnip. A candle is put inside.

secondary

Vocabulary:

- illuminate – to shine, light from a candle or light
- tradition – specific things done to celebrate a holiday or special occasion
- immigrant – a person who moves from one country to another to live

Teacher Tools – SSCHL October 2016

3D model - stick figure verbs

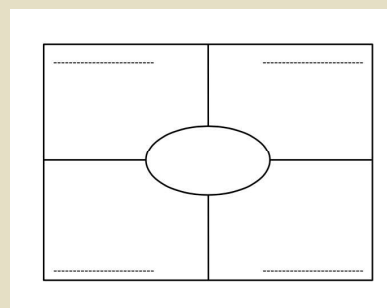
Use 2 chenille stems to create a figure.

Pose the person in an action position.

Label and illustrate.

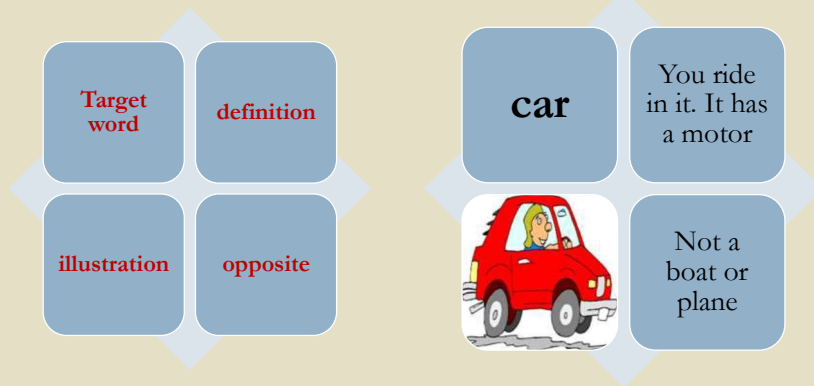


Graphic organizer - Frayer Model

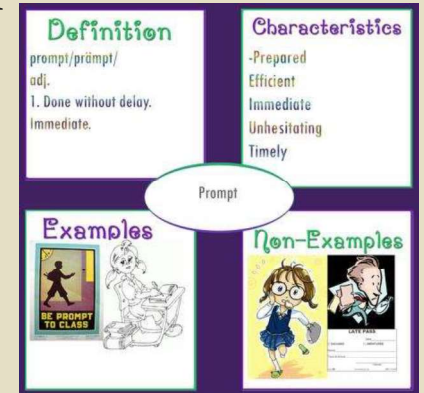
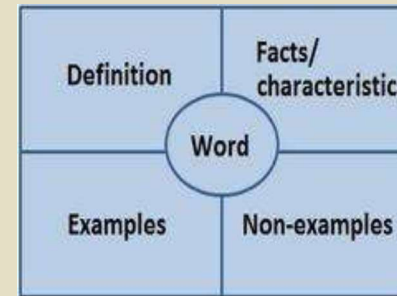


- develop key concepts and vocabulary.
- draw on prior knowledge to connect concepts.
- think critically and find relationships
- develop deeper understanding of meanings
- make visual connections and associations.

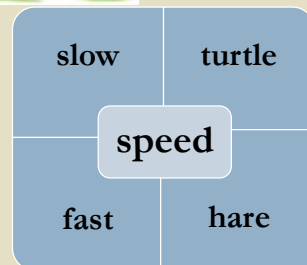
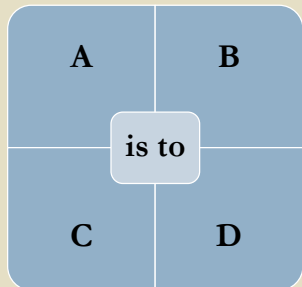
definition



attributes and examples



analogy



develop deeper understanding of meaning

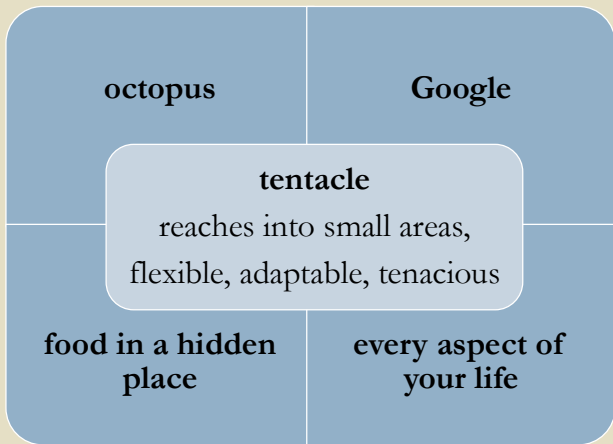
"Since conquering the search world... Google has extended its **tentacles** into virtually every aspect of our lives." Jon Swartz USA Today March 5, 2014

Visualize as part of an octopus

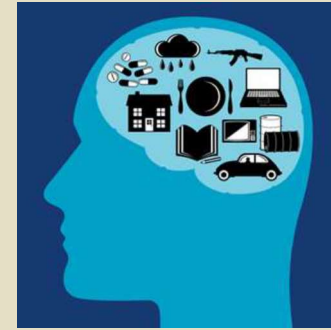


Visualize being involved in everything





Create a **word – picture connection** in the brain.



Phonemic Awareness

age 4	preschool	kindergarten	1st grade	2nd grade	3 rd grade
Rhymes	Segments sounds in words	Same beginning sounds in words	Syllables Blends sounds to form words	Reads 1 & 2 syllable words	Reads multi-syllable words

See sounds - cymatics



The surface of a plate, diaphragm or membrane is vibrated, and regions of displacement are made visible in a thin coating of particles, paste or liquid.
Different frequencies produce different patterns.

See syntax - Which go together?

bat



ball



cat



semantics

phonology



Discriminate sounds sequence - easy to difficult

Words - initial position – voice/voiceless

cane – gain Sue – zoo

Phrase/sentence –

initial position – voice/voiceless

It's Dan. - It's tan.

Try to park. - Try to bark.

Words –

initial position /consonant clusters

splash – smash, scan – span

Phrase/sentences –

initial position – consonant clusters

was brief - was grief

Same and different



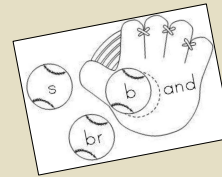
Manipulate sounds

- Segment and blend
- Rhyme and use word families
- Identify individual sounds in a word

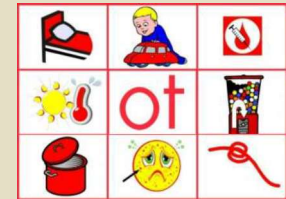
Charting to blend sounds

	a	m p	
	(a)	p (m)	am
(p) t	(a)	(t) m	pat
(n) p	(o)	p (t)	not
(m) h s	a (o)	d (p)	mop

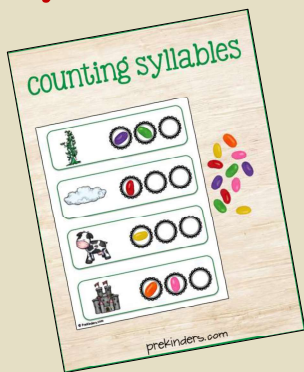
Rhyme / word families with and without meaning



beet	feet
meet	fleet
greet	sweet
street	tweet



Syllable number



Decoding - phonics

age 4	preschool	kindergarten	1st grade	2nd grade	3rd grade
		Pair letters and sounds	Manipulate phonemes	Use phonics to pronounce large words	

Decodable Text

HOT DOG



A hot dog.

A hot dog on pot.

A hot dog on pot on top.

Top got hot.

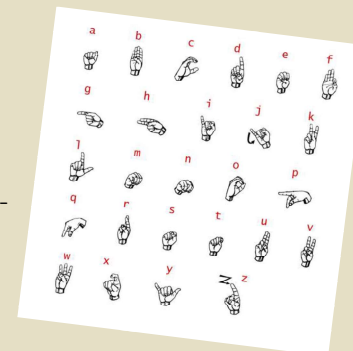
Pot got hot.

Hot dog got hot.

Fingerspelling

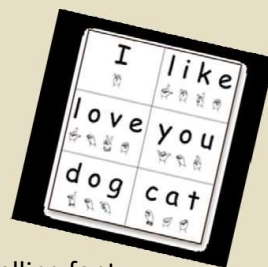
Three types of spelling:

1. Commonly spelled words – zoo, bus
2. Lexical Fingerspelling - looks like a sign -
#what, #job, #go, #all
3. Abbreviations – HH, ID, KO

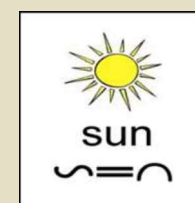


Fingerspelling to print

1. Match picture and sign (imitate sign)
2. Use lexical fingerspelling
(imitate fingerspelling)
3. Match printed word with printed fingerspelling font,
4. Fingerspell word (give sign or point to print)



Visual phonics



45 handshapes
and movements for
individual sounds

Cued speech - Combine syllable types to pronounce multi-syllable words



Fluency

age 4	preschool	kindergarten	1st grade	2nd grade	3 rd grade
		Sight read high frequency words	Gain meaning while reading	Increase speed	114 words per minute

Fluency - Not a 'word caller'

Includes:

accuracy – correct decoding and understanding

expression – inflection, intonation, timing,

speed – reads phrases, not words

understanding – reads passage not sentence

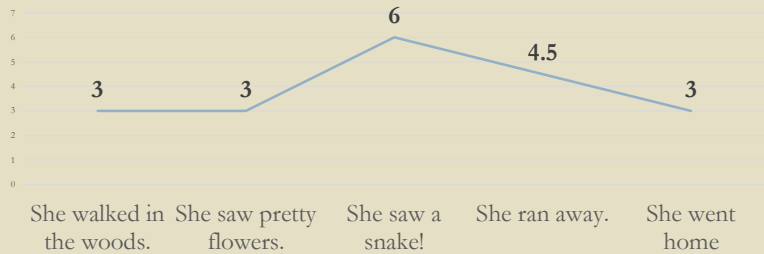
depends on language level of the text and reader

Reading Rates

- **Careful** - to master content.
- **Normal** - read with the intention of retelling.
- **Rapid** - review familiar material, information for short-term
- **Scanning** - to get an overview or to preview.
- **Skimming** - to search for something specific in the text

a plot line scale

indicate changes in intensity and emotion
to emphasize use of exclamation and change in voice.



Punctuation



Provides meaningful organization

The elephant has a knot in his nose () () ()

First read the sentence with no expression. This is a statement.

The elephant has a knot in his nose (.)

Second, read the sentence to show surprise. This is an exclamation.

The elephant has a knot in his nose (!)

Third, read the sentence to ask if it is true? This is a question.

The elephant has a knot in his nose (?)

Repeat reading

- 1st read through** – silent get the big picture,
- 2nd read through** – silent analyze for comprehension
- 3rd read through** – silent practice fluency & pronunciation
- 4th oral reading with correct inflection and intonation**
- 5th oral reading for speed**

Comprehension

age 4	preschool	kindergarten	1st grade	2nd grade	3 rd grade
Tell a personal experience	Answer open-ended questions	Predict	Follow simple directions Retell a story	Summarize. Main idea, Sequence, Identify characters	Fact/opinion Cause / effect Ask questions to clarify

Levels of Comprehension

- Level One: **LITERAL** - what is actually stated.
 Level Two: **INTERPRETIVE** - what is meant
 Level Three: **APPLIED** – using in a new situation

Adapted for Breaking Through to College Reading, Brenda Smith, 1999.

Identify genre

Fiction



Historical fiction



Science fiction

Fantasy

Mystery

Folktale



Non-fiction



Textbook

Biography

Autobiography

Topic



Color code types of context clues

Root word and affix: People who study birds are experts in **ornithology**.

Contrast: Unlike mammals, birds **incubate** their eggs outside their bodies.

Definition: **Frugivorous** birds prefer eating fruit to any other kind of food.

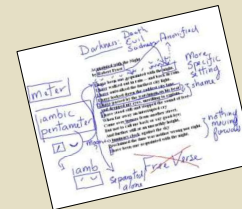
Example or Illustration: Some birds like to build their nests in inconspicuous spots—high up in the tops of trees, well hidden by leaves.

Grammar: Many birds **migrate** twice each year.

Annotate the text

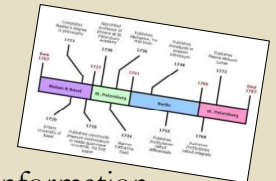
Underline, highlight, circle,

Make notes in the margin



Take notes

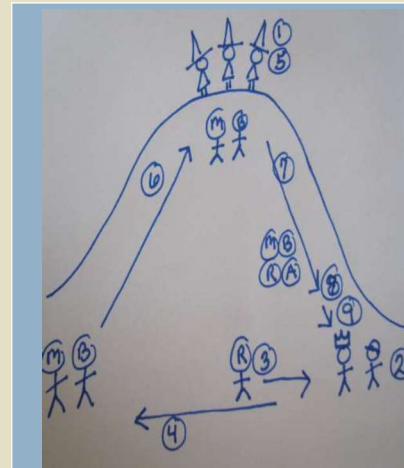
Use timelines, or outlines
to identify and record key information



Simplify text

A jack-o-lantern is made from a pumpkin. A scary face is cut out of the pumpkin. A candle is put inside the pumpkin. The **candle light shines through the scary face**. The first jack-o-lantern was carved in Ireland and Scotland. It was carved from a potato or turnip. **People moving to the United States from Ireland** brought the idea of carved pumpkins.

Round, ribbed squash with **scary cut out faces illuminated by candles** have become a Halloween tradition. The first 'Jack of the Lanterns' were carved in Ireland and Scotland. They weren't pumpkins, though, but carved potatoes or turnips. **Immigrants** brought the tradition to the United States.



scene 1

1. Three witches meet.

scene 2

2. King Duncan talks to a soldier about the battle.
3. Ross comes with news that the battle is won.
4. Ross leaves to tell Macbeth that he will now be Thane of Cawdor.

scene 3

5. Three witches meet again.
6. Macbeth & Banquo come to the witches
7. Macbeth & Banquo go to meet the king
8. Ross and Angus meet Macbeth on the way
9. Macbeth goes to see the king

Change levels of difficulty for auditory closure

Fill in missing information.

She has a _____ on her finger.

She has a (r)_____ on her finger.

She has a _____ on her finger.

(necklace, ring)

(nail, ring, hand)

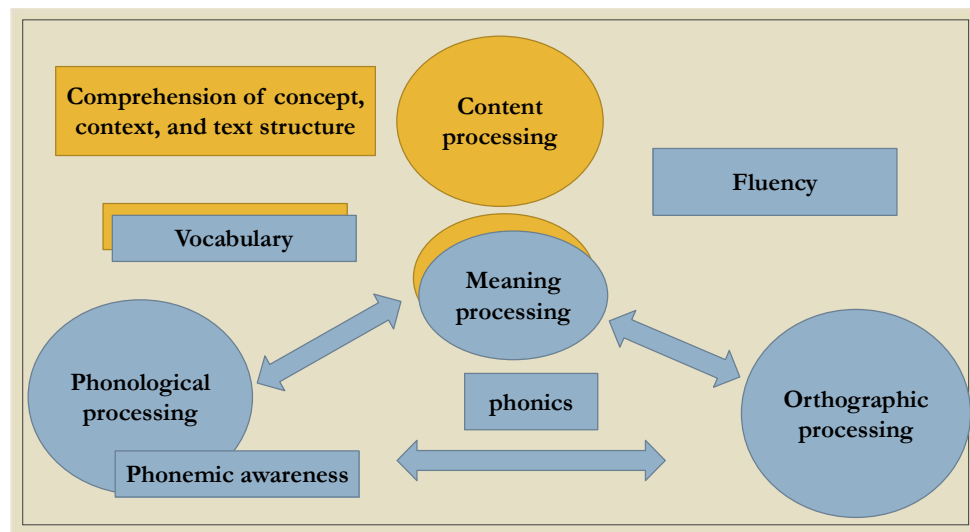
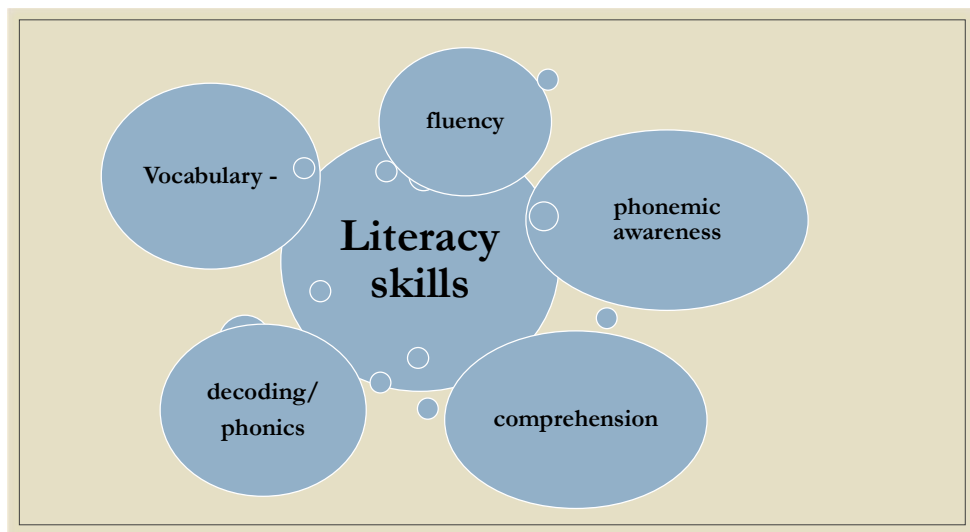


Number the sentences

1. Mary had a little lamb
2. Its fleece was as white as snow.
3. Everywhere that Mary went
4. The lamb was sure to go.

1. What did Mary have? (1)
2. Describe it. (2)
3. What did the lamb do? (3 – 4)





Thanks!

lhprice@msn.com

