

Visualizing Literacy - Notes

Supporting Success for Children with Hearing Loss Conference

Orlando Feb 2017

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.

What is literacy?

1. Content literacy – specific content knowledge

2. Literacy skills –

- **Vocabulary** - ..a fact or idea that you memorize through words (left hemisphere) and through a picture (right hemisphere), Identifying word meaning through labeling, context, association, language, word prediction (word retrieval).
- **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** - sound letter association – phonics word pronunciation – syllable patterns
- **Fluency** - 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.

3. Stages of Skill development

Learn to read –
Independent Reading -
Absorption -
Critical reading –

4. Content literacy – reading, math, science

- 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/ compare information from different sources, evaluate the reasoning and relevance
- do it independently

5. Effective Literacy Instruction

- based on error patterns, student centered – knowledge & interest, use multiple methods
- individualized instruction by knowledgeable staff, using supplemental materials, and intensive intervention.

Use of visualization

Vocabulary

nonlinguistic representations – pictures, drawings, models, diagrams

labeling of pictures and objects

Frayer model

Phonemic awareness

cymatics

same different

charting

Decoding

Decodable text

Fingerspelling

Lexical fingerspelling

Visual phonics

Cued speech

Fluency

Plot line scale

Punctuation

Repeat reading

Comprehension

Genres

Color coding

Annotated text

Simplified text

Number sentences