

Literacy Processes

I. Language Processes

A. Writing & Reading

1. Similarities

- a) Enhance learning
- b) Slight alteration of meaning to enhance our understanding
- c) Meaning constructed through process
- d) Tools a student can use to gain content knowledge

2. Differences

- a) Writing is slower and a less fluent process

3. Reading Defined

- a) "The reconstruction in the mind of meaning encoded in print."
- b) As we read, there is slight alteration of reconstruction of meaning

4. Intentions in Writing

- a) Communicate with others; communicate with ourselves
- b) Committing ideas to print helps refine our intentions in writing
 - (1) Forces us to organize and clarify our ideas
 - (2) Clarify, analyze, and integrate thoughts

5. Types of Writing

- a) Transactional
 - (1) Inform, persuade, instruct
 - (2) Deepening content understanding
- b) Expressive
 - (1) Personal

6. Processes in Writing

- a) Revising
 - (1) Conceptual changes > organization and expression
 - (2) Precede editing
- b) Editing
 - (1) Usage, grammar, punctuation

B. Reading Processes

1. Five Stages (according to Chall)

- a) Initial reading or decoding
- b) Confirmation, fluency
- c) Reading for learning
- d) Multiple viewpoints
- e) Construction, reconstruction: a world view

2. Content Specialists' Role

- a) Facilitate students' attempts
 - (1) Focus on students' prior knowledge

- (a) Prior knowledge can help students overcome comprehension issues. Teachers can assist by providing basic content knowledge if they know where the student is at. Comprehension is dependent on prior knowledge.
 - (b) Schemata: all we know about a given concept (one student's understanding of the schemata of a concept might vary drastically from another student's understanding).
 - (i) Formation of new schemata
 - (a) Forming associations with existing schemata
 - (ii) Expansion of existing schemata
 - (a) Assimilation (Piaget)
 - (iii) Alteration of existing schemata
 - (a) Accommodation (Piaget)
 - (2) Focus on the purpose of the reading
 - (a) Determine information we are reading
 - (i) Consider, interpret, recollect
- C. Communication
 - 1. Language helps us with precise communication
 - 2. Transmission of ideas and feelings
 - 3. Process of encoding (ex. Mind of writer>intended meaning)
 - 4. Process of decoding (ex. Reader interprets writer's thoughts based on linguistic form>reconstructed meaning)
- D. Words as Oral Language
 - 1. Acoustic symbols that refer to the collection of spoken sounds that symbolize concepts and assembled with other symbols and sounds that are a part of a system of rules used to express ideas
 - 2. Lexicon: set of all spoken words
 - 3. Grammar/syntax: rules for combining words
- E. Visual Symbols (Written Words)
 - 1. Methods to represent spoken words
 - a) Phonemes use letters to symbolize the speech sounds
 - (1) Alphabetic
 - b) Ideographic method uses unique symbols to represent an entire word

Visual Arts Application

1. Have students create visual symbols using letters in their name. This can also be done for the whole alphabet. For example:



2. Color and Emotions: Have students create a color wheel then assign an emotion word to each color.



3. Have students learn how to “decode” a work of art by explaining what symbols and symbolism means. Have examples of works of art that contain symbols and give a general historical overview of the piece(s) then begin “decoding” the piece one symbol at a time.
4. Compare the system of rules related to oral language to the system of rules found in visual arts. Here is where you can introduce elements and principles of art and design.

Making Reading Purposeful

It can be frustrating for students to read through large portions of text. This can really happen for any reader at any age. If you don't know the purpose for which you are reading, you can get frustrated and confused. It's important for us as teachers to help our students know WHY they are reading the books or reading selections we assign to them. "Teachers who are not forthcoming about what they expect their students to derive from reading are inviting poor comprehension." (p3) Once a teacher sets the "right" purpose for reading, the student can approach the text strategically and fulfill curricular goals.

While it is important for teachers to set reading standards and goals, it is just as important for students to be involved in the purpose setting. Teachers can come alongside their students and make suggestions and some alternative ways of purpose setting to guide the students in the right direction. There are several methods used to help students understand and achieve their reading purposes and knowing what the most important information is. Below are some of the methods:

1. Posing prereading questions
 - a. Help with content focus
 - b. Activate relevant schemata
2. Types of questions
 - a. Literal
 - b. Inferential
 - c. Critical

It is important to give students an opportunity to apply what they have learned. This approach lets the student and teacher gauge where they are at with regards to comprehension. There are different types of objectives when it comes to problem solving. It may be that you want the student to solve a single problem. It may be that there's an overarching problem students can solve using information they have acquired through reading. The teacher can present "real life" scenarios that the student has to problem solve and specifically within a certain context and using specific content.

Other purposes for writing include teaching students how to write summaries of what they have read. Within summary writing, the two recommended approaches are a " (1) a chaining' approach and (2) a guided approach.' " (p14) By using different approaches, it helps students to have a structure and clear sense of purpose. They know what they are writing about and how to write about it. This build up results in summaries that are effective and possible for students who may struggle just reading a large expository text, for example, and find a way to break down and summarize that text sentence by sentence. It is also noted, however, that students may not comprehend all the details in a text when summarizing.

Outlining is another way students can comprehend a select reading. In this skill, teachers will need to teach students how to categorize and subcategorize concepts they are reading about. Teachers can provide students with samples of outlines then provide a skeleton of an outline where students can fill in the actual details below the broader categories. I personally think the outlining method is very useful in providing the framework for different types of essay writing. Outlines are also helpful in ingesting and processing a large amount of information in an organized manner.

Visual Arts Application

- I. Create a lesson where students need to think literally, inferentially, and critically about art, art history, art materials, and/or art techniques. This can happen sequentially, as in the questions build-up or completely independent of one another, content-wise. Here are some examples:
 - A. Show an image of a surrealist art piece.
 - B. Students read a short text about the history of surrealism.
 - C. Teach students about characteristics of questions; optionally use a sample art-related text to demonstrate how to extrapolate these types of questions from a reading
 - D. Each student writes three questions they have about the art piece shown on day 1 or the reading from day 2 and write questions on a slip of paper. Student then places the slip in a bucket. Questions must fulfill the three types of questions (literal, inferential, and critical). You can also use Raphael's simpler categories to help students construct questions. This includes categories like "Right There," "Think and Search," "On My Own," and "Author and Me." (p10)
 - E. Through the week, have students draw questions from the bucket and answer questions. This can serve as an exit ticket and form of assessment.
- II. Possible Sentences (not so much related to reading a text!)
 - A. Present elements and principles of art and design and have students come up with their own sentences using the vocabulary words. For example, if the element is value, the sentence might be, "I used my 2H, HB, and F pencils in my self-portrait to create a range of values."
- III. Art Movements Chart
 - A. Teach students how to create an art movements chart that includes major art periods and how they relate to one another.

Videos: How is Reading Taught Today

Guided Reading

The teacher thoroughly explained how she structured her guided reading. She broke the calendar up into five main goals for each weekday. These activities were thoughtfully constructed. The statement she made that stood out to me the most was,

“My week works the same every single week.”

What? I did not think that was a possible scenario for a teacher. However, after considering it, I can see how the predictability would make it more manageable for her as a teacher and creating her lesson plans as well as the students not being too surprised by the content they will learn that day or week. It likely brings a sense of comfort and empowerment for the students.

Her weekly activities included:

- Mondays: Making spelling words/words that fit within the same rule
- Tuesdays/Wednesdays: Reading mini books/other stories that reinforce strategy being taught that week; working on plot; focus on reading fluency; decoding skills; comprehension skill of the week
- Thursdays/Fridays: Close reading; same text two days in a row; vocabulary; analyzing text

To reinforce all the lessons, the teacher creates several hands-on interactive activities for the students. This includes lots of accordion type folded projects where students write and draw what they are learning, narratives about a story, cause and effect pictures, etc. I love how this makes reading and writing so accessible to students who clearly come from many different learning styles!

Visual Arts Application

Create a weeklong calendar that can be repeated every week related to the following art activities:

1. Mondays: Introduce artist and/or art history topic of the week; students listen to and write down vocabulary words related to the artist or art history we are studying
2. Tuesdays: Students draw a visual image in connection to the vocabulary words;
3. Wednesdays: Students create a game in connection with the vocabulary words such as pictionary or Kahoot and play game
4. Thursdays: Students draw a vocab word from “grab bag” when they walk in and do deeper research about word
5. Friday: Students share findings with rest of class or in small groups

Balanced Literacy

Reading and writing to, with, and by students = solid foundation of literacy groundwork!

- I. Reading and writing **TO** students > **MODELED** READING & WRITING
- II. Practicing reading and writing **WITH** students > **SHARED** READING & WRITING
- III. Students use what was modeled to and shared with and apply it > **INDEPENDENT** READING & WRITING

Examples:

- A Read Aloud is a type of modeled reading
- Guided reading is type of shared reading (teacher supports along the way)
- Interactive writing is a shared process
- **Word study** is an example for independent reading and writing
 - Encoding reading and decoding writing

Workshop Model - using the three types of approaches (to, with, and by) is called a Workshop Model. When done in that order it creates a full workshop lesson.

***LISTENING & SPEAKING SHOULD BE
EMBEDDED IN OUR CLASSROOM!***

Visual Arts Application

Create an art lesson about landscape painting based on a tiered approach:

1. Show students samples of landscape paintings done by other artists
2. Students listen as teacher reads about the history of landscape painting
3. Teacher leads students in See, Think, Wonder model or VTS model in looking at a landscape painting
4. Students pick one landscape painting to write a short narrative about
5. Teacher models how to create a landscape painting and do a live demonstration (possibly show YouTube videos)
6. Students explore color mixing and selecting landscape color schemes. Teacher walks around and helps students learn how to mix desired colors. Teacher continues to do some live color mixing demos.
7. Students independently create a landscape painting, applying what they have learned

Lucy Calkins

Reading and Writing Project Workshop

- Advocacy
- Books with readers having choice
- Teachers have to figure out where their students are it with regards to accuracy, fluency, comprehension > matching kids to books at their level which means not all students are reading the same text
- Explicit instruction is important
- Important for teachers to own reading skills

Just Right Books

In this video, we hear about kids who are discerning what makes “Just the right book”. It may be that the book they check out from the library, for example, is too easy, or too difficult, or even boring!

Suggestions are given to children to figure out what to check out of a library:

- Visit the age-appropriate section (ex. “Easy reader” or “picture books” section for K-2)
- Area with more challenging books (ex. 3-5 graders)
- If the title on the spine seems interesting, pull it out to dig a little deeper (I love that they show a space marker!)
- Look at the back or inside cover to read a synopsis of the book
- Hold up a finger for each word you read that you didn’t know its meaning of and count how many by the end of the page. Gauging how many words you know or don’t know gives the student a hint if the book is too easy or too hard

Visual Arts Application

Provide accommodations for students who need help with art projects and provide challenges for those who need them. For example, if a student is proficient using a pencil to draw an object, like an apple, the next step might be to challenge them to draw a group of apples, building on what they know and challenging them to work on depth and concepts around still-life drawing. If a project like a line drawing is too difficult for a student, maybe come up with a stamp or stencil for them to get comfortable with line drawing as well as using shapes to communicate a specific form.

Daily Five and CAFE:

DAILY 5

Students work independently on guided reading in the context of five stations:

- Read to self
- Read to someone
- Work on writing
- Word work
- Listening

CAFE

A tool teachers can use who are transitioning from whole group instruction. It provides a framework for teachers to address specific literacy standards.

- C = Comprehension
- A = Accuracy
- F = Fluency (can swap between fluency and expanded vocabulary)
- E = Expanded Vocabulary

Teachers can practically use the DAILY 5 and CAFE tools in the classroom as a way to break down their daily guided reading structure. They can also meet together to make sure everyone is on the same page when it comes to reading strategies and the CAFE menu. Teachers use assessments to see how students' comprehension is progressing. Assessments can range from larger unit assessments to more individualized assessments.

These tools help students become independent learners as they navigate the different stations. It also helps teachers to get to know their students since there is a significant amount of time spent in small groups.

Visual Arts Application

Create a five steps project that involve art-making, writing, reading, and listening:

1. Draw a self-portrait*
2. Verbally share the process you went through to create your self-portrait with a classmate
3. Write a paragraph about yourself (the start of an artist bio)
4. Give your written bio statement with a classmate who will give written feedback (their peer can ask questions, circle words they like, give critical critique, make suggestions, etc.)
5. Once edited, students will read their final bio aloud in class

**Prior knowledge: students will have learned about steps to creating a self-portrait and have seen examples of self-portraits made by other artists.*