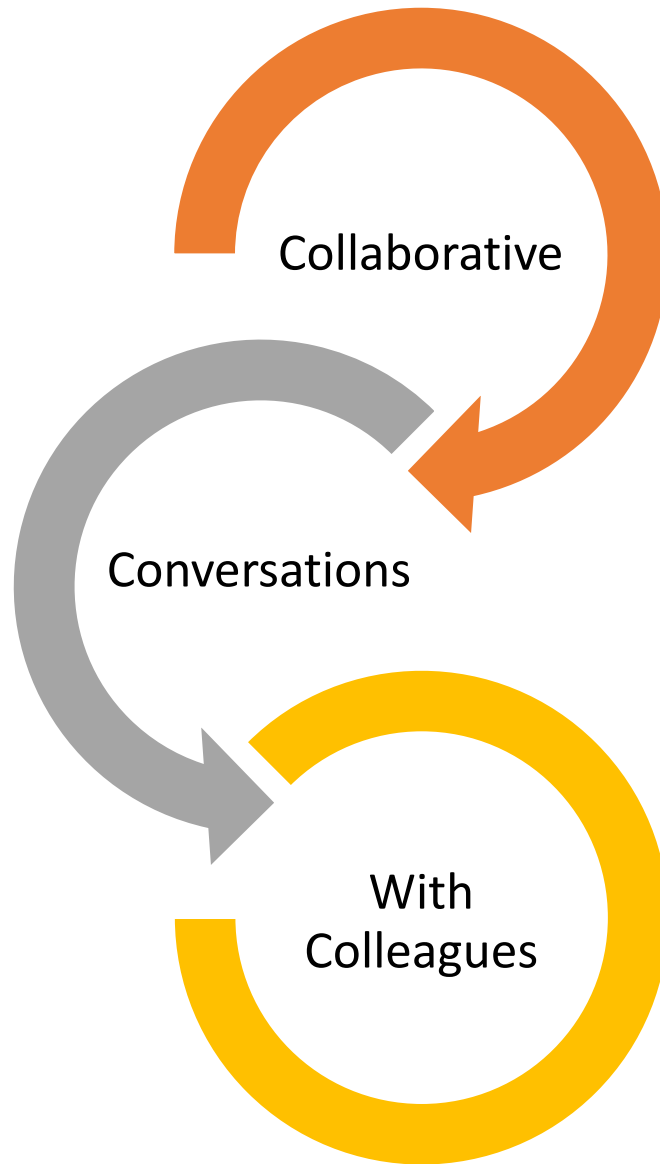


# Building a Culture of Writing



Professional Learning Guide (3-5)  
Visual Literacy

## How to Use this Guide

This guide is designed to support facilitators with planning for the webinar and conducting the 90-minute follow-up session after the webinar. The guide is also designed to support Tier I participants who are self-directed and participating in the series at their own pace. Included in this guide are the following:

- descriptions of each session outlining the content
- guiding questions for participants to think about as they view the webinar
- references for the research-based practices shared by presenters
- activities to deepen participants' understanding of webinar content
- resource materials to support participants with developing plans for classroom implementation

Following the webinar, facilitators will then guide participants through a series of discussions and activities designed to deepen their understanding of webinar content. Participants will also work to create next steps for individual classroom implementation. Upon returning to their building and implementing the high-quality instructional strategies shared in the webinar, participants are encouraged to further collaborate with colleagues in their schools through Professional Learning Communities and/or peer observations. It is suggested that participants share practices with colleagues across *all* content areas.

### **The outline for the 90-minute, face-to-face session is as follows:**

<i>Discussion of Webinar Content</i>	Suggested time: 10 minutes
<i>Small Group Work</i>	Suggested time: 15 minutes
<i>Break</i>	Suggested time: 5 minutes
<i>Plan for Implementation</i>	Suggested time: 40 minutes
<i>Share plan</i>	Suggested time: 10 minutes
<i>Reflection</i>	Suggested time: 10 minutes
	Total time: 90 minutes

## Things to Consider for Tier 2 and Tier 3 Facilitators

Each session opens with an **Activator** that includes questions for participants to consider prior to viewing the webinar. Facilitators can have participants share their responses orally, complete a written response or “hold” their thinking. Following the webinar is **Opening Moves**. This is a Think-Pair-Share activity that engages participants in collaborative conversations as they reflect on the webinar content and debrief the concepts and ideas shared by Presenters and Co-Presenters. Facilitators will then guide participants through the **Work Period** where they will participate in a small group activity to deepen their understanding of the instructional practices highlighted during the webinar, create a plan for classroom implementation, and share their plan with the group. The session ends with **Closing Moves** where participants will engage in a reflection activity.

### Before viewing:

The **Activator** should be done prior to viewing the webinar and take no more than 10 minutes. The activator questions are designed for participants to ponder as they prepare to engage in the webinar. Facilitators can also choose to have participants write a response using the following:

#### *Carousel Brainstorming*

Post activator questions on poster paper.

Divide your group into smaller teams to match the number of questions you have.

Give a different color marker to each team, and have each team start at a particular question.

At each question, participants should brainstorm responses or points they want to make about the posted question.

After 2-3 minutes with each question, signal the teams to move to the next question, until all teams have responded to all questions.

### *View with a Question in Mind*

Before viewing the webinar, have participants review the session overview and objective(s). From these, ask them to develop a question that comes to mind. After developing the question, encourage them to view the webinar with their question in mind and note new learning, important information, connections, and questions they may have.

Harvey, S., & Daniels, H. (2009). *Comprehension and collaboration: Inquiry circles in action*. Portsmouth, NH: Heinemann.

### **After viewing:**

**“Opening Moves”** is a post-webinar activity that engages participants in collaborative conversations as they reflect on the webinar content. It is designed as a Think-Pair-Share activity but again facilitators can utilize alternative methods for a collaborative reflection. Here are a few suggestions:

### ***The National School Reform Faculty’s 4 “A”s Protocol***

- What **Assumptions** do the presenters in the webinar hold?
- What do you **Agree** with in the presentation?
- What do you want to **Argue** with in the presentation?
- What parts of the presentation do you want to **Aspire** to?

Resource:

[http://www.nsrharmony.org/system/files/protocols/4\\_a\\_text\\_0.pdf](http://www.nsrharmony.org/system/files/protocols/4_a_text_0.pdf)

### ***Visible Thinking Protocol***

I used to think \_\_\_\_\_, but now I think \_\_\_\_\_ **or**

I used to think \_\_\_\_\_ and I still think \_\_\_\_\_

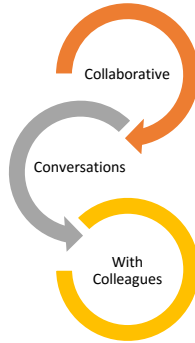
Have participants share and explain their shifts in thinking.

Resource:

[http://www.visiblethinkingpz.org/VisibleThinking\\_html\\_files/03\\_ThinkingRoutines/03c\\_Core\\_routines/UsedToThink/UsedToThink\\_Routine.htm](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/UsedToThink/UsedToThink_Routine.htm)

### Things to Consider for Tier I Participants

Each session opens with an **Activator** that includes questions for participants to consider prior to viewing the webinar. Participants can complete a written response or “hold” their thinking as they prepare to view the webinar. While Tier I is self-paced, it is suggested that participants view the entire webinar in one session and make note of key ideas. Following the webinar is **Opening Moves**. This is an activity designed to debrief the concepts and ideas shared by Presenters and Co-Presenters. Tier I participants will complete a written response to the questions in this section. Following **Opening Moves** is the **Work Period**. Tier I participants will notice that the **Work Period** engages participants in a *small group* activity to deepen their understanding of the instructional practices highlighted during the webinar and allows time for participants to create a plan for classroom implementation. **Although Tier I participants will likely work through the series independently, they are still encouraged to work through the activity.** After creating a plan for implementation, participants are further encouraged to share their new learning and plan with a colleague. The session ends with **Closing Moves** where participants will complete a written reflection.



## Session 7: Visual Literacy Guide for Self-paced and PLC option (Recorded session)

**Lead Presenter: Kelley York**

**Session Overview:** During this recorded webinar, we will examine inquiry-based teaching strategies designed to support students with observing, evaluating, and analyzing artwork. We will begin with research on aesthetics and cognitive development. Next, we will examine specific strategies to support students with observing art, creating meaning, finding evidence to support their opinions and reasoning and articulating a response in writing. Teachers will become students as they participate in a “reading art like a text” activity and explore ways to integrate visual literacy strategies into their instruction.

**Objective:** By the end of this session participants will be able to

- use a variety of visual genres to help students become knowledgeable about curriculum content through the integration of artwork
- design instruction to support students with analyzing and responding to visual “text”

**Materials:** Training Manual/L.E.A.P. Strategy Organizer Reflective Planning Tool document Sample lesson plan Artwork print Markers Index cards Dice (1 per pair) Timer

**Participants will need a digital device for the Work Period activity**

**\* It is recommended that Facilitators conduct the PLC in two segments. Segment one consists of the activator, video presentation, and activity engagement. Segment two consists of the work period and reflection. Facilitators should use their professional judgement in determining whether to conduct both segments on the same day or over a two-day period.**

## Segment One

*Suggested time: 10*

### Step 1: Activator

*minutes*

#### **Questions to Consider (prior to viewing video)**

- What comes to mind when you hear the term visual literacy?
- What has been your experience with integrating visual literacy into your instructional practice?
- What value do you see in developing students' ability to "read" art like a text?

### Step 2: Video Presentation

Step 2a: Watch *Visual Literacy* introduction video (2:33)

Step 2b. Watch "*Hear From the Expert*" videos highlighting presenter Kelley York answering the following questions:

- What is Visual Literacy? (:28)
- How does Visual Literacy connect to the Georgia Standards of Excellence (GSE)? (1:17)
- How can I bring the "museum" to my classroom? (1:15)
- How can I implement Visual Literacy into my current instruction? (1:23)

Step 2c: Distribute Materials

*Suggestion: Place materials for (2) people in a basket and have baskets prepared prior to beginning the session. Participants will be working in groups of 2 throughout the session.*

Following the *Hear From the Expert* videos, explain to participants that the presenter (Kelley York) in the *Visual Literacy* video they will view next will introduce them to a strategy for reading art like a text called **L.E.A.P.** Further explain that Kelley will walk them through an activity where they will use the **L.E.A.P.** strategy to examine a piece of artwork and complete a learning task. Next, hand out the Training Manual Packet and allow time for them to review. Bring participants' attention to the Learning Task in Step 2 and ask a volunteer to read the learning task aloud. Last, tell participants to keep the learning task in mind as they view the video.

Step 2d: Watch **3-5: Reading Art Like a Text video** (33:59)

**Pause at :58** and ask participants, "What are some strategies *you* use to help students get *into, through, and beyond the text*? Allow time for them to share with an elbow partner then share out. Continue the video.



**Pause at 4:39** and allow time for participants to answer the question, “What are some differences between *Linguistic Literacy and Visual Literacy*? Allow time for them to share with an elbow partner then share out. Continue the video.

**Pause at 15:36** and have participants take **30 seconds** to just *observe* the artwork. Next, give them **1-2 minutes** to look closely and jot down adjectives (in the 1<sup>st</sup> quadrant of the LEAP strategy organizer) to describe everything they see in the painting. Give them 15 seconds to share one thing they noticed with their elbow partner. Say, “*This is step 1 of the LEAP strategy (Look). This part of the activity supports with getting students **into** the text. In the next section, you will go a little deeper by taking students **through** the text.*” Continue the video.

\*\*\*At 17:27, you will notice a slide that says “Evaluate.” Please disregard the directions to “Notice similarities and differences between the two paintings and complete the T-chart with a partner.” Instead, refer to directions in the 2<sup>nd</sup> quadrant of the LEAP strategy organizer that instructs participants to “jot down nouns and verbs that help you describe the story in the painting.” **Pause at 18:05** and give participants **1-2 minutes** to complete the 2<sup>nd</sup> quadrant of the organizer by jotting down *nouns and verbs* that help them describe the story in the painting. Say, “*As I mentioned earlier, we are going a little deeper. Now we are shifting from looking to **evaluating**. We are pulling back another layer.*” Continue the video.

**Pause at 18:35** and give participants **30 seconds** to jot down all of the *adjectives* they could use to describe what is happening in the painting. If they have a print of the artwork, they can write around the edge or on the back. If they do not have copies of the artwork, they can write on the back of their training manual. Next, have participants share aloud some of the nouns, verbs, and adjectives they identified. Continue the video.

**Pause at 21:46.** Say, “*Here is where we get into the **analysis** of the artwork. Now you’ll have **1-2 minutes** to complete the 3<sup>rd</sup> quadrant of the organizer by answering the questions.*”

1. *How did the artist use the art to support the title?*
2. *How do you know that?*
3. *What might be happening beyond the scene?*
4. *Who is the man in the lightbulb? What purpose does he serve?*
5. *What clues make you say that?” (sound)*

Continue the video.

**Pause at 23:43.** Partners will roll the die and share with their partner the answer to the question that corresponds with the number rolled. Give participants **2 minutes**. Next, have participants complete a quick-write summary of the discussion they had with their partner. They can write on the back of the artwork print or the back of the organizer. Continue the video.

**Pause at 25:38.** Say, “The last step in the LEAP strategy is to **produce**. As Kelley mentioned in the video, you will use the adjectives, nouns, verbs, and your quick-write summary to create a six-sentence story (or memoir) describing what is happening in the painting. You will have **2 minutes**.” Allow time for volunteers to share aloud. Continue the video.

**Pause at 30:08.** Ask a volunteer to read the Learning Task aloud. Remind them that all of the work done in the LEAP process was to enable them to successfully complete the learning task. Allow **3-5 minutes** for participants to complete their introduction speech. Next, have them share their speech with someone who is sitting “farthest away” from them (not their elbow partner). Continue the video.

**Pause at 31:00** and have everyone participate in the “Chained Conversation” by having each participants read the first sentence of their speech. Continue the video.

**Pause at 31:54.** Say, “Now you are going to see a Gallery Walk featuring the painting *Alma Sewing* as well as several additional pieces of artwork. As you watch, pay close attention to the types of questions Kelley asks during the observation process.” Following the video, ask, “What did you notice happening during the gallery walk?” What types of questioning techniques did Kelley use with participants?”

Step 2e. Final Thoughts

Allow a few minutes for participants to debrief the experience and to discuss the value they see in implementing Visual Literacy into their professional practice.

*Break*

*Suggested time: 5 minutes*

### **Segment Two: Follow-up Session**

#### **Opening Moves**

*Reflect on Video Content*

*Suggested time: 10 minutes*

Ask participants the following questions:

- How has the video content informed, reshaped or confirmed your understanding of visual literacy?
- What resonated with you *most*?
- How did the steps in the L.E.A.P. strategy impact your engagement with the artwork?

#### **Work Period**

Step 1. Website exploration and lesson plan development

*Suggested time: 40 minutes*

- a. Say, “You will now explore several websites that feature a variety of artwork. Select a piece of artwork that connects to your curriculum content. Then you will create a lesson plan using the **L.E.A.P. strategy** featured in the video. I will provide you with a

Reflective Planning Tool document as a guide to help you think through the planning process of your Visual Literacy lesson. There is also a sample lesson plan that includes text-dependent questions as well as a rubric for student discussion. The questions in the guide are designed to support students with developing their interpretive skills and gaining a deeper understanding of the main idea, purpose, and possible message in the art.”

- b. Provide each participant with a copy of the Reflective Planning Document and Sample Lesson Plan.
- c. Provide participants with links to the various art museums shown below. \*\*\* *This is not an exhaustive list. They are encouraged to explore additional sites as well.*

[High Museum of Art](#)

[J. Paul Getty Museum](#)

[The Smithsonian](#)

[The Philadelphia Museum of Art](#)

[The Honolulu Museum of Art](#)

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

<http://pzartfulthinking.org/>

*Step 2. Prepare for implementation*

*Suggested time: 20 minutes*

Explain to participants that they will now determine how to analyze and assess the learning task they created for their lesson. Allow time for them to create a rubric for their task.

*Step 3. Share your plan*

*Suggested time: 10 minutes*

Have participants get into groups of 3-4 people. Allow time for each participant to share their plan and rubric with group members.

### **Closing Moves**

*Reflect on what we have learned*

*Suggested time: 15 minutes*

Give each participant a 4x6 index card along with colored markers, crayons or colored pencils. Have them create a visual representation for visual literacy using pictures, words, and/or

phrases. Encourage them to post their “artwork” in their classroom as a reminder to incorporate visual literacy into their instruction.

## Reflective Tool

Created by Kelley York of Metro RESA

**Directions:** Use this tool to think through each unit before deconstructing the unit/tasks to create a day-to-day instructional plan.

### ELA Shifts:

- Balance fiction & nonfiction
- Build knowledge in disciplines
- Staircase of complexity
- Text-based answers
- Writing from sources
- Academic Vocabulary

### Key Tasks:

- Close Read
- Cite Evidence
- Analyze How & Why
- Interpret Words & Phrases
- Integrate & Evaluate Content
- Analyze Multiple Texts
- Speak
- Listen
- Write:
  - Opinion
  - Argument with claims
  - Informative/ Explanatory
  - Narrative

### Daily Best Practices:

- Identify standard(s) to be taught
- Identify skills within the standard(s)
- Identify learning target categories
- Explaining
- Demonstrating
- Collaborating/Discussions
- Learning by teaching
- Whole Group
- Flexible Group
- One-to-one
- Modeling and Structured Practice
- Guided Practice
- Independent Practice
- Defending/ debating
- Real-World Prompts
- Technology as a learning tool

<b>Date:</b>	<b>Unit Theme/ Major Concept:</b> Visual Literacy	<b>Duration of the Unit:</b> <b>Start Date:</b> _____ <b>End Date:</b> _____	
<b>Standards:</b> (Underline and define (as needed) key terms) ELAGSEK-2RI1                      ELAGSEK-2RI10                      ELAGSEK-2SL3 ELAGSEK-2RI2                      ELAGSEK-2W5                      ELAGSEK-2SL6 ELAGSEK-2RI3                      ELAGSEK-2W8                      ELAGSEK-2W3 ELAGSEK-2RI8                      ELAGSEK-2SL1			
<b>Enduring Understanding (Big Ideas)-</b> ( Why is this worth studying?)  Ask and answer questions about key details, to get information, seek help, or clarify meaning Identify main idea and retell key details Describe connections between individuals and pieces of information Identify reasons to support the author’s points Engage in group reading with purpose and understanding Key parts of narrative writing Respond to others’ ideas and add details to strengthen writing Recall or gather information to respond to questions Participate in collaborative conversations Speak audibly and express feelings, thoughts, ideas clearly			
<b>Essential Question (s):</b>  <b>How do visual images support comprehension and build text inspectors?</b> <b>How do visual images help writers build ideas for writing?</b> <b>Why does reading art like a written text enhance focus, observation, questioning, and analysis skills in all learners?</b>			
<b>Anticipated Questions/ Answers/ Possible Misconceptions:</b> (What questions might students ask? What questions do I have about teaching these GSE concepts?) How do I get students to the final writing task? How many days will this take? What does convey mean? Do I have to make a dog?			
<b>Students should KNOW...</b> Pre-requisite Skills/ Concepts	<b>Students should UNDERSTAND &amp; BE ABLE TO DO...</b>	<b>Depth of Knowledge or Rigor &amp; Relevance Quadrant</b>	<b>Evidence of Learning</b> (Examples of Strong Work)

**Formative Assessment and/ or Performance Task** (Describe assessment and align to GSE):  
**Present final task products. Assess using a rubric aligned to a checklist.**

**Learning Target/ Progressions** (Instructional Sequence): (What needs to happen overtime to help the students complete the task/ assessment?)- Describe the standards as statements of intended learning with "I Can" statements.

I can ask and answer questions.

I can find the main idea.

I can support my thinking with key details.

I can retell events in a text.

I can make connections between individuals and events in a text.

I can identify the parts of a narrative.

I can speak clearly.

## Sample Visual Literacy Lesson Plan and Rubric for “Text-Dependent” Discussions

Created by Session Facilitator, Kelley York of Metro RESA

### Why Visual Literacy?

Much of the visual literacy process is a rehearsal or supplement for the comprehension process of traditional print text. Using visual literacy as a support or scaffold helps students to prepare for recognizing and decoding complex multi-sensory, layered information. Therefore, integrating visual literacy experiences with reading can serve as a diagnostic instrument and aid for comprehension.

**Goal:** The goal of the follow-up lesson is to allow students to practice their interpretive skills in response to visual images/ texts and show a deeper understanding about the main idea, purpose, and possible message in the art.

**Task:** Use a Close Reading Protocol (Fisher, Frey 2015) to help students analyze and interpret art like a written text.

**Step 1:** Introduce the Close Reading Protocol to students.

- What does the text say?
- How does the text work?
- What does the text mean?
- What does the text inspire you to do?

**Step 2:** The teacher will ask the following questions whole-group and chart student responses.

Phase 1: What does the text say? (Literal level questions; helps students identify key details and gain a general understanding)

- What stands out most when you first look at the picture?
- Explain why it stands out.
- Look again, what else seems important and more?

Phase 2: How does the text work? (Structural level questions; helps students address vocabulary, structure, and author’s craft)

- What leads your eye from place to place?
- What feelings and mood does this picture have and how does the artist show it?
- What is the main idea of this picture and what details give you a clue to the main idea?

Phase 3: What does the text mean? (Inferential level questions; helps students determine author’s purpose and intertextual connections)

- What title would you give this picture and why?
- Which art elements do you notice the most in this picture?
- What do you already know about the objects, people, animals, shapes in this picture that helped you to understand the picture?

Phase 4: What does the text inspire you to do? (Application questions; takes what has been learned to create a new product; requires students to take action- usually tasks)

- What memories and new thoughts do you have that connect to your own life when you look at this painting?

- If you could be somewhere or something in the picture, what would it be and why?

**Step 3:** Pair the work of art with a printed piece of text or video clip. As the new text is either viewed, read aloud, or partner read students will respond to the following questions:

- Main Idea - What idea seems most important in the story?
- Transitions - How does the author connect events?
- Mood - What is the mood and what language depicts the story mood?
- Author's Voice - What kinds of literary devices and phrasing does the author use to make the story come to life or make imagery?
- What personal connections can you make to this story?

**Step 4:** After exhausting all possible answers to the questions in Steps 2 & 3, students will work with a partner or as a small group to complete the T-chart comparing and contrasting the art and the printed text or video.

3-5: Town Mouse, Country Mouse by Jan Brett

**Step 5:** Either whole-group, small group, or individually students will complete a quick-write that explains how artist's and author's use similar techniques to help build students' comprehension and depth of understanding about various types of texts. Students are to defend or refute if artists or authors help students to comprehend and retain information.

**Possible Extensions:**

- Use articles that help to build content knowledge aligned to the purpose, period, or title/ topic of the artwork
- Divide students into groups and have them to argue points related to the purpose, period, or title/ topic of the artwork from various perspectives of people, places, or ideas reflected in the artwork
- Divide the artwork into four quadrants; reveal one section at a time and have students use the Close Read Protocol to pull the layers of the artwork back to help deepen understanding
- Complete an artist study and compare/ contrast various works by the same artist to help students determine thematic, political, social, emotional positions/ claims of the artist
- Extend shape stories to help students learn to expand sentences and create mini-books



**Accountable Talk and Reasoning Rubric for Text- Dependent Discussions and Writing (3-12)**

<b>Criteria</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>On Task</b>	Collaborative conversation was focused on the assigned topic or text all of the time and helped student develop effective introductions for the intended audience. The discussion used examples from the text and did not stray into personal connections.	Collaborative conversation was focused on the assigned topic or text most of the time; however, helped student develop limited introductions for the intended audience and had minimal personal connections.	Collaborative conversation was unfocused and had a loose attempt to address the assigned topic or text. Student developed minimal introductions of text not for the intended audience.
<b>Depth</b>	The conversation went deeply into the topic or text and allowed student to use explicit evidence from text to support claims, reasoning, and ideas. Students used and supported multiple points referenced from the text with resolution.	The conversation mostly went deeply into the topic or text. Student used limited evidence from the text to support claims, reasoning, and/ or ideas. Students circled a particular point without resolution.	The conversation did not progress or develop topics or focus on the text; therefore, student used minimal evidence from the text to support claims, reasoning, and/ or ideas.
<b>Criteria</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Evidence</b>	Textual references were provided for each claim, example, or idea. Text was cited to prove or disprove claims, examples, or ideas.	Textual references were sometimes cited, but were unclear. References were general.	Very few, if any, textual references were used to develop the conversation.

<b>Conventions</b>	Student used precise language and vocabulary with appropriate and varied transitions to create cohesion. Student used correct spelling, punctuation, and grammar.	Student used generic language and vocabulary with limited use of appropriate and varied transitions with some cohesion. Student had limited control of spelling, punctuation, and grammar.	Student used minimal language and vocabulary with no use of transitions or cohesion. Student had minimal control of spelling, punctuation, and grammar.
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## **Additional Resources**

### *Digital Apps that Support Visual Literacy*

Lino- collaborative corkboard for posting notes, images, and video

PicStitch- easily create picture collages

Symphonical- a collaborative organization tool with a common workspace for sticky notes

Flayvr- automagically generated dynamic media albums synced with your calendar

Kanvas- add text, stickers, painting, and sound to a background image

Over- overlay captions and icons onto images

Write about this- an app for emerging writers that prompts the student to write about what they notice in a picture

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