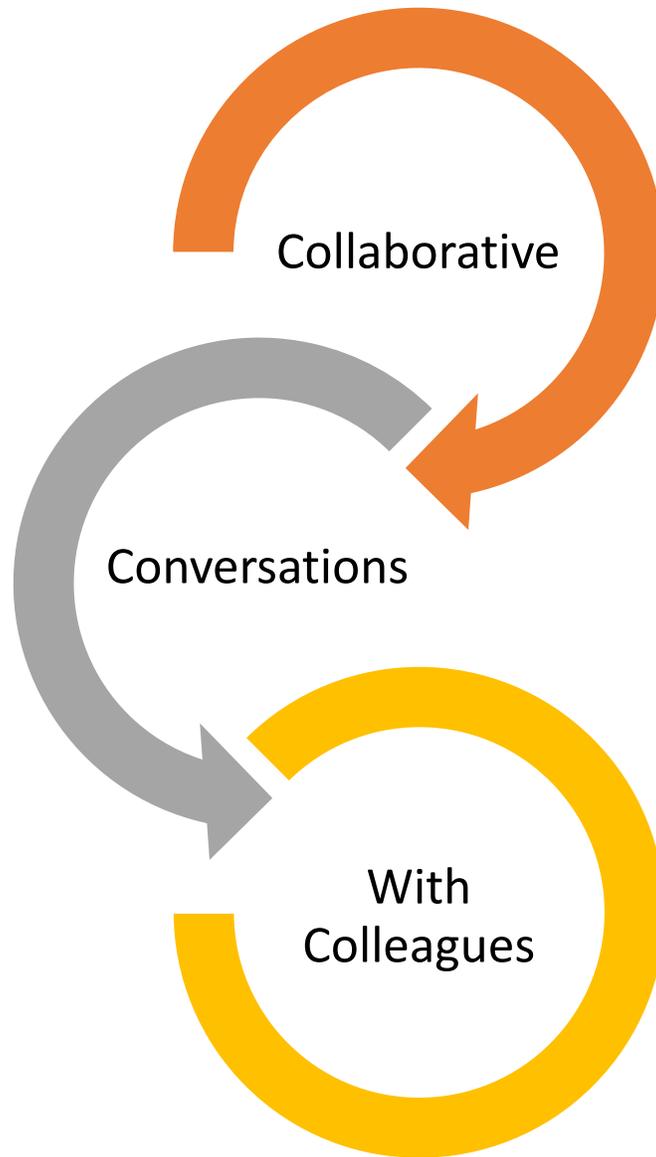


Building a Culture of Writing



Professional Learning Guide (9-12)
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

Visible Thinking Protocol

I used to think _____, but now I think _____ **or**

I used to think _____ and I still think _____

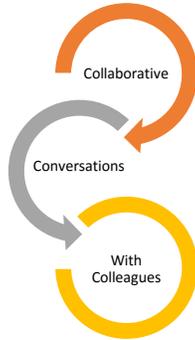
Have participants share and explain their shifts in thinking.

Resource:

http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/UsedToThink/UsedToThink_Routine.htm

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

Step 1: Activator

Suggested time: 10 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 all four "Hear from the Expert" videos highlighting the 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" into my classroom? (1:15)
- How can I implement Visual Literacy into my current instruction? (1:23)

Step 2c: Distribute Materials

Following the *Hear From the Expert* video, 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.** Write the acronym on chart paper and ask them to think about the phrase "reading art like a text" and have them predict what they think each letter stands for. Chart their responses. Next say, "**L** stands for **look** where students will take time to observe the artwork and begin to develop thoughts around they believe is happening. Next, **E** for **evaluate**. Here, we are asking them to go a little deeper and begin to evaluate the piece to see how the images in the artwork add to the story the artist is attempting to tell. After the **E** is **A** for **analyze**. Again, we are peeling back another layer where students are digging deeper into the meaning of artwork. Last is **P** for **produce**. Ultimately we want students to create some type of product to strengthen their understanding of the content of the artwork. We are going to take the LEAP together today during this Visual Literacy session."

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. Hand out the Training Manual Packet and allow time for participants to review. Bring their 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 **9-12: Reading Art Like a Text video** (26:53 total running time)

Pause at 7:42 and allow **30 seconds** for participants to just “LOOK” at the artwork. (Use timer)
Continue the video. Now give them an additional **30 seconds** to complete the 1st quadrant of the organizer by jotting down words, phrases, or sentences to help describe what they see.
Continue the video.

Pause at 9:22 and give participants **2 minutes** to review both pieces of artwork and record their claim and evidence for what they think is happening as well as reasoning for “why” they believe the artist chose specific details, colors, etc. to include in the artwork. Allow time for participants to share aloud. (Optional: Chart their responses)
Continue the video.

Pause at 15:26 and give participants **2 minutes** to complete the 3rd quadrant of the LEAP strategy organizer (**Evaluate**) by answering the questions below and completing the organizer with their elbow partner.

- What do you think this work of art is about and what makes you say that?
- What message do you think the artist is trying to convey?

Say, “Here is where we are moving beyond just **observing** to actually **evaluating** the effectiveness of the artists’ technique in conveying their message to the audience. You are also being asked to take a stance here and provide evidence for your position.” Continue the video.

Pause at 16:43 and have participants choose either *The Results for Good Housing* or *The Results for Poor Housing* and have them chart their responses (claim and evidence) on chart paper. Allow time to share then continue the video.

<u>Good Housing</u>	
Reasoning	Example

<u>Poor Housing</u>	
Reasoning	Example

Pause at 21:18 and say, “Here is where we get into the **analysis** of the artwork. Now that you have learned a little more about the history of the piece, you’ll have 2 minutes to complete the 3rd quadrant of the organizer by answering the questions.”

1. How did the artist use the art to show the benefits of better housing?
2. What details help the viewer get the gist of the artist’s message?
3. What might be happening beyond the scene? What makes you say that?
4. Could this be taking place today or a long time ago? How do you know?

5. *How would you counter your claim? What makes you say that?*
6. *How is this work of art important to history? Why or why not?*

After giving participants **2 minutes** to write, they will share their responses with a partner by rolling the die and answering the question that corresponds with the number rolled. Set timer for another 2 minutes. Continue the video.

Pause at 23:05 and say, *“Now we are going to ‘leap’ into the 4th quadrant and produce a wordless comic strip. Notice here that Kelley shared if we were doing this with students that we would give them more context by pairing it with an article or maybe even photographs so they will have more tools in their toolkit to be able to create a comic strip explaining what they used to think about good vs poor housing and what they now think.”* Set timer for 5 minutes and allow participants to create their comic strip. Next, allow 1 minute for participants to share with an elbow partner.

Pause at 24:12. Have participants revisit the Learning Task by reading it silently. Next, give them 2-3 minutes to review their responses in the LEAP strategy organizer as well as the *Good Housing and Poor Housing* anchor charts they previously created. Instruct them to use all of the information they have gathered to write a thesis statement for their essay. After about **3 minutes** have everyone get into a circle and allow time for them to share. Next, have them return to their seats and continue the video to see the responses from the participants in the video.

Step 2e: Watch **Gallery Walk** video (26:04)

*The gallery walk features **four** different pieces of artwork from the High Museum, including the pieces highlighted in the previous video. Encourage participants to pay particular attention to the types of questions Kelley asks during the observation process.*

Following the video, ask, “What did you notice happening during the gallery wall?” What types of questioning techniques did Kelley use?”

Step 2f. 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 observation process impact your engagement with and understanding of 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://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 task they created for their lesson. Allow time for them to create a rubric for their learning 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: 10 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

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

Date:	Unit Theme/ Major Concept: Visual Literacy	Duration of the Unit: Start Date: _____ End Date: _____	
Standards: (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			
Enduring Understanding (Big Ideas)- (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			
Essential Question (s): How do visual images support comprehension and build text inspectors? How do visual images help writers build ideas for writing? Why does reading art like a written text enhance focus, observation, questioning, and analysis skills in all learners?			
Anticipated Questions/ Answers/ Possible Misconceptions: (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?			
Students should KNOW... Pre-requisite Skills/ Concepts	Students should UNDERSTAND & BE ABLE TO DO...	Depth of Knowledge or Rigor & Relevance Quadrant	Evidence of Learning (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.

9-12: excerpts from The Pact: Three Young Men Make a Promise and Fulfill a Dream by Sampson Davis, George Jenkins, Rameck Hunt , Lisa Frazier or excerpts from We Beat the Streets by Drs. Sampson Davis, George Jenkins, Rameck Hunt, and Sharon Draper; book trailer (<https://www.youtube.com/watch?v=XFjTPaDVxSU>)

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)

Criteria	3	2	1
On Task	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.
Depth	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.
Criteria	3	2	1
Evidence	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.

Conventions	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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