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Counselors Teach Literacy Too!

Incorporating Literacy Into Your School Counseling Program

Summer 2017

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Session Objectives



- Discuss existing instructional counseling practices
- Examine L.E.A.P. strategy for visual literacy
- Share evidence-based practices for read-alouds
- Examine ways to incorporate writing into lessons
- Sketch lesson plan for classroom implementation



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Small Group Activity



- What are some of the counseling practices you currently use with students?
- Turn and Talk
- Chart responses
- Share out with whole group



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Setting the Stage Using Visual Literacy



Visual literacy has been defined as the “ability to understand, interpret and evaluate **visual** messages.”

(Bristor & Drake, 1994)

- Helps students recognize the relationship between visual literacy and their everyday lives
- Helps to engage students with content
- Helps to enhance students reading and writing skills



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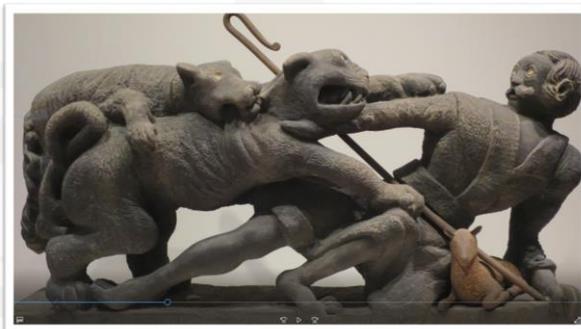
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L.E.A.P. Strategy



Let's use the **L.E.A.P.** strategy to “read” images like a text!

Look
Evaluate
Analyze
Produce



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Look



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Take **30 seconds** to observe the image. What do you **notice**?

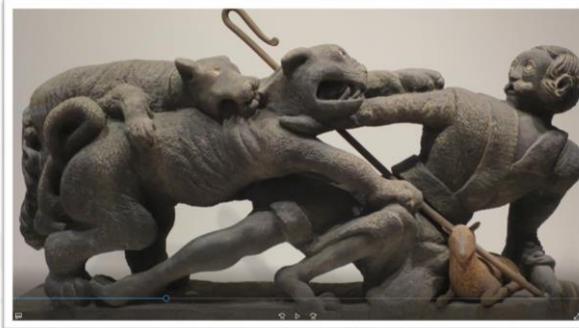


Image: Courtesy of The High Museum Of Art

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Evaluate



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What is happening here? What do you see that makes you say that? What **message** do you think the artist is trying to convey?

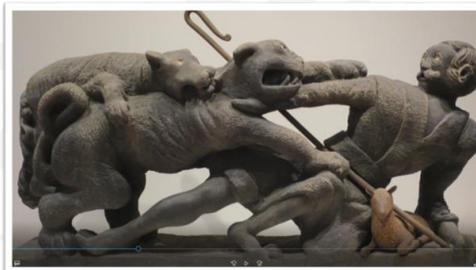


Image: Courtesy of The High Museum Of Art

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Analyze



What might be happening **beyond** the scene? What do you think will **happen next**? What clues make you say that?

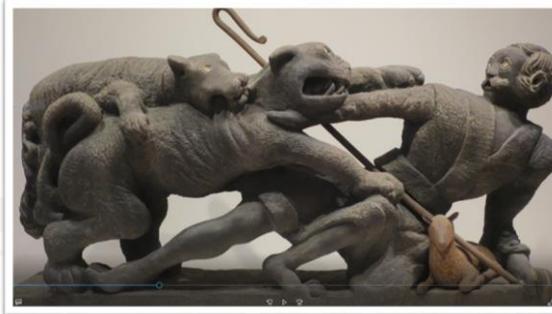


Image: Courtesy of The High Museum Of Art

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Produce



What does this image **inspire** you to do or create?

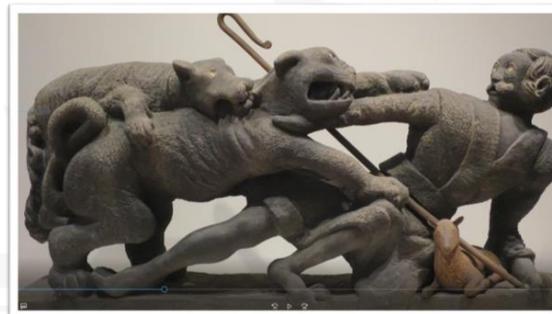


Image: Courtesy of The High Museum Of Art

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Making a Connection



How do you think you can use Visual Literacy in your professional practice?



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Building a Culture of Writing



- Interactive [professional learning](#) series designed to build teachers' capacity for writing instruction
- 7-uniquely designed sessions, where researchers and educators share research-based writing and literacy practices along with practical classroom application

Session Title
Essential Components of Teaching Writing
Assessing Writing
Writing Genres
Writing Across the Curriculum
Disciplinary Literacy
Digital Literacy
*Visual Literacy (Recorded at the High Museum)

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Interactive Read Aloud



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www.comprehensivereadingsolutions.com

Evidence-Based Read Aloud Procedure (Walpole & McKenna, 2016)

- Activate Background Knowledge
- Model Comprehension Strategies
- Discussion
- Teach Tier 2 Words
- Written Response

<p>The Doorbell Rang Fat Hatties Lexile: 340 Grade Level Band: YA Days: 1 (plus 1 day for rereading) Kindergarten</p>	
<p>Planning Note</p>	
<p>> It will be helpful to use a document camera to project 12 tokens so that you can arrange them in groups of various sizes. You could also use a smart board and rearrange icons.</p>	
<p>Develop or Activate Background Knowledge</p>	
<p>Raise your hand if you think it's a good idea to share. Put your hands down. Now raise your hand again if sometimes you really don't want to share. In this book two children have to share something with each other, and then they have to share it with more and more people. I think you've all had that happen to you. I know I have. This book is called <i>The Doorbell Rang</i>, and it was written and illustrated by Fat Hatties. Who remembers what the illustrator does?</p>	
<p>Model Comprehension Strategies and Ask Questions to Monitor Reading</p>	
<p>As I read, be thinking about a time when you had to share but you really didn't want to. I'll ask you to write that time later.</p>	
<p>[First page, mother with plate of cookies] So the mother gives them a whole plate of cookies. She says there are plenty, and it really does look like there are a lot. Do you think the children will be happy to share them with each other?</p>	
<p>[End of page showing mother with mop] Why do you think they're happy to share?</p>	
<p>[End of page with two children at the door] Now the children will have to share the cookies with two friends. Do you think they will still be happy to share? Notice that Sam is reaching for two more plates. That's a clue for us.</p>	
<p>[End of page with mother mopping up footprints] So they started with 12 and Victoria and Sam each got 6. And now there are 4 children and each will get three. [Project tokens with a document camera or use a SmartBoard to actually push 12 tokens or icons into different piles.]</p>	
<p>[End of page with fifth and sixth child arriving] Now there are 6 children to share the cookies. Help me decide how many each child will get.</p>	
<p>[End of next page] Do you think Victoria and Sam are still happy to share? Look at their faces. Now they will only get two cookies. What if you were in their place? Would you be happy that so many other children have arrived? Tell your partner how you might feel. Now is a chance to infer. Remember that when we infer we put together the facts we know to get a fact we don't already know. We know that every time the doorbell rings there are more people to share the cookies with. And now the doorbell rings again. What do you think will happen?</p>	

Walpole & McKenna, 2016

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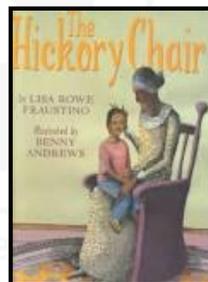
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Interactive Read Aloud



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- The Hickory Chair by Lisa Rowe Fraustina
 - Drawing Conclusions
 - First Grade Lesson



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Comprehensive Reading Solutions



- Teacher and Leader [professional learning modules](#)
- Stand alone or PLC
- Open access (no log-in required)
- Evidence-based practices
- Designed by literacy researchers



**COMPREHENSIVE
READING SOLUTIONS**

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Sample Book List



Title	Author	Theme
A Bad Case of the Stripes	David Shannon	Honesty
Don't Squeal Unless it's a Big Deal	Jeanie Franz Ransom	Tattling
Enemy Pie	Derek Munson	Fear
Hey Little Ant	Phillip and Hanna Hoose	Bullying
Sheila Rae the Brave	Kevin Henkes	Self-concept
The Doorbell Rang	Pat Hutchins	Sharing

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Your Turn!



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Use the lesson plan template to map out a sample lesson

Interactive Read-Aloud Sample Lesson Plan Template	
Title	
Author	
Genre	
Grade Level Band	
Topic	
Grade Level	
Planning Note	
Develop or Activate Background Knowledge	
Model Comprehension Strategies and Ask Questions During Reading	
As I read, be thinking about:	
Discussion	
Think-Two-Write	
One word from our book is _____	What word? _____ means _____
Another word from our book is _____	What word? _____ means _____
Written Response	

Welpate & McKenna, 2016

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Resource Sharing



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- Use [link](#) or QR code to access Google Drive folder
- Load book titles for Guidance Classes and/or sample lesson plans



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Questions



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We Want to Hear From You!



Please use the **QR code** to provide feedback on today's session. Thanks!



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Contact Our Team



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