Creating Strategic “Whole Learners”
Techniques for Supporting Experiential Literacy

ARA 2016 Literacy Conference
Presented by International Educational Specialist Valerie Ellery

Essential Questions:

- Why am I teaching this way? (Create Strategic Readers & Classrooms)
- Am I lifting the level of thinking through accountable talk, which increases critical thinking in my classroom? (Higher-Order, Intentional Teacher Talk)
- How will the strategies & techniques support standards-based instruction? (Gradual Release of Responsibility)

“It’s not how smart you are, it is how you are smart.”

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Know the Standards and Strategies

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<tr>
<td>1. Rhyming</td>
<td>1. Associating</td>
<td>1. Phrasing</td>
<td>1. Previewing</td>
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- **Mirror/Mirror** (CSR p. 47-48)

  “How do you position your mouth for /___/ sound?”

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<th>RF.2</th>
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<td>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</td>
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<td>Know and apply grade-level phonics and word analysis skills in decoding words.</td>
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Isolating and Identifying Sounds

**Mirror/Mirror** (CSR p. 47-48)

**Learning Phases**

**I** Select a word with three sounds from a familiar text and say it aloud, isolating the beginning sound. Look into a handheld mirror and notice the position of your mouth (lips, tongue, jaw). Being specific, tell students what you see in the mirror. For example, “When I produce the /d/ sound in the word dog I see my lips are open and I feel my tongue touching the roof of my mouth.”

**We** Have students practice positioning their mouths to say the sound you isolated. Select several volunteers to describe the formation of their mouths on a particular sound given. Have students place their hand on their throats as they vocalize a sound, a syllable, or a word and notice the rhythmic feature of the highlighted sound(s).

**With You** Have students work with a partner and select a word from a familiar text. One student will produce sounds from the word, study their mouth in a mirror, and describe to their partner what they notice for their mouth position. Partners will then switch roles so each one is able to observe the position of their mouth and verbalize their observation. Select another word with three sounds from a familiar text and ask partners to isolate the medial or final sound in the word. Partners will again observe their mouth and describe what they see to their partner. 

**Suggested Teacher Talk:** What do you notice about your tongue/lips/jaw when you say the sound _____?

**By You** Provide mirrors during independent-writing time for students to utilize while encoding words. They may check the position of their mouth for specific sounds (i.e., initial sounds, vowel sounds, syllables, affixes, or roots of a word). Students can record (illustrations or narrative) in their Word Study Journal what they observed as they positioned their mouth for the specific sounds.

**Differentiation**

Substitute sounds for a multisyllabic word from a familiar text or content area and say it aloud, isolating the syllables (e.g., reflecting or equation). Teacher Talk Example: When I produce the /r/ sound in the first syllable (re-), I see my lips are the shape of a circle and I feel my tongue lifted and then moving down toward my chin.

**Extensions**

Create a chart with four or five letters as the categories. Collect items that correlate with the letter sounds in a basket. Have students select an item, check the position of their mouth in the mirror, and then place an object under a corresponding picture to complete the chart. 

**Suggested Teacher Talk:** How do you position your mouth when you start the word _____? for the final sound in the root _____?

- Create a digital portfolio of sounds by having students use a webcam and voice recording software or an app. Students produce a sound while taking a picture of their mouth formation and recording the sound they pronounce.
- Using a digital camera, have student groups take pictures of their mouths as they form letter sounds. The pictures can be used to create digital books by importing them into a PowerPoint™ slideshow. If desired, have students record and insert the sounds that are demonstrated in each picture.
Know the Students & Academic Key-Vocabulary

✓ Teacher Talk
✓ Multiple Intelligences
✓ Behavior Indicators
✓ Reading level
✓ Abilities
✓ Interests
✓ Trends across data

Teacher Talk

Phrasing: Eye Voice Span (CSR p. 184-185)

Where are your eyes looking next?

Try to “push” eyes ahead of your voice.

Vocabulary

Visual Imaging: Eye Spy (CSR p. 142-143)

Comprehension

Summarizing: Summary Ball (CSR p. 280)

Red = who (characters) - what(concept)
Green = where (setting)- where (geographical)
Blue = what (events)- what (goal/motivation)
Yellow = when (timeline)- when (historical timeframe)
White = why (justification/reason) - conflict/problem
Orange = how (solution) - resolution

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## Eye-Voice Span

### Purpose:
To recognize and demonstrate the value of forward eye movements when reading  

### ELL Technique:
No

### Materials:
- text
- visual enhancer device (e.g., projector or interactive whiteboard)
- Teacher Talk Phrase Strips (see teachertalkstrips.pdf, optional)
- straw (optional)

### Learning Phases

### I

Demonstrate the difference between natural vision (i.e., seeing what is directly in front of us and what is within our peripheral vision), peripheral vision (i.e., seeing what lies outside the direct line of sight), and tunnel vision (i.e., seeing what is only within the direct line of sight), using a piece of text.

Hold up a piece of text and illustrate natural vision by pointing out what you can see as a whole on the page using your natural vision. Identify the peripheral vision by reading aloud and sharing in a think aloud what is going on with your eyes: “As I am reading aloud with my voice, my eyes are looking ahead, “prereading,” the next few words before I say them aloud.” Model proper phrasing and the left-to-right sweep demonstrated in the concept of Eye-Voice Span (Blevins, 2001). Select a passage to project for all to see.

### We

With the class, begin to read aloud the text placed on an overhead transparency or a visual presenter where all students can see it. Just before you finish reading a sentence or a paragraph, turn off the projector or remove text from under the visual presenter. **Suggested Teacher Talk:** Where were your eyes looking next? Did you push your eyes forward ahead of your voice and capture several words at a time with your eyes?

Have students demonstrate how they can still say the next few words from the passage right after the text is removed. Discuss why this happens (e.g., students’ eyes were ahead of their voices, reading ahead with your eyes).
Eye-Voice Span

With You

Have students work in A/B pairs (A = teacher role and B = student role). The A partner listens as the B partner begins to read from the text. Using the Teacher Talk Phrase Strips, partner A randomly places the strip over partner B’s text and then flips the strip to model phrasing the teacher talk. Partner B responds to the teacher talk presented. Have partners discuss the process and then reverse roles. Suggested Teacher Talk: What words are you still holding in your mind but are no longer presented for you to view?

By You

Have students practice reading independently and trying to phrase chunks while thinking about the distance between their eye placement and their voice when reading.

Differentiation

- Use a variety of engaging genres at the independent or instructional level of students that will motivate and spark their interest while implementing the Eye-Voice Span technique.

- Use a straw to demonstrate tunnel vision by looking through the straw at one word or several letters at a time. Discuss the frustration of trying to gain meaning by only looking at one word at a time.
Eye Spy With My Eye

Purpose:
To enter imaginatively into the picture; to question and hypothesize for meaning of the image, its purpose, and its context

Materials:
- texts
- magnifying glass
- Word Study Journal
- display options (chart paper, dry-erase boards, interactive whiteboard)

Learning Phases

I
Select a text with compelling graphics, and cover up the text to only show students the pictures. Hold up a magnifying glass to illustrate that you are going to investigate the images provided to extract meaning. Demonstrate drawing literal (exact/right there details) and inferential (suggested/not right there details) information from the image.

We
Ask students to look at the picture and describe what they see. Record and display their responses for all to view. Suggested Teacher Talk: Spy with your eye who is in the picture. What do you think they are thinking or saying? Examine each response, and determine if it is a literal or an inferential response. Read a part of the text that correlates with the picture, and have students try to make predictions as to what they think happened before the scene depicted in the picture. Ask students to try to “solve the scene” by inferring what they think will be the rest of the story, based on the graphic they spied.

With You
Divide the class into two groups, one side representing the “Literal Team” and the other side representing the “Inferential Team.” Display an image, and have students record their representations based on the type of team they represent. Solicit responses from both sides and analyze with entire class whether it was classified correctly. Decide if the response gives enough information to determine the meaning of what is taking place in the text.

By You
While reading a selected text, have students create several images that are literal, and think of words with the text or an illustration for which they have to infer meaning. In their Word Study Journals next to the images, have them connect to a personal experience and describe or illustrate the connection.

Extension
Have each student convert the images from the text into a storyboard for a comic to share. Students can work independently or in small groups.
Summary Ball

**Purpose:** To create a group summary

**Materials:**
- text
- beach ball
- chart paper

**ELL Technique:** Yes

- permanent marker
- Story Map (see storymapping.pdf) (optional)

### Learning Phases

#### I
After reading a narrative, write the words *Who, What, Where, When, Why,* and *How* on an inflated beach ball, using a permanent marker.

#### We
Have students toss around the ball in a small group. Ask each student who catches the ball to look to see which word is closest to his or her right thumb and to answer that question with regard to the text just read.

#### With
If more than one student gets the same question, the first student can answer the question and subsequent students can elaborate on what the first student said about that topic. **Suggested Teacher Talk:** *How could you say this using only a few sentences?* Record students’ responses on chart paper to provide a group story summary.

#### You
Have students reread the text and reflect on the summary created. **Suggested Teacher Talk:** *How did creating a group summary support your understanding of the story we read?*

### Differentiation

Copy the story map and distribute to each student. Ask students to complete the map while the story is being read and identify the characters (who they are and what the author tells about them), the setting (where and when the story takes place), the problems and events (what problems the characters are facing, whether those problems are changing throughout the story), and the solution (the conclusion, or how things work out). When the ball is tossed, students search on their story map for the information and keep track of ones contributed by the other students.