

Strategies for Using Visual Fluency in Secondary English Classrooms

<p>Common Core or State Standard and/or Unpacked Skills, Concepts, etc.</p>	<p>Visual Fluency Within the Technological Pedagogical Content Knowledge (TPACK) Framework, including a link to the technology tool used</p>
<p>11-12.L.6.Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Wikicommons images used to creatively demonstrate mastery of vocabulary and visual fluency;students think creatively about new words as one of their six-steps instead of merely looking up images of words, which does not help students master them.. When they have considered what images new word bring to mind, they look for quality images from their own imaginations and share them in their digital vocabulary notebooks. Students can maintain vocabulary in Padlet, Google Docs, or a variety of programs, which foster vocabulary development across the curriculum (Tyson, 2013).</p>
<p>11-12.RI.2.Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p>Students analyze a primary source photograph from LOC.gov using the OPTIC strategy, exploring visual rhetoric to determine not only the historical time period for the photograph but also the argument of the photograph, itself--and the aesthetic quality of the visual text (Prodger, 2012).</p>
<p>11-12.W.1.Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>Students analyze film from Netflix, Amazon, or Youtube as visual rhetoric, studying the shots and framing, the camera angles, and the classic use of literary elements to convey theme, and then emulate the elements they respect in the source text in their own films using the technologies available to them. Students can use free technologies now so they are comfortable with them before they attend college when they will have little access to funds and will need those resources--not to mention the possible revenue streams they might earn from their own innovations (Newman, 2012).</p>

11-12.W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Students view an image as they enter class, which depicts an instant of action, perhaps a frozen scene from foreign or independent a film on Netflix , Amazon , or Youtube , and they use the image to develop an original narrative demonstrating specific objectives for the day based on their Common Core State Standard (Cummins, 2010).
11-12.RL.7.Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	Students watch three versions of the same scene, perhaps five minutes long, from one of Shakespeare’s plays on Netflix , Amazon , or Youtube , to analyze how the different directors’ changes in cuts, blocking, costuming, lighting, the shots and framing, and the camera angles, change the tone and theme (Holleran, 2013).
11-12.RL.7.Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	Students analyze a visual canvas from LOC.gov relying on structure using OPTIC and other methods before studying a literary work relying heavily upon structure to build prior knowledge of structure as a literary element and how authors use it to develop meaning (Schwartz, 2015).

References

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