

OPTIC: A Reading Strategy Recipe

Visual Literacy

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Grade Level	6th – 12th Grade	**Time Frame**	3 class period(s)
Subject	English/Language Arts	**Duration**	180 minutes

Essential Question

How can using reading strategies enhance one's comprehension?

Summary

This lesson guides students to understand how reading strategies enhance comprehension of a text. Students read a variety of texts, including artwork, a video, and a short story, using the OPTIC strategy. Students use the strategy to make Observations and Predictions about the text to aid their understanding of Themes and Inferences that will then allow them to draw Conclusions. Students then access prior knowledge and identify pieces of evidence that contribute to their understanding of texts. At the end of the lesson, students evaluate their use of reading strategies and discuss how their use of the OPTIC strategy increased their comprehension of visual and written texts.

Snapshot

Engage

Students engage with their prior knowledge of visual literacy and "read" an image.

Explore

Students explore art as a non-print text and use reading strategies to enhance their comprehension.

Explain

Students summarize their understanding of an image and explain how reading strategies aid in comprehension.

Extend

Students apply the OPTIC reading strategy to other texts, including a video and a short story, to demonstrate how the strategy enhances comprehension.

Evaluate

Students evaluate their use of reading strategies and reflect on how the strategies increased their comprehension.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR401: Locate important details in somewhat challenging passages
CLR402: Draw logical conclusions in somewhat challenging passages

Oklahoma Academic Standards for English Language Arts (Grade 6)

6.7.R.2: Students will analyze the impact of selected media and formats on meaning.

Oklahoma Academic Standards for English Language Arts (Grade 6)

7.3.R.2: Students will evaluate how the point of view and perspective affect grade-level literary and/or informational text.
7.R: Reading: Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

Oklahoma Academic Standards for English Language Arts (Grade 6)

8.3.R.2: Students will evaluate points of view and perspectives and describe how this affects grade-level literary and/or informational text.
7.R: Reading: Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

Attachments

- Lesson Slides—OPTIC Reading Strategy Recipe.pptx
- OPTIC Recipe Card Key—OPTIC Reading Strategy Recipe.pdf
- OPTIC Recipe Card Template—OPTIC Reading Strategy Recipe - Spanish.docx
- OPTIC Recipe Card Template—OPTIC Reading Strategy Recipe - Spanish.pdf
- OPTIC Recipe Card Template—OPTIC Reading Strategy Recipe.docx
- OPTIC Recipe Card Template—OPTIC Reading Strategy Recipe.pdf
- OPTIC Recipe Card—OPTIC Reading Strategy Recipe - Spanish.docx
- OPTIC Recipe Card—OPTIC Reading Strategy Recipe - Spanish.pdf
- OPTIC Recipe Card—OPTIC Reading Strategy Recipe.docx
- OPTIC Recipe Card—OPTIC Reading Strategy Recipe.pdf

Materials

- Lesson Slides (attached)
- OPTIC Recipe Card handout (attached; print two-sided, in color; one per student)
- OPTIC Recipe Card Template handout (attached; one per student)
- OPTIC Recipe Card Key document (attached; optional)
- “The Bully” short story (linked; one per 1–2 students)
- Sticky notes (two different colors; one of each color per student)
- Notebook paper (one sheet per student)
- Highlighters (three different colors per student)
- Tape (one piece per student)
- Music (one song for the Mingle instructional strategy)

Preparation

This 5E lesson is designed to be delivered across three class periods, but many of the sections provide enough content to take up a whole class session. The teacher may choose to divide the lesson up between multiple class sessions, especially if students need more time to comprehend the material and strategies involved.

The Extend section of this lesson continues with the theme of bullying. This portion of the lesson has students engage with both the video and text versions of "The Bully" by Roger Dean Kiser. However, you may choose a different video and text source for the Extend activity. If you do choose to use "The Bully," you must download and print copies of the short story using the link provided above.

15 minutes

Engage

Use the attached **Lesson Slides** to guide the lesson. Begin the lesson with a Think-Pair-Share activity to access prior knowledge. Go to **slide 3** and pass out one sticky note and one piece of paper to each student. Have each student individually consider a definition for "visual literacy" and write their definition on their sticky note. Have them write on their piece of paper a list of at least three reading strategies that they currently use to help them comprehend a text.

Pair each student with a partner and have them share their answers. Ensure that they keep their lists for later in the lesson.

Teacher's Note: Sticky Notes

Students' sticky notes will be used later in the Evaluate phase of the lesson. Because this is a multi-day lesson, consider having each student put their name on their sticky note then collect the sticky notes at the end of the class period.

Display **slide 4**. Explain that visual literacy communications with visual images as well as, or instead of, words. Inform students that processes and reading analysis tools can improve understanding and expand literacy in general. Explain that this helps strengthen skills that improve comprehension.

Present **slide 5** and the essential question, "How can using reading strategies enhance one's comprehension?"

Show **slide 6** and introduce the lesson objectives.

Display **slide 7**. Tell students that they are going to read a piece of art during this activity. Communicate to students that this task requires visual literacy. Describe visual literacy as a set of reading skills and strategies that help people "decode, interpret, create, question, challenge, and evaluate texts" (Carry, n.d.). Distribute one copy of the **OPTIC Recipe Card** handout to each student.

Display **slide 8** and introduce students to the image. Have students fill in the "Initial Comprehension" section of their OPTIC Recipe Cards with one or two sentences that describe their understanding of the image.

Sample Student Responses

Students' responses in the "Initial Comprehension" section will typically include a basic understanding of what they have seen or read, as if they skimmed a passage without any analysis tools or reading strategies. When comparing this minimal initial comprehension to their final comprehension and detailed narrative later in the lesson, students should see that using a reading process enhances comprehension.

Tell students that using a process and reading analysis tools aids comprehension and expands visual and multimodal literacies. Reading text and "reading" art both strengthen skills that aid in all aspects of reading across different media and for different purposes.

30 minutes

Explore

Display **slide 9** and introduce the It's OPTIC-al instructional strategy. Tell students that this strategy helps students make observations (O) and predictions (P), identify titles and themes (T), cite evidence used for inferences (I) and draw conclusions (C). Tell students that they will, as a class, use this strategy to analyze the image they previously examined, *The Shiner*. Use the attached **OPTIC Recipe Card Key** document for guidance, if needed.

Display **slide 10** and introduce a modified version of the Photo or Picture Deconstruction strategy. Under the "Observations" heading on their handouts, have students independently create a list of ten key, concrete observations that are most important to the understanding of the visual text. These observations would be key details that students would underline or highlight if the visual text were instead print text. In this setting, these concrete observations should be visual details only.

Teacher's Note: Observations

Ensure that students do not make any interpretations at this point in the lesson. Students may be tempted to make inferences about the subjects of the work, what is happening, or where the image is taking place, but guide students to limit their observations to concrete objects they can see.

Sample Student Responses

Example observations from *The Shiner* include the smiling girl, black eye, rumpled clothes, guy behind the desk, the word "principal" on the door, Band-Aid, plaid skirt, white shirt, bench, red knuckles, bulletin board, file cabinet, etc.

Invite students to each share out one detail. As they share, record their responses on the board.

Display **slide 11**. Ask students to make three predictions about what is happening in the art under the "Predictions" section of their handouts. Distribute three differently colored highlighters to each student. Have them highlight each prediction with a different color.

Teacher's Note: Predictions

Students will often provide predictions without any evidence. The key difference between a prediction and an inference is that an inference requires evidence. Ensure that students assign a different color to each prediction so they can later highlight evidence that supports those predictions in a matching color. The combination of the two will be used to create inferences.

Sample Student Responses

Student predictions may include:

- The man sitting behind the desk is a principal (highlighted in green)
- The girl is in a school office (highlighted in red)
- There has been a fight, and the girl won (highlighted in blue)

Show **slide 12**. Have students brainstorm potential titles for the art on their handouts under the "Titles" section. Invite students to share out their ideas. As students share, discuss how their titles give important information about the main ideas, or themes, present in the art.

Click on the slide to display the official title of the work, *The Shiner*, and discuss how the title focuses on the main idea and main detail of the artwork. Identify the artist and the time period of the work, which are two pieces of information that are also important to reading. Ask students to identify details in *The Shiner* that provide information about the artist, title, and time period of the work.

Teacher's Note: Details in *The Shiner*

The artist's name, Norman Rockwell, is located in the bottom left corner of the painting. He was a famous twentieth-century American artist whose work captured American culture. *The Shiner* was painted in 1953, which can be inferred based on the style of clothing worn by the subjects, items in the illustration, and the colors used. The main detail in the work is the bruised eye, which explains why the real title of the work is *The Shiner*, which is a term for a black eye.

Move to **slide 13**. Have students turn their predictions into inferences by assigning evidence from their observations list to each prediction. Have them underline or highlight supporting evidence using the color-coding system from the prediction step of the lesson. Have them mark each piece of evidence in the same color as the prediction that piece of evidence supports. Discuss any important prior knowledge students possess that aids comprehension.

Sample Student Responses

- We know the man sitting behind the desk is the principal because it says "principal" on the door. He has a tie on and is behind the desk (color-coded green).
- We know the girl is in a school because of the environment. There is a bench, bulletin board, file cabinet, and the word "principal" on the door. We know the girl could be in a private school because she is wearing a plaid skirt and white shirt (color-coded red) that looks like a uniform.
- We know the girl was in a fight because her knuckles are red, her clothes and hair are disheveled, she has a Band-Aid on her knee, and she has a black eye. We know she probably won the fight because of the smirk on her face and the absence of the other student (color-coded blue).

Display **slide 14** and introduce the final part of the OPTIC strategy: Conclusions. Explain that drawing conclusions involves identifying who is pictured, what has happened, and where, when, why, and how it took place.

Display **slide 15** and introduce the Pass the Problem instructional strategy. Tell students that they should pass their handouts around the room and fill in the one of the six blanks underneath the "Conclusion" heading each time they receive a new handout. Have them write one of their conclusions about who, what, when, where, why, or how next to the corresponding word. Explain that after they write one conclusion they must pass their handout to the right (or the direction of your choice) each time they hear the word "pass." Ensure that students write their names on their papers before you have them begin passing.

Show **slide 16** and have students pass their recipe cards to the right. Have them respond to the "Who" blank on the handout they receive. Allow one or two minutes for students to record their responses. Have students pass their recipe cards to the right and respond to the "What" blank on their handouts. Repeat this process until each student's card has six different answers for each category, then have them return their cards to the original owners.

Sample Student Responses

1. Who: Who is the girl? Name, age, grade, etc.
2. What: What did she do? She got in a fight with [other student's name].
3. When: When did the fight occur? During lunch/recess/break/before school/after school/season/time/day
4. Where: Where did the fight occur? In the lunchroom/hall/classroom/bathroom/playground
5. Why: Why did she get into a fight? Because... [reason]
6. How: How is she going to be punished? What punishment will the principal give her? How long will the punishment last?

35 minutes

Explain

Explain to students that they should now use their OPTIC Recipe Card handout to create a story about the painting.

Display **slide 17**. Have students review the art and their OPTIC Recipe Card handouts. Explain that students should now create a narrative paragraph describing the painting that consists of five to six sentences, one sentence for each of the categories under the "Conclusion" section of their handouts. Have them describe the picture's context, setting, characters, and plot or conflict, and support their conclusions using evidence from the text to support their descriptions.

Encourage students to use the responses from their recipe cards to describe the context of their stories. Have them use specific details, imagery, and evidence from the art to support their inferences and conclusions. If necessary, read the below sample narrative to the class.

Have students write their stories under the "Final Comprehension" section of their recipe card handouts. Provide additional paper if needed.

Sample Narrative

On a warm, spring day (**when**), Sally Jane (**who**) was walking to her English class (**where**) when she saw Johnny standing by the water fountain. Johnny was the biggest boy in their seventh grade class, and he was constantly calling her "Freckles." Sally vowed that if Johnny called her "Freckles" one more time, she would show him what her 70-pound, tomboy frame could do (**what**). As she approached Johnny, Sally Jane closed her eyes, expecting the whispered name. Johnny wasn't expecting that as soon as he said "Freck—," she would jump on his back. By the time he got to the second syllable, "—les," she had one hand around his eyes and the other grabbing his long, brown hair. He staggered, slamming her against lockers, trying to pull her pigtails to get her off of his back. The moment Ms. Campbell ran to the classroom door, Sally jumped off Johnny's back and ran to the principal's office before he could even call her to his office. She already knew her punishment would be scrubbing gum off of desks (**how**); Johnny, however, didn't yet know his—a bald spot that would be left after removing the wad of gum Sally Jane had hidden in her hand before she grabbed his hair. Now, whenever he called her "Freckles," she just smirked and called him "Baldie."

Display **slide 18** and introduce the Mingle instructional strategy. Have students help each other tape their stories to their backs. Play music and have them stand up and mingle, then stop the music and have them gather in groups of three or four. Have each student read the story taped to the back of the person next to them in the circle, then have them turn and read the story of the person on their other side.

Have groups then select a volunteer to read one group member's story to the whole class. While each volunteer reads, have the other students close their eyes and visualize the images presented in the narrative.

Display **slide 19** and have students review their initial comprehension of the painting then respond to the final question on their handouts under the "Evaluate" heading. Have them compare and contrast their initial comprehension, before using OPTIC, to their final comprehension, after using OPTIC, as they respond. Call on students to share how the reading strategies enhanced their comprehension.

Display **slide 20** and have each student discuss the differences between their initial and final comprehension with a partner.

Invite volunteers to share some of these differences with the whole class. Lead a class discussion about how students' initial observations from the beginning of the lesson were vague when compared to their observations from the end of the lesson after using OPTIC. Explain that the OPTIC strategy helped students identify main ideas, make predictions, identify themes, make inferences, and draw conclusions, which created a more detailed, narrative description of the art. Explain to students that a reading process, like OPTIC, enhances comprehension.

50 minutes

Extend

Explain to the class that using a reading process to analyze art is similar to using a reading process to analyze a print text. Tell students that the OPTIC strategy helped students make observations, extend predictions, identify main ideas and themes in a title, cite evidence to create inferences, and draw conclusions, which are all things good readers do to aid their comprehension.

Move to **slide 21** and distribute one copy of the attached **OPTIC Recipe Card Template** handout to each student. Have students apply the OPTIC strategy to a video "text" in a Think-Pair-Share activity.

Tell students that they should fill in their OPTIC Recipe Card Templates as they watch the video, *The Bully*. Explain that by applying the OPTIC strategy to the video, they practicing visual literacy in a different context using the same strategies.

Teacher's Note: Video Content Warning

The Bully contains minor language that some students may find offensive. Preview the video to decide if it is appropriate for the class. The video lasts approximately seven minutes.

Display **slide 22** and play the video. Remind students to record important details on their handouts as they watch the video.

Embedded video
https://youtube.com/watch?v=brbcN2zc77s

Pause the video at minute marker 2:30 and have students make predictions about the characters Roger Kaiser and Tony Claxton, what the theme of the video may be based on the title, and what evidence or prior knowledge they will need to make inferences.

Continue to play the video and have students complete the remainder of their OPTIC Recipe Card Templates. Once the video is over, have them share their responses with an Elbow Partner.

Display **slide 23** and distribute one copy of "The Bully" short story and three different colors of highlighters to each student. Read the story aloud and have students follow along. As they follow along, have them apply the OPTIC reading strategy and annotate the printed text by underlining key details, making predictions, assessing the title and theme, citing evidence for inferences, and drawing conclusions about the passage. Have them also label the elements of who, what, where, when, why, and how as they appear in the text.

Show **slide 24** and have students write a one-paragraph, descriptive summary of "The Bully," using the who, what, when, where, why, and how elements they identified.

Sample Student Summary

Late one morning, Roger (**who**) was having breakfast at the Huddle House restaurant in Brunswick, Georgia (**where**). A woman and her husband, Tony, were also there and recognized Roger from high school. At first, Roger didn't remember Tony, because he looked so different from when he was the bully of the seventh grade geography class in 1957 (**when**). Roger eventually remembers that Tony made fun of his big ears and the fact that he lived in an orphanage. When Tony and his wife leave the restaurant, Roger notices that Tony is confined to a wheelchair and struggling to get into his van. Roger helps Tony get into his van. Tony assumes Roger is judging him for his past actions, (**why**) because he feels the helplessness Roger must have felt in high school. Even though Roger remembers what Tony did in the past, he remains positive, grateful that Tony has someone who loves him.

20 minutes

Evaluate

Teacher's Note: T-Chart

Prior to this activity, create a T-Chart on the board. Label the left side “I Used to Think” and the right side “But Now I Know.”

Display **slide 25** and introduce students to the I Used To Think... But Now I Know instructional strategy. Return students’ sticky notes from the Engage and have them review what they wrote. Have a few students share what they wrote on their sticky notes and have all students post their sticky notes on the “I Used to Think” column of the T-Chart.

Give each student another sticky note in a different color. On this sticky note, have students write whether or not the OPTIC reading reading strategies aided their comprehension and have them explain why and how. Have students post this sticky note under the “But Now I Know” side of the chart. Choose a few sticky notes to read aloud to the class.

Display **slide 26**. Discuss with students how the OPTIC process differed across the tasks of analyzing the illustration, video, and short story even though it was the same strategy. Explain to students that their “But Now I Know” responses affirm that using reading strategies enhances comprehension. Help students connect the process they used to improve their visual literacy to the similar process they used to improve their comprehension of the text. Encourage them to continue to use these reading skills and strategies to decode, interpret, creation, question, challenge, and evaluate texts across media.

Resources

ANAMALoff. (2009, August 25). *"The bully"* [Video]. YouTube. https://www.youtube.com/watch?v=LhHIY1CnO-o

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