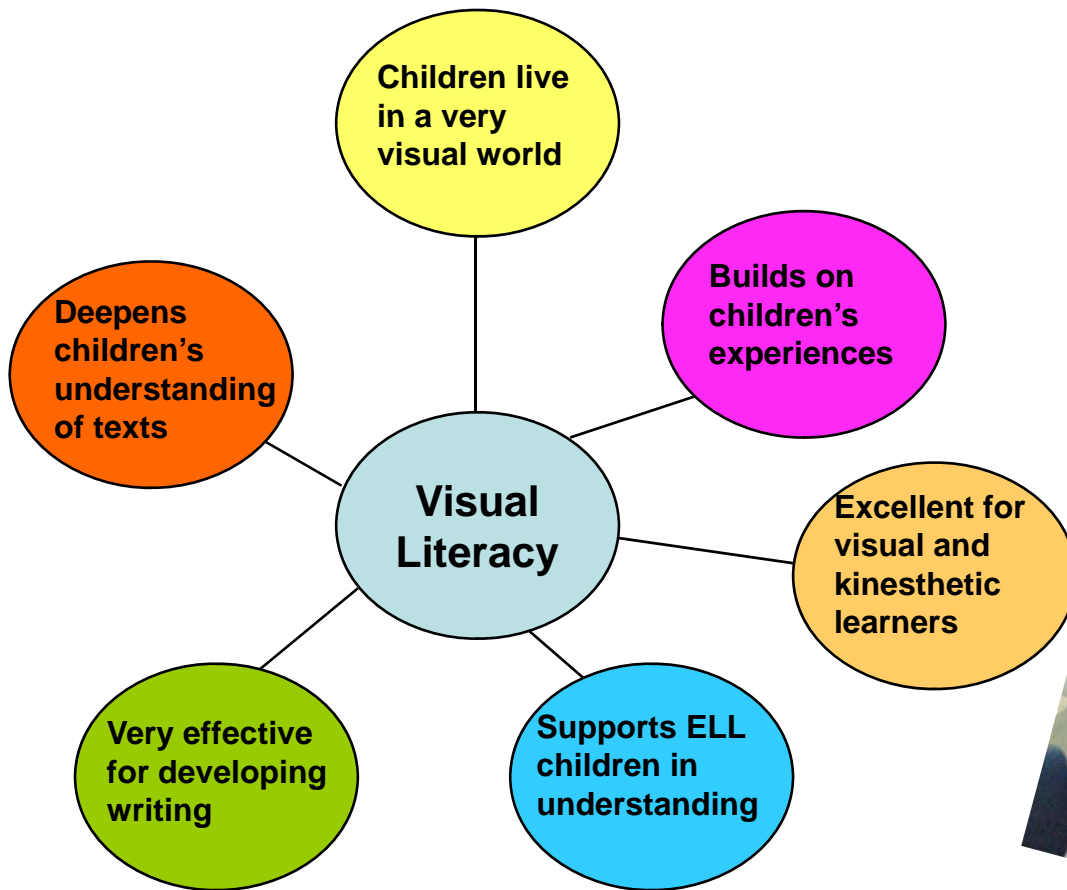


# Visual Literacy: Using Images to Increase Comprehension



Students need visual images to help them read and understand texts. Visual information can support reading and help make meaning of text. Focus on how to use images to build skills.



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## Why Visual Literacy?



We live in a world where visual images are becoming increasingly important as most information is presented as a combination of **words** and **images**.

It is essential that students not only have the capacity to derive literal meaning from texts but also to develop an understanding of how the texts are produced.

## What is Visual Literacy?

**What is seen with the eye and what is “seen” with the mind.**

**Visual literacy:** The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words. Visually literate people can read the intended meaning in a visual text, interpret the purpose and intended meaning, and evaluate the form, structure and features of the text.

# Written and Visual Language

## Examples of teaching skills through visual literacy

- Exploring visual texts and the context in which they occur.
- Teaching the codes, conventions and structures of text to support students' constructing their own texts.
- Using a series of strategies for *reading* visual texts and responding in *writing/drawing* demonstrating understanding – comprehension.
- Integrating visual and verbal texts.

**Reading and Viewing** form a single Strand of the English profile because visual texts, like written texts, involve the use of language to make meaning. Many of the skills and understandings relevant to the study of written and visual language are the same.

## Contextual Understandings

relevant to the study of both written and visual texts:

- Texts can be based on either fact or fiction
- The use of language depends on shared cultural understandings
- A text may have different meanings for different people

## Linguistic Structures and Features

common to both written and visual texts:

- Point of view
- Sequence in plot and sub-plot
- Narrative structures Expository structures

# Visual Literacy

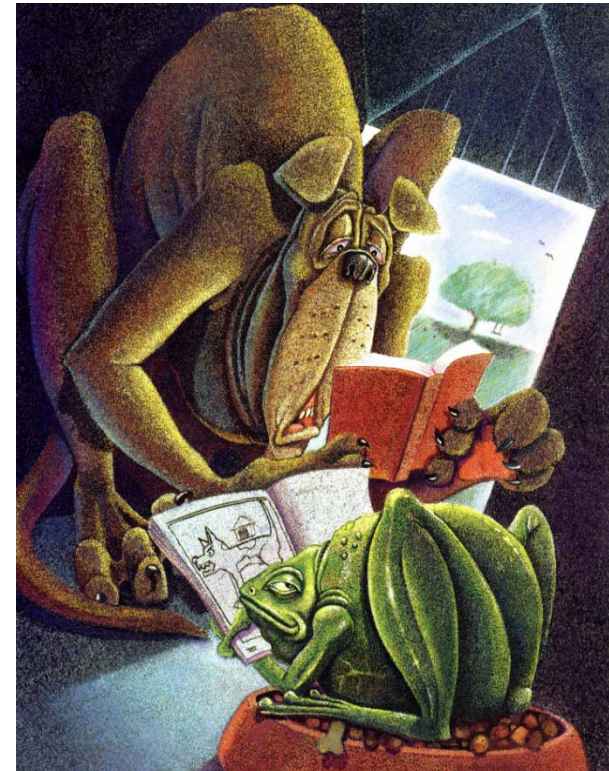
Give children powerful messages about images, language, and literacy.

Students should learn to critically analyze the visual texts and the socio-cultural contexts surrounding the information.

To make meaning from images, the “reader” uses the critical skills of exploration, critique, and reflection.

## Re-composing Helps Understanding

- "Re-composing" means reading information in one form and summarizing it in another form (such as a diagram or table).
- If you ask students to re-compose the information, they can no longer simply copy their source. They need to think about what a paragraph means before they can summarize it as a visual text.
- Re-composing is a key strategy in aiding comprehension.



- Dynamic Vocabulary
- Comprehension
- Strategies for Expression and Voice

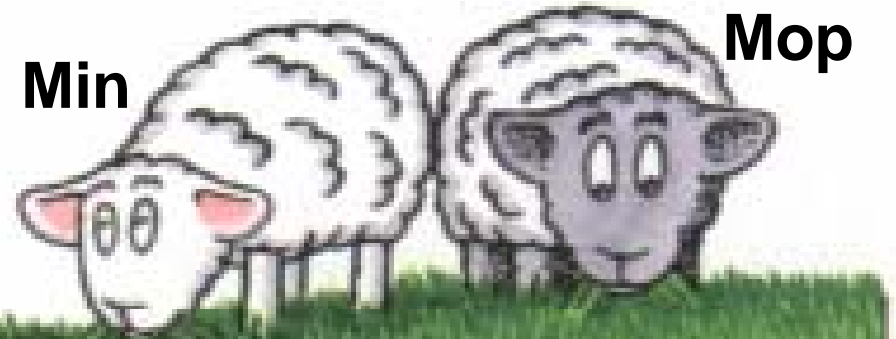
# A Character Study



**Max**

**Parallel  
Structure**

**Sentence  
Transformers**



**Min**

**Mop**

# Comprehension

## Literal (explicit)

- What was the last thing Max jumped over?

## Inferential (implicit)

- Why did Max jump bigger and bigger things?

## Creative

- What else could Max have jumped over?

## Critical

- What lesson is this story telling you?

## Visual

- What shows you Max will be in trouble at the end?

## Max Jumps

Amanda Kimm<sup>2</sup>

Hoping to impress his friends their names are Min and Mop

Max jumped over a stick, and leaped across a log.

triumphantly Max roars over the peaceful fence. Min and Mop watch different ways. filled with excitement, laughing, up on they toes and chewing grass and with their mouths open big to let flies in!

When Max fliee over the hedge he gas Splat! Splish! Smush.

Max is in the mud Ha Ha Ha!  
The End

**Max is a "show-off" flashy**

**Max is jubilant.**

**Min and Mop are timid.**

Filled with a lot of joy Max hops over the flower, leaps over the log, and flies over a pile of sticks. Nervously Min and Mop watch him jump, tighten their muscles, and hold their breath

**ostentatious**

*showy*

**jubilant**

*happy*



# The Visual Text...

The visual text is the clearest way to present information.

To make meaning from images, the “reader” uses the critical skills of exploration, critique, and reflection.

What is seen with the eye and what is “seen” with the mind.

# Comprehension

- Summary
- Inference
- Perspective

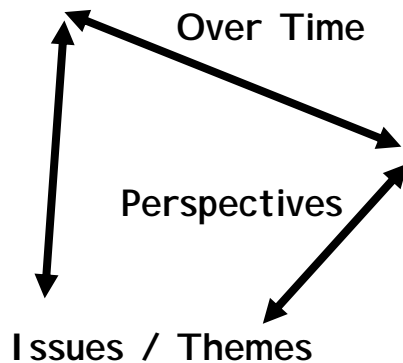
Charts, diagrams, cross sections, and maps are a few of the elements that are as critical as the words they supplement.



## Layers of Experience within a Discipline

**D  
E  
P  
T  
H**

Ethical Considerations
Trends
Patterns
Details



# Complexity

Relationships:  
In, Between, Across  
Disciplines



# ***Graphic Organizers***

<b>Somebody</b>	<b>Wanted</b>	<b>But</b>	<b>So</b>	<b>Then</b>
<b>The giant</b>	<b>to know what the little girl had</b>	<b>she would only show him one thing at a time</b>	<b>he kept demanding to see more</b>	<b>he saw himself in the mirror and ran away</b>
<b>The giant</b>	<b>to scare the little girl</b>	<b>she wasn't afraid</b>	<b>she showed him her mirror</b>	<b>he saw his reflection and ran away</b>
<b>The little girl</b>	<b>to cooperate</b>	<b>the giant was very demanding</b>	<b>she showed him her mirror</b>	<b>he saw how mean he was and ran away</b>
<b>The little girl</b>	<b>to mind her own business</b>	<b>the giant wouldn't leave her alone</b>	<b>she tricked him into looking in the mirror and he ran away</b>	<b>she laughed</b>

# The Hysterical Giant

The giant's laugh was frantic and he laughed so much that his tummy hurt. It was side splitting.

Hysterical, he ran around in circles like a cat chasing his tail and he knocked down a tree.

**crazy  
hysterical**

Out of control, the crazy giant jumped up and down. He made a big, big hole in the ground and was never seen again

**hysterical**

Tier-It-Up  
(Synonyms)

out of control

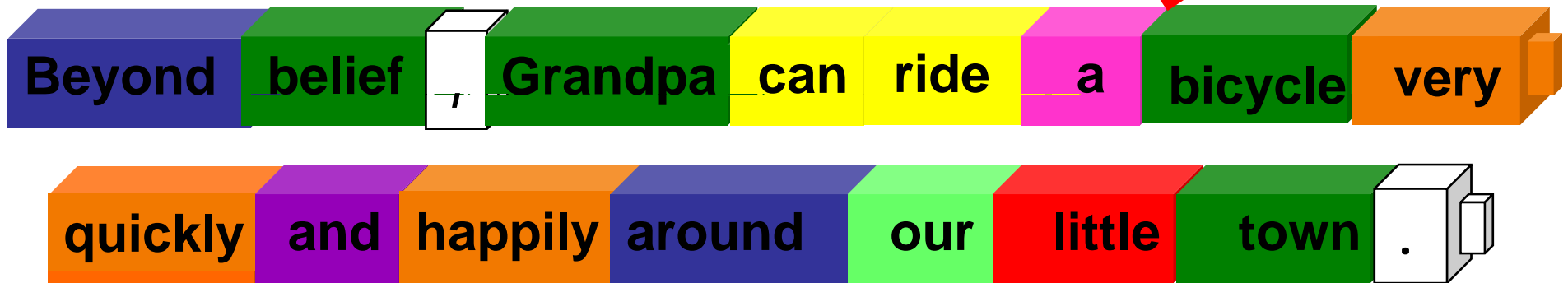
frantic

*side-splitting*

*Visuals* can enhance and accelerate classroom instruction for using images to build skills.

*Grandpa can ride a bicycle.*

dazzling



## Building Blocks of an Image...

### Manipulatives as Visual Literacy Tools

It is essential that students not only have the capacity to derive literal meaning from texts but also to develop an understanding of how the texts are produced.

### Color-Coded Parts of Speech

(Humans process visuals 60,000 times faster than text!)  
Colors evoke predictable responses

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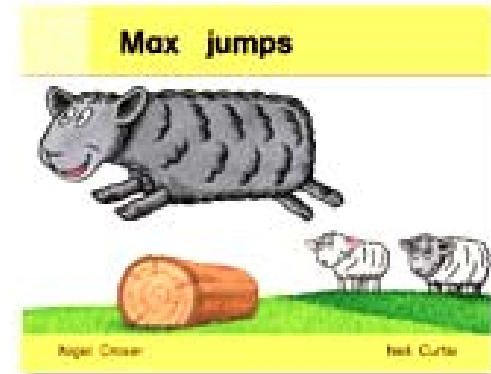
**ostentatious**

showy

**Max is a "show-off" flashy**

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**jubilant**

happy

# Visualizing is thinking

Most young readers can interpret ("read") diagrams and maps long before they can read the same information in words and sentences.

- Support their reading with nonfiction books that cue the unfamiliar words with clear diagrams, not just photographs.
- Older children who are "unable to read" may be merely waiting for you to provide them with illustrated nonfiction.

Students can use a table to list all the questions they aim to answer. The table helps them to see how much they have researched and what still needs to be investigated.

Support students' reading with nonfiction books that cue the unfamiliar words with clear diagrams, not just photographs.

**Visual literacy:** The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words. Visually literate people can read, interpret the purpose and intended meaning, and evaluate the form, structure and features of the text. They can also use picture and word images in a creative and appropriate way to express meaning...

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