Picture This:
Engaging All Learners in the Common Core!

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www.picturingwriting.org
Picturing Writing: Fostering Literacy Through Art®
Image-Making Within The Writing Process®
two dynamic art-and-literature based proven approaches to teaching writing and enhancing literacy learning
Pictures provide a universal language for thinking and expressing ideas.
key component: reading the pictures
i.e. close reading and drawing inferences
★ fosters vocabulary development
facilitated within Artists/Writers Workshop
treats words and pictures as **complementary, parallel, and equal** languages for learning
What does that mean?
Equal Languages for Learning

**FOR TEACHERS:**
- Eliminating the hidden bias within our schools
- Giving teachers new tools for reaching *all learners*
- Placing picture-reading, picture-making, & picture-writing at the center of literacy learning

**FOR STUDENTS:**
- Giving *all students* a chance to succeed
- Offering multiple modalities for thinking and learning
- Leveling the playing field
Parallel Languages for Learning

Recognizing the parallel function of the language of pictures.....
and the language of words to make meaning
Complementary Languages for Learning

Learning how to create pictures that tell a story and write words that paint pictures
facilitated in complementary two strands

art strand

writing strand
the art strand always precedes the writing strand
✩ designed to engage all learners, all ages...
multimodal: utilize visual and kinesthetic, as well as verbal modes of thinking at each and every stage of the writing process
teach 21st Century Skills: The 4 C’s

- Critical thinking
- Communication
- Collaboration
- Creativity
Overview of Standards

- An interdisciplinary approach to literacy
- Integrated model -- within ELA and across curriculum
- Complemented by a content-rich curriculum
- Emphasis on inquiry, close reading, drawing inferences, and deep study
- New emphasis on informational texts
PW & IM are easily integrated across the content areas
can be used to teach a variety of genres

- personal narrative
- historical fiction
- research-based story
- poetry
- descriptive passages
- research report
- letter writing
- reflective writing
easily integrated into the content area:

social studies...
...and science
project-based,

inquiry-based learning

highly engaging
Artists/Writers Workshop model addresses ELA CCSS in reading, writing, listening, speaking, and language.

Artists/Writers Workshop
• Literature Share/Discussion
• Modeling
• Work Session
• Group Share
✓ Reading

- A range of literature
- Informational texts
- Reading across the curriculum
Writing

- Argumentative and opinion pieces
- Informational/Explanatory
- Narrative
✓ Speaking and Listening
  • One on one
  • Small group
  • Whole group
✓ Language (vocabulary and conventions)

- Emphasis on word meaning, nuances, and academic terms
- Taught through conversation, direct instruction, and reading
- Emphasis on skillful word choice
the art always precedes the writing...
...resulting in deeper levels of engagement...
...and activation of higher order thinking skills
...fostering the deeper learning required by the Common Core
professional publishing of student work transforms students’ relationship to books
—they see themselves as published authors and are eager to learn from the masters
It also transforms their relationship to reading...
...and to writing through the process of transmediation
Transmediation

The act of recasting or translating meaning from one sign system to another.
Simultaneous Transmediation

aka “The Magic Trick”

• Simultaneous processing of words and pictures

• Words make the picture “come alive”
Pictures First
The sky
The sun
The sun's colors
The sun's blanket
The sun's lightening up
Medium Matters
One snowy morning, the sun rose over the icy hills brightening the sky with color.
aligned with Common Core: teaches how to read and write narrative texts (and images)
teaches how to read and write informational texts (and images)
presents opportunities to write opinion and persuasive pieces
two-decade-long proven practices
Image-Making Within The Writing Process® validated by the US Department of Education as an “innovative and effective literacy program” 1993
MAIN STREET SCHOOL
Gates MacGinitie Reading Comprehension
At-Risk Second Grade Scores Spring 2001 Exeter, NH

Title 1

Special Education

National Average (All Students)

Percentile
NHEIAP    Grade Three    Writing Scores
Title I Exeter Students Compared to    State Average for All Students
Picturing Writing: Fostering Literacy Through Art®

Arts in Education Model Development and Dissemination (AEMDD) Research Findings 2007-2010
Picturing Writing: 
Fostering Literacy Through Art® 
and 
Image-Making Within The Writing Process®

Arts in Education Model Development and Dissemination (AEMDD) 
Research Findings 
2007-2010 

Conducted and analyzed by Dr. Susan Frankel 
RMC Research Corporation 
Portsmouth, NH
Study Overview

Manchester School District:
70 languages spoken

1500 students grades 1-4
(including ELL Magnet Classrooms 1-5)

Investigate the impact of PW & IM on students’ writing and visual literacy skills

Blind study for writing
Independent raters

Inter-rater reliability 92.5%

3 Treatment Schools plus ELL Magnet Program
3 Demographically matched Comparison Schools plus ELL Magnet Program
Pretest Posttest Writing Scores, Treatment vs. Comparison Group - All Grade Levels

Pretest (Fall 07)*: Comparison (n=673) = 1.31, Treatment (n=692) = 1.43
Posttest (Spring 08)*: Comparison (n=673) = 1.85, Treatment (n=692) = 4.80

*The difference between comparison and treatment groups is statistically significant.
Text Only Scoring Instrument

• Lead Sentences
• Character traits or development
• Story development/Plot
• Descriptive Language
• Overall Quality
• Overall use and quality of written information to tell the story

1=none, 2=minimal, traces, 3=abbreviated, 4=partially developed, 5=fully developed, 6=extraordinary
Use of Visual Information to Communicate Ideas Scoring Instrument

- Color
- Texture
- Shape
- Detail
- Composition
- Sequence
- Overall use and quality of visual information to tell the story
Pretest Posttest Visual Literacy Scores, Treatment vs. Comparison Group
All Grade Levels

*The difference between comparison and treatment groups is statistically significant.
Comparative Summary of Writing Scores for All Subgroups

PW Spring Writing Scores, Treatment vs. Comparison Groups - Subgroups

*The difference between comparison and treatment groups is statistically significant.
Comparative Summary of Visual Scores for All Subgroups

PW Spring Visual Scores, Treatment vs. Comparison Groups - Subgroups

- **All Students** (nc=674; nt=688)*
- **At-Risk Students** (nc=206; nt=181)*
- **SPED** (nc=86; nt=61)*
- **ELL Mainstream** (nc=53; nt=43)*
- **ELL Magnet** (nc=43; nt=24)*

*The difference between comparison and treatment groups is statistically significant.

- All Students
  - 2008: 4.43 (n=664)
  - 2009: 4.26 (n=663)
  - 2010: 4.52 (n=682)

- At-Risk Students
  - 2008: 4.22 (n=181)
  - 2009: 3.97 (n=133)
  - 2010: 4.26 (n=168)

- SPED
  - 2008: 4.23 (n=60)
  - 2009: 3.94 (n=57)
  - 2010: 4.09 (n=78)

- ELL Mainstream
  - 2008: 4.14 (n=43)
  - 2009: 4.03 (n=42)
  - 2010: 4.68 (n=52)

- ELL Magnet
  - 2008: 3.66 (n=24)
  - 2009: 4.20 (n=30)
  - 2010: 3.94 (n=25)
Percentage of Fifth-Graders Scoring Proficient or Above in NECAP Writing Assessment

- **T1/C1**: Treatment 70%, Comparison 30%
- **T2/C2**: Treatment 60%, Comparison 40%
- **T3/C3**: Treatment 50%, Comparison 40%

Legend:
- Blue: Treatment
- Red: Comparison
In the high fidelity treatment school (which retained a single supportive administrator over the course of the study), boys and girls scored identically in writing (73% Proficient and above) while comparison school, District, and State percentages were far lower. Also noted are large discrepancies between girls and boys in the comparison school, the District and the State. Treatment boys at Hallsville outscores District and State averages for girls, thus demonstrating the potential for closing the gender achievement gap that exists across the nation.
Fifth grade Title I students at Hallsville outperformed Title I students at Northwest (their comparison school), the District, and the State in percentage scoring Proficient and above in writing on the 2010 NH statewide writing assessment.
Fifth grade economically disadvantaged students at Hallsville outperformed their economically disadvantaged students at Northwest (their comparison school), the District, and the State in percentage scoring Proficient and above in writing on the 2010 NH statewide writing assessment.
Hallsville Elementary School (with 57% F&R) outperformed all 13 other elementary schools in the District in their statewide 5th grade writing assessment. Eight of these schools have lower F&R percentages.
While PW instruction focuses on writing, the percentage of grade 5 Hallsville students scoring Proficient and above on the NECAP Reading statewide assessment increased each year of the research study. The test, administered in October of each year, reflects growth from the prior year. At the beginning of the research study, Hallsville and Northwest (its demographically matched comparison school) were closely aligned in reading scores. By the end of the study, Hallsville students had outperformed Northwest by 8 percentage points.
Hallsville Elementary (57% F&R) scored second in the District on the 2010 NECAP Reading assessment, outperformed only by Green Acres (15% F&R).
Image-Making Immigration Unit
Picturing Writing and Image-Making significantly improve the literacy learning of diverse learners

- engage all learners
- strengthen the ability to think and construct meaning
- strengthen ability to visualize which is central to reading and writing
To comprehend, readers must be able to create pictures in their mind as they read.
Effective writers use words to paint pictures in the reader’s mind.
The daily habits of mind of the artist strengthen the very skills necessary to becoming a strong reader and writer.
In an era of increasing diversity, more and more mandates, and high stakes testing, Picturing Writing and Image-Making offer a structured multimodal intervention proven to close longstanding achievement gaps.
Combine Creativity and Rigor While Addressing the Common Core

Picturing Writing and Image-Making teacher training at the University of New Hampshire and on-site