

SEMIOTICS FOR EARLY LITERACY IN PROCESS WRITING

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Most students in Special Education are two grade levels below in reading, writing, and math. To complete the assignment of “Differentiated Instruction” in READ 4200, we conceptualized semiotics into the literacy curriculum of process writing. We invited the struggling learners in Practicum III to share their family stories, to draw 6-8 panels of pictures on the papers to make their stories visible, and to use one sentence including invented spelling to describe the picture on each panel. We confirmed to the struggling learners, saying that:

If you can see it, you can think it,

If you can think it, you can say it,

If you can say it, you can draw it,

If you can draw it, you can write it,

If you can write it, you can read it.

(Chapman & King, 2003; Lu, 2006; 2010)

Multisensory strategies successfully engaged the struggling learners as “happy authors” in literacy activities.