


THE URBAN LITERACY PROJECT
“INSTILLING THE 5 KEY COMPONENTS OF LITERACY”


SUBMITTED BY OMAR TYREE

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The following proposal is presented by **Omar Tyree Inc**, on behalf of the **URBAN LITERACY PROJECT**, whose mission is to *increase the overall literacy rate among urban and other disadvantaged youth and citizens.*

The **5 KEY COMPONENTS OF LITERACY** program is designed to teach the Public & Private School teachers a new method of approaching the learning process, to be implemented for a much stronger philosophy and methodology for grade school literacy.



5 KEY COMPONENTS OF LITERACY



LESSON QUESTIONS

How do we teach students and parents alike to read with enthusiasm?

Why is it so important for humans to be able to Read, Write, Think, Visualize, and Apply what they learn?

How do we all use these 5 key components in everyday life on a subconscious level, without even realizing it?

MATERIALS

Teachers will be asked to bring grade level books that are typically used as the reading “standard” in public and private school systems.

SUPPLEMENTAL READING

***12 Brown Boys*, by Omar Tyree.** *12 Brown Boys* is the first children’s book by Omar Tyree, writing as Mr. Creative.

It was written specifically to connect urban brown boys nationally with their individual place in literature.

Urban brown boys continue to have the lowest reading test scores in America, and continue to read on the lowest levels.



WARM UP

Enthusiastic Reading

No matter what text we choose to read from, the experience of reading a book out loud should ALWAYS be executed with a sense of flair and enthusiasm to allow a listening audience an opportunity to hear how these zestful sentences, paragraphs, and ideas were intended to be read by their original authors.

- Choosing the most expressive books to read from is a healthy start.
- Choosing the most excitable teachers to read is also a healthy idea, as opposed to instructors who do not seem excited about reading themselves.
- How can we effectively teach literacy if we are not excited ourselves about reading?
- So let's invite up two courageous volunteers to read for us, starting with my own reading of *12 Brown Boys*.

INSTRUCTION

#1 READING: Using the 5 Senses

We actually all READ with our 5 HUMAN SENSES before we ever open a book.

- o Teach yourself and your students that we actually READ everyday in life with our EYES as soon as we wake up and open them in the morning.
- o We also READ with our EARS, even when our EYES are closed and we can't see.
- o We all READ with our NOSE, most effectively at dinner time.
- o We also READ with our TASTE buds, and every human must eat.
- o Finally, we READ our human touch and FEELINGS every second of the day, especially students. The daily emotions of students are all over the place.
- o So we must make this first connection for ourselves and for our students that we actually READ everyday of our lives with our EYES, our EARS, our NOSE, our TASTES, and our FEELINGS before we open a book.
- o Now, imagine how much more we are able to READ when we use our MINDS to decode the meanings of words, sentences, and paragraphs that bring us the many wonders of the universe?
- o Remind yourself and your students that the human BRAIN is the biggest muscle in our bodies, sending information to our various body parts all day long. Reading helps your BRAIN muscles to grow stronger by giving it needful information.
- o Then tell your students to imagine themselves as bigheaded Aliens, who are stranded on earth and can't leave until they have READ everything about human activity, past, present and future, through their books, their magazines, their newspapers, and through all of their internet technology.



#2 WRITING: 3 Writing Methods; Speaking, Movement and Facial Expressions

We actually WRITE everyday of our lives in 3 different ways, without using a pen, a pencil, a crayon, a marker, or any form of computers.

- o We actually WRITE when we SPEAK. When we speak we WRITE for the EARS. We SING to write for the EARS. We YELL to write for the EARS! We even WHISPER to alert the mind of our friend or neighbor that this particular writing is for our EARS only.
- o Another form of writing is MOVEMENT. When we MOVE we WRITE for the EYES. Film and television directors all shout LIGHTS! CAMERA! And the students already know what comes next . . . ACTION! Our EYES respond to the action of written MOVEMENT.
- o Our third form of writing without tools is our facial EXPRESSIONS! Our faces have countless muscles in them that respond to everything we see, hear, smell, taste, or feel, which WRITES our emotional state to the world, whether we realize it or not. As we say, -- *"It's written all over your face"*.
- o Our goal is to teach the students that they WRITE everyday of their lives whether they know it or not, through SPEAKING, MOVING, and their daily facial EXPRESSIONS.
- o Empower them to imagine how much more they can express to the world when they WRITE on paper, in a notebook, or on a computer for hundreds, thousands, and even millions of other people to READ and understand them and where they come from, how they live, and what their day was like.
- o To be able to WRITE is an awesome skill to have. Now people can understand us in China, Africa, Brazil, Australia, and the Middle East simply through typing words into a computer. Young readers can now read the adventures of Harry Potter in more than 20 different languages around the world.
- o Get the students excited about the skills of communication and encourage them to WRITE.

#3 THINKING: The Engine of Reading and Writing

Omar Tyree first began to call himself a GENIUS at age 21, once he realized that most people do not value their own thoughts. If they did value their thoughts, they would not respond with the common answer of “Nothing,” whenever they were asked what they were thinking about.

At age 21, “What are you THINKING about?” became Omar Tyree’s favorite question to ask people.

He was simply amazed at how many THINKING human beings would routinely toss their daily thoughts into the trash can by responding, “Nothing.” And to this day, after Mr. Tyree has written and published 18 books and counting, people continue to ask him, “Where do you get all of your ideas from?” after they have tossed the majority of their own ideas away, or never bothered to act upon them.

- o Inform yourself and all of your students to know that THINKING and acknowledging their thoughts is indeed LITERACY. After all, it is our THINKING that allows us to interpret what we READ as well as to express what we WRITE. It would follow then that if you have no personal thoughts on what you READ, then you surely will not WRITE anything that is INGENIOUS.
- o THINKING is not only the key to LITERACY, but it is the missing link between wealth and poverty.
- o THINKING people learn to READ and react to the information around them. This forces them to WRITE the necessary changes that are needed to survive and to excel in their world.
- o To strip a people from their ability to THINK is like stripping them of their arms and legs and telling them to play the sport of basketball.
- o Encourage your students to get used to sharing their thoughts on a regular basis, while also being able to READ and WRITE about the thoughts of others.
- o Teaching your students to THINK about themselves, their families, their communities, their ideas, and the whole wide world around them is what LITERACY is all about. As educators, it is our job to make sure that the students never forget that!

#4 VISUALIZATION: The Mission of all Reading, Writing & Thinking

"The boy jumped over the moon and landed in the lake." I repeat, "The boy jumped over the moon and landed in the lake." Every school-aged student in America should be able to SEE every part of that sentence in their mind's eye.

- o Quality literature and frequent reading allows us all to see, feel, hear, taste, smell, and imagine what we READ through VISUALIZATION.
- o Good writers can see the scene before they WRITE it, and if they WRITE it well, a clear picture is then formed for the reader. This is what good writing does, it creates a new dimension of VISUALIZATION.
- o VISUALIZATION is an extremely important skill of LITERACY which allows us all to forecast and describe a vision or an event that we have already witnessed.
- o As the saying goes, "Without vision, the people will perish." In LITERACY, VISUALIZATION is a must! Students must be able to imagine what they read in order for the information to become tangible. So we must make sure to ask them, "Can you recreate a picture in your mind like a scene in a movie? Can you see it happening?"
- o VISUALIZATION is not only the tool of books, but of all of the creative material in the world. If we can THINK it, and WRITE it effectively, VISUALIZATION will then allow us to READ these ideas in our mind before they even happen, which is indeed powerful.
- o It is our duty as teachers of LITERACY to ensure that all students can VISUALIZE, not only through the books that they read, but with everything they do in their daily lives.
- o VISUALIZATION is the key to all possibilities. And it is the gift that we acquire through READING, WRITING and THINKING.

#5 APPLICATION: Constant Use of the Components of Learning

The final frontier of all that we learn or teach is being able to APPLY that knowledge or information in our everyday lives. Hence, teachers must constantly test their students to make certain that their instruction has not fallen upon death ears and gone unused.

- o Humans all APPLY learned skills throughout their lives, with the youngest humans having the most to learn and to APPLY; walking, talking, eating, using the bathroom, washing their hands, getting dressed, tying their shoes, taking baths, catching buses, using seat belts, blowing their noses, and on and on.
- o **We all APPLY our learned skills every single day of our lives, again and again and again.**
- o In the next few points of instruction, we will engage methods of APPLICATION to make certain that each and every student is able to READ, WRITE, THINK, and VISUALIZE effectively.



STUDENT ENGAGEMENT

The Repetition of 5 Basic Questions

To make certain we all understand the importance of **READING, WRITING, THINKING, VISUALIZATION, and APPLICATION** in our everyday practice of **LITERATURE**, the repetition of the 5 following questions becomes a necessity:

QUESTION #1 - WHAT DID YOU READ TODAY? Remember to remind your students that they **READ** with their **EYES, EARS, NOSE, TASTES, and FEELINGS**. So this first question can also be spilt into 5 sub questions to activate the repetition of active **READING** in our daily lives, even without a book.

QUESTION #2 - WHAT DID YOU WRITE TODAY? Remind your students that they **WRITE** when they **SPEAK**, they **WRITE** when they **MOVE**, and they **WRITE** when they show facial **EXPRESSIONS**. Therefore, this question can be broken into 3 sub questions. In fact, as soon as any student **ANSWERS** any question, they have **WRITTEN** for the **EARS** of everyone inside the classroom. As soon as any student **MOVES**, they have **WRITTEN** for the **EYES** of everyone in the classroom. Whenever a facial **EXPRESSION** is witnessed, that student has **WRITTEN** on their face for other students to **READ**.

QUESTION #3 – WHAT DID YOU THINK ABOUT TODAY? This question can be broken into a multitude of sub questions. Did you think about any big ideas, any small ideas, about yesterday, about last week, about last night, about your parents, about your family,

about the weather, about traffic on the way to school, etc. The repetition of acknowledging thoughts allows students to understand that **THINKING** is extremely normal for **ALL** of us. **THINKING** must always be viewed as the engine of **READING** and **WRITING**.

QUESTION #4 – WHAT DID YOU VISUALIZE TODAY? Again, this one question can be broken into many. What do you **VISUALIZE** yourself doing at 4 o'clock this afternoon, on the weekend, next week, over the summer, in the snow, in the rain, in 100 degree heat, in 5 years from now, in 10 years from now, in 20 years from now? We must instruct and train the minds of our students to be able to imagine and forecast. The more they can **VISUALIZE** for themselves, the more they are able to accept the **VISUALIZATION** of everything around them.

QUESTION #5 – WHAT LITERARY SKILLS WILL YOU APPLY TODAY? Here, we nail the point home once again that every student will **READ, WRITE, THINK, and VISUALIZE** today and everyday, whether they like it or not. So, they may as well get used to using their wonderful human abilities to **APPLY** what they learn through **LITERACY**.

INDIVIDUAL SPOTLIGHT

- o Past President George W. Bush instituted the “No Child Left Behind Rule.” I recommend a similar variation of this concept in regards that “No Child Shall Be Ignored.” This means that each child should have an individual spotlight to READ, WRITE, THINK, VISUALIZE, and APPLY inside the classroom several times a each week, multiple times each month, many times each quarter, and countless times each year.
- o Even if a student chooses to read in their individual comfort zone from a comic book, a magazine, a newspaper, a music CD, a video game manual, an internet print out, etc, let them do so. READING is READING is READING.
- o The same goes for how they would like to WRITE and express themselves, either through words, through movement, or through facial expressions. WRITING is WRITING is WRITING!
- o Every thought in their mind is valid THINKING!
- o Every vision or image they may have is VISUALIZATION!
- o WE WILL FOCUS how our students APPLY their LITERACY through organized instruction.
- o Today we will READ from comic books. Tomorrow will we READ from magazines. Next week we will READ from Dr. Seuss.
- o Today we will WRITE through SPEAKING about our favorite things to do. Tomorrow we will WRITE through silent MOVEMENT. Next week we will WRITE in our journals.
- o Today we will THINK about what we would like to eat for dinner. Tomorrow we will THINK about what places we would like to visit in our city. Next week we will THINK about what high school or college we would like to attend in 5 or 10 years.

Today we will VISUALIZE our favorite cars. Tomorrow we will VISUALIZE our own home and family as an adult. Next week we will VISUALIZE ourselves in a professional career twenty-five years from now.

We will APPLY the focused LITERARY goals of our students, have them WRITE these assignments in their notebooks, and have them to take turns READING what they wrote for the rest of the class.



BEHAVIOR PROBLEMS

In many impoverished neighborhoods, there are family dynamics that often cause problem students to attend those neighborhood school systems. Nevertheless, our job as teachers is to teach those who are there to learn. PERIOD! If a problem child can be inspired to learn through a more enthusiastic method, so be it. But we should not stop any instruction of students who desire to learn for those who do not.

Therefore, we must remind ourselves to benefit the inspired students within the classroom by maintaining our own enthusiasm for each and every lesson.

Note: even the removal of a student from class should result in more LITERARY reinforcement in a detention hall of READING, WRITING, THINKING, VISUALIZATION and APPLICATION. Even a school disciplinarian may ask the following questions; What were you THINKING about that made you want to disturb the rest of the classroom? What would you like to READ while you are here in detention? Or, you could WRITE about what you would rather be doing today? Where do you VISUALIZE yourself being instead of in here? And what skills will you be able to APPLY from your years in school if you never learn any?

We may discuss further methods to deal with school behavior issues, but we should not allow any student to disengage from the learning process. So even in detention, we should have them APPLY LITERACY, MATH, SCIENCE, HISTORY, etc.



PERSONALIZED INSTRUCTION

- o Introducing the Urban Literacy Project's 5 Key Components of Literacy into the present teaching philosophy of grade school instruction will create a more thorough execution and APPLICATION of standardized literacy.
- o However, each professional school teacher may have their own creative ideas about how to implement it for their particular classrooms.
- o Nevertheless, quality control of the philosophy must be reinforced by creating a new standard methodology to be designed by the most capable, enthusiastic and willing professionals, in which Omar Tyree will be available to brainstorm with.

Note: It is my understanding as an "outsider" that instruction from uninspired and or ineffective teachers can actually destroy the enhancement and progress of even the best philosophy of instruction. Therefore, I suggest that there be an ongoing evaluation for those execution challenged teachers to discuss their concerns at least once each quarter with a more efficient group of instructors.

MASTER INSTRUCTION

- o Understanding that there will always be those instructors who will comprehend new teaching methodology and philosophy to excel above the norm, I would like to establish several citywide “Master Instructors,” to be those identifiable teachers to reinforce the 5 Key Components of Literacy for those who may need reinforcement.
- o In the name of quality control, where Omar Tyree may not be on everyday call with each individual school system, the establishment of “Master Instructors” will become a working necessity.
- o These first “Master Instructors” will be selected for the position based on their enthusiasm, excitement and workable comprehension of the 5 Key Components of Literacy, as first volunteers, until time and evaluation of their methods have been observed to produce successful results with the actual instruction of students.
- o However, this idea of a “Master Instructor” may be further discussed and tweaked with the proper officials in each grade level and school district to determine its implementation.





ADDITIONAL OBJECTIVES

In conversation with a few Philadelphia school teachers in a round table discussion, outside of behavior issues, the following additional concerns were highlighted.

- o #1 – PENMANSHIP, the ability of students to write legibly. As an additional initiative, is there room to create writing revision for neatness on homework and classroom assignments?
- o #2 – SPELLING, the ability to consistently spell and write the words that students use on a regular basis. Is there room for spelling assignments, along with in-class, and school-wide spelling bees?
- o #3 – GRAMMAR, the ability to correctly punctuate sentences and paragraphs. At what age or grade level does public, private, and or Catholic school systems begin to execute basic writing skills?
- o #4 – PARAGRAPHS, the ability to establish when to begin a new paragraph in their writing.
- o Any and all other ADDITIONAL OBJECTIVES may be addressed within the FINAL Q&A below.

PROGRAM RETENTION

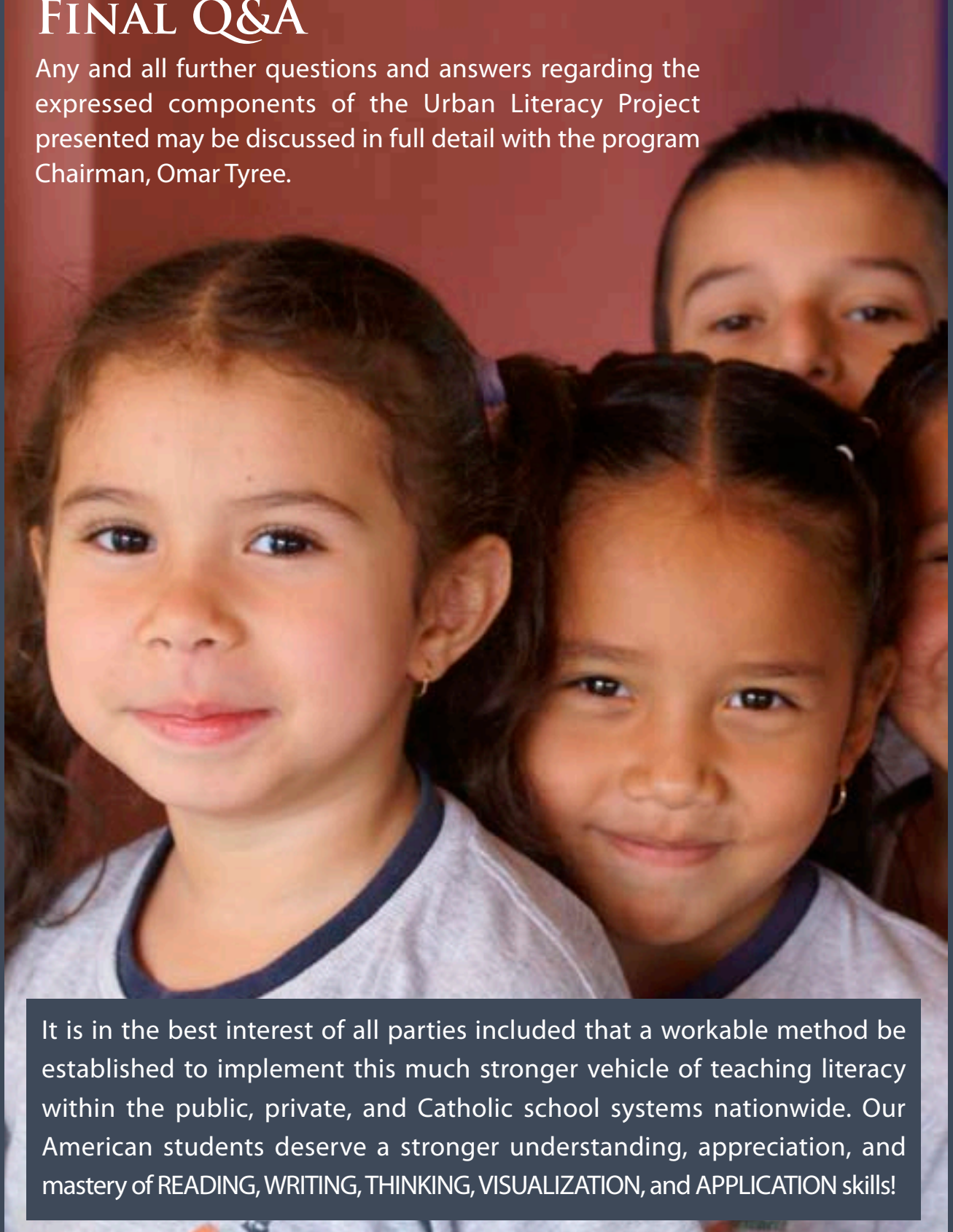
There will be an on ongoing relationship between the School Board and the Urban Literacy Project, which shall include; a recorded video of the 5 Key Components of Literacy, as performed by project chairman Omar Tyree, quarterly evaluation meetings with Omar Tyree and the "Master Instructors," or other identified officials to be deemed as citywide overseers of the program, and agreeable budgets from which to introduce other professional speakers, writers, publishers, performers, directors, and professors of national acclaim to the school system, who have achieved great stature and excellence through their own mastery of LITERACY.

These acclaimed individuals will be contacted, negotiated with, and paid through the Urban Literacy Project, who will then ask the School Board executives to identify which school or schools would be the beneficiary of each professional speaker, as sponsored by the Urban Literacy Project, and other contributing sponsors.



FINAL Q&A

Any and all further questions and answers regarding the expressed components of the Urban Literacy Project presented may be discussed in full detail with the program Chairman, Omar Tyree.



It is in the best interest of all parties included that a workable method be established to implement this much stronger vehicle of teaching literacy within the public, private, and Catholic school systems nationwide. Our American students deserve a stronger understanding, appreciation, and mastery of **READING, WRITING, THINKING, VISUALIZATION, and APPLICATION** skills!