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Session 8:
Building Reading Comprehension through Graphic Organizers
MS/HS Literacy Teacher Professional Development Series

Recap

In our last session, we spent time…

- applying the process of teaching writing with the purpose of improving reading comprehension.

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Today's Objective

By the end of this session, participants will be able to:

★ implement graphic organizers in content areas classes with the intent to improve reading comprehension.

SCARBOROUGH'S **READING ROPE** (2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
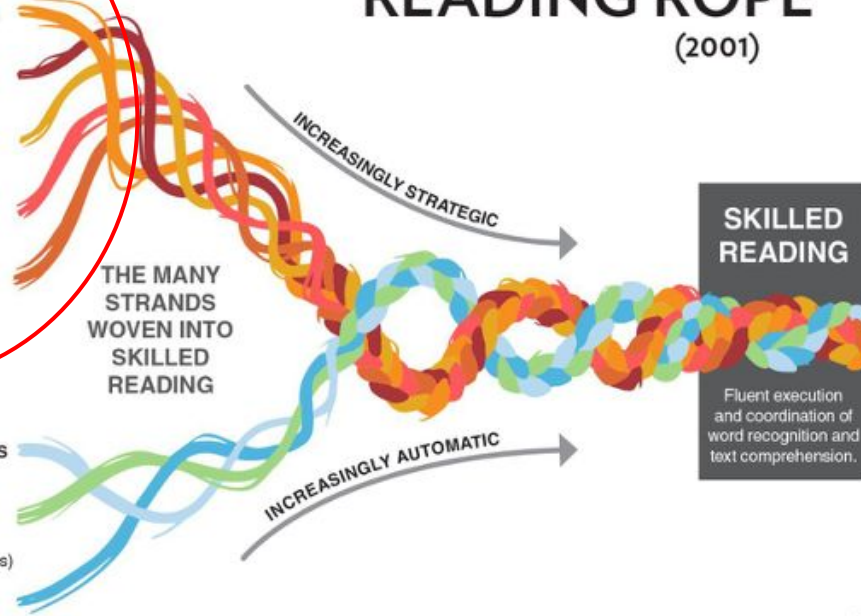(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling–sound correspondences)

SIGHT RECOGNITION
(of familiar words)

THE MANY STRANDS WOVEN INTO SKILLED READING

INCREASINGLY STRATEGIC

INCREASINGLY AUTOMATIC

SKILLED READING

Fluent execution and coordination of word recognition and text comprehension.

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Impact of Graphic Organizers on Reading Comprehension

- "Graphic organizers can also enhance reading comprehension by helping students to categorize information and to show the relationships among important concept" (Shanahan, 2021).

- There are various functions of graphic organizers. In reading comprehension, they assist learners to:

  - clarify and organize information into categories (main idea, supporting details, topic sentence, facts, opinion, etc.).

  - organize information in a paragraph for better understanding.

  - construct meaning of difficult words and sentence dividing into lexias.

  - understand the context by associating with prior knowledge.

  - identify conceptual and perceptual errors that may occur in the course of reading a passage.

  - establish a purpose for reading.

  - chunk the material into smaller units.

SOURCE: Praveen and Rajan, 2013

Implementing Graphic Organizers

- Determine what the **purpose** is for reading.

- Determine what **essential information** you want students to **pull from the text**.

- **Model** your expectations for exactly how the graphic organizer should be filled out.

- Instruct students to fill out the graphic organizer **as they are reading or after as a summarizing technique**, in order to support reading comprehension.

- Inform students on **why** they are using the graphic organizer and what it will help with.

- Explain to students how to **transfer the thought process** of the graphic organizer so that it becomes **internalized** once they are proficient with using it.

Steps in Supporting Reading Comprehension

1. Select carefully the text to use when first beginning to teach a given strategy.

2. Show students how to apply the strategies they are learning to different texts, not just to one text.

3. Ensure that the text is appropriate for the reading level of students.

4. Use direct and explicit instruction for teaching students how to use comprehension strategies.

5. Provide the appropriate amount of guided practice depending on the difficulty level of the strategies that the students are learning.

6. When teaching comprehension strategies, make sure students understand that the goal is to understand the content of the text.

SOURCE: Improving Adolescent Literacy: Effective Classroom and Intervention Practices

Direct and Explicit Instruction of the Strategy

- Inform students of what strategy they will learn.

- Explain why it is important to learn.

- <u>Model use of the strategy with think-aloud while interacting with the text.</u>

- Provide guided practice with feedback.

- Provide independent practice with different types of text.

SOURCE: Improving Adolescent Literacy: Effective Classroom and Intervention Practices

Where to Find Graphic Organizers

- Start with your curriculum.

- Achieve the Core

    - cause and effect

    - compare and contrast

    - concept definition map

    - drawing conclusions

    - identifying author's purpose

    - main idea and supporting details

    - making inferences

    - summarizing

- Customize your own graphic organizers.

**Consider scaffolding within the graphic organizer as well to meet the needs of diverse learners.

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Final Thoughts

- Although the use of graphic organizers is widely known and used, they are not always used as intended.

- Teachers should explicitly model how to fill out the graphic organizer, including their expectations and thought process.

- Students should understand how to transfer the thought process of the graphic organizer and internalize it.

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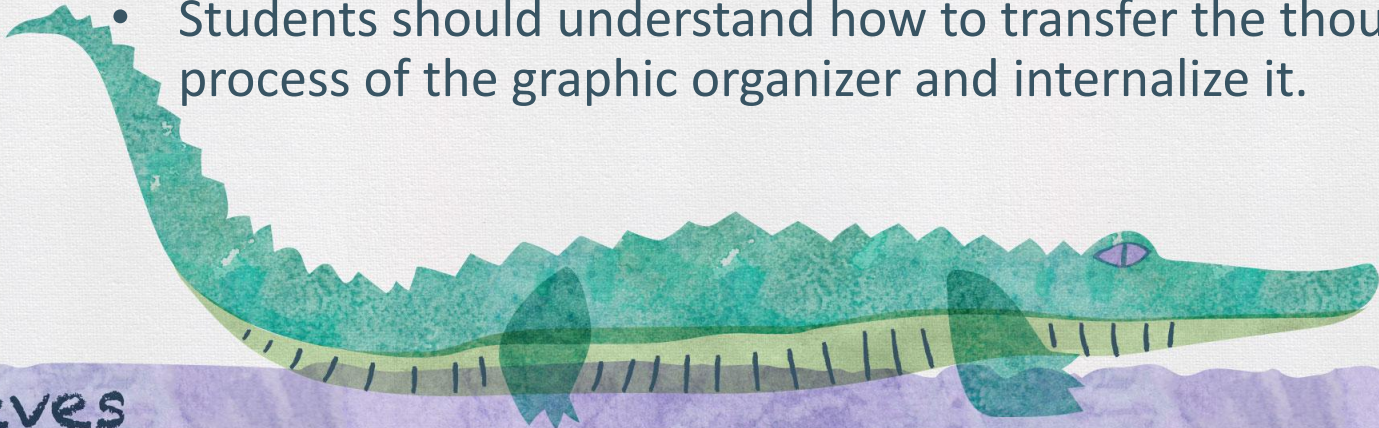
Engage

- Consider what ideas or topics are important in the upcoming unit.

  - What text will be used in the curriculum to help students develop their understanding of that topic?

  - What essential information needs to be extracted from the text?

  - What graphic organizer pairs best with the text?

  - What needs to be explicitly modeled for the students to use it?

  - How will you help the process of the graphic organizer transfer to students?

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Question or Suggestions?

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