

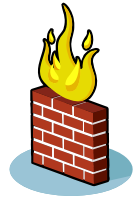
Making Text Challenges Manageable with Graphic Organizers

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Purpose, Process, Payoff

- Define our terms
- Establish need
- Provide a bit of background
- Get a cook's tour of graphic organizers
- Explore delivery mechanisms (How do you teach this stuff?)
- In a presenter-led, interactive presentation

Is there a fire in the house?



- Yes! We're IN a literacy crisis:
 - 3,000 students drop out of high school DAILY
 - The most commonly cited reason is that they do not have the literacy skills required by the high school curriculum
 - 8 million students in grades 4-12 are struggling readers: 70% entering grade 9 and 60% in grade 12 are below proficiency
 - 70% of secondary school students require some kind of differentiated instruction
 - HS students in lowest 25% of their class are 20 TIMES MORE LIKELY to drop out
 - Only 70% of HS students graduate on time with a regular diploma
 - and this is fewer than 60% for minorities
 - About 53% of HS grads enroll in remedial courses in college

It's Very Hot in Here....



National Assessment of Educational Progress (NAEP), 2007

- 27% of American 8th graders below basic level (and 70% reading basic or below basic)
- 44% of African-American 8th graders below basic level (86% basic and below basic)
- 51% of Hispanic 8th graders below basic (93% basic and below basic)

Program for International Student Assessment (PISA), 2003

Program for International Student Assessment (PISA), 2003

- U.S. 15 year-olds comprehended significantly worse than those from Finland, Korea, Canada, Australia, Liechtenstein, New Zealand, Ireland, Sweden, Netherlands, Hong Kong, Belgium

Jean Chall's Three Goals of a Reading Program

- Automatic Rapid Decoding
 - Learning to Read Stage
- Building a Lexicon of Concepts
 - Learning to Read Stage
- Ability to Think While Reading
 - Reading to Learn Stage

(Can you see these in the 5 pillars?)



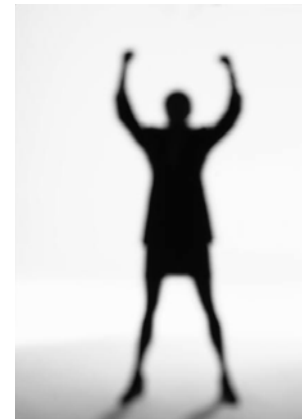
Factors influencing academic literacy

1. Reading accuracy and fluency
2. Vocabulary, or knowledge of word meanings
3. Conceptual knowledge and understanding
4. Thinking and reasoning skills
5. Effective use of reading comprehension strategies
6. Motivation to understand and learn

Goal in Literacy Instruction: Skills and Strategies Plus Content

It's not just being able to read, it's also building fund of knowledge from the reading. (The more you know, the more you learn; the less you know, the fewer anchors for new information.)

(as per Alfred Tatum)



Here's Something Interesting

With the exception of instruction to increase reading accuracy and fluency, the content of effective literacy instruction for students reading below grade is very similar to that recommended for students reading at grade level and above.

(as per Joseph Torgesen)

What's a Skill? What's a Strategy?

Skills:

- Cause and effect
- Classify and categorize
- Compare and contrast
- Draw conclusions
- Fact and opinion
- Main idea
- Important details
- Inferences
- Sequence
- Bias and propaganda
- Problem and solution
- Identify theme
- Literal recall
- Tone
- Mood
- Etc., etc., etc.

Strategies:

- Summarizing (18)
- Questioning (27)
- Story mapping (17)
- Question answering (17)
- Mental imagery (7)
- Prior knowledge (14)
- Multiple strategies (38)
- Monitoring (22)
- Graphic organizers (11)

Numbers in parentheses above refers to # of studies in Report of NRP

As per T. Shanahan, DOE Presentation, 2009

Strategies vs. Skills

Strategies:

- Intentional
- Metacognitive
- Reflective
- Complex/multi-step
- Probability of success
- Approximation
- Massed practice

Skills:

- Automatic
- Over-learning
- Immediate
- Simple/single step
- Certainty of success
- Accuracy
- Interval training

As per T. Shanahan, DOE Presentation, 2009

So How Do You Teach Comprehension?

- Skills and Strategy instruction! However,
 - in order to work, these must be explicitly taught (my turn, our turn, collaborative turn, your turn) and then they must be practiced in relevant places across the curriculum areas. The challenge here is teacher communication and getting the instructional team organized
 - Pick a few strategies with broad enough application and then use them, where appropriate, across the subjects and on a regular basis.
 - remember that the point of strategy instruction is to get students to the point of using the strategies automatically as they need them *ultimately on their own*.

As We Dive Into One Particular Strategy, Use of Graphic Organizers...



Think about

- The complexity of the task
- How the strategies will be taught and where
 - My turn
 - Our Turn
 - Practice Together Collaboratively
 - Your Turn
- What distributed practice looks like in your school
- The choreography needed at the school, clinician, teacher and student level
- And which strategies are going to fit into ‘the right mix’ for you and your school

Defining Our Terms: What is a Graphic Organizer?

A **graphic organizer** (also called a semantic map) is a visual representation of a cognitive map in which important aspects of a concept, topic or unit of study are identified and arranged in a specific visual pattern with appropriate labels.

Good graphic organizers should be a good match for the kind of information they represent. The text guides the organizer!

Graphic Organizers Can Be Used To

- Organize information into a coherent structure (to which additional information – including prior knowledge -- can then more easily be added)
- Help readers see relationships between concepts and elements
- Help readers pay attention to important concepts
- Provide a structure to which the reader can return to review the material without having to return to the entire original source(s)

Using Graphic Organizers to Create Order and Make Sense of Text

An established method for teaching comprehension of concepts is going from

The known



to



The New



Papaya at the Buffet

What is that?



You cannot activate prior knowledge that is not there, but you can provide it to anchor information that is to follow.

Front load vocabulary and concepts before presenting new material in lesson talk and in text.

(Also, pay attention to attention.)

A Few Ways to Get Known Concepts Activated and Recorded

The open-ended semantic map/word web/details web

List, label, group

The category map

These can (and should) be used both before, during and after learning.

Caution: Match the strategy to the text and to the need

The Open-Ended Word Web

- Teacher selects key word or concept; writes it in the center of chart
- Teacher asks students to think of words that this word brings to mind
- As students contribute words, teacher writes these around the central word, clustering them in categorical groupings
- Once students have completed providing additional words, teacher circles the word clusters and asks students to label these with a category title.

Application Activity: Open-Ended Word Web

reading

Creating a Category Map: List, Label, Group

Select a word; ask students to list all words the seed word brings to mind; teacher and/or students create category headings for the words they have listed; students group the words under the suitable label.

TOPIC: _____

List

Label

Group

Category Maps

Use these before, during and/or after reading or learning

Characteristics	Horses	Apes	Humans
Habitat			
Food			
Family Grouping			
Use of Tools			
Social Behavior			
Logical Thinking			

Life is Linear and So Are Some Texts:

To illustrate this, consider...

- Continuum or Episodic Maps, including
 - Time Lines
 - Sequence Maps
 - Cause Effect Maps
 - Problem-Solution Maps

Episodic Map/Time Line

First → then → then → at the end

1804 → 1806 → 1810 → 1821

Food enters mouth → Saliva begins to act on
food → Food proceeds to stomach →
Chemicals in stomach act on food....., etc.

Continuum Scale

- Used for time lines showing historical events or ages (grade levels in school), degrees of something (weight), shades of meaning (Likert scales), or ratings scales (achievement in school). Key frame questions: What is being scaled? What are the end points?

Low |-----|High

|-----|-----|-----|
good better best

|-----|-----|-----|-----|-----|
unhappy sad depressed miserable despondent hopeless

Cause-Effect Maps are a Kind of Time Line

If....

Then....

If I forget to take my car keys,

I will not be able to start the car.

If I hit John on the playground,

he may not want to speak with me later.

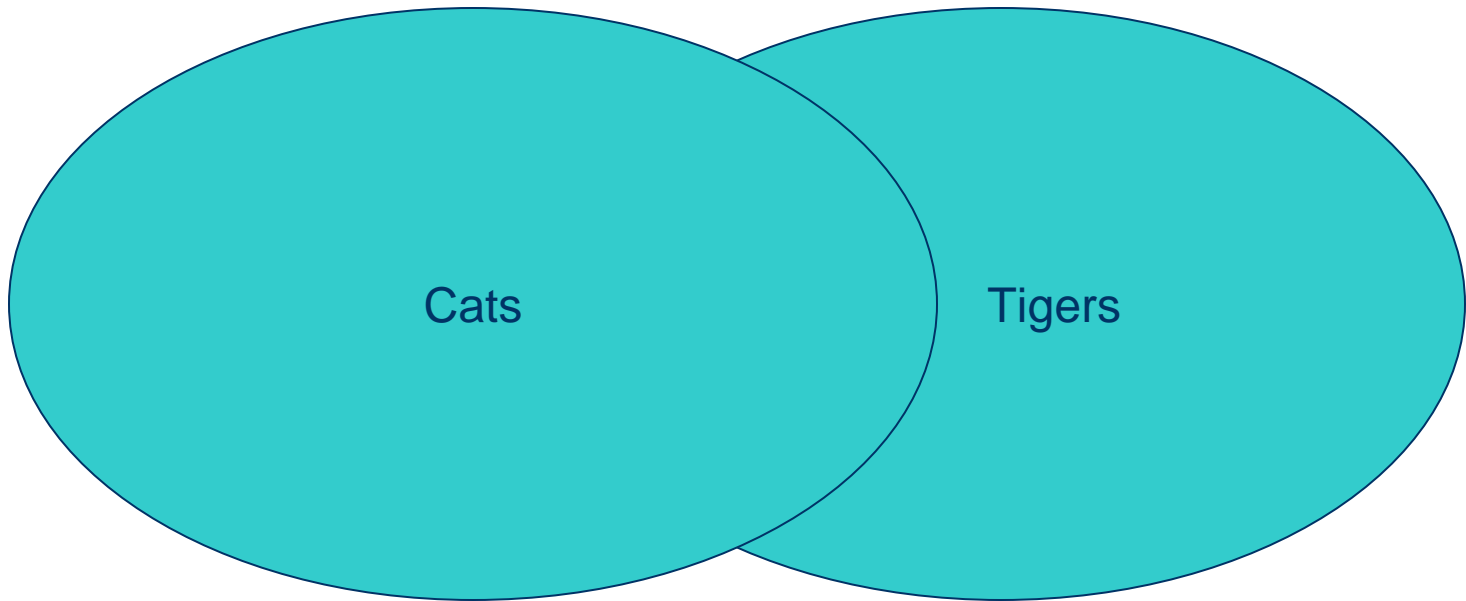
If I don't do my homework,

it may affect my grade.

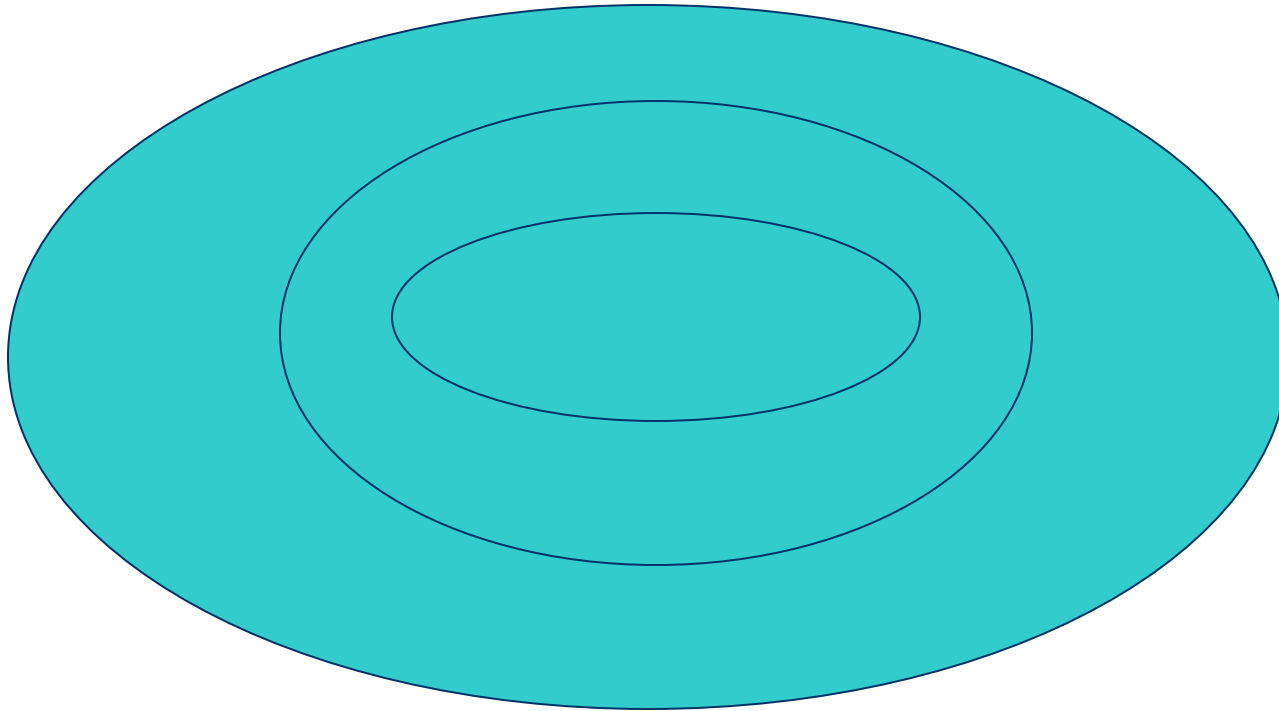
Venn and Now

The Venn Diagram: A Text Structure Support

Comparing and Contrasting Two Categories



Or, An Idea Within An Idea



BOOK COMPARISON CHART

Title	Author	Genre	Main Character	Problem	Solution

KWL

A graphic organizer that includes other embedded strategies.

This strategy lends itself well to use with expository text. It is both an assessment and an organizer.

What do you know about ____?	What do you want to find out?	What did you learn?
What about myths (misconceptions) that appear in this column? Well, it's your assessment of student knowledge at the outset of the activity. To address it, we'll discuss Olive Josuweit's practice of pulling out myths later into their own column.		

Story Grammar: A Story Structure Graphic

Who is the story about? Someone?	Where/when does the story take place? Wants?
What is a problem in the story? But?	How is the problem solved? So?

Guide-O-Rama

An Organizer For Important Things to Remember in a Text

Chapter (teacher specifies chapter, page, paragraph; students create a question and provide the answer)

Page	Paragraph	Question	Answer

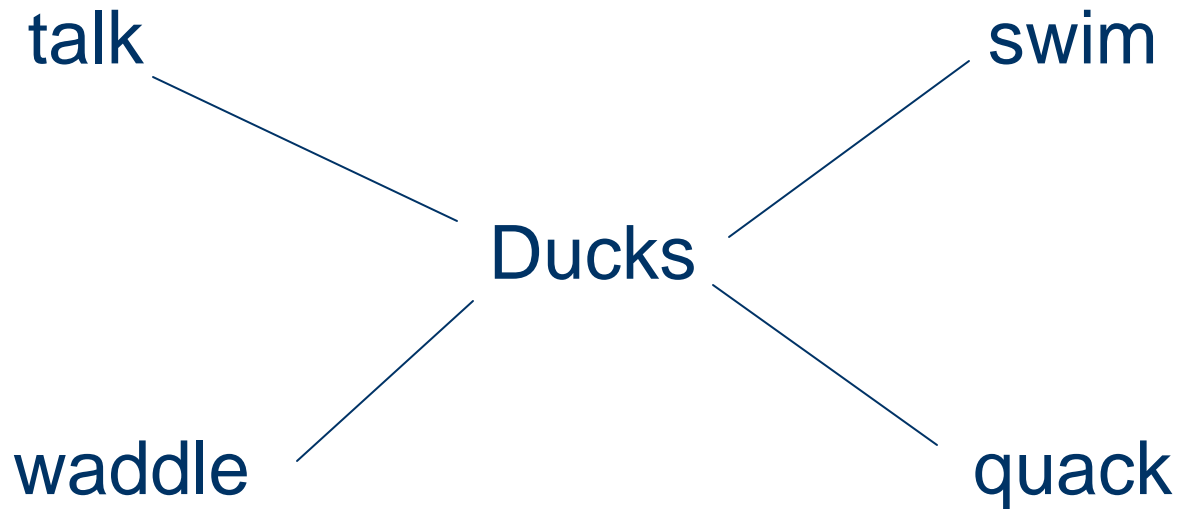
Semantic Feature Analysis

A Graphic Organizer That Builds Vocabulary Concepts

Emotions	Winning a ball game	Taking a test	Going on a school trip	Getting caught in a thunderstorm	Breaking up with a girl/boyfriend
Happy					
Sad					
Afraid					
Proud					
Excited					
Elated					
Despondent					

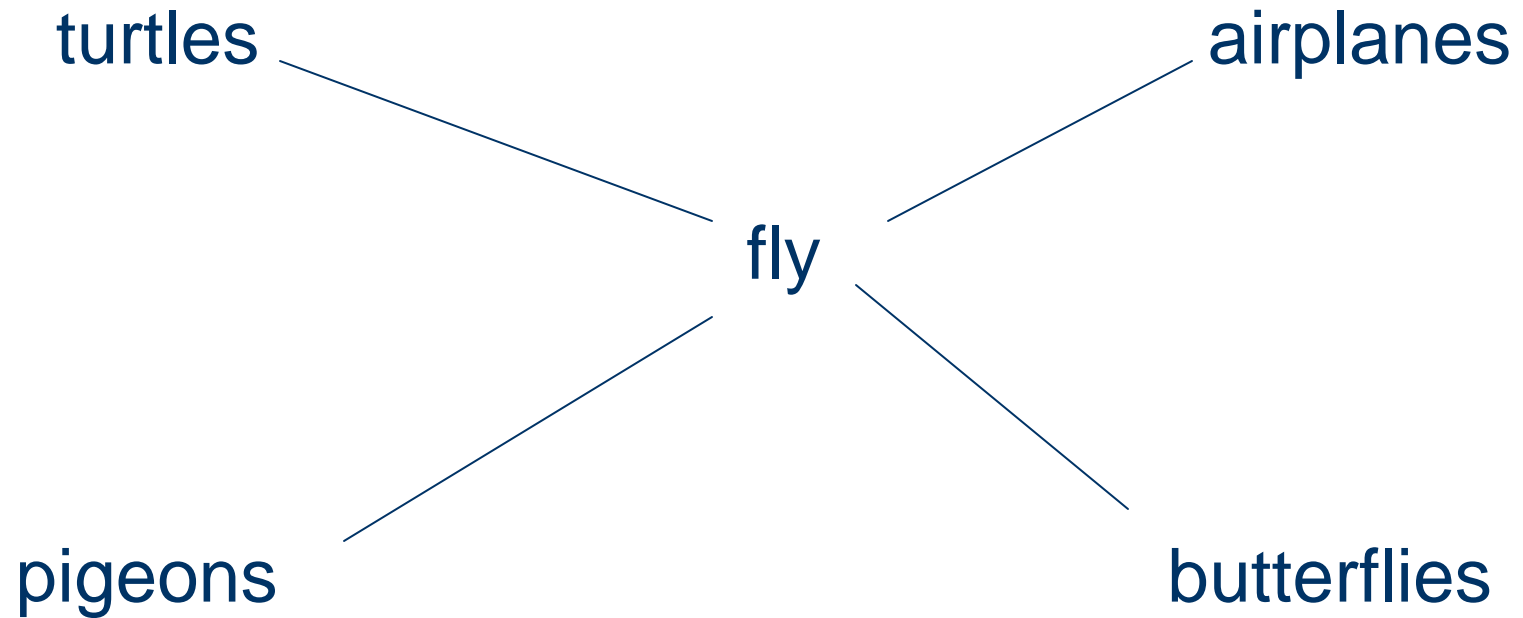
A Verb Organizer

Prelude to the Frayer Model



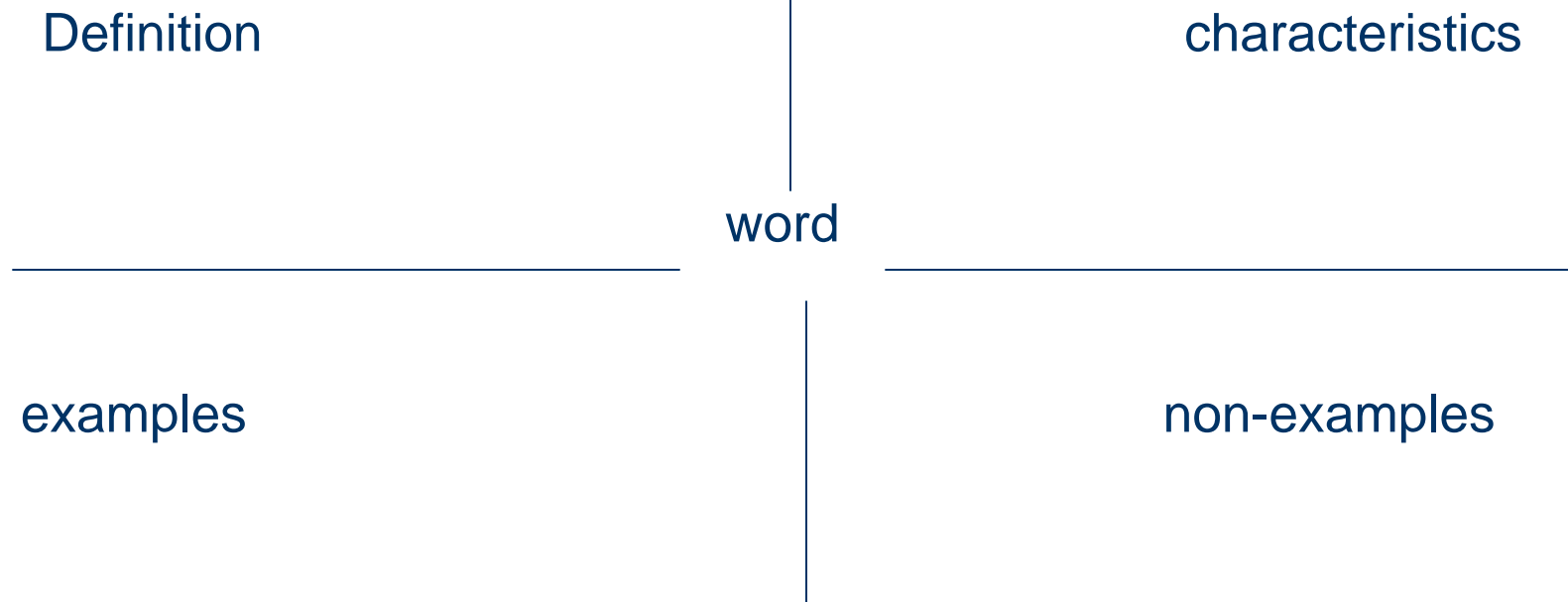
A Noun Organizer

Prelude to the Frayer Model



Frayer Model

A Vocabulary/Concept Organizer That Provides Examples and Non Examples



Have the students provide the four corners to define the word in the center; or teacher provides the information in the four corners and the students guess the center word. This can be done as a teacher-directed activity; once students are familiar with the strategy, they can do this one their own when they work on learning about new words.

History Events Organizer

as per Timothy and Cindy Shanahan

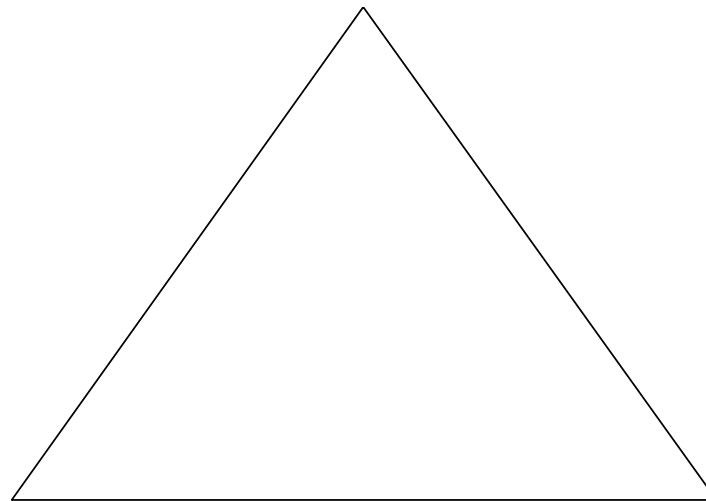
TEXT	WHO?	WHAT?	WHERE?	WHEN?	WHY?
1					
Relation:					
2					
Relation:					
3					
Relation					
4					
Main point:					

Character Trait Graphic Organizer

CHARACTER	PERSONALITY TRAITS	ACTIONS WHICH SUPPORT TRAIT	CONVERSATION BY OR ABOUT THE CHARACTER WHICH ILLUSTRATES TRAIT

Character Change Chart

What is main character like at the beginning of the story?	What is the main character like at the end of the story? How has he or she changed?
--	---



Crisis

Given this character change, what do you think the author wanted you to learn? _____

It's Not Just About What You Read: Graphic Organizers Can Be Used in Building Visual Literacy As Well

Embed graphic organization of information into all aspects of the curriculum, both text-based as well as oral.

How could you organize the information you see here?



Let's Do Some Application

Angry

I heard that he had come to town. He hadn't called me. I supposed he was angry. I became angry, too. I wouldn't call him. When he called I was polite and agreed to go to his place. Dinner was pleasant. We talked for hours. When I yawned he raised new subjects, offered more cognac. His wife offered more to eat. I lighted another cigarette. His child, a two-year-old boy, came into the room. It seemed appropriate, delightful. But something was wrong with him. A distortion, quite serious, impossible not to notice. He was told to say hello, then sent back to bed. The air resisted words. We became flat and opaque. I put out my cigarette. They didn't try to detain me. We shook hands at the door.

From I WOULD HAVE SAVED THEM IF I COULD, by Leonard Michaels

What Graphics Can Help Us Clarify or Organize “Angry”

- Character Map?
- Sequence Map?
- Shanahan Character Change Map?
- All of the above? (Choice is good.)



What Does it Mean to Teach a Reading Comprehension Strategy?

Gradual release of control:

I do it.

We do it.

You do it together.

You do it alone.

The How To of Teaching Students to Use Graphic Organizers

- Teach them one at a time, allowing time for competence to develop in one format before introducing another
- Teach them in phases:
 - Initially, the teacher should model the development of the organizer with the students as participant observers
 - Then students gradually start filling in and doing parts with the teacher
 - Students practice doing organizers in pairs or small groups
 - Finally, students do the whole graphic organizer themselves, including deciding which graphic form is appropriate for a given situation.

What To Do When You Get Less Than Expected Progress: The Pesky Problem of Treatment Resisters

Consider:

- MATCH of instruction
- QUALITY of program and instruction
- FIDELITY to the instructional protocol
- INTENSITY of instruction
- DURATION of instruction

Resources: Or, How to Spend Hours Googling!

Web Sources for Graphic Organizer

- <http://freeology.com/graphicorgs/>
- <http://www.eduplace.com/graphicorganizer/>
- <http://www.eduplace.com/graphicorganizer/spanish/>
- <http://www.teachervision.fen.com/graphic-organizers/printable/6293.html>
- http://www.cast.org/publications/ncac/ncac_go.html
- <http://www.enchantedlearning.com/graphicorganizers/>
- <http://www.writedesignonline.com/organizers/>
- http://www.educationoasis.com/curriculum/GO/cause_effect.htm
- <http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>
- http://www.readwritethink.org/lessons/lesson_view.asp?id=95
- <http://www.readingquest.org/strat/>
- <http://www.justreadnow.com/strategies/vocabulary.htm>

Handouts

- Research abstract from The National Dissemination Center for Children with Disabilities
- Sample web page of Graphic Organizers from Enchantedlearning.com
- Readingquest.org before-during-after framework
- Educationoasis.com cause and effect graphic organizers