



## ***Using Visual Displays to Teach Information Recall and Reading Comprehension***

**Objective:** To teach students to decode and identify vocabulary and build reading comprehension skills across content areas.

### **Setting and Materials:**

**Settings:** Small group settings in special education, resource, or general education classrooms (10-15 students; 45-50 minutes per day).

### **Materials:**

- Visual Story Elements Strip Cue Card (Appendix A)
- Story Map Graphic Organizer (Appendix B)
- Data sheet (Appendix C)
- Passages with comprehension questions to practice reading comprehension

### **Content Taught**

Reading comprehension skills are taught using visual displays.

### **Teaching Procedures**

- Phase 1: Teacher input - Teacher explains elements (i.e., title, characters, setting, events, problem, solution) and models how to use the visual story elements strip cue card with a story read aloud to students. While reading and linking with the visual story elements strip cue card, teacher uses the cue card as a prompt to complete the story map graphic organizer (see Appendix B). Teacher models through thinking how to use the visual story elements strip cue card to answer comprehension questions based on story elements.
- Phase 2: Guided practice - Teacher first reviews the story elements strip and reads aloud a story. Then, students collaboratively help teacher complete the story map graphic organizer using the visual story elements strip cue card as a prompt. Teacher provides corrective feedback aloud how to answer comprehension questions.
- Phase 3: Independent practice: Teacher reads aloud and students respond verbally/select the correct answers on the visual story elements strip cue card. Teacher counts the number of correct story elements.

### **Evaluation**

Mastery criteria during independent practice is 5/6 independent responses using the visual story elements strip cue card.

### Lesson Plan Based on:

- Darch, C., & Eaves, R. C. (1985). Visual display to increase reading comprehension of high school learning-disabled students. *Journal of Special Education, 20*, 309-318.
- Shurr, J., & Taber-Doughty (2012). Increasing comprehension for middle school students with moderate intellectual disability on age-appropriate texts. *Education and Training in Autism and Developmental Disabilities, 47*, 117-131.
- Shurr, J., & Taber-Doughty (2017). The picture plus discussion intervention: Text access for high school students with moderate intellectual disability. *Focus on Autism and Other Developmental Disabilities, 32*, 198-208. doi: 10.1177/1088357615625056

This Lesson Plan Starter was developed by The National Technical Assistance Center on Transition (NTACT), Charlotte, NC, funded by Cooperative Agreement Number H326E140004 with the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS). This document has been reviewed and approved by the OSERS. Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Department of Education. OSEP Project Officer: Dr. Selete Avoke. RSA Project Officer: Kristen Rhinehart-Fernandez. This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: National Technical Assistance Center on Transition (2019). *Using Visual Displays to Teach Information Recall and Reading Comprehension*.









# NTACT

National Technical Assistance Center on Transition






Research to Practice  
Lesson Plan Starter

## Appendix A: Visual Story Elements Strip

### Story Elements

				
Characters	Setting	Events 1 2 3	Problem	Solution

### Story Elements

				
Characters	Setting	Events 1 2 3	Problem	Solution

# Story Map

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Title:

Setting:

Characters:

Events:

- 1.
- 2.
- 3.

Problem:

Solution:



# NTACT

National Technical Assistance Center on Transition

## Research to Practice Lesson Plan Starter

Student Name:		Date:				
Element	Correct	Y/N	Level of Prompting			
Title	Y	N	I	1	2	3
Setting	Y	N	I	1	2	3
Characters	Y	N	I	1	2	3
Event 1	Y	N	I	1	2	3
Event 2	Y	N	I	1	2	3
Event 3	Y	N	I	1	2	3
Problem	Y	N	I	1	2	3
Solution	Y	N	I	1	2	3
5/6 = <i>Mastery</i> Total =			Code: I = Independent 1 = Restate question 2 = Reread paragraph where answer is located 3 = reread sentence where answer is located + state answer + student repeats answer			