

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 intellecutal 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

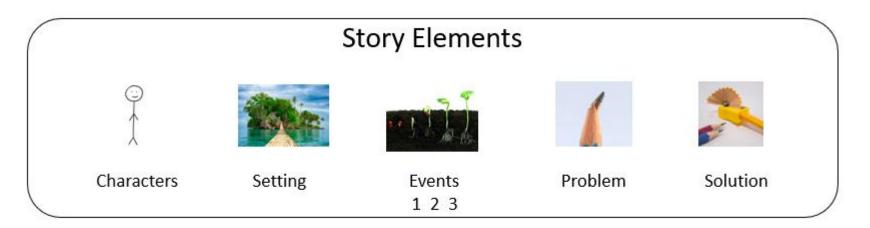
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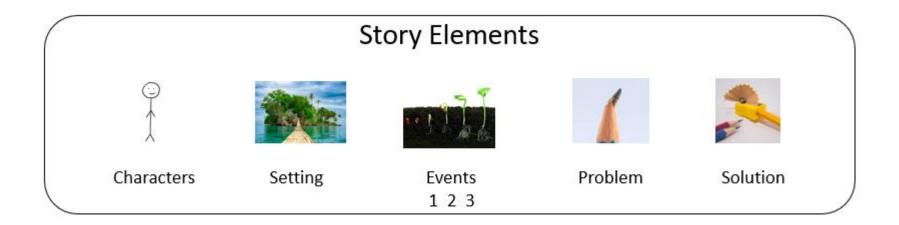




Research to Practice Lesson Plan Starter

Appendix A: Visual Story Elements Strip





	Story Map	Name: Date:			
Title:	Setting:	Characters:			
Events: 1. 2. 3.					
Problem:					
Solution:					



Research to Practice Lesson Plan Starter

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