



Using Graphic Organizers to Teach Reading Comprehension

Objective: To teach students reading comprehension skills.

Setting and Materials:

Settings: Small class sizes (10-15 students per group); resource special education classroom/after school remedial center

Materials:

- At least three grade/reading-level appropriate texts (between 1200 and 1600 words)
- Story Map (Appendix A)
- Teacher Prompting Card (Appendix B)
- Evaluation tool (Appendix C)

Content Taught

Students are taught relationships and specific vocabulary and concepts in content area using the graphic organizer.

Teaching Procedures

- In small class sizes of 10-15 students for 30-45 minutes per day across three days.
- Days 1-3: Students will read a short story. Teacher provides assistance with unknown words as needed.
- Day 1: Teacher will provide direct instruction and model using the Story Map from Appendix A for the first story.
- Day 2: Teacher will guide students collaboratively to complete the Story Map using the Teacher Prompting Card from Appendix B for the second story.
- Day 3: Students independently complete the Story Map for the third story.

Evaluation

Measure student mastery on Day 3: Independent Practice using the evaluation tool in Appendix B. Aim for 7/8 accuracy or higher on the main eight story components.

Lesson Plan Based on:

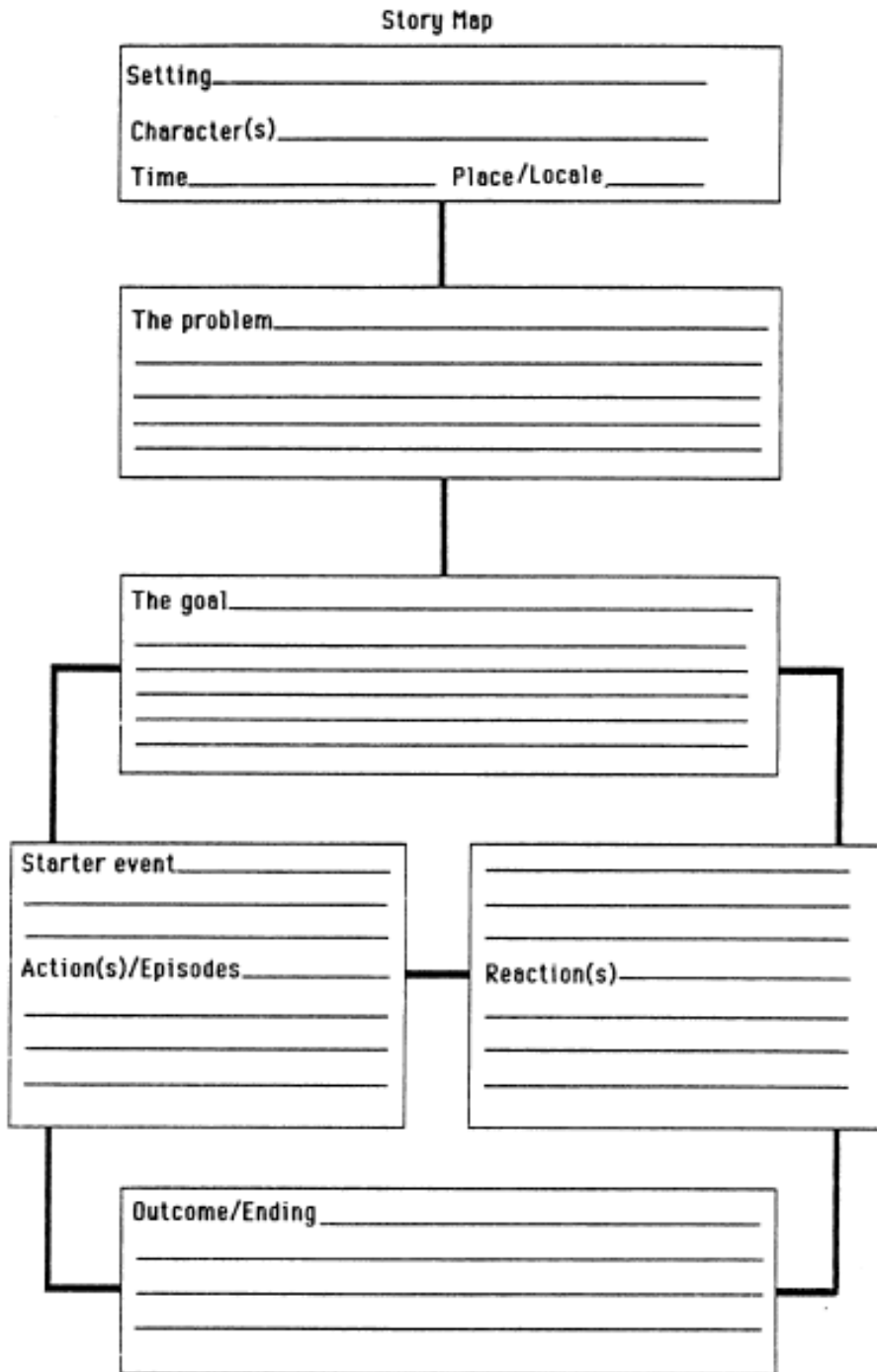
Darch, C., & Gersten, R. (1986). Direct-setting activities in reading comprehension: A comparison of two approaches. *Learning Disability Quarterly, 9*, 235-243.

Vallecorsa, A. L., & deBettencourt, L. U. (1997). Using a mapping procedure to teach reading and writing skills to middle grade students with learning disabilities. *Education and Treatment of Children, 20*, 173-188.

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 Graphic Organizers to Teach Reading Comprehension*.



Appendix A



(Vallecorsa & deBettencourt, 1997)

Appendix B

Sample Teacher Prompts

1. Who was the story about?
Who were the main participants? (CHARACTER)
2. When did the story take place? (TIME)
3. Where did the story take place (SETTING/LOCALE/PLACE)
4. What did _____(important person) want
(or want to do)?
What was the main issue in the story? (GOAL/PROBLEM)
5. What caused _____ to set his/her goal?
What caused _____'s problem? (STARTER EVENT)
6. How did _____ try to solve
the problem? (EPISODE/ACTION)
7. Did _____ get what s/he wanted?
Was the problem solved? Explain. (ENDING/OUTCOME)
8. How did _____ feel when
_____happened? (CHARACTER REACTION)

(Vallecorsa & deBettencourt, 1997)

Appendix C

Data Collection Form
Story Recall Task

Name _____

Date _____

Story # _____

Total Score _____

Scoring Category	Included	Unusual or Elaborated	Category Score
1. Main Character			
2. Locale/Setting/Place			
3. Time frame			
4. Starter Event			
5. Goal/Problem			
6. Action/Episode			
7. Ending/Outcome			
8. Character reactions			
Bonus Categories			
1. Two or more goals			
2. Logical order			
3. More than one episode			
<i>*Goal = 7/8 on the Scoring Category section</i>	Total =		

(Vallecorsa & deBettencourt, 1997)