



Using Graphic Organizers to Teach Reading Comprehension

What is the evidence base?

- This is a research-based practice for students with disabilities (SLD) based on one methodologically sound group experimental study across and one methodologically sound single case design study
 - 27 students with SLD

Where is the best place to find out how to do this practice?

The best place to find out how to implement REWARDS Program is through the following research to practice lesson plan starters:

- [Using Graphic Organizers to Teach Reading Comprehension \(Darch & Gersten, 1986; Vallecorsa, & deBettencourt, 1997\)](#)

With whom was it implemented?

- Students with disabilities (1 group experimental study, n=0; 1 single case study, n = 3)
- Ages ranged from 13-17
- Males (n=19), females (n=8)
- Ethnicity
 - African American (n=24)
 - None reported (n=3)

What is the practice?

Using graphic organizers to teach reading comprehension has been defined as providing visuals or illustrations of relationships to connect key concepts ” (DiCecco & Gleason, 2002). Other related terms may include cognitive map, story map, advance organizer, visual display, Venn diagram, and semantic mapping. Graphic organizers always include the use of a visual representation of information.

In the studies used to establish the evidence base for using Graphic Organizers to teach decoding, vocabulary, and reading comprehension included using:

- Researchers used an advanced organizer (in the form of an outline) prior to reading expository text to help facilitate comprehension in high school students with learning disabilities (Darch & Gersten, 1986).

- Students were taught to use a story map that identified critical elements of the story to aid recall and story writing performance (Vallecorsa & deBettencourt, 1997).

Where has it been implemented?

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

How does this practice relate to Common Core Standards?

- Broad standard from www.corestandards.org ELA Grades
 - [CCSS.ELA-LITERACY.RL.8.1](#)
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - [CCSS.ELA-LITERACY.RL.8.4](#)
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
 - [CCSS.ELA-LITERACY.RL.11-12.1](#)
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
 - [CCSS.ELA-LITERACY.RL.11-12.2](#)
Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
 - [CCSS.ELA-LITERACY.RL.11-12.3](#)
Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

How does this practice relate to the Common Career Technical Core?

- List Career Ready Skills addressed (broad) and/ or Specific Career Clusters at www.careertech.org/CCTC
 - 2. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

References used to establish this evidence base:

- 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.

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