

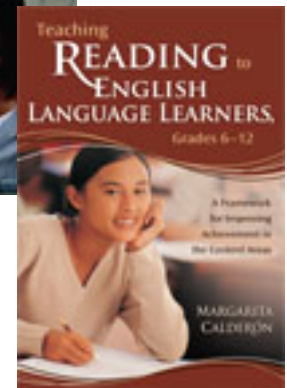
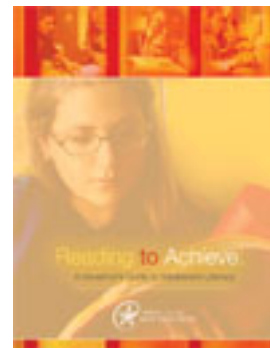
Why Secondary Students May Not Be Able to Read



2012 MTSS Symposium

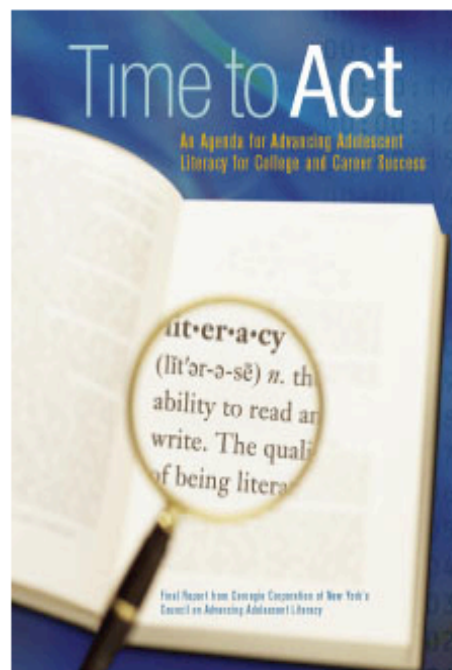
Don Deshler
University of Kansas

20+ Reports on Adolescent Literacy



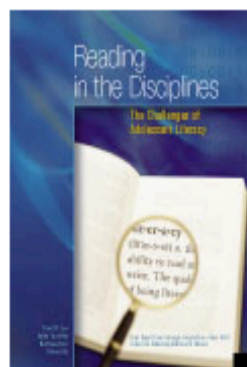
TIME TO ACT AND FIVE CORRESPONDING REPORTS

[Click each image to download a PDF.]

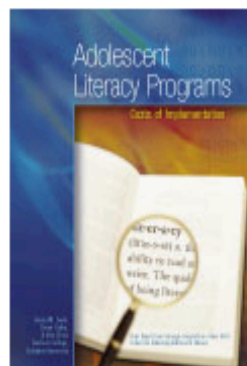


Reflecting years of research, *Time to Act* is a watershed report on adolescent literacy from Carnegie Corporation of New York's Council on Advancing Adolescent Literacy. The Council also authored five corresponding reports, which delve deeper into how to advance literacy and learning for all students.

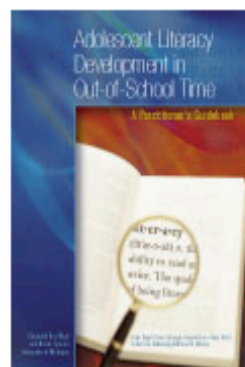
A print copy of *Time to Act* (one per customer) may be ordered from Cavanaugh Press, 8960 Yellow Brick Road, Baltimore, MD 21237, (410) 391-1900 X218 or via email at Mleizear@cavanaughpress.com. The corresponding reports are available online only. For hard copies of *Reading Next* or *Writing Next* please send an email request to info@readingnext.org.



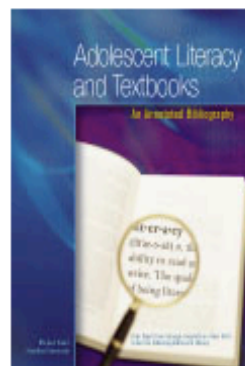
Reading in the Disciplines: The Challenges of Adolescent Literacy, by Carol D. Lee Ph.D. and Anika Spratley, Northwestern University



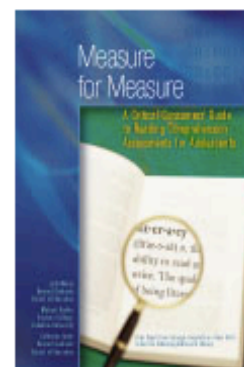
Adolescent Literacy Programs: Costs of Implementation, by Henry M. Levin, Doran Catlin, and Alex Elson, Teachers College, Columbia University



Adolescent Literacy Development in Out of School Time: A Practitioner's Guide, by Elizabeth Birr Moje and Nicole Tysvaer, University of Michigan



Adolescent Literacy and Textbooks: An Annotated Bibliography, by Michael Kamil, Stanford University



Measure for Measure: A Critical Consumer's Guide to Reading Comprehension Assessments for Adolescents, by Leila Morsey, Harvard Graduate School of Education; Michael Kieffer, Teachers College, Columbia University; Catherine Snow, Harvard Graduate School of Education

Improving Adolescent Literacy: Effective Classroom and Intervention Practices



NCEE 2008-4027
U.S. DEPARTMENT OF EDUCATION

IES Recommendations

- Explicit **vocabulary** instruction
- Direct, explicit **comprehension strategy** instruction
- Discussion of **text meaning** & interpretation
- Increase student **motivation & engagement** in literacy learning
- Qualified specialists for **intensive, individualized** interventions

Exhibit #1

(Some numbers to consider)

A Review of Some Facts

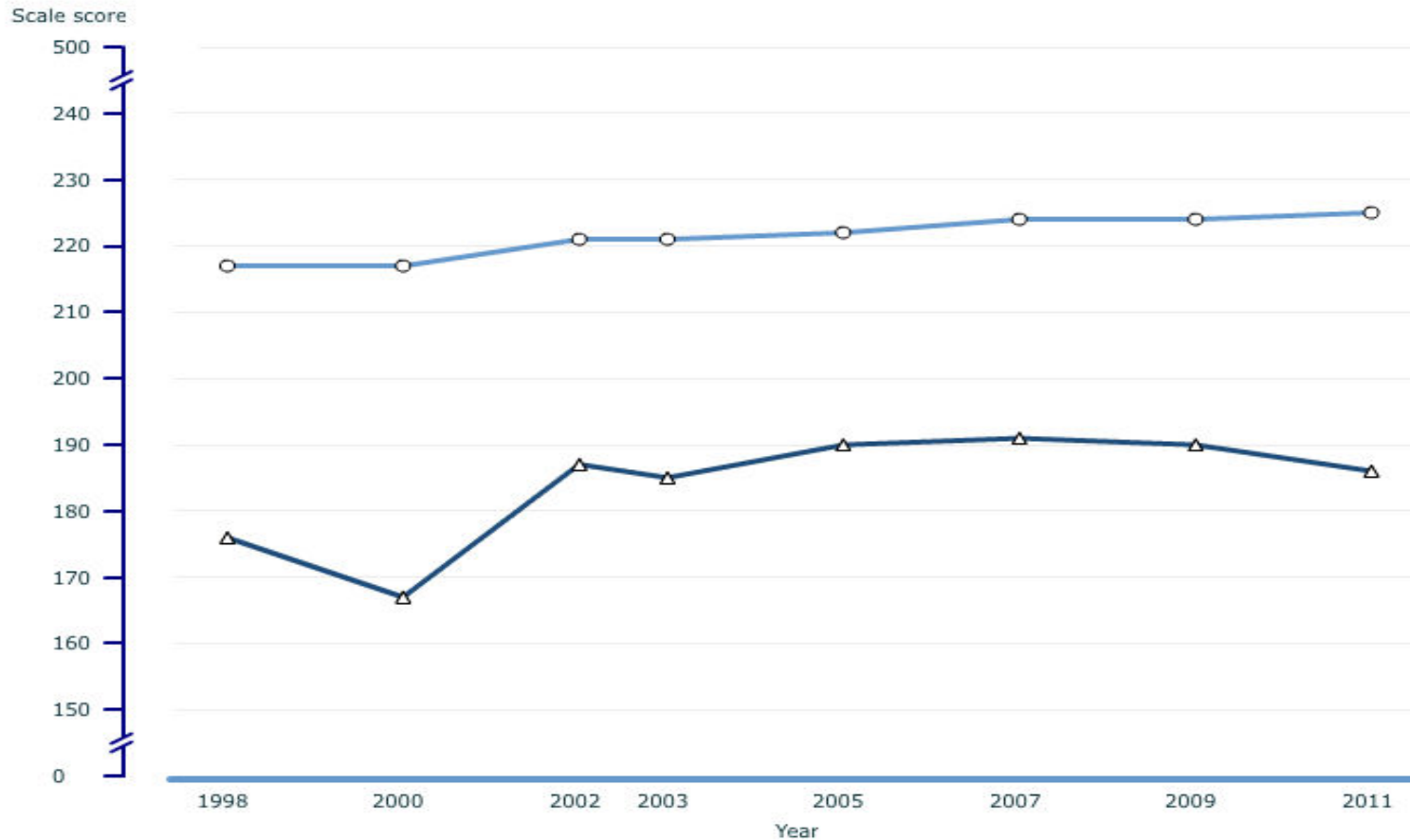
- Approximately 75% of students graduate within 4 years. (Chapman, Laird, & KewalRamani, 2010)
- About 55% of students with disabilities graduate in 4 years. (Data Accountability Center, 2008)
- High school students in the lowest 25% of their class are 20 times more likely to drop out than the highest-performing students. (Carnevale, 2001)
- More than 8 million students in grades 4–12 are struggling readers. (Perie, Grigg, & Donahue, 2005)
- Approximately 53% of high school graduates enroll in remedial courses in postsecondary education. (National Center for Education Statistics, 2001)

A Review of the Facts: (Cont.)

- 46% of students identified with disabilities completed secondary school with a regular diploma
- 75% is the rate of secondary school completion in the total population
- On the NAEP, the average score in reading for 4th graders identified with disabilities was **lower** in 2011 than 2009
- On the NAEP, the average scores in reading for 8th graders identified with disabilities were no higher in 2011 than 2009 but were higher for students without disabilities.

NAEP Grade 4 National Results

Average scale scores for reading, grade 4 by disability status of student, including those with 504 plan for year: 1998, 2000, 2002, 2003, 2005, 2007, 2009, and 2011
National



△ Identified as student with disability ○ Not identified as student with disability

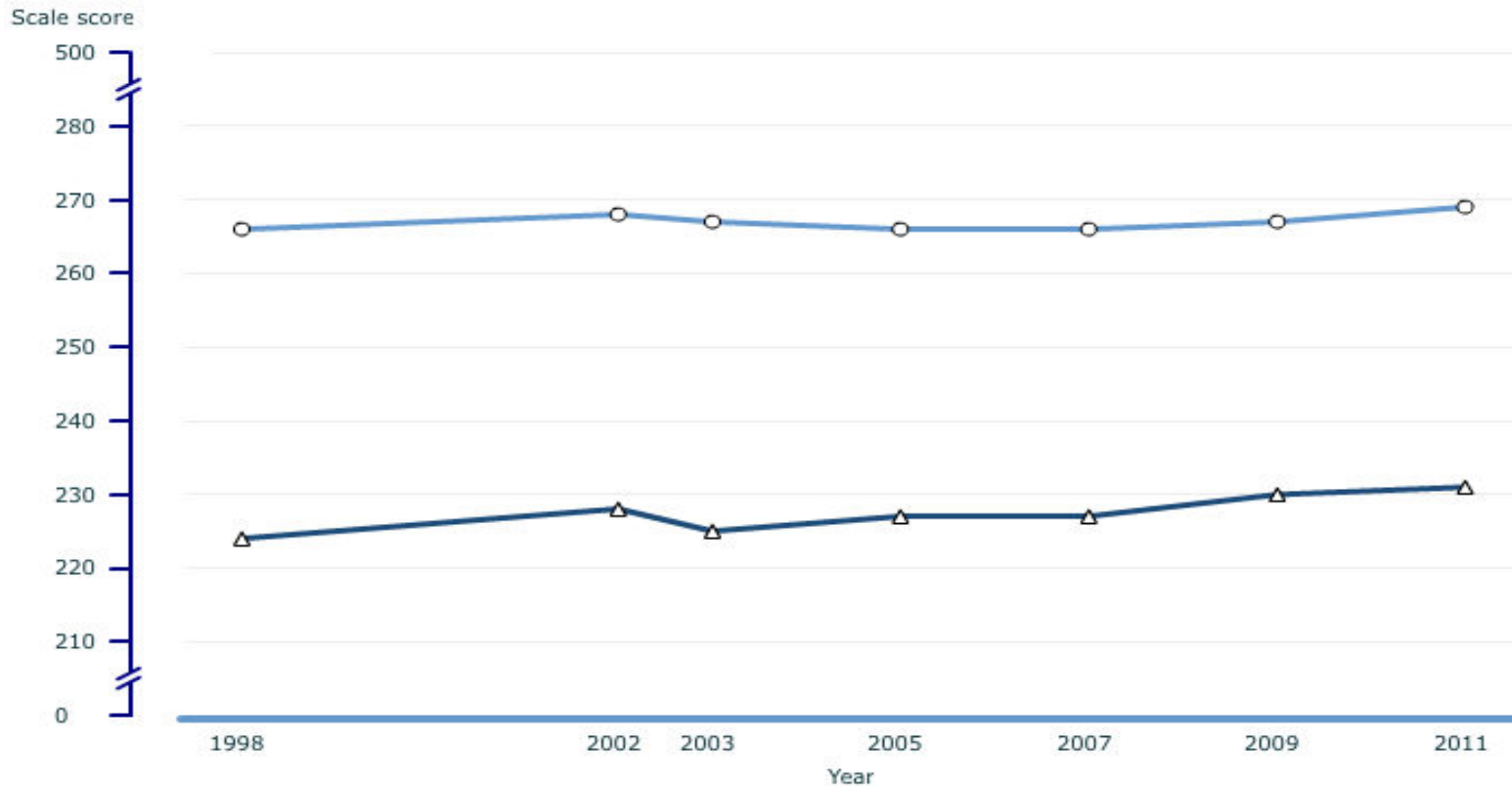
* Significantly different ($p < .05$) from 2011.

NOTE: The NAEP Reading scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2000, 2002, 2003, 2005, 2007, 2009 and 2011 Reading Assessments.

NAEP Grade 8 National Results

Average scale scores for reading, grade 8 by disability status of student, including those with 504 plan for year: 1998, 2002, 2003, 2005, 2007, 2009, and 2011
National



△ Identified as student with disability ○ Not identified as student with disability

* Significantly different ($p < .05$) from 2011.

NOTE: The NAEP Reading scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, 2003, 2005, 2007, 2009 and 2011 Reading Assessments.

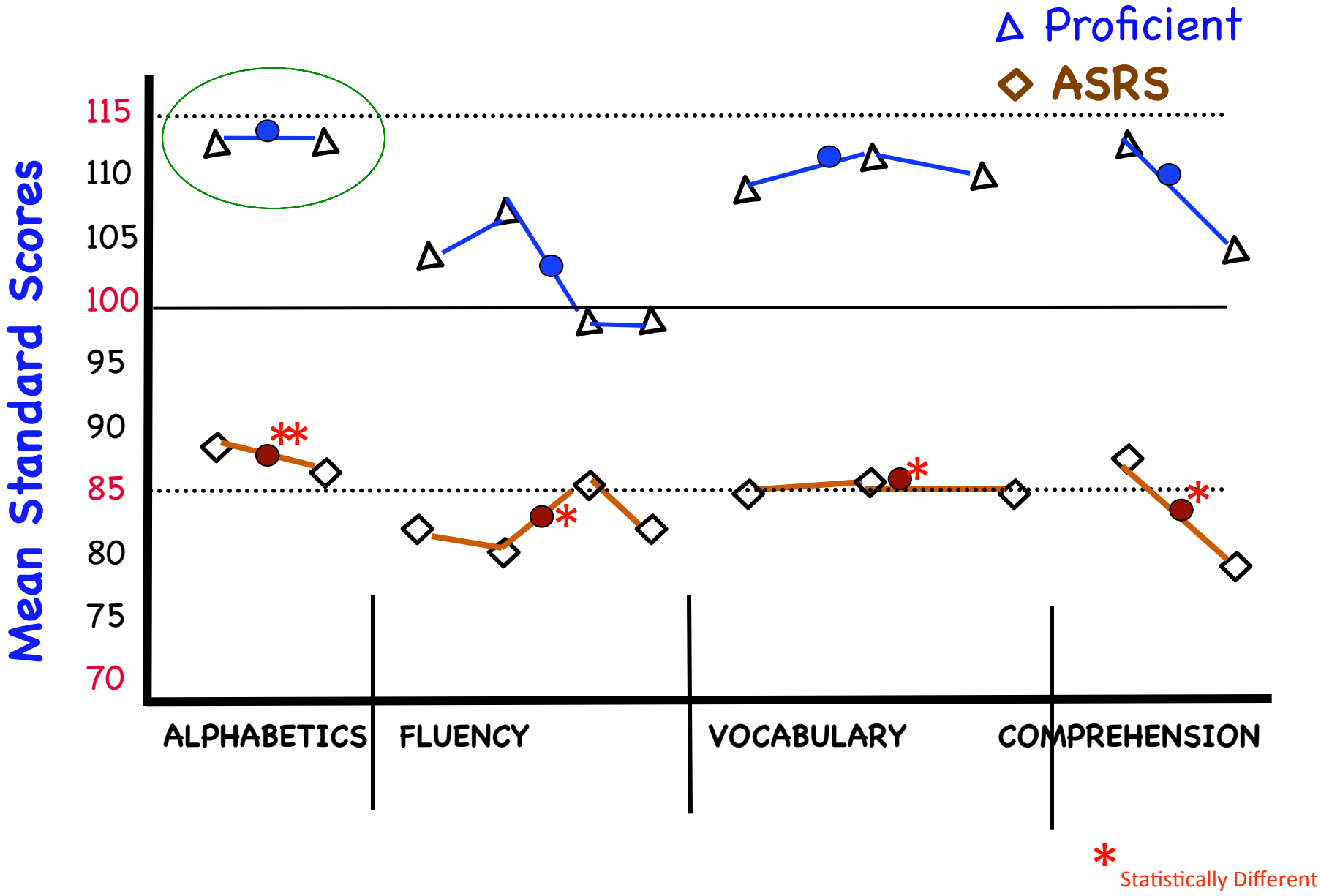
30 Million Word Gap

- Hart & Risley – 2.5 years in Kansas City homes
 - Professional
 - Working class
 - Welfare
- Words heard per hour
 - Welfare = 616
 - Professional = 2153
- Vocabulary @ 3 = Reading Comp @ 9

240 minutes/day

“For elementary students, it takes about 240 minutes/day to catch up a student who is two years behind.”

Reading Component Profile



“Clusters” of Poor Comprehenders

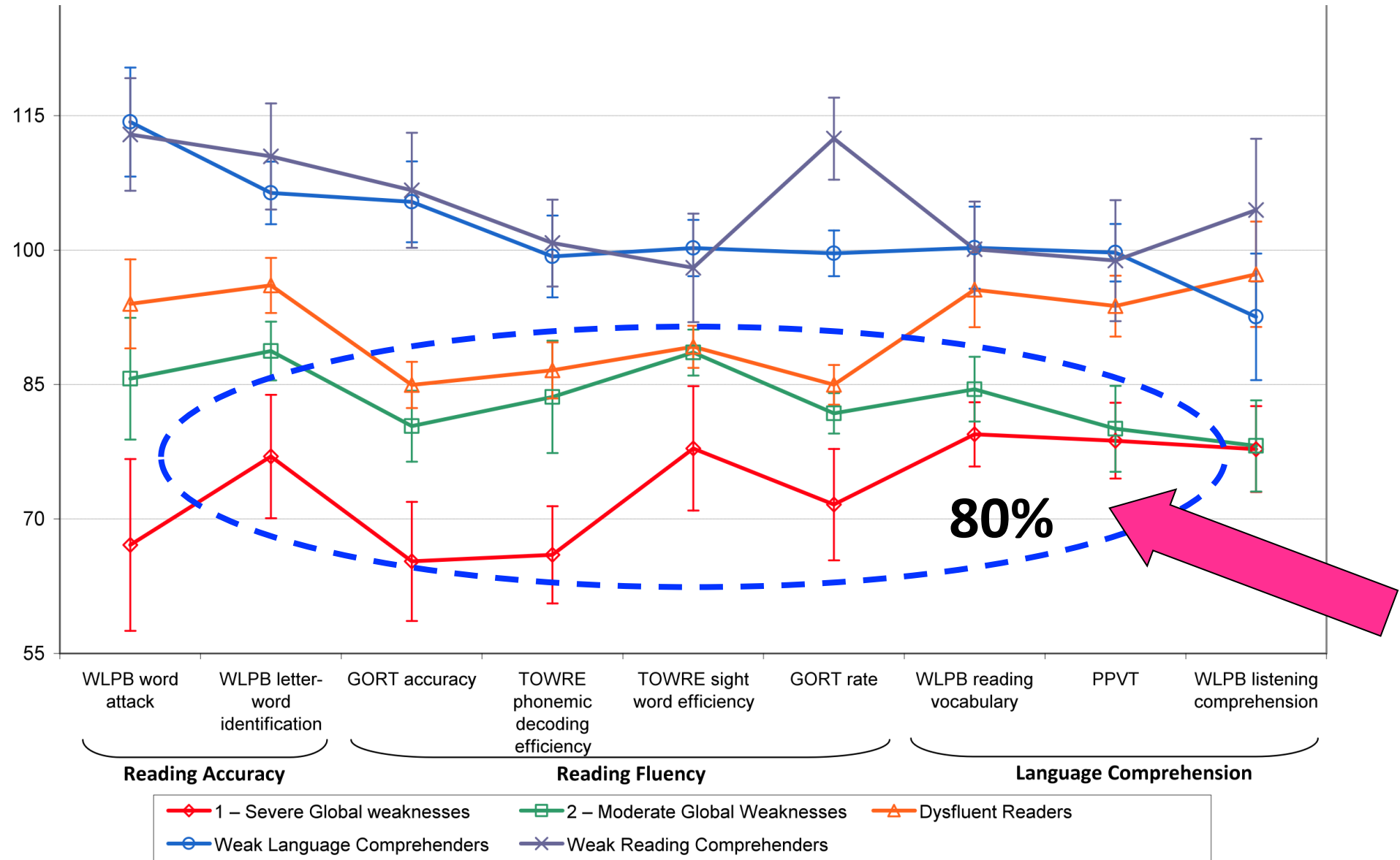


Exhibit #2

(A little theory)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

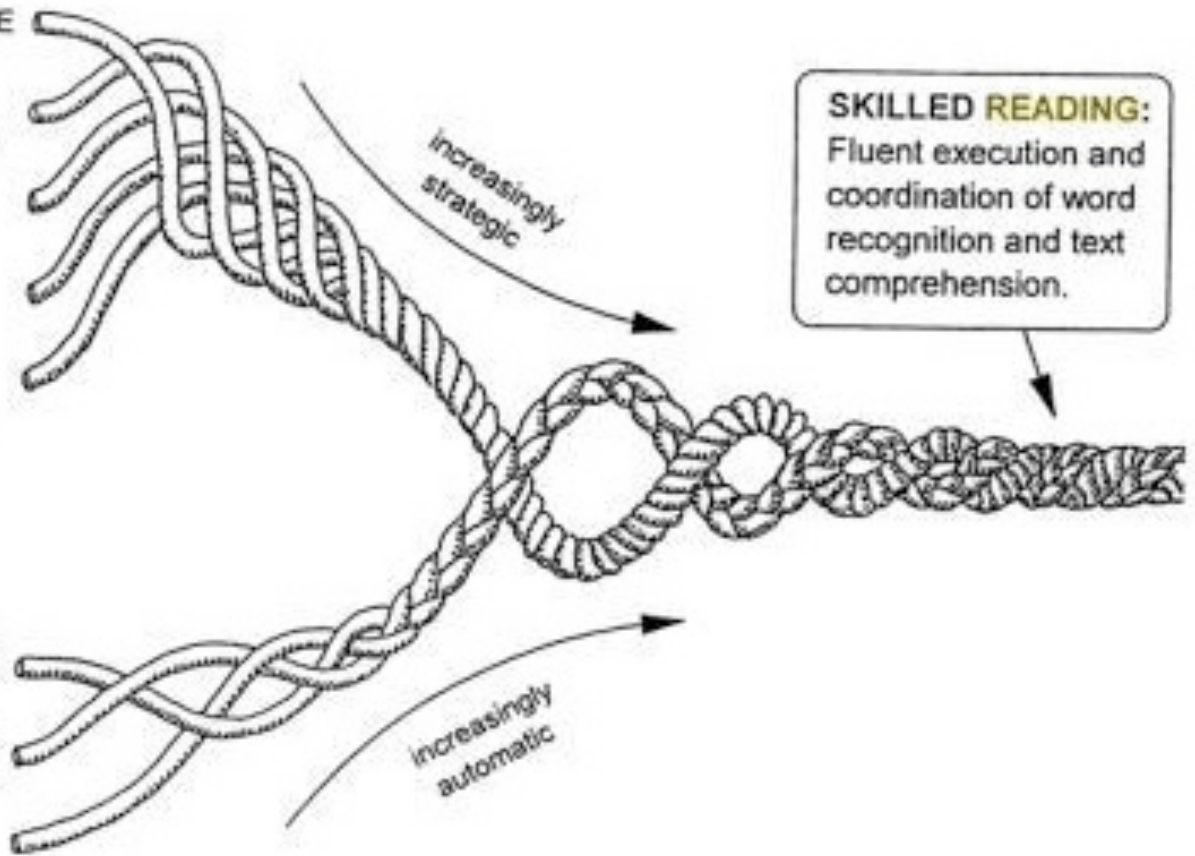
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

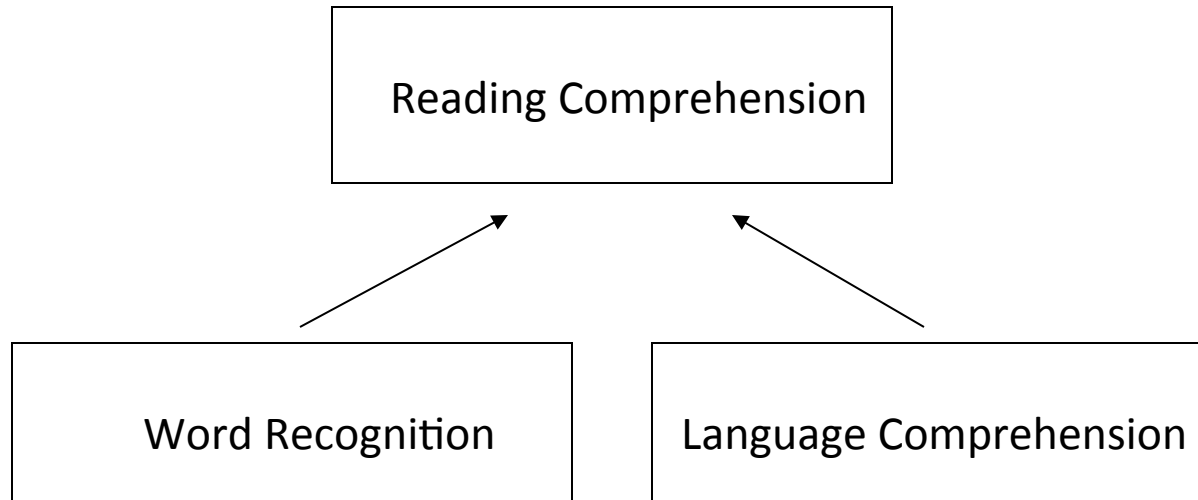
DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

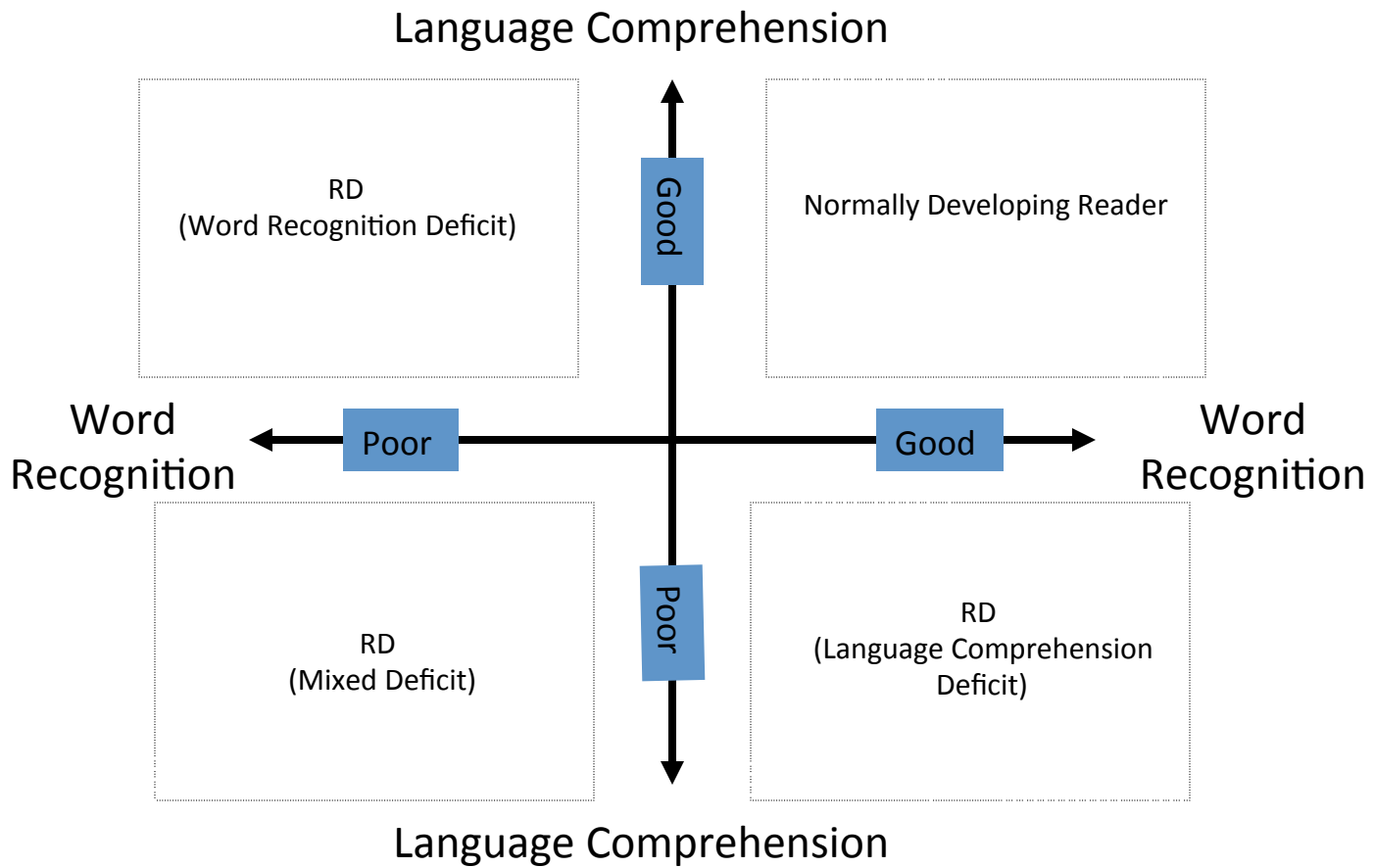


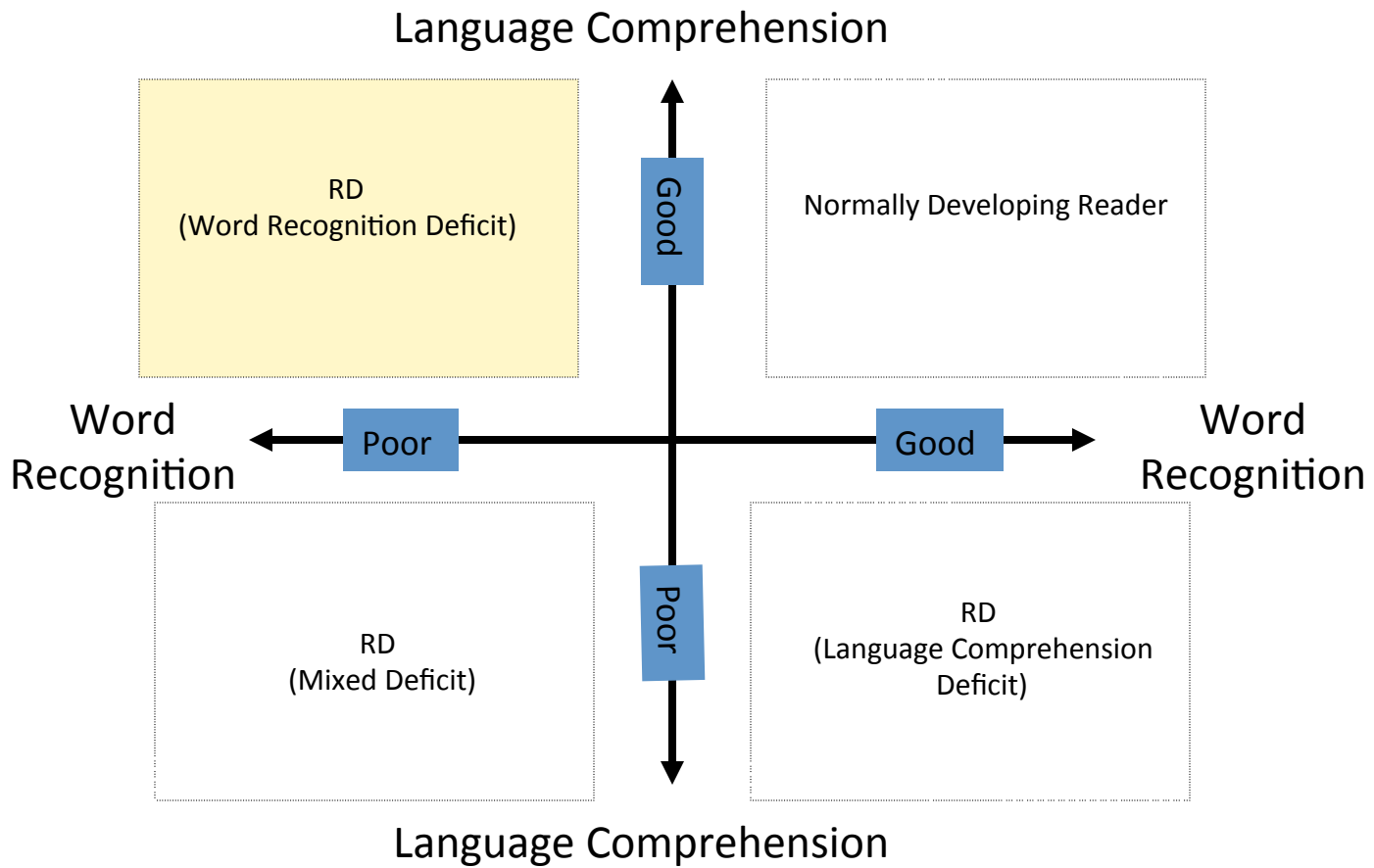
Scarborough, 2001

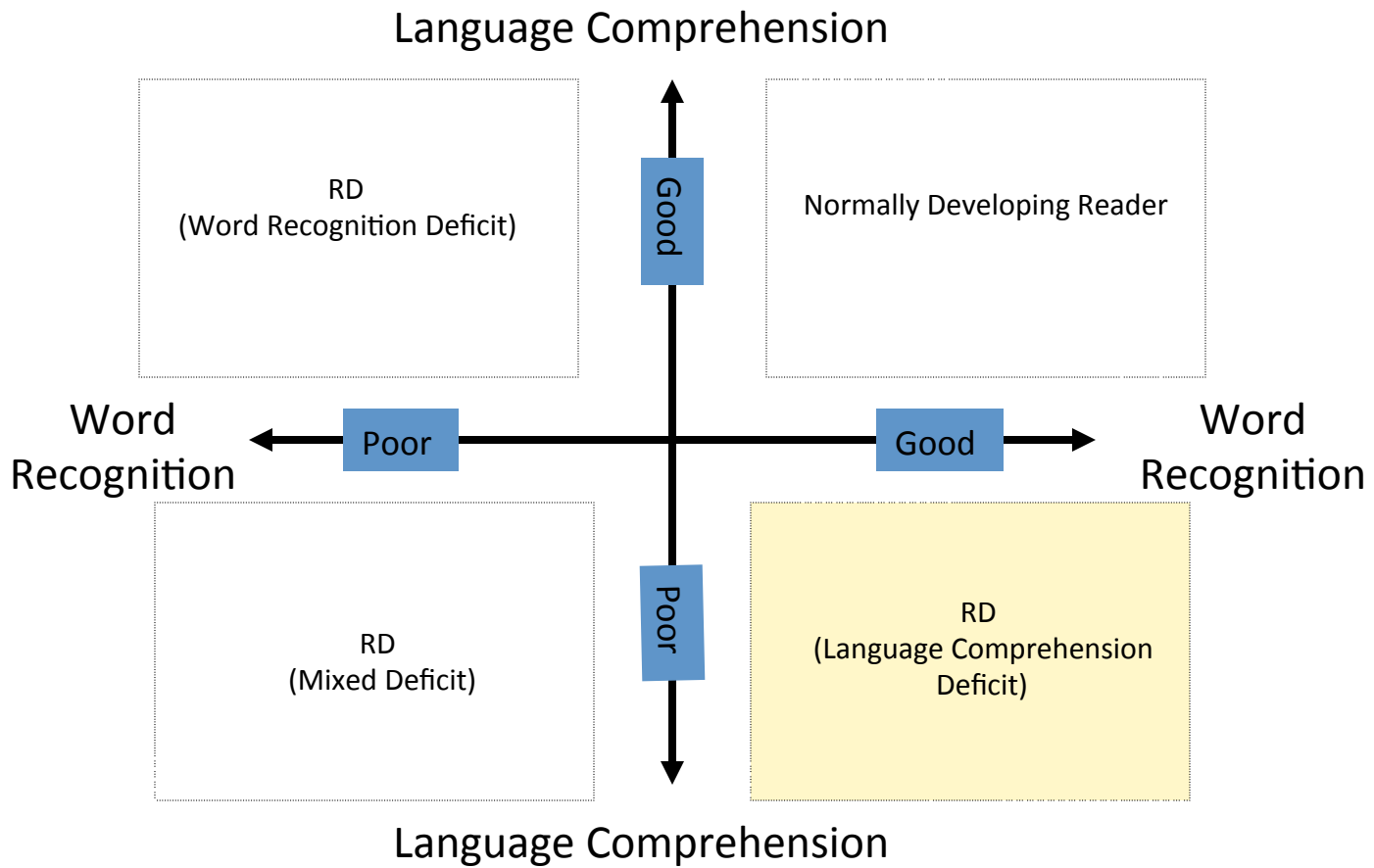
The Simple View of Reading

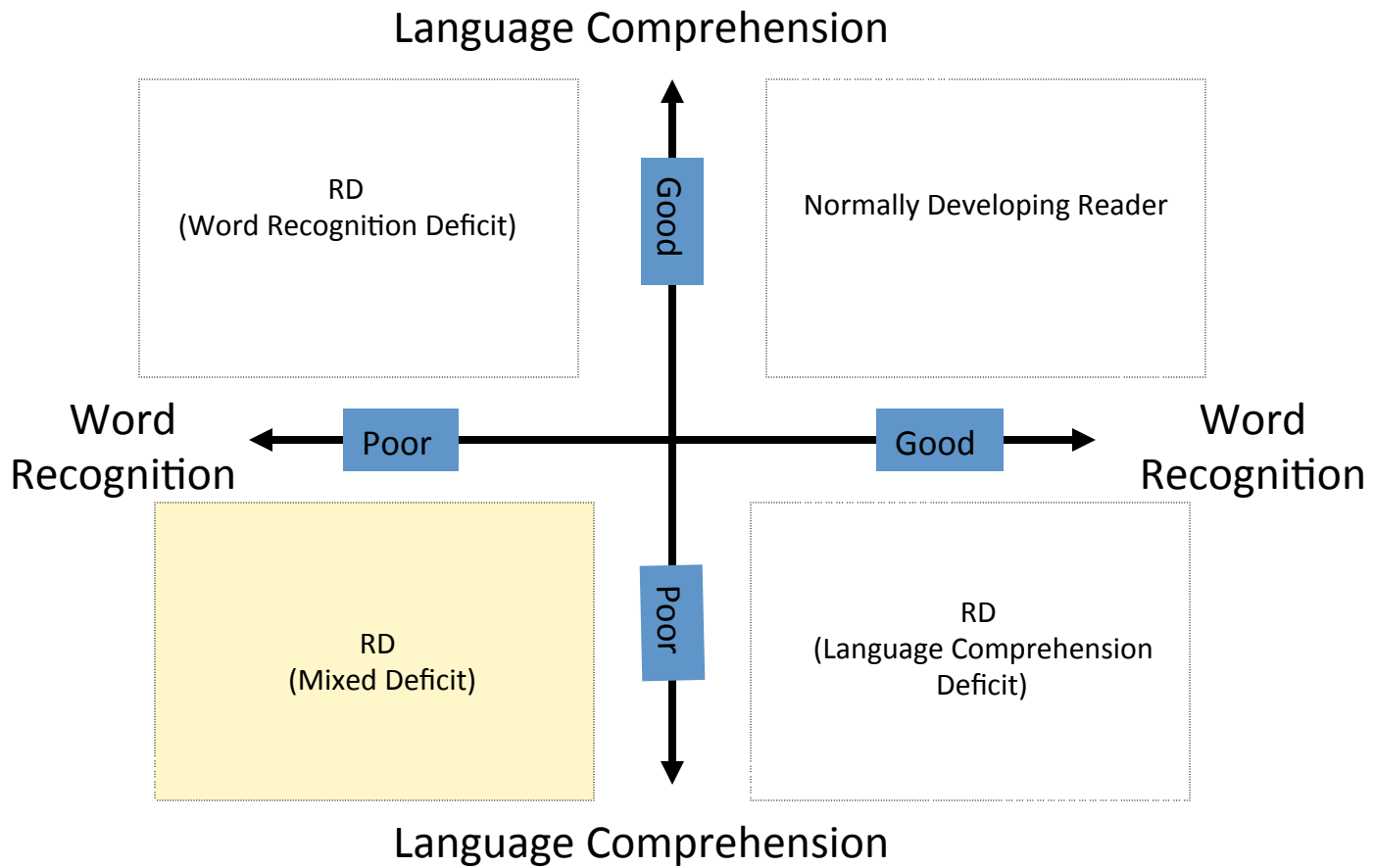


Gough and Tunmer, 1986

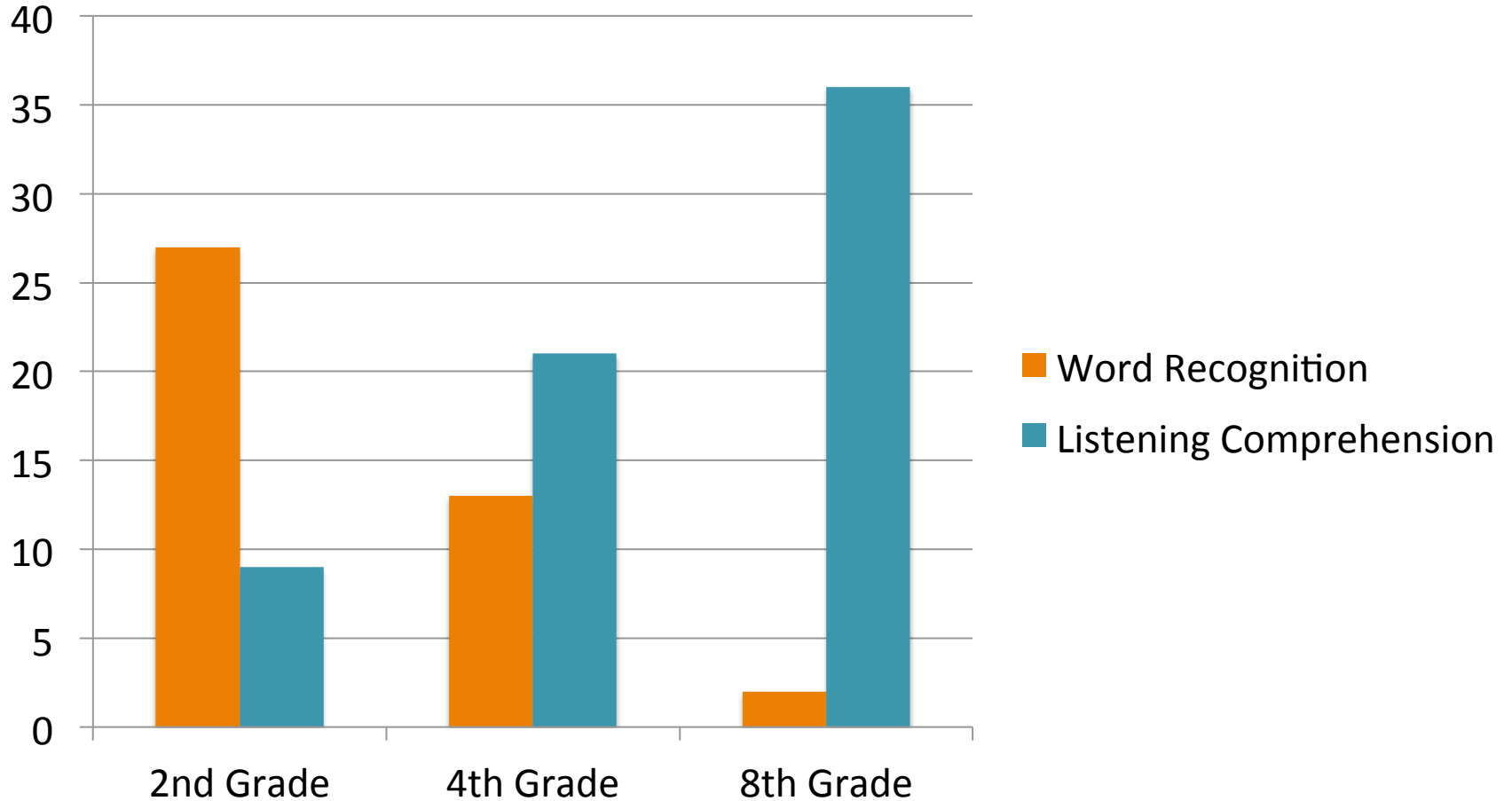








Developmental Changes in Reading Comprehension



Reading comprehension and language comprehension scores are **virtually synonymous** in the later grades.

Abstract & Multi-meaning Words

| Grade 2 | Grade 5 | Grade 8 | Grade 11 |
|---------|-----------|-------------|-------------|
| Bride | Alien | Benediction | Avarice |
| Island | Guilt | Legions | Insurgents |
| Pennies | Plateau | Periscope | Scourge |
| Perfume | Prey | Petition | subjugation |
| Loom | Imitation | Manifold | ostentation |

Prentice Hall (2000), as found in Nippold, 2007, p. 27

Longer and More Complex Sentences

- Longer noun phrases – **Carrie, apartment hunter extraordinaire**, finally found the perfect place.
- Linking of clauses and sentences with conjunctions (after, and, both....)
- Linking of clauses or sentences using adverbial conjuncts (e.g., accordingly, nonetheless, predictably...)

Language Reasoning

- Idioms
 - e.g., “Keep your nose clean”
- Analogies
 - e.g., Train: Track :: Boat : Water
- Sarcasm
 - e.g., “I just love evening traffic.”

COH-METRIX— University of Memphis

Coh-Metrix2.1

Last updated: July 18th, 2008

For the best effect, use IE 5.0 or above.

Title history

Genre Informational

Source HS text

Job Code World

LSA Space Encyclopedia

While peace efforts were under way, powerful forces were pushing Europe towards war. Spurred by distrust of one another, the great powers of Europe—Germany, Austria-Hungary, Italy, Britain, France, and Russia—signed treaties pledging to defend one another. These alliances were intended to promote peace by creating powerful combinations that no one would dare attack. In the end, they had the opposite effect. Two huge alliances emerged.

Economic rivalries helped sour the international atmosphere. Germany, the newest of the great powers, was growing into an economic and military powerhouse. Britain felt threatened by its rapid economic growth. Germany, in turn, thought the other great powers did not give it enough respect. Germany also feared that when Russia caught up to other industrialized nations, its huge population and vast supply of natural resources would make it an unbeatable competitor.

Data Viewer

Submit

Reset

Headers

1. Enter the "Title" you wish to give to your study.
2. Select the genre you feel most closely describes your work.
3. Enter the source of the document. Where did you get this text?
4. Enter a "Jobcode". You may make up your own job code. You need to remember this job code to later retrieve your results.
5. Coh-Metrix uses Latent Semantic Analysis (LSA) in some of its indices. Your text will be analyzed slightly differently depending on the space (discourse type) that you choose. Please select a LSA Space you feel most closely describes your work. If you are not sure which space to use, we recommend you select "College Level".

Entering your Text

1. You may write OR cut and paste text.
2. Please try to limit text to a maximum of 15,000 characters and remove irregular characters.
3. Paragraphs are marked by hard returns.
4. Press "Submit" and Coh-Metrix will analyze your text.

Viewing and Understanding your Results

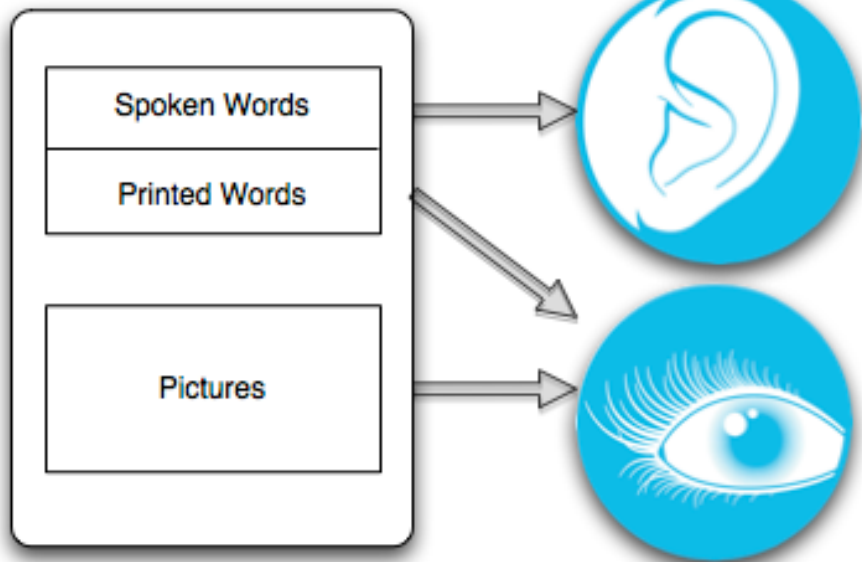
1. When Coh-Metrix has analyzed your text the results will appear on the right side of the screen.
2. You may continue to enter and submit text on this screen. The results will continue to appear on the right side of the screen.

Viewing Past Results

To view past results, Click the "Data Viewer" link at the bottom left of the screen (next to the Submit button). You will then be directed to a new page where you can retrieve your past data.

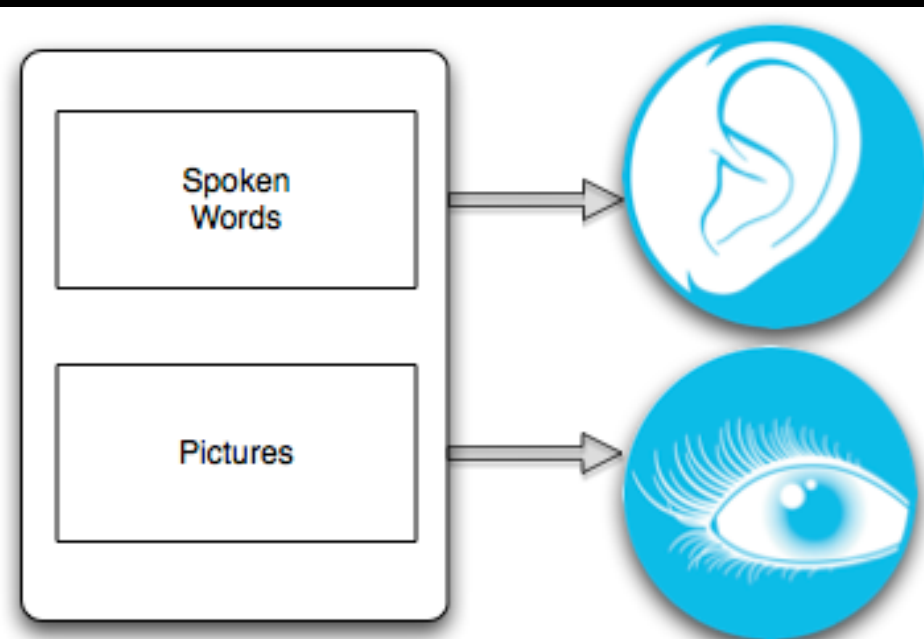
62 INDICES

| | | | | |
|----|--------------------------------------------|----------|---------|----------------------------------------------------------------|
| 7 | Causal content | CAUSVP | 80.645 | Incidence of causal verbs, links, and particles |
| 8 | Causal cohesion | CAUSC | 0.353 | Ratio of causal particles to causal verbs (cp divided by cv+1) |
| 9 | Pos. additive connectives | CONADpi | 41.219 | Incidence of positive additive connectives |
| 10 | Pos. temporal connectives | CONTPpi | 10.753 | Incidence of positive temporal connectives |
| 11 | Pos. causal connectives | CONCSpI | 19.713 | Incidence of positive causal connectives |
| 12 | Neg. additive connectives | CONADni | 3.584 | Incidence of negative additive connectives |
| 13 | Neg. temporal connectives | CONTPni | 0 | Incidence of negative temporal connectives |
| 14 | Neg. causal connectives | CONCSni | 1.792 | Incidence of negative causal connectives |
| 15 | All connectives | CONI | 73.477 | Incidence of all connectives |
| 16 | Adjacent argument overlap | CREFA1u | 0.5 | Argument Overlap, adjacent, unweighted |
| 17 | Adjacent stem overlap | CREFS1u | 0.632 | Stem Overlap, adjacent, unweighted |
| 18 | Adjacent anaphor reference | CREFP1u | 0.184 | Anaphor reference, adjacent, unweighted |
| 19 | Argument overlap | CREFAau | 0.31 | Argument Overlap, all distances, unweighted |
| 20 | Stem overlap | CREFSau | 0.415 | Stem Overlap, all distances, unweighted |
| 21 | Anaphor reference | CREFPau | 0.067 | Anaphor reference, all distances, unweighted |
| 22 | NP Incidence | DENSNP | 299.283 | Noun Phrase Incidence Score (per thousand words) |
| 23 | Pronoun ratio | DENSPR2 | 0.114 | Ratio of pronouns to noun phrases |
| 24 | Conditional operators | DENCONDI | 1.792 | Number of conditional expressions, incidence score |
| 25 | Negations | DENNEG1 | 5.376 | Number of negations, incidence score |
| 26 | Logic operators | DENLOG1 | 39.427 | Logical operator incidence score (and + if + or + cond + neg) |



Higher
Cognitive
Load

Reduced
Cognitive
Load



| <u>Triarchic Model of Cognitive Load (DeLeeuw & Mayer, 2008)</u> | Research-Based Instructional Design Principles (Mayer, 2009) | Brief Description of Mayer's Instructional Design Principles (Mayer, 2009) |
|----------------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Limit Extraneous Processing | Coherence Principle | Learning is enhanced when irrelevant or extraneous information is excluded |
| | Signaling Principle | Learning is enhanced when explicit cues are provided that signal the beginning of major headings or elements of the material being covered |
| | Redundancy Principle | Learning is enhanced when extensive text (transcription) on screen along with spoken words and pictures is not used. Carefully selected words or short phrases, however, augment retention (Mayer & Johnson, 2008) |
| | Spatial Contiguity Principle | Learning is enhanced when on-screen text and pictures are presented in close proximity to one another to limit eye shifting during instructional presentations |
| | Temporal Contiguity Principle | Learning is enhanced when pictures and text correspond to the audio presentation |
| Manage Essential Processing | Modality Principle | Learning is enhanced when spoken words and pictures are used as part of instruction |
| | Segmenting Principle | Learning is enhanced when multimedia presentations are divided into short bursts (5-7 minutes) as opposed to longer modules |
| | <u>Pretraining Principle</u> | Learning is enhanced when instructional messages contain an orienting message to introduce the forthcoming content |
| Foster Generative Processing | Multimedia Principle | Learning is enhanced when pictures and spoken words are used instead of words alone |
| | Personalization, Voice, and Image Principles | Learning is enhanced when narration is presented in a conversational style instead of more formal audio presentations |

Mayer's Validated Instructional Design Principles

Continuum of Literacy Instruction

CONTENT CLASSES

- Enhanced Content Instruction
- Embedded Strategy Instruction

SUPPLEMENTAL CLASSES

- Intensive Skill Instruction
- Intensive Strategy Instruction

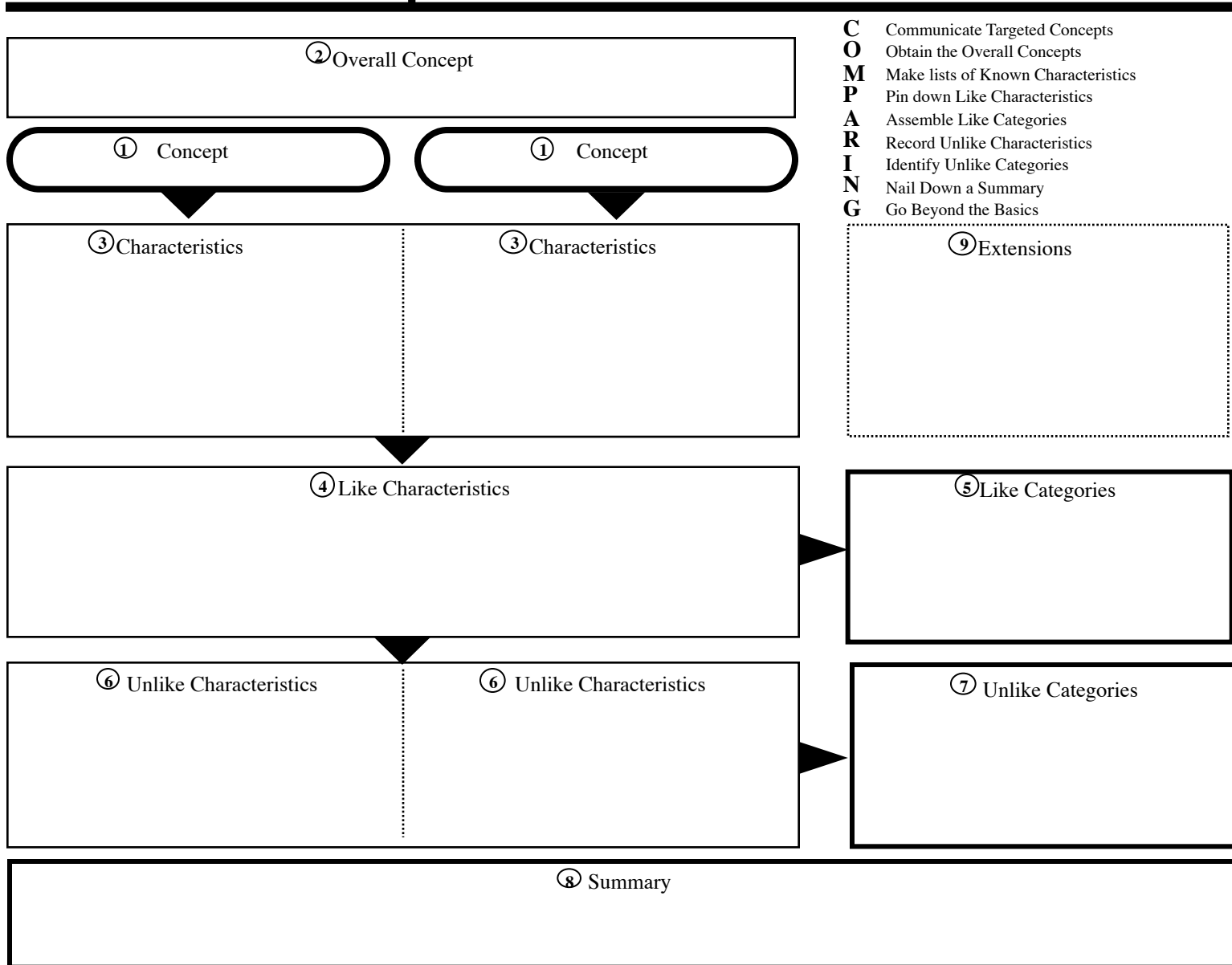
SMALL GROUP & INDIVIDUALIZED

- Intensive Intervention

Improved Literacy



Comparison Table



FACTS

Strategic thinking prompts

CATEGORIZATION

Comparison Table

② Overall Concept

Economic Causes of Sectionalism in the U.S. in 1860

① Concept

Economic conditions in the North

① Concept

Economic conditions in the South

③ Characteristics

Good ports
Good natural resources
Immigrants in labor force
Profit from industries
Good land transportation
Good credit with other countries

③ Characteristics

Good ports
Good natural resources
Slaves in labor force
Profit from growing cotton
Poor land transportation
Good credit with other countries

④ Like Characteristics

Good ports
Good natural resources
Good credit with other countries

⑥ Unlike Characteristics

Immigrants in labor force
Profit from industries
Good land transportation

⑥ Unlike Characteristics

Slaves in labor force
Profit from growing cotton
Poor land transportation

⑧ Summary

Economic conditions in the North and South in 1860 were alike because both had good natural resources, ports, and credit. Their primary sources of labor and profits were different, as was the quality of their land transportation.

C
O
M
P
A
R
I
N
G

- Communicate Targeted Concepts
- Obtain the Overall Concepts
- Make lists of Known Characteristics
- Pin down Like Characteristics
- Assemble Like Categories
- Record Unlike Characteristics
- Identify Unlike Categories
- Nail Down a Summary
- Go Beyond the Basics

⑨ Extensions

Study the economic conditions of the West in 1860, and create a list of characteristics to be compared to the North & South.

⑤ Like Categories

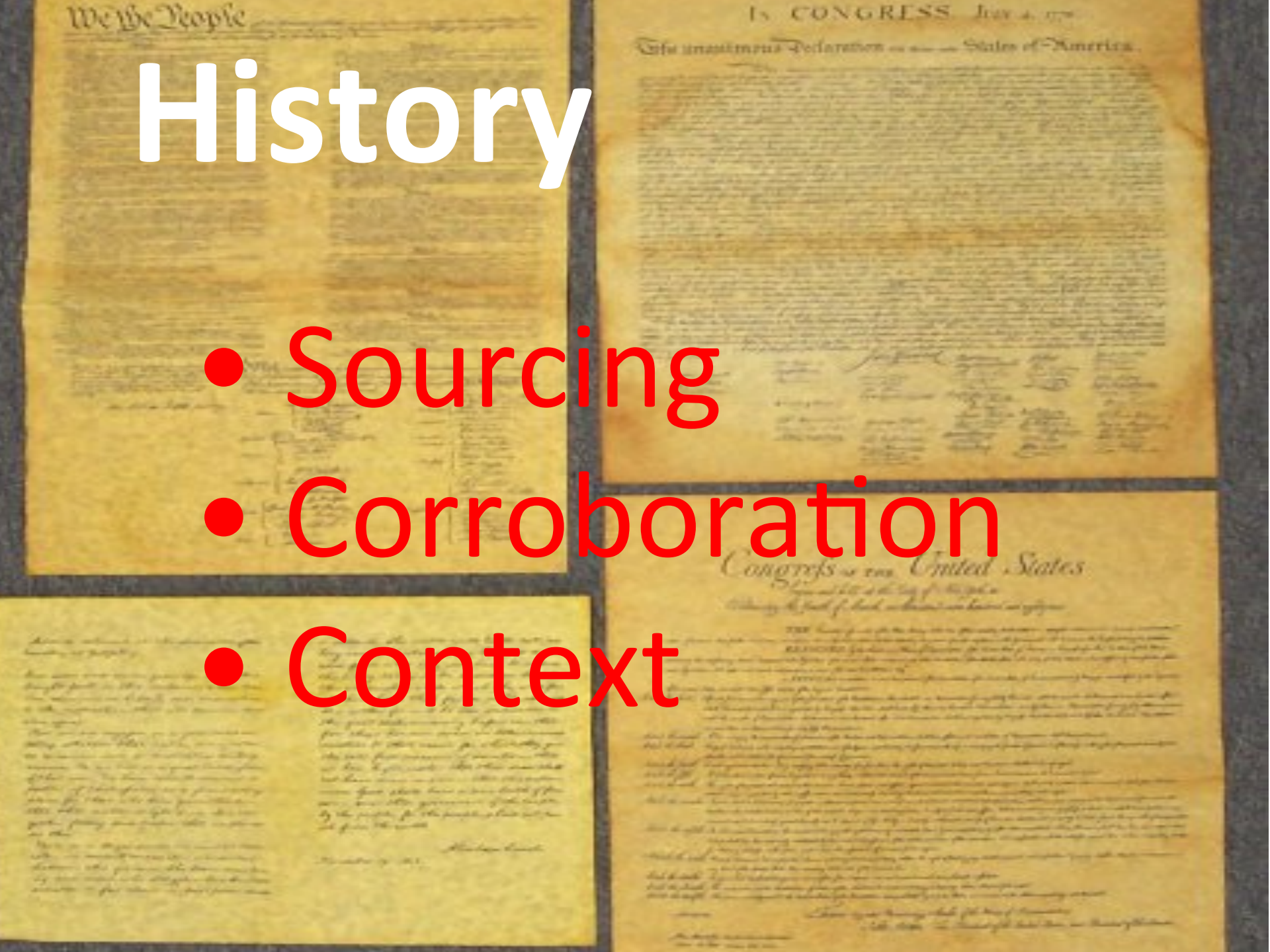
Quality of ports
Quality of natural resources
Quality of credit

⑦ Unlike Categories

Primary source of labor
Source of profits
Quality of land transportation

History

- Sourcing
- Corroboration
- Context



Intense-Explicit Instruction (RTI)

Tier 1

- Cue
- Do
- Review

Tier 1

- “I do it!” (Learn by watching)
- “We do it!” (Learn by sharing)
- “You do it! (Learn by practicing)

Tier 2 & 3

- Pretest
- Describe
 - Commitment (student & teacher)
 - Goals
 - High expectations
- Model
- Practice and quality feedback
 - Controlled and advanced
- Posttest & reflect
- Generalize, transfer, apply

Fusion Reading System

Establishing The Course

Units of Study

| <i>TIME</i> | | Lesson Format |
|-------------|-----------|-------------------------------------------------------------------------------------------------------|
| <i>90</i> | <i>60</i> | |
| 5 | 5 | Warm-Up |
| 20 | 15 | Thinking Reading |
| 40 | 25 | Explicit Instruction |
| | | Reading Strategies -Explain -Model -Practice w/feedback - Integrate and Generalize |
| 20 | 10 | Vocabulary |
| 5 | 5 | Wrap-Up |



The Summarization Strategy

A Strategy for summarizing multiple paragraphs in a section, book, or passage

The Summarization Strategy

Pre Reading

Revue the Selection

Look for clues
Think about what you already know
Identify some questions

Thinking about the Reading

Evaluate the Paragraphs

Read a key paragraph
Identify the topic
Highlight what the paragraph was mostly about
Highlight the two most important details

Telling about the Reading

Answer with a Paraphrase

This paragraph is mainly about....
One important detail is
Another important detail is

(Repeat "E" & "A" until ALL KEY paragraphs have been analyzed)



Reflecting on the "Big Ideas"

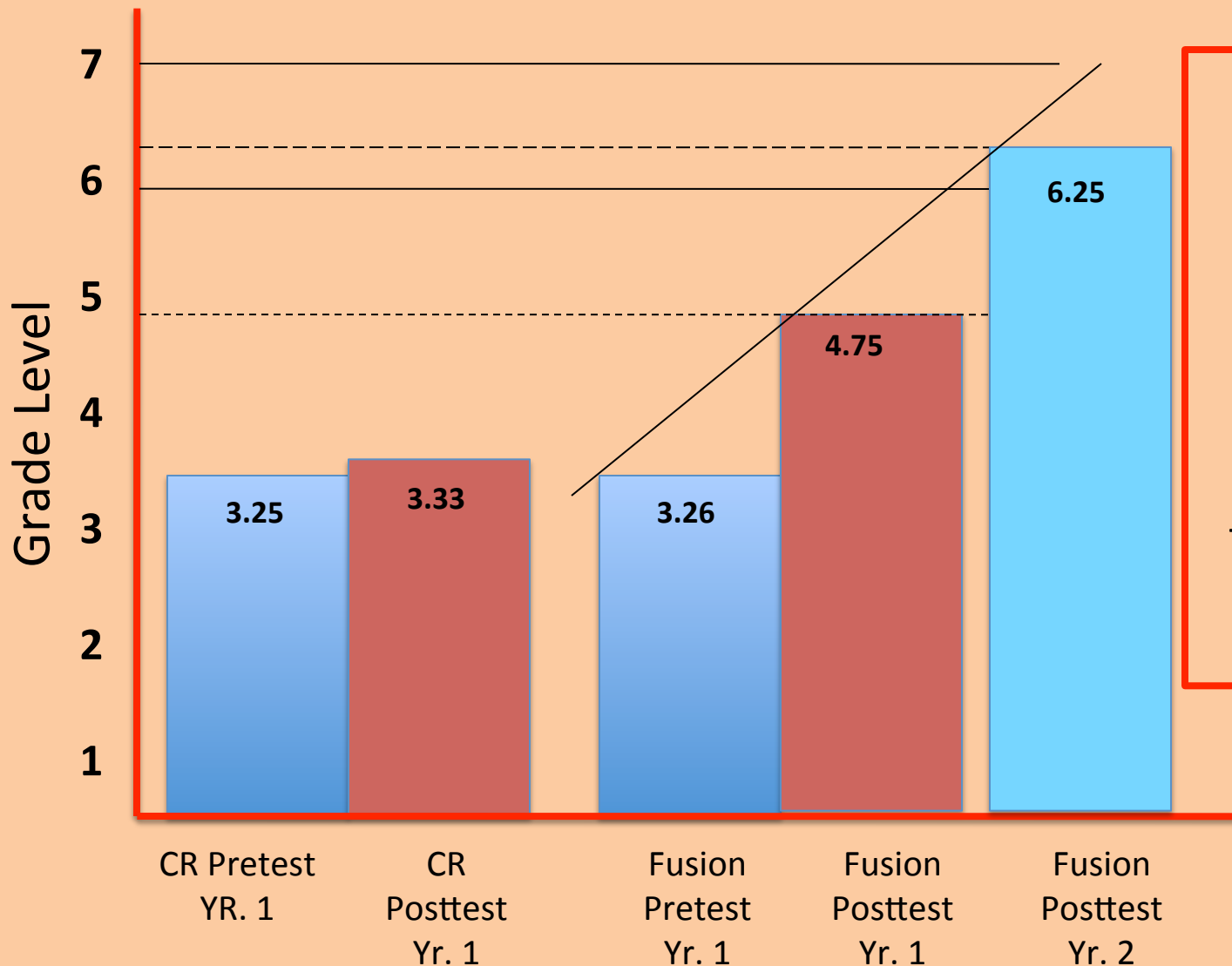
Determine a summary

What was the selection mostly about?
What new information did you learn?



Quasi-Experimental Study: GRADE Total Test Score

40 Students with LD in Grade 6

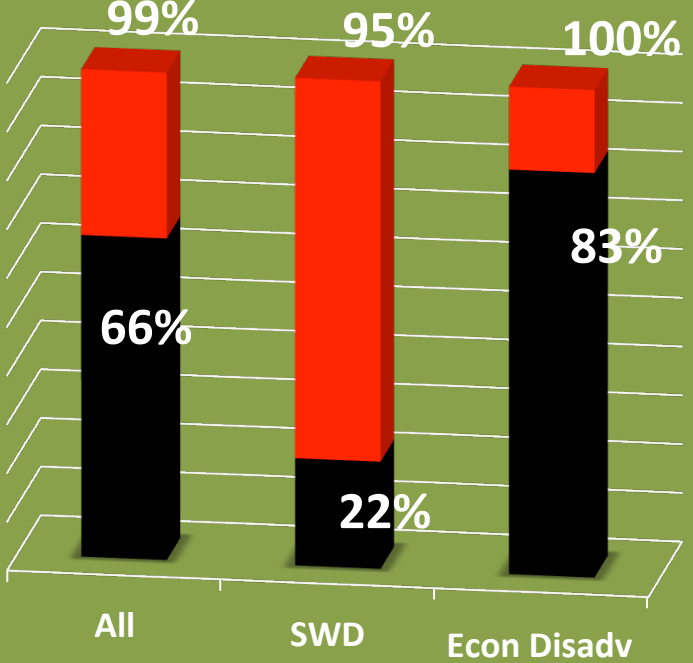


+1.5 Yrs. in
5 1/2 months

Statistically
significant at the
.000 level

Effect Size =1.35
for GE & 1.36 for
RS

Algebra I



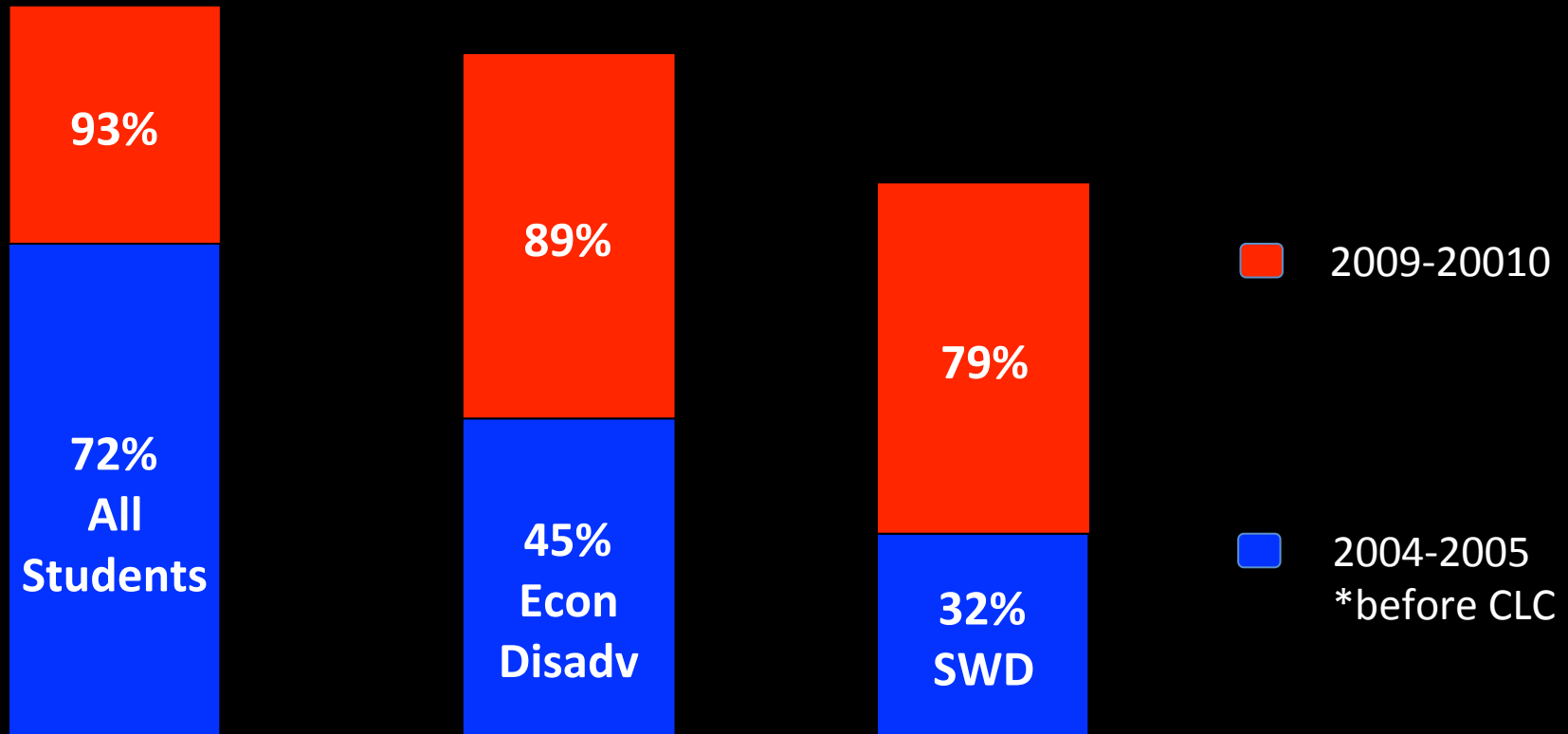
■ 2009-2010
■ 2004-2005

Earth Science

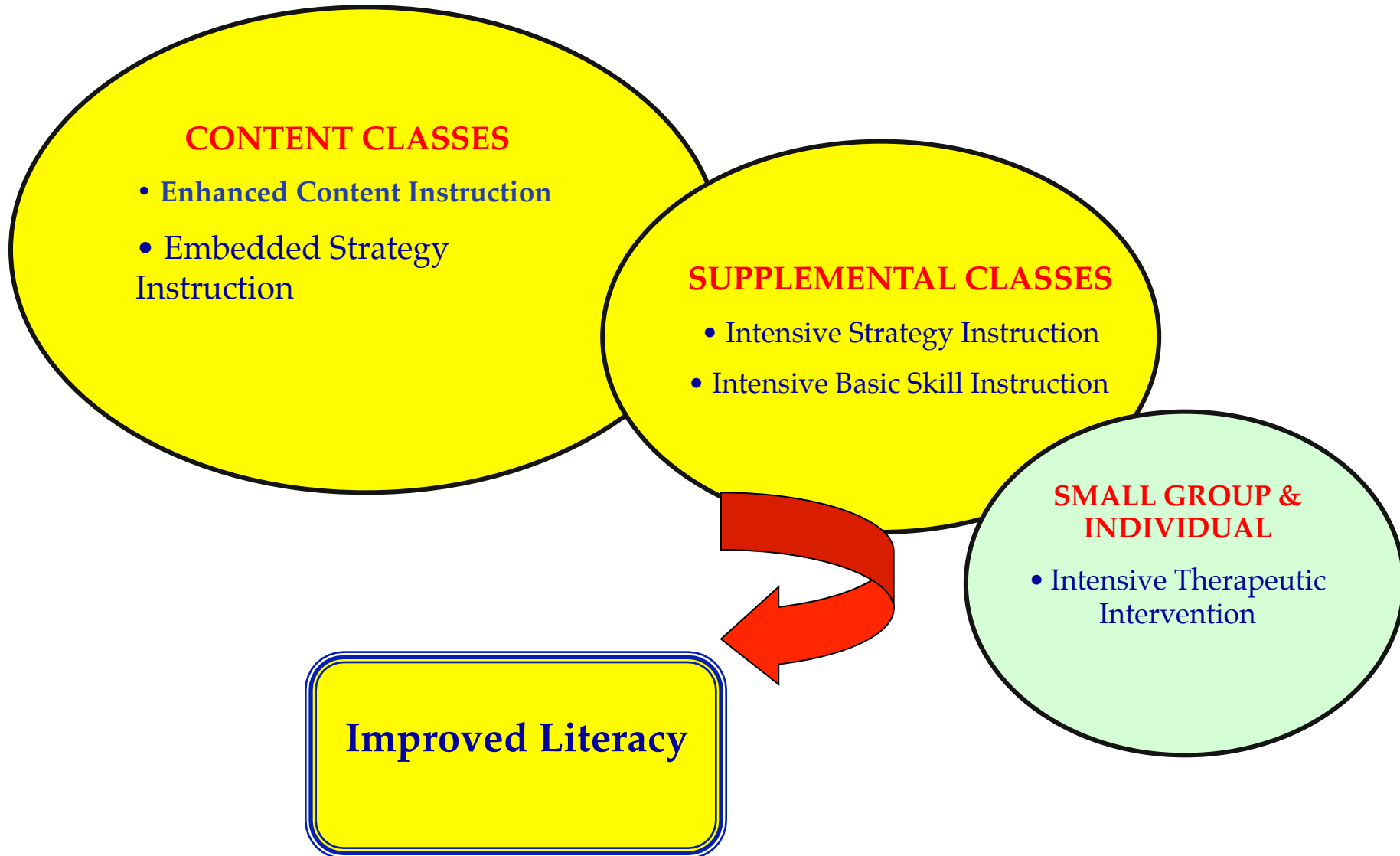


■ 2009-2010
■ 2004-2005

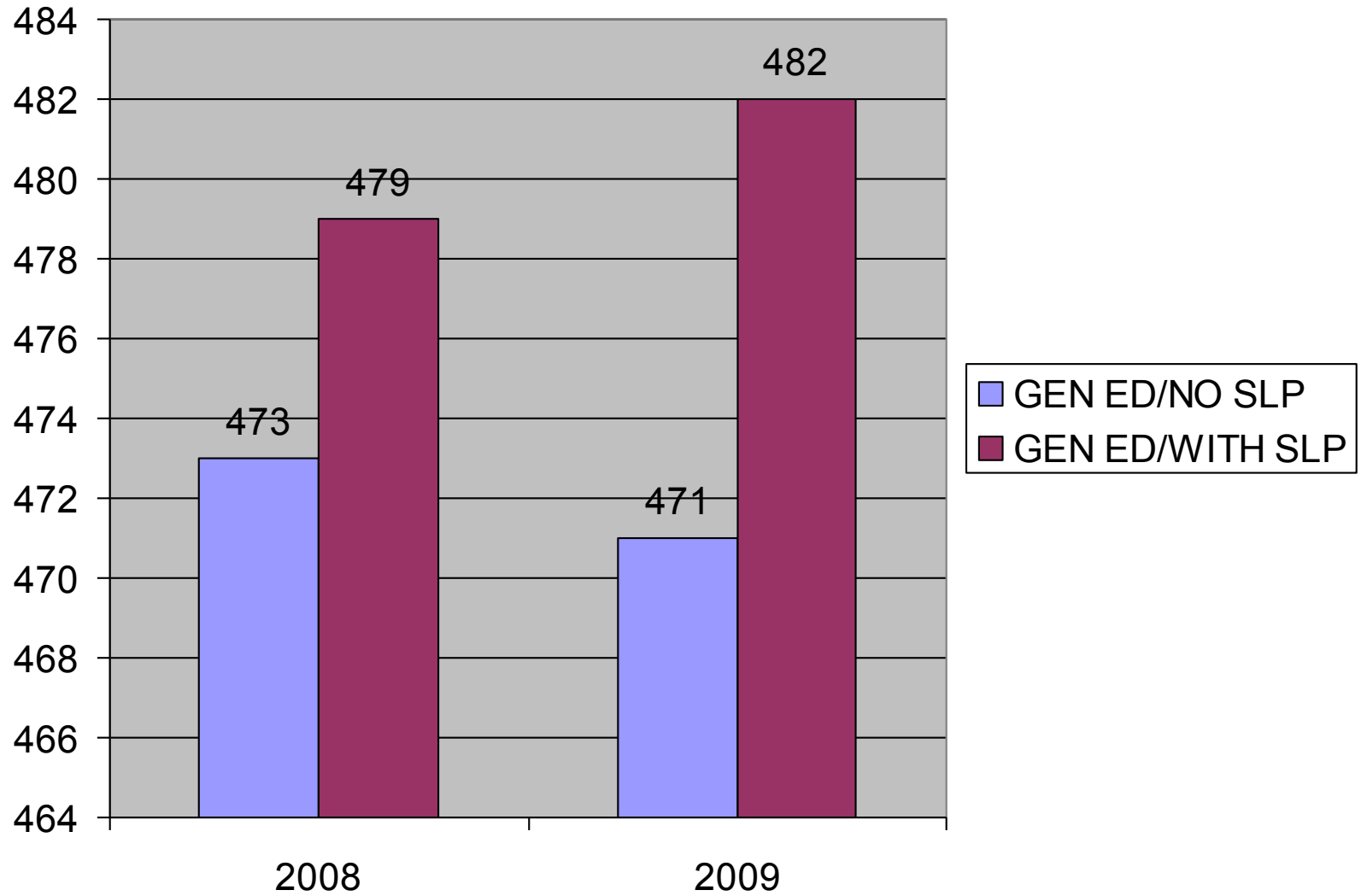
Central Middle School SOL Reading Scores



Continuum of Literacy Instruction



GR 6 TWO COMPARABLE CLASSROOMS AVE SOL SCORE CHANGES



Vocabulary & Text Processing

Word Mapping Strategy

Monica Harris

Purpose

To expand students vocabulary by helping them predict the meanings of unknown words using key language elements (roots, prefixes, suffixes) they come across while reading.

Word Families

“port” – to carry

import

export

report

porter

deport

support

important

transport

Most Common

- Focus is on the use of high frequency prefixes, suffixes, and roots.

Strategy Elements

- Provide a *systematic approach* for students to use.
- Focus on the use of *high frequency* prefixes, suffixes, and roots.
- Use roots with large *word families*.

Word Mapping Strategy

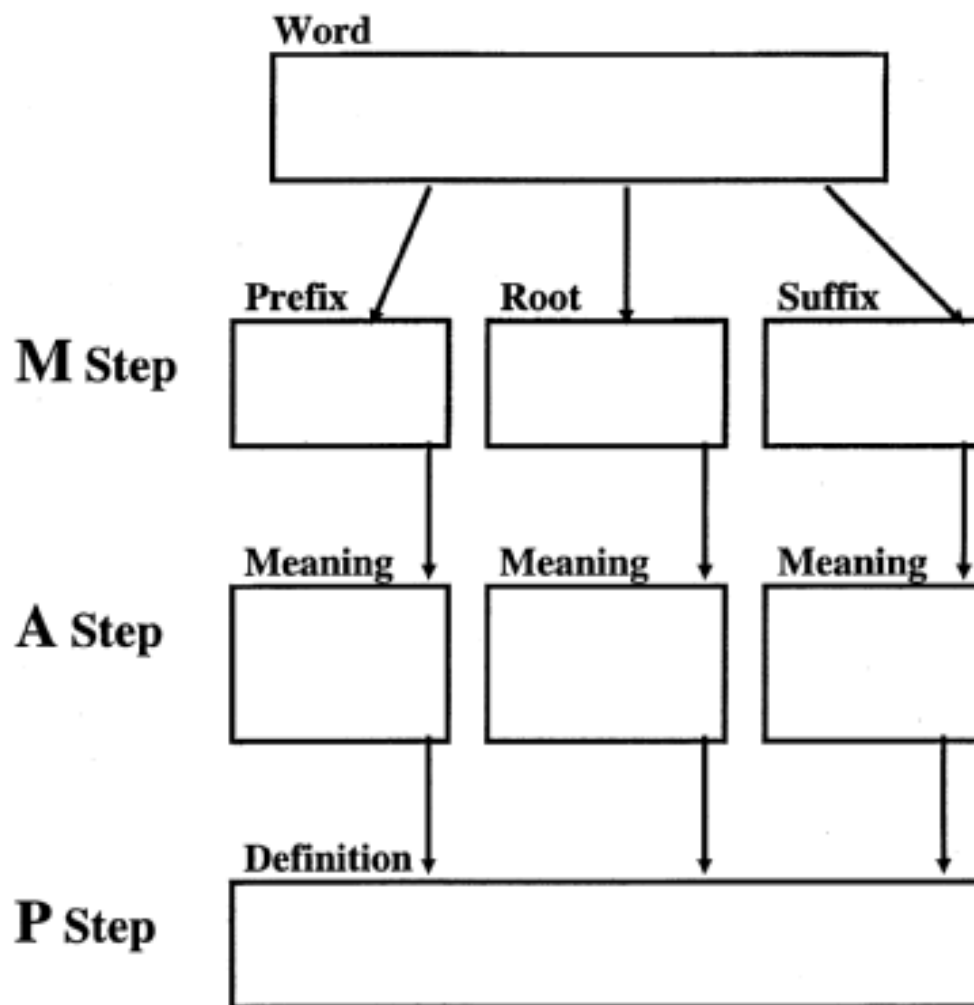
Step 1: **M** – Map the word parts

Step 2: **A** – Attack the meaning of
each part

Step 3: **P** – Predict the word's meaning

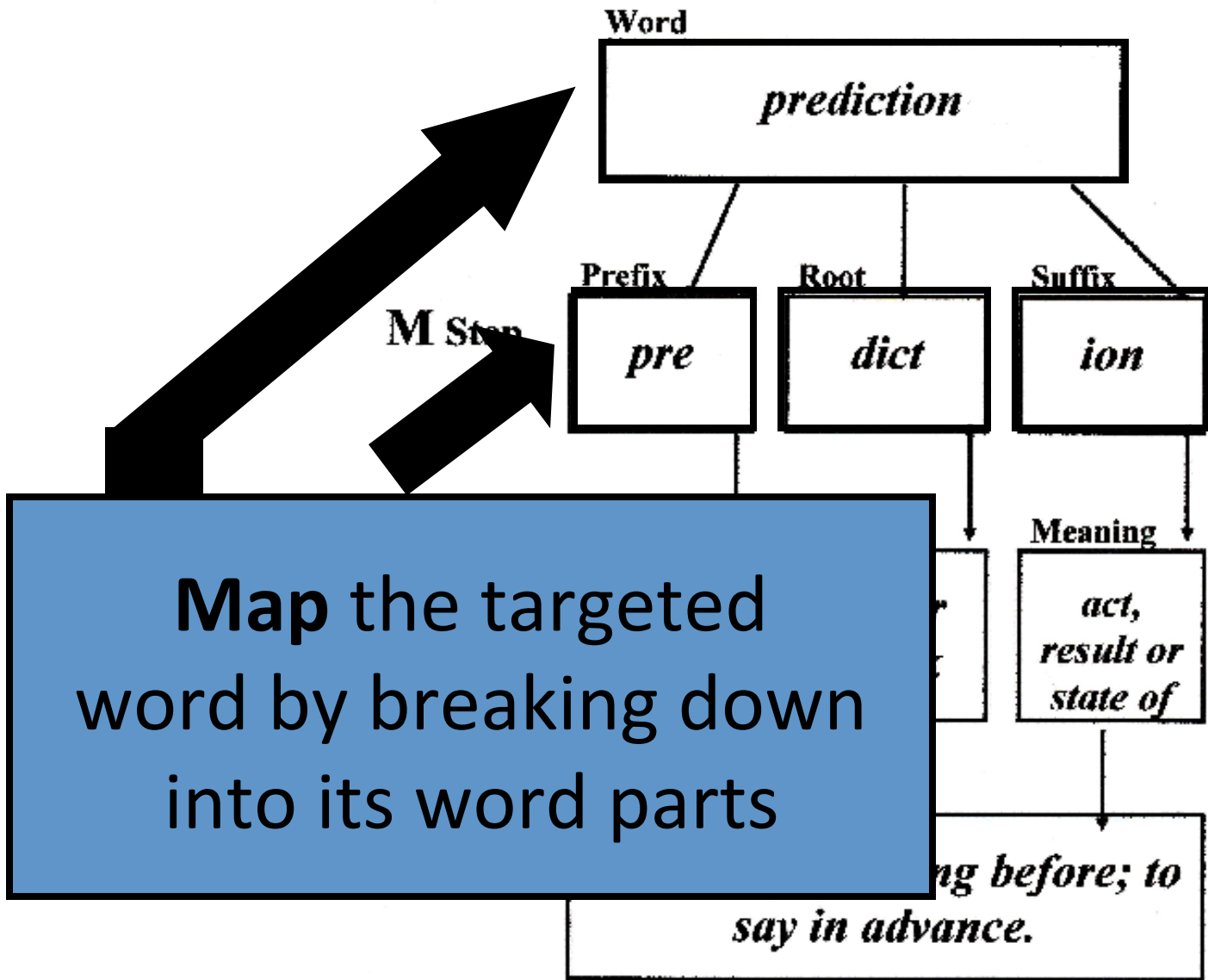
Step 4: **S** – See if you're right!

WORD MAP



S ee if you're right!

WORD MAP

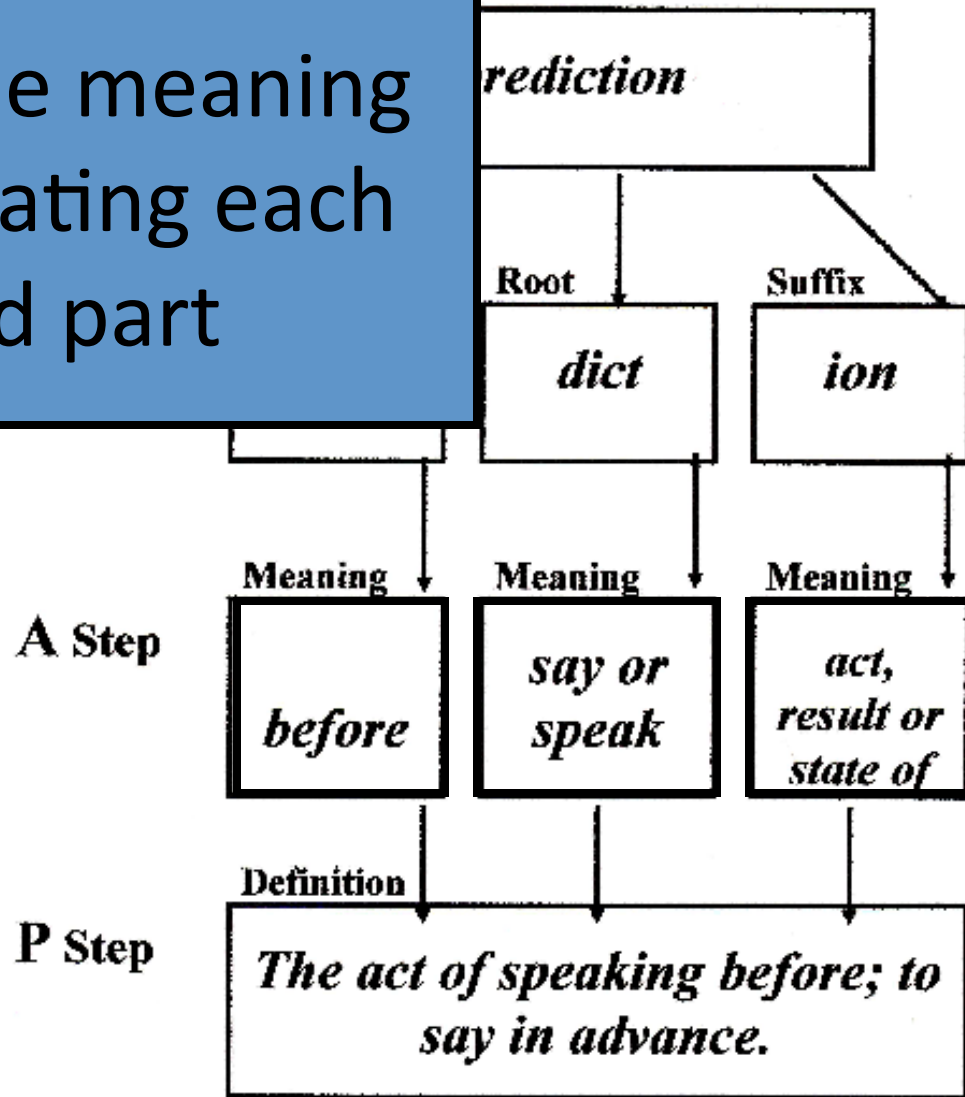


Map the targeted word by breaking down into its word parts

See if you're right!

WORD MAP

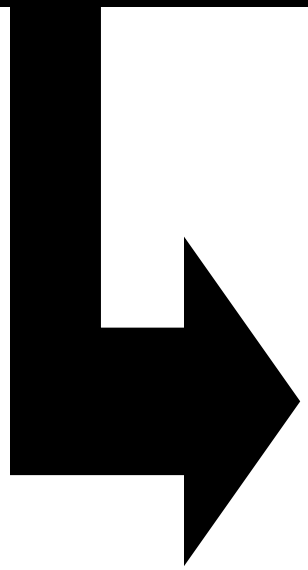
Attack the meaning
by translating each
word part



S ee if you're right!

WORD MAP

Predict the meaning of the word by putting the word part meanings together



Word

prediction

Root

Suffix

dict

ion

Meaning

Meaning

Meaning

A Step

before

say or speak

act, result or state of

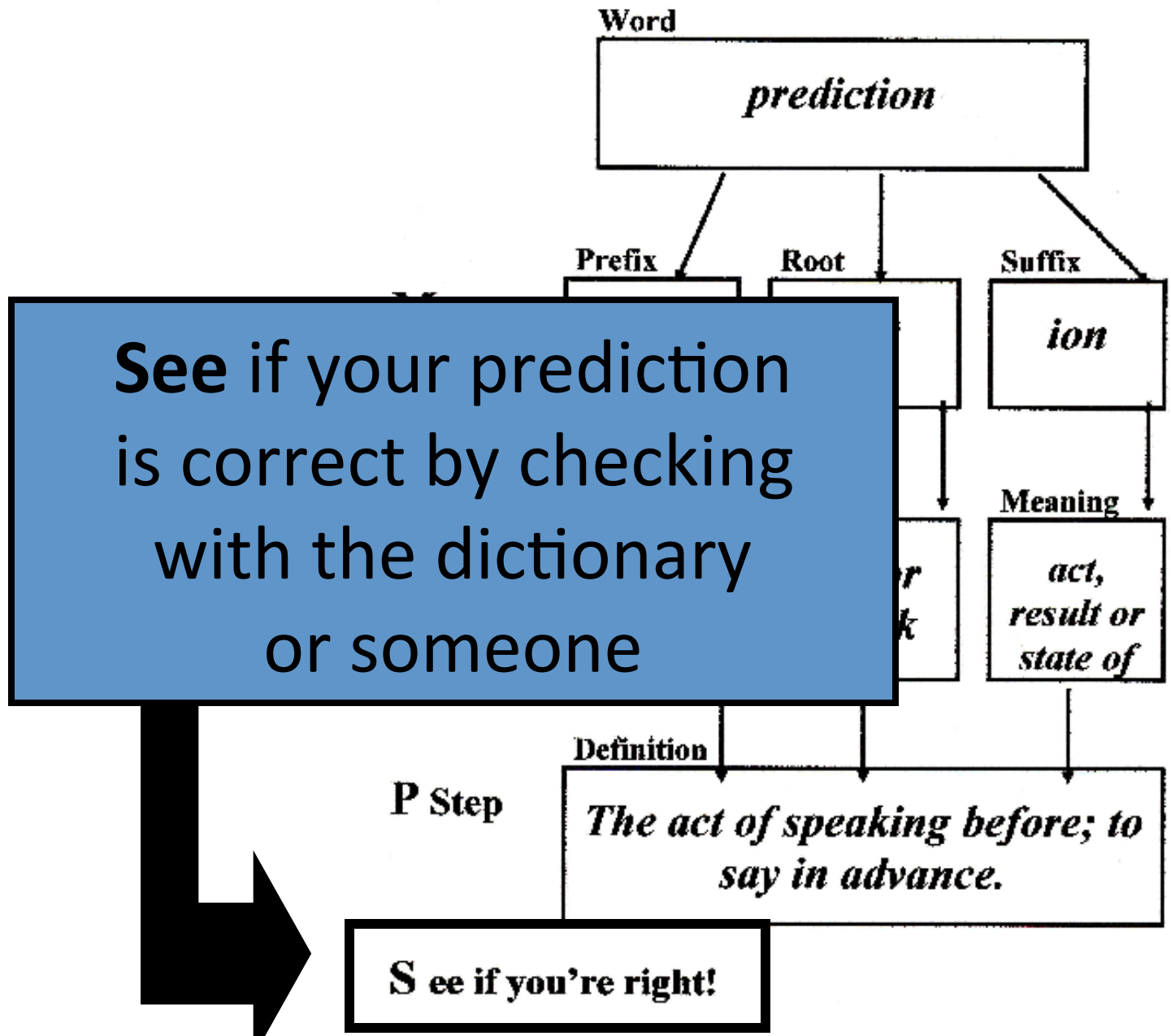
Definition

P Step

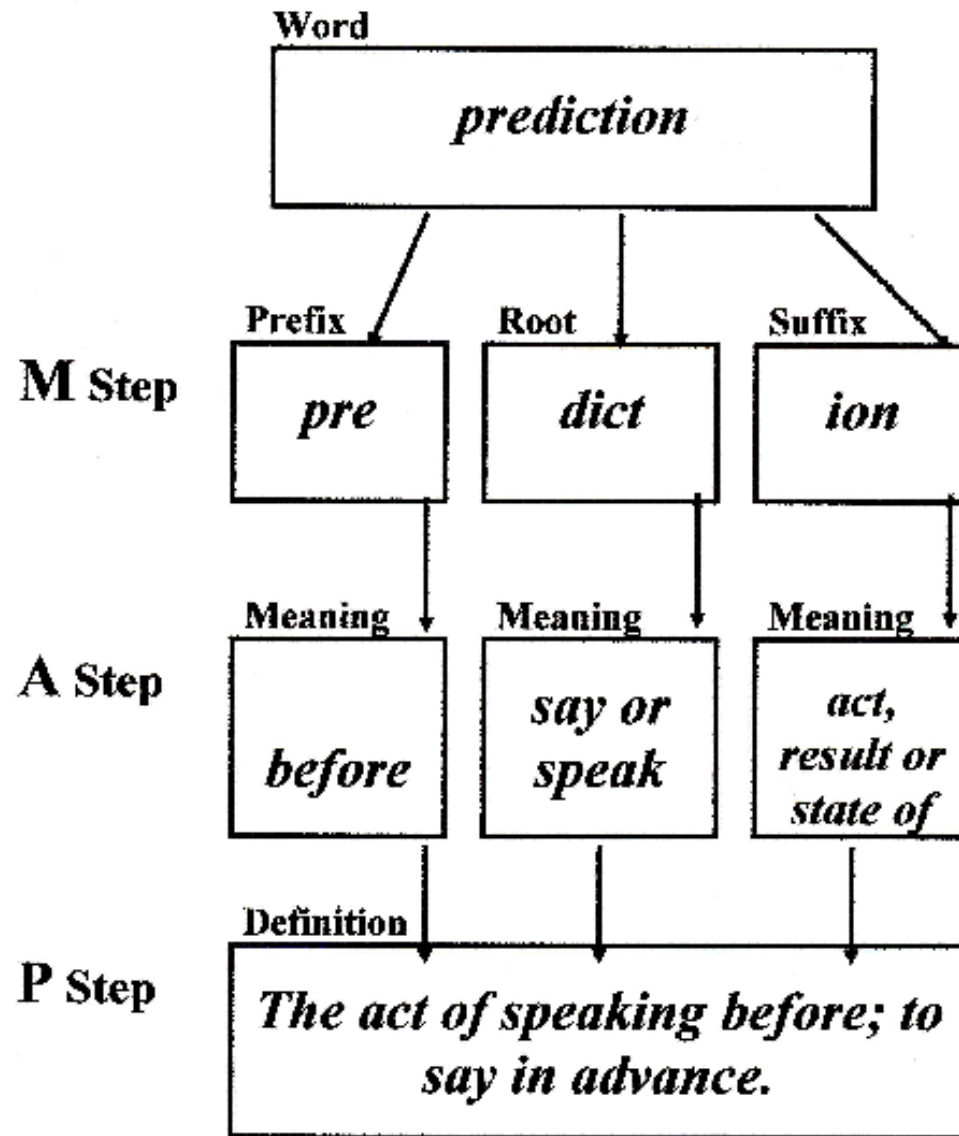
The act of speaking before; to say in advance.

See if you're right!

WORD MAP



WORD MAP



S ee if you're right!

Lessons

- Lesson 1: Prefixes
- Lesson 2: Suffixes
- Lesson 3: Roots
- Lesson 4: Word Mapping Strategy

Outcomes

- To have students:
 - recognize the meaning of word parts easily
 - map words in their minds independently
 - unlock the meaning of unknown words

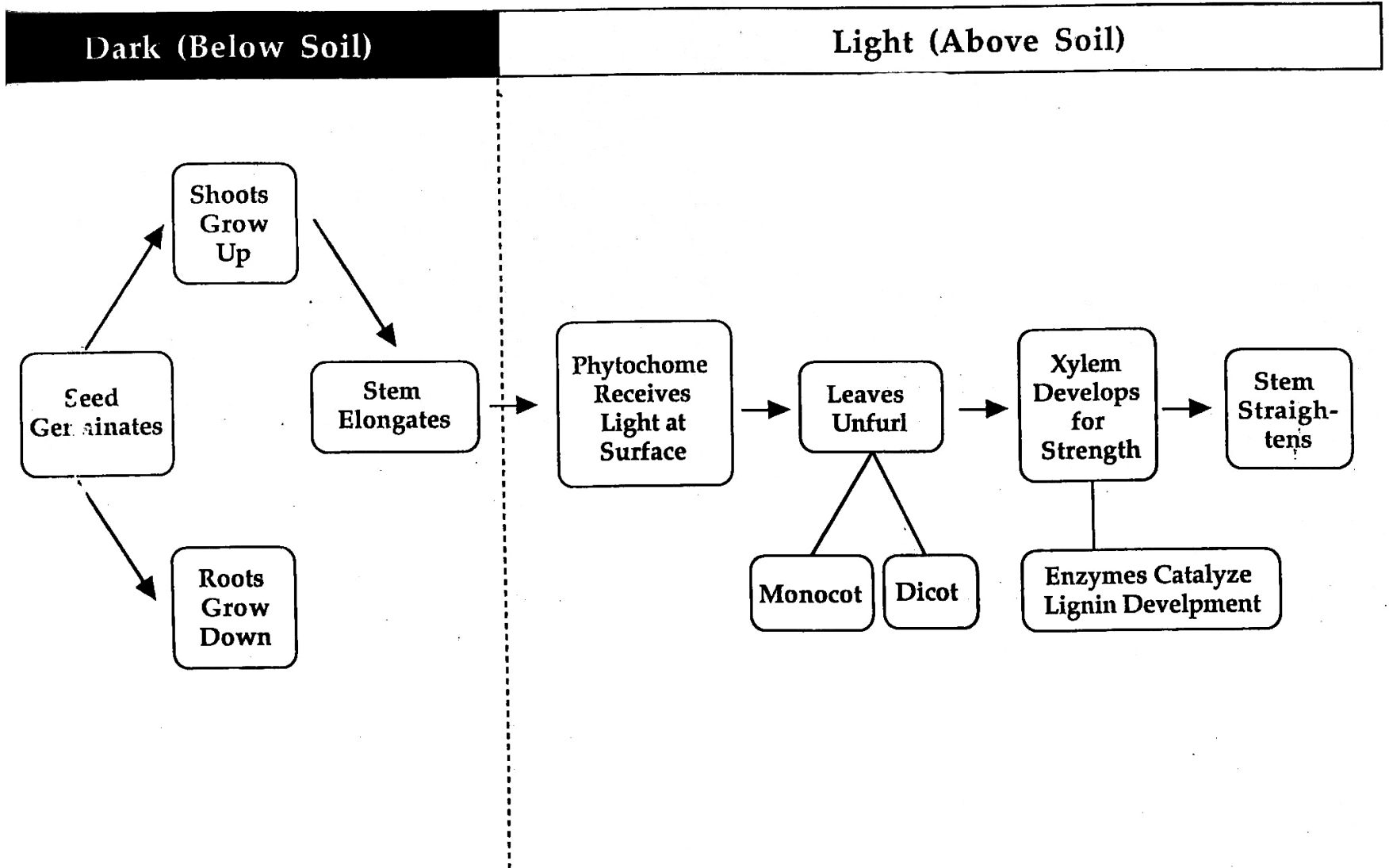
The ORDER Routine:

Creating Meaning
With Graphic Organizers

The ORDER ROUTINE

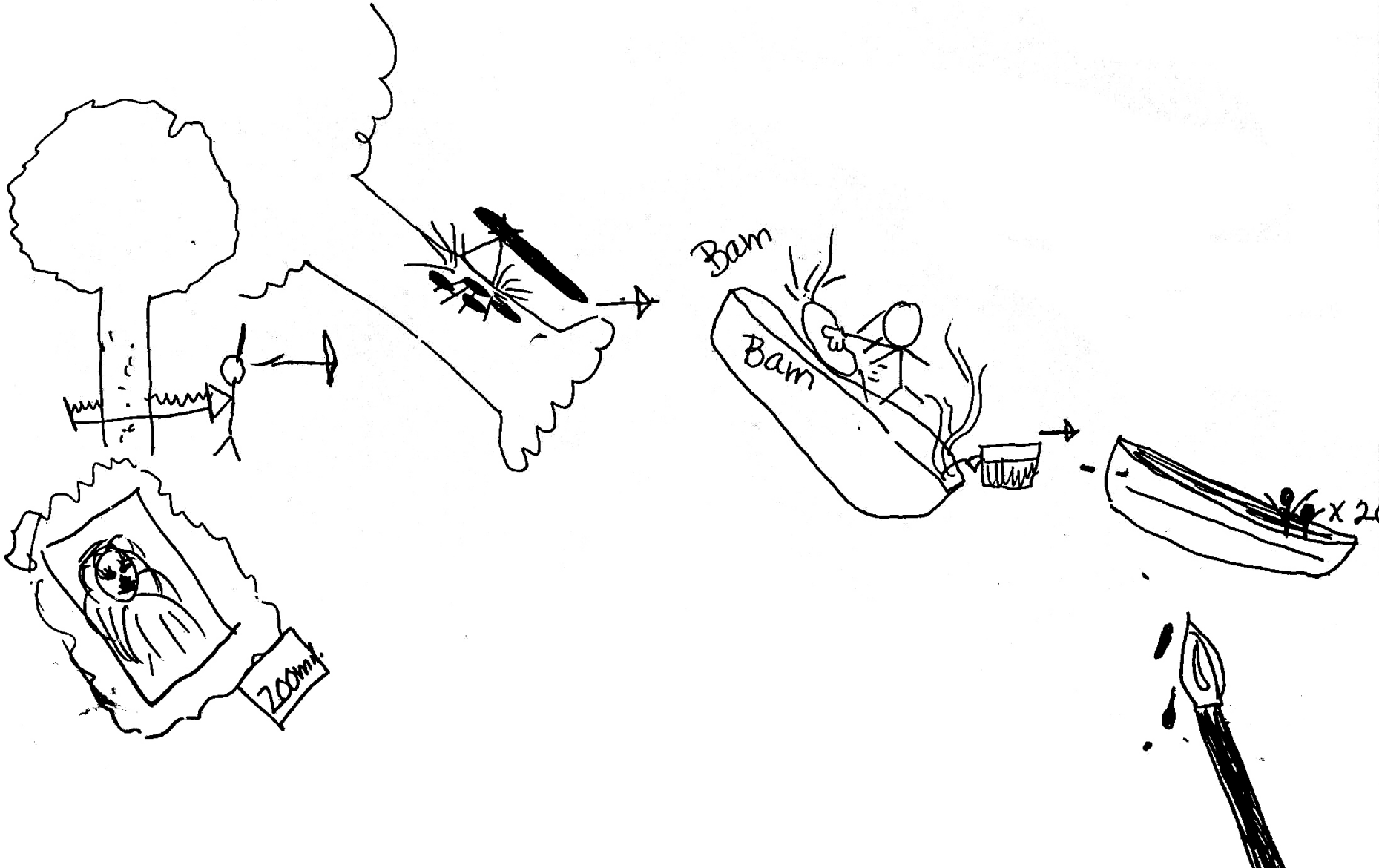
Creating Meaning with
Graphic Organizers

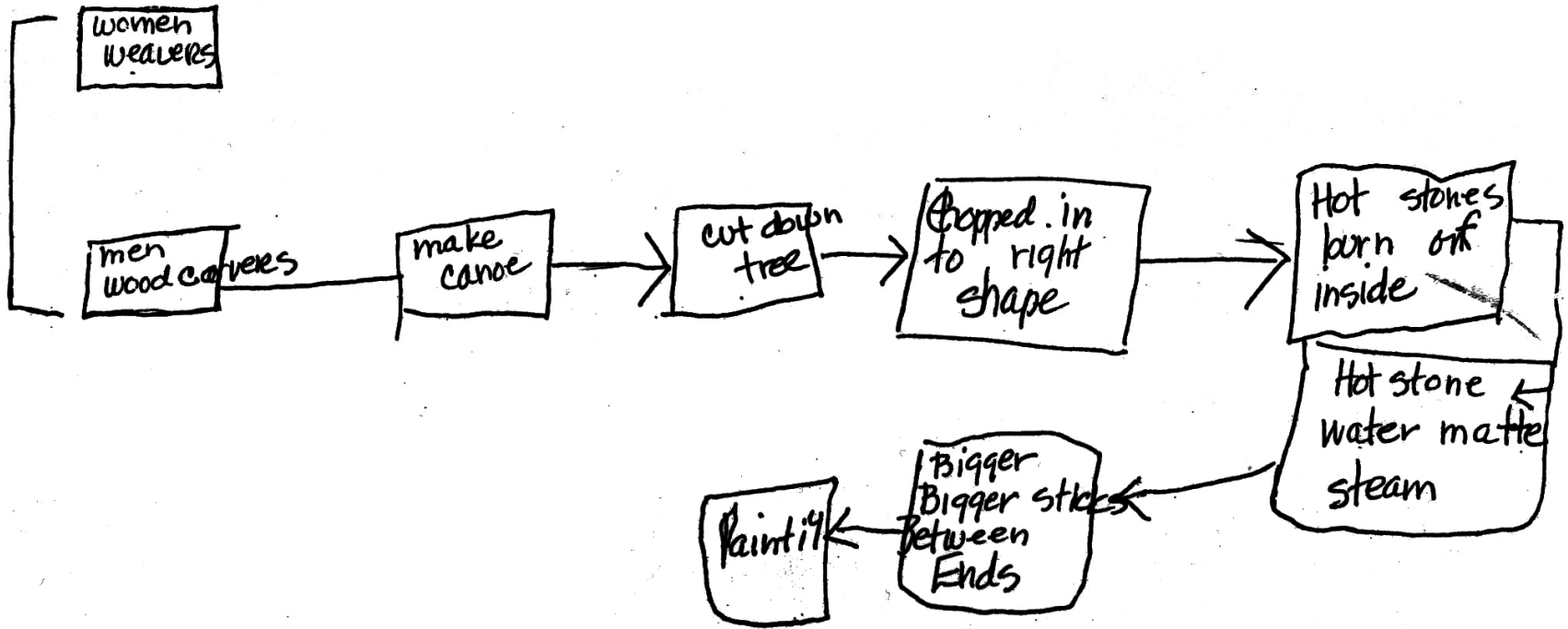
How a Seedling Begins Life



Koatt

Jobs





Overview & Things to Think About

- Purpose of routine -- stand back, manipulate, repackage (3M Principle)
- Prerequisites for teaching?
- Types of students who would benefit the most?
- How relevant are the behaviors taught to the realities students and teachers face today?

What is the ORDER Routine?

- A way to help students decide what information from a lecture or reading assignment is important to know.
- A way to help students draw a graphic organizer that depicts key pieces of information and their relationships.
- A way to help students use information in a graphic organizer.

Components of the Routine

- The ORDER Device
- The Linking Steps
- The Cue-Do-Review Sequence

The Linking Steps

Open your mind and take notes

Recommend a structure

Draw an organizer

Decide on the important information

Recheck the structure

Assign markers

Work out an organizer

Explain it

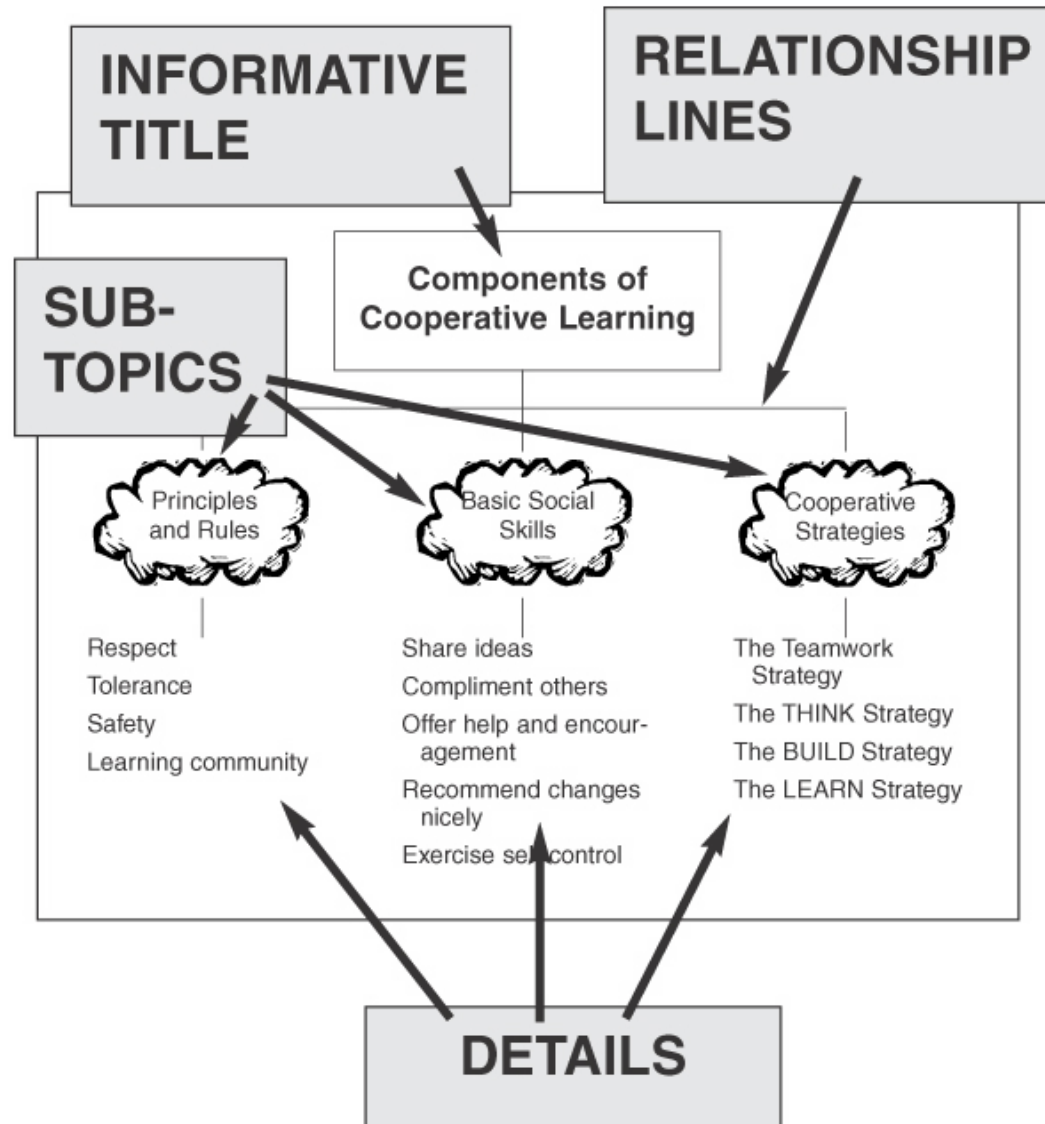
Recycle it

When Do You Use the Routine?

Within the context of regular instruction to help students understand the relationships that exist among critical information that:

- Is sequential in nature
- Compares and contrasts
- Describes major elements of an important concept
- Presents a problem and possible solutions

Common Elements of ORDER Devices



The Four Main Types of ORDER Devices

- Sequential
- Compare-and-Contrast
- Descriptive
- Problem-Solution

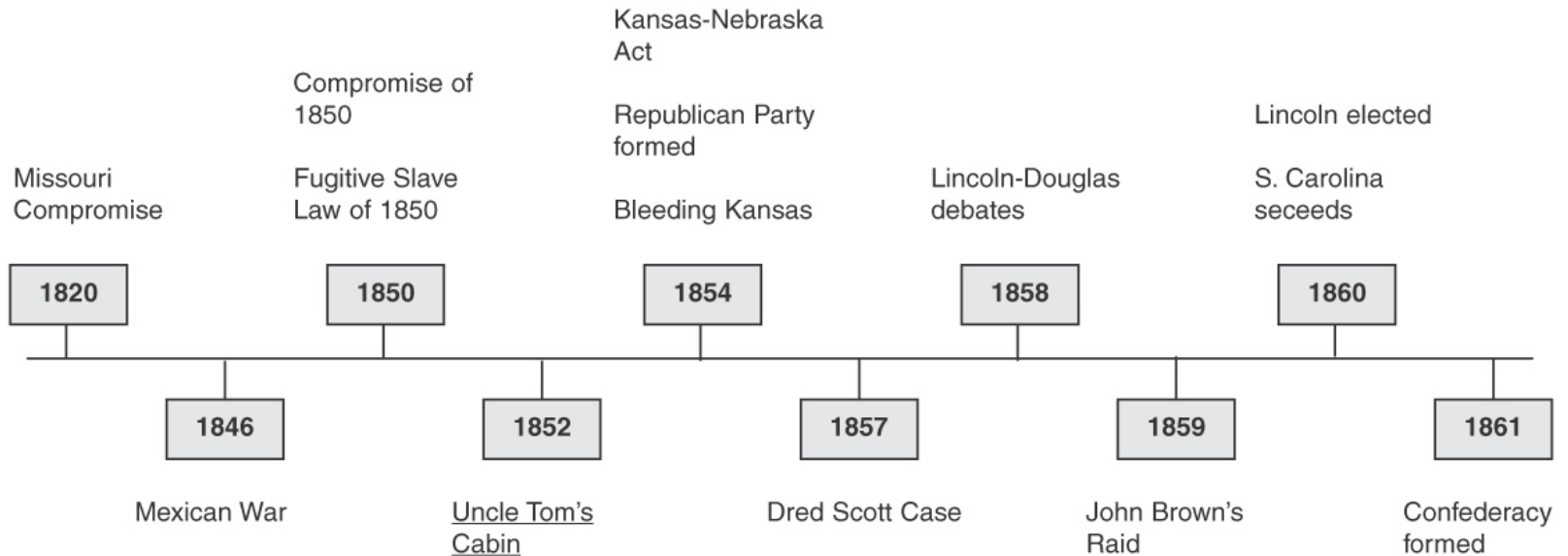
The Sequential Organizer

Displays information that is organized according to:

- Time
- Distance
- Natural order
- Cause-and-effect relationships

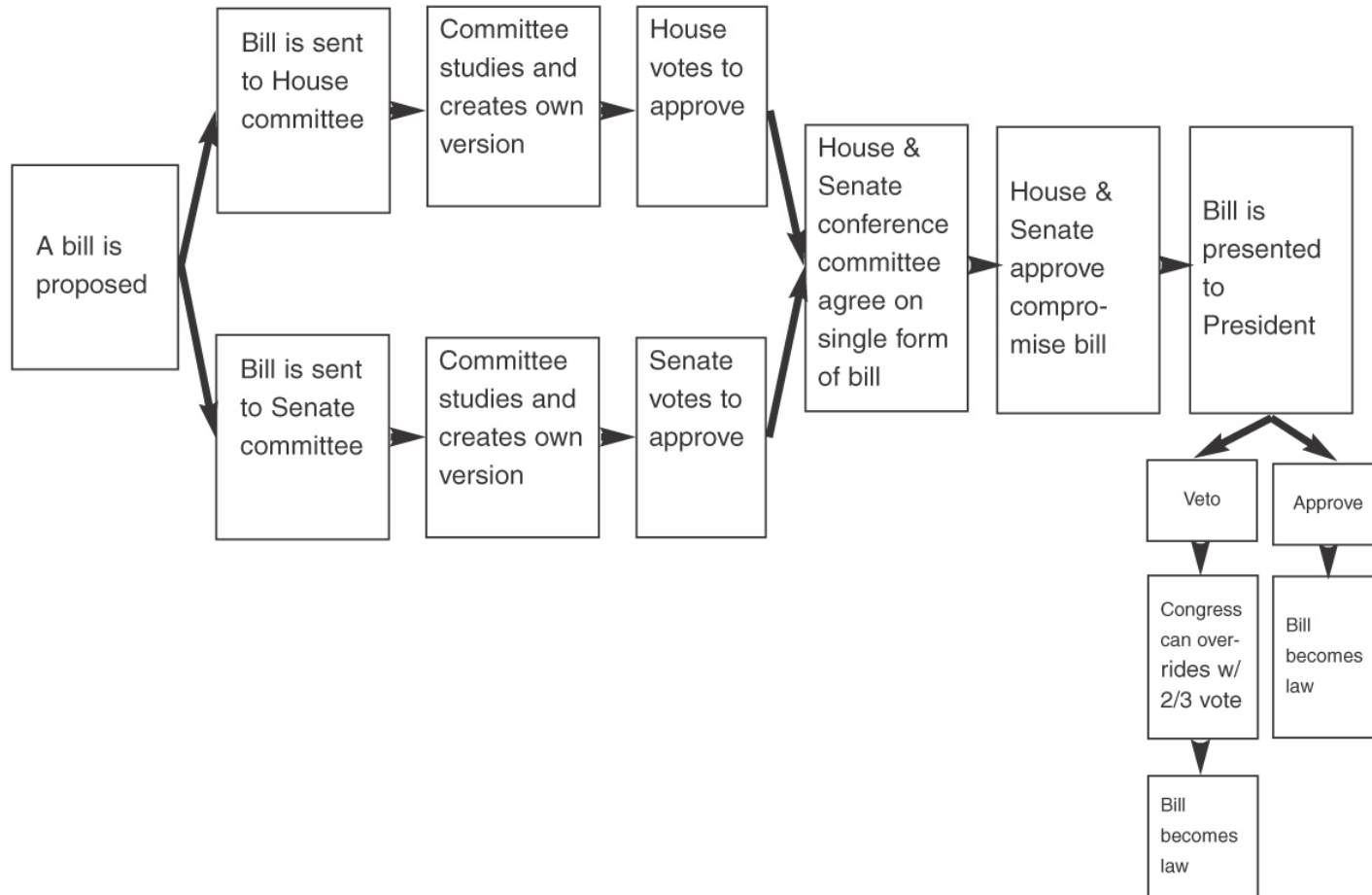
Example Sequential Organizer as a Timeline

Events leading up to U.S. Civil War



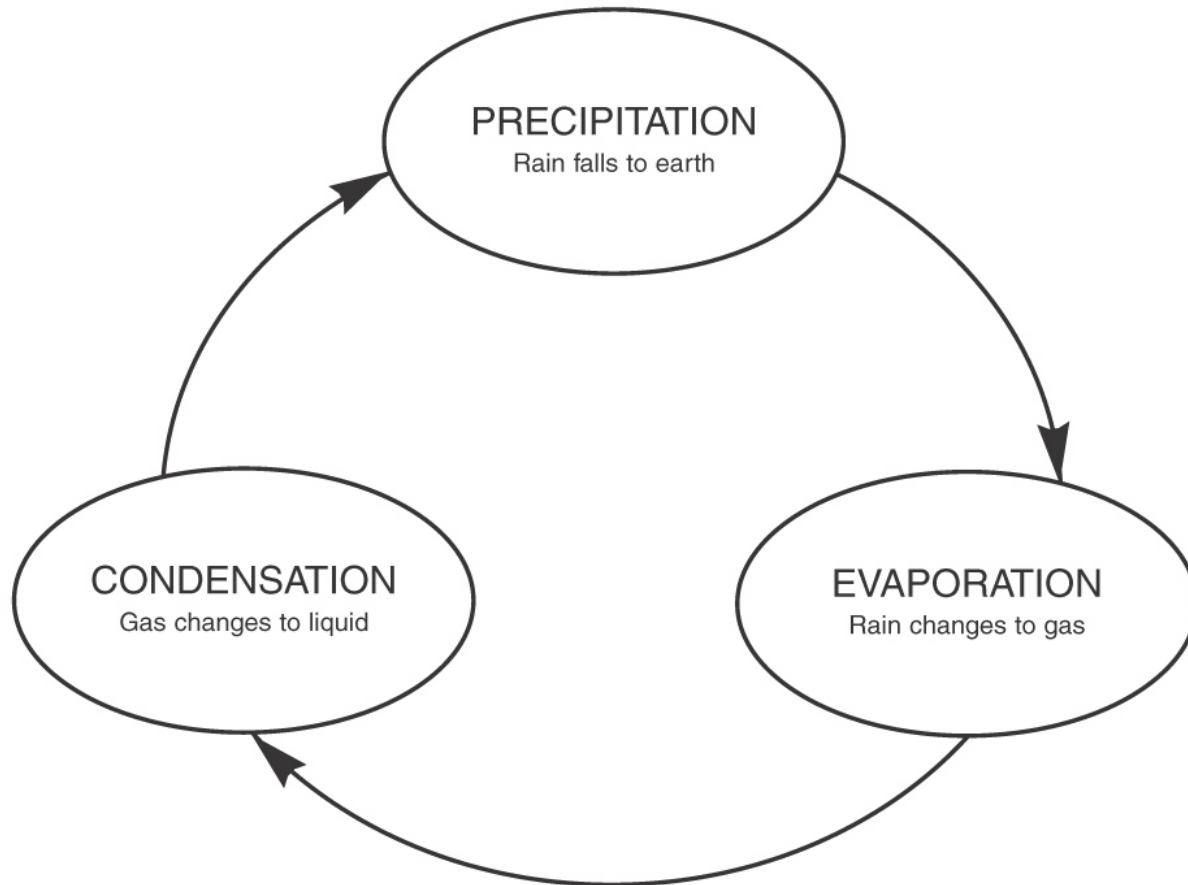
Example Sequential Organizer as a Flow Chart

How a Bill Becomes a Law



Example Sequential Organizer as a Cycle

The Water Cycle

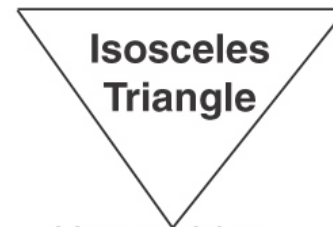
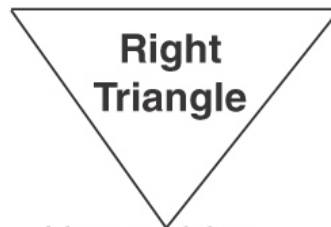
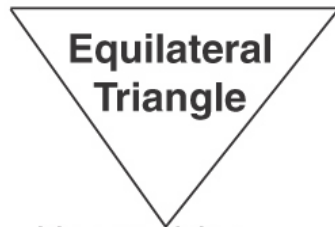


The Compare-and-Contrast Organizer

- Displays information in which two or more topics are compared and/or contrasted.

Example Compare-and-Contrast Organizer

How Equilateral, Right, and Isosceles Triangles Are Alike and Different



Has 3 sides

=

Has 3 sides

=

Has 3 sides

Has 3 angles

=

Has 3 angles

=

Has 3 angles

Has 3 apexes

=

Has 3 apexes

=

Has 3 apexes

All angles are 60 degrees

≠

One angle is 90 degrees

≠

Two angles are equal

Three sides are equal lengths

≠

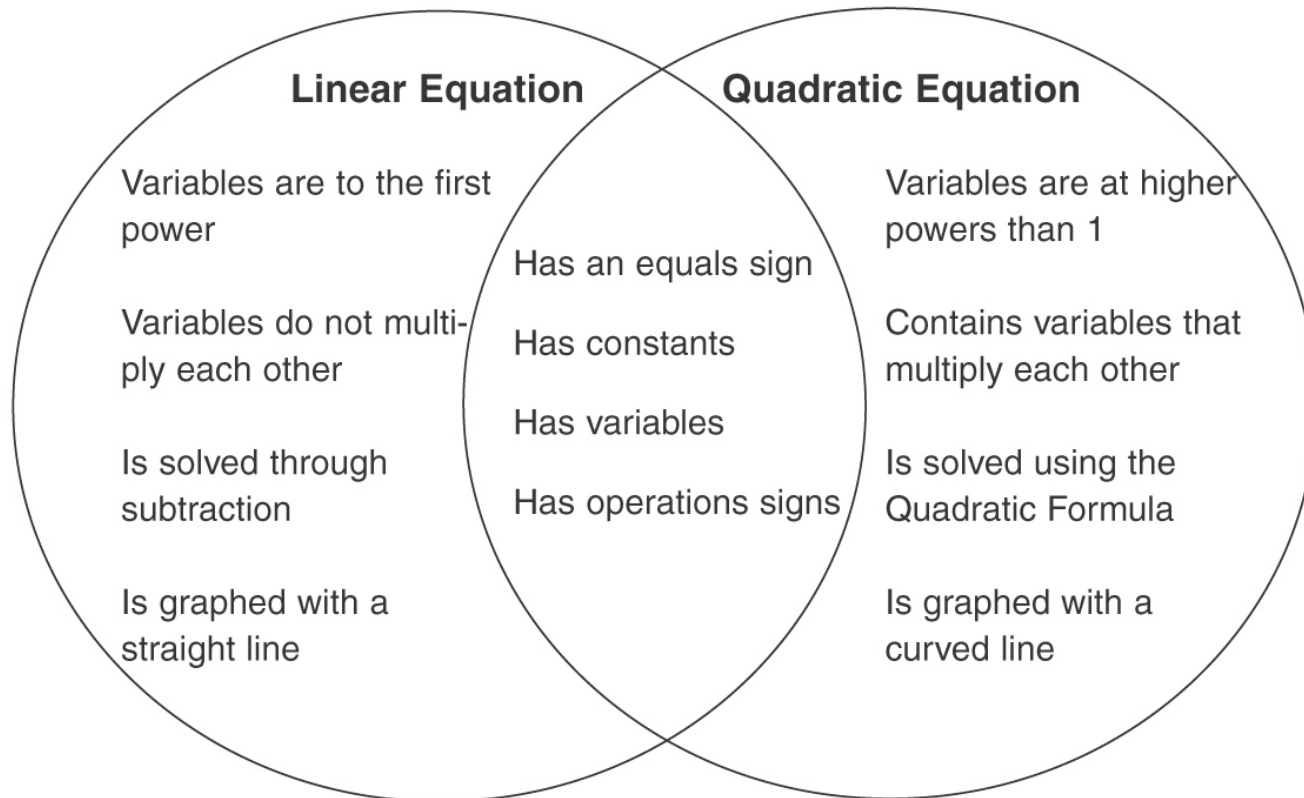
All sides are different lengths

≠

Two sides are equal lengths

Example Compare-and-Contrast Organizer

The Differences and Similarities of Linear Equations and Quadratic Equations



Example Compare-and-Contrast Organizer

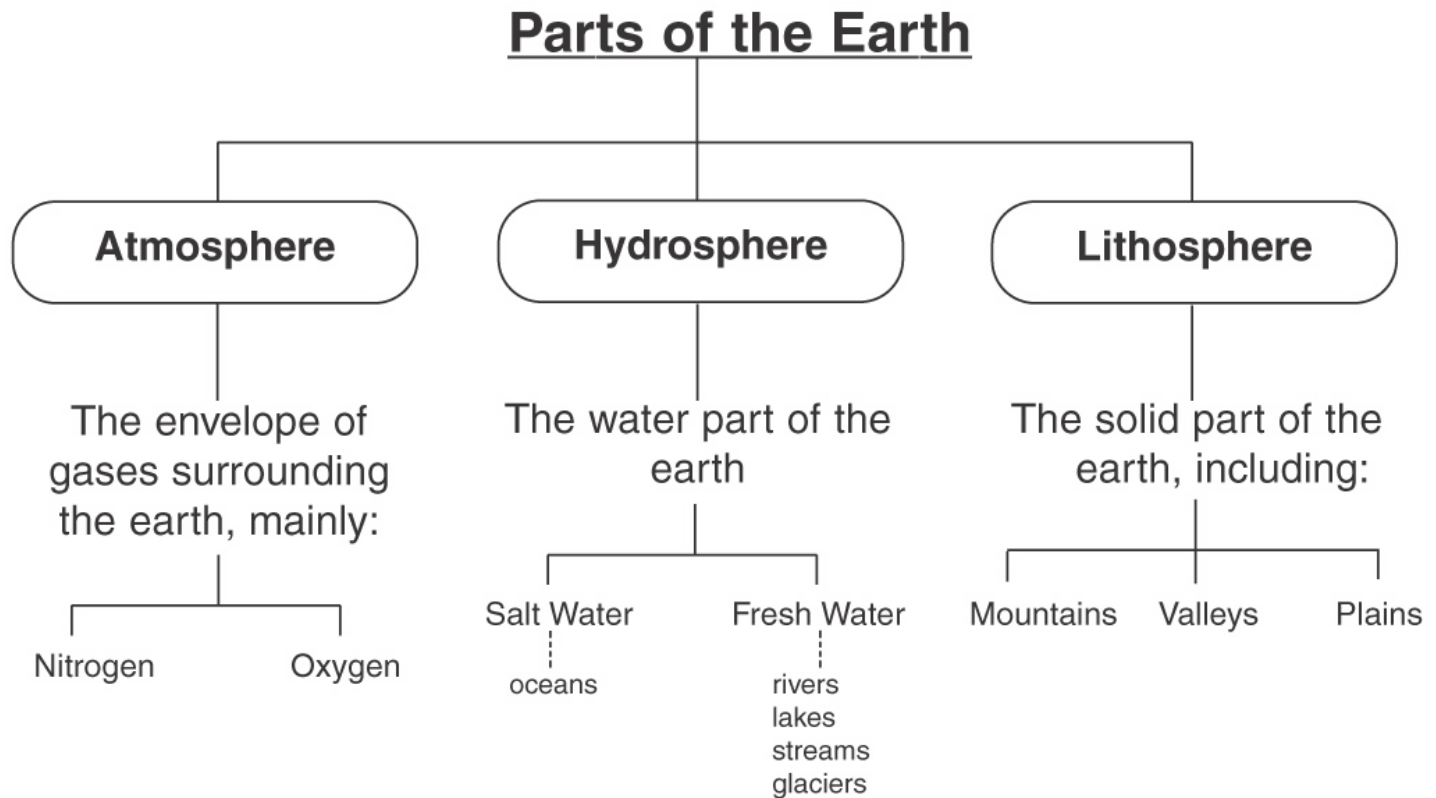
Ways the Powers of the Federal and State Governments in the United States Are Alike and Different

| | Federal | State |
|---------------------------------------|----------------|--------------|
| Power to collect taxes? | YES | YES |
| Able to declare & wage war? | YES | NO |
| Able to raise & support armed forces? | YES | YES |
| Able to make laws? | YES | YES |
| Able to punish violators of laws? | YES | YES |

The Descriptive Organizer

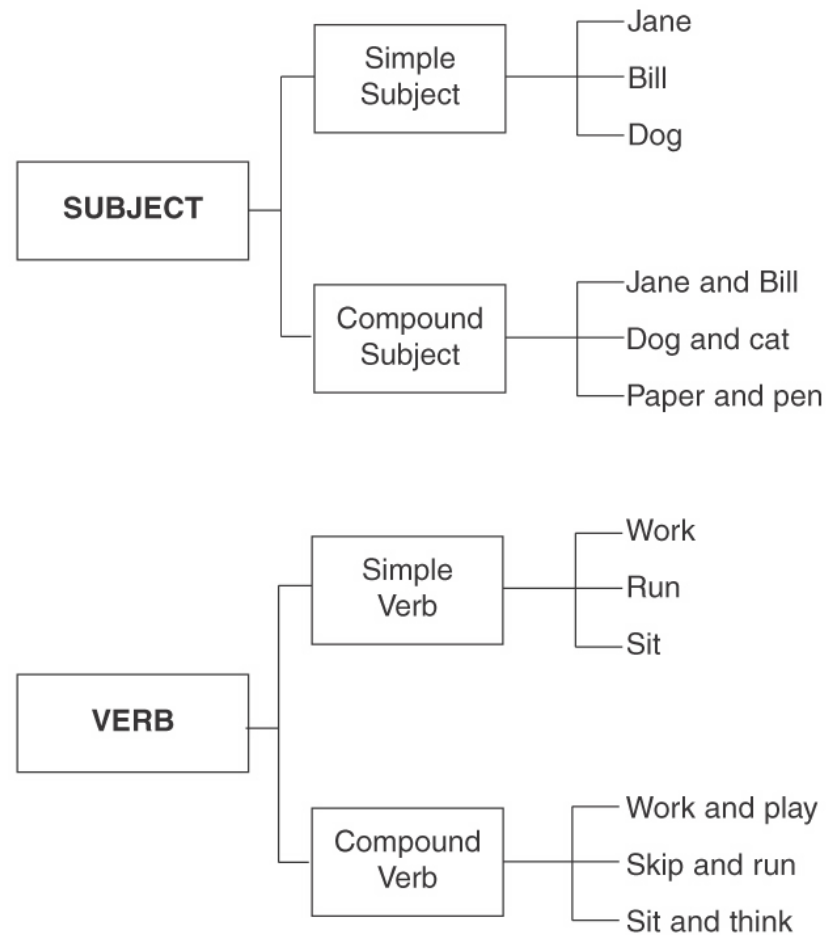
- Categorizes information about a topic according to common features or similar characteristics.
- Typically contains both subtopics and details.

Example Descriptive Organizer



Example Descriptive Organizer

Parts of a Simple Sentence



The Problem-Solution Organizer

- Depicts a problem and possible solutions to a problem.
- Can also depict pros and cons, consequences, and related details for each solution.

Example Problem-Solution Organizer

Problem

Possible Solutions

Pros & Cons

You're a Pilgrim who has just landed in the New World. Winter is fast approaching. Where are you going to live?

On the ship

Pros

Ship already built

Cons

- Overcrowded
- No ventilation
- Not sanitary
- Poor insulation, no heat

In cabins made from the ship's lumber

Pros

- Good, permanent shelter
- Better living conditions than on ship

Cons

- Would destroy ship
- Lumber may not be good enough
- May not have enough lumber
- Time growing short, may not complete

With the Native Americans

Pros

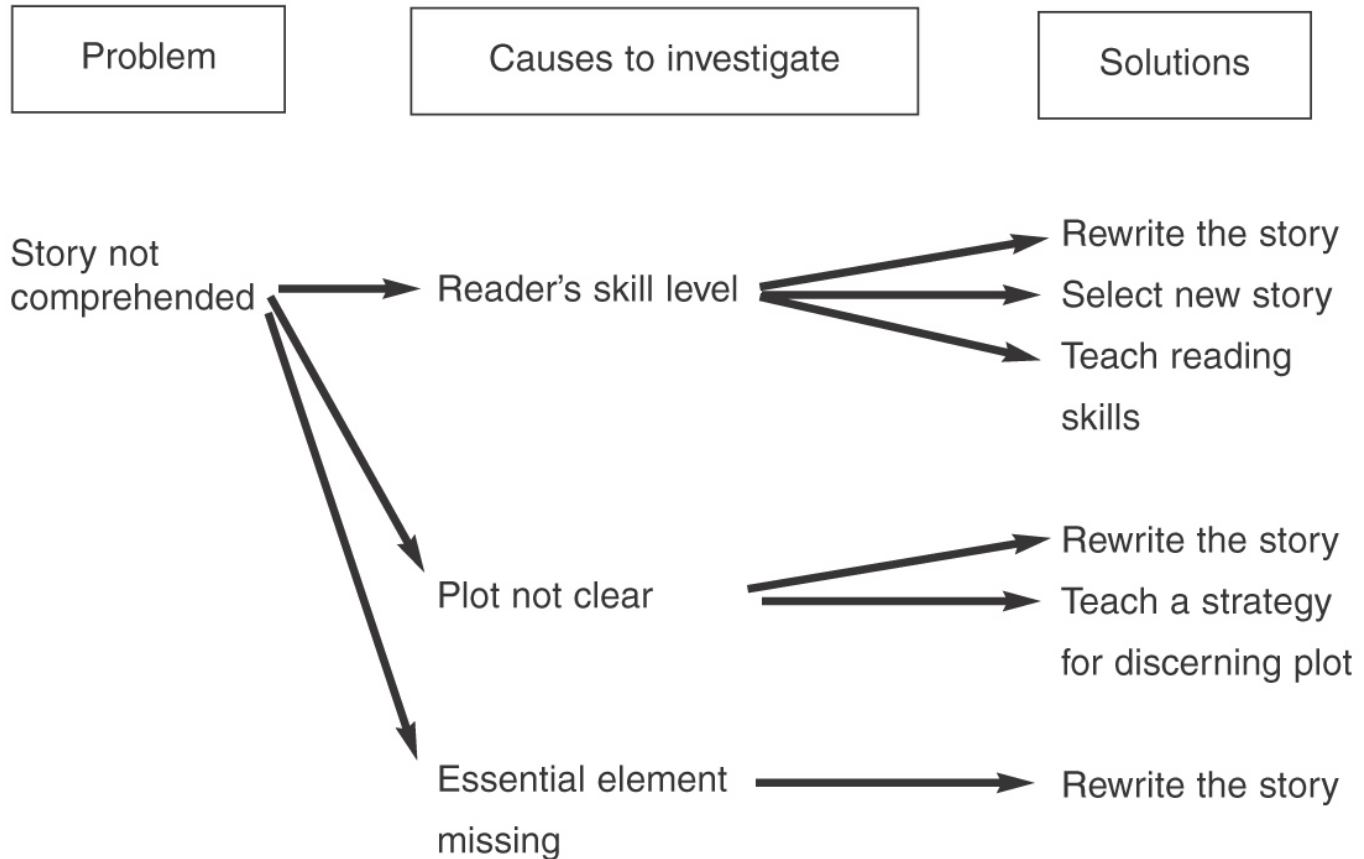
- Native Am. already have shelter
- Native Am. know land & how to get food

Cons

- Native Am. may be dangerous
- Native Am. may not have extra space
- Native Am. may be afraid of us

Example Problem-Solution Organizer

Possible Problems with Reading Narrative Stories



The Linking Steps

- The procedures the teacher uses to guide the development of an ORDER Device with students in an interactive way.

The Linking Steps

Open your mind and take notes

Recommend a structure

Draw an organizer

Decide on the important information

Recheck the structure

Assign markers

Work out an organizer

Explain it

Recycle it

Constructing Your Draft

1. Group the targeted information into broader categories.
2. Select or verify the structure of the organizer.
3. Assign markers.
4. Work out an organizer.
5. Evaluate your organizer.

Organizer Checklist, Section 1

Section I: Important Parts

_____ **Informative Title.** The title specifically states what information the organizer covers.

_____ **Critical Content.** The most important information for understanding the topic of the organizer is displayed as subtopics and details. All subtopics and details are factually correct.

_____ **Clear Relationships Among Information.** The organizer includes arrows, lines, numbers, and other symbols that show how pieces of information on the organizer relate to other information.

Organizer Checklist, Section 2

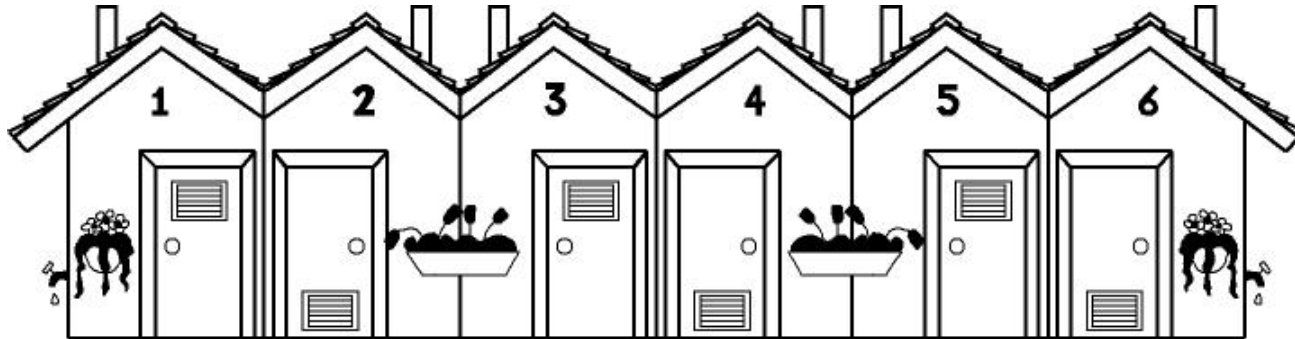
Section II: Quality

- _____ **All Essential Information.** All information marked in notes as important is included on the organizer.
- _____ **Appropriate Organization.** The correct type of organizer has been selected to display the information.
- _____ **Information in Correct Place.** All information appears in the correct place.
- _____ **Legible Information.** Handwriting and overall appearance are neat enough so anyone can read the organizer.

Introduce Four Types of Graphic Organizers

- Describe how most information is organized.
- Describe common elements of all graphic organizers.
- Introduce and describe **Sequential Organizers**.
- Introduce and describe **Compare-and-Contrast Organizers**.
- Introduce and describe **Descriptive Organizers**.
- Introduce and describe **Problem-Solution Organizers**.

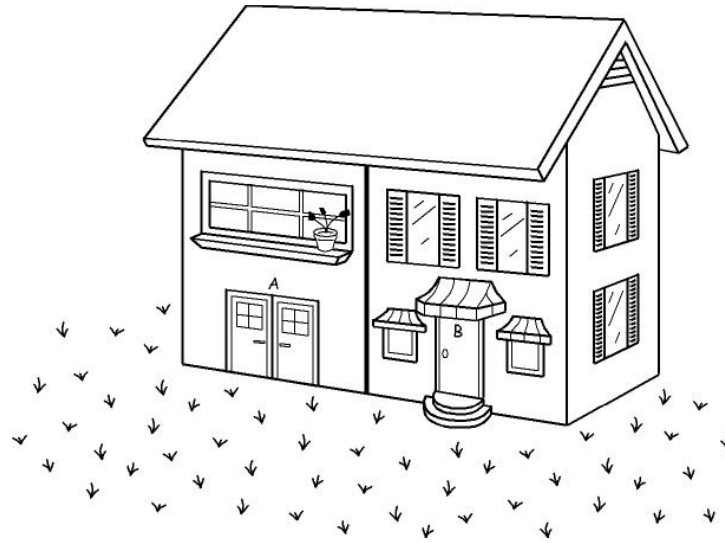
Optional Analogy for Sequential Devices



Row of Bath Houses and a Sequential Device

- Each contains different units that are linked together in a specific sequence.
- The sequence of units does not change.

Optional Analogy for Compare-and-Contrast Devices



The Duplex and a Compare-and-Contrast Device

- Both have similarities and differences.
- Each unit of the duplex has same roof, same number of floors, same front yard.
- However, each unit's windows, doors, and porches are different.

Optional Analogy for Descriptive Devices



A Shopping Mall and a Descriptive Device

- Both have a name or title.
- Both have different categories of stores or information.
- Each category or store contains smaller items specific to it.

Optional Analogy for Problem-Solution Devices

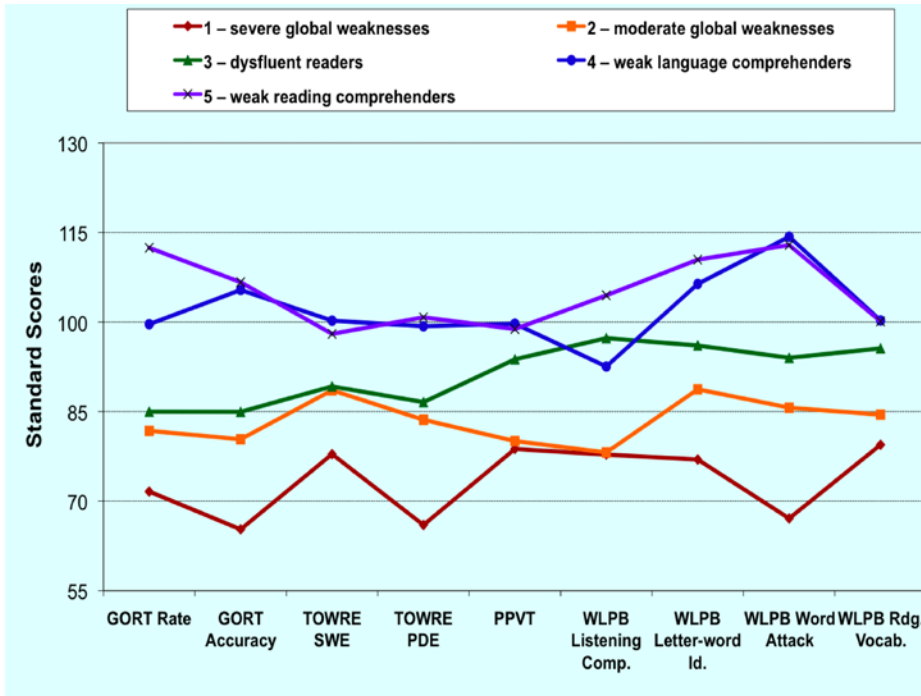


Different Ways to Cool a House and a Problem-Solution Device

- Every problem has at least one or more solutions.
- Each solution has both advantages and disadvantages.

What is the academic profile of the students in my school?

Profiles of Weak Reading Comprehenders



Brasseur-Hock, I. F., Hock, M. F., Kieffer, M., Biancarosa, G., Deshler, D. D. (2011). Adolescent struggling readers in urban schools: Results of a latent class analysis. *Learning and Individual Differences*, 20(3), 438-451.