

## Peer-to-Peer Practice Submission Form

## Demographics

Institution: Clarkston Junior High School

|                   |        |                           |      |
|-------------------|--------|---------------------------|------|
| Public/Non-public | Public | Alternate Beginning Grade |      |
| School Type       | Middle | Alternate Ending Grade    |      |
| Charter School    | N/A    | Enrollment                | 1305 |
| Location Type     |        | Gender at School          |      |
| Beginning Grade   | 8      |                           |      |
| Ending Grade      | 9      |                           |      |

## Practice

- Name of Peer-to-Peer Practice\* Graphic Organizers
- Primary Contact Name\* Noah Sharrow
- School Name\* Clarkston Junior High School
- Submission Date 01/12/2007

5. Description: Please describe your practice.\*

**Description :** At least once each quarter, teachers integrate reading comprehension (via the use of a subject area appropriate graphic organizer) into their lesson. We felt that not only were students not doing enough reading, but they were certainly not STRATEGICALLY reading and making connections to prior knowledge.

**Goals and Objectives :** We expect to see improvement on our MEAP (state test) in the areas of Social Studies and Language Arts and also on the ACT EXPLORE test in the areas of Reading and English. An affective goal is seeing a willingness to read and organize assignments in class and an increased enjoyment of reading outside of class.

**The evidence used to determine results included :** Achievement data, Perception data, Transition data, Materials, Records.

**Level of implementation :** Partial implementation.

6. Reason for practice: Describe the problem(s) or need(s) you addressed with this practice.\*

Students would "read" something, but rarely come away with an actual take away message that would remain in their brains for very long. This is an effort to force them to make a visual connection both within the material they are reading AND to other prior knowledge or coursework in another class.

7. Subject Area(s): \*

- |   |   |
|---|---|
| <input type="checkbox"/> Not Applicable                             | <input type="checkbox"/> Science                    |
| <input checked="" type="checkbox"/> Interdisciplinary               | <input type="checkbox"/> Social Studies/History     |
| <input type="checkbox"/> Schoolwide                                 | <input type="checkbox"/> Health/Physical Education  |
| <input checked="" type="checkbox"/> Reading (English/Language Arts) | <input type="checkbox"/> World/Foreign Languages    |
| <input type="checkbox"/> Writing (English/Language Arts)            | <input type="checkbox"/> Career/Technical Education |
| <input type="checkbox"/> English/Language Arts - other              | <input type="checkbox"/> Fine Arts                  |
| <input type="checkbox"/> Mathematics                                | <input type="checkbox"/> Extracurricular            |
| <input type="checkbox"/> Other (Please Specify):                    |   |

8. Grade level(s) of the students targeted for this practice: \*

- |   |                            |                                       |
|---|----------------------------|---------------------------------------|
| <input type="checkbox"/> Not Applicable | <input type="checkbox"/> 3 | <input checked="" type="checkbox"/> 9 |
| <input type="checkbox"/> All Students   | <input type="checkbox"/> 4 | <input type="checkbox"/> 10           |
| <input type="checkbox"/> PreK           | <input type="checkbox"/> 5 | <input type="checkbox"/> 11           |
| <input type="checkbox"/> K              | <input type="checkbox"/> 6 | <input type="checkbox"/> 12           |
| <input type="checkbox"/> 1              | <input type="checkbox"/> 7 | <input type="checkbox"/> 13 or higher |

2 8

9. Group(s) of students targeted for this practice: \*

- Not Applicable  
 All Students  
 Specific Ethnic Group  
 Free or Reduced Lunch  
 IEP or Special Education  
 LEP or Limited English  
 Advanced  
 Other (Please Specify)

10. Group(s) of adults targeted for this practice: \*

- Not Applicable  
 Administrators and Supervisors  
 Classroom Teachers  
 Professional Support Staff  
 Aides  
 Secretarial and Clerical Staff  
 Custodial and Maintenance Staff  
 Food Services Staff  
 Security Staff  
 Parents  
 Community Members

11. Interventions: Choose the length of time the practice was implemented. \*

- Less than 1 school year  
 1 - 3 school years  
 4 - 6 school years  
 More than 6 school years

12. Resources: Briefly describe the essential human, material, and financial resources needed to implement the practice. \*

Spend at least a couple of hours and bring in some manner of expert for an inservice on reading comprehension with a focus on graphic organizers. Also on that day and on as many days as possible, give teachers time to plan lessons with colleagues so they can figure out ways to integrate graphic organizers into their existing curriculum.

Optional: Indicate any specific material resources or tools that support this practice.

| Content Id | Name | Submission Date | Status |
|------------|------|-----------------|--------|
|------------|------|-----------------|--------|

13. Research: Identify any research you are aware of that supports this practice.

- Graphic Organizers and Their Effects on the Reading Comprehension of Students with LD: A Synthesis of Research  
 Author: Kim, A-H.; Vaughn, S.; Wanzek, J., and others Source: Journal of Learning Disabilities v37 n2 p105-118  
 Mar 2004 (14 pages) Accession No: EJ694460 Libraries Worldwide: 1754 , View Full Text in PDF format (WilsonSelectPlus)\*
- Use of Story-Mapping to Increase the Story-Grammar Text Comprehension of Elementary Students with Learning Disabilities  
 Author: Boulineau, Tori; Fore, Cecil, III; Hagan-Burke, Shanna, and others Source: Learning Disability Quarterly v27 n2 p105 Spr 2004 (17 pages) Accession No: EJ705453 Libraries Worldwide: 792 , View Full Text in PDF format (WilsonSelectPlus)\*
- [http://www.inspiration.com/vlearning/index.cfm?fuseaction=concept\\_maps](http://www.inspiration.com/vlearning/index.cfm?fuseaction=concept_maps)
- <http://cmap.coginst.uwf.edu/info/printer.html>

5. <http://udl.cast.org/ncac/GraphicOrganizerswithUDL4769.cfm>

Graphic Organizers and Implications for Universal Design for Learning: Curriculum Enhancement Report

6 <http://www.ncwiseowl.org/kscope/theatre/achievement.html> (Mazano)

7. <http://www.graphic.org/links.html> (Novak)  
[www.teach-nology.com](http://www.teach-nology.com)

14. Conclusion: Describe your next steps in implementing this practice.\*

**Accomplishments and Challenges** : Reading is on the radar of more people than just the LA teachers (and maybe the SS teachers). Now students will be given strategies across their subject areas and be given the tools appropriate to each kind of text they may see. The challenge is convincing teachers that reading comprehension is EVERYONE's job.

Conclusions : We will continue to bring in experts from local Writing Project initiatives and try to always carve out time for colleagues to create (or modify existing) interesting lessons.

15. Contact Information: Please provide primary and secondary contact information so that other practitioners may contact you:

**School Name** Clarkston Junior High School **School Web Address** [www.clarkston.k12.mi.us](http://www.clarkston.k12.mi.us)

**Primary Contact Information**

Name\* Noah Sharrow  
 Phone Number\* 248-623-5600  
 E-mail Address\* sharrona@clarkston.k12.mi.us

**Secondary Contact Information**

Name\* Carianne Wargowsky  
 Phone Number\* 248 623 5639  
 E-mail Address\* wargowce@clarkston.k12.mi.us