

## 2009 International Campbell Collaboration (C2) Colloquium

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### Abstract Information

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Systematic review of graphic organizer use in reading comprehension of expository text

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**Abstract:**

Graphic Organizer Use with Elementary through Post-Secondary Students for Reading Comprehension of Expository Text Abstract  
Unfortunately, educational research has not focused on reading comprehension of expository text, even though reportedly only about one-third of U.S. third and eighth graders are at proficient reading achievement levels (National Assessment of Educational Progress (NAEP), 2007). Moreover, trends over the past twenty years actually indicate a significant decrease in high-school reading achievement scores (Perie, Moran, & Lutkas, 2005). Attention needs to shift to the role teachers can play in helping to facilitate reading comprehension of expository text commonly found in content area teaching of subjects such as science, social studies, history and geography. One method to help facilitate the comprehension of expository text is the use of graphic organizers. The strategy is designed to break down the text visually for the students, thus increasing reading comprehension. Graphic organizers are visual portrayals or illustrations that depict relationships among the key concepts taken from the learning task (Hudson, Lignugaris-Kraft, & Miller, 1993; Moore & Readence, 1984). Graphic organizers have been used and promoted as a strategy for teaching expository text for several decades, although, only since the mid 1980's has research increased to support or refute the use of graphic organizers (Nesbit & Adesope, 2006). Several systematic reviews and meta-analyses have been conducted investigating the effectiveness of using graphic organizers to promote students' comprehension of expository text. These reviews have reported varying degrees of effectiveness (Horton et al., 1993; Moore & Readence, 1980, 1984; Ae-Hwa Kim et al., 2004; Nesbit & Adesope, 2006). More than three years have passed since the most recent search on the subject, by Nesbit and Adesope, ending in May 2005. This presentation examines the effectiveness of graphic organizers on reading comprehension of expository text by including the new studies published since May 2005, expanding the population examined to kindergarten through postsecondary school, and examining the effects of graphic organizer use with both regular education students and learning disabled (LD) students. A comprehensive analysis of the effects of graphic organizers throughout the ages will allow teachers of all students to best determine how graphic organizers can be used to enhance reading comprehension of expository text.

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