READING ORGANISER (before reading)

The Reading Organiser promotes skimming (glancing through the text to gain a general impression of the content) and scanning (searching for specific content). This builds an awareness of organisation of the text and textual features such as chapters, contents, index, glossary, main heading, sub-headings, captions, bold and italicised words, and attention paid to often overlooked diagrams, images, charts and tables. Students create a non-linguistic representation (a visual framework) to organise the information that they are about to read. Previewing the text builds anticipation of what the text will reveal and allows them to connect what they are to read with their own pre-existing knowledge structures. The Reading Organiser can also be used as a summarising tool or note-taking framework during and after reading and progressively builds towards a complete summary. Text features are defined according to Fisher, Frey and Lapp (2008).

Design
1. May be teacher-developed or hand-drawn by students. They must include key textual features.
2. Often, subheading (e.g. Introduction) may go unlabelled. This provides an opportunity to discuss why they author has done it this way.
3. If the chapter is a very long one, either break it into sections or only go to the main heading level, including all diagrams and images.

Implementation
1. The first time through, high levels of scaffolding are necessary. That is, providing a teacher-prepared organiser with some elements already filled in so that students cannot drift too far off track.
2. The process of skimming and scanning needs to be explicitly taught and these words need to become part of the student vocabulary.
3. After the initial exposure to such previewing, students may hand-draw their own Reading Organisers with the aim that the organisers are no longer necessary as students routinely preview texts, increase their skill level, and the value of previewing becomes clear.
4. Students might also be given the task of predicating what the text is about solely through analysing diagrams, tables and images.
5. In a deeper layer than skimming, students might also read the topic sentence and linking sentences between paragraphs to gain a deeper understanding of the content.
6. The teacher might question the class about the author's purpose, the intended audience and their predictions of the content they will learn.

Why is this effective for your adolescents?

Young adolescents generally have had little exposure to expository text and its specific textual features. This process provides knowledge-acquisition readiness. Frey and Fisher (2010) indicate that the use of visual aids assist students develop a mental schema which they can use to organise information

References
Enhancing Reading in Junior Secondary – Participant Reference Guide.

Reading Organiser: An Introduction to the Mysterious World of the Adolescent Brain

Main Heading	Sub-Heading	Key Points	Figures
(Introduction)			
Brain Development	(Introduction)	• •	Mind Development Figure page 2 showing . . . .
	Synaptic Pruning	• •	
	Re-structuring and the frontal lobes	• •	
	Myelination	• •	
Implications for Learning	Emotions	• •	
	Increased Affiliation with Peers	• •	Motivation Figure page 10 showing . . .
	Improving Concentration	• •	
	Motivation	• •	
Understanding Adolescent Behaviour	Sleep	• •	
	Stress-sensitivity	• •	
	Increased risk taking	• •	
	Motivation	• •	
	Anger and Aggression	• •	
	Risk taking and Drug Experimentation	• •	
So what does all this mean for Schools?		• • • • •	
References			
About the Author			

References

Enhancing Reading in Junior Secondary – Participant Reference Guide.