Slow Reveal

Purpose

This routine supports learners as they build skills in reading information presented in diverse formats, such as graphs and charts. Instructors guide learners through a process of examining small chunks of information while asking and answering open-ended questions. Learners build habits that help them to avoid being overwhelmed by large amounts of information presented in graphics. When used with a group of learners, they have the opportunity to work collaboratively and practice speaking and listening skills.

Goals

- Learners interpret information presented in diverse formats.
- Learners develop the habit of chunking information.
- Learners work collaboratively, practicing speaking and listening skills.

Audience

- Intermediate to advanced English learners
- English learners transitioning to adult basic education classes
- Adult basic education learners

Supported Standards

- **CCRS Reading Anchor 7**: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **CCRS Speaking & Listening Anchor 1**: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **ELP Standard 2**: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.

Materials

- A graph or other information presented graphically selected by the instructor which is relevant to a particular lesson or unit.
- Software such as Microsoft PowerPoint or Google Slides

Procedure

1. The instructor prepares the graph using software such as Microsoft PowerPoint or Google Slides, using shapes to cover up information on the graph.
2. The instructor shows only one part of the graph to the learners, asks them to take a moment to look at the information, and then asks a few open-ended questions, such as:
    a. What do you notice about this information?
    b. What do you think it represents?
    c. What do you wonder about it?
    d. What predictions can you make?
3. After learners share their responses, the instructor reveals another part of the graph and again asks open-ended questions. The questions can be general, like the ones above, or they can be more specific to the topic of the graph.
4. The instructor continues this process, slowly revealing parts of the graph until the entire graph is revealed.
5. Once the entire graph is revealed, more specific questions, such as HSE-style questions, can be asked about the graph.

Tips for Getting Started with This Routine

- When using this routine, the instructor should model an appropriate thought process for examining graphical information in smaller chunks using the think-aloud method. With this method, the instructor describes their thought process out loud when looking at the graph, noticing parts of it, and asking questions about it.
- If teaching in-person, sticky notes can be used to cover graphs and images, particularly if using this routine "on the fly."
- This routine can be used with a multilevel class since nearly all of the questions are open-ended and encourage critical thinking over right or wrong answers.
- This routine can be used for individual, small group, or whole group instruction. If using it with small groups, allow the groups time to discuss their responses to the questions before reporting to the whole group.
- This routine can be used in any content area in which graphical information is used, such as mathematics and science.
- If you would like support with implementing this routine from an instructional coach, email jedwards@tiu11.org.

Example

Subject: ELA/Social Studies
Unit: Economics

Source:
Armstrong, M. (2022, November 11). *The World's Biggest Employers*. From Statista: https://www.statista.com/chart/3585/the-worlds-biggest-employers

Part 1



Questions

1. What do you notice?

2. What do you think this graph represents?

Part 2



Questions

1. What do you wonder about the graph now that you know the title?

2. What predictions can you make?

3. What job sectors do you think will be represented by the employers?

4. What countries do you think the employers are from?

Part 3



Questions

1. Were any of your predictions correct?

2. Do some quick research to learn about the employers you're not familiar with. Where are they from? What sector are they in?

3. What predictions can you make about the remaining employers?

Part 4



Questions

1. Were any of your predictions correct?

2. Do some quick research to learn about the employers you're not familiar with. Where are they from? What sector are they in?

3. Are you surprised by any of the employers included? Why?

4. What predictions can you make about the number of employees these employers employ?

Part 5



Questions

1. Were any of your predictions correct?

2. What predictions can you make about the number of employees for the remaining employers?