



READ THE DIAGRAM TOO

Diagrams, charts and graphics are texts with meaning.



THE IDEA

Diagrams, charts and other visuals give important information, not just decoration.

Students need to learn how to read visuals by looking for key features, understanding what they show and linking them to the written text.



IN THE CLASSROOM

Teach a simple routine for reading diagrams.

Model with examples from your subject.

Ask students to explain what the diagram shows in their own words.

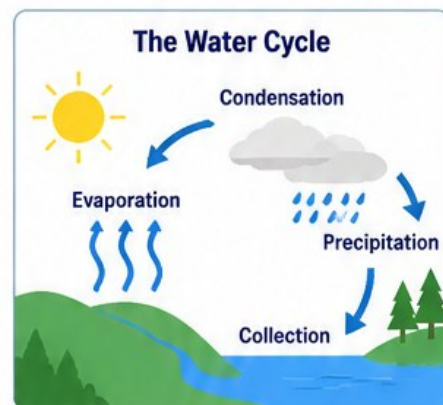
Encourage them to use information from the diagram in their answers or writing.

1

IDENTIFY WHAT IT IS

Look at the title, labels and key features.

- What type of diagram is it? (e.g. process diagram, chart, map, labeled diagram)
- What does the title tell you?
- What are the main parts, labels or keys?



2

WORK OUT WHAT IT SHOWS

Describe the information you can see.

- What is happening?
- How are the parts connected?
- What does each part or symbol mean?
- Does it show a process, a comparison, a change over time or a relationship?

This diagram shows ...
The arrows indicate ...
The labels tell us ...
It illustrates ...
We can see that ...

3

LINK TO THE TEXT

Use the diagram and the written text together.

- How does the diagram support the information in the text?
- Does it add extra detail?
- Does it help you understand a difficult idea?
- Use information from the diagram in your answers, explanations or writing.

"The diagram helps us see how water moves through a cycle, which supports the information in the text about evaporation, condensation and precipitation."



EAL UPGRADE

Teach key vocabulary for common diagram features (e.g. label, key, axis, percentage, increase, decrease, flow, cycle).



TRY IT TOMORROW

Choose a diagram from your subject (e.g. science process, maths graph, history timeline). Ask students to describe it using a sentence frame, then link it to the text.



TEACHER LANGUAGE

*"What does this diagram show?"
"How does it support the text?"
"What can we learn from the labels/arrows/keys?"
"How could you use this information in your answer?"*