Using TRAVEL Mnemonic to Teach Reading Comprehension

What is the evidence base?

- This is a research-based practice for students with disabilities (LD and ID) based on one methodologically sound group experimental study across
  - 20 students with LD
  - 10 students with ID

Where is the best place to find out how to do this practice?

The best place to find out how to implement TRAVEL is through the following research to practice lesson plan starters:

- Using TRAVEL Mnemonic to Teach Reading Comprehension (Boyle, 2011)

With whom was it implemented?

- Middle school students with disabilities
- Ages ranged from 11 - 14
- Males (n=22), females (n=8)
- Ethnicity
  - None reported (n=30)

What is the practice?

The TRAVEL mnemonic involves using a mnemonic to employ cognitive mapping. Cognitive maps use lines, arrows, and spatial arrangements to describe text content (Darch & Eaves, 1986). The elements of the TRAVEL mnemonic include: (a) writing down and circling the **T**opic, (b) **R**ead a paragraph, (c) **A**sk what the main idea and three details are and write them down, (d) **V**erify the main idea by circling it and linking its details, (e) **E**xamine the next paragraph and ***Ask*** and ***Verify*** again, (f) **L**ink all circles when the story is finished.

In the study used to establish the evidence base for using TRAVEL to reading comprehension included using:

- Reading passages that were approximately 400 words pertaining to a variety of subjects
- Four phases included: (a) pretest, (b) the introduction of mnemonic strategy, (c) strategy practice, and (d) posttest; there were 11 total sessions with 3-5 sessions per week.
- Phase 1: provides baseline data for student performance in comprehension via pretesting

- Phase 2: two 50 min sessions were provide by the teacher with explanation of the importance of skills in reading comprehension with explicit instruction (modeling, thinking aloud, student collaboration on the second session) followed by assessment of student's knowledge of the mnemonic "TRAVEL" (expectation of accuracy reciting TRAVEL was 100% in 3/5 trials).
- Phase 3: First, students practiced using the mapping strategy with TRAVEL on two below-grade level passages. Next, students practiced the the mapping strategy with TRAVEL on two passages at their grade level.
- Phase 5: posttest using the mapping strategy with TRAVEL on a reading passage at their grade level.

Where has it been implemented?

- Small class sizes (5-10 students per group); resource/special education classrooms

How does this practice relate to Common Core Standards?

- Broad standard from www.corestandards.org ELA Grades
    - CCSS.ELA-LITERACY.RL.6.1
      Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
    - CCSS.ELA-LITERACY.RL.6.4
      Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
    - CCSS.ELA-LITERACY.RL.9-10.1
      Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
    - CCSS.ELA-LITERACY.RL.9-10.2
      Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
    - CCSS.ELA-LITERACY.RL.9-10.3
      Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

How does this practice relate to the Common Career Technical Core?

- List Career Ready Skills addressed (broad) and/ or Specific Career Clusters at www.careertech.org/CCTC
    - 2. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience

and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

References used to establish this evidence base:

Boyle, J. R. (2011). The effects of a cognitive mapping strategy on the literal and inferential comprehension of students with mild disabilities, 19, 86-98.

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