



Learning Project 2

Reading Charts and Diagrams

This Learning Project deals with other types of visuals that people encounter on a daily basis – charts and diagrams. The chart typically has several headings, both on the vertical columns and the horizontal rows. In order to get meaning from the table, the reader will look down the column and across the row to the point at which the two attributes intersect.

The visuals in this Learning Project are all examples of the tables and diagrams that are frequently encountered in daily life. In some cases, the visual is accompanied by text, which it complements or illustrates. In other cases, the visual is the only information by which the test taker will answer the item. Again, the learners look at the question before examining the visual. And, as they do with graphs, learners work with the organization of the chart or diagram and its title to make meaning from the text.

Inquiry 2-1 has two tables. In neither case do the test takers need to understand the concept being displayed in the tables. They need only match the numbers, in one the smallest and in the other, by matching numbers with the directions. The tables are similar to those seen on the back of food mixes, fertilizers, and myriad other household products. The topic of two-cycle engines is familiar to many as well. This shows the learners that, although the ideas may seem difficult and the vocabulary is challenging, most of the items in the science test reference things with which they are very familiar in their daily lives.

Inquiry 2-2 presents both science and social studies. The strategies for approaching the visuals are the same for each content area. Again, learners will need to look for the organizing structure, or at the details in the diagram.

The charts in Inquiry 2-3 are from the social studies PA. They should be familiar to anyone who has bought a major appliance. In this item, the information on the charts is not specifically tested; the reason or purpose for having these prominently displayed is. The answer does not appear in the



text. Learners are referred to the Reading volume and Inquiry 2-3 for further exploration of dealing with questions that ask for the author's purpose.

The final Inquiry in this Learning Project features a diagram that has no explanatory text. Test takers will need to bring their own knowledge into play in order to answer the question. Also, in the Extension of this Inquiry, learners are asked to develop diagrams or charts on their own. In addition to the science resources found in Appendix E, examples of other diagrams and flowcharts are given in Appendix B. The full GED will have questions that feature a pie chart, which shows the relationship of parts to the whole, and a flow chart, which visually recreates a process.