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Language and Reading Research Consortium

LARRC

Arizona State University
Lancaster University, UK
The Ohio State University
University of Kansas
University of Nebraska-Lincoln

LANGUAGE AND READING RESEARCH CONSORTIUM




READING
for **UNDERSTANDING**
A Research Study

ABCDEFGHIJKLMNOPQRSTUVWXYZ

Alphabet ❖ Letter Sounds ❖ Words ❖ Letters in Words ❖ Words in Sentences ❖ Sentences in Paragraphs ❖ Whole Stories ❖ Understanding What Was Read

Reading comprehension is a challenge to many children in the United States. In fact, 1 out of 3 fourth-graders and 1 out of 4 eighth-graders struggle to comprehend what they read; in turn, this poses a threat to their future education and employment success.

The U.S. Department of Education recognizes that we must learn much more about reading comprehension. In 2010, it invested \$100,000,000 in the Reading for Understanding (RFU) consortium to address such questions as:

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1. How does reading comprehension develop?
 2. Why do so many children struggle to comprehend what they read?
 3. How can we improve comprehension instruction across the grades?

The LARRC Reading For Understanding Study

The Language and Reading Research Consortium (LARRC) is a multi-university RFU consortium of 14 researchers at five universities:

- The Ohio State University (OSU)
- University of Kansas (KU)
- Arizona State University (ASU)
- University of Nebraska-Lincoln (UNL)
- Lancaster University (LU in the UK)



■ *1 out of 3 fourth-graders and 1 out of 4 eighth-graders struggle to comprehend what they read.*

Researchers leading this project include: Laura Justice, Steve Petrill, Shayne Piasta, Ann O'Connell, and Richard Lomax (OSU); Hugh Catts, Mindy Bridges, and Diane Nielson (KU); Shelley Gray and Adelaida Restrepo (ASU); Tiffany Hogan, Ron Nelson, and Jim Bovaird (UNL); and Kate Cain (LU).

This consortium is conducting a 5-year national study focused on comprehension development and understanding for children ages 4 to 8 years. Foci include:

1. To understand the role of language skills in reading comprehension, with a focus on such skills as grammar, vocabulary, and narration.
2. To understand risk factors that make reading comprehension particularly difficult for some children, with a focus on those that can be changed through instruction and intervention.
3. To develop effective ways to improve reading comprehension, with a focus on developing high-impact practices that can be readily employed at relatively low costs by large numbers of pre-K to grade 3 teachers.

This consortium is addressing these questions using a nationally representative sample of 1,200 children followed longitudinally over 5 years, coupled with teaching trials and efficacy studies implemented in approximately 300 preschool to grade-three classrooms. In addition, an English Language Learner (ELL) study is being conducted at the ASU site to focus intensively on reading comprehension among ELLs.

