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A model of language intervention for improving reading comprehension: A focus on preschool dual language learners

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Acknowledgements

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Agenda for Today

- Why dual language programs are important for language minority children

- Dual language approaches

- A model program
  - Principles of instruction
  - Lesson types and relation to reading
  - Examples of skills and activities used

Why dual language instruction?

- Instruction in both languages allows continued growth in the native language, while the child learns the second language (Restrepo, et al, in press)
- Native language predicts second language and reading comprehension (Carlo, et al 2004; Proctor et al, 2006)
- Native language is important for home communication and cultural identity and transmission (Kohnert, 2010)
- Bilingual and biliterate children have better outcomes than those who lose their native language and do not read it (Porter,

Dual language approaches

- Transitional

- Dual immersion

- Dual language – 50/50, 80/20, 60/40

- Add on programs

LARRC Preschool Dual Language Program

- Add on language instruction
  - Dual language 50/50% (Restrepo et al in press)
    - Contrast Restrepo et al (2010)

- The classroom context
  - Bilingual support available but limited oral language instruction
    - Kan and Kohnert found bilingual support is not sufficient to improve native language

LARRC Preschool Dual Language Program

- Addresses skills important to reading comprehension
  - Vocabulary
  - Text structure
  - Text mapping
    - Inferring, predicting
  - Integration of information
    - Summarizing, finding main idea
  - Comprehension monitoring
  - Grammar

The LARRC Framework

- Four units of 7 weeks each
  - 2 expository texts : Animals and Rocks
  - 2 fiction
- Each unit has an overarching language goal
  - Compare and contrast
  - Sequences
  - Descriptions
  - Cause and effect

Unit Structure – Bilingual

- Hook
- Read to me
- Words to know
- Show me what you know
- Text mapping
- Integration
- Read to know
- Stretch and review
- Close

	Spanish	Hook	Use navigation words
	Spanish	Read to Me 1 (Homes of Living Things)	Participate in collaborative discussions Identify when text does not make sense (unknown words)
	Spanish	Words to Know 1	Define target vocabulary words
	English	Show Me What You Know light intro to class	
	Spanish	Text Mapping 1 (WRAP card 1)	Extract information from one story (character) and compare the same element in another; uses noun phrases
	English	Words to Know 2	Defines target vocabulary words using subordinate class and core features; Uses words correctly in written stories
7	Spanish	Integration 1	Retell a narrative including setting, characters w/internal states, 2+ complete episodes (goal, attempts, outcomes)
8	Spanish	Read to Know 1 (WRAP card 2)	Exhibit sustained attention in reading Convey important information about the text
9	Spanish	Read to Me 2 (Loud and Quiet An Animal Opposites Book)	Participate in collaborative discussions Identify when text does not make sense (unknown words)
10	English	Text Mapping 2 (WRAP card 3)	Extract information from one story (goals) and compare the same element in another; uses adverbial phrases
11	English	Integration 2	ID purpose of text, why author made choices; Id if choices are adequate (critical thinking)
12	Spanish	Words to Know 3	Defines target vocabulary words using subordinate class and core features; Identifies semantic relationships
13	Spanish	Text Mapping3 (WRAPcard4)	Use grade-level prefixes and suffixes
14	Spanish	Integration 3 (WRAP card 5)	Retell a narrative including setting, characters w/internal states, 2+ complete episodes (goal, attempts, outcomes)
15	English	Words to Know 4	Defines target vocabulary words using subordinate class and core features; Uses a variety of words in written stories
16	English	Read to Know 2 (WRAP card 6)	Exhibit sustained attention in reading Convey important information about the text
17	English	Read to Me 3 (Animal Habitats)	Participate in collaborative discussions Identify when text does not make sense (unknown words)
18	English	Text Mapping 4 (WRAP card 7)	Compare and contrast story elements of three texts Use verb phrases
19	English	Integration 4	ID purpose of text, why author made choices; Id if choices are adequate (critical thinking)
20	Spanish	Read to Know 3 (WRAP card 8)	Exhibit sustained attention in reading Convey important information about the text
21	English	Read to Know 4	Exhibit sustained attention in reading Communicates important information to uninformed listener
	Spanish		Show me what you know
22	Spanish	Stretch and Review 1	
23	English	Stretch and Review 2	
24	English	Closure activities	Make and illustrate a class book;

Lesson Structure

- Goal – teacher introduces the purpose of lesson
- I do – teacher models the skill targeted
- We do – children and teacher practice the skill together
- You do – children practice skill independently
- Close - teacher summarizes and reviews what they learned

Hook

- The main goal of the unit connected to science writers
- Focuses all lessons in the unit to achieve the goal
- Example –Animals Unit
  - Overarching goal - Compare and Contrast
    - Hook - Scientist writers report how animal habitats are alike and different
      - How are the arctic **habitat** and the forest **habitat alike** and **different**?

Read to me objectives and techniques

- Comprehension monitoring
  - Identify something that does not make sense
  - Fix the problem, why it does not make sense
- Predicting
  - Use prior knowledge to make predictions
- Rich discussion
  - Embed questions that ask children to infer
  - Predict
  - Make cause and effect relations
  - Problem solve
  - Collaborative conversations

Home of the Living Things

Read To Me Example

- **Read from Homes of Living Things**

- (p 6)"I'm going to stop here. Does everything I read make sense? This says '**Habitats** are the **natural** places where plants grow and where animals live.
- I don't know what '**natural** places' means. (Display Doesn't Make Sense sign) I'm going to ask a friend or teacher what '**natural** places' means... (Model asking someone)

Words to Know

- Unit vocabulary is addressed with
  - Rich discussion
  - Hands-on activities
  - Connected to the text
    - Animals Unit – all available in English and Spanish
      - Homes of Living Things
      - Animal Habitats
      - Loud and Quiet: An Animals Opposites Book
- WRAP cards – vocabulary review on non WTK lessons

Words to know – PK Example

- Habitat
- Alike
- Different
- Protect
- Shelter
- Survive
- Prairie
- Insect

- Hábitat
- Parecido/a
- Diferente
- Proteger
- Refugio
- Sobrevivir
- Pradera
- Insecto

Habitat

WRAP Cards

- The area where an animal likes to live is called its <u>habitat</u>. Different animals like to live in different <u>habitats</u>.
-
-
- If two persons are <u>alike</u>, they are like each other in some way. Twin brothers are a lot <u>alike</u>!
-
-
- If something is <u>different</u>, it is not the same as something else. Spiders are <u>different</u> from insects because Spiders have four pairs of legs, but insects only have three pairs of legs.
-
-
- When you <u>protect</u> something you keep it safe. Animals live in homes to <u>protect</u> them from the weather.
-

Text Mapping

- Using clue words for navigating text

- Recasting

- Making lists from text

- Teaching technique
  - Think aloud

Text Mapping Example

- (read pp. 6-7, display list).
- Let's take this information and make a list of animal **habitats**. (add grasslands, rain forests, and deserts
- Close - In this lesson we took some information written in our book and used it to make lists of animal **habitats** (and homes). The lists provide us with an easy way to see all of the different kinds of animal homes and **habitats**.

Integration

- Finding the main idea

- Summarizing

Integration Example

- Technique: Finding the Main Idea
  - The teacher will describe "finding the big idea" to students
  - The teacher will model finding the "big idea" in action
  - The teacher and students will "find the big idea" together
  - Teacher will provide guided practice finding the big idea with gradual release of responsibility
  - Students will practice finding the big idea independently

Book with example

Hiding places

Animals live in habitats, but not all animals have homes. Animals that do not have homes in their habitats find safe places to hide from other animals. This baby deer is lying on the ground in a forest. It is hidden by the forest plants around it.

Integration example

- (read p 4) On this page I think the big or main idea is that people and animals need homes for **shelter**. The author says people and animals need places to live. She says **shelter protects** living things.
- (read p 8) The title of this chapter is 'Hiding Places' and I heard the words hide and hidden. If you think the big idea on this page is 'hiding places for animals' show your partner a thumbs up

Read to know

- Allow students the autonomy to make decisions about what they read
- Select texts
- Promote students' knowledge of the purpose of reading
- Promote students' deep engagement with tasks by coupling the reading of texts with complex tasks

Read to Know Example

- To sustain focus during "independent" book reading or looking through books

- Use a variety of materials to create two animal homes that are different in size

- Technique – Think-Pair Share

- We have lots of art materials for you to use to create two animal homes that are **different** sizes. Size is just one way that animal homes can be **different**. You might think of other ways that your two animal homes are **different** or **alike**
- These are great displays of **different** sizes of animal homes. Please turn to your partner and tell them what kind of animal homes you made and why you think they are **different** in size. When you're done describing your animal home it will be your partner's turn to describe their homes to you."
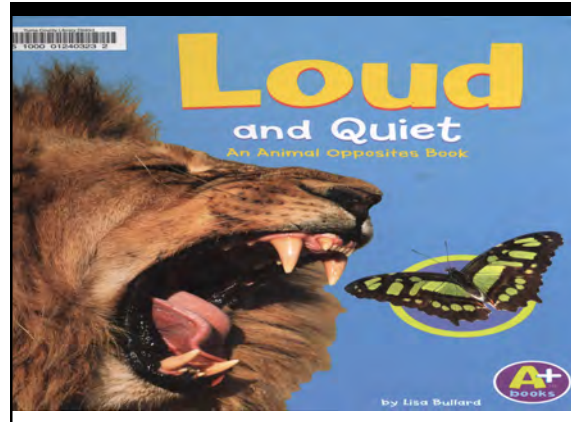
Summary

- Dual language programs
  - Why and how

- LARRC Preschool Language Model
  - Add-on program – 50/50
  - Curriculum model – 4 units –
    - Lesson types
    - Lesson format