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

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

LARRC Preschool Dual Language Program
- Add on language instruction
  - Dual language 50/50% (Restrepo et al in press)
    - Contrast Restrepo et al (2020)
- The classroom context
  - Bilingual support available but limited oral language instruction
    - Kan and Kohnert found bilingual support is not sufficient to improve native language

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
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

- Hogares de los seres vivos

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
The area where an animal likes to live is called its habitat. Different animals like to live in different habitats.

If two persons are alike, they are like each other in some way. Twin brothers are a lot alike!

If something is different, it is not the same as something else. Spiders are different from insects because Spiders have four pairs of legs, but insects only have three pairs of legs.

When you protect something you keep it safe. Animals live in homes to protect them from the weather.

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

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