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Improving Reading and Listening Comprehension in PreK through Grade 3 Settings: Conceptual Bases of Language-Based Interventions

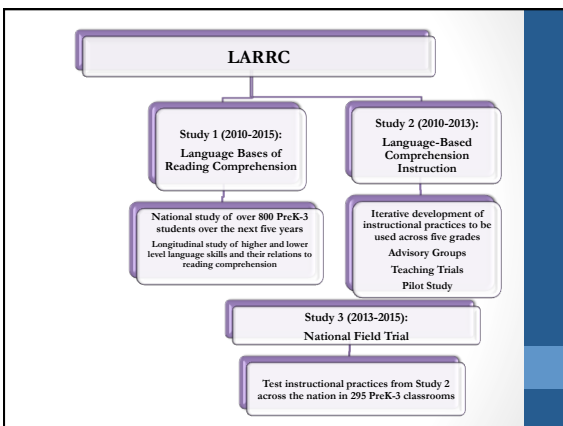
Language and Reading Research Consortium

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- LARRC is a multi-university consortium of 15 researchers at 5 universities.
- The Ohio State University
- University of Kansas
- Arizona State University
- University of Nebraska-Lincoln
- Lancaster University



Study 1: Longitudinal Cohort Design

	P	K	1	2	3
Yr 1	400	120	120	120	120
Yr 2		400	120	120	120
Yr 3			400	120	120
Yr 4				400	120
Yr 5					400
Total	400	420	640	760	880

Study 1 Constructs

- Listening and reading comprehension
- Language skills
 - Vocabulary, grammar, inferencing, comprehension monitoring, text structure knowledge
- Working memory and related cognitive processes
- Decoding abilities and precursors to decoding (phonological awareness, letter knowledge)

Study 2: Design and Implementation

- Year 1:
 - Develop intervention
 - Revise based on research team and advisory panel feedback
 - First brief teaching trial
 - Revise based on feedback
- Year 2
 - Second brief teaching trial
 - Revise based on feedback
 - Feasibility study
- Year 3
 - Full year pilot study

Advisory Panels across Sites

Advisory Panels

- 4 Principals
- 8 PreK Administrators/Teachers
- 5 Kindergarten Teachers
- 4 First Grade Teachers
- 4 Second Grade Teachers
- 3 Third Grade Teachers
- 6 Reading Coaches/ Language Arts Coordinators
- 1 Speech Pathologist
- 1 Director of Special Education

Unifying Principles of Instruction

- Language based
- Text based
- Concept based
- Adaptable
- Motivating
- Systematically organized

Instructional Focus on Language Components

Syntax Morphology Vocabulary Text Structure Comprehension Monitoring Inferencing

Combined Syntax + Morphology = Grammar

Vocabulary is now... Word Knowledge

Text Structure

Comprehension Monitoring + Inferencing is now... Integration

BONUS: Independent text interaction opportunities in Let's Read to Know

Instructional Objectives

- Instructional objectives address four language domains plus opportunities for independent text interaction
 - Text structure
 - Integration
 - Word Knowledge
 - Grammar
 - 'Let's Read to Know' lessons targeting opportunities for independent text interaction
- Each instructional objective in each domain is taught in every unit (adjusted for grade level)

Targets and Evidence Based Techniques of Instruction		
	Objective Example	Evidence Based Techniques
Grammar	Create sentences with details that describe people, places, things and events	<ol style="list-style-type: none"> 1. Conversational Recast (PK, K, ELLP) 2. Expansions (PK, K,1, ELLP) 3. Close (PK, K, 1, ELLP) 4. Journal writing (PK,K,1,2,3) 5. Dialogic Reading PEER (PK,K, ELLPK)
Word Knowledge	Understands target common, proper, and abstract nouns, pronouns, verbs and adjectives	<ol style="list-style-type: none"> 1. Dialogic Reading PEER 2. Competence Prompts (PK, K, ELLP) 3. Conversational Recasts (PK, K, ELLP) 4. Compare and Contrast (PK, K, ELLP) 5. Journal Writing (PK, K, ELLP)
Text Structure	Identify parts of a book including front and back covers, title page, table of contents, illustrations, tables and figures	<ol style="list-style-type: none"> 1. Inferential questions similarities/differences (PK,K, ELLP) 2. Clue Words (K, 1, 2.) 3. Dialogic Reading PEER Wh questions (PK, K, 1, ELLP) 4. Competence prompts (PK, K, ELLP)
Integration	Express personal narratives	<ol style="list-style-type: none"> 1. Story Retelling (PK, K,1, ELLP) 2. Dialogic Reading PEER 3. Recall Prompts (PK, K, ELLP) 4. Journal writing (PK,K,1,2,3) 5. Story reenactment (PK, K, ELLP)

First brief teaching trial: Winter/Spring 2011

- 16 teachers delivered instruction for one unit
 - Six 25-30 minute lessons
 - PreK and K received “Animals and Their Needs”
 - Grades 1 and 2 received “Are Spiders Insects?”
- Lessons were observed by LARRC research staff and after each lesson teachers completed an online evaluation of the lesson
 - Planning and effort
 - Student engagement
 - Success meeting teaching objectives
 - Evaluation of texts and other teaching materials

What we learned

- Classroom Observation Data (the good)
 - Teachers:
 - were generally positive about the lessons
 - were well prepared to teach them
 - used the materials provided and employed a variety of instructional formats
- Classroom Observation Data (the average and below average)
 - Teachers
 - typically went over the allotted lesson time
 - skipped or neglected some of the lesson objectives
 - Teachers seemed to struggle with:
 - modeling the vocabulary words during instruction
 - evaluating, rephrasing and expanding on students’ responses

Second brief teaching trial: Fall 2011

- Teachers
 - 2 PreK classrooms
 - 1 Kindergarten classroom
 - 1 first grade classroom
 - 2 second grade classrooms
- 117 lesson observations
- 102 lesson logs
- 5 end of unit surveys
- 6 guided interviews
- 81 student assessments

What we learned

Fidelity to the different lesson types

- 74% of lessons were implemented with high fidelity.
- 26% were implemented with mid-level fidelity.
- Fidelity to the different lessons types (of which there were seven) also showed generally high fidelity irrespective of lesson type.

Teachers:

- Liked the format of the lessons
- Found them easy to follow
- Appreciated that they had some freedom to deviate from the precise scripting and/or paraphrase

Perceived Student Benefit

- Positive comments:
 - Students seem able to communicate more clearly
 - PreK teacher thought “students are using more complete sentences”
 - Multiple teachers reported that students seemed more comfortable raising their hands to ask questions
 - 1st Grade teacher reported that students “are able to retell stories more accurately”
 - Kindergarten teacher thought that the students benefitted from the vocabulary instruction

Student engagement

- Observation feedback:
 - In 64% of lessons the students were viewed to be highly engaged
 - 33% of lessons the students were only moderately engaged
 - In 3% of lessons the students were poorly engaged

Curriculum Macrostructure as of Spring 2012

- One year program
 - 28 weeks of instruction
 - Four 7-week units
- Five grade levels
 - PK, K, 1, 2, 3
 - English language learner curriculum PK only
- Designed to overlay and complement curricula already in use
- Instruction delivered by classroom teachers

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Curriculum Macrostructure

- Each unit teaches one overarching language skill
 - Compare and contrast
 - Description
 - Cause and effect
 - Cycles

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Feasibility study: March-May 2012

- 60 teachers across the four sites
- Implementing a 7 week fiction unit
- Data collected includes
 - Videotaped classroom observations
 - Child questionnaires
 - Teacher questionnaires
 - Post-unit assessments

Next steps

- Full year pilot study in academic year 2012-2013
- Ten teachers per grade
 - Data collected will include:
 - Videotaped classroom observations
 - Child questionnaires
 - Teacher questionnaires
 - Pre- and post-test assessments

