Enhancing Interactive Read Alouds in Early Elementary Classrooms with Small Group Instruction

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*Starting May 1st, a copy of our CEC presentation will be available at the following website: http://www.readaloudproject.org

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Think, Pair, Share!

When implementing a Read Aloud (teacher reads aloud to students) with the whole class or when teaching core reading instruction, consider the following questions for your work with English language learners and students with low language and vocabulary skills.

- How do students with low language and vocabulary skills participate during Read Alouds? -- Actively? Semi-actively? Passively? At what level do they comprehend critical vocabulary and the text?
- Who does most of the talking during Read Alouds/reading instruction? Teachers/Instructional Assistants or students? Why?
- How do you help students with emerging language and vocabulary knowledge access cognitively challenging content during Read Alouds/reading instruction? How do you help students *deeply* learn and *expressively* use new vocabulary?

Read Aloud Efficacy Studies

- **Year 1:**
  - Read Aloud Efficacy (Pacific Northwest)
    - 6 intervention and 6 comparison classrooms
    - 225 students
- **Year 2:**
  - Read Aloud Efficacy and Fidelity (Pacific Northwest)
    - 12 intervention classrooms
    - 237 students
  - Small Group Enhancement Instruction (Booster Development Study)
- **Year 3:**
  - Read Aloud Efficacy (D.C. Metropolitan Area)
    - 20 intervention and 19 comparison classrooms
    - 635 students
  - ✔Booster Pilot Study (Pacific Northwest)
    - 18 intervention classrooms
    - 106 students
- **Year 4:**
  - Read Aloud + Booster Efficacy (D. C. Metropolitan Area)
    - 24 intervention classrooms
    - 181 students

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Using Data
to Determine Next Steps
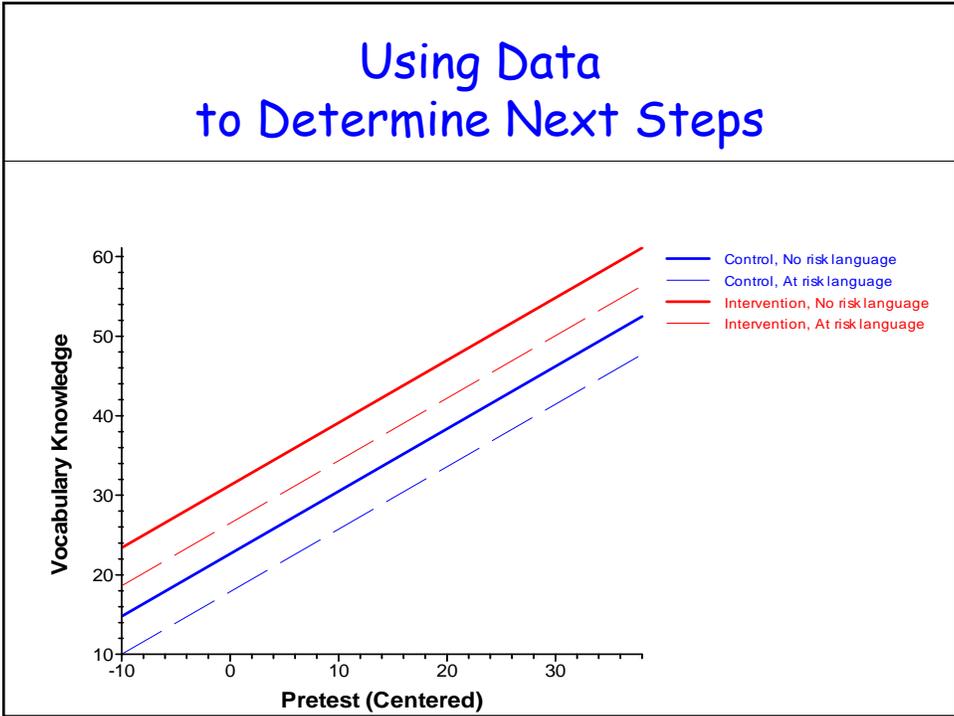
Using Data
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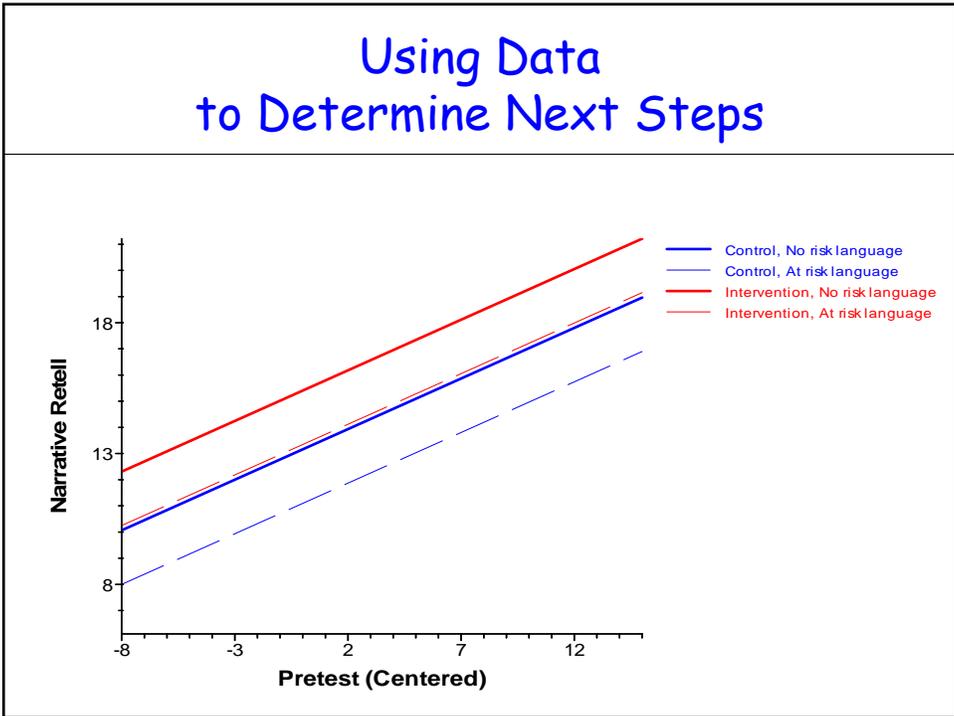
Methodology

- <u>Purpose</u>: To investigate the impact of small group ("Booster") instruction on the comprehension and vocabulary of first grade children identified with language and vocabulary deficits.
- <u>Design</u>:
  - Experimental Randomized Block Design
    - Blocked on classroom.
    - Students were then paired and randomly assigned to intervention or comparison.
- <u>Sample</u>:
  - Schools: 9 Title 1 schools across the Pacific Northwest in semi-urban school districts.
  - Classrooms: 18 1st grade classrooms.
  - Students: 106 students at risk on language pretest.

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Procedures

- Students in both the intervention and comparison groups participated in 9-weeks of the whole class Read Aloud Curriculum.
- Students in the intervention group received the Booster Intervention.
  - Additional small group instruction for 20-minutes, 2 x per week, during a 9-week implementation of the 19-week Read Aloud Curriculum.
- Students in the comparison group did not receive additional small group instruction.

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Whole Class Read Aloud Curriculum

- **9 science-based thematic units**
  - 19 weeks [Note: Booster study was implemented during the first 9 weeks of Read Aloud Curriculum implementation]
    - 9 units and an introductory pre-unit
  - 2 weeks/unit
  - 2 related books/unit
    - 1 narrative, 1 information

- **7 30-minute lessons/unit**
  - 3 lessons on the information book
  - 4 lessons on the narrative book

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Small Group Booster Curriculum

- Content aligned with the Read Aloud Curriculum's units and information texts.
- Related information texts (researcher-developed "Big Books") were used for Booster Read Alouds.
- Instruction included:
  - Text-based discourse
  - Building background knowledge, vocabulary, and comprehension strategies (main idea and details)
  - Definitional understanding and expressive language use were emphasized to promote depth of word knowledge

Effect Sizes

- An effect size of 1.00 means that the average child in one group scored at the 84th percentile of the other group's score distribution.
  - In general, the higher the effect size, the greater the difference between the two groups (Gall, Borg, & Gall, 1996).
- <u>Large</u>: **.80**
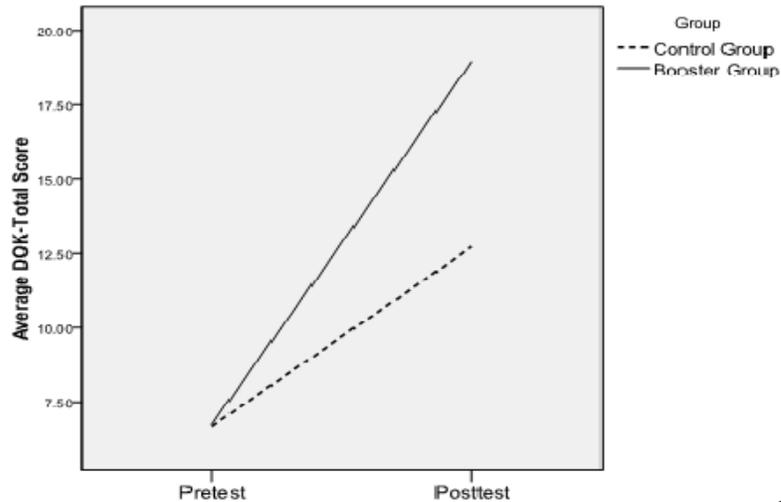- <u>Moderate</u>: **.30**
- <u>Small</u>: **.10**

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Impact of Intervention

- Intervention effects were significant on two of the three measures:

  Vocabulary Knowledge* Effect Size = 0.67

  Expository Retell*   Effect Size = 0.57

- The intervention did not have an impact on the Narrative Retell measure.

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Differences in Student Depth of Vocabulary Knowledge by Condition

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Enhancing Whole Class Read Alouds with Small Group Instruction: A Booster "How To"

✓ How is Booster instruction structured?

✓ What are the instructional routines?

✓ What should Booster instruction do?

✓ How do I do that in small groups?

How is Booster instruction structured?

- Designed flexibly to <u>pre-teach</u>, <u>enhance</u>, and <u>review</u>.
- Uses <u>text-based discourse</u> to promote vocabulary and comprehension (Gersten et al., 2001; Pressley & McCormick, 1995; Wilkinson & Silliman, 2000).
  - Information text structure is used as a framework for interactive "<u>instructional conversations</u>" (Goldenberg, 1992, 1993; Saunders & Goldenberg, 1999) to help students learn expository content, comprehension strategies, and critical content-related vocabulary.

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How is Booster instruction structured?

- 9 units (+ a pre-unit)
  - 9 Read Aloud Big Books (1 information book/unit) linked thematically to content from the whole class Read Aloud Curriculum
- 2 weeks/unit
- 4 lessons/unit
- 4 lessons implemented across 2 weeks
- Approximately 20-minutes/lesson

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What are the instructional routines? Lesson 1

- Building/Priming Background Knowledge
  - What do you know about?. . .
  - Group discussion
- In-Depth Vocabulary Discussion
  - Say and repeat the word
  - Say and repeat the definition
  - Give an example
  - Ask follow-up questions (e.g., Is this an example of_____?, Why?, How do you know?)
  - Use word in super-sentence
  - Repeat word again
- Preview Read Aloud Big Book

What are the instructional routines? Lesson 2

- Vocabulary Catch-up
  - Review words from previous day
  - Introduce new words using slightly shorter routine:
    - Say and repeat the word
    - Say and repeat the definition
    - Give an example
    - Ask follow-up questions (e.g., Is this an example of_____?, Why?, How do you know?)
    - Repeat word again
- Main Idea Notes Sheet with Focus Questions
  - Review focus questions and how to use "placement" for notetaking
- Big Book Read Aloud/Reading Detectives
  - Read Aloud
  - Pause, discuss, write notes that address focus questions

What are the instructional routines? Lesson 3

- Quick Review
  - Brief review of Main Idea Notes and Focus Questions
- Big Book Read Aloud/Reading Detectives
  - Continue Read Aloud
  - Pauses with text-based discussions
- Vocabulary Fun
  - Play vocabulary review game (or, repeat In-depth Vocabulary Discussion from Day 1 if needed)
  - GAMES: 20 Questions, Deal or No Deal, etc.

What are the instructional routines? Lesson 4

- Animal Classification
  - Sort animal photos based on characteristics. Place on display board.
  - Discuss/apply characteristics to determine where current animal fits within classification schema.
  - Take turns finding/discussing other examples.
- Traffic Light Review and Preview
  - Green Light: Go! Quickly brainstorm everything that was learned.
  - Yellow Light: Slow Down and Think: Identify one or two of the most interesting facts.
  - Red Light: Stop and Get Ready: Show students a picture representing the next topic. Ask students to tell one thing they think they know about the next animal.

What should Booster instruction do?

- Increase student content knowledge and understanding.
- Increase the amount of student talk during small group instruction.
- Increase cognitively challenging talk during small group instruction.
- Increase student word knowledge and expressive vocabulary.
- Increase student participation and motivation during classroom Read Aloud time.
- Overall, use Read Alouds and instructional conversations to enhance and deepen students' understanding about the text and increase expressive vocabulary.

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How do I do <u>that</u> in small groups?
Increase Content Knowledge and Understanding

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Information Text Structure

- Though there are many structures (e.g., sequence, compare/contrast, problem/solution), information text always gives information, explains, clarifies, defines. It teaches, reveals, informs, or amplifies the reader's understanding.

- You <u>learn</u> from information text!

Curriculum Example

- Focus questions to help students learn main ideas. . .
  - General Animals
    - What is a reptile? (What makes a reptile a reptile?)
    - What are some types of reptiles?
  - Specific Animals
    - What does it look like?
    - What does it eat?

- Focus questions used to anchor Big Book Read Alouds, Main Idea Note Taking ("Placement"), and Animal Classification.

Things to Remember

Increasing Content Knowledge and Understanding
- Incorporate talk about "what good readers do."
  - For example: "Why is it important to flip through a book before we read it? Why will looking at the table of contents helps us tell what the book will be about?"
- Explicitly make connections to student participation in the whole class Read Aloud curriculum.
- When reading the Read Aloud Big Book, pause to summarize and clarify content.
- Utilize text-structure as the anchor for discussion.
- Use focus questions!
- Maintain engaging lesson pace.

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How do I do <u>that</u> in small groups? Increase Student Talk

"Student Talk"

"Teacher Talk"
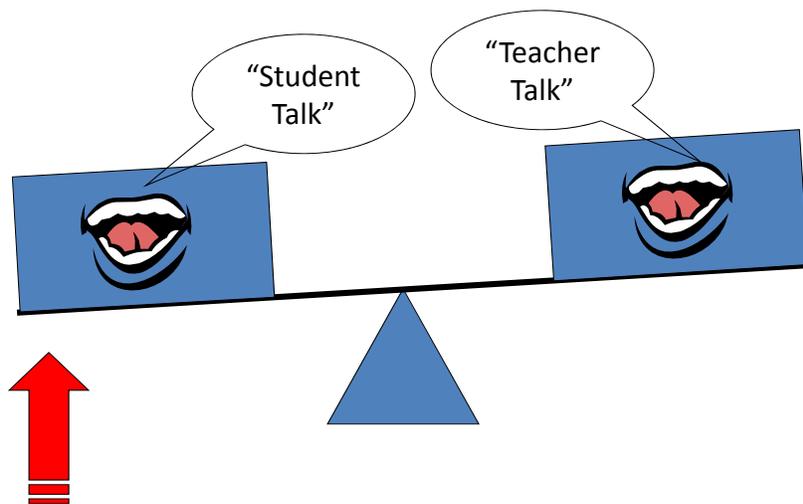
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Plan How to Manage Small Group Talk Behavior

- **To build instructional efficiency and save time:**
  - Establish talk signals
  - Model, practice, and review signals
  - Keep the language simple and explicit (e.g., *"Every time you hear a vocabulary word, put your thumbs up."*)

Use Verbal Group Responses

- T: The word is *carnivore*. Say *carnivore* with me.
- T/S: carnivore
- T: Your turn to say *carnivore*.
- S: carnivore

OR

- T: *Carnivore*. *Carnivore* is an animal that eats meat. . .an animal that eats meat. What is a *carnivore*?
- S: . . .An animal that eats meat.

Use Nonverbal Group Responses

OR
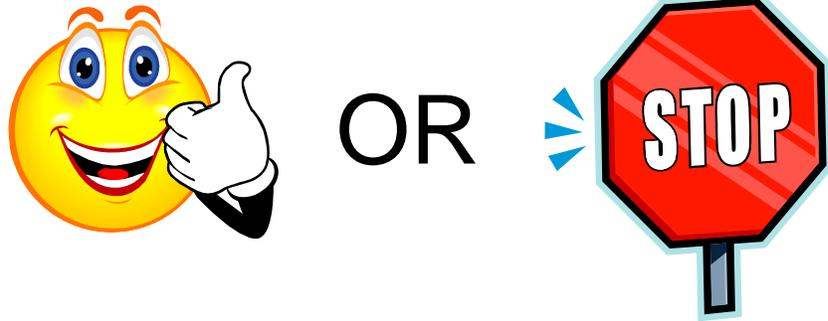
Hand Motions and Signing

Prediction

Step 1   Step 2
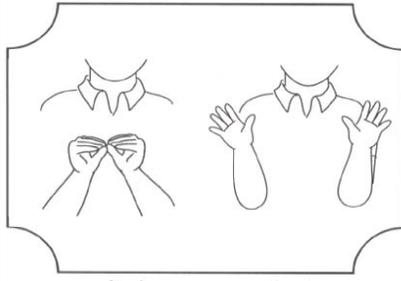
Which picture helped me predict?

What did I already know that helped me predict?

Ask Questions
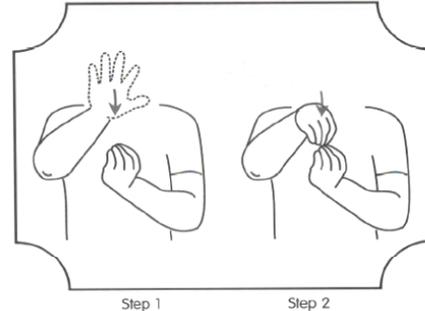
Do I understand the author?

Why did the author _____?

Hand Motions and Signing

Clarify

Step 1   Step 2

Why do you say that?

Could you explain that further?

Sum Up

Step 1   Step 2

What is this selection about?

Can I find out more if I look back?

Use Talk Partners
"Turn to your partner and tell . ."

- Establish guidelines and a routine.
- In the beginning of the year, students can just turn to a neighbor. . .later pair students so partners consist of one higher and one lower performer.
- Start by practicing talk about familiar things (e.g., clothing, favorite foods)
- Use a concrete symbol for turn taking (e.g., "talk block," small plastic heart)
- Change partners with new units, themes, and shifts in content.
- Limit the amount of time partners talk (e.g., 2 minutes with reminders to take turns at 30 sec., 60 sec., etc.)
- Behavior expectations are ESSENTIAL!: Model and practice.

Things to Remember

Increasing Student Talk

- Provide clear models and instructions.
- Use group and partner responses.
- Use positive behavior management.
- Transition efficiently.
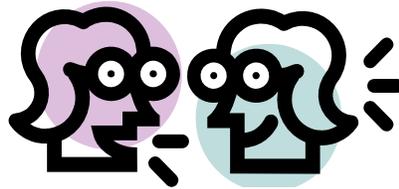
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How do I do <u>that</u> in small groups?
Increase Cognitively Challenging Talk

"Student Talk"
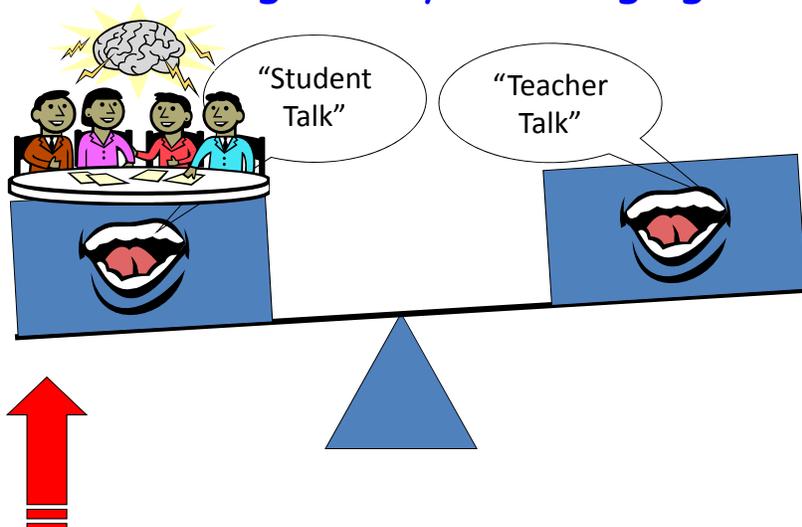
"Teacher Talk"

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Cognitively Challenging Talk

- **Students are doing the hard work of thinking**
  - Express ideas in their own way
  - Build on each others' responses
  - Use the text to verify, discuss, and interpret
- **Teacher <u>guides</u> and <u>facilitates</u> discussion**
  - Helps students focus on new ideas
  - Prompts students to elaborate and connect ideas
  - Prompts students to use the text to verify, discuss, and interpret

(e.g., Beck & McKeown, 2001, 2004, 2006; Neuman, 2006; Saunders & Goldenberg, 1999; Tharp & Gallimore, 1988).

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Cognitively Challenging Talk

- Focus on what the text means
- Develop ideas and make connections
- Use text to support student's thinking
- Consideration and discussion of meaning
- Use text as a resource
- Use questions to problem solve

- Focus on what the text says
- Retrieve information
- Use text to recall information
- Answer questions (versus use questions)
- Evaluate comprehension of text
- Right/Wrong

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Big Idea:
Increase "cognitive challenge" by scaffolding talk with prompts and follow-ups.

*   *   *

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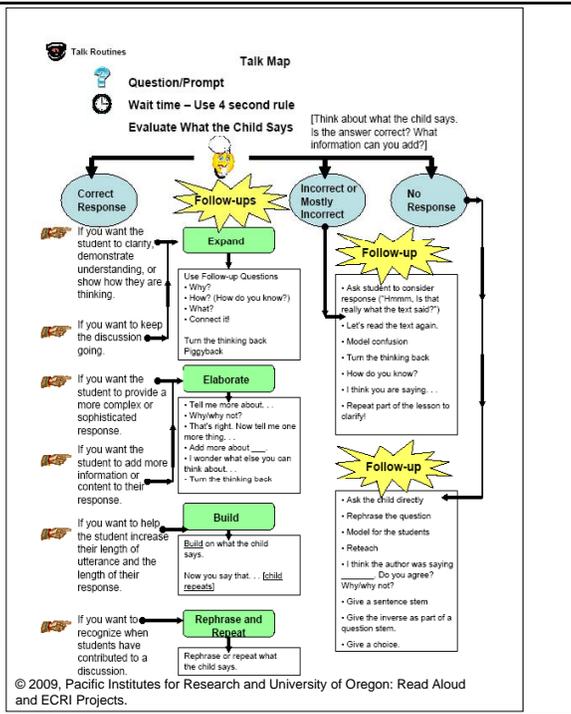http://www.readaloudproject.org

Talk Routines

Talk Map

Question/Prompt

Wait time – Use 4 second rule

Evaluate What the Child Says

[Think about what the child says. Is the answer correct? What information can you add?]

Correct Response — Follow-ups — Incorrect or Mostly Incorrect — No Response

If you want the student to clarify, demonstrate understanding, or show how they are thinking.

Expand

Use Follow-up Questions
• Why?
• How? (How do you know?)
• What?
• Connect it!

If you want to keep the discussion going.

Turn the thinking back
Piggyback

If you want the student to provide a more complex or sophisticated response.

Elaborate

• Tell me more about. . .
• Why/why not?
• That's right. Now tell me one more thing. . .
• Add more about ___.
• I wonder what else you can think about. . .
- Turn the thinking back

If you want the student to add more information or content to their response.

If you want to help the student increase their length of utterance and the length of their response.

Build

Build on what the child says.

Now you say that. . . [child repeats]

If you want to recognize when students have contributed to a discussion.

Rephrase and Repeat

Rephrase or repeat what the child says.

Follow-up

• Ask student to consider response ("Hmmm, is that really what the text said?")
• Let's read the text again.
• Model confusion
• Turn the thinking back
• How do you know?
• I think you are saying. . .
• Repeat part of the lesson to clarify!

Follow-up

• Ask the child directly
• Rephrase the question
• Model for the students
• Reteach
• I think the author was saying _____. Do you agree? Why/why not?
• Give a sentence stem
• Give the inverse as part of a question stem.
• Give a choice.

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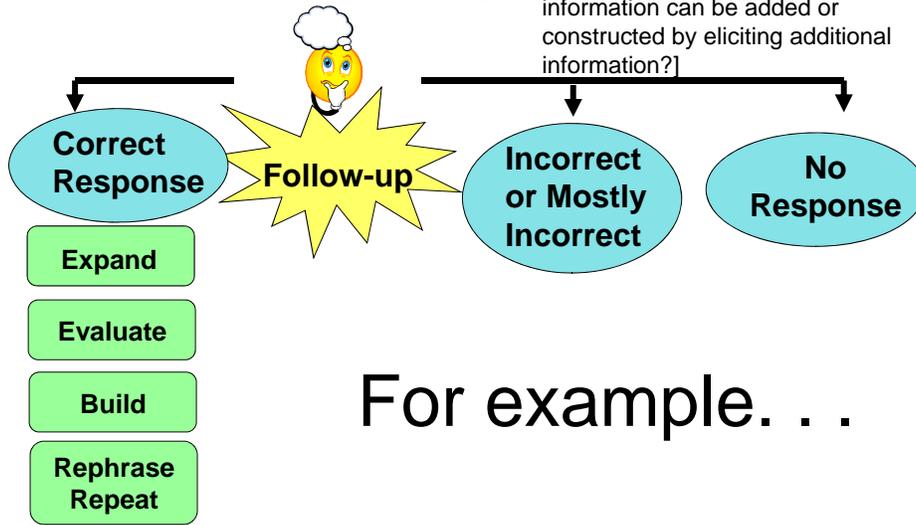

Question/Prompt

Wait time – Use 4 second rule

Evaluate What the Child Says

[Think about what the child says. Is the answer correct? What information can be added or constructed by eliciting additional information?]

Correct Response — **Follow-up** — **Incorrect or Mostly Incorrect** — **No Response**

Expand

Evaluate

Build

Rephrase Repeat

For example. . .

Wait Time

- Give sufficient **wait time** for students to think and respond.
  - Be Patient!
- Wait about 4 seconds after you ask a question.
- If you do not get an answer, be prepared to ask a question that prompts a response.
  - T: Do reptiles have scales or fur?

Expand

- Guide and facilitate with follow-ups to **expand** an answer. Construct meaning by asking students to clarify, demonstrate their understanding, or show how they are thinking.
  - Why?
    - Why do you think that. . .
  - How?
    - How do you know?
  - What does the text say? What do you think the author might be trying to say?
  - Hhmm. . .What do you make of this? What do you think that means? What's this all about?
- Present questions that turn the thinking back to students for further consideration.
  - T: Maria thinks a snake is a reptile. Roberto, why is a snake a reptile?

Try It

- **<u>Expand</u>**
  - S: The turtle, hmm. . .tortoise likes warm.
  - T: ?

  - S: Reptiles have clear eyelids.
  - T: ?

  - S: Get rid of their skin!
  - T: ?

Elaborate

- Teachers prompt students to tell more or **<u>elaborate</u>** what they are thinking or feeling about information or interesting facts.
    - Tell me more about. . .
    - Add one more thing to. . .
    - Add more about. . .
    - I wonder what else you can think about. . .

Try It

- S: Reptiles. . .cold-blooded.
- T: ?

- S: I think reptiles have clear eyelids to help protect their eyes.
- T: ?

- S: It keeps its body warm.
- T: ?

Fun Examples

T: What does **polite** mean?

S: *Polite is when you ask somebody nicely, like, may I please have my glasses back?*

T: Why would that be polite?

S: *Please, um, give me my glasses back.*

Fun Examples

T: What does **proud** me?

S: *When you're happy. Like when you're happy and you know it clap your hands (student sings song).*

T: Tell me more about what proud means.

S: *So, um, proud means when you're happy when you have an ice cream cone and you're walking and it doesn't fall off.*

Fun Examples

T: Okay, what's a **paleontologist**?

S: *Paleontologist? I don't know. Oh, yes I do. . . Erase that please. A paleontologist is the person who builds the fossils and they're a scientist. Want a sentence?*

T: Just a minute. Okay, now use paleontologist in a sentence.

S: *Hey Mom, a paleontologist is at my door! Can I answer and let him in to do some science?*

Fun Examples

T: What's a **paleontologist**?

S: *I have no idea.*

T: Would a paleontologist study elephants or dinosaurs?

S: *I still have no idea.*

Talk Routines Example

- What talk routines do you see in this video clip? Use of wait time? Follow-ups for correct, incorrect, and no responses? Follow-ups to help expand and elaborate? Language-building?

Things to Remember

Increasing Cognitively Challenging Talk

- Use think time.
  - For example: "Stop and think. [Wait 2 to 3-minutes] Now let's talk about. . ."
- Anticipate student responses and questions. Write sample follow-up questions.
- Include all students in discussions.
- Provide error corrections through "scaffolded discourse."
- Use questions and follow-ups to facilitate discourse.
- Focus on constructing meaning and ideas – what the text means versus an interpretation of what the text says.
- Address and/or follow-up on student questions in an analytic manner.
- Guide students to initiate their own questions and build on the contributions of their peers.

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How do I do <u>that</u> in small groups? Increase Word Knowledge and Expressive Vocabulary
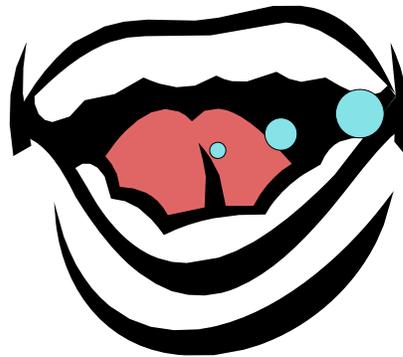
<u>Expressively</u> saying and using words.

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Booster Vocabulary Goal

- Expressive word knowledge and use demonstrated with depth.
  - "What does _____ mean?" Or, "What is a _____?"
  - "Now use the word _____ in a sentence."
- We want students to *love*, *own*, and *use* the target vocabulary words (Beck, McKeown, & Kucan, 2002).
- **NOTE**: *The goal is to build expressive, spoken vocabulary not word reading vocabulary.*

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Instructional Routine for In-Depth Vocabulary Discussion

- Say and repeat the word
- Say and repeat the definition
- Give an example
- Ask follow-up questions (e.g., Is this an example of_____?, Why?, How do you know?)
- Use word in super-sentence
- Repeat word again

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Start with Context

- Start by discussing words in context (in the context of the text):

  "Eye lids protect the eyes. Touch your eye lid. Eye lids keep the eyes safe from danger. . ."

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Expand Beyond Context

I am going to say some things and you tell me how they could *protect* you.
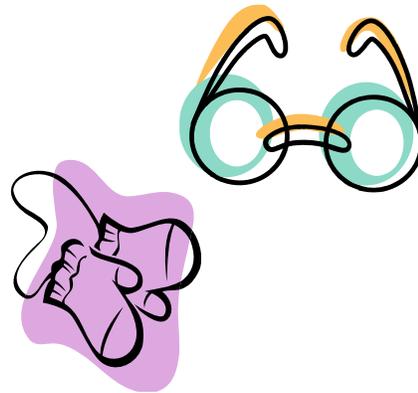
a pot holder

a smoke alarm

mittens

seat belts

sunglasses

suntan lotion

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Vocabulary Expansion, Vocabulary Fun

- **Vocabulary Expansion** (Beck, McKeown, & Kucan, 2006)
    - Questions (Q)
    - Reasons (R)
    - Examples (E)
- **Vocabulary Fun**
    - Games like Deal or No Deal, Matching, etc.
- **Encourage students to listen for and use new vocabulary!**

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What Our Booster Students Know About Words

What is larva?

It is that really hot rock, right?

What Our Booster Students Know About Words

Tell me a mammal that is an herbivore?

Mrs. Shore!
(She's a vegetarian.)

What Our Booster Students Know About Words

If a cat is a predator and it hunts, kills, and eats a mouse, what would we call the mouse?

A snack

Things to Remember

Increasing Word Knowledge and Expressive Vocabulary

- Use a consistent routine!
- Integrate extended vocabulary examples and non-examples (e.g., build from contextual examples to non-contextual examples).
- Promote depth with questions, reasons, and examples.
- Have fun with words!

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Enhancing interactive read alouds with small group instruction requires. . .

- Structuring content flexibly to pre-teach, enhance, or review by using text-based discourse and instructional conversations.
- Structuring a link to whole class Read Alouds.
- Using a consistent set of instructional routines across lessons.
- Focusing on building and increasing. . .

. . .content knowledge and understanding.

. . .student talk.

. . .cognitively challenging talk.

. . .word knowledge and expressive vocabulary.

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Any Questions?

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