

**Theme: STANDARD 2: INSTRUCTIONAL STRATEGIES AND CURRICULUM MATERIALS**

**Description:** Comprehension Research Study

**Type of Evidence:** This artifact selected as evidence for this theme is a research study on a specific comprehension tool.

**Master's course it connects with:**  
Seminar in Education (ELED 663)

**Standards it connects with:**

1.3 Identify, explain, compare, and contrast the theories and research in the areas of language development and learning to read.

2.1 Support classroom teachers and paraprofessionals in their use of instructional grouping options. They help teachers select appropriate options. They demonstrate the options and explain the evidence-based rationale for changing configurations to best meet the needs of all students.

2.2 Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods including technology-based practices. They help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.

2.3 Support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. They help teachers select appropriate options and explain the evidence base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.

3.3 Assist the classroom teacher in using assessments to plan instruction for all students. They use in-depth assessment information to plan individual instruction for

struggling readers. They collaborate with other education professionals to implement appropriate reading instruction for individual students. They collect, analyze, and use school-wide assessment data to implement and revise school reading programs.

### **Rationale:**

This piece of evidence belongs in a reading specialist's portfolio because it demonstrates the *use of a wide range of curriculum materials*. This piece also includes a *wide range of instructional practices, approaches, and methods*.

The Comprehension Research Study applies to Standards 2.1, 2.2, and 2.3. A candidate will *support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. They help teachers select appropriate options and explain the evidence base for selecting practices to best meet the needs of all students*. This study provides an example of an effective comprehension tool for identifying specific story elements when retelling. A variety of approaches are embedded in this study which provided students with multiple opportunities for success to meet all individual needs. Multiple texts were incorporated at differing levels. These texts each supported my goal for identifying elements in a narrative structure.

The research selected for this study supports the importance of comprehension as a process. Comprehension strategies take a great deal of instruction, modeling, and practice. It also demonstrates the importance of a candidate's ability to *identify, explain, compare, and contrast the theories and research in the areas of language development and learning to read (1.3)*.

This study is also connected to Standard 3.3; a candidate will *assist the classroom teacher in using assessments to plan instruction for all students. They use in-depth*

*assessment information to plan individual instruction for struggling readers. They collect, analyze, and use school-wide assessment data to implement and revise school reading programs.* Pre and post assessments were used to plan instruction. The use of modeling was included to provide specific strategy instruction. Students were progress monitored throughout the study to provide lessons with a tight focus to meet individual needs. Data was also analyzed to see areas of strength and weakness and to plan for further instruction.

# Research Presentation

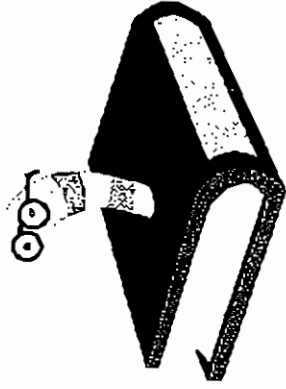
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ELED 663

Fall 2009

# Research Question

“How effective is the Story Grammar Marker (Braidy) as a comprehension tool for identifying specific story elements when orally retelling?”



## What the research says...

“Children’s story comprehension is facilitated when they are involved actively in the reconstruction (thinking) of a story.”

Retelling improves comprehension. Active involvement in different forms of story retelling provides children with more opportunities for success (Morrow).

# Research cont.

Comprehension is a process. It takes a great deal of instruction, modeling and practice (Gill).

We think in terms of stories. Not only do we understand the world in terms of stories we've heard, our interpretation of personal problems and relationships is influenced by stories of others who have experienced similar situations. We understand and explain just about everything in life through stories (Schank).

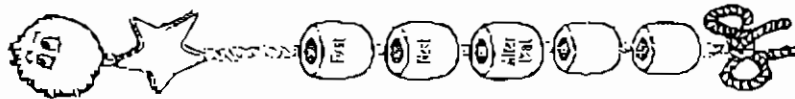
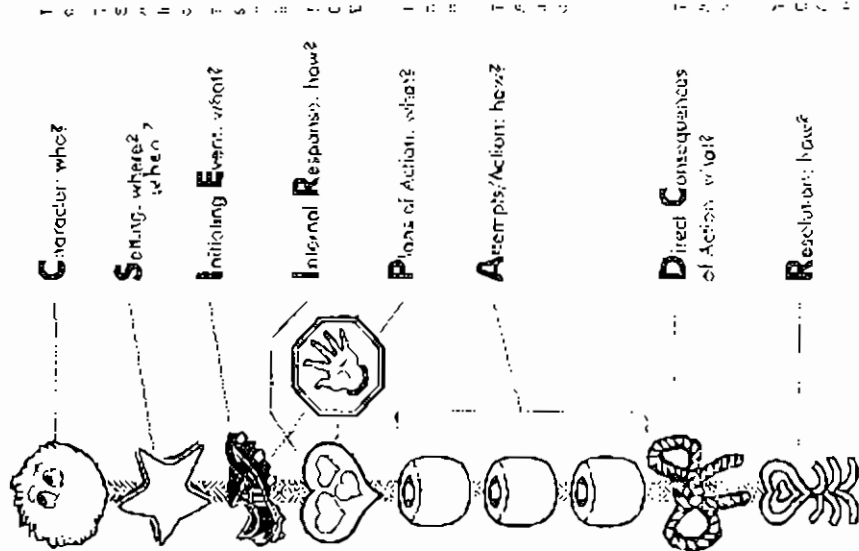
# Story Grammar Marker aka “Braidy”

The goal of the Story Grammar Marker (Braidy) is to help students internalize the narrative structure through interactive modeling and scaffolding. Provides students with strategies to comprehend text in order to retell a story.



# Braidy

24



**Character(s)**  
-Who or what is in the story?

**Setting**  
-Where and when does the story take place?

**Actions/Events**  
-What happened first, next, after that?

**Consequence**  
-How did the story end?  
-What happened as a result of the actions/events?

# Study group

Easily accessible- current kindergarten class

Change in state (CT) reading goals

# Study Participants

8 Kindergarten students

Baseline assessments and screening results were analyzed.

Heterogeneous group - middle students

# Procedure

Name: \_\_\_\_\_  
 Story: \_\_\_\_\_  
 Date: \_\_\_\_\_

## Baseline- Rubric

K Retelling Rubric

	EMERGING	DEVELOPING	INDEPENDENT	ADVANCED
1. Includes all or most of the main events (limited retelling)	2. Includes all main events generally in sequential order (partial retelling)	3. Includes all main events in sequential order with some detail (partial retelling)	4. Includes all main events in sequential order with some detail (partial retelling)	5. Includes all main events in sequential order with some detail (partial retelling)
1. Retells in chronological order with general content (limited retelling)	2. Retells in chronological order with some detail (partial retelling)	3. Retells in chronological order with some detail (partial retelling)	4. Retells in chronological order with some detail (partial retelling)	5. Retells in chronological order with some detail (partial retelling)
1. Uses general terms or limited detail to describe events (limited retelling)	2. Uses some detail to describe events (partial retelling)	3. Uses some detail to describe events (partial retelling)	4. Uses some detail to describe events (partial retelling)	5. Uses some detail to describe events (partial retelling)
1. Retells with few or no details (limited retelling)	2. Retells with some details (partial retelling)	3. Retells with some details (partial retelling)	4. Retells with some details (partial retelling)	5. Retells with some details (partial retelling)

Notes:

Score: \_\_\_\_\_



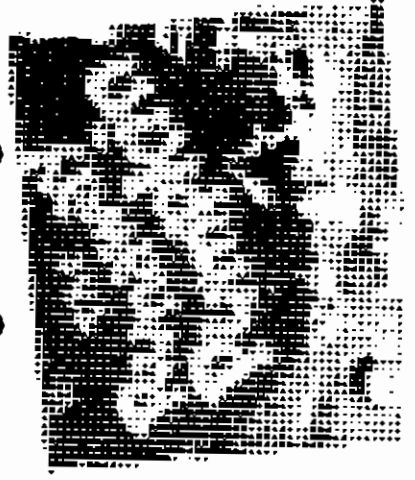
# Week 1 & 2

Introduction of the concept of retelling, demonstrated using a familiar read aloud.

(story: The Runaway Pumpkin)

Introduction of Braidy

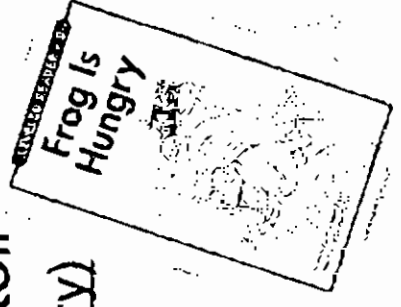
Modeled retelling using Braidy



Students created their own Braidy to reinforce key concepts/language

Read aloud; students used Braidy to retell

Students worked in small groups to retell (story: Frog is Hungry)



# Week 3 & 4

Read aloud, students individually used Braidy to retell

(story: Hilda Hen's Search)

Read 1:1, students used Braidy to retell

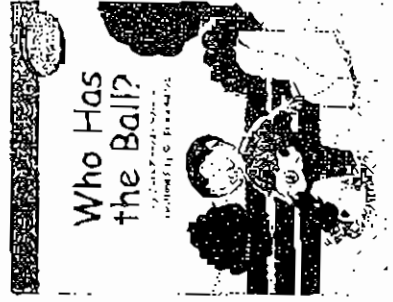
(story: Who Has the Ball?)

Read aloud, whole group, students used Braidy to retell

(story: Big Egg)

Assessment: students used Braidy to retell

(story: George and Martha)



# Data Collection

Name: John Doe  
 Story: Little Red Riding Hood  
 Date: 1/15/10

## K Retelling Rubric

	EMERGING	DEVELOPING	INDEPENDENT	ADVANCED
Retelling Sequence of Events	1. Includes at least 1 main event (partial retelling)	2. Includes at least 2 main events (partial retelling)	3. Includes most of the important events from beginning, middle, and end, retelling in sequence (full retelling)	4. Includes all important events from the beginning, middle, and end in sequence
Retelling Characters and Details	1. Refers to characters using general pronouns, may include minimal information.	2. Refers to characters using appropriate pronouns, includes at least 1 detail. May include name and physical characteristics.	3. Refers to most characters by name and includes some important details.	4. Refers to all characters by name and includes most of the important details.
Retelling Vocabulary	1. Uses general terms and/or limited understanding of key words/concepts.	2. Uses more specific vocabulary from the text to describe words/concepts.	3. Uses language vocabulary from the text, but includes many of the key words/concepts.	4. Uses important language vocabulary from the text, good understanding of key words/concepts.
Retelling Teacher Support	1. Responds with 1 or more questions or prompts.	2. Responds with 2 or 3 questions or prompts.	3. Responds with 2 or 3 questions or prompts.	4. Responds with 3 or more questions or prompts.
	4	5	6	7
	8	9	10	11
	12	13	14	15
	16			

Notes:

Score: 5

Story Grammar Marker  
Kindergarten Braidy

First  
Next  
Then  
After that  
Finally

Story Grammar Marker  
Kindergarten Braidy

First  
Next  
Then  
After that  
Finally

Story Grammar Marker  
Kindergarten Braidy

First  
Next  
Then  
After that  
Finally



Name: \_\_\_\_\_  
 Story: SCOTTIE HAZEL MIASTON  
 Date: 11/07

### K Retelling Rubric

	EMERGING	DEVELOPING	INDEPENDENT	ADVANCED
Retelling: Sequence of Events	1. Includes 1 or 2 events or details (limited retelling)	2. Includes at least 2 events generally in random order (partial retelling)	3. Includes least of the important events from beginning, middle and end, generally in sequence (oral, text, film, graphics)	4. Includes all important events from the beginning, middle and end in sequence.
Retelling: Characters and Details	1. Refers to characters using general pronouns. may include incidental information.	2. Refers to characters using appropriate pronouns, includes at least 1 detail. May include some description.	3. Refers to most characters by name and includes some important details	4. Refers to all characters by name and includes most of the important details
Retelling: Vocabulary	1. Uses general terms or phrases, limited understanding of key words/concepts.	2. Uses some language/vocabulary from the text, some understanding of key words/concepts.	3. Uses language/vocabulary from the text, basic understanding of most key words/concepts.	4. Uses important language/vocabulary from the text, good understanding of key words/concepts
Retelling: Teacher Support	1. Retells with 5 or more questions or prompts	2. Retells with 3 or 4 questions or prompts.	3. Retells with 1 or 2 questions or prompts.	4. Retells using no questions or prompts.
	4 5 6	7 8 9	10 11 12 13	14 15 16

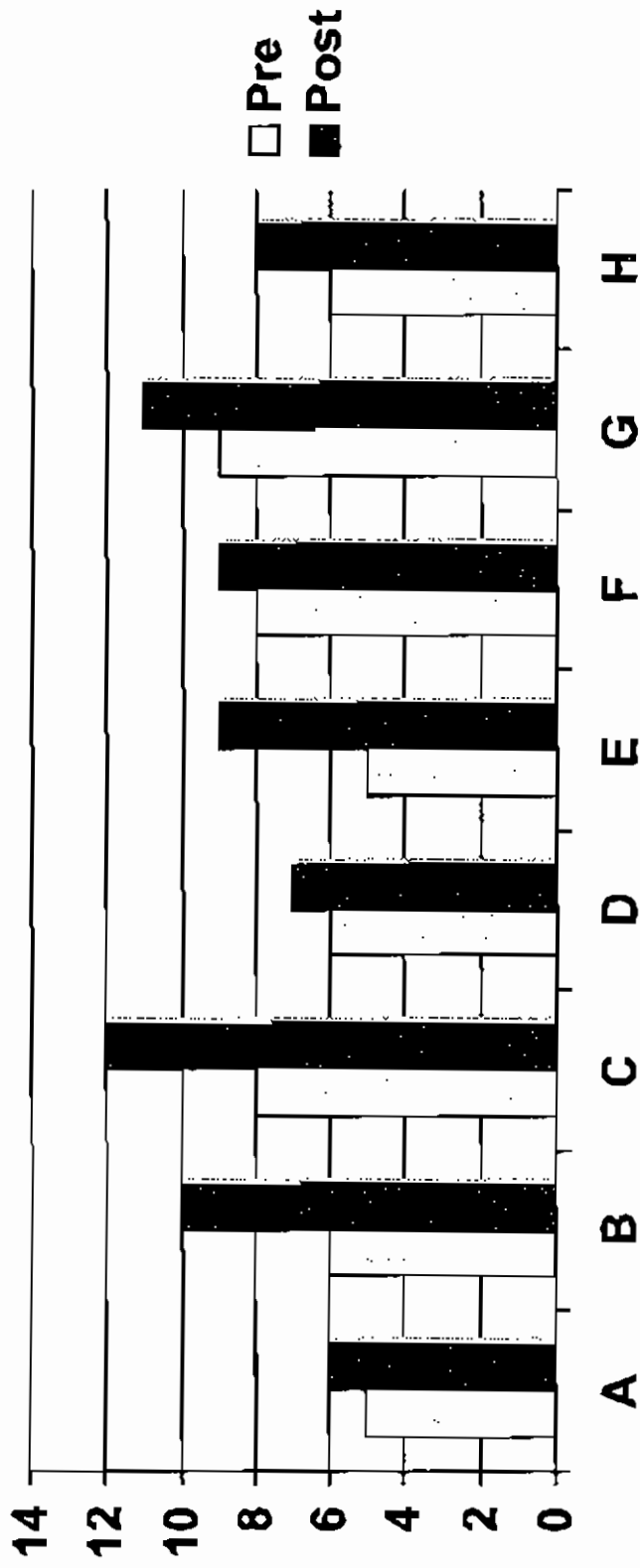
Notes:

Score: 7

# Results

ALL students demonstrated growth when comparing their pre & post assessments!

## K Retelling



## Results cont.

Scores: improved avg 2.2pts

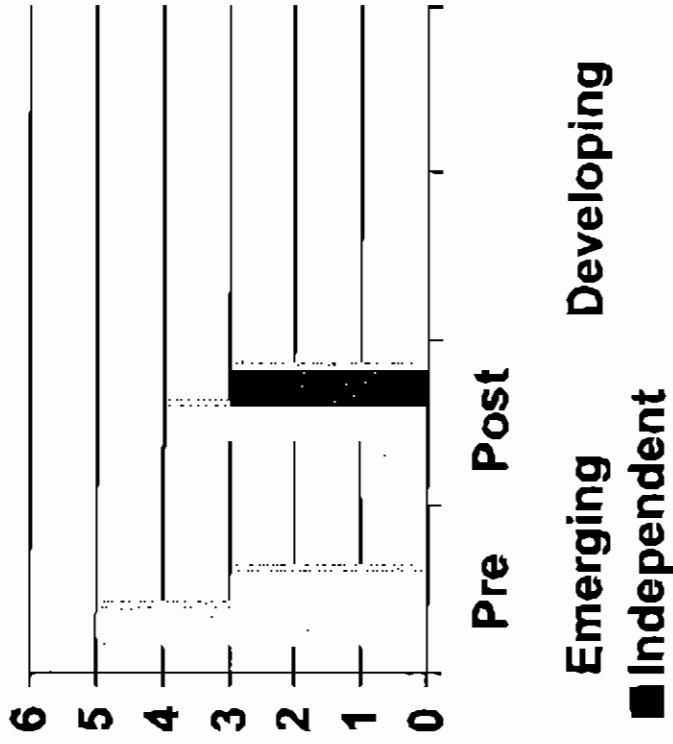
High group (2) +3pts

Middle group (4) +2.5pts

Low group (2) +1pt

# Rubric Data

5 S Emerging > 1  
S Emerging  
3 S Developing > 4  
S Developing  
0 S Independent > 3  
S Independent



# What have I learned?

The Story Grammar Marker (Braidy) IS an effective tool for story retelling.

It is an engaging tool that gives students a visual model for retelling story elements/ comprehension.

This tool needs to be implemented with a great deal of modeling with lessons that are scaffolded.

Students need to be progress monitored often so that if there is a need for instruction on specific elements, lessons can have a tight focus.

# Future Research



I will continue this research for the remainder of this year to see ultimately if my students are successful with the end of the year benchmark for the DRA.

It is important to use this tool all year long to see the most benefits. I am eager to see my students' progress.

Parent involvement/training

Questions?

