

## 5<sup>th</sup> Grade Instruction Model Research

**Setting:** Ms. Johnson and Ms. Primoli's 5<sup>th</sup> grade class and one medium-sized pull out room.

**Research Question-** How can limited targeted pull-out sessions that are aligned with the content instruction (often using the very same materials) help bolster reading fluency and comprehension of 5<sup>th</sup> grade ELs ranging from WIDA 1-3?

**Intervention:** 8 weeks of co-teaching and pullout instruction aligning with Journeys classroom content. Ms. Primoli's class received 3 pullouts out a week, while Ms. Johnson's received only in-class support.

### Limitations:

Not an apples to apples study in that these are two different groups of students from two different classrooms. Differences in measured outcomes are corollary, not necessarily causative due to different classroom practices.

### Measurement Devices:

#### **Summative**

- Journeys decoding/fluency and comprehension assessments.
  - Rationale – aligns with instruction
- \*\*\* decided not to do full MODEL
  - Rationale – Not measuring language acquisition and MODEL takes 90 minutes.
  - 90 X 18 students = 27 hours of missing instruction

#### **Formative**

- Decoding/fluency observations done with a checklist
  - Rationale – more robust data than simply doing a running record (descriptive with possible insights into why)
- Comprehensive observations done with a checklist
  - Rationale – more robust data than simply doing a comprehension assessment
- Verbal engagement observations done with a checklist
  - Rationale – ESL research shows that verbal processing is extremely important to comprehension, especially for SLIFE
- Writing observations done with a checklist
  - Rationale - Writing is measurable and is what ultimately we are expecting from students

## Summary of Data – Summative Assessment

Journeys Fluency Growth (WPM)		Journeys Comprehension Growth (percent correct)	
Johnson	Primoli	Johnson	Primoli
average growth = 5.5	average growth = 12.2	average growth = 35%	average growth = 20%
4 students showed significant growth	All students showed significant growth	4 students showed significant growth	4 students showed significant growth
5 students' scores decreased	0 students' scores decreased	1 student's scores decreased	0 students' scores decreased

Red= Very low or decreasing	Orange = Emerging	Blue = approaching proficiency	Green = proficient or on target	Pink = data of note
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# of verbal engagements with content per week	
Johnson	Primoli
Ranged from <b>.5-1.6 per student</b>	Ranged from <b>5-7 per student</b>

Writing Observations			
Johnson		Primoli	
- For the most part <b>No writing evidence</b>  - At best <b>4 students</b> Some words, evidence of meaning	- <b>3 students</b> <span style="color: #2980b9;">Partial sentences.</span> Ideas are on target. Some spelling and grammar issues.	- <b>All students</b> <span style="color: #2980b9;">Partial sentences.</span> Ideas are on target. Some spelling and grammar issues.	<b>3 students moved to</b> <span style="color: #27ae60;">Full sentences.</span> Ideas are on target. Some spelling and grammar issues.

## Summary of Data – Formative Assessment

Reading observations - decoding	
Johnson	Primoli
<b>4 students</b>	<b>0 students</b>
able to follow read alouds with some help - but struggling	able to follow read alouds with some help - but struggling
<b>3 students</b>	<b>2 students</b>
able to follow read alouds with some help	able to follow read alouds with some help
<b>2 students</b>	<b>6 students</b>
able to follow read alouds independently	able to follow read alouds independently
<p><b>***3 students moved from</b></p> <p>not really able to follow read alouds even with help</p> <p><b>to</b></p> <p>able to follow read alouds independently</p>	

Reading observations - comprehension	
Johnson	Primoli
<b>1 student</b>	<b>0 students</b>
Lost, no evidence of comprehension of target story	Lost, no evidence of comprehension of target story
<b>6 students</b>	<b>2 students</b>
Some evidence of comprehension via verbal checks	Some evidence of comprehension via verbal checks
<b>3 students</b>	<b>4 students</b>
Moderate evidence of comprehension via verbal checks	Moderate evidence of comprehension via verbal checks
<b>0 students</b>	<b>3 students</b>
Stronger evidence of comprehension via verbal checks	Stronger evidence of comprehension via verbal checks

### Conclusion

My data and experience tell me that the best practice these particular students would be to do the following:

One to two pull outs per week, per group.

- **Pull out 1** - Pull my 1-2s for 45 minutes (both classes) to give targeted reading instruction that *parallels the content in both rooms* (uses same journeys vocabulary, but modified story)
- **Pull out 2** – Pull out 3s for 45 minutes (both classes) reinforce reading done in the class. Use same story, more support, more interaction. Meanwhile 1s get additional repetition with ReadLive and Epic read live.

