Listening Comprehension and the Development of Emergent Reading Skills

Andrea Helena Priolette

The College at Brockport

Follow this and additional works at: https://digitalcommons.brockport.edu/ehd_theses

Part of the Early Childhood Education Commons, Educational Methods Commons, Elementary Education Commons, and the Language and Literacy Education Commons

To learn more about our programs visit: http://www.brockport.edu/ehd/

Repository Citation


https://digitalcommons.brockport.edu/ehd_theses/830

This Thesis is brought to you for free and open access by the Education and Human Development at Digital Commons @Brockport. It has been accepted for inclusion in Education and Human Development Master’s Theses by an authorized administrator of Digital Commons @Brockport. For more information, please contact kmyers@brockport.edu.
Listening Comprehension and the Development of Emergent Reading Skills

by

Andrea Helena Priollette

A thesis submitted to the Department of Education and Human Development of the State University of New York College at Brockport in partial fulfillment of the requirements for the degree of Master of Science in Education
Listening Comprehension and the Development of Emergent Reading Skills

by

Andrea Helena Priolette

APPROVED BY:

Advisor

Date

2nd Reader

Date

Director, Graduate Studies

Date
# Table of Contents

Abstract .................................................................................................................. 3

Chapter 1: Statement of the Problem ................................................................. 4
  Introduction ......................................................................................................... 4
  Background ....................................................................................................... 4
  The Research Question ................................................................................... 5
  Limitations ........................................................................................................ 5
  Definitions ........................................................................................................ 6

Chapter 2: Literature Review .............................................................................. 7
  Introduction ....................................................................................................... 7
  Listening Comprehension ................................................................................ 7
  Connecting Listening Comprehension to Reading .......................................... 8
  Success For All .................................................................................................. 11
  The Value of Read-Alouds .............................................................................. 13
    Read-Alouds in the Classroom ..................................................................... 14
    Read-Alouds in the Home ............................................................................ 16
  How is Listening Comprehension Related to Emergent Reading Skills? .... 17

Chapter 3: Methodology ....................................................................................... 18
  Introduction ....................................................................................................... 18
  Subjects ............................................................................................................. 19
  Research Design ............................................................................................... 20
    Listening Comprehension Assessments ...................................................... 20
    Reading Levels ............................................................................................. 20
    Classroom Observation .............................................................................. 21
    Parent Survey ................................................................................................ 21
    Reading Slips (Homework) .......................................................................... 22
    Teacher Questionnaire .................................................................................. 22
  Data Analysis .................................................................................................... 22
  Summary ........................................................................................................... 23

Chapter 4: Findings .............................................................................................. 24
  Introduction ....................................................................................................... 24
  Generalizations ................................................................................................. 25
  Summary ........................................................................................................... 32

Chapter 5: Implications ....................................................................................... 33
  Introduction ....................................................................................................... 33
  Implications ....................................................................................................... 33
  Questions for Further Study ........................................................................... 34

References ............................................................................................................ 35

Appendices .......................................................................................................... 37
List of Illustrations

Figure 1: Data Matrix .................................................................23
Figure 2: Correlation Table (Reading Levels vs. Listening Comprehension) ........25
Figure 3: Enter and Exit Listening Comprehension ..................................26
Figure 4: Enter and Exit Reading Levels ...........................................26
Figure 5: What Reading Skills Do Read-Alouds Develop? .......................27
Figure 6: Homework vs. Frequency of Read-Alouds at Home ....................31
Figure 7: Correlation Table (Change in Reading Level vs. Homework) ........31
Abstract

Emergent readers face a difficult task as they begin to build their reading skills. Reading is a process that utilizes various skills, especially in the early stages of reading development. This study was conducted in an urban elementary school to investigate the importance of listening comprehension within a setting of emergent readers, participating in the Success For All: Reading Roots program. Specifically, this research explores the correlation between listening comprehension skills and reading levels in a group of beginning readers. It identifies teachers' beliefs on the value and purpose of read-alouds in the classrooms. Furthermore, it examines the relationship of listening comprehension skills and read-alouds at home. Various research tools were utilized and a review of professional literature was completed to investigate the question: Is listening comprehension important in developing emergent reading skills?
Chapter 1

Statement of the Problem

Introduction

Emergent readers utilize a number of skills as they learn how to read. In the first stages, reading is based on the ability to phonetically identify letters and their corresponding sounds. With a strong focus on phonics, it is difficult for students to read for meaning at the same time; thus, comprehension skills begin to emerge through listening skills.

Listening comprehension works to heighten vocabulary and grammar skills, which are necessary tools in developing literacy. To develop listening comprehension, reading aloud is a common strategy used in many classrooms and is specifically targeted in the Success For All: Reading Roots program (SFA Foundation, 2003). Listening to stories is an excellent way to increase student interest in reading; therefore, establishing a strong motivation for learning. If the reading experience fosters enjoyment, children will want to spend more time reading.

Background

This research seeks to investigate the importance of listening comprehension within a setting of emergent readers who are participating in the Success For All (SFA): Reading Roots program. Reading aloud is a vital element in this emergent reading program. Each story is followed with an assessment and group activity, each focusing on listening comprehension. It has been observed that student interest
increases when given the chance to listen to a story, taking away the added pressure of individual reading, yet establishing a strong model from which to learn. Thus, this research will explore the correlation between listening comprehension skills and reading levels in a group of beginning readers.

**The Research Question**

Is there a correlation between the development of emergent reading levels and the development of listening comprehension? What is the value of reading aloud in the classroom? Is there a connection between reading aloud at home and student reading levels?

**Limitations**

This study is limited to one first grade reading group in an urban elementary school. The results of this study cannot be generalized to other first grade reading groups as the data reflect the specific outcomes of the classroom under investigation. Furthermore, because of the structure of the SFA program, the research will be conducted in a short time span over an eight-week reading period involving sixteen students.

Similarly, the parent survey and teacher questionnaire reflect the perceptions of a small group of participants in one urban elementary school setting. Data may vary if the study were conducted with different populations and school settings.
Definitions

**Listening Comprehension:** Listening comprehension is the ability to recall and understand information that is presented orally, primarily observed when reading aloud to children (HighReach, 2000).

**Read-Aloud:** The act of reading a book aloud to children, engaging them in the reading process through listening.

**Emergent Reading Skills:** A set of components necessary in building skills for beginning readers. These skills include, but are not limited to, phonological awareness, alphabet recognition, letter-sound knowledge, vocabulary, grammar and comprehension.

**Success For All:** The SFA Foundation (2003) has created “a comprehensive reading program for beginning readers. It provides a strong base for students’ literacy and fosters their love of reading through rich literature experiences, oral language development, thematically focused writing instruction and opportunities to read decodable stories, and phonics practice” (p. v).
Chapter 2

Literature Review

Introduction

Learning to read is a process that develops in response to various skills, elements, and activities experienced by the reader. Emergent readers face a difficult task as they begin to build their reading skills. In the first stages, reading is primarily based on the ability to phonetically identify letters and their corresponding sounds. With a strong focus on phonics, it is easy to forget that emergent reading is dependent on a number of factors. Comprehension skills are often overlooked, yet they play an important role in the reading process. Early comprehension skills often begin to emerge through listening.

Listening Comprehension

Listening comprehension is a combination of processes working together “in an interactive, overlapping and simultaneous fashion” (Brett, 2004, p.1). It is not easily defined as it encompasses a wide range of elements including concentration, understanding, hearing, interpretation, remembering, sensing, recognizing, and organization. It is more than just the ability to receive audio stimulus, as it includes cognitive processes. When a subject listens to or hears a piece of information, the brain works to recognize and understand the stimulus. The subject identifies the sounds to create words, organizes the words to create meaning, and analyzes information for understanding, while constantly making connections with past
experiences and future expectations. Thus, listening comprehension can be defined as “the process of receiving, attending to and assigning meaning to aural stimuli” (Brett, 2004, p.1).

Furthermore, listening comprehension in the classroom is best defined as the ability to recall and understand information that is presented orally, and is primarily observed when reading aloud to children (HighReach, 2000). Listening is a natural skill that is utilized as a tool to help children develop their comprehension skills. It is a comfortable way to learn how to analyze and interpret information through the use of various materials such as books, videos, audiotapes, etc.

**Connecting Listening Comprehension to Reading**

Listening is one of the first skills a child uses to learn. In terms of literacy development, children move from hearing to reading, to telling to writing original stories (Fisher, Flood, Lapp & Frey, 2004). It is through listening that children are exposed to language patterns in writing, giving them the necessary tools for reading. When a child experiences written language orally, they can make strong connections to sounds, patterns, text structures, and format when learning to read on their own (Fisher et al., 2004).

Lawhon and Cobb (2002) explain that literacy development is rooted in social interaction, “children’s literacy abilities grow when there are opportunities to see, share, act, sing, classify, observe, and make decisions” (p. 113). These opportunities arise when children are exposed to literacy through listening skills and oral language. Gainsley and Boisvert (2004) support the element of social interaction as they believe...
that children begin to read in various ways: identifying signs and symbols, awareness of environmental print and asking adults to read words to them, and repeating phrases in familiar books (p. 27). These activities all entail the use of listening skills.

According to the American Speech-Language-Hearing Association (ASHA) (2002), the development of literacy is based on the foundation created by an established connection of spoken and written language. To make these connections, listening becomes a primary factor in developing reading skills. ASHA (2002) states, "spoken and written language have a reciprocal relationship, such that each builds on the other to result in the general language and literacy competency, starting early and continuing through childhood" (p. 356). Their research has shown that many integral elements of literacy development stem from a child's interactions with spoken language through listening. For example, the development of phonological awareness in emergent readers begins as "children enjoy playing with the sounds of spoken language," utilizing sound play of "nursery rhymes, alliteration, poems, finger plays, chants, and television jingles" (p. 359). In addition, children develop a sense of story through listening comprehension: "Evidence that a child is acquiring a sense of narrative is documented when the child can answer questions about the story, retell it, or produce story-like sequences spontaneously” (p. 359).

Research shows that the early literacy process involves many different concepts. Children use information contained in the printed words themselves, as well as information contained outside the printed words. The information inside the words includes the concepts of phonological awareness, alphabet recognition and
letter-sound knowledge, while the information outside the text includes concepts of vocabulary, conceptual knowledge and schema. The outside concepts are all elements of comprehension, primarily developed through listening in the early stages of literacy. The focus of emergent reading often looks at phonological skills, yet research has shown that there is wider range of skills that are fundamental and critical to literacy development, particularly those skills related to comprehension.

"Children’s literacy development depends on their acquisition of both inside-out and outside-in concepts" (Kruse, 2004, p. 6).

Muter, Hulme, Snowling, and Stevenson (2004) break down reading into two simple categories: word recognition and language comprehension. Similar to the inside and outside concepts, word recognition is identified as the decoding aspect of reading, while language comprehension is the vocabulary and conceptual knowledge assessed by listening comprehension. Buck (1999) extends the meaning of language comprehension:

Listening and reading have many things in common. Both listening and reading are a form of language comprehension. In both cases we are trying to get some meaning from the language. The knowledge of language includes knowledge of vocabulary, the grammar, and the way longer discourse is structured, the knowledge of the sound system for listening, and the writing system for reading. (p.1)

This model associates reading as a linguistic skill, dealing with evidence that shows that "children’s early progress in learning to read depends critically on their oral language skills" (Muter et al., 2004, p.665). Oral language develops phonological skills, vocabulary, grammar and structure, which are then transferred to reading text.
However, these oral skills could not be developed without listening skills. Thus, oral language, which is directly related to listening comprehension, plays an important role in the reading process.

In a case study of a first grade teacher and her classroom, interactions around information book read-alouds were researched in order to investigate comprehension and language acquisition skills. It was found that one reason for struggling readers was the inability to transfer comprehension skills to reading and to acquire new strategies necessary for reading. Smolkin and Donovan (2001) believe that “good readers are constructively responsive” (p. 97), suggesting that they have good comprehension awareness developed from listening comprehension. Within their investigation, they found that listening comprehension not only teaches about how stories operate, but also enhances vocabulary knowledge, which benefits the child’s literacy development. Therefore, the study found that:

Growth in knowledge about print does not necessarily mean growth in background knowledge, concepts and vocabulary students will need to make sense of the expository texts that will dominate their later school lives . . . It is our contention that a comprehension acquisition curriculum would ensure that growth in concepts and vocabulary would occur simultaneously with growth in decoding. (Smolkin et al., 2001, p. 115)

*Success For All*

Like many reading programs, *Success For All* (SFA) is a program for early readers that incorporates listening comprehension on a daily basis through a read-aloud activity. As stated in the SFA teachers’ manual:

Students progress to literacy through a series of steps. They learn and practice decoding skills in FastTrack Phonics for Roots. The
application of these skills helps them read the decodable Shared Stories on their own. The STaR literature, which is thematically linked to the Shared Stories, enriches vocabulary, story comprehension and writing experiences. (SFA Foundation, 2003, p. v)

This program has adopted a comprehensive view of reading, which includes skills in a wide range of areas rather than a narrow focus based on phonics instruction. The program works to provide a strong base for the development of literacy, providing opportunities for children to experience literature through listening, helping to strengthen their skills and develop a love for reading. SFA wants to see growth in many areas of reading including, but not limited to, the child’s ability to hear and manipulate sounds in words, the ability to read smoothly and accurately with expression, the use of appropriate emphasis and inflection, the ability to monitor for meaning, retell what is read, and recognize and self-correct errors. These skills are all directly related to listening comprehension, as listening becomes one of the necessary skills to be a good reader.

SFA works to correlate the stories that children read independently with the stories read aloud. Fisher et al. (2004) support this practice as they observed that expert teachers have a keen ability to connect read-alouds to independent reading that occurs during the day: “The expert teachers consistently ensured that the text that they read aloud was not an isolated event, but rather a part of their whole literacy instructional program” (p. 13). When reading aloud is connected to independent reading, students gain confidence and increase their comfort level in their own
reading abilities. Therefore, making strong connections impacts the development of literacy.

The Value of Read-Alouds

To develop listening comprehension, reading aloud is a common strategy used in many classrooms and is specifically targeted in the Success For All program. According to “The Commission on Reading” written by Anderson, Hiebert, Scott, and Wilkinson (1985), “The single most important activity for building knowledge required for eventual success in reading is reading aloud to children” (p. 23). Read-alouds have the ability to model enthusiastic and expressive reading, develop a joy for reading and “invite listeners to be readers” (Fisher, Flood, Lapp, & Frey, 2004, p. 8). Research has found that reading aloud is an effective way to use listening skills to develop vocabulary and concepts of print and story, introducing children to the patterns and structures of written language (Fisher et al., 2004; Gainsley, & Boisvert, 2004; Schaefer, 2004).

In a five-year study of 168 children, Senechal and Lefevre (2002) examined the relationships among early literacy experiences in the home and in the classroom, receptive language and emergent reading skills, and reading achievement. The results showed “that children’s exposure to books was related to the development of vocabulary and listening comprehension skills, and that these language skills were directly related to children’s reading in grade 3” (p. 445). Furthermore, Senechal et al. (2002) found that a child’s interest in literacy predicts emergent literacy skills, specifically, early shared book readings influencing decoding skills and fluency.
Thus, this study supports the belief that exposure to print through read-alouds is an important component of skilled reading, both in the development of emergent and extended reading skills.

**Read-Alouds in the Classroom**

Read-alouds can be constructive tools in the reading classroom. When teachers take the time to preview and practice a read-aloud story, they can model fluency and expression, prepare beneficial comprehension questions, and cover new vocabulary words (Fisher et al., 2004). These simple steps allow students to enjoy and learn from an enthusiastic model of reading. Furthermore, discussion questions enhance listening comprehension skills and provide opportunity to think about the text in a meaningful way. “In order to be a strong reader later on, a child must be able to recall information when it is presented orally” (HighReach, 2000, p. 1).

Dickinson, McCabe, and Anastasopoulos (2002) studied the quality of book use in various preschool classrooms, concentrating on reading aloud and its effect on certain literacy skills. They found that “thoughtful, analytical conversations during book reading play an important role in supporting children’s literacy development” (p. 11). In addition, the results showed that the frequency of such conversations among four-year old preschool students was related to vocabulary development at the end of kindergarten. The research supports “the importance of book reading for children’s literacy development” (p. 13).

When children are exposed to literature through read-alouds in the classroom, they begin to comprehend the language and how stories are organized. Duke (2003)
created a study with a kindergarten teacher, which looked at the way her students interacted with information books in the classroom:

We first asked the children to pretend to read an information book—to look at the pictures and supply their own words—early in the year, and then asked them to pretend to read it again three months later, in December. In the meantime, the teacher read aloud information books as well as storybooks every day. When we looked at the kindergartners’ pretend reading in December, it was clear that the children knew what to expect from an information book. Their readings increasingly reflected the language features and conventions of information books, such as using present tense to convey timelessness. For example, when one child “read” the book September, she labeled and described the pictures: “tree, house car, bell.” In contrast, her second reading began: “First people call the firefighter and the firefighters come.” She talked about what firefighters do, in a general and timeless way. (p. 3)

The interactions with teacher read-alouds proved to be an effective tool in establishing certain skills needed for emergent literacy.

In addition, Lehto and Anttila (2003) conducted a study concentrating on the continuous development of listening comprehension in grades two, four and six. They found that poor listening comprehension occurs more in younger students, suggesting that their listening skills need to be reinforced in the classroom. Lehto and Anttila (2003) suggest that teachers should continue to read aloud to their students using appropriate materials and should be followed by appropriate comprehension activities: “Listening and reading are usually thought to have a common theoretical base . . . ‘strategic’ or ‘metacognitive’ reading skills can be improved by effective comprehension training” (p. 141).
Read-Alouds in the Home

Although teachers take the responsibility of teaching their students, a powerful tool for any student is the literacy support in the home. According to Dickinson, McCabe, and Anastasopoulos (2002), parents play a critical role in the acquisition of literacy skills. Simple practice such as reading aloud and asking questions at home has been a suggested activity through many reading programs, including Success For All.

Senechal et al. (2002) incorporated parental involvement within their study and found that “parent involvement in teaching children about reading and writing words was related to the development of early literacy skills” (p. 445). The researchers stated:

Children are exposed to two types of literacy experiences at home; namely, informal and formal literacy activities. Informal activities are those for which the primary goal is the message contained in the print, not the print per se. Consider a parent reading a bedtime story to his or her child. The attention of the parent and child is surely on the story contained in the print and illustrations. While reading, the parent may expand on the meaning of the story and/or the child may ask questions about the meaning of certain words . . . On the other hand, formal literacy activities are those for which parent and child focus on the print per se. Consider the same parent reading an alphabet book to the same child. In this instance the parent may focus on the print in the book by talking about letters or providing the name and the sound of specific letters. (p. 446)

These two types of activities occurring in the home are valuable aspects in the development of literacy. When literacy is supported in the home, instruction in the classroom becomes more natural and reading is developed across a stronger base. In fact, the American Speech-Language-Hearing Association (2002) suggests that a
required assessment of emergent reading includes an assessment of family literacy, measuring the amount of reading involvement in the home.

How is Listening Comprehension Related to Emergent Reading Skills?

In this study, the researcher will investigate the importance of listening comprehension to the development of reading skills in a group of first grade readers. The students in this study regularly participate in classroom listening exercises designed to promote reading skills.
Chapter 3

Methodology

Introduction

This study was conducted in an urban elementary school setting, specifically in one first grade inclusion classroom. The school is located in a large industrial area with 99% of its students recognized as low socio-economic status.

Many urban schools are expected to adopt programs in reading in order to gain funding and maintain achievement levels. This research was based around the reading program adopted by the school, Success For All. This program is structured to support students’ literacy development through a series of steps. Students learn and practice decoding skills through phonics drills and apply these skills in order to read decodable stories. Finally, students are exposed to an enthusiastic model of reading through the STaR literature. The STaR stories are read by the teacher and are thematically connected to the decodable stories. The read-aloud strategy allows students to enjoy reading through listening and is used to extend vocabulary, comprehension and reading experiences (SFA Foundation, 2003, p. v).

This research was specifically designed to answer questions dealing with the importance of listening comprehension and the development of emergent reading skills, examining elements of the SFA program as well as parent involvement and teacher perspectives.
Subjects

The research was conducted in an urban elementary school with a school population of 201 students grades K-4. The school had an overall poverty level of 99%, with 181 students receiving free lunch and 17 students receiving reduced lunch. The ethnicity breakdown of this school was 59% African American, 34% Hispanic, and 6% Caucasian. Within this population, there were 92 females and 109 males. These students had an average attendance rate of 91% for the 2000-2004 school years.

There was no selection process for this study. The students were placed according to reading level prior to the start of this project. The reading group was comprised of 16 students that read at an early 1st grade level. However, students ranged in grade level k-2. The ethnicity breakdown of this particular group was 12 African American, two Hispanic, and two Caucasian. Within this group, there were seven females and nine males. In addition, there were eight students with Individual Education Programs (IEP's) for various needs and services. In the data collection process, each of the students was identified by code, numbered 1-16, and individual results remained anonymous within the realm of this project.

Within the school, 16 teachers taught the Success For All program. These 16 teachers varied in grade level, teaching k-4, and experience, teaching from two to 25 years. The ethnicity breakdown was 100% White/Caucasian, including 14 females and two males. All of these teachers were trained in the SFA program, attending meetings throughout the school year.
Research Design

The researcher followed all appropriate and approved steps in preparation for the data collection. Upon approval from the school administrator in the form of written consent, the researcher completed a proposal to be approved by the Department of Education and Human Development. Once this document was accepted, a second proposal to the Institutional Review Board was submitted. The data collection and research began after approval from both boards was received.

Listening Comprehension Assessments

Throughout the eight-week session, students were given listening comprehension assessments after each STaR story (read-aloud book), each story on a three day cycle. These solo assessments (See Appendix A: 1-8) were developed through Success For All in correlation with each book, maintaining a structured and reliable format. The scores of these assessments were based on a total score of twenty-five, ten points allotted for vocabulary, and fifteen points designated for comprehension questions. The students completed eight assessments at the end of their eight-week session. The scores of these assessments were used to track the development of listening comprehension for each student, and as a comparison to the change in individual reading levels.

Reading Levels

The researcher collected the entering and exiting reading levels of each student in the eight-week reading group; the assessments were created by the Success For All program and were administered by the school’s reading specialist at the
beginning and end of the eight-week session, producing reliable results. The reading levels were calculated in grade equivalents; example: 1.2 being first grade, 2nd month. The research compared the reading levels to the listening comprehension scores in order to identify any significant correlation for each student in the group.

*Classroom Observation*

The researcher continuously observed the reading classroom throughout the entire study. Observations noted student behaviors, attitudes, and progress throughout the eight-week session, as well as general notes on the atmosphere of the classroom and the structure of the reading program. These observations were recorded and kept on file with the other data sources. All observations were recorded confidentially under the specified student codes, ensuring protection of all subjects involved.

*Parent Survey*

The researcher designed a parental survey (See Appendix B) to be sent home with each student. The surveys were used to determine the amount of time spent on reading aloud at home. This information was then compared to other data sources to determine if the involvement at home had any correlation with the development of listening comprehension or overall reading level. The surveys were sent home in the beginning of the study and returned within one week. The return rate was 81%, with only three students failing to return the survey.
In correlation with the parent surveys, homework records were kept in order to examine the amount of time reading took place in the home. Each night, *Success For All* requires that parents spend 20 minutes reading with their child. A homework slip was sent home each day and was to be returned with a parental signature. The homework return rate varied from student to student, ranging from 0%-100%.

**Teacher Questionnaire**

The researcher also generated a teacher questionnaire (See Appendix C) to obtain teacher perspectives on the value of reading aloud. The questionnaires asked for individual teacher’s opinions of the importance of read-alouds and the most important three skills read-alouds help to develop. They were distributed to sixteen SFA teachers in the building via mailboxes, and were returned anonymously to the researcher’s mailbox within a two-week time period. Over this two-week period, reminders were given over the morning announcements on a daily basis. The return rate was 62%, with ten questionnaires completed.

**Data Analysis**

Validity of this study was high. The research takes place in the natural classroom setting and the focus remained on the curriculum that had been adopted and approved by the school. The data cannot be generalized to other classes or groups, however, because the participant pool was one class size of 16 students. Various data sources were utilized in order to answer the research questions from the
broadest possible perspective. The following matrix demonstrates how this data was triangulated.

<table>
<thead>
<tr>
<th>Question/Focus</th>
<th>Data Source #1</th>
<th>Data Source #2</th>
<th>Data Source #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there a correlation between listening comprehension and emergent reading skills?</td>
<td>Listening Comprehension Assessments</td>
<td>Enter/Exit Reading Levels</td>
<td>Classroom Observation</td>
</tr>
<tr>
<td>Is there a connection between reading aloud at home and student reading levels?</td>
<td>Parent Survey</td>
<td>Homework Slips</td>
<td>Enter/Exit Reading Levels</td>
</tr>
<tr>
<td>What is the value of reading aloud in the classroom?</td>
<td>Teacher Questionnaire</td>
<td>Classroom Observation</td>
<td>Listening Comprehension Assessments</td>
</tr>
</tbody>
</table>

Summary

The researcher gathered information from SFA reading teachers, emergent reading students and their parents in an urban school setting to answer the question: Is listening comprehension an important element in developing emergent reading skills? The information gathered was analyzed to answer this research question and gain new perspective for future practices in the reading classroom.
Chapter 4

Findings

Introduction

Throughout this study, the researcher was able to find data about students’ participation in the reading classroom, specifically focusing on listening comprehension skills and overall reading levels. Data was collected from students, teachers, and parents to answer the question: Is listening comprehension important in developing emergent reading skills?

Students were given comprehension assessments throughout an eight-week reading group, within the *Success For All* reading program, where read-alouds were utilized to test listening comprehension. These scores were then compared to the enter and exit reading levels for each student to determine if a strong correlation exists. In addition, teachers were given a questionnaire that asked of the importance of read-alouds to determine a professional perspective of the skills developed through listening. Furthermore, parents were sent a survey that inquired about the frequency and time spent on read-alouds at home. From this information, generalizations and conclusions were drawn.
Generalizations

Is there a correlation between the development of emergent reading levels and the development of listening comprehension?

- Generalization: For this group, there is a significant relationship between the development of listening comprehension and overall reading level for emergent readers.
  
  o According to a Correlation Calculation completed on Microsoft Excel, the correlation between the development of listening comprehension and reading level was 0.765214. A significant correlation exists if the calculated value is greater than 0.498, thus, there was a direct relationship.

**Figure 2: Correlation Table**

<table>
<thead>
<tr>
<th>Change in Reading Level</th>
<th>Change in Reading Level</th>
<th>Change in Listening Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change in Reading Level</td>
<td>1</td>
<td>0.765214</td>
</tr>
<tr>
<td>Change in Listening Comprehension</td>
<td>0.765214</td>
<td>1</td>
</tr>
</tbody>
</table>

- According to the student records of listening comprehension scores and enter/exit reading levels (Appendix D), the change in listening comprehension scores increased, decreased, or remained the same in correspondence to the change in enter/exit reading levels. (Example: Student 9 shows no change in comprehension and reading level.)
What is the value of reading aloud in the classroom?

- Generalization: Reading aloud is a valuable technique used in the classroom to develop listening comprehension and other reading skills.
  - According to question 2 of the teacher survey, listening comprehension, a model of good reading, and word attack strategies were the top three skills developed through read-alouds:

Figure 5: What Reading Skills Do Read-Alouds Develop?

<table>
<thead>
<tr>
<th>Top Reading Skills</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Modeling Good Reading</strong> <em>(Fluency, Directionality, Turning Pages, Story Structure, Enthusiasm)</em></td>
<td>100%</td>
</tr>
<tr>
<td><strong>Word Attack Strategies</strong> <em>(Sound it Out, Context Clues, Picture Clues, Read on for Clues)</em></td>
<td>70%</td>
</tr>
<tr>
<td><strong>Listening Comprehension</strong> <em>(Predicting, Retelling, Author’s Purpose, Connections, Story Analysis)</em></td>
<td>100%</td>
</tr>
<tr>
<td><strong>Vocabulary</strong> <em>(Introduction, Exposure, and Development of New Words)</em></td>
<td>30%</td>
</tr>
</tbody>
</table>

(Ten surveys, three skills each)

- According to question 1 of the teacher survey, every teacher believes that read-alouds are an essential part of the reading classroom,
promoting reading in an enjoyable and meaningful way: Sample comments include:

- "When a teacher chooses a story and reads aloud, it enables the students to see his/her model of all the strategies a good reader uses as he/she reads."

- "Reading aloud can promote a desire to read. They allow for the students to use their imaginations and strengthen their listening skills."

- "It extends students' horizons and introduces them to literature they might not read on their own. It has a positive impact on students' reading development. It is a pleasurable experience for all!"

- "Read-alouds are vital to classroom instruction. Children get to hear good reading with expression and meaning."

- "A love for reading and books is developed when an adult bonds with a child through literature."

- "Read-alouds are important to model what good readers do—what they are thinking—etc."

- "All ages need to have this (read-alouds) as an integral part of the day. There is no pressure, it develops the imagination, builds interest in a topic, motivates children to read, develops book language which does not necessarily occur in conversation, and it is important in developing comprehension in reading. Reading aloud is fun and relaxing, and it provides a common "experience" for discussion and activity."
According to the researcher’s observation records, the students generally responded positively to the read-alouds. For example:

- After reading half of *The Ant and the Elephant* the day before, the students came in the next day with wonder and excitement: “Can we start with the story first, pleeeeeease?” asked student 7. “Yeah, pleeeeeease . . . we want to know what happens next,” piped in 3, 11, and 14.

- The students sit quietly with eyes focused on the book, listening to every word.

- Students encourage good behavior in others in order to get to the read-aloud: “We need to do good partner reading because then we get to hear that fish book,” says student 6.

- Students ask questions and make connections during the story, very involved and interactive.

- Students laugh together, smiling.

- Attentive for 15 minutes straight, no reminders/no warnings.

- Reading becomes a reward: “Yay! We get to hear the story today!” exclaims student 3.

- After the book was read: “You are a good reader. I hope I can read like you do when I get old,” says student 16.

- Even when behavior challenges were very present throughout phonics and independent reading, students still reacted positively with read-alouds.
Is there a connection between reading aloud at home and student reading levels?

- Generalization: For this group, there is no significant relationship between reading aloud at home and the change in student reading levels, however, homework scores and parent responses may not reflect the impact on students at the emergent literacy stage.

  - According to parent survey results (Appendix E), the majority of parent responses included:
    - 69% of parents read aloud to their children 3-5 times per week.
    - 61% of parents spent an average time of 10-15 minutes reading aloud to their child.
    - 53% of parents said that their child was distracted/inattentive during home read-alouds.

  - According to parent surveys and homework records, there were discrepancies between homework percentage (read-aloud slips) and the frequency of read-alouds at home. (Example: Student 10 had 0% homework return, yet parent response claimed to read-aloud 3-4 times per week (50%).)
According to a Correlation Calculation completed on Microsoft Excel, the correlation between the change in reading level and home read-alouds, as determined by homework, was 0.39868367. A significant correlation exists if the calculated value is greater than 0.498, thus, there was no direct relationship.

**Figure 7: Correlation Table**

<table>
<thead>
<tr>
<th></th>
<th>Change in Reading Level</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change in Reading Level</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Homework</td>
<td>0.39868367</td>
<td>1</td>
</tr>
</tbody>
</table>
Summary

Listening comprehension plays a significant role in the development of emergent literacy in this urban elementary school. There is a significant correlation between listening comprehension and overall reading level with 88%, the majority of the reading group, increasing in both areas. As they improved their listening skills, their overall reading level developed as well.

The teachers in this urban elementary school perceive how valuable read-alouds are to their students in the development of listening comprehension and other reading skills. They promote the use of read-alouds in the classroom, which supports the findings of students reading development and its relationship to listening comprehension. Furthermore, parents provide an additional support at home; however, the relationship between read-alouds at home and student achievement has not been defined in this group of students. In addition, research supports the belief that there is a relationship between listening comprehension and the development of emergent reading skills.
Chapter 5

Implications

Introduction

The researcher collected data from students, teachers, and parents to determine the value of listening comprehension in relation to the development of emergent reading skills. To develop listening comprehension, reading aloud is a common strategy used in many classrooms and is specifically targeted in the Success For All reading program. The data collected was based around the components of this program and compared the scores of listening comprehension assessments and overall reading levels to determine the correlation between listening comprehension and emergent reading skills. Teacher and parent perspectives of read-alouds were also explored to understand the importance of listening in a child’s early reading development. From this data, several implications can be inferred about the importance of listening comprehension and read-alouds to the emergent reader.

Implications

- Listening comprehension is an important skill in the development of reading skills and should be incorporated into early reading programs.
- Read-alouds are effective tools in the classroom and should be utilized to teach, model, and promote interest in reading.
- Students are more engaged and have more to offer during read-alouds. The focus is taken off their phonetic skills during independent reading and placed back on meaning through listening.
- Students enjoy read-alouds; therefore, read-alouds are valuable tools to teach skills every day.
• While this study did not show a clear relationship between parental involvement and listening comprehension, if done over a longer time frame, larger group, or different setting, the results may be more evident.

**Questions For Further Study**

• How do you implement an effective read-aloud in the classroom? What skills should be incorporated with listening comprehension to best benefit emergent readers?

• Is the correlation between listening comprehension and overall reading development significant across grade levels, settings, and reading programs?

• Teacher perspectives on the importance of read-alouds in the school in which data were collected were similar across grade levels. Would this hold true across school settings?
References


Appendix A

Listening Comprehension Assessments

1. The Ant and the Elephant
2. Mud Puddle
3. Whistle for Willie
4. Farmer Duck
5. It's Catching
6. Wish You Were Here
7. The Rainbow Fish
8. I'm Not Going to Get Up Today
**The Ant and the Elephant** By Bill Peet

**Receptive Vocabulary**

Display the illustrations on the pages listed below. Ask the students to point to the:

<table>
<thead>
<tr>
<th>pages 2 and 3</th>
<th>pages 2 and 3</th>
<th>page 4</th>
<th>pages 6 and 7</th>
<th>page 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>ant</td>
<td>turtle</td>
<td>shell</td>
<td>bird</td>
<td>elephant</td>
</tr>
</tbody>
</table>

Use this information as an informal tool to gauge how well the student is learning new story vocabulary.

**Expressive Vocabulary**

Display the illustrations on the pages listed below. As you point to each illustration ask *What is this?*

<table>
<thead>
<tr>
<th>page 2</th>
<th>pages 8 and 9</th>
<th>pages 10 and 11</th>
<th>pages 14 and 15</th>
<th>pages 18 and 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>branch</td>
<td>egg</td>
<td>giraffe</td>
<td>lion</td>
<td>rhino</td>
</tr>
</tbody>
</table>

Use this information as an informal tool to gauge how well the student is learning new story vocabulary.

**Oral Language Production**

Ask the students the following questions and score each one according to the 5-point rubric. Average the student's score on the Oral Language Production questions. Take this score into consideration when completing the Oral Language column of the Assessment Summary Form.

<table>
<thead>
<tr>
<th>Display</th>
<th>Ask</th>
<th>Sample Response</th>
</tr>
</thead>
</table>
| 1. pages 6 and 7 | What are the turtle and the bird saying to each other? | 1. No response  
3. The turtle is on his back. The bird is in the tree.  
4. The turtle says, "Help me," and the bird says, "No."  
5. The turtle is saying, "Can you flip me over on my back?" The bird is being mean and he is saying, "No, you're too clumsy. I'm not going to help you." |
| 2. pages 10 and 11 | What are the bird and giraffe saying to each other? | 1. No response  
3. The bird is on the ground with her egg. The giraffe is walking by.  
4. The bird says, "Can you put my egg back?" and the giraffe says, "No."  
5. The bird is saying, "Mr. Greatneck, you're so tall. Can you lift my egg back into the tree? The giraffe is saying, "No, I won't. I don't want to look silly." |
| 3. pages 44 and 45 | What is happening in this picture? | 1. No response  
2. Elephants. Ants.  
3. The elephant is going up the hill.  
4. The ants are taking the elephant out of the hole.  
5. The ants all got together to help the elephant get out of the big hole that he fell into. They are carrying him out of it. |

**SOLO-5 POINT RUBRIC**

5-Student gives elaborated responses that use a variety of structures and frequently uses high-level vocabulary from lessons taught.  
4-Student gives complete, yet unelaborated responses and uses some high-level vocabulary.  
3-Student gives short responses with limited use of vocabulary.  
2-Student gives a limited or one-word response. 1-Student gives no response.
**STaR Story**

*Mud Puddle* By Robert Munsch

**Receptive Vocabulary**
Display the illustrations on the pages listed below. Ask the students to point to the:

<table>
<thead>
<tr>
<th>pages 1 and 2</th>
<th>pages 3 and 4</th>
<th>pages 13 and 14</th>
<th>pages 23 and 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>tree</td>
<td>apples</td>
<td>mud</td>
<td>raincoat</td>
</tr>
</tbody>
</table>

Use this information as an informal tool to gauge how well the student is learning new story vocabulary.

**Expressive Vocabulary**
Display the illustrations on the pages listed below. As you point to each illustration ask *What is this?*

<table>
<thead>
<tr>
<th>pages 5 and 6</th>
<th>pages 19 and 20</th>
<th>pages 19 and 20</th>
<th>pages 21 and 22</th>
<th>pages 23 and 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>bath</td>
<td>steps</td>
<td>door</td>
<td>mud puddle</td>
<td>dog</td>
</tr>
</tbody>
</table>

Use this information as an informal tool to gauge how well the student is learning new story vocabulary.

**Oral Language Production**
Ask the students the following questions and score each one according to the 5-point rubric. Average the student's score on the Oral Language Production questions. Take this score into consideration when completing the Oral Language column of the Assessment Summary Form.

<table>
<thead>
<tr>
<th>Display</th>
<th>Ask</th>
<th>Sample Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. pages 3 and 4</td>
<td>What happened to the girl?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. <em>No response</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. <em>The girl is under the tree. She is all dirty with mud.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. <em>A mud puddle jumped on the girl and now she is dirty.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. <em>The girl was playing outside and a mud puddle jumped out of the tree. It jumped on top of her and got her dirty.</em></td>
<td></td>
</tr>
<tr>
<td>2. pages 17 and 18</td>
<td>What is happening?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. <em>No response</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. <em>Her mom is giving her a bath.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. <em>Jule Ann is taking a bath. She had mud all over.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. <em>Jule Ann’s mother is giving her a bath because she was so dirty. The mud puddle jumped on her, and she had mud all over herself.</em></td>
<td></td>
</tr>
<tr>
<td>3. page 24</td>
<td>Why doesn’t the mud puddle jump on her?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. <em>No response</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. <em>She is throwing soap on the mud puddle.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. <em>It doesn’t jump because it is afraid.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. <em>The mud puddle isn’t going to jump on Jule Ann because she has soap. The soap scares away the mud puddle.</em></td>
<td></td>
</tr>
</tbody>
</table>

**SOLO 5-POINT RUBRIC**
- **5-** Student gives elaborated responses that use a variety of structures and frequently uses high-level vocabulary from lessons taught.
- **4-** Student gives complete, yet unelaborated responses and uses some high-level vocabulary.
- **3-** Student gives short responses with limited use of vocabulary.
- **2-** Student gives a limited or one-word response.
- **1-** Student gives no response.
**STaR Story**

**Whistle for Willie** By Ezra Jack Keats

**Receptive Vocabulary**
Display the illustrations on the pages listed below. Ask the students to point to the:

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>cover</td>
<td>cover</td>
<td>pages 1 and 2</td>
<td>pages 7 and 8</td>
<td>pages 9 and 10</td>
</tr>
<tr>
<td>Peter</td>
<td>dog</td>
<td>street</td>
<td>box (carton)</td>
<td>line</td>
</tr>
</tbody>
</table>

Use this information as an informal tool to gauge how well the student is learning new story vocabulary.

**Expressive Vocabulary**
Display the illustrations on the pages listed below. As you point to each illustration ask What is this?

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>pages 11 and 12</td>
<td>pages 11 and 12</td>
<td>pages 13 and 14</td>
<td>pages 13 and 14</td>
<td>pages 25 and 26</td>
</tr>
<tr>
<td>cat</td>
<td>door</td>
<td>hat</td>
<td>mirror</td>
<td>mom and dad</td>
</tr>
</tbody>
</table>

Use this information as an informal tool to gauge how well the student is learning new story vocabulary.

**Oral Language Production**
Ask the students the following questions and score each one according to the 5-point rubric. Average the student’s score on the Oral Language Production questions. Take this score into consideration when completing the Oral Language column of the Assessment Summary Form.

<table>
<thead>
<tr>
<th>Display</th>
<th>Ask</th>
<th>Sample Response</th>
</tr>
</thead>
</table>
| 1. pages 7 and 8 | What is Peter doing? | 1. No response  
3. He is in the box. The dog is walking.  
4. He is hiding in the box.  
5. Peter is hiding from his dog Willie. He was to whistle for the dog, but he can’t do it. |
| 2. pages 15 and 16 | What is Peter doing? | 1. No response  
3. He is wearing a hat. He is talking to his mom.  
4. He has on his dad’s hat. He is talking to his mom.  
5. Peter is pretending to be his dad. He is wearing his dad’s hat and talking like his dad. His mother is playing the game with him. |
| 3. page 22 | Why is the dog looking around? | 1. No response  
3. The dog is looking. He is looking for Peter.  
4. The dog heard something. He is looking for it.  
5. Willie heard a whistle. He is looking around to see where the whistle came from. He can’t see Peter because he is hiding in the box. |

**SOLO 5-POINT RUBRIC**
5-Student gives elaborated responses that use a variety of structures and frequently uses high-level vocabulary from lessons taught.  
4-Student gives complete, yet unelaborated responses and uses some high-level vocabulary.  
3-Student gives short responses with limited use of vocabulary.  
2-Student gives a limited or one-word response. 1-Student gives no response.
**STaR Story**

**Farmer Duck** By Martin Wadell

**Receptive Vocabulary**
Display the illustrations on the pages listed below. Ask the students to point to the:

<table>
<thead>
<tr>
<th>Pages 1 and 2</th>
<th>Pages 1 and 2</th>
<th>Pages 13 and 14</th>
<th>Pages 13 and 14</th>
<th>Pages 13 and 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>duck</td>
<td>farmer</td>
<td>hens</td>
<td>cow</td>
<td>sheep</td>
</tr>
</tbody>
</table>

Use this information as an informal tool to gauge how well the student is learning new story vocabulary.

**Expressive Vocabulary**
Display the illustrations on the pages listed below. As you point to each illustration ask: *What is this?*

<table>
<thead>
<tr>
<th>Page 10</th>
<th>Page 10</th>
<th>Page 11</th>
<th>Pages 17 and 18</th>
<th>Pages 19 and 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>dishes</td>
<td>iron</td>
<td>eggs</td>
<td>stairs</td>
<td>bird</td>
</tr>
</tbody>
</table>

Use this information as an informal tool to gauge how well the student is learning new story vocabulary.

**Oral Language Production**
Ask the students the following questions and score each one according to the 5-point rubric. Average the student's score on the Oral Language Production questions. Take this score into consideration when completing the Oral Language column of the Assessment Summary Form.

<table>
<thead>
<tr>
<th>Display</th>
<th>Ask</th>
<th>Sample Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>pages 9 and 10</td>
<td>Tell me what the duck is doing.</td>
</tr>
<tr>
<td></td>
<td>1. No response</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. That is Farmer Duck.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Farmer Duck is working. He has to work on the farm.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Farmer Duck is sawing the wood and digging for potatoes. He's washing the dishes and ironing the clothes.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>pages 17 and 18</td>
<td>What are the animals going to do?</td>
</tr>
<tr>
<td></td>
<td>1. No response</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. These are the animals. They are coming in the house.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. The animals are going to wake up the farmer. They're going to get him out of bed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. The animals are going to turn over the farmer's bed to wake him up. They're going to chase him off of the farm so he never comes back.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>pages 29 and 30</td>
<td>Why does the duck look so happy?</td>
</tr>
<tr>
<td></td>
<td>1. No response</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. These are the farm animals. The duck and the cow and the sheep. Those are the chickens.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. He is happy because the farmer is gone.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. The duck is happy because the farmer is gone. He is happy because he doesn't have to do all of the work on the farm now. The other animals are going to help him.</td>
<td></td>
</tr>
</tbody>
</table>

**SOLO 5-POINT RUBRIC**
5-Student gives elaborated responses that use a variety of structures and frequently uses high-level vocabulary from lessons taught.
4-Student gives complete, yet unelaborated responses and uses some high-level vocabulary. 3-Student gives short responses with limited use of vocabulary.
2-Student gives a limited or one-word response. 1-Student gives no response.
Receptive Vocabulary
Display the illustrations on the pages listed below. Ask the students to point to the:

<table>
<thead>
<tr>
<th>page 4</th>
<th>page 5</th>
<th>page 5</th>
<th>page 20</th>
<th>page 23</th>
</tr>
</thead>
<tbody>
<tr>
<td>louse</td>
<td>girl</td>
<td>hair</td>
<td>comb</td>
<td>classmates</td>
</tr>
</tbody>
</table>

Use this information as an informal tool to gauge how well the student is learning new story vocabulary.

Expressive Vocabulary
Display the illustrations on the pages listed below. As you point to each illustration ask What is this?

<table>
<thead>
<tr>
<th>page 20</th>
<th>page 14</th>
<th>page 19</th>
<th>page 21</th>
<th>page 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>comb</td>
<td>egg</td>
<td>shampoo</td>
<td>olive oil (oil)</td>
<td>hair</td>
</tr>
</tbody>
</table>

Use this information as an informal tool to gauge how well the student is learning new story vocabulary.

Oral Language Production
Ask the students the following questions and score each one according to the 5-point rubric. Average the student's score on the Oral Language Production questions. Take this score into consideration when completing the Oral Language column of the Assessment Summary Form.

<table>
<thead>
<tr>
<th>Display</th>
<th>Ask</th>
<th>Sample Response</th>
</tr>
</thead>
</table>
| 1. page 14 | What is this? | 1. No response  
3. That is a bug.  
4. It's lice. It's a bug that lives in your hair.  
5. This is a louse hatching from an egg. It's on a piece of hair. |
| 2. page 19 | Why is the whole family washing their hair? | 1. No response  
3. The boy is taking a bath. The mom and the sister are there.  
4. He had lice. They all have to wash their hair now.  
5. They are all washing their hair because someone in the family had lice. Lice can jump from one head to another head, so the whole family has to wash their hair. |
| 3. page 29 | Why does the boy look sad? | 1. No response  
3. The boy looks sad. He isn't playing.  
4. The boy is sad because they are laughing at him.  
5. The boy is sad because the girls aren't being nice. They say he is dirty because he has lice. |

SOLO 5-POINT RUBRIC
5-Student gives elaborated responses that use a variety of structures and frequently uses high-level vocabulary from lessons taught.  
4-Student gives complete, yet unelaborated responses and uses some high-level vocabulary.  
3-Student gives short responses with limited use of vocabulary.  
2-Student gives a limited or one-word response. 1-Student gives no response.
Receptive Vocabulary
Display the illustrations on the pages listed below. Ask the students to point to the:

<table>
<thead>
<tr>
<th>page 2</th>
<th>pages 4 and 5</th>
<th>pages 6 and 7</th>
<th>pages 8 and 9</th>
<th>pages 10 and 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>sick girl</td>
<td>mud</td>
<td>cracker</td>
<td>tree</td>
<td>biscuit</td>
</tr>
</tbody>
</table>

Use this information as an informal tool to gauge how well the student is learning new story vocabulary.

Expressive Vocabulary
Display the illustrations on the pages listed below. As you point to each illustration ask: What is this?

<table>
<thead>
<tr>
<th>page 12</th>
<th>page 14</th>
<th>page 16</th>
<th>page 18</th>
<th>page 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>rope swing</td>
<td>tents</td>
<td>horse</td>
<td>eggs</td>
<td>campfire</td>
</tr>
</tbody>
</table>

Use this information as an informal tool to gauge how well the student is learning new story vocabulary.

Oral Language Production
Ask the students the following questions and score each one according to the 6-point rubric. Average the student’s score on the Oral Language Production questions. Take this score into consideration when completing the Oral Language column of the Assessment Summary Form.

<table>
<thead>
<tr>
<th>Display</th>
<th>Ask</th>
<th>Sample Response</th>
</tr>
</thead>
</table>
| 1. page 1 | Why does Rosie look sad? | 1. No response  
2. Girl. Sad.  
3. She is on the bus. She is looking out.  
4. She feels sad because she has to go to camp.  
5. Rosie is sad because she is going away to camp. She doesn’t want to go. She wants to stay home. |
| 2. page 12 | How do you think Rosie feels? | 1. No response  
3. They are playing. She is swinging.  
4. She feels bad because she always falls in the water.  
5. Rosie is feeling embarrassed because she can’t swing all the way across the water. She always falls in and the other kids laugh at her. She feels bad. |
3. She is swinging. They are playing.  
4. She feels happy because she can swing.  
5. Rosie feels really happy because now she can swing all the way across the water without falling in. She is having fun now. |

SOLO 5-POINT RUBRIC
5—Student gives elaborated responses that use a variety of structures and frequently uses high-level vocabulary from lessons taught.
4—Student gives complete, yet unelaborated responses and uses some high-level vocabulary. 3—Student gives short responses with limited use of vocabulary.
2—Student gives a limited or one-word response. 1—Student gives no response.
Receptive Vocabulary
Display the illustrations on the pages listed below. Ask the students to point to the:

<table>
<thead>
<tr>
<th>pages 5 and 6</th>
<th>pages 5 and 6</th>
<th>page 6</th>
<th>page 6</th>
<th>pages 7 and 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>big fish</td>
<td>little fish</td>
<td>scales</td>
<td>fish's tail</td>
<td>plants</td>
</tr>
</tbody>
</table>

Use this information as an informal tool to gauge how well the student is learning new story vocabulary.

Expressive Vocabulary
Display the illustrations on the pages listed below. As you point to each illustration ask: What (who) is this?

<table>
<thead>
<tr>
<th>pages 11 and 12</th>
<th>pages 11 and 12</th>
<th>pages 11 and 12</th>
<th>pages 21 and 22</th>
<th>pages 21 and 22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rainbow Fish</td>
<td>octopus</td>
<td>crab</td>
<td>plants</td>
<td>shell</td>
</tr>
</tbody>
</table>

Use this information as an informal tool to gauge how well the student is learning new story vocabulary.

Oral Language Production
Ask the students the following questions and score each one according to the 5-point rubric. Average the student's score on the Oral Language Production questions. Take this score into consideration when completing the Oral Language column of the Assessment Summary Form.

<table>
<thead>
<tr>
<th>Display</th>
<th>Ask</th>
<th>Sample Response</th>
</tr>
</thead>
</table>
| 1.      | pages 3 and 4 What do you think the fish are thinking as they look at Rainbow Fish? | 1. No response
2. Fish. Water. Swim.
3. The fish are swimming in the water. That fish is pretty.
4. They are thinking he is a pretty fish.
5. The other fish are thinking that Rainbow Fish is beautiful. They like his shiny scales and they wish that they had shiny scales too. |
| 2.      | pages 11 and 12 What is the wise octopus telling Rainbow Fish?        | 1. No response
2. Fish. Octopus.
3. The fish is swimming. Here is the octopus. That is a crab and a snail.
4. The octopus says you have to share your scales.
5. The octopus tells Rainbow Fish that he needs to give his shiny scales away to all of the other fish. He says that giving away the scales will make him happy. |
| 3.      | pages 23 and 24 How do you think the fish feel? Why?                 | 1. No response
2. Fish. Shiny fish.
3. There are lots of fish swimming. They're shiny and pretty.
4. They are happy because they are all shiny now.
5. The fish are all happy because Rainbow Fish shared his scales with them. Now they all have a shiny scale and they are all pretty. |

SOLO 5-Point Rubric
5—Student gives elaborated responses that use a variety of structures and frequently uses high-level vocabulary from lessons taught.
4—Student gives complete, yet unelaborated responses and uses some high-level vocabulary.
3—Student gives short responses with limited use of vocabulary.
2—Student gives a limited or one-word response. 1—Student gives no response.
STaR Story

I'm Not Going to Get Up Today! By Dr. Seuss

Receptive Vocabulary
Display the illustrations on the pages listed below. Ask the students to point to the:

<table>
<thead>
<tr>
<th>page 1</th>
<th>page 1</th>
<th>pages 2 and 3</th>
<th>pages 2 and 3</th>
<th>pages 2 and 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>bed</td>
<td>boy</td>
<td>alarm</td>
<td>birds</td>
<td>pillows</td>
</tr>
</tbody>
</table>

Use this information as an informal tool to gauge how well the student is learning new story vocabulary.

Expressive Vocabulary
Display the illustrations on the pages listed below. As you point to each illustration ask: What is this?

<table>
<thead>
<tr>
<th>page 10</th>
<th>page 11</th>
<th>page 15</th>
<th>page 25</th>
<th>page 31</th>
</tr>
</thead>
<tbody>
<tr>
<td>breakfast (or egg)</td>
<td>hen</td>
<td>bucket of water</td>
<td>policeman</td>
<td>marching band (band)</td>
</tr>
</tbody>
</table>

Use this information as an informal tool to gauge how well the student is learning new story vocabulary.

Oral Language Production
Ask the students the following questions and score each one according to the 5-point rubric. Average the student's score on the Oral Language Production questions. Take this score into consideration when completing the Oral Language column of the Assessment Summary Form.

<table>
<thead>
<tr>
<th>Display</th>
<th>Ask</th>
<th>Sample Response</th>
</tr>
</thead>
</table>
| 1. pages 14 and 15 | What are the children doing? Why? | 1. No response  
3. They are shaking him. They are throwing water.  
4. They are trying to get him out of bed.  
5. They are trying to wake him up so he will get out of bed. He doesn't want to get up, so they are shaking the bed. They are throwing water on him. |
| 2. pages 32 and 33 | Do you think someone could sleep through all this noise? Why? | 1. No response  
3. The boy is in bed. There are lots of people and animals.  
4. I don't think you could sleep. There is too much noise to sleep.  
5. I don't think the boy could really sleep because all of these things make a lot of noise. The animals and the people and the music would wake him up. |
| 3. | How do you get up in the morning? | 1. No response  
2. Limited or one-word response  
3. Short response with limited use of vocabulary  
4. Complete but unelaborated response  
5. Complete response with elaboration |

SOLO 5-POINT RUBRIC 5-Student gives elaborated responses that use a variety of structures and frequently uses high-level vocabulary from lessons taught.  
4-Student gives complete, yet unelaborated responses and uses some high-level vocabulary.  
3-Student gives short responses with limited use of vocabulary.  
2-Student gives a limited or one-word response. 1-Student gives no response.

Reading Roots 3rd Edition | Teacher's Manual | Level 2
Structured Oral Language Observation | STaR Story 21

103

45
Appendix B

Parent Survey:

Reading Aloud At Home

Directions: Circle one answer for each question.

1. How often do you read aloud to your child?
   - Everyday
   - A Few Times (3-4/week)
   - Less to None

2. How long do you read aloud to your child?
   - 20-30 min.
   - 10-15 min.
   - Less than 10 min.

3. How attentive is your child during reading?
   - Follows the Story/Attentive
   - Distracted/Inattentive

Student Name: ____________________________
Appendix C

Teacher Survey:

Read-Alouds in School

1. Do you believe that read-alouds are important? Why or why not? ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. What are the top three reading skills that you believe read-alouds develop?
   a. ____________________________________________________________
   b. ____________________________________________________________
   c. ____________________________________________________________
# Appendix D

## Student Records

<table>
<thead>
<tr>
<th>Student Code</th>
<th>Enter Level</th>
<th>Exit Level</th>
<th>Solo #13</th>
<th>Solo #14</th>
<th>Solo #15</th>
<th>Solo #16</th>
<th>Solo #17</th>
<th>Solo #19</th>
<th>Solo #20</th>
<th>Solo #21</th>
<th>HW</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.2</td>
<td>1.4</td>
<td>18</td>
<td>19</td>
<td>19</td>
<td>21</td>
<td>19</td>
<td>Ab.</td>
<td>23</td>
<td>23</td>
<td>25%</td>
</tr>
<tr>
<td>2</td>
<td>1.2</td>
<td>1.4</td>
<td>17</td>
<td>18</td>
<td>22</td>
<td>22</td>
<td>23</td>
<td>22</td>
<td>23</td>
<td>23</td>
<td>100%</td>
</tr>
<tr>
<td>3</td>
<td>1.2</td>
<td>1.5</td>
<td>17</td>
<td>17</td>
<td>20</td>
<td>23</td>
<td>18</td>
<td>20</td>
<td>22</td>
<td>23</td>
<td>90%</td>
</tr>
<tr>
<td>4</td>
<td>1.2</td>
<td>1.4</td>
<td>19</td>
<td>19</td>
<td>22</td>
<td>23</td>
<td>20</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>5%</td>
</tr>
<tr>
<td>5</td>
<td>1.2</td>
<td>1.4</td>
<td>18</td>
<td>Ab.</td>
<td>Ab.</td>
<td>Ab.</td>
<td>21</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>0%</td>
</tr>
<tr>
<td>6</td>
<td>1.2</td>
<td>1.5</td>
<td>19</td>
<td>18</td>
<td>22</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>22</td>
<td>22</td>
<td>90%</td>
</tr>
<tr>
<td>7</td>
<td>1.2</td>
<td>1.3</td>
<td>21</td>
<td>18</td>
<td>22</td>
<td>22</td>
<td>21</td>
<td>21</td>
<td>20</td>
<td>22</td>
<td>100%</td>
</tr>
<tr>
<td>8</td>
<td>1.2</td>
<td>1.4</td>
<td>18</td>
<td>18</td>
<td>20</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>23</td>
<td>21</td>
<td>35%</td>
</tr>
<tr>
<td>9</td>
<td>1.2</td>
<td>1.2</td>
<td>21</td>
<td>18</td>
<td>21</td>
<td>20</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>21</td>
<td>25%</td>
</tr>
<tr>
<td>10</td>
<td>1.3</td>
<td>1.2</td>
<td>21</td>
<td>20</td>
<td>Ab.</td>
<td>23</td>
<td>23</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>0%</td>
</tr>
<tr>
<td>11</td>
<td>1.3</td>
<td>1.4</td>
<td>20</td>
<td>18</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>20</td>
<td>22</td>
<td>22</td>
<td>5%</td>
</tr>
<tr>
<td>12</td>
<td>1.3</td>
<td>1.4</td>
<td>20</td>
<td>21</td>
<td>23</td>
<td>23</td>
<td>22</td>
<td>23</td>
<td>23</td>
<td>24</td>
<td>100%</td>
</tr>
<tr>
<td>13</td>
<td>1.3</td>
<td>1.3</td>
<td>20</td>
<td>18</td>
<td>22</td>
<td>21</td>
<td>22</td>
<td>22</td>
<td>21</td>
<td>21</td>
<td>70%</td>
</tr>
<tr>
<td>14</td>
<td>1.3</td>
<td>1.4</td>
<td>15</td>
<td>19</td>
<td>20</td>
<td>20</td>
<td>16</td>
<td>18</td>
<td>19</td>
<td>18</td>
<td>50%</td>
</tr>
<tr>
<td>15</td>
<td>1.3</td>
<td>1.5</td>
<td>20</td>
<td>23</td>
<td>23</td>
<td>23</td>
<td>23</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>45%</td>
</tr>
<tr>
<td>16</td>
<td>1.3</td>
<td>1.7</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>21</td>
<td>21</td>
<td>23</td>
<td>24</td>
<td>100%</td>
</tr>
</tbody>
</table>
## Appendix E

### Reading Aloud At Home—Survey Results

<table>
<thead>
<tr>
<th>How often do you read aloud to your child?</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyday</td>
<td>4</td>
</tr>
<tr>
<td>A Few Times</td>
<td>9</td>
</tr>
<tr>
<td>Less to None</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How long do you read aloud to your child?</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30 minutes</td>
<td>4</td>
</tr>
<tr>
<td>10-15 minutes</td>
<td>8</td>
</tr>
<tr>
<td>Less than 10 minutes</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How attentive is your child during reading?</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows the Story/Attentive</td>
<td>6</td>
</tr>
<tr>
<td>Distracted/Inattentive</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>How often do you read?</th>
<th>How long?</th>
<th>Child's Behavior?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Everyday</td>
<td>10-15 min.</td>
<td>Attentive</td>
</tr>
<tr>
<td>3</td>
<td>Everyday</td>
<td>20-30 min.</td>
<td>Distracted</td>
</tr>
<tr>
<td>4</td>
<td>Few Times (3-4)</td>
<td>10-15 min.</td>
<td>Distracted</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Everyday</td>
<td>20-30 min.</td>
<td>Attentive</td>
</tr>
<tr>
<td>7</td>
<td>Everyday</td>
<td>20-30 min.</td>
<td>Attentive</td>
</tr>
<tr>
<td>8</td>
<td>Few Times (3-4)</td>
<td>10-15 min.</td>
<td>Attentive</td>
</tr>
<tr>
<td>9</td>
<td>Few Times (3-4)</td>
<td>20-30 min.</td>
<td>Distracted</td>
</tr>
<tr>
<td>10</td>
<td>Few Times (3-4)</td>
<td>10-15 min.</td>
<td>Distracted</td>
</tr>
<tr>
<td>11</td>
<td>Few Times (3-4)</td>
<td>&lt;10 min.</td>
<td>Distracted</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Few Times (3-4)</td>
<td>10-15 min.</td>
<td>Distracted</td>
</tr>
<tr>
<td>14</td>
<td>Few Times (3-4)</td>
<td>10-15 min.</td>
<td>Distracted</td>
</tr>
<tr>
<td>15</td>
<td>Few Times (3-4)</td>
<td>10-15 min.</td>
<td>Attentive</td>
</tr>
<tr>
<td>16</td>
<td>Few Times (3-4)</td>
<td>10-15 min.</td>
<td>Attentive</td>
</tr>
</tbody>
</table>