LEE Comprensivamente: an explicit instructional program in Spanish to improve reading comprehension strategies.

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INTRODUCTION:

Comprehension refers to the ability to go beyond words, to understand the ideas and the relationships between ideas conveyed in a text. Successful reading comprehension is dependent on higher level processes that lead to a coherent representation of the text meaning.

LEE Comprensivamente is based on the hypothesis that there are sub-components of Reading Comprehension (RC) implicated in its development: inference making, comprehension monitoring, understanding of text structure and vocabulary. (Oakhill & Cain, 2007).

PURPOSE:
To evaluate the effects of an explicit RC instructional program on 4th and 5th grade children from different Socio Economic Status (SES). In our district public schools are associated to Low Socio Economic Status (LSES)

METHOD:

Session structure

TIME	ACTIVITY	APROX. TIME PER SESION
Before reading	Vocabulary Activation of previous knowledge	30 minutes
Active reading	Teacher read aloud "modelling" Silent reading Local and global coherence inferences Monitoring	15 minutes
After reading	Metacognitive strategies Differences between literal and inferential information Connectives Macrostructure Main ideas, themes and details	35 minutes

VOCABULARY
- Word reading and RC are highly related skills.
- However good word reading does not necessarily ensure good comprehension.
- Helping children to learn about words enables them to build linguistic awareness and comprehension skills.
- Vocabulary knowledge per se does not appear to be sufficient to ensure adequate RC.

MONITORING
The ability to monitor one's understanding of a text is an important skill for meaning construction.
If the readers realize that their comprehension is inadequate, then they can take steps to remediate the problem.

INFERENCES AND INTEGRATION
The reader is left to fill in details that are not explicitly stated in the text, either by integrating statements within the text or by incorporating general knowledge with textual information.

KNOWLEDGE AND USE OF TEXT STRUCTURE
"Knowledge of text structure" is one of the skills that helps the reader detect the ideas in a text and build a coherent representation.
The program has several activities that draw children's attention to the internal organization of texts.

Participants

	N	Age in month	% girls
Control Group	47	121.33	57.4%
Public School	26	129.92	50%
Private School	21	111.52	66.7%
Intervention Group	80	116.93	55%
Public School	24	129.92	62.5%
Private School	56	110.89	51.8%

Pre-intervention measures

	Public School					Private School				
	Control		Intervention			Control		Intervention		
	M	SD	M	SD	t	M	SD	M	SD	t
WISC III-Vocabulary	6.38	3.06	5.67	2.91	0.71	9.57	1.69	10.07	2.51	0.84
LEE-Word Reading	64.9	12.99	62.67	12.63	0.58	70.81	6.9	66.63	11.23	1.59
LEE-Pseudoword Read.	58.95	14.9	58.63	10.78	0.08	63.57	6.22	59.71	12.26	1.36
LEE-Read. Compr.	31.77	7.24	29.42	8.55	1.05	37.14	5.34	35.63	6.27	0.98
CPL-Read. Compr.	1.82	0.97	2.20	1.2	0.73	3.67	1.56	3.66	1.37	0.02
RAVEN	24.09	3.78	26.23	3.68	2.43	28.95	4.94	29.25	3.22	0.25

PROGRAMA LEE COMPRENSIVAMENTE

DISCUSSION:

- LEE Comprensivamente program proved to be an effective instrument to improve RC in both low and milddle SES environments.

- Improvements were similar for middle and low SES children, except for vocabulary where the low SES children showed a particularly marked benefit from the intervention.

- Vocabulary must be a priority for any RC intervention program for lower SES.

- Once children are familiar with and know how to use the strategies they can apply them to other texts and to other subject areas - even math.

- Teachers need a good training and grounding in the theoretical background in order to use the program effectively.

- A key aspect of the effectiveness of the program is the fact that strategies are brought together to support comprehension of a text, and not taught as isolated skills.
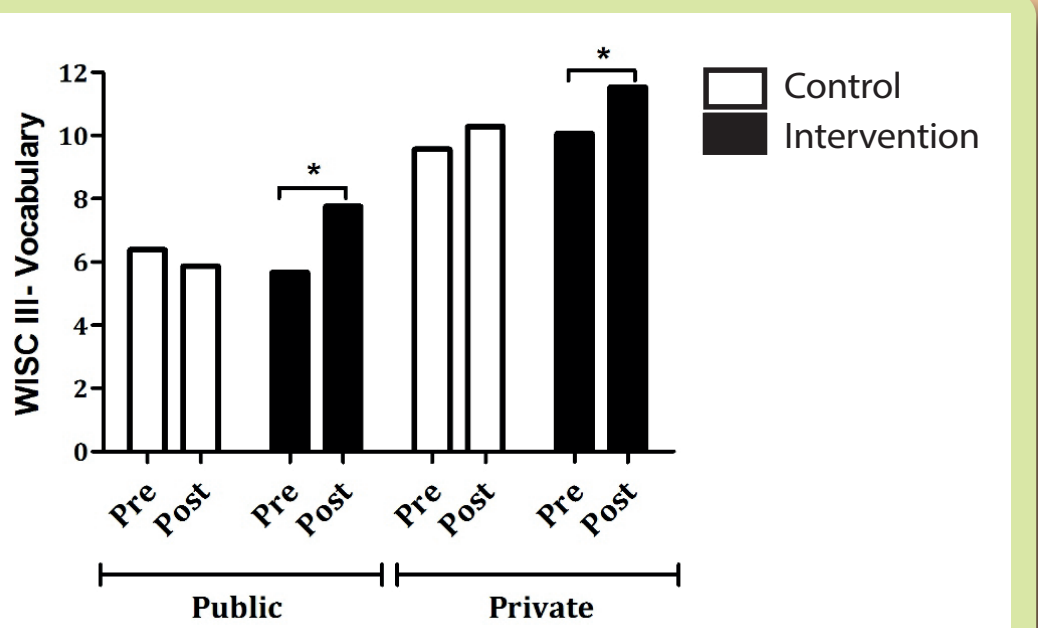
RESULTS:

Pre-test and post-test measures showed significant gains made by the intervention group in: vocabulary, reading comprehension, inferential processes and text structure understanding. The training was effective in 4th grade for children from Middle Socio Econonomic Status (MSES); however, for LSES, improvements were only detected in 5th graders where the vocabulary measure showed a particularly marked benefit.
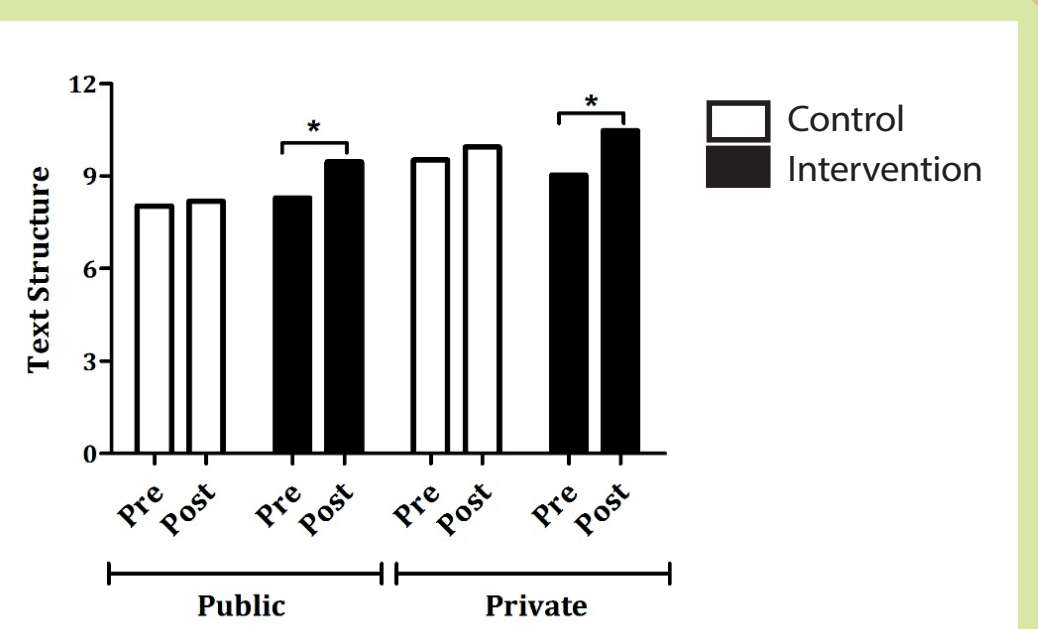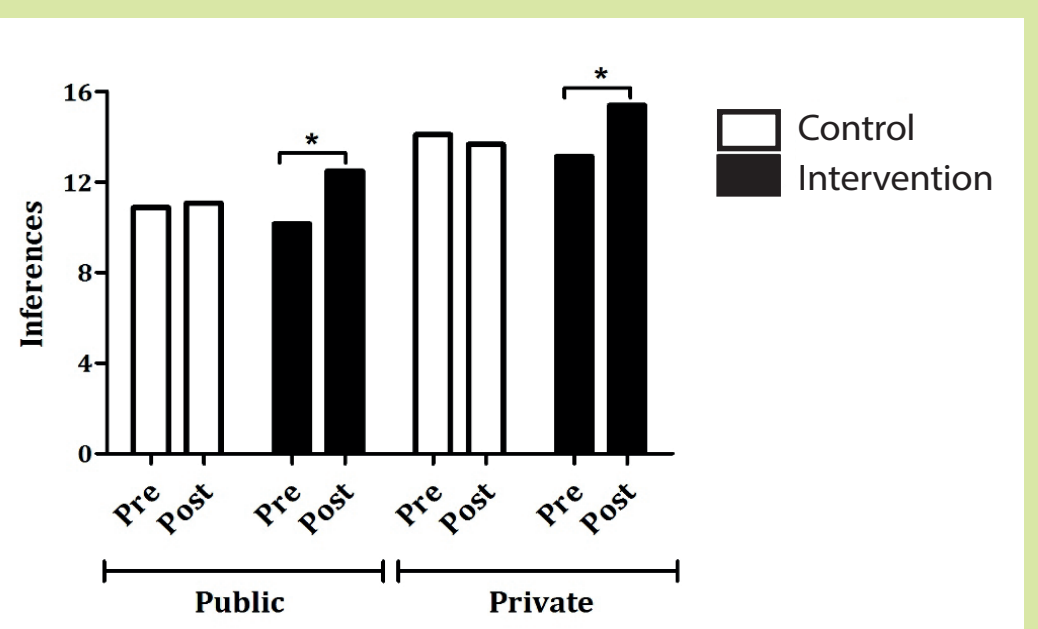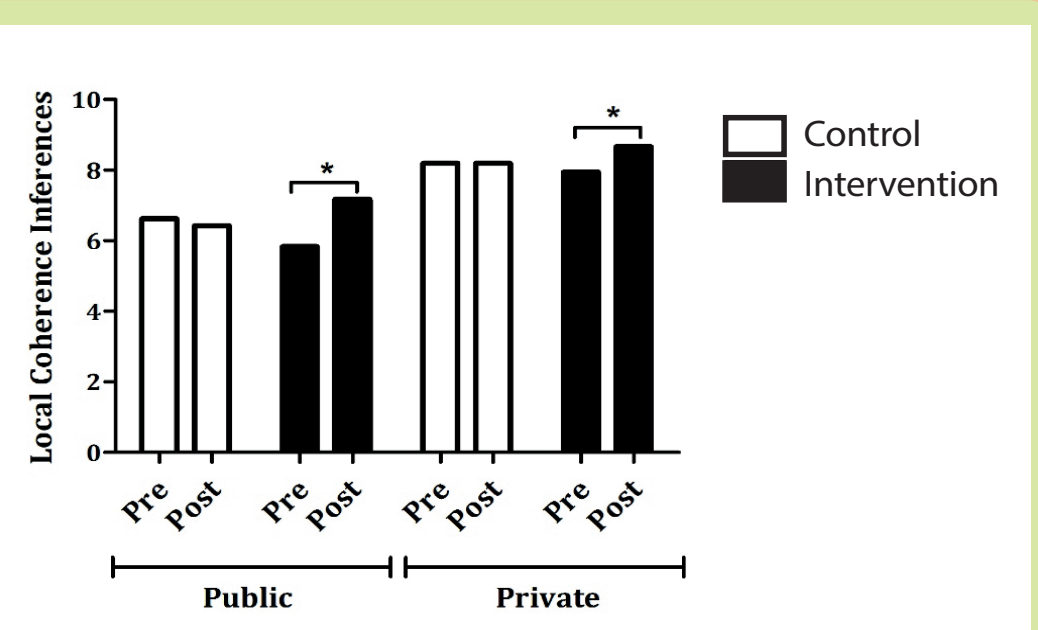

LEE - Reading Comprehension
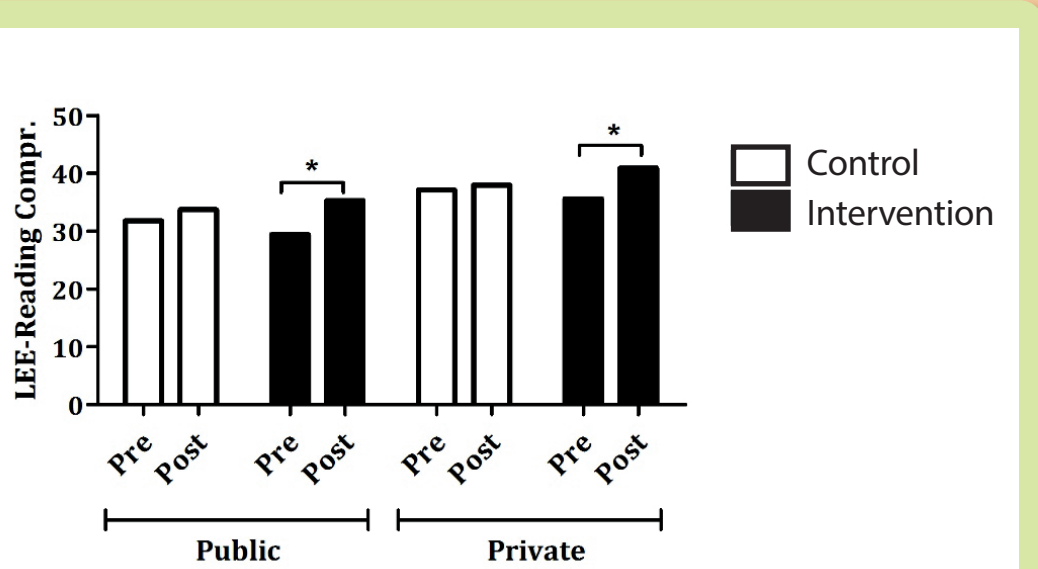
WISC III - Vocabulary

Text Structure

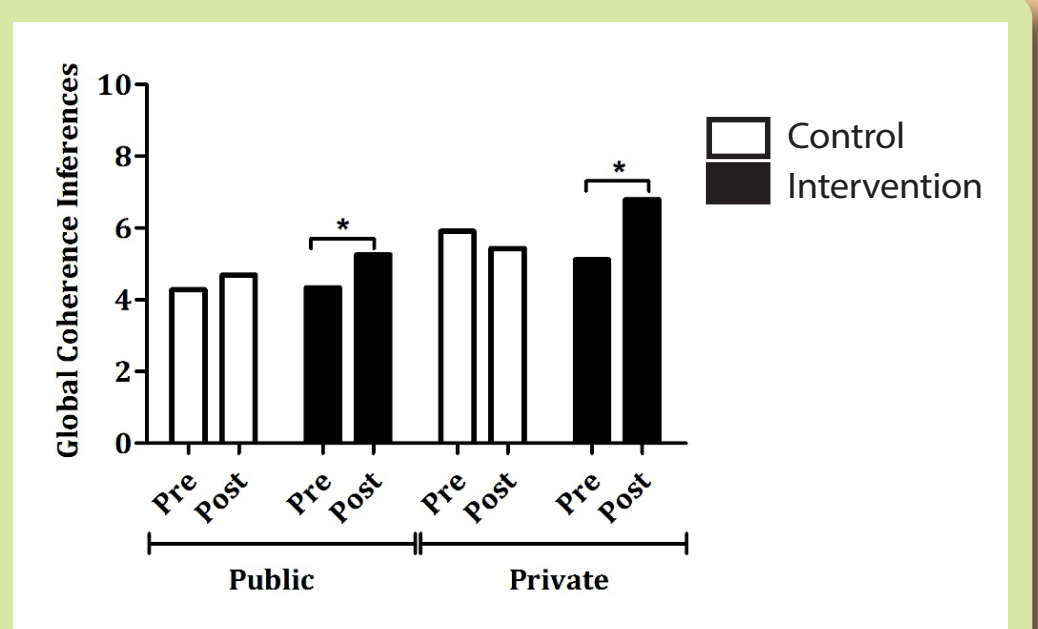Inferences

Local Coherent Inferences

Global Coherence Inferences

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