Language, Literacy & Vocabulary!

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Evaluation Study of
Language, Literacy, & Vocabulary!

Spring 2007

Learning GAUGE

Language, Literacy, & Vocabulary!
Evaluation Study, Spring 2007

Executive Summary

Purpose

A validation study of the *Language, Literacy, & Vocabulary!* program was conducted by Learning Gauge, Inc. in partnership with National Geographic School Publishing, during the 2006-07 school year. The program evaluation examined classroom adoption approaches used by participating teachers and the subsequent impact of the *Language, Literacy, & Vocabulary!* (LLV) curriculum on content area literacy development for students in grades one through five. The LLV program provides curriculum resources for vocabulary and comprehension development through study of academic content. In this study, LLV Windows on Literacy was used with students in grades 1-3 and LLV Reading Expeditions was used with students in grades 4-5. The LLV materials are designed for multi-level instruction of at-risk readers, English language learners, and other special needs learners. The LLV materials can also be used with grade level readers in a variety of instructional situations.

Methodology

The study involved 442 students from three public elementary schools. One school was located in the Southwest and two in the Midwest. For the paired samples t-test analysis, there were 253 students in treatment groups and 189 students in the control groups for grades one through five. Of the total 253 treatment students who completed the study, 12% were English language learners, 24% were at-risk readers in English only, and 64% were grade-level readers. Student groups came from intact classrooms. Pre- and post-test data from students provides insight into how effectively the *Language, Literacy & Vocabulary!* curriculum improves students' content area literacy. Qualitative data from pre-and post-surveys, classroom observations and interviews with treatment and control teachers supplemented the student criterion-referenced test data.

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Results

Findings indicate that student groups whose teachers implemented the full range of LLV curriculum and assessment materials with students on a daily basis for at least five weeks had statistically significant learning gains across the three learner types: grade-level readers, at-risk readers, and English language learners.

The data suggests that when teachers focused on the LLV comprehension strategies versus focusing on the content learning there was a positive impact on the level of students' reading comprehension of academic texts. The type of learner also impacts reading achievement from opportunities to learn with the LLV curriculum. At-risk readers and English language learners in treatment groups out-performed their control group counterparts in every grade level except for the at-risk students in grade one. Grade-level readers in all of the treatment classrooms performed significantly better than grade-level readers in the control groups.

LLV Windows on Literacy : Mean Improvement in Content Area Literacy

Grade 1 - 3 Students

- LLV Group
- Control Group

LLV Reading Expeditions : Mean Improvement in Content Area Literacy

Grade 4 & 5 Students

- LLV Group
- Control Group