



Building Reading Comprehension through Knowledge, Language, and Structured Inquiry (K.L.I.)

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Implementation Indicators for Each K.L.I. Component

These implementation indicators were used by the researchers in Years 1-3 of the study to confirm that K.L.I. lessons produce the forms of thinking and talking specified in the theory of the intervention. When implementing K.L.I. in their own classrooms, educators can use the implementation indicators listed below to examine and refine their implementation quality.

Discovery Reading

| | Indicator | Clearly observable in the lesson | Notes |
|---|--|---|-------|
| 1 | Teacher connects key inquiry/knowledge concepts to students' prior knowledge while introducing them to today's text excerpt. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 2 | Teacher introduces the Guiding Question. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 3 | Teacher introduces 1-3 high-leverage vocabulary words using a clear and fast-paced strategy from the vocabulary menu. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 4 | Teacher leads students in reading the chosen excerpt, in small chunks, providing appropriate scaffolding. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 5 | Students respond to and participate in the form of scaffolded reading that the teacher provides while reading the excerpt. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 6 | Teacher references the Prompt Card in discussions with students for every chunk of text, using metacognitive and process language consistent with the prompt card. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 7 | Students at some point in the discussion are heard linking/bridging ideas from one place to another. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 8 | The teacher supports students to monitor their comprehension, at least one time, while discussing the text, using language consistent with the prompt card. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

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| 9 | The teacher supports students to explain their mental models of the text in their own words, at least one time, while discussing the text, using language consistent with the prompt card. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 10 | The teacher supports students to selectively attend to ideas of chunks of text (sentence or paragraph) that are essential for building a mental model of the text, at least one time, using language consistent with the prompt card. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 11 | The teacher supports students to build knowledge of words while discussing the text, at least one time, including the pre-selected high-leverage concepts, using language consistent with the prompt card. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 12 | Students use metacognitive/process language conceptually consistent with the Prompt Card, at least one time. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 13 | Teachers provide all students the opportunity to engage in discussion at some point across the session. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 14 | Teacher leads students in discussion of the Guiding Question and records the group's response. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 15 | Students contribute ideas from the text to successfully construct an answer to the Guiding Question. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 16 | Teacher uses the Inquiry Space to archive students' responses to the Guiding Question(s). | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

Confident Reading

| | Indicator | Clearly observable in the lesson | Notes |
|---|---|---|-------|
| 1 | Teacher reads aloud and models read-aloud. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 2 | Students actively read the text twice or more. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 3 | Students talk about or reflect on relevant aspects of language structure (e.g., connectives, conjunctions, pronouns, words that signal structure, etc.) at least one time | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 4 | Teacher and students discuss the text using Discovery Reading prompt card. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 5 | Teacher provides an explicit teaching point/feedback related to language, such as expression, accuracy, punctuation, phrasing, etc. and opportunity for students to practice/apply with a specific portion of the text. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 6 | Teacher prompts students to explicitly attend to "bridging language" features in the text using a systematic routine | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

Uncover the Structure

| | Indicator | Clearly observable in the lesson | Notes |
|---|---|---|-------|
| 1 | Teacher reintroduces/reviews a text from a previous Confident Reading segment. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 2 | Teacher explicitly points out the structure of the text (or invites students to explicitly identify the structure, in the case of later lessons). | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 3 | Teacher and students name/review the cue words associated with the focal text structure, as listed in the graphic organizer. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 4 | Students locate cue words or similar words/aspects of text that signal structure in the focal text. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 5 | Teacher guides discussion of the texts by posing at least two questions specifically related to the text structure. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 6 | Students contribute to answering the questions posed by the teacher in the discussion of the focal text. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 7 | Students collaborate with the teacher to complete the graphic organizer to visualize the structure of the text. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 8 | Students verbally summarize the ideas using their graphic organizer. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 9 | Teacher and students collaborate to write a final summary of the text that adheres to the structure. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

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| 10 | Teacher uses the Inquiry Space throughout the Uncover the Structure component lesson as a space to collect artifacts including summaries, graphic organizers as appropriate. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 11 | Every student in the group is seen/heard attempting to engage in the routines by contributing to the conversation about the text, answering questions, offering additions to the graphic organizer, or summarizing new learning, at least once. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

Breaking Words

| | Indicator | Clearly observable in the lesson | Notes |
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| 1 | Teacher explicitly uses the BW prompt card, pointing to it or referencing it at least two times during the lesson. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 2 | Every student in the group is seen/heard attempting to engage in at least one routine on the BW prompt card during the lesson. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 3 | Students (with teacher support, if needed) count the number of syllables in the spoken word for at least two words. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 4 | Students (with teacher support, if needed) use the word in a sentence or explain a kid-friendly definition, for at least two words. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 5 | Students (with teacher support, if needed) divide the word into syllables (e.g., use scissors to cut the word apart), for at least two words. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 6 | Teacher helps students check the logic of their syllable juncture choices, for at least two words. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 7 | Teacher scrambles the syllables and students reassemble the word, for at least two words. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 8 | Students practice writing the word from memory, for at least two words. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 9 | Teacher prompts students to think about what they learned about the syllables to help them spell the two target words. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

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| 10 | Teacher selectively presents at least 2 affixes (prefixes or suffixes) for a word, and asks/helps students to add to the word to make new (transformed) words. Teacher uses this strategy for at least two words. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 11 | For at least one transformed word, students (with teacher support, if needed) define or use the new word in a sentence. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 12 | The teacher explicitly links at least one word to the group's ongoing inquiry topic (e.g., by reminding students of where they have seen the word in another component, or asking for a sentence that relates to the topic) at some point during the lesson. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 13 | Teacher at some point in the lesson prompts students (or demonstrate or provide modeling) to talk about morphological structure of a word. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 14 | Students engage in metalinguistic talk about morphological structure of a word (e.g., explaining how an affix changes a word's meaning). | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

Sentence Workshop

| | Indicator | Clearly observable in the lesson | Notes |
|---|---|---|-------|
| 1 | Overall, teacher follows the iterative sentence building routine, providing a few word cards at a time for students to move around to create a meaningful topic-related sentence. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 2 | Students (with teacher support as needed) collaborate to build at least two kernel sentences using the word cards provided by the teacher. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 3 | Every student in the group is seen/heard attempting to engage in the sentence building and/or combining routines at least once during the lesson (e.g., moving cards, reading aloud, answering a question, any form of participation). | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 4 | Teacher uses prompts and questions that promote students' metalinguistic thinking (e.g., Does that sound right? Does that make sense when I hear it?) | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 5 | For at least one sentence, the teacher changes one of the words or phrases (e.g., a verb to a different tense, adverbial clause, noun/pronoun) and asks students to adjust the rest of the sentence to have it make sense (morphosyntactic manipulation routine). | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 6 | Teacher follows the sentence combining routine, giving students a specific prompt for how the kernel sentences should be combined into one multi-clause sentence. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

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| 7 | Students (with teacher support as needed) collaborate to use the word cards to combine the kernel sentences to create a multi-clause sentence. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 8 | After adding a new addition to a sentence, students check to make sure the sentence makes sense (at least three times during the lesson, can be during building or combining routines) after either teacher or students reads it aloud. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 9 | The teacher explicitly connects at least one idea from a sentence to the broader content that they have read and learned in Discovery Reading and/or other components (e.g., by reminding students of what they have learned previously, or asking for how the sentence relates to the topic) at some point during the lesson. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 10 | Teacher prompts students to talk about (or demonstrate or provide modeling) morphosyntax or sentence structure. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 11 | Students at some point in the lesson engage in metalinguistic talk about morphosyntax or sentence structure (e.g., stating how one change in the sentence affects the rest of the sentence, noting that a phrase doesn't make sense when a word is added or removed, or explaining where a new word should be added). | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 12 | Teacher (or student) records the full mystery sentence to add to the Inquiry Space. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

Abbreviated Teacher Checklist for K.L.I.

In the final year of the project, the researchers asked teachers to self-report their implementation of K.L.I. using this checklist. This is a shorter version of the full list of implementation indicators. Educators can use this checklist to reflect on their implementation of the most crucial aspects of the intervention.

Ask yourself: Are these practices consistently implemented in my K.L.I. instruction? Which ones do I feel confident implementing on a regular basis? Which ones do I need to work on implementing more consistently?

1. Introduce a new word before reading a text; and later, stop and talk about that word when students see it in the text.
2. Help students identify the meaning of conjunctions, pronouns, or other similar function words.
3. Help students identify the organizational structure of a text.
4. Help students locate signal words related to the structure of a text.
5. Help students visualize the structure of an expository text using a graphic organizer.
6. Use a clear routine, listed in a prompt card that students have in front of them, when analyzing a new vocabulary word.
7. Help students analyze the syllables in a new academic word.
8. Help students add prefixes and/or suffixes to a word to make new words.
9. Help students discuss how a particular word's meaning changes when an affix is added to it.
10. Practice creating complex or compound sentences using word cards or scrambled sentences.
11. Use a specific routine, with clear questions/prompts, to help students discuss the structure of a compound or complex sentence.

12. Combine sentences using conjunctions or connective words to make longer, multi-clause sentences.
13. Break a text into small chunks (a paragraph or just a few sentences); and stop to discuss each chunk to make sure students understand it.
14. Practice fluent reading using short texts that are related to a topic students are learning.
15. Help students read short texts two or more times (repeated reading).
16. Provide feedback and modeling to students after hearing them read a short text aloud.
17. Introduce a guiding question to establish a purpose before reading a text; and stop to develop an answer to the question after reading.
18. Read multiple texts on the same topic.
19. Use an inquiry wall to collect and organize new ideas learned during reading.
20. Connect new vocabulary words to a content area topic students are learning about.
21. Guide students to stop after a short chunk of text and monitor whether or not they understood it, and to resolve anything that was confusion to them (monitor and repair).
22. Guide students to stop after a short chunk of text and explain what they just learned that was new to them, in their own words (tell what you learned).
23. Guide students to stop after a short chunk of text and explain what they see in their mind while they read (tell what you see).
24. Guide students to stop after a short chunk of text and develop a question to ask their peers that focuses on an important idea in the text (quiz me).
25. Use a consistent prompt card or routine to help students have metacognitive conversations about a text.