



Launching K-2 Students Toward Reading Proficiency

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Background

Over 1/3 of 4th graders read below a basic proficiency level (NAEP, 2019)

Inference making is the cornerstone of reading comprehension (McNamara, 2009; Oakhill & Cain, 2012)

Inference skills can be improved using questioning that includes scaffolding and specific feedback (McMaster et al., 2012).

Methods

Measures

- ELCII & TeICI Intervention modules
- CELF-5 Understanding Spoken Paragraphs

Participants - ELCII

- 191 kindergartners completed two ELCII intervention modules per week for 10 weeks

Participants - TeLCI

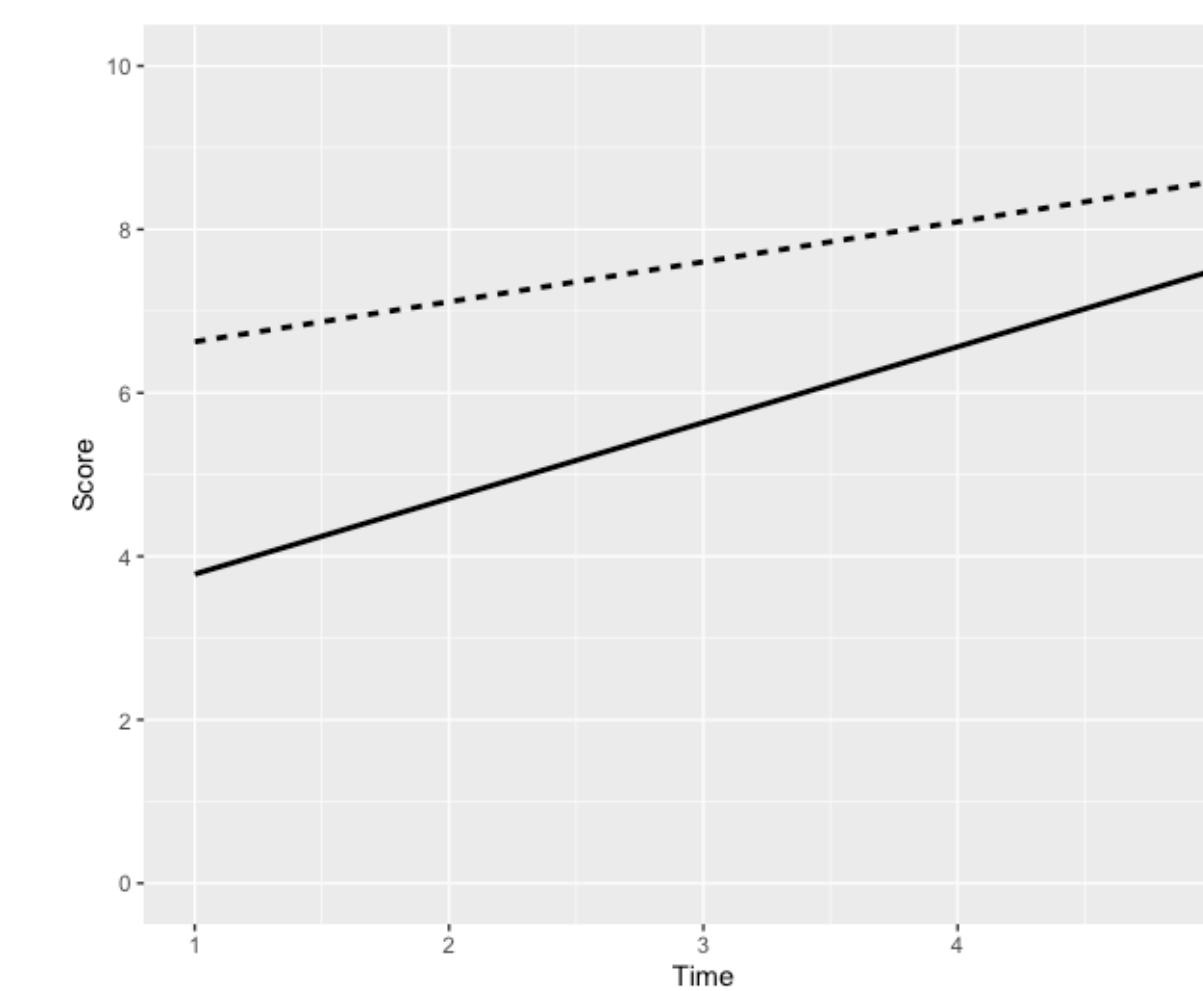
- 61 1st & 2nd graders completed three intervention modules per week for 8 weeks

x-axis: Time (weeks)
y-axis: Score

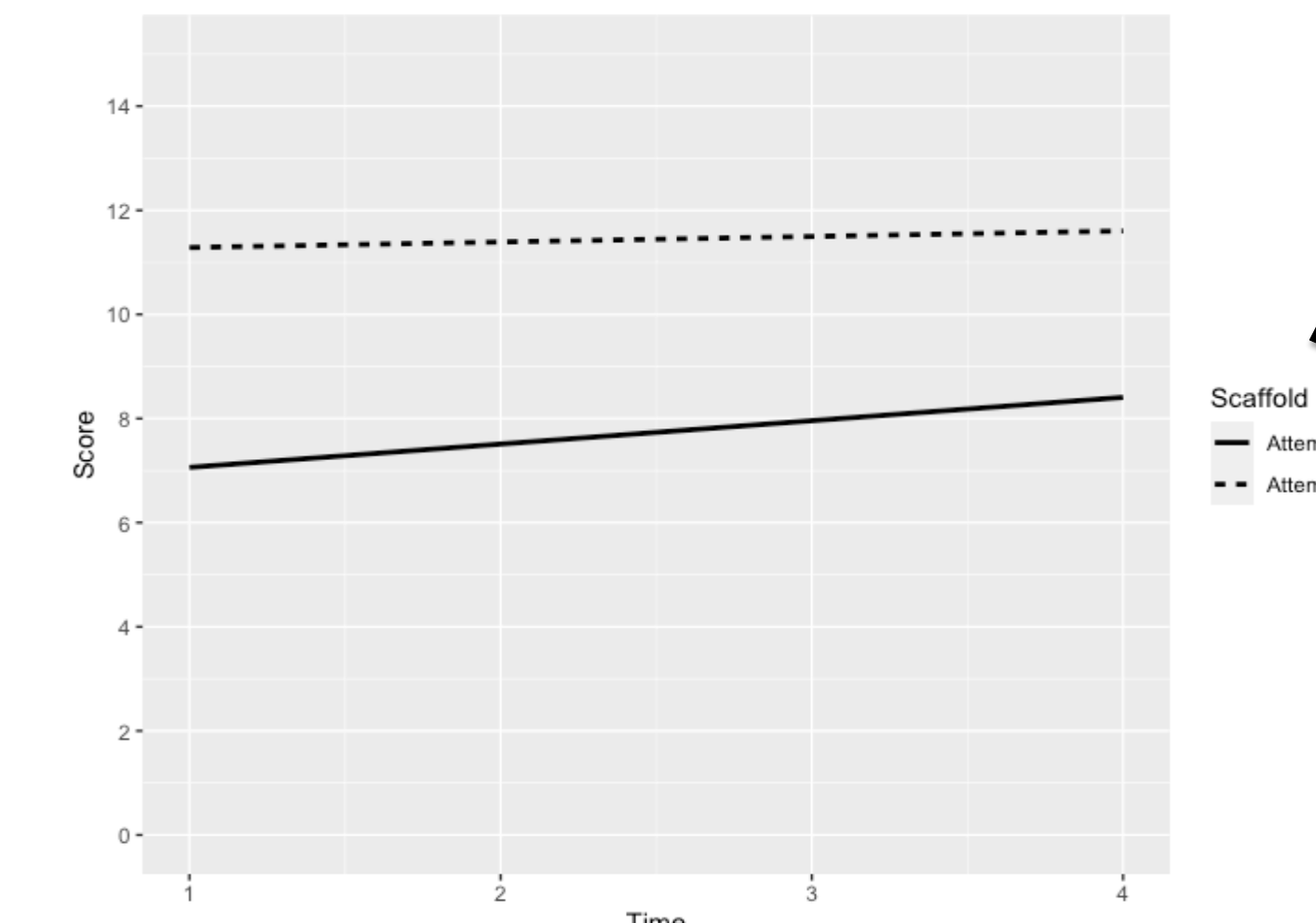
Results

Scaffold
----- Attempt 1
———— Attempt 2

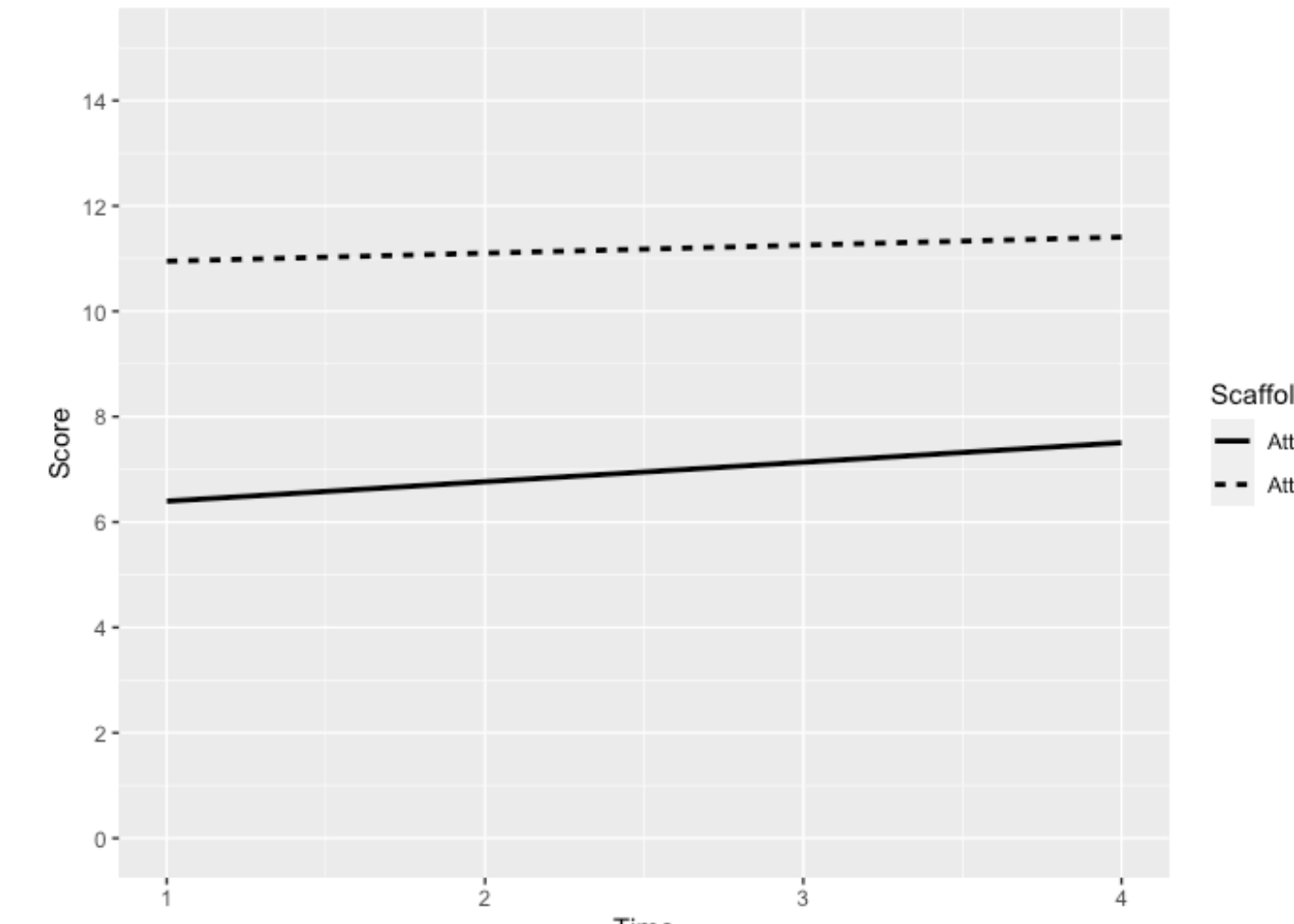
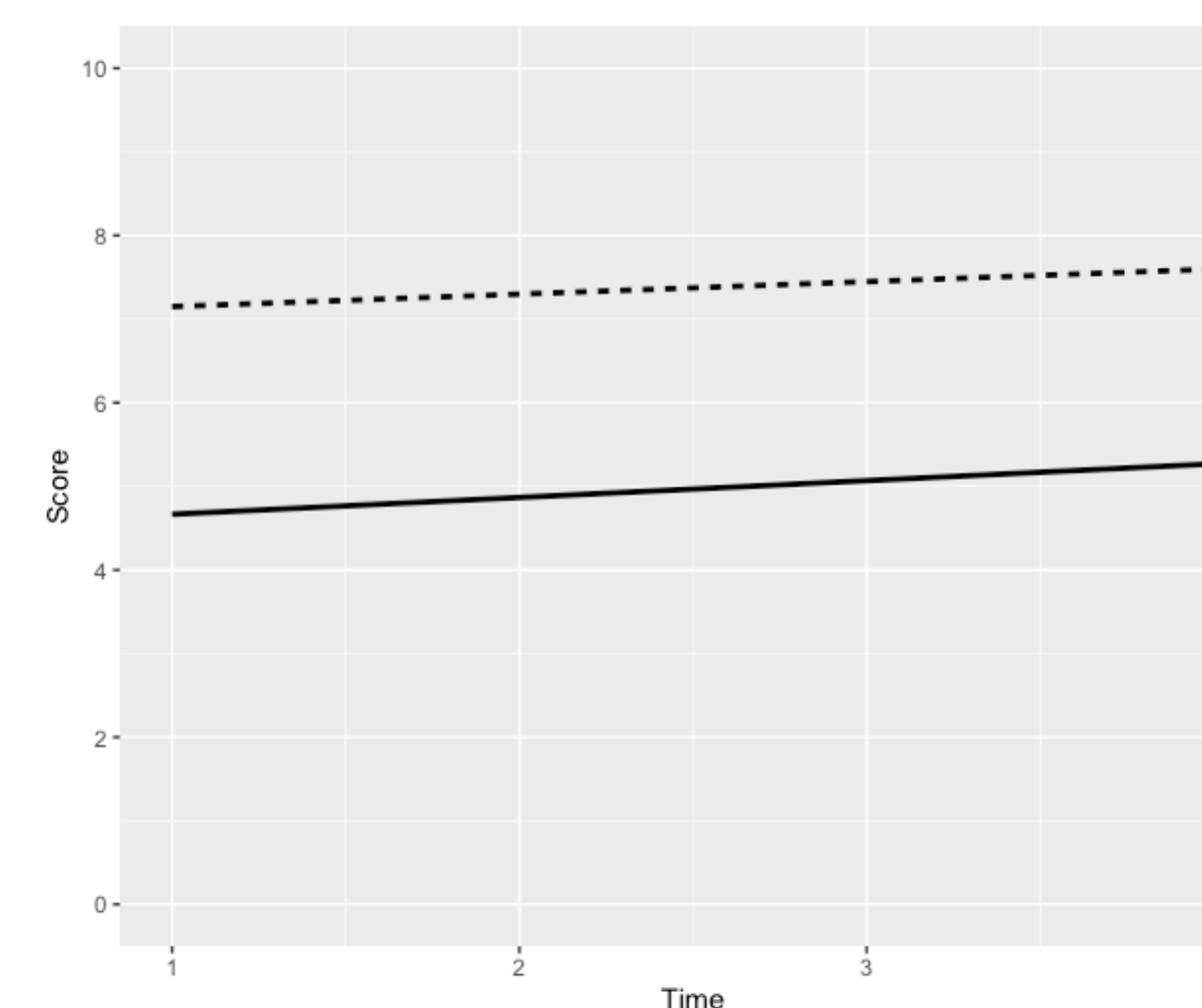
ELCII – Tier 1



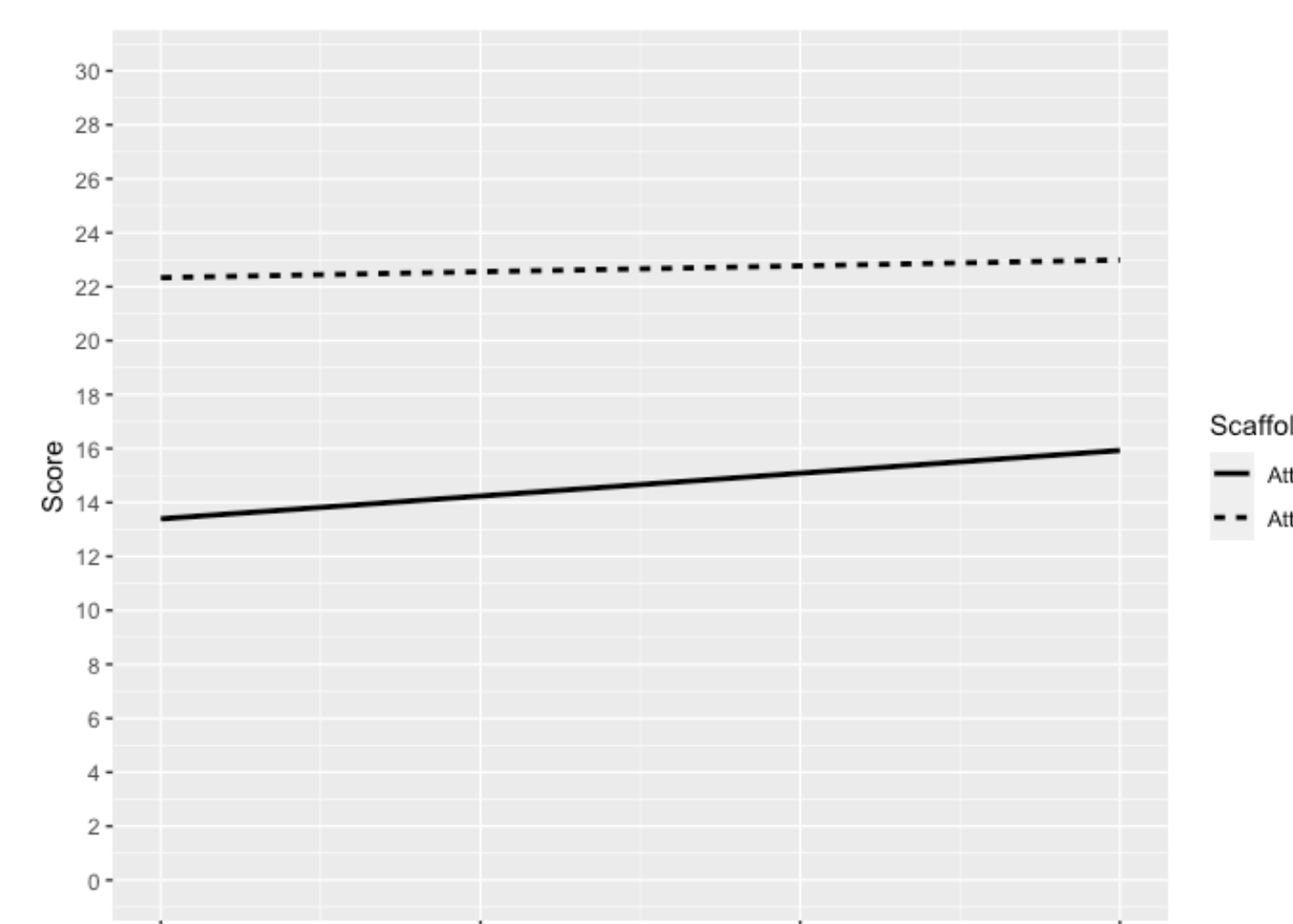
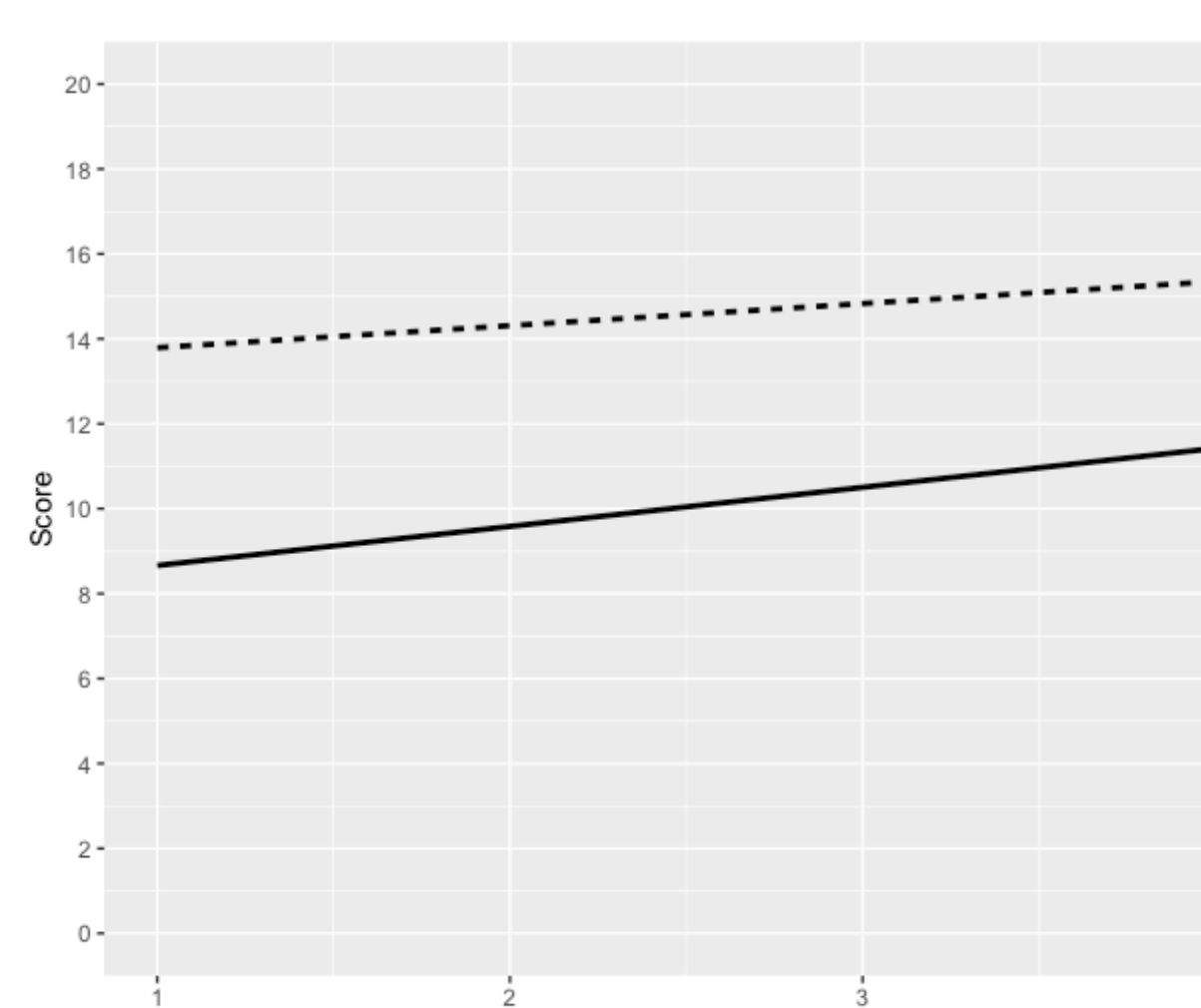
TeLCI – Tier 2



Fiction



Nonfiction



Combined

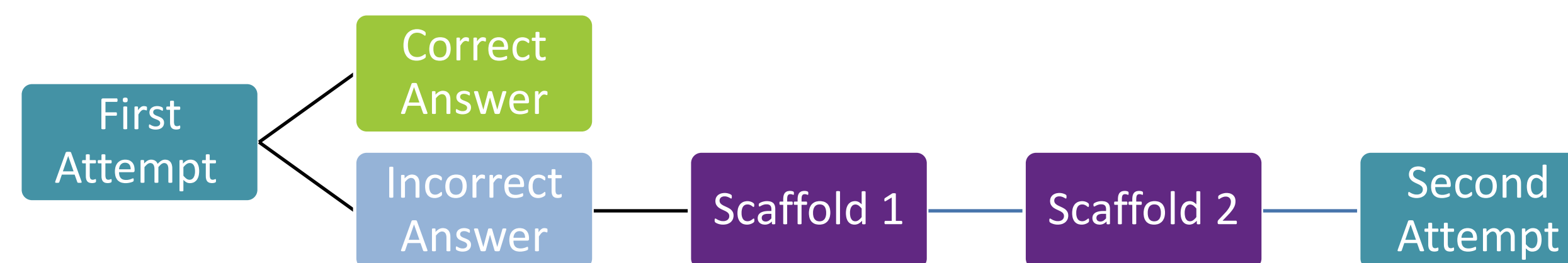
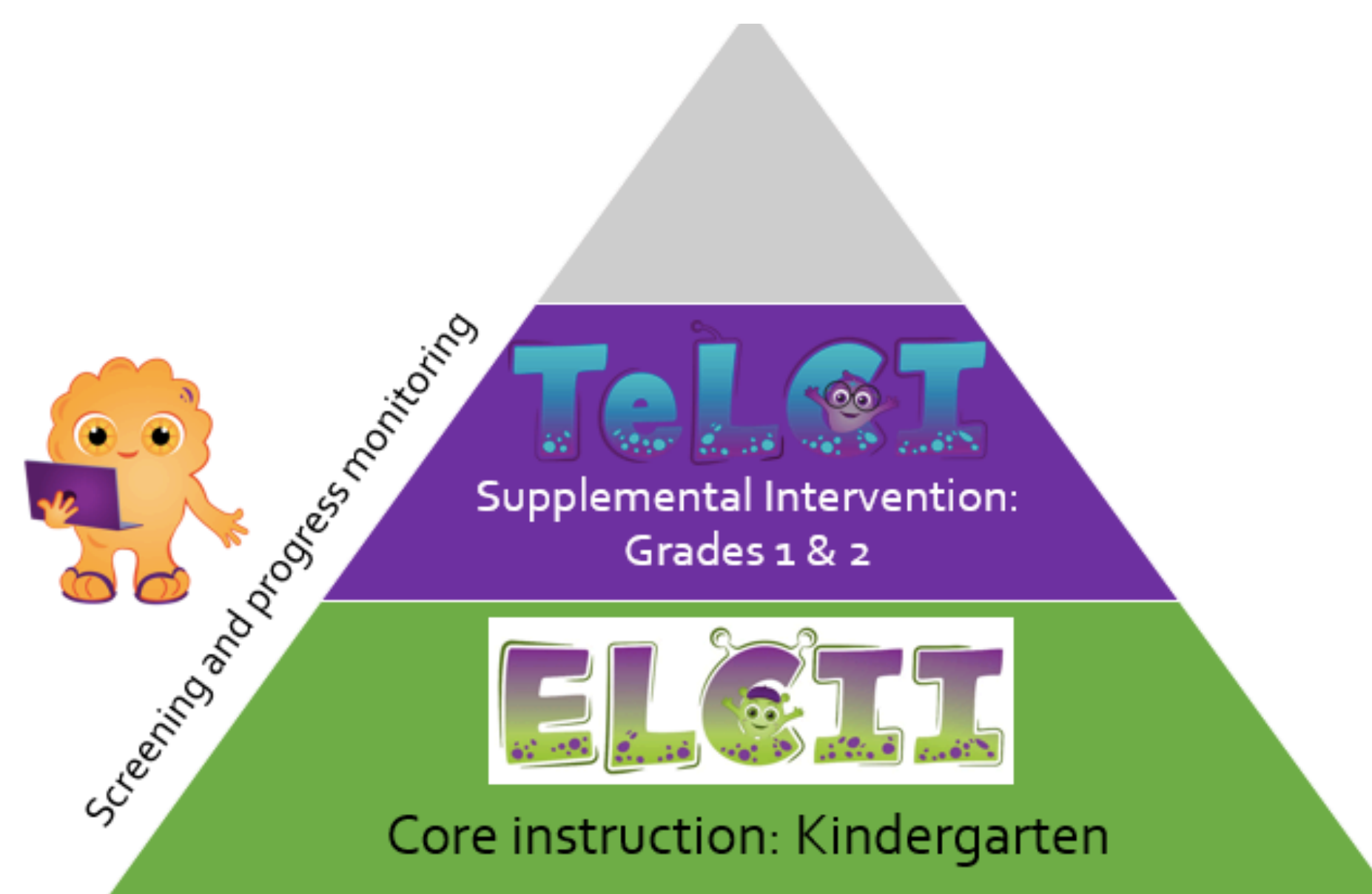
Inference Galaxy

The ability to draw inferences is a *general skill*—it is not specific to reading (Kendeou et al, 2008; Kendeou, 2015).

Inference Galaxy uses online learning modules to provide inference instruction to K-2 students

- Students watch age-appropriate fiction and nonfiction videos and respond to five inference questions.

- If a student selects the **incorrect answer**, they **receive scaffolding** to support the creation of the inference and are **provided with another attempt to answer**.



Research Question

Does scaffolding and feedback in Inference Galaxy support inference making in K-2 students?

Conclusion

Scaffolding and feedback via the Inference Galaxy platform improves inference making in K-2 students, regardless of the video genre.