The **Language and Reading Research Consortium (LARRC)** is a multi-university research project focused on understanding and improving oral language, listening comprehension, and reading comprehension development in children enrolled in preschool through third grade. This research project is funded by the U.S. Department of Education Institute of Education Sciences (IES). Our project began in 2010 and will end in 2016.

We sincerely appreciate the hundreds of teachers, students, and families from Arizona, Kansas, Massachusetts, Missouri, Nebraska, and Ohio who have made our research possible, along with funding from the Institute of Education Sciences. We present our research findings at professional scientific meetings and actively publish our work in peer-reviewed journals. This publication provides a brief overview of our findings to date. Please contact us if you would like copies of these papers or more detailed reports.

**The Development and Efficacy of the *Let’s Know!* Curriculum Supplement**

One of the primary goals of LARRC was to develop a classroom-based curriculum that focuses on language-based instruction. This curriculum, titled *Let’s Know!,* has been used in over 200 prekindergarten through third grade classrooms across the country in the last two years. Although the study is still ongoing, we have some promising preliminary results:

- An initial article describes the curriculum-development activities conducted by LARRC. This description of the iterative process followed by LARRC provides the educational field with a substantive example of how research-based curricula in reading comprehension and other areas can be developed.

In an initial study of Let’s Know!, which involved 60 prekindergarten through third grade teachers in four states, we examined the quality of language arts instruction for teachers using Let’s Know! in their classrooms relative to teachers delivering their everyday language arts curriculum. Let’s Know! teachers used more than twice as many language-focused comprehension supports in their instruction as control teachers. Examples of language-focused comprehension supports include predicting and collaborative conversation.


A recent presentation shared preliminary results from the first cohort of a large randomized controlled trial of Let’s Know!. Prekindergarten through third grade teachers (n = 132) were randomly assigned to implement Let’s Know! or to a business-as-usual control. Up to six children per teacher were assessed at the end of each of four themed curricular units to document progress in acquiring key vocabulary, comprehension monitoring skills, and text structure understanding. Preliminary results suggest that children who received Let’s Know! instruction in their classroom showed advantages in vocabulary and comprehension monitoring as compared to students in control classrooms.


We are currently completing final data collection for this project.

Our future research aims include the following:

- Investigate the overall impacts of Let’s Know! on teacher and student outcomes.
- Examine the feasibility of implementing Let’s Know! in prekindergarten through third grade classrooms.

We value your participation in this important project!

Please visit larrc.ehe.osu.edu for future research updates.