

Title: “Effectiveness of Supplemental Reading Instruction for Second-Grade English Language Learners with Reading Difficulties”

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Subject(s): ELL/ESL, Intervention

Grade Level: 1–2, 3–6

Synopsis: An intervention was designed for second-grade students who were English language learners and also at risk for reading difficulties. The intervention consisted of 13 weeks of supplemental reading instruction daily for 30 minutes a day, individually or in groups of 2 or 3 students. The intervention included both second language strategies and reading practices that have been proven effective with monolingual English speakers. Each session included work on fluency, phonological awareness, instructional-level reading, word study, and writing.

Students made significant gains from pre- to posttest on the outcome measures: word attack, passage comprehension, phoneme segmentation, fluency, and oral reading fluency. The largest standardized mean differences in scores at posttest were for passage comprehension and oral reading fluency. Long-term follow-up (over 4 months) showed significant gains for oral reading fluency and significant losses for phoneme segmentation fluency.

About two-thirds of the students moved rapidly through the lessons. “For these students, difficulty with English reading and therefore their poor performance on early reading measures seemed to have stemmed from lack of instruction in English reading rather than from a reading disability.” (p. 233)

“Findings from this study, along with those from Gunn et al. (2000), lend preliminary support to the practice of providing EL learners supplemental reading instruction that uses an intensive, explicit approach based on research on English monolingual students with reading difficulties and instruction that incorporates instructional practices from ESL.” (p. 233)

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