

**Title:** “Reading Instruction Grouping for Students with Reading Difficulties”

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**Subject(s):** ELL/ESL, Intervention

**Grade Level:** 1–2

**Synopsis:** [Abstract] The effects of three grouping formats—1:1 (one teacher with 1 student), 1:3 (one teacher with 3 students), and 1:10 (one teacher with 10 students)—on the reading outcomes of second-grade struggling readers was studied. Students in all groups were given the same supplemental reading intervention for the same number of sessions, thus holding intervention type and intensity constant and varying group size. Students made significant gains in phoneme segmentation, fluency, and comprehension following the intervention, and these gains were maintained at follow-up (4–5 weeks after intervention). Based on effect sizes, both 1:1 and 1:3 were highly effective intervention group sizes for supplemental reading instruction. Although the 1:1 grouping format yielded significantly higher scores for phoneme segmentation, fluency, and comprehension than the 1:10, it was not superior to the 1:3 on any outcome measure.

One group of students was English-speaking; the other group was composed of students who were English language learners. The intervention worked well for both groups.

**Quote(s):** “It thus appears that both 1:1 and 1:3 are highly effective intervention group sizes for supplemental reading.” (p. 311)

“Perhaps the most practical implication from this study is that struggling readers benefit from an intensive, explicit approach to reading instruction.” (p. 312)

“Although we were not able to determine which components of the intervention program may have been associated with specific gains for ELL students, overall, in this study they performed as well as, or better than, monolingual students.” (p. 312)

“The results lend support to the idea that, broadly speaking, the cognitive processes required for reading for ELL students are much the same as for all learners.” (p. 312)