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Reading Programs: How Do They Measure Up with The NRPs Research About Teaching Students to Read and The Effectiveness To Develop Reading Skills for BLs

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READING PROGRAMS: HOW DO THEY MEASURE UP WITH THE NRPs RESEARCH
ABOUT TEACHING STUDENTS TO READ AND THE EFFECTIVENESS TO
DEVELOP READING SKILLS FOR BLs

A Thesis

by

SARAI RIOS VALDEZ

Submitted to the Graduate School of the
University of Texas-Pan American
In partial fulfillment of the requirements for the degree of

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August 2012

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ABSTRACT

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Master of Education (MED), August, 2012, 54 pp., 5 Tables, 37 references, 5 appendices.

This quantitative study focused on the effects of native language instruction for Bilingual Learners. Several reading programs were analyzed for the purpose of associating their content with what the National Reading Panel found to be effective ways of developing literacy skills for BLs.

The research found about the advantages of native language instruction and its processes are included in this study as to provide sufficient data and facts to support the purpose of the study.

The data collected and analyzed did serve its purpose of shedding light onto the best practices for monolingual non-English speaking students, Bilingual Learners and about their literacy struggles.

DEDICATION

This thesis is dedicated to my Heavenly Father because through him all things are possible. Todo lo puedo en Cristo que me fortalece (Filipenses 4:13).

ACKNOWLEDGMENTS

I'm also very thankful for the tremendous support from my husband, Saul Valdez who was always there to facilitate anything I needed and for always believing in me. To Dr. Ruiz-Escalante and Dr. J. Esquierdo for their professional guidance throughout this thesis process.

To my parents, Jose and Maria Rios for instilling the desire to reach high and never give up in me from a very young age. Lastly, to my father and mother-in-law Alfredo and Vicenta Valdez who have only showed their love and support from the very first second. Muchas Gracias.

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CHAPTER I

INTRODUCTION

“Te va gustar mucho la escuela hija.” my mother told me as I was arriving to my first day of kindergarten. Being the fourth and youngest daughter, I was exposed to English, with conversations with my older sisters, television, cousins and neighbor friends, but my home language was Spanish. I would speak both languages at home and expected it to be the same in school and it was. I remember feeling right at home when almost all the kids and the teacher used both English and Spanish during instruction and socially. I don’t remember learning to read, I just remember being very good at it and don’t recall ever having a bad reading moment. I acknowledge that my being bilingual and the fact that I received ample opportunities to exercise both languages led to my extraordinary reading ability in high school. I remember in high school, noticing other students claiming not to understand Spanish words. I didn’t understand how living in an area where almost everyone had a last name like mine and came from very similar homes couldn’t speak the language. Then I would see the ones that didn’t understand or speak a word of English. I liked helping them find their way around or clear up instructions on assignments or homework. Sadly to say, I realized much later on that my school wasn’t too happy about having to teach students in Spanish and other students would. Their goal was to ensure they learned English at all costs. At all cost meant no longer seeing those students who didn’t speak English in school and noticing them around town holding jobs and even having kids instead of being in

school like me. Although that was my personal experience, it doesn't have to be the case for all English Language Learners.

When we think of the difficulties and challenges students face in school we think of the conditions and situations they encounter at home and the problems that may arise in the school environments. What about the educational systems' type of education and their efforts to provide students' with an adequate education so that they become academically successful? If subject areas were weighed, Math, Science and Social Studies would be in excellent, healthy conditions as opposed to the obese Reading subject that carries the most weight with the education system. According to Neuman and Dickinson in their *Handbook of Early Literacy Research*, not only is literacy development significant in the primary grades but should begin long before children start formal instruction (2003). Because reading success is required to acquire Math, Science and Social Studies achievement, it is imperative for school district leaders to place as much emphasis on Reading success as possible. When school districts understand the value of literacy because it benefits the core subjects, their focus then becomes considering reading programs that will accomplish the needs of the students. Despite reading programs' elements and large amount of evidence of success, there are limitations to what they can offer. When schools' population consists of non-English speaking students, learning to read is more effective when instruction occurs in the home language (Slavin & Cheung, 2005). Teachers can help parents understand that it is important for children to have a strong foundation in their home language (Espinoza, 2007, 2008)

Aside from the fact that English language learners are at a learning standstill when their instruction focuses on learning the language instead of literacy skills, said students will struggle in other areas also. When core subject teachers introduced new text as part of a lesson, not only

is there a language barrier, but the lack of literacy skills as well. A social studies teacher is about to present a lesson on the Civil Rights movement for the first time. The teacher asks a student to begin reading the introduction to the story and realizes that the student is skips around and looks for clues to simply guess what the text says. The teacher is in dismay because she realizes that the lack of reading ability will impede the student from learning about the Civil Rights movement as she had planned. When there are so many students scoring low percentages on reading assessments, one can only imagine how much instruction in the core subjects is actually attained. Only one-third of all students entering high school are proficient in reading -- only about 15% of African American students, and 17 % of Hispanic students (NAEP Reading 2009). Forty-seven percent of students who took the ACT in 2009 did not meet the ACT College Readiness for the Reading section of the ACT Benchmark (ACT 2012). In a 2005 study, 70% of 300 surveyed college instructors felt that students were unprepared to understand college level reading and comprehending complex materials (Peter D. Hart Research Associates, Inc. Feb 2005).

Texas demographics and statistical characteristics of populations shed light onto minorities that automatically become labeled “*at-risk of dropping out of school*” (Texas Education Code 29.081(d)(1) (10)) because their first language is not English such as recent Hispanic immigrants.

Table 1

Race/Ethnicity in Texas, 1980-2006, 2009-2011

Racial/Ethnicity Group	Percent of Population 2000	Percent of Population 2006	Enrollment 2009-10	Enrollment 2010-11
Anglo	53.1%	48.3%	1,547,693	1,538,409
Hispanic	32.0%	35.7%	2,398,684	2,480,000
African American	11.6%	11.4%	632,401	637,722
Other	3.3%	4.6%	n/a	n/a

Source: Texas State Data Center, University of Texas at San Antonio. and TEA 2011

In the 2006-07 school year, about 15 % of Texas public school students (679,352) were enrolled in bilingual education programs. In the same year, about 16 % of all students (731,304) were identified as Limited English Proficiency (LEP), an increase of more than 400,000 from the 1990-91 school year (TEA 2007). Graduation rates are much lower for minority students. Only about half of the nation’s African-American and Latino students graduate on time from high school (Education Week 2007, June 12).

According to the Texas State Data Center, the Hispanic population is leading the minority group and growing each year. Enrollment in Texas public schools encountered 831,812 students labeled English proficiency during the 2010-2011 school year yet only 797,683 were in a Bilingual or English as a second language program (TEA 2011). If close to 800,000 students were enrolled in Bilingual programs, then schools should ensure that students are receiving adequate instruction according to their needs.

As educators we strive for student success and yearn to find best practices that will benefit our students. The reason for conducting this study is to support the evidence found from the National Reading Panels research and to measure the utilization of those findings in reading programs that have been used in schools.

According to data from the Texas Education Agency, almost 320,000 students attend public schools in the Rio Grande Valley. Eighty-six percent of them are economically disadvantaged. Thirty-five percent have limited English proficiency status. Sixty-five percent are at-risk of dropping out of school (2010). Because the majority of the RGV student population falls under these categories, we understand that there is a need for adequate resources and practices to avoid reading and academic failure.

Statement of the Problem

In an effort to better understand what will best benefit students struggling in reading, we've looked at different reading programs and have measured them to the National Reading Panel's recommendations from their scientific research. School districts at times will rely on the success stories of the reading programs and hope that their students will be able to take advantage of the program as well. The No Child Left Behind premises underlying modern-day instruction for English Language Learners is the use of regular academic content to teach the English Language (2001). This however is no longer the case. Research tells us the goal of ESL now is to teach English through content by using a multitude of supportive, scaffolding teaching techniques or SI (sheltered instruction) (Curtin, 2009).

This study specifically targets students whose first language is not English. Research and analysis have indicated that the complex processes involved in second language acquisition (SLA) not only demand certain crucial environmental conditions, but they also require the

targeting of a certain type of language competence (Herrera & Murry, 2011, 2005). It is understood that the programs that best benefit English Language Learners are those that implement the use of the students background knowledge, culture and first language and utilize what the student is already strong in as a tool instead of as a drawback. The research therefore suggests that developing and supporting academic reading and writing in students' native language facilitates their ability to become academically proficient in English (August & Shanahan, 2006).

Native Language Instruction

In July of 2008, President Barrack Obama made a powerful statement in saying that instead of worrying about immigrants learning English, America should be teaching its children Spanish. He suggested that every child should be bilingual for national matters as well as foreign (Parker, 2008). This was brought up while speaking about how the Bush administration's "No Child Left Behind" act has forced schools to cut programs like foreign languages. President Obama also stated that learning English is an important step for immigrants in the United States, but he also believes that learning a foreign language is an enriching experience for young people in this country (Parker 2008).

Purpose of the Study

This study analyzed what the National Reading Panel (NRP) found in their research about teaching students to read and how those findings apply to ELLs. This research highlighted the recommendation that reading programs for ELLs should include intensive language development as well as instruction in literacy strategies and skills where native English speakers benefit from successfully but is struggle with non-English speakers. It analyzed and compared reading programs and associated them with the NRP's findings. This study revealed the validity

of these reading programs and shed light onto leaks within these programs and praised its successful practices. Additionally, throughout his study we learned how aligned the programs were to the NRPs suggestions with teaching students to read. It was determined which program was widely used and which program best benefited English Language Learners.

The researcher has found substantial evidence that indicates the importance of the use of a student's home language for instruction such as the rationale provided by the SUP-CUP distinction as proposed by Jim Cummins (1981). According to Cummins, individuals who view that assimilating immigrant students is a critical function of schools typically argue that the school must exhaust the possibilities of experiences and practices with English if second language learners are to be successful in school. The SUP perspective assumes that the two languages operate independently. Therefore, no transfer occurs between them. This interference hypothesis holds that ongoing development in the first language interferes with second language learning that effort should not be wasted in either native language support of ongoing development in the first language (Cummins 1981). A representation of these underlying effects associated with CUP is provided by the *iceberg theory* (Cummins 1981). Cummins argues that even though the two languages do seem to be separate on the surface, they are actually interdependent at the deeper level of cognitive functions. These claims support the idea that students will learn more English when they are first permitted to meaningfully participate in school activities that are provided in the language with which they are comfortable with (Herrera, Murry 2011). Accordingly, the reading programs analyzed in this study should follow the ideas that will best benefit Bilingual learners.

Research Questions

The research questions listed below provide the construct for this study.

1. What roles do L1 and L2 oral proficiency have in the development of literacy in L2?
2. What evidence is shown to benefit Hispanic ELLs in reading development in the secondary level?
3. Which reading programs directly follow the NRPs recommendations?

Significance of the Study

This study reveals which reading programs benefit English Language Learners in developing reading skills at grade level. An analysis was completed to find the NRPs findings in each of the reading programs. The NRP created a study to determine what best practices would be beneficial to students' reading abilities. There is no such law mandating that school districts follow the NRPs research results, but it is a guide that must be interpreted to the schools and teachers discretion. We should accept the fact that certain reading procedures work and support schools that try to use procedures that have proven successful in improving children's reading ability which is the study's ultimate goal.

Definition of Terms

The following definitions are pertinent to this study and should be used to understand the components which make up the investigation.

Basic Interpersonal Communication Skills (BICS)-The language ability needed for casual conversation skills of CLD students (i.e., playground language).

Cognitive Academic Language Learning Approach (CALLA)-A method of instruction that is grounded in the cognitive approach and focuses on the explicit instruction of learning strategies and the development of critical thinking as a means of acquiring deep levels of language proficiency.

Cognitive Academic Language Proficiency (CALP)-The language ability needed for learning academic skills and concept in situations in which contextual clues are not present and an abstract use of language is required.

Culturally and Linguistically Diverse (CLD)-This preferred term applies to an individual or group of individuals whose culture of language differs from that of the dominant group.

Common Underlying Proficiency (CUP)-This term refers to the conceptual knowledge that acts as the foundation on which new skills are built. Both languages, L1 and L2, facilitate the development of such fundamental cognitive patterns within individuals.

English Language Learner (ELL): Individuals who are in the process of transitioning from a home or native language to English. However, *CLD* is the preferred term because *CLD* emphasizes both the cultural and linguistic assets that a student brings to the classroom.

$i+1$ -comprehensible input-New information that an individual receives that is one step beyond his or her current stage of competence. Accordingly if the learner is competent at stage I , then input at $i+1$ is most comprehensible and useful for producing new understandings.

Limited English Proficient (LEP) -An individual who is in process of acquiring English as his or her second language. This term is often found in government documents. However, as LEP emphasizes inadequacies rather than abilities, *CLD* is the preferred term.

National Reading Panel (NRP): In 1997, Congress asked the Director of the National Institute of Child Health and Human Development (NICHD)* at the National Institutes of Health, in consultation with the Secretary of Education, to convene a national panel to assess the effectiveness of different approaches used to teach children to read. * By act of congress (Public Law 110-154), the Institute was renamed the Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD).

No Child Left Behind (NCLB)-The No Child Left Behind Act of 2001 was signed into law by President George W. Bush on January 8, 2002. Designed to close the achievement gap between disadvantaged students and their peers, this education reform calls for greater accountability for assessment results in K-12 education.

Separate Underlying Proficiency (SUP)-This term refers to the separate conceptual knowledge bases in L1 and L2, assuming that the two languages operate independently. According to this perspective, no transfer of skills occurs between the two languages.

Phonemic Awareness: the ability to hear and manipulate the sounds in spoken words and the understanding that spoken words and syllables are made up of sequences of speech sounds (Yopp, 1992).

Phonics: “Phonics instruction teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.” These relationships are referred to using a variety of labels: graphophonemic relationships, letter-sound associations, letter-sound correspondences, sound-symbol correspondences, and sound spellings (“National institute of,” 2001).

Limitations of the Study

The following were the limitations faced by the researcher while conducting this study.

1. There was a lack of reliable data. Sources were initially derived from the NRPs study therefore seeking other sources needed to be according to the sources validity.
2. There was a significant lack of prior research studies on the topic
3. The measure used to collect data inhibited the ability to a thorough analysis of the results.

4. The fact that this study relied solely on self-reported, pre-existing data it had to be taken at face value determining the validity of its representation and how the information was being offered as a source.

CHAPTER II

REVIEW OF THE LITERATURE

The Reading Situation

In 2003, the Programme for International Student Assessment (PISA), reported fifteen year old students in the United States had an average literacy score of 495 out of 1000. This made the United States rank eighteenth out of forty nations. The ranking is the least of the worries; the literacy score of 495 out of 1000 is what is unfavorable. The reason that students become successful in all core areas is due to reading mastery. As reported by Austin Partners in Education, Reading is the key to success in all other subjects. They too reiterate the notion that a student who struggles with reading is likely to have difficulties in Science, History, Math and other subjects.

Average earnings in the U.S. are higher than in many other member countries (van Doorslaer & Masseria, 2004). The U.S. ranks No. 1 in average household wealth, at \$102,000 (Linn 2012). States spend dollars to be dispersed on a per-pupil basis. Each state then allocates spending at their discretion. States may spend as much as \$1 billion on programs like Reading First (Bracey, 2005). If states are able to spend so much money on reading programs then they need to ensure that these reading programs are appropriate for our students.

According to the National Clearinghouse for English Language Acquisition, there were over 5 million ELLs in the United States in 2009, making up 10% of all K-12 students, compared to 3.5 million a decade ago. Limited English Proficient students are not only one of the largest,

but also one of the most rapidly growing sectors of our total student population (2011). Yet, according to the Hispanic Dropout Project, LEP students, especially those with Spanish as their primary language, are twice as likely to be below the reading level of their White or Asian American peers (2000). Cheung and Slavin state that in comparison to their non-ELL counterparts, ELLs tend to be at higher risk of performing poorly in early literacy. As their oral English improves, so does their English reading, but many ELLs are not able to catch up with their non-ELL counterparts as time progresses (2012). In a diverse state like Texas where we see high percentages of LEP and Bilingual labeled populations that are automatically also labeled *at-risk*, when spending funds on “intervention” programs for these *at-risk* students, school districts need to ensure that these programs meet the requirements that will ensure reading success. What can school districts do to ensure that these reading programs are beneficial for their students? One way is by not only considering the National Reading Panel’s recommendations for teaching children to read, but use the criteria they used to assess reading programs’ effectiveness.

The National Reading Panel

The NRP reviewed research-based knowledge on reading instruction and held open panel meetings in Washington, DC, and regional meetings across the United States (2012). They decided to look into alphabetic awareness, phonemic awareness, phonics instruction, fluency, comprehension, vocabulary, text comprehension, teacher preparation, teacher education, computer technology and reading instruction. These were the research topics that stimulated the study.

The National Reading Panels Findings

After each research topic was explored, these were the conclusions in each area:

1. Phonemic awareness-PA training led to improvement in students' phonemic awareness, reading and spelling.

The importance of this factor is due to the cognitive skill that consists of three pieces. The first is the linguistic unit called the phoneme. The second concerns the explicit awareness of the phoneme and the third is the ability to manipulate such units. Wesley A. Hoover stated *The Importance of Phonemic Awareness in Learning to Read* and emphasized the usage of phonemic awareness as a lead component to reading instruction (2002).

2. Phonics-phonics instruction helps older children spell and decode text better, although their understanding doesn't necessarily improve.

Phonics instruction teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. It teaches children to use these relationships to read and write words. Teachers of reading and publishers of programs of beginning reading instruction sometimes use different labels to describe these relationships, including the following:

- graphophonemic relationships
- letter-sound associations
- letter-sound correspondences
- sound-symbol correspondences
- sound-spellings

(Armbruster, Lehr, & Osborn, 2001)

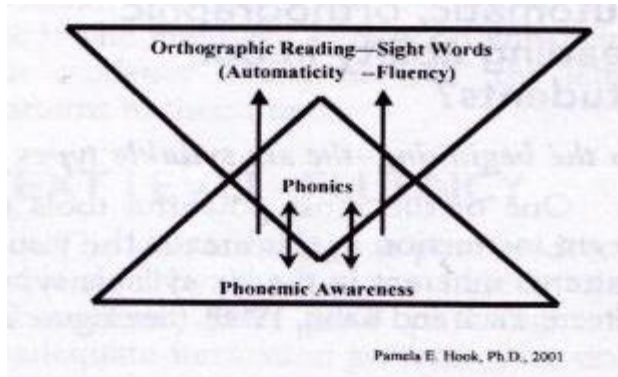
The goal of phonics is to help children learn and use the alphabetic principle--the understanding that there are systematic and predictable relationships between written letters and

sounds. Knowing these relationships will help children recognize familiar words accurately and automatically and "decode" new words. In short, knowledge of the alphabetic principle contributes greatly to children's ability to read words both in isolation and in connected text. When phonics is being learned different questions need to be asked.

Critics of phonics instruction argue that English spellings are too irregular for phonics instruction to really help children learn to read words. The point is, however, that phonics instruction teaches children a system for remembering how to read words. Most of these words contain some regular letter-sound relationships that can help children remember how to read them. The alphabetic system supports our memory for specific words (Ambruster et al., 2001).

3. Fluency-the panel was unable to conclude that independent silent reading, as the *only* type of reading instruction, improves reading fluency. More research is needed to understand the specific influences that independent silent reading have on reading fluency.

Automatic reading involves the development of strong orthographic representations, which allows fast and accurate identification of whole words made up of specific letter patterns (Hook, Jones 2002). When the students are able to read fluently, their comprehension skills increase as well. If students read in a slow, chopped and distorted manner, they are more likely to make semantic errors and increase the level of anxiety which will lead to withdrawal (Starkweather & Gottwald, 1990).



4. Reading comprehension-using a variety of techniques, teaching vocabulary directly and indirectly, learning in rich contexts, incidental learning and intensive professional development is necessary.

According to the U.S. Department of Education, National Center for Education Statistics, reading comprehension is what allows the reader to interact with the text in a meaningful way. If students do not understand what they are reading, then they are not reading. Once students comprehend what they are reading they will be able to utilize the information throughout instruction, add to their background knowledge and acquire knowledge and skills (September 2001).

5. Computer technology-the addition of speech to computer-presented text, the use of hypertext, and the use of computers as word processors all suggest the use for computer technology for reading instruction.

Whether supplied by teachers using traditional materials, such as books and audiotapes, or by computers, the use of technology has proven to be an important component in reading instruction. Computers can now provide each of these capabilities to support teaching and learning in new ways (Dalton & Rose 2002).

Analyzing Reading Programs

According to studies held by The Best Evidence Encyclopedia (BEE) that were funded by the US Department of Education and who presents reliable, unbiased reviews of research-proven educational programs to help: Policy makers, principals, teachers and researches.

According to the study by Cheung and Slavin Success for All was the top reading program for English Language Learners (2012). Other programs that showed strong evidence of effectiveness in programs for struggling readers were Direct Instruction/Corrective Reading, Peer Assisted Learning Strategies (PALS), Reading Recovery, Targeted Reading Intervention, Quick Reads, One-to-One Teacher Tutoring with Phonics Emphasis and One-to-One Paraprofessional/Volunteer Tutoring with Phonics Emphasis.

According to the What Works Clearinghouse, Reading Edge is a middle school literacy program that emphasizes cooperative learning, goal setting, feedback, classroom management techniques, and the use of metacognitive strategy, whereby students assess their own skills (2012).

Success for All

Success for All is a Classroom Instructional Process program with Tutoring that provides extensive school staff training and materials focused on cooperative learning, phonics, and a rapid pace of instruction. Also provides tutoring to struggling children, mostly first graders.

Direct Instruction/Corrective Reading

This Classroom Instructional Process Approach and Small Group Tutorial program is a highly structured, phonetic approach to reading instruction that emphasizes phonics, a step-by-step instructional approach, and direct teaching of comprehension skills, as well as extensive professional development and follow-up.

Peer Assisted Learning Strategies (PALS)

PALS is a Classroom Instructional Process program which offers a technique in which children work in pairs, taking turns as teacher and learner, to learn a structured sequence of literacy skills, such as phonemic awareness, phonics, sound blending, passage reading, and story re-telling.

Targeted Reading Intervention

This program is a one-to-one tutoring model in which classroom teacher's work individually with struggling readers in kindergarten or first grade for 15 minutes a day. The 1-1 sessions focus on re-reading for fluency (2 min.), word work (6 min.), and guided oral reading.

Quick Reads

This Small Group Tutorial offers a supplementary program designed to increase fluency, build vocabulary and background knowledge, and improve comprehension.

One-to-One Teacher Tutoring with Phonics Emphasis

This One-to-One Tutoring by Teachers follows a series of programs: 1) Auditory Discrimination in Depth, 2) Early Steps/Howard Street Tutoring, 3) Intensive Reading Remediation, 4) Reading Rescue, and 5) Reading with Phonology.

One-to-One Paraprofessional/Volunteer Tutoring with Phonics Emphasis

This One-to-One Tutoring by Paraprofessionals and Volunteers follows a series of programs: 1) Sound Partners, 2) The Reading Connection, 3) SMART, 4) Reading Rescue, 5) Howard Street Tutoring, and 6) Book Buddies.

Since the focus is placed on methods used with ELLs and its effects on their reading abilities, each program was analyzed as to associate the findings with the National Reading Panels research.

Rating Survey Questions

A Likert Scale was used to evaluate each programs implementation of the NRPs recommendations. The survey questions of whether the key themes were evident in the reading programs highlighted

1. The importance of the role of the parents.
2. The importance of the phonemic awareness.
3. The importance of phonics.
4. Good literature in reading instruction.
5. The need to develop a clear understanding of how best to integrate different reading approaches to enhance the effectiveness of instruction for all students.
6. The need for clear, objective and scientifically based information on the effectiveness of different types of reading instruction and the need to have such research inform policy and practice.
7. The use of applying the highest standards of scientific evidence to the research review process.
8. The importance of the role of teachers, professional development and their interactions and collaborations with researchers.
9. The importance of widely disseminating the information that is developed by the Panel.

The five-point scale portion measured from clearly present (+1), present (+2), somewhat present (+3), weak (+4), non-existent (+5) to not applicable (+0).

CHAPTER III

METHODOLOGY

Research Paradigm

The following section contains the methodology used to carry out this quantitative study designed with the National Reading Panel's findings as the guide but with ELLs in mind. Each program was evaluated for its level of friendliness towards ELLs. This study will concentrate on the main NRP criteria they came to conclude with. Each program was evaluated for its phonics, phonemic awareness, fluency, reading comprehension and computer technology contents and how they were implemented throughout the program.

Success for All

The Success for All Foundations comprehensive programs are designed to engage the whole school in meeting the needs of all children. There are five components of the elementary design to ensure success for all. The five components are: Leadership for Continuous Improvement, Powerful Instruction, Professional Development and Coaching, Research, and Schoolwide Support and Intervention Tools which impulse parent and family involvement.

Parental Involvement

The tools that Success for All offers teachers helps them establish productive relationships with students and their families. The parent and family involvement team, established as part of the Success Network, sets realistic expectations for reaching families,

educating them on what is going on at the school, and creating opportunities to build partnerships to support learning (Success for All 2011).

Scientific Evidence

Researched by more than thirty institutions during the last two decades, Success for All has been found to increase reading achievement, cut the achievement gap between African Americans, Hispanic, and white students, and prepare teachers to support the needs of English learners.

Professional Development

The Success for All model is supported by extensive professional development and coaching that enable teachers and school leaders to make the most of the research-proven SFA approach. Supported by a network of more than 100 coaches, the SFAF professional-development model helps schools to reach their student-achievement targets. Their GREATER coaching design provides ongoing support tailored to teachers' needs, and onsite facilitator training and guidance in establishing component teams that provide peer-to-peer support.

Phonemic Awareness

KinderCorner specifically targets language and literacy development through the discussion of thematic concepts to promote the children's phonological awareness, phonemic awareness, and oral-language development. These activities include interactive story reading and storytelling, action songs and rhymes, and verbal guessing games. Each day, children choose learning labs and engage in reflection activities to promote their problem-solving skills. Students also read KinderCorner concepts-of-print books, which helps them to develop phonics and other reading-readiness skills. Reading Roots is built around forty-eight lessons. Separated into four

levels, it supports concept development in oral-language development, phonemic awareness, phonics, word skills, fluency, and writing.

Fluency

In Success for All schools, all teachers teach reading for ninety minutes at the same time each day. During this time, students move to reading classes in which every student is reading at one instructional level. Students are grouped across grades and across classes because increased teacher-led instructional time and reduced seatwork increases students' progress in developing reading skills. Each grading period, students are placed in reading classes at their instructional levels. Most students move to new reading levels every quarter, and many students who start at low reading levels catch up to grade-level performance within a year.

Reading Comprehension

Second and third grade nonreaders can be regrouped into Reading Roots classes. Reading Roots provides a strong base for successful reading due to its emphasis on systematic phonics instruction through FastTrack Phonics. This phonics instruction is supported by decodable stories, and instruction in fluency and comprehension. In addition to providing the necessary basis for strong reading, Reading Roots fosters students' love of reading by providing rich literary experiences, extensive oral-language development, and thematically focused writing instruction. Reading Wings supports reading comprehension through the Savvy Reader. The Savvy Reader provides intensive, engaging introductions to each of the four core comprehension strategies—clarifying, questioning, predicting, and summarizing. Additional Savvy Reader lessons provide comprehension strategy instruction throughout the year, and this instruction is reinforced through Targeted Treasure Hunts.

Computer Technology

This computer software program offers help when students need it with a patented speech-recognition technology that provides real-time corrective feedback. It offers time savings for teachers with automatic calculation of words correct per minute. The technology also increases student engagement with reading selections for a variety of interests and reading levels. It also offers anytime, anywhere access with MySciLearn on demand. This makes the software easy to implement for school or home use and offers Spanish word translations.

Peer Assisted Learning Strategies (PALS)

PALS combines proven instructional principles and practices and peer mediation so that research-based reading and math activities are effective, feasible, and enjoyable. PALS is a version of classwide peer tutoring. Teachers identify which children require help on specific skills and who the most appropriate children are to help other children learn those skills. Using this information, teachers pair students in the class, so that partners work simultaneously and productively on different activities that address the problems they are experiencing. Pairs are changed regularly, and over a period of time as students work on a variety of skills, all students have the opportunity to be "coaches" and "players."

PALS creates pairs in a classroom, each geared to the individual student's needs, instead of a single, teacher-directed activity that may end up addressing the problems of only a few children. The strategy also creates opportunities for a teacher to circulate in the class, observe students, and provide individual remedial lessons.

PALS is designed to complement, not replace, existing reading and math curriculum. PALS is a 25- to 35- minute activity implemented 2 to 4 times a week.

Parental Involvement

Because PALS is a supplement, not meant to replace a reading program and designed with specific timed schedules, there are no home activities included in the program. There was no evidence found to show parental involvement within this supplemental program.

Scientific Evidence

Repeated evaluations of PALS Reading and Math indicate that mainstreamed students with learning disabilities, low-achieving students without disabilities, average-achieving students, and high-achieving students make greater progress in PALS Reading and Math classrooms than their respective counterparts in non-PALS classes. Additionally, there have been PALS evaluations conducted by educators in California, Iowa, and Texas independent of Vanderbilt researchers. These independent evaluations also find a strong “value-added” for PALS Reading and Math (What Works Clearinghouse 2008)

Professional Development

As far as professional development, an outreach coordinator is available to provide information and to lead training workshops at Vanderbilt University or onsite for schools/teachers across the country.

Phonemic Awareness

The TRI Word Work strategies integrate multiple early reading skills in each strategy, rather than breaking skills into isolated lessons. It incorporates early sound-symbol and phonemic awareness instruction both within the context of words and employs multi-sensory student actions with an emphasis on letter sounds rather than letter names, which more efficiently supports decoding development. This reading program deals with sound games that immerse students with phonemic awareness and phonics practices. See Appendix A-E.

Fluency

TRI teachers work with their struggling readers intensively on a daily basis for about 15 minutes, initially one-on-one and transitioning to very small groups, using efficient, evidence-based reading strategies refined daily with a diagnostic mindset. Students work on Re-Reading for Fluency-Just like it sounds! Word Work-Multi-sensory strategies for manipulating, saying, and writing words and individuals sound in words.

Reading Comprehension

There is a prescribed lesson format in QuickReads, which consists of three readings of the same passage within an instructional period of approximately 15 minutes. During the first read, the children read the selection silently. They scan for key words before they read, and discuss what they already know about the topic. After the first read, each child completes a graphic organizer to help him remember key points. During the second read, the teacher reads aloud as the students follow along silently. The target rate is one minute to read the passage. A comprehension question is discussed (further comprehension activities follow in subsequent parts of the lesson). For the third read, students read silently while the teacher times the reading. At the end of one minute, students circle the last word they've read and record the number of total words read. The reading is followed by answering comprehension questions based on the selection. It is suggested that teachers encourage rereading of passages with a partner, in a small group, or as a choral reading.

Computer Technology

Students can read along with CD-ROMS that accompany the program. The Read-Along CD-ROMS model good prosody and fluency for the students, as well as give them an

opportunity to hear new vocabulary used in the text. Teacher involvement and guidance throughout each lesson is critical to success with the program. (Hiebert & Fisher 2002)

One-to-One Teacher Tutoring

Unlike a traditional learning setting, in a tutoring scenario the teacher is able to cater to the needs of one student, shaping the information and the teaching style to his or her specific needs and level of current knowledge. This allows students to learn faster and more effectively because they can do it on their own terms, allowing for more rapid progress than one might see during a school year ("One to One," 2010)

Parental Involvement

One on one tutoring can be done on a daily basis or several days during the week, but in either situation it requires a significant investment of time and effort from the student and parent involved ("One to One," 2010)

Scientific Evidence

Despite its wide use, little empirical research has been conducted into the effectiveness of one-on-one tutoring in literacy. The few studies that do examine this topic meet the criteria neither for sample size and selection nor design necessary for their findings to be considered generalizable. Nonetheless, it is instructive to review what has been learned about one-on-one tutoring (Siedow, 2005).

Gold and Horn studied effects of one-on-one tutoring on youth and adults reading below fifth grade level (1982). They compared pre- and posttest measures of reading for subjects who received one-on-one tutoring from trained volunteers. The subjects made significant gains in general reading and discrete reading subskills, leading the researchers to conclude that trained

volunteers can be effective in increasing literacy skills of beginning level learners through one-on-one tutoring (Siedow, 2005).

Professional Development

Before matching tutors with adult students, most programs require that tutors participate in some kind of training. The length and content of this pre-service training vary considerably from one organization to the next. Most pre-service training includes information and activities designed to provide a sense of how adults learn; suggestions for creating a curriculum and designing instruction; ways to determine student goals and to assess accomplishments; and information about the organization's expectations from tutors (Siedow, 2005).

Phonemic Awareness/Phonics/Fluency

Teachers are able to offer student's one-on-one time focused only that student and their need. Para-professionals are able to build a rapport with the students and also give them the one-on-one attention to the areas in which they are struggling. If the area is in phonemic awareness or phonics, the tutoring will be at the teacher's discretion.

Reading Comprehension/Computer Technology

The areas that the students need help with will be the focus during one-to-one tutoring. If the student is struggling with reading comprehension than the teacher and/or para-professional is able to use the best practices from their assigned method and be able to monitor individual progress on a daily basis or each time the one-to-one is offered. Whatever computer technology is used in the classroom can be reiterated with one-to-one instruction that will offer training using multiple intelligences with the confidence of reaching those individual goals in mind.

Likert Scale rating survey questions and its findings

Table 2

Success for All

Are the following key themes evident in the reading program?	clearly present	present	somewhat present	weak	non-existent	not applicable
1.The importance of the role of parents.	5					
2.The importance of phonemic awareness	5					
3.The importance of phonics	5					
4.Good literature in reading instruction		4				
5.The need to develop a clear understanding of how best to integrate different reading approaches to enhance the effectiveness of instruction for all students	5					
6.The need for clear, objective and scientifically based information on the effectiveness of different types of reading instruction and the need to have such research inform policy and	5					
7.The use of applying the highest standards of scientific evidence to the research review process	5					
8.The importance of the role of teachers, profesional development and their interactions and collaborations with researchers	5					
9.The importance of widely disseminating the information that is developed by the Panel.					1	

35	4	0	0	1	0	40
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Table 3

PALS

Are the following key themes evident in the reading program?	clearly present	present	somewhat present	weak	non-existent	not applicable
1.The importance of the role of parents.						0
2.The importance of phonemic awareness	5					
3.The importance of phonics	5					
4.Good literature in reading instruction		4				
5.The need to develop a clear understanding of how best to integrate different reading approaches to enhance the effectiveness of instruction for all students	5					
6.The need for clear, objective and scientifically based information on the effectiveness of different types of reading instruction and the need to have such research inform policy and		4				
7.The use of applying the highest standards of scientific evidence to the research review process		4				
8.The importance of the role of teachers, profesional development and their interactions and collaborations with researchers	5					
9.The importance of widely disseminating the information that is developed by the Panel.					1	

20	12	0	0	1	0	33
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Table 4

One-to-One Teacher Tutoring

Are the following key themes evident in the reading program?	clearly present	present	somewhat present	weak	non-existent	not applicable
1.The importance of the role of parents.						0
2.The importance of phonemic awareness	5					
3.The importance of phonics	5					
4.Good literature in reading instruction	5					
5.The need to develop a clear understanding of how best to integrate different reading approaches to enhance the effectiveness of instruction for all students	5					
6.The need for clear, objective and scientifically based information on the effectiveness of different types of reading instruction and the need to have such research inform policy and	5					
7.The use of applying the highest standards of scientific evidence to the research review process			3			
8.The importance of the role of teachers, profesional development and their interactions and collaborations with researchers		4				
9.The importance of widely disseminating the information that is developed by the Panel.					1	

25	4	3	0	1	0	33
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Researcher’s Role

The role of the researcher was to identify the reading programs, analyze each one and identify how they connect with the NRP. As a researcher, it was important to keep the focus in mind was to identify the programs’ benefits for ELLs. The researcher highlighted the NRPs recommendations and underlined the principal components found to benefit ELLs.

Data Sources

Data was obtained through *Effective Reading Programs for Spanish Dominant English Language Learners (ELLs)* by A. Cheung & R.E. Slavin, (2012).

Data Analysis

After each reading program was analyzed, the researcher used the information collected to follow through and link the information to the NRPs findings by using a Likert Scale questionnaire process. Then according to the Likert scale survey questions, data totals were added and with those totals, the researcher was able to determine which program had more connections to the NRPs findings.

To answer the research questions, the researcher used the information collected from each program to evaluate what each program offered for BLs and determined the one that best benefit them.

Verification

A model comparison was performed using the results from the likert scale analyzing each of the reading programs. Using the numbers from the rating scale, the study was able to determine the highest total, resulting in that acknowledging the reading program that supported the National Reading Panels suggestions for successful readers.

Official documents were used to obtain information on the reading programs contents, prior research on said reading programs, prior research on the use of native language instruction and the National Reading Panel research. Physical data was used for the use of terms and to depend on reliable sources.

Ethical Considerations

The ethical considerations of this study are that it may be representative only of one perspective. The researchers biased support of a specific teaching method is embedded in the study. Ethically, the study should present all ideas and allow the reader to select their own ideology.

This study may not provide insight into participants' personal thinking for physical data and it may not apply to general populations.

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the results yielded from the research. The primary focus of the study was to investigate selected reading programs and determined how much emphasis is geared towards Bilingual learners. This information was then linked to the NRPs research findings as to how much these programs followed their suggestions. The results presented in this chapter were drawn from a likert scale questionnaire performed on each of the selected reading programs. The goal of the likert scale questionnaire was to obtain a quantitative result of the reading programs connections to the NRPs research.

Research Questions

The research questions in the study were created to analyze reading programs and their connection with the NRPs suggestions on reading instruction:

1. What roles do L1 and L2 oral proficiency have in the development of literacy in L2?
2. What evidence is shown to benefit Hispanic ELLs in reading development in the secondary level?
3. Which reading programs directly follow the NRPs recommendations?

Jim Cummins came up a framework for minority empowerment which consists of four things that the more the schools do these things, the more the child is successful.

1. The extent use of the native language and culture in the school curriculum.
2. The extent the school involves the community and parents in their child's educations.

3. The extent that the instruction is very active and engaging and not passive.
4. The extent that the school educates and advocates for the students and looks for answers and/or solutions.

With the exception of phonics, all of the NRPs recommendations to emphasis the study of phonemic awareness, fluency, and comprehension and computer technology were the same for monolingual English speaking students, monolingual non-English speaking students and for Bilingual speakers. The exception in phonics is in contrast to English, vowels should be taught before consonants (Escamilla 2000). Escamilla, et. al., found that, like English speakers, Spanish speakers also use language patterns to develop their reading and writing skills. However, because of the unique orthographic and syntactic features of Spanish, the language patterns used by monolingual Spanish speakers differ from those used by their monolingual English-speaking peers (Escamilla and Cody, 2000). Research reveals that comprehension is increased when the content is relevant to the lived experiences of the reader, and when the reader is able to develop a mental image of what was read. The findings were supportive of the use of student native language instruction (Ramirez 2000)

The following Likert scale questions were used with each reading program to determine whether the NRPs key themes were evident.

Research Tool

Table 5

Likert Scale Questions

Are the following key themes evident in the reading program?	clearly present	present	somewhat present	weak	non-existent	not applicable
1. The importance of the role of parents.						
2. The importance of phonemic awareness						
3. The importance of phonics						
4. Good literature in reading instruction						
5. The need to develop a clear understanding of how best to integrate different reading approaches to enhance the effectiveness of instruction for all students						
6. The need for clear, objective and scientifically based information on the effectiveness of different types of reading instruction and the need to have such research inform policy and practice						
7. The use of applying the highest standards of scientific evidence to the research review process						
8. The importance of the role of teachers, professional development and their interactions and collaborations with researchers						
9. The importance of widely disseminating the information that is developed by the Panel.						

CHAPTER V

DISCUSSION AND CONCLUSIONS

Summary

Studies were created to show the effects of language on Culturally and Linguistically Diverse (CLD) students. Before any studies were made, someone noticed there was something off about giving monolingual non-English speaking students all English instruction. Whether the reasoning behind that was due to lack of teacher preparedness or resources or because the ultimate goal was for the student to learn the English language as soon as possible, the idea of this all English method stood out like a sore thumb and it didn't take a prior study for people to notice the dangers that came with that method.

Discussion

The roles of a student's L1 (first language) and L2 (second language) oral proficiency have plenty to do with the students development of literacy in the L2. The target or academic goal should be for students to reach Cognitive Academic Language Proficiency (CALP) in their L1. This is the language that schools should target as opposed to rushing into English. Jim Cummins saw that there was a distinction between a language transition that students would arrive to in a more naturalistic, social manner and the language that was acquired through cognitive processes (1981). Cummins determined when a student reaches CALP, they are at a language stage where terms and vocabulary should be mastered or easily mastered through cognitive skills already acquired. Educators make the perilous assumption that students are at a comfortable level in

English therefore instruction is offered in English. The case will be that because that student still wasn't in a CALP stage, they will more than likely struggle academically due to the still existing language barrier. The language that educators misguide themselves with is referred to Basic Interpersonal Communication Skills (BICS). This is the social language that students learn from social settings, time spent around English speakers and local environment effects. Academic success however requires more than BICS. According to Cummins, students who have acquired only a conversational and not an academic level of proficiency have difficulty when trying to understand and communicate about cognitively complex concepts in the target language, especially in academic contexts (1989). The goal should be to either make sure the student has already reached CALP in their L1 or allow the student to reach CALP in their L1 to ensure academic success.

Once a student has reached that targeted CALP stage in their L1, they will acquire their L2 and the knowledge and skills will transfer automatically and because precious time was not spent teaching a second language but utilized effectively, that student was learning content at the same pace as English monolinguals. They were offered a Cognitive Academic Language Learning Approach (CALLA) therefore the achievement gap has closed in comparison with students whose L1 is English (Chamot & O'Malley 1994).

The evidence that has shown to benefit Hispanic BLs in reading development in the secondary level is derived from Cummins' theory describing BICS and CALP. Once students have spent the average 5-7 years of L1 instruction and have reached a level of advanced fluency, the student has a near-native level of speech and will be able to then acquire higher level knowledge and skills in the latter years of grade school/high school and college (Krashen, & Terrell 1983).

The results of this study have yielded insight on native language instruction for BLs and have shown that the Success For All reading program holds more connections, compared to the One-to-One tutoring and PALS reading programs, with the NRPs research regarding literacy development.

Conclusion

Based on this study it is imperative that the educators and leaders in education understand the importance of native language instruction for students whose first language is not English. This will determine their literacy success in their educational years. Along with the information acquired from the National Reading Panel that supports its claims of the importance of phonemic awareness, phonics, fluency, vocabulary and the use of computer technology with scientific research, we will be a wonderful period in our nation's history when indeed no child will be left behind.

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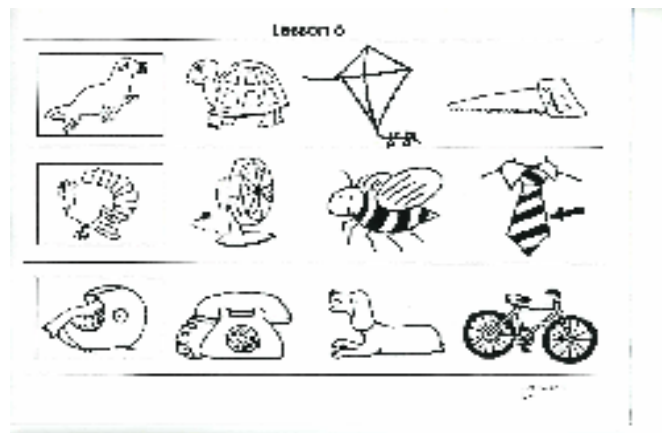
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APPENDIX A

APPENDIX A

SOUND PLAY TEACHER-DIRECTED ACTIVITY SHEET

First Sound B Game: Lesson 6 (found in Kindergarten Reading Teacher Manual)



APPENDIX B

APPENDIX B

TEACHER-DIRECTED DECODING LESSON WORKSHEET

Letter-Sounds (found in Large-Print Decoding Lessons Manual): Lesson 6. Optional: can be used in place of overheads.

Lesson 6

t	s	a	★	s	m
m	s	★	a	t	s
m	s	a	s	t	★

APPENDIX C

APPENDIX C

TEACHER-DIRECTED DECODING LESSON WORKSHEET

Sight Words (found in Large-Print Decoding Lessons Manual): Lesson 6. Optional: can be used in place of overheads.

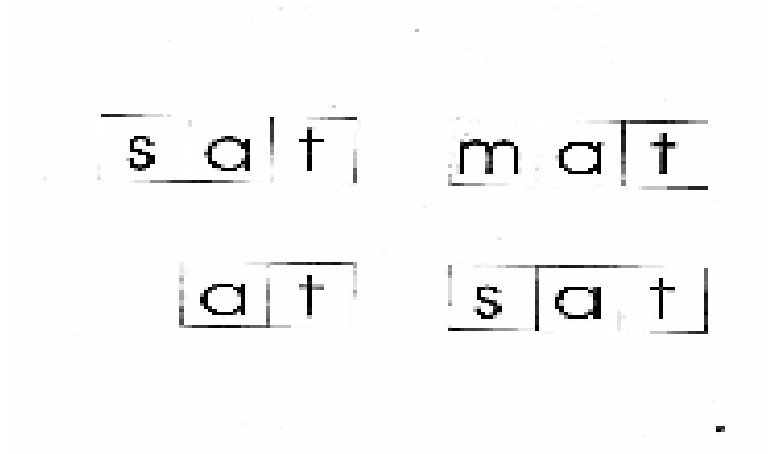
the the the

APPENDIX D

APPENDIX D

TEACHER-DIRECTED DECODING LESSON WORKSHEET

Decodable Words (found in Large-Print Decoding Lessons Manual): Lesson 6. Optional: can be used in place of overheads.



APPENDIX E

APPENDIX E

STUDENT-PEER MEDIATED CODING LESSON WORKSHEET

Lesson 6 (found in Kindergarten Reading Teaching Manual)

Lesson 6	
t s a ★ s m	What sound?
m s ★ a t s	
m s a s t ★	
😊😊😊😊	
the the the	What word?
😊😊😊😊	
s a t m a t	Read it slowly.
a t s a t	🎵 Sing it and read it.
😊😊😊😊	

BIOGRAPHICAL SKETCH

Sarai Rios Valdez obtained a Bachelor of Interdisciplinary Studies in 2007 with a minor of elementary bilingual bicultural, and a Master of Bilingual Education specialized in reading in 2012 from the University of Texas-Pan American.

Sarai is currently a Kindergarten teacher in North Bridge Elementary school where she started working in 2003; additional involvement with the elementary includes grade level chair and technology member. In 2011 she conducted *Lectura Aquí, Lectura Allá, Lectura en Todo Lugar* workshop for parents on the many ways they may expose their children to reading and the relevance in their everyday life at the Texas Association of Bilingual Education (TABE) conference. Sarai resides in 3601 E. Mile 12 N., Mercedes, TX 78570.