



Reading Research for English Language Learning

Research indicates that the five core areas of instruction to promote reading development of native English speakers, namely phonemic awareness, phonics, fluency, vocabulary, and comprehension, similarly apply to reading instruction for ELLs (Francis, Rivera, et al., 2006).

Success with ELL Populations

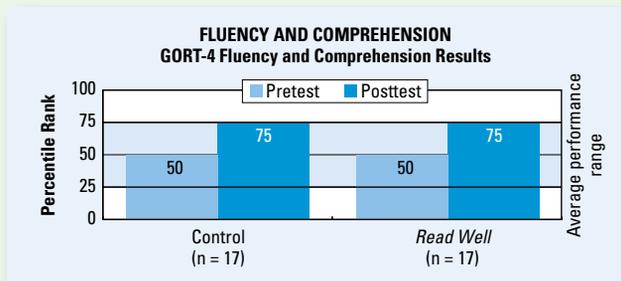
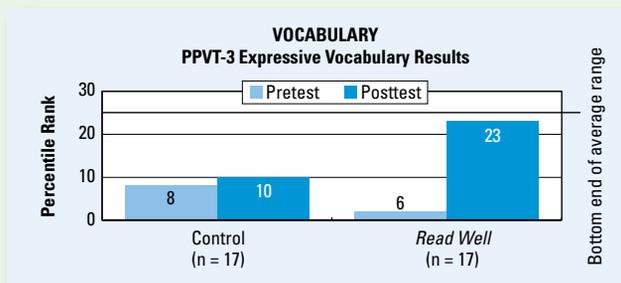
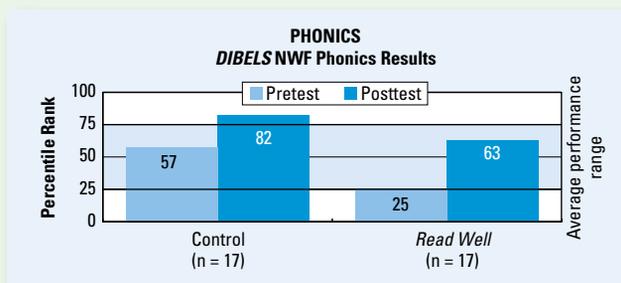
Read Well focuses on the same five core areas of reading instruction for English language learners (ELLs) recommended by researchers (see page 36). Efficacy studies are promising.

Using an experimental design, Frasco randomly assigned first grade ELL students to *Read Well* or a control group. The control group received instruction from a basal enhanced with lesson maps and templates for effective teaching developed by the Western Regional Reading First Technical Assistance Center.

Findings after only three months of instruction:

- The *Read Well* group significantly outperformed the comparison group in phonemic awareness.
- The *Read Well* group significantly outperformed the comparison group in vocabulary.
- Both groups showed gains in phonics, fluency, and comprehension; however in this three-month period, there were no significant differences between the *Read Well* and the comparison group.
- *Read Well* students made significant and positive percentile rank gains on all outcome measures.

Frasco, R. D. (2008). Effectiveness of Reading First for English language learners: Comparison of two programs (Doctoral dissertation, Walden University, 2008). Dissertation Abstracts International, 69(03A), 141–879.



See page 36 for a list of research-based recommendations for working with ELL populations