Remedial Readers (United States)

Remedial Readers (United States)Corrective Reading pullout versus mainstream instruction. Campbell (1984) compared the effects of Corrective Reading - Decoding and instruction in regular English classes on reading performance. Subjects were 7th and 8th grade students in San Diego with reading scores at or below the 18th percentile as measured by the Total Reading scores of the Woodcock-Johnson Reading Mastery Test (WJRM). The Corrective Reading group (N = 42, 79% non-white) were assigned to program level to the program placement tests. They received instruction in a pullout program 50 minutes per day for a period of six to nine months, depending on the group they were in. The comparison group (N = 13, 62% minority) remained in regular English classes for a period of ten months.

Both groups were administered the Woodcock Reading Mastery Test as a pre- and posttest. With an average of only nine months of instruction, students in the Corrective Reading pullout program made significantly greater gains (2.2 grade levels) than the group in the mainstream program (.4 grade levels) (p < .001).
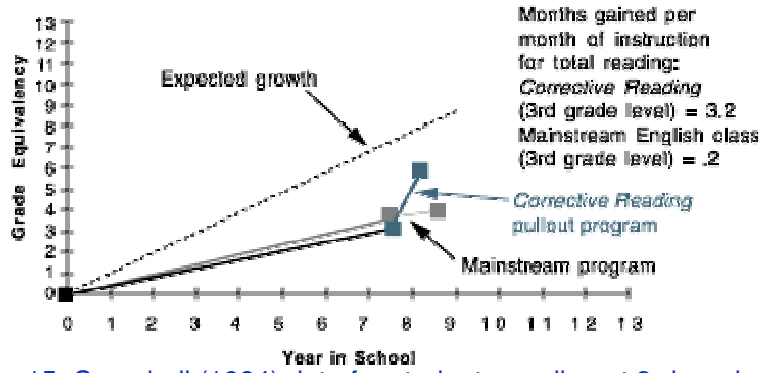
The data were further analyzed according to the varying pretest levels of the groups. Figure 14 displays the pre- and posttest scores of the higher groups starting at approximately the 4th grade level. Figure 15 displays these scores for the next lower group reading at approximately the 3rd grade level. The higher level students in the Corrective Reading program made more reading gains than did the lower level students. The fact that greater improvements were made with students who were less severely impaired in their reading indicates that Corrective Reading is not just for more severely disabled readers (i.e., special education).

Scores of the Corrective Reading group were higher on every subscale of the Woodcock-Johnson test. Analyses for statistical significance indicated that all the differences were statistically significant on all but one subscale, Word Identification. (Letter Identification p < .007; Word Identification p < .098; Word Attack p < .0001; Word Comprehension p < .001.)
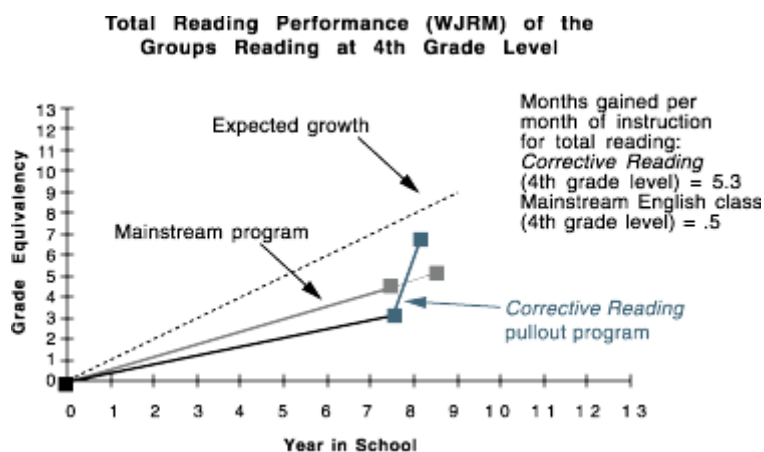
(Figure 14. Campbell (1984) data for students reading at the 4th grade level.)

(Figure 15. Campbell (1984) data for students reading at 3rd grade level.)