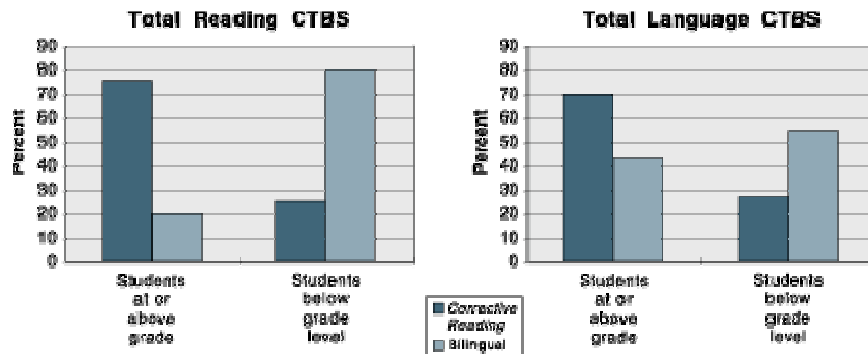


Students with Limited English

Students with Limited English Gersten, Brockway, and Henares (1983) evaluated the effects of Corrective Reading on the reading performance of 28 students with limited English from Korea, Vietnam, Japan, the Philippines, and Samoa. Their growth in reading was compared with a randomly selected sample of 26 children who had spent two years in the district's bilingual program. The comparison sample was equivalent in ethnicity and entry scores.

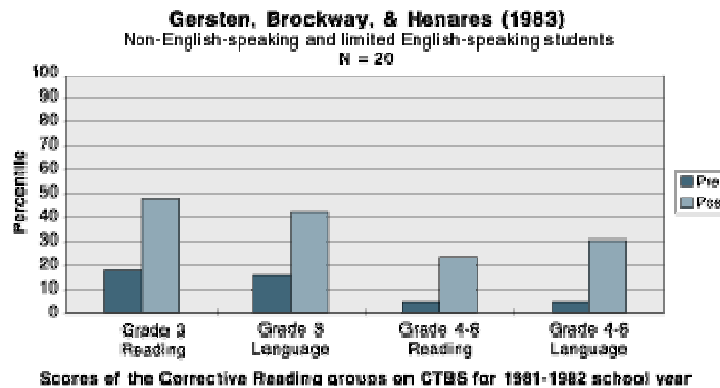
Corrective Reading was part of a larger scale K-6 intervention that included math instruction as well. Only students in grades 3 through 6 received instruction from Corrective Reading. The students in Corrective Reading were placed in both the Decoding and Comprehension programs according to their performance on the placement tests. Native English speakers who placed at the same level were scheduled into the instructional groups with the limited English students. Every six weeks students were assessed and regrouped when necessary.

Figures 22 and 23 graphically display the data comparing the total Direct Instruction intervention (N = 28) and the sample of students (N = 26) from the district's regular bilingual program. The subjects include all K-6 students. Eighteen of these subjects were the grade 3 to 6 subjects in Corrective Reading.



(Figures 22 and 23. Proportion of students from the two treatment groups who were above and below grade level on the CTBS posttest.)

Figure 24 shows the pre- to posttest gains on the CTBS for the students in Corrective Reading. (No comparative data was reported for this subgroup.)



(Figure 24. Pre- to posttest gains for the limited English students in the Corrective Reading program.)