

Complete APA bibliographic reference:

Vaughn, S., Linan-Thompson, S., Kouzekanani, K., Bryant, D. P., Dickson, S., & Blozis, S. A. (2003). Reading instruction grouping for students with reading difficulties. *Remedial and Special Education, 24* (5), 301-315.

Three to five descriptor terms that best describe the topic:

Main: Grouping, remedial reading, reading difficulties

Type of Article:

Quantitative Research

Levels:

Lower Elementary (1-3)

Briefly stated major purpose(s) of the article:

The purpose of the article is to report findings from a study that isolated and compared the effects of grouping size on reading indicators for second grade struggling readers.

Research article -

Researchers isolated the effects of three grouping formats (1:1, 1:3, and 1:10) on an intervention program for struggling second grade students. Results indicate that there were statistically significant differences for the effects of grouping format in comprehension, phoneme segmentation, and reading fluency. There were also differences noted in effects for grouping format on monolingual (MES) versus English language learners (ELL). Both MES and ELL students benefited from 1:1 versus 1:10 instruction in comprehension and phoneme segmentation. On fluency measures, MES students scored better in groups of 1:1 than 1:10; ELL students performed better in groups of 1:3 versus 1:10. Both 1:1 and 1:3 groups scored better on comprehension measures. The authors conclude that supplemental interventions are effective for struggling second grade readers and that grouping format does matter in supplemental instruction, but that differences between 1:1 and 1:3 formats are not significant.

Quantitative Study Information:

Independent Variables Included:

Grouping levels: 1:1, 1:3, 1:10; English (Monolingual, ELL)

List Dependent Variables:

Scores: Pre-test, post-test, follow-up on Texas Primary Reading Instrument, Woodcock Reading Mastery Test – Revised – Word Attack and Passage Comprehension; Test of Oral Reading Fluency; Dynamic Indicators of Basic Early Literacy Skills – Segmentation Fluency; Woodcock-Munoz Language Survey.

Treatment: 58 sessions of 50-minutes over a 13-week period included fluent reading, phonological awareness, new book introduction, word study taught by professional tutors.

Is reliability information reported? TPRI, TORF,

Is validity information reported?

Intervention validity checklist.