

ABSTRACT

This qualitative research study examined how a highly-structured reading program like Read 180 would impact reading comprehension and classroom participation for the identified basic and below-basic performing English language learner (ELL). The participants included five ELLs: two females and three males enrolled in two of my three 9th grade Read 180 classes. My research approach involved a variety of methods including small, cooperative grouping, teacher-directed instruction, and individualized computer work. Reading instruction employed various reading strategies, paired with suitable learner modifications to better promote student engagement in large and small group discourse and increase reading comprehension.

The study suggests that by incorporating teacher-modeled and guided reading within a small group setting, supported by scaffolded instruction, the teacher can provide the ELL with greater opportunity for reading success, thus leading to improved reading comfort and increased reading comprehension. This explicit instructional approach will help the ELL view himself or herself as equally valued and rewarded as the English-speaking student. In addition, the ELL will be able to better express his or her reading prowess within a reading community.