

December 7, 2006

Closing the Gap for English Language Learners Reading Intervention Program is Highly Effective With English Language Learners

One of the most rewarding moments for a secondary educator comes when a previously struggling student says, "Because of you, I am going to college."

Jesus was one of those students. Last month, Jesus and other students and educators from Manson, Washington, joined Manson Secondary Principal Marsha Hanson in a group presentation at the annual Washington State School Directors Association (WSSDA) conference in Spokane. The group presented on the Read Right Intervention Program's unique system of effectively eliminating reading problems while *simultaneously* fostering acquisition of English language.

Growing Numbers of English Language Learners

Manson is a small, largely low-income farming community in north central Washington State (65% of students are Hispanic and 74% of students qualify for free- and reduced-price school lunch). Nine years ago, Jesus' prospects for college were slim. A native Spanish-speaker, he struggled with both English *and* reading. The double deficit made school extremely difficult for him, as it did for many of his monolingual and bilingual classmates.

But something happened that changed the course of Jesus' life. Faced with a rapidly growing population of English language learners, the Manson School District and its former elementary teacher-turned-secondary principal Marsha Hanson sought an intervention program to help students. In their search, they found Read Right.

Simultaneously Addressing Reading *and* Language Acquisition

Read Right is a small-group tutoring method that empowers certified teachers, and instructional assistants to help students eliminate their reading problems in the process of acquiring language. By design, the method facilitates language acquisition as it promotes the higher-level literacy required to be successful in school and in life.

Quick Results

Jesus was enrolled in the Read Right program eight years ago and he quickly improved in his ability to communicate in English and eliminated his reading problem. Today, Jesus is a college student at Eastern Washington University. When asked at the recent WSSDA conference why he felt Read Right was different from anything teachers had tried before, he said: "It seems very simple. I learned what it was to be an excellent reader. ...Once I knew that, I began searching for excellent reading."

Five years ago, senior and former Read Right student, Rebecca, Rebecca was monolingual in Spanish. It took Rebecca just one year to eliminate her reading problem with Read Right and simultaneously improve her English language skills. "I know how to read perfectly," she told WSSDA conference attendees. High SAT scores in reading and her success with college-level coursework as a Manson High School junior and senior indicate that she is right. Rebecca, too, is college bound and this year she is using Read Right strategies to help younger Manson monolingual Spanish-speakers overcome their reading problems and acquire English.

Read Right Is Effective With Lowest Performing Readers

Presently, there are more than 300 elementary, middle school, high school and community college programs in rural, suburban, and urban locations using Read Right. Because it is so effective, many sites like Manson choose to focus resources on the lowest-performing readers.

In 2005, Hanson said, a total of 19 of her secondary school's Read Right students took the Washington Assessment of Student Learning (WASL). Of the 19, 78% or 15 passed the reading portion – a noteworthy achievement for a school's *lowest-performing readers*. Additionally, two of the four students who didn't pass in reading scored 390 or above – barely below the score of 400 that is required to pass.

In 2006, a total of 22 of Manson's Read Right secondary students took the WASL. This time, 59% or 13 passed and four more scored 390 or above, translating to 77% of the school's lowest-performing readers passing or nearly passing the reading portion of Washington state's learning assessment.

Results like these have been replicated with English language learners and the lowest-performing readers in more than 30 states. Data gathered by schools and community college programs is available upon request.

Hanson said there is one more significant benefit to the methodology's success: Jesus likely will pass on what he now knows about excellent reading to future sons and daughters, thereby breaking the cycle of reading difficulty and low literacy for his own family.

Spontaneous words from one of Manson's board members attending the conference session sum up the Manson community's appreciation: "I'd like to thank Marsha and her staff for **searching out programs that work.**"

Read Right would like to thank Marsha and her staff, too. Since 1998, Manson has used Read Right to transform the lives of their students. In helping their students, they have helped us achieve our mission: the continued elimination of reading problems through highly structured, scientifically based methodology that works.

Perhaps this is a program worth considering to help your struggling ELL Students? If you or some of your staff would like to explore and gather more information about Read Right please forward this email along to them. Some ideas follow:

Visit www.readright.com to read articles about educators across the country and their experiences with this new tutoring program.

Contact the Read Right Office by phone or Email. We will be happy to answer your questions and forward you a school information packet that explains in detail the theory, methodology, implementation, and costs. 360-427-9440 or Email info@readright.com.

Phone administrators and reading teachers across the country that have first hand experience implementing Read Right in their schools. (A listing of referrals with phone numbers and email addresses is included in the information packet.)

Visit a school that already has a Read Right learning center to observe tutoring and to talk to tutors, teachers and students. We can help you arrange a visitation.

Obtain a copy of the new book by Dr. Tadlock written for parents of young children that explains in detail why millions of children, teens, and adults continue to struggle with reading. The book, called *Read Right! Coaching Your Child to Excellence in Reading*, explains the theoretical constructs underlying Read Right methodology in concise, understandable terms and provides detailed instruction for working effectively with young children before they go to school to prevent reading problems from developing. It can be ordered through www.amazon.com.

Attend the 4th Annual Read Right National Conference to be held at the Hilton Seattle Airport & Conference Center March 22-24, 2007. Information on the conference is available at www.readright.com, or by calling the Read Right corporate office at 360-427-9440.

Finally, for those that might enjoy reading about the theory and research and the science underlying Read Right methodology, Dr. Tadlock's academic paper, "Interactive Constructivism and Reading: The Nature of Neural Networks Challenges the Phonological Processing Hypothesis" may be downloaded at: www.readright.com/whitepapers/BookWhitepaper.htm.