

# Supplemental Instruction in Decoding Skills for Hispanic and Non-Hispanic Students in Early Elementary School:

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This article describes a follow-up study that experimentally evaluated the effects of supplemental reading instruction for children in kindergarten through Grade 3. Students from 10 elementary schools in three school districts were screened using the *Dynamic Indicators of Basic Early Literacy Skills*. Two hundred fifty-six K-2 students were identified for participation, then randomly assigned to receive or not receive 2 years of supplemental reading instruction that taught basic decoding and comprehension

1995), and their task is complicated by non-English-speaking children, families' high mobility rates, and the lack of literacy preparation among many early elementary school children.

It is therefore appropriate to explore methods for ensuring

that all children, regardless of their social background, receive reading instruction.

### *Procedure*

We assessed Hispanic and non-Hispanic students in 7th through

ulations were 4,632 in Community A, 13,559 in B, and 13,404

TABLE 1. Characteristics of Participants by Ethnicity

TABLE 2. Characteristics of Participants by Condition

Ethnicity

Non-

All

participation. Marston (1989) reported reliability and validity data for the reading fluency assessment. Hintze, Owen, Shapiro, and Daly (2000) reported that the dependability of three curriculum-based measurement reading passages for identifying reading problems and estimating performance discrep-

that are missing. The Letter-Word Identification and Word Attack subtests were administered at each time point; the comprehension and vocabulary subtests were administered at the

Students were tested and placed in Reading Mastery if they were beginning readers in first or second grade. Reading Mastery provides explicit instruction in phonemic awareness,

no Time 4 data. Of the 52 with no reading data at Time 4, 36 had dropped out of the study because they missed out of school

gressive vs. low reading score) interacted with condition in

ticipating school districts. The remaining 16 cases were not assessed either because the children frequently missed school

*The Effect of Instruction*

## Comprehension Scores

## Ethnicity

Dependent variable		Ethnicity		
		Non-Hispanic	Hispanic	All participants
Woodcock-Johnson Letter-Word Identification gain score (T1-T4)				
Control	<i>M</i>	14.86	21.15	18.85
	<i>SD</i>	18.51	18.78	18.83
	<i>n</i>	35	61	96
Intervention	<i>M</i>	20.54	25.05	23.26
	<i>SD</i>	21.87	26.03	24.44
	<i>n</i>	39	59	98
Woodcock-Johnson Word Attack gain score (T1-T4)				
Control	<i>M</i>	5.24	1.41	2.78

TABLE 4. Analyses of Variance for Reading Scores by Condition and Ethnicity

Dependent variable	<i>F</i> ( <i>p</i> values) Effect Size, <i>d</i>			Residual	
	Condition (C)	Ethnicity (E)	C × E	<i>df</i>	<i>MS</i>
	(.145)	(.097)	(.783)		
	.22	.24	.04		
Woodcock-Johnson Word Attack	10.301 (.002) .46	1.189 (.277) .16	4.808 (.030) .32	188	478.120
Woodcock-Johnson Vocabulary	2.813 (.095) .24	12.717 (.000) .52	.230 (.632) .06	190	392.141
Woodcock-Johnson Comprehension	3.191 (.076) .26	6.599 (.011) .38	.297 (.586) .08	188	423.520
Oral reading fluency	7.462 (.007) .40	.052 (.820) .04	.164 (.686) .06	189	982.065

Note. ANCOVAs were conducted on vocabulary and comprehension, using oral reading fluency at Time 1 as the covariate. All scores are reported as normal curve equivalent



children's initial English proficiency and the effects of instruction. Nevertheless, depending on the measure, we obtained scores for only 16 or 17 non-English-speaking children, so

indicated that Hispanic intervention students made significant growth relative to the Hispanic students in the control condition. What is more, the lack of facility with the English lan-

they spoke English at the outset of instruction. This finding should be viewed with caution, however, due to the small number of children who initially spoke only Spanish. This study provided only minimal power to detect interactions between language spoken and treatment condition among Hispanic

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