

Appendix D

Selected programs that have been proven effective at improving achievement and English language development for English Language Learners

Peer Tutoring and Response Groups aims to improve the language and achievement of English language learners by pairing or grouping students to work on a task. Three studies of *Peer Tutoring and Response Groups* met the What Works Clearinghouse (WWC) evidence standards. These studies included 118 English language learners from first to sixth grades in Florida, Texas, and Washington state. *Peer Tutoring and Response Groups* was found to have positive effects on English language development (average 17 percentile points). <http://ies.ed.gov/ncee/wwc/reports/english%5Fflang/ptrg>

The ***Vocabulary Improvement Program for English Language Learners and Their Classmates (VIP)*** is a 15-week vocabulary development program for English language learners and native English speakers (grades 4–6). It includes 30–45 minute whole class and small group activities. One study of *VIP* met the What Works Clearinghouse (WWC) evidence standards with reservations. It included 142 English language learner students in the fifth grade in 16 classrooms in California, Virginia, and Massachusetts. *VIP* was found to have potentially positive effects on reading achievement (average 19 percentile points) and English language development (17 percentile points). <http://ies.ed.gov/ncee/wwc/reports/english%5Fflang/vip>

Reading Mastery is a direct instruction program designed to provide explicit, systematic instruction in English language reading in elementary school grades. Although not designed exclusively for English language learners, *Reading Mastery* can be used with this group of students. One study of *Reading Mastery* met the WWC evidence standards. This study included both English language learners and English speaking students in grades K–4 in Oregon. The investigators used the *Reading Mastery* program as a supplement to normal reading instruction for Spanish speaking students who were markedly behind expected reading achievement.

Reading Mastery was found to have potentially positive effects on the reading achievement of English language learners (average 28 percentile points). <http://ies.ed.gov/ncee/wwc/reports/english%5Fflang/read%5Fmaster>

Instructional Conversations and ***Literature Logs*** are used in combination. *Instructional Conversations* are small-group discussions. Acting as facilitators, teachers engage English language learners in discussions about stories, key concepts, and related personal experiences, which allow them to appreciate and build on each others' experiences, knowledge, and understanding. *Literature Logs* require English language learners to write in a log in response to writing prompts or questions related to sections of stories. These responses are then shared in small groups or with a partner. Two studies of *Instructional Conversations and Literature Logs* met the What Works Clearinghouse (WWC) evidence standards with reservations. The two studies included over 200 Hispanic English language learners from grades 2–5.

Instructional Conversations and Literature Logs was found to have potentially positive effects on reading achievement (average 29 percentile points) and English language development (average 23 percentile points). <http://ies.ed.gov/ncee/wwc/reports/english%5Fflang/icll>