

The Effects of the McDougal Littell  
Curriculum and RCBM on ELL success

---

A Special Project  
Presented to  
Dr. Jack McPhearson  
Heritage College

---

In Partial Fulfillment  
of the Requirements for the Degree of  
Master of Education  
Specialization in Bilingual Education

---

William Frederick Noel III

Summer 2009

FACULTY APPROVAL

The Effects of the McDougal Littell  
Curriculum and RCBM on ELL Students' Success

Approved for the Faculty,

\_\_\_\_\_, Faculty Advisor

## ABSTRACT

The purpose of this quantitative research study was to determine the extent to which the McDougal Littell Reading Curriculum (MLRC) improved Reading Curriculum Based Assessment (RCBM) scores of eighth grade English Language Learners (ELL). To accomplish this purpose, a review of selected literature was conducted. Additionally, essential baseline data were obtained and analyzed from which related generalizations, conclusions, and recommendations were formulated. Data analyzed supported the hypothesis that eighth grade ELL that received MLRC instruction demonstrated improvement in reading fluency as measured by increased RCBM scores.

PERMISSION TO STORE

I, William Frederick Noel III, do hereby irrevocably consent and authorize Heritage College Library to file the attached Special Project entitled, The Positive Effects of the McDougal Littell Reading Curriculum on English Language Learners' RCBM score, and make such paper available for the use, circulation and/or reproduction by the Library. The paper may be used at Heritage University Library and all site locations.

I state at this time the contents of this paper are my work and completely original unless properly attributed and/or used with permission.

I understand that after three years the paper will be retired from the Heritage College Library. If I choose, it is my responsibility to retrieve the paper at that time. If the paper is not retrieved, Heritage University may dispose of it.

\_\_\_\_\_, Author

\_\_\_\_\_, Date

## TABLE OF CONTENTS

	Page
FACULTY APPROVAL.....	ii
ABSTRACT.....	iii
PERMISSION TO STORE.....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES.....	viii
CHAPTER 1.....	1
Introduction.....	1
Background for the Study.....	1
Statement of the Problem.....	3
Purpose of the Study.....	4
Delimitations.....	4
Assumptions.....	5
Hypothesis.....	5
Null Hypothesis.....	5
Significance.....	6
Procedure.....	6
Definition of Terms.....	7
Acronyms.....	8

CHAPTER 2.....	9
Review of Selected Literature.....	9
Introduction.....	9
ELL Learning Characteristics and Issues.....	10
Vocabulary Development.....	11
An Investigation of Selected Reading Programs.....	12
Reading Development in the Adolescent Years.....	14
The McDougal Littell Reading Curriculum (MLRC) Adopted by the YSD to Improve ELL Literacy Skills .....	16
Summary.....	18
CHAPTER 3.....	19
Methodology and Treatment of Data.....	19
Introduction.....	19
Methodology.....	19
Participants.....	20
Instruments.....	20
Design.....	21
Procedure.....	21
Treatment of the Data.....	22

Summary.....	23
CHAPTER 4.....	24
Analysis of Data.....	24
Introduction.....	24
Description of the Environment.....	24
Hypothesis.....	25
Null Hypothesis.....	25
Results of the Study.....	25
Findings.....	27
Discussion.....	28
Summary.....	28
CHAPTER 5.....	29
Summary .....	29
Conclusions.....	29
Recommendations.....	30
REFERENCES.....	32

LIST OF TABLES

Table 1, Students' RCBM Scores.....26

Table 2, t-test for Independent Samples.....26





## CHAPTER 1

### Introduction

#### Background for the Project

Those who view language minority students as a problem should realize that they are with us to stay. Given this reality, it makes sense to assist these students with the best support that we can give them to help them be productive citizens. In the long run, all of us will benefit (Collier, 1997 p. 1).

According to Collier, we have a new wave of students entering our schools. In this new group of students we face new challenges that we must adapt to in order for the future of our country to be successful.

Our ever changing cliental has moved to a situation were we need to make sure that we are not missing those students who need our help most. The students that are in the most need at this time are the students who are not fluent and/or literate in English.

The No Child Left Behind Act (NCLB) was implemented in 2002 to eliminate gaps in student learning, particularly characteristic of English Language Learners (ELL). The President of the United States, George W. Bush stated, "As America enters the 21<sup>st</sup> Century full of hope and promise, too many of our neediest students are being left behind" (n.d., p.2). The "neediest students" were usually those who struggled with language barriers such as ELL. Secretary of Education Margaret Spellings stated "One in every five children under 18 is of Hispanic origin. We must work together to ensure all these children stay in school and have the chance to achieve their potential" (n. d., [www.ed.gov](http://www.ed.gov)).

The above authorities and their statements have aided the Yakima School District's (YSD) decision to adopt the McDougal Littell Reading Curriculum (MLRC) during 2008-2009 school year to aid in developing literacy skills, which will be the focus of the present study.

### Statement of the Problem

The YSD needed to find a reading curriculum that could be implemented both linearly from school to school and vertically to aid all students in mastering basic literacy skills. Eighth grade ELL students were administered the Reading Curriculum Based Measurement (RCBM) test which determined how prepared students were for the ninth grade. Adopting the MLRC proved beneficial as eighth grade students in the YSD closed the gap on Annual Yearly Progress (AYP) during the 2008-2009 school year. However, although improvement had been made, room for further improvement remained. For example, the lack of preparation for high school resulted in possible retainment or movement to ninth grade for some ELL who still lacked necessary reading skills. The researcher's (William F. Noel III) priority was to provide those students with the reading skills needed to prepare them for high school.

Phrased as a question, the problem which represented the focus of the study may be stated as

follows: to what extent did the MLRC prove effective in improving eighth grade ELL RCBM scores?

### Purpose of the Project

The purpose of this quantitative research study was to determine the extent to which the McDougal Littell Reading Curriculum (MLRC) improved Reading Curriculum Based Assessment (RCBM) scores of eighth grade English Language Learners (ELL). To accomplish this purpose, a review of selected literature was conducted. Additionally, essential baseline data were obtained and analyzed from which related generalizations, conclusions, and recommendations were formulated.

### Delimitations

All student participants were from Lewis and Clark Middle School (LCMS) in the YSD. The research population included 14 eighth grade ELL students from the 2008-2009 school year. The MLRC was introduced at the beginning of the 2008-2009 school year. Reading fluency was measured in the Fall of the 2008 and in the Spring of 2009.

### Assumptions

The researcher assumed that all four of the eighth grade teachers who participated in this study were equally trained in using the MLRC. The investigator (William F. Noel III) further assumed that participating teachers were skilled and competent in the area of teaching reading, and that best instructional practices would be used at all times. All students had previously been enrolled in school and ranged in age from 13 to 16. Age appropriateness and best practices were considered following the adoption of the MLCR. Five essential components of reading were included in the curriculum design: phonemic awareness, phonics, reading fluency, vocabulary development and reading comprehension.

### Hypothesis

Eighth grade ELL that received MLRC instruction will demonstrate improvement in literacy skills as measured by increased RCBM scores.

### Null Hypothesis

There will be no significant improvement in RCBM scores of eighth grader ELL who received the MLRC

instruction. Significance was determined for  $p \geq$  at .05, .01, and .001 levels.

### Significance of the Project

Reading fluency was the basis for determining the success of participants in eighth grade ELL. Since fluency indicated the ability to comprehend, then improved RCBM scores would be indicative of increased comprehension. The present study was intended to provide YSD reading teachers and administrators with research data needed for decision making related to best practices in literacy instruction for English Language Learners.

### Procedure

At the beginning of the 2008-2009 school year the YSD adopted and implemented the MLRC that placed emphasis on ELL student success. District reading instructors were then trained to use this new curriculum in the classroom. These teachers then created a curriculum map for each individual school. After completion of the curriculum map each building implemented the MLRC. The investigator obtained permission to undertake the present study at LCMS

during 2007. At the opening of the 2008-2009 school year, a population of 38 ELL were selected to participate in the research study. In the September 2008, the 38 participating eighth grade ELL students were tested using the RCBM. These students were then tested again in May, 2009 to determine the extent to which RCBM scores had improved.

#### Definition of Terms

Significant terms used in the context of the present study have been defined as follows:

benchmark. A student reaching benchmark was determined by having read 138 words per minute in the 7<sup>th</sup> grade and 148 words per minute in the 8<sup>th</sup> grade.

English Language Learner. English Language Learners are students who speak in a different language.

Mixed-Method Model. The combination of whole group, small group, and computer assisted, individualized instruction.

Quantitative Research. The collection of numerical data in order to explain, predict and/or control phenomenon under investigation.



t-test for nonindependent samples. A parametric test of significance used to determine whether, at a selected probability level, a significant difference exists between the means for one sample at two different times.

### Acronyms

CALLA. Cognitive Academic Learning Language Acquisition

EALRs. Essential Academic Learning Requirements

ELL. English Language Learner(s)

ERIC. Education Resource Information Center

ITBS. Iowa Test of Basic Skills

LCMS. Lewis and Clark Middle School

L1. First Language

L2. Second Language

MLRC. McDougal Littell Reading Curriculum

NCLB. No Child Left Behind

WASL. Washington Assessment of Student Learning

RCBM. Reading Curriculum Based Measurement

SLVA. Second Language Vocabulary Acquisition

YSD. Yakima School District

## CHAPTER 2

### Review of Selected Literature

#### Introduction

The literature review presented in Chapter 2 has been organized into five research topics which provide essential background information for the present study. First, the writer's investigation researched ELL student characteristics and particular learning issues that arise with this population. The writer investigated the area of vocabulary development in-depth. Selected reading programs were then reviewed, followed by a study of reading development in the adolescent years, provided information relative to the age of the participants included in the present study. Finally the McDougal Littell Reading Curriculum (MLRC) adopted by the YSD to improve ELL literacy skills, which was central to the present study, has been investigated as used in the classroom.

The preponderance of the research cited in Chapter 2 was current within the last five (5) years. Key information utilized included Education Resource Information Center (ERIC), the internet, and Pro

Quest. Information obtained from a hand-search of selected materials was also incorporated.

### ELL Learning Characteristics and Issues

Freeman & Freeman (1998) have referred to the Cognitive Academic Language Learning Approach (CALLA), an instructional system that supplements academic language development in elementary and secondary schools. Three essential approaches which must be considered when teaching ELL students have typically included: grade-appropriate content; academic language development; and instruction in learning strategies. Students are first taught Math and Science because of the international sign system of mathematics and the hands-on approach that has been used to teach Science. Social Studies and Literature have generally been taught later because of the intensive vocabulary required.

Academic language has generally been acquired through exploration of subject matter content. Models, manipulatives, demonstrations and lectures have been used along with text books to actively involve ELL students who are building language.

Teaching ELL students instructional learning strategies has allowed the students to consciously develop techniques for acquiring content language. Developing these learning strategies have helped ELL students to not only obtain new information, but has aided in organization and cooperative learning that takes place so often in the classroom (Freeman & Freeman).

#### Vocabulary Development

According to Hart & Beglar (2005), early exposure to a vocabulary-rich environment has aided in vocabulary and comprehension development in school. Second Language Vocabulary Acquisition (SLVA) has proven difficult for students who "often lack an adequate amount of written or oral input; consequently they need to compensate for their lack of language opportunities" (p. 24). Many ELL students struggled with the basic vocabulary needed to read based on inexperience with commonly used words. In addition to the misunderstood vocabulary, ELL students struggled with phrases and sentence structure commonly used in the English language. As stated by Hunt & Beglar

(2005): "The primary lexical objectives are increasing vocabulary breadth, elaborating the vocabulary knowledge and developing fluency with known vocabulary" (p. 26), which aided in reading vocabulary and comprehension development. The retainment of new vocabulary has derived from decontextualised vocabulary instruction which placed emphasis on individualized vocabulary instruction. The use of dictionaries and context clues also aided vocabulary development within familiar text but was not the detrimental factor in retaining vocabulary in the students' second Language (L2).

Muse, et al. (2007) described the challenges of vocabulary development faced by ELL. Specifically, ELL have been particularly challenged when attempting to find a meaningful relationship between L1 (first language) and L2 (second language) vocabulary.

#### An Investigation of Selected Reading Programs

Chung, et al. (2008) contended that the secondary years have provided a final opportunity for many students to build sufficient reading skills to succeed in their demanding courses. As a result, middle and

high schools have offered intervention or remedial courses to increase students' reading skills.

These researchers provided a description of the READ 180, mixed-method instructional model as follows:

Each period of instruction begins with a 20-minute shared-reading and skills lesson. Students then rotate among three activities in groups of five: (1) computer-assisted instructional reading, (2) modeled or independent reading, and (3) small-group instruction with the teacher. The READ 180 software includes videos, mostly about science and social studies topics and students read about the video content and engage in comprehension, vocabulary, fluency, and work-study activities around this content (p. 295).

Chung, et al. cited two research studies which sought to determine the effectiveness of the READ 180 program. The Arizona Instrument to Measure Standards Reading Test showed that initial results of READ 180 particularly favored ELL students' test scores. By comparison, the Iowa Test of Basic Skills (ITBS)

indicated, however, that the control group of English Language speakers scored higher than ELL that used the READ 180 program.

### Reading Development in the Adolescent Years

According to Swigger (2003), as students become older, the work load generally becomes more intensive causing reading to become a job rather than an enjoyment. Swigger described how to make a reader enjoy reading more as follows:

Reader development focuses on the readers rather than reading skill. The purpose of reader development are to enhance the reading experience, to make it more pleasurable and creative act for the reader; to increase people's confidence in their reading; and to make reading a more communal activity by bringing readers together to share their experiences (p. 342).

Swigger explained that if we are able to create a reader, rather than merely create someone who has the skills to read, then we have truly created a life long-learner. This authority concluded that "the focus

of reader development is pleasure reading" (p.342) which, unfortunately has not always been addressed in other reading curricula.

According to Ippolito, et al. (2008), reading in the adolescent years was crucial because "research tells us that around grade four, students make a critical transition between learning to read and reading to learn" (p. 1). This literature reiterated the need for a change in reading curricula as students matured and grew mentally. To engage adolescents, literacy instruction must capture their imaginations' and speak to current questions they have about their world as they consider their place within it. Students must be confronted with information that stimulates their drive to learn.

Having concluded that students who are not engaged will not learn, Ippolito suggested that the engagement level of an ELL student who has struggled with the current language must be placed in an environment that makes sense. Therefore to address the need to engage rather than exclude ELL the YSD should



endeavor to adopt reading curricula designed with this objective in mind.

The McDougal Littell Reading Curriculum (MLRC) Adopted by the YSD to Improve ELL Literacy Skills

The McDougal Littell Reading Curriculum has utilized a mixed-methods instructional model to enhance student acquisition of vocabulary and comprehension skills. However, the mixed-methods model has not always contained stories written in the ELL native language to aid in the development of English. This lack of a connection of the primary language schemata (L1) to secondary language acquisition (L2) has limited ELL ability to transfer from L1 to L2. However, the MLRC has provided secondary language worksheets in multiple languages to compensate for this problem. Grammar instruction has also been facilitated through materials provided in a separate, noncontextualized format. This has allowed ELL to work on grammar as a separate instructional component further breaking down the language for easier acquisition (McDougal Littell, 2007).

Another essential aspect of the MLRC was fluency gained through speed, accuracy, and proper expression. Supplemental Material including summaries of each individual story, have been provided for this branch of MLRC to help assure increased fluency scores for the Reading Curriculum Based Measurement (RCBM). Vocabulary instruction has also been included in the MLRC worksheets to teach different reading strategies while reading each story. For example, context clues were one such strategy used to aid students in language acquisition. Providing difficult vocabulary before the student attempted to read the story was provided in the MLRC with limited adaptations. Vocabulary instruction was provided for at the end of the MLRC workbook pages as an assessment intended to aid in the comprehension of the story. Vocabulary detection skills have also been taught in the "Reading Workshop" section of each MLRC instructional unit to support vocabulary acquisition for ELL students (McDougal Littell).

## Summary

The review of the selected literature reported in Chapter 2 supported the following research themes:

1. Three essential approaches which must be considered when teaching ELL students have typically included: grade-appropriate content; academic language development; and instruction in learning strategies.

2. Early exposure to a vocabulary-rich environment has aided the development of both vocabulary and comprehension skills.

3. The secondary years have provided a final opportunity for many ELL build sufficient reading skills needed to succeed in future courses.

4. As a student enters the adolescent years, reading may become a labor-intensive job rather than an enjoyable activity.

5. The MLRC utilized a mixed-methods instructional model to increase student vocabulary and comprehension skills.

## CHAPTER 3

### Methodology and Treatment of Data

#### Introduction

The purpose of this quantitative research study was to determine the extent to which the McDougal Littell Reading Curriculum (MLRC) improved Reading Curriculum Based Assessment (RCBM) scores of eighth grade English Language Learners (ELL). To accomplish this purpose, a review of selected literature was conducted. Additionally, essential baseline data were obtained and analyzed from which related generalizations, conclusions, and recommendations were formulated.

Chapter 3 contains a description of the methodology used in the study. Additionally, the researcher included details concerning participants, instruments, design, procedure, treatment of the data, and summary.

#### Methodology

The researcher used a quantitative research design to determine the extent to which the MLRC increased ELL students' RCBM scores. A *t*-test for

nonindependent samples was utilized for data analysis to determine significance following pre- and posttest MLRC instruction. The MLRC was implemented in the 2008-2009 school year at which a pre-test was conducted and then a posttest was conducted in May utilizing the RCBM.

### Participants

This research project included 14 eighth grade ELL ranging in age from 13 to 16, at LCMS in Yakima, Washington. All students included in the study were enrolled in Language Arts class. Both male and female students participated in the study. Only those participants that were in attendance both fall and spring quarters of the 2008-2009 school year were included.

### Instruments

The data gathering device employed was the reading Curriculum Based Measurement (RCBM). Student pre-test RCBM scores from fall, 2008 and spring, 2009 posttest cores were used to compare the effectiveness of the MLRC.

## Design

In the present quantitative research study the researcher utilized ELL students' pre-test RCBM and posttest RCBM scores to determine the extent to which the MLRC improved participants' RCBM scores.

## Procedure

Procedures employed in the present study evolved in several stages, as follows:

1. The investigator obtained permission to undertake the present study at LCMS during 2007 from principal Lois Betzing.
2. At the beginning of the 2008-2009 school year, the YSD adopted and implemented the MLRC that placed emphasis on ELL student success.
3. District reading instructors were then trained to use this new curriculum in the classroom.
4. Reading Instructors then created a curriculum map for each individual school. At the opening of the 2008-2009 school year, a population of 14 ELL were selected to participate in the research study.

5. In September 2008, the 14 participating eighth grade ELL students were tested using the RCBM.
6. The MLRC was implemented at LCMS.
7. Participating students were tested again in May, 2009 to determine the extent to which RCBM scores had improved.
8. Only ELL students who were tested in the fall 2008 and spring 2009 were used in the study.

#### Treatment of the Data

A *t*-test for nonindependent samples was used in conjunction with the windows STATPAK statistical software program that accompanied Education Research: Competencies for Analysis and Applications, sixth edition text (Gay, Mills, and Airasian, 2006). This allowed the researcher to compare pre- and posttest RCBM scores. Significance was determined for  $p \geq$  at .05, .01, and .001 levels.

To test the null hypothesis, which would indicate no significant difference using the MLRC, based on the RCBM scores without the use of the MLRC, a *t*-test for nonindependent samples was performed. The following formula was used to test for significance:

### Summary

Chapter 3 provided a description of the research methodology used in the study, participants, instruments used, research design and procedure utilized. Details regarding the treatment of data obtained and analyzed were also presented.



## CHAPTER 4

### Analysis of the Data

#### Introduction

The Yakima School District adopted the McDougal Littell Reading Curriculum (MLRC) to improve English Language Learners (ELL) literacy skills in intermediate and secondary school. This quantitative research study sought to determine the extent to which the MLRC improved RCBM scores of eighth grade ELL. Baseline data obtained were used to compare September 2008, and May 2009 RCBM scores.

#### Description of the Environment

All participants were 8<sup>th</sup> grade male and female students enrolled in classrooms located at LCMS in the Yakima School District. Participants were in attendance for both for September and May testing sessions of the 2008-2009 school year. Only ELL students were included in the study. All students were instructed using the MLRC which included small group instruction, whole group instruction, and multiple opportunities to work on various literacy skills.

### Hypothesis

Eighth grade ELL that received MLRC instruction will demonstrate improvement in literacy skills as measured by improved RCBM scores.

### Null Hypothesis

There will be no significant improvement in RCBM scores of eighth grader ELL who received the MLRC instruction. Significance was determined for  $p \geq$  at .05, .01, and .001 levels.

### Results of the Study

Table 1 has presented the raw data of the students' RCBM scores from both September, 2008 and May, 2009. Fourteen students participated in the study. The participant's September scores ranged from 95 to 139: May scores ranged from 112 to 160.

Table 2 displayed the  $t$ -test for nonindependent samples on the Windows STATPAK, Gay, Mills and Airasian, 2006 textbook, Educational Research: Competencies for Analysis and Applications, 6<sup>th</sup> Edition. This text was used to calculate statistics and values. The  $t$ -value for the study was 6.05 with 13 degrees of freedom.

Table 1

Students' RCBM Scores  
September 2008 - May 2009

Student Number	September, 2008 RCBM Score	May, 2009 RCBM Score
1	122	115
2	126	145
3	132	153
4	116	139
5	128	137
6	95	132
7	127	149
8	125	134
9	139	147
10	123	142
11	129	155
12	101	112
13	98	116
14	133	160

Table 2

## Findings

The researcher compared two sets of RCBM scores using a *t*-test for nonindependent samples. Students' RCBM raw scores from September, 2008 through May, 2009 were presented in Table 1. Table 2 presented the statistical data from the scores in Table 1. Significance was determined for  $p \geq$  at .05, .01, and .001 levels. The *t*-value with 13 degrees of freedom, the *t*-score of 6.05 led the researcher to find that the hypothesis was accepted at all three levels of significance. From among 14 ELL who received MLRC instruction, 13 of 14 (92.8%) improved their RCBM fluency scores. This degree of improvement has provided a convincing argument in support of the use of the McDougal Littell Reading Curriculum to improve ELL reading fluency. Since fluency indicated the ability to comprehend, then improved RCBM scores were indicative of increased comprehension. Accordingly, the present study has provided YSD reading teachers and administrators with research data needed for decision-making related to best practices in literacy instruction for English Language Learners.

## Discussion

The possibility exists that the limited number of participants in this study may have provided skewed results indicating that MLRC instruction made a significant difference in RCBM scores. In a future study, a larger participant group of ELL may provide a more detailed data base relative to the extent to which the MLRC proved effective in improving eighth grade ELL RCBM scores.

## Summary

Chapter 4 included discussion of the environment, hypothesis, results of the study, findings, and discussion. Data analyzed supported the hypothesis that eighth grade ELL that received MLRC instruction demonstrated improvement in reading fluency as measured by increased RCBM scores.

## CHAPTER 5

### Summary, Conclusions and Recommendations

#### Summary

The purpose of this quantitative research study was to determine the extent to which the McDougal Littell Reading Curriculum (MLRC) improved Reading Curriculum Based Assessment (RCBM) scores of eighth grade English Language Learners (ELL). To accomplish this purpose, a review of selected literature was conducted. Additionally, essential baseline data were obtained and analyzed from which related generalizations, conclusions, and recommendations were formulated.

#### Conclusions

From the review of related literature in Chapter 2 and from the analysis of data presented in Chapter 4, the following conclusions were reached:

1. Three essential approaches which must be considered when teaching ELL students have typically included: grade-appropriate content; academic language development; and instruction in learning strategies.

2. Early exposure to a vocabulary-rich environment has aided in both vocabulary and comprehension skills.

3. The secondary years have provided a final opportunity for many ELL to build sufficient reading skills to succeed in future courses.

4. As a student enters the adolescent years, reading may become a labor-intensive job rather than an enjoyable activity.

5. The MLRC utilized a mixed-methods instructional model to increase student vocabulary and comprehension skills.

6. The analysis of data presented in Chapter 4 supported the hypothesis that eighth grade ELL that received MLRC instruction will demonstrate improvement in literacy skills as measured by increased RCBM scores.

### Recommendations

Based on the conclusions cited above, the following recommendations have been suggested:

1. To effectively teach ELL, literacy instructors should use three essential approaches: grade-

appropriate content; academic language development; and instruction in learning strategies.

2. To facilitate development of both vocabulary and comprehension skills, students should be exposed to vocabulary-rich environment at a young age.

3. To provide ELL with necessary reading skills particular emphasis should be placed on literacy development in the secondary years.

4. To further facilitate the development of literacy skills students need to spend more time reading for pleasure.

5. To enhance literacy skills a mixed-methods model is recommended.

6. To improve literacy skills for ELL, the McDougal Littell Reading Curriculum (MLRC) is also recommended.

7. School district personnel interested in increasing Reading Based Curriculum Measurement (RCBM) scores for ELL students may wish to utilize information contained in the present study or, they may wish to undertake research more suited to their unique needs.



#### REFERENCES

- Bush, G.W. (n.d.). *Foreword*. Retrieved February 4, 2005, from <http://www.whitehouse.gov/news/reports/no-child-left-behind.html>.
- Collier, Virginia P. (1995). *Promoting Academic Success for ESL Students: Understanding Second Language Acquisition for School*. Jersey City, NJ: NJTESOL-BE.
- Freeman, David, & Freeman, Yvonna. (1998). *ESL/EFL Teaching Principles of Success*. Portsmouth, NH: Heinemann.
- Gay, L.R., & Airasian, P. (2003). *Educational research: Competencies for analysis and applications*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Hunt, Alan, Beglar, David. (2005). A frame for developing EFL reading vocabulary. *Reading a Foreign Language*, 17(1), 24-59. Retrieved February 5, 2009, from [nflrc.hawaii.edu](http://nflrc.hawaii.edu) (Document ID: 1539-0578)

- Ippolito, Jacy, Steele, Jennifer L, Jennifer F Samson. (2008). Introduction: Why Adolescent Literacy Matters Now. *Harvard Educational Review*, 78(1), 1-6. Retrieved February 15, 2009, from Platinum Full Text Periodicals database. (Document ID: 1460615821).
- Opitz, Michael F, Harding-DeKam, Jenni L. (2007). Understanding and teaching English-language learners. *The Reading Teacher*, 60(6), 590-593. Retrieved February 15, 2009, from JuniorQuest Magazines database. (Document ID: 1228256281).
- Swigger, Keith. (2004). Reading and Reader Development: The Pleasure of Reading. Review *Libraries & Culture*, 39(3), 342-343. Retrieved February 10, 2009, from Discovery database. (Document ID: 708538281).

Slavin, Robert E, Cheung, Alan, Groff, Cynthia,  
Lake, Cynthia. (2008). Effective Reading Programs  
for Middle and High Schools: A Best-Evidence  
Synthesis. Review of *Reading Research  
Quarterly*, 43(3), 290-322. Retrieved March 1, 2009,  
from JuniorQuest Magazines database. (Document  
ID: 1527079881).

Sadeghi. (2007). Vocabulary acquisition: Implications  
for reading comprehension. Review of *Journal of  
Adolescent & Adult Literacy*, 51(2), 192-195.  
Retrieved March 1, 2009, from JuniorQuest  
Magazines database. (Document  
ID: 1357882711).