Recommendation 2
Provide Intensive Small-Group Reading Interventions

Level of Evidence: Strong
IES Elementary Grade English Learners Recommendation 2: Provide Intensive Small-Group Reading Interventions

Intervention Programs That Work

Intervention Reports
What Works Clearinghouse Website

- Enhanced Proactive Reading
- Read Well
- SRA Reading Mastery/SRA Corrective Reading
IES Elementary Grade English Learners Recommendation 2: Provide Intensive Small-Group Reading Interventions

Research to Support the Recommendation

Effective Intervention Programs

• Potentially positive effects
• Lasting effects on reading performance
How to Carry Out the Recommendation
IES Elementary Grade English Learners Recommendation 2: **Provide Intensive Small-Group Reading Interventions**

1. Use an intervention program with students who enter the first grade with weak reading and prereading skills, or with older elementary students with reading problems.
IES Elementary Grade English Learners Recommendation 2: Provide Intensive Small-Group Reading Interventions

2. Ensure that the program is implemented daily for at least 30 minutes in small, homogeneous groups of three to six students.
3. Provide training and ongoing support for the teachers and interventionists (reading coaches, Title I personnel, or paraeducators) who provide the small-group instruction.
4. Training for teachers and other school personnel who provide small-group interventions should also focus on how to deliver instruction effectively, independent of the particular program emphasized. It is important that this training include the use of the specific materials the teachers will use during the school year. The training should also explicitly emphasize that these instructional techniques can be used in other programs and across other subject areas.
**Steps for Carrying Out the Recommendation**

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<td>1.</td>
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<td>4.</td>
<td>Program training should focus on how to deliver instruction effectively, independent of the particular program. Emphasize that effective instructional techniques can be used in other programs and across other subject areas.</td>
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Other Considerations

• “Although students will miss some instruction in other areas while they are receiving additional small-group reading instruction, learning to read is critical to all other learning demands” (p. 15).