

KEY FINDINGS

- Beginning English language learners achieve two year's growth in reading in one semester
- *Edge* engages and motivates adolescents to read
- English language learners gain confidence in reading and language development with *Edge*

ELLs Achieve with *Edge Fundamentals*



Challenge

A beginning English class at Thornton High School in Adams 12 Five Star School District, Colorado needed a core instructional program for English language arts that would meet the range of needs presented by their English language learners (ELLs) representing a variety of academic and language backgrounds such as French, Vietnamese, Hindi, and Spanish.

It was important to find a comprehensive solution since Grade 9–12 beginning English students received daily instruction (150 minutes / 3-period block) to build English language proficiency and meet high school English language arts standards and curricular goals. The teacher also wanted a core program that would nurture a life-long love of books and reading for her students.

Solution

Hampton-Brown *Edge™ Fundamentals* was selected as the core instructional program for the beginning English class because it offered systematic instruction in language development and provided access to academic standards while building reading power for students at the earliest levels of reading (grade levels 1–3).

Edge was implemented during second semester of the 2008–2009 school year. The teacher reported that the vocabulary routines, on-page supports, formative assessments, and explicit instruction of reading strategies in *Edge* enabled her to provide cohesive and comprehensive instruction. She noted that

“*Edge Fundamentals* offered a powerful way of integrating reading and language development for my students.”

—High School ESL Teacher

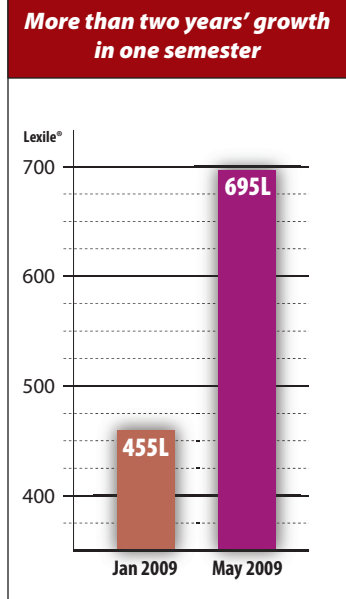
Edge helped students in applying strategies and skills from one selection to the next and to reading tasks in other classes. The teacher explained, “*Edge* offered a powerful way of integrating language development and reading development for my students.” *Edge* also enabled her students to meet high school English/Language Arts Standards, “The content aligns with our established standards for both English Language Arts and language development.”

Results

To measure growth, students were given the *Edge* Placement Test in January, 2009, and the Reading Level Gains Test in late May, 2009. Both tests result in a Lexile® measure of reading comprehension, so are comparable. Students showed an average gain of 240L in just one semester—over twice the expected growth for an entire school year. While students typically show growth more quickly at the earlier levels of reading, the substantial gains noted with *Edge* are powerful.

The teacher noted other factors that contributed to her students’ success, “The *Edge* reading selections were highly motivating for students; the ‘real-life’ topics and characters got them involved and engaged in reading the stories. The multicultural viewpoint reached students—they could see themselves represented in the characters. The Essential Questions inspired students to research more deeply; they wanted to learn more—and talk more—about the topics and issues presented.” And, as the teacher noted, “The *Edge* Leveled Library is wonderful! The selections really got the kids involved in their own reading.”

The teacher was also excited about the affective changes she noted in her students after having used *Edge*, “My beginning English students are more motivated, interested, and confident in reading now.” In general, she said, “*Edge* is an innovative program—I will definitely use it again!”



Reading Level Gains Growth

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