A STUDY OF THE SECOND CHANCE READING PROGRAM AT THE SECONDARY SCHOOL

By

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Abstract

The purpose of this study was to determine if there was a difference in student achievement from participating in the Second Chance Reading program. The study was conducted to answer the question “Is there a significant difference in student performance between those that are in the Second Chance Reading program and those who are not?” Data was collected from the students in grades 6, 7, and 8 who participated in the program. It looked at the school years 2011-2012 and 2012-2013. The data used was the Iowa Assessment Reading Composite scores. This was analyzed using Microsoft Excel and A Statistical Program (ASP) software. Findings concluded that the Second Chance Reading program does significantly make a difference in student performance. The program is effective and should continue to be used in the school district. The district needs to look at student data to ensure that they are meeting the needs of all of the students in the school.
Introduction

Background, Issues and Concerns

For many years educators have tried to find ways to help struggling readers at the secondary level. Research has shown that if students are not reading at grade level by the end of 3rd grade, then they will always be behind (Taylor, 2012). When President Bush signed into law the No Child Left Behind Act, he challenged educators to get all students on grade level. The Adequate Yearly Progress (AYP) states that every student is proficient at each grade level. This has lead educators to look for ways to help these struggling readers and to get them on grade level at the secondary level. Every school and every teacher are responsible for these students and making sure that they are achieving at the level that they should be. The Iowa Assessment (Iowa Test of Basic Skills) has shown that many students continue to struggle with reading at the secondary level. Educators are finding ways to help these students and provide them with the instruction that they need to be successful.

Practice under Investigation

The practice under investigation will be looking at the Second Chance Reading program adopted by this school district. It will look at the student data on the Iowa Assessments prior to starting this program and after the program has been implemented. The investigation will be used to determine if there is a difference in the scores of the students after they have been involved in this program.
School Policy to be informed by Study

In the state of Iowa, every school district must make Adequate Yearly Progress (AYP) in each of the core subject areas. They are expected to have all students proficient at each of these core subject areas. If there is a difference in the scores of the students involved in the Second Chance Reading program, than this instruction needs to continue in the school and involve more students. If there is a not a difference in the scores, then teachers need to make instructional changes.

Conceptual Underpinning

Many students continue to struggle with reading when they get to the secondary level. These struggles can worse as the material that is presented to them is harder and in many different forms. The time that is given in class periods is not adequate to help those students who are struggling with reading. This leads to students falling farther behind their peers. Each student in the classroom needs to feel that they are successful. Every student learns in a different way and at a different pace. Students need to be provided instruction at their level that is designed to help them to improve their skills. The Second Chance Reading program is focused on higher order comprehension in both fiction and nonfiction texts (Showers, 2006). It focuses on a rapid acceleration of the rates at which students read and comprehend both fiction and nonfiction text materials (Raiche, 2000, p.18). The program incorporates extensive independent reading at a students’ recreation level where they choose the books they read, vocabulary development at both age-appropriate and recreational reading levels which will help to improve their comprehension, comprehension instruction for both
lower-and-higher-order comprehension task in fiction and nonfiction materials, fluency instruction and monitoring, and writing as an assist to comprehension (Great Prairie Education Agency, 2010, Raiche, 2000, McVeigh, 2008). The theory behind this instructional program is that it will increase students’ reading comprehension scores and reading abilities.

Statement of the Problem

The problem is to determine a reading program that improves student achievement at the secondary level.

Purpose of this Study

This study is being conducted to determine the effectiveness of the Second Chance Reading program for struggling readers at the secondary level.

Research Question

RQ#1: Is there a significant difference in student achievement between the students who participated in the Second Chance Reading program and those that did not participate in the Second Chance Reading program?

Null Hypothesis

There is not a significant difference in student achievement between the students who participated in the Second Chance Reading program and those that did not participate in the Second Chance Reading program.
Anticipated Benefits of the Study

If there is a difference then the Second Chance Reading program needs to continue for struggling readers at the secondary level. If there is not a difference, then the school needs to look at other alternatives to help those students.

Definition of Terms

Iowa Assessments: Formally known as the Iowa Test of Basic Skills. This normative assessment is given to all students in grades 3-12 once a year to determine if they are proficient in reading, math, science, and social studies.

Adequate Yearly Progress (AYP): In 2002 President George W. Bush signed the No Child Left Behind Act which put higher standards on schools to ensure that every student is achieving at a level that they should be.

Second Chance Reading: This program is designed to provide explicit instruction for secondary students who are at least two years behind their peers.

Summary

Secondary students who struggle with reading continue to fall further behind their peers. They need to be provided instruction at their level to help them to be successful. A research was conducted to determine the effectiveness of the Second Chance Reading program at the secondary level. The t-test is used to determine if there is a significant difference in scores on the Iowa Assessment when the Second Chance Reading program was used and when it was not. This study can be used by school
districts to help them to help the students at the secondary level to be more successful and improve their reading skills.
Review of Literature

“Reading is a process defined as an interaction between the reader and the printed page” (Taylor, 2012, p.51). “It begins with the background knowledge of the reader and is combined with information from textual material” (Taylor, 2012, p.51). “This information may include the use of visual, phonemic, syntactic, and/or semantic processes in order to arrive at meaning” (Taylor, 2012, p.51). “It is influenced by the context of the reading situation and by attitude, interests, motivation, specific abilities, and feelings by the reader” (Taylor, 2012, p.51). “Reading is a part of the total communication process that includes writing, listening, and speaking” (Taylor, 2012, p.51). Many students at the secondary level continue to struggle with reading even after all of the remediation that they receive in elementary school. This could be due to the lack of time spent on reading strategies and the fact that the material gets more complicated. “A struggling reader has the following characteristics: very reluctant to participate in reading activities, negative attitude about reading and is usually unwilling to read, often suffers from low self-esteem or confidence level, tries to hide the fact that he/she can’t read, avoids reading, and makes excuses not to read, doesn’t see the value of being able to read, accuracy is missing, and rarely reads with fluency unless selection is memorized” (Taylor, 2012, p.52). “Up to 70% of older readers in the United States are defined as struggling reader and require some form of remediation” (Whithear, 2011, p.20). Many programs have been tested and tried to help these students to be successful in reading. Currently the Second Chance Reading program is being used and is proven to be successful.
The current research in the state of Iowa suggest that reading achievement among middle school and high school students is not improving at the rate necessary to accomplish the goals established in the state NCLB plan (Great Prairie Education Agency, 2010). “It is said that in order to accelerate the achievement gains of struggling adolescents, it is necessary to provide a highly structured comprehensive approach to reading” (Great Prairie Education Agency, 2010, p.1). Research shows that specific, targeted strategies have a positive impact on fluency, but casual, unstructured activities such as round robin reading have no effects or even negative effects on fluency and/or comprehension outcomes (Showers, 2006). Reading improves when students read many books. Reading practice develops fluency and vocabulary and provides an arena for the application of comprehension strategies (Raiche, 2000). There continues to be a need for a more structured reading program at the secondary level to help those students who struggle with reading.

In the past, students were not learning to read and write effectively (Joyce, Hrycauk, & Calhoun, 2001). Beverly Showers saw this problem and in the spring of 1996 with a group of high school English teachers at Morse High School in San Diego, California, they developed the Second Chance Reading Program (Showers, 2006, Raiche, 2000). She saw the need for reading instruction in the secondary curriculum, although it is not universally accepted by secondary teachers and administrators (Raiche, 2000). They spent a lot of time looking at reading fluency and the impact that it has on students. “The ability to read fluently sufficiently enables poor readers to comprehend complex written texts in high school” (Whithear, 2011, p.18). “Reading fluency or a lack of fluency is highly correlated with improved or deficient
comprehension, especially in older readers” (Whithear, 2011, p.18). They developed a comprehensive program that reached on all levels of reading, but with focus on reading fluency. “Prior to this program, science-based studies for adolescent struggling readers has resulted in few programs targeted specifically at this age group, but they have not been proven to be as effective as the Second Chance Reading program” (Whithear, 2011, p.20).

The focus of the Second Chance Reading program is on higher order comprehension in both fiction and nonfiction texts (Showers, 2006). “It focuses on a rapid acceleration of the rates at which students read and comprehend both fiction and nonfiction text materials” (Raiche, 2000, p.18). “This program combines multiple strategies and practices into a structure for reading instruction and has proved successful in both urban and rural settings” (Great Prairie Education Agency, 2010, p.2). The program incorporates extensive independent reading at a students’ recreation level where they choose the books they read, vocabulary development at both age-appropriate and recreational reading levels which will help to improve their comprehension, comprehension instruction for both lower-and-higher-order comprehension task in fiction and nonfiction materials, fluency instruction and monitoring, and writing as an assist to comprehension (Great Prairie Education Agency, 2010, Raiche, 2000, & McVeigh, 2008). Homework includes 20 minutes of reading five nights a week, in which parents sign a reading log for their child and ensure books are accessible (Guess, 2011). A big part of the Second Chance Reading curriculum is the use of cooperative learning, which is powerful for comprehension and they suggest it may be the major contributor to positive effects for many of the more powerful
comprehension strategies (Showers, 2006). Other strategies that are used most frequently for comprehension included read alouds, think alouds, inductive thinking, writing, and graphic organizers (Showers, 2006, & McVeigh, 2008). Collaboration amongst the staff, administration, parents, and students is one key aspect that helps this program to be successful. Successes can be celebrated, conversation among teachers, students and parents are transformed by the specificity inherent in data, and teachers and administrators can examine the impact of the intervention on subgroups of students (Raiche, 2000). There are many strategies and practices that are a part of this program and help it to be successful.

The purpose of the Second Chance Reading program is to remediate reading deficits for secondary students who otherwise would struggle with the demands of the secondary curriculum and prepare students for successful completion of secondary-level academic work (Great Prairie Education Agency, 2010, & Raiche, 2000). “The goal is to help them to reach a level of literacy that would enable them to succeed in school” (Joyce, Hrycauk, & Calhoun, 2001, p.45). The combination of targeted instruction for the group, individualized instruction and cooperative work is designed to keep students with a history of failure in reading highly engaged with reading tasks (Raiche, 2000). It provides the students with more one-on-one time and smaller classrooms (Guess, 2011). To qualify for the class, a student’s aptitude is judged using variety of sources including scores from standardized tests and grades (Guess, 2011). Recommendation from school officials and teachers are also considered, as are the student’s own opinions (Guess, 2011). The program is not appropriate for students who are not able to decode, which is below the 3rd grade (McVeigh, 2008). No more than
20% of the class should be on an Individualized Education Plan (IEP) (McVeigh, 2008). If a student made adequate gains, they do not take the Second Chance Reading program for a second year and if a student is making gains, but is still behind in reading, the student may continue the Second Chance Reading program for another year (McVeigh, 2008). “The program has had some implementation challenges including carving out time where students were taken from exploratory or elective courses to be in this class, administrative support, teachers had to master many new teaching strategies and the implementation of those strategies vary from classroom to classroom, and the placement of the students in the program” (Raiche, 2000, p.20-21). “From these implementation challenges the teachers decided that creating a save have for the Second Chance Reading program was a vital part of their work” (Joyce, Hrycauk, & Calhoun, 2001, p.44). “They needed to confront students about the state of their learning, to provide them with the opportunity to progress, to present ways of seeing progress, and to ensure that all of the students felt the presence of a caring but relentless mentor who valued them as human beings” (Joyce Hrycauck, & Calhoun, 2001, p.44).

The Second Chance Reading program continues to show success in the students reading. Research has shown that there is a need for reading program at the secondary schools that uses a variety of strategies to reach their learners. Beverly Showers helped to develop this program to improve the reading of these students. “In the early trials, students gained approximately a year in reading comprehension for four months’ instruction” (Showers, 2006, p.4). Raiche reported while it is impossible to know if our students have developed a “reading habit”, we have been gratified by their
reports of increased confidence and enjoyment with respect to reading. This all as a result of the Second Chance Reading program.
Research Methods

Research Design

This research was done to see if there is a significant difference in the scores of those who participated in the Second Chance Reading program and those who did not. The focus was to look for a difference in the Iowa Assessment scores from the year prior to implementing the Second Chance Reading program and the year that it was implemented. This will show if the program is effective and has a difference in student achievement. The independent variable for this study was the school year and the dependent variable was the scores on the Iowa Assessment.

Study Group Description:

For this study a rural school district in the Midwest was chosen. The scores for students in grades 6th, 7th, and 8th grade were used to determine if there is a significant difference in student achievement. Approximately 58% of the schools population qualifies for Free or Reduced Lunch. The school is primarily made up of white/caucasian students. About 1% of the student population is Hispanic where English is their primary language and Spanish may be spoken at home. Less than 1% of the population is African American. The district is a smaller school district with a student-to-teacher ratio of about 1:20. There are approximately 350 students in the district K-12.

Data Collection and Instrumentation:

The data used for this research is the Iowa Assessment Reading Composite scores for the 2011-2012 school year and the 2012-2013 school year. This information
was obtained from the Ed Insight website that is managed by the Iowa Department of Education. The data was collected for each student who participated in the Second Chance Reading program during the 2012-2013 school year.

**Statistical Analysis Methods:**

A descriptive analysis was done for all of the students in grades 6, 7, and 8. A descriptive analysis was also done for each individual grade level. This information gave the mean, median, mode, and standard deviation scores from the Iowa Assessment. The data was used to see if there were changes from one school year to a next in regards to these scores. A t-test was done for all of the students in grades 6, 7, and 8 and also for each individual grade level. The t-test was used to challenge the null to see if there is a significant difference in student achievement.
Findings

For this study the Reading Composite score on the Iowa Assessment was used to determine the significance of the Second Chance Reading program. There were nine 6th graders, six 7th graders, and 11 8th graders who participated in this program. The scores were analyzed using a descriptive analysis for the entire group and each grade level. A t-test was analyzed for the entire group and each grade level. The findings are listed below.

All Students Descriptive Analysis

<table>
<thead>
<tr>
<th></th>
<th>2011-2012 School Year</th>
<th>2012-2013 School Year</th>
<th>Difference in Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>194.81</td>
<td>208.31</td>
<td>13.50</td>
</tr>
<tr>
<td>Median</td>
<td>198</td>
<td>207.5</td>
<td>9.5</td>
</tr>
<tr>
<td>Mode</td>
<td>206</td>
<td>216</td>
<td>10</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>15.44</td>
<td>17.38</td>
<td>1.94</td>
</tr>
</tbody>
</table>

The mean score for the 2011-2012 school year for the Reading Composite on the Iowa Assessments was 194.81 and for the 2012-2013 school year was 208.31. This is an increase of 13.50. The median for the 2011-2012 school year was 198 and for the 2012-2013 school year was 207.5. This is an increase of 9.5. The mode for the 2011-2012 school year was 206 and for the 2012-2013 school year was 216. This is an increase of 10. The standard deviation for the 2011-2012 school year was 15.44 and for the 2012-2013 school year was 17.38. This is an increase of 1.94. The data here
shows that as an entire group the students’ scores increased from one school year to the next.

All Students t-test

<table>
<thead>
<tr>
<th>Source</th>
<th>Mean</th>
<th>Mean D</th>
<th>t-test</th>
<th>df</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Second</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chance (n=26)</td>
<td>195.19</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Chance (n=26)</td>
<td>208.31</td>
<td>-13.12</td>
<td>-2.88</td>
<td>50</td>
<td>0.01</td>
</tr>
</tbody>
</table>

Alpha Level: 0.25

For the 2011-2012 school year there were 26 students in the study and for the 2012-2013 school year there were 26 students in the study. The mean for 2011-2012 was 195.19 and for 2012-2013 it was 208.31. The mean difference was -13.12. The t-test value was -2.88. The degree of freedom was 50. The p-value was 0.01 and the alpha level was 0.25. The null hypothesis states there is not a significant difference in student achievement between the students who participated in the Second Chance Reading program and those that did not participate in the Second Chance Reading program. This is rejected because the p-value is significantly below the alpha level. For all of the students in the study there is a significant difference in their performance from participating in the Second Chance Reading program.
6th Grade Students Descriptive Analysis

<table>
<thead>
<tr>
<th></th>
<th>2011-2012 School Year</th>
<th>2012-2013 School Year</th>
<th>Difference in Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>184</td>
<td>195.56</td>
<td>11.56</td>
</tr>
<tr>
<td>Median</td>
<td>186</td>
<td>193</td>
<td>7</td>
</tr>
<tr>
<td>Mode</td>
<td>186</td>
<td>207</td>
<td>21</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>12.49</td>
<td>12.03</td>
<td>-0.46</td>
</tr>
</tbody>
</table>

The mean score for the 2011-2012 school year for the Reading Composite on the Iowa Assessments for the 6th grade students was 184 and for the 2012-2013 school year was 195.56. This is an increase of 11.56. The median for the 2011-2012 school year was 186 and for the 2012-2013 school year was 193. This is an increase of 7. The mode for the 2011-2012 school year was 186 and for the 2012-2013 school year was 207. This is an increase of 21. The standard deviation for the 2011-2012 school year was 12.49 and for the 2012-2013 school year was 12.03. This is a decrease of 0.46. The data here shows that the 6th grade students' scores increased from one school year to the next.
### 6th Grade Students t-test

<table>
<thead>
<tr>
<th>Source</th>
<th>Mean</th>
<th>Mean D</th>
<th>t-test</th>
<th>df</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Chance (n=9)</td>
<td>195.56</td>
<td>-11.56</td>
<td>-2.00</td>
<td>16</td>
<td>0.06</td>
</tr>
<tr>
<td>No Second Chance (n=9)</td>
<td>184</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Alpha Level: 0.25**

For the 2011-2012 school year there were 9 students in the study and for the 2012-2013 school year there were 9 students in the study. The mean for 2011-2012 was 184 and for 2012-2013 it was 195.56. The mean difference was -11.56. The t-test value was -2.00. The degree of freedom was 16. The p-value was 0.06 and the alpha level was 0.25. The null hypothesis states there is not a significant difference in student achievement between the students who participated in the Second Chance Reading program and those that did not participate in the Second Chance Reading program. This is rejected because the p-value is significantly below the alpha level. For the 6th grade students in the study there is a significant difference in their performance from participating in the Second Chance Reading program.
The mean score for the 2011-2012 school year for the Reading Composite on the Iowa Assessments for the 7th grade students was 190.83 and for the 2012-2013 school year was 218.33. This is an increase of 27.50. The median for the 2011-2012 school year was 191.50 and for the 2012-2013 school year was 220. This is an increase of 28.50. There was not a mode for the 2011-2012 school year and for the 2012-2013 school year was 220. There was not a difference for the mode. The standard deviation for the 2011-2012 school year was 18.32 and for the 2012-2013 school year was 8.89. This is a decrease of 9.43. The data here shows that the 7th grade students' scores increased from one school year to the next.
### 7th Grade Students t-test

<table>
<thead>
<tr>
<th>Source</th>
<th>Mean</th>
<th>Mean D</th>
<th>t-test</th>
<th>df</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Second Chance</td>
<td>190.83</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Chance</td>
<td>218.33</td>
<td>-27.5</td>
<td>-3.31</td>
<td>10</td>
<td>0.01</td>
</tr>
</tbody>
</table>

Alpha Level: 0.25

For the 2011-2012 school year there were 6 students in the study and for the 2012-2013 school year there were 6 students in the study. The mean for 2011-2012 was 190.83 and for 2012-2013 it was 218.33. The mean difference was -27.5. The t-test value was -3.31. The degree of freedom was 10. The p-value was 0.01 and the alpha level was 0.25. The null hypothesis states there is not a significant difference in student achievement between the students who participated in the Second Chance Reading program and those that did not participate in the Second Chance Reading program. This is rejected because the p-value is significantly below the alpha level. For the 7th grade students in the study there is a significant difference in their performance from participating in the Second Chance Reading program.
8th Grade Students Descriptive Analysis

<table>
<thead>
<tr>
<th></th>
<th>2011-2012 School Year</th>
<th>2012-2013 School Year</th>
<th>Difference in Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>205.82</td>
<td>213.27</td>
<td>7.45</td>
</tr>
<tr>
<td>Median</td>
<td>206</td>
<td>208</td>
<td>2</td>
</tr>
<tr>
<td>Mode</td>
<td>206</td>
<td>204</td>
<td>-2</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>6.55</td>
<td>19.13</td>
<td>12.58</td>
</tr>
</tbody>
</table>

The mean score for the 2011-2012 school year for the Reading Composite on the Iowa Assessments for the 8th grade students was 205.82 and for the 2012-2013 school year was 213.27. This is an increase of 7.45. The median for the 2011-2012 school year was 206 and for the 2012-2013 school year was 208. This is an increase of 2. The mode for the 2011-2012 school year was 206 and for the 2012-2013 school year was 204. This is a decrease of 2. The standard deviation for the 2011-2012 school year was 6.55 and for the 2012-2013 school year was 19.13. This is a decrease of 12.58. The data here shows that the 8th grade students’ scores increased from one school year to the next.
8th Grade Students t-test

<table>
<thead>
<tr>
<th>Source</th>
<th>Mean</th>
<th>Mean D</th>
<th>t-test</th>
<th>df</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Second Chance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(n=11)</td>
<td>205.82</td>
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<td></td>
</tr>
<tr>
<td>Second Chance</td>
<td>213.27</td>
<td>-7.45</td>
<td>-1.22</td>
<td>20</td>
<td>0.24</td>
</tr>
</tbody>
</table>

Alpha Level: 0.25

For the 2011-2012 school year there were 11 students in the study and for the 2012-2013 school year there were 11 students in the study. The mean for 2011-2012 was 205.82 and for 2012-2013 it was 213.27. The mean difference was -7.45. The t-test value was -1.22. The degree of freedom was 20. The p-value was 0.24 and the alpha level was 0.25. The null hypothesis states there is not a significant difference in student achievement between the students who participated in the Second Chance Reading program and those that did not participate in the Second Chance Reading program. This is rejected because the p-value is below the alpha level. For the 8th grade students in the study there is a significant difference in their performance from participating in the Second Chance Reading program.
Conclusions and Recommendations

Through the research and data collection it was found that the Second Chance Reading program makes a significant difference in student performance. According to the p-values for all of the students, 6th graders, 7th graders, and 8th graders the null hypothesis is rejected because these values were all lower than the alpha level. The means improved from 2011-2012 school year and 2012-2013 school year, as well as, a the rest of the student scores. This shows that the program is effective in improving the reading abilities of the students. Students who are a part of the Second Chance Reading program improve their reading scores on the Iowa Assessments.

The conceptual underpinning stated that secondary students continue to struggle with reading. These students need to be provided instruction at their level and at their pace. The whole class setting may not be sufficient to help these student to improve their reading skills. Each student needs to feel successful in reading and should be given the opportunity to do so. This study validated this conceptual underpinning. The Second Chance Reading program is for students who struggle with reading and who need more instruction that is at their level. Instruction is provided in a variety of ways and using many different strategies, which helps to reach all of the learners in the classroom. The program is shown to be effective in improving the students reading scores and helping the students to feel successful in reading.

The Second Chance Reading program should be implemented in the secondary setting. It is proven to be effective in raising students reading scores and making them successful in reading. Schools need to look at all of the students in the building to
ensure that they are reaching out to all students who could benefit from the program.

All students who are struggling in reading need to be considered for this program. Students could benefit from this program, even if they only need to be a part of it for a short time. The benefits of the program outweigh the cost and challenges that come with implementing it. The program is so beneficial to the students that are in it, research could be done to determine if parts of the program could be implemented into the general education classroom. The Second Chance Reading teacher and the general classroom teachers could work together to find ways to do this. It could especially be helpful in the content areas where the students are reading more nonfiction texts. This would not only have an impact on struggling readers, but could also help others in the class to improve their reading. The success of the program is proven to help struggling readers and the Second Chance Reading program is a great way to improve student performance.
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http://ezproxy.nwmissouri.edu:2065/ehost/detail?sid=72820da0-2dbb-435e-a43b62e521ab8816%40sessionmgr111&vid=1&hid=113&bdata=JkF1dGhUeXBlPWvb2tpZSxpcC\xa1WQmc2l0ZI1aG9zdC1saXZi#db=eric&AN=EJ626274


http://ezproxy.nwmissouri.edu:2065/ehost/detail?sid=1fa5d34-3274-459d-89ab2ee2697bc145%40sessionmgr114&vid=1&hid=113&bdata=JkF1dGhUeXBlPWvb2tpZSxpcC\xa1WQmc2l0ZI1aG9zdC1saXZi#db=a9h&AN=4108209


less individual attention from teachers at secondary school because of the way secondary schools are organised, making personalised relationships between teachers and learners more difficult to achieve. Year 9 students testing the boundaries as part of adjusting to the new school and growing up. inappropriate classroom placements of some students in relation to their learning and/or social needs, diminishing the student’s self-concept and ability to cope well. any reading programme in our secondary schools and laments the absence of a literacy policy in this country which should, inter alia, emphasize reading. Prior to this, reading experts have regretted the state of reading in Nigeria and a foundation needs to be laid. At the secondary school level, there should be more teaching in reading to improve upon the reading skills which ought to have been introduced to learners in the earlier levels of the educational ladder. The program of studies includes English (reading, writing, spelling, grammar, composition), arithmetic (sometimes elementary algebra or plane geometry in upper grades), geography, history of the USA, and elementary natural science. Physical training, music, drawing are also taught. Some schools teach a modern language, such as French, Spanish, or German. The junior high school is a sort of halfway between elementary and secondary school. It continues some elementary school subjects, but it also introduces courses in mathematics and science, and usually gives students their first chance to stu...The fundamental task the US faces today is the modernization of the entire school system.