

## ABSTRACT

### TEACHER DIRECTED INSTRUCTION PLUS CLASSWIDE PEER TUTORING AND THE READING GROWTH OF FIRST GRADE STUDENTS

This study examined the effects of two types of reading instruction upon the reading growth of first grade students. The reading growth of 15 students who engaged in teacher-directed reading instruction plus a supplemental peer tutoring program to enhance reading skills was compared to 14 students engaged in only teacher-directed reading instruction. The students in the peer tutoring group worked together in pairs using the First-Grade Peer Assisted Learning Strategies (PALS) program as a supplement to the existing Open Court Reading curriculum. Reading growth was assessed across 8 weeks on five separate occasions using the Phonemic Segmentation Fluency measure of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Hierarchical linear modeling indicated no significant differences between students receiving a teacher-instructed reading program and those in a teacher-instructed plus PALS program.

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