The purpose of this quasi-experimental study was to examine the effects of reading interventions for bi-lingual and bi-dialectal children using research-based strategies combined with metacognitive and metacomprehension frameworks. The experimental study reports findings on the effects of an eight week intervention providing daily 55 minute sessions to middle school students in Broward County Schools with reading difficulties (n=10) compared with similar students who did not receive the intervention (n=15). The study describes the outcomes of experimental intervention for at risk eighth graders in an urban setting where a majority of the students are Haitian second language learners with similar socioeconomic backgrounds. Results favored the causal (treatment) group and indicated a statistically significant difference between the mean posttest reading scores. Future needs for educational supplemental programs for at risk students are discussed.