

THE NATURE OF THE IMPACT OF A READING TUTORING PROGRAM
ON PARTICIPATING STUDENTS IN THE CLASSROOM:
A QUALITATIVE STUDY

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The purpose of this qualitative multi-case study was to explore the nature of the impact that a tutoring program, which featured preservice teachers as tutors, had on participating fifth grade at-risk students' literacy behaviors in the classroom. The researcher served in the role of passive participant observer during the scheduled language arts period three days per week in the participating students' classroom for a period of twenty-three weeks.

Field notes were made in the classroom and coded, and audio tapes were recorded and transcribed of the tutoring sessions. Formal and informal interviews with the teacher, tutors, and participating students were conducted, transcribed, and coded. Lesson plans and reflections developed and written by the tutors were gathered and coded.

Observations indicated that there were four types of reading required on a daily basis in the classroom. Assigned readings made by the teacher included narrative and expository texts. Pleasure readings were materials chosen by the students, but at certain times were teacher initiated and at other times, student initiated. The four types of reading found in the classroom were mirrored by the tutoring sessions.

Students observed in the classroom could be divided into two types and four categories. Those with positive attitudes were called eager readers. Eager readers were made up of good readers and struggling readers, who lacked some of the reading skills

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CHAPTER I

THE PROBLEM

Background of the Problem

We live in an age of school reform. It is impossible to read a newspaper or watch the evening news on television without some reference being made to improvement of the schools. Everyone has an opinion about what is wrong with public schools; unfortunately, no one has found a solution to cure these ills.

One of the main concerns underlying the issue of school reform is the problem of at-risk students who are in danger of failing in school. The primary cause of school failure is the inability to read. Students who do not learn to read in the primary grades are often retained, Slavin, Karweit, & Wasik, (1991) and Lloyd (1978), in a longitudinal study, found that third graders who have repeated one or more grades and were reading below grade level were very unlikely to graduate from high school.

Efforts are being concentrated on helping early learners with special programs targeting kindergarten and first graders. Schools have adopted such measures as reducing class size, providing instructional aides in the primary grades, opening preschools for four year olds, extending kindergarten days, implementing IBM's Writing to Read computer program, providing for a transitional first grade, and one-to-one tutoring (Slavin et al., 1991, p. 2). One-to-one tutoring has proven to be the most successful of all efforts made (Slavin et al., 1991; Slavin, Karweit, & Madden, 1989;

Wasik & Slavin, 1993) because instruction can be adapted to the individual

learner's needs, pace, and learning style (Gaustad, 1993).

There are several different types of one-to-one tutoring. There are peer tutors, in which a higher achieving student works with a lower achieving student. Most of the time they are classmates. More successful are the cross-aged tutors, which are older students who work with the younger students (Gaustad, 1993). The most successful type of tutoring involves trained teachers working one-to-one with students (Slavin, Karweit, & Madden, 1989; Wasik & Slavin, 1990). While several programs utilize this type of tutoring, expense involving teacher training and time are major drawbacks for some schools (Wasik & Slavin, 1990).

In spite of efforts being made on behalf of younger students who are at-risk for school failure, there are still those who, for whatever reason, approach the intermediate grades without being able to read on grade level. Chapter 1 and other remedial programs have proven to have few effects on students after third grade (Kennedy, Birman, & Demaline, 1986). Often, these students are placed in special education programs based on their inability to read (Slavin et al., 1991).

Changes in society have resulted in changes in the classroom that make them very different than they were twenty years ago and concerns about teacher training at universities have become prevalent (Williams, 1993). A large percentage of students live in single parent homes. Many students come from diverse cultural backgrounds, have special learning needs, and experience less parental involvement than students of the past (Huffman-Joley, 1993; Staudt, 1995). To address these new issues teachers face, teacher training and preparation must reflect these societal changes. Preservice teachers need

time “in the field” before student teaching. Ideally, the preservice teacher should initially & Zenanko, 1996).

Purpose of the Study

The purpose of this study is to describe the nature of the impact of a reading tutoring program, in which the tutors are preservice teachers, on at-risk students’ reading behavior in the classroom.

Statement of the Problem

The problem to be investigated is an attempt to determine if a one-to-one reading tutoring program, using preservice teachers as tutors, is beneficial to students in the classroom.

Research Questions

The guiding question of this study was “What is the nature of the impact of the reading tutoring program on reading behaviors of participating students in the classroom?”

The following questions were developed to provide structure and focus for the researcher:

1. How does the tutoring program impact the reading behaviors of participating students in one classroom?
2. In what way is the tutoring program related to the reading and writing development of those students who participate in the tutoring program? Other questions will emerge as the researcher collects and analyzes the data.

Significance of the Study

Schools have increasingly found themselves being forced into a position of dealing with the problems of society. Changes in family structure, which many times

result in homes headed by single parents, have caused more children than ever before to live in dire poverty. There have been substantial increases in gang violence and substance abuse. Teen pregnancy, high dropout rates, and attending to students with special needs are only a few of the issues with which schools must now deal (Huffman-Joley, 1993; Hurley, 1994; Johnson, Greer, & Harrison, 1995; Nucci & Smylie, 1991; Staudt, 1995).

At the same time, there is a need for universities to produce teachers who are better prepared to meet challenges faced by educators in today's classrooms. Preservice teachers need a chance to gain experience before going into the classroom to student teach (Harris & Harris, 1993; Huffman-Joley, 1993; Lewis, 1992; Rafferty, 1993). "They need ample and sustained opportunities to observe, participate and reflect on the teaching/learning process as early and often as possible in real school situations" (Lewis, 1992, p. 1).

Preservice teachers spending time in the public schools before student teaching will be more confident and experienced when they begin student teaching. The results are that universities will produce better trained teachers, the preservice teachers will have additional knowledge and experience, and the schools will have a selection of better trained teachers to employ. However, the ones with the most to gain are the elementary students. Children who receive help from the preservice teachers in the form of one-to-one tutoring may be experiencing the help they need to be successful in their classrooms (Lewis, 1992; Hutchison, 1994; Rafferty, 1993).

This study will contribute to the knowledge of the site-based tutoring program using preservice teachers in that it will attempt to document instances of skill transfer by the child from the one-to-one tutoring session to the classroom.

Definition of Terms

Ambiguous readers: Those whose attitude toward reading varies with the context.

At-risk students: Students who have failed to pass the reading section of the Texas Assessment of Academic Skills (TAAS).

Coding categories: They are a means of sorting the descriptive data so that materials bearing on a given topic can be physically separated from other data (Bogdan & Biklen, 1992, p. 166).

Eager readers: Those with a positive attitude toward reading.

Explicitly negative readers: Those who have a extremely negative attitude toward reading and are hard to motivate to participate in the act of reading.

Field notes: The running, written account of what the researcher hears, sees, experiences, and thinks during the course of collecting and reflecting on the data in a qualitative study (Bogdan & Biklen, 1992, p. 107; Lofland & Lofland, 1995).

Good readers: those who read materials in reading instruction at a word accuracy rate of one unknown word for every hundred (Gambrell, Wilson, & Gantt, 1981) and have a positive attitude toward reading.

Grounded theory: An inductive theory that is generated through joint collection, coding, and analysis of data (Glaser & Strauss, 1967; Strauss & Corbin, 1990). **Interview:** A purposeful conversation that is directed by one person in order to get information from the other (Bogdan & Biklen, 1992, p. 96).

Literacy activity: Any activity involving reading and/or writing.

Member checks. Verification of data and interpretations constructed by the researcher with persons in the context of the study (Erlandson et al., 1993, p. 31).

Observation: The systematic noting and recording of events, behaviors, and artifacts (objects) in the social setting chosen for study (Marshall & Rossman, 1995, p. 79).

One-to-one tutoring: Tutoring that takes place between one preservice teacher and one at-risk student.

Passive participant observer: A researcher who “is present at the scene of action but does not participate or interact with other people to any great extent” (Spradley, 1980).

Peer debriefing: A discussion with a professional outside the context that has enough general understanding of the study to debrief the researcher and provide feedback that will refine and possibly redirect the inquiry process (Erlandson et al., 1993, p. 31).

Qualitative Research: A term generally used to mean any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification (Strauss & Corbin, 1990, p. 17).

Reading Behaviors: Any behavior displayed by the student that is related to reading or writing.

Reluctant readers: Those who generally do not have a good attitude toward reading and are usually not motivated to read.

Struggling readers: Those who like reading, but not possess the reading skills of the good reader. They generally have a positive attitude toward reading.

Triangulation of data: The use of data from several different sources that may have different biases to see if the sources point to the same conclusion (Erlandson, Harris, Skipper, & Allen, 1993; Miles & Huberman, 1994).

Limitations

This study had several limitations. First, this study was limited to three students in one classroom. Second, the nature of the qualitative study makes it ungeneralizable to other children in other settings. Third, the researcher may have been biased in some way and as the data gathering instrument, may have unknowingly biased the study. Fourth, the researcher was limited to a certain observation time during each observation day. The schedule was not flexible. Fifth, it was necessary for the researcher to conduct a review of the literature. It is possible that reading the literature could have biased the researcher (Bogden & Biklen, 1992). Finally, all data from students was self-reported.

Assumptions

It was assumed that the teacher and students felt comfortable enough with me to proceed with their activities as they normally did. It was also assumed that the teacher and students felt comfortable enough with me to give honest answers to interview questions.

Summary

Chapter 1 included a background of the problem of students at-risk for failure in schools. The purpose of this study was given, which is the importance of knowing if students are exhibiting knowledge learned in tutoring when they go back to their classrooms. The guiding research question was given, terms relevant to the study were defined and assumptions were stated.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

It seems that more and more children are coming to school each year who are at-risk of failure. There are various reasons for this situation: the increase in single parent families, less parental involvement in education, increasing poverty, increasing violence, drug abuse, teen pregnancy, and gang involvement (Harris & Harris, 1993; Johnson et al., 1995; Nucci & Smylie, 1991; Staudt, 1995). In some cases, failure to be successful in school is not due to outside influences (Pinnell, 1989). Studies have shown (Allington, 1977; Allington, 1980; McGill-Franzen & Allington, 1991) that students who are poor readers are treated differently in the classroom than the better readers. Children in our society come to school at risk of failure for many different reasons and it is our responsibility to give each of these children the best education possible.

In order for students to receive a good education they must have good teachers. Universities have a responsibility to produce the best teachers possible. Preservice teachers need experience in working with children before going into the schools to student teach. One way this goal is accomplished is through site-based (school-based) tutoring programs. These programs offer a chance for preservice teachers to go into the local school and work with students on a one-to-one basis before working with entire classrooms. This experience is invaluable for preservice teachers and it is also advantageous to students they work with.

The following pages of this review of the literature are divided into three sections. The first section examines information about students who are at risk. The second section deals with tutoring, and the third section describes structured tutoring programs currently in use.

Students At-Risk of Failure in School

Some students do well in school. Others do not. Why some students do well in school while others struggle to get by, or fail, has been the focus of several studies. According to Allington (1980), poor readers are not getting the opportunities to read what better readers have in the classroom. In a study of 24 first and second grade teachers, Allington found that poor readers did not have chances to read silently as often as better readers. Their errors tended to be corrected more when they were of phonetic origin; whereas, good readers' errors were "more often analyzed in the context in which they occurred" (p. 874).

A similar study by Gambrell, Wilson, & Gantt (1981) of 70 fourth grade students found that good readers participated in contextual reading (sentences, paragraphs, stories) during 57% of the instructional time, while poor readers read in context only 33% of the time. Additionally, good readers read the materials used for reading instruction with a word accuracy of one unknown word for every 100 words encountered. Conversely, poor readers often did not know one word in every ten. It seems that some classroom practices have the tendency to put at-risk children even further at risk instead of helping them make gains in reading.

In the same study, Gambrell et al. (1981) observed task-attending behaviors as well as off-task behaviors of the 70 students. Task attending behaviors were defined as

“attending to words on the board, listening attentively to the teacher, responding to questions, asking questions, reading aloud, and reading silently” (p. 401). Off-task behaviors included “gazing out the window, nudging a peer, whispering to a peer, and getting up to sharpen a pencil” (p. 402). The results indicated that poor readers spent more time (54%) engaged in off-task behaviors than good readers (36%). These findings are significant because students who choose not to read, “often eventually lose academic ground even if they are not initially remedial readers” (Worthy, Moorman, & Turner, 1999, p. 12).

Palmer, Codling, and Gambrell (1994) interviewed 48 students out of 330 third and fifth graders who participated in a study designed to examine factors that motivate students to read. They found that prior experiences with books, social interactions about books, access to books, and book choice play strong roles in student motivations to read. Prior experiences of having books read aloud to them by family members or teachers, reading books they had first encountered as movies or television programs, and reading series books were the most often mentioned factors in the interviews. Social interactions about books included hearing about a good book from a friend, parent, or teacher who had read it. Twenty-five percent of the students interviewed claimed to have chosen to read a book after hearing a teacher read it to their class or because a friend or teacher recommended the book.

Another important factor in motivating students to read is simply having access to books. Two important places to have a wide selection of books are in the student’s home and in the classroom library. Most children interviewed by the authors had their own private library at home. The most common response given when questioned about the

source of the books in their library was that they had been given to the students as gifts from family and friends. School and public libraries, bookmobiles, and book clubs were also mentioned as important resources for choosing books to read (Palmer et al., 1994).

Although having access to books was found to be important, allowing students to choose their own reading materials was another key factor in motivating them to read. The students who participated in interviews with the researchers indicated that they were more motivated when “given opportunities to read books of their own choosing” (Palmer et al., 1994, p. 177). While students may have access to a large number of books and other reading materials, sheer quantity does not guarantee that the student will be interested in what is available.

In order to identify the type of materials students were interested in reading, Worthy, Moorman, and Turner (1999) surveyed middle grade students and found that they prefer scary series books, comics, and magazines. Schools often have a limited amount of these types of reading materials. The authors stated that when reading materials of their choice are limited, students must 1) reading something they are not interested in, 2) buy their reading materials themselves, or 3) not read at all. Students of low socioeconomic status often cannot afford to purchase their own reading materials, making their situation all the more critical and more likely they will become at-risk in reading and for school failure (Foster, 1996; Rush, 1992).

Foster (1996) determined that at-risk students have certain characteristics in common. A sample of 180 at-risk intermediate students in the sixth, seventh, and eighth grades was selected to provide a profile of information for the typical at-risk student. It was found that at-risk students typically earn at least one failing grade per semester. Most

at-risk students reside in single parent households, where the one parent usually works. They come from a low socioeconomic background and they usually do not have excessive absences from school.

Rush (1992) found that eight factors could be used to provide a 90.7% rate of identifying elementary at-risk students. These eight factors are 1) academically at-risk, 2) behavior and coping skills, 3) socially withdrawn, 4) family income, 5) parenting, 6) race, 7) retention, and 8) attendance. Of the eight factors, race was found to be the most significant factor for being at-risk. The least likely students to be at-risk were Asian and Caucasian students. Native American students were found most likely to be at-risk followed by African American and Hispanic students.

Sometimes children themselves can provide insight into what places them at-risk of school failure. Sixth graders were asked what, in their opinion, led to them becoming at-risk readers (Hurley, 1994). They named such issues as fear resulting from family and community violence, fear of oral reading, and different languages being spoken in the home and school. The researcher also found that these at-risk students watched television more than most of their peers, instead of being engaged in literacy activities by themselves or with other family members.

Shirley B. Heath (1983) investigated why some students seemed to be more likely to be at-risk than others. From 1969 until 1978, she studied families from three communities and their approaches to literacy and language in their homes. One community, which she refers to as "Maintown," was made up of college-educated black and white families who placed great value on education. Their children were the most successful students in school, she found, because they focused their literacy activities on

labeling, explaining, and learning to display knowledge in an appropriate manner consistent with what teachers expected from them in school.

A white working-class community known as “Roadville,” was another community in Heath’s study. While the parents did focus on labeling and explanations, they did not link them to gaining meaning from books or apply them to other aspects of their environment. Children from Roadville received early training in school-like questions and conversations, but when they actually started to school, this school preparation type of help stopped. The parents thought the schools should take over the children’s learning experiences. These children tended to do well up until about the third or fourth grade. This was because the training of labeling and explanations enabled the students to do well in early reading instruction that tends to focus on literal tasks. However, later reading assignments that required reasoning and affective responses proved to be difficult for these children, placing them at-risk.

The third community was referred to as “Trackton.” Trackton was an all black working-class community and most of the adult residents were mill workers. These children were not taught labels or asked for explanations. Their verbal interactions consisted of providing reasons and giving personal responses to events taking place in their lives. A significant response from a Trackton parent was “we don’t talk to our children the way you do” (Heath, 1983, p. 107) referring to an interaction between a Maintown parent and her child.

Heath also went into the schools and conducted research on the types of language and literacy experiences that the teachers expected their students to use in school and compared how the children from the three communities responded to these expectations.

She found that teachers often became frustrated with Trackton students and characterized them as being nonresponsive in class. Teachers who asked questions to which there were already known answers confused Trackton students. The communication barriers proved to be an issue that placed the Trackton students at-risk.

Denny Taylor and Catherine Dorsey-Gaines (1988) conducted research on children from six poor, black, inner-city families. Although these families were poor, they valued literacy and there were literacy activities taking place in the homes. However, in agreement with Heath's (1983) findings, the types of literacy activities were not consistent with those practiced by the school.

Some parents spend very little time on literacy activities with their children (Heath, 1983; Mason, 1984; Teale & Sulzby, 1986; Wells, 1985). Simple activities such as storybook reading do much to prepare children for school. A study conducted by Teale (1986), which involved research in the homes of 22 low-income preschool children, found that some children were exposed to literacy events less than two minutes a day while other children were exposed to none. Teale suggests that children whose parents do not read to them may miss critical steps such as mastering the skill of phonemic segmentation and learning the alphabet. Some students begin school lagging behind other students whose parents have engaged them in appropriate literacy activities. They are considered at-risk for school failure even before they begin their school careers. One way to try to help these students is through tutoring.

Tutoring At-Risk Students

Tutoring is said to be one of the oldest forms of instruction (Wasik & Slavin, 1993). Most parents have helped their children one-to-one with schoolwork at home.

Several different types of tutoring take place in schools and other educational environments. Peer tutoring is commonly used in classrooms where the student being tutored is the same age as the tutor. Another type of tutoring found in schools is cross-aged tutoring. Usually, in cross-age tutoring, the tutor is older and one or more grade levels above the student being tutored. Benefits are recognized from both peer tutoring and cross-aged tutoring. In peer tutoring, the tutors may relate better to the student's problems because they "are cognitively closer" (Cohen, 1986), and peer tutors may model study skills which many times are lacking in the student being tutored. In cross-aged tutoring, the major benefit is that the age difference sometimes gives the tutor higher status than a peer tutor (Gaustad, 1993).

There are several disadvantages to peer and cross-aged tutoring. In peer tutoring, the students may lose self-esteem and not want help from someone their own age. The tutors may become frustrated with the student and ridicule them. Scheduling may also present a problem for cross-aged tutors (Gaustad, 1993).

Studies have shown that students who are at risk of school failure are best served by one-to-one tutoring (Madden, Slavin, Karweit, Dolan, & Wasik, 1991; Slavin et al., 1991; Wasik & Slavin, 1990). Slavin et al. (1991) compared to results of reduction of class size, provision of instructional aides, preschool, extended-day kindergarten, retention in kindergarten and first grade, provision of a transitional first grade, one-to-one tutoring, IBM's Writing to Read computer program, and Success for All, a program that combines preschool, curriculum reform, and tutoring. This study concluded that one-to-one tutoring had the most lasting effects on the students and that the effects were most lasting when the tutor was a trained professional rather than another student or an aide

(Slavin et al., 1991; Wallach & Wallach, 1976; Wasik & Slavin, 1990).

A two-year study by Fresko and Eisenberg (1983) investigated the effects of tutoring in reading and math on four different groups of children. The first group received tutoring for two years. The second group received tutoring for one year. The third group was the control group and the fourth group was the comparison group. The children were selected from grades three and six on the condition that none had received tutoring services before. The students received tutoring services and achievement tests were given four times during the study. The tests were given at the first of the year and toward the end of the year during both years of the study. The data were collected on one sample when they were in the third and fourth grades and on the other sample when they were in sixth and seventh grade. The researchers found that 1) the tutoring did not bring the children up to level with the rest of their class, 2) the students made greater gains in math than in reading, 3) tutoring seemed to be more successful in the upper grades than in the lower grades, and 4) two years of tutoring did not seem to be better than one year. The greater gains occurred during the first year. Only in reading in the lower grades was there any improvement during the second year. This may be explained in part by the claim by Devin-Sheenan, Feldman, & Allen (1976), that sometimes it is taken for granted that longer is better. However, Fresko & Eisenberg (1983) claim that tutors and students may get bored or tired of the tutoring and the benefits decline.

In a 1976 study by Graves and Patberg, thirteen seventh and eighth grade students were tutored in reading by 15 University of Minnesota students who were English and education majors. Five tutors had teaching experience; of these five, three had worked with remedial readers. The rest of the tutors had no teaching experience. A secondary

reading professor from the university and two graduate students trained and supervised the tutors, as well as coordinated the project. The research question was “Can the majority of secondary students seriously deficient in reading skills be taught to read adequately?” (Graves & Patberg, 1976, p. 35). They found that four of the ten students who completed the study had improved enough to be successful in reading at the secondary level. Five of the students had made progress, although not as much as the first four. One student had made no gains. The researchers felt that the answer to their research question was yes, that the majority of secondary students with seriously deficient reading skills could be “taught to read adequately.”

In a study by Gipe, Richards, and Barnitz (1993), undergraduate college students tutored urban students considered to be at-risk because of poverty. Each college student tutored a group of from 8 - 15 students. All the students, from kindergarten through sixth grade, participated in the project. The students were tutored using children’s literature after baseline data “indicated that the children were unsuccessful in including all elements of story structure in their oral retellings or in written story frames . . . ” (Gipe, et al., 1993, p. 6). Each session consisted of children either being read to, reading to themselves, or writing in their journals. According to Gipe et al. (1993), “a typical session includes children reading or rereading literature selections; university students helping children use syntactic and semantic clues to predict and confirm or correct what they read; writing or editing a story or a letter; entering new vocabulary terms and concepts in context into individual student dictionaries, and children corresponding in dialogue journals with their university students” (1993, p. 4). Results from the second year of the three-year project were as follows: 1) the students’ ability to retell stories

increased, 2) sight word vocabulary increased, 3) reading comprehension increased substantially, 4) they were willing to take more risks with their writing, and 5) the volume of their writing increased.

Structured Tutoring Programs

Tutoring programs vary in structure, goals, and organization. Reading Recovery is currently a popular tutoring program that focuses on at-risk students in first grade. It was developed in New Zealand by Marie Clay. In Reading Recovery, the lowest 20% of readers in the first grade receive reading tutoring services from a specially trained teacher for 30 minutes a day for 12 to 20 weeks (Wasik & Slavin, 1993). Although the tutoring is not related to the classroom instruction, the students participate in reading and writing activities and learn to read through actual reading. While Reading Recovery is generally thought to be successful, it has several drawbacks concerning at-risk students. First, it does not serve students who have been retained. Second, it does not serve students who do not make enough progress in the beginning stages (Pinnell, Short, Lyons, & Young, 1986), and it does not serve special education students (Wasik & Slavin, 1993).

Effects of Reading Recovery on at-risk readers have been the target of several studies. Clay (1982, 1985) found that most students who were at-risk had caught up with their peer group in 12 to 14 weeks. This study is criticized by Wasik & Slavin (1993) because they claim that only the students who were successful in the program were measured. Two longitudinal studies comparing Reading Recovery to Chapter 1 and other methods resulted in the finding of significant gains for the Reading Recovery students over the other students (Deford, Pinnell, Lyons, & Young, 1988; Pinnell, Short, Lyons, & Young, 1986).

Success for All is another reading program that like Reading Recovery, uses certified teachers to work with at-risk students. These teachers have experience in teaching in Chapter 1, special education, or primary grades (Madden, Slavin, Karweit, Dolan, & Wasik, 1992). Success for All offers services for students in grades 1-3 who are behind their peers for as long as they need it, but first graders are given first consideration. Success for All is completely integrated with the classroom reading program. This program offers other services such as “a beginning reading program, preschool and kindergarten programs, and family support services” (Wasik & Slavin, 1993, p. 188). The students receive tutoring 20 minutes per day and are evaluated every eight weeks. Theoretically, students could receive tutoring every day from first grade through third (Slavin et al., 1991).

A study of the effects of Success for All was conducted in which four schools were studied over a period of three years and one school was studied for four years. Comparisons were made between matched students in matched schools. Students who had been in the program since first grade were found to have made significant gains. It was also found that attendance had increased, and grade retentions had decreased (Madden et al., 1992).

Prevention of Learning Disabilities is a reading program that provides tutoring from certified teachers for students in first and second grade who are at-risk. The program originated from the Learning Disorders Unit of the New York University Medical Center, and it approaches learning disabilities from a medical standpoint. An instrument is used to screen for tutoring that “focuses on neurological indicators and on perceptual and general immaturity” (Wasik & Slavin, 1993, p.191).

Students are tutored for 30 minutes three to five times per week to help build their perceptual skills. This is based on Silver & Hagin's (1990) belief that reading is a complex process that must be broken down into the components in order to understand the students' deficiencies. Students may either be tutored one-to-one or in a small group, depending on their needs. Some studies have shown this program to be successful and that reading failure can be prevented (Arnold, Barnebey, McManus, Smeltzer, Conrad, & Desgranges, 1977; Hagin, Silver, & Beecher, 1978; Slavin et al., 1991). Conversely, Mantzicopoulos, Morrison, Sonte, and Setrakian (1990) failed to find significant effects but conceded that the research may have been skewed by the high attrition rate of the students involved.

The Wallach Tutoring Program is based on the premise that students who are at-risk in first grade reading can be successful in a tutoring program and brought up to grade level (Wallach & Wallach, 1976). Paraprofessionals tutor at-risk reading students 30 minutes every day for one year. The program is divided into three different parts. For the first third of the tutoring year, students learn letters and phonemes. Then for two or three weeks, students learn to sound out and blend easy words. Finally, the tutoring becomes more integrated with classroom reading instruction where the students learn to apply newly learned skills to classroom reading (Wasik & Slavin, 1993).

There have been attempts to document success of the Wallach Tutoring Program; however, the results have not been clear. When conducting the first investigation, Wallach and Wallach (1976) seemed to have found differences in the experimental and control groups, but due to the fact that the test used did not measure below the grade equivalent of 1.6, results could not be said to be conclusive. A second study was

undertaken by Dorval, Wallach, & Wallach (1978). Again, there were problems with the test used.

Programed Tutorial Reading uses paraprofessionals, parents, or volunteers to tutor first graders who score in the “lowest quartile on standardized reading tests” (Wasik & Slavin, 1993). The students are tutored 15 minutes a day. Beginning with sight words, the program progresses to phonics instruction, and finally to comprehension.

Ellson, Barber, Engle, & Kampwerth (1965) conducted a study to determine the effects of Programmed Tutorial Reading. They found moderately positive effects. In 1968, another study was done by Ellson, Harris, and Barber (1968) that found strong positive effects on the Ginn basal tests given, but on the Stanford Achievement Test there were almost zero effects. A third study of the program, by McCleary (1971), found positive increases in performance using the Metropolitan Reading Readiness Test as a baseline. It was also found that fewer students were retained in the tutored group compared to the nontutored group.

The Elementary and Secondary Education Act of 1965 created Title 1. Title 1 provides “federal fiscal support for the education of economically disadvantaged students” (Allington & McGill-Franzen, 1989, p. 529). The focus of Title 1 is to offer remedial reading education to students who are perceived to be economically disadvantaged because it is assumed that environmental factors are the reason that students are not learning to read with their peer group.

Studies have been critical in their findings concerning the practices and impact of Title 1 services. Vanecko, Ames, and Archambault (1980) found that Title 1 students generally received about 13 minutes per day of extra reading instruction compared to

their classmates who were not Title 1 students. However, Allington, Stuetzel, Shake, and Lamarche (1986) found that the amount of time spent on reading instruction in Title 1 varied from 36 minutes to 150 minutes per week. Allington & McGill-Franzen (1989) claim that types of reading instruction, as well as time spent on reading instruction, varies widely from school to school.

One-to-one tutoring is claimed to be the most successful way to help children at-risk of academic failure in reading (Dolan & Haxby, 1992; Gaustad, 1993; Madden et al., 1992; Wasik & Slavin, 1993). However, many school administrators feel that the cost of hiring teachers as tutors is too great (“One-to-One Tutoring,” 1990).

Summary

The literature review covers three areas of information on at-risk reading. The first area examines literature related to the nature of at-risk students. It offers possibilities of why students come to school at-risk and what happens that can either support them or put the students further at-risk. The second section examines literature related to tutoring at-risk students. Structured tutoring programs currently in use, are the topic of the third section of the literature review.

There was an attempt to include a fourth section on transferability of skills from the tutoring situation to the classroom setting. Unfortunately, a search of the literature did not reveal any studies of this nature. While one study claimed to prove transferability of reading skills (McGeehon, 1982), the only proof offered was a rise in testing scores at the end of the year. Clearly, more research in this area is needed.

CHAPTER III

METHODOLOGY

Introduction

Research design must be suited to the type of questions to be answered. The research question guiding this study was “What is the nature of the impact of the tutoring program on reading behaviors of participating students in the classroom?” A question of this type is best answered using qualitative methodology. Bogdan and Biklen state “The qualitative research approach demands that the world be approached with the assumption that nothing is trivial, that everything has the potential of being a clue that might unlock a more comprehensive understanding of what is being studied ” (1992, pp. 30-31).

While “quantitative measures seek always to reduce data to numbers that represent a single criterion” (Erlandson et al., 1993, p. 38); the goal of qualitative research is to provide a deep understanding of the topic being investigated. Bogdan and Biklen (1992) provide the following five features of qualitative research help to illustrate how this knowledge is gained.

1. “Qualitative research has the natural setting as the direct source of data and the researcher is the key instrument” (p. 29). Qualitative researchers believe that “human behavior is significantly influenced by the setting in which it occurs” (p. 30).
2. “Qualitative research is descriptive . . . The data collected are in the form of words or pictures rather than numbers” (p. 30).

3. “Qualitative researchers are concerned with process rather than simply with outcomes or products . . . quantitative techniques have been able to show by means of pre- and posttesting that changes occur. Qualitative strategies have suggested just how the expectations are translated into daily activities, procedures, and interactions” (p. 31).

4. “Qualitative researchers tend to analyze their data inductively . . . They are not seeking to prove or disprove hypotheses held before entering the study; rather, to build theory as the data is collected and analyzed” (p. 31). This is known as “grounded theory” (Glaser & Strauss, 1967).

5. “Meaning is of essential concern to the qualitative approach . . . the perspectives of the participants, or subjects, is of great importance and the qualitative researcher is concerned with making sure they capture perspectives accurately . . . this is done by showing drafts of articles or interview transcripts to key informants, or verbally checking out perspectives with subjects” (p. 32).

In order to understand the nature of the impact of the reading tutoring program in the classroom, I became a participant observer. According to Spradley, the participant observer has “two purposes: (1) to engage in activities appropriate to the situation and (2) to observe the activities, people, and physical aspects of the situation” (1980, p. 54).

The degrees of participant observation range along a continuum from complete participation to nonparticipation, with several different levels in between (Bogdan & Biklen, 1992; Spradley, 1980). A researcher involved in complete participation fully engages in whatever activities the subjects are involved in. Whereas, the nonparticipant

observer is only there to observe the activities and does not take part in them (Spradley, 1980). Those who are participant observers in an educational setting usually vary their involvement according to the length of time they are in the setting. For example: when beginning the research, it is usually more beneficial to just observe in the setting than to try to become actively involved (Bogdan & Biklen, 1992).

Time Frame

The time frame for the study was from mid-September of 1997 through December of 1997 and February through May of 1998. Originally, the study was to have ended in December, but it was found that more time was needed for data collection. Requests made to the school district and the university for additional time, were granted in late January of 1998.

Classes began at the elementary school on August 18, 1997. It was impossible to begin observing until mid-September of that year due to university requirements. I negotiated days and times with the teacher to observe in the classroom during the language arts period three times each week for one hour. The days agreed upon were Monday, Tuesday, and Wednesday, from 10:00 a.m. until 11:00 a.m. The tutoring sessions were held during that time each Thursday. The teacher indicated that Friday would not be a good day for observation in her classroom.

Site Selection

Site selection was dependent on accessibility (Spradley, 1980). I negotiated entry to observe in a 5th grade classroom located in a suburban school district. This site was chosen because the school participated in a tutoring program involving preservice teachers from a local university who tutor at-risk students as partial fulfillment of an on-

site class requirement.

Fifth grade was chosen by school administrators to receive the tutoring services. Fifth grade students participating in the program had been identified as “at-risk” because of failing scores on the Texas Assessment of Academic Skills (TAAS) test in reading. Each tutor worked with an at-risk fifth grade student.

Sampling

Purposive sampling was used to select students for the study. Three at-risk students who were to receive tutoring services by preservice teachers were chosen to participate. According to Erlandson, Harris, Skipper, & Allen (1993, p. 83) purposive sampling is useful in this type of research and also that “there are no rules for sample size.” Miles and Huberman state “qualitative researchers usually work with small samples of people, nested in their context and studied in-depth--unlike quantitative researchers, who aim for larger numbers of context-stripped cases and seek statistical significance” (1994, p. 27).

Subjects

Subjects in this study were three students who attended an elementary school where a local university held an assessment class for preservice teachers. All three subjects were in fifth grade. The first subject chosen was Robin, a 10-year-old Caucasian female who lived in an intact family and had three siblings. The second subject chosen, Andrea, was a 10-year-old Caucasian female who lived with her parents and five siblings. The final subject chosen was Alan, a 10-year-old African American male living with his mother, father and two siblings.

Subjects were chosen for the study according to several criteria. First, they were

determined to be at risk for school failure due to failing scores on the state test in reading the previous school year. A Learning Index that showed one year's growth for each testing grade measured scores. Of those who did not pass the state test, it was preferred for this study that they not be enrolled in Title 1 services. This criterion narrowed the selection of possible subjects since students who do not pass the state test are routinely placed in Title 1.

The second criterion required subjects to have scored in the average range on the previously taken Otis-Lennon School Ability Test (Otis & Lennon, 1996). For whatever reason, these students who fell within the average range of intelligence, scored below passing on the state test in reading and were thereby considered by the school to be at-risk for failure.

The third criterion was that the students agreed to participate in the study and their parents were willing to give their consent.

Only two students in the classroom, Andrea and Robin, met all the criteria. A Learning Index of 70 is required to pass the state test. Andrea had a Learning Index of 62, while Robin's score stood at 68. Both had scored in the average range on the Otis-Lennon School Ability Test (Otis & Lennon, 1996).

The selection of the third subject proved to be more difficult. After observing the students in their classroom, and many discussions with the teacher, the third subject was selected. Alan's Learning Index on the state test was 49 out of the required 70. He was enrolled in Title 1 services, but met the other criteria of having average intelligence as determined by the Otis-Lennon School Ability Test (Otis & Lennon, 1996) and was excited at being chosen to participate in the study.

Consent forms were sent home to all custodial parents of each child in the class explaining the study. Permission was given in all cases with the exception of one. The study was explained to all of the students, even though only three would ultimately be chosen to participate.

The study covered two university semesters. The course instructor randomly assigned preservice teachers to the fifth grade students for tutoring purposes. Each preservice teacher was asked to sign the consent form, which they did, and I explained the study to them (see Appendix A). Their participation was voluntary.

Ethical Concerns

Ethical concerns of this study were that the teacher and students' privacy be protected. The teacher and the students had the option of whether or not to participate in this study. Parents had the right to refuse to allow their child to participate. All student participants and their parents, with the exception of one student whose parents preferred that their child not take part in the study, signed informed consent statements outlining the intent of the researcher and the rights of the participants.

Informed consent statements were obtained from those not participating in the study, so that the researcher was free to document any interactions that took place between a participant and nonparticipants. The participants had the option of whether or not to participate in the observations and/or the interviews and leaving the study at any time they chose (Spradley, 1980). This information was explicit in the informed consent statement (see Appendix A).

Setting

The study took place in a suburban school outside a large metropolitan area. This site

was chosen because the school was participating in a tutoring program that involved preservice teachers from a local university who tutored at-risk students as partial fulfillment of an on-site class requirement.

On Thursday mornings, throughout the university semesters for the fall of 1997 and spring of 1998, preservice teachers tutored fifth grade boys and girls who had been determined to be at-risk for reading failure. When the preservice teachers arrived at the elementary school, they went directly to the classroom for the child they had been assigned. From there the preservice teachers and their pupils went to a quiet place of their choosing for the sessions.

Each tutoring session lasted one hour. The tutors were required to write lesson plans that covered 15 minutes of guided reading, 15 minutes of reading strategies, 15 minutes of writing, and 15 minutes of free reading, which could either be the tutor and child reading together, sitting together but reading their own book, or one reading to the other (See Appendix B).

On tutoring days, I came to the school to casually observe and pass out audio tape recorders in order for tutoring sessions to be audio taped. Observations were primarily done in the classroom on Mondays, Tuesdays, and Wednesdays, but I was able to see the interaction between the tutors and the subjects during this time.

On the first day of classroom observation, I noted that the walls were painted an off-white color and the carpet was a medium shade of cool blue. There were two large white marker boards with print covering them. Assignments were listed there, as well as important information such as who was hall monitor for the day. A large window on the south side of the room offered a view of a shade tree and playground.

The walls of the room were covered in print. Posters explaining the different types of letter writing covered cabinets in the back of the room. There were rules for good behavior and getting along with others. Directions for preparing to begin lessons for the day were posted as well as instructions for activities that were permissible after the assignments were completed.

There were two Macintosh LC 550s in one corner of the room with a printer between them. Computer related vocabulary words were attached to the wall above them. A diskette holder held diskettes for each child in the room.

The reading corner was of special interest to me. There was a small poster on the wall of a porcupine with its quills standing out and up. Its caption read “Reading makes you stand out.” A cassette player sat on a small stool under the porcupine poster.

There were two yellow and blue bean bag chairs used during DEAR (Drop Everything And Read) and 2 large yellow and blue inflatable plastic crayons that hung from the ceiling like mobiles. The reading corner was attractive and looked inviting.

There was a small classroom library under a long window that was next to the reading corner. The shelves were labeled Library Books, and Supplemental Books. On shelves were the following books: The Railroad Book (Smith, Heins, & Smith, 1983), Going to Town (Wilder, L. I., 1995), Down Buttermilk Lane (Mitchell, 1993), Beauty and the Beastly Children (Tunnell, 1993), Ribsy (Cleary, 1993), Free Fall (Wiesner, 1988), Grandmother and the Runaway Shadow (Rosenburg, 1996) and Doesn't Fall Off His Horse (Stroud, 1994).

Supplies and games for rainy days were placed on the shelves next to the classroom library. Dictionaries for children, encyclopedias, and science items such as a

plastic human skull with a removable brain were also included there.

The teacher's desk was at the opposite end from the reading corner. She used the shelves directly behind her desk for teaching supplies. Her desk was situated in a way that she could easily see the reading corner and students participating in activities.

The teacher had a can with pictures of circus animals, with the names of all the animals labeled on each picture that held scissors, markers, and other student supplies on her desk. There were other types of items such as Kleenex and books. A small table was directly in front of the desk with student artwork displayed on it. Additional posters with the type of behavior appropriate for the classroom dotted the classroom walls.

Anywhere a child's eye rested, they were bound to see print. The teacher used the white boards to write notes to her students as reminders and to provide a real purpose for reading. The teacher's expectations were posted for the students to see. There was hardly any space in the classroom that was not used to inform the students in some way. Most of the information given concerned the type of behavior expected or modeled the correct way of doing something related to literacy.

Instrumentation

Quantitative data were used in the initial selection of the subjects. The teacher provided test scores from the previous year from the state test, the Texas Assessment of Academic Skills (TAAS), and the Otis-Lennon School Ability Test (Otis & Lennon, 1996). These scores were used to narrow the selection of subjects.

Qualitative data were collected during this study in the form of classroom observations, student interviews, informal tutor interviews, informal teacher interviews, audio taped tutoring sessions, tutor lesson plans and reflections, and researcher journal.

Classroom Observations

Classroom observations were conducted from 10:00 until 11:00 a.m. on Mondays, Tuesdays, and Wednesdays for 23 weeks of the 1997-1998 school year. Students were observed during the language arts period and were engaged in a variety of activities, which included, but were not limited to, reading and writing.

Student Interviews

A questionnaire was prepared for each formal student interview (See Appendix D). Often, depending on student answers, it was necessary to deviate from the prepared questions in order to gain more information. All student interviews were recorded on audio tape and transcribed.

Informal Tutor Interviews

The tutors often spoke with the researcher after the tutoring sessions when they returned the audio tape recorders, it seemed natural for them to discuss the tutoring sessions they had just completed. They were anxious to share successes and vent frustrations concerning their work with the subjects. I recorded these conversations in my journal afterward.

Informal Teacher Interviews

All teacher interviews took place within the classroom during times when there were either few students in the room (researcher initiated) or the teacher initiated the interview by asking to speak to the researcher about one of the children in the study. The teacher was uncomfortable with a formal interview, but spoke freely in a conversational (informal) interview. She often contributed pertinent information related to her own observations.

Audio Tapes

The tutoring sessions were audio taped in order to document the students' oral reading ability and other information important to the study. It also provided insight into the students' relationship with their tutors as well as verification of skills taught and activities covered in the tutoring sessions.

Tutor Lesson Plans and Reflections Lesson plans and reflections written by the tutors were collected and copied. These items were a part of the class requirements and each tutor composed a lesson plan for each session outlining what would be covered. After completing the tutoring session, the tutors were required to reflect, in writing, on what they had experienced during the sessions (see Appendix B).

Researcher Journal

A journal was kept in order to record thoughts, feelings, and information that helped create interview questions. The journal served as a place to reflect on classroom observations, tutoring session observations, and conversations with students, tutors, and the teacher.

Description of Cases

The following section will describe each of the three cases studied. The observed classroom activities, interviews, and input by the preservice teachers and classroom teacher are described here in chronological sequence that covers the subjects' year in fifth grade as related to the tutoring program and language arts activities in the classroom. Each case will be covered individually with a week being the unit of time discussed.

In the beginning, for two weeks, all the children in the classroom were observed in an effort to choose subjects for the study. Since the subjects had not yet been selected,

a general overview of the classroom activities followed by experiences of the tutors, are presented first. After the selection of subjects, I focused solely on them and recorded their activities in the context of their classroom. What follows is a record of each of the three participants and their experiences in the classroom language arts curriculum as well as the reading tutoring program.

Case One, Robin

This section covers Robin's experiences in the tutoring program and the language arts curriculum during her fifth grade year. This was her last year in elementary school, as she would be promoted to middle school in May. For her, the scaffolding provided by a self-contained classroom would soon end.

An attempt has been made to supply the context of Robin's experiences as well as a description of her efforts in becoming literate.

Week 1

On the first morning of observation, the children were involved in a teacher led lesson. One student was reading aloud from the basal reader Don't Forget to Fly (Aoki, Arnold, Flood, Hoffman, Lapp, Martinez, Palincsar, Priestley, Roser, Smith, Teale, Tinajero, Webb, Williams, & Wood, 1993), as the others followed along silently in their books. The story was about a coral reef and the teacher had drawn a picture on the white board depicting a coral reef and its proximity to land. The teacher called on different students to read orally and occasionally redirected those students who had allowed their attention to wander elsewhere. A short discussion of the passage followed the reading activity.

At 10:30 a.m., Title 1 students were dismissed. The remaining students were

given a restroom break. Upon their return to the classroom, one student announced that it was time for DEAR (Drop Everything And Read). Several girls declared they did not want to read. The teacher came in behind them and asked them to “separate.”

The researcher watched as the students found books to read; some from their desks and others from the bookshelf. The teacher called out the name of the student whose turn it was to read in the bean bag chair. This student was allowed to choose a friend to sit on the other bean bag chair.

Within a few minutes, the children had found a place to read and settled down. Some chose to read in small groups while others preferred reading alone. They read under tables, in corners, and along the wall. No one sat at the desks during DEAR (Drop Everything And Read).

This activity lasted until 11:00 when the Title 1 students returned. during DEAR time the researcher noticed a tiny girl named Robin who did not get a book, but sat alone looking at some cards she had taken from her backpack.

On Tuesday, the second day of observations, the students were engaged in a math lesson. The teacher had written instructions for working the math problem on the board:

$$\frac{1}{2} - \frac{1}{5} = \frac{5}{10} - \frac{2}{10} = \frac{3}{10}$$

1. Change the bottom numbers to be alike.

a) Think of a number that both go into (10)

b) Two goes into 10 five times

$$2 \times 5 = 10$$

The bottom number goes into the other number 5 times

then multiply that number by the 1.

c) Then do the other number $1/5 = 2/10$

Not only were instructions given verbally, but left on the board for the students to see as a visual aid.

After working on the math for about 15 minutes, the teacher wrote instructions on the board for a writing assignment. A story starter was written on the board, “Wouldn’t it be great if...?” She then asked for ideas and listed five contributed by students. They were then instructed to choose their favorite story starter listed on the board and write a story. Shortly afterward, Title 1 students were dismissed and the others were instructed to put their writing away. It was time for DEAR (Drop Everything And Read).

Tutoring sessions began the next day. Robin was late because of a doctor’s appointment and missed half of her first session with Michelle, her tutor.

Michelle began the session by asking Robin to tell her the name of the last book she had read. Robin could not remember so Michelle asked her what book they were reading in class. At first, Robin told Michelle she didn’t remember, but finally with prompting, was able to recall the name.

Michelle felt she needed more information in order to be able to select books for future tutoring sessions with Robin. Robin told her that she would enjoy reading Highlights Magazine. The session ended with Michelle promising to bring fun books for her to read based on the information Robin had given her.

Week 2

When the researcher arrived for the first observation session of the second week, the students were reading a social studies assignment silently. Robin walked into the classroom from content mastery and slammed her books down on her desk. The teacher

quietly asked her to make up 10 questions from the reading assignment in the book and answer them on the back of the page.

On the morning of the second observation day, the students were grading spelling papers they had completed earlier in the morning. Robin was not in the room for any of the observation time that day.

On Wednesday, the third observation day of the week, the classroom was empty at 10:00 a.m. Shortly thereafter, a solemn group of students walked into the room where most went to their seats quietly. A few took out snacks and began eating. The researcher had already observed that students were permitted to eat snacks and drink water, juice, or soft drinks at their seats throughout the morning.

The teacher alerted the students to the fact that they had 10 minutes to finish their language assignment. Robin took three stuffed animals out of her backpack and walked over to Barbara's desk to share them with her. The teacher called Robin back to her desk where she gave her assignments for content mastery. Robin put her stuffed animals away, gathered her books together, placed them on top of her head, and steadying them with her right hand, left for content mastery.

Robin's tutor, Michelle, recorded that she had a "very discouraging" session with Robin that week. For guided reading, Michelle had brought a book of poems, Where the Sidewalk Ends: The Poems and Drawings of Shel Silverstein (Silverstein, 1974). Robin only wanted to read the shortest poems in the book. When Michelle asked her to read more, Robin responded by telling her "no" and refused to read.

For their second activity, Michelle attempted to complete a miscue analysis with Robin. She asked Robin to read a summary of Black Beauty (Sewell, 1990). Robin was

reluctant to read and “acted like she was being punished.”

The writing activity of the session was only a little more successful. Michelle asked Robin to write about her favorite poem they had read earlier and draw a picture to illustrate the poem. Robin refused to write, but did enjoy illustrating her favorite poem.

The final activity for the tutoring session was the read aloud portion. Michelle attempted to read a story from Animal Stories (Herriot, 1985). Robin chose this book from several Michelle had brought for this activity. When Michelle began reading, Robin began interrupting her with questions unrelated to reading or tutoring. She began walking around and ignoring Michelle. In frustration, Michelle asked Robin if she wanted her to continue reading. Robin replied that she did, but refused to sit down and listen to the story. After she finished, Michelle asked Robin questions about the story. Robin was unable to answer any of the questions. Michelle left the school that day feeling frustrated in her inability to reach Robin. She told her instructor “Robin seems to like me, but hates what we are doing.”

Week 3

The students were working on a language assignment on Monday morning. The teacher asked if anyone needed help but no one indicated that they did. The assignments for the morning were written on the board.

9-29-97

1. Spelling Contract

Grade afternoon work.

2. Language Book, p. 12 & 13, 6-25

3. Health Chapter 1

Lesson 2, Lesson 3

pp. 282 #1-6 Mountain Math

11:00

4. Measuring and Estimating Length

Prac. 20-21

The students worked quietly at their seats during the first 30 minutes I was there. At 10:30, Title 1 was dismissed and DEAR began for those left in the room. A chorus of voices asked, “Who gets the bean bags?” The students paired off and found quiet places to read in the classroom.

A few minutes later, Robin sailed into the classroom from content mastery. She went straight to the teacher’s desk where her teacher told her to finish her language because they were going to check it shortly. Robin replied that she had not started it yet, but appeared unconcerned. Her teacher urged her to begin but Robin rummaged through her backpack looking for pencils and then through her desk to find paper. Her language assignment was never started.

The next day the students were again working on language when observations began. Robin did not come to the classroom until the observation time was almost over. She went directly to her seat and began shuffling through her papers.

On Wednesday, Robin came in soon after I did, carrying an armload of books. She took them to her desk, which was in the back by the reading area. Then she popped a Tootsie Roll in her mouth and began chewing.

Robin looked around the classroom appearing to watch what the other students were doing. She then went to the cabinet that held drawing paper and, bringing a large

sheet back to her desk, began drawing on it. She continued to draw through the DEAR (Drop Everything And Read) period.

The third tutoring session was held on Thursday. For guided reading, Michelle had cut the text out of a copy of Guess Who My Favorite Person Is? (Baylor, 1977). She had glued them onto colorful, unusual shaped paper in preparation for the tutoring session. During the session, Michelle gave them to Robin one by one to read. Robin noted that a few pages had more text on them than the other pages and insisted Michelle read those. After they had finished reading the story, Michelle took out the book and told her they had read the whole book. Robin seemed quite surprised. She and Michelle then went through the book talking about it and looking at the pictures. Robin was able to remember many details of the story, much to Michelle's delight.

To facilitate the writing activity, Michelle brought a book called Amelia's Notebook (Moss, 1995). It was a young girl's journal. They talked about journaling and Robin told Michelle that she had written in journals before. Robin and Michelle looked at Amelia's Notebook (Moss, 1995) and talked about some of the pictures and stories in it. Michelle believed Robin was interested in the book, but was surprised when she asked if Michelle would bring a journal for her. Michelle happily told Robin that she already had one for her. Robin refused to write in it, but Michelle was encouraged by the fact that Robin had asked for one.

For the final activity of the day, Michelle read aloud to Robin from a book called Weird Pet Poems (Evans, 1997). They were all short poems and Michelle felt that Robin listened "pretty well" to a few of them.

Week 4

The students were not observed the first two days of the week due to illness. On the third observation day, the teacher was absent. This presented an opportunity to observe the students under the direction of another person.

Robin was cutting paper into tiny pieces with her scissors. The substitute teacher sternly asked her to get busy. They had been instructed to read chapter 3 in Sign of the Beaver (Speare, 1994) and write a summary of it that included who, what, when, and why. Robin complained that she did not have a book. One was quickly found for her and she appeared to begin reading.

Robin brought her own book for guided reading in the tutoring session the following day. She had checked out Arthur Goes to Camp (Brown, 1984) from the school library. Although they didn't read all of it, Michelle felt encouraged by the fact that Robin had brought a book to share with her.

That day Michelle brought a stress ball for Robin. She explained that it was a little sponge globe and Robin enjoyed playing with it the whole hour. Michelle believed Robin listened better as she played with the stress ball.

Michelle attempted to assess Robin's writing skills by rereading the book Guess Who My Favorite Person Is? (Baylor, 1977). She had made a similar book for Robin and asked her to write about her favorite things. Immediately, Robin asked to go to the restroom. When she returned, she told Michelle that she did not know how to write. Michelle continued to encourage her and finally, for the first time, Robin wrote for Michelle. Michelle recorded that it was a list rather than sentences but was very encouraged by the fact that Robin did write something. She had always refused to write

in past tutoring sessions.

For their last activity, Michelle read the book Chicken Sunday (Pallaco, 1992) to Robin. In order to hold Robin's attention, Michelle followed the advice of her instructor and asked her to listen for a certain word and to clap her hands when she heard it. Robin stated that she had rather stomp her feet than clap, which she did.

Michelle felt the tutoring session had been a success. Robin brought a book to share from the library and had written for the first time in the four week period Michelle had been working with her. She had also listened better than usual while Michelle read to her.

Week 5

On Monday morning, Robin asked the teacher for permission to leave class and see the school nurse. The teacher confided to me that she thought Robin was all right, but told Robin she could go "in a little while."

Robin went back to her seat and began playing with a roll of tape from a tape dispenser. She tore off a small piece and began rolling it into a little ball, all the while making very distracting noises, and then repeated the process. The ball of tape grew larger and larger.

Robin stood up by her desk and began stretching. Her teacher took notice and instructed her to begin reading. She had assigned pages from chapter 7 in Sign of the Beaver (Speare, 1994) for the class to read.

The teacher agreed to allow me to talk privately (interview) with Robin out in the hall during DEAR time. Robin answered each question with as few words as possible, usually with just a yes, no, or a shrug of her shoulders. When asked if she liked to read,

Robin replied that she did not like reading. When prompted, Robin indicated that her favorite book was Green Eggs and Ham (Geisel, 1960). The only one Robin could name from her tutoring sessions was the Stinky Book (Lukas, 1993). Other questions in regard to tutoring were met with the answer of “I don’t know.” Robin did agree to talk to me again in the future.

The next day, another student was helping Robin with her language assignment when the observation began. As soon as the other student left her desk, Robin went to the bookshelf, chose a book, and began walking around the room with it, frequently stopping to visit with her neighbors. She did not touch the language book again.

On the last observation day of the week, the class was having a math lesson when observations began. Robin did not have her math sheet out that the other students were working on. When the teacher asked her to take the worksheet out of her desk, Robin asked to go to the restroom. She was gone for a while and Title 1 students had already left when she returned. Robin took several papers out of her desk and went over to the table to staple them. She lingered over the stapler for about 5 minutes and took the long way back to her desk, stopping to visit with several other students on her way.

The tutoring session that week was not as successful as the previous one. Michelle spent most of the time encouraging Robin to do a retelling of a book they had read during the last session, Chicken Sunday (Pallaco, 1992). Robin told Michelle she had never done a retelling before so Michelle read a story and modeled the procedure for her. According to Michelle, Robin was not very enthusiastic about the activity. The session ended with Michelle reading a few more poems from Weird Pet Poems (Evans, 1997) to Robin.

Michelle noted that she had come to school on the previous Monday and had

lunch with Robin in the cafeteria. She found Robin to be rather quiet and withdrawn from the other children. Michelle also remarked about how much smaller Robin was than her classmates.

Week 6

On Monday morning there was a substitute teacher in the classroom. The teacher had gone to an inservice meeting for the day. The substitute teacher had posted his own rules on the board:

1. Take your seat,
2. raise your hand and be recognized before you speak,
3. go to the restroom before class, and
4. when I talk, you listen!

Robin appeared to be working but left for content mastery soon after I began observing. Later, after completing observations for the day, I met Robin in the hall coming back to the classroom. Robin stopped and instructed me to “look,” and showed me a button she had found in the hall. I asked Robin where she had gotten the button, to which she replied, “found it.” This was the first time Robin had initiated conversation with me and, again, spoke using few words.

On the second day of observation, the teacher had put three analogies on the board for the students to solve.

1. Rubber: tire:: _____ : envelope (paper)
2. U.S.: United States:: Inc.: _____ (incorporated)
3. Oasis: _____ :: island: ocean (desert)

The students seemed to enjoy the activity. Robin was sitting in her seat coloring

the ends of her unsharpened pencils with markers. She had bought eight new pencils at the pencil machine by the office. When she finished coloring the ends, she wrapped her pencils in a rubber band and took them over to George's desk to show him. He admired them and Robin, apparently satisfied, went back to her seat and began trying to pull the eraser off one of the new pencils. She then put her pencils in her back pocket and went to talk with the teacher. There were guests at the teacher's desk talking with her so she asked Robin to be seated. Robin went back to George's desk and asked to trade some of her pencils for his. The teacher saw her and again asked that she return to her desk. Instead, Robin put her pencils in her backpack hanging across the room. On her way back to her desk, she began visiting with other students. Her teacher spoke sharply to her and pointed out that she was disturbing other students who were trying to read.

On Wednesday, the last classroom observation day of the week, the students were getting ready for language when observations began. Most of them already had their books out. Robin sat quietly at her desk, drawing and coloring with her markers. Her teacher asked her to please get her book out and get ready for the lesson. Robin took her book out of her desk, along with a rubberband. She shot it toward me with an impish grin on her face. Robin was not a little girl who showed a lot of emotion or attention to adults and I was flattered by her actions. She did not, however, work on her language assignment. Then Robin asked to go to the restroom and did not return for quite some time.

Michelle was pleased with the tutoring session that week. For guided reading, she and Robin read An Artist (Goffstein, 1980). They also read some of Look What I Did With A Leaf (Sohi, 1995). Robin was interested in doing some of the leaf activities the

following week and asked Michelle to bring some leaves. When asked, Robin agreed to bring some too. Robin had brought The Guinness Book of World Records (Young, 1996) to share and they read some of it.

Michelle thought the retelling strategy went much better this session. They read Norman the Doorman (Freeman, 1981). Robin stomped her feet whenever she heard a certain word in the story. In this way, Michelle was able to tell when Robin stopped paying attention. This was confirmed when Michelle asked Robin to retell the story. Robin was able to retell the story and supply a lot of detail up until the point where she “clicked off.”

Robin spent some time working on the cover of a book she was creating called My Favorite Things. She enjoyed using the markers and for the final activity, Michelle read some more poems from the Weird Pet Poems (Evans, 1997) book.

Week 7

On Monday morning, the students were finishing a math assignment when I began observations. Robin was visiting with Sharon, a girl who had been absent for several days. Sharon was brushing her hair and then put on a headband. The headband was made of white cloth and had “James” written across the front of it in blue ink. Robin asked her if she liked James. Sharon seemed not to like Robin’s question and left her seat to go talk with Alicia, leaving Robin alone at her desk.

The teacher asked the class to get out their language books and turn to pages 86 and 87. Then she told Robin, who was still standing at Sharon’s desk, to go back to her desk. Robin returned to her seat and began trying to peel old stickers off the top of her desk. She didn’t get her language book out, even though the teacher had proceeded with

the lesson. There was a small thin book on Robin's desk entitled Dazy the Guinea Pig (Burton, 1989).

Robin stopped peeling stickers and went over and took a roll of tape off the teacher's desk. She wound the tape through her fingers and then began putting it on her pants. Then, somehow, Robin turned her desk over. Everyone turned and looked at her. Embarrassed, she righted her desk and then got out her language book. By this time, the class was moving on to another lesson. Robin raised her hand to ask what page the language assignment was on and that information was given to her. Title 1 students left and the teacher announced that it was time for DEAR. Robin asked the teacher if she could sit in one of the bean bag chairs. One of the girls, in a condescending tone, told her "You don't even know if you are it yet!" The teacher told her it was not her turn. Robin then asked if she could make a chart for the bean bag chairs. The teacher asked her to be seated.

Robin quickly flipped through her language book. Afterward she took a hot pink crayon from her desk and began showing it to other students. Robin walked over to where I was sitting and stated that the pen I was writing with should write with pink ink, since the body of the pen was pink. I showed her the black tip and explained that the pen wrote in black ink and demonstrated it for her. She seemed satisfied with that answer and returned to her seat.

Robin pulled the tape off her leg, wadded it up into a small ball, and threw it away. She then went to a boy's desk and began a conversation with him. He got up and they went over to the backpacks. Robin then turned and skipped across the room to speak to a boy reading on one of the bean bag chairs. He asked her to "go away". That was the

third time the researcher heard a negative response to Robin from her classmates that day.

The teacher was beginning to lose patience with Robin. She asked her to do five SRAs immediately. Robin chose one with a robin on the cover to do first. She took it to her seat and appeared to get started on it.

The following day, Robin went to content mastery early. She was not in the room during the entire observation period. I asked the teacher if Robin was on medication (meaning for Attention Deficient with Hyperactivity Disorder). She confirmed that Robin had been diagnosed with ADHD and was receiving medication for it.

On Wednesday, the last observation day of the week, the students were reading aloud in round robin fashion when observation time began. While one student read orally, the others were supposed to be following along in their books. Robin began calling out Tamara's name in an attempt to get her attention. Tamara ignored Robin's attempts at conversation. The teacher asked Robin to gather her assignments and go to content mastery.

Tutoring went well for Robin that week. Michelle believed it was because Robin was "doing" something the entire time. Michelle brought Look What I Did With a Leaf (Sohi, 1995) back to share with Robin. They read the book and Michelle took out leaves she had brought for Robin to make a leaf picture. Robin had forgotten to bring any leaves to the session. She soon decided the leaves Michelle brought were not big enough for her picture, so they went outside and gathered additional leaves from the playground. Robin initially wanted to make a lion or a mouse, but could not get the leaves arranged satisfactorily. She finally made a turtle. While Robin glued leaves on posterboard for her picture, Michelle read poems to her from A Dog's Life (Mayle, 1996). Michelle reported

that Robin was able to stay focused on the activity the entire tutoring session.

Week 8

Robin was not in the classroom for any of the observation periods this week. She was, however, present for her tutoring session on Thursday.

Robin and Michelle took turns reading Can't Reach the Itch (Larke, 1988) for guided reading. Robin brought a book about Pilgrims to share. Michelle reported that Robin "seemed more quiet and stared into space more than normal." Robin and Michelle completed a miscue analysis and after finishing it, Robin announced that she wanted to paint. Michelle had not brought any paint, so this was not possible. Robin began pouting and became uncooperative. She refused to do any writing, so she and Michelle took turns reading Two Pigs in Wigs (Larke, 1990) for their final activity.

Week 9

When the researcher entered the classroom, Robin was working on the computer. She was typing in her spelling words from a list on the bulletin board and had already written a whole column of words. Her teacher believed she had been working there long enough and asked Robin to go back to her seat. Robin replied that she was not finished typing in her spelling words. Her teacher gave her permission to complete her assignment before returning to her seat. The rest of the class began a health lesson while Robin finished her spelling assignment.

Once more the teacher asked Robin to go to her seat. Robin replied that she was saving her work. She saved her work to a floppy diskette and fanned her hair with it as she strolled back to her desk. After placing the diskette in her desk, she went to the teacher's desk for the form the teacher had filled out for content mastery. It had her

subjects and page numbers written on it. Then she gathered her books and left for content mastery.

The next day, one student was reading orally from Shaka: King of the Zulus (Stanley & Vennema, 1994) as the others followed along in their books. Robin had her book in her lap, but was looking around the room and chewing on her finger. The teacher called Robin back to her desk in order to examine her hand. Evidently satisfied, the teacher allowed her to return to her seat with a warning of “don’t chew on your hand.”

Once back at her desk, Robin began flipping through pages in her book. The teacher asked her to come to her desk again and this time to bring her book with her. She filled out the form and told Robin to take her book and go to content mastery.

On the third observation day, Robin was sitting at a table with a group of students. She was writing on her hand with a pen instead of attending to the reading. Soon Robin went back to her own desk and pulled a stack of papers out of it. She found another pen and went back to the table where she had been sitting.

Robin opened her book, placed a sheet of paper inside of it and began drawing instead of attending to the reading. Questions were going to be written on the board after the reading assignment was finished, but Robin seemed unconcerned about that.

The teacher began demonstrating how the weapons were used in the story. Robin sat spellbound when the teacher told about the shield and why it was so important. When another student began reading, Robin began picking at her hand again. Abruptly, Robin left her seat at the table and returned to her original desk. She was not called on to read orally during any of the observation times.

When the tutoring session began on Thursday, Michelle told Robin what they had

to accomplish that day. After reading from Amelia's Notebook (Moss, 1995), they were able to complete two strategies, a think-aloud and a miscue analysis from the Classroom Assessment of Reading Processes (CARP) (Swearingen & Allen, 1997).

Michelle gave Robin a think-aloud that was on fourth grade level. She felt that Robin was capable of completing the one on her grade level (fifth grade), but because Robin's attention was prone to wander, she may not have done as well with a longer passage. Michelle stated that Robin did "pretty well" but was not a risk taker. She felt Robin did her best and "her confidence level is much higher than when we started."

Michelle gave Robin a miscue analysis on fifth grade level. She soon found it was too easy for Robin. They then went on to the sixth grade level and Robin read the sixth grade text without any problems.

For the writing activity, Robin finished her book, My Favorite Things. Michelle encouraged her to edit her work and make any changes to the book she wanted. Robin did not want to change anything. She told Michelle she was happy with the book just the way it was.

Michelle brought Little Beaver and the Echo (MacDonald, 1990) for the read aloud time. Michelle intended to read it to Robin. Michelle began reading and before Michelle read very many pages, Robin asked to take turns reading with her. Michelle became excited and felt this last tutoring session was the most successful one of the whole semester.

Week 10

The students were beginning a new project on Monday morning. The teacher called it a health lesson and was writing instructions on the board when the researcher

arrived to observe.

1. Identify the kind of animal.
2. Sort or classify similar bones.
3. Count and put on chart.
4. If complete skeleton - tell assistant or teacher.
5. Owl facts

color owl - for bulletin board

write facts on owl

cut owl out and mount on $\frac{1}{2}$ sheet of construction paper

As the teacher was writing the directions on the board, Robin asked excitedly what color the owl should be. Her teacher replied that she was to find facts about the owl in books.

Another student told the researcher that they had owl pellets on the back table. Their assignment was to pull the pellets apart and dig the bones out of the pellet by themselves, then identify the bones with the aid of a handout the teacher had given them for that purpose. There were pictures of different bones on the handout and the animal they may have come from.

Robin was motivated by this assignment. She exhibited more enthusiasm for it than anything else she had been asked to do all year. She continually called out to her teacher to come to her desk and see what she had found. In a short time, Robin had found four skulls in her owl pellet and studied her handout to see if she could identify them.

On Tuesday, Robin was seated at a new computer when observations began. She had paper and pencil with her, but was not using them. The teacher left the classroom and

Robin soon got up and started wandering around. She went back to the computer, picked up a book and went over to Alan's desk for help. Alan explained the assignment to her. When the teacher came into the room, Robin went back to her seat.

The teacher and class began a question and answer session regarding their work on the owls. Robin was listening, but banging her pencil on her desk at the same time. She soon became tired doing that and began working on her owl pellet again.

Title 1 was dismissed and the teacher instructed the students to get a book and begin reading silently. Robin did not choose a book, but continued to work on her owl pellet. Her teacher noticed and sent her to content mastery along with her morning work.

On Wednesday, Robin was not in the room at all during the observation period.

Week 11

Monday was the first day back after the Thanksgiving holidays. The school had been closed the previous week. Robin was playing with a set of wheels that looked like they used to be attached to a toy car. The students were involved in a language lesson and Robin volunteered an answer. The teacher had asked for a verb given in future tense. Robin's answer gave the verb in past tense.

A short time later, Robin volunteered an answer to another question. The teacher called on her and this time, Robin gave the correct answer. To make a word past tense she said to "add an 'ed' to the end." Her teacher praised her. During this exchange, she never stopped playing with her toy wheels.

The teacher gave the class the assignment and Robin took her language book to the teacher's desk for help. Her teacher showed her what to do and Robin went back to her seat to work.

The teacher told me that she thought Robin had a brilliant mind. However, she was unable to function and be successful in a regular classroom. The teacher said that Robin needed a lot of hands-on activities and that it was difficult to provide for her needs in a regular classroom. She stated that Robin had done an excellent job with her owl pellets.

During the time we were talking, Robin climbed up on the bookshelf by the window and began looking outside. Her teacher directed her back to her spelling assignment. The following words were written on the board to be copied by the students.

barrel	traffic	collect
perhaps	mitten	sorrow
shoulder	witness	permit
million	empire	velvet
essay	publish	effort
object	pattern	furnish
infant	service	

When asked how she learned her spelling words, Robin responded that she learned them by studying. The next question concerned what things she did to learn them to which she replied, she said them to herself. Robin also indicated that she wrote them on the computer occasionally.

Robin looked at her spelling words, but began playing with a small car. She played with it for about 20 minutes before going to the teacher's desk for help. When Robin returned to her seat, she made an attempt to do her worksheet.

The class attended an assembly in the cafeteria on Tuesday so there were no

observations done on that day.

On the third day, the students were working on a social studies assignment when observations began. Robin was playing with her mechanical pencil. Her book was out on her desk, but closed.

The teacher asked a student to take names. She then went out into the hall to remove the Thanksgiving turkeys from the bulletin board outside the classroom. Each of the tail feathers of each turkey had the name of a book written on it. Some turkeys had as many as 12 or 13 tail feathers with names of books on them. There did not appear to be a turkey for Robin on the bulletin board. When asked, Robin replied that she did not make one.

The teacher asked Robin to get her books together to go to content mastery. Robin picked up her form from the teacher's desk and took her work to content mastery to finish it.

Week 12

Monday morning found Robin playing with pens and pencils as other students were working on their spelling contracts. She began wandering around the classroom attempting to visit with several of the students while the teacher finished preparing for a lesson.

The teacher asked the class to "Tell me your favorite thing about reading." Robin looked at her teacher with a frown on her face. Another girl answered "pictures." When asked, Robin told the teacher that she "didn't like reading." Then she added that she might "like different stories." The teacher then asked her "what kind of stories do you like to read? Factual? Do you like encyclopedias? Autobiographies? Fiction?" Robin just

looked at her, not giving a response. The teacher continued on “things you might like about reading would be - taking a mental journey (a trip in your brain)?” After much prompting, Robin nodded her head when asked if she liked to read about girls. One of the boys volunteered that he liked sports books. Robin agreed that she too liked to read sports books.

The teacher told the students to choose their books for silent reading. Robin chose the World Almanac for Kids (World Almanac, 1996). She soon put it back and chose a thick book called The Mouse Rap (Myers, 1992). She didn’t start reading but started rolling around in the floor with the book. The teacher called her over to her desk and asked her to read, “not play around.”

The next morning, Robin was coloring a math sheet while the rest of the class worked on a science assignment. Her teacher asked her to get her things and go to content mastery a short while later. She returned during DEAR time. Robin found her set of wheels in her desk, took them out, and began chewing on them. She never took a book out.

Observations ended at this point because the students were out of school for Christmas vacation. Research resumed when the tutoring sessions began for the second semester.

Week 13

On the first observation day of the second semester, Robin was sorting through numerous toys in her desk. She soon began visiting with a neighbor.

I went over and sat down beside Robin. She put her toys away and took out a book. Then she went to the teacher’s desk and asked for a reading partner. When another

girl agreed to read with Robin, Robin just wanted to visit with her. When her friend moved to another reading spot, Robin crawled under a table and flipped through her book looking at the pictures.

The next day, I obtained permission from the teacher to interview Robin. I began the interview by asking Robin about the reading tutoring program she had participated in the previous semester. Robin replied that she had enjoyed having a reading buddy and that her favorite activity had been “making the turtle thing.” This was a reference to making a turtle out of leaves after reading the book Look What I Did With a Leaf (Sohi, 1995).

Robin recalled that Arthur Goes to School (Brown, 1995) was the last book she had read. She had checked it out from the school library.

I asked her if she ever had trouble reading her science or social studies books. She indicated that she did. When she encountered problems, she stated she always asked the teacher for help. The researcher then asked what she did if a friend had trouble reading one of those books. She replied that she told them to get help from the teacher.

Robin told me that she had a large collection of books at home. When questioned further, Robin confided that they were really for her whole family and she had only read two of them, Lady with the Alligator Purse (Westcott, 1990) and Zoo Animals (Sovak, 1993). When asked if she had a favorite magazine, she responded that she liked Highlights.

Robin was asked if she had any brothers or sisters. She said she had younger brothers. When asked if she read to them, she responded by saying she had helped them with homework. Then she volunteered that she read to them “sometimes.” The researcher

then asked if they had a favorite book for her to read to them. She said that they liked Zoo Animals (Sovak, 1993).

In an effort to find out if Robin had always had a negative attitude toward reading, she was asked if she had always disliked reading. Surprisingly, she said no. Robin related that until third grade, she liked to read. Then the books got thicker and took too long to read.

Robin told me that science was her favorite subject, even though she often had trouble reading her science book. She planned to be a scientist when she grew up and she was going to dig for dinosaurs. Further questioning revealed that Robin did not think it was necessary to read to be a scientist, claiming all they do is look for hints to find dinosaurs. The ability to dig is all that is required in that line of work.

The next morning, Robin's chair and desk had been moved to the front and center of the classroom. She and another student were looking through a dictionary that he had on his desk. Robin found something in it that she thought very amusing. She began laughing loudly and showing other children around her.

I asked Robin to show me the volcano she had been working on in science. Robin proudly pointed out her volcano and said that she had enjoyed making it.

The teacher came into the classroom and asked the students to take out their copies of The Lion, the Witch, and the Wardrobe (Lewis, 1994). She began asking questions about what they had read in the book. Robin was called on to answer the question, "What did Edmund do to the stone lion?" She gave an incorrect answer and the teacher went on to someone else. A short time later, Robin was called on again to answer a question. This time, she answered correctly. After a brief discussion of the book, it was

time for Title 1 students to leave. Robin was given permission to work on her morning assignments in the hall.

Week 14

On Monday morning, Robin's desk had several worksheets on it and it was apparent that she was not at school that day. The students were reviewing for the state test the following two days, and the researcher was unable to observe in the classroom.

On Tuesday, the tutors briefly met their reading buddies that they would be working with. Robin's new tutor, Carolyn, reported that she had brought a lot of books to the session and asked Robin if she had read any of them. Robin answered "No." Carolyn reported that they read some and she found Robin capable of reading "pretty well," mispronouncing only two words. She also stated that Robin's "flow of reading was great." Carolyn indicated that Robin had problems with writing. She printed and was very slow at it. Carolyn concluded that Robin needed help with writing during the tutoring sessions that semester.

The first official tutoring session was on Thursday. For guided reading, Carolyn brought Meet Danitra Brown (Grimes, 1994). Carolyn chose this book because "the main character wore glasses (Robin wore glasses) and seemed to be around Robin's age." She was disappointed because Robin showed very little interest in the book. Robin did notice that the main character wore glasses. Carolyn pointed out to Robin that the story was actually a poem. She was unable to persuade Robin to finish reading the book.

Carolyn attempted to begin reading The Sweetest Fig (Van Allsburg, 1993) to Robin. Robin interrupted her "in mid-sentence to ask if they could do something else." Carolyn asked Robin to compare, in writing, some of the poems they had read. Robin

looked at her with a “confused glare” and asked to do something else. Carolyn felt frustrated at the end of the session because Robin was unwilling to do anything related to reading or writing.

Week 15

School was not in session on Monday.

On Tuesday, the desks in the classroom had been arranged in rows. Robin wandered around the room while instructions were being given for an assignment. She made no effort to begin her work. I spent a part of the observation time interviewing the students involved in the study.

The interview began with Robin by inquiring what she had done during the first tutoring session the previous week. Robin told me that she and her tutor, Carolyn, had written about each other. Robin said that Carolyn wrote about what school she (Robin) went to and what grade she was in. When asked, Robin responded that she wrote about Carolyn’s age.

When asked what she had read in tutoring, Robin replied that she had read poems from A Light in the Attic (Silverstein, 1987) and that she liked to read poetry better than stories.

To gain a better understanding about what Robin did not like to do in tutoring, she was asked what her least favorite activity was in the tutoring sessions. She replied that she did not like reading and listening. Further questioning revealed that Robin liked to listen to Carolyn read, just not for very long. She herself did not like to read at all.

There were no observations on Tuesday.

The following day was the second tutoring session. Carolyn brought a newspaper

for Robin to read. Robin had brought a book of poems, a collection of pencils, pens and her notebook in her backpack. She began to show Carolyn everything in the backpack in what, Carolyn felt, was an effort to avoid reading. Carolyn stated that they read a few poems, but Robin was too excited about Valentine's Day to sit still. Carolyn concluded that Robin needed highly structured sessions and decided to bring a checklist of tasks to complete to the next session.

Week 16

There were no observations on Monday morning.

Robin was working on her spelling words on Tuesday morning. The teacher asked the class to take out their language books and turn to page 183. Robin unhappily left the computer and returned to her desk. They began grading papers the students had completed earlier that morning. Robin asked for an answer to be repeated. She began making noises and the teacher asked her to stop. She then got up and began to wander around the room. Her teacher asked her to go back to her seat.

Next, it was time for their reading assignment in Don't Forget to Fly (Aoki et al., 1993). The students were to read a story called "A Wave in her Pocket." The teacher took out a map and showed the students where Trinidad was located. Robin became excited and ran to the front of the room, where the teacher held the map, in order to see better. She was asked to be seated.

Robin began rummaging through her desk when she went back to her seat. She went to the teacher's desk and took a pencil out of the pencil can. On the way back to her seat, she stopped at the overhead projector stand, which was next to her desk. Robin picked up some pencils that were on it and looked at them. She took several markers off

the stand and sat down.

The teacher dismissed Title 1 and told the remaining students to read anything of their choice silently for the next 30 minutes. Robin went to the bookshelf and chose an encyclopedia. She flipped through the pages, fanning them. She picked it up and carried it around the room. The teacher asked Robin to go to her seat and read the story she was assigned earlier. She sat down, opened the book, and began shining her ring with a tissue. Robin then took the teacher's markers she had taken from the overhead projector stand and began coloring her fingers. She soon had a different color of ink on each finger. The teacher came to her desk and spoke very sternly to Robin.

On Wednesday, Robin was not in the classroom. I looked at some of her work that was lying on her desk. There were worksheets for math, geography, and reading mixed together. There was a crossword puzzle with many boxes left blank, but it had the answer at the bottom of the page. On her reading sheet, there were synonyms and antonyms that she had to match and had done well on. The words were not easy, however, the directions stated to use a dictionary if needed.

The sheets that Robin had completed required matching, short answer, or circling. Any that required a longer answer were left undone. Very little of the math had been attempted. Two of the math pages had drawings on them.

Robin's handwriting showed that the letters were spaced well, as were the words, but their size varied, for example: braVe and Sugary. Robin was reluctant to let anyone see her handwriting.

On Thursday morning Robin told her tutor she had hurt her hand playing basketball and was unable to write. Carolyn attempted to get her interested in Don't

Forget, Matilda! (Armitage & Armitage, 1979) the book she had brought for guided reading. Robin “flipped through the book rapidly, to show she wasn’t interested in reading.” Carolyn redirected her back to the book and, after a struggle in which Carolyn had to constantly refocus Robin’s attention the book was read. Carolyn then asked her to retell the story. Robin did not seem to be able to retell the story but was able, by looking at the pictures, to give Carolyn some information about the book.

Carolyn and Robin were invited by another tutor and student to play Hangman, a vocabulary game. Robin told the other students she was not able to write, but otherwise enjoyed participating in the game.

Week 17

On Monday morning, the teacher assigned a new book for the students to read, Bridge to Terabithia (Paterson, 1987). One of the students quietly raised her hand and told the teacher she had found a “cuss word” in the book. The teacher began reading the first chapter to them. She stopped and reminded Robin, who was finishing a canned soft drink, to open her book. Robin had been sitting quietly, staring off into space.

When she finished reading the first chapter, the teacher asked the students to take out a piece of paper and write yes, if they wanted to continue reading the book, or no, if they did not want to continue reading the book. Then she dismissed Title 1.

Robin went to the bookshelf and chose an encyclopedia for DEAR. She sat in the floor alone and flipped through it. The teacher left the room and Robin went to her desk and took out a handful of Pixie Sticks (candy). She began eating them and rolling around in the floor.

The next day, Robin was playing with pencils when observations began. The class

was supposed to be reading a story in their basal reader. The teacher warned Robin that she had to read the story before attempting to answer the questions. She took a pair of scissors from her desk and began trimming the book cover rather than reading it. Afterward, she took the book cover off and threw it away. Robin moved the two trash cans side by side and began transferring trash from one to the other. She moved about half the trash before going back to her seat. She opened her book and slowly began turning the pages.

A boy in the class named Michael, had gotten into trouble and his seat had been moved up under the white board, where he sat playing with pencils. Robin observed this situation with interest. She took her own pencils out of her desk and began playing with them. Then she pulled her backpack off the back of her chair and took pencils out of it to add to the collection on her desk. She began calling out to Michael in an attempt to get his attention. He ignored her.

Robin went to the teacher's desk and took a pencil out of the pencil can. She took it to the pencil sharpener and began to sharpen it. Robin then took the pencil sharpener off the wall, emptied it in the trash can and stirred the trash several times with her pencil.

When she returned to her desk, Robin again tried to get Michael's attention. They were soon engaged in a lively conversation. Abruptly, Robin sprang up and went back to the teacher's desk and selected another pencil. She took it to her desk and began sharpening it with a small sharpener, allowing the shavings to fall where they may. Next Robin started playing with the screws holding her desk together. The teacher asked her what she was supposed to be doing. She replied, "reading." Robin went to the bookshelf

to choose a book, but instead began visiting. Her teacher asked her to return to her desk.

On Wednesday, Robin was leaving for content mastery as observations began so she was not observed on that day.

For guided reading in tutoring, Carolyn brought Nate the Great (Sharmat, 1977). She planned to take turns reading it with Robin. Surprisingly, Robin did not mind reading that particular book. However, Carolyn was concerned when Robin substituted words in the sentences with words that described the illustrations. Carolyn reported that Robin was able to answer questions about the book.

In order to hold Robin's interest during the session, Carolyn devised a reading scavenger hunt "where she had to find the items around the school that I had provided clues for. When she found the item, she had to write the name of the item she found on the corresponding index card with the clue." The last clue took Robin to a candy sucker. It was her reward for reading the book and completing the scavenger hunt.

Carolyn expressed concern that Robin was afraid of lengthy text. She reported that Robin made her read the pages of Nate the Great (Sharmat, 1977) that had more text than other pages.

Week 18

Robin banged on her desk, using her pencils as drumsticks, while the class graded the math papers they had completed earlier. Her teacher walked over to her and Robin complained that she did not understand the math she was supposed to be doing. The teacher pointed out that was why they were going over it. When she walked away, Robin became involved in a shoving match with another girl who was seated close by. The teacher began walking toward them and they immediately stopped.

Title 1 was dismissed and the students were told to begin reading for DEAR. Robin chose a book from the bookshelf, stacked the two bean bags chairs on top of one another and jumped onto the top one. Another girl asked Robin for one of the bean bags. When Robin refused to give her one, they began a heated argument. The other girl told the teacher. The teacher asked Robin to give up one of the bean bags. The girl walked over to Robin to claim one and she and Robin engaged in another argument. Finally, the teacher told Robin to go back to her seat.

Robin took a book of rhymes out of her desk and found someone to read with. Lying in the floor on their backs, holding their books in the air, Robin and her friend read quietly. She managed to stay focused and seemed to enjoy reading with a friend.

When she finished the book, Robin went back to her desk and took another one out. She went back to the place where her friend was still reading. Shortly afterward, the teacher left the room and Robin began squirming. She did not read anymore.

On Tuesday, the students were given a writing assignment related to an assembly they had just attended regarding what they might expect in middle school. They were to write a letter to a friend telling about middle school and to include its advantages and disadvantages. They were instructed to compose a rough draft first and to look up anything they did not know how to spell in a dictionary.

The teacher brainstormed with them and wrote their answers on the white board. Advantages named were 1) more friends, 2) more choices and responsibility, 3) better food, 4) different teachers, 5) P.E. everyday, 6) more privileges, and 7) sixth grade still gets recess. Disadvantages given by the students were 1) they cannot play sports yet and 2) there were more bullies.

Robin was at her friend's desk visiting during the time instructions were being given. She was told to return to her seat. Robin saw another girl speaking to her friend and instantly became interested in their conversation. The teacher was called out into the hall and Robin began playing with pencils at her seat. Another girl called to Robin to come over to her desk. Robin took a gum package from the girl. She brought it to me and I was offered a piece of gum. When I pulled it out, a piece of wire with a spring on it slapped my finger. Robin erupted into peals of laughter. I laughed with her. This was unusual because Robin was generally very quiet around adults.

The teacher came back into the classroom and Robin returned to her seat. She sat quietly with her hands in her lap and her head on her desk. She had not written a word of her assignment.

For tutoring that week, Carolyn brought Nate the Great and the Stolen Base (Sharmat, 1994). She wanted Robin to read it and compare events in this book to events in the Nate the Great (Sharmat, 1977) book she had read the previous week. Robin seemed to be interested in the new book, but soon became restless. Carolyn felt that happened because the book was longer. Robin offered to use her bookmark to mark the spot where she wanted to stop reading the book. She soon reached that spot. Carolyn had planned a writing lesson for her but decided it would have to be done "after we return from spring break."

In an effort to keep Robin focused and her attitude positive, they began playing a game called Go Fish. Robin had brought the cards for the game to share with Carolyn. Carolyn was concerned with Robin's grammar during the game. Robin said, "I don't got..." or "I got..." Carolyn modeled correct grammar for her during this session, as she

had in past sessions, but Robin ignored her efforts.

Week 19

I was out of town on Monday and did not observe in the classroom.

On Tuesday, a picture Robin had drawn was hanging just outside the classroom door. It was neat and showed careful attention to detail that was missing in her written work.

Upon entering the classroom, I noticed that Robin was copying words off the board. The teacher was giving the students some background information on the new book they would be reading, Call It Courage (Sperry, 1990). She told them that it was a Newbery Award winner and then began reading chapter one to the students. The other students listened while Robin rummaged through her backpack.

The teacher finished reading and asked if they thought they could read the book. She asked them to respond with a thumbs-up if they thought they could read the book. Robin gave her a thumbs-up without ever having opened it.

Title 1 students were dismissed and the rest of the class was instructed to start their DEAR reading. Robin had a book in her lap, but her teacher was unable to see it and instructed her to get a book to read. Robin quickly answered, "I do have one!"

Robin was distracted several times by other students talking. Her book, Webster's Elementary Dictionary (Merriam-Webster, 1994), did not hold her interest for long.

The next day, they were grading an assignment done earlier in the morning. Robin had not done her sheet, but had it out on her desk. When the teacher directed the students to take out a book, Robin remained motionless in her desk, making no effort to get a book. Her teacher called her back to her desk. She asked Robin "Why are you looking

like you are mad at me?” Robin told her she did not want to read, but instead wanted to go to content mastery instead. Her teacher spoke very kindly to her but insisted that she take out a book and read. Robin was upset, but returned to her desk. Once there, she continued to refuse to read. Again, her teacher called her back to her desk to discuss her attitude. The teacher talked with Robin for 10 minutes about her attitude and the fact that she had not accomplished anything all morning. She was sympathetic to the fact that Robin did not like to read, but stressed the fact that she must do her work. The talk had the desired effect on Robin. She went back to her desk, took out a book and appeared interested in it.

Robin took three Nate the Great (Sharmat, 1977; Sharmat, 1981; Sharmat, 1994) books to her tutoring session on Thursday. Carolyn was delighted that she remembered to bring books. They read Robin’s books and completed a retelling. Carolyn had planned a letter writing activity. She brought a letter from one of her friends and thought she could encourage Robin to write a letter to a friend on pretty stationery she had brought. Robin refused to write anything.

Week 20

On Monday morning, Robin had a couple of encyclopedias on her desk, along with two uncompleted worksheets. She was sitting at her desk with her chin resting on her hands. A girl who sat close to Robin turned her purse upside down and makeup, lipstick, and perfume fell to the floor very close to Robin’s desk. She immediately slid down in her desk and onto the floor to look at the collection. Two other girls crawled over to where Robin and her friend were examining the makeup. They brought books with them. Robin went back to her desk and then went to the teacher’s desk to ask

permission to go to the restroom. When she returned, she joined her friends in the floor examining the makeup. The teacher ordered them all out in the hall. They were in trouble.

Robin was also in trouble for turning in her assignment for Call It Courage (Sperry, 1990) only half finished. She told the teacher she did not understand it. Her teacher asked her to read it aloud to her. Robin reluctantly began reading. She agreed that she did understand it and the teacher told her to take it to her desk and finish it. Robin became angry as she walked back to her desk. She slammed her paper down and appeared to be very frustrated.

On Tuesday, the students were taking turns reading Call It Courage (Sperry, 1990) orally. Robin's desk had been moved directly in front of the teacher's desk. The teacher soon announced it was time for DEAR. The students got out of their seats and began milling around. The teacher told them they had 30 seconds to get settled to read. Robin had a small, thin book and joined a group of girls to read; however, she soon tired of it and began wandering around the classroom.

The next day, the teacher helped Robin look for some of her work she had not turned in. They found it in her desk and her teacher sent it with her to content mastery.

For tutoring, Carolyn brought a book called Nate the Great and the Lost List (Sharmat, 1981) for Robin to read during guided reading. Robin brought a bag of Hot Wheels toy cars and a bag of ink pens. She told Carolyn where she got each car, which ones she liked best, then she showed her the ones she liked least, and explained why. Afterward, Robin organized her cars by color and style. Only after that would she read Nate the Great and the Lost List (Sharmat, 1981). Once again, she refused to do any writing.

Week 21

Robin was in content mastery during observation time in the classroom on Monday.

The students were taking the Otis-Lennon School Ability Test (Otis & Lennon, 1996) on Tuesday. The researcher sat by Robin and observed her taking the test. Robin answered about 30 of the 70 questions. If a question required any reading, she skipped it and went on to the next one. It was a timed test and Robin spent a good deal of her time playing with her mechanical pencil.

The next day, the students were going over words they had looked up in the dictionary earlier that morning. Robin raised her hand several times to volunteer answers. She enjoyed dictionary work.

After they had checked their dictionary answers, the students began taking turns reading their basal lesson orally. Robin read haltingly and experienced problems reading words such as *solitude* and *apprehension*. She read *rough* for *reef* and *legends* for *legions*. Robin was sitting with another girl and eating a snack while the other girl turned the pages. She then began playing with her mechanical pencil that her teacher immediately asked her to put away. The other girl began to try to get Robin to focus on the story and they were soon in an argument.

Carolyn brought Nate the Great and the Lost List (Sharmat, 1981) again for Robin's guided reading activity. She had planned for them to read it and then do the retelling strategy. Her plans changed when they were invited to play the vocabulary game, Hangman, by another tutor and student. Robin enjoyed playing the game.

Afterward, they read the fifth grade narrative passage, "The Tortoise Who Talked Too

Much,” from the Classroom Assessment of Reading Processes (Swearingen & Allen, 1997). Carolyn thought Robin did very well with the retelling; she was able to give all the information on the characters, setting, and plot.

Robin had brought a book called I Spy (Marzolla & Wick, 1992) to share with Carolyn for read aloud time. Robin chose one of the sections she had read before and they did the activity together.

Week 22

School was closed on Monday for the Easter Holidays.

When observation time began on Tuesday, Robin was wadding up paper into a small ball and throwing it away. This included work that she had not completed. She began using a dust buster to clean out her desk.

When Robin was finished cleaning her desk, she drew a design on a large piece of paper and began cutting it out with scissors. She had done everything except open her language book that she was supposed to be reading.

In frustration, her teacher asked me if I thought Robin would ever be able to “do anything in life.” She expressed concern that Robin was not able to function in a regular classroom and about her own frustration of not being able to reach her. The teacher stated that Robin had begun to react in anger when asked to do anything she did not want to. She was very concerned for Robin’s future. (During this conversation, Robin chewed on her arm and stared around the room. She had just been assigned a whole page of writing.)

On Wednesday, I conducted an interview with Robin. I asked Robin about the assignment she did not do the previous day, specifically, why she did not do it. Robin replied that it was too long and she did not want to do it.

Robin was asked to give the name of her favorite book she had read during the semester. Enthusiastically, she responded that Nate the Great (Sharmat, 1977) had been her favorite. She had checked it out from the school library several times in addition to reading it in tutoring.

Before going out in the hall for the interview, Robin was observed writing something in the classroom. Since this was so unusual, I asked Robin what she had been writing. Robin told me that she had been writing a note to a classmate and volunteered that he had responded back to her in writing.

For the tutoring session the next day, Robin's tutor brought a city telephone book. Carolyn and Robin made a list of parts for a car (since she liked cars) and they looked up places in the telephone book where they could find the parts. Robin had a hard time focusing on the task, but shared with her that she and her father spent a lot of time together working on his car. Robin told her it needed a windshield and she wanted the word *windshield* added to her list. Carolyn reported that Robin refused to write the list, preferring to dictate it to Carolyn.

Then Robin was asked to read "Nocturnal Animals," an expository passage from the Classroom Assessment of Reading Processes (Swearingen & Allen, 1997, p. 170). Carolyn felt that Robin was thinking about something else during this portion of the session.

Week 23

Robin was seated at the computer that morning at the beginning of observation time. She was working on her spelling assignment, typing the words five times each. The teacher left the room and Robin began typing by hitting the keys with her nose. She

stopped when a classmate walked over to the computer and offered to help her. Her classmate helped her and Robin soon went back to her desk. The teacher had left a child taking names and she told Robin that she had taken her name for talking. Robin continued her off-task behaviors. When the teacher came back into the room, she sent Robin to content mastery.

The next day was the last day of classroom observation for me. The students were reading Call It Courage (Sperry, 1990) when observation time began. Robin was holding her book in front of her face so that her teacher would not see her talking to another girl. When Robin began laughing out loud, her teacher heard her and asked her to get her things together to go to content mastery. She quickly complied with the teacher's request and soon left the classroom. A short time later, Robin was back without her books. She took some tissue off of the teacher's desk and began blowing her nose very loudly. Her intention appeared to be to attract the attention of the other students. She was successful and her teacher sent her out in the hall.

Final Interview

I returned to the school for an interview with Robin before the school term ended for that year. Another participant had told me that they sometimes had reading buddies themselves. Second graders would often come on Friday and read with them. I began the interview by asking Robin if her little reading buddy was a boy or a girl. She told me that her reading buddy was her younger brother. They were supposed to read together, but since Robin did not like to read, she always insisted that he do all the reading.

Robin was unable to recall the names of any of the books they read or even how many times the second graders had come to read with them. She also stated that they

never read together at home.

I asked Robin about the end of the year party the tutors had given the students and what she did during the party. Robin replied, in as few words as possible, that they had eaten ice cream. Carolyn had given her a book and some toy cars.

Robin told me that it was a good book, but then admitted she hadn't read it. When I asked her why she had not read it, Robin replied she had not had time. She then reminded me that she did not like to read.

Case Two, Andrea

Andrea was the second student chosen to participate in the study. This section contains Andrea's experiences as a student receiving reading tutoring from two preservice teachers over the course of her fifth grade year.

Andrea was excited at the prospect of participating in the study. She was chosen because she was considered at-risk for reading failure due to a failing score on the state test in reading. She was not receiving any special services during her fifth grade year.

Week 1

During the first week, I spent time observing and learning the names of the children. It would be several weeks before all three students were selected. I did notice that Andrea was very social with her peers during the first week of observation.

Andrea met with Karen, her new college reading buddy, for the first time on Thursday. She noted that Andrea was "an interesting little girl with a family very similar to mine." Andrea confided to Karen that she did not like to read "a whole lot on her own." She did, however, express an interest in "learning to read faster" and "understand and read more words" that she was unfamiliar with.

Andrea and Karen read The Stinky Book: A Scratch and Wretch Book (Lukas, 1993) and the Magic School Bus in the Haunted Museum (Cole & Degaen, 1995). Karen saw that she needed to start making a list of words “she can’t read or doesn’t know the meaning to.” A concern of Karen’s was that Andrea seemed “dead set” against writing.

Karen planned to bring The Witch of Blackbird Pond (Speare, 1978) for the next tutoring session to see if Andrea would be interested in reading it.

Week 2

Andrea was absent on Monday. At that time, she had not been selected as a participant in the study so no special notice was taken other than just noting her absence.

The next day, when I arrived to observe, the students were in the cafeteria attending an assembly. Their language books were open on their desks. Soon the students came back in and sat down. Andrea came to me and asked how she could tell if a book was a chapter book. She had been told to read one and was unsure of what it was. I took one from the classroom library and showed it to Andrea as an example. She was friendly and seemed to like the attention from me.

There was no record (lesson plan or reflection) of tutoring from Andrea’s tutor for this week.

Week 3

The researcher noted that when she arrived, the class was working on a language assignment. Andrea was having problems with a math assignment given earlier and was at the teacher’s desk asking questions about it. After receiving help, she went back to her seat and focused on her math.

As the other students finished their language, they began talking among

themselves. Several girls tried to involve Andrea in their conversation. She ignored them and continued working.

At 10:30, the teacher announced that it was time for Title 1 students to leave and for the rest of the class to have silent reading or DEAR. Andrea sat down on the floor with her knees propped against a table and began reading. Within a few minutes Bonnie, who was sitting next to Andrea, began flossing her braces. Bonnie soon had the attention of all the children sitting around her, including Andrea. She continued to enjoy the attention of the small group for several minutes.

Andrea got up and left the group. She went across the room where Barbara and Sharon were reading under a table by the door. She did not stay long, but returned back to the original group she had been reading with.

A few minutes later, Andrea went to ask her teacher a question. She returned to the place she had been sitting, only to go back to the teacher's desk. Afterward, she chose another book.

The next day, Andrea was getting help with her language assignment from Barbara. She soon sat back down and began writing in her notebook. Andrea seemed to be focused on her work, even when Jacque came over and began a conversation with one of Andrea's neighbors, Alicia. They attempted to include Andrea, but she continued to work. The teacher asked Jacque to take her seat.

The teacher asked the Title 1 students to stop what they were doing and leave. The rest of the class was instructed to find a book for DEAR.

The teacher left the classroom. Jacque came over to where Andrea was working and tried to dump her out of her chair. She believed that Andrea had some candy that

belonged to her. When Andrea jumped out of her chair, Jacque chased her around the classroom. Alicia, who actually had the missing candy, gave it back to the Jacque. She then stopped chasing Andrea.

The teacher returned and Andrea crawled under the table by the door to read with her friends. She was there only a few minutes before going to the teacher's desk to ask for help with some of her morning work.

On Wednesday, Andrea was working on an assignment when I began observing her. She took it with her to the teacher's desk to ask a question. When she returned to her desk, Gail, the girl seated across from her, was cleaning the top of her desk. This activity seemed to be distracting to Andrea, but she attempted to continue working.

During the tutoring session, Andrea and Karen finished reading Cupid and Psyche (Craft, 1996). Karen noted that Andrea did not pay attention to vowels in words as she read. For example, Andrea would say *stop* for *step*. Andrea also substituted words for words she did not know, such as *was* for *she*. Most of the time Andrea kept reading without noticing that what she had read had made no sense. They worked on suffixes together, particularly *ed* and *ing*.

Andrea told Karen that she wanted to be adopted. Karen found this to be somewhat surprising since Andrea came from an "intact" family. She asked Andrea to write a paragraph explaining why she wanted to be adopted. They did not have time for Andrea to finish so she agreed to take it home and complete it.

Week 4

I was unable to observe the first two days of the week due to illness.

On Wednesday, there was a substitute teacher in the classroom reading a story to

the class. Andrea sat quietly, giving her full attention to the story. She seemed to be enjoying it.

At 10:30, Title 1 was dismissed. Andrea found a book for DEAR and began reading. Others sitting around her were also reading. Andrea seemed to be able to concentrate better when left alone.

For guided reading in tutoring on Thursday, Karen brought Help! I'm Trapped in My Teacher's Body (Strasser, 1994). Andrea's prediction about the book, based on the title, was that it was "probably about a little kid trapped in his teacher's body and he probably won't be able to get out for awhile." Karen had planned to read the first two chapters (12 pages) with Andrea in a 20 minute time segment. They were unable to finish the second chapter and were only able to get to page eight in 35 minutes. Karen reported that the vocabulary was not a problem for Andrea, her reading rate was just slow. Karen was very happy with the fact that Andrea was paying more attention to the whole word, not just the beginning as she had previously, and was able to self-correct more.

For the strategies portion of the tutoring session, Karen made a list of words that Andrea did not recognize in her reading. They were: *preposterous*, *esophagus*, *tittered*, *hysterics*, *glared*, *reputation*, *lecture*, *taught*, *culprits*, *particularly*, *superior*, and *extraterrestrial*. Andrea was able to recognize *cough*, *through*, *threatened*, and *saliva* saying "I know this - it's like spit!" Karen planned to have Andrea review the words she did not know at the beginning of the next tutoring session.

During the writing time, Karen found that Andrea had not written her paragraph telling why she wanted to be adopted, so she asked Andrea to write it. Andrea wrote two sentences. Karen could see that Andrea needed to spend more time with writing and

noted that Andrea needed help spelling *want* which she spelled *won't*.

For read aloud time, Karen spent five minutes reading poems in Falling Up (Silverstein, 1996). They spent a few minutes discussing them before they ran out of time.

Week 5

The students were working on a writing assignment when I arrived to observe on Monday morning. Andrea worked diligently during this time. The teacher gave permission for me to interview Andrea during DEAR.

Andrea told me that she did not like to read, but was unable to give a reason why. Interestingly, she volunteered that when she did read, she liked to read chapter books.

When asked to describe the reading buddies program, Andrea said they read two short books during each session. Then they wrote down who the main characters were, what the main idea was, and when the story took place. While Andrea found this activity to be beneficial, she thought that learning to sound out words was the most helpful thing her reading buddy had taught her. Andrea claimed that she had not learned to sound out words before she started having reading tutoring.

When asked what she would like to do more of in tutoring, Andrea did not know. When asked what her least favorite part of tutoring was, she answered “reading.”

The next day I spent my time interviewing other students in order to narrow the selection of possibilities for the study. The third student had still not been chosen.

On Wednesday, Andrea’s desk was moved to another part of the room, away from the students she found so distracting. The class was reading Sign of the Beaver (Spreare, 1994) silently. An aide was in the room and Andrea frequently went to her for help with

words she did not know in her reading.

When Title 1 was dismissed, the teacher asked the remaining students to put away Sign of the Beaver (Speare, 1994) and begin their DEAR reading. Andrea took out a large book and began flipping the cover back and forth. Her teacher called for complete silence in the room. Andrea began reading. She was isolated from her friends and seemed to be able to read better without them being in close proximity.

Andrea was absent on Thursday so there was no tutoring session for her.

Week 6

There was a substitute teacher in class on Monday morning. In addition to the general classroom rules, he posted a few of his own for the students to follow:

1. Take your seat,
2. raise your hand and be recognized before you speak,
3. go to the restroom before class, and
4. when I talk, you listen!

Andrea's desk was still located in the same spot where her teacher moved it the previous week and she was quietly doing her work. Andrea worked very hard, never looking up, during the first 30 minutes of observation. She seemed to do well in a quiet environment.

When Title 1 was dismissed, Andrea went to the substitute teacher and asked politely whose day it was to sit on the bean bag chairs to read. She was given permission to sit on the bean bag chairs and to choose a friend to read with her. She chose Debbi, a very good worker and popular girl. She and Andrea read quietly throughout the silent reading time.

The next day the teacher was back. Andrea came back to the table where I was sitting and asked if we were going to “talk” (interview) that day. I had not brought my audio tape recorder or prepared questions, so I was not ready to conduct interviews. Andrea then went to the teacher and asked if she could help sort some papers into folders, which one of her friends was doing in the hall. She was given permission to go out in the hall and help.

The other students were working on analogies. These were on the overhead projector:

1. Rubber: tire:: _____: envelope (paper)
2. U.S.: United States:: Inc.: _____ (incorporated)
3. Oasis: _____:: Island: ocean (desert)

Soon Title 1 students were dismissed. Andrea did not come back into the classroom until DEAR was almost over. When she came in, she began working on the analogies. She was soon at the teacher’s desk asking for help with them.

The next day, Andrea worked quietly on her language assignment until Title 1 was dismissed and they were told to take out books for DEAR. It was Alicia’s day to sit on the bean bag chairs and she chose Andrea to read with her. They discussed how they could leave the classroom. Alicia went and asked the teacher if she might go to the restroom. The teacher granted her request. Andrea soon went to the teacher’s desk and asked if she too could leave the classroom and go to the restroom. She was told she had to wait until Alicia returned. Andrea went back to the bean bag chair where she had been seated and began reading. She did not read for very long before she went back to the teacher’s desk. Her teacher asked her to take her seat and read. Andrea returned to the

bean bag chair but did not read. When the teacher walked toward her, Andrea opened her book and immediately started reading.

Andrea was absent on Thursday so there was no tutoring session.

Week 7

The students were finishing a math assignment when I began observations for week seven. Andrea soon began visiting with Gail and Sharon. They were redirected back to their assignment and began working quietly.

Title 1 was dismissed and the rest of the class was asked to find books for DEAR. Andrea and Alicia chose encyclopedias to read. Soon after that, Andrea came back to where I was sitting and asked if we could “go out in the hall and talk.” Out of curiosity, I asked Andrea why she wanted an interview. She replied, “I hate reading and if we go out into the hall to talk, I won’t have to read.” Then I asked Andrea if she liked to write. She said it was “better than reading but I like to talk better.” Out of curiosity, I asked her how long she had disliked reading. Andrea answered “About two years.” The next question was “Do you read at home?” to which she answered, “No, I don’t like it.” I was concerned that Andrea was trying to use interviewing as a way to get out of the classroom and avoid reading.

Andrea was absent the following two days.

Andrea was present for tutoring on Thursday. For the guided reading activity, Andrea and Karen read “The Witch’s Eye.” It was a story out of the book entitled A Newbery Halloween (Greenberg & Waugh, 1993). Karen felt that it was “very important that Andrea feel like she had completed something” during the session so she planned to complete the 16 page story that day. One of Andrea’s classmates, Jacque, joined them

and the girls took turns, each reading a page. After Andrea and Jacque had read several pages, Karen asked them who the characters were and what was taking place in the story. Karen was shocked to realize they were “concentrating solely on the words and not the story.”

Karen discussed the characters and the problem in the story with Andrea and Jacque. Karen was alarmed to find that Andrea had thought “a character in the story was a little white mouse, when Mouse was actually Margaret’s nickname.” They went back to the beginning of the story and reread the part that explained about the nickname. Karen reported that they spent the entire tutoring hour on the story.

Adding another student to their tutoring session seemed to help Andrea. Karen felt that “with Andrea having a peer audience, she forced herself to pay attention to the whole word. She didn’t just say words, she actually sounded out words on her own.” Karen talked privately with Andrea after Jacque went back to the classroom. She praised Andrea for reading much better. Andrea confided that she still did not “feel like a good reader because I can’t read as fast as Jacque.” Karen pointed out that even though she read faster, Jacque made more mistakes than Andrea.

Week 8

The students were engaged in different activities on the first day of observation for the eighth week. They had an assignment to read in their basal reader book, Don’t Forget to Fly (Aoki et al., 1993, pp. 20-41), called “Wreck of the Zephyr.” Some were reading while others were working on worksheets.

Andrea had several worksheets on her desk. In spite of them, she went to the teacher’s desk and asked to take down the calendar for October. She was given

permission to do that and she was engaged in that activity until time for DEAR. When Andrea finished taking down the calendar, she took out a book for DEAR. Gail was sitting near her and began to offer her candy. Andrea took a piece but did not immediately eat it. She was reading The Secret Garden (Burnett, 1987).

The next day, Barbara was helping Andrea with her work when the observations began. Soon Title 1 was dismissed and Andrea started reading The Secret Garden (Burnett, 1987) again. She was soon joined by Alicia and Bonnie. They began eating candy and whispering. The teacher reminded them that they were supposed to be reading. The girls slowly went back to the area where they had been sitting previously and began reading.

Andrea was not in class on Wednesday. Some of the students told me that she had an eye infection. Andrea also missed the tutoring session on Thursday.

Week 9

The teacher told me Andrea was absent all week due to headlice. She said Andrea's parents had brought her back to school on Wednesday. Unfortunately, the school nurse had found headlice still in her hair and she was sent home again.

Tutoring sessions ended for the semester that week.

Week 10

Andrea was back in school on Wednesday and there was a crowd of girls around her seat when I began observing. They had been told Andrea was absent because of an eye infection. They were concerned and asked how she felt. She was the center of attention in class that day. Andrea's teacher told me that no one in her family had picked up her assignments while she was out of school and that she was falling further behind.

Seeing that Andrea was having trouble with getting started on her work, her teacher sat at the table directly behind her desk. The other girls went back to their seats. They all had worksheets to do too. Andrea went back to where the teacher was sitting and asked her something. Then she approached me and asked if we could go out in the hall and talk. She told me she was “tired of working.” I was not comfortable taking her out of class on her first day back after having missed so much school.

Andrea went back to her seat and began passing notes with her friends until it was time for DEAR. When the teacher dismissed Title 1, Andrea and Barbara went back to the bookshelf to choose books. After about 10 minutes, Andrea went to the teacher’s desk and asked to read with one of her friends. Permission was granted. Andrea and Barbara chose a corner of the room and began reading Math Curse (Scieszka, 1995).

Week 11

Monday was the first day back after a week off for Thanksgiving. Andrea had a book and notebook paper out on her desk. When she finished eating a package of Cheetos, Andrea began working on her assignment. Seemingly unable to figure out what to do, she asked Barbara for help. Barbara explained the assignment to her and Andrea was soon working again.

The teacher asked the students to take out the book, Shaka: King of the Zulus (Stanley & Vennema, 1994). Andrea looked through her desk and backpack but could not find it. She told the teacher she thought it might be at home. The teacher found an extra copy of the book for her and she read silently until time for DEAR.

After Title 1 was dismissed, DEAR began. Andrea took a book out of her desk and began quietly looking through it. She gazed around the classroom at her friends.

Finding no one to read with, Andrea read alone that day.

The class attended an assembly in the cafeteria on Tuesday during the observation period.

On Wednesday morning the teacher was in the hall taking down Thanksgiving turkeys when the observations began. The turkeys' tail feathers had the names of books on them that the students had completed so far during the semester. Later I asked Andrea about her turkey. She said that she was not there the day the turkeys were made.

In the classroom the students had their basal reader out. Andrea was talking and laughing with her friends. Barbara was taking names for the teacher. Andrea's group took great delight in pointing out other students who were misbehaving to Barbara.

Soon it was time for DEAR. It was one of Andrea's friends turn to sit on the bean bag chair. She selected Andrea to sit on the other one and read with her. Andrea stopped by another girl's desk on the way to the bean bag chairs to pick up a note.

Week 12

On Monday morning Andrea was working on a math worksheet and passing notes with Alicia. The other students were working on their spelling contracts.

The teacher called the students attention to an activity she was starting. She asked them to tell her their favorite thing about reading. When she called on Andrea, Andrea replied, "I just like to look at the pictures."

The students were told to choose books for DEAR. Andrea asked to go to the school library and look for a book. The teacher told her she could go. For some reason, Andrea changed her mind and did not go. She took a book out of her desk entitled Skeleton's Don't Play Tubas (Dadey & Jones, 1994) and attempted to read. However,

each time Andrea began reading, one of her friends began tapping on her arm to get her attention. This happened several times.

The next day was Tuesday. When I came into the classroom, I noticed Andrea and Sharon watching me closely. I had chosen a place to sit at a table fairly close to them. I pretended not to notice they were watching me. Satisfied that they were not being observed, they began passing notes while the rest of the class worked on a science assignment.

Andrea went to the teacher and asked if she might go to the water fountain. Permission was granted. While she was gone, Sharon hid Andrea's paper that she had been working on. When Andrea returned, she discovered it was missing and told the teacher. Sharon gave it back to her and they resumed their note passing. Soon Bonnie began passing notes with them. They continued to watch me to see if I happened to be looking as they passed the notes. I had been careful never to pass judgement on any of their actions and did not want them to feel uncomfortable passing notes or doing anything else that might have brought censure by a teacher. It was important to the study that they act as naturally as possible around me.

The teacher wrote a basal reader assignment on the board for them. They were to read pages 159-179 in their book, Don't Forget to Fly (Aoki et al., 1993), and were to answer the following questions:

1. Who was sick?
2. What was wrong with that person?
3. How did he travel?
4. What was harvested?

Andrea began reading. She continued to read the 20 page assignment even after she should have been reading for DEAR.

Observations ended at this point because the students were off for Christmas vacation for two weeks. Research resumed when the tutoring sessions began for the second semester.

Week 13

On my first day back for observations, the teacher told me that Andrea had not been in school for the past several days. On Wednesday, Andrea still had not returned to school.

Week 14

The class was discussing which of the five senses were used in the story The Lion, the Witch, and the Wardrobe (Lewis, 1994) when I began observations. Andrea was sitting with Barbara and had her book in her lap. The teacher made a silent reading assignment. Andrea got up and went to the teacher's desk to ask a question. She soon came back to her seat and began reading.

Andrea and Barbara went to the front of the room to inspect the Valentine holders. They were hanging under the white board and were red, white, and blue and covered with glitter. The girls examined several while talking and laughing.

The teacher heard them and asked them to be seated. They went to their seats, took out books, and sat in the floor between the rows of desks. The teacher heard them as they began visiting and asked that they come and sit by her to do their reading. Andrea and Barbara read quietly by the teacher's desk after that.

On Tuesday, Andrea met with her new tutor, Christie, for the first time. Christie

asked Andrea to respond to some writing. Christie wrote: “How did your college reading buddy help you last semester? What would you like to learn this semester?” Andrea answered in writing, “Karen my buddy she would record us talking and she would help me on my words I don’t know and we would go back over them. Do more writing Practice on my cursive.”

On Tuesday and Wednesday the students were reviewing for the state test. I was unable to observe on those days.

Week 15

School was not in session on Monday so there is no observation record for that day.

On Tuesday I interviewed Andrea. The interview began with asking Andrea what she and her college reading buddy, Christie, had done the week they met. Andrea answered that they read, wrote about themselves and turned it into a poem. When I asked if they read any books, Andrea indicated that they did but was unable to remember the names of any of them. She remembered that it had chapters and they would continue reading it the following week.

Next I asked Andrea if she ever came to words she didn’t know in her science and/or social studies books. She said that she did and when that happened, Andrea replied that she tried to sound out the unknown word. If she was unable to figure out the word after sounding it out, she asked the teacher.

To inquire about Andrea’s writing habits, I asked her if she ever wrote stories for fun. Andrea answered that she liked to write scary stories and poems. When asked if she had written anything lately she replied that it had been about a month.

Next, I asked Andrea what she liked most about the tutoring session. She replied writing was her favorite part of the session and said that she enjoyed turning what she had written into poetry.

Following up on Andrea's comment that reading was her least favorite part of the tutoring session; I asked her if she had always disliked reading. Andrea said she had begun to dislike reading last year because the words got harder.

Andrea was asked what she and Christie were going to do in tutoring on Thursday. Andrea answered that they would be reading some magazines. She had asked Christie to bring some magazines about movie stars.

On Wednesday, Andrea received help with math throughout the language arts period from her friend Sharon.

Thursday was officially the second tutoring session, but the first for Andrea and Christie. For guided reading, Christie brought several books for Andrea to choose from. Andrea chose Missing May (Rylant, 1992). After reading the book, they completed a story/character web. Christie was surprised at how much information Andrea was able to recall, but noted there were some important details that Andrea left out.

Christie brought a magazine called BOP, that is intended for girls ages 10-16, for read aloud time. She reported that Andrea was excited about the magazine and said it was her favorite. Andrea was very surprised to learn that reading a magazine actually counted as reading.

Week 16

No observations were made on Monday.

On Tuesday, Andrea was sitting across from Sharon when observations began.

The teacher announced that it would soon be time to grade papers. Andrea told the teacher she was not finished and she was allowed to take her work out in the hall to complete it. The teacher called out the answers and the students graded their own papers.

The teacher asked Andrea and the others to come back into the classroom. They were ready to move on to readers. She asked the class to take out their Don't Forget to Fly (Aoki et al., 1993) books and read pages 349-361, "A Wave in Her Pocket." The teacher showed the students a map of Trinidad. This was where the story took place that they had been assigned to read. Andrea sat quietly while instructions were being given, then she began reading.

A short time later Title 1 was dismissed, and it was time for DEAR. Andrea closed her basal reader and went to the bookshelf. She chose a dictionary and sat down with Barbara and Debbi. They began talking, prompting their teacher to ask them to read quietly.

The next day the students were having a math lesson when I came to observe. The teacher apologized to me, but I reassured her that I understood that sometimes it is not possible to stay on schedule. During this time, Andrea was visiting with Barbara. Barbara then turned and began helping Sharon. Andrea went back to work on her math.

When it came time for DEAR, Andrea read with Alicia. They spent their time talking and laughing.

Andrea was absent on Wednesday.

In tutoring on Thursday, Christie and Andrea sat in a different place than usual for their tutoring session. Christie soon realized that this was not a good place for a tutoring session. She recorded that Andrea "was more interested in looking for someone and was

embarrassed when people walked by.” She believed it would not be a good idea to sit there again.

Christie planned for she and Andrea to take turns reading Missing May (Rylant, 1992). Christie was disappointed that Andrea was not “motivated or excited” about the book. In the previous tutoring session, Andrea had wanted to take the book with her and read it. Andrea brought it back to this session and told Christie that she had read two pages of it and didn’t want to read it anymore.

Andrea began to set goals for herself to accomplish, with Christie’s help. She wanted to “write more and get better at it,” according to Christie. She also expressed an interest in working on her cursive in future sessions.

Week 17

On Monday the teacher assigned the students a new book to read called Bridge to Terabithia (Paterson, 1987). They discussed the title, author, and illustrator. The teacher talked about some of the other books the author, Katherine Paterson, had written. Sharon’s hand soon went up. She had found a “cuss word” in the book. The teacher read the first chapter to them to build their interest in the story. The students were allowed to vote on whether or not they wanted to continue reading the book. The teacher instructed them to take out a piece of paper and write “no” if they did not want to continue reading the book or “yes” if they did want to continue reading the book, and tell why.

Title 1 was dismissed and the other students were instructed to begin reading for DEAR. Andrea and her group of friends crawled under a table.

Andrea was absent on Tuesday.

On Wednesday, the students were working on science. The teacher had laminated

some science pages from a local newspaper that contained information about the planets. The students were to find 10 facts that they did not know before and were to write them down on a piece of paper. They were very excited about this assignment.

Andrea picked up one of the laminated news pages, took it to her seat, looked at it briefly, and then returned it to the stack on the table. She did this several times. Occasionally, she would write something down.

Christie, Andrea's tutor, talked with the teacher regarding Andrea's grades. She was "surprised to learn Andrea does not do well in class." Christie felt that "Andrea reads well and is bright." The teacher told her that Andrea is "unmotivated and does not like to do her work."

Christie asked Andrea to bring her spelling words to the next tutoring session and she would help her with them. She recorded that "Andrea seemed excited about this. Also, she wants to improve her writing." Christie planned to spend most of the next tutoring session on writing. She expressed concern that even though Andrea seemed to be excited, she lost interest very quickly in whatever they were doing. She also stated that Andrea "is always trying to distract me from our task."

Christie was discouraged when the first thing out of Andrea's mouth was "Do we have to read?" She felt that Andrea began to enjoy reading after they "got into it." Christie saw that taking turns with the reading helped.

When Andrea confided to Christie that she missed school on Tuesday and "her mom never knew," Christie became very concerned. Andrea told her that she had to catch the bus after her mom left for work so her mother did not know if she made it to school or not. Christie resolved to talk with Andrea's teacher and let her know what was going on

with Andrea.

Christie was cheered by the fact that writing went well. They decided to write letters to movie stars. At first, Andrea chose to write to Leonardo DiCaprio and Christie decided to write to LeAnn Rimes. Then Andrea changed her mind and wrote to LeAnn Rimes too.

Week 19

The students were grading math papers when I arrived on Monday morning. Andrea had just been called on to give an answer. She gave an incorrect answer but was allowed to change it. The teacher asked Sharon to move her desk away from Andrea's desk because she felt they were talking too much. They finished grading their math papers and went over a few of the problems.

Title 1 was dismissed and it was time for DEAR. The teacher saw that Andrea was talking and asked her to stop. Andrea began playing with her pencils and her teacher told her to get a book and start reading. Andrea quickly followed the teacher's directions.

Andrea settled down to begin reading. Occasionally, her eyes would wander away from her book and she began talking. The teacher left the room and Andrea continued to visit with her neighbors throughout the silent reading time.

On Tuesday, the students were to write a letter to a friend telling about middle school, giving advantages and disadvantages. They had been to an assembly in the cafeteria and discussed their promotion to middle school. The students were instructed to compose a rough draft first and then to look up anything they did not know how to spell in a dictionary. The essay was to be 200 words in length. The teacher helped them brainstorm for ideas and wrote them on the white board. Advantages were 1) more

friends, 2) more choices and responsibilities, 3) better food, 4) different teachers, 5) P.E. every day, 6) more privileges, and 7) sixth grade still gets a recess. Disadvantages named were 1) there were more bullies and 2) they couldn't play in sports yet.

Andrea began writing right away. Debbi interrupted Andrea in an attempt to show her something. Andrea looked briefly at the object in Debbi's hand, but quickly returned to her writing. She worked diligently for about 20 minutes. She raised her hand for the teacher to come to her desk and critique her rough draft. Her teacher told me how pleased she was that Andrea took the assignment so seriously.

Andrea was absent on Wednesday.

When Christie went to Andrea's classroom to get her for their tutoring session, Andrea told her she was working on an art project for open house. She asked Christie if she could continue working on it. Christie did not mind, but decided she would read to Andrea while she worked on her project. At first, Christie was concerned that Andrea would not pay attention to the story as she read. She soon found, however, that Andrea was paying close attention and when Christie finished reading, Andrea reminded her "we need to check our prediction chart and edit it." Christie was excited at this improvement in Andrea's attitude and her seeming enjoyment of checking her predictions and revising them.

Andrea informed Christie that she had been "writing her own letters to movie stars and singers." Christie reported that this was the only thing Andrea was excited about and had followed through on. Andrea promised to bring them to the next tutoring session to get Christie's help with editing and revising them.

Andrea mentioned to Christie that her teacher and parents knew she had been

skipping school. Her father had made her sign a contract stating that if she missed school again, she would be grounded for the whole summer. Andrea was upset about that possibility. Christie felt relieved that action was being taken to keep Andrea in school.

Andrea told Christie that she had been homeschooled for several years and felt more comfortable being at home and doing her schoolwork there. Christie stressed to her that it was important to be in school when she was supposed to be and that her parents should always know where she was.

The school was having a book fair that week. Christie took Andrea and bought her a book called On Board the Titanic (Tanaka, 1996). Andrea promised Christie she would read it during spring break, which was the following week.

Week 20

Andrea was absent on the Monday following spring break.

On Tuesday morning, the teacher was going over vocabulary words when I began observing. The students were copying the words off the white board. They were to begin reading Call It Courage (Sperry, 1990). The teacher gave them some background information on the book and its author. The students' assignment for the day was to read chapter 1. Andrea's book had remained closed until the teacher started reading it to them to build their interest. Andrea picked up her book and flipped through it, in an attempt to find the place where the teacher was reading.

When she finished, the teacher asked for a thumbs-up if they thought they could read the book. Andrea kept her thumb down.

Soon, the teacher dismissed the Title 1 students. She instructed the other students to take out their books for DEAR. Andrea had a new book called Hanson (Ariel, 1998), a

popular singing group that seemed to appeal to children in the preteen age group. Andrea hardly looked up from her book during the 30 minutes of time allotted for DEAR.

They were checking their math papers on Wednesday morning and Andrea's paper was out on her desk. Afterward they were asked to take out a book to read. Andrea already had a book on her desk, but she made no move to open it. She was talking with her neighbor.

The teacher's attention was drawn to another student, Robin, who was in trouble for not doing her work. Andrea began visiting with her friends.

A few minutes later, Andrea began working on a worksheet instead of reading. She continued working on it through DEAR time.

The next day, Christie reported that Andrea was absent due to headlice again. Andrea did not return to school for several weeks and they had no more tutoring sessions together.

Week 22

On Tuesday, Andrea came to school but was sent home after the school nurse found headlice remaining in her hair.

Week 23

Andrea was back on Monday morning. Her head had been shaved on the sides. Andrea was embarrassed and kept her head down most of the time. Her teacher told me that Andrea was further behind than ever.

Andrea appealed to her friend, Sharon, to help her with her work. Sharon helped her during the time I was there.

On Tuesday, Andrea was looking up words in a dictionary from Call It Courage

(Sperry, 1990), with Sharon's help, when the observations began. Andrea was very quiet and subdued, as she had been the day before. She continued to work on her morning assignments through DEAR. Andrea had a lot of work to make up. Her family had not contacted the school to make arrangements to get her assignments while she was out.

The other students felt sorry for Andrea because her head had been shaved. On this day, they were making an effort to make her feel better. Several of the girls were passing notes to her, which she answered and sent back to them.

This was my last day of observation.

Final Interview

Several weeks later, I returned to the school to interview Andrea. When asked if she had been able to attend the end of the year reading buddy party Andrea replied that she had and that Christie had given her two books about the Titanic. She indicated that she had seen the popular movie about the Titanic. The next question was "Have you read them?" to which Andrea replied, "I read the little one and about half of the big one." I asked Andrea if the books had good pictures in them. Andrea brightened and said "Yeah! They have good pictures."

The next few questions addressed Andrea's current interest in reading. I asked her if she had done any reading since tutoring ended. Andrea replied that she had not. Since she said she had read one of her Titanic books and part of the other one, I asked her if she had done any reading at home. Andrea stated "Some. I'm reading my Titanic book." In order to clarify her statement, I asked her if she was reading any books right then. Andrea said "I read like a chapter every night when I go to bed."

To find out Andrea's future plans for reading, I asked her if she planned to read

another book when she finished the Titanic book. Andrea's answer illustrated her honesty, "It depends on if I have one to read."

To better understand if books were easily available to Andrea, I asked, "Do you go to the city library?" Andrea replied, "You mean the public library? I have a card. I go sometimes." Andrea said "I like to check out a lot of books. I usually check out about eight." Knowing the public library has a two week limit on books, I exclaimed "You can read that many books in two weeks?" Andrea confessed, "I only read like half."

When asked if the library was close to where she lived, Andrea answered "Me and my brother and sister and mom and my mother's friend used to go up there about every other week, I think. Me and my best friend used to go up there a lot too. We live way across town now."

The next question pertained to her second grade reading buddy. Andrea replied that she had read with a second grader but "not many times." When asked for further information, she said she did not remember.

I changed the line of questioning and asked, "You've told me several times that you don't like to read. Do you think that's changed any?" Andrea replied, "Well, I don't like to read if I don't like the book. But if I have a book I'm interested in, then I like to read and I look for another book by the same author."

Next I asked if she liked to see the movie after she had read the book. Andrea replied that she did. I asked her which one she usually liked best. Andrea answered, "The movie because it's like in action and in the book you can't really see them moving and it just tells about it and stuff."

Curious to learn how Andrea viewed her progress in fifth grade, I asked her if she

thought she had become a better reader that year. Andrea answered “Some. I can print out hard words that I couldn’t do with my first reading buddy!” To clarify, I asked “Are you saying she helped you with spelling?” Andrea replied “Yeah, and we did webs and stuff.” I asked if she found that helpful. Andrea believed that it was and said, “Yeah because it will help you remember what happened if you forgot since last week.” To make sure she understood what Andrea was saying the next question was “So you read the story and then did the web the next week?” Andrea responded “No, we read the story and did the web the same day.” Still uncertain, I asked “Did you do that with all the stories you read?” Andrea told me “we only read one story.” Then she said “it was like a chapter every time and then do a web and stuff like that. It was the one about May.”

I thanked Andrea for participating in the study and told her how helpful she had been. I wished Andrea luck in middle school and the interview ended.

Case 3, Alan

Alan was the third student chosen for the study. His state test scores were significantly below passing in reading (49/70) and he was a Title 1 student. Alan worked hard for his tutors and contributed significantly to the study, even though he did not meet all the criteria. Alan was chosen because he scored higher on the Otis-Lennon School Ability Test (Otis & Lennon, 1996) than the two other participants and the teacher felt he would be a good choice.

During the first semester, Alan and his friend, Michael worked with the same tutor. Alan had his own tutor for the second semester of tutoring.

Because he attended Title 1, Alan was only in the classroom for 30 minutes of the observation time allowed me each day.

Week 1

The first week was spent observing all the students in the classroom, in order to choose three participants for the study.

Alan met with his college reading buddy, Amy, for the first time that week. She recorded that “Alan is going to be a great child to work with. He was enthusiastic about reading.” Amy noted that, “Alan skipped a line sometimes as he was reading to me.” She resolved to bring a bookmark for him the following week believing that it would help him keep his place.

Amy read the Three Little Wolves and the Big Bad Pig (Trivizas, 1997) to Alan. She reported that Alan was rather quiet and she wished later she had encouraged more discussion from him. Amy also felt Alan “was a little nervous.” She hoped he would become more relaxed as he got to know her.

Week 2

Alan had not yet been chosen for the study during the second week so I did not pay special attention to him or his activities.

On Thursday, Amy chose Emmett Smith: Finding Daylight (Cox, 1994) for Alan’s guided reading activity, since she knew Alan liked sports. She had already found that Alan did not care for fiction.

Amy and Alan did a miscue analysis on a story from Sports Illustrated for Kids called “Who is the Fastest Man?” She found that “Alan gets the beginning sound of words right but mumbles through the rest of the word which makes a word that doesn’t make sense.” Amy was also concerned that Alan sometimes skipped a line of print, even after she brought a bookmark to help him keep his place.

Amy believed that Alan would benefit from reading a list of some three syllable words and then talk about their meanings. She also wanted to help him learn to pause at the end of a sentence so that his oral reading would flow better.

For the writing activity, Amy asked Alan to write three wishes. He had a hard time thinking of what he wanted to wish for. Amy found this surprising since he had not had trouble deciding what to write the previous week.

Week 3

Alan was chosen to participate in the study during the third week of observations. On Wednesday, the students were working on language when I began observing. Alan received help with his language assignment from Alicia. Then he felt he could complete the assignment on his own.

When the teacher dismissed the Title 1 children, Alan asked if he could stay and finish one more question. The teacher told him he could.

The next day, Alan and his friend Michael had been sharing a can of potato chips. Alan was spinning a Mr. Pringle Potato Chip can around on his pencil while Michael was playing with the foil that came in the potato chip can.

Later, other students were drawing in class, but Alan was reading and working on morning assignments.

(The account of the tutoring session was not available for this week.)

Week 4

There were no observations the first two days of the week.

There was a substitute teacher in the classroom on Wednesday morning. The students had been asked to read chapter 3 in Sign of the Beaver (Spere, 1994). Alan and

Michael begin reading together. When they finished, they were to answer some questions. The substitute teacher walked by Alan's desk and asked him to write his answers in paragraph form. Alan protested by asking "We can't just write the answers?" The answer was no.

When the substitute teacher told the class it was time for Title 1 students to leave, Alan frowned. Another boy came to his desk to walk with him. Alan asked him "Why do you want to leave so early? We've got one minute!" Alan seemed reluctant to leave when he had unfinished work.

For guided reading the next day, Amy had planned to take turns reading Things Change (Aikman & Keith, 1995) with Alan. She was pleased that Alan read "louder and clearer" than he had in the past.

Amy read An ExtraOrdinary Egg (Lionni, 1994) and asked Alan do a retelling. She was pleased with the results, but when she listened to the audio taped retelling, she thought she might have helped Alan with it. Amy resolved to be more careful in the future.

The writing activity was planned with Alan's love of sports in mind. She gave Alan the following as an assignment: "How would you write your name if someone asked for your autograph? How would it make you feel?" Amy reported that Alan liked this assignment. They read On the Court with Grant Hill (Christopher, 1996) during their read aloud time.

Week 5

Alan's first interview was on Monday morning. He told me that he liked to read. Alan's favorite kinds of books were about sports, especially football and basketball.

Alan described the reading buddies program as fun. He liked leaving the classroom to go out in the hall and the activities that included reading, writing, and drawing.

When asked if he had learned anything new in his four sessions with his tutor, he replied “How to sound a word out piece by piece.” He also felt it was helpful for Amy to read to him. Alan felt that tutoring was beneficial to him and he liked it.

On Tuesday, I interviewed the two other participants in the study. Alan had already left for Title 1 before the interviews were over.

The students were having a math lesson on Wednesday during part of the observation time. Afterward, they were given an assignment to read in Sign of the Beaver (Spere, 1994). Alan completed his assignment and soon left for Title 1.

On Thursday, Alan and Michael took turns reading Things Change (Aikman & Keith, 1995) for guided reading. Amy felt both Michael and Alan were improving in their reading. She reported that Alan had trouble writing his goals because he felt he already “knows everything.” Amy and Alan finally agreed that he “wanted to read faster and write with better spelling and punctuation.”

Amy read On the Court with Grant Hill (Christopher, 1996) to the boys during read aloud time. They both seemed to enjoy it.

Amy was surprised to learn that Alan had told me he liked reading with her. She was “never quite sure if Alan was enjoying the sessions or not.”

Week 6

There was a substitute teacher on Monday morning. He had posted his own rules:

1. Take your seat,
2. raise your hand and be recognized before you speak,

3. go to the restroom before class, and
4. when I talk, you listen!

Alan and Michael were sitting side-by-side doing their work. I soon became aware that Michael was copying Alan's work. Alan was upset because Alicia and Gail, two girls in the class, were talking so he went to the substitute teacher and complained.

The students were told they would have to hand in their language assignment before leaving for Title 1. Alan worked very hard to finish in time. His friend, Michael, was told he would have to spend his whole recess on language. Then Title 1 students were dismissed.

The next day I saw Matthew, another boy in the class, and Alan in the hall by the office on my way to the classroom. Alan was quick to tell me that they were not in trouble. Someone else in another classroom had hit them and the teacher had told them to report it to the principal. Alan was very concerned with behaving properly and being a good student. They did not return until almost time to go to Title 1.

On Wednesday, there was a language lesson in progress when I began observing. Alan and his friend Michael were working on the lesson. Alan asked Alicia to come to his desk and help him with something he did not understand, which she did. A few minutes later, it was time for Title 1 students to leave.

During the tutoring session that week, Alan finished reading Things Change (Aikman & Keith, 1995). Amy and Alan discussed the differences in the two football players, Emmitt Smith and Troy Aikman, characters in the books they had been reading. Then they constructed a Venn Diagram related to their discussion on the two football players. Alan enjoyed that activity. Amy was impressed with how much Alan

remembered about the books. She was pleased with the outcome of the activity. She continued to read On the Court with Grant Hill (Christopher, 1996) to Alan during read aloud time.

Week 7

The students were finishing up some math when the observation time began on Monday morning. Shortly after my arrival, they were asked to take out their language books and turn to pages 86-87. The students were to decide which sentences belonged in the paragraph and which did not. When making the assignment, the teacher told them that if the paragraph was too hard for them, they could read with a partner. After a little more discussion Title 1 students, including Alan, were dismissed.

On Tuesday morning, the students had been to an awards ceremony and several were given ribbons for creative writing and other achievements. After only a short time in the room, Title 1 students were dismissed.

On Wednesday, the class was taking turns reading orally but Alan was not called on to read. After several students read, Title 1 was dismissed.

Amy reported that Alan was sick the morning of tutoring. He had “thrown-up” in the classroom before she arrived to take him for the tutoring session. Alan did not want to call his mother to come and get him until after the session. He told Amy he felt better, but she could see that he was sick.

They read On the Court with Grant Hill (Christopher, 1996) for their guided reading activity. Michael and Alan took turns reading orally. For the strategy, Amy did a miscue analysis from a story in Sports Illustrated for Kids.

Alan had a problem deciding what to write about that day. Amy usually gave the

boys a prompt, but on this day she asked them to write about “anything that you would like me to know.” Michael finished first and began looking at Sports Illustrated for Kids, which proved to be distracting to Alan.

For their read aloud time, they all looked at the Sports Illustrated for Kids. The boys liked it so much Amy gave it to them.

Week 8

Alan had his social studies book open and was working on a social studies worksheet when I began observing on Monday morning. The other children were engaged in different activities and it appeared to be a time for catching up on morning work.

A few minutes later, Michael walked over to Alan’s desk and they began looking at a magazine with pictures of the solar system in it. It seemed to be fascinating to both boys.

The teacher asked how many of the children had read The Polar Express (Van Allsburg, 1985) and most of them raised their hands. She instructed them to take out their basal reader, Don’t Forget to Fly (Aoki et al., 1993, pp. 20-41). They were assigned to read the story “The Wreck of the Zephyr” and were told it was written by Chris Van Allsburg, author of The Polar Express (Van Allsburg, 1985). The class was given the choice of reading the story orally or silently. They were unable to come to a consensus, so the teacher compromised and told them to read it silently first and later they would read it orally.

Five minutes later, the Title 1 students were dismissed. The teacher instructed them to take their basal reader with them to Title 1 and ask if they could read the story

there.

Alan was not in school on Tuesday.

On Wednesday morning, the teacher was leading a discussion on the story from the basal reader. They were discussing the two parts of the story and the following information was on the overhead projector:

	Story A	Story B
Characters	an old man other guy	little boy captain
Setting	on a hill	village, ocean
Plot	boat on top of a hill	
Ending	old man is the boy in the story	

Alan had his book open during the discussion, looking at the picture of the boat. When the teacher began to ask questions related to the information above, Alan was one of the first to raise his hand to volunteer answers. After a brief discussion, Title 1 was dismissed.

Amy continued bringing sports books for the boys to read in tutoring. For guided reading, they read On the Court with Grant Hill (Christopher, 1996). Alan read a story about Jesse Owens from the book Lives of Athletes (Kroull, 1997). Amy did a miscue analysis as Alan read orally from the book.

Amy reported she “was very determined to get these boys to write.” She asked them to write a letter to their parents letting them know why “you think you should play football.” At first “they just wanted to talk about it.” Eventually, she was able to get them to put their thoughts on paper.

For the read aloud activity, Amy brought Carl Lewis; Legend Chaser (Aaseng, 1989). Alan and Michael took turns reading it.

Week 9

The students were finishing up some previously assigned work on Monday morning when observations began. Alan was flipping through a magazine searching for information. He soon found it and began writing on a sheet of paper.

A few minutes later, the class began a health lesson. The teacher asked Alan “Where is urine stored?” He answered correctly “In your bladder.”

Although Alan had read the assignment, he had not answered all the questions on his worksheet. He, along with others from the class, was told to go out into the hall and finish it. Alan was embarrassed, but did not complain about having to go out in the hall to finish. A short time later, he was back in the classroom with his paper completed.

The teacher asked Alan for Thursday’s health paper. He became visibly upset and began going through his desk in an effort to find the missing paper. Alan found the paper very quickly. It was finished, but he had forgotten to turn it in. He gave it to the teacher and she dismissed the Title 1 students.

The next day, the class was reading Shaka: King of the Zulus (Stanley & Vennema, 1994) silently. When he finished reading, he and Michael began a conversation about the length of the book. It was 26 pages and Michael felt that was too long.

Alan had finished reading and put his book away. For a few minutes, he drew pictures of aliens. Then he was dismissed for Title 1.

On Wednesday, the students were taking turns reading orally from the book

Shaka: King of the Zulus (Stanley & Vennema, 1994). Alan read along silently as others were reading. When the oral reading was over, the teacher led the class in a discussion of what they had read. The teacher demonstrated, with her hands, how the shield was used.

As the discussion continued, Alan looked at the clock and saw that it was time to leave for Title 1. He walked around the classroom telling other Title 1 students that it was time to leave. They gathered by the door and left in a small group.

On Thursday during the final tutoring session for the semester, Amy asked Alan to read a short story on Jessie Owens from Lives of Athletes (Krull, 1997) and as he read, she did a miscue analysis. She reported that Alan had made 30 miscues. Amy followed up by saying that Alan “seemed to be distracted for the past couple of weeks.” She also questioned the wisdom of tutoring another student along with Alan. Amy stated that she believed that Alan would have benefited more from one-to-one tutoring.

In addition to the miscue analysis, they also played Scrabble and read aloud from On the Court with Grant Hill (Christopher, 1996). The boys enjoyed the game and took turns reading the book orally.

Week 10

The teacher wrote instructions on the white board for the students’ new activity.

They were:

1. Identify the kind of animal.
2. Sort or classify the bones.
3. Count and put on chart.
4. If complete skeleton - tell assistant or teacher.
5. Owl facts

color owl - for bulletin board

write facts on owl

cut owl out and mount on ½ sheet of construction paper

Debbi explained to me that there were owl pellets on the back table and that they were to break them apart and dig bones out of them themselves. Most of the students were excited about the activity. Alan, however, did nothing to indicate that he was excited. He worked on some of his morning assignments to be finished in time to leave for Title 1.

Title 1 students were soon dismissed and left, only to return a short time later. They reported to the teacher that Title 1 was closed for the day.

On Tuesday morning the students were working on a science assignment that involved answering questions out of the book, during the observation time. Alan worked diligently on his assignment. One of his classmates went to his desk and Alan told him to leave me alone.” Robin took her book to Alan and asked for his help on the assignment, which he gave.

The teacher had been out of the room and when she returned, she asked the class to take out their language books. She told them they would be studying linking verbs and wrote *Am*, *Was* and *Were* on the board. After some discussion on what they were to do for language, the teacher told them about a reading incentive provided by Grandy’s, a local fast food restaurant.

Grandy’s had sent coupons for cinnamon rolls. The program was called “Bookworms.” The teacher had copied a turkey on brown construction paper for each student. They were to add a feather, with the name of the book on it, for their turkey’s

tail. The more books they read, the more tail feathers their turkey would have. Then she dismissed Title 1.

On Wednesday, Alan worked hard during the observation time to finish his morning work before leaving for Title 1. No other student in the classroom stayed as focused and worried about getting assignments done as Alan did.

Week 11

On Monday, after the Thanksgiving holidays, the students were discussing a language assignment. Alan began helping Jeremy, even though this took time he needed to finish his own work. When Title 1 was dismissed, Alan was not finished. He sat in his seat attempting to finish before leaving. When the teacher told him he needed to leave, he asked for just a few more minutes to finish.

On Tuesday, the class was gone to an assembly in the cafeteria during the observation time.

The next day, Wednesday, the teacher brought in the Grandy's Thanksgiving turkeys. Alan's turkey had three tail feathers, which represented the four books he had read. They were labeled Tampa Bay Buccaneer (Goodman & Lovitt, 1996), Jacksonville Jaguars (Italia, 1996), and Sign of the Beaver (Speare, 1994). I noticed that he did not include books read in his tutoring sessions. Sign of the Beaver (Speare, 1994) was a book read in class. The other three were read on Alan's own time.

The class began reading a new book called The Best Christmas Pageant Ever (Robinson, 1988). Ten minutes later, Alan left for Title 1.

Week 12

On Monday morning, the students were working on their spelling contracts,

which included different spelling activities for each day of the week.

The teacher directed the students' attention to the front of the classroom where she began asking them what their "favorite thing was about reading." Alan answered that he liked books about football. Then the students were asked to choose books to read. Alan chose a sports book.

The next day, Alan was working on a science worksheet when I began observing. He noticed that his friend Michael was not working. Alan told Michael he had "better get to work." Alan continuously looked at the clock as he was working. It would soon be time to leave for Title 1.

Observations ended at this point because the students were out of school for Christmas vacation. Research resumed when the tutoring sessions began for the second semester.

Week 13

The students were having free time during the first part of the observation period. Alan spent the time coloring with markers. When the teacher announced that it was time for Title 1 students to leave, Alan's face wrinkled up into a frown.

On Tuesday I conducted a brief interview with Alan. I began the interview by asking him to tell me what he thought was most helpful to him in the tutoring sessions he participated in the previous semester. Alan stated that he sometimes had trouble reading difficult words in his science book. Now he knew "how to break them up to see if he recognized any parts."

The students were to have their first tutoring session with their new tutors on Thursday of that week so I asked what he hoped to do in tutoring for this semester. He

replied, "Read more sports books." He also indicated that he was looking forward to the sessions.

Asking Alan the name of the last book he read began a new line of questioning. He indicated that it was Tom and Jerry's Big Move (Lewis, 1985). I asked Alan if the book was assigned in class or if it was one he chose himself. Alan answered, "It was one I read at home last night." When asked where it came from, he told me that "My mom and dad bought it for me." I asked Alan if it was a special gift. He told me that his parents buy him books "all the time." He indicated that he had a large collection of books at home.

When asked if he had a favorite book, Alan wanted to know if it could be "like a magazine or something?" He was assured that it could indeed be a magazine. Alan replied that it was the magazine Sports Illustrated for Kids. I asked him where he read it and he answered "At home, sometimes at school."

The next question concerned Alan's thoughts on writing. The question "Do you ever write stories for fun?" was answered "Sometimes." When asked what kind of stories he liked to write, Alan replied "stories about sports."

Alan was next asked how he felt about reading in the classroom. He replied, "I like it when we get to read by ourselves silently but not when we have to stop." Not understanding his reply, I asked, "Why do you have to stop?" He answered, "We got to do something else."

Alan had his first tutoring session with Shannon, his new tutor, on Thursday. For guided reading they played a vocabulary game with another tutor and her student. Shannon was amazed that Alan was so good at the game. She gave the following

example: “When the other student we worked with did not understand a word Alan would say ‘That’s subterranean, you know, under the surface.’”

Shannon reported that Alan was very good at self-correcting. Alan read a book she had brought for read aloud time and when he mispronounced a word he would quickly self-correct with little help from her. When it was time for the session to end, Alan wanted to continue reading to “find out what happened next.”

Week 14

On Monday morning, the teacher was leading a discussion on which of the five senses were used in The Lion, the Witch, and the Wardrobe (Lewis, 1994). Alan sat quietly with his book open, attending to the discussion. After the discussion the students were to continue reading the book. Shortly afterward, Title 1 students left.

The following two days were spent reviewing for the state test. I was not allowed to observe on those days.

The weekly tutoring session began with Shannon reading the introduction of Night of the Twisters (Ruckman, 1986) to Alan. He enthusiastically stated, “You read fast!” They discussed what they thought the book would be about and then she asked Alan to continue reading the first chapter. Alan was agreeable and began reading orally. Shannon asked him some questions when he finished to check his comprehension. Alan liked the book and was able to answer the questions to her satisfaction.

While Alan was reading, Shannon did a miscue analysis on the second paragraph of chapter one. Afterward, they played Scrabble Junior.

Week 15

School was not in session on Monday.

I conducted an interview with Robin, another participant in the study, on Tuesday. When we returned to the classroom, Alan had already left for Title 1.

I was unable to observe on Wednesday due to illness.

On Thursday, when Shannon went to Alan's classroom to get him for tutoring, Alan told her that Michael's reading buddy was absent. He asked if Michael could join them for their session. Shannon invited Michael to "come along" with them for their tutoring session. They explained to Michael what they had read in chapter one of Night of the Twisters (Ruckman, 1986) the previous week. When this was done, Alan gave a narrative retelling of chapter two. The boys made predictions for chapter three, which they read for that day. Shannon noted that she "was pleasantly surprised to see that for the most part, the guys read without any problems. Alan seems to catch on to words very quickly. When he read double consonant sounds, he stumbled a little but was very quick to read them correctly." After reading orally, each boy made a list of words they had trouble with in the chapter. Finally, for read aloud time, the boys took turns reading out from the same book because Shannon "was not prepared for both of them and had only brought one book."

Week 16

There were no observations on Monday.

On Tuesday morning, the teacher asked the students to take out their language work and get ready to grade their papers. Alan graded his paper as the teacher called out the answers. After they finished grading, the teacher asked them to take out their Don't Forget to Fly (Aoki et al., 1993) books and read pages 349-361 to find out why Tante was sad. Alan was visibly concerned that he had a lot of pages to read before leaving for Title

1. He was distracted during the time he was reading and kept glancing at the classroom clock. At 10:30 a.m. he announced that it was time for Title 1 students to leave.

The students were studying angles in math on Wednesday morning when observations began. Alan was having problems understanding what he was supposed to be learning. The teacher helped him and then she apologized to me for having math instruction during the language arts time. I quickly assured her that it was all right. Evidently something had happened earlier in the morning to get them off schedule. Title 1 students left at 10:30.

During the tutoring session on Thursday, Shannon and Alan discussed what they had read in Night of the Twisters (Ruckman, 1986) the previous week. Later Alan gave a retelling of what they had read that day. Shannon was thrilled because “Alan was excited when I told him we were going to do a retelling. When he did the actual retelling, he did an excellent job. He named all the points that I put on the page. I was surprised he got all of the settings, but he did!!! Alan is a great storyteller. He puts it in his own words perfectly.”

For writing, Shannon asked Alan to write about the most exciting part of the chapter they had read. They ended the session by reading selected parts of the sports section of a newspaper.

Week 17

The teacher assigned a new book for the class to read called Bridge to Terabithia (Paterson, 1987). They began by discussing the title, author and illustrator. Sharon flipped quickly through the book and announced to the class that she had found a “cuss word.”

After reading the first chapter of the book to them, the teacher asked the students to take out a sheet of paper and write “yes” if you want to continue reading the book or “no” if you do not want to continue reading it and tell why. Then Title 1 was dismissed.

The next day, the students had been assigned a story in their basal reader, Don't Forget to Fly (Aoki et al., 1993). The teacher told me that she had assigned some state test type questions for the students to answer after they read the selection. Alan completed the assigned reading and began turning the pages in his book in an effort to find the answers to the questions. He propped his notebook up on his desk in such a way as to keep his neighbors from copying off of him, which had become a growing problem in the past few weeks. Although Alan always helped anyone who asked, he was unwilling to give his answers away. Finding that students seated around him were still trying to look at his work, he set two additional notebooks up, leaving open only the space directly in front of him. After doing this, Michael began whispering to him. Alan ignored him and kept working.

The teacher left the classroom but returned a short time later and announced that Title 1 would not be meeting that day. Alan seemed pleased to have extra time to work on his assignment. In a short time, he finished and took down his notebooks that shielded his work from his neighbors. He went to the bookshelf, found a book, and was soon reading for DEAR.

On Wednesday the students were working on a language assignment when observations began. The teacher had laminated some science pages with information on the planets from a newspaper. The students were to find 10 things that they did not already know before and were to write them down on a piece of paper. They were

enthusiastic about this assignment. The Title 1 students were reluctant to leave when the time came.

Shannon was unable to be there on Thursday for the tutoring session because of a family emergency.

Week 18

Alan seemed to be easily distracted on Monday morning. He did not appear to focus on any one thing for very long, which was unusual. He graded his math paper as the teacher called out answers but did not appear to be eager to do anything else.

After he left for Title 1, I asked the teacher why Alan's scores on the state test were so low in reading (49 out of a possible 70). She explained that he did not know all of his basic reading skills, such as his blends. His sight word vocabulary was not large enough either. Alan seemed to be successful in reading in the classroom and Shannon recorded that he did well in the tutoring sessions. His friends and neighbors in the classroom seemed to think he knew all the answers and constantly asked him for help.

On Tuesday, the students had been to an assembly in the cafeteria and discussed their promotion to middle school. When they returned to the classroom, they were given an assignment to write a letter to a friend telling about middle school, giving its advantages and disadvantages. The students were instructed to compose a rough draft first and then to look up any words they did not know how to spell in a dictionary. The essay was to be 200 words in length. The teacher helped them brainstorm for ideas.

Alan began writing right away. I noticed that his desk had been moved at the beginning of the week and that Alan had become more talkative in his new seating arrangement. He worked on the assignment without completing it before leaving for Title

1.

The class was reviewing for the state test on Wednesday and I was not allowed to observe. The record of the tutoring session on Thursday was unavailable.

Week 19

I was unable to observe on Monday.

Tuesday was my first day back after Spring Break. The school had not been in session the previous week. I noticed that Alan's desk had been moved across the room from where he had been sitting.

The students were beginning a new book that morning, Call It Courage (Sperry, 1990) that was the 1941 Newbery Award winner. The teacher gave them some background information on the book and its author. She began reading it to them and, after reading a few pages, asked them to finish reading chapter one. After giving them time to read, she asked for a "thumbs up" if they thought they would like to read the whole book, which Alan did. Then he left for Title 1.

On Wednesday morning, the students were grading their math papers and afterward were given free reading time. Alan read until time to leave for Title 1.

Alan and Shannon had a tutoring session on Thursday. She began the session by talking about what had happened in previous chapters of Night of the Twisters (Ruckman, 1986). They predicted what might happen in the chapters they would read for that session. Shannon introduced the K-W-L strategy to Alan and they filled it out. She was surprised that he liked it and said "Alan enjoyed filling out the chart. He knew every part and filled it out perfectly."

Shannon recorded that "his speed and accuracy are improving slowly. Today I

think he only missed two words in the entire chapter.” Next he wrote predictions in his journal of what he thought the next chapter might be about. For read aloud time, Shannon brought her own book to read while Alan read the sports page from the local newspaper.

Week 20

Alan worked on an assignment during the entire time (30 minutes) I observed him on Monday morning. Afterward, he left for Title 1.

On Tuesday, the students were taking turns reading Call It Courage (Sperry, 1990) orally. The teacher stopped them and they discussed what they had read at short intervals during the oral reading time. When they finished, the teacher announced that Title 1 was closed that day and that everyone must choose a book to read for DEAR.

Alan ran for a bean bag chair, but it was someone else’s day to have them so he reluctantly went back to his seat. The teacher noticed and gave him permission to read in one of them. He excitedly went to the bean bag chair and lay down on it with his book in the air. He read in this position during DEAR.

The next day the students had free time and Alan cut out a shape with scissors. I walked over to his desk and sat down beside him. Alan’s drawing was the shape of the letter W and I asked him what it stood for. He replied a singing group he liked. In amazement, I soon discovered that what I thought was a design that had been copied for Alan to color, was actually something that he had drawn himself. We talked briefly about it and I went back to the table.

Alan became dissatisfied and threw his drawing away. He took out another sheet of paper and began drawing again. Soon the teacher announced that it was time for Title 1 to leave and they were dismissed.

On Thursday Alan and Shannon had another tutoring session. For guided reading, they read *Volcanos* (Simon, 1995). First they looked at the cover and illustrations so they could make predictions on what the book would be about. Next they read the book and then for writing, they wrote a review of the book. Shannon recorded “He had many things to say about the book. He liked the pictures and the detailed descriptions in the book.” She also reported that Alan was “very descriptive and creative.” For read aloud time they read a book about the NASCAR races.

Week 21

Alan was drinking a soft drink and visiting with a neighbor when the observations began on Monday morning. The teacher assigned 10 spelling words for the students to look up in a dictionary in order to learn their meanings. Alan immediately went to get a dictionary off the shelf and got busy on the assignment. He worked steadily until it was time to leave for Title 1.

On Tuesday the students took the Otis-Lennon School Ability Test (Otis & Lennon, 1996). Alan seemed to apply himself, working steadily the whole time.

Alan was not in class on Wednesday.

When Shannon met Alan in his classroom on Thursday, she noted that he seemed upset. When she asked him what was wrong he told her that he “had been in trouble for talking in the library.” He had resolved to stay away from his friends the next time he went to the library so that he would not get into trouble again.

Alan and Shannon read Storms (Simon, 1989) for guided reading that day. She reported that Alan was very upset over getting into trouble and had a hard time “getting into” the session she had planned for him that day. They did a think-aloud for their

strategy activity. Shannon recorded that it went well. For the first time, Alan seemed reluctant to write that day. Shannon was disappointed that he would only write two sentences about what they had read in guided reading.

Week 22

School was closed for the Easter Holidays on Monday.

The next day, I conducted an interview with Alan. He seemed to be more and more reluctant to go to Title 1 so I asked him to tell me about it. Alan replied that he “hated it.” When I asked why, Alan answered that “we do a lot of” studying for the state test. I asked him if that was the reason he did not like going to Title 1 anymore. He confirmed that it was.

I had noted that Alan had a hard time getting started on his writing assignment that morning and asked him about it. He replied that he had “already done some writing that morning.” He did not feel that he should be asked to do more. Shannon had reported that although Alan would write, it was not his favorite thing to do and would do as little of it as possible.

The interview turned toward the tutoring sessions. I asked Alan what they usually did in tutoring. He replied “We read and predict what will happen in the story and last time we read a book called Storms.”

Out of curiosity, I asked Alan if he had read a book on his own over the weekend. He told me he had not. Here I had to end the interview because Alan had to leave for Title 1.

On Wednesday, Alan got into trouble in the classroom for making noise. That incident marked the first time in the months of observations that Alan had been in trouble

in the classroom.

Alan's book was out on his desk, but he was picking at a tattoo on his arm. Michael asked him to come and help him with the assignment, which Alan did. Apparently, Alan did not understand part of the assignment and went to the teacher for help. Then he returned to his seat and worked until Title 1 was dismissed.

For guided reading in tutoring the next day, Alan and Shannon read a story about Johnny Appleseed and filled out a K-W-L chart. Once again, Shannon reported that Alan enjoyed filling out the K-W-L and did a good job with it.

Alan drew a cover for his portfolio that they had been putting together during the semester. Shannon reported that Alan was very artistically talented and drew a great picture. While he drew, she read their favorite part of the sports page out of the local newspaper to him.

Week 23

Alan was working on his morning assignments when I arrived to observe on Monday morning. He worked quietly until time to go to Title 1. When the teacher told them it was time to leave, the students began complaining about having to drill for the state test in Title 1. The teacher told them they had to go anyway.

The next day was the final observation day for me. The class has been assigned to read chapter 5 in Call It Courage (Sperry, 1990). Alan was drinking a soft drink and reading quietly. Two boys sitting behind him soon began to tap on his shoulder in order to get his attention. He briefly talked to them and then returned to his reading.

The teacher announced that it was time to go to Title 1. The students began complaining, as they had the day before, of having to practice for the state test in Title 1.

They left but returned a few minutes later and Alan happily told the teacher that Title 1 was closed. He was so happy about it, he danced a little jig as he told her. He then went to his seat and began working on his morning assignment. When the teacher told him that he needed to be reading for DEAR, he took out a book on sports and began reading.

Thursday was the final day of tutoring. Alan and Shannon finished Night of the Twisters (Ruckman, 1986), although it took most of the tutoring time to do it. They talked about it and Alan told Shannon he had enjoyed it. Shannon was sad that the sessions were over. She had enjoyed working with Alan and found him to be “sweet and talented.” Shannon ended the session by telling Alan that she wished him luck in middle school.

Final Interview

Before school ended for the year, I returned to the classroom and interviewed Alan for the last time. Alan had previously mentioned in passing that he had a second grade reading buddy. I wanted to find out more about Alan’s experiences in helping someone else with reading. Alan told me that his second grade reading buddy read well and that they took turns reading sports books together.

Alan shared with me that his tutor, Shannon, had given him a book about the Titanic called Night to Remember (Lord, 1997). He was reading it at home before bedtime and was on page 25. Alan liked the book and thought it was very interesting. At that point the interview ended because it was time for Alan to leave with his class to go to lunch.

Data Analysis

“Data analysis is the process of systematically searching and arranging the

interview transcripts, fieldnotes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others” (Bogdan & Biklen, 1992, p. 153). This type of research generated a large amount of data. I handwrote observation notes while in the classroom and audio recorded interviews as well as made handwritten notes. Audio recordings were made of each tutoring session and the tutors generously shared their lesson plans and reflections of each tutoring session. Informal interviews with the teacher and tutors were written up as soon as possible after they took place. Videotaping was considered, but ruled out when one parent asked that her child not participate in the study.

I transcribed all classroom observation notes, interviews, lesson plans, reflections, informal interviews and four complete tutoring sessions for each student. These data were arranged in chronological order for a twenty-three week period, so that the whole picture of the student’s experiences could be seen as they progressed from week to week. One week consisted of three days (of one hour each) of observation and one hour of a tutoring session. On some days, there were interviews instead of classroom observations.

During the study, peer reviewers examined the notes and interviews in order to make suggestions and look for emerging patterns of behavior. Discussions between the reviewers and the researcher were held to determine themes and then categories that emerged from the data. The text was marked with highlighting markers in different colors to indicate the predetermined categories (see Appendix C). After the study was completed and the data arranged in chronological order, the peer reviewers again coded the data, verifying or challenging the researcher’s conclusions.

Summary

This chapter describes the qualitative methodology used in the study of the nature of the impact of a tutoring program on at-risk students. Data collection and analysis were conducted according to constant comparative methodology. Reliability and validity were established through triangulation of the data, peer debriefing, and length of the study.

Data were collected in the form of field notes, informal teacher and tutor interviews, participant interviews, audio tapes, lesson plans and reflections. All of these sources were combined to develop a picture of the literacy learning of the participants involved in the study.

Subjects were three fifth-grade students determined to be at-risk for school failure in reading, who were participants in the reading tutoring program. They were observed for 23 weeks in the classroom during their language arts period three days per week.

Each subject was treated as a separate case study. Observations, interviews, and tutoring sessions were arranged in chronological order in this chapter, so that each participant's progress could be viewed separately from the other two participants.

CHAPTER IV

RESEARCH RESULTS AND FINDINGS

In order to answer the question, “What is the nature of the impact of the reading tutoring program on literacy behavior of participating students in the classroom?” I became a passive participant observer during the scheduled language arts period in a fifth grade classroom from early September through the middle of April during the 1997-1998 school year. I returned to the classroom for interviews with participating students in mid-May, before the school term ended.

With the advice of the teacher and three predetermined criteria, three children were chosen from one classroom to participate in the study. They were treated as separate case studies while the data were being gathered. Although the students were members of the same classroom and participated in the same tutoring program, their motivations, experiences in pursuing literacy, and home literacy backgrounds were very different, making each case unique.

Research Questions

This qualitative multi-case study was designed to answer the following guiding question: “What is the nature of the impact of the reading tutoring program on literacy behaviors of participating students in the classroom?” This broad question was broken down into two more specific inquiries: 1. How does the tutoring program impact the reading behaviors of participating students in one classroom? 2. In what way is the tutoring program related to the reading and writing development of those students who

participated in the tutoring program?

Each of the three students entered the tutoring program with different expectations and motivations for learning literacy. Andrea and Robin came into the tutoring program with reading skills that, according to the state test, were almost up to grade level while Alan's reading scores indicated that he was working below grade level. All three children scored in the average range on the Otis-Lennon School Ability Test (Otis & Lennon, 1996); however, Alan's score was slightly higher than those of the other two participants.

Andrea was often absent from school and came from a low socioeconomic background. Robin experienced problems with behavior and coping skills, was not considered to be as socially advanced or as mature as her peers, and came from a low socioeconomic background. According to Foster (1996) and Rush (1992) these are major indicators of at-risk students. Alan, as an African American, met only one of the criteria determined by Rush (1992) to be an indicator that he could possibly be considered at-risk.

The students' attitudes toward reading and writing proved to be a significant factor, having far reaching effects for success in the tutoring sessions and in the classroom. Over the period of time covered by the study, new questions emerged from the data (Bogden & Biklen, 1992; Erlandson, Harris, Skipper, & Allen, 1993; Spradley, 1980) that sought to examine the motivations and attitudes of the students toward learning literacy. Those questions are as follows:

3. What factors motivated the participating students to engage in reading and writing in the classroom and in the tutoring sessions?

4. What literacy activities did the participating students' engage in outside of school?

Results

The design of this qualitative multi-case study involved three cases, with each case representing a fifth grade student involved in a reading tutoring program where the tutors were preservice teachers enrolled in a university class. In order to triangulate the data and to answer the research questions, data were collected in a variety of ways (Erlandson et al., 1993; Miles & Huberman, 1994): observations in the classroom, interviews with the student participants, informal interviews with the teacher and tutors, lesson plans from the tutors, reflections on the tutoring sessions composed by the tutors, and audiotapes of the tutoring sessions.

Results of Question 1

How does the tutoring program impact the reading behaviors of participating students in one classroom?

The three students in this study were in a classroom where different types of reading were required on a daily basis. In order to answer the question “How does the tutoring program impact the reading behaviors of participating students in one classroom?” it is necessary to first examine the types of reading required of the students each day in their classroom (see Figure 1).

Every morning students were expected to read directions their teacher had written for them on the white board outlining their work for the day. Other expository readings included content area assignments, worksheets from various subjects, and additional directions set forth by the teacher in order for students to follow the daily schedule. The students had a daily narrative reading assignment from a trade book that complemented

their basal reading assignment.

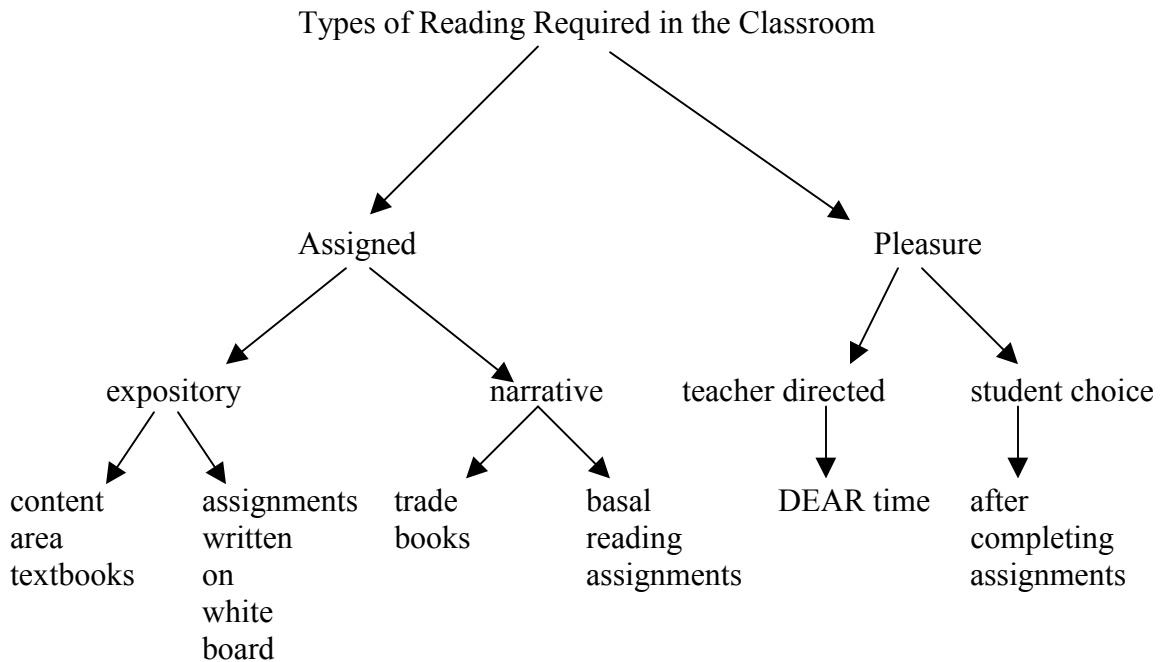


Figure 1. Types of reading required in the fifth grade classroom.

Seven members of the class received Title 1 services from 10:30 until 11:00 a.m. on a daily basis. When they left, instruction stopped and the teacher asked the rest of the students to begin reading for DEAR (Drop Everything And Read). They were not supposed to work on any assignments during this thirty-minute period. The students could choose a friend or friends to read with and were allowed to sit in the floor or any other place they might choose. At 11:00, when the Title 1 students returned, the teacher asked them to put away their books and go back to their seats in order to begin another subject. DEAR was a teacher directed reading activity. While the students were allowed to choose what they wanted to read, they did not have the choice to do other things during

this time, without special permission from the teacher.

Each day after completing the assigned work for the teacher guided lesson, the students were allowed to complete other unfinished work or take out a book to read while others completed their assignments. They could select books from the bookshelf in the classroom, bring them from home, or check them out from the school library.

Observations and interviews revealed that during the time students were involved in pleasure reading, Andrea and Alan often followed up on interests in reading sparked by the tutoring sessions. Alan could usually be found reading stories about sports figures. These were almost always brought from home. Robin, although she rarely chose to read, read only short poems or dictionary entries. Andrea once brought a book for DEAR about one of her favorite singing groups. Limited resources in the classroom in their areas of interest, appropriate for their level of maturity, and at their ability level, together with the inability of their families to afford to buy many books for them, may have contributed to Andrea and Robin's lack of interest in reading during DEAR (Worthy et al., 1999).

How the students responded to the different types of reading required in the classroom depended on the type of reader they were. Student attitude and skill level were factors in defining the following categories that emerged from data gathered through classroom observation and interviews.

Figure 2 illustrates the different types of readers.

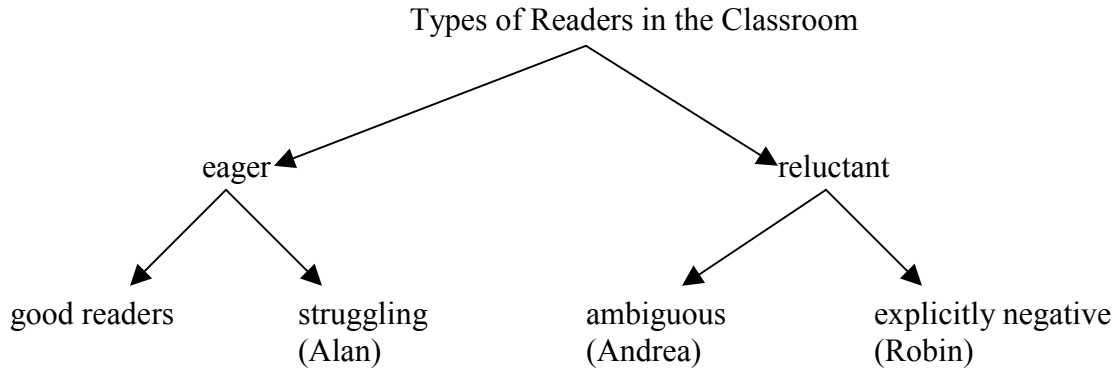


Figure 2. Types of readers found in the classroom.

Eager readers fell into two categories. There were good readers who welcomed any assignment that might include reading. They could be easily identified as those who always had a book in their desk to read when assignments were completed. Good readers were often called upon to read orally in class, which they did with expression and fluency. Their hands would be raised again soon after reading aloud in an effort to be called upon to read again. They were eager to supply words missed in oral reading by those who were less skilled. Gambrell et al. (1981) found that good readers encountered only one unknown word out of every hundred while poor readers often did not know one word out of every ten. Possessing this advantage, good readers were often asked to help other students with assignments.

A second subcategory of eager reader was the struggling reader. This type of reader displayed all the enthusiasm for reading exhibited by good readers, but often struggled with vocabulary and/or comprehension. The difference in the two categories was especially apparent during oral reading as struggling readers generally lacked fluency. It was also apparent when the teacher asked probing questions regarding what

had been read. According to Allington (1980) the less skilled readers were not given the chance to read silently as often as better readers. While good readers quickly completed assignments and went on to read for pleasure, struggling readers were trying to complete assignments and many times missed the opportunity to read silently. Alan was an eager reader who lacked some of the skills possessed by the good readers.

For the different types of reading required in the classroom, Alan read expository, narrative, teacher directed, and books of his own choosing with the same enthusiasm. Because he went to Title 1 services, Alan was able to participate in DEAR infrequently. He liked to read and resented being required to go to Title 1, where he felt too much time was spent drilling for the state test. He complained by saying “we do a lot of” studying for the state test and that he “hated it” (Alan, week 22). When time allowed, Alan enjoyed looking at picture books with friends as well as reading silently when his work was finished.

Both types of eager readers engaged task attending behaviors as defined by Gambrell et al. (1981) during classroom reading time. They clearly enjoyed reading and were eager to participate in reading activities, both assigned readings supervised by the teacher and those that fell under the category of pleasure reading.

As with eager readers, reluctant readers also fell into two categories. The first category was made up of ambiguous readers who claimed to like reading, but close examination of their actions revealed that they did not usually participate in reading or other literacy activities because they enjoyed them. This type of reader would appear to be reading, or engaged in some other literacy activity involving reading and/or writing, while in reality it was just a facade. Like the eager reader, ambiguous readers saw value

in reading; however, they did not see the value of reading as a way to gain knowledge or for enjoyment. This type of student viewed reading as a social activity and a way to comply with classroom expectations. They used reading to promote their popularity in the classroom with other students and win approval from the teacher. Andrea was found to be this type of reader.

Andrea wanted to be popular with the other students and did not like to get into trouble for not having her assignments. She worked hard on her assigned readings in the classroom. She often asked for help from friends who were good readers, or her teacher to clarify directions and help her when she did not understand the assignment. They provided scaffolding for Andrea, so that she was able to maintain her image as someone who was successful in the classroom. She missed many, many days over the course of the school year and lagged behind her classmates academically. Her friends helped her with her assignments so that she was never perceived by her classmates as unable to keep up with the rest of the class.

Andrea claimed to like reading when talking with friends. On one occasion, the teacher asked Andrea a question concerning the type of books she liked to read. Andrea's response was that she liked to look at the pictures (Andrea, week 12). When she was alone in an interview with me, she confided that she hated reading and her actions in class confirmed her statement. Andrea often took advanced books to her desk that she could not read and made an effort to appear to be reading them during DEAR time. Andrea felt strongly that others should see her reading chapter books. For her it was more important that the books she chose be chapter books, which she considered appropriate for her grade level, than have interesting topics. Andrea believed that completing her

assignments and being seen reading appropriate materials in class would help her to fit in with her peer group and win teacher approval.

When it came time for pleasure reading, Andrea was not as motivated. She viewed DEAR as a time to engage in other activities, often social in nature, besides reading. Each day when DEAR time was announced, Andrea took out a chapter book from her desk or chose one from the classroom bookshelf. She placed it on her desk, opened it, and appeared to begin reading. Her eyes would wander from the page and soon she would gaze around the classroom to see what her friends were doing. When she located them, she would usually join them and read for a short time. Generally, DEAR sessions would end with Andrea visiting with friends, which often lead to the group of girls being called down by the teacher for being too noisy.

Many days Andrea attempted to complete assignments during times designated for pleasure reading. Since she missed school for weeks at a time, and was so far behind her peers, her teacher often allowed her to work on missed assignments.

Some reluctant readers were explicit when describing their feelings about reading. They would actively avoid reading by gazing out the window, visiting with peers, and repeatedly leaving their seat in activities that are defined by Gambrell et al. (1981) as off-task behaviors. Robin was one such reader.

Robin used a variety of strategies to avoid reading in the classroom. She often would try to appear busy doing something else. Rather than settle down and read when the teacher announced that it was time for DEAR, Robin spent a lot of time looking for pencils, choosing a book, or putting her things away.

Robin went to content mastery for help with her work and did not want to

complete any assignments in the classroom. As the school year progressed, she often became angry when the teacher asked her to get busy. Usually, only after her teacher spoke sternly to her, would she settle down and reluctantly work on assignments that included reading or writing.

Reluctant readers of both categories engaged in behaviors considered off task (Gambrell et al., 1981). For the explicitly negative reader, these behaviors became the sole focus of the period of time when reading or writing was required in the classroom. They did not value reading in any way or for any purpose.

The difference in the ambiguous reader and explicitly negative reader became apparent when they were presented with appropriate reading level materials that were of interest to them. The ambiguous reader became an eager reader, while the explicitly negative reader would either continue to engage in off-task behaviors or attempt to persuade their reading tutor to read the material to them.

The reading tutoring program was of great benefit to the ambiguous reader because the tutors supplied the readers with reading materials that they had expressed an interest in, which served to help these students refine their reading skills. The program was beneficial to a lesser extent to the explicitly negative reader. They were exposed to good literature and the tutors unfailingly read books of their choice to them.

Question 1 sought to answer the question “How does the reading tutoring program impact the reading behaviors of participation students in the classroom?” Data coding revealed patterns that suggested that there were four different categories of reading taking place in the classroom. The two major types were those of assigned readings and pleasure readings. Under assigned readings were expository and narrative categories. Pleasure

reading was broken down into teacher directed readings and student’s choice readings. How the students responded to these four types of reading depended on the type of reader they were. Data analysis revealed four different types of readers: good readers, struggling readers, ambiguous readers, and the explicitly negative readers (See Figure 3). Their decision of whether they would choose to read or not, depended on the type of reader they were and the type of reading that was required. Student ability and attitude were used to define the categories.

The tutoring program was found to be most helpful to the eager but struggling reader. Both of Alan’s tutors considered him a joy to work with. He was willing to read and write in the sessions and enjoyed them so well, he would not even miss one when he was ill (Alan, week 7).

The reluctant reader who was ambiguous, would often become excited about reading and writing when presented with reading materials that interested her. When Andrea’s tutor brought magazines that she liked, she became an enthusiastic reader.

		Assigned reading		Pleasure reading	
		Expository texts	Narrative texts	Teacher directed	Student choice
Eager readers	good readers	✓	✓	✓	✓
	struggling readers	✓	✓	✓	✓
Reluctant readers	ambiguous readers	✓	✓		
	explicitly negative readers				

Figure 3. Student responses to classroom reading assignments vary with the type of reading required.

(Andrea, week 15). Andrea could also be persuaded to write if given a topic she was interested in pursuing. Her tutor introduced the idea of writing to movie stars and famous singers. Andrea eagerly participated in this activity, not only in the tutoring sessions, but also out of school (Andrea, week 18, week 19). Therefore, it was possible for the ambiguous reader to become an eager, but struggling reader when presented with reading materials that appealed to their interests and were at the appropriate reading level.

Robin, as an explicitly negative reader, proved to be much harder to motivate than the ambiguous reader. It is to her tutor's credit that she was able to find one series of books, Nate the Great by Marjorie Sharmat, that Robin would consent to read (Robin, week 17). Robin refused to read whole books by herself and demanded that her tutors read the longer pages in the books. She did like them well enough to check them out from the school library (Robin, week 19) and declared in an interview that Nate the Great had been her favorite book that she had read during the semester (Robin, week 22). Robin referred to every book in the series as Nate the Great, which was actually the name of only one of the books in the series that she read.

The tutoring sessions provided Robin with her only encounter with books of interest to her for reading. Although she would take books off the shelf in the classroom, they were carried around in her arms or placed on her desk, almost always unopened. Robin reported no gains in learning due to the tutoring sessions.

Results of Question 2

In what way is the tutoring program related to the reading and writing

development of those students who participate in the tutoring program?

The purpose of this study was to attempt to document the transfer of skills learned in the tutoring sessions to the classroom. During the course of the study, the students were not observed actively using strategies learned or practiced in the tutoring sessions in the classroom. However, Andrea and Alan reported during interviews that they learned to use the decoding skill of “sounding out” an unknown word in tutoring sessions and they continued to use this skill in other situations where they encountered unknown words (Andrea, week 5; Alan, week 5, week 13).

Therefore, it can be said that only two of the three participating students actually transferred the use of skills learned in the reading tutoring program to other scenarios. While Robin enjoyed certain books provided for her by her tutor, she was not observed, nor did she report, using the skills she and her tutor worked on in the tutoring sessions anywhere else.

Results of Question 3

What factors motivated the participating students to engage in reading and writing in the classroom and in the tutoring sessions?

The classroom had few scary books and no comics or magazines which were found by Worthy, Moorman, and Turner (1999) to be the most interesting reading materials to students in this age group. During pleasure reading time, Andrea and Robin engaged in off-task behaviors (Gambrell et al., 1981), reluctant to read materials they did not find interesting (Worthy, et al., 1999). The teacher and tutors of these two students attributed these actions to a poor attitude toward reading.

Although Alan did not have as much time to read for pleasure in class as Andrea

and Robin, he often brought sports magazines from home to read during the time he did have for pleasure reading (Worthy, et al., 1999). During periods of class instruction, he was almost always on task, engaged in listening, asking questions and attending to the lesson (Gambrell et al., 1981).

The students had more input in selecting the reading materials available to them during the tutoring sessions than they did in the classroom. The tutors were eager to motivate the students and brought a wide selection of books for each session. When the students were able to self-select their own reading materials, they were more motivated to read (Palmer et al., 1994) and often sought the same or similar books making selections for themselves at the school library or bookstores (Andrea, week 20; Robin, week 19).

There proved to be other motivations for reading besides interest and enjoyment (Figure 4). Examination of the data showed the following motivations for required reading in the classroom as well as possibly seeing how reading might be beneficial to future plans. The following information came from student interviews and informal conversations.

	Social	Academic	Future/career
Andrea	✓	✓	
Alan	✓	✓	✓
Robin			

Figure 4. Motivations for reading in the classroom.

Observations and discussions during interviews with the three participating students led the researcher to define three categories of importance attached to reading by the students. The first category was that of the social implications of reading. Andrea viewed reading as a social activity. Alan also enjoyed reading with a friend. Robin did not seek out others to read with during DEAR or other times. In fact, there is only one instance of her reading with anyone else during the whole school year (Robin, week 18) and that event occurred at the insistence of her teacher.

The second category is that of the academic importance of reading. Reading to complete assignments and as an assignment, such as DEAR time, was important in the classroom. Alan attempted to read everything he was assigned. He liked books and shared his reading materials enthusiastically with others. Andrea knew that it was important to read her assignments. She usually attempted them, but often had to call on the help of her friends or teacher. Andrea viewed DEAR time as a chance for her to spend time with friends or possibly catch up on the work she had missed while absent. Robin did not willingly read for academic purposes in the classroom. She used opportunities provided for reading to engage in off-task behaviors. Robin was adamant that she would not work on assignments in the classroom, which led to several confrontations with her teacher.

The third category is that of the importance of reading to the student's future, such as a career requirement. Robin and Andrea did not see a relationship between being able to read well and gaining employment in the future. When questioned about a future career, Robin replied that she wanted to become a scientist and "dig for dinosaurs" (Robin, week 13). When asked if she thought scientists needed to be able to read well,

Robin firmly stated that it was not necessary for scientists to read because “they mostly dig.” Alan argued with Robin about her strong belief that scientists do not read (Alan, week 13). He understood that reading is important to his future as well as the present. Andrea experienced reading as a day-to-day struggle. She did not mention reading in relation to her future or a possible career.

Of the three students who participated in the study, only Alan had a good understanding of the purpose and advantages of reading. He realized that reading was a valuable tool in the classroom and that his family believed reading was important. Alan knew that he needed to be able to read well and that it was an important factor in getting a good job. Alan preferred reading to writing, but cheerfully engaged in both.

Results of Question 4

What literacy activities did the students engage in outside of school?

According to Heath (1983) literacy activities children engage in outside of school are indicators of whether or not the child will be successful in school. Elementary school students are most likely to participate in literacy activities in their home with family members, rather than outside of the home. The types of literacy activities in the home may include parents reading to their children, children reading to siblings, and families reading together. It is the types of literacy activities that take place in the home that are important to a child’s success in school (Heath, 1983; Taylor & Dorsey-Gaines, 1988). If the activities are consistent with those practiced by the school, the children will benefit from them.

Another important factor is the amount of time spent on literacy activities in the home. Some parents or other caregivers spend very little time on literacy activities with

their children (Heath, 1983; Mason, 1984; Teale & Sulzby, 1986; Wells, 1985). In order to answer the question “What literacy activities did the students engage in outside of school?” it is necessary to examine the habits of the participants in the study in relation to their home environment.

Through interviews with the students, the researcher found that only Alan engaged in a significant amount of reading outside of school. He often read at night before he went to sleep. Alan also read to his younger siblings. He often received books as presents from his family and reading was encouraged and valued in his home. These experiences have been found to help motivate students to read (Palmer et al., 1994) and do well in other areas of language arts as well (Heath, 1983; Teale & Sulzby, 1986).

Andrea reported she read infrequently when out of school. She did not read to her younger siblings. When her tutor introduced her to magazines for preteens, she was excited and very surprised to learn that reading magazines counted as “reading” (Andrea, week 15). Andrea became interested in reading these magazines at home. Andrea’s tutor encouraged her to write letters to her favorite movie stars. Through this activity she was able to encourage Andrea to write, which she had been reluctant to do when the tutoring sessions began. Toward the end of the semester, Andrea reported that she was writing to movie stars at home during her free time (Andrea, week 19)

Robin, the explicitly negative reader, emphatically stated she hated reading and never read outside of school. During one interview, she claimed to read to her younger brother, but had trouble recalling the book she read to him. She told the researcher she had a bookshelf full of books at home, but was unable to name more than two of the books (Robin, week 13). Then she elaborated that they were really for her whole family,

carefully implying that they did not belong just to her.

The three participants came from homes that valued literacy in varying degrees. Alan's family encouraged his growth in literacy and encouraged him to read for pleasure, both to himself and to his younger siblings. Andrea's family did not seem to be involved in her education to any great degree. When questioned about reading materials at home, she replied, "we used to go to the library in town a lot, but we don't anymore because we moved" (Andrea, week 15) Only once was it noted that Andrea had brought a book from home to read during DEAR. This was the only time she read, totally focused, during DEAR (Andrea, week 20). Andrea's family did not contact the school to get her assignments during the times she missed so many days. Robin's family did not seem to do anything to facilitate her interest in reading. She did not report anyone reading to her or encouraging her to read at home.

These findings are best illustrated through Figure 5, which was developed to show importance of critical factors that determine whether or not a student will choose to read. At its base, value of reading is related to parental and school support and is shown to play a large role in developing student attitude toward reading. Next is attitude, which occupies the middle level of the figure. Student attitude is directly the result of home and school environment. The top of the figure is motivation, which is shaped by attitude toward reading and determined by availability of interesting materials or value of information.

Motivation is the determining factor in whether or not a child will choose to read. Motivation is a complex issue with many contributing factors of its own. Before beginning school, children experience literacy in the home (Heath, 1983; Taylor &

Dorsey-Gaines, 1988; Mason, 1984; Teale & Sulzby, 1986; Wells, 1985). The type and amount of literacy experienced in the home often determines to what degree the child values reading (Palmer et al., 1994).

Upon entering school, children reflect the value of reading they have learned in their homes. When they enter school, it becomes the school's responsibility to support and encourage the love of reading in students. One way this is done is by providing appropriate reading materials for the students as they progress through the grades. Reading materials should be those that the children find interesting as well as be appropriate for their age and skill level (Palmer et al. 1994; Worthy et al., 1999).

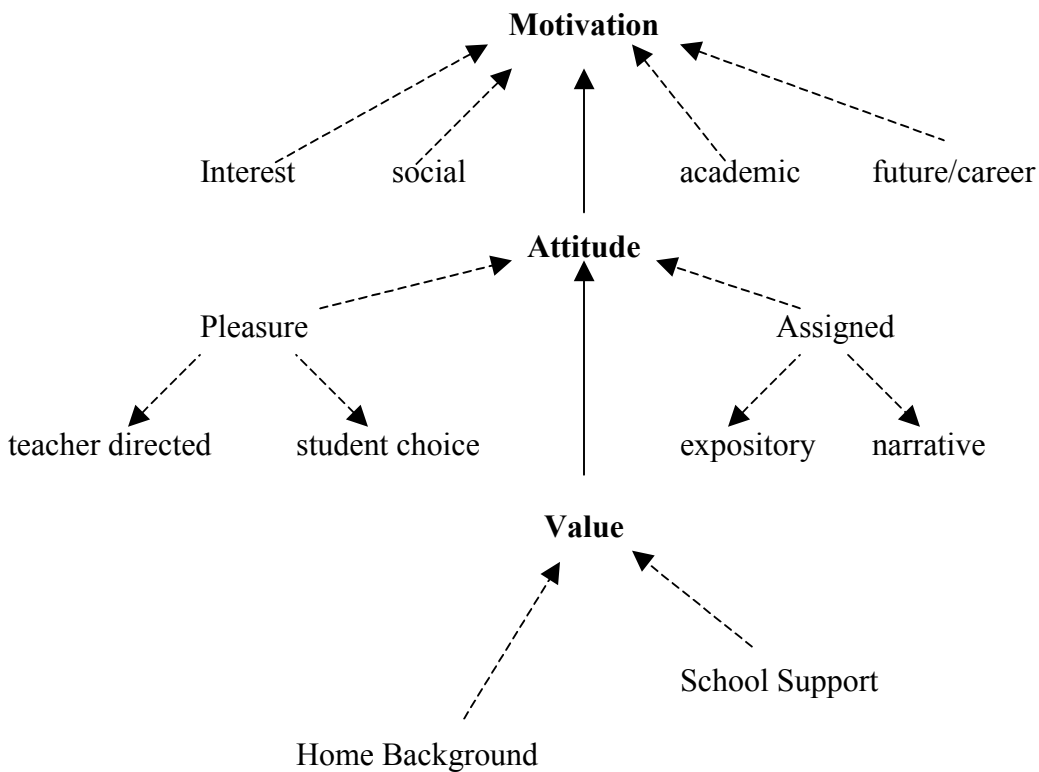


Figure 5. Factors that contribute to student motivation and may help to determine if a child will choose to read when required, or provided the opportunity.

Students' value of literacy shapes their attitude toward reading. This study found that students may vary in attitude according to the type of reading that is required. Those students from homes that support reading were found to have a more positive attitude toward both assigned readings and pleasure readings than those whose homes did not provide as many positive literacy experiences for them.

Motivation to read was found to be dependent on several factors. While largely dependent on attitude, other contributing factors were found to be interest in the topic, social implications, academic requirements, and knowledge of benefits to future/career aspirations. A negative attitude, as in the case of the explicitly negative reader, will negate these other factors that play a part in motivation to read.

Summary of Results

The results of this study indicate that the one-to-one tutoring sessions were helpful to two of the subjects in the study. They both recognized the importance of reading and writing. When presented with topics that interested them, they were eager to participate in the tutoring sessions. Although the students were not observed employing skills in the classroom that had been learned in the tutoring sessions, Andrea and Alan reported that they had learned to sound out unknown words, a skill that they found beneficial when reading in the classroom.

The classroom required different types of reading each day from the students. In order to do well, it was necessary for the student to read according to one of four expectations: assigned readings from narrative and expository text and pleasure reading which could be either teacher directed or student choice.

Assigned readings were from an expository textbook of science, social studies, or

the basal reader which varied from narrative to expository text. Narrative text in the form of trade books often accompanied the expository textbooks or basal reader. These trade books were assigned to complement the students' knowledge of the expository text or support the stories in the basal reader.

The other type of reading encountered in the classroom is termed pleasure reading. When the Title 1 students left each morning, the teacher directed the remaining students to read a book of their own choosing for Drop Everything And Read (DEAR) for a period of 30 minutes. This reading was teacher directed because although she did not choose the books the students read; she designated that particular time block for reading.

The teacher expected the students to keep a book in their desk for times when they had finished their assignments. At that time, they could either work on something else or read. Selection of what book to read was the student's personal choice and could either be brought from home, taken from the classroom library, or checked out from the school library. It was the student's decision of whether or not to read and they were able to choose their own reading materials during that time.

The tutoring sessions often reflected these types of reading. The students could expect a guided reading time during which the tutor would monitor their reading and often direct them in an activity related to the book. A strategy would be taught or assessed and the students could expect a writing assignment. They would usually have a reading time at the end of the session where the student either brought a book to read or selected one provided by the tutor. The student and tutor might take turns reading the pages or the student might read all of it.

The interplay between the background of the students who participated in the

tutoring program and their reported gains as a result of the program, proved to be consistent with the research of Heath (1983), Taylor-Dorsey-Gaines (1988), and Teale and Sulzby (1986). Alan came from a home that encouraged literacy and actively participated in seeing that he had appropriate reading materials of his choice. Andrea's home did not encourage her to read or participate in other literacy activities even though they had taken her to the library when she was younger (Heath, 1978). They either could not or did not provide her with many reading materials that she found to be interesting. Robin indicated that there was no encouragement of literacy in her home. She did not see any value in reading or writing and was very reluctant, often to the point of hostility, to engage in activities requiring either of them.

Students often learn to value reading in the home (Health, 1983; Taylor-Dorsey-Gaines, 1988) during their early years and after. When schools provide stimulating literacy activities and reading materials, a positive attitude is nurtured and leads to motivation to read (Worthy et al., 1999). This study found that attitude toward reading to be a significant factor in the decision of whether or not the student chose to read.

Therefore, the value of reading that the student brings to school from the home continues to grow with support from the school. The value of reading leads to a positive attitude toward reading. Depending on the student's attitude, motivation to read may or may not develop. If motivation develops, it is facilitated by interesting reading materials and, in the case of assigned reading, a purpose for reading.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter is intended as a review of the preceding chapters. The introduction will briefly summarize the research questions, research design, the subjects, and data analysis. The results of the study are summarized in the following section. A section on conclusions and implications is followed by suggestions for further research.

Introduction

The purpose of this qualitative multi-case study was to describe the nature of the impact of a reading tutoring program in which the tutors were preservice teachers on at-risk students' reading behaviors.

The design of this study was qualitative and based on grounded theory approach (Glaser & Strauss, 1967; Strauss & Corbin, 1990). Three case studies were investigated simultaneously with the units of analysis being three students who participated in one-to-one tutoring sessions for twenty weeks. The participants were chosen purposefully according to predetermined criteria. The researcher engaged in the role of a passive participant observer in the classroom. Quantitative data were used initially to select the participants; qualitative data were gathered for the study.

Subjects were three fifth grade students attending an elementary school in a suburban area. Fifth grade had been chosen by school administrators to receive the tutoring services of preservice teachers, who were enrolled in a class at a local university and tutored fifth grade at-risk students as a partial requirement for the class. Two of the

three students were not receiving special services for reading during the school year. The third student was enrolled in the Title 1 program that served their school. A total of twenty hours of tutoring services were offered during the fall and spring semesters at the rate of one hour per week. The students received instruction in reading strategies and writing. They were provided with time for reading for enjoyment, with a choice of either reading by themselves or taking turns with their tutor.

A guiding question, “What is the nature of the impact of the reading tutoring program on literacy behavior of participating students in the classroom?” was developed to focus the research in this study. Two more specific questions were defined to answer the guiding question:

1. How does the tutoring program impact the reading behaviors of participating students in one classroom?
2. In what way is the tutoring program related to the reading and writing development of those students who participated in the tutoring program?

As the research progressed, two additional questions were formulated in order to address pertinent issues emerging from the data (Bogden & Biklen, 1992; Erlandson et al., 1993; Spradley, 1980). They were:

3. What factors motivated the participating students to engage in reading in the classroom and in the tutoring sessions?
4. What literacy activities did the students engage in outside of school?

Qualitative data were gathered through multiple sources including classroom observations, interviews with the participating students, informal interviews with the teacher and tutors, lesson plans developed and implemented by the tutors, reflections on

the tutoring sessions by the tutors, and audiotapes of the tutoring sessions (Erlandson et al., 1993; Miles & Huberman, 1994). Audiotapes were transcribed. Field notes, lesson plans and reflections, and informal interviews were rewritten in narrative form. These data were coded and analyzed by peer reviewers as well as the researcher. Member checks were done during the study as recommended by (Erlandson et al., 1993, p. 31). A summary of the results is given in the following section.

Results

Analysis of the data suggested that there were four different types of reading required in the classroom. In order to answer the research questions, it was necessary to categorize these different types of reading as the students responded to each category differently. The first type of reading found in the classroom was assigned reading. It could be divided into two categories, expository and narrative reading. The second type of reading was pleasure reading. It also fell into two different categories; teacher directed and student's choice.

Expository and narrative readings were given as assigned reading by the teacher. Expository reading included textbook assignments as well as instructions written on the white board by the teacher to the students. Narrative readings were usually assignments from the students' basal reader and trade books. Pleasure reading could be divided into two categories, which were teacher directed and student choice. Teacher directed reading referred directly to Drop Everything and Read (DEAR). Students were allowed to make the choice of books they read, but they were to be reading for the entire 30 minute time period. Student choice reading took place after the student finished a lesson. They were free to choose to read or to work on something else such as a previous assignment, draw,

or read.

Participating students fell into one of four categories of readers. Under the type of eager readers were the categories of good readers and struggling readers. The second type of reader was termed reluctant readers. Categories of reluctant readers were ambiguous readers and those who were explicitly negative toward reading. How the student felt about reading strongly influenced how they responded to the four types of reading required in the classroom and also in the tutoring sessions.

Eager readers were good readers and struggling readers who liked to read. There were no good readers involved in this study of at-risk students. Alan was a struggling reader. He lacked the skills possessed by the good readers, but loved to read and participated in both assigned and pleasure reading willingly.

Reluctant readers were those who were ambiguous and those who were explicitly negative. Andrea, the ambiguous reader easily slid into the struggling reader category when presented with appealing reading materials on her level. Robin, the explicitly negative reader, was quite vocal about her dislike of reading and writing. This reader never moved to another category the whole school year.

Question one sought to examine how the tutoring program impacted the reading behaviors of participating students in one classroom. Andrea and Alan self-reported and were observed exploring interests sparked in the reading tutoring program during both types of classroom pleasure reading, DEAR and free reading. Statements given during interviews indicated that they liked the tutoring program and felt it was beneficial to them. The third student, Robin, did not report or exhibit any gains made in relation to the tutoring program, however, she discovered with the help of her tutor, a series of books

she enjoyed having read to her. She would occasionally read some of the pages that she did not think had too much text on them.

Question two was generated to determine how the tutoring program was related to the reading and writing development of the participating students. Specifically, the purpose of this question was to explore and document the transfer of skills. The result was that there was no observable indication that there was a transfer of skills from the reading tutoring program to the classroom. Two of the students, Andrea and Alan, self-reported learning to decode, or in their words “sound out,” unknown words during the tutoring sessions and that they continued to use this skill in the classroom as well as in other reading situations. Robin did not report learning or using any skills in the tutoring program.

Question three, “What factors motivated the participating students to engage in reading and writing in the classroom and in the tutoring sessions?” examined motivations that were found to be significant in the students’ decision of whether or not to read. The reading tutors gave interest and attitude questionnaires to the students early in the semester to determine what they would be interested in reading. Reflections and lesson plans of the tutors and classroom observations indicated that student interest in materials made available to them played a deciding role in the immediate decisions of the students when they had to choose whether or not to read in the classroom and the tutoring sessions (Palmer, et al., 1994; Worthy et al., 1999).

Data collected through interviews and observations revealed other motivations for reading and writing in relation to schoolwork. Social motivations, the desire to do well in school, or academic motivations, and the ability to see the importance of reading and

writing to their future or to career selections seemed to be important to Andrea and Alan.

Whether or not the student was motivated to read played a significant role in the their success, both in the classroom and in tutoring sessions. Children who did not read were unable to take advantage of learning opportunities offered in the classroom and tutoring sessions. If they did not read in the classroom, they became further behind their peers and even more at-risk. These students were chosen for the study because they were already considered at-risk. By choosing not to read during the school year, they became even more at-risk. When Robin took the Otis-Lennon School Ability Test (Otis & Lennon, 1996) in the spring, she was observed skipping all questions that involved reading (Robin, week 21). Her decision not to read the questions will have far reaching effects on her future. In tutoring, she would occasionally read some, but her tutor read to her each time. She was encouraged to verbally answer questions. In this way, Robin was able to participate in the reading activities.

Andrea was motivated to read her assignments and books that she found interesting. She candidly stated in an interview that she would read if she had a book she was interested in reading (Andrea, final interview). While Andrea struggled with her schoolwork, the tutoring sessions had introduced her to reading materials related to her interests (Andrea, week 15), which Andrea continued to read outside of school (Andrea, week 18, week 19). Unfortunately, Andrea began skipping school during the spring semester, an activity that put her more at-risk than ever before (Andrea, week 18, week 19).

Alan, as an eager but struggling reader, seemed to soak up information that he read. His tutors noticed early that Alan did not like to read fiction. He wanted to learn

more about the sports figures he admired. Alan eagerly attended to his assignments in the classroom, often helping other students who came to him for assistance (Alan, week 11, week 18). Alan was motivated to read expository and narrative texts. He resented having to go to Title 1, preferring to stay in the classroom and read for DEAR (Alan, week 17, week 23). Alan could always be found looking at a book or magazine during free reading time, when his work was finished.

Question four concerned the home and family support of literacy development of the participating students in the study. Interviews with the students, reflections of the tutors, and informal interviews with the tutors and teacher indicated that only one of the students involved in the study, Alan, enjoyed the support and encouragement of his family in his quest to become literate. Andrea and Robin were not provided with the same level of support from their homes that Alan's family provided for him.

CONCLUSIONS AND IMPLICATIONS

This section is divided into three sections. The first section discusses the benefits of the reading tutoring program. The second section examines the types of reading found in the classroom. The third section provides insight into the differences in readers who participated in the study.

Benefits of the Reading Tutoring Program

Preservice teachers, in partial fulfillment of requirements for a university course, tutored fifth grade students who were determined to be at-risk by failing scores on the state test. School administrators had selected the fifth graders to receive the tutoring services.

A typical tutoring session consisted of a guided reading activity, a reading

strategy lesson, a writing period, and a time for pleasure reading. The pleasure reading usually consisted of the student choosing from one of several books brought to the session by the tutor. The student might choose to read the book aloud to the tutor. Often they each took turns reading a page. How this part of the session was conducted was usually determined by the student.

The three students, Andrea, Alan, and Robin, participated in the tutoring program for two semesters, which covered a time period of twenty weeks. Andrea missed many of her sessions due to a problem with headlice. Later, she began skipping school, and it is unknown if she missed any of the sessions due to that cause.

Andrea's tutors worked hard to motivate her. In the spring, Christie found that Andrea loved listening to popular music and going to the movie theater. She began using these interests to plan activities that Andrea would find exciting. A sad, but revealing, comment made by Christie was, "Andrea was very surprised to learn that reading a magazine could be counted as reading" (Andrea, week 18). Until this time, Andrea had not associated reading with any of her interests or considered it to be fun.

Alan's tutors also selected materials for his tutoring sessions that were related to his interests. A sports theme ran through all of his sessions. During the fall semester, Amy brought a Sports Illustrated for Kids magazine to a tutoring session. She reported that Alan and Michael liked the magazine so much she gave it to them (Alan, week 7).

Alan was motivated by the tutoring sessions. Unlike his reluctance to go to Title 1, Alan did not want to miss his tutoring sessions. Amy, his tutor, was amazed that Alan refused to miss a session even though he was sick (Alan, week 7). Shannon, his tutor in the spring, found that when it was time for a session to end Alan wanted to continue

reading, “to find out what happened next” (Alan, week 13).

The tutoring sessions were beneficial to Alan. Shannon noted, “his speed and accuracy are improving slowly. Today I think he only missed two words in the entire chapter” (Alan, week 19). Alan stated during an interview that he had learned to “sound a word out piece by piece” (Alan, week 5) in the tutoring sessions. This was confirmed in a later interview in which Alan reiterated that he had learned “how to break them [words] up to see if I recognize any parts” (Alan, week 13).

Robin, the explicitly negative reader, did not seem to experience any growth as a result of the tutoring program. In looking closely at the data however, Robin too made progress. Her tutor for the fall semester, Michelle, felt that a major step had been made when Robin wrote something in the fourth tutoring session (Robin, week 4). She had refused to write anything during the previous three sessions and Michelle had become discouraged. Beginning at this point, Robin would occasionally write during the tutoring sessions.

Carolyn, Robin’s tutor in the spring, found a series of books by Marjorie Sharmat that Robin liked and was interested in reading, or have read to her. The Nate the Great series became Robin’s favorite books. Although she would not read all of one, she would often take turns reading them with Carolyn. She even checked several out from the school library and brought them to a tutoring session (Robin, week 19). When asked during an interview which book had been her favorite that year, she enthusiastically responded by naming Nate the Great (Robin, week 22).

The participating students varied widely in their reading ability, attitude, and interests. Although different in many ways, the students were each considered at-risk

readers by the school and criteria of the research study. Each child had unique needs and the preservice teachers in the tutoring program provided individualized instruction tailored to meet the needs of the student to whom they were assigned. While they met with varying degrees of success, the tutoring program provided each student participant with an opportunity to see that reading could be both instructional and fun.

Types of Classroom Reading

Two types of reading were identified in the classroom. These were assigned reading and pleasure reading. Assigned readings were reading assignments given by the teacher in expository and narrative texts. They generally were in content area textbooks or the basal reader. Each day the teacher wrote instructions and assignments on the white board that were also coded as expository readings. Trade books that complemented expository assignments in textbooks or the stories covered in the basal reader were given out and read by the students.

Pleasure reading fell into two categories. The first type is that of teacher directed reading called Drop Everything And Read (DEAR). During DEAR students were free to choose what they would read, but not if they would read. It was teacher directed because for the 30-minute time slot the teacher directed the students to find a book and read. The second type of pleasure reading was that of student choice. Student choice reading took place after an assignment was completed. The students were free to choose whether to read and what to read. They could also choose to work on other assignments during this time.

Types of Readers in the Classroom

There were two types of readers found in this study. The first type was called

eager readers. Eager readers could be divided still further into two categories, those who were good readers and those who were struggling readers. Good readers and struggling readers had several characteristics in common. They engaged in on-task behaviors as defined by Gambrell et al. (1981). Both enthusiastically read any reading materials presented by the teacher or the tutors. They liked to read and were usually found to have a book close by. The most significant difference between the two types of readers were that while struggling readers were eager to read, their skills were at a lower level than those of good readers.

The second type of reader was the reluctant reader. These students showed a great reluctance for reading in the classroom and tutoring sessions. Their teacher and tutors often expressed frustration to me because of what they termed a poor attitude toward reading. This type could also be broken down into two categories of readers. Those who were ambiguous and those who were explicitly negative. Similarities between the two types included reluctance to engage in reading or writing activities and active engagement in off-task behaviors (Gambrell et al., 1981). The major difference between ambiguous readers and explicitly negative readers was that ambiguous readers could become eager literacy participants when presented with interesting reading materials or writing activities at an appropriate reading level. Andrea fit all of the criteria for an ambiguous reader.

The explicitly negative reader, Robin, did not like reading and constantly engaged in off-task behaviors as defined by Gambrell et al. (1981). Requests that she read or write were viewed as punishment, and as the year progressed her actions became more hostile toward those trying to encourage her to participate in literacy activities. Occasionally, she

could be persuaded to read a few pages in a book, but once started she appealed to the tutor to read most of it.

Summary of Implications

The previous sections explain the interpretations of the results of the data analysis from data collected during the three case studies. This section is a summarized list of the findings.

1. A reading tutoring program, in which the tutors are preservice teachers, is beneficial for some at-risk intermediate students. It is cost-effective and mutually beneficial for the reading tutors and the students receiving their services.
2. Student attitude toward reading is an important element to be addressed in reading tutoring programs and in the classroom.
3. Reluctant ambiguous readers should be identified and efforts made to support them, as they become eager readers.
4. Students should be provided with opportunities to see how literacy is important in their future.

Recommendations for Further Study

This study was a multi-case study involving three fifth grade students who participated in a reading tutoring program for twenty weeks. The tutors in the program were preservice teachers who tutored the at-risk students as partial fulfillment of the requirements of an on-site reading methods class. Each of the three students was treated as a separate case study while data were being gathered. The data indicated that each of the three students benefited in some way from the reading tutoring program.

Findings from this study generated additional questions that went unanswered.

Therefore, it is recommended that further study should focus on the following:

1. what training do preservice teachers need to deal with poor student attitudes toward reading and writing?
2. elementary students' knowledge of reading in relation to career choices.
3. preservice teachers working with younger students who had not yet developed explicitly negative attitudes toward reading and writing.
4. would tutoring programs for younger or older students yield the same result?
5. assisting preservice and classroom teachers in identifying the types of at-risk reader.
6. making the link between home and school in developing the value of reading.
7. examine the role of the teacher whose students' are involved in tutoring services.

Summary

Defining the types of reading required in the classroom provided a means to examine motivations for reading held by the students. While motivation is to a large extent dependent on attitude, other contributing factors found were interest in the topic, social implications, academic requirements, and knowledge of benefits to future/career aspirations. This information, together with identifying the types of readers found in the study, facilitated the knowledge that attitude and motivation played a significant role in the success of the tutoring program as well as determining the level of achievement of the participating students in the classroom.

APPENDIX A
PERMISSIONS FOR CONDUCTING RESEARCH

UNIVERSITY OF NORTH TEXAS
CONSENT TO PARTICIPATE IN RESEARCH

The Nature of the Impact of a Reading Tutoring program on Participating Students in the Classroom: A Qualitative Study

Dana R. Arrowood, Doctoral Candidate
940-565-2066
Dr. Diane D. Allen, Research Advisor
940-565-2065

The overall purpose of this study is to investigate the nature of the impact of this particular tutoring program on participating fifth grade students. Specifically, I am interested in determining if students use the skills learned in the tutoring program in the regular classroom. Your involvement will consist of allowing me to audiotape the tutoring sessions with your student and copy your lesson plans and reflections concerning the tutoring sessions. Since I cannot possibly observe all the tutoring sessions, your input is invaluable to me.

Participation in this study is voluntary. To alleviate any discomfort about participation affecting your grade, I will not have any input into your course grade. Therefore, there will be no penalty for not allowing access. Like the students, you will never be identified by name in this study.

Sincerely,

Dana Arrowood

THIS PROJECT HAS BEEN REVIEWED BY UNIVERSITY OF NORTH TEXAS
COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS (phone: 565-3940).

Consent Form

September __, 1997

I agree to participate in this study of the effects of reading tutoring. I understand that there is no personal risk or discomfort directly involved with this research and that I may withdraw from the study at any time.

(Date)

(Signature of Participant)

UNIVERSITY OF NORTH TEXAS
CONSENT TO PARTICIPATE IN RESEARCH

The Nature of the Impact of a Reading Tutoring program on Participating Students in the
Classroom: A Qualitative Study

Dana R. Arrowood, Doctoral Candidate
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Sincerely,

Dana Arrowood

THIS PROJECT HAS BEEN REVIEWED BY UNIVERSITY OF NORTH TEXAS
COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS (phone: 565-3940).

Consent Form

January 27, 1998

I agree to participate in this study of the effects of reading tutoring. I understand that there is no personal risk or discomfort directly involved with this research and that I may withdraw from the study at any time.

(Date)

(Signature of Participant)

9-10-97

Dear Parents,

Within the stapled packet of information in the Wednesday envelope you will find a letter from Dana Arrowood. She is a doctoral student from the University of North Texas and would like to conduct some research in our classroom. She has received permission from the university and from the administration building to use our classroom. Both of these places carefully examine the procedures to ensure that they are appropriate and acceptable.

Dana will eventually be selecting three students out of our class from which to observe and gather information. The focus of her research is to discover if children transfer skills taught by college reading buddies (who come on Thursdays for approx. 1 hr.) into their classroom work.

We are very fortunate to have the opportunity to assist her in this endeavor. If you have any questions or concerns, please feel free to contact me during my conference period (9:00 - 9:30).

I would like to encourage you to sign the attached form and return it to class as soon as possible. Thank you for cooperating.

Sincerely,

cc:

September 9, 1997

Dear Parent/Guardian,

Beginning in September, I will be conducting a research project designed to study the effects of reading tutoring on children when they return to the classroom. An undergraduate reading class from the University of North Texas tutors selected fifth grade boys and girls in reading. My study will take place in _____ classroom where I will observe during the language arts period to see if the boys and girls are using the new reading skills they have been taught. The study will end in December when school lets out for Christmas vacation. The observations should be complete at that time.

Your child may or may not be a participant in the reading tutoring program, however, I am requesting permission from all parents of children in _____ classroom to observe your child and informally interview him or her regarding their reading and writing activities. There will be no video tapes made. All of the interviews and some of the children's reading and writing activities will be tape recorded. The tapes will be kept in a locked file cabinet during the study and all tapes will be destroyed upon completion of the study. The children's real names will not be used. There are no risks of any kind to the children. Participation is voluntary. Your child may be withdrawn from the study at any time.

This study has been approved by the _____ School District, the principal, and the teacher. At this time, it is necessary to have your permission before it can begin. Your decision whether or not to allow your child to participate will in no way affect your child's standing in his or her class/school. Should you have any questions or desire further information, please call me at 565-2066. Thank you in advance for your cooperation and support.

Sincerely,

Dana Arrowood

THIS PROJECT HAS BEEN REVIEWED BY UNIVERSITY OF NORTH TEXAS
COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS (PHONE: 565-3940).

Permission Slip

September ___, 1997

I give permission to include my child, _____, in this study of the effects of reading tutoring. I understand that there is no personal risk or discomfort directly involved with this research and that I may withdraw my child from the study at any time.

(Date)

(Signature of Parent of Participant)

(Date)

(Signature of Student)

January 13, 1998

Dear Parent/Guardian,

Beginning in September, I conducted a research project designed to study the effects of reading tutoring on children when they return to the classroom. An undergraduate reading class from the University of North Texas tutors selected fifth grade boys and girls in reading. My study is taking place in _____ classroom where I have observed during the language arts period to see if the boys and girls are using the new reading skills they have been taught. As Mrs. Lane has already explained to you, I am requesting your permission to continue this study until school is out.

Your child may or may not be a participant in the reading tutoring program, however, I am requesting permission from all parents of children in _____ classroom to observe your child and informally interview him or her regarding their reading and writing activities. There will be no video tapes made. All of the interviews and some of the children's reading and writing activities will be tape recorded. The tapes will be kept in a locked file cabinet during the study and all tapes will be destroyed upon completion of the study. The children's real names will not be used. There are no risks of any kind to the children. Participation is voluntary. Your child may be withdrawn from the study at any time.

This study has been approved by _____ School District, the principal, and the teacher. At this time, it is necessary to have your permission before it can begin. Your decision whether or not to allow your child to participate will in no way affect your child's standing in his or her class/school. Should you have any questions or desire further information, please call me at 565-2066. Thank you in advance for your cooperation and support.

Sincerely,

Dana Arrowood

THIS PROJECT HAS BEEN REVIEWED BY UNIVERSITY OF NORTH TEXAS COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS (PHONE: 565-3940).

Permission Slip

January ___, 1998

I give permission to include my child, _____, to continue to participate in this study of the effects of reading tutoring. I understand that there is no personal risk or discomfort directly involved with this research and that I may withdraw my child from the study at any time.

(Date)

(Signature of Parent of Participant)

(Date)

(Signature of Student)

I grant permission for Dana Arrowood to observe in my classroom and record notes of classroom activities and conversations. I understand that I will not be identified or identifiable in any way other than as “the teacher.” I understand that my participation is voluntary and that this information is in assistance to data collection to be used in her dissertation.

(Signature of the Classroom Teacher)

(Date)



University of North Texas
Sponsored Programs Administration

August 29, 1997

Ms. Dana Arrowood
1300 Dallas Dr., Apt. 712
Denton, TX 76205

Institutional Review Board for the Protection of Human Subjects in Research (IRB)
Re: Human Subjects Application No. 97-159

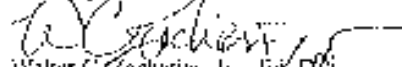
Dear Ms. Arrowood:

As permitted by federal law and regulations governing the use of human subjects in research projects (45 CFR 46), I have conducted an expedited review of your proposed project titled "The Nature of the Impact of a Reading Tutoring Program on Participating Students in the Classroom: A Qualitative Study". The risks inherent in this research are minimal, and the potential benefits to the subjects outweigh those risks. The submitted protocol and informed consent form are hereby approved for the use of human subjects on this project.

The UNT IRB must review this prior to any modifications you make in the approved project. Please contact me if you wish to make such changes or need additional information.

If you have questions, please contact me.

Sincerely,



Walter C. Zacharias, Jr., Ed. D.
Chair, Institutional Review Board

WZ:sb

cc: IRB Members

P.O. Box 265290 • Denton, Texas 76202-5290
(940) 565-2640 • Fax (940) 565-1277 • TDD (820) 935-2989
e-mail: info@sub.unt.edu



University of North Texas
Specialized Programs Administration

January 26, 1998

Ms. Dana Arrowood
1300 Dallas Dr., Apt. 712
Denton, TX 76205

RE: Human Subjects Application No. 97-159


Dear Ms. Arrowood,

As permitted by federal law and regulations governing the use of human subjects in research projects (45 CFR 46), I have conducted an expedited review of the requested extension of your project entitled "The Nature of the Impact of a Reading Tutoring Program on Participating Students in the Classroom: A Qualitative Study." The risks inherent in this research are minimal, and the potential benefits to the subjects outweigh those risks. The submitted request for extension is hereby approved.

If the use of human subjects extends beyond 12 months from this date, U.S. Department of Health and Human Services regulations require that the project be re-reviewed yearly. In such a case, please submit annual progress reports to the UNT Institutional Review Board. Further, the UNT IRB must re-review this project prior to any modifications you make in the approved project.

Please contact me if you wish to make changes or need additional information.

Sincerely,


W.C. Zacharias, Jr., Ed.D.
Chair, Institutional Review Board

WZ:cb

cc: IRB Members

P.O. Box 305270 • Denton, Texas 76203-5270
(940) 565-4940 • Fax (940) 565-4277 • TDD (800) 355-2086
e-mail: irb@unt.edu

APPENDIX B

SAMPLE OF LESSON PLANS AND REFLECTION

LESSON PLAN FORMAT

Student: _____

Tutor: _____

Date: _____

Time: from _____ to _____

ACTIVITY

COMMENTS

1. Guided reading (15-20 min.)

2. Strategies (15 min.)

3. Writing (15 min.)

4. Read aloud (10-15 min)

Lesson Plan #5

Student:

Tutor:

Date: October 9, 1997

Time: 9:40-10:40

Activity

Guided Reading:

Begin Help! I'm Trapped in My Teacher's Body

- ① Introduce book
- ② Look at title and cover and predict what story is about
- ③ Read chapters 1+2 pg 1-12
- ④ Predict what Ms. Rogers means on pg. 12
"Oh, I guess you'll just have to see things from the other side."

Strategies:

Looking at list of words that she can not read from Ch. 1+2 and discuss definitions for those words.

Writing:

In her best handwriting, have _____ write what she likes about Ch. 1+2 and what she thinks will happen next.

Independent Reading:

Falling Up by Shel Silverstein

Comments

Predicted book was "Probably about a little kid trapped in his teacher's body and he probably won't be able to get out for awhile." "I know this - it's like spit." (saliva) knew meanings for cough, through, and threaten but didn't sight recognize. Words not read or knew preposterous, esophagus, tittered, hysteria, glared, reputation, lecture, taught, culpa particularly, superior, extraterrestrial. Only got to page 8 in 35 min. _____ didn't have her "Adoption" paragraph from last

work so she spent 10 min. doing that. Spent
last 5 min reading poems through Telling Up.
she read, she laughed.

Reflection #5

Thursday was another example of planning too much for too little time. I thought we could read the first two chapters of Help! I'm Trapped in My Teacher's Body in twenty minutes. However, we only made it to page 8 instead of 12 in thirty-five minutes. She is very interested in the story and she was not having much trouble with the words but she was reading very slowly. I noticed that she paid more attention to the whole word not just the beginning and she self-corrected more than she has previously. We decided that each week we will make a list of words that she cannot read and does not know the meaning for. The next week I will give her a list of the words, have her read them to me, and then match the word to its meaning. I hope this will give her something to help show her she has learned something by the end of the semester. There are sixteen chapters and I don't think we will finish it, so this might be the book I want to give her. We stopped reading so we could do some writing. She did not have her adoption paragraph from last week so she wrote it. I thought that she might have put some thought and consideration into it but all I got ~~was~~ ^{were} two sentences. We need to work on "want" which she spells as "wonit." We also need to work on her handwriting. I wanted her to have something fun to do so I read several poems from Falling Up and we

just casually talked about them.

APPENDIX C
EXAMPLE OF CODED FIELD NOTES

Pink = Off task
Green = materials out/not on task

Blue - Interaction with teacher

Several boys pulled a puzzle off the shelf and the teacher told them this was not "Drop everything and do a puzzle time." Tim was one of the boys involved. The others were not ones that are in the group I'm watching.

Andrea and Alicia have moved over in front of the teacher's desk and I can't hear them

Pink

Pink

now.

Andrea is up asking the teacher something. The teacher tries to steer her back to her

Blue

reading.

Andrea and Alicia are visiting Andrea has her book opened in her lap and when the teacher came in she immediately started reading - or looked like she was reading.

Pink

Green

Green

10-27-97

This morning when I arrived the students are doing independent work.

Sharon is back and Robin is at her desk visiting. Sharon is brushing her hair. Sharon has on a white cloth headband with the name "James" written on it in purple marker. Robin is asking

Pink

Pink

her if she likes James. Sharon ignored her and went over to talk to Alicia.

Michael is passing out stickers to other kids by walking by and dropping them in their laps.

Andrea is visiting with Donna and Sharon.

Pink

The teacher told Robin to go to her seat.

Blue

As I was walking in, I noticed a police van outside. They must be having a drug awareness program today. The kids all have red ribbons that say something about "Don't do Drugs" on them. Actually they say "I've got better things to do than drugs" on the ribbons.

APPENDIX D
STUDENT INTERVIEW SCHEDULES

Interview Schedule 1

October 1997

1. Can you tell me your name?
2. Is it ok if I tape record our conversation so I won't have to write it all down while we're talking?
3. Do you like to read?
4. If you were going to read, what kinds of books would you like?
5. Tell me about the reading buddies program. Do you have a reading buddy?
6. What do you do in the tutoring program? Do you just read or do you do anything else?
7. Is this program helpful to you?
8. What's the most helpful thing your reading buddy has done with you?
9. What would you like to do more of in tutoring?
10. Is there anything you would like to do less of?
11. Would you mind if we talked again sometime?

Interview Schedule: February 1998

1. Tell me about your college reading buddy from last semester.
2. Did you learn a lot?
3. Tell me what you learned.
4. What kinds of things did you do when she came?
5. What are some of the things you hope to get to do this semester?
6. Tell me about reading your social studies and science books. Do you ever have trouble reading those books?
7. Do you ever come to words you don't know in them?
8. What do you do when you come to a word you don't know?
9. What might be some other things you could do to figure out words you don't recognize?
10. Do any of your friends have trouble reading these books?
11. What do they do when they come to something they don't know how to read?
12. Tell me about the last book you read.
13. Was that one that you picked out for yourself or one that was assigned in class?
14. Do you have a collection of books at home?
15. Do you have younger brothers or sisters?
16. Do you read to them?
17. Do you like to write at home?
18. What do they like to hear when you read to them?
19. Do they have favorite books that they always want you to read?

20. What do you do with the stories you write for fun?
21. What was your favorite part of tutoring last semester?
22. If given a choice, had you rather stay in the classroom or go to tutoring?
23. Do you learn things in tutoring that you can do in the classroom?
24. How do you like reading in the classroom?
25. (When participant indicated that they did not like reading I followed up with “Have you always not liked reading?”)
26. When did you used to like it?
27. What happened, do you think, that made you not like it anymore?
28. What’s your favorite subject in school?
29. What do you want to be when you grow up?

Final Interview Schedule
May 1998

1. Have you read any books since reading tutoring ended? If so, what?
2. What are some of the things you have learned about reading this year?
3. Do you feel that you are a better reader now than at the beginning of the school year?
4. What subject areas do you feel that you have improved in?
5. Do you think that being able to read well is important to that subject area?
6. Do you think that your tutor helped you learn to read better? If so, how?
7. What was your favorite part of reading tutoring?
8. Was it just something you liked or something that you feel helped you?
9. What was your least favorite part of reading tutoring?
10. How do you think reading tutoring could be made better next year?
11. What advice could you give the reading tutors for next year?
12. Is there anything that you would like to add to what you have already said, or that I have not asked you about, concerning reading or reading tutoring?

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possessed by good readers. Reluctant readers were the second type and had either ambiguous or explicitly negative attitudes toward reading. The type of reader, together with the type of reading required, determined the success of the tutoring sessions. The results of the data analysis show that student motivation toward reading was a key factor in determining the success of the tutoring program. Two of the three student participants in the study reported learning skills in the tutoring program that they used in other contexts.