

The Nature of Tutoring

When students enter a tutoring situation, they usually have experienced at least a year of failure in terms of literacy learning in school, leading to a negative self-concept as readers (Quirk, Schwanenflugel, & Webb, 2009). These students have had difficulty in reading the assigned texts and also in writing in response to these texts. When students repeatedly experience failure and frustration, it is not surprising that many of them are unengaged or unmotivated when it comes to literacy. Part of the work of a tutor is to turn this situation around: to work in a way that motivates students to learn and to become engaged in their own learning. This book explores tutoring situations aimed at engaging students in literacy, and presents individual cases that exemplify struggling readers. Yet many of the instructional strategies we advocate are adaptable to small-group instruction and other instructional groupings, both within and outside classrooms.

It is commonly accepted that the experiences people bring to any situation influence how they think about it. For the last 25 years there has been great emphasis in literacy education on the use of background knowledge (or prior knowledge) in understanding and interpreting texts. At times this has led to too much emphasis on what the reader brings to a task and too little emphasis on what a text actually says. The ELA Common Core State Standards (CCSS) address this by asking students to engage with more complex texts, with complexity measured by three factors:

Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed). (CCSS, p. 31)

In our experience, motivating a student to read is not merely a reader factor but, rather, part of the interplay among the reader, the text, and the

task. A difficult task and a difficult text can make even the best of us unwilling to read and write. This chapter first explores the nature and nurture of motivation, and how it is impacted by reader, task, and text factors. Then we emphasize the importance of reflection on the tutoring session as it impacts subsequent sessions. Finally, we suggest four principles that underlie effective tutoring.

THE NATURE AND NURTURE OF MOTIVATION

Extrinsic motivation results from some external reward, such as grades or candy, for successfully completing a task. *Intrinsic motivation* is the reward of doing something for its own sake or because the individual thinks it is important in some way. A person will be intrinsically motivated to do something when two conditions are in place. First, the person must believe that accomplishing the task is possible. Second, the person must have the choice of engaging in the task. So, for students to be motivated to read and write, they need to believe that they *can* do it, and there needs to be some element of choice in what they are doing. Neither of these conditions is typically what they experience in a regular school setting, where extrinsic motivation in the form of grades or teacher praise is the norm.

Motivation is a complex construct, and educational psychologists have various theories that account for different aspects of how motivation works. For example, Guthrie and his colleagues have worked for many years in the area of motivation and literacy (Guthrie, Hoa, Wigfield, Tonks, Humenick, & Littles, 2007). Their construct of motivation includes students' interest in, attitude toward, and value placed on reading. Even though in theory these concepts can be discussed separately, in practice they are so intertwined and interrelated that trying to separate them does not help to increase students' motivation. Here, we will address motivation as part of the reader factors that can make a text complex, as defined by the ELA Common Core State Standards (CCSS).

Reader Factors

Reading level. Knowing the reading level or ability of students is vital, to be able to match them to an appropriate-level text. This book is not about diagnosis. It proceeds on the assumption that you will have some information about a student from school records, or from some form of testing. Once tutoring begins, you can change the level of text and the pedagogy through a process of diagnostic teaching—using your knowledge of literacy to modify instruction, as described in Chapter 2.

Interest. A student's interest in reading can be thought of in two main ways—as an interest in reading in general (or the value that the student places on reading), and an interest in reading situated in a specific context. Clearly, these two are very different and both have an impact on motivation. It could be argued that all interest is situated—that is, a student may place no value on reading in an academic context but may value reading in a social context. A student may value it in relation to a particular text (say, the current bestseller), but not in relation to a book of poetry. Reading may be valued as a way of obtaining a certain goal—reading enough books to reap a tangible reward—or devalued as a social stigma. There is also a sense in which reading can be valued as an activity to engage in for pleasure, in the same way that a person may watch television or go to the movies, and so may be valued in general. The issue for us, as teachers and tutors is how to generate enough enthusiasm through *situated interest* in reading and writing so that students will become more generally interested in literacy activities. That is, can you “turn students on to literacy” through your tutoring in such a way that they will not be turned off again when they are in regular classrooms without focused support?

Fortunately, you can develop a student's interest by making a given task interesting. In one summer program, an art teacher who was training as a reading specialist was struggling to motivate a 5th grader. After a few sessions of tutoring she brought in some of her architecture books, and for the rest of the summer she and her student read and wrote and built models about various forms of architecture. The student developed an amazing vocabulary, was empowered in ways that surprised him, and left the summer program feeling really good about himself and his literacy abilities. Who could have predicted he would be interested in architecture?

Engagement with text. What is engagement? If we think of motivation as a feeling that directs behavior toward certain goals (Maehr & Meyer, 1997), then we can see that it affects the initiation of and persistence in an activity, the level of intensity and involvement in an activity, and the attention paid and enjoyment derived from an activity. Each of these three ideas can be a part of engagement (Kolencik, 2010). Or perhaps it can be seen more easily in relation to students who are not engaged.

How can you know if students are not engaged? Do they stare into space? Do they constantly want to sharpen their pencils, go to the bathroom, or have other avoidance behaviors? Perhaps there are other students who constantly complain, “This is stupid” or “Do we have to read all of this?” Students like the latter may be suffering from *learned helplessness*. They have developed this defense of being pessimistic about everything to protect themselves from negative feedback or certain failure, because they

are in a situation over which they have no control. Fear of failure also can lead to anxiety, which can cause withdrawal and nonparticipation. Why participate and risk looking like a fool in front of others? So there is no intensity and no involvement. The participation that does occur is forced and does not persist. There is a lack of attention and no enjoyment from the activity.

So how can students become engaged with text? The text has to be interesting and at the right level, and the reading has to be purposeful. This last idea tends to be neglected in relation to instruction. Adults rarely read unless it is purposeful. Even when reading for pleasure, adults know why they are reading. Too often in school, teachers do not set purposes for reading, or they set trivial purposes. For students to be interested and motivated to read, teachers need to provide *real* reasons to read (and write). Reading to learn about something that students are interested in does provide a purpose. It is up to you to generate an appropriate level of interest that can sustain motivation for purposeful reading, and one prerequisite is to provide interesting texts.

As with all constructs, we need to recognize that motivation is contextualized. That is, readers will be motivated to read in some situations. Even struggling adolescent readers may be comfortable "txting" their friends. Perhaps what is most important to remember is that students are most likely to engage in an activity when they believe that successfully completing that activity depends on things they can control, such as their own effort, rather than luck or outside forces, such as teacher decisions that are perceived as arbitrary.

One primary area of concern in developing and maintaining students' interest in reading is to choose texts that are of interest to the students, and to engage them in tasks that they also find interesting. The texts do have to be on appropriate topics, and they also have to be at appropriate levels. This is crucial because we need to be working with them in their Zone of Proximal Development.

Task Factors

Zone of Proximal Development. Most educators are familiar with the concept of the Zone of Proximal Development. Russian social psychologist, Lev Vygotsky (1978), defined it as

the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers. (p. 86)

More simply conceived, it is the difference between what the student can do cognitively with and without an adult's guidance. The zone is where the student is involved in the learning process and is actually learning. Too often in school, the teacher is doing all the work and the content of the lesson may be too hard for the students to understand. This is a vital concept in relation to tutoring. It is the tutor's responsibility to identify the student's Zone of Proximal Development so instruction will be at the appropriate level and, therefore, success will become likely and students will remain motivated and engaged.

Finding the Zones of Proximal Development for a student is part of diagnostic teaching. You will notice that we said "zones." That is because there will be different zones for the various components of reading and writing. A student may have print skills that enable him to decode text at a 6th-grade level, but he may struggle to understand 3rd-grade social studies, either because of vocabulary issues or because of comprehension-processing problems.

Similarly, a student may have excellent organizational abilities in her writing but struggle with spelling. As you begin tutoring with this student, think about how she is responding, and adapt your tutoring as you refine your understanding (or diagnosis) of her needs.

Tutoring is totally child-centered. In contrast to classroom teaching, where teachers may puzzle over how to differentiate classroom instruction to account for the needs of all their students, in tutoring there is the luxury of instructing at "just the right level." If the books or materials are too hard, or the task is too difficult, a student will become frustrated. As suggested above, students need to believe that they can complete a task successfully, so tutors need to design instruction that ensures that students will succeed. A central related concept is the gradual release of responsibility to the student.

Scaffolded instruction. If people cannot complete a task, they are grateful when someone helps. Similarly, students can be motivated if they are provided sufficient help in a way that enables them to gradually do more and more for themselves. This idea has been compared to a scaffold: Students should be provided as much scaffolding as needed to read successfully, and over time, more and more of the scaffold is taken away. Pearson and Gallagher (1983) discussed the gradual release of responsibility to the student (see Figure 1.1).

A tutor first demonstrates or models what she wants the student to learn, while the student watches. Some educators have called this stage, "I do, You watch." Then the tutor does it again but asks for the student's assistance—"I do, You help." Then the student tries, while the tutor provides

Figure 1.1. Gradual Release of Responsibility from Tutor to Student

	MODELING	SHARED LEARNING	GUIDED PRACTICE	INDEPENDENT PRACTICE
PEDAGOGY	<i>I do, you watch</i>	<i>I do, you help</i>	<i>You do, I help</i>	<i>You do, I watch</i>
Student involvement	Little or no control	Low control	Moderate control	High control
Tutor involvement	Modeling the process	Moderate support	Low support	Little or no support

the appropriate level of scaffolding—"You do, I help." Finally, the student does it independently—"You do. I watch." The time spent in each stage will depend on the process the student is learning and the speed at which the student learns. The gradual release of responsibility, then, is really about the level of scaffolding to provide—how much and when.

Task complexity. To us, hearing the phonemes (sounds) in a word seems simple. But to a child who does not even understand the word "boundaries," the task is actually complex. Tutors need to understand why a task seems complex to a student, and then try to make it less so. If a student cannot understand a passage that she can decode, what is the issue? Is it the length or difficulty of the sentences? Is it the vocabulary? Is it the organization of the text? Perhaps it is a combination of all three. Various literacy tasks require students to focus on different areas of a text. Writing a summary will require the student's understanding the main idea of a passage. Understanding character development asks the reader to look at characters' behavior, motivations, and emotions. You need to be aware then, of how the difficulty of the task—be it writing a summary, or retelling a story—is being impacted by difficulty in understanding specific components in a text.

Text Factors

A discussion of texts refers to all types of materials that you may use with readers in your tutoring, including magazines, journals, books, textbooks, and digital text. Three features of texts should concern us in terms of matching them to readers:

- *Surface features*, which include word and sentence difficulty and the length of the text
- *Content* of the text, which includes topic, genre, and organization
- *Formatting*, which includes typeface, spacing, and layout

Surface features. Most struggling readers have problems with words—either with word recognition/identification or with vocabulary, and usually a combination of both. Consequently, when matching a reader with a text, a primary consideration is the difficulty of the words that the reader will encounter. Interestingly, the decodability and the semantic difficulty of a word are related: Generally, the longer the word, the more difficult it is to read and to understand. For example, compare *home* and *domicile*, or *scold* and *castigate*. You can think of examples when this is not the case (e.g., *foyer* and *elephant*), but these are exceptions to a common relationship.

The second surface feature impacting on difficulty is the complexity of the sentences. Again, length is a shorthand measure of complexity, simply because the longer the sentence, the more subordinate clauses it will contain. However, merely shortening sentences does not necessarily make them more readable. "The dog ran away quickly when he saw the big hairy monster bare its fangs" is more readable than "The big hairy monster bared its fangs. The dog ran away quickly." In the first sentence the causal link is made specific, whereas in the latter case the link has to be inferred, so rewriting the sentence to make two shorter sentences does not actually make it more readable. Still, sentence length is a fairly good indicator of reading difficulty, especially if it is examined in "naturally occurring text." By this we mean text that has not been rewritten to reduce the readability as it might be measured by readability formulae.

Readability formulae can be used to find the difficulty level of a text. They all use some combination of word and sentence difficulty. Early attempts at measuring readability using formulae included many other factors, but ultimately none were found to contribute enough additional information to make them worth including in the measures. Many of the formulae are available online, and can be applied by typing segments of text into a word-processing program. As a caution: Make sure that the formulae you use are appropriate for the grade levels you are working with, and that you treat the results as just one component in your decision about which text to use with your student(s).

Most publishers of children's reading materials include reading levels for their materials. These levels may be the widely used: leveled books (Fountas & Pinnell, 2006), Reading Recovery (Reading Recovery Council of North America, 2004), the Developmental Reading Assessment (Beaver, 1997), lexiles (see www.lexile.com), or any of a number of others. One of the ways in which these leveling systems differ from readability formulae is the way they address difficulty by taking into account the familiarity of the content, the genre, and the layout (see discussion of format). You can find charts that attempt to equate the various leveling systems on the web,

but as with readability formulae, you should select a level as just one component in your decisionmaking.

The final surface feature that you will want to consider is the length of the text. This will depend on the time frame in which you are tutoring. We strongly recommend that you use texts that you can complete in one or two sessions. Students who are, or have been, struggling with reading need a sense of accomplishment, so completing a reading task is important to them. Occasionally, younger students really want to read a "chapter book" because they have never done so before. In such instances, we find the shortest chapter book at the appropriate level that might interest them, so there is a good chance that it can be completed in a reasonable time frame. Then you might engage in some partner reading (with the tutor reading the longer of the two pages) to move through the book more swiftly. Fortunately, more and more materials are available in chapter book form for younger readers, so this task is easier than it once was.

Content. You want to find materials that will interest students in terms of content, but this has to be considered carefully in relation to who your students are and where and when you are tutoring them. Sometimes you have little choice and may have to try to find materials related to the school curriculum, but at the appropriate level of difficulty (see the discussion below about format). But students often have other interests on which you can build. The advantage of using students' existing knowledge is that they will bring an understanding of the vocabulary to the literacy task, and a willingness to learn new information. The reading and writing they undertake becomes purposeful when it adds to their knowledge and they can take ownership of the content, which allows you to focus on processes. To be interesting, texts have to be culturally relevant, so you should think carefully about the content of a text from the student's perspective.

Perhaps one characteristic typifies materials that interest students most: humor. Almost universally, humorous materials will engage students. Clearly, an unadulterated diet of such materials is not possible for all tutoring sessions, but a liberal sprinkling will help you and the student enjoy reading and writing together.

Publishers provide a great range of both fiction and nonfiction text at a variety of levels. In addition, the web is providing more and more opportunities for teachers to download good materials, and for students to interact with excellent digital text. Watching a brief videoclip also can stimulate interest in a topic. Some excellent magazines and trade materials are designed to interest students. In line with the recommendation about humorous content, there are several authors who write humorous poetry for children.

Format. Finally, the typeface, layout, and spacing of the materials will have an impact on the readability of the materials (and on interest level). The variety and size of type available to printers does not mean that all materials are now easier to read. Layouts are becoming more complicated. For adults raised on linear materials, the complexity and speed with which information is presented in the digital age can be mind-blowing. In Chapter 7, when addressing comprehension, the "new literacies" are discussed in relation to issues raised by modern technology. In terms of interest, digital materials clearly can be motivating for some students simply because of their novelty. Still, not every student has access to the Internet at home, and those who need tutoring are more likely to be among the ones who do not have such access.

THE TUTOR AS REFLECTIVE TEACHER

Tutoring is a luxury that most teachers do not have. It is a luxury in the sense that a tutor has the opportunity to spend an extended time examining the literacy processes of students who are struggling with reading and writing, and to begin to understand how those processes operate, not just for these students but also for many students in your classroom and school. To take full advantage of this opportunity, you will have to engage in reflective teaching. You will have to consider whether you are implementing instruction appropriately, whether the text is a good one for the task, and how the instruction is impacting on the student.

In diagnostic teaching, assessment and teaching are interactive and ongoing processes. Observing students' responses to teaching allows you to evaluate a student's developing knowledge and understanding of literacy processes, and to adapt instruction accordingly. For example, if a student misreads *phone*, you may know that the long 'o' is not a particular area of concern and that the student has read *stone* correctly, and suggest a strategy: "Can you think of a word that ends the same way?" Or adapting instruction may take a more conscious form of rethinking a lesson for the next tutoring session, because this is the third long-'o' pattern that the student has missed in his reading.

Although tutoring can be an exciting and energizing exploration of how students learn and how they have difficulties with learning, it can also be exasperating when students are not learning and the explanation is not readily available. Our combined experience of more than 50 years in running tutoring programs leads us to believe that, when tutors and students work together to address literacy issues, students will have success and—perhaps for the first time—begin to enjoy reading and writing.

PRINCIPLES OF TUTORING

Often, there is no obvious reason why a tutoring session is or is not successful. However, certain principles seem to be conducive to success.

Listen to the Student

No teaching situation is more student-centered than tutoring. For students, tutoring offers a rare opportunity to receive focused attention from a knowledgeable and caring adult, and a time when someone actually may listen to what they have to say. Some tutors are surprised that students are self-aware about what they can and cannot do in relation to reading and writing. Of course, not all students do know this, and one of your goals of tutoring should be to get them to be more metacognitive about their own learning. One certainty is that tutoring is more successful when you ask a student whether she understands, and whether what you are doing makes sense to her. A student may give you useful information in other ways, too, such as talking about what a teacher has done successfully. If you listen carefully, you can avoid teaching something that a student already knows how to do, or a strategy that has not worked for him in the past.

Collaborate with the Student

Students should be involved in their own learning. Too often, students who need tutoring have never been asked to take control of their own learning, and may even think that they are missing some magic element—if only someone would tell them what it is. Also, you should avoid the use of unnecessary authority. A student has to trust you. You can be an authority figure, but none of the decisions can appear arbitrary or unreasonable. Tutoring should be a place where students feel like participants and do have at least some control over what happens. Therefore, unless there is some reason for not doing so (such as an early intervention framework), give students some choice as to the order in which they engage in the activities in a tutoring session—a small but effective way of making them feel in control.

Maintain an Appropriate Pace

You have to keep a session moving so you can provide the maximum instruction in the time allowed. At the same time, you have to allow space for a student to learn. This has to be balanced with good pacing, but too often tutors are anxious to fill a silence with an extra prompt or suggestion—and end up

doing all the talking. As one tutor put it, “Students learn in the space of our supportive silence.” We are not sure that is always the case, but we think the spirit is correct: you have to allow time for students to process, think, and take control of their own learning. This gradual release of responsibility means that students need time to practice what you have taught them. Sometimes you may think you should be doing *something* when watching a student practice what you have taught, and yet, just being available to help if needed may be as important as “teaching” something in the first place.

Plan Effectively

Often, tutors overplan. You might expect students to do more than they can actually accomplish in the allotted time. This is not necessarily a bad thing. It is better to overplan than to underplan. Too much overplanning, however, is a waste of time and energy. Effective planning occurs when you understand a student’s needs and know some ways of meeting them effectively. The sample lesson plans in subsequent chapters can be adapted to meet the learning needs of your students.

In this book you will find information to become a successful tutor who engages in effective diagnostic teaching of reading and writing. The goal is to develop your understanding of literacy pedagogy as it applies to struggling readers. Much of what we write about is adapted from classroom instruction or can be adapted for classroom instruction. Much has also been said before in different ways and in different forums. We hope that the way we have put it together here will make sense for you in your situation with your students.

Things to Think About

1. What motivates you to do something? How is it related to your interest in doing it—specifically and in general?
2. From your experience, think of a good student, an average student, and a poor student who were not engaged in a school task. Can you speculate as to why?
3. When you choose a book, what criteria influence your decision? How does purpose impact on your decisionmaking? Can you recall what influenced you when you were a child?

2 The Intervention Lesson and Diagnostic Teaching

activity, and some components may be included on an as-needed basis, such as working to improve decoding or reading rate.

Further, you must choose lesson components judiciously, recognizing that time is your currency: You need to make good use of every minute that you have with students in the tutoring setting. This may be the only instructional time when lessons are designed to meet a child's specific, individual needs, and may indeed be the only time when text difficulty is carefully selected to meet the student's current reading capabilities. Troubling evidence suggests that students who struggle in reading spend little time actually reading. Allington (2002) found that there was only 10–15 minutes of actual reading in a typical 90-minute reading block, and in many classrooms students read for only 20 minutes during the school day. We don't think that things have changed a great deal since that study was published. This lack of constructive practice is a significant contributor to many students' ongoing problems with literacy.

The four areas of concern in reading diagnosis—print, vocabulary, comprehension, and fluency—should all be considered in planning the intervention lesson. Presumably, one or more of these areas has been identified as a main concern for the student, and this would be reflected in components of the intervention lesson. This is not a matter of necessarily leaving out anything, but more a matter of emphasis and time allotment.

The lesson components we emphasize also reflect our belief that reading in connected text is the most valuable and useful activity that any reader can engage in. No matter where a student is in terms of reading level or ability, most of the student's time is spent in purposeful oral and silent reading. We see tutoring as an opportunity to pay off some of the debt that many of these students have accumulated in terms of print exposure. Many students who struggle with reading have had few opportunities to do what they actually need most: to read connected text successfully. So even when students demonstrate the need for work in print skills at the word level, we believe that, after providing some short, focused instruction in an activity such as word sorting or word building, this is best applied and practiced through contextual reading.

Another consideration must be the order of events, or how the lesson will unfold. For some students, this order will be important to the actual teaching. For other students it will be less important, and indeed can be negotiated with the student.

Finally, the grade level of students is an important consideration in lesson planning. Younger students are learning to master the print system while attending to story elements and other information. To capture and maintain their attention, you will need to spend less time on each component of the lesson. Older readers might need to build more sustained

Teachers know that the success of a lesson usually depends on careful preparation. In the case of tutoring, this becomes even more important, and can be time-consuming, because the lesson needs to address the specific needs of the students and do so in their zones of proximal development. We have found that having a basic framework for an intervention lesson for a particular student allows for consistency across lessons and reduces the time that tutors need to prepare. As tutors in our programs often tell us, "I didn't know that preparing for one student could take so much work."

The importance of thoughtful planning is matched by the necessity for thorough record-keeping. This includes notes added to the written lesson plan that describe what actually occurred: the activities completed, anecdotal notes on the student's responses and reading behaviors, and scores from ongoing formative assessments such as running records and fluency measures. Gains in the student's reading level, your ultimate goal, are not just duly recorded but are celebrated with the student and communicated to parents and classroom teachers. Careful record-keeping is essential for planning the next lesson and for holding you accountable for your work. In the lesson templates included at the end of each chapter, the third column, entitled "Outcomes and Formative Assessments," provides space for you to annotate during the lesson.

COMPONENTS OF AN INTERVENTION LESSON

How you spend your time with your students and what components you choose to include in your lessons represent what you believe the child needs to become a more successful, engaged reader and what you believe in and value in terms of reading development and instruction. For example few readers, including proficient adult readers, would not benefit from increasing their vocabularies or developing strategies to improve their reading comprehension. In contrast, not all readers need to increase their reading rate or work on decoding one-syllable words. So certain lesson components should be part of almost any intervention lesson, such as a comprehension

attention to reading to develop the stamina for spending extended time with text. Middle school and high school students may also need, as part of their vocabulary and comprehension work, study skills to help them navigate and use their content-area textbooks.

The utility, or usefulness, of an activity within a lesson component also has to be considered. You can be overwhelmed by the number of activities and teaching strategies you know and value, and would like to use with your students. We believe that your time is best spent on approaches that have the best chance of transference to the independent reading or studying situation. The question to ask is, "Can the student learn to use this without my support?" This criterion helps you narrow the choices, allowing you to focus on those strategies that have some currency away from the support setting. This is what tutoring instruction must eventually enable the student to do.

An example of a comprehension strategy that has high utility away from the teacher or tutor is visualization. Teaching students to use mental images or to "make a picture in your mind" is something they can then do on their own as the need arises. You can identify when readers may find this strategy useful and practice doing it with students. In contrast, constructing a story map is not something that readers are likely to initiate as a comprehension strategy when reading independently.

The other criterion to keep in mind when choosing among teaching strategies or instructional activities is the authenticity of the act. Is this something readers really do in order to read, understand, and respond to text? It helps to think about what proficient readers, who choose reading over other competing activities, do to maximize their literary experiences: discuss a book or article with other readers or with significant people in their lives, read a review of a book, or search for other works by that author. Some of these authentic responses highlight the social aspects of reading—the satisfaction from engaging with others around literacy acts. Examples of reading response activities that do not meet this standard for authenticity include things like writing a new ending to a story or answering "gotcha"-type questions about insignificant details. Such probes suggest, and are designed to reveal, a reader's lack of recall of minutia. This line of questioning would not make one popular in a book club of adult readers!

In this chapter we will first address lesson components by sharing some actual cases at different grade levels where tutors designed lessons using components that met the students' needs and represented sound reading instruction in general. We will consider the nature of the activities that seem to work best in each area of reading. What kinds of reading activities lend themselves well to the intervention lesson? We have found, for example, that partnering activities work well, because these allow for the tutor and the student to work together in a reciprocal manner—giving you the

opportunity to provide ongoing modeling, helping with the pace of the lesson, and giving the student a "break" from being accountable for every item and response. Keep in mind that the intensity of a one-on-one lesson can be tiring, so you sometimes must assume the role that a more capable peer might in a classroom setting. The second part of the chapter explains diagnostic teaching as a way to learn what students can and cannot do and provides examples of the decision making that is a part of such teaching.

And we can't say it enough: We believe that every reader improves by reading more. Quantity is important! Notice that the reading of connected, authentic text is the primary component in our lessons.

THE EARLY INTERVENTION LESSON, GRADES K-1: SUSAN

Early intervention to prevent reading underachievement has been an area of study for decades, and many lesson formats have been offered. Many of these are based on the work of Marie Clay's Reading Recovery model (Clay, 1993). Because that specific program cannot be replicated outside of a licensed Reading Recovery site, it is not useful or responsible to discuss that format here but, rather, to present those lesson formats that have been derived successfully or in the spirit of those intervention principles. In general, these include:

1. The reading of familiar text
2. Ongoing assessment using a running record
3. Word work
4. Writing to develop print skills
5. Guided reading in a new text

In summer reading programs such as ours, there is often the luxury of a 1-hour lesson. This is unrealistic in schools, as is the opportunity to work with children one-on-one. The 30-minute lesson is more common, and this usually includes two or more students in an intervention group. We will present a lesson format here that is designed for a 30-minute, one-on-one lesson for early readers who are at risk or who have fallen behind already. These children need a steady, dependable program that is delivered with frequency. Daily is ideal and will yield the best results. It is better to meet with a young child more frequently for less time than it is to meet less frequently for more time—so a well-structured 30-minute lesson three times a week is better than a 1-hour lesson once or twice a week.

We have chosen Susan as an example of an intervention lesson. She ended 1st-grade reading at a beginning 1st-grade, or preprimer, level. Initial

testing showed that she attempted to read for meaning. She recognized when an error had been made but was unable to do much to help herself; her sight vocabulary appeared to be very limited, and she was not using letter-sound knowledge beyond the initial letter cue to solve new, unfamiliar words. This also was demonstrated in her developmental spelling, in which she was secure in representing the initial letter, but not with ending or medial sounds.

Instructional Plan for Susan

Susan's tutor decided to work to develop her print skills using a variety of engaging word study activities, while also immersing her in reading text at her instructional level. In each of these lesson components, the tutor provided levels of support designed to gradually recede, allowing Susan to become independent and successful. Her tutor developed the following instructional plan for Susan:

- Contextual reading at Susan's current instruction level, PP2 (level D, Fountas and Pinnell, 2006); with rapid advancement to primer level (H), where the number of trade books available increases. Supportive methods, such as echo and partner reading, will be used to introduce new books; repeated readings to increase exposure to words and develop fluency.
- Introduction of trade books and informational text for reading by the student and for tutor read-alouds (at higher text levels) to build background knowledge and conceptual vocabulary.
- Development of sight vocabulary of 200 words, emphasis on frequency and reliable spelling patterns being used in the word study portion of lesson. Word bank, word sorting, and word building activities will be used.
- To develop comprehension skills, the DRTA (Directed Reading-Thinking Activity) will be used during guided reading, and DLTA (Directed Listening-Thinking Activity) used during read-alouds. Stopping points will be marked for Susan to make predictions.
- Writing for sound and to create original, meaningful sentences that can be used for rereading, word for the word ring, and short lessons based on letter-sounds relationships, spelling patterns, and writing conventions such as capitalization and punctuation. These will be based on what Susan demonstrates in her writing.

The lesson plan format presented in Figure 2.1 was developed by Darrell Morris (2008) for his Early Steps intervention program. We have

Figure 2.1. Lesson Plan for Susan

Student: Susan

Session 4		LESSON COMPONENT	STRATEGIES AND ACTIVITIES	OUTCOMES AND FORMATIVE ASSESSMENT
Rereading Familiar Text Title: <i>Kitten Chased a Fly</i> , Beverly Randall, 1998 Level: C	Running Record Title: <i>I Can Jump</i> , Joy Cowley, 1986 Level: C	Words: <i>away, got</i>	Susan identified both words (<i>away, got</i>); in text. Accurate reading; ready to try level D.	Accuracy: 98% She has maintained accuracy above 95% in six Level C books; move to Level D
Word Study	Word Bank Review cards and word ring Word Sort: rhyming short a families: mad tap can glad snap ran Dad nap plan pad trap than Spell Check: mad, trap, ran, than, nap	Word Bank: Added <i>jump, like</i> , came to her word ring Put <i>got, away</i> on cards Spell check: tan/than tarp/trap She needs work with blends, digraphs		Word Bank: Added <i>jump, like</i> , came to her word ring Put <i>got, away</i> on cards Spell check: tan/than tarp/trap She needs work with blends, digraphs
Writing for Print Skill Development	Sentence: Susan writes her own sentence about her pet hamster.	Sentence: Susan writes her own sentence about her pet hamster.		Sentence: My hamster got out, but I found him. Focus: Encoded to add <i>t</i> in hamster; <i>ow</i> as in <i>out</i> .
Guided Reading: New Book Title: <i>The Horrible Big Black Bug</i> , Toni Jacquier, 1984 Level: D	Introduction: Preview text Echo read Independent read	Introduction: Preview text Echo read Independent read		Following preview, we were able to partner read; then Susan read independently. Preview may have revealed too much; make sure there are words for her to solve.

had success with this plan in our reading programs, as well as in an after-school tutoring center that we have co-sponsored for more than 30 years. Once a student reaches primer-level text (mid-1st grade), Morris suggests matching the student with another reader and modifying the lesson for two students, alternating days for the running record, taking turns in sorting, and so forth.

Description of the Lesson

Rereading familiar text. Notice that Susan's plan begins with her rereading of familiar text—little books she has read in the previous day or two. This activity is important for Susan, and so is its placement at the beginning of the lesson. Her tutor wants Susan to begin the lesson in a positive way, doing something they both know she can do successfully. This is comforting and empowering for Susan, who, before this intervention program began, had few experiences that made her feel like a reader.

From the tutor's perspective, the benefits of rereading familiar text are enormous, too, because his primary goal for Susan at this point is to build a sight vocabulary of about 200 words that Susan recognizes instantly and without conscious analysis. The daily repeated reading increases Susan's exposure to the essential words she needs to be able to move ahead in text level, and thereby catch up to her peers.

Running record. One of the books Susan is rereading is a book previewed and read the day before: A running record is taken so that her tutor can confirm, by Susan's accuracy, that this book is appropriate for instruction-level reading.

Word study. Another lesson component that addresses the goal of word recognition is word study. One activity is a *word bank*. Susan's tutor has targeted certain high-frequency words for Susan to learn in each book, and these are "spot-checked" following each reading: He points to the word in a sentence and asks Susan to read it. The words she can identify in this manner are written on cards. The cards are then stored in an envelope—colorfully decorated by Susan and labeled "Susan's Words." The words for the story "*Kitten Chased a Fly*" (Randall, 1998) are the high-frequency words *away* and *got*, and these are added to the cards in the envelope. Each day, her tutor goes through all of the cards in the envelope with Susan. When she reads a word correctly, a check is placed on the back of the card. After three checks, the card is placed on a word ring. The word ring words are reviewed weekly. We have noticed that this specific lesson component quickly becomes the children's favorite, and it is easy to see why: they see, in a

quantitative way, the progress being made. It is represented for them in this growing collection of words.

Within the Word Study lesson component, which addresses the need for the early reader to identify words accurately and quickly, Susan's tutor engages her in activities such as *word sorting* and *word building*. These are designed to have her discover, through analysis and manipulation of letters, some common, reliable spelling patterns that will help her to decode new words she encounters in text. In this lesson, Susan is sorting short "a" rhyming word "families." The procedures for this activity, Word Sorting, and for Making Words, which is also used for the Word Study component of the lesson, are described in detail in Chapter 3.

We would like to emphasize here that the Word Study portion of the lesson, while providing powerful and essential instruction and practice, should not take more than 5–10 minutes of the lesson. We have noticed that this time frame is difficult to adhere to for many tutors, either because they are learning to manage their time or because they believe that the child's needs indicate that the child will benefit from more time spent on these activities. We believe that a well-designed word study lesson, where the child is doing all of the work, is short but rigorous—and it allows for more time spent in contextual reading, where the child has the opportunity to apply, in real text, what she is learning about words.

Writing for print skill development. The writing portion of this early intervention lesson usually involves the construction of one sentence. It serves the purpose of developing and securing the child's understanding of letter-sound relationships, concept of word, and word identification. The sentence is either offered by the student or dictated by the tutor. The student writes the sentence with some tutor support: for prompting the child to stretch out sounds for spelling, to consult the child's word bank or word wall to spell irregular high-frequency words, to remind the child to apply writing conventions such as capitalization and punctuation, and to fully spell for the child those words she cannot yet access through her current print knowledge. The completed sentence is read, and one feature from it used for a quick, "teachable moment" mini-lesson.

Susan offered the following sentence:

My hamster got out but I found him.

Susan is able to write the words *my*, *got*, *out*, *but*, and *him* accurately on her own, using her own letter-sound knowledge or by referencing her word bank. Her tutor helps her with the word *hamster*: The first syllable Susan could write by segmenting the sounds herself, the second half her tutor supplies for her, but with just a mention about the sound for 'er,' because

she has not yet learned that combination. Her tutor chooses to help Susan with the “ou” combination in *found*, pointing out that it is the same sound she just wrote in *out*.

Guided reading. In the New Book portion of the lesson, Susan is supported through her first encounter with a text. The plan shows that her tutor intends to begin with an introduction of the text, where he will purposefully use some new vocabulary as he previews each page. This will be followed by echo or partner reading, where he and Susan take turns reading. Finally, Susan will read the book on her own. The same text will be used the following day for the running record, and as a familiar, easy read on the third day.

INTERVENTION LESSON, GRADES 2–5: PAUL

Once struggling readers get beyond the initial stages of reading development, their needs become more complex. It usually is no longer just an issue of developing print skills (although that can be a large part), but of addressing issues of comprehension, vocabulary, and fluency. Whereas learning print skills is a matter of mastery, there are no specific ways of “mastering” comprehension, as it is so complex. Similarly, each student’s vocabulary knowledge is unique, so what is addressed, and how, can vary greatly. In neither instance is there a developmental process that can be followed in the same way that it can be addressed in print skill work. The structure of the intervention lesson, therefore, can vary from student to student. Often there are similar components, but the amount of time spent on each component, and how reading and writing are addressed within them, may be very different. In the following sample intervention lesson we provide a framework that can be adapted and changed. Normally the components include:

- Word study—recognition, identification, spelling
- Comprehension
- Word study—meaning
- Fluency
- Writing

A further difference from an early intervention lesson is that each of these need not be addressed in every session, and that the time spent on each may vary. Also, work with a given text may continue across several sessions.

We have chosen Paul as an example of an intervention lesson for grades 2–5. Paul is an entering 3rd-grade student who has had difficulty

with reading ever since his first experiences with formal instruction in kindergarten. His instructional reading level is late 1st-grade; his independent level, where he can read on his own without support, is primer, or mid-1st-grade level. Paul is able to read words in isolation but has difficulty with these same words in contextual reading. Paul’s persistent attempts to fix his reading errors (he is quite good at monitoring his reading) results in a very slow reading rate. His low accuracy and overall dysfluency are reflected in his incorrect or lack of responses to factual or detail-oriented questions following oral and silent reading. He is more successful with higher-level questions that require inference and evaluation or vocabulary knowledge.

Instructional Plan for Paul

Paul’s tutor realized at once the challenge she would face in finding materials for him, given the gap between the text complexity he could manage and his age and grade level. In the time she had spent testing Paul and getting to know him, one thing was evident aside from his difficulty with integrating print cues: He was a very bright student who had extensive experiences that would be useful in academic work. How could she expect him to be motivated by a text written for a 1st-grade student? Paul had indicated that he liked reading nonfiction—sports stories and anything funny. With all of this information in mind, she developed the following instructional plan:

- Guided reading at Paul’s instructional reading level, late 1st-grade, with a focus on accuracy and attention to important details; Predicting using the DRTA to support inferential thinking
- Word study to improve Paul’s word recognition skills and build his sight vocabulary; Word sorting and word building to highlight vowel patterns; A word bank or word wall for use as a reference for spelling
- Repeated reading in familiar text to improve all facets of fluency: accuracy, rate, phrasing, expression, and prosody; Humorous poetry and favorite passages can be used to make this practice authentic and enjoyable
- Writing for different purposes: to share information, to respond to reading, to express ideas
- Read alouds by the tutor, with a comprehension strategy modeled and practiced, to provide Paul with the opportunity to hear and discuss material at a level more consistent with his grade and interests

See the sample lesson plan for Paul in Figure 2.2, which is designed as Lesson 8.

Figure 2.2. Lesson Plan for Paul Student: Paul

Lesson 8		
LESSON COMPONENT	STRATEGIES AND ACTIVITIES	OUTCOMES AND FORMATIVE ASSESSMENT
<p>Independent level text/repeated reading: <i>The Baseball Game</i>, Helen Depree, 1997 Level: I</p> <p>Running record: <i>Fox on the Job</i>, James Marshall, 1988, Ch.1 Level: J</p>	<p>Bar graph accuracy and rate over three readings. Compare with previous graphs.</p> <p>Aiming for 90+% accuracy—review miscues</p>	<p>Rate is improving: 42, 51, 68 wpm; accuracy 92, 94, 97%. Paul sees his progress and is taking more responsibility for completing the graphs.</p> <p>96% significant accuracy: <i>Week/week</i>: Paul did not self-correct or stop at this significant error. Discussed the silent <i>w</i> in this word. Adds and deletes words that are not significant errors: grammatically correct and not disruptive to meaning.</p>
<p>Word study: Making words “ea” letter pattern as a focus</p>	<p>Mystery word: <i>catcher</i></p> <p>at hat hate rate rat crate ate eat tea teach cheat chat cat catch catcher</p>	<p>Sequencing letters is still difficult. This is better for him than sorting; may help him more with spelling. He chose <i>catch</i> and <i>teach</i> for his word ring.</p>
<p>Guided reading: <i>Fox on the Job</i>, James Marshall, 1988, Ch. 2-3 Level: J</p>	<p>Use Questioning the Author queries to prompt retelling of story events: “What just happened?” “What is the author telling us about this character?”</p>	<p>Paul enjoys this character and delights in his imperfections. Could introduce Character Map with this series.</p>
<p>Writing: Edit, proofread baseball story</p>	<p>Use of post-its as a flag for proofreading errors</p>	<p>Paul finds his errors in capitalization and punctuation; needs probes to find spelling errors. Make a word wall of irregular, high-frequency words for reference.</p>
<p>Read aloud: <i>Treasure Island</i>, R. L. Stevenson (graphic novel), 2006</p>	<p>During the read aloud model the comprehension strategies of rereading to clarify and summarizing. At the end Paul will dictate a summary to add to his previous work.</p>	<p>My rereading frustrates him a bit; he is impatient and eager to move ahead in the story. Continue to model and practice this; he needs this for his summary.</p>

Description of the Lesson

Repeated reading. Paul enjoys the repeated reading activity, where he graphs his time reading a short passage and the number of errors in three consecutive readings. Paul knows that increasing oral accuracy and rate are two of his reading goals, and he works on both in this activity, cheerfully competing against himself in each trial. His tutor likes starting with this, too, because it engages Paul and provides a reading “warm up.” The simple bar graph, which Paul colors in, is a record of progress that he can see and understand. His tutor also uses questions and probes following each reading to demonstrate to Paul how much more he is able to recall and understand with each reading. He is beginning to recognize, and can articulate, the value of practicing and the benefits of rereading—a strategy he can use on his own as needed.

Running record. A running record is used daily to check Paul’s accuracy in a text he read the previous day in guided reading. His tutor is interested in how much Paul has retained from the previous session, and whether he is ready to move to the next text level. She keeps a log of his book titles, the levels, and his daily accuracy scores.

Word study. Paul’s word study activity for this lesson is one of his favorites—Making Words (Cunningham, Hall, & Heggie, 2001b)—a word building activity in which Paul uses letter-sound relationships and long- and short-vowel spelling patterns to construct and deconstruct words, eventually leading to the discovery of the “mystery” word, which uses all of the letters available. His tutor selected a meaningful word around the theme of baseball—*catcher*—and developed a series of prompts that asked Paul to build words containing the spelling features he needed to practice. She prompted him:

- Make the word *at*
- Add a letter to make *hat*
- Add letter to make *hate*
- Change a letter to make *rate*
- Add a letter to make *crate*

This continued with prompts that completed the following word sequence that his tutor prepared in advance:

at hat hate rate rat crate ate eat tea teach cheat chat cat catch catcher

Paul loves the game-like features of this activity, and his tutor sees the workout he is getting in sequencing the letters correctly to match sounds

and in remembering the vowel patterns that contain silent letters. This activity is not easy for Paul, nor should it be. He is working in his Zone of Proximal Development, doing the work under his tutor's guidance. He is motivated to solve the mystery word, which he did in this instance.

To make the most of the activity, his tutor wrote the words on cards and showed these to Paul to check for instant recognition. He then chose two for his word ring, *teach* and *catch*. The word cards can also be used for an open sort, where the student categorizes them according to features he notices (Cunningham, Hall, & Heggie, 2001b). This is certainly an option if the tutor thinks it will be helpful with that particular set of words.

Guided reading. Paul reads Chapters 2 and 3 of *Fox on the Job* by Edward Marshall (1988) for the guided reading portion of the lesson. This series is a hit with Paul, who needs exactly what these books provide: accessible print with, by comparison, higher levels of literary elements (humor, characterization, and plot). His tutor uses open-ended queries that allow Paul to retell story events, discuss character traits, and make predictions. This is an example of how his tutor masterfully uses one of Paul's strengths—inferential thinking—to target an area of need—retelling.

Writing. Paul's writing activity for this lesson involves editing a piece he was working on for the program's Summer Writers, a collection of student writing that was published weekly. Because an actual reading audience of fellow students and family members see this, Paul understands that he must follow writing and spelling convention in his final version. His tutor uses a method for guiding students through this editing process that allows her to support Paul while giving him as much independence as possible. First, she invites him to read the piece aloud and find and correct what he notices himself. Next, she attaches a sticky flag to each line where there was something additional that needs to be fixed (adding a number to the flag if there was more than one edit to make in a line), and then gives Paul the chance to find and make the corrections on his own. Nearly all of the necessary edits are completed in these two steps. The few remaining steps are those that Paul is not able to see or fix on his own, even with prompting. His tutor helps him with these (spelling of scoreboard and division), modeling how she chunks and divides longer words for spelling and analysis.

Read-alouds. There is time for a read-aloud at the end of this lesson, and she continues with *Treasure Island* (Stevenson, 2006), a graphic novel that Paul has selected. She does most of the reading here, as the novel is difficult for Paul at the print level. Still, there are parts he can read, and she invites him to do so when appropriate. For comprehension, she targets

summarizing, and leaves time at the end of the lesson for Paul to dictate a short summary of the day's story events. This is added to his previous summaries of *Treasure Island*, eventually creating a full summary of the novel. This portion of the lesson gives Paul the opportunity to work at a higher conceptual level than his current print skills would allow.

Follow-up. The lesson ends with Paul taking the *Treasure Island* book home to reread with his father. The graphic novel helps to bridge the difference between Paul's reading and interest levels, and the classic nature of the book assures Paul's father that he was being exposed to challenging material. Further, because Paul heard the story read aloud by his tutor earlier in the day, it is possible for him to partner-read portions of it with his father. This is a time they both enjoy and look forward to.

INTERVENTION LESSONS, MIDDLE SCHOOL

Middle school students may still have print skill and comprehension issues, but they have to work primarily with expository text in the content areas, and their school work primarily concerns learning from various texts in both paper and digital forms. In addition, content-area studies place an additional emphasis on learning and applying academic vocabulary, and on writing to demonstrate learning. Vocabulary learning can often be linked with print skill instruction because students at this level frequently benefit from morphology instruction, which can be helpful in word identification, spelling, and word meaning. So, in addition to dealing with comprehension issues, tutors often need to work on studying, vocabulary knowledge, and writing. As with elementary-grade students, there is considerable variability in what middle school students need, but a typical intervention lesson might include:

- Comprehension
- Word study—meaning and identification
- Studying
- Writing

Students at this level often deal with quite complex texts, so instruction with a specific text—or writing to demonstrate learning of a specific topic—may extend across several sessions. The plans may look similar to Paul's, but activities from Chapter 7 (comprehension instruction) may play a greater role.

We believe that students become readers through multiple routes, and no one reader may get there in exactly the same way as another reader.

Perhaps the hardest thing to do as a tutor is to recognize when something is not working, and that a student may be processing words or texts in ways we had not thought of. You need to adjust instruction in every session to fit a student's needs and accomplishments. Sometimes this is called diagnostic teaching, which we discuss next.

DIAGNOSTIC TEACHING

As a tutor, you may come to the instructional situation knowing little more than some test results provided by the school, and a parent's comments, such as, "She has a hard time reading the words." A reading specialist may conduct further tests to determine exactly what a student can and cannot do, but you may need to make these decisions as you teach a student. Diagnostic teaching means examining what a student can do during and as a result of instruction, and thinking about what it tells you about a student's reading and writing abilities, what requires addressing, and modifying instruction appropriately. Before undertaking instruction some decisions should be made about appropriate materials to use.

Establishing a Reading Level

One of the first decisions involves what level of text is appropriate. Information from the student's school, such as teachers' comments and test results, can be used as a guideline to determine the level text you should use initially. If there is no information, perhaps choosing a text one grade level below the student's actual grade level would be appropriate. You may have the student read a passage orally. As she does, mark any mistakes (or miscues) on a copy of the text. You can calculate if the text is appropriate by working out the percentage of words that she read correctly. Commonly used guidelines suggest that:

- 98–100% correct—this is an independent level, materials she can read without any help.
- 95–97% correct—this is an instructional level, the materials you should use as you scaffold instruction for her.
- Less than 90%—this is a frustration level, and she should not be reading this level text under normal circumstances.

You will notice that there is that gray area of 91–94% correct. This is where she may be able to read this text with a lot of support, provided that she remains motivated to do so.

Of course, comprehension is the goal of reading, so you may also want to ask the student some questions about what he has read. The guidelines here are:

- 90–100% correct—independent level
- 70–80% correct—instructional level
- Less than 50% correct—frustration level

By looking carefully at the oral reading accuracy and comprehension, you can determine a level to begin instruction. The text should be at an instructional level or better for both oral reading accuracy and comprehension. Collecting these data will also provide you with information about the student's strengths and areas of concern. Among the things you might think about:

- What does she do when she comes to an unfamiliar word? Does she know alternative strategies available to her for decoding?
- Does she go back and correct a misread word if it does not make sense?
- Can she retell a story, or summarize information from an expository passage? Can she look for and find answers in a passage if given time?

Chapters 3–8 provide suitable instructional strategies that address the answers to these questions and others. The cases given next are examples of how you might think about students' performance, what that tells you about a student's reading ability, and the options for changing instruction.

Examples of Diagnostic Teaching

In this section we provide short profiles of students and partial lesson plans to show the process of decision making that can occur in different tutoring situations. Variation in the descriptions of components and activities in each lesson reflects the styles of different tutors and the needs of the students.

Jason. Jason is a 2nd-grader who is struggling with print skills. He looks to the picture first whenever he encounters difficulty with reading a word. Jason reluctantly pays attention to the structure of the word as a last resort. He wants to succeed in school and thinks that reading is the most important thing to make this happen.

Jason has a chart and a bookmark outlining strategy (such as look at the first letter) to use when he comes to an unfamiliar word that he cannot

Figure 2.3. Partial Lesson Plan for Jason

LESSON COMPONENT	STRATEGIES AND ACTIVITIES	OUTCOMES AND FORMATIVE ASSESSMENT
Reading Easy/Familiar Text	<p>Rereading: <i>What Am I?</i>, Cutting & Cutting, 1988 Level: G</p> <p>Running Record: pp. 2–16 Accuracy: 96%</p>	Better accuracy—good attention to print. Have him use this again as a familiar book for practice.
Guided reading for Comprehension	<p>Text: <i>Forests</i>, Parsons, 2005, pp. 1–15 Level: H-1</p> <p>Focus: Picture captions and labels as aids to comprehension</p> <p>Preview text: Read labels and captions; Read orally.</p> <p>Comprehension Focus: Identify details that support the main ideas on each page.</p>	<p>He could predict some of the content of the text from reading the labels and captions.</p> <p>Continue the book with a focus on using captions and labels.</p> <p>Jason is not using his strategy bookmark when reading an unfamiliar word.</p>

decode. Despite five sessions in which Tracy, the tutor, has coached him to use strategies other than just looking at the illustrations, he still does so before attending to graphic information (see Figure 2.3). Tracy considers some options. She could:

1. Use text with no pictures.
2. Lower the text level so he can practice where there are fewer unfamiliar words.
3. Choose only one strategy for him to use—spell the word—for all unfamiliar words.
4. Persevere with her current instruction.

Any of the first three options may be appropriate. It seems unlikely that he will change his behaviors if the current instruction is continued. Using a text with no pictures could work but is somewhat punitive, and he may become less motivated to participate in his lessons. Lowering the text level could be effective, but a habitual strategy is often applied across all kinds of text. Lowering the level could also mean that he does not come across unfamiliar words so may not learn to use multiple strategies to decode. Therefore, Tracy should simplify the instruction: Rather than allow him to use multiple strategies, insist on one, and once it is learned add another, and so on.

Courtney. Courtney is a 1st-grade student who is just beginning to struggle with reading. Her teacher has noticed that her only strategy on coming to an unfamiliar word is to use the first letter. When she uses the first letter to decode, she often substitutes a word with the same beginning that does not make sense in the sentence, but she does not go back and correct herself.

The tutor, Mark, has been drawing Courtney's attention to the middle and end of words to help her use more than the first letter in reading unfamiliar words. Courtney has had some success with her word sorts, and has reached automaticity with short 'a' families. She has become proficient at the short 'i' family sort, but when Mark asks Courtney to write three of the six words (a spell check), she substitutes 'a' for 'i' in three of the words (see Figure 2.4). Mark considers several options:

1. Persevere with the short 'i' family sort.
2. Review the short 'a' family sort with a spell check to make sure Courtney still remembers that pattern.
3. Do a mixed short 'a' and short 'i' family sort.
4. Move on to a short 'o' family sort.

Figure 2.4. Partial Lesson Plan for Courtney

LESSON COMPONENT	STRATEGIES AND ACTIVITIES	OUTCOMES AND FORMATIVE ASSESSMENT
Rereading	<p>Title: <i>Places, Sloan & Sloan</i>, 1994 Level: C</p> <p>Running Record: <i>What Do Pets Need?</i> Roper, 2003 Level: C</p> <p>Accuracy: 96%</p>	<p>She seemed to sort these easily, but a check of her spelling showed she substituted 'a' for 'i' in three of the six words.</p> <p>She continues to recognize all the word bank words. She likes this activity and is proud of her accomplishments when the words she has read correctly five times are "retired." Add new words from her reading.</p>
Word Study	<p>Word sort: short 'i' rhyming families:</p> <p>sit big pin fit dig fin hit pig win lit wig chin</p> <p>Spell check: hit wig chin fit, dig, pin</p> <p>Word bank: <i>what, need</i> (from <i>What Do Pets Need?</i>)</p>	

Although all of these options could work, the best option is to continue the short 'i' family sort. Although Courtney seems proficient, the purpose of the spell check is to determine if she has internalized the pattern. She has not. Mark should substitute some of the words in the sort with other short "i" words.

Lily is a 3rd-grader who struggles to read longer words. When reading connected text, she often misreads shorter words that she can read in isolation. In 2nd grade she thought of herself as a good reader, and she has a fairly good sight vocabulary. However, reading has become difficult for her now that decoding the print is confusing and is interfering with her ability to integrate all her reading strategies.

Lily has been working on affixes and has a chart of the most common affixes and their meanings. However, when reading connected text, she has trouble applying this knowledge. When she stops to refer to her chart, she loses her place and forgets what she has read. She is becoming frustrated with her difficulties with long words (see Figure 2.5). The tutor, Michael considers:

Figure 2.5. Partial Lesson Plan for Lily

LESSON COMPONENT	STRATEGIES AND ACTIVITIES	OUTCOMES AND FORMATIVE ASSESSMENT
Word Recognition	Word solving strategy: affixed words (from her reading) <i>poison/ous</i> <i>danger/ous</i> <i>harm/ful</i> Add to affixed word chart	
Guided Reading Title: <i>Junie B. Jones Has a Monster Under Her Bed</i> , Park, 1997 Level: M	DRTA: Chapter 2 Orally read pages 12–13 Write prediction Read page 14, and revisit prediction Write new prediction after page 14 Read page 15	She is able to come up with some good predictions, but finds it difficult to articulate the evidence from the text. Continue to model how to use evidence from the text.

1. Partner read orally with Lily to provide her with a stronger scaffold.
2. Move Lily to easier text to allow her to practice her new knowledge.
3. Stop being concerned with specific affixes, and focus instead on syllabication instruction.
4. Do more work with affix families to reinforce her knowledge.

Again, any of these options may be appropriate with Lily, but she is not succeeding in reading text at this level. The danger of moving to easier text is that it may have fewer words with affixes, and Lily may not develop her ability to read such words. She needs more support during her reading, so the tutor decides to partner-read to provide a stronger scaffold.

Joel is a 4th-grade ELL student reading at the 2nd-grade instructional level. Joel's strengths include automatic recall of sight words, and the ability to identify beginning and ending sounds, along with actively using a strategy for decoding unfamiliar words. Areas of need for Joel (see Figure 2.6) include oral reading fluency, using correct phrasing, and acknowledging punctuation. His comprehension skills need to improve, as should his knowledge of academic vocabulary.

Figure 2.6. Partial Lesson Plan for Joel

LESSON COMPONENT	STRATEGIES AND ACTIVITIES	OUTCOMES AND FORMATIVE ASSESSMENT
Fluency (5 to 10 minutes) Text: "Here I Am!" said Smedley, Puttock, 2002 Level: J	Repeated reading Student charts progress	He continues to improve with his rate and accuracy, but his expression and phrasing are poor.
Partner/Guided Reading (20 minutes) Expository Content: Animals Text: <i>Silkworms</i> , Pigdon, 2004 Level: I Focus: Preview the text and build background knowledge of silkworms.	Pre-reading Vocabulary field trip Large poster of silk production Text walk Vocabulary: Pictoglossary New words: <i>chrysalis</i> , <i>molting</i> , <i>mulberry</i>	This topic was his choice, and he already knew quite a lot, so the poster was probably unnecessary. Did well with recognizing the words in the text, but still has issues with an expression, especially with an unfamiliar text.

Joel enjoys his repeated readings and likes to see his progress. However, although his rate and accuracy are increasing, his phrasing and expression are still poor. His tutor, Mary Anne, thinks about what to do:

1. Do fewer repeated readings and more echo reading.
2. Focus more during the repeated readings on having Joel evaluate his own expression and phrasing.
3. Tape-record Joel's reading to let him hear how he sounds.
4. Do more partner reading so Joel will hear a model of how to read with expression and appropriate phrasing.

Once again, any of the above may be appropriate, but Joel really likes doing repeated readings, so modifying the procedure by adding a component in which he evaluates his own expression and phrasing may be the first thing to do.

Rita. Rita is a 2nd-grade student reading at a pre-primer level for instructional purposes. Juan, her tutor, wants to develop her word attack skills, to increase her sight words, to develop her oral reading fluency, and to help her become an active reader by interacting with text through questioning.

Despite Juan's hard work and perseverance with questioning strategies (see Figure 2.7), Rita is still not becoming an active reader. Although she

Figure 2.7. Partial Lesson Plan for Rita

LESSON COMPONENT	STRATEGIES AND ACTIVITIES	OUTCOMES AND FORMATIVE ASSESSMENT
Reading a New Book Rita and I will revisit the text and questioning strategy we worked on yesterday. To begin, I will ask Rita the questions we came up with to see if she was able to remember/comprehend the text. Then we will discuss our question words again, and the four categories of QAR, and she will complete the text. Title: <i>Food for Animals</i> , O'Neil, 2008 Level: E	Picture walk Review new vocabulary Continue QAR focusing on question words Add to anchor chart Words: <i>few, only</i>	Rita can talk about the picture during the picture walk, and seems to understand them, but when it comes to generating questions, she has a hard time, despite my modeling. I am not sure if I should continue with this strategy.

LESSON COMPONENT	STRATEGIES AND ACTIVITIES	OUTCOMES AND FORMATIVE ASSESSMENT
Extending Literacy Today I will take sentences from the text she read, <i>Food for Animals</i> , and write them up on cut-up sentence strips. This will give her practice grouping words into phrases of nonfictional text. She understood this quickly with fictional text; therefore, the nonfiction will be good practice for her.	Materials needed: Cut up sentence strips, <i>Food for Animals</i>	She made only one mistake in putting the sentence strips together. She likes this activity, and I think her phrasing is improving. I need to take her back to the original text after working with the sentence strips to see if she applies the practice.

does not ask good questions when engaging in the QAR activity, she is able to answer Juan's questions to her. The tutor considers what he should do:

1. Persevere, as there has been some progress.
2. Read her more complex text to practice asking questions.
3. Write more LEA's, and engage in questioning strategies with them.
4. Spend less time focusing on comprehension and more time on word attack skills.

This is a situation in which the instruction is not working, so either the text or the instruction should be changed. A level E text may be too simple to generate good questions, so the tutor should read aloud some more complex text that allows practice in good question asking, and allows Rita to think more deeply about the text.

Barry. Barry is a 3rd-grade student who has trouble understanding extended pieces of text. When asked questions about the content of a sentence or a short passage, he is able to respond appropriately. His print skills are appropriate for his grade level, and his general vocabulary knowledge is adequate. However, when Barry is confronted with an extended passage or book chapter, he is unable to make sense of what he is reading (see Figure 2.8).

Barry is enjoying reading *Fly Guy* books. The text on each page is short and funny. He does not have to understand extended text. He is able to use text features to read expository text when reminded to do so. He struggles with setting a purpose for reading. The tutor, Terri, considers her options:

1. Persevere—he is learning if not very quickly.
2. Engage him with extended passages of fiction using DRITA or some other more global comprehension strategy.

Figure 2.8. Partial Lesson Plan for Barry

LESSON COMPONENT	STRATEGIES AND ACTIVITIES	OUTCOMES AND FORMATIVE ASSESSMENT
Guided Reading: Headings, labeling, captions, photographs Title: <i>Shipwrecks</i> , Ling, 2001 Level: H	Barry will finish reading <i>Scuba Diving</i> . This seems to be a great instructional level for him for nonfiction as he needs to use his reading strategies, but still is able to work on his fluency and expression as he reads. Again, I will conduct a picture walk and vocabulary introduction.	I drew Barry's attention to the headings and captions, and had him read them orally to me. He still has difficulty turning them into questions to set a purpose for reading, and then reading for that purpose. I don't think he will apply this strategy independently.
Fluency Text: <i>Hil Fly Guy</i> , Tedd Arnold, 2005 Level: I	We will also start Barry's third <i>Fly Guy</i> book. I will encourage him to change his voice at quotation marks for different characters to improve his fluency and expression.	He loves these books, and he is getting better with his reading rate and expression. I only asked him to reread two pages today with better expression. Continue with the <i>Fly Guy</i> books. He chose to do this activity first in the session today, so he is motivated to improve.

3. Teach him how to use the internet to search for information on a topic—he will need to have a purpose to search.
4. Have him write his own *Fly Guy* book.

The fourth option could be fun but may not develop his comprehension of extended text. The third option may depend on his ability to negotiate the Internet, but the technological aspect would be motivational, and the idea of setting a purpose for reading should transfer to traditional text. If the technology is an issue, perseverance with an informational book about a topic he likes or is familiar with may provide scaffolding to help him negotiate longer passages.

Alana. Alana is a 6th-grader reading at the 4th-grade level, partly because of decoding issues, but also because she struggles to comprehend complex text. Her tutor, Keith, is using a mini-research project to increase Alana's motivation and confidence in both reading and writing.

Figure 2.9. Partial Lesson Plan for Alana

LESSON COMPONENT	STRATEGIES AND ACTIVITIES	OUTCOMES AND FORMATIVE ASSESSMENT
Shared Reading/ Writing (20 min) Text: <i>Amazing Flights of the Golden Age</i> , Hansen, 2003 Level: R	Use ABC strategy to preview the text Read pp. 6–7 Take notes in web-form; we both hold the pencil	This was probably not the best book for this strategy, because the headings were not embedded in the text in a logical form. She was very interested, but struggled to make good notes despite my modeling. Try a better text or revise the activity.
Independent Reading (10 min) Text: <i>Dardevil Club</i> , Withers, 2006 Level: Q	Continue reading independently Discussion following reading—practice questioning using Q/A	This was my first time trying Q/A and it showed. Alana tried to follow my lead with the questions, but I don't think she understood why we were doing this. She likes the text. Continue reading this text. Perhaps just discuss the story rather than attempting Q/A.

It is the 4th week of tutoring (see Figure 2.9) and Keith is concerned that Alana is still struggling with complex text. He wants to teach her some basic note-taking strategies that she can take into 7th grade, but wonders if this is the best use of the remaining time. He considers his options:

1. Teach the note-taking strategies; they are easily learned and will be beneficial to her.
2. Focus on helping her become an active reader of text through Questions the Author (Beck & McKeown, 2006) and completing the research project.
3. Use the remaining time to explore some of the topics in the 7th-grade social studies curriculum.
4. Teach her about academic language, and how complex sentences can be deconstructed.

All of the options are good ones. With a student Alana's age, she should be involved in her own learning by asking her which of the four options she would like to do.

FINAL REMARKS

These sample interventions are just examples of what successful sessions with students can look like. Students at different levels, and with different reading and writing issues, may have sessions with similar structures but with differing emphases. We have shown how tutors can engage in diagnostic teaching by monitoring the success of their instruction, and considering options for changing texts or strategies where appropriate. You may want to revisit these examples once you have read the rest of the book and understand more about the strategies that the tutors used. We conclude this chapter with a reminder that you should include students in their own learning. They need to take control of their literacy, so as much as possible, they should be participants in what needs to be addressed, and whether instruction is working for them.

Things to Think About

1. How do you feel when you are not consulted about what is happening in a learning situation? What options do you have in these cases? Do you know of good examples of teachers who have engaged students in their own learning?
2. Choose one of the students profiled. Devise a lesson plan for the next session.

3 Print Skills and the Development of Word Knowledge

Zoe, entering 2nd grade, enjoyed many aspects of her 1st-grade literacy experiences: story listening, book selection during visits to the school library, and writing and illustrating her own stories. Despite her enthusiasm for these activities, Zoe was having difficulty learning to read. Her 1st-grade teacher described Zoe as having an inadequate sight vocabulary and being unable to use letter-sound relationships to solve new words. Zoe was leaving 1st grade nearly a year behind in terms of reading achievement.

Zoe's tutor, Jenna, undertook a thorough assessment of Zoe's literacy skills and confirmed that she was reading at an early 1st-grade level. Her ability to use letter-sound relationships to solve words, and the size of her sight vocabulary, the words she could recognize instantly, were inadequate to handle text above the preprimer 1 level. She was able to recognize capital and lowercase letters of the alphabet and could produce the sounds associated with the consonant letters, but not the vowels. Zoe was able to point to words accurately as she was reading connected text at the preprimer 1 level, and did particularly well when Jenna modeled this for her in an echo-reading activity.

Accurate and effortless word identification is essential for successful, enjoyable reading. The purpose of reading—comprehension—depends upon the reader's ability to identify words quickly and without conscious attention. This processing of print is a lower-level cognitive task in contrast to comprehension, which requires higher-level thinking. With exposure, practice, and "overlearning," print processing becomes automatic, with conscious word-solving strategies used as the need arises. A useful analogy is driving a car: The learner, initially aware of every move, eventually drives without thinking about each turn of the wheel or application of the brake. However, when traffic is heavy, or while driving in a blizzard, the driver switches to more purposeful, strategic driving behaviors.

When her print processing becomes automatic, Zoe will be able to instantly identify enough words to manage grade-appropriate material and quickly solve most new words she encounters based upon knowledge of