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PEER TUTORING AS AN ELEMENTARY READING INTERVENTION TO
BENEFIT BILINGUAL LEARNERS IN MEXICO

by

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A capstone submitted in partial fulfillment of the
requirements for the degree of Masters of Arts in Literacy Education

Hamline University

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TABLE OF CONTENTS

CHAPTER ONE.....	1
Introduction.....	1
Coming into Myself as a Teacher: Teaching Abroad	3
Frustrations with Evaluations and Assessment	5
Realizing the Lack of Interventions for Bilingual Schools.....	8
Peer Tutoring as a Reading Intervention.....	9
Summary	10
CHAPTER 2.....	12
Literature Review	12
Introduction.....	12
Bilingual Education.....	13
Literacy Intervention in a Bilingual Context	31
Peer Tutoring as a Reading Intervention.....	38
Summary	47
CHAPTER THREE.....	49
Methodology.....	49
Introduction.....	49
Research Paradigm.....	51
Setting	52
Participants.....	54
Curriculum Process	60
Evaluation Methods/Tools	62
Data Analysis	63
Summary	64

CHAPTER FOUR	66
Results.....	66
Project Overview.....	66
Student Results.....	70
Parent Perceptions.....	78
Emerging Themes.....	82
Literature Review Connections.....	83
Capstone Question Reflections.....	84
Summary.....	84
CHAPTER FIVE.....	86
Conclusions.....	86
Introduction.....	86
Revisiting the Literature.....	87
Major Learnings.....	88
Implications for Study.....	91
Limitations.....	92
Recommendations for Future Research.....	95
Communication Plan.....	97
Personal Reflection.....	98
Summary.....	99
Appendix A: Consent Letters.....	101
Appendix B: 4 th grade self-assessment.....	117
Appendix C: Parent Survey.....	119
Appendix D: Reading Comprehension strategy-Making connections.....	122
Appendix E: Reading Comprehension Strategy-Compare/Contrast Pre/Post test.....	124
Appendix F: Reading Comprehension Strategy-Sequence of Events Pre/Posttest.....	126
Appendix G: Tutor Reflections.....	128
Appendix H: Student Reflections.....	130
Appendix I- CBM Fluency Tests.....	132

Appendix J: Tutor Training Lesson Plans	136
REFERENCES	152

LIST OF TABLES

Table 1: Reading A-Z Fluency Recommendations	70
Table 2: Student Growth Chart.....	71

LIST OF FIGURES

Figure 1: Parent Perception of Fluency	79
Figure 2: Parent Perception of Comprehension.....	80
Figure 3: Parent Reading with their Child.....	81

CHAPTER ONE

Introduction

“A special kind of beauty exists which is born in language, of language and for language.” Gaston Bachelard

Language has always fascinated and captured me. Ever since I was young, I loved rhyming words, Dr. Seuss books, and making up new words. I loved expressing myself through language and began to comprehend the power that language possesses at an early age. After discovering my love for the English language, I realized that I wanted to learn a new language.

My first trip to Mexico as a sophomore in college confirmed my love for language and my deep desire to learn Spanish well. At the same time that I began to learn Spanish, I also had changed career paths to become a teacher. My passion for teaching and for Spanish were germinated in the same time period. Because of my love for languages and teaching, I have a passion for my students to learn a new language. Although I have only taught in two languages, English and Spanish, I recently became aware of a new language that I didn't realize existed: “kid language.”

As a teacher, I have taken many courses on classroom management and on best practice instruction. The longer I am a teacher, the more I realize that although in my own

eyes I may have given an excellent lesson with the students engaged and tracking, at the end of the lesson it is inevitable that I have students that still didn't understand or meet the objective. I have come to realize that assigning another student to explain the material to these students many times is more helpful than if I explain it again myself. It is a baffling phenomenon to behold. Although it may seem strange, it is true children have their own "language" that helps them communicate with each other and understand subject matter in a different way than adults do. Because of this extraordinary occurrence that I have witnessed, my curiosity was piqued. Is there really such a thing as "kid language"? How does it work?

I began to consider the concept of peer-tutoring, and I found that there is a great deal of research that supports this idea that peer tutors can help their fellow students to understand more clearly the ideas that the teacher is trying to convey. For this reason I decided to research the following question: *How can peer tutoring be used as an elementary reading intervention to benefit bilingual learners in Mexico?* I believe that the answer to this question is crucial to the success of students in bilingual schools in any cultural setting.

Throughout chapter one, I discuss my personal journey as a teacher and my personal journey with my capstone project. It gives background into me as an educator and to how my project was first conceived. Due to the events in my life and different experiences that have molded me as a teacher I am the person that I am today.

Coming into Myself as a Teacher: Teaching Abroad

My personal experience has greatly shaped who I am as a person and who I am as a teacher. Teaching in Mexico for three years has broadened my perspective on teaching and changed my life. It was in Mexico where I really fell in love with language, with teaching, and with my students. It was also in Mexico that I learned that in order to teach effectively, I had to build relationships with my students, relationships that allowed for teaching and learning for both my students and myself. For me, teaching allows me to pour into my students and for them to pour back into me.

Most of all, I see teaching as a journey. I recently received letters from my third grade students reflecting on their past year in third-grade English class. I was surprised by some of the things that they wrote about. Multiple students wrote about their new found love for the English language and that their goal for the upcoming school year was to speak more fluently and grow in their English language abilities. However, the majority of the students wrote that they loved that I was a crazy and funny person, and that I played with them and loved them. One student even mentioned that she “lost her marbles” when she was with me (an idiomatic phrase I had taught throughout the year). Through these letters I realized that language is so much more than the spoken or written languages of Spanish, English or “kid language”, it is also the language of love and it speaks louder to students than any textbook or activity that is presented.

I currently teach fourth grade in a Spanish-English bilingual school in northern Mexico. I teach in a private school, which is very different from a Mexican public school. The private schools are very expensive which means that the majority of the students

attending the school come from families that are financially well off. Most of the students that entered my class at the beginning of fourth grade can understand approximately 85% of what I say and can produce English at a lower level. When they begin learning with me in English, I have found that many students don't know the alphabet in English and that their phonemic awareness is very limited. I am passionate about helping my students solidify their literacy in their native language, Spanish, but at this point I am an English teacher, so my job is to foster my students' literacy skills in English.

I firmly believe in utilizing the target language (L2) as much as possible with my students, so the first few months of the school year can be quite comical as I try to make myself understood to my students. Enthusiasm, patience, and a good sense of humor have been qualities that have been refined in me in the past few years as a teacher. Assessing my students' literacy levels in English, their second language, without having a good understanding of their base literacy in their native Spanish has been a major challenge. Another challenge has been finding effective reading interventions that specifically target my students' needs. In my quest to target my students in reading I am still looking for ways to motivate parents to support their children in their reading journey. This is an area where I continue to look for new ways to inspire and reach out to families to help them grasp the importance of reading in their students' lives. Although there has been some support from parents, for the most part I have felt alone on my journey to help my students to read and comprehend English with fluency.

Frustrations with Evaluations and Assessment

In my opinion, evaluation and assessment have become high profile issues in education in the past few years. I have seen that pressure on teachers has risen due to standardized testing and its heightened importance in education. Teachers are now evaluated based on the test results of their students, and while there are programs that evaluate teacher performance in other ways, standardized testing has come to revolutionize education. These developments have brought evaluation and assessment to the forefront of education and teachers have had to re-evaluate their teaching strategies. In a bilingual environment the difficulties of assessment across native and target languages have become part of the problem of how to teach effectively. In the bilingual environments that I have been a part of, I have yet to find strong, common assessments that give the educator helpful information in *both* languages. This kind of assessment could be powerful, not only to plan daily lessons and formatively assess students, but also to help formulate targeted interventions in both languages.

A real-life example of this phenomenon is my current position in a bilingual school. At this school the lack of assessments and interventions both in the native language, Spanish, and in the target language, English, have been disheartening. As an English teacher, it has been challenging to find ways to clearly collect data when the common assessments and interventions are nonexistent. There is no way to objectively evaluate the student's ability in their native language and target language and see their progress.

In Mexico the educational system is administered by the SEP (Secretaría de Educación Pública). I am referring to the Spanish side of my bilingual school. The SEP

has a group of teachers and pedagogists that form part of the “mesa técnica.” This educational team works on the objectives, the programs and the special curriculum depending on the development throughout Mexico. They also facilitate the workbooks that every Mexican school uses in all subjects. Every six years this educational team changes with the new president that Mexico elects. The educational team also oversees the administration of the ENLACE which is a standardized test in mathematics and Spanish (Musquiz, 2015). In the English side of the school there has also been a lack of common assessment, standards and intervention. I have created all of the assessments and interventions that I have used to target my students in their level. It has been frustrating that even the reading program that is used in English is inadequate for my students’ needs. I have created and implemented my own reading curriculum in hopes to better reach my students at their reading level and teach them the important reading comprehension strategies that they need. This is a private Mexican school, with a completely different education system and expectations, but in U.S. immersion schools I have also seen a lack of common assessment and intervention.

The school where I student taught and was also employed as a teacher for one year was a well-established Spanish immersion school with more than 25 years of experience in immersion. This school was a pioneer of immersion schools in the Midwest. The school had a great deal of parent and community support. The school had Teaching Assistants (TAs) from Spanish speaking countries who were carefully chosen every year to help teachers in their literacy block. The curriculum was well developed, and the grade level teams had previously created substantial resources.

As I worked there, however, I realized that there was a complete lack of common assessment and the interventions that were in place were very difficult to implement. This may be only one example of an immersion school, but it is a well-established school, with many years of experience and a reputation of excellence in bilingual education. If such a school is still working on the assessments and targeted intervention, then this clearly appears to be an opportunity for growth in bilingual schools. These challenges of assessment and intervention formed the basis for my capstone project.

Assessment and intervention are significant concerns faced by every school, but I have seen a pattern of a lack of literacy assessment and targeted intervention in bilingual schools. Assessment and intervention unify a school academically, and it is important for all teachers to have this goal in common to meet the needs of the student population. Assessment allows teachers to evaluate whether they are meeting their objectives and what instructional methods they may need to modify or adapt. This process is necessary in all schools, but especially in bilingual schools because of their unique characteristic of instruction in two languages. Bilingual schools require intentional and unified assessments across both the native and target languages. This gives the bilingual instructors an extra weight of responsibility, but one that is necessary to meet students at their zone of proximal development. It is important to recognize the unique challenges that bilingual schools have when creating assessments and interventions.

Although I have also taught in an immersion school in the United States, the majority of my teaching career has been abroad, and this has profoundly influenced the way that I see literacy education, assessment and intervention. In contrast to the intensity

of teaching third grade in a Midwestern school, I have found a different challenge working in a more unstructured environment abroad. One of the key challenges that I have faced in the classroom has been a need for consistent literary assessment and intervention across the native and target languages.

As a bilingual teacher, I am constantly formatively assessing my students through informal checks, observation and quizzes in their target language. I must always consider and build on their prior knowledge because if I do not, the students don't comprehend or don't produce the language that I am expecting of them. Although this is a characteristic in all schools, the need for comprehension and motivation for students in a bilingual environment is much greater, because it comes down to their oral, written and reading comprehension of the target language. I have needed the formative assessments the most in the subject of science because of the high vocabulary expectations that are present. I saw this in many students after reading some difficult books in about light, sound and magnets. Even after reading, making connections, practicing and talking, I had students ask me on the summative exam, "Miss, what is a magnet?" Although this can be frustrating, it challenges me to formatively assess my students as much as I can to help them to meet the objectives that I have.

Realizing the Lack of Interventions for Bilingual Schools

There are many interventions and frameworks that can be effective in educational settings. The RTI framework (Response to Intervention) is one that I have been able to use effectively. RTI is a tiered framework that is used for students in a general education setting. RTI uses assessment to help place students within the three tiers of intervention,

depending on their needs and targets the students to help them grow. RTI can be used for many kinds of classroom interventions but must contain the following: high-quality, scientifically based instruction, ongoing student assessment, tiered instruction and parent involvement (RTI Action Network, 2015). I have worked with Read Naturally as well, and have seen positive results. Read Naturally is an intervention that targets fluency and reading comprehension through teacher modeling, repeated reading and progress monitoring (Read Naturally, 2015).

However, strong literacy interventions in bilingual schools are relatively rare and being able to actually implement them has been even more difficult. Once the data from the assessment is available, teachers need to use their time wisely in the classroom to meet students at their level and be able to make good progress in the limited amount of time they have with their students. Powerful literacy interventions for bilingual schools need to be identified and shared. If bilingual teachers can work together, it will help to save time and energy and ultimately make the most progress possible with the students by meeting their individual needs.

Peer Tutoring as a Reading Intervention

After much reflection and contemplation about assessment and intervention, I came back to the importance of “kid language” and how it could be used to the benefit of the teacher and the school. Although I had never embarked on a peer tutoring adventure before, I felt that it was a worthwhile subject for research. Students who are learning a different language are faced by many challenges and I feel that tutoring is a way for students of different grade levels to come together and to approach learning to read from

a new perspective. Throughout this process, students in older grades are mentored by the teacher and taught how to work with students in younger grade levels and how to target specific reading deficiencies with their younger classmates. The training given to the older students gives them direction and specific reading strategies to work on with the younger students. Given the lack of resources that I have seen devoted to effective literacy development in the bilingual environment, I believed that this intervention could be beneficial for both the tutors and the tutees. I created a curriculum for the tutors and for their tutees and implemented it for a period of six weeks.

Summary

In chapter one, I have discussed the personal connection that I have to bilingual education. Throughout my years as a teacher I have seen a great need for research in the area of assessment and intervention in bilingual schools. There clearly are challenges with this unique environment, but I believe that by carefully considering these challenges, it will be possible to better target the areas of need through the research. Throughout my study I actively researched the question: *How can peer tutoring be used as an elementary reading intervention to benefit bilingual learners in Mexico?*

In the next chapter, I present a review of the literature and scholarly research on this subject. I review the investigations of those who have previously studied these areas and use these as the basis for my research. I review the most important aspects to my research question such as: bilingual education, literacy interventions and peer tutoring. Reviewing the current literature in these three areas is essential to having a clear focus and understanding of the subject matter that is the basis for my topic. Through my literature

review, I establish the groundwork for the rest of my study that I implemented in the classroom. Following the literature review I discuss my methodology for my project and the evaluation tools I used to see growth in my students. In chapter four, I examine the results of my study, specifically studying five different students and the way that my study influenced their abilities in reading comprehension, reading fluency and reading disposition. Finally, I look at the implications of my research and major learnings, along with my thoughts for future research.

CHAPTER 2

Literature Review

“The limits of my language mean the limits of my world.” Ludwig Wittgenstein

Introduction

As discussed in the previous chapter, as a language teacher I pay attention to the many different aspects of language used in everyday communication. As language learners, students must also come to understand the different components of language, whether it be their native language, their target language, or their own “kid language.” My own language journey has awakened my love for language and for language learning.

A great many facets of life entail language learning, but one of the most important aspects of language acquisition is literacy. Reading and writing are crucial in learning and using any language. Daily, my students challenge me to be a better reading teacher, to go deeper into the text, to better model metacognition strategies and work with them on fluency and pronunciation. For this reason it is important for me to look at all areas involved in my research to be able to give my students the best intervention for their environment. Looking at the best practice for reading and combining it with knowledge of my students and their background will give me a powerful intervention to target my students’ needs in reading.

In my second chapter I will be discussing the literature that pertains to my topic:

How can peer tutoring be used as an elementary reading intervention to benefit bilingual learners in Mexico? By examining the currently available literature, I can obtain guidance, direction and clarity for my research topic.

The first area that I examine is bilingual education. I consider the characteristics of bilingual schools to see how an improvement in assessment and intervention can benefit this particular school environment. Because bilingual schools present a unique environment, it is important to take into account all of the factors influencing bilingual schools in order to effectively target this area. Second, I look at interventions, specifically interventions in a literacy environment and the successes and failures that research has indicated in the context of a bilingual school. The last section I consider is peer-tutoring as an intervention. I specifically look at the research in this area in order to better understand peer-tutoring and its implementation within the elementary classroom. Delving into these topics provided a background that helped me to more fully grasp their importance to my research question and research study.

Bilingual Education

As a starting point, it is important to look at the unique school environment that is being studied within my research: bilingual schools. Before launching into the topic of bilingual schools, it is important to have a working definition of bilingual education. Alex Martinez (1989), gives the Office of Bilingual Education and Minority Language Affairs' (OBLEMA) definition of bilingual education as:

The use of two languages, one of which is English, as mediums of instruction for the same pupil population in a well-organized program which encompasses part or all of the curriculum and includes the study of the history and culture associated with the mother tongue. A complete program develops and maintains the children's self-esteem and a legitimate pride in both cultures (as cited by Martinez, 1989, p. 17).

I believe that this definition does an excellent job encompassing what bilingual education is and the vision that is behind bilingual education. Bilingual education programs are also known as dual language programs. Jose Ruiz-Escalante is the former president of the National Association for Bilingual Education and he estimates that there are currently more than 2,000 dual language programs operating in the United States. This number shows incredible growth in bilingual education because in the year 2000 there were only 260 dual language programs, so the growth has been exponential in the recent years. In the United States, the dual language programs are primarily Spanish and English but there are also programs for Chinese, Haitian Creole, French and German (Wilson, 2011).

It is necessary to examine the different models of education along with many other important components that make bilingual education what it is today. By examining the key factors in bilingual education, a context and base will be given for the environment of my capstone project.

Bilingual education models. There are several different models of implementing bilingual education. For the most part, the models have the common goal that students

will be fully bilingual in both languages. Tabari and Sadighi (2014) and Roberts (1995) describe the different instructional models for bilingual education. The instructional models identify the educational characteristics of the various approaches that have been taken to bilingual education.

- The Transitional bilingual education model has non-English speaking students receive their classes in English but receive support in the content areas in their native language. This allows for the students to grow in their academic language in their native language, but also grow in their target language, English (Tabari and Sadighi 2014);
- Another model described by Tabari and Sadighi is Two-Way, also known as Dual Immersion Bilingual Immersion or Developmental Bilingual Education. The goal of this kind of bilingual education is to promote bilingual and bi-literate individuals. The program includes minority and majority language speakers. For example, there could be fifty percent native Spanish speakers and fifty percent native English speakers in this model. The idea is to put native speakers of each language together and to have them use one another as language resources. There are different ways that this program is implemented, but it is common to have the two languages split between the morning and the afternoon to provide equal exposure to each language;
- Some other popular models are mentioned by Cheryl A. Roberts (1995) in her article regarding types of bilingual education programs. Roberts discusses the Submersion Model of bilingual education, which is actually illegal in the United States, but unfortunately, it still is used in some places. This occurs when non-native speakers of

- English are not supported in learning their native language and are forced to assimilate and essentially to relinquish their native language;
- Another model discussed by Roberts (1995) is the ESL Pullout model where English language learners are pulled out of their classroom, especially when there is a great deal of diversity within the ESL population. These are models that are or have been used in the United States;
 - Roberts (1995) also mentions the Immersion Model, which was first used in Canada. Students are immersed in the target language and optimally will become bi-literate and bilingual in both languages. A downside, however is that this immersion model could exclude minority populations. It is helpful to have a background of the various bilingual education program models and how they are used in the United States and Canada.

Looking at the different bilingual education models is helpful to give insight into the world of bilingual education and the many ways it is implemented in the United States. As bilingual education is a growing field, it is also necessary to look at different benefits that have been found from bilingual education. In addition to understanding the benefits of bilingual education, it is important to see the reality of bilingual schools and the challenges that they face because of their unique environment.

Benefits of bilingual education. Bilingual education has many benefits that can be observed in an individual's cognition and also their ability to transfer concepts between languages. The benefits of bilingual education go beyond cognitive function however, and it also benefits the individual in his or her livelihood and/or search for a job. In his

research that examines the factors that lead to early bilingualism, Bhutta (2014) describes some of the benefits of bilingual education. The studies indicate that bilingual education has many intellectual advantages beginning with mental flexibility. Becoming bilingual at a young age helps to develop the growth and activity of brain function. Research shows that students are able to adapt their thinking and that their minds are more flexible. In addition, they are able to process information in two languages, which is not an easily acquired skill, but for bilingual students it develops quickly.

The second advantage is the bilingual individual's marketability. Bhutta (2014) discusses that bilingual individuals receive more job opportunities due to the ability to communicate in another language. Career opportunities increase with the ability to speak another language. I have experienced this benefit. Although when I graduated traditional teaching jobs were scarce, being able to speak and teach in another language allowed me to have multiple job offers right out of college. The job offers I received were all from bilingual or immersion schools. I believe this is also the case with other bilingual learners. Having the ability to communicate with others outside of our native language is a huge plus, especially with the continuing increase of globalization. In the United States especially, monolingualism has been dominant historically, but with recent increases in immigration the United States has become much more diverse and multi-lingual. This phenomenon gives bilingual learners an edge on their monolingual counterparts (Bhutta, 2014).

Third, being bilingual can help an individual to become more open-minded and able to understand different cultures and ways of life which in turn leads to an increase in

tolerance. Our world has become a global community and being bilingual allows people to communicate with more people and learn from them (Bhutta, 2014, p. 9). Alan November, an important figure in education today, recently stated that global empathy was one of the most important 21st century skills (McKenzie, 2010). Global empathy refers to “the ability to perceive and appreciate personal and cultural differences across humankind” (McKenzie, 2010). This ability and appreciation are cultivated through the learning of another language. Language is a key aspect of culture and bilingual individuals are able to understand this cultural aspect on a new level once they have learned a new language. In addition to examining the benefits of bilingual education, it is also important to consider the myths that have clung to bilingual education for many years. Once the myths are exposed, bilingual education can be seen clearly for what it really is.

Myths about bilingual education. There are many advantages to becoming bilingual, but, according to Bhutta (2014), there are also many myths surrounding it. It is important that the myths are discussed and discredited because these myths can lead people to have false perceptions of bilingual education. In the past it was thought that bilingualism could cause mental retardation in terms of the students’ language and academic achievement, but the more recent research shows the opposite effect on bilingual learners (Martinez, 1989, p. 10).

Another myth is that only intelligent children can become bilingual. This is clearly untrue. All children have the capability to learn different languages from the time they are born. Current research shows that a baby’s brain is capable of learning all of the

languages in the world (Bhutta, 2014, p. 14). In many countries it is required that the people learn more than one language, for example the United Arab Emirates. In some places, Europe especially, it is seen as odd if you only speak one language because it is very common to speak three or four languages.

A second myth is that learning two languages at the same time confuses children and they confuse words in the different languages. Although this is very common at the beginning of the language acquisition process, with time and practice it no longer happens. In fact, Huerta- Macias and Quintero (1992) in their study found that for developing language learners, interchanging the words in different languages, also known as code switching, was actually a healthy form of communication in the classroom.

The third myth described by Bhutta (2014) is that bilingual children may have a language delay. This is refuted by Cornell Acquisition Lab (2006) as they state, “Although some parents and educators may have concerns about the potential for confusion, bilingual children do not suffer language confusion, language delay, or cognitive deficit” (as cited by Bhutta, 2014, p. 14). Unless the child has a language delay in their first language, there is no reason to believe that a delay would be caused by acquiring a second language.

Bilingual school challenges. While there are many benefits of bilingual education, there are also many challenges that bilingual schools face. Gallo, Garcia, Pinuel and Young (2008) studied the inconsistencies that they found in bilingual education in the Southwestern United States. In their article, Gallo et al describe an inconsistency within the school district that contributes to the struggles of bilingual schools in having similar

objectives and goals. The two main areas that were found lacking were: assessment and support. Many of the teachers interviewed in the investigation found the assessments used to be very outdated. The second problem, support, is a real need in bilingual schools. The teachers reported that staff development in bilingual education is often lacking. In one case, the teachers reported no professional development for bilingual teachers for six years. In addition, many bilingual educators must find their own resources because of the programs that are not well organized or designed. The resources that many bilingual teachers are able to access are not in the original language, but rather a poor translation, forcing teachers to create their own material or purchase the materials out of their own pocket. In addition, a lack of parent support undercuts the bilingual environment as well. Gallo et al. concludes that change is in order. They suggest that improving the unity and consistency within school districts will help to improve the areas that are lacking.

Another challenge that must be considered is the funding that is available for bilingual schools. Changes in legislation have clearly impacted bilingual schools and their opportunities for growth. Funding is a challenge for all schools, but especially for bilingual schools in the current environment (Katz, 2004).

Many bilingual advocates are concerned about how legislation will affect bilingual funding. In her article regarding educational funding, Katz (2004) discusses the impact that No Child Left Behind (NCLB) has had on funding and on bilingual education in general. Katz states that NCLB eliminates bilingualism with an English only policy and by promoting the track of rapid language acquisition. She expresses in her article that the

United States has isolated itself by passing laws that favor monolingual students. Because of these laws the future of bilingual teachers is in jeopardy. The funds that were once used to provide professional development and resources are now being allocated to other branches of education. This affects the future of many ELL children who no longer have teachers that are prepared to serve their needs. Katz ends her article on a somber note, cautioning that in coming years there will be a lack of teachers who are capable to teach the growing number of ELL students (p. 150).

Funding for bilingual schools is also affected by the classification that is used for the students. In his research, Howard Nelson (1984) studies various issues in state funding for bilingual education. Nelson discusses the ideas of under-classification and over-classification which both play a direct role in the allotted funding for bilingual education. Under-classification refers to the number of students who are judged incorrectly as to their placement that they should not receive support, when really they should. Over-classification conversely refers to the number of students identified for support that they do not need. The under-classification and over-classification occur because of a lack of effective targeted assessments. When students are classified for placement only based on national tests, their language capability and literacy in their first language are being significantly underestimated. Both of these phenomena create difficulties in the allocation of funds for bilingual schools. Nelson states that the role of the state in bilingual funding has become more crucial. Although it is difficult to assess language proficiency, Nelson suggests that the states study the “resources utilization, the scope of programs and the effect of school district fiscal and demographic considerations on programs” (p. 206).

While I have noted research related to the topic of bilingual funding is limited, it is still imperative that it be considered. The funding that bilingual schools receive has a direct impact on their resources and thus on their ability to meet the needs of their learners. Funding should remain at the forefront of policymakers' minds because of the great power that funding can have for a school and its students.

Perceptions of bilingual education. With the rise in bilingual education, it is important to examine the perceptions of teachers, students and parents. In his study concerning the parent/teacher perceptions of bilingual schools, Martinez (1989) describes his study. He focuses on three key areas in his survey: philosophy, functional value, and implementation. His study shows that, in general, parents and teachers have similar perceptions regarding bilingual education practices.

The only area that showed a significant difference of perceptions is on issues of linguistically different learners (Martinez, 1989, p. 46). Martinez discovered that parents and teachers differed in their ideas about the implementation of bilingual education. In addition, there was also disagreement in the cultural components that should be present in bilingual education and the extent of English that should be present in the classroom. These different perceptions are important to consider so that teachers and parents can be more unified in the educational vision of bilingual schools.

It is important to see the perceptions of parents and teachers, but it is equally necessary to see the perceptions of the bilingual learner as well. Tabari and Sadighi (2014) also conducted a study concerning bilingual students' perceptions of their

education. They found that including the use of the mother tongue helped for students to feel more comfortable. However, the proficiency of the students along with the type of school were significant factors in the study. Some learners may need this security to help them to progress. Many students that participated in the study described that it was easier for them to understand in their mother tongue instead of constantly processing what they are learning in the target language (Tabari & Sadighi, 2014, p. 319).

Native language support. Bilingual education has a unique situation in that it is promoting two languages. Unfortunately, one of the two languages will be the dominant culture language allowing for the possibility of minimizing the school support of the native language. Bhutta (2014) describes how native language support is key to success in a bilingual environment. The school must make the effort to involve and promote education in the native language. By promoting the native language it allows for students to see the importance of their native language and not only the importance of learning the dominant language, in this case, English.

Not only is it important that the school supports the parents in their native language, but also that the administration has effective communication in place. John Barrera (2002) did an investigation of bilingual principals in Texas and their communication and involvement strategies with Hispanic parents. The study found that having good communication and relationship with parents created a better overall community and improved morale of students and staff as well as behavior, achievement and attendance. Barrera goes on to say that in some bilingual schools the administration had unknowingly

created a barrier to the Hispanic community. Instead of involving the parents, they had alienated them through the lack of understandable communication.

There are many ways that the parents can be involved in a bilingual school environment. Barrera (2002) gives suggestions of how to increase Hispanic parent involvement including: personal touch, non-judgmental communication and perseverance in maintaining involvement and bilingual support. Barrera concludes his study by stressing the importance of strong administrative leadership and the pursuit of strong ties between school and home. Barrera writes that when there is a mutual goal between all parties involved: parents, teachers and administration that there forms a formidable force that will create visible results (p. 127).

Bilingual assessment: the need for a multi-dimensional approach. Because of the focus on bilingual education, it is important to review literature that is based on language assessment. There is a great deal of research that shows how standardized testing of bilingual students can be counterproductive, because of the cultural bias that a standardized test may have. In *Achievement, Assessment and Learning*, Elizabeth Logan Terry (2011) discusses her research regarding emergent bilingual students and the achievement gap that is present in middle school science assessment data. She states: “Based on findings from the above analyses, I show that emergent bilingual students’ ‘achievement gaps’ are in fact—at least to a certain extent—*created* by monolingual content testing practices. Thus, I argue that monolingual content tests serve as gatekeeping encounters (Erickson, 1975; Erickson & Schultz, 1982) for emergent bilingual students” (as cited by Terry, 2011, p. iv).

Terry (2011) hits on some hot button issues in education today. Her assertion that the current testing practices in the United States have caused the achievement gap have serious implications that must be considered. Terry discusses how there has been a great deal of research conducted regarding English Language Learners and assessment. In fact, some researchers have come to believe that the instrument used to test students solely in English has created the achievement gap because one test doesn't take into account the comprehensive academic picture of the students (Terry, 2011).

Petersen and Gillam (2015) support Terry (2011) when they say that assessing ELL students must take into account many factors such as: oral language proficiency, prior instruction, socioeconomic status, and cultural differences because these factors significantly affect the outcome of the assessment. The United States is fortunate to have a plethora of different cultural ideas and peoples living within its borders, but unfortunately the test that is used to measure all of these students caters to the dominant culture and ignores the fact that not all students in the United States have the same oral language proficiency, background knowledge, socioeconomic status or culture. Petersen and Gillam (2015) also believe that for these reasons the traditional assessments have a “high potential for cultural and linguistic bias measurement error” (p. 4).

In addition to studying the traditional assessments that have been used in assessment it is important to also look at the specific instruments that are being used to measure student growth. In their research Sanchez, Rodriguez, Soto-Huerta, Castro Villarreal, Guerra and Flores (2013) agree that single language instruments are not adequate measures of a student's language, intelligence, or achievement. They believe

that the instruments used in assessment do not give reliable measures of a student's capability or capacity because they are only being tested in one language. The students are not able to demonstrate their knowledge in both languages, just in the dominant culture language. Their research goes on to say that because the current assessment practices do not accurately measure bilingual students' ability or achievement because they are only assessing the students in one of their languages, which in turn creates a distorted representation of the bilingual student's capability. As a result, Sanchez et al. believe that there are too many bilingual students who are in special education programs due to the misdiagnosis of a test (p. 160).

Using one test as was traditionally used has been shown to be unfair for bilingual students and their language abilities that they have in both languages. Multi-dimensional assessment is an alternative to using one sole test to measure students' growth. In their study Sanchez, et al. (2013) demonstrate the results of using multi-dimensional assessment and thus refute the use of single language assessment for bilingual learners. They tested 50 bilingual learners from K-7th grade who had all been referred for special education based on the results from one test. In their study, they measured bilingual students and their abilities using many assessments. They collected data using a "nonverbal cognitive measure, verbal and analytical reading in Spanish and English, and receptive and expressive linguistic measures in Spanish and English, and receptive and expressive linguistic measures in Spanish and English" (Sanchez et al., 2013 p. 164). For the receptive and expressive measures the researchers used the Cognitive Academic Language Proficiency (CALP) in English and Spanish to measure their language

proficiency in a more complete way. They caution for educators to be careful about grouping all bilingual students together in one group due to the different levels of bilingualism.

Equally important to consider is that many of the assessments utilize comprehension that requires prior knowledge that bilingual learners may not yet possess. For this reason Sanchez et al. (2013) caution in this area that the assessments can be detrimental for these learners as it can have many consequences and implications for their future studies and success. The assessments have been known to misplace students in their academic level, to put them unnecessarily in special education and to affect their self-esteem in many ways. Sanchez states:

In the interest of preventing inappropriate referrals of English language learners to special education, best practice efforts in multicultural assessment suggest a bilingual assessment should be performed for bilingual students. Literature on bilingual assessment indicates true disability only when impairment is seen across both languages. Thus, a more comprehensive assessment should be conducted to ensure nondiscriminatory assessment and to rule out impairment in only one language to avoid falsely determining that a student has a learning disability (p. 161).

As Sanchez clearly states, bilingual assessment has become a necessity to support bilingual learners and ensure that they are not unfairly placed in special education programs.

The conclusion of the study is that the multidimensional bilingual assessment approach, although much more time-consuming, is a more valid and reliable measure of the abilities of bilingual students. It will provide teachers with targeted information in English and Spanish (in this study) that will be helpful in implementing intervention and targeting instructional needs. However, further research is needed in this area to be able to find viable solutions for the issues presented by the standardized assessment of bilingual students.

Accommodations for assessing bilingual students. The research clearly reveals that bilingual students are at a disadvantage by using traditional English language testing. However, the research also provides suggestions to help overcome these disadvantages. In addition to using a multi-dimensional assessment as a solution, there are multiple accommodations as suggested by Sanchez et al. (2013) in their research. These accommodations are as follows:

- modification of the English language;
- use of a glossary;
- allowing extra time or a combination of these strategies;
- change unfamiliar words;
- use the active voice;
- replace phrases by creating separate sentences;
- changing abstract presentations to more concrete illustrations;
- use of more task-oriented assessments.

All of these accommodations could help to more accurately assess bilingual learners, but the researchers caution that there is not currently research to support or negate the following accommodations provided (p. 163).

Petersen and Gillam (2013) offer another way to equalize the playing field for testing bilingual students. Their research supports dynamic assessment, which, according to their research, minimizes cultural and linguistic bias. Dynamic assessment has three parts: pretest, teaching, and post-test. This is helpful for bilingual learners because the assessment is no longer the traditional static process, but it becomes a dynamic process, hence the name “dynamic assessment.” The use of a dynamic process improves the quality of assessment because it does not rely on one sole measurement, but rather it measures the process of growth and can avoid the negative effects of a static process such as standardized testing. Dynamic assessment gives a more accurate indication of the student’s level and progress throughout the year. Peterson and Gillam conclude their research by stipulating that dynamic assessment is a better way to assess bilingual students - that there was a “significant and unique variance to the prediction of academic achievement beyond static assessment methods” (p. 4).

Dynamic assessment isn’t the only new form of assessment that could change bilingual assessment. Gonzalez (2012) also proposes other more ethical forms of assessment that are just for students. Her research is revolutionary in providing equity for bilingual students and giving them the same opportunities as their monolingual counterparts. Her research shows that teachers are good assessment tools for their students, because they know them and their abilities well. She goes also on to suggest

other forms of assessment such as dual language assessment and utilizing additional instruments to assess students. Classroom observations, interviews, rating scales, and rubrics are just a few of the ideas mentioned. Gonzalez closes with an exhortation to educators. She challenges teachers to be advocates for bilingual students so that they may have the same access to higher education as other students. Gonzales feels that educators can make the difference and provide equity for all students beginning with equitable frameworks that will take into consideration all of the unique challenges that bilingual learners face daily (p. 295).

It is important to consider all of these potential solutions and seek out the best possible solution for the population of students that are being assessed. Once the students are assessed, it is necessary to analyze the data and implement the best interventions possible.

Examining bilingual education and its many facets has helped to give context to the environment in which my research took place. By examining the different kinds of bilingual models, the benefits, myths and challenges a realistic picture of bilingual education has been depicted. Bilingual assessment continues to be an area of opportunity for the bilingual community, and the need for a variety of assessment measures should not be taken lightly. In order to best reach students and target their needs efficiently, bilingual assessment should continue to be researched and evaluated. With this review of bilingual assessment it is important to look to feasible interventions that can target and support bilingual learners in all of their unique needs and abilities.

Literacy Intervention in a Bilingual Context

The second strand that must be examined is intervention. A successful action to remedy an identified deficiency is the goal of literacy intervention. After the objectives have been determined, intervention is a targeted action that is intended to produce the desired student outcome. As with assessment, a literacy intervention must be carefully crafted for bilingual environments because of the unique challenge presented by learning a curriculum in two languages.

In this section, I present interventions that have been shown to make a difference in bilingual literacy environments. The studies I present focus mainly on targeting literacy at a young age to prevent reading failure in the future. The following interventions were implemented at a first grade level and target: phonemic awareness, fluency, vocabulary, reading comprehension and phonics. Charlene Spaulding (2006) mentions her own early literacy intervention as well as other nationally recognized interventions such as Reading Recovery (Clay, 2005), Success for All (Slavin, 2005), Winston-Salem Project (Cunningham, 1995) and Early Intervention project (Taylor, 2001). These programs are nationally recognized as being successful early literacy interventions. All of these interventions mentioned by Spaulding target specific literacy needs of young children and reaching them before it is too late. The last intervention that I mention is called Leveled Literacy Intervention (LLI) (Fountas, 2008). This intervention is also used to target young readers in fluency and comprehension before they fail.

Early literacy interventions. There is currently an alarming number of children at risk in the primary grades (Spaulding, 2006, p. 1). Because of this at risk population, the

need for targeted intervention has arisen. The purpose of early literacy interventions is to target students in their areas of need before it becomes too late. Spaulding states in her research that, “by collaborating with classroom teachers to implement early literacy intervention, we can prevent difficulties in reading before they impact a child’s functioning and contribute to school failure” (p. 8). Prevention is an important part of early literacy intervention because it allows teachers to reach students before they fail and help get them reading at grade level before it is too late. Spaulding quotes Piluski (1998) regarding successful reading interventions. Piluski notes that many teachers and reading specialists comment that the characteristics of early intervention are the same characteristics of good reading instruction. Piluski affirms this to be true that the good reading instruction is very similar to intervention. Intervention has a smaller group size and the instruction is quicker paced but ultimately they have the same foundations (Spaulding, 2006, p. 17).

One study regarding early literacy intervention was conducted by Charlene Spaulding (2006). Her study focused on early literacy intervention as an alternative approach to instruction. Spaulding’s study was created as a Summer Support program to target at risk students who had not attended kindergarten. (In this district they did not have public kindergarten available.) Seventeen students were offered approximately 40 hours of tutoring in pre-reading skills in the summer. After completing the summer intervention, twenty-three of the first grade at risk students received small group instruction from a literacy tutor 30 minutes per day. Spaulding used *Signposts Early Literacy* (2001) as an assessment instrument for her study and the Scott Foresman

Reading Program (2000) was implemented by the Literacy tutors in the study as part of the curriculum. The intervention focused on: sounds, letters, words, vocabulary, reading ability and listening. The results found that some students were able to meet their goal and progress through first grade and the other primary grades at an average rate. A great deal depended on the students' pre-school experiences. Other students were not able to make the necessary progress and continued lagging behind despite the 147 hours of intervention. In her conclusion, Spaulding posits that this district's decision to not have public kindergarten is directly affecting the students and their ability to be successful in the future.

It is important to look at the other reading interventions mentioned by Spaulding; these interventions have been renowned for their success across the nation. Success for All is a reading intervention mentioned by Spaulding that was created by Dr. Robert Slavin (2005). This intervention targets disadvantaged students from grades K-5 and constitutes a school wide reform. The program requires extensive professional development for teachers in reading and writing. In addition, one-on-one tutoring is provided for struggling students while also utilizing parent outreach to the struggling students as part of the intervention. The intervention uses reading blocks of 90 minutes where students are grouped according to their reading level regardless of the student's age. The specific period that is used for reading helped to eliminate the need for in class reading groups. Reading tutors were used to reduce the reading class size. The intervention specifically focused on language skills, auditory discrimination, and using mini-books for paired reading.

Dr. Slavin's (2005) intervention is not the only early literacy intervention that is used to target at risk students. Spaulding goes on to mention other literacy interventions with similar goals. The next intervention mentioned in her research was Reading Recovery designed by Marie Clay (1984). Reading Recovery is a pull-out tutoring program for students to receive 30 minute blocks of reading instruction for 12-20 weeks. This intervention is done in the first year of school and the intervention consists of individual tutoring sessions in addition to their normal reading blocks. Although studies show that it is very effective, this intervention was questioned by Snow, Burns and Griffith (1998) because of the great deal of resources and professional development needed and the need for one-on-one time with students.

The Winston-Salem Project by Patricia Cunningham (1995) was another intervention mentioned, also using 30 minute periods of time that are focused on basal, self-selected reading, writing and word work. The students who were at risk would receive additional instruction for 45 minutes. This intervention had a high success rate with 82% and 83% of first and second graders reading at or above grade level (p. 11). The last intervention mentioned by Spaulding is the Early Intervention Reading Program designed by Barbara Taylor (2001). Her approach targets the lowest readers and gives them another supplementary time to continue growing in their reading. Although Taylor reports great gains, Snow and Burns & Griffith (1998) feel that the intervention was not as intense as others and could be modified to have greater advances with students.

One last intervention I mention has come to the forefront of literacy intervention and is called Leveled Literacy Intervention (LLI). This program was designed by Irene

Fountas (2008) and it targets students who are learning to read. The program is to be used as supplemental instruction and also uses daily 30 minute lessons for the struggling students. Melissa Stukel (2010) used the LLI intervention for 3rd and 4th grade students that were struggling readers. The premise of LLI is to target students before they fail. It is seen more as a prevention model than an intervention model. According to Stukel, it is imperative that teachers intervene in an intense and appropriate way to prevent failure in reading. There is a great deal of research that indicates that students who do not receive the intense and focused intervention that they need that they will never catch up. These students are at risk for being illiterate for all of their lives. Stukel mentions that the students who do not receive the intense, early interventions that they need will fall behind faster and faster. This is called a failure model. LLI is an intervention that is meant to be a prevention model that does not wait for students to fall behind before intervening (Stukel, 2010, p. 14).

Stukel's (2010) research brings to the forefront the reality of the need for literacy intervention. The students who don't receive the intervention that they need will fail. As educators it is our duty to do all in our power to prevent that. The LLI intervention model advocates prevention as a form of intervention and gives a great deal to think about regarding successful intervention.

Reading interventions conducted in a bilingual context. Although the previously mentioned interventions can be implemented in a bilingual context, I believe it is important to consider reading interventions that have been conducted in a bilingual

context considering that my intervention and project was conducted in a bilingual environment.

One team of researchers studied the effects of early literacy intervention in a bilingual context. In their four-year study of preschool interventions with Latino students, Yaden, Tam, Madrigal, Brassel, Altamirano, Armendariz and Massa (2000) based their intervention on the premise that Latino students would respond positively to interventions that incorporated the following: adults respected the children and the level they were at; challenging, meaningful tasks; and many language rich opportunities for all students to share in both their native and target languages.

Yaden et al. (2000) and their study began in a high poverty area with children in daycare. Throughout their four-year study they were able to implement many things including a book loan program for students to take home books and return them. As a result, Yaden et al. claim that many of the families began to read aloud in their homes, a practice that is not common in Latino families, and the children were more motivated to read books (Yaden et al., 2000 p. 188). These statements come from the research and are generalizations and certainly not the case in all Latino families. Their study also reported great gains in areas such as book handling awareness, letter and word concepts (Yaden et al, 2000, p. 187).

Another bilingual literacy intervention was conducted in Canada. Zhang, Pelletier and Doyle (2010) designed a family literacy intervention for bilingual Chinese students and their families. The intervention lasted for eight weeks with two-hour sessions for students and their parents. Part of the session was for the families, but the rest of the

session was divided into breakout sessions separating parents and children. At the beginning of the sessions, the parents and children would read a Big Book together. For the separate workshops the parents received training in Chinese modified from a family literacy program created by Pelletier, Hipfner-Boucher and Doyle while students received instruction in English and Chinese regarding different reading strategies. The parents were given literacy materials to take home and use with their children. The parents were encouraged to work on literacy at home and were given access to Reading A-Z, a program with a plethora of books to choose from.

Throughout the intervention the study had a 95% attendance rate, indicating a successful program. Zhang et al. believed that their findings were significant because not only did the children benefit from the intervention, but the parents did as well. They report: “the findings of the current study bridge the gap in the literature of family literacy programs for minority groups and point to a promising direction for family literacy implementation among diverse cultural and linguistic groups” (p. 425). Zhang and his team of researchers caution that it is important to take into account cultural expectations. Within the Chinese culture, education is very important and thus the parents were interested in being involved with their students in this way. This may not be the case in all cultures (p.425). Again, the researchers are using generalizations about the Chinese culture and may not be true in all cases.

A final study I would like to address is actually a mathematical intervention used with bilingual students. Although it is not a reading intervention, it is relevant because the intervention in itself is about the language. The study was conducted in Australia by

Hemsley, Holm and Dodd (2014) and the purpose of the study was to see if intervention could improve second language (L2) acquisition by looking at mathematics and the language of mathematics. The control group received mathematical instruction only in English and the intervention group received mathematical instruction in Samoan and in English. Both groups showed significant gains on the assessment measurement used. In this way the intervention did not show differences in the control group and intervention group in terms of the assessment. However, the researchers found that although the control group was able to acquire the mathematical skills, they did not make the same progress in conceptual understanding. In contrast, the intervention group acquired both the mathematical skills and made great gains in the conceptual knowledge as well (Hemsley, 2014, p. 149).

It is clear that there are many interventions that are available for teachers. As with assessment, it is important to take into account the school environment and needs before implementing intervention. This is important to consider, especially in a bilingual environment because of all of the different issues, both positive and negative, that may be present. After looking at many early literacy interventions as well as interventions in a bilingual context, I examine peer tutoring as an intervention and the results that it has had in past studies.

Peer Tutoring as a Reading Intervention.

For the last piece of my review of the literature, I explore peer tutoring as a reading intervention. It is necessary to focus on peer tutoring because I implemented this intervention in my own research. Peer tutoring is defined by Topping (1996) as, “people

from similar social groupings who are not professional teachers helping each other to learn and learning themselves by teaching” (p. 322). In a classroom, this refers to students of the same grade or different grades helping each other learn. As they work together and discuss different concepts the tutors solidify their own learning through teaching.

Peer tutoring in action. It is important to look at the different types of peer tutoring and their benefits and disadvantages in order to understand how peer tutoring can be implemented in the classroom. Van Keer (2004) in her study on peer tutoring discusses the importance of peer tutoring due to the active reading behavior that it fosters. Peer tutoring promotes active interaction between students about their reading and the way that they read. Although not in a formal way, students are able to share reading strategies and model for one another how to comprehend a text. This helps to develop children’s reading knowledge because of the discussions that they have had regarding text (Van Keer, 2004, p. 39).

Another peer tutoring study was conducted with fourth grade students and kindergarteners, hoping to motivate students through the peer tutoring. Michele Rodemeyer Pickel (2003) discusses an intervention that was used to motivate children through tutoring. Her dissertation presents a study completed with 4th grade students who used Motivational Literacy Intervention Strategies (MLIS) to work with kindergarteners. Motivational Literacy Intervention Strategies are reading strategies that are chosen by the educator and taught to the tutor. Another piece of the MLIS is that the teacher scaffolded with the students and talked about how to be an influential literacy role model for the

kindergarteners. After the tutor was taught the strategy and practiced with other fourth graders, he or she would work on these strategies with his or her kindergarten buddy. In this way the 4th graders were trained with MLIS and did cross-aged tutoring with kindergarten students. In order to measure the students' motivation, they participated in a series of self-assessments regarding their perception of themselves and also a survey regarding how they felt about reading.

Although the actual assessment results were not conclusive, the observable results of the kindergarten teachers were very positive. The kindergarten teachers and fourth grade teachers reported that the kindergarteners and fourth graders demonstrated growth in literacy skills and in confidence as a result of the peer tutoring. Pickel's (2003) research showed that peer tutoring helps students because of the more balanced relationship and also the similar language that students use with each other.

Yet another type of peer tutoring requires significant training for teachers and for tutors. In his study of peer tutoring, Lee (2014) implemented a tutoring program called Peer Assisted Learning Strategies (PALS) with third grade students in Korea. The PALS program works in tutor partners and focuses on three main activities, partner reading with retell, paragraph shrinking and prediction relay (p. 482). Lee mentions in his research that past studies had shown unstructured peer tutoring to be ineffective, however with structured peer tutoring there can be great gains. PALS is a very structured intervention with intensive training for teachers and students.

The results of the study with PALS were quite positive. The first result was that the students working with PALS groups had a significant improvement in reading attitudes

and some students even had a change in their reading attitude. Lee's research also showed that the students that had been a part of the PALS intervention outperformed the control group on the standardized testing. Lastly, the students who participated in the PALS intervention had positive experiences and feelings regarding the PALS intervention (Lee, 2014, p. 490).

There are other peer tutoring approaches that involve repeated reading and targets fluency. This peer tutoring intervention also requires a great deal of teacher and tutor training. Oddo, Barnett, Hawkins & Musti-Roa (2010) studied peer tutoring with an intervention that is known as peer-mediated repeated reading (RR). Within the RR curriculum, the purpose is to reread the story three times, helping to correct one another as they reread. The actual intervention did not begin until all students were able to correctly use RR practices. For this intervention the students typically work together in dyads, but in their research Oddo et al. implemented the intervention in small groups, because their research question was to see if working in small groups using RR was an effective strategy for improving fluency and reading comprehension (p. 844). The small groups were based on reading fluency with four or five students in each group. There was a significant amount of training that took place for the teacher. The teacher was provided with the necessary materials and was able to ask questions and clarifications of the researchers. The research design was taken from different methods used by Yurick and colleagues in 2006. The student training began after the initial diagnostics had been performed. The teachers worked with students for four 20 minute sessions. In these sessions the educator presented the design and modeled how the RR procedure would

work with the students. The students were not able to begin with the intervention until they had mastered the procedure of RR with 100% accuracy (p. 847).

The results of the study found that there was improvement in fluency and there were gains in reading comprehension for two of the targeted students as a result of this intervention. All of the students were able to meet or exceed their goal in their fluency level. However, only two students made gains in their reading comprehension. The greatest gains in fluency and in comprehension were seen within the first four weeks of the intervention. Oddo et al. (2010) suggested that the groups be carefully monitored as well as follow up in the classroom to continue the support of fluency and reading comprehension (p. 857).

Peer tutoring is not only used to target fluency with grade level performing students. It can be used to target fluency for struggling students. Wright and Cleary (2006) implemented a study with peer tutoring that targeted 27 delayed student readers in an urban setting. Twenty-seven tutors were appointed to work with these students and both the tutors and tutees were monitored weekly on their reading fluency. There was a peer-tutoring manual that was utilized for coordinators to implement the program accordingly. Peer tutors were trained in how to give feedback to students and how to work well with the student to whom they would be assigned. The peer tutors would read, modeling how to read correctly to the tutees and then would listen to the tutees read, providing corrective feedback. The results of the study show that tutees increased in fluency about one word per week while the tutors increased .5 words per week.

After looking at the different options in peer tutoring it is important to see the benefits and recommendations that can make peer tutoring a viable intervention. After seeing their results and success in peer tutoring, Wright and Cleary (2006) give three recommendations for implementing peer tutoring. The first recommendation is that cross age tutoring can help a school to problem-solve. For a school facing budget issues or lack of resources, peer tutoring is a viable option. The second recommendation is that the peer tutoring will probably show advances in fluency. The third recommendation is that peer tutoring is an option for all schools and that it can be successfully implemented regardless of the school culture or environment (Wright & Cleary, 2006, p. 105).

Targeted reading comprehension strategies. As is shown above, peer tutoring has a variety of challenging goals. For some research studies, it is important to target fluency. In other studies, the main focus is comprehension and for others it is motivation while reading. In my study, I target all of these three areas that are crucial to growth in reading. In order to implement an intervention that targets these different areas I began with Wiggins and McTyghe (1998) using backwards design to create my peer-tutoring program. I looked at my objectives and began designing the program based on these objectives. As I began to look at different ways to target reading comprehension I was reminded of the work of Harvey and Goudvis (2007) in their book “Strategies That Work.” Harvey and Goudvis outline reading strategies that allow students to interact and engage with the text. They promote helping the reader find their “inner conversation” with text, instead of being far removed from what they are reading (p. 78). Harvey and Goudvis promote explicit modeling with the students of what the teacher is thinking as he

or she reads. In addition, they encourage using a post-it note system or writing directly on the text and using a great deal of student writing to go along with reading (p. 57). These reading experts focus heavily on the strategies of: making connections, asking questions, making predictions and for students to discuss what they are reading.

Reciprocal Teaching, created by Palinscar (1998), is also a strategy used to target reading comprehension with students. This strategy also allows for students to interact with other students as they read and give them the confidence to understand the texts well. Reciprocal teaching focuses on four different strategies to target reading comprehension: predicting, clarifying, questioning and summarizing. Stricklin (2001) discusses how to implement Hands on Reciprocal Teaching as a reading comprehension tool. In her article, Stricklin emphasizes the importance of metacognition within this strategy. Students must reflect and think about their reading to be successful with this strategy. Stricklin suggests using visual and hands on tools to help students to stay focused on their purpose of reading. She suggests using charts, bookmarks, paper dials, props, sticky notes and sentence starters to help students to work with a purpose on comprehending their book (p. 621-622). As she concludes her article, Stricklin mentions many benefits of reciprocal teaching including: increasing students by one or two grade levels in 6-9 months, English learners growing in their vocabulary and comprehension skills, advancement for struggling and gifted readers (p. 624).

Seeing this strategy in action is also helpful. Although it was originally intended for 7th grade reading groups, Pilonieta and Medina (2009) discuss using reciprocal teaching for primary grades as well. They implemented reciprocal teaching in a first grade

classroom. Modifications were made to the program calling it Reciprocal Teaching for Primary Grades (RTPG). However, they continued with the original strategy keeping the crucial pieces: “zone of proximal development, proleptic teaching and expert scaffolding” (p.122). They found that primary grade students were able to successfully use the strategy and work in collaborative groups even at a young age.

The strategies that RTPG used to implement reciprocal teaching were:

- strategy introduction;
- fishbowl;
- group to teacher;
- independent groups;
- writing.

In this way the teachers were able to train the students well and utilize class leaders to teach the class and then be the group leaders in the reciprocal teaching strategy. According to the researchers and teachers, the students were engaged and motivated to participate in RTPG and were able to retain the process into 2nd grade (Piloneta & Medina, 2009, p. 122).

The last reciprocal teaching study I share was completed in a bilingual context. This study was conducted in southern Taiwan with online technical university students who were learning English (Huang & Young, 2015). The teachers had found that these students had acceptable decoding strategies but that their reading comprehension was very low. The researchers Huang & Young wanted to see if explicit teaching with reciprocal teaching (ET-RT) was more effective than direct instruction. The intervention

was conducted for 10 weeks and the researchers found that students that received ET-RT had a better impact than those who received direct instruction in reading strategies. The researchers also found that the ET-RT students had reduced anxiety about learning English, more interest in learning English, and a more complete conceptual understanding of reading comprehension strategies than their direct instruction classmates (p. 404). These results showed the effectiveness of ET-RT especially in the area of English language learners.

As it is important to measure student growth in reading comprehension, measuring growth in reading fluency is also crucial. In my study of peer-tutoring, I looked at student growth in reading comprehension and growth in reading fluency. As a way of measuring oral reading fluency, many educators opt for using curriculum-based measurement of reading tests, also known as CBM-R fluency assessments. In his extensive research regarding CBM tests, Theodore Christ (2009) explains how fluency test leveled tests that are generally administered in three, one-minute readings and the median of these three score is taken. He goes on to explain that the reader's reading rate will inevitably fluctuate between the three different readings, but that the median is the best indicator of the students reading level. Christ continues by explaining that the results are greatly affected by outside stimuli and distractions that may be presented while administering the exam. These considerations must be taken into account in order to have an accurate picture of student growth in the area of fluency.

There is great value at looking at past research studies that have used peer tutoring or reciprocal teaching to target reading comprehension, fluency and disposition of

students. Knowing the research helps to create a strong basis for my own research. The research on peer tutoring is clear. In order to be successful, there must be a structured environment and instructions for the tutors. In addition, the objectives of the peer tutoring must be clear. Utilizing the research that I have found as background, I have laid the foundation for the implementation of my project.

Summary

Throughout the literature review I have discussed the available research on bilingual education in the context of my research question. I looked at the benefits, myths and challenges of bilingual education. In addition, I examined the area of bilingual assessment and the challenges that it has faced in recent years. After looking at bilingual education, I reviewed the available literature on the types of early literacy interventions along with interventions that had been performed in a bilingual environment. These literacy interventions demonstrate the urgency that is present for at-risk students in literacy. The interventions mentioned were all intense and constant, attempting to bring students up to grade level. The early literacy interventions echo the sound teaching of reading instruction.

The last area that I looked at was in the area of my topic, peer-tutoring and related interventions. The studies showed the direct benefits that are results of peer tutoring interventions. The results of these studies indicate that peer tutoring can be an effective reading intervention targeting fluency, reading comprehension and reading disposition. I also examined best practice ways to implement reading comprehension strategies using meta-cognition and reciprocal teaching. All of the studies and research have been helpful

for me to see the foundation that has already been laid and to look ahead to my project design and how the implementation would be most effective.

Through this literature review, I have identified the prior research that is relevant to my research question. I have taken various aspects of the relevant research to try to create the best peer-intervention possible. Ultimately, the objective is that the intervention will yield benefits for the students in the areas of fluency, reading comprehension and disposition. In the next chapter, I explain the methodology of my research and the measures that I use to implement my peer-tutoring study. I use qualitative methods research for my study and discuss the evaluation tools that I use in this process. I discuss the participants and the setting of this study and the curriculum that I have created for peer tutors. It is a seven-week curriculum that I created to supplement my own reading curriculum that I made for my fourth grade class. The study of the methodology will be helpful to understand the core of my research question and its basis. After looking at the methodology, I discuss the results and implications that my study revealed and the next steps for this intervention in many diverse settings.

CHAPTER THREE

Methodology

“A different language is a different vision of life.”- Federico Fellini

Introduction

Teaching a second language to kids is always an adventure, but there are days when I know it was the job I was made to do. Because of my love for students, I have continued to pursue the question, *“How can peer tutoring be used as an elementary reading intervention to benefit bilingual learners in Mexico?”* I want the best for my students and I want to see them flourish in their second language. In the previous chapter, I provided a literature review relevant to the various aspects of my research question. I reviewed numerous studies conducted with peer-tutoring as a reading intervention in order to demonstrate how it can be implemented effectively in the classroom (Lee, 2014; Oddo et al., 2010; Stukel, 2010; Van Keer, 2004; Wright & Cleary, 2006). I also reviewed best practices in reading comprehension strategies and reciprocal teaching (Harvey & Goudvis, 2007; Pillioneta & Medina, 2009; Stricklin, 2001). Although each study was unique, they all obtained positive results in the areas of fluency, reading comprehension or reading disposition.

There are clear benefits to peer-tutoring for both the tutor and the tutee (Lee, 2014; Oddo et al., 2010; Stukel, 2010; Van Keer, 2004; Wright & Cleary, 2006). The tutor and tutee benefit by using active reading behavior. Many times, the tutor is able to model for the tutee what it looks like to read and comprehend; this also helps for the tutors to utilize critical thinking and solidify their own learning through teaching (Van Keer, 2004). In addition, the disposition of the students participating within the project can improve due to the collaboration of students together (Lee, 2014; Stukel 2010). All of these benefits show the power of peer-tutoring and its use as a reading intervention.

My capstone project explores how peer tutoring can be implemented as an intervention in a fourth grade classroom in a bilingual school in Mexico. I wanted to determine whether training and working with cross-age peer tutors could be helpful in improving student attitudes toward reading, their fluency and their reading comprehension. In the bilingual environment where I work, there is a lack of resources to help meet the needs of the students. In addition, there is a lack of effective reading interventions in place to target student needs. Through training and modeling with older students, I hoped to utilize resources that were already present in schools to specifically target the needs of my fourth grade students.

In this chapter, I begin by describing the action research that I designed. I designed a seven-week curriculum training for peer tutors, both teaching them to work with the younger students and also in order to reach expected outcomes. I gathered data using self-assessments, field notes, surveys, questionnaires and pre and post-test assessments. I focused on the results of five different students throughout the course of my research and

evaluation. Also discussed are the participants and setting of my research along with the curriculum that I have created to implement for the study. Throughout this chapter, I share the thought process behind my decision to focus on this area of study and how I implemented it in my unique school environment.

Research Paradigm

For the research paradigm, I used qualitative research methods. I implemented my curriculum in order to see the benefit for all my students. I felt that this research paradigm helped me to meet the needs of all of my students and avoid ethical issues of students not receiving an intervention. The quantitative methods would have been very difficult to implement due to the need for a control group and withholding intervention from some students. For this reason, I believe that qualitative research helped me collect data in an ethical way.

To implement my curriculum, I based my framework on the Wiggins and McTighe (1998) backwards design curriculum planning process. As I designed my curriculum, I began with the essential questions that I wanted the students to answer so they could achieve the objectives. From there, I created the activities that I implemented in order to meet those objectives (Jones, Vermet, Jones, 2009). (See Appendix J)

As a part of the qualitative methods I used action research. In his article about action research and curriculum development McKernan (1987) defines action research as, “a form of self-reflective problem solving which enables practitioners to better understand and solve pressing problems in social settings. It aims at feeding the practical judgment of practitioners in problematic situations” (p. 6). I felt that for my capstone, action

research was the best method for me. It allowed me to evaluate the issues that I saw, find a solution, and put it into practice. Although the data collection methods are different than in quantitative research, I strongly feel that the data that I collected will be helpful in finding further solutions to the reading intervention issues I have seen in bilingual schools.

Setting

The study took place in a bilingual school in northern Mexico. The school is a private, Catholic school with an International Baccalaureate (IB) certification and is a part of an association of six other schools around Mexico. IB schools are internationally minded and focus greatly on the importance of being globally aware, learning new languages, and focusing on important values that are present in their IB profile and attitudes. The school goes from nursery to middle school (18 months-15 years old) and has 481 students of which 99% percent of students at the school are Mexican. There are forty-two teachers and 90% of the teachers are Mexican.

As a part of the mandate of the Secretary of Education of Mexico, the last Friday of each month is dedicated for the teachers to work on professional development. Students do not go to school on this day. This time is used to examine areas in need of growth and finding solutions for these growth areas. I currently support the school as the liaison for reading comprehension and have been working with teachers and students to strengthen the reading program, particularly in reading comprehension skills. I am the only person who gives English curriculum and reading support, and my focus is the

English speaking program only. The school year goes from mid-August to mid-July, giving approximately a one-month break for students and a two-week break for teachers.

The school day is significantly shorter in Mexico. The elementary students enter at 8:00 AM and are dismissed at 2:00 PM. In public schools the students go from 8:00 AM to 12:00 PM or from 2:00 PM to 6:00 PM. All students are required to participate in some extracurricular activity after school as a part of being a balanced individual.

The students that attend this school are primarily upper class as the monthly tuition to attend is very costly. There is one principal and five coordinators who help to administer school business and affairs. The school is rooted in constructivism and utilizes inquiry and student-directed learning as a daily part of student learning. The school also stresses the importance of being internationally minded and focuses a great deal on the IB profile and attitudes that are addressed within this framework.

Because it is a bilingual school, the students take half of their classes in English and half of their classes in Spanish. For each grade level there are two or three classes, and each class has assigned English and Spanish teachers. Instead of receiving Spanish and English in the same day, the classes alternate Spanish and English on a day-to-day basis. The Spanish program is run by the SEP, which is the educational system in Mexico. The Spanish program teaches mathematics, Spanish, social studies and science. The English program supports the Spanish curriculum in math and science but in Language Arts the curriculum is completely independent. English teachers are expected to reinforce mathematics and work on science along with grammar, writing, reading and spelling. Students also receive special classes such as Physical Education, Art, Computer

Technology and Music. Unfortunately, there is a lack of demographic information for this school in the area of standardized testing and more specific information as it is still developing.

Participants

I am a fourth grade English teacher at this school. This is my first year teaching fourth grade and originally I had planned to be doing this capstone project with third graders, but plans changed at the last minute. I have nineteen fourth grade students and they are of various levels of English proficiency. Over half of my students that I have now were my students in third grade last year. This has been helpful for me in seeing the growth and continuing my expectations from last year. The English curriculum currently uses the textbook called *English* by Harcourt. I, however, have created my own curriculum after finding that much of the material in the textbook is inadequate for the level of my fourth grade students. The curriculum is heavily grammar- focused and I have found that the reading and writing sections of this textbook are much too elevated for English language learners to comprehend. For my curriculum, I use leveled books from Reading A-Z (Holl, 2015) that I download on the iPads, non-fiction articles from Science A-Z, literature circles, poems, songs and plays to work on the different pieces of reading comprehension and fluency.

For this study, I used nineteen fifth graders to train and use as cross-age peer tutors. All of the students I specifically chose to be tutors based on my prior experience with the students and the recommendation of their fourth grade English teacher. The majority of the students I taught two years ago as their third grade teacher. I knew their

background, reading level, and their ability to lead and guide younger students. In addition, I utilized my nineteen fourth grade students to participate in this study.

Although all of my students were involved, I decided to focus on only a small number of paired students for this study in order to examine more thoroughly the growth and progress within their specific cases. The students that I chose had different characteristics that I wanted to examine throughout the course of the study. Some requirements that I had used were:

- The students and the tutors had signed permission from their parents to participate;
- The students and tutors had varying levels in English and in reading ability;
- The fourth grade students all took a diagnostic exam that covered all areas of Language arts: grammar, reading, writing, speaking, and listening.

I used these specific requirements to help me choose the different students I would observe and analyze as a part of my study. In order to look more carefully at the results of my study, I decided to choose five different students of different levels and abilities and examine their results of the peer-tutoring reading intervention. I felt that these five different students help to encompass the different levels of my fourth grade students and that it would be helpful to get a snapshot of growth within my classroom. The students' names have been changed to protect their identity.

Participant #1: The first student who I chose to be a part of this study was JJ. JJ is a new student at my school this year. He is an avid soccer player and is coordinated and athletic. Because of the large age difference with his half brother, JJ is pretty much an only child, which also affects the dynamics in his home life. On the diagnostic exam he

scored low in fluency, reading comprehension and the ability to follow written and oral directions. JJ is athletic and participates in sports at school, but academically struggles. Overall, I consider JJ the lowest student in my fourth grade class. I wanted to see how this reading intervention would affect his abilities all around. JJ's attitude is for the most part positive, however he is very afraid to make mistakes and fail. JJ was able to integrate well into the class from the beginning of the year but at times tries to be the class clown to draw away from the fact that he struggles in all areas. I have noticed that JJ struggles to produce English both written and oral. If he wants to say something to me he asks me "How do you say?" and then 10-20 words in Spanish. His base in English is low and the Spanish teacher also comments similar struggles in his native language of Spanish.

The tutor, Ed that I placed with JJ is very confident but also is a very sensitive boy. He is an only child and a high performing student with high expectations for himself. The boys both enjoy playing sports, and I felt this would help them to work well together because of their common interests. I had Ed in 3rd grade and know that he is driven to succeed and he does well academically and athletically and this is why I wanted him to work with JJ. Ed has a patient personality and was able to speak in English, even when JJ didn't understand and would get frustrated.

Participant #2: Mary is the second participant that I chose for my study. Mary is one of my highest students that I worked with in third grade last year. This is my second year working with her. On the diagnostic exam Mary scored high in all areas. She has a high level of English reading comprehension, speaking and writing. She is a sweet, sensitive girl whom I consider a sponge because of her ability to retain and produce

language. Mary loves reading, art and science. She wants to do her best in all that she does and excels in the classroom. Mary picks up language at a high rate and is an independent reader and worker. I wanted to evaluate Mary's growth to see if working with a tutor had an effect on her reading comprehension and fluency, even though she was beginning at such a high level. Mary is well accepted and well integrated in the classroom.

I paired Mary with a highly motivated English student who I thought would work well with her. Her tutor, Nelly, was also my third grade student two years ago. She, like Mary, had many things in common, being one of the first producers of the English language and being able to understand and produce language at a much higher rate than her peers. I needed a high tutor to work with Mary because of her ability and her desire to be challenged and to grow. In addition to being high English students, both girls also had similar personalities, goals and values. I felt that the combination of these different components would make Nelly a good fit to work with Mary.

Participant #3: The third student that I chose is Alan. He is a sweet and sensitive student that can get frustrated easily. He loves video games and many times gets lost in the world of video games. At times, Alan has a hard time integrating with his peers because of this. He is very imaginative, but at times the other students cannot grasp his train of thought. Alan is completely bilingual and bicultural. Alan is the only student in my class that is completely bilingual, and as such is my highest reader and speaker. I wanted to see if the intervention was effective for him, as my highest student. He is my

highest reader, and has an ample vocabulary so matching a tutor with him was a challenge, because of his high level.

Alan's tutor, Ana, is not completely bilingual but is an avid reader and an excellent leader. Her abilities to read and write in English are very high for being a second language learner in English, in fact, she is the highest fifth grade tutor that I had. I also knew that she would be sensitive to the fact that Alan was bright, but also unsure of himself. I had seen Ana in many different contexts as she also played volleyball for me in the past. With students who struggled, I saw that she was patient in showing them how to do something, and with the students who lacked confidence she encouraged them in many ways. For these reasons, I placed her with Alan, so that she could work well with him and support him in his reading and writing.

Participant #4: Veronica is a new student this year. On her diagnostics she was very low in all areas of English. She struggles with comprehension and production of the language. Veronica is a year younger than her peers and her immaturity is very present in her interactions and work capacity. Veronica struggles to work independently and many times falls behind on daily class work and assignments. She is still working on integrating well into the fourth grade class environment. Veronica loves music and art and is very creative. Her oral and written English can be good on a one-on-one setting, but in a whole group setting she is very distracted and will not complete oral and written directions, even after multiple reminders.

The tutor I chose for Veronica has a strong personality and is a leader. As a third grade student with me, her tutor, Monica, at times struggled to finish her work on time,

but was good at encouraging other students and had a high level of English production. As finishing her work was also an area that Veronica struggled with, I felt that Monica had background and strategies in this area and could address the issue as something that she had struggled with in the past. Monica is very also very firm and I felt that she would help Veronica to keep focused on their task and make growth. Veronica's tutor is a very motivated and dedicated student that I thought she would help her to work well in English.

Student #5: I wanted to look at another student that was more of an average reader, so I chose Johan. Johan has an excellent attitude. He excels in sports and music and tries very hard to do his best in all that he does. Although overall he is an average English student, he scored low average on the reading comprehension and reading fluency diagnostics. This is my second year working with Johan and I've seen a lot of growth and maturity in him as a student. I wanted to see if having Johan work with a tutor would help him grow in his reading ability because of the discrepancies between reading and the other subjects.

The tutor I chose from him was not a student I had worked with before. Santiago is also an athletic boy with an excellent attitude and I felt that their personalities complemented each other well. Santiago is a very patient student, something that Johan definitely needs. Johan can get frustrated with himself, especially if he is corrected and I felt that Santiago would be able to be kind and patient while helping and correcting Johan. Santiago loves football, a quality that Johan also is passionate about. I thought that

this would be helpful for them to connect and work well together, having their athleticism and love for football as a starting point.

Curriculum Process

As I was beginning my curriculum process, I had to take into account the resources that were available and also the curriculum that I had created for my classroom. I wanted to create an intervention that would fully support the reading comprehension strategies that I implement in my classroom. I began to review the books that I had in place for the first bimester, which could be considered the first unit. I considered the three strategies on which I wanted to focus and how the peer tutoring could complement these strategies. The three strategies that I planned to work on were: making connections, perspective/compare and contrast, and sequence of events. I felt that these strategies were fundamental processes that students needed to begin with as they entered fourth grade. I took the strategies from the book “Strategies that Work: Teaching Comprehension for Understanding and Engagement” by Harvey & Goudvis (2007) and implemented it in my reading curriculum. I focused on the strategies that they mention and I model meta-cognition with my students.

The peer-tutoring curriculum I designed is part of an intervention to help students in both fluency, reading comprehension and reading disposition. The peer tutoring began at the end of August, the start of the new school year, where I met with the fifth grade tutors. I gave two one-hour briefing sessions with the tutors in order to prepare them before they met with the third grade students. A great deal of the research demonstrates that it is necessary that peer tutoring must be structured in order to be successful (Pickel,

2010; Lee, 2014). The fifth grade students were prepped in how to deal with disciplinary issues and how to give constructive feedback to students about their reading and also were prepped with bully prevention. At this time tutors also practiced with one another how they would be working in small groups. In addition, we went over the different reading comprehension strategies that we would be working on in the allotted time.

Peer tutors were assigned one fourth grade student. I matched the tutors based on their abilities and the student's abilities in the language along with personality. The first meeting with the tutors and their tutees was an informal meeting where they met one another and were able to get to know each other. I designed three different activities in which they worked together and individually over an hour to get to break the ice and feel comfortable working together. After the first informal session, the tutors worked in the classroom for six weeks from September 1st to October 12th. During these six weeks the tutors accompanied me to my classroom for 40 minute blocks utilizing different leveled stories or nonfiction articles to reinforce the reading strategies previously mentioned along with fluency.

As a part of the follow up with the tutors, they had weekly after school training sessions, to debrief, reflect and prepare for the next week. Peer tutors were given questions to reflect on that they used to write their observations and new learning. I hoped that through this partnership both the tutors and tutees would grow in their learning process and be able to see growth in different areas of reading.

Evaluation Methods and Tools

I utilized a variety of tools to measure and collect data. Throughout the course of the study these tools helped me to qualitatively measure my intervention and student growth from the beginning to end of the intervention. I decided to focus on four specific tools to measure the progress of the students.

Self-assessments. The first tool that I used was a self-assessment. I used this to formatively assess my students, specifically regarding their attitude towards reading as well as their progress throughout the intervention. The questions targeted the student's feelings and confidence levels in reading in their second language, English. I administered the self-assessment at the beginning and end of the intervention (Pickel, 2003). (See Appendix B)

Field notes. The second tool that I used throughout the implementation of my study was field notes. I wanted to be a firsthand observer and use my notes regarding the five students that I had chosen to help me to understand the effectiveness of the intervention that I was implementing. After each tutor training and student session I would reflect and record different observations that I had gleaned from the time with the students and tutors. This was helpful for me to understand how to remember what had happened the week earlier and tweak the lesson plan or student session to help make improvements from the previous week.

Pre/post-tests. To measure reading comprehension and fluency advancements I used pre and post-tests. I created the pre and post-tests in order to measure the specific reading strategies that we had worked on. This helped me to guide my curriculum and my focus

for the students and their needs. In addition, it helped me to provide accurate and valid information to my peer tutors to help target the student growth areas that they were working with. The pre and post-tests that I was able to use were for the strategies of making connections, compare and contrast and sequence of events. The pre and post-tests were regarding books that we had read in class together (Harvey & Goudvis, 2007). For reading fluency pre and post-tests, I used a fourth grade CBM reading fluency test to find the words per minute and accuracy of each student before and after the intervention (Christ, 2009). (See Appendices D, E, F & I)

Surveys. I included surveys as a part of my data analysis to measure the perceptions of the parents throughout the study as it evolved. I applied the survey before and after the intervention to see if there was a change after the implementation of the intervention. I used this collection tool for student's parents (Tabari & Sadighi, 2014). (See Appendix C)

Data Analysis

I used these different tools to collect the data and analyze it in a qualitative way. Ultimately the purpose of my data analysis was so see if the implementation of my curriculum had gains in any of the desired areas. As I looked at the data analysis, I wanted to focus on the three different areas: fluency, comprehension and disposition. To measure the student growth in fluency, I retested the students on their CBM fluency tests. To measure student growth in comprehension I compared pre and post-tests. To measure reading disposition I compared the student surveys along with the parent surveys and the student reflections.

Some questions that I wanted to focus on were:

- Was there growth in words per minute or accuracy in the fluency?
- Was there a difference in the students' pre or post-tests?
- Was there a difference in the reflections?
- What were the telling observations from my field notes that showed growth or lack thereof?

These questions helped me to focus my research and look for reoccurring themes or ideas that were happening as I did my research.

Summary

Throughout this chapter, I have discussed my qualitative methods that I used throughout my study using cross-age peer tutoring. It is clear that for my research, qualitative research was the best option for me. In this chapter, I explained the setting and the participants of where my study would take place in its implementation. I implemented my seven-week curriculum and used qualitative methods to evaluate the effectiveness of this peer-tutoring program. The data collection tools that I used were: self-assessments, surveys, pre/post tests and field notes. Through the use of these data collection tools I was able to evaluate the curriculum and its effectiveness in a fourth grade bilingual environment. In the following chapter I discuss the characteristics of my curriculum and the results. I examine the how my study affected my classroom and the students' attitude toward reading along with their reading comprehension skills and fluency. I also look at the data regarding the peer tutors and if there was a change in their attitude toward

reading or reading strategies. After looking at the results I discuss the implications and recommendations that I have for this study and future studies that may take place.

CHAPTER FOUR

Results

“Language is the light of the mind...” –John Stuart Mill

Project Overview

The process of language acquisition continues to be somewhat mysterious to me. As I observe my English language learners, I find that practice and laughter are key ingredients to being successful in learning a new language in its written and oral forms. In the previous chapter I discussed the methodology used in my capstone project and the methods that I used to answer the fundamental question: *How can peer tutoring be used as an elementary reading intervention to benefit bilingual learners in Mexico?* I discussed the different data collection tools that were used to conduct the research study and the participants who were a key part of my study. In chapter four I examine the results of this project, the emerging themes and the connections that I found with the literature review from chapter two. As I finish in chapter five, I look at the implications and major conclusions of the study along with its limitations and the communication plan that I have going forward.

The peer tutoring intervention that I used was a seven-week study examining the effect that peer tutoring would have in my fourth grade classroom. I wanted to examine

the various ways that peer tutoring affected students' disposition toward reading, along with their reading fluency and comprehension. In the studies that I considered in my literature review, peer-tutoring interventions had positive results in these areas (Pickel, 2003; Oddo, 2010). For my qualitative study I decided to look into the progress of five students in my fourth grade class. The data collection tools helped me to measure their progress and to evaluate whether the student made progress during the intervention.

The first tool that I used was a student self-assessment (see appendix B) to help me evaluate growth in each student's disposition. The self-assessment ranked their reading attitude using a scale of "*I don't know, never, sometimes or always.*" I administered this survey at the beginning and at the end of the intervention. I then reviewed the survey results and gave the students "positive points" if they grew from *never* to *sometimes* or from *sometimes* to *always* depending on the question. (*Question 6 was the only question that I used the opposite scale because it dealt with reading frustration.) If the students regressed from *sometimes* to *never* I likewise gave them corresponding negative points. The point total is the number of points gained or lost from one survey to the next. If the result was a positive number, I considered it to be growth in their reading disposition. If the result was a negative number, I considered it to be no growth. Another tool that I used to measure disposition was a tutor and student questionnaire. In order to collect feedback from the students and their tutors, I created a student questionnaire and tutor questionnaire (appendices G & H) to help me understand their feelings and experiences at the end of the reading intervention.

The third tool that I used was to determine growth in reading comprehension. There were three reading strategies (Harvey & Goudvis, 2007) that I focused on throughout the intervention: making connections, perspective/ compare and contrast, and sequence of events. I administered the pre and post-tests (see appendices D, E & F) in the same way, while giving no assistance to the students to see their actual growth. For the strategy of making connections I asked the students to make one connection to their lives, one connection to another book and one connection to the world. They had to make connections to a read-aloud book that we had been reading in class called *The Mystery of the Missing Mummy*; for the post-test they made connections to a different book that we read in class called *Harold the Hungry Plant*. I graded their connections on a scale of 0-3. The student received a 0 if they didn't write any connection. The student received a 1 if they had a *beginning* connection that was vague and not very related to the topic. The student received a 2 if they had a connection that was *developing* into a good connection, but that needed more detail to make it a perfect connection. The student received a 3 if their connection was detailed and clear, considered *proficient*. Since I had the students make three connections, there were nine available points for the pre- and post-tests.

In the strategy of compare and contrast I used a similar scale to evaluate student achievement. For the pretest, the student had to complete a Venn diagram comparing and contrasting two different versions of the classic story, *Goldilocks and the Three Bears*, and for the post-test they had to compare and contrast two characters in the story *Harold the Hungry Plant*. The student received a 0 if they did not write anything. The student received a 1 if they were *beginning* in their knowledge of compare and contrast and if

they were missing key information or details. The student received a 2 if they were *developing* their idea of compare and contrast but still missing one key piece of information. Students received a 3 if they were *proficient* at analyzing a text and comparing and contrasting its characters.

The last pre/post-test was in regard to sequence of events. For the pretest, the student had to write the sequence of events for two books that I read aloud in class, *Mongo's Migration* for the pretest and for the post-test to the story: *Harold the Hungry Plant*. I asked the students to describe four important events in the story in order and they received a rating of 0 to 3, depending on their proficiency.

The last data collection tool that I used was to evaluate student growth in fluency. At the beginning of the year I tested the students' CBM fluency scores on three different fourth grade leveled readings (Appendix I). The students had to read for one minute, unassisted, the three different passages. I counted the number of words correct along with their percent accuracy and averaged it between the three readings. In the post-test I used the same passages and repeated the process to ensure that the results were accurate (Christ, 2009). Although I did complete the CBM assessments in a similar manner to Christ's research, it is important to note that for the optimal score he suggests taking the median score of the reading instead of the average. The fluency recommendation for fourth grade students based on the Reading A-Z fluency is 130 words per minute at the beginning of the year, and 140 words per minute at the end of the year, taking into consideration a 95-100% accuracy while reading. Below, I attached a fluency chart for first to fifth grade. This chart is one that I created based on Reading A-Z fluency

Recommendations. It is important to keep in mind when analyzing the fluency results of the students. Although the recommendations are for native English speakers, it is helpful for teachers and parents in a bilingual environment to see how their students are faring in the area of fluency.

Table 1: Reading A-Z Fluency Recommendations

Table 1

Reading A-Z Fluency Recommendations

Grade	Beginning of the Year	End of the Year
1	50 wpm	70 wpm
2	70 wpm	100 wpm
3	100 wpm	130 wpm
4	130 wpm	140 wpm
5	140 wpm	160 wpm

**The results of these recommendations are based on four widely recognized research studies conducted by: Rasinski, Hasbrouck & Tindal, Manzo and Harris & Sipay. The results are based on results of native English speakers and the accuracy should be within 95%-100%.

Student Results

As a way to be able to examine student results in a more intuitive way, I created a growth chart to help demonstrate the results. In table 2 below, each student that I studied, and their growth is mapped in a clear way. I use the chart as a reference to see and

understand the student growth that I have documented. I consider the results of the individual students and their tutors and discuss their cases individually.

Table 2: Student Growth Chart

Table 2

	<u>Reading Disposition (Child)</u>	<u>Making connections</u>	<u>Compare/Contrast</u>	<u>Sequence of events</u>	<u>Fluency</u>
Mary	+ 8 points of confidence Growth? Yes	Pre-test: 9/9 Post-test: 8/9 Growth? NO	Pre-test: 2/3 Post-test: 2.5/3 Growth? YES	Pre-test: 2/3 Post-test: 3/3 Growth? YES	Beginning of year: 100 wpm; 99% Now: 125 wpm; 99% Growth? YES
Johan	+1 confidence points Growth: Yes	Pre-test: 2/9 Post-test: 8/9 Growth? YES	Pre-test: 1/3 Post-test: 2.5/3 Growth? YES	Pre-test: 2/3 Post-test: 2/3 Growth? NO	Beginning of the year: 74 wpm, 91% Now: 87 wpm, 89% Growth? YES
Veronica	-5 confidence points Growth? No	Pre-test: 0/9 Post-test: 4/9 Growth? YES	Pre-test: 0/3 Post-test: 1/3 Growth? YES	Pre-test: 0/3 Post-test: 3/3 Growth? YES	Beginning of the year: 66 wpm, 93% Now: 86 wpm, 94% Growth? YES
JJ	-1 confidence points Growth? No	Pre-test: 0/9 Post-test: 0/9 Growth? NO	Pre-test: 0/3 Post-test: 1/3 Growth? YES	Pre-test: 1.5/3 Post-test: 1.5/3 Growth? NO	Beginning of the year: 88 wpm, 82% Now: 73 wpm, 82% Growth? NO
Alan	+4 confidence points Growth: Yes	Pre-test: 0/9 Post-test: 5/9 Growth? YES	Pre-test: 1 Post-test: 2 Growth? YES	Pre-test: 3/3 Post-test: 3/3 Growth? NO	Beginning of the year: 153 wpm, 100% Now: 176 wpm, 98% GROWTH? YES

JJ. JJ is the lowest student in my class and has been struggling since the beginning of the year. He is unable to follow or comprehend oral or written instructions, and for this reason I wanted to evaluate his growth through this intervention. Unfortunately, JJ didn't make growth in any of the areas that I had hoped. In his self-assessment he regressed, ending with -1 confidence points. Although there wasn't a great deal of apparent growth

in reading disposition, JJ described his experience in the self-reflection as positive but was unable to describe what he learned. His tutor also described his experience as positive and stated that he learned to read better through this experience.

Throughout the reading strategy pre- and post-tests JJ had minimal growth as well. In making connections, JJ was unable to make any growth or understand what making connections were. Every week, I would touch base with his tutor and it seemed that he too was struggling to help JJ to understand the concepts of the reading strategies.

In compare and contrast, I begin to see growth in what JJ needs to analyze a text, but it is in the very early stages. His post-test reveals that he is still not understanding important ideas to be able to proficiently analyze a text or its characters. In sequence of events, JJ did not show growth from his pre- to post-test, being a little beyond a beginning point, but still not arriving to developing yet. Based on the results of his pre- and post-tests JJ showed minimal growth, only gaining knowledge in the area of compare and contrast.

In fluency, JJ regressed. At the beginning of the year he tested at 88 words per minute with 82% accuracy and for his second reading he tested at 73 words per minute with 82% accuracy. His reading fluency and reading comprehension results show that he is clearly struggling to read in English. JJ's results to me were alarming and I think there are many implications, which I discuss more explicitly in chapter five. JJ needs more personal attention and special classes. JJ's Spanish teacher has commented to me that JJ struggles with written and oral comprehension of his native language, Spanish, so I feel

that a reading intervention may be more beneficial initially in Spanish so as to strengthen the bases that he needs to read in another language.

Mary. Mary is a high student in English and it is her second year with me as her teacher. It was exciting to observe Mary throughout the intervention because of her enthusiasm and dedication throughout the seven weeks as she worked with her tutor. Mary's growth in her reading disposition was the highest of all four students. I compared the results on her self-assessment (see Appendix B) at the beginning and the end of the intervention. Mary gained 8 "positive points," from the beginning to the end of the reading intervention. In her student reflection, Mary described her experience as positive and that she had learned about reading, fluency, expression and punctuation. Mary's tutor also expressed that she had a positive experience as a tutor and that she learned to be more patient through the experience.

In the reading comprehension strategy of making connections, Mary was the only student in the classroom who knew how to make connections proficiently. On her pretest of making connections she was able to make three proficient connections to the story and on her post-test did not do as well. In her post-test, she made two proficient connections, one to herself and one to the world, but she made a developing (2/3) connection to the book. She could have been more specific in her book connection. In the reading strategy of compare and contrast she made slight growth in from the pre- to the post-test, making her post-test Venn diagram more specific and clear than her pretest. She still could have been more specific in her analysis of the characters to show proficiency in this strategy. In the sequence of events reading strategy Mary also showed growth going from

developing to proficient in explaining the sequence of events within a story. Out of the three comprehension strategies, Mary showed growth in two out of the three strategies, showing positive growth throughout the intervention.

In fluency, Mary showed excellent growth throughout the course of the intervention. At the beginning of the year she was reading 100 words per minute with 99% accuracy. When I retested her at the end of the intervention she was reading 125 words per minute with 99% accuracy indicating growth of 25 words per minute in the area of fluency. Although this is still considered below fourth grade level, 25 words per minute is excellent growth in six weeks time, and it is possible that by the end of the year she could be reading at grade level, 140 words per minute.

Alan. Alan is the one bilingual student in my class. His high level of English proficiency made it difficult to find a tutor that could keep up with him because of his ability. Being a native speaker, I wanted to see if he would show growth throughout the intervention. By the end of the intervention his reading disposition score grew by four points. His tutor commented to me on multiple occasions about the positive comments that he was making to her about his excitement with his tutor. At the end of the tutoring experience, he began to cry a great deal, also speaking about his positive experience. On his feedback form he described the tutoring intervention as a positive experience that helped him to learn words that he didn't know. His tutor also described her experience as positive and commented that she learned that everyone can improve in reading.

In making connections, on the pretest, Alan didn't know how to make connections. He wrote, *I don't know* for each of the different kinds of connections. On the making

connections posttest, he was able to make 5/9 points. He made a developing connection to himself (2), and a proficient connection to the world (3), but he was unable to make a connection to another book. He demonstrated growth because he was able to make two more connections than he was could make at the beginning of the year. In compare and contrast, it was clear in his pretest that Alan was unable to understand what the strategy was really about. In the post-test he received a developing score because although he was now understanding the concept, he could have expanded and added more examples to the Venn diagram. In the sequence of events Alan didn't show growth, but neither did he regress. As he was shown to be fluent in this strategy from his pretest, it was good to see that he did not fall back throughout the course of the intervention. Alan showed growth in two out of the three reading comprehension strategies and on the third didn't show growth because he was already proficient in the strategy.

In fluency at the beginning of the year Alan tested as a fluent fourth grade reader reading 153 words per minute with 100% accuracy. On his second evaluation he tested at 176 words per minute with 98% accuracy, still showing that he is a fluent fourth grade reader. Overall, Alan's results indicate growth in the areas of reading disposition, reading comprehension and reading fluency.

Veronica. Veronica is one of my new students this year. It is her first year in a constructivist school and she is very young to be in fourth grade. From the beginning of the year, it was clear that she was lower than the average student in my class. She was struggling with oral and written comprehension of language. In her reading disposition she ended up with -5 confidence points. Although this seems alarming, I consider her

second self-assessment to be more realistic than her first assessment, therefore showing a more realistic perception of herself as a reader. On the questionnaire, Veronica described her experience as a positive one and shared that she learned how to read Reading A-Z books. Her tutor discussed frustration throughout the intervention because Veronica can be distracted and doesn't always focus. Her tutor also commented that it was difficult to work with her because she was such a struggling reader. However, at the end of the reflection, Veronica's tutor wrote that it was a positive experience and stated that she felt her student was the best student.

On her pretest of making connections Veronica didn't know how to make any connections, and on the post-test she was able to identify two developing connections; one developing connection to herself and one developing connection to the world. She was unable to find a connection to another book. I think that this shows progress from a complete lack of understanding to the ability to find two connections. Veronica also didn't know how to utilize the Venn diagram for comparing and contrasting, giving her a 0 on that pretest. On her post-test, Veronica showed that she had learned how to describe the characters, but still didn't know how to analyze their similarities and differences. I gave her a 1/3, which demonstrated growth in this area. In the sequence of events strategy, Veronica was unable to complete the pretest, but in the post-test was able to describe the sequence proficiently showing growth in all areas. Although Veronica is still learning and growing in her reading comprehension, the results from her pre- to post-test show growth in all three areas of reading comprehension.

In fluency, I was very alarmed at the beginning of the year with Veronica's incoming fluency score. She read 66 words per minute with 93% accuracy. Her subsequent reading results indicate she that is now reading 86 words per minute with 94% accuracy, growth of 20 words per minute. Veronica continues to struggle in reading, especially in comprehension. She remains to be well below grade level, reading at a 2nd grade fluency level. Overall, Veronica's results show minimal growth in reading comprehension and significant growth in reading fluency.

Johan. Johan is another student that I worked with last year in third grade. I wanted to evaluate his results because my other diagnostic assessments revealed that his reading abilities in both fluency and comprehension are lower than his other abilities in English. His reading disposition didn't see a great deal of growth showing a +1 confidence point throughout the course of the intervention. In his feedback on the student form he described working with a tutor to be a positive experience and stated that he learned to stop at the periods. I was able to witness his tutor working with him on this very area of opportunity. His tutor clearly modeled and stopped him when he observed that Johan wasn't using good expression or intonation while reading. His tutor also described his experience as positive and said that he learned that he needed to be perseverant throughout this experience.

In his pretest for making connections Johan was able to make only one developing connection (2) to the world. I was surprised to see this, especially after working a great deal on this reading strategy in third grade. After re-introducing the strategy of making connections, Johan began to make frequent connections throughout the class,

demonstrating his understanding and application of utilizing the reading strategy in all areas of school. On his post-test he scored an 8/9 with two proficient connections, one to himself and one to other texts. His connection to the world on the post-test was still developing; however, he showed significant growth in this reading strategy. In the reading strategy of compare and contrast Johan was able to understand that the Venn diagram was intended to show differences but he was still beginning in his analysis of the text. In his post-test however, he was able to clearly give differences and similarities of the characters as was asked of him. I gave him a 2.5/3 based on his depth of the analysis. In sequence of events he did not show growth from his pre- to post-test, staying at the level 2 of development throughout his post-test evaluation. His sequence of events were not detailed enough to give the full score of 3 (proficient) in this strategy. Johan also showed growth in two of the three reading comprehension strategies, as did Mary.

In fluency, Johan made some gain. At the beginning of the year he read 74 words per minute with 91% accuracy and in his second reading was reading 87 words per minute with 89% accuracy. Although his reading level and fluency are well below grade level, he did have some growth in both areas. Johan's overall results show growth in confidence, reading comprehension and fluency.

Parent Perceptions

The last area that I wanted to examine throughout the peer tutoring intervention was the perception of the parents. The majority of the parents that I worked with were willing to participate in an electronic, anonymous survey (see appendix C). The survey was used to measure the students' disposition to reading and the parent's perception of

the student. As the survey was anonymous, I was unable to identify specific parents for the five different students that I chose to evaluate, but, I administered the survey before and after the intervention to see if there was any growth throughout the intervention. I have included graphs of the parent responses.

More parents responded to the survey the first time. Fourteen parents responded to the first survey and eleven parents to the second, which affected the results of the graphs. The gray bars represent their initial results in September and the crosshatch bars represent the parent results in the end of October.

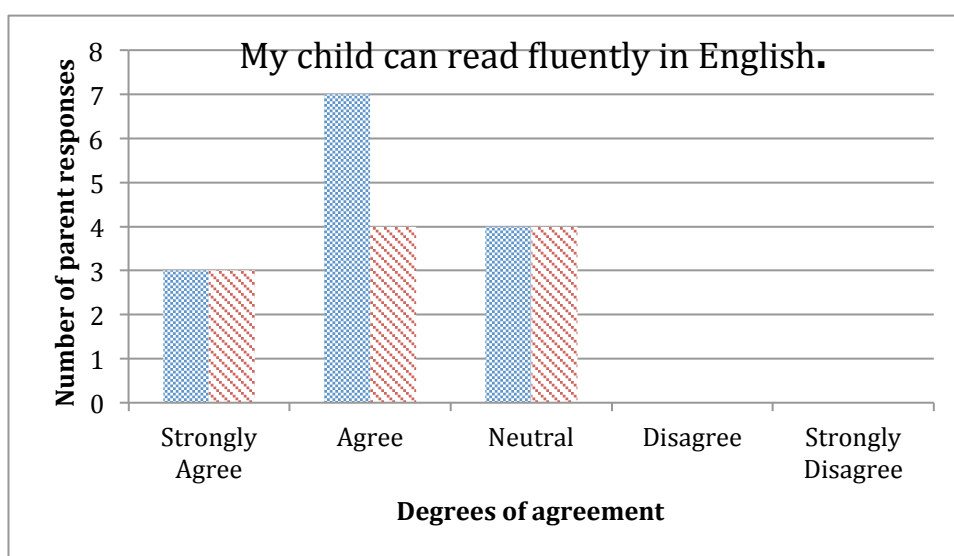


Figure 1: Parent Perception of Fluency

Parent perception of fluency. Analyzing the results of the first table, I see that the fluency perceptions of parents from the beginning to the end of the intervention remained the same. The only difference was the first time the survey was sent, three more parents responded to the survey. I believe that this indicates that the parents did not perceive a

great deal of growth in their child's fluency throughout the intervention. If the student does not consistently read aloud in English with their parent, this would be hard to perceive.

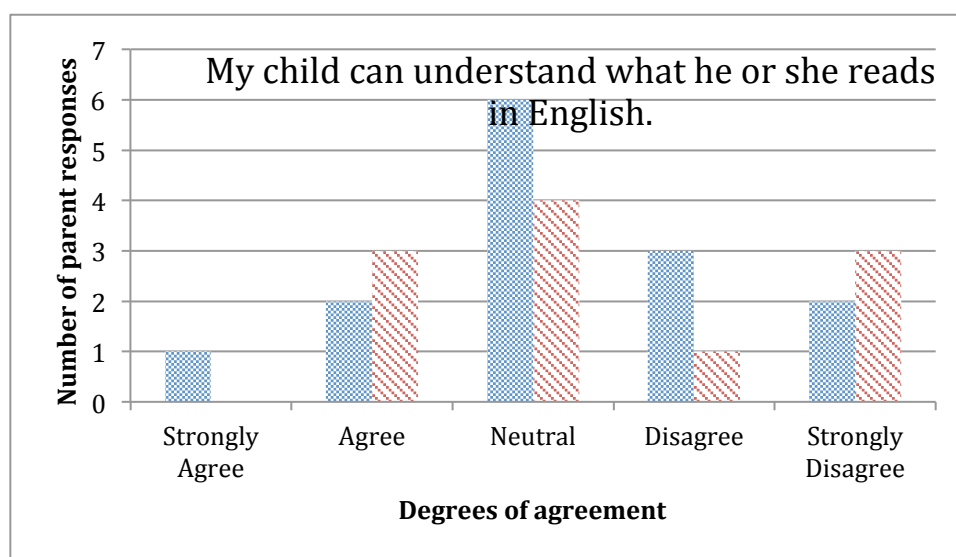


Figure 2: Parent Perception of Comprehension

Parent perception of comprehension. As the graph above indicates, in the first round of the survey, the parents were more confident in their child's reading abilities whereas the second time it showed that they were less confident in their child's ability to understand what they were reading. It is difficult to understand the significance of these results. I don't believe these results to be negative, however it may be a more realistic picture of where the students actually are. One aspect that affects these survey results is if the parent can read and understand English. Not all of the parents are bilingual, making it difficult for them to judge if their child is comprehending well in their second language.

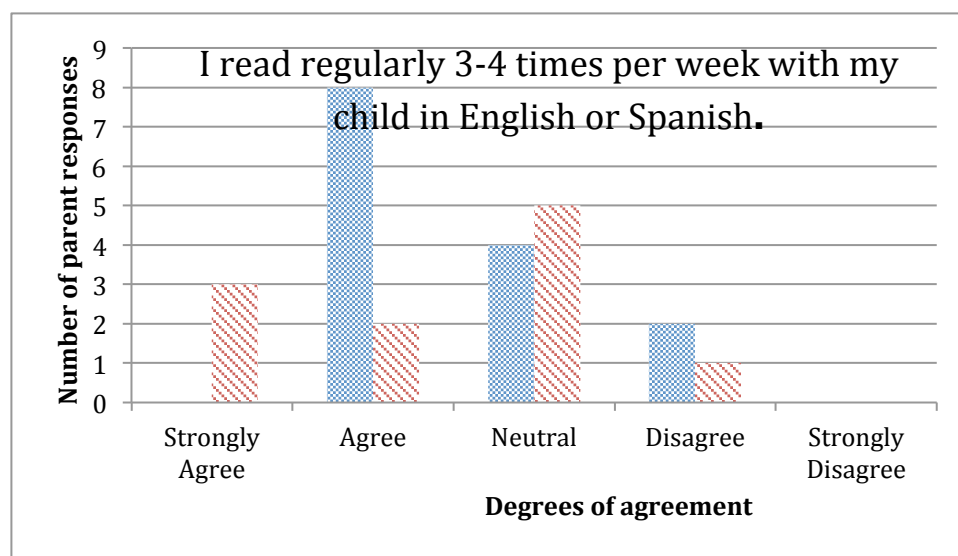


Figure 3: Parent Reading with their Child

Parent reading with their child. I think that this graph shows growth in the area of reading with their child. At the beginning of the year, the graph shows that less parents were reading with their child 3-4 times per week, whereas at the end of the intervention, more parents were reading regularly with their child. For me, this is positive growth. An important part of children learning how to read well with fluency and intonation is reading at home with their parents frequently. I am passionate about family literacy and finding ways to motivate parents to read to their children. This graph gives me hope, that the intervention may have positively affected the parents' desire to read with their children.

An analysis of the graphs produces results that are somewhat ambiguous. I feel it is important to have parent involvement as much as possible, so even though the results may be inconclusive, giving them an opportunity to share their observations was important for me to include in my study.

Emerging Themes.

As I reflect upon the results from my study, I observe the themes that have emerged from the intervention. The first is that four out of the five students demonstrated growth in reading fluency. In my opinion, this shows that the intervention was effective in increasing reading fluency. Another emerging theme that I see is that all of the students and tutors reported that the experience was positive. I think this also speaks to reading disposition and that reading with another student was positive for all those involved. Not all students showed growth on the self-assessment, but the reflection is another valid way to observe their reaction to the experience, and I conclude that for the students and tutors it was a positive experience. Although in not all reading strategies for every student there was observable growth, I would say is that most students did grow in their reading comprehension ability. In almost all cases there was growth from the pre-test to post-test on the different reading comprehension strategies that were taught and reinforced by the tutors. These emerging themes have helped me to see the growth that my students have had as a result of this reading intervention. Looking back to the literature review, I see that my results are similar to other results from similar interventions.

Literature Review Connections

In my opinion, my results correspond to other studies that have been reported. In her study in 2014, Van Keer discusses the active reading behavior that takes place during peer tutoring. I can say that I observed this behavior on multiple occasions both with my fourth grade students and with their tutors. Another similarity I found was to Pickel's study (2003) regarding fourth grade tutors helping kindergarten students to become more motivated to read. Although in the formal results, the results were inconclusive, the kindergarten teachers observed positive gains in motivation in their kindergarten students. In my study as well, the results for the self-assessment were somewhat inconclusive with 3/5 students having positive gains and 2/5 students having negative gains. However, I have observed in my classroom a positive attitude towards reading in my students.

In his study of the repeated reading intervention, Oddo et al. (2010) reported increases in fluency and an improvement in reading comprehension for two students. This also corresponds to my results where the majority of the students made gains in fluency and some students were able to make gains in reading comprehension strategies. The last study that I highlight was from Wright & Cleary (2006). In their peer tutoring study they targeted the needs of struggling readers. Unfortunately, in my study my struggling readers did not make as much progress as I had hoped. In fact, my lowest student seemed to regress over time. However in Wright and Cleary's study, there were gains for both the struggling readers and the tutor in fluency. It is important to note that in their study, Wright and Cleary had weekly monitoring in fluency, something that I did

not do throughout my reading intervention. Overall, my results coincide with the results of previous peer tutoring reading intervention studies. The only difference that I had was with my struggling readers, particularly with my lowest reader. I think that this indicates that the level of training, particularly for struggling reader needs to be more intense and more personalized to produce greater growth.

Capstone Question Reflections

As I move forward in chapter five to the major learnings section, it is important for me to reflect on my research question, on the development of my project, and if my action research really addressed what I hoped it would. *How can peer tutoring be used as an elementary reading intervention to benefit bilingual learners in Mexico?* For me, this question came out of my unique context, as a bilingual teacher in a private, Mexican school. As my research has shown positive benefits for students in reading fluency, comprehension and disposition towards reading, I feel that my study has successfully shown how peer tutoring can be a beneficial reading intervention in Mexico. Through my action research, methodology and results I have been able to show how peer tutoring can be an effective, low cost elementary reading intervention that does benefit bilingual learners in Mexico. Looking into the major learnings and implications of the study it is important to have my research question present.

Summary

Throughout the seven-week peer tutoring intervention, I was able to see positive growth in the areas of reading disposition, reading comprehension and fluency in my fourth grade students. Three of the five students made growth in reading disposition. Four

of the five students made growth in reading comprehension. Four out of five students made growth in reading fluency. The growth shown in these five students is merely a snapshot of the growth that was seen in my fourth grade class. The majority of the growth made by students was in reading comprehension and fluency as predicted and seen in other studies of peer tutoring. I examined the results of my literature review and the similarities and differences of the results that they had with my own reading intervention. The biggest discovery that I made was that the student who didn't make growth in any area was the lowest student that I have in my classroom. In other studies the researchers were able to see growth in the struggling readers as well. I believe that this implies the need for a more personalized program for tutors who will be working with struggling readers. In chapter five, I discuss the major conclusions that my study has on the future as well as connections to the literature review that I have found.

CHAPTER FIVE

Conclusions

“Language is power, life and the instrument of culture, the instrument of domination and liberation.” –Angela Carter

Introduction

As I reflect on this peer tutoring intervention, I see the growth that occurred in my students, in the tutors, and in myself as an educator. Although it has been a strenuous process, I can say with confidence that it was well worth the investment. One of the comments that I received on the tutor reflections from Veronica’s tutor was: *When can we begin again with tutoring?* For me, that really was the goal, that the tutors and students would learn and grow and see the value of working together as readers. My research question for this project has been: *How can peer tutoring be used as an elementary reading intervention to benefit bilingual learners in Mexico?* In chapter four I reviewed the results for each of the five student that I studied. In this chapter I look back to the literature review, discuss major learnings, the implications for the study, the limitations and the recommendations for future research.

Revisiting the Literature

In the previous chapter, I discussed my findings and how they compared to the studies I had discussed in the literature review. My findings were similar to those found in the literature review, with the exception of the case of my lowest student who did not make expected progress in reading comprehension or reading fluency. Looking back at the literature, I believe that they provide excellent suggestions for developing a peer tutoring program. Lee (2014) in his research addresses the importance of a structured tutoring program. In my experience this has also been true. Without the purposeful tutor trainings, I don't believe the students would have made the advances that they did. The tutor trainings gave the students a purpose and helped them to aim for a goal.

Another study that I felt was very relevant to my project was Oddo et al. (2010). He discusses the importance of follow up and monitoring in the classroom to complement the peer tutoring intervention. Having my reading program go hand in hand with the reading intervention was very helpful. I knew that my reading tutors would be reinforcing reading strategies and the themes that we were working on in the classroom. I feel that Oddo et al. is right in his assertion of the need for follow up. Reflecting back I think it would have been more helpful for me to follow up more often with my lowest student, JJ, and perhaps adapt his intervention and work with his tutor before the end of the intervention. Lastly, Wright and Cleary (2006) give different observations of peer tutoring. They assert that it is a low budget way to implement a reading intervention and that it can be implemented in any environment. I definitely agree with their assessment. Doing a peer tutoring reading intervention in Mexico with nearly all English language

learners has been an adventure, but ultimately it has proven to be successful. This speaks to Wright and Cleary and their observations of peer tutoring interventions.

Major Learnings

Throughout the process of my peer tutoring intervention there were three main areas of learning. The three main areas in which I learned were: building relationships, follow up, and assessment.

Building relationships. Implementing a peer tutoring intervention was a rewarding, but somewhat exhausting experience. It was helpful for me to work with student tutors whom I already knew and had established a relationship with as their third grade teacher. (I had three tutors that were new students, highly recommended by their fourth grade English teacher, but the other sixteen tutors had been my former students). I already knew their reading level and ability and this was helpful in having student tutors. Having this relationship and knowledge of the students' level already established helped me in many ways, but especially when choosing the tutor/student pair.

Throughout the intervention I wanted to focus on the relationship between the students and tutors before diving into the academic aspect of the intervention. For this reason, I devoted two class tutor training sessions to establish the tutor expectations, and one class period for the student and tutor to get to know each other. I think that this was helpful because it really helped the tutor and student to learn more about each other and their similarities and differences before beginning the reading portion of the program. I wanted the tutor and student to be comfortable with the person that they were working with and to realize the importance of their role as a tutor or as a student. Honestly, I think

it could have been helpful to have more time to work on the tutor group bond and also on the tutor-student bond.

Throughout the intervention I had the tutors make two encouraging notes for their students. For the students, this was very touching because they felt affirmed in their strengths by their tutor. On the last day of the intervention I had the fourth grade students share in a whole group setting what they appreciated about their tutor and what they had learned through their experience. This was also a powerful experience for the tutors because many of them realized that they had made a difference in their student's life. Throughout the tutor training this was also my emphasis. I reiterated to the tutors on many occasions, that the job of the tutor and teacher is more than teaching English or teaching reading, the job of the tutor is to establish a relationship and positively impact the students' lives. Throughout the trainings and videos that I showed, I felt that the student tutors were able to grasp this concept and by the end of the intervention, they were able to understand their impact on their student and the importance of their relationship together.

Follow up. For me, follow up with the students and tutors was a key part of the success of the program. Although I had high attendance for the tutor training sessions, I was constantly reminding and encouraging them to continue to do their best with their students and to come to the training sessions. I would ask them how they were doing and what they felt their student needed to continue to improve. As I was constantly in communication and following up with the tutors, it helped them to be more aware of the needs and growth of their student. As the intervention continued, it was easier for the

tutors to recognize what the student needs were and in the tutor trainings we were able to discuss ways that we could target the needs of the students.

Ongoing Assessment. The last area that I felt was a major learning for me was the importance of ongoing assessment. Both for me as an educator and for the students using the pre- and posttests were powerful. In addition, using other ways of formative assessment throughout the intervention and utilizing it in the tutor training sessions was helpful. By using student work in the trainings, the tutors were motivated to analyze and classify the work as beginning, developing and proficient. It was also helpful for me to be able to communicate more clearly my expectations for the different kinds of reading strategies. I remember specifically in the second reading strategy training of making connections. The tutors were looking in the notebooks of my fourth graders and were giving the connections a 1, 2 or 3 based on the students' proficiency. After they individually assessed the different notebooks, we collectively looked at the different notebooks and were able to determine what a 1, 2 or 3 connection really looked like. One tutor was examining a student connection and had given him a 3 for his connection and her reasoning. I told her that it could be a 3 connection, but the student had to add more information to the connection. By changing the student's connection from his notebook a bit, I showed her what an actual 3 connection looked like. For the tutor, this was a powerful moment, it was like a light bulb went off in her head. In this way using formative and summative assessment throughout the program and sharing it with tutors was helpful. The pretests were used as a diagnostic assessment so tutors could see how much knowledge their student was coming in with. The formative assessment or work in

the student's notebook was also helpful for the students to see the growth and the summative assessment to see the progress their student had made.

These three different areas of building relationships, follow up and assessment were areas that I really saw growth in myself as an educator and in my students and tutors throughout the intervention. It is important to reflect on these major learnings and the implications that they have for the future.

Implications for Study

There are three major implications that this study can have for the future. As Wright and Cleary (2006) observed, the first implication is that this intervention is an effective, low cost strategy that can be implemented at any school. This is good news, considering the struggle that bilingual environments have had with effective, low cost learning interventions. As I have completed the study in a bilingual environment outside the United States, I feel confident that this intervention could be beneficial in the bilingual environment within the United States as well.

Another important implication is the positive outcome of building between-grade level relationships through peer tutoring. As I mentioned in the major learnings, building relationships should be a major focus of the program to ensure success. This focus on positive relationships could help foster a positive and safe school environment and prevent bullying and mistreatment of younger students.

The last implication that I focus on is that of reading progress. The fact that throughout this peer intervention there has been growth in reading disposition, reading fluency and reading intervention is positive because it implies that the intervention causes

growth. For the programs that want to implement a reading intervention, I feel that peer tutoring is a viable and effective option.

Limitations

In addition to discussing the implications of the peer tutoring intervention, it is important to also examine the limitations within the study, and different ways that this study could be improved in the future.

Discipline. At times the discipline with the tutors was challenging, due to the limited space available. I would have liked to work on establishing to a deeper level the idea of respect, responsibility and honesty. I spent two class periods working on establishing the “tutor environment”, but it was difficult to really establish this well in two one-hour sessions. The discipline was not out of control in any way, but as I was no longer their teacher and there wasn’t a classroom management system in place, at times it was challenging to enforce discipline procedures.

Space. The place that I conducted the tutor trainings was the audiovisual room. It is like a small auditorium. I had decided to use this place because the projector was available to show the video clips that I wanted to share. However, the space was not conducive to teaching or speaking. It had an odd echo that also contributed to the discipline issues. It was difficult for students to hear or see well at times and it should be considered as a limitation.

Time. I feel like time was a limitation for two reasons. First, I only had about 50 minutes to work with the tutors once a week. This amount of time to dig into the material was too short and didn’t allow me to deeply cover the topics as I would have liked. The

second reason time was difficult was because of the time of day and the day of the week. Working on a Friday afternoon after class was challenging. The students were tired and if there was new material to cover, the students' attention span was minimal because of the time of day and day of the week. This was the only day of the week that tutor training was feasible due to extracurricular activities, but it was not optimal.

Past reading instruction. I didn't realize how much the past reading instruction would affect the tutors' abilities. Although I had begun to implement my reading strategies in the curriculum as their teacher in third grade, the fourth grade teacher hadn't focused on the same strategies, so the background knowledge for some of the strategies was lower than I had anticipated in my lesson plans. Some of the tutors did not have the background knowledge or the understanding of reading strategies. This was challenging, because some of the fourth grade students that I worked with last year in third grade had more knowledge of the reading strategies than their tutor counterparts. The highest student tutors were able to go grasp the strategy well in the amount of time allotted, but some of the lower tutors didn't grasp the strategy and internalize it as much as I would have hoped.

Personal limitations. As an American, working in a Mexican school, I think it is important to also address different limitations that I as a researcher have noted. The first is the cultural limitations. Even though I have lived in Mexico for almost four years, am able to work and live comfortably, I feel that at times I miss cultural undertones and cultural expectations. One such undertone was relationship. In my study, I think that I underestimated the importance for me to have a stronger, more active relationship with

the tutors. The teacher/tutor relationship required a lot of time that I didn't feel that I had. On the other hand, I think that I may also have hurt some of the other fifth grade students that were not chosen to be peer tutors and didn't have the opportunity to participate in the study. I had multiple students ask me why they weren't chosen, and if they could still be a tutor.

In addition, I felt that throughout the research process, I wasn't able to communicate my objectives and goals with the parents as I would have hoped. At the tutor parent meeting I had one father ask me, "Don't your students already know how to read?" The cultural expectation in the school environment that I am in is that the job of teaching is on the teacher. The idea of meta-cognition and active reading behavior is not well-known which also affected me as a teacher in my research and in my presentation of the project. The idea of an "intervention" is not well-known and not common in Mexican education and I should have been more sensitive to that going in both with parents and with the tutors as well.

Another personal limitation that I felt was doing the intervention in English. Although I thoroughly enjoyed the intervention in English and I was most comfortable in this language and required by the school to use English, I think that for the tutors and students it could have been more powerful in their first language, Spanish. Especially for my lowest students, I think that they would have yielded more positive results if the intervention had been conducted in Spanish.

These many areas had an impact on the peer tutoring program and limited it in various ways throughout the course of the six-week intervention. In looking ahead to the

recommendations, many of the suggestions take into account the limitations that were a part of the study.

Recommendations for Future Research

As I look toward future research, I see many areas that I would like to explore. I am interested in exploring the role of parents and siblings in reading growth, especially in a bilingual environment. I am interested in giving parent trainings to help to strengthen the school and home bond and further my students' growth in reading. In addition, I would like to implement my tutor training program on a bigger scale, training teachers at my school to support reading development in the elementary program, especially in Spanish, my students' native language.

From my field notes and the limitations that I have discussed, I have made recommendations for the tutor training program and for the students who are participating as well. After looking at the recommendations, I explain my communication plan that I have for this project.

Tutor training recommendations. There are many things that I believe would make this intervention more effective. First, I would recommend a more extensive tutor training program. The tutor training program that I designed was to fit into a specific time period, but I feel that it could be more effective for a longer range of time, along with more tutor preparation and bonding with their students. I would recommend that the tutor-training program continue throughout the year. I think that as the students continue to work with their tutors it would be helpful and more growth would be seen throughout the school

year. The tutors and students may also benefit from working with a different person, which could be helpful in different cases as well.

Second, I think having the parents more involved if possible could yield greater growth. I would recommend giving an orientation to parents, both to the tutor parents and the parents of the students that they will be working with. The orientation would cover what a tutor is, how he or she will be trained and what they will be doing with the students. Finally, giving the parent practical ways that they can be following up at home could make the tutor program more effective.

Third, the space, time and students that are chosen for the program need to be carefully planned and thought out. I recommend two people working on the training program to thoroughly carry it out as planned. I would adapt the tutor training curriculum to practice more with the tutors on specific areas such as phonics and fluency. With low students, I would put more than one tutor working with them or give their tutor more intensive training. I think the lowest students will really need more support and the tutor or tutors may need special training with how to work with the lowest students.

Tutor reflections. In order to examine tutor growth I used the self assessment questionnaire, but also I used a journal that they recorded throughout their experience as a tutor reflecting on their experiences and analyzing any ways that they could have been more effective or more helpful in working with their students. A recurring theme that I saw in the tutor reflections was the importance of being tolerant and patient with their students. It was also clear to me that for all of the tutors throughout their trainings and reflections they were deepening their understandings of their comprehension strategies

and their ability to produce oral and written language. Many of the student tutors continue to ask me when we will continue with the tutor trainings, and in their suggestions, they suggested trying tutor training for younger grade levels to see the results. I think that this indicates the positive experience that the tutors experienced and the possibility of continuing in the future. Looking at the growth of the tutor throughout the intervention is also an area that interests me. It is important to look at the growth for students, but also measuring the growth of the tutor is something that could be an interesting research project in and of itself.

Student recommendations: Getting the materials ready and prepped is exhausting. It would be helpful to have help in this area. I think that it would also be beneficial for students at times to work in small groups with tutors to be able to look at their books and explain different reading strategies that they had been working with. I would also say that implementing more student reflection could be helpful for the students to be more conscious of their learning process and the things that they were learning throughout the tutor/student learning process.

Communication Plan

It is important to share the progress of this intervention with the educational world large. I began with my communication plan at a school-level with my colleagues. I presented my research to my colleagues in a professional development day. I outlined my research question, project, results and implications. In addition, I hope to implement within the school a tutor program that can begin in January to continue the progress that was made. On a wider level, I hope to share this intervention with the bilingual

community. Bilingual schools are in need of feasible, low cost reading interventions, and I feel that this is a good fit. As I live in Mexico and am in a bilingual environment, I think that sharing this intervention with other bilingual educators in neighboring U.S. states could be helpful. California, Arizona, Texas and New Mexico are all schools with a large bilingual population and I feel that my intervention could be helpful to them. I would like to present my study and results at a bilingual or TESOL conference, to share with other educators.

In my own classroom, I will be teaching my students to be tutors and working with the first grade students on fluency and on reading strategies. The first grade students have a very low English acquisition level. For my students, I believe that having the opportunity to be a reading tutor will help them to develop, mature and grow more in their English language abilities. For the lowest students I will put with a peer tutor partner so that he or she can also be growing in his capacity. These are the different ways that I want to share my research, results and the implications of my study with the educational community so they also can take advantage of this effective, low cost reading intervention.

Personal Reflection

As a person and as an educator, this experience has been helpful for me in many ways. Implementing a reading intervention program between two grade levels has helped me to increase in my confidence as an educator. Although I had the support of my school, it was up to me to design the curriculum and get all of the materials and meetings in place. I realized the power that I have as an educator to equip students to be positive peer

tutors and ready them with life skills that will help them to be problem solvers and be proactive about their own growth and the growth of others around them.

As an educator I also learned the importance of assessment, and as a result of this intervention I will be implementing more formative assessments in order to better understand student needs and growth. As a person, I learned the importance of organization and realizing that not everything goes as you expect, that flexibility and patience are the best way to see positive results in something. As I reflect on my experience, I feel that it has changed me in many ways, given me new ideas, and fostered in me curiosity to continue to look for innovative ways to target student needs and that by utilizing the resources that I have at my disposition, I can make a difference.

Summary

Throughout this capstone project on peer tutoring I have tried to answer the question: *How can peer tutoring be used as an elementary reading intervention to benefit bilingual learners in Mexico?* In chapter one, I discussed the background of my question, and why it was an area of interest for me. I shared my story for how I became an educator, and my passion to help bilingual schools find effective, low cost interventions. In chapter two I described my literature review focusing on the areas of bilingual education, intervention and peer tutoring as a reading intervention. These research studies helped give me the foundation for my curriculum and peer-tutoring project. By analyzing these different studies I was able to focus my assessment on reading disposition, fluency and reading comprehension. In chapter three, I described my project and the methodology that I used to put it into practice. I also described, my participants, my setting and the data evaluation

tools that I used to assess progress for my reading intervention. In chapter four I described my results for both students and tutors throughout this intervention. By analyzing the data collected from the data collection tools I was able to look at the effectiveness of the program that I had designed. In chapter five I have outlined my conclusions. I focused on my major learnings and the implications they have. I outlined the limitations that my study had and my recommendations for future research. I ended with my communication plan as a way to share with others my research and results that they have had.

Language continues to be something that I am passionate about. Watching students interact and actively learn together has deepened my knowledge on the power of language and its influence in the classroom. I hope that through my own research and reflections others will also come to this conclusion about language and its power to strengthen and target student needs in our world today.

Appendix A: Consent Letters

Administration Consent Letter

June 2015

Dear Principal,

I am a third grade English teacher and a graduate student working on an advanced degree at Hamline University, St. Paul, Minnesota. As a part of my graduate work, I plan to conduct research in my classroom from August 28th- October 31st, 2015. This research is public scholarship and the abstract and final product will be cataloged in Hamline's Bush Library Digital Commons, a searchable electronic repository and it may be published or used in other ways.

I want to study how peer tutoring affects comprehension and fluency as a reading intervention. Fifth grade tutors will be assigned to work with different groups of third grade students. I will train the tutors and they will visit the third grade classroom one to two times per week and work with specific reading strategies. The purpose of the study is to see the effects that peer tutoring can have on reading comprehension, reading fluency, and disposition towards reading.

There are a few risks to the participants in this study. There is the risk that students may be negatively affected in their reading comprehension, fluency or disposition towards reading. I feel however that the potential benefits greatly outweigh the potential risks. All results will be confidential and anonymous. I will not record information about individual students, such as their name nor report identifying information or characteristics in the capstone. Participation of the students is voluntary and they may decide at any time and without negative consequences that information about the student will not be included in the capstone. I am asking your permission to conduct this research in my classroom with the 4th and 5th grade. I will obtain written consent from all of the parents of the participants in order to secure their privacy and safety.

The capstone will be catalogued in Hamline's Bush Library Digital Commons, a searchable electronic repository. My results might be included in an article for publication in a professional journal or in a professional conference. In all cases, the students' identity and participation in this study will be confidential.

If you agree that the students may participate, keep this page. Fill out the duplicate agreement to participate on page two and return to me by mail or copy the form in an email no later than July 1st, 2015.

Sincerely,
Hannah Paulson
hpaulson04@hamline.edu

Informed Consent for Peer Tutoring research

I have received your letter about the study you plan to conduct research in which you will be observing students' behavior in groups. I understand there are a few potential risks involved, that the students and that his/her confidentiality will be protected, and that the students may withdraw from the project at any time.

Authority Signature

Date

Participant copy

Informed Consent for Peer Tutoring research

I have received your letter about the study you plan to conduct research in which you will be observing students' behavior in groups. I understand there are a few potential risks involved, that the students and that his/her confidentiality will be protected, and that the students may withdraw from the project at any time.

Authority Signature

Date

Researcher copy

Parent Consent Letter

June 2015

Dear Parent or Guardian,

I am a fourth grade English teacher and a graduate student working on an advanced degree at Hamline University, St. Paul, Minnesota. As a part of my graduate work, I plan to conduct research in my third grade classroom from August 28th- October 31st, 2015. This research is public scholarship and the abstract and final product will be cataloged in Hamline's Bush Library Digital Commons, a searchable electronic repository and that it may be published or used in other ways.

Your child has been chosen to be a reading tutor for third grade students. The purpose of this study is to see the effects that peer tutoring can have on reading comprehension, reading fluency and disposition towards reading. I will train the tutors and they will visit the third grade classroom once per week and work with specific reading strategies. In addition, your child will have weekly training sessions for follow up and reflection. The participation of your child will include working with third grade students and implementing reading comprehension and fluency strategies. To measure their growth in their disposition to reading I plan to use self-assessments and personal journals. These journals will contain personal reflections of your child and his or her work with the third grade students. I would like your consent for using participant work in my capstone research.

There is minimal risk your child to participate. The risk is that your child may be negatively affected in his or her disposition toward reading. All results will be confidential and anonymous. I will not record information about individual students, such as their name nor report identifying information or characteristics in the capstone. Participation is voluntary and you may decide at any time and without negative consequences that information about your child will not be included in the capstone.

I have received approval for my study from the School of Education at Hamline University and from the principal. My results might be included in an article for publication in a professional journal or in a professional conference. In all cases, your child's identity and participation in this study will be confidential. If you agree that your child may participate, keep this page. Fill out the duplicate agreement to participate on page two and return to me by mail or copy the form in an email no later than June 30th, 2015.

Sincerely,
Hannah Paulson
hpaulson04@hamline.edu

Informed Consent to Participate in Qualitative Interview

I have received your letter about the study you plan to conduct in which you will be observing students' behavior in groups. I understand there is minimal risk involved for my child, that his/her confidentiality will be protected, and that I may withdraw or my child may withdraw from the project at any time.

Parent/Guardian Signature

Date

Participant copy

Informed Consent to Participate in Qualitative Interview

I have received your letter about the study you plan to conduct in which you will be observing students' behavior in groups. I understand there is minimal risk involved for my child, that his/her confidentiality will be protected, and that I may withdraw or my child may withdraw from the project at any time.

Parent/Guardian Signature

Date

Researcher copy

August 2015

Dear Parent or Guardian,

I am your child's fourth grade English teacher and a graduate student working on an advanced degree at Hamline University, St. Paul, Minnesota. As a part of my graduate work, I plan to conduct research in my classroom from August 28th- October 31st, 2015. This research is public scholarship and the abstract and final product will be cataloged in Hamline's Bush Library Digital Commons, a searchable electronic repository and that it may be published or used in other ways.

The purpose of this study is to see the effects that peer tutoring can have on reading comprehension, reading fluency and disposition towards reading. Fifth grade tutors will be assigned to work with different groups of third grade students. The tutors will be trained in how to work on reading comprehension and fluency skills with third grade students. Your child will participate in this study by receiving instruction from the fifth grade tutors regarding specific reading comprehension and reading fluency strategies. I will be using in this study is a set of pre and post-tests of the reading strategies and self-assessments to measure the students reading comprehension and reading disposition. I would like your consent for using participant work in my capstone research.

There is minimal risk for your child to participate. The risks include that the fluency, comprehension or disposition towards reading may be negatively affected. All results will be confidential and anonymous. I will not record information about individual students, such as their name nor report identifying information or characteristics in the capstone. Participation is voluntary and you may decide at any time and without negative consequences that information about your child will not be included in the capstone.

I have received approval for my study from the School of Education at Hamline University and from the principal. My results might include in an article for publication in a professional journal or in a professional conference. In all cases, your child's identity and participation in this study will be confidential. If you agree that your child may participate, keep this page. Fill out the duplicate agreement to participate on page two and return to me by mail or copy the form in an email no later than August 28th, 2015.

Sincerely,

Hannah Paulson
hpaulson04@hamline.edu

Informed Consent to Participate in Qualitative Interview

I have received your letter about the study you plan to conduct in which you will be observing students' behavior in groups. I understand there is minimal risk involved for my child, that his/her confidentiality will be protected, and that I may withdraw or my child may withdraw from the project at any time.

Parent/Guardian Signature

Date

Participant copy

Informed Consent to Participate in Qualitative Interview

I have received your letter about the study you plan to conduct in which you will be observing students' behavior in groups. I understand there is minimal risk involved for my child, that his/her confidentiality will be protected, and that I may withdraw or my child may withdraw from the project at any time.

Parent/Guardian Signature

Date

Researcher copy

Translated Parent Letter for Tutors

Junio 2015

Estimados padres de familia,

Soy una maestra de inglés y estoy estudiando una maestría a través de Hamline University en St. Paul, Minnesota. Como parte de mi desempeño en mi maestría voy a hacer una investigación en mi salón del 28 de agosto al 31 de octubre 2015. Esta investigación es pública y el abstracto y el producto final serán parte de la biblioteca electrónica de Hamline Bush Library Digital Commons.

Su hijo ha sido escogido para ser tutor(a) de lectura para los niños de cuarto grado.

A través de mi investigación mi propósito es ver los efectos de los niños tutores en la comprensión lectora, la fluidez y la disposición hacia la lectura.

Entrenaré a los tutores y ellos visitarán los salones de tercer grado una o dos veces a la semana y trabajarán con estrategias de lectura. Además, cada semana habrán sesiones de 30 minutos de entrenamiento, seguimiento y reflexión para los tutores. Los niños participarán en auto evaluaciones y en un diario para reflexionar. Estas herramientas me ayudarán ver como esta investigación afecta su disposición a la lectura. Me gustaría su permiso para utilizar el trabajo de su hijo en mi investigación.

Al participar en esta investigación hay muy poco riesgo. Es posible que su disposición hacia la lectura esté afectada negativamente. Todos los resultados serán confidenciales y anónimos. No publicaré la información personal de los alumnos que participan en la investigación. La participación es voluntaria y usted puede decidir en cualquier momento y sin repercusiones que la información de su hijo no se usará.

La universidad de Hamline, y la escuela me han dado permiso hacer mi investigación en el colegio. Mis resultados tal vez se publiquen en un artículo o en una revista profesional. En dado caso la identidad de su hijo y su participación serán confidenciales. Si usted está de acuerdo que su hijo participe, quédese con la hoja 1 y dos y por favor llene la hoja 3 y devuelva a su servidora la hoja a más tardar el 30 de junio del 2015. Pueden mandar la hoja en un sobre cerrado dirigida a mí y a que sus hijos me la entreguen durante el turno escolar.

Sinceramente,

Miss Hannah Paulson
hpaulson04@hamline.edu

Permiso para participar en investigación cualitativa

He recibido tu carta de la investigación en la que se observará el comportamiento de mi hijo en grupos. Entiendo que no hay mucho riesgo que mi hijo se involucre y que su confidencialidad será protegida. Estoy enterado que yo puedo sacar a mi hijo de este proyecto o que mi hijo se puede salir en cualquier momento siempre y cuando se notifique al colegio oportunamente.

Firma de padre

Fecha

La copia de los padres de familia

Permiso para participar en investigación cualitativa

He recibido tu carta de la investigación en la que se observará el comportamiento de mi hijo en grupos. Entiendo que no hay mucho riesgo que mi hijo se involucre y que su confidencialidad será protegida. Estoy enterado que yo puedo sacar a mi hijo de este proyecto o que mi hijo se puede salir en cualquier momento siempre y cuando se notifique al colegio oportunamente.

Firma de padre

Fecha

La copia de la investigadora

Translated Parent Letter for 4th grade students

Junio 2015

Estimados padres de familia,

Soy una maestra de inglés y estoy estudiando una maestría a través de Hamline University en St. Paul, Minnesota. Como parte de mi desempeño en mi maestría voy a hacer una investigación en mi salón del 28 de agosto al 31 de octubre 2015. Esta investigación es pública y el abstracto y el producto final serán parte de la biblioteca electrónica de Hamline Bush Library Digital Commons.

A través de mi investigación mi propósito es ver los efectos de los niños tutores en la comprensión lectora, la fluidez y la disposición hacia la lectura.

Entrenaré a los tutores y ellos visitarán los salones de tercer grado una vez a la semana y trabajarán con estrategias de lectura. Además, cada semana habrán sesiones de 30 minutos de entrenamiento, seguimiento y reflexión para los tutores. Los tutores trabajarán con su hijo(a) con los diferentes estrategias para la fluidez y la comprensión lectora. Para medir sus avances en esta área usaré quizzes antes y después para medir su avance en la comprensión lectora. Además usaré una auto evaluación para su hijo(a) para determinar su disposición hacia la lectura. Me gustaría su permiso usar su trabajo en mi investigación.

Al participar en esta investigación no hay poco riesgo para su hijo(a). Es posible que su hijo esté afectado negativamente en su comprensión, en su fluidez o en su disposición hacia la lectura. Todos los resultados serán confidenciales y anónimos. No publicaré la información personal de los alumnos que participan en la investigación. La participación es voluntaria y usted puede decidir en cualquier momento y sin repercusiones que la información de su hijo no se usará.

La universidad de Hamline, y la escuela me han dado permiso hacer mi investigación en el colegio. Mis resultados tal vez se publiquen en un artículo o en una revista profesional. En dado caso la identidad de su hijo y su participación serán confidenciales. Si usted está de acuerdo que su hijo participe, quédese con la hoja 1 y dos y por favor llene la hoja 3 y devuelva a su servidora la hoja a más tardar el 30 de junio del 2015. Pueden mandar la hoja en un sobre cerrado dirigida a mí y a que sus hijos me la entreguen durante el turno escolar.

Sinceramente,

Miss Hannah Paulson
hpaulson04@hamline.edu

Permiso para participar en investigación cualitativa

He recibido tu carta de la investigación en la que se observará el comportamiento de mi hijo en grupos. Entiendo que hay poco riesgo que mi hijo se involucre y que su confidencialidad será protegida. Estoy enterado que yo puedo sacar a mi hijo de este proyecto o que mi hijo se puede salir en cualquier momento siempre y cuando se notifique al colegio oportunamente.

Firma de padre

Fecha

La copia de los padres de familia

Permiso para participar en investigación cualitativa

He recibido tu carta de la investigación en la que se observará el comportamiento de mi hijo en grupos. Entiendo que hay poco riesgo que mi hijo se involucre y que su confidencialidad será protegida. Estoy enterado que yo puedo sacar a mi hijo de este proyecto o que mi hijo se puede salir en cualquier momento siempre y cuando se notifique al colegio oportunamente.

Firma de padre

Fecha

La copia de la investigadora

Appendix B: 4th grade self-assessment

4th grade Self-Assessment

Circle the answer that best fits how you feel about reading.

- | | | | | |
|--|---|---|---|---|
| 1. I enjoy reading in English. | 1 | 2 | 3 | 4 |
| 2. I am a good reader in English. | 1 | 2 | 3 | 4 |
| 3. I need help when I read in English. | 1 | 2 | 3 | 4 |
| 4. I can understand what I read in English. | 1 | 2 | 3 | 4 |
| 5. I can read by myself in English. | 1 | 2 | 3 | 4 |
| 6. I get frustrated when I read in English. | 1 | 2 | 3 | 4 |
| 7. I can read fluently in English. | 1 | 2 | 3 | 4 |
| 8. I can read with accuracy in English. | 1 | 2 | 3 | 4 |
| 9. I can make connections with what I read. | 1 | 2 | 3 | 4 |
| 10. I can compare and contrast different things I read. | 1 | 2 | 3 | 4 |
| 11. I see things from a different perspective when I read. | 1 | 2 | 3 | 4 |
| 12. RAZ kids helps me to be a better reader. | 1 | 2 | 3 | 4 |

Appendix C: Parent Survey

Parent Survey

Questions to include in the survey in English and Spanish translation. The survey was sent electronically through Survey Monkey.

<u>Reading Attitudes Survey</u>					
<u>La encuesta de actitudes hacia la lectura</u>					
Strongly Agree Totalmente de acuerdo			Strongly disagree Totalmente en desacuerdo		
1	2	3	4	5	6
My child enjoys reading in English. (A mi hijo le gusta leer en inglés.)					
1	2	3	4	5	6
My child can read fluently in English. (Mi hijo puede leer en inglés con fluidez e entonación.)					
1	2	3	4	5	6
My child has confidence when he or she reads in English. (Mi hijo se siente seguro cuando lee en inglés.)					
1	2	3	4	5	6
My child feels like a good reader in English. (Mi hijo se considera un buen lector en inglés.)					
1	2	3	4	5	6
My child gets frustrated when he or she reads in English. (Mi hijo se frustra cuando lee en inglés.)					
1	2	3	4	5	6
My child needs support to read in English. (Mi hijo requiere apoyo para poder leer en inglés.)					

1 2 3 4 5 6

My child can understand what he or she reads in English.
(Mi hijo entiende lo que lee en inglés)

1 2 3 4 5 6

The program **RAZ kids** has helped my child to become a better reader in English.
(El programa de RAZ kids ha ayudado a mi hijo para ser un mejor lector en inglés.)

1 2 3 4 5 6

The program **RAZ kids** has motivated my child to read in English.
(El programa de RAZ kids ha motivado a mi hijo para leer en inglés)

1 2 3 4 5 6

I read regularly 3- 4 times a week with my child in English or Spanish.
(Yo leo con frecuencia (3 o cuatro veces a la semana) con mi hijo en inglés o en español)

1 2 3 4 5 6

Comments:
(Comentarios)

Appendix D: Reading Comprehension strategy-Making connections

Choose a book at your level. Read the book. Make three connections below, one with yourself, one with the world and one with another book.

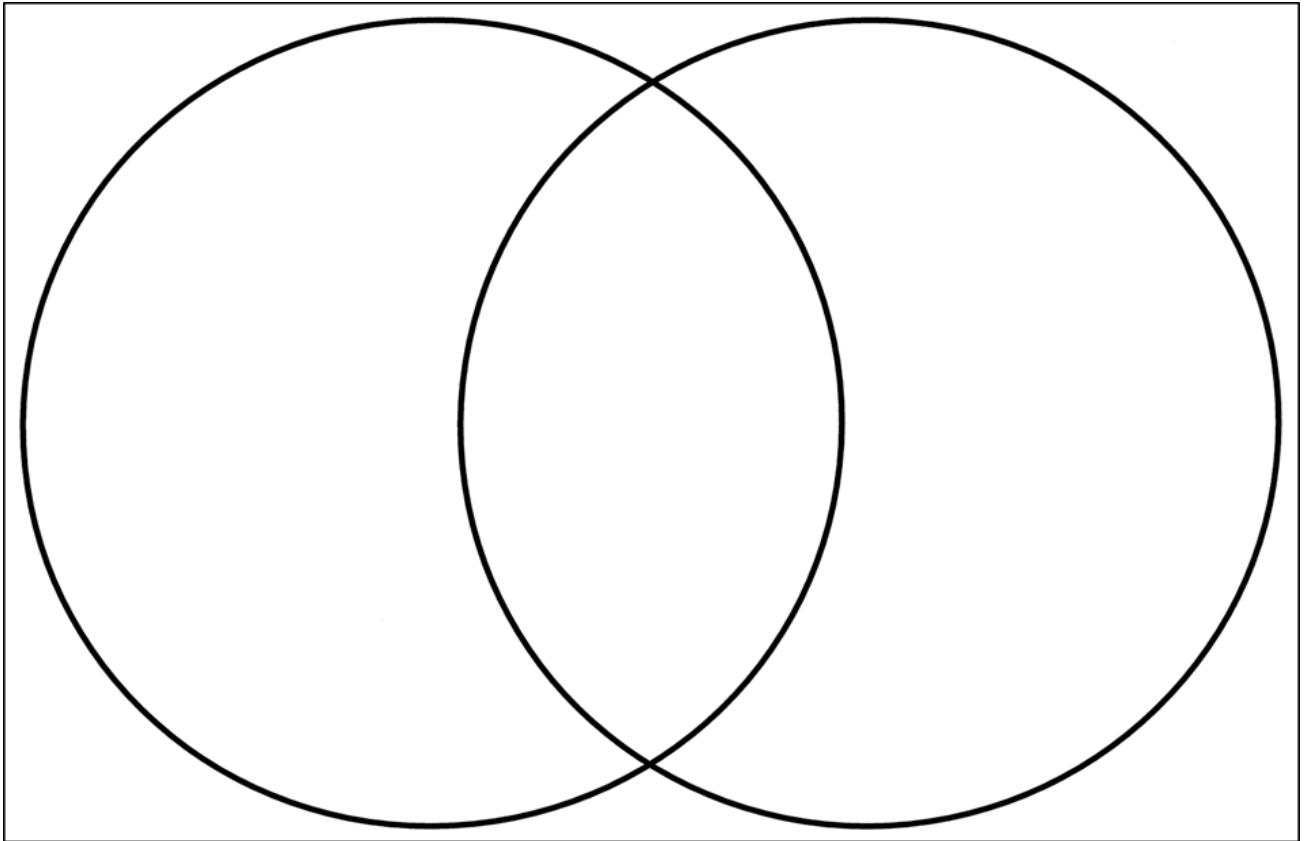
Connections pre/post test

Connection to myself	Connection to the world	Connection to another book

Appendix E: Reading Comprehension Strategy-Compare/Contrast Pre/Post test

Compare/Contrast Pre/Post Test

Choose a book at your level. Read the book. Choose two characters or things from the story. Find two things that are different and two things that are the same about these characters.



Appendix F: Reading Comprehension Strategy-Sequence of Events Pre/Post-test

Sequence of Events Pre/Post Test

Choose a book at your level. Read the book. Describe four important events that happened in the story in order.

1.

2.

3.

4.

Appendix G: Tutor Reflections

Tutor Name: _____

Student Name: _____

Date: _____

Tutor Questionnaire

1. Has being a tutor been a positive or negative experience for you? **Why?**

2. If you could improve something about the tutor experience, what would it be?

3. In what areas has your student progressed?

4. In what areas does your student need to improve?

5. What did you learn from being a tutor?

6. Describe your favorite tutor training.

7. What was your favorite reading strategy learned?
 Making connections Perspective Sequence of Events
8. In what ways have you improved in reading from the experience of being a tutor?

9. What are suggestions that you have for the tutor program?

10. What comments or questions do you have for Miss Hannah

Appendix H: Student Reflections

Student Name: _____

Tutor Name: _____

Date: _____

Student Questionnaire

1. Has working with a tutor been a positive or negative experience for you?

Why?

2. What did you learn from working with a tutor?

3. What was your favorite reading strategy learned?

Making connections

Perspective

Sequence of Events

4. In what ways have you improved in reading from the experience of working with a tutor?

What are suggestions that you have for the tutor program?

Appendix I- CBM Fluency Tests

TEACHER PAGE	Name of student _____ Date of testing _____	
	Grade 4: Form B	
FORM B	<p>Pizza is absolutely my favorite food. If I could, I would eat it every day for breakfast, lunch, and dinner. I would eat it inside or outside, at home or at school. I just love it; each and every pizza makes my mouth water.</p> <p>A good crust is baked just right, not too hard and not too soft. The dough is tossed high into the air like a ball being bounced by a seal. It is a perfect circle just waiting for cheese, sauce, and other good things. The sauce is red like a superhero's cape. The taste makes your tongue leap up and do a little dance.</p> <p>My favorite part is the cheese. The cheese on pizza should be thick and gooey. It pulls from your mouth like taffy. It sticks to your face like cotton candy. I like to have so much it slides off the crust like a waterfall when you pick up each slice. All together these tastes make the most wonderful food in the world, pizza.</p>	
	10 19 31 42 44 54 66 78 87 97 107 108 117 127 137 150 160 169 171	
	Word Count – 171	
	Scoring	
	<p>Word recognition accuracy: $\frac{\text{Words correct}}{\text{Total words read orally}} = \text{_____} = \text{_____} \%$</p> <p>Fluency-Automaticity: _____ wcpm</p> <p>Multidimensional Fluency Scale</p> <p>Expression and Volume: _____</p> <p>Phrasing and Intonation: _____</p> <p>Smoothness: _____</p> <p>Pace: _____</p> <p>Total Score: _____</p> <p>Comprehension: _____</p>	Comments and Observations:
	GRADE 4	

TEACHER PAGE	Name of student _____ Date of testing _____
	Grade 4: Form D
FORM D	My grandmother is the best person in the world. 9
	Going to her house is really fun. Every Sunday I visit her, and we do all the things that a grandma and grandson should. Once in a while I even sleep over. 20
	My grandmother is old, but she doesn't look it. 31
	She is short and round and soft all over. When she hugs me, I feel like I am being wrapped in a cloud. 41
	Grandma always wears an apron; sometimes the apron is a bright color, and sometimes it is just plain white, but she always has one on. She even wears one in the morning when she makes me bacon. 50
	Telling stories is the thing that my grandma does best. You always know when she is going to tell a story. Her eyes get dreamy and she sits back in the closest chair. When she tells a story, I feel like I am there. It is like I walked into the picture in her mind. 61
	The best stories are the ones about when she was young and my grandfather was still alive. 73
	Grandpa died a few years ago. Her stories help me remember him. Grandma and Grandpa lived next door to each other when they were little. She says they were best friends from the start, like peas in a pod. Sometimes after Grandma tells a story about Grandpa, she looks a little sad. That is when I do something funny to cheer her up. She says I am more fun to watch than television. I am my grandma's best friend now; we are two peas in a pod. 80
	91
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269	
Word Count – 269	
Scoring	
Word recognition accuracy: $\frac{\text{Words correct}}{\text{Total words read orally}} = \frac{\quad}{\quad} = \quad\% $ Fluency-Automaticity: _____ wcpm Multidimensional Fluency Scale Expression and Volume: _____ Phrasing and Intonation: _____ Smoothness: _____ Pace: _____ Total Score: _____ Comprehension: _____	Comments and Observations:
GRADE 4	

Taken from *3-Minute Reading Assessments: Word Recognition, Fluency and Comprehension: Grades 1-4*
 (Timothy V. Raskinski, Nancy Padak, 2005)

Name of student _____ Date of testing _____

Grade 4: Form C

Today is a dark and rainy day. It has been	10
raining since I woke up. It rained all day at school,	21
and it rained the whole way home on the bus. It	32
rained as I walked home from the bus stop, and it is	44
still raining now. Outside, water covers the ground. It	53
is like the whole world has turned into a swimming	63
pool that is just deep enough to come up to your	74
ankles.	75
Leaves cover all the lawns and streets. They	83
have been ripped from their branches by raindrops	91
that have been falling endlessly, taking with them	99
everything in their path. The leaves almost seem to	108
be wondering what they did to deserve this; it	117
wasn't their time to fall yet.	123
Cars drive by with their headlights on, even	131
though it is daytime. The sun is gone, and I wonder	142
when it will come back. I sit by my window waiting	153
for the rain to stop. I hope it stops soon. Winter is	165
coming; I need to be outside playing every day	174
before the cold comes. Today is a dark and rainy	184
day. It has been raining ever since I woke up.	194

Word Count — 194**Scoring**

Word recognition accuracy:
 $\frac{\text{Words correct}}{\text{Total words read orally}} = \frac{\quad}{\quad} = \frac{\quad}{\quad} \%$

Fluency-Automaticity: _____ wcpm

Multidimensional Fluency Scale

Expression and Volume: _____

Phrasing and Intonation: _____

Smoothness: _____

Pace: _____

Total Score: _____

Comprehension: _____

Comments and Observations:

Appendix J: Tutor Training Lesson Plans

General Reading Guidelines for Tutoring

First, read to your student using good expression and intonation. Model using the strategy that we will use, giving good examples.

For example: You are working on the connection making strategy so you could say... I have a connection to myself to this book. Just like in the book they recycle, we recycle with the contests to save the Earth.

Use post it notes or show how you *think about* what you read.

Second, have the student practice reading the book. Make corrections if they make mistakes. Give them strategies if they don't understand

(Re-read, use the context, read ahead)

Third, have them practice using the strategy with post it notes or a graphic organizer.

If you finish early, they can re-read the book practicing reading the book with good fluency and intonation. If they finish reading the book have them work on summarizing the book with the summary form.

August 27th Tutor Training

Objectives	<p><u>Students will be able to:</u></p> <p>create a working definition for a tutor describe attributes that make a good tutor identify acceptable behavior for a tutor understand the goal that tutors have</p>
Guiding Questions	<p>*What does a tutor mean to you? *What are attributes that make a good tutor? *What will we be doing? *Why were you chosen to be a tutor? *What is our goal/objective? *What is acceptable/non-acceptable behavior for a tutor?</p>
Motivation (15 minutes)	<p>I will put students in small groups. The tutors will have different jobs within their groups. They will walk around to the different stations and write answers to the questions they see. After the students answer the different questions each group will briefly present their thoughts on each question and we will make a discussion web about a tutor. We will create a definition of what a tutor is.</p> <p>Questions: What is a tutor? What are qualities of a good tutor? What does a tutor learn? How does a tutor show respect to the students they are tutoring? What are things that tutors NEVER should do?</p>
	<p>Individually will talk about experiences that they have had as tutors and tutees. They will make a list of positive and negative characteristics of tutors that they have seen. They will talk about their strengths and weaknesses. Then they will discuss their lists in small groups. If they hear good ideas from others they can add them to their list. Together we will talk about what a good tutor does and how they act and how they don't act. We</p>

<p>Instruction (30 minutes)</p>	<p>will make agreements as tutors with statements like: As tutors we are respectful to each other and to our students. Each student will sign the agreement.</p> <p>**We will take a short break. (5 minutes) https://www.youtube.com/watch?v=4z7gDsSKUmU</p> <p>After the break I will be talking about working with third graders and why the tutors were chosen to work with third graders. We will brainstorm what it was like for them in third grade. What are third graders like?</p> <p>2 minute brainstorm with students and then talking as a group. We will have a traced fourth grader and write different things that third graders are like and what they do. I will talk about the tutoring program. I will assign tutors with students based on personality. They will NOT be paired with family. Talk about the importance of a good relationship with their student or students.</p>
<p>Closure (10 minutes)</p>	<p>After that, students will make a Venn Diagram comparing themselves with 4th grader and talking about their similarities and differences. We will talk about our goals when working with the third grade students.</p>
<p>Evaluation (5 minutes)</p>	<p>Exit ticket Students will write: 1 new idea about tutoring 1 way they can be a better tutor 1 way 3rd graders and 4th graders are similar 1 personal goal they have with the students they will tutor</p>

Materials Required:

Tutor folder for each student	Pencils
Poster board with questions	Traced fourth grader on butcher paper
Venn Diagram	White paper
YouTube	Post-its
Markers	Note cards

August 28th tutoring session:

<p>Objectives</p>	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> *respond appropriately to behavioral issues with students *plan one activity they want to do to meet their students *utilize post it notes as part of reading strategies *model reading strategies *define bullying and prevent bullying within the tutoring experience
<p>Guiding Questions</p>	<ul style="list-style-type: none"> *How can I respond appropriately to behavioral problems? *How can I effectively work on reading strategies with my student? *How can I prevent bullying with my student?
<p>Motivation (15 minutes minutes)</p>	<p>Review last session. Look at the different posters/discussions that we looked at https://www.youtube.com/watch?v=gvuEu8N_KJc Bullying video; What is bullying and how can it be avoided?</p> <p>What are consequences of bullying? Students will MIX, PAIR SHARE first and then discuss as a large group</p>
<p>Instruction (25 minutes)</p>	<p>Reading instruction with reading strategies. We will focus on three reading strategies. The most important part of reading strategies is to model your THINKING. Show examples using simple books on RAZ kids. Stop, talk about your thinking, mental processes. To help students express their thinking they can use post it notes or graphic organizers to help them. Talk about the three main strategies we will be focusing on:</p> <p>Making Connections Perspective/Compare and Contrast</p>

	<p>Making Predictions</p> <p>Model with students. Tutors read the book and model their thinking. They show post it notes and explain strategies they are using.</p> <p>Practice with partners. * 5 minute break</p>
<p>Closure (15 minutes)</p>	<p>An important piece of tutoring is having a good environment. As a tutor, you are older and that means that you have power over the students. Some of the students may be disrespectful. Let's think of some solutions if your student is being disrespectful to you. What is language you can use and what are ways that you can assert authority?</p> <p><u>Give discipline scenarios.</u></p> <p>*Your student doesn't want to read and is laying on the ground playing. What will you do?</p> <p>*Your student is distracting other groups from reading. What will you do?</p> <p>*Your student is going to the bathroom every five minutes. What will you do?</p> <p>*Your student is saying in appropriate words or doing inappropriate things. What should you do?</p> <p>We will have an informal meeting before we begin tutoring. You will meet your student and there will be a game and activity to work on. Your job is to plan a short activity that you can do to bond with your student. Give students their itinerary for informal meeting.</p>
<p>Evaluation (10 minutes)</p>	<p>Reflection is important and as a tutor you will be responsible to reflect in a Reflection journal. You can write in English or Spanish. The journal is for you.</p> <ul style="list-style-type: none"> • Students will turn in their first journal entry using the following reflective questions:

	<p>*How can I respond appropriately to behavioral problems?</p> <p>*How can I effectively work on reading strategies with my student?</p> <p>*How can I prevent bullying with my student?</p> <ul style="list-style-type: none"> • Students will turn in their bonding activity that they have planned for their first meeting
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Materials Required:

Posters used in first session

YouTube

IPads

Journal entry pages

Post-it notes

Discipline scenarios written down

Informal meeting note card ideas

Lesson plan for Informal Meetings September 4th or 5th

Objectives	The student will be able to: *work together and recognize their similarities and differences *{the tutor will} implement their activity that they had planned to get to know their student with
Guiding Questions	How am I similar to the person I am working with? How am I different? How can I work most effectively with this student?
Motivation	Third grade students will be waiting for their tutor with a drawing on their desk for their student. I will read the tutor name and the students that will work with that tutor. To begin the tutor will facilitate using a Venn Diagram. One circle will be the tutor and one circle will be the student. The middle piece will be their similarities. They will have 10 minutes to complete this activity. They will need to include in the Venn Diagram learning styles as well as other ways they are similar or different.
Instruction (20 minutes)	After this activity we will play the game PEOPLE to PEOPLE Following people to people, the students will do a photo scavenger hunt.
Closure	The final activity will be the tutors implementing the activity that they had planned to do with the student.
Evaluation	The tutors and students will write 2 things that they like about their student.

Materials required:

IPads

Drawing for the tutor

Note cards

Pencils

Tutor Lesson Plan Making Connections Part I-September 4th

Objectives	<p>The student will be able to:</p> <ul style="list-style-type: none"> *reflect on their experience as a teacher *model using the strategy of making connections *model using good fluency and intonation while reading *use post it notes or graphic organizer to show reading strategy
Guiding Questions	<p>How have was my first encounter as a tutor? What was my student like? What is he or she good at? What does he or she need to work on? How can I model making connections with my student? How can I model good fluency?</p>
Motivation	<p>Students will share with inner circle/outer circle their experience meeting their student. Then they will briefly share in a large group setting. (10 minutes) We will review what our objective as a tutor is and how we can be a good tutor to our student. I will take questions or comments at this time.</p>
Instruction	<p>We will look at the first reading strategy, making connections. I will play a video clip of a movie and the students will have to make a connection to their lives, to another movie and to the world.</p> <p>https://www.youtube.com/watch?v=XK7XwLbd-oI MULAN</p> <p>https://www.youtube.com/watch?v=ndEhclIZxso Princess Diaries</p> <p>https://www.youtube.com/watch?v=VnN_WRG8Jac Glory Road</p> <p>https://www.youtube.com/watch?v=CHsePQ8LJGY Remember the Titans. (20 minutes) After writing down their connections, the students will share with one another their connections. (5 minute break)</p> <p>I will model working with the tutor.</p> <p>After watching the movies, in partners they will practice as if they were with their students. They will read with intonation. The student will read and they will practice modeling the reading strategy. (20 minutes)</p>
Closure	<p>For closure, the student will write in their journal.</p>
Evaluation	<p>Students will write their plan for working with their student in the next week.</p>

Materials required:

YouTube

IPads

Connections paper

Tutor Lesson Plan Making Connections Part II-September 11th

Objectives	<p>The student will be able to:</p> <ul style="list-style-type: none"> *reflect on their experience as a teacher *model using the strategy of making connections *model using good fluency and intonation while reading *use post it notes or graphic organizer to show reading strategy
Guiding Questions	<p>What does my student know how to do well? What are two things he or she needs to work on as a reader? How does my student respond the best to other students?</p>
Motivation	<ul style="list-style-type: none"> *We will review the order for the students as they work with students. READ to student, listen/correct student, strategy, re-read *Students will do mix-pair-share discussing the following questions. Students will write down 2 questions that they have about tutoring or teaching making connections. *Students will see their student's pre-test and discuss how they felt doing the connections with their students. (10 minutes)
Instruction	<p>https://www.youtube.com/watch?v=ZUDigw4LCYE</p> <ul style="list-style-type: none"> *Tutors will look at the student's connections in their notebooks. They will identify the difference between excellent connections, satisfactory connections and insufficient connections. They will write them on the chart. *Two students will model tutoring with another student, using a book on the iPad. They will receive positive and negative feedback from the other students. (30 minutes)
Closure	<p>Answering the questions as a whole group (10 minutes) Make 3 goals for answering questions... give students their evaluation that the students will have for making connections (10 minutes)</p>
Evaluation	<p>Journal Entry reflection (5 minutes) What are ways that my student is an excellent reader? What does her or she need to improve in? Reading comprehension, fluency, expression as they read</p>

Materials required:

Post-it notes

IPads

Journal Entry

Tutoring Session September 18th - Compare and Contrast Part I

Objectives	<ul style="list-style-type: none"> *reflect on their experience as a teacher *model using the strategy of comparing and contrasting *model using good fluency and intonation while reading *use post it notes or graphic organizer to show reading strategy
Guiding Questions	<p>What progress have I seen in my student? What progress have I seen in myself as a tutor? How can I use comparing and contrasting to help me understand the story better? How is a Venn Diagram a helpful tool to understand differences and similarities?</p>
Motivation	Power-point to do different comparisons; students choose one couple to complete the Venn Diagram; look for deeper comparisons
Instruction	<p>Students will go in a question circle asking answer the guiding questions to reflect on their experience thus far</p> <p>I will read aloud a short book and ask students to identify two characters in the story... they will then have to compare and contrast the characters and their traits; After this, the students will watch a short video clip and compare the characters.</p> <p>https://www.youtube.com/watch?v=ljdAYTH5QSY https://www.youtube.com/watch?v=Aqn4C8utJyw</p>
Closure	Students will reflect on why comparing and contrasting is a helpful skill to help in reading comprehension. They will reflect on it in their peer journal.
Evaluation	Students will evaluate their two strategies that they have learned and how they are similar and how they are different and why they are important

Materials required:

PowerPoint
 YouTube

Journal

Tutoring Session September 24th - Perspective Part II

Objectives	<p>*reflect on their experience as a teacher</p> <p>*model using the strategy of perspective</p> <p>*model using good fluency and intonation while reading</p> <p>*use post it notes or graphic organizer to show reading strategy</p>
Guiding Questions	<p>What is perspective?</p> <p>Why is it important to identify whose perspective the book is being told by?</p>
Motivation	<p>https://www.youtube.com/watch?v=S2QesBnEi2I</p> <p>https://www.youtube.com/watch?v=uOR03UDn5Pk</p> <p>https://www.youtube.com/watch?v=te83Hzuiq1c</p> <p>**Game: What do you prefer?</p> <p>Make the connection to how we have different preferences... we also have different perspectives.</p>
Instruction	<p>In books, fiction or non-fiction, there is always a perspective present and there is always a perspective missing. Take the story of the 3 little pigs, whose perspective is present? Whose is missing? Let's look at this story about the wolf's perspective of what happened. When you read looking for perspective you have critical reading glasses on that help you to identify important things in the story.</p> <p>Let's look at the following stories and the perspective that they have:</p> <ol style="list-style-type: none"> 1. Cinderella 2. Sleeping Beauty/Maleficent 3. Homeward Bound
Closure	<p>Students have to write a day in the life of an animal from that animal's perspective. The students will use the format based on what they saw in the video clips of Diary of a Worm, Diary of a Spider and Diary of a Fly.</p>
Evaluation	<p>Mention a book that you have read this week, and write the perspective that the book is written from.</p> <p>How can you help your student to see a different perspective?</p> <p>Why is seeing the perspective important?</p>

Materials required:

YouTube

IPads

Tutoring Session September October 2nd- Perspective Part III

Objectives	<ul style="list-style-type: none"> *reflect on their experience as a teacher *model using the strategy of perspective *identify the missing perspective *model using good fluency and intonation while reading *use post it notes or graphic organizer to show reading strategy
Guiding Questions	<p>What are unjust perspectives that you have seen before? Why is it important to identify the missing perspective?</p>
Motivation	<p>Show video clip of Ant Bully movie and how the boy's perspective changes...</p> <p>https://www.youtube.com/watch?v=B28BDpewMKA</p> <p>https://www.youtube.com/watch?v=xTPj6ix4zvk</p> <p>https://www.youtube.com/watch?v=7jjpIX97yFE</p> <p>What are some movies that show different perspectives? BRAINSTORM (10 minutes)</p>
Instruction	<p>JIGSAW</p> <p>Give the students bias articles that obviously neglect a certain perspective. They will have to identify the perspective and the perspective that is missing from the article. (30 minutes)</p>
Closure	<p>After learning about perspective, how does it change the way that you read different books? (5 minutes)</p>
Evaluation	<p>Journal Reflection (15 minutes)</p>

Materials required:

Bias Articles

Video clip from Ant Bully movie

Rotafolio pages

Tutoring Session September October 9th - Sequence of Events Part I

Objectives	<p>*reflect on their experience as a teacher</p> <p>*model using the strategy of sequence of events</p> <p>*model using good fluency and intonation while reading</p> <p>*use post it notes or graphic organizer to show reading strategy</p>
Guiding Questions	<p>Why does a sequence of events help students to understand the story?</p> <p>What does a story that is out of order indicate?</p> <p>How can I best model this strategy for my student?</p>
Motivation	<p>Teacher will read a story and after reading the story students will have to put the story in the correct order. The teacher will re-read the story and the students will have to check if they had the correct order of events.</p> <p>*Students will discuss what helped them to remember the story events. (15 minutes)</p>
Instruction	<p>What will help students to remember the order of a story?</p> <p>https://www.youtube.com/watch?v=5-I1yi28uUo</p> <p>In partners, students will read stories to one another. They will have to retell the important events in order. Then they will switch. (15 minutes)</p> <p>Students will watch a short clip and write the sequence of events. They will choose the 10 most important events and write them in order. (20 minutes)</p> <p>https://www.youtube.com/watch?v=W9J15fDAFxc</p>
Closure	
Evaluation	<p>Journal Reflection</p> <p>What do you think that your student will struggle with?</p> <p>How can you effectively explain sequence of events?</p> <p>What are things that help you to remember the order of the events?</p>

Materials required:

Youtube

IPads

Tutoring Session September October 17th - Sequence of Events/Retelling
Part II

Objectives	<ul style="list-style-type: none"> *reflect on their experience as a teacher *model using the strategy of perspective *identify the sequence of events *model using good fluency and intonation while reading *use post it notes or graphic organizer to show reading strategy
Guiding Questions	<p>What do students need to be successful in retelling a story? Why is retelling a story difficult? How can I model retelling a story well?</p>
Motivation	<p>Students will listen to a story and will listen to different students retell the story and will have to grade the story if the student is beginning, developing or proficient in retelling the story. (15 minutes)</p>
Instruction	<p>Students will read a story in partners and give examples of a beginning, development or proficient different for different stories. They will practice on three different books. (20 minutes)</p>
Closure	<p>Students will listen to different story retellings and will have to identify if they are 1 (beginning), 2 (developing), 3 (proficient) (15 minutes)</p>
Evaluation	<p>Journal reflection What is difficult for my student in retelling a story? How can I help them to meet the objective and retell stories correctly?</p>

Materials required:

Rotafolio paper

Student notebooks

IPads

Tutoring Session October 23rd - CLOSURE

Objectives	<ul style="list-style-type: none"> * reflect on their experience as tutors *give feedback as to the positive and negative experiences that they had *provide suggestions for future tutoring opportunities
Guiding Questions	<p>What were positive experiences that you had as a tutor? What were negative experiences that you had? What would you change? How would you make tutoring with students better? How would you make the training sessions better? Do you feel like your student improved through tutoring in their attitude, fluency or comprehension? Why or why not?</p>
Motivation	Tutors will receive the note from their student regarding their experience and the positive things that they learned and will remember. Tutors write a note to their student about the positive things that they experienced during tutoring. (15 minutes)
Instruction	Students mix, pair, share about the different questions and then will write their answers in their journal. (15 minutes)
Closure	<p>Students will brainstorm in teams different suggestions to improve tutoring both with students and with tutor training. (10 minutes)</p> <p>Eat brownies with ice cream to celebrate finishing tutoring.</p>
Evaluation	Students will turn in their journals. I will give them their personalized thank you for helping with tutoring.

Materials required:

Questionnaires

Paper

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