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The Effect of Cross-age Tutoring on Reading Attitude

Joshua John Quick

This research is a product of the graduate program in Early Childhood, Elementary, and Middle Level Education at Eastern Illinois University. Find out more about the program.

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The Effect of Cross-age Tutoring on Reading Attitude

BY

Joshua John Quick

THESIS
SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF Master of Science in Education IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY CHARLESTON, ILLINOIS

2000

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING THIS PART OF THE GRADUATE DEGREE CITED ABOVE

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Abstract

One of the greatest challenges facing teachers of reading today is the negative attitude of students toward reading. One suggested means of positively influencing the reading attitude of students is cross-age tutoring. However, a study is needed to establish whether a clear link exists between cross-age tutoring and positive changes in reading attitude.

Experimental research was conducted during the course of an academic quarter (nine weeks) to determine whether cross-age tutoring has a positive impact on reading attitude. The subjects of the study were first grade students (n=12). The first graders were identified for the study based on low scores on the Elementary Reading Attitude Survey. The first graders were placed in matched pairs based on their Elementary Reading Attitude Survey raw scores. Matched pairs were then randomly split into a control group (n=6) and an experimental group (n=6). The tutors were second grade students (n=6) identified through teacher interviews as being enthusiastic and skilled readers. During four 30-minute training sessions, the second grade tutors were trained to implement a two part instructional plan during each tutoring session. The instructional plan included sight word practice, word games, paired reading time with retelling, and testing in the Accelerated Reader computer program. Throughout the nine weeks of the study, the second grade tutors conducted two 30 minute sessions each week with students in the experimental group. During the tutoring sessions, first grade students in the control group engaged in typical independent reading activities such as sustained silent reading. All first grade subjects were retested with the Elementary Reading Attitude Survey following the last tutoring session. A Wilcoxon matched-pairs signed-ranks test was used to analyze the posttest data. In addition, qualitative data were obtained through observational rating scales of reading behaviors completed by a certified teacher acting as a
teaching assistant in the classroom. Results indicate that students in the experimental group did show greater increases in reading attitude than those in the control group. However, the Wilcoxon test indicated that these differences were not statistically significant.
Dedication

To my family: Roselene, Jessie, and Ian Quick who provide love, patience, and encouragement unconditionally.

To my parents, who held me to high standards and instilled the confidence necessary to undertake life's challenges.

To all of my students past, present, and future.
Acknowledgments

A project of this sort cannot reach successful conclusion without the encouragement, advice, and knowledge of many. I consider this project to be a collaborative effort among many dedicated professional educators. I would like to express my appreciation to these individuals for their efforts.

I am grateful for the advice and knowledge of my advisor, Dr. Linda Reven. She has provided enthusiastic support and a wealth of ideas at every stage of the project. Dr. Grace Nunn and Dr. French Fraker have generously given of their expertise and time for the betterment of this thesis. I greatly appreciate their efforts. Thank you to Dr. Gail Lockart, Dr. Charles Eberly, and Dr. Barbara Powell for their advice and assistance in analyzing my data.

I also wish to express my gratitude to my friend, colleague, and mentor, Mrs. Ginny Collins. This project could not have happened without her cooperation and encouragement. I also thank Mrs. Dee Scott for helping create an environment in which educators are supported in their efforts to improve students' learning.
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Chapter One
Introduction

**Importance of the Study**

"It’s boring!"

"I don’t want to!"

"I can’t!"

These statements are just a few samples illustrating one of the greatest challenges facing teachers of reading today: students’ negative attitudes toward reading. A poor attitude toward reading can debunk even the most dedicated teacher’s efforts to improve a child’s reading ability. Therefore, a clear need exists for reliable methods of improving attitude toward reading. One suggested approach to influence attitude has been the option of cross-age tutoring. Cross-age tutoring is an activity that has been shown to have positive effects in both the academic and affective domains. Cross-age tutoring involves individual instruction of a student that is implemented by another student of a different age or grade level. The one-on-one interactions facilitated by cross-age tutoring could be an ideal format to convey positive attitudes toward reading. However, a study is needed to establish whether a clear link exists between cross-age tutoring and positive changes in reading attitude.

**Statement of the Problem**

Does cross-age tutoring result in a more positive reading attitude?

**Hypothesis**

The implementation of a cross-age tutoring program will positively influence students’ reading attitude.
**Definition of Terms**

**Accelerated Reader** – refers to a computer software program containing a database of multiple choice comprehension questions that students answer after reading a book.

**Affective domain** - refers to feelings, emotion, interests, and motivation.

**Basal-based reading program** - refers to a reading program in which vocabulary is controlled, reading skills are taught in a specific sequence, and a specially-designed textbook is utilized.

**Cross-age tutoring** - refers to individual instruction which is implemented by a student of a different age and/or grade.

**Decoding** - refers to that part of reading in which visual symbols are converted to meaningful speech sounds.

**Elementary school** - refers to a school housing grades preschool through six.

**Holistically scored** - refers to a method of scoring a writing sample with regard to the overall message rather than an analysis of component parts.

**Literature-based reading program** - refers to a reading program in which the primary materials are quality children’s books and the instruction is based on these books or an anthology of these books.

**Low achievers** - refers to students who are academically performing at a level below
their potential as measured by an intelligence test

**mainstreamed** - refers to a student with special needs who is educated in the same setting with his/her non-disabled peers

**paired reading** - refers to students reading in groups of two

**peer tutoring** - refers to individual instruction which is implemented by a fellow student

**phonics** - refers to a reading strategy characterized by having students identify and pronounce the sounds which correspond with letters and letter combinations found in written language

**prediction/retell** - refers to a reading strategy in which students use prior knowledge to make assumptions before reading a selection, read the selection, and then summarize the selection in their own words

**read-alouds** - refers to stories which a teacher, other adult, or child reads out loud to a student or group of students

**reading attitude** - refers to one's feelings about reading including self-perceived ability and enjoyment

**remedial readers** - refers to those students who are receiving special instruction to correct problems in reading skills
self-contained classroom - refers to a classroom in which all academic subjects are taught

sight word recognition - refers to the ability to automatically identify a high utility word without the use of word attack skills

word attack skills - refers to a collection of strategies used to identify unknown words including phonics, contextual analysis, and structural analysis

word game - refers to an activity designed to be enjoyable for the student and to improve word attack skills

**Assumptions**

The following assumptions will underlie this study:

1. Reading attitude is an important issue in reading instruction and is worthy of study.
2. Cross-age tutoring will be a valid and worthy research topic.
3. First grade students will participate to the best of their ability.
4. The certified teacher will complete observational checklists in an unbiased manner.
5. The Elementary Reading Attitude Survey will be a valid and reliable instrument to assess students’ reading attitude.
6. The first grade students will respond to statements on the Elementary Reading Attitude Survey honestly.
7. Materials used during tutoring sessions will be developmentally appropriate.
8. The second grade tutors will participate to the best of their ability.

**Delimitations**

The following delimitations underlie this study:

1. The study will be limited to a rural elementary school in east central Illinois.

2. The tutors in the study will be limited to six second grade students selected by the second grade teacher according to predetermined criteria.

3. The subjects of the study will be limited to twelve first grade students identified as having a less positive attitude toward reading than their peers based on scores on the **Elementary Reading Attitude Survey**.

4. The control group in this study will be limited to six first grade students randomly selected from pairs of students matched based on similar scores on the **Elementary Reading Attitude Survey**.

5. The experimental group in this study will be limited to six first grade students randomly selected from pairs of students matched based on similar scores on the **Elementary Reading Attitude Survey**.

6. The study will be limited to one academic quarter (nine weeks in length).

7. Standardized measurement of the students’ reading attitude will be limited to results of the **Elementary Reading Attitude Survey**.

8. Qualitative measurement of the students’ reading attitude will be limited to data gathered through an observational rating scale of reading behaviors completed by a certified teacher acting as a teaching assistant.

9. The administration of the **Elementary Reading Attitude Survey** will be limited to a March pretest and a May posttest.
10. The completion of the observational rating scale by the certified teaching assistant will be limited to once per month.

11. The administrators of the Elementary Reading Attitude Survey will be limited to certified teachers with previous experience in the administration and scoring of this instrument.

12. Training for the cross-age tutors will be limited to four 30-minute sessions.

13. The tutoring sessions will be limited to two 30-minute sessions per week.

14. The study will be limited to the effect of cross-age tutoring on reading attitude and will not focus on reading achievement.

**Limitations**

The following limitations will underlie this study:

1. The use of first and second grade students limits the generalizability of the results to other grade levels such as fifth and sixth grade.

2. The use of students from a rural school district limits the generalizability of the results to larger urban or suburban school districts.

3. The use of cross-age tutors in the study limits the results to other tutoring programs such as senior citizen volunteer programs.

4. The focus on reading attitude prevents generalizability of the results to other aspects of reading such as decoding.
Chapter Two
Review of the Literature

This chapter will review literature related to the effect of cross-age tutoring on reading attitude. The studies are summarized in the following categories: cross-age tutoring and peer tutoring, reading attitude, and the effect of peer tutoring and cross-age tutoring on reading attitude.

Cross-Age and Peer Tutoring

In this section, studies focusing on cross-age tutoring and peer tutoring will be reviewed.

Carli (1997) conducted a research project to examine the effect of cross-age tutoring on reading comprehension and word attack skills. The students involved in the project were second and fifth grade students attending school in a middle class midwestern suburb. The second grade students were targeted based on poor reading test scores. Teachers also identified students for the study by their level of word attack skills and reading comprehension. A one-on-one cross age tutoring program was implemented, providing the second grade students with individual phonics instruction, read-alouds, and verbal interactions. Post-project testing indicated that the program was successful in increasing reading comprehension and word attack skills.

Taylor, Hanson, Justice-Swanson, and Watts (1997) designed a program to address the need for reading intervention beyond the early primary years. Teachers identified second grade students (n=31) for the program based on Metropolitan Achievement Test 7 scores. Students were divided into three groups. One group of students (n=12) received small group reading enrichment and cross-age tutoring by fourth grade students from October to May. Another group of students (n=7) received only the small group reading enrichment. The final
group of students (n=12) served as a control group. Post-testing on the Metropolitan Achievement Test 7 indicated the group that had received both small-group enrichment and cross-age tutoring had significantly higher scores than the control group and slightly higher scores than the group that had received only small-group enrichment.

A study was conducted by Toth (1997) to determine the effect of cross-age tutoring on writing achievement. The study involved first grade and sixth grade students in the Union County, New Jersey School District. One group of first and sixth grade students was cross-age paired and another group was not paired. Writing samples were obtained and holistically scored for each student. Students were also surveyed on their self-perceived writing achievement. After the cross-age pairing, the students were reassessed. A significant increase in holistic writing scores was noted in the paired sixth grade students when compared to the non-paired sixth grade students.

A study conducted by Fuchs, Fuchs, Mathes, and Simmons (1997) examined the effectiveness of peer tutoring programs with three types of learners: low achievers with disabilities, low achievers without disabilities, and average achievers. The study was conducted in classrooms (N=40) in three school districts of a southern state. Teachers in 20 of the classrooms implemented a peer-tutoring program. The remaining 20 classrooms served as a control group. The tutoring program involved one-on-one sessions in which students engaged in three reading strategies: partner reading with retelling, paragraph summary, and prediction relay. Pretest and posttest data on reading achievement were collected through three subtests of the Comprehensive Reading Assessment Battery. Students in the experimental group were found to demonstrate greater progress than students in the control group, regardless of learner type.

An observational study by Tillona (1988) examined the experiences and outcomes of special education students (N=5) who were mainstreamed into general education classrooms for portions of their school day. A support team including the school psychologist, principal,
and guidance counselor monitored the students’ progress and provided assistance. Peer
tutors were utilized to provide academic assistance to the mainstreamed students. Results
showed that the mainstreamed students were successful, both academically and socially.

Mooney (1986) conducted a study to determine the effect of peer tutoring on the
reading achievement of fourth grade remedial readers. The fourth grade students (N=30)
were randomly assigned to an experimental or a control group. Both groups were given the
Gates-MacGinitie Reading Test prior to the intervention. Students in the experimental group
received ten weeks of after-school tutoring from eighth grade students. Posttest data
indicated that students in the experimental group showed greater improvement in reading
achievement than those in the control group.

Day (1994) conducted a survey to determine the prevalence and structure of cross-age
tutoring programs in Northwestern Ohio. Surveys were mailed to 68 elementary schools.
Data collected from the 42 responding schools indicated that less than 22% utilized cross-age
tutoring. Of the schools that did use cross-age tutoring, less than 25% provided formal
instruction to the tutors. Results also indicated that tutors were most likely to be in third
through sixth grade while the tutees were most likely to be first or second grade students.
Most of the responding schools requested additional information on peer tutoring, indicating
a need for distribution of such information.

An observational study conducted by Kermani and Mahnaz (1997) examined the
processes of peer interaction in a cross-age tutoring program. Specifically, the researchers
wanted to examine tutor and tutee traits which were likely to enhance learning, types of
learning outcomes best suited to cross-age tutoring, the relationship between the degree of
task difficulty and the nature and quality of interactions, and teaching strategies used by
tutors. Fifth grade students (n=10) were paired with kindergarten students (n=10) based on
gender, teachers’ perceptions of academic ability, and school records. The student pairs met
for an hour each week for five consecutive weeks. Each tutoring session included a warm-up
activity, a major task, two science experiments, and an ending activity. The sessions were recorded on video and audio tape. The interactions between tutors and tutees were analyzed. Results indicated that the older students acting as tutors did assist the younger students’ thinking.

Greenwood, Terry, Utley, Montagna, and Walker (1993) conducted a follow-up study to examine the long-term benefits of peer tutoring. Students (n=303) who had participated in a previous longitudinal study of class-wide peer tutoring were located and reassessed for the follow-up study. The students attended middle school in the Kansas City metropolitan area. The students had been randomly selected for participation in the original study and randomly assigned to a control group or experimental group. Students in the experimental group had participated in a class-wide peer-tutoring program throughout grades one through four. When compared to the control group, these students showed significant academic gains as measured by the Metropolitan Achievement Test. In the follow-up study, 73% of the original sample was located for reassessment two years after the conclusion of the original study. The students were given the Comprehensive Test of Basic Skills. Results indicated that students from the experimental group of the original study had maintained an academic advantage in the areas of reading, language, and mathematics.

**Reading Attitude**

The articles examining reading attitude will be reviewed in this section. Major emphasis will be placed on those studies, which focus on positively changing reading attitude.

Williams (1989) examined reading attitudes and interests of elementary students with regard to the variables of teacher and parent influence, ethnic background, gender, and grade level. The subjects were a random sample of black students (n=101), white students (n=92), Chinese students (n=2), and an Arab student (n=1) in central Mississippi. The students
came from families with low to middle level socioeconomic status. The students were given a survey instrument designed to examine the students’ home background as it relates to reading. Results indicated that, regardless of ethnicity, students who were read to before they began school liked to read and spent a great amount of time reading.

A study to explore the relationship between reading attitude and reading achievement was conducted by White (1991). The participating students (n=876) were first through eighth grade students in a white middle class rural community. Students were given the reading attitude portion of the Estes Attitude Scale. In addition, the subjects’ scores on the Reading Comprehension subtest of the Iowa Test of Basic Skills were used as a measure of reading achievement. The data collected in these two assessments were analyzed to determine if patterns or relationships existed between reading attitude and reading achievement. Results indicated that a weak but consistent positive relationship existed between reading attitude and reading achievement.

A study by Friend (1995) focused on whether student reading attitude was significantly different among students taught in literature-based reading programs and students taught in basal-based programs. This study was conducted on third and fifth grade students (N=215) from nine classrooms in Kansas and Oklahoma. All students were pretested using the Elementary Reading Attitude Survey. At the end of the school year, students were retested. Results indicated that students in the classrooms using the literature-based approach to reading instruction generally had more positive reading attitudes than students in classrooms where the basal approach was used.

Carr, Gertsch, Hanson, Spielbauer, and Spielbauer (1996) conducted a study to determine the impact of oral reading on student reading attitude. The subjects of the study attended school in suburban Chicago. Preintervention teacher observations and reading attitude assessment instruments indicated the students exhibited a lack of motivation for reading and a poor attitude toward reading. The intervention consisted of teacher-modeled
oral reading and student participation in oral reading. Posttest data indicated that there was a moderate increase in the students' overall attitude toward reading and an increase in the students' willingness to read.

Boutwell and Sistrunk (1993) examined the effects of guest readers on the reading attitudes of elementary school students. The participants in the study included second grade students (n=29) and fifth grade students (n=29) from Meridian, Mississippi schools. Guest readers during the eight-week study included local television personalities, school personnel, former teachers, and parents. All students were given the Benton/Boutwell Reading Attitude Inventory as a pretest and a posttest. Analysis of the test results indicated a significant increase from pretest to posttest. These results suggested that attitudes toward reading could be improved by providing guest readers for the elementary students.

Cook (1993) conducted interviews to determine the effect of providing students with tradebooks for home reading. The students (n=100) in the ten week study were third through fifth grade students from an urban school district near Los Angeles where most students (99%) were non-white and of low socioeconomic status. Each target classroom in the study was provided with a box of tradebooks which appealed to different interest areas and reading levels. Entry and exit interviews were conducted with each of the 100 participating students. The interviews were designed to examine the students' exposure to books at home and their attitude toward reading. Although data from the interviews indicated little change in the students' reading attitude from entry to exit, anecdotal data indicated a favorable response to the availability of these tradebooks.

Girsch and McGowen (1997) completed an action research study to describe and evaluate a program designed to motivate students to read and to take more responsibility for their own learning. The project involved second and fourth grade students in a suburban Chicago school. The participating students' lack of motivation to read and failure to take responsibility for learning were documented through surveys, interviews, and observational
checklists. After analyzing the preintervention data, a Reading Appreciation Program was established and students were taught decision-making skills in a cooperative learning environment. Posttest data indicate that the program was successful in increasing students' feelings of responsibility for learning and improving reading attitude.

A longitudinal study was conducted by Fitzgibbons (1997) to examine the impact of motivational reading activities on reading attitude. The study involved a total of 30 schools. Specifically, the study focused on whether the Reading Excitement and Paperbacks project (REAP) affected student reading attitudes. The REAP program provided schools with grants to purchase books and fund special motivational activities to encourage reading over a two year period. Data on student reading attitudes were collected using the Elementary Reading Attitude Survey. Results indicated that, in general, following the REAP program, students' attitudes toward reading were positive. In addition, analysis of the data indicated that females held a more positive reading attitude than males and that students had a more positive attitude toward recreational reading than academic reading.

The Effect of Peer Tutoring and Cross-age Tutoring on Reading Attitude

In this section, research related to the impact of peer tutoring and cross-age tutoring on reading attitude will be reviewed.

Leach (1993) studied the effect of a paired reading program on the reading achievement and reading attitude of third grade students. The target students (n=10) were identified as "at risk" through an informal student attitude survey. The target students were paired with fellow third graders whom they had identified as "more able" readers. The partners worked together for 16 weeks, sharing and modeling reading strategies. Post-testing with the informal student attitude survey indicated the target students had a more positive attitude toward reading following the reading partnership. Pre-test and post-test scores on the California Test of Basic Skills indicated that reading achievement had also improved
significantly and that all of the “at risk” students were reading at or above grade level.

Scruggs and Osguthorpe (1985) conducted two experiments to compare academic and attitudinal gains as a result of cross-age tutoring and peer tutoring in a special education environment. In the first experiment, elementary students (n=47) with learning disabilities and/or behavior disorders served as cross-age tutors for younger students identified as learning disabled or behaviorally disordered. In this experiment, both tutors and tutees exhibited academic and attitudinal gains. In the second experiment, same-age students (n=31) with learning disabilities and/or behavior disorders alternated roles as peer tutor and tutee. In this second experiment, the students exhibited academic gains, but no significant attitudinal gains. The results of this study suggested that with a special education population, cross-age tutoring seemed to be more effective than peer tutoring in creating positive attitudinal changes.

Osguthorpe (1985) conducted a study to examine the effect of having students with disabilities tutor students in a general education classroom. In the study, upper elementary school students (n=39) with disabilities tutored students in a first grade general education classroom. The tutoring sessions focused on reading. The tutors’ reading achievement was found to be higher than that of fellow students in special education who had not served as tutors. General measures of self-esteem indicated no significant differences in tutors and non-tutors. However, scores on subscales specifically assessing perceived reading and spelling ability were higher for the tutors than for the non-tutors.

McKenzie (1991) conducted a study designed to develop positive reading attitudes in at-risk third graders. Third grade students (n=6) identified as at-risk served as tutors for first grade students. During the 12 week study, the third grade tutors shared books with the first grade tutees. A comparison of pre-test and post-test data indicated that the tutors’ reading attitudes improved.

Leland and Fitzpatrick (1993) developed a cross-age reading and writing program
designed to build students’ enthusiasm for reading. The researchers targeted a population of sixth grade students (n=24) in a college laboratory school who had been identified as at or below grade level in reading skills using the California Test of Basic Skills. The target students had been grouped by the school administration on the basis of their achievement scores. An initial teacher-created survey of reading attitude indicated a generally unenthusiastic attitude toward reading. Throughout the school year, the target sixth grade students were paired with kindergarten students for weekly 45-minute cross-age tutoring sessions. Tutoring sessions consisted of a variety of reading and writing activities including simply reading stories to the tutees and creating co-authored books. At the conclusion of the program the attitude survey was readministered. Results indicated significant improvement in the reading attitudes of the sixth grade tutors.

Caserta-Henry (1996) created a cross-age tutoring program for first grade students at-risk for failure in reading. The target first grade students (n=16) were identified through performance on a developmental spelling assessment, an informal word knowledge test, a concept of word test, and by teacher referral. The tutors were high school volunteers who participated in 3 two-hour training sessions. Each first grade student was paired with a high school “reading buddy” for three 15 minute sessions each week. Tutoring activities included reading a new predictable book each week, rereading a familiar story, journal writing, and word study activities. At the end of the six-month program, assessments were administered again. The teachers’ observations indicated that all of the first grade students had an improved attitude toward reading.

Atkinson (1995) designed a program to improve the word conceptualization skills and the reading attitude of low achieving first grade students. In the cross-age tutoring component of the program, the target first grade students (n=10) were paired with third grade students who were proficient readers. The target students were pre-tested with an informal reading attitude survey. At the end of the three-month cross-age tutoring program, the
students were retested with the same instrument. Results indicated that the program improved the target students' word conceptualization skills and had a positive effect on reading attitude.

Boland-Willms (1991) examined the effect of cross-age tutoring on the reading attitude of early primary students. In this program, upper intermediate students were paired with early primary students in a tutorial format. Target primary students were pre-tested with the Elementary Reading Attitude Survey. The pair worked together for 45 minutes each week for 10 weeks. The intermediate students modeled positive reading attitudes and habits. At the end, the program post-test results indicated a positive attitude change in most of the early primary readers.

**Summary of the Literature Review**

A review and analysis of existing literature has confirmed the feasibility of the hypothesis that cross-age tutoring will improve reading attitude.

Recent studies have shown that cross-age tutoring has positive effects in a wide variety of instructional situations, in multiple subject areas and with many different student populations. One study concluded that the cross-age tutoring of second grade students by fifth grade students was successful in increasing the reading comprehension and word attack skills of the second grade students. In another study, increases in the tutors' writing scores were the result when sixth grade students tutored first grade students in writing. Researchers also concluded that cross-age tutoring had a positive effect on achievement scores in language and math. Other studies examined the effectiveness of cross-age tutoring with different student populations. Researchers showed through various studies that cross-age tutoring was beneficial to low-achieving students, students with learning disabilities, remedial readers, students with behavior disorders, and students with low socioeconomic status, as well as students of average ability and socioeconomic status. Additional studies
showed that cross-age tutoring had positive effects not only for the tutees, but also for the tutors.

Research has also revealed many effective means of increasing students’ reading attitude. Some themes are evident in this research. Several studies examined the variable of easy access to quality children’s literature. These studies revealed that when children’s access to books was increased, improvements in reading attitude and desire to read resulted. Other researchers examined the impact of motivational activities such as guest readers and school-wide incentive programs on the reading attitude of students. Results from these studies have shown such motivational activities positively affected students’ attitudes toward reading.
Chapter Three
Research Design and Procedure

The procedure followed in this study is reviewed in this chapter. The chapter is organized in six sections: overall design, subjects, materials, procedure, data analysis, and population.

**Overall Design**

Experimental research was conducted for nine weeks during the fourth quarter of a school year to determine whether cross-age tutoring had a positive impact on reading attitude. The subjects of the study were first grade students \((n=12)\). The first grade students were chosen for the study due to raw scores on the *Elementary Reading Attitude Survey* (Appendix I) that were in the lower half of their class. Six first grade students were randomly placed in the experimental group while the other six first grade students comprised the control group. The tutors were second grade students \((n=6)\). Subjects in the experimental group received 30 minutes of tutoring two times each week from the second grade tutors. Students in the control group were involved in sustained silent reading during this time.

All subjects were given the *Elementary Reading Attitude Survey* prior to the first tutoring session and following the last tutoring session to monitor changes in reading attitude. In addition, qualitative data regarding the reading attitude of the first grade subjects in the experimental group were obtained through the Observational Rating Scale of Reading Behaviors (Appendix H) completed by a certified teacher acting as a teaching assistant in the classroom. Qualitative analysis of raw data gathered through these instruments and the results of a Wilcoxon matched-pairs signed-ranks test of postintervention scores on the *Elementary Reading Attitude Survey* were used to determine the effect of cross-age tutoring on reading attitude.
Subjects

The students involved in this study were first grade students (N=12) and second grade students (N=6) from self-contained classrooms. All of the students attend elementary school in a small rural town located in east central Illinois. The first grade subjects were chosen for the study based on raw scores on the Elementary Reading Attitude Survey that were in the lower half of their class (i.e., raw scores of 59 or below). The second grade tutors were chosen through interviews with the second grade teacher. The second grade tutors had demonstrated skill in reading by scoring in the top half of their class on assessment measures employed by the second grade teacher (e.g., reading unit tests and Accelerated Reader data). The students selected to be tutors also exhibited enthusiasm for and enjoyment of reading by reading during free time, self-selecting books, talking about books to others, and acting as reading partners in the second grade classroom.

Materials

Assessment instruments. The Elementary Reading Attitude Survey (Appendix I) was used in its original form and administered according to instructions provided by McKenna and Kear (1990). The Elementary Reading Attitude Survey involves the student in responding to a series of 20 statements about reading by circling the picture of the Garfield cartoon character that best illustrates their feelings. The cartoon characters are assigned a point value from one to four. A table in the appendix of the instrument allows conversion of raw scores into a percentile rank specific to the grade level of the students tested.

The Cronbach’s alpha coefficient of internal consistency for the original norming group (n=2,518) for the Elementary Reading Attitude Survey was .87. The validity of the Elementary Reading Attitude Survey was also confirmed by McKenna and Kear through
several means including comparison with outside criteria such as possessing a library card and checking books out of the school library.

The researcher created the Observational Rating Scale of Reading Behaviors (Appendix H) to provide a qualitative assessment of target behaviors associated with a positive attitude toward reading. This scale allows the observer to rate the frequency of each of six target behaviors associated with a positive reading attitude on a scale of one to four (i.e., one indicating the target behavior is never observed and four indicating that the target behavior is observed most of the time). The target behaviors were listed in the form of the following statements: (a) the student spends free time reading, (b) the student self-selects books, (c) the student attends well during large group stories, (d) the student attends well when read to individually and can retell the story, (e) the student talks about books/stories or recommends books to others, and (f) the student shows interest in books and learning.

**Tutoring session materials.** The materials for each tutoring session were consistent in format. However, the sight words and picture books included in the lessons were customized to each individual tutee’s needs. At the first tutoring session each week, the tutor and tutee were given (a) Tutoring Session A Plan (Appendix D), (b) Sight Word Sentences (Appendix F), (c) blank notecards, (d) marker, (e) pencil, (f) sight word practice page (Appendix G), and (g) a picture book at the tutee’s reading level. At the second session each week, the tutor and tutee were given (a) Tutoring Session B Plan (Appendix E), (b) their self-created sight word flashcards from the previous session, (c) a word wheel or word family game which allowed the student to manipulate initial consonants to create different rhyming words, and (d) the picture book read at the previous session.

**Procedure**

**Selection of subjects.** The subjects of this study were selected from a heterogeneous self-contained first grade classroom. All of the students (n=23) in the classroom were given
the Elementary Reading Attitude Survey. The students with the 12 lowest raw scores (i.e., raw scores of 59 or below) were selected for the study. These twelve students were placed in pairs so that the raw scores of the matched pair of students differed by 4 or fewer points ($SEM=4.1$ according to McKenna and Kear, 1990). A coin toss was then used to assign one student of each pair to the control group (n=6) and one to the experimental group (n=6).

**Selection of tutors.** The tutors for this study were chosen from a heterogeneous self-contained second grade classroom. The tutors were selected during interviews with their second grade teacher. The following criteria were used to choose the tutors (n=6): (a) reading skills at or above grade level as measured by the second grade teacher’s existing assessment tools, (b) a demonstrated willingness to practice reading as measured by points earned in the Accelerated Reader program, and (c) enthusiasm and enjoyment of reading as determined by observation of behaviors such as reading during free time, self-selecting books, talking about books to others, and acting as a reading partner.

**Data collection.** Data were collected through the Elementary Reading Attitude Survey (Appendix I) and the Observational Scale of Reading Behaviors (Appendix H). The Elementary Reading Attitude Survey was administered prior to the first tutoring session and following the last tutoring session. This instrument was used in accordance with the instructions provided and supervised by two certified teachers with experience in its administration and scoring. The Observational Rating Scale of Reading Behaviors was completed for students in the experimental group prior to the first tutoring session and following the last session. This scale was completed by a certified teacher working as a teaching assistant in the first grade classroom.

**Tutor training.** In four 30 minute training sessions, the second grade tutors were trained to implement a three part instructional plan during each tutoring session. The tutors were taught specific strategies for sight word practice and previewing a book. The tutors were provided with sample plans and materials and guided through mock tutoring sessions
with the researcher taking the role of the first grade tutee. Finally, the tutors conducted a mock tutoring session with a fellow tutor assuming the role of the first grade tutee. The tutors were then given feedback by the other tutors and the researcher.

**Format of tutoring sessions.** The tutoring sessions were conducted two times per week for 30 minutes. The first tutoring session of the week is referred to as Session A and the second session is referred to as Session B. The sessions followed a three-part, step-by-step plan that was individualized for each tutee. Tutoring Session A (Appendix D) contained the following major steps each week: (a) sight word practice, (b) preview and first reading of a book, and (c) story retelling. Session B (Appendix E) of each week began with a review of the sight words practiced in Session A followed by these major steps: (a) word games, (b) review and second reading of a book, and (c) Accelerated Reader testing.

The plans and materials were assembled prior to each tutoring session. When the second grade tutors arrived for each session, they were provided with the plan and all necessary materials for that session. Each tutor and tutee were assigned a specific area of the room in which to work. Two certified teachers were present in the classroom at all times during the tutoring sessions and available to provide guidance or answer questions.

**Data Analysis**

Analysis of the data was conducted on two levels. First, the raw data for both the Elementary Reading Attitude Survey and the Observational Rating Scale of Reading Behaviors were examined. The preintervention and postintervention scores on the Elementary Reading Attitude Survey were compared for the control group and the experimental group. The preintervention and postintervention data for the observational rating scale of reading behaviors were compared for the experimental group.

In addition, using formulas provided by Roscoe (1969), a Wilcoxon matched-pairs signed-ranks test was performed on the postintervention data from the control and
experimental groups on the Elementary Reading Attitude Survey.

**Population**

The findings of this study may be generalized to heterogeneously grouped first grade students attending elementary schools in rural areas of the Midwest.
Chapter Four

Results

**Elementary Reading Attitude Survey Raw Data**

The preintervention and postintervention raw scores on the Elementary Reading Attitude Survey for the control group are reported in Table 1. The raw scores of three students in the control group decreased from pretest to posttest. A fourth student showed no change in raw score from the pretest to the posttest. Two other students had substantial increases in their raw scores from pretest to posttest. On average, the raw scores of students in the control group increased by 2.00 points from pretest to posttest.

<table>
<thead>
<tr>
<th>Student</th>
<th>Pretest Raw Score</th>
<th>Posttest Raw Score</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q4</td>
<td>40</td>
<td>31</td>
<td>-9</td>
</tr>
<tr>
<td>Q10</td>
<td>49</td>
<td>70</td>
<td>21</td>
</tr>
<tr>
<td>Q20</td>
<td>51</td>
<td>51</td>
<td>0</td>
</tr>
<tr>
<td>Q13</td>
<td>51</td>
<td>68</td>
<td>17</td>
</tr>
<tr>
<td>Q5</td>
<td>55</td>
<td>48</td>
<td>-7</td>
</tr>
<tr>
<td>Q18</td>
<td>59</td>
<td>49</td>
<td>-10</td>
</tr>
<tr>
<td>Mean</td>
<td>50.83</td>
<td>52.83</td>
<td>2.00</td>
</tr>
</tbody>
</table>

The preintervention and postintervention raw scores on the Elementary Reading Attitude Survey for the experimental group are reported in Table 2. Of the six students in the experimental group, five students showed an increase in their raw scores from the pretest to the posttest. The sixth student's raw scores decreased from pretest to posttest. On average,
the raw scores of students in the experimental group increased by 6.17 points from pretest to posttest.

Table 2
ELEMENTARY READING ATTITUDE SURVEY RAW SCORES

<table>
<thead>
<tr>
<th>Student</th>
<th>Pretest Raw Score</th>
<th>Posttest Raw Score</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q12</td>
<td>41</td>
<td>50</td>
<td>9</td>
</tr>
<tr>
<td>Q22</td>
<td>49</td>
<td>40</td>
<td>-9</td>
</tr>
<tr>
<td>Q16</td>
<td>51</td>
<td>63</td>
<td>12</td>
</tr>
<tr>
<td>Q14</td>
<td>55</td>
<td>72</td>
<td>17</td>
</tr>
<tr>
<td>Q17</td>
<td>55</td>
<td>58</td>
<td>3</td>
</tr>
<tr>
<td>Q21</td>
<td>58</td>
<td>63</td>
<td>5</td>
</tr>
<tr>
<td>Mean</td>
<td>51.50</td>
<td>57.67</td>
<td>6.17</td>
</tr>
</tbody>
</table>

Elementary Reading Attitude Survey Statistical Data Analysis

The research hypothesis stated that the implementation of a cross-age tutoring program would positively influence students' reading attitudes. A comparison of the pre and postintervention raw scores from the Elementary Reading Attitude Survey shows that the experimental group did have an overall positive gain in reading attitude of 6.17, while the control group scores reflected a smaller gain of 2.00. A Wilcoxon matched-pairs signed ranks test was performed on the Elementary Reading Attitude Survey postintervention scores of the control and experimental groups. This nonparametric alternative to the t-test yielded a score of $T=6$. A $T$ score of 0 is required at the .05 level of significance for a sample size of 6 in order to reject the null hypothesis. Therefore, the results of this statistical analysis
indicate that the research hypothesis was not supported.

**Observational Rating Scale of Reading Behaviors**

The initial and final ratings on the Observational Rating Scale of Reading Behaviors for each student in the experimental group are reported in Table 3. Of the six students in the experimental group, four students showed a slight increase from the initial to the final rating. Two students' maintained the same rating (i.e., Q17, Q21). On average, the ratings for students in the experimental group increased by .83 points from the initial to the final rating.

<table>
<thead>
<tr>
<th>Student</th>
<th>Initial Rating</th>
<th>Final Rating</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q12</td>
<td>22</td>
<td>23</td>
<td>1</td>
</tr>
<tr>
<td>Q22</td>
<td>11</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>Q16</td>
<td>23</td>
<td>24</td>
<td>1</td>
</tr>
<tr>
<td>Q14</td>
<td>19</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>Q17</td>
<td>22</td>
<td>22</td>
<td>0</td>
</tr>
<tr>
<td>Q21</td>
<td>21</td>
<td>21</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>19.67</td>
<td>20.50</td>
<td>0.83</td>
</tr>
</tbody>
</table>
Chapter Five

Discussion

In this chapter, results are discussed, a summary of the findings is provided, and recommendations for further study and practice are made.

Discussion of Results

The raw data indicate that students in the experimental group who received cross-age tutoring had greater gains in reading attitude than those in the control group who did not receive cross-age tutoring. However, the statistical analysis of the data indicated that the differences between the scores of the experimental and control groups were not statistically significant.

One possible explanation for this result is the small sample size (n=6) used in the study. Given the small sample size, the results of the statistical analysis were substantially impacted by the scores of one or two students. For example, while four students in the control group had no change or a negative change from preintervention to postintervention, two students had substantial increases in their raw scores (Table 1). These increases in attitude coincided with similar increases in the two students' levels of independent reading ability as indicated by Accelerated Reader data during the course of the study. If the study had been conducted with a larger sample, the impact of these scores could have been greatly reduced by dropping the outliers (i.e., the two highest and two lowest scores in each group).

Another factor to consider in reflecting on the results of the study is the age of the subjects. All of the first grade subjects in the control and experimental groups were six or seven years old. At this age, the likelihood is high that some of the students' test scores may
have been influenced by outside factors (e.g., distractions, misunderstanding test procedures, or marking responses without careful consideration). Students at this age tend to have short attention spans, dislike repeating activities, and can easily become bored. This could have impacted the scores on the Elementary Reading Attitude Survey, since the single form of this instrument was administered on two separate occasions.

The Observational Rating Scale of Reading Behaviors (Appendix H), a teacher-completed instrument, was designed as an additional source of data that would not be affected by any shortcomings of the student-completed instrument. However, flaws in the design of the scale limited its usefulness. For example, the rating scale involved rating six behaviors on a scale of one to four. This allowed for raw scores with a range of 6 to 24, leaving 18 points between the lowest possible score and the highest possible score. The four descriptors for the scale (Never-1, Rarely-2, Sometimes-3, and Most of the Time-4) tended to lead the observer away from one and two point ratings, resulting in further compaction of the range of scores.

Summary

Statistical results. This study was conducted to determine if cross-age tutoring has a positive impact on the reading attitude of first grade students. The statistical analysis of data collected in the study indicates that the experimental group receiving cross-age tutoring did not show statistically greater gains in reading attitude than those in the control group who did not receive cross-age tutoring.

Anecdotal observations. Although the statistical analysis did not support the research hypothesis, anecdotal observations made by the researcher tend to support the use of
cross-age tutoring to foster positive reading attitudes. This comment is based upon the excitement about reading that was exhibited by the students in the experimental group and the manner in which the students anxiously awaited the arrival of their tutors. A number of students who were not members of the experimental group even inquired about the possibility of working with a second grade tutor. Perhaps these students were disappointed that they did not have an opportunity to work with a second grade tutor. This may account for the scores of three students in the control group that reflected a decline in reading attitude (i.e., Q4, Q5, Q18).

Recommendations for Further Research

Based on the findings of this study, the following recommendations for future research are suggested:

1. This study should be replicated with a larger sample size to determine whether statistically significant gains in reading attitude will be found in students who have received cross-age tutoring.

2. An experimental study should be conducted to determine the effect of cross-age tutoring on the sight vocabulary of first grade students.

3. An experimental study should be conducted to determine the effect of cross-age tutoring on the decoding skills of first grade students.

4. Surveys should be conducted in Illinois elementary schools that are using cross-age tutoring successfully to examine the components of these programs.

5. An experimental study should be conducted to examine the effect of cross-age tutoring on student performance in academic areas other than reading.

6. An experimental study should be performed to examine the effects of tutoring by senior citizen volunteers on the reading attitude of first grade students.
7. An experimental study should be conducted to investigate the relationship between the ages of the tutor and tutee and the success of the cross-age tutoring program.
8. An observational study should be performed to analyze the impact of functioning as a cross-age tutor on the self-esteem of the tutor.
9. An experimental study should be conducted to determine whether a relationship exists between increased reading attitude and increased reading comprehension in first grade students.

Recommendations for Practice

Though the findings of this study do not indicate that cross-age tutoring has a significant impact in improving reading attitude, the following recommendations for practice are based upon existing research and observations made during this study:

1. It is suggested that colleges and universities that prepare Illinois teachers include information regarding cross-age tutoring in their curricula.
2. It is suggested that practicing teachers be provided inservice training on cross-age tutoring programs.
3. It is suggested that teachers who are implementing cross-age tutoring meet on a monthly basis to share ideas and experiences.
4. It is suggested that practicing classroom teachers who choose to implement cross-age tutoring compile a brochure to inform parents and the public of the purpose and benefits of cross-age tutoring.
5. It is suggested that teachers who have successfully implemented cross-age tutoring make a presentation on cross-age tutoring to their local school board.
References


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Appendix A
Principal’s Consent for Study
To Whom It May Concern:

I hereby certify that (the researcher) has informed me of the research study entitled "THE EFFECT OF CROSS-AGE TUTORING ON READING ATTITUDE." I understand that this study will involve students and faculty of (school name) Elementary School and that their identities will be kept confidential.

I understand that this research study will involve the administration of the Elementary Reading Attitude Survey to ascertain students' attitudes toward reading. I understand that some first grade students identified as having comparatively negative attitudes toward reading will participate in a cross-age tutoring program. I understand that the tutors in this program will be second grade students who have been identified as having positive attitudes toward reading and strong reading skills. I understand that the tutoring sessions will last 30 minutes and will occur twice each week for ten weeks. I understand that the tutors and tutees will be supervised by certified teachers at all times.

I consent to allow (the researcher) to conduct the study as described.

(principal's name)
Principal
Appendix B
Letter to Parents of First Grade Students
December 17, 1999

Dear Parents,

Ensuring that every student can read both for information and for pleasure is my highest priority as a first grade teacher. Many educational researchers have proven a connection between a student’s attitude toward reading and his or her reading performance. Students with positive feelings about reading are likely to become more successful readers. I believe that attitudes developed while learning to read in first grade can set the tone for future reading experiences.

With this in mind, I feel that it is extremely important to help each student develop a positive attitude toward reading. As part of my graduate studies at Eastern Illinois University, I have developed a project designed to identify which students have less than positive attitudes toward reading and to improve those attitudes.

I plan to begin by surveying the reading attitudes of students in my class with the Elementary Reading Attitude Survey. On the Elementary Reading Attitude Survey, students circle a picture of the Garfield cartoon character that indicates how they feel about different items related to reading. Given the results of this survey, students with less than positive attitudes toward reading will be chosen to participate in a special tutoring program. Two times each week, these students will be paired with a skilled second grade reader who has a positive attitude toward reading. The pair will practice sight words, play word games, and read books together. After ten weeks, the students' reading attitudes will again be surveyed to see if any improvement has occurred.

If you have any questions or concerns about this project, please feel free to contact me before or after school at (phone number). If for any reason you do not want your child to participate, please sign and return the form below.

Sincerely,

(researcher)
First Grade Teacher

(Researcher),
I prefer that my child, ________________, not participate in the program described in the letter.

Parent Signature __________________________________________

** Please note, if you would like your child to participate, it is not necessary to return this form.
Appendix C

Letter to Parents of Second Grade Tutors
February 12, 2000

Dear Parents,

Ensuring that every student can read both for information and for pleasure is my highest priority as an early elementary teacher. Many educational researchers have proven a connection between a student's attitude toward reading and his or her reading performance. Students with positive feelings about reading are likely to become more successful readers. I believe that attitudes developed while learning to read in the early grades can set the tone for future reading experiences.

With this in mind, I feel that it is extremely important to help each student develop a positive attitude toward reading. As part of my graduate studies at Eastern Illinois University, I have developed a project designed to identify which students in my first grade classroom have less than positive attitudes toward reading and to improve those attitudes through a cross-age peer tutoring program. First, all students in my classroom will be given the Elementary Reading Attitude Survey to determine which students have the poorest attitudes toward reading. These students will then be paired with a second grade student from (second grade teacher's name)'s classroom who has been identified as having strong reading skills and a positive attitude toward reading.

The paired students will meet twice a week for ten weeks. During their meetings, the students will read books, practice sight words, and play word games. Due to your child's strong reading skills and positive attitude, he/she has been identified as an ideal second grade tutor for this program. If you have any questions about this program, please feel free to contact me before or after school at (phone number). If for any reason you do not want your child to participate, please sign and return the form at the bottom of this letter.

Sincerely,

(researcher)
First Grade Teacher

____________________________________________________________________________

Please sign and return only if you do not want your child to participate as a second grade tutor.

☐ I do not want my child, ___________________________ to participate.

Parent Signature__________________________________________________________
Appendix D

Tutoring Session A Sample Plan
### Tutoring Session A

**Date:** 4/11/2000

**Tutor:** (Name)  
**Tutee:** (Name)

<table>
<thead>
<tr>
<th>1. Sight Word Practice</th>
<th>their</th>
<th>them</th>
<th>these</th>
<th>think</th>
<th>were</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduce each sight word in a sentence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Discuss letter sounds and clues in sentence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Write each word and say it.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Have the first grade student trace the word, then write each word underneath and say it.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Ask the first grader to identify words on flashcards.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Preview Book First Read</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Look at the title and pictures in the book.</td>
<td></td>
</tr>
<tr>
<td>2. What things in the story does the first grader know more about? What do you think will happen?</td>
<td></td>
</tr>
<tr>
<td>3. Does the story appear to be true or make-believe?</td>
<td></td>
</tr>
<tr>
<td>4. Take turns reading pages of the story with the first grader. Tell the first grader how to figure out words he or she doesn't know. Help when needed.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Retelling and/or Reading Response</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ask the first grader to tell you the story in his/her own words using pictures from the book or his/her own pictures.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix E

Tutoring Session B Sample Plan
<table>
<thead>
<tr>
<th>Tutor: (Name)</th>
<th>Tutee: (Name)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tutoring Session B</strong></td>
<td>Date: 4/6/2000</td>
</tr>
<tr>
<td><strong>Word Wheel</strong></td>
<td><strong>Word Game</strong></td>
</tr>
<tr>
<td><strong>I.</strong></td>
<td>Talk about the &quot;rhyming sound.&quot;</td>
</tr>
<tr>
<td>1. Talk about the &quot;rhyming sound.&quot;</td>
<td>Turn the word wheel and read each word you create. Show the letter sounds to help read words.</td>
</tr>
<tr>
<td>2. Sort the word cards into three groups of rhyming words.</td>
<td>Ask the first grader to read the word in the word wheel.</td>
</tr>
<tr>
<td>3. Read the groups of rhyming words.</td>
<td>Play the board game.</td>
</tr>
<tr>
<td>4. Play the board game.</td>
<td><strong>Review of Book</strong></td>
</tr>
<tr>
<td><strong>II.</strong></td>
<td>Think about the story you read together at the last session. Ask the first grade student to retell the story using pictures.</td>
</tr>
<tr>
<td>1. Think about the story you read together at the last session. Ask the first grade student to retell the story using pictures.</td>
<td>Reread the book together. Expect the first grader to do most of the reading this time, but help as needed.</td>
</tr>
<tr>
<td>2. Reread the book together. Expect the first grader to name something that happened at the beginning, middle, and end of the story.</td>
<td>Ask the first grader to name something that happened at the beginning, middle, and end of the story.</td>
</tr>
<tr>
<td><strong>III.</strong></td>
<td>Take Accelerated Reader test. You may help read questions and choices.</td>
</tr>
<tr>
<td>1. Take A.R. Test</td>
<td>Go to computer.</td>
</tr>
<tr>
<td>2. Log in.</td>
<td><strong>Second Read</strong></td>
</tr>
<tr>
<td>3. Take Accelerated Reader test. You may help read questions and choices.</td>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td><strong>I.</strong></td>
<td>Read book with the second grader.</td>
</tr>
<tr>
<td>1. Read book with the second grader.</td>
<td><strong>Take A.R. Test</strong></td>
</tr>
<tr>
<td>2. Take A.R. Test</td>
<td>Go to computer.</td>
</tr>
<tr>
<td>3. Log in.</td>
<td><strong>Review of Book</strong></td>
</tr>
<tr>
<td><strong>II.</strong></td>
<td>Review the reading strategies and classroom rules.</td>
</tr>
<tr>
<td>1. Review the reading strategies and classroom rules.</td>
<td>Review the reading strategies and classroom rules.</td>
</tr>
<tr>
<td>2. Review the reading strategies and classroom rules.</td>
<td>Review the reading strategies and classroom rules.</td>
</tr>
</tbody>
</table>
Appendix F

Sight Word Sentences Sample
1. They wore their coats.
2. Please give them a book.
3. Color these pictures.
4. Can you think of a story?
5. The flowers were blue.
Appendix G

Sight Word Practice Page Sample
every
four
kind
fall  

clean  

fall  

clean
Appendix H

Observational Rating Scale of Reading Behaviors
<table>
<thead>
<tr>
<th>Frequency</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most of the time</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Rarely</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Never</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

Please circle the number that best represents the frequency of each behavior in this student:

1. The student spends free time reading (e.g., reads when he/she finishes a math assignment early).
2. The student self-selects books.
3. The student attends well during large group stories (e.g., eye contact with teacher).
4. The student attends well when read to individually and can retell the story.
5. The student talks about books/stories and/or recommends books to others.
6. The student shows interest in books and learning.
Appendix I

Elementary Reading Attitude Survey
ELEMENTARY READING ATTITUDE SURVEY

School_________ Grade____ Name________________

1. How do you feel when you read a book on a rainy Saturday?

2. How do you feel when you read a book in school during free time?

3. How do you feel about reading for fun at home?

4. How do you feel about getting a book for a present?
5. How do you feel about spending free time reading?

6. How do you feel about starting a new book?

7. How do you feel about reading during summer vacation?

8. How do you feel about reading instead of playing?
9. How do you feel about going to a bookstore?

10. How do you feel about reading different kinds of books?

11. How do you feel when the teacher asks you questions about what you read?

12. How do you feel about doing reading workbook pages and worksheets?
13. How do you feel about reading in school?  

14. How do you feel about reading your school books?  

15. How do you feel about learning from a book?  

16. How do you feel when it's time for reading class?
17. How do you feel about the stories you read in reading class?

18. How do you feel when you read out loud in class?

19. How do you feel about using a dictionary?

20. How do you feel about taking a reading test?