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BILINGUAL TUTORING: ITS IMPACT UPON THE READING COMPREHENSION ACHIEVEMENT OF BILINGUAL HISPANIC CHILDREN

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BILINGUAL TUTORING: ITS IMPACT UPON THE READING
COMPREHENSION ACHIEVEMENT OF BILINGUAL HISPANIC CHILDREN

By

RACHEL MCGEE

A doctoral dissertation submitted to the
College of Education
in partial fulfillment of the requirements
for the degree Doctor of Education
in Curriculum and Instruction

Southeastern University

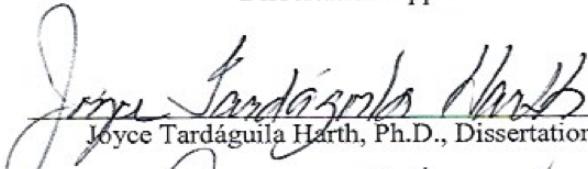
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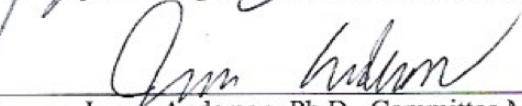
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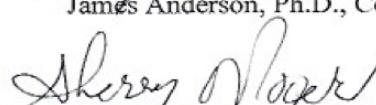
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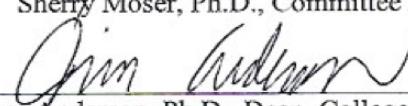
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DEDICATION

To my Hispanic children with great love and gratitude. You truly inspired me to strive to do the best for you and to remember that life is not always easy nor fair. To you, this dissertation is dedicated. To you, my dearest niños, thrive!

ACKNOWLEDGMENTS

Thank you to the very best dissertation chair anyone could have, Dr. Joyce Tardáguila-Harth. You truly inspired me, kept me going no matter what, and became my dear friend through the process. Our common goal and love for Hispanic children and their success were inspiring and challenging. Thank you to Dr. Thomas Gollery for giving me hope no matter what came into my life through this process. Also directing me to the best dissertation chair, anyone could ask for and for motivating me to follow through with this project to the end. Thank you to my dissertation committee – Dr. James Anderson and Dr. Sherry Moser—for believing in my project, my kids and keeping me going and focused.

Final two acknowledgments are to my mother and to my Heavenly Father. My mother is a lifetime missionary who envisioned winning souls for Christ. Little did she realize or know that she would inspire her daughter to love Hispanic children so that they would become the focal point of this dissertation.

Last but at no time least, never to forget from where my strength, inspiration, and life have come from my Heavenly Father. Deep underneath all of my life, my Heavenly Father has directed my every path, my every step. Through it all, I have learned to trust in my Heavenly Father for all that I have and all that I am. Thank You, Heavenly Father!

ABSTRACT

The case study of bilingual tutors and their impact on the reading comprehension of children whose primary language is not English is fundamental to this dissertation. Recent research has indicated that there is a positive correlation between a tutor having knowledge of the parent language of bilingual children and the children's improvements in reading comprehension through tutoring. The bilingual tutor's communication with the children and the families was documented as to the potential for the child to have more significant comprehension when reading English language passages. In an education system that demands accountability and improvements, bilingual children are often left behind in the classroom, state, and federal assessments. As a bilingual tutor, communication not only with the children but also the parents in the native language becomes an asset to the child's reading comprehension achievements.

This case study investigated the bridge between a tutor who spoke the primary language of the children and parents and the reading comprehension achievements experienced by those children. The case study traced the journey of communication in the native language with the parents and the reading comprehension achievements experienced by the children because of that communication.

Keywords and terms: bilingual; bilingual tutor; native language; comprehension; ELLs; Hispanic; bridging; achievement.

Table of Contents

DEDICATION	iii
ACKNOWLEDGMENTS	iv
ABSTRACT	v
I. INTRODUCTION	9
Background	9
Statement of the Problem or Challenges	9
Purpose Statement.....	10
Research Questions.....	11
Research Hypothesis	11
Limitations and Delimitations	11
Definitions	13
Summary	15
II. REVIEW OF LITERATURE.....	17
Conceptual Framework	17
Profile of Bilingual/ELL Children and Their Families.....	20
Location of Children	20
Family Dynamics.....	22
Family – Classroom Interaction	23
Language Development.....	26
Reading Challenges	28
Literature on the Efficacy of Tutoring Reading	31
<i>Reading A-Z®</i>	35
Public School Reading Materials	37
Summary of Findings.....	38
Limitations.....	42
Rationale for Study.....	43
Research Questions.....	44
Research Hypothesis	45
III. METHODOLOGY	46
Methods of Data Collection and Analysis.....	47
Definitions	48
Students	50

Child Students	50
Parents of the Students	51
Settings.....	52
Study Design.....	56
Data Analysis	57
IV. RESULTS	60
Introduction	60
Cross-Case Analysis Findings	60
Themes	62
Theme #1: Rapport and Trust with the Participant.....	62
Theme #2: Bridging.....	63
Theme #3: Long-Term Consistency.....	66
Theme #4: Home Language Communication and Rapport with the Families.....	68
Findings in Case by Case Analysis	69
Student 1 – F1	69
Student 2 – F2	74
Student 3 - M1	78
Student 4 - M2	82
Summary	86
Summary of The Two Research Questions.....	88
V. DISCUSSION	89
Introduction and Overview of Case Study.....	89
Introduction	89
Overview of the Case Study	90
Research Questions.....	91
Themes	93
Rapport and Trust with the Participants	94
Bridging.....	95
Long-term consistency	97
Bilingual Communication with the Families	99
Recommendations	100
Strengths	100
Limitations and Delimitations	101
Future Study	102

Implications	103
Implications of Bilingual Tutoring.....	103
Implications for Future Research	104
Implications for Future Practice	104
Conclusions, Social Validity, and Lessons Learned	105
Conclusions	105
Social Validity.....	106
Lessons Learned	108
Summary	108
REFERENCES.....	110
APPENDICES.....	123
Appendix A	124
IRB Approval Forms.....	124
Appendix B	135
Learning Resource Center Approval.....	135
Appendix C	140
Learning A-Z (aka Reading A-Z) - Approval	140
Appendix D	141
Samples – Tutor Logs.....	141
Appendix E	150
Samples – Tutor Anecdotal Notes (including notes of parent communications).....	150
Appendix F	161
Sample Student Work	161
Appendix G	172
Sample Reading Passages Index.....	172
Appendix H	186
A World of Languages Chart.....	186
Appendix I	187
Data Results.....	187
Appendix J	188
CHART: Comparison by Student.....	188
Appendix K	190
Student Graphic Organizers of Themes.....	190

I. INTRODUCTION

Background

Child Trends (2016) reports that virtually 10% of the public-school population in the United States is Spanish speaking. Research from many experts (Lane, 2012, 2009; Torgesen, 2007; Krashen, 2015; Klinger, Hoover & Baca, 2008; and Calderón, 2011) in the field of reading comprehension have found that children struggling with reading in the lower grades support the notion that a disproportionate number are English Language Learner (ELL) students (Parker, 2004; Child Trends, 2015) in need of supplemental assistance with comprehension, vocabulary understanding and decoding, and various other segments of reading skills. The case study representing the focus of the current investigation was born out of the bilingual tutor/researcher's work with Spanish ELLs in the elementary grades struggling with reading comprehension. Often these children are receiving instruction in classrooms without basic knowledge of the English language. Moreover, they are then required to pass the same assessments as native English-speaking peers.

The purpose of this qualitative case study was to examine the effects of bilingual tutoring upon the reading comprehension of four Hispanic bilingual children. The foundation for this case study was fashioned from the work of Yin (2014). Data were collected on each student by utilizing the tutor's anecdotal notes, monthly logs summarizing the progress of each student, reading passages, online and on paper worksheets, and formative and summative assessments.

Statement of the Problem or Challenges

The need to converge two languages for the understanding of English reading is a continuing challenge for the public-public-school system. Considering US Department of Education statistical information on the topic, approximately 10% of the student population in K-

12 are defined as ELL (Institute of Education Sciences, 2017). Over one-half of all ELL students scored below the necessary score of 226 for proficiency in reading (National Report Card for 2015). The average ELL reading score for fourth grade was 189, considerably below the cutoff score of 226 (National Report Card for 2015). Many children who are ELLs begin the public-school year at a disadvantage in reading comprehension and fluency. This disadvantage often translates into remediation for the entire public-school year. In such cases, the family generally begins to secure outside intervention. Educators frequently recommend the intervention these families seek within the public-school attended by the struggling ELL. The recommended intervention is in the form of tutoring.

The materials utilized in the tutoring sessions fostered learning achievements in reading; therefore, in the academic achievement progress of the child. The study's findings reflected an overall positive, effect when the child was tutored. The documented reading achievement progress, with the help of the bilingual tutor, appears to have represented an effective strategy in fostering proficient alternation between the native language and English for participants required to succeed in the classroom.

The problem, or primary challenge faced by the ELL, is the ability to be able to read with comprehension on grade-level. This challenge often manifests in the ELL student's inability to read with understanding, fluency, awareness of vocabulary recognition, and writing with understanding and appropriate structure.

Purpose Statement

The purpose of the case study was to examine the impact a bilingual tutor might have upon the reading comprehension of four Hispanic ELLs. Three specific purposes formed the basis of the current research study:

- (1) an examination of the impact of the bilingual tutor on the academic achievement of four Hispanic participants;
- (2) an examination of the impact upon communication with the parents in their native language, and
- (3) an examination of bridging the efficacy of coordinated instruction between the bilingual tutor and classroom instruction. Also, the consistency with which the bilingual tutor assisted each of the children to achieve reading comprehension increases.

Research Questions

1. What is the impact of the tutoring sessions upon the reading comprehension and fluency achievement of Hispanic ELLs?
2. What is the impact of developing a rapport with the families of participating Hispanic ELLs on the reading comprehension achievement of the learners as viewed from the perspective of the tutor?

Research Hypothesis

There is an impact directly attributed to tutoring sessions upon the reading comprehension achievement of Hispanic ELLs.

Limitations and Delimitations

According to Joyner, Rouse, & Glatthorn (2013), limitations manifest themselves in the methodology of the case study (p. 209). The primary limitation of this case study lies in the fact that the current investigation was designed to target only a specific portion of the population at risk for reading struggles and failures. Moreover, since all four of the children, and their parents, were Spanish speakers, this fact limited the study to only a few students with differing implications for each child. A study of ELL at-risk children from other language backgrounds

requiring specialized tutoring would potentially give a more open understanding of various members of the ELL overall population. The bilingual population in the United States is diverse with concomitant challenges alternating from the native language to English. Therefore, even though this case study is limited in scope to Spanish speakers, other case studies of children in varying ages could foster a deeper, more specific understanding of the diversity of ELL/ESOL (English for Speakers of Other Languages) children in our education system.

A limitation of this case study was researching the reaction of bilingual children who were not struggling with reading comprehension; who did not have the support of the family; or who were in the upper elementary grade levels. Along with that limitation, there was the limit of the number of children. The validation and results of bilingual tutoring could be enhanced with a larger group within the classroom and possibly from varying cultural backgrounds. The scope of the case study was narrow in light of the fact that the researcher was also the tutor for the children in this study. A broader study of bilingual tutors who are trained, qualified to not only be a tutor but also certified teachers who would work one-on-one with struggling at-risk elementary public-school readers would lend to the validity of the findings of this case study.

According to Joyner, Rouse, and Glatthorn (2013), “In considering this matter of delimitations, you would examine such concerns as the nature and size of the sample, the uniqueness of the setting, and the time period during which the study was conducted” (p. 208). In context with the Joyner, et al. definition, the case study was limited to four Hispanic children in primary grades kindergarten through third grade in a Title 1 public public-school located in Central Florida. In constructing the methodology for the study of the four children, the materials and artifacts were limited to the data collected by the bilingual tutor/researcher. The materials included triangulation of such resources as an online reading program, *Reading A-Z*, public-school-based reading program, worksheets, running records, summative and formative

assessments. The timeframe for the methodology was over a period of 18 months which included January 2016 through June 2017, and the materials were limited to those already in use by the bilingual tutor/researcher.

Definitions

The following terms were used to describe various aspects of this study. Some of the terminologies were derived from use in the current research.

Bilingual: able to speak and understand two languages (Merriam-Webster online).

Bilingual tutor: tutor who spoke and communicated with parents and children in the native language of the children being tutored.

Bridging: in this case study, a child using in the classroom that which was learned in tutoring to achieve advances in reading comprehension. According to *Colorín Colorado* (2017), “Bridging is applying the knowledge, and reading comprehension learned with the bilingual tutor in the classroom.”

Chunking: breaking a word or group of words into small components for the student to pronounce, read with more fluency, and comprehend. According to Marzano (2012), “Chunking content into digestible bites (for example, the teacher presents content in small portions tailored to students’ level of understanding)” (Kindle Locations 692-693).

Comprehension: the ability to understand what is being read well enough to write and verbally explain the context of and summarize the passage or book. “Essentially, it is easier for ELs to begin with asking and answering questions, determining important information, summarizing, making connections and making use of schema, and monitoring comprehension” (Calderón, 2011. Kindle Locations 1559-1560).

Decode: when a participant did not understand a word in the passage, the tutor/researcher would discuss the word with the participant to assist in facilitating the use of the word in the context of the reading passage.

English Language Learners: “ELL (English language learner) is the most popular term today for children who are sometimes described as LEP (limited-English-proficient), ESOL (English for speakers of other languages) students, or more recently, *emergent bilinguals*” (Crawford & Krashen, 2015, location 200, Kindle Fire Edition)

Hispanic: Those whose native language was Spanish.

Intake form: a form completed by the parents of study participants prior to the commencement of the tutoring sessions. This form provided the tutor a brief, yet concise overview of the child, the family, and the academic and health history. The tutoring organization was *Learing Resource Center* (LRC) who relayed a copy of this form to the tutor/researcher for maintenance in the files of the individual child.

Native language: the language which was spoken the majority of the time by the bilingual student. The acquisition of the native language was through use in the home as the one language to communicate. According to Wikipedia (2017), native language is defined as “a language that a person has been exposed to from birth or within the critical period.”

Summarize: verbal and written work accomplished by the study participant and tutor/researcher relevant to the contents of the passage(s) read and the student’s interpretation of the reading. Calderón (2011) described summarizing as “Students create a new oral or written text that stands for an existing text” (Kindle Fire location 1571).

Text evidence: student’s ability to find words and phrases within a passage to confirm, on the worksheet, that the written summary was in conjunction with the reading passage.

Vocabulary: words learned by the student as part of a required list of high-frequency words provided by the classroom teacher. Also, words which were highlighted in a passage reviewed prior to reading that passage.

Summary

In light of the ever-increasing numbers of bilingual children in the United States, the use of bilingual tutors has become invaluable, and often a necessary strategy for enhancing the reading comprehension of ELL students. Moreover, a trend toward parents of ELL students seeking outside assistance appears to be increasingly evident in the professional literature. Steadily increasing numbers of families of ELL children appear willing to pay for an outside tutor to assist the child to progress at a rate equal to that of the English-speaking students.

In this study, the participants involved were Spanish speakers who were enrolled in English-speaking emersed classrooms. Their families migrated to the United States from Latin America and spoke only Spanish in the home. The participant children were enrolled in public schools in Central Florida. As the case study evolved, the data, materials, anecdotal diaries, and logs contained evidence of an increase in the reading comprehension achievement of participating students. The later chapters of the study, specifically Chapter 4 and Chapter 5, represent a documentation of the 18-month journey with the four participants.

Employing a bilingual tutor to communicate with the family of ELL students brings an additional dimension to the learning process (Thonus, 2011). The bilingual tutor is able to communicate the reading comprehension needs of the ELL to the parents and, therefore, assist in the understanding of reading challenges. In a number of studies, a bilingual tutor aided in the learning achievements of ELL bilingual tutored students as a background to learning achievements (Thonus, 2011; Siler, 2004). In the current investigation, the parents sought out a

bilingual tutor in order to communicate with them and simultaneously provide them with a better understanding as to the academic progress of their children.

II. REVIEW OF LITERATURE

Many children who are ELLs begin the school year at a disadvantage in reading comprehension and fluency. This disadvantage often translates into remediation for the entire academic year. In these cases, the family begins to look for outside intervention. They were recommended to a tutoring center where they paid to have their children tutored. The materials utilized in the sessions fostered learning achievements in reading; therefore, in the progress of the child. The research and findings pointed to a positive effect when the child was tutored. These reading achievements, with the help of the bilingual tutor, bridged between the native language and English which was required to succeed in the classroom.

Most notable in the research and literature review for this case study was that the majority of the articles and findings were involved in studies within particular schools and school districts. There was a small percentage of literature regarding tutoring of ELLs by a private bilingual tutor contracted by an outside tutoring company. The setting for this case study was one in which the parents of the children engaged a tutoring company where they took the children to an outside location and paid for an outside, well-trained tutor in a one-on-one setting. The four children in the study were Spanish speakers as their primary language and Spanish the primary language spoken in the home.

Conceptual Framework

The theoretical framework for this case study was derived from Lane (2004, 2009), Parker (2000, 2004), Krashen (2004, 2015), and Torgesen (1992, 2000). These research projects and findings formed the foundation for probable struggles in reading comprehension and related foundational skills for bilingual students. Each study provides recommended outcomes, solutions, and foundational data for future research. Each researcher and study bring an element

of the foundation for this case study. They form the background for establishing the need for intervention for struggling bilingual students in reading. Much of this intervention was recommended in the form of tutoring.

The research of Lane (2004, 2009) indicated that children who struggle with reading comprehension and fluency benefited from tutoring. Her studies in 2004 and 2009 designated that achievements were made in the reading comprehension of those who were tutored. Utilizing tutoring short term and long term gave the struggling students an intervention that was very effective to meet grade-level requirements. The primary foci of the majority of studies were phonological awareness, comprehension, and fluency. Much of the literature focused on tutoring students within the classroom who were in various stages of struggling with reading. Students were chosen for the reason of low level of reading skills and, many times, socioeconomic status and language differentiation. These struggling students were placed in groups with diverse participants, and the researcher or team of investigators recorded and reported the findings. The interventions utilized most often were programs such as *Reading A-Z*, Read Well (Denton, Anthony, Parker & Hasbrouck, 2004), and Read Naturally (Denton et al., 2004).

Further research and experience with children struggling with reading in the lower grades indicate a disproportionate number are ELL students (Parker, 2004; Child Trends, 2015) in need of supplemental assistance with comprehension, vocabulary understanding and decoding, and various other segments of reading skills. Thus, the need for tutoring to enhance the capabilities of these children to read with comprehension and fluency. Dr. Richard Parker's (2000, 2004) studies regarding tutoring children with reading challenges also indicated that tutoring meaningfully enhanced the chances of cumulative student achievements in reading. Various reading supplemental programs have been used to measure the effectiveness of interventions which include tutoring (Parker et al., 2004).

According to Dr. Krashen (2015) who has researched the ELL topic for many years, second language acquisition has become a part of the fiber of education in the United States (Crawford & Krashen, 2015). A definition of an ELL is a student whose primary or initial language (L1) is not English (Crawford & Krashen, 2015). The vast majority of these L1 students speak Spanish. Nevertheless, there are many more languages including French, Haitian Creole, Vietnamese, and Hmong. The population of students per classroom that are ELL has also risen from 15% in 1992 to 43% in 2002 (Crawford & Krashen, 2015). These and many other statistics of the ever-growing population of ELL students give rise to the need for intervention in reading comprehension, fluency, phonics, phonemic awareness, and decoding. There has come a demand for more individualizing and small group learning for the ELL to be proficient in the requirements for reading (Crawford & Krashen, 2015) in English. Therefore, the need for tutoring and more personalized reading intervention has proven in research and data to be an avenue for reading success (Strayhorn & Bickel, 2003; Genesee, Lindholm-Leary, Saunders & Christian, 2005).

Dr. Torgesen, along with his colleagues (1992, 2000, 2012), identified phonemic awareness and fluency as critical to a child's reading progress. In his various studies, Torgesen evaluated children in primary, elementary grades to discover the level of skills which they form to read successfully. He found that the success of reading was formed in the phonemic awareness and decoding capabilities of these children. For the child to read with comprehension, there must be fluency to concentrate on what is being read (Hudson, Torgesen, Lane & Turner, 2010, p. 484-486). In their study of early childhood reading comprehension, Hudson et al. (2010), combined various skill sets into the comprehension and fluency. Some of the strands in reading comprehension were the ability to decode and understand vocabulary to perpetuate comprehension.

This research, along with research from varying other factors, gives rise to the confirmation of tutoring as an effective form of intervention for reading challenges specifically in ELLs (Denton, Parker, et al., 2002, 2003, 2004). The use of tutoring is most effective when administering specific programs such as the research indicates (Lane, 2004; Torgesen, 2005; Parker, 2004; Krashen, 2015). The reading programs vary with the research targets. The effective tutoring sessions ranged from a few short weeks to entire school years of longitudinal studies. The primary targeted reading areas specifically in the elementary school research were reading fluency, comprehension, phonemic awareness, and decoding (Torgesen, 2005; Lane, 2004, Parker, 2004; Krashen, 2015). By using either volunteer tutors or education preparation students from local universities or colleges, the researchers gathered data as to the efficacy of varying programs. At times, the research team would utilize an experimental program or series of programs that were then taught to and administered by tutors. The vast majority of the research focused on struggling readers in comprehension, fluency, and ability to decode words, phrases, and entire passages. Therefore, the use of tutors as part of the intervention for struggling readers, specifically Hispanic ELLs, remains a valuable form of learning tools for children to bridge the gap between them and their English-speaking classmates.

Profile of Bilingual/ELL Children and Their Families

Location of Children

In a 2014 survey of the school-age children in the United States (Child Trends), nearly ten percent (10%) of the population was bilingual. This 2014 survey translated to 17.5 million children as Hispanic (Child Trends, 2014). These children, because of the language difference, fall short of the standards placed by the school system in reading achievements (WIDA, 2015; Child Trends, 2015). The vast majority of Hispanic children come from homes wherein they were born in the United States; nevertheless, one or both parents were born outside of the United

States (Child Trends, 2015; WIDA, 2015; US Census Bureau, 2015). According to research these trends in population shifts will continue through the 21st century (Child Trends, 2015). These trends translate to shifts in classroom dynamics and approaches to teaching and learning.

The dynamics of locations of the concentrated populations have also changed in the past ten to twelve years. In the 1980-2000 era, the Hispanic population mainly came from Mexico, Cuba, and Puerto Rico. The majority of these peoples settled in the Southwest United States – California, Texas, and Florida (Child Trends, 2015; Fry & Gonzalez, 2011; US Census Bureau, 2015). As the Hispanic population has continued to grow, so have the locations of this population. Much of the growth has been in states such as Minnesota, Illinois, South Dakota, Alabama, Georgia, and North Dakota (Child Trends, 2015). The changes in population dynamics have often altered the approach to education to accommodate the assessment of the ELL children within the classroom. (See World Languages chart in Appendix H). The modification of these dynamics has given rise to variations in the learning methods and assessments in the classroom, school, and school district. Not only do teachers face the change in population, the schools in many areas that were once one-language, one-set of curricula, are now facing challenges of language and culture differences. These changes are magnified in the struggles of the ELLs in especially reading. These changes have necessitated the need for diversity in the curriculum.

In the State of Florida, there are over 265,000 ELL students in the public-school system (FLDOE, 2017). According to the Florida Department of Education, Spanish is the primary language of the ELLs, but there are many other languages which are also represented in the system. Florida has the third largest population of ELL students in the country. With the ever-changing landscape in Florida, ESOL and ELL students are mandated by state regulations, to receive specific curriculum differentiation according to the level of reading proficiency (FLDOE,

2016; WIDA, 2017). These specifically mandated programs are facilitated in the classroom, as pull-out instruction, and tutoring sessions.

Family Dynamics

English Language Learners (ELL) live in an environment where English is not spoken and that only one parent may speak any English at all. A vast majority of these children live in homes with both parents and at least one, if not both, parents are working (Fry & Gonzalez, 2011; Child Trends, 2015). According to recent research (Fry & Gonzalez, 2011; Child Trends, 2015), approximately one-third of all Hispanic children live below the poverty line, in high-crime areas, and crowded conditions. As these families struggle to live in the conditions, their children struggle to meet the high expectations of the school system. The education system where they live is Title 1, the majority of students on free or reduced-price lunches, and struggle academically (Child Trends, 2014).

The Hispanic population is second only to the non-Hispanic white population in at least one parent being employed full-time. These children also have a higher rate of two-parent homes than many other poverty populations (Fry & Gonzalez, 2011; Child Trends, 2015). Other family dynamics are (1) one parent in many of these ELL homes speaks only Spanish or the native language; and (2) the Hispanic child has a higher rate of family eating at least one meal per day together Child Trends, 2014). The one parent that is usually fully employed is most of the time the bilingual adult in the home. According to a study by Fry & Gonzalez (2011) for the Pew Hispanic Center, regarding the education levels of the parents of ELL children, 21.4% of the first-generation parents have no high school education; 13.1% have a high school education; 6.8% some college education; and 14.6% have a college education. As the generations of students and their families remain in the United States, the percentage of parent education

increases. The proportion of higher education Hispanic households' peaks at 45.6% with a college education for third generation ELL students (Frey & Gonzales, 2011, p. 26).

Family – Classroom Interaction

Children in bilingual homes have families who are active in their learning experience. Nevertheless, the classroom dynamics are so different that ELL children often find themselves behind in literacy practices (Almsburg, 2011). These literacy practices include reading comprehension, vocabulary, completing homework, and involvement with school activities. In a case study of the interaction between teachers and Hispanic parents, Almsburg (2011) utilized a participatory curriculum to explore the effects of the parents and teachers' perception of the student's advancement in the classroom. Each part of the puzzle – parents, and educators – weighed into the perception of what the ELL was to learn and how (Almsburg, 2011; Silverman et al., 2015). The variation in perception of the ELL child's learning varies with the cultural education and requirements of the classroom. The parents were from a culture outside of the United States bring with them the thought that the classroom and education are of utmost importance; the teacher is correct at all times. In multiple studies of the interaction between Hispanic parents and classroom teachers, there is a perception that the parents are of limited knowledge (Child Trends, 2012; Almsburg, 2011; Gonzalez, 2015). Nevertheless, these parents hold their children accountable for the work and, ultimately, grades the children obtain.

The families work together so that the ELL child will succeed in the classroom. Nevertheless, because of the language and education barriers, they struggle with the curriculum and expectations. Vang (2006) identifies what is called the hidden curriculum on why minority or ELL children lag behind their native English-speaking classmates. He points out that their parents are unable to understand what is happening with the curriculum in the classroom (p. 20). He labels this disconnect as the "hidden curriculum" (p. 20). This curriculum is in English and

requires the ELL to take assessments and meet curriculum requirements and standards foreign to the student. The parents are of the belief that the education system is correct and that their children should succeed in the new environment (Vang, 2006). They often do not understand why the child struggles with reading and other subject matters. Therefore, the education level of the adults in the home also plays a significant role in the acquisition of language necessary for success in the classroom. Because of the language barriers, the ELLs are unable to explain to parents why the grades are different from the assessment score and, therefore more significant gaps in learning (Vang, 2006). The questions to the educators remain unanswered because of the language barrier and the perception of the parents. Other studies also indicate that the ELLs fall behind their peers without the parents understanding the reason for this disparity.

Parental intervention and understanding often are helpful with the ELL child making achievements in reading comprehension (Almsburg, 2011; Gonzalez, 2015). Anabel Gonzalez (2015) wrote an article for *Education Week Teacher's CTQ Collaboratory*, listing tips on how educators can connect with parents of children of other languages. She writes of things and events that are advantageous for the environment for the child's learning to be enhanced. Even though it seems that a parent night at the school or a parent-teacher conference is a sidebar, these are actions that play into the child's learning because of the parent perception and educator understanding of the background of the family.

Employing a bilingual tutor to communicate with not only the ELL but the family brings an additional dimension to the learning process (Thonus, 2011). The previous experience and knowledge of the native language of the ELL and family assisted the tutor in communicating with the ELL as well as the parents. In a number of studies, a bilingual tutor aided in the learning achievements of ELL bi-lingual tutored students as a background to learning achievements (Thonus, 2011; Siler, 2004). In the educational website *Colorín Colorado*, parents and educators

are encouraged to work together so that the ELL student may develop a better understanding of classroom expectations. A recent article posted on the website for Spanish/English educators and families, *Colorín Colorado*, lists 20 ways parents and teachers can work together for the child (retrieved July 4, 2015). Included in these measures of note are: (1) Find out how your child is doing; (2) Find out and make sure all homework is complete; (3) Get assistance with homework, if needed; and (4) Encourage the child to read and get involved with the reading (*Colorín Colorado*, 2017). As these and other measures are implemented amongst the parents, teachers, and often other service personnel (e.g., Tutors, coaches, counselors, and other service personnel), the ELL child can acquire the knowledge in reading necessary for success. The Hispanic parents are also able to communicate with the teacher and school and have a better understanding of the ELL child's progress.

Research indicates that Hispanic parents are very involved with their children's education and acknowledge the necessity of an education (Murphey et al., 2014; Hecht, Burgess, Torgesen, Wagner, & Rashotte, 2000). Improved communication between parents and teachers facilitates the ability of the ELL to function and learn at a higher pace and understanding. In a dissertation study by Dr. Heather Linvell (2014), advocacy by the teacher in favor of the ELL and the parents indicates greater success in reading. Dr. Linvell's study illustrates a need for advocacy for the children and their parents in the native language to bridge reading comprehension requirements. Mathes et al. (2007) compiled an earlier set of studies summarizing ELL reading struggles. The Mathes (2007) comparison study indicated that there was no bridging of learning from one grade to the next for these bilingual children. Therefore, a need for advocacy in bridging communication between parents and teachers would translate into greater learning by the ELL student in the classroom.

With the transience of many Hispanic families and not speaking the second language in the home during the summer months, the ELL may, along with the English-only learner, see a gap occur in learning.

Language Development

“There is a close relationship between culture and language” (Huang, Dotterweish, & Bowers, 2012, p. 36). The authors point out that culture is so embedded in the language, that it is inseparable when learning to communicate effectively. Therefore, ELLs (ELL) not only must learn the second language, but there must also be an academic connection to succeed in reading comprehension and understanding. There are studies (Durgunoglu, 1993; Durgunoglu, 2002; Mathes, 2007) that indicate “For native Spanish speakers who are struggling to learn to read, determining how to integrate foundational and cognitively complex skills with the student’s language and culture is a challenge” (Mathes, 2007, p. 269). The studies of Spanish speaking children who struggle with a reading point to a fundamental deficiency in the knowledge brought from the first language. The substantial reading struggle is phonemic awareness and comprehension. The transfer of language understanding from Spanish to English when the student is at a low level of comprehension is difficult and challenging. Therefore, the use of small groups and tutors is necessitated for these ELLs to read at a pace and with the understanding to meet the requirements for proficiency.

In the primary grades, which include kindergarten, first and second grades, research indicates that the link between the child’s transfer of first language knowledge and proficiency to the second language aptitude in reading is critical (Durgunoglu, 1993; Durgunoglu, 2002). The lack of transfer from the native language to the second language, creates a deficit in the reading comprehension, phonemic awareness, and decoding among other reading struggles specifically

in ELL (Farina & Geva, 2013; Lane, et al. 2009; Torgesen, et al. 1992, 2005, 2012; Baker, et al. 2002, 2003; Krashen, et al. 2007, 2015). Farina & Geva (2013) take this gap a step further in reading comprehension to include syntactic knowledge. Their study indicated that children in primary grades who have a stronger syntactic grasp could overcome their deficit in reading comprehension vocabulary knowledge (p. 412).

To develop the second language reading skills, ELL needs to have a grasp of the primary or first language (Freeman & Freeman, 2009; Lane, Torgesen, & Parker (2004), Krashen, (2015). A common thread through the struggles of the ELL to gain competence and fluency in reading in English is this lack of basic knowledge in the language of origin. These skills, or lack thereof, translate into higher or lower reading competencies in the second language. To read with comprehension, have an elementary phonemic awareness of words and their meanings, it is imperative for the ELL to transfer this knowledge from the language of origin to English. A lack of this knowledge gives rise to remediation and intervention. There is a need for the development of programs to facilitate this gap in reading readiness (Crawford & Krashen, 2015). Developing the reading capabilities in the first language of an ELL is the foundation for success in reading in the second language (Freeman & Freeman, 2009; Cheung, 2012). Multiple studies indicate that in working with ELL struggling readers, there is a thread of semblance. Each researcher (Crawford & Krashen, 2015; Torgesen 2007; Klingner, Hoover & Baca 2008) concludes that the better the reading language development of a child, the easier it is for reading success in the second language – English.

According to Child Trends (Hispanic Institute, 2015), a predictor of reading proficiency in later grades is the success of the ELL in the primary grades. “DLLs [Dual Language Learners], on average, enter school with lower English literacy skills than those of monolinguals,

and research finds that it takes between four and seven years for DLLs to become proficient in academic English (needed for success in the classroom)" (November 2012, p. 3). While developing from their native language to English, ELLs must meet the standards for assessments also to continue their education. This gap in meeting the standards altogether too often becomes the critical phase of learning that keeps them from moving each year with their peers. Interventions and remediation are part of the academic program for a school to show improvements in the ELL population.

Crawford and Krashen (2015) discuss in their book, *English Learners in American Classrooms: 101 Questions, 101 Answers*, the use of a bilingual classroom to incorporate the ELL is superior to the English-only environment (Kindle Edition, location 179). The bilingual classroom environment lends itself to greater comprehension in the use of the native language to bridge to English reading. The environment is not only beneficial for the ELL, but for their English-only classmates. The downside to the bilingual environment is the overarching pressure for teachers and administrators of accountability in assessing reading and math achievements. Schools are evaluated and given annual grades on the level of reading, writing, and math proficiency in the classroom. The ELL student lags far behind in this area because of the language barrier that is misconstrued as disability and assessed as poor performance.

Reading Challenges

The need to converge two languages for the understanding of English reading is a continuing challenge for the public-school system. US Department of Education statistics indicates that approximately 10% of the student population in K-12 is ELL (Institute of Education Sciences, 2017). Over one-half of all ELL scored below the necessary score of 226 for proficiency in reading (National Report Card for 2015). The average ELL reading score for fourth grade was 189 (National Report Card for 2015). Studies by Torgesen, Lane, Parker, Baca,

and many other researchers point to the challenges ELLs face when learning to read in a second language. The challenges in the classroom to perform according to standards set by school districts, state education mandates, and federal legislation, leaves the teacher with the mandate to “move” the ELL along with the native language speaker. In a study on immersion and dual-language classrooms, the use of dual-language instruction proved to aid the ELL to make more significant achievements than in a traditional classroom or a pull-out environment (Child Trends, 2014).

In the ELL Hispanic community, there are diverse abilities of students (Camera, 2016). As students come from various countries, cultures, and backgrounds, research notes the different learning capabilities of these students. There have been significant improvements in reading achievement by Hispanic children. However, there is still a gap between these ELL children and their English-speaking classmates (Camera, 2016).

The ELL is often labeled learning disabled (Klingner, Hoover, & Baca, 2008) because of the lack of proficiency in English. Klinger, Hoover, & Baca label these students as “emerging bilinguals” (Kindle edition, location 201). In trying to learn a new language and catch up to their English-only classmates, ELL students find themselves disproportionately represented with the disabilities label (Kindle edition location 291). Silverman, Proctor, Harring, Hatranft, Doyle, & Zelinke (2015) did a longitudinal study comparing English-only students and bilingual students researching the connection between reading comprehension and depth of vocabulary knowledge. The study covered children grades 2-5 that were either monolingual (English-only) or bilingual (Spanish-English). The study researched various forms of language knowledge that form the basis for reading comprehension (Silverman et al., 2015). The research consisted of “Growth modeling was used to estimate initial status on measures of vocabulary breadth, vocabulary depth, morphological awareness, and syntactic skill” (p. 1381). Findings were mixed with all the

Cohorts. The depth of vocabulary knowledge aligned with whether the student was below or on the level of reading comprehension. One of the pieces in reading comprehension tested in this study is a syntactic skill. The syntactic skills are a little-tested often overlooked area of whether or not a student can read with fluency and comprehension (Silverman et al., 2015). The breadth of this study gives rise to various language components on reading comprehension. Some of the areas such as morphological awareness were not found to be of significant influence.

Nevertheless, vocabulary depth and, to some extent, syntax skill became points in which the researchers found as foundations to reading comprehension. This analysis was given strength as the student went on to middle elementary school grades. The findings, albeit sometimes questionable according to the researchers, were clear as to how various components of language learning in bilingual students affects reading comprehension.

As statistics indicate at present, Hispanic ELLs fall behind in standardized reading assessments (US DOE, NCES, 2016). Despite this continuing trend, there have been achievements. This upward trend has come about since educators and administrators have recognized the need for bridging learning from one grade to the next and with the assistance of parents and other advocates and assistance (Linville, 2014; Murphey et al., 2014; Hecht, Burgess, Torgesen, Wagner, & Rashotte, 2000). There is, albeit, a gap in the transfer of reading achievements in the second language acquisition from one grade to another (Mathes et al., 2007). This lack of transfer could advance the speculation and further study of the gap between finishing one grade level in the spring of each year, the summer language gap, and the commencement of school in the fall.

The plethora of online professional development for teachers and education administrators have exploded. The advent of No Child Left Behind, Race to the Top, and Every Student Succeeds Act (ESSA), has given rise to the attention of those left behind because of

language barriers. As part of the search for intervention for struggling readers, tutoring has become a tool for raising scores and assisting the ELL to succeed in reading (Lane, 2005; Torgesen, 2000; Parker, 2005).

Literature on the Efficacy of Tutoring Reading

There is a need for intervention by outside sources for ELL reading comprehension, fluency, and proficiency. Many times, the school setting is insufficient to assist the ELL in becoming a proficient reader in the second language. There is a variety of research studies in which tutoring was an intervention for the ELL. In studies conducted by Parker, Denton, & Hasbrouck (2002, 2003) on the effectiveness of a tutor intervention, they listed steps for the tutor to utilize in assisting the child gain confidence in reading. Their premise is that the tutor is to guide the student through the reading passages and facilitate comprehension. They recommended ways of successfully tutoring with reading comprehension struggles. They listed five failures that contribute to poor comprehension. Among the failures are an understanding of keywords, sentences relating to one another into a string of fluency, and maintaining the interest of the student. They delineate ways in which an effective tutor enhances the comprehension and interest of a student in reading. The tutor selects materials that are comprehensible and focused reading passages to assist the student in decoding and recognize keywords and phrases (Parker et al., 2002).

The team followed up in 2003 targeting younger children (preschool age) as a foundation for lessening reading struggles later in school. They point out that when younger children master such skills as hearing and blending sounds, forming letters into simple basic word recognition, and having simple stories either read to them or be able to read them, reading is less of a struggle when in school (p. 42). Denton, Parker, et al. conclude the study with, “Systematic application of

these activities can significantly reduce the number and kind of reading problems experienced by young children at risk for reading failure” (p. 44).

In a later study, Denton, Anthony, Parker & Hasbrouck (2004), focused on two tutoring programs for bilingual students who spoke Spanish. These two programs were, Read Well and Read Naturally. The research team divided the students into groups according to their reading abilities. Each group was assigned a program. Read Well was used as a standalone program without any modifications. Read Naturally was modified to coincide with the classroom curriculum. The classroom teachers chose the students according to the proficiency in each language. Twenty-three undergraduate students participated as tutors. There was a comparison of the two programs on a separate basis as to effectiveness achievements students who were not tutored. “Differences in growth in English word reading between the tutored and non-tutored students were statistically significant and educationally meaningful, . . .” (Denton et al., 2004, p.300). In using Read Well and Read Naturally, Denton et al. (2004) were able to study the effects of tutoring on the progress of bilingual students in reading development. These measurable achievements manifested themselves explicitly with the tutors in the Read Well program treatment. The group that received tutoring showed statistically significant achievements in decoding and word reading.

In an article by Dr. Teresa Thonus (2014) on dispelling myths about tutoring, she indicated that a multilingual tutor had a superior ability to help the ELL succeed than a monolingual tutor. She quotes a study done by Taylor in 2007 regarding “multilingual-writers-as-tutors revealed that their grammar explanations were “considerably more accurate” than those of monolingual tutors (p. 51). She goes on to give further examples of the effectiveness of a tutor who is multilingual and better able to communicate with the student (Thonus, 2014).

In a case study by Hock, Pulvers, Deshler & Schumaker (2001), with at-risk students in a middle school using tutors who were students at a local university, they found after-school tutoring to be effective in all but one case. They identified three types of tutoring: (1) assignment-assistance; (2) strategic tutoring; and (3) instructional tutoring. For their case study, the team chose to use the strategic tutoring. They defined this type of tutoring as combining assistance with assignments with strategies for learning how to approach an exam or writing task in the classroom. Hock et al. (2001) used university students they trained as tutors for the after-school program. The administration identified the middle school students that participated as at-risk, and the parents of the students signed forms to allow them to take part in the research project. The results of the study indicated the effectiveness of the after-school tutoring. The vast majority of the participants advanced one to two letter grades in their subject areas.

In a study by Morrison & English (2012), the efficacy of tutoring by external sources was explored. The study was in conjunction with the Cincinnati, Ohio public school district wishes to identify tutoring programs that were effective for their students who were in need of remediation resources in math and reading. The participants were grouped from a variety of agencies along with a number of the public schools identified as needing intervention for students at risk of either retention or failure of mandated assessments. The focus of the study was the implementation of quality services by various agencies providing tutoring services in the school district. These services were part of a mandate from “Supplemental Educational Services (SES) established by the No Child Left Behind Act (NCLB; 2001), enacted in the Elementary and Secondary Education Act, and reauthorized by NCLB as a “consequence” or “corrective action” for schools that failed to make adequate yearly progress” (p. 316).

The outcome of the study indicated that in areas such as selection of appropriate tutor, training of tutors, appropriate materials aligned with school requirements, and safety, health, and

equity, the tutoring services scored high ratings. The low ratings were assisting students with goals, data fidelity, and use of data to support achievements in the tutoring sessions. The overall outcome was very positive but still left some unanswered questions the authors felt necessitated further study.

In a case study dissertation by Moore (2015) regarding the interaction of one-on-one tutoring with at-risk middle school students, the findings strongly indicated that the relationship between the volunteer tutor and the student was well received. The volunteer tutors in this case study were university students from a local urban campus. Each tutor was an education major, and each had some background knowledge of at-risk students. All three tutors met with their assigned students on a regular basis and assisted in reading and mathematics struggles of the students. The researcher, Dr. Moore, was also the observer and took notes, had the tutors keep logs, and interacted with administrators of the school. There were two focused queries in this dissertation: (1) tutor support for ELL student vocabulary acquisition; and (2) tutor interaction with the ELL students. The case study found that the interaction of the volunteer tutors gave way to positive interaction with the ELL student vocabulary acquisition.

In the review of this literature and the research therein, the use of a tutor becomes appropriate and meaningful in the remediation process. There are substantial investigation and literature regarding the role of the tutor within the context of the school classroom setting. Nevertheless, some Hispanic parents seek outside intervention for their struggling children. The tutor from an outside source who is proficient in the language of the ELL and family becomes the valuable link between reading achievements, the family communication, and success of the ELL in reading in the classroom. This form of tutoring has very little research and literature. This case study is research regarding the use of outside bilingual tutors and their contribution to the

reading intervention process. The outside tutor was an independent contractor who utilizes a wide variety of settings. She typically tutored on a one-on-one basis with the ELL.

Programs Used in the Case Study

In working with Hispanic children for a prolonged period as a tutor, the researcher of this case study found two reading programs which were successful. The two programs used were the public-school reading program and *Reading A-Z*.

Reading A-Z[®]

The main program used in this case study, *Reading A-Z*, is an online program which has a broad range of reading supplements that assist struggling readers along with advanced readers. The program was launched in January 2000 as an online supplement to reading needs in the classroom. It targeted the needs of additional reading materials unavailable in the classroom, but that would enhance the reading curriculum with online materials. Over the years, this online program has evolved into an award-winning location for all types of readers and reading for elementary school-aged children and classrooms. In recent years, the program has evolved targeting ELL students and struggling readers. With the use of leveled readers from kindergarten (*aa*) through 5th grade (*Z²*), *Reading A-Z* has created leveled readers based on Fountas & Pinnell, Reading Recovery, DRA, PM Readers, and Lexile (number of words per booklet). This program includes a section for ELL and bilingual readers. The online program has a reading area for Spanish and French along with the English reading materials. For the multilingual tutor, this program can be used for intervention with ELL and struggling bilingual students. It meets the often-wanted criteria of having the option of Spanish or French along with the basics in English. The materials associated with the online reading can be used either on a computer or downloaded

for writing practice. The program was used almost exclusively in this case study as a tool for reading remediation of the students whose journeys were communicated in this research.

In a white paper written by Dr. Adria F. Klein (date unknown) for the parent company of the program, Learning A-Z, she enumerates the various offerings that encompass the online program. The various programs were designed to supplement in-class online reading materials, assist with tutoring sessions, and provide an up-to-date state of the art tools for reading. The different online tools include Reading A-Z.com, Raz-Kids.com, Reading-Tutors.com, VocabularyA-Z.com, and WritingA-Z.com. According to Dr. Klein, “Learning A-Z is changing the way educators approach student instruction by providing around-the-clock instant access to teaching tools. . . . , thus removing a major obstacle to differentiated instruction.”

There is minimal research as to the efficacy of this program. In a quantitative study dissertation by Lannom (2008) comparing *Reading A-Z* to other remediation programs, the author found little or no significant difference in the reading achievements of the subjects. Nevertheless, the researcher found that use of *Reading A-Z* in a tutorial setting did give rise to learning achievements of the children in the study. In an update to this study, *Reading A-Z* has brought online reading materials in Spanish and French along with English. These reading materials allow the ELL to read in the native language and bridge to English comprehension and fluency. This bridge, as indicated in research, is vital for the ELL student’s intervention necessary to make reading achievements in the classroom. A strength of the program is that the editors and programmers of *Reading A-Z* continue the updates that align with curriculum and standard requirements of the public education system.

In using *Reading A-Z*, the tutor/researcher was able to communicate with each child on an individual basis and realize achievements in their reading. The subjects of this case study all required remediation in reading. Each one was a struggling Hispanic child who had poor reading

comprehension, decoding, and fluency. *Reading A-Z* provided the individual supplemental materials to realize the goals set by the student, parents, tutor, and classroom teacher.

By customizing the reading supplements with this program for the individual student, the tutor/researcher was able to assist in bridging between the tutoring sessions and the classroom requirements.

There is room for future study and research regarding the efficacy of this program. Nevertheless, at present, it is a leading online program that has expanded to include reading, science, writing, and professional development.

Public School Reading Materials

The other reading program utilized by the tutor-researcher in this study was Public school reading materials. This reading program used as the reading curriculum in a Central Florida public education system. McGraw-Hill developed public school reading materials in response to Common Core mandate for reading. The reading program was purposefully created for the Common Core design adopted by the State of Florida and various other states by Federal requirements for funding. Public school reading materials utilize a variety of learning materials, programs, and online sites aligned with Common Core. It does differentiate between the various levels of reading and has incorporated ELL reading levels.

In a 2013 article in *Newswire*, *Reading Wonders* materials “Reading WonderWorks, which supports *Reading Wonders*, McGraw-Hill Education's comprehensive Common Core reading program, was designed specifically to help students who are reading below grade level develop critical reading, writing and analytical skills required by the rigorous new standards so that they can accelerate through the curriculum and read on grade level by the following year.” Therefore, the incorporation into tutoring for the bilingual children of this reading program was vital for achievements in reading comprehension in the classroom. The use

of the program is also for the student's ability to bridge between the tutoring sessions and classroom learning.

The use of *Reading Wonders* reading materials encountered mixed reviews in the classroom and mixed results in aligning with assessment requirements. In tutoring sessions, its use has assisted the tutor in preparing the student with homework, assessments, and comprehension of reading assignments from the classroom. The tutor/researcher has used this resource to help the student compensate for a deficiency in reading comprehension and understanding in the classroom. By using public school reading materials, the tutor and the child were able to tie into the mandated curriculum. The student was able, in his/her native language, to question the tutor and receive guidance with assignments to bridge understanding of the materials utilized in daily classroom curriculum. The materials were also helpful in preparing the student for summative assessments on paper and computerized formative assessments

Due to the universal use in the classroom of the public-school reading materials as the main text and curriculum for reading, its use by the bilingual tutor/researcher became vital for the students in this case study learning and reading improvements. Each one of the students in the case study worked with the bilingual tutor to keep in step with the classroom demands and to remain familiar with reading comprehension in that setting. The public-school reading materials most used in this case study were the leveled readers, workbooks, and samples of prescribed assessments to assist the student in reading comprehension and vocabulary knowledge.

Supplemental materials used were part of the public-school reading materials program. Such supplemental materials as online worksheets, reading passages, and formative assessments assisted in gauging the advancement in reading for each of the struggling Hispanic children in the instant case study.

Summary of Findings

In a review of the literature, tutoring is an effective intervention for bilingual students who are struggling with comprehension along with other skills in reading English language texts. The supplemental instruction, materials, and personal one-on-one guidance are often essential tools to a student's achievements in a subject matter. ELL students who struggle with reading benefit for the most part from a tutor who is familiar with the native language (Thonus, 2014). Multiple studies by Parker (2000, 2004), Thonus (2014), Lane (2002, 2009), Crawford & Krashen (2015) and Baca (2008), along with other researchers, clearly indicate the effectiveness of tutoring.

As ELL students struggle not only with native language challenges, they become unable to bridge what they know from the native language to English (Mathes, 2004). This lack of a bridge translates into lower assessment scores, lower reading levels, and higher drop-out rates as the ELLs become of age to leave the education system (Murphrey, Guzman, & Torres, 2014). It has become a research data agreement that if the reading capabilities of the ELL are weak in the native language, the same occurs in learning English. Nevertheless, a significant proportion of studies utilizing ELLs (also known as bilingual) in the context of comparison with English-only classmates, discovers that the disparity between the two groups is not as significant as was once was expected (Silverman et al., 2015). The need to bridge the native language with the second language becomes vital in reading comprehension along with such skills as syntax, word and phrase decoding, fluency, and vocabulary awareness (Silverman et al., 2015). Bridging should be recognized as utilizing the two languages (native language and English) at one time (Genesee, 2001). In his study of dual language children, Dr. Genesee (2001) found that in the early stages of a child's life when hearing and using two languages, readily will adapt to the utilization of both. Nevertheless, using the second language in a social context and an academic context are what brings the struggles in reading and other areas of schooling for the bilingual child.

Some studies point toward the effectiveness of a tutor who is bilingual (Thonus, 2004; Crawford & Krashen, 2015). In these studies, the ELL makes more significant improvements in reading and can bridge the knowledge from the native language to that required in the classroom in English. The use of the native language to bridge learning and, therefore, advance in reading comprehension gives the bilingual tutor a tool to assist in the deficiencies of reading comprehension of the bilingual student.

The instant case study was in line with these studies exhibiting achievements in reading skills such as comprehension, decoding, and fluency in English with the one-on-one tutoring sessions. These sessions included communication with the parents in their native language. The participants in the study were primary grade level Hispanic students who required supplemental assistance to overcome struggles in reading. Much of the specific reading needs of these students were comprehension. Their inability to comprehend the vocabulary necessary to read with comprehension and fluency facilitated the use of one-on-one tutoring to understand the English words. None of these participants spoke with their parents in English in the home. Their native language, Spanish, was the home language. The parents required a translator when attending parent-teacher conferences, and they consulted with the tutor on a regular basis regarding the outcome or the reason for those meetings.

As the researcher and tutor engaged by these families, the use of specific strategies, tools, and communications was of vital importance in meeting the goals set for the student (Robertson, 2017). In an online article by Kristina Robertson (2017), five things were listed for a teacher to do to help the ELL student succeed. Among those five things was that the teacher (tutor) should have measurable goals, build on the background knowledge of the ELL, and have the ELL parents involved in the learning process. This article is in line with research by Crawford & Krashen (2015); Denton, Parker, et al. (2003); Farnia & Geva (2013); Freeman & Freeman

(2009) and other research indicating bridging background knowledge with current reading learning.

Often one of the parents would participate in the tutoring session. The participation of the parent in the tutoring sessions helped to facilitate higher learning achievements and understanding between the student and tutor. This exchange of communication also facilitated understanding of what the child learned and needed to acquire to succeed in school. The parents would question the tutor as to reasons for reading struggles and the grades and work brought home by the student. As Siler (2004) indicates in her study of effects that are positive in tutoring with a tutor who has background knowledge of the student and subject. The reason she indicates is that a tutor can adapt to the student needs. Often these requirements are unique to the one student. The tutor can adjust the curriculum to fit the need and the moment (Siler, 2004). By making these adjustments in the one-on-one sessions, the bilingual student can bridge reading comprehension between the native language and English.

The tutor/researcher use of flexible program materials such as *Reading A-Z* and the public-school reading materials assisted in the ELL student realize reading achievements and, therefore, better opportunity for advancement in the classroom. Even though there were times the student struggled with the materials, the tutor and student scaffolded used online materials, and read a piece by piece the passages for reading comprehension and fluency. In an article by Parker, Hasbrouck, & Denton (2002) regarding successful tutoring, outlined three necessities in assisting the struggling reader to succeed. These are (1) selection of reading passages or books; (2) improving understanding; and (3) improving motivation. They end the article stating, “A fair assessment of comprehension usually requires the tutor to provide a brief introduction to the story or passage . . . to help activate the student’s prior knowledge . . . also . . . requires the tutor to motivate the student to give . . . a reason to read” (p. 47). The tutor/researcher in this case

study was bilingual, able to assist the Hispanic children bridge between the languages and to communicate with the parents.

Limitations

The limitations of this literature review and case study are that they target only a particular portion of the population at risk for reading struggles and failures. It is limited to four Hispanic children in primary grades kindergarten through third grade in Central Florida. The scope of the case study is narrow because the researcher is also the tutor for the children in this study. A broader study of bilingual tutors trained, qualified to not only a tutor but also certified teachers are working one-on-one with struggling at-risk elementary school readers would lend to the validity of the findings of this case study. Also, the use of reading materials from sources other than what the researcher/tutor employed could potentially give a broader perspective on the issue of struggling bilingual learners making progress with reading. Other materials may enhance reading progress to have a broader array of resources to assist the struggling bilingual student.

Since all four of the children, and their parents, were Spanish speakers significantly limited the study to a single case with changeable implications for each child. A study of ELL at-risk children from other language backgrounds requiring specialized tutoring would potentially give a more open understanding of various members of the ELL overall population. The bilingual population in the United States is diverse and, therefore, so are the challenges of bilingual children with struggles in bridging from the native language to English. Therefore, even though this case study is limited in scope to Spanish speakers, other case studies of children in varying ages could give rise to a specific understanding of the diversity of ELL/ESOL children in our education system.

In this case study, there are limited scopes to knowing what would be the reaction of bilingual children who are not struggling; who do not have the support of the family; and who

are in the upper elementary grades. There is also the limit on the number of children. The validation and results of bilingual tutoring could be enhanced with a larger group within the classroom and possibly from varying cultural backgrounds.

This case study could lend itself further to examine the effects a tutor who spoke the native language would have on children in a larger group setting and on other topics such as math, social studies, and science.

Rationale for Study

In keeping with this case study investigation, the study highlights the journey of four Hispanic children whose parents sought out external tutoring to supplement difficulties each student was having in reading. The participants in the study were four Hispanic children in grades kindergarten through third grade. These children were labeled ESOL for the first two years of their schooling. Subsequently, three of the children were taken out of the ESOL program in their respective public schools and continued struggling with reading comprehension. All sets of parents were Spanish speakers with limited knowledge of the English language. Each of the participants had difficulty bridging their classroom learning in the previous grade when moving on to the next grade level (Mathes, 2007). At the urging of a classroom teacher for each child, the family was encouraged to seek out private tutoring. The tutoring company that was engaged had engaged the services of the bilingual (Spanish/English) tutor who is the researcher for this case study. In preliminary and subsequent communications between the tutor and parents, the parents' most significant concern was that the child progress through the system with the English-only students in the classroom (Child Trends, 2015). The children in the study, however, were able to converse with the tutor/researcher in English but also communicated in Spanish with the parents. This bridge in the family conversation did not translate into academic reading comprehension for each child.

The materials for each session consisted of either an online reading program and one used in the classroom. The use of materials depended on the immediate needs of the child for reading achievements and comprehension in the classroom. The researcher was also the tutor for more than one school year for each child. Each set of materials coincided with either the classroom curriculum or supplemented the materials for bridging from the native language to English comprehension in reading. Each set of materials had a purpose. Public school reading materials used for formative assessments with the child assisted in preparation for school assessments and homework. *Reading A-Z* materials both online and paper-pencil were used to strengthen the foundation for each level of reading the student strove to attain.

The current case study was undertaken to investigate the outcome of outside tutoring intervention for Hispanic children struggling with reading. This study was specific to the researcher/tutor knowing the native language of the Hispanic child to communicate with the child and the families. The study strove to research the effects that a bilingual tutor has on the reading comprehension and various other reading skills of a Hispanic child. The researcher/tutor also sought to gain knowledge of the impact of communication with the parents in the native language and bridging that communication with the child's learning and reading advancement. Studies indicate that when outside intervention such as tutoring is engaged in a bilingual setting for both the tutor and student, the intervention has a much more significant opportunity for success (Thonus, 2014; Crawford & Krashen, 2015). Therefore, the rationale for this study is to examine these effects on targeted students in one-on-one tutoring sessions on a long-term basis with the tutor/researcher maintaining communication for an extended period.

Research Questions

1. What is the impact of the tutoring sessions upon the reading comprehension achievement of Hispanic ELLs?

2. What is the impact of developing a rapport with the families of participating Hispanic ELLs on the reading comprehension achievement of the learners as viewed from the perspective of the tutor?

Research Hypothesis

There is an impact directly attributed to tutoring sessions with a bilingual tutor upon the reading comprehension achievement of the Hispanic ELL.

III. METHODOLOGY

This chapter contains a description of how bilingual tutoring by a private, bilingual tutor affects the reading comprehension of Hispanic children. The focal point of the case study is the students, the setting, the materials, criteria, and procedures. Chapter III concludes with a summary of the data and describing the social validity of the analysis.

The purpose of this qualitative case study was to examine the effects of bilingual tutoring upon the reading comprehension of four Hispanic bilingual children. The foundation for this case study was from Yin (2014). He used a six-part process to build a case study and four strategies from which to shape the study. In the following chart are Yin's processes (2014, p.2):

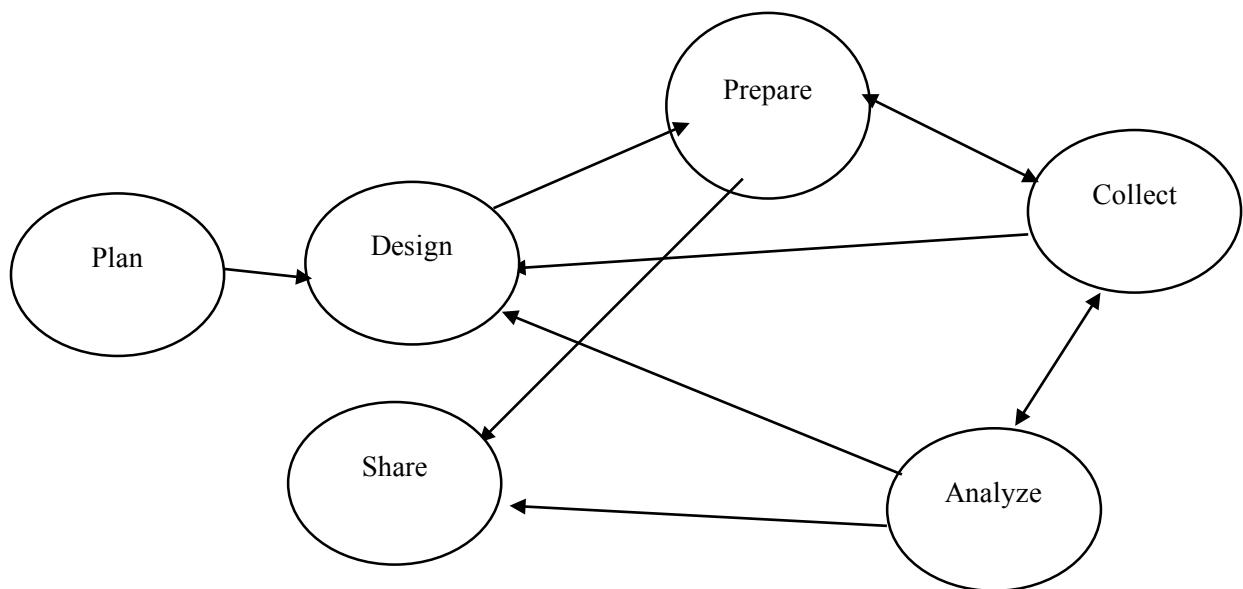


Figure 1. A linear but iterative process (Yin, 2014, p. 12)
Six Types of Evidence for Case Study Research

Yin (2014) recommended six sources of evidence in the iterative process for the case study. The six types of evidence are: (1) documentation; (2) archival records; (3) interviews; (4) direct observation; (5) participant observations; and (6) physical artifacts (location 2788-2790). This case study incorporated three of the six sources of evidence recommended by Yin (2014). Those

include (1) documents, (2) direct observation, and (3) physical artifacts (Yin, 2015, location 2788-2790). The information obtained from the analysis of the sources of evidence mentioned above will allow the researcher to address the questions posed in this study, which are:

- (1) What was the impact of the bilingual tutoring sessions upon the reading comprehension achievement of Hispanic ELLs?
- (2) What was the impact of developing a rapport with the families of participating Hispanic ELLs on the reading comprehension achievement of the learners as viewed from the perspective of the tutor?

Yin (2014) also recommends four strategies for building a case study. The four strategies are: (1) relying on theoretical propositions; (2) working data from the “ground up”; (3) developing case description; and (4) examining plausible rival explanations (location 3500-3636). Working with the data from the “ground up,” developing a case description, and the overarching examination of plausible rival explanations (Yin, 2014), formed the foundation for the base of these case studies. The data and the developing description were created with the tutor logs, anecdotal notes, worksheets filled out by the students over time, and the formative and summative assessments periodically administered. Some of the rival explanations examined included the outside circumstances faced by each of the students not always bound by the bilingual learning and communication.

Methods of Data Collection and Analysis

Data were collected on each student by utilizing the tutor’s anecdotal notes, monthly logs summarizing the progress of each student, reading passages, online and on paper worksheets, and formative and summative assessments. As part of the progress of the reading and the materials utilized for that session, files were maintained for each student. These records, along with the

tutor/researcher's anecdotal notes and logs, formed the basis for the case study. The data also included documentation of impromptu conferences with parents as to concerns they may have about a segment of the tutoring or classroom progress.

The reading passages were originated from an online program, *Reading A-Z*. The worksheets derived from the school-based reading program and the homework worksheets brought to the sessions by the students. *Reading A-Z* is a leveled reading program by which the students were able to read, on the computer, booklets, and passages at a level which they were mastering.

The investigation was initiated because of the need for a bilingual tutor for four Hispanic bilingual children. Research indicated that tutoring was effective for struggling readers (Thonus, 2012). Furthermore, Thonus (2012) adds that the use of a bilingual tutor will increase the effectiveness of tutoring sessions including bilingual students. The effectiveness of the bilingual tutor might be because a bilingual tutor can communicate with the parents of the children tutored in the home language (Thonus, 2012). The parents of the participating students sought out a tutoring service, *Learning Resource Center*, and recommended to the tutor/researcher because of the commonality of the language. All four of the children were struggling with reading particularly with comprehension.

Definitions

The following terms were used to describe various aspects of this study. Some of the terminologies were derived from use in the current research.

Bilingual: able to speak and understand two languages (Merriam-Webster online).

Bilingual tutor: tutor who spoke and communicated with parents and children in the native language of the children being tutored.

Bridging: in this case study, a child using in the classroom that which was learned in tutoring to achieve advances in reading comprehension. According to *Colorín Colorado* (2017), “Bridging is applying the knowledge, and reading comprehension learned with the bilingual tutor in the classroom.”

Chunking: breaking a word or group of words into small components for the student to pronounce, read with more fluency, and comprehend. According to Marzano (2012), “Chunking content into digestible bites (for example, the teacher presents content in small portions tailored to students’ level of understanding)” (Kindle Locations 692-693).

Comprehension: the ability to understand what is being read well enough to write and verbally explain the context of and summarize the passage or book. “Essentially, it is easier for ELs to begin with asking and answering questions, determining important information, summarizing, making connections and making use of schema, and monitoring comprehension” (Calderón, 2011. Kindle Locations 1559-1560).

Decode: when a participant did not understand a word in the passage, the tutor/researcher would discuss the word with the participant to assist in facilitating the use of the word in the context of the reading passage.

English Language Learner (ELL): “ELL is the most popular term today for children who are sometimes described as LEP (limited-English-proficient), ESOL (English for speakers of other languages) students, or more recently, *emergent bilinguals*” (Crawford & Krashen, 2015, location 200, Kindle Fire Edition)

Hispanic: Those whose native language was Spanish.

Intake form: a form completed by the parents of study students before the commencement of the tutoring sessions. This form provided the tutor a brief, yet concise overview of the child, the family, and the academic and health history. The tutoring organization was *Learing Resource*

Center (LRC) who relayed a copy of this form to the tutor/researcher for maintenance in the files of the individual child.

Native language: the language which was spoken the majority of the time by the bilingual student. The acquisition of the native language was through use in the home as the one language to communicate. According to Wikipedia (2017), native language is defined as “a language that a person has been exposed to from birth or within the critical period.”

Summarize: verbal and written work accomplished by the study participant and tutor/researcher relevant to the contents of the passage(s) read and the student’s interpretation of the reading.

Calderón (2011) described summarizing as “Students create a new oral or written text that stands for an existing text” (Kindle Fire location 1571).

Text evidence: student’s ability to find words and phrases within a passage to confirm, on the worksheet, that the written summary was in conjunction with the reading passage.

Vocabulary: words learned by the student as part of a required list of high-frequency words provided by the classroom teacher. Also, words which were highlighted in a passage reviewed prior to reading that passage.

Students

The purpose of this qualitative case study was to determine the impact of bilingual tutoring upon the reading comprehension achievement of four Hispanic children. All four of the children and their parents communicated in Spanish in the home. Moreover, parents of the study students were born outside the United States.

Child Students

Four Hispanic children represented the sample utilized in the study. The children were enrolled in the primary grades within the public schools. The parents of the four children were migrants from Mexico. The children were born in the United States. Regarding gender and grade

placement, two of the children were boys (M1 and M2), and two were girls (F1 and F2). Two of the children were in the second grade (F1 and F2), one was in the first grade (M1), and one was in kindergarten (M2). Two of the children were siblings (M1 and M2), and a third (F1) was related to the two siblings.

The fourth child (F2) was also in the second grade. The following table contains a summary of the essential demographic information related to the study students.

Table 1.

Demographics of students

Participant	Age at the beginning of the study	Gender	Grade level at the beginning of the study	# Siblings	Birthplace
F1	7	F	2	2	USA
F2	7	F	2	1	USA
M1	6	M	1	2	USA
M2	5	M	K	2	USA

The researcher also acted as the bilingual tutor for all four children and met with each child on a weekly basis. The children ranged in ages from 5 years of age to 7 years old. Each child enrolled in tutoring sessions with the bilingual tutor/researcher complied with the criteria for the study before the commencement of this case study.

Parents of the Students

The parents of the study students sought out the bilingual tutor through the *Learning Resource Center*, a non-profit tutoring agency, to facilitate communication and provide assistance in meeting the rigors of the reading curriculum in the classroom. The parents of M1 and M2 specifically requested that the agency supply a bilingual tutor who spoke their native language. The parents F1 and F2 expressed a preference for a bilingual tutor but did not make that a priority. The families were part of a previously agreed upon tutoring plan that implemented before the case study. Therefore, the case study became part of the weekly tutoring sessions.

Along with the parent communication, the bilingual tutor/researcher maintained electronic contact with classroom teachers during the school year. Participating parents provided written consent for the bilingual tutor to communicate with the classroom teacher on a regular basis.

Settings

The setting for the case study was a public library in Central Florida. The public library maintained private tutoring rooms for public use. Each tutoring room was furnished with a long table with two chairs and equipped with outlets for computer hookups. Parents of the students provided transportation for tutoring sessions at the library. When one of the parents joined the session, the parent would sit in on the session behind the child. This seating facilitated access to any questions or comments the parents would have with the tutor during the session. The instructional materials and computer were placed and maintained on the table as the tutor and student sat side-by-side and worked together on the activities and assignments. The computer was used as a means by which students would read passages from the online program, *Reading A-Z*. Each student was able to access reading content from the online program and utilized the hands-on portion of the online passage at the level of reading ability to assist with comprehension, vocabulary, and decoding capabilities.

Materials

The differentiated materials in this study were combined to maximize facilitation of several interventions. These materials were previously used effectively by the bilingual tutor/researcher in tutoring F1, F2, and M1 before this case study. The primary component used in this case study was an online reading program, *Reading A-Z*, along with its companions such as worksheets and summative assessments. A license for the online program *Reading A-Z* was purchased by the tutor/researcher as an intervention tool for developing the reading comprehension of the children. The second principal component wherein the resources were

derived was the child's classroom materials. Also, the tutor/researcher had access to some of the classroom materials online and downloaded them for tutoring purposes. When the child brought the classroom materials to the tutoring session, they were in the form of assigned homework from school. The third component was reading books as a supplement at the reading level of the learner. The fourth component was mainly for the kindergarten child in the case study. This component was in the form of flashcards and special writing paper incorporated into the sessions. Other materials such as anecdotal tutor records from conferences with parents were maintained for recording and data gathering purposes.

The materials were distinguished for the reading comprehension needs of each child. Nevertheless, whether the materials were for the kindergartener (M2), the first grader (M1) or the third graders (F1 and F2), the principal portion of the materials emanated from the online program *Reading A-Z* along with supplemental worksheets or practice reading a passage from the public-school reading program. A laptop computer was utilized to facilitate the reading passages on the online program *Reading A-Z*. The nature of each tutoring sessions was such that the materials were differentiated from session to session. The primary materials included online reading passages, reading comprehension worksheets, and from time-to-time running records and summative assessments. The worksheets included vocabulary practice for bridging into the text of the passage, graphic organizers to help the student comprehend the passages, and writing practice for context clues, text evidence, and summarization of the passage. The periodic summative tasks assisted the bilingual tutor/researcher in determining the level of reading comprehension of the participant. The running records were a guide for advancement of one level of reading to another in the online reading program.

The leveled readers from *Reading A-Z* were foundational to the study in that they measured the reading achievement levels of F1, F2, and M1. M2 was provided words from a

high-frequency word list supplied by the classroom teacher designed to promote vocabulary growth and thereby facilitate reading achievement. The word lists were supplemented with passages from *Reading A-Z* and were represented at the reading level of the participant with colorful illustrations and sounds of the characters in the story so that the child could connect the illustrations and with the words in the passage. For the other three children, in each online passage, there was an option to listen to a narrator read the story before or after the first reading of that passage. Within each online reading passage, a choice of word pronunciation by a narrator programmed into the provided passage. The prospect of clicking on an ambiguous or unknown word and hear a narrator pronounce the word assisted the participant reader with vocabulary pronunciation and definition of unknown or problematic words for decoding purposes. See the attached Appendix for a sample of the running record and front cover of a leveled reader.

Procedures

This case study is a snapshot of an overall bilingual tutoring which included four Hispanic children identified as F1, F2, M1, and M2. The case study commenced January 2016 and concluded June 2017. Before commencement of the case study, F1, F2, and M1 were students of the researcher/bilingual tutor for four months. M2 became a student at the commencement of this case study in January 2016. The parents of M1 and M2 requested the tutor speak their native language, Spanish. The parents of the students formally came into contact with the tutor for additional assistance in reading via a non-profit tutoring organization by the name of *Learning Resource Center (LRC)*. The bilingual tutor/researcher was and still is an independent contractor with *LRC*. The parents of M1 and M2 expressed to the tutoring agency that M1 and M2 were better served by someone who knew their language. They requested someone who could be patient and effective with the challenges of M2. All four of the students

were recommended to *LRC* by either a school resource person or the classroom teacher. All of the students were Hispanic who spoke only Spanish in the home with one parent speaking limited English. All four of the students were identified as performing academically below grade level in reading and struggling with comprehension, vocabulary decoding, fluency, and writing.

Before the commencement of the initial tutoring sessions, an intake sheet was filled out by the parents with *LRC*. This intake information was relayed to the bilingual tutor for reference as to the level of the student's reading, and any information that would be pertinent to the organization of the tutoring sessions for maximum outcome. In the differentiated tutoring plan, each subsequent session included reading passages, worksheets, and participant/bilingual tutor interaction and feedback. The reading passages were either from *Reading A-Z* or from the school materials such as assessment preparation worksheets, homework, or practice work to assist the student with challenging concepts taught in the classroom.

As part of the procedures, the bilingual tutor used anecdotal notes, monthly logs, and completed worksheets to determine the emergent themes for the student.

The steps to the analysis of the documents listed above included the following:

1. The monthly logs for each of the children were color-coded to ascertain the potential themes which might be evident in the progress of all four children.
2. The anecdotal tutor notes were then analyzed for cross-analysis with the color-coded monthly logs.
3. The worksheets worked on by each of the children were also analyzed for themes which permeated across of all four.
4. A giant sheet of poster paper was utilized to write the analysis of the documents for each participant. On those sheets of paper, the themes were written as they emerged on the color-coded monthly logs.

5. Upon color-coding all of the data, twelve initial preliminary themes were discovered.

After close examination of the twelve preliminary themes, four emerged as the major themes and were the highlighted components for this case study. Appendix K illustrates this process.

As the sessions progressed, the materials differentiated according to the student's comprehension level. F1, F2, and M1 read on varying levels. The online program, *Reading A-Z*, was utilized to assist the student in reading comprehension, vocabulary, and fluency. The implementation of this program enabled the students to use a computer and thereby have access to electronic feedback. The students were able to follow along either with "finger pointing" on the screen or with the use of a mouse. When a word the participant was unable to decode was present in the text, a mouse click on the word would initiate the online narrator to say the word. The tutor/researcher would conduct an immediate formative assessment as to the meaning of the vocabulary word and the participant's ability to decode and understand the word in its context.

Each participant in the study spent at least one hour per week with the bilingual tutor/researcher. The weekly sessions were conducted over an 18-month period which included January 2016 through June 2017. At the commencement of the study, a summative reading task was performed with each of the students. The results of that task were registered on a form and maintained in the child's portfolio. Each week the students would utilize worksheets for comprehension and writing experience to build on the passages. M2 also worked with a series of manipulatives for vocabulary building. F1, F2, and M1 utilized the online reading program, *Reading A-Z*, or the materials from the reading program in their classroom.

Study Design

The design of this case study was commensurate with Yin's (2014) five components of a case study. These components included (1) questions; (2) proposition if any; (3) units of analysis; (4) logic linking the data to the propositions; and (5) criteria for interpreting the

findings. (Location 1252). In keeping with the Yin model for case studies, the design of this study was a qualitative case study of four Hispanic children needing bilingual tutoring to maintain pace with the rigors of the curriculum of the public-school classroom. Two of Yin's components, proposition, and units of analysis were foundational to developing this case study. According to Yin, "each proposition directs attention to something that should be examined within the scope of study" (2014, Kindle Location 1269). He further states that the units of analysis are, "related to the fundamental problem of defining the "case" to be studied. . . ." (2014, Kindle Locations 1290-1291). These two foundational principals, along with Yin's other three components, formed the foundation for the tutor/researcher constructing the study based upon (1) the potential need for tutors to be cognizant and able to communicate in the language of the child and the family, and (2) the reading comprehension achievements of the children. The criteria for the case study was bridging reading comprehension of the children in a bilingual setting into achievement in their reading comprehension.

In this case study, each session was conducted with reading comprehension as the focal point. A review of the previous week's reading passages and any worksheets accompanying the text were discussed and built upon for reading comprehension. Any questions, misunderstandings, or unknown vocabulary was reviewed for clarification and understanding. Each week students would read a passage from either the school-supplied worksheet or *Reading A-Z*, answer formative questions as the passage was read and, if time permitted, write responses to either question in a graphic organizer or match listed vocabulary from the passage to writing student-created sentences indicating comprehension of the reading.

Data Analysis

The researcher/bilingual tutor triangulated methods and materials to record, categorize and analyze the data. Materials such as anecdotal notes recorded by the bilingual tutor along with

samples of student work during bilingual tutoring sessions and monthly logs of the students' progress and activities formed the foundation for data gathering in this case study. The researcher/bilingual tutor color coded and segmented into graphic organizers the logs, student work and tutor anecdotal notes to identify any themes that surfaced throughout the sessions.

Discussions with and feedback from parents was essential to maintain consistency in understanding any achievements or changes in reading comprehension by the student in the classroom. The communications with the parents also provided the tutor/researcher a commonality for better understanding between all students in the case study.

Initial tutoring sessions were utilized to administer assessments for the determination of the level of reading comprehension for each child. At the end of each unit of studies, an additional assessment was administered to ascertain the achievements made in the reading. Assessments were recorded intermittently during the tutoring sessions that measured potential improvements in reading comprehension. Moreover, "running records" of participant performance were employed periodically to record the reading each student performed in the online program

Reading A-Z. These running records and recorded tutor notes were used for the advancement in each reading level. For both the school reading program and *Reading A-Z*, formative assessments were administered by the tutor to assist the student recall the story read to measure the comprehension of the student. These formative assessments, both written and verbal were noted in the tutor anecdotal notes and recorded in the analysis of the information for this case study.

Formative and summative assessments were intermittently administered during bilingual tutoring sessions along with writing by and worksheets completed with each of the students and analyses were gathered of information for this case study. At the conclusion of the case study, an evaluation was conducted with each of the students in the study. These concluding, summative assessments, over the time frame of this case study, indicated that each child made achievements

in reading comprehension. As the table in Appendix I indicated, the probability of the advancement in reading levels was ascertained, each child scored well enough (at 85% correct or better) to advance one to three reading levels during this study. The table indicates the beginning and ending summative assessments showing achievements in reading comprehension.

An additional component of the analysis of the data was the parent feedback. As part of the interaction between parents and bilingual tutor, there were queries regarding various subjects such as conferences with classroom teachers, assessment scores, and report card grades received by the child. The tutor would explain, in the native language, what the grades meant and the comments from the classroom teacher. In the tutor anecdotal records, parent feedback was noted as part of the information for possible student reading comprehension, bridging of reading, or finding of concerns regarding the child's advancement within the grade. This information included in measuring the differentiation of tutoring with the individual child. An analysis of the information from the tutor's anecdotal notes indicated a concern on the part of the parents for student grade level advancement. This component became a part of the coding of the data for the study.

The analysis of differentiation of the tutoring sessions was substantiated with the worksheets and written products gathered by the tutor/research during the case study tutoring session. These documents were analyzed and color-coded for use in building progress during the tutoring sessions via the materials and tools available to the tutor/researcher. The reading reports compared to the *Reading A-Z* leveled readers, and summative assessment from the online program was utilized to indicate the progress of each student.

IV. RESULTS

Introduction

The purpose of this qualitative case study was to examine the effects of bilingual tutoring upon the reading comprehension of four Hispanic ELL children. The basis for the study were these four Hispanic children who struggled with reading comprehension in the public-school classroom. They were referred to the bilingual tutor/researcher by a tutoring organization, *Learning Resource Center (LRC)*.

The findings in this study were based on the progress recorded by the bilingual tutor/researcher triangulating anecdotal notes, logs, student work, assessments, and parent communication over an eighteen month period which included January 2016 through June 2017. The results indicated that with the interventions utilized in this case study, each of the students demonstrated progress in reading comprehension. The chapter was divided into two separate areas: 1. Cross-case analysis findings, and 2. Case by case analysis findings.

Cross-Case Analysis Findings

Cross-case analysis occurs when there are multiple cases in a case study. Yin (2014) defines cross-case analysis as, “a collective case in which the researcher examines more than one case. It involves examining themes across cases to discern themes that are common and different to all cases. It is an analysis step that typically follows within-case analysis when the researcher studies multiple cases” (p. 321-322). In this case study, the themes derived from the researcher’s analysis of her anecdotal notes, logs maintained for the organization, student work, and noted communications with the parents. The researcher/bilingual tutor analyzed these materials dated from January 2016 through June 2017. A color code was established and utilized to obtain key themes which permeated throughout the materials for each of the students. Several graphic organizers (see Appendix K) were built from the color-coded materials to reach conclusions

necessary to build the framework for this case study. Upon analysis, four major themes threaded through the study. Upon comparing the anecdotal notes to the logs and student work, the four themes enumerated below were most notable.

In Table 2 below, a comparison of the four students to each of the themes as evident in the case study.

Table 2.

Comparison of students by theme

Theme	F1	F2	M1	M2
Rapport/Trust	X	X	X	X
Bridging	X	X	X	None
Long-term consistency	X	X	X	X
Home language communication and rapport with parents	X	X	X	X

Notes: According to *Colorín Colorado* (2017), “Bridging is applying the knowledge, and reading comprehension learned with the bilingual tutor in the classroom.” The long-term consistency had to do with the case study bilingual tutor/researcher spent from January 2016 through June 2017 studying the children in this case study. When bridging the materials from bilingual tutoring to the classroom, F1 and M1 had difficulty bridging from one-on-one tutoring to classroom which is English-only in design and learning/teaching. F2 did read fluently but did not have a grasp of comprehension. M2 did little or no bridging.

Themes

Theme #1: Rapport and Trust with the Participant

Relationships among the bilingual children with the bilingual tutor were significant in building a trust in the learning process. Between January 2016 and June 2017, the bilingual tutor, the children, and their families built a rapport that assisted in understanding the magnitude of the deficit in reading comprehension of the individual students. In the three months before the commencement of this case study, F1, F2, and M1 and their parents were often reluctant to ask questions and share information regarding reading comprehension struggles in the classroom. As they gained confidence in knowing the bilingual tutor/researcher knew their native language fluently and was willing to listen to them and explain in their native language what was happening in the classroom, they commenced sharing information and documentation they obtained from the school. For example, the mother of F1 requested that the bilingual tutor attend a parent-teacher conference in order to understand better why she was doing well with the tutor and not in school. The bilingual tutor was invited to the child's first communion. The parents often brought to the tutoring sessions documents such as report cards, IEPs, reading reports and teachers' communications via notes or documents sent home to the parents in English. F2's father would ask about and tell the bilingual tutor about her progress in reading. Her family shared the IEP and other sensitive communications. The mother of M1 and M2 sat in on all of the tutoring sessions and would ask why things such as grades and lack of reading comprehension happened in the school and not with the bilingual tutor. As the trust and rapport built, the parents asked questions regarding the content of the intervention along with queries about the in-school activities which involved their children.

Each of the students gained confidence in asking questions and expressing one's self during the sessions. This rapport and trust were built not only over the three months before the

commencement of the case study but also over at least the next three to six months. In one case, M2, it took an entire year for the bilingual tutor and the child to begin to work together to the point he began demonstrating understanding and gains in comprehension. Over a period of six months, sometimes more, the participant and the bilingual tutor performed activities such as reading passages, working on homework, completing related activities, and formative assessments, the rapport, and trust built. As indicated in the bilingual tutor's anecdotal notes taken during each session with the bilingual students, as the sessions progressed, the bilingual tutor was able to direct the student into the areas of reading comprehension necessary to do grade-level work in the classroom. The bilingual tutor was able to teach F1, F2, and M1 test-taking strategies which would help them in their testing in the classroom.

Building rapport and trust were accomplished by the use of the online reading program *Reading A-Z*. All four of the children would choose passages they enjoyed at their reading level with the result that they read with greater excitement and comprehension. With the support of the bilingual tutor, the children, quite often, exceeded the expectations for reading comprehension. M2 would have a choice of a passage within the reading level in *Reading A-Z*. He enjoyed the passages which had animal illustrations. When he did not know a word, he would hover the mouse over the word, and the narrator would sound out the word for him. With the success of each succeeding level of reading, the rapport was built, and trust was engendered with the bilingual tutor in that way the child was able to recognize his or her improvement.

Theme #2: Bridging

According to recent research, a bilingual tutor has a more significant opportunity to bridge reading comprehension between the bilingual student and the classroom (Thonus, 2011). In the present case study, the bridging of the one-on-one work of the tutor and child often took shape in using school homework, brainstorming, and defining concepts the child did not

understand. In bridging the gap between reading comprehension in the classroom and comprehension with the bilingual tutor often took the shape of achievements but not bridging into the classroom.

Bridging is applying the knowledge, and reading comprehension learned with the bilingual tutor in the classroom (*Colorín Colorado*, 2017). This type of comprehension is often the most challenging concept for the bilingual child to assimilate. The variance between the one-on-one learning and the classroom was noted in the assessments, anecdotal notes, and communication with the parents. Often the students did well with the assessments with the bilingual tutor; nevertheless, when taking school-based assessments, they fell below average in scoring. As indicated in the findings of the case by case analysis, F1 and M2 were often successful with the bilingual tutor but failed in bridging these achievements into their classroom requirements.

Some of the materials utilized to bridge the reading comprehension skills were from *Reading A-Z*. These materials were leveled in line with various other reading programs to give the consistency of comprehension with classroom curriculum. Other materials used in bridging the reading comprehension were from the classroom reading program. All of these materials triangulated into reading achievements with comprehension; nevertheless, they did not always correlate to bridging reading comprehension skills into grade-level advancement. As further indicated in the individual results that follow, some bridging occurred. These results were not only due to bilingual tutoring, but they were also a result of parent involvement.

With long-term consistency and constant review, the bilingual tutor attempted to assist the children in bridging their reading comprehension skills into the classroom by utilizing a series of strategies to be successful with their reading tests. Confidential data supplied by the parents to the bilingual tutor, which included classroom teacher notes to parents, results of

classroom computerized tests, classroom summative assessments, and interim and grade-period reports, supported the fact that the students did not consistently grasp strategies that would allow them to succeed with summative reading assessments. The reading strategy used by the bilingual tutor for successful reading comprehension assessments followed numerous steps such as:

- (1) readings of an article while numbering the paragraphs on each page,
- (2) review of the questions, marking the keywords in the questions,
- (3) finding text evidence and context clues to respond to the questions, and
- (4) eliminating the answers (“slash the trash”) which do not have text evidence or context clues to prove it correct.

This strategy was employed during a prolonged period to enable each child to effectively implement these steps which resulted in bridging their test-taking success in the classroom. As each read a passage from either *Reading A-Z* or his or her school reading materials, the bilingual tutor would go over the strategies and would do a formative assessment to garner the level of comprehension. After approximately six to eight months, several of the children began utilizing the strategy without tutor prompting.

Reading comprehension was also achieved by reading math problems. As time passed, the children would bring their homework not only for reading comprehension in language arts; they also brought homework for reading math problems. Two of the children were having difficulties understanding the word problems to solve the equations and questions associated with the word problems. The bilingual tutor and the child went through a series of strategies similar to those when reading language arts passages. The strategies for reading the math word problems were (1) finding the numbers in the word problem and circling them; (2) underlining the question that would solve the word problem; and (3) using context clues and text evidence to

relate the mathematical equation needed to resolve the problem. The ability to solve word problems was also accomplished to some degree with time and consistency. The key to successful resolution of the math word problems was reading comprehension. Each child became comfortable with this concept at his or her own pace. One of the children was able to grasp the concept within just a few weeks, others, at the end of the study, were still having to walk through the steps with the bilingual tutor prompts.

Theme #3: Long-Term Consistency

Consistency was essential in building rapport and trust between the bilingual tutor, the children, and their parents. Before the commencement of the study, the bilingual tutor had worked with them for at least three to four months and after the case study continued her work with each of the students. During the documenting of the data for the case study, the bilingual tutor recorded the tutoring sessions between January 2016 and June 2017 with F1, F2, M1, and M2.

The progress of the students often measured in small achievements with setbacks that helped retool and redirect the sessions. Many times, progress was noted in the tutoring sessions as shown in Appendix E, but the participant was unable to bridge between learning in the tutoring sessions with learning in the classroom. The length of time spent with the bilingual tutor highlighted the progression of the reading comprehension of the individual students. The noticing of progress was not measured so much in hours, but in length of time in days, weeks, and months. As consistency of time progressed, the children and their parents gained confidence in the bilingual tutor enabling a consistent and stable learning environment.

Long-term consistency also impacted the strategies that the bilingual tutor was able to teach for reading comprehension to each of the students. The data indicated that the children did not comprehend the use of the strategies to succeed in summative reading assessments. With

long-term consistency and constant review, the bilingual tutor was able to teach the children to utilize a series of strategies that allowed them to be successful with their reading assessments.

The reading strategies followed numerous steps such as

- (1) readings of an article while numbering the paragraphs on each page,
- (2) review of the questions, marking the keywords in the questions,
- (3) finding text evidence and context clues to respond to the questions, and
- (4) eliminating the answers (“slash the trash”) which do not have text evidence or context clues to prove it correct.

This strategy took a prolonged period to enable each child to implement these steps into their test-taking success effectively. As each read a passage from either *Reading A-Z* or his or her school reading materials, the bilingual tutor would go over the strategies and would do a formative assessment to garner the level of comprehension. After approximately six to eight months, F1 and F2 began utilizing the strategy without tutor prompting. M1 also manifested use of the strategies in his classroom assessments. Appendix J illustrates the progress of each participant from the beginning of the study until its culmination.

Math word problems were also problematic for the students because of the comprehension issues. As time passed, the children would bring their homework not only for reading comprehension in language arts; they also brought homework for reading math problems. F2 and M1 were having problems reading and understanding the word problems to solve the equations and questions associated with the word problems. The bilingual tutor went through a series of strategies with the students which were similar to those in reading passages. The strategies for reading the math word problems were (1) finding the numbers in the word problem and circling them; (2) underlining the question that would solve the word problem; and (3) using context clues and text evidence to relate the mathematical equation needed to resolve

the problem. The ability to solve word problems was accomplished to some degree with time and consistency. The key to successful resolution of the math word problems was reading comprehension. Each child became comfortable with this concept at his or her own pace. F2 and M1 were able to grasp the concept within just a few weeks. F1 and M2, by the end of the study, were still having to walk through the steps with the bilingual tutor prompts. As indicated in the section that gives an individual analysis of each of the students, there were learning achievements, but on varying levels.

Theme #4: Home Language Communication and Rapport with the Families

According to Child Trends (2016), the family ties with the child and education are significant to the Hispanic family. In communicating with the parents of the students, it was vitally important that the bilingual tutor converse with the parents in their native language. By building a communication bridge with the parents, the students had a more significant opportunity to understand the reading comprehension necessary to make achievements in fluency, vocabulary understanding, and writing with understanding. This home language communication also assisted in greater understanding by the parents of the reading that was to be comprehended by the children. Often, there was a gap in the parents' understanding of the child's performance in reading comprehension along with fluency, vocabulary, and writing. The bilingual tutor often utilized the reading materials used in the school. While using the school materials, the bilingual tutor would explain to the parents these materials and thereby enable the parents to understand what the child was required to learn in the classroom. By the bilingual tutor walking the parents through the approaches, the parents were able to grasp an understanding of the school curriculum requirements. As indicated in the section below, "Findings in Case by Case Analysis," and in Appendix E, the parents of the students communicated with the bilingual tutor/researcher. Subsequently, the parents were able to address

the needs of the ELL for that child to develop reading comprehension. The mother of F1 began communicating with the tutor regarding establishing a reading routine at home to help F1 improve her comprehension skills. Child Trends (2016) indicated that the gap between a child's school achievements and the non-English speaking parent's understanding of the school system created a lack of understanding and questions by the parents. Often the parents would have difficulty understanding the reason for specific grades and the reports that the child would bring home. With time and cohesive communication, the parents and the bilingual tutor developed a trust and rapport that aided the child in advancing in reading comprehension.

Findings in Case by Case Analysis

In developing the findings in a case by case scenario, the bilingual tutor/researcher color coded the anecdotal notes and progress logs of each of the students in the study. The writing and graphic organizers used were included as part of the data that indicated progress or regression in the learning process in reading comprehension. The students were bilingual ELLs in primary, elementary grades. These students were from Hispanic homes and were all designated as below grade-level in reading comprehension. As the study proceeded, the bilingual tutor/researcher noted that in the activities with the bilingual children and the interaction with parents, the child comprehended reading passages quicker. An illustration of these progressions is in Appendix E which are samples of the anecdotal notes taken by the bilingual tutor/researcher.

Student 1 – F1

Progress with bilingual tutor

Student one (F1) was a female in the second grade and struggled with reading comprehension, fluency, decoding, and vocabulary. She was in a neighborhood public school that was Title 1. The reading program developed for her was differentiated to include reading passages from *Reading A-Z*, the school reading program, also homework sheets, writing in

graphic organizers for sentence structure, and vocabulary. The parents sought out an outside tutoring organization to assist her with the reading challenges. The parents were referred to *LRC*. The tutor/researcher was a contracted vendor with the organization with a knowledge of Spanish. The communication in the native language with the parents enabled direct contact with the tutor/researcher.

At the beginning of the tutoring, F1 received tutoring services for one hour, one day per week. As the tutoring continued, the family discussed with the bilingual tutor a need to increase the time of the tutoring sessions. The lengthening of time spent in the tutoring sessions was because there were a rapport and trust that developed between F1 and the bilingual tutor. The tutoring time went from one hour per week to two hours per week, one day per week. Rapport was manifested through F1 developing an understanding of passages, which they read together on a weekly basis. The bilingual tutor also taught F1 various strategies to take the assessments in school. As they read the various passages from *Reading A-Z* and school materials throughout the study, F1 began to increase in reading comprehension and vocabulary recognition. As the bilingual tutor built a rapport and trust with the student, there was greater comprehension in learning strategies to take assessments, writing clearer and more concisely, and asking questions.

At the beginning of the case study, F1 was reluctant to ask questions and relay information from her school experiences to give the bilingual tutor/researcher direction to assist her in reading comprehension. According to an assessment administered, prior to the commencement of the case study, F1 did not read on grade level and was referred to *LRC* for tutoring services outside of the classroom to assist her in raising her reading comprehension.

The mother of the child was invited to and did, sit in on all the tutoring sessions. The reading program developed for her included reading passages from *Reading A-Z*, the school

reading program, also worksheets, writing for sentence structure, and vocabulary. F1 would meet with the tutor one hour per week.

Throughout the first six months of the study, we utilized *Reading A-Z*, school reading program activities, and graphic organizers to assist in reading comprehension, vocabulary recognition, and writing coherently. Documents such as running records, worksheets such as cloze reading, vocabulary, graphic organizers, and writing summaries indicated that she did attain achievements in her reading comprehension. F1 began the study in Level J in *Reading Wonders*. This level was a first-grade level reading level. We also worked with paper activities and assessments provided by the reading program utilized by the public school she attended. In school, there was a requirement for the students to read a certain number of books during the week and take a computer assessment to remain within the grade-level reading. The benchmark for the acceptable passing of the assessment was to have from 10-15 passages read for each month and a score of 70% on more than half of the computer assessments. F1 did not reach this benchmark at the beginning of the school year.

As the school year progressed and the materials utilized in the tutoring sessions remained the same, F1 began to show improvements in reading comprehension with the reading program *Reading A-Z*. We continued to employ strategies for reading and assessments which she learned with the bilingual tutor at the beginning of the school year. We would read a passage either in *Reading A-Z* or her school reading program, then brainstorm the story, and she would summarize in her own words what we read. We utilized graphic organizers who helped her to summarize, segment, build sentence structure and vocabulary, and indicate what was compare and contrast in the passage. For her school assignments and assessments, we reviewed various strategies to help her segment the passages for better comprehension. In doing so, we were able to understand the assessment questions and responses giving her the ability to eliminate those responses which

were incorrect. Our strategies included: 1. Do a quick cold read of the passage; 2. Go through the questions and highlight, underline, box-in, or circle any words or phrases that would assist in finding the correct answer; 3. Go back to the passage, read it for comprehension and to highlight any words or phrases that matched the questions; 4. Return to the questions and begin answering them using the strategy “slash the trash” to eliminate or cross out those answers which were incorrect. In the long term, using these strategies allowed the student to feel a sense of accomplishment and her test scores with the bilingual tutor and in school begin to rise.

F1 benchmarked Level J in *Reading A-Z*. In her reading progression, she was able to read several passages in Level J and progressed through the end of the case study. In the eighteen months of this case study, F1 progressed through multiple reading levels with the online program *Reading A-Z*. The success of the online reading program did not always translate into progression in reading comprehension in the classroom. Working in conjunction with her classroom reading program, F1 did succeed with the reading assessments by utilizing the strategies learned with the bilingual tutor. In addition, there was some success in that with the required monthly reading, and online assessments for the Accelerated Reading program in school did indicate progress. These advances indicated more significant number of weekly tests passed during the middle of the school year versus the percentage of those passed at the beginning of the school year. Her interim reports from the school continued to indicate progress in reading.

Continued progress with bilingual tutor vs. progress at school.

F1 was able to advance to third grade with summer remediation with the bilingual tutor and summer school program in the public school. The summer remediation with the bilingual tutor included two-hour sessions each week along with a supplemental hour on another day of the week. She was also in the summer school program four mornings per week sponsored by her school. In the tutor segment, we divert some of our reading to series books such as *Amelia*

Bedelia and *Junie B. Jones*. We also read in *Reading A-Z* series books such as *The Hollow Kids* and *The Hoppers*. These readers assist F1 in comprehension along with keeping her interest and enjoyment in reading. She reacts to these diversions with increased comprehension, better responses to the worksheets which accompany the readings and can visualize the stories and comprehend vocabulary words. We brainstorm each story as we read either several pages or a chapter within the story. F1 expressed an enjoyment of reading through the summer when experiencing these passages and books. The tutoring logs indicate that “she is looking for context clues and text evidence to answer the questions” posed in the formative assessments we were using for reading comprehension.

Another activity on which we worked was the days of the week, months of the year, and math word problems. In an impromptu conference with F1’s mother, the bilingual tutor ascertained that F1 was not acquainted with the months of the year nor the days of the week in sequential order. Therefore, as part of F1’s summer reading program, with colorful illustrations and repeated practice, she learned what the days of the week and the months of the year were. A consequence of this activity was her ability not only to read the information, but she also wrote the facts in sentences demonstrating comprehension. The math word problems became understandable by using a modified strategy from her reading assessments. The modifications used were finding the numbers in the word problem and circling them along with underlining the question posed to give a correct answer. She was then to ascertain the mathematical equation to be used to respond to the question. The words “mathematical operation” were applied by the bilingual tutor to assist F1 with expanded vocabulary knowledge.

Failures/triumphs

F1 completed the second grade and promoted to third grade. She struggled through third grade because of the rigorous demands of the classroom goal of passing the Florida State

Assessments (FSA). Therefore, due to the reading comprehension challenges she exhibited, she did not pass the FSA requirements to continue to the fourth grade. Therefore, the participant, parent, and bilingual tutor mapped a plan to bridge learning during the summer and on into the following school year to bring about success and continuation upward movement in the educational process. One of the strategies mapped out for the new school year was to continue using *Reading A-Z* leveled readers and intensify the use of writing materials and formative assessment comprehension.

Student 2 – F2

Progress with bilingual tutor

Student two (F2) was a female in the second grade and struggled with reading comprehension, fluency, decoding, and vocabulary. She was in a neighborhood public school that was Title 1. The reading program for her was differentiated including reading passages from *Reading A-Z*, the school reading program, also homework sheets, writing in graphic organizers for sentence structure, and vocabulary. The parents sought out an outside tutoring organization to assist her with the reading deficit. The parents were referred to *LCR*. The tutor/researcher was a contracted vendor with the organization with a knowledge of Spanish. The communication in the native language with the parents enabled direct contact with the tutor/researcher.

The parent transported the participant to the tutoring sessions. The father was the parent who transported the child the majority of the time. All of the communication with the father and bilingual tutor was in Spanish. The reading program developed for her included reading passages from *Reading A-Z*, the school reading program, also worksheets, writing for sentence structure, and vocabulary. F2 would meet with the bilingual tutor one hour per week.

Throughout the first six months of the study, F2 brought her homework to the sessions which included spelling words and math word problems. We also worked on reading

comprehension by using *Reading A-Z*. She had difficulty with comprehension and reading fluency. When we worked together on her spelling words, she was required to write sentences to demonstrate comprehension. We had to brainstorm the meaning of the word and then she would make up and write a sentence with the help of the bilingual tutor. Together we would write the sentences. Each one using a separate piece of paper to ensure F2 was able to write the sentence correctly and with meaning.

Along with her homework, we read in *Reading A-Z* including completing the worksheets and graphic organizers that assisted in comprehension, vocabulary recognition, and fluency. At the beginning of the study, her level of reading in *Reading A-Z* was Level L which was beginning second-grade comprehension. This level of reading was fluency reading. F2 did have difficulty comprehending the passages and identifying various parts of the story. She often was in a hurry to read the passage resulting in missing words and skipping entire lines. Working together, we were able to slow down the fluency rate and increase the comprehension rate of reading.

As with F1, we reviewed F2's school assignments and assessments, using various strategies to help her segment the passages for better comprehension. In doing so, we were able to understand the assessment questions and responses giving her the ability to eliminate those responses which were incorrect. Our strategies included: 1. Do a quick cold read of the passage; 2. Go through the questions and highlight, underline, box-in, or circle any words or phrases that would assist in finding the correct answer; 3. Go back to the passage, read it for comprehension and to highlight any words or phrases that matched the questions; 4. Return to the questions and begin answering them using the strategy "slash the trash" to eliminate or cross out those answers which were incorrect. In the long term, using these strategies allowed the student to feel a sense of accomplishment and her test scores with the bilingual tutor and in school begin to rise.

Included in the tutoring sessions were reading of mathematics word problems. This issue was, once again, a matter of comprehension. We modified the strategies used when reading passages in language arts to incorporate numbers that were in each of the problems. In working with the word problems, we first read through the word problem to ascertain any unfamiliar vocabulary. We then circled all numbers, underlined the question to solve the problem and recognized the mathematical operation which was used to explain and answer the problem correctly. Once again, the bilingual tutor used this vocabulary to enhance the understanding of the student of mathematical terminology. With time and consistency, the student began comprehending the concept and was able to bridge the strategy into the classroom and her mathematics grade.

During the summer we continued to work on reading comprehension, writing, and vocabulary. F2 met the criteria for Level Q in *Reading A-Z*. Therefore, we moved on to the next level of reading. Level Q in *Reading A-Z* was the beginning level of third-grade reading. We worked on bridging the reading level in *Reading A-Z* with some assessment passages in the school reading program activities. The bilingual tutor/researcher had access to some activities that were school-based and used them to prepare the student for third grade. We were able to work on those passages for fluency, comprehension, and writing. Throughout the summer F2 and the bilingual tutor/researcher met each week, read various passages, and completed the activities that accompanied each reading. In preparation for the fall school year, we read passages that were beginning third-grade levels and prepared her for the rigors and demands of the new grade.

Even though she did struggle in third grade with reading, we continued working on comprehension, reading fluency, and writing more complex sentences. She did show some bridging of learning with the bilingual tutor and the materials that were used in reading comprehension. F2 had in place an IEP which gave her extra assistance in the public-school

context. Her reading scores continued to be low in the school context but she did advance in the eighteen months according to *Reading A-Z* leveled reading.

In an impromptu conference with her mother, the bilingual tutor/researcher was provided the results of F2's WIDA outcomes. The assessment was 6.0 for comprehension; 6.0 listening; 5.9 other areas and 2.5 writing. During the school year, we focused on writing complex sentences and reading comprehension. We continued to use *Reading A-Z*, the school reading program, and various activities that went along with both of the programs. She continued to progress, and by November of the year, her reading rate was 2.2 – 3.2. Her father confirmed that she had an Individualized Education Plan (IEP) in place. The IEP was a continuation of the previous year. In the bilingual tutor notes, it states, “. . . we must focus on reading learning achievements.” At that point in the sessions, F2 was withdrawn due to family financial difficulties. There were no tutoring sessions for her during December and January. She was able to return to the sessions in February.

Beginning in February of the school year, F2 returned to her tutoring sessions. When the tutoring sessions resumed, F2 continued having difficulty with reading comprehension. She, once again, tended to read quickly and miss many words and some entire lines. We worked together in *Reading A-Z* and with her school reading program. One of the foci of our sessions was vocabulary and writing out summaries for the stories we read in conjunction with the passage. We also began focusing on beginning, middle, and ending of a story. We used graphic organizers to assist in comprehension of the sequencing of each story. As one point, we worked on a school Social Studies project. We made this a learning experience in finding information on a personality online. F2 and the bilingual tutor worked together. F2 took the lead as the bilingual tutor guided her into finding information necessary to write out a Social Studies project report.

The bilingual tutor's anecdotal notes for April explained, "We worked on strategies to underline important text evidence to complete the understanding of author's point of view, comprehension and writing out complete sentences." The bilingual tutor's notes also indicate that there was an impromptu conference with the father of F2. He was concerned regarding her comprehension needs and practice to progress in her grade level and beyond. These conferences were in Spanish as the father, who brought the participant to the sessions, spoke Spanish only. We continued to concentrate on comprehension concentrating on reading slower to grasp the full meaning of the passage. We worked together to During this process; we benchmarked another level in *Reading A-Z* to Level U (beginning fourth-grade reader). At this point in the study, this is where the goals were met.

Failures/triumphs

She took her FSA exams and passed them. F2 was able to advance to fourth grade with remediation. We spent the summer working on reading activities preparing her for the new school year. Even though there were ups and downs, F2 progressed with enthusiasm and determination to make it to the next grade. We accomplished that goal.

Student 3 - M1

Progress with bilingual tutor

At the commencement of the case study, student three (M1) was a Hispanic ELL male in the first grade who struggled with reading comprehension, fluency, decoding, and vocabulary. He had been previously held in this grade, and the parents were desirous of him advancing at the end of that school year. The parents spoke only Spanish and requested a Spanish-speaking tutor. He was in a neighborhood public school that was Title 1. The parents sought out an outside tutoring organization in order to assist him with the reading deficit. The parents were referred to LRC. The tutor/researcher was a contracted vendor with the organization with a knowledge of

Spanish. The communication in the native language with the parents enabled direct contact with the tutor/researcher.

The mother of the child was invited to and did, on occasion, attend the tutoring sessions. The reading program developed for him was differentiated to include reading passages from *Reading A-Z*, the school reading program, also homework sheets, writing in graphic organizers for sentence structure, and vocabulary. M1 would meet with the bilingual tutor one hour per week in a meeting room specifically for tutoring in the local public library.

Throughout the first six months of the study, the participant struggled with comprehension and writing but did read fluently. He loved reading and enjoyed going through the passages quickly. When the bilingual tutor/researcher would stop him after reading 2-3 pages and ask for a summary of those pages, M1 was unable to retell or summarize the reading. Therefore, the bilingual tutor/researcher would begin asking questions such as summarize the pages we read, describing the characters and what they were doing and predicting what he thought they would do next. At first, these strategies and queries were complicated, but after a consistent amount of time and effort, M1 became familiar with the questions and began to find text evidence for answering the questions. As he completed the first grade, he was able to read at a high first-grade level, beginning the second-grade level. He benchmarked into Level M of *Reading A-Z* as we planned to work through the summer to prepare him for second grade.

As we worked together in reading passages from *Reading A-Z*, Level M, we worked towards a successful year in the second grade.

New school year – 2nd grade

At the beginning of the new school year, we digressed in reading comprehension and reading fluency. The requirements of the classroom were finding and knowing the main idea, main topic, and three key details in a story. Reading comprehension was fundamental in our

tutoring sessions to accomplish the in-classroom standards requirements. We also worked on reading comprehension with math word problems. The difficulty in comprehension when reading aided in having to learn strategies to solve the word problems. We utilized strategies that were common in language arts reading. There was some adjustment to accommodate the learning strategies in math. The modifications were finding the numbers that were in the word problem and circling them. Then, underlining the question at the end of the problem and ascertaining the mathematical operation necessary to solve the problem correctly. The vocabulary used in this strategy included the use of the words “mathematical operation” so that the participant understood what he needed to do to effectuate a correct answer. As we worked on various mathematical word problems, M1 became more adapted to the strategies and in time was able to respond correctly to the word problems. In the bilingual tutor’s anecdotal notes and the subsequent logs, a note stated, “He is good in math when dealing with numbers only; where the problem comes in is when he has to read a problem.”

The participant’s fluency continues to be good. Nevertheless, we continue to work with comprehension. There was a digression in the reading levels in *Reading A-Z* temporarily, and so we did running records for Levels G through K which were first-grade levels. As he was able to read with comprehension each of these levels, we progressed to the second-grade level readers. We also kept with the classroom requirements by using the school reading program to keep with his requirements in spelling, writing sentences, reading comprehension on a second-grade level and variable parts of a story. We used graphic organizers and were able to distinguish such parts of the stories as the main idea, main topic, and sequence with at least two to three details of text evidence.

Second half of the school year

After the winter break, his mother brought his report card. It had all As and Bs. It was noted that his progress was within the requirements for potential advancement at the end of the school year. With this report, we were able to continue working on reading comprehension, and he benchmarked Level M in *Reading A-Z*. A month later he benchmarked Level N in *Reading A-Z*. These quick advancements indicated his growing ability to read fluently with some comprehension. He was also introduced in school to the days of the week and months of the year. These activities culminated in writing proficiency of sentences that indicated his understanding of this information. In some of the passages read for his school work, there was a reference to snow. In the tutor's anecdotal notes and logs, it states, "To him, it was a concept he had only seen in pictures and heard about." We stopped the reading, went online and brought up some pictures of snow. The bilingual tutor/researcher described to him that snow felt like the ice in the refrigerator in his home. With this explanation and the illustrations brought up on the internet, he began to comprehend the concept of snow. During this timeframe, he benchmarked Levels P and Q in *Reading A-Z*. In school, his progress reports indicated he was developing skills that would assist in his moving on to third grade at the end of the school year.

Through to the end of the school year, we continued to work on several activities. These activities included reading comprehension, writing cohesive sentences, and understanding various aspects of passages. As we met each week for the tutoring sessions, he progressed in reading comprehension with verbalizing to the tutor summaries of specific pages and the entire story when finished reading.

Failures/triumphs

At the end of the school year, M1 had passed second grade, and we were preparing for a new grade in the fall. One of the glitches in the case study of this participant was the gap in

December through part of January when the family was out of the country. There was a family problem in returning to the United States resulting in the participant missing three weeks of the new school year. We did work on catching up with homework and activities he missed both in the classroom and in tutoring. Another challenge that persisted with M1 was the struggle with reading comprehension. Throughout the study, he continued to read with fluency and to sound out words. With the help of the tutor, he was able to chunk words and continue reading. He progressed in this strategy. The challenge came when he was asked to summarize the reading just completed. There was a vast amount of prompting by the tutor because of short-term memory issues. The bilingual tutor and the participant continued working with this challenge past the closure of the case study. The participant went on to third grade the following school year.

Student 4 - M2

Progress with bilingual tutor

Student four (M2) was a male kindergartener struggling with reading comprehension, fluency, decoding, and vocabulary. He was unable to identify all his alphabet, unable to count to 10 and was tested by the school for special services. He was in a neighborhood public school that was Title 1. His parents spoke only Spanish in the home and communicated with him in Spanish. One of the parents did speak some basic English for employment purposes. The other parent was Spanish speaking only. The parents sought out the bilingual tutor/researcher because the bilingual tutor was already tutoring another of their children (M1). The communication in the native language with the parents enabled direct contact with the tutor/researcher.

The mother of the child was invited to and did, sit in on the tutoring sessions. She often communicated with the bilingual tutor in her native language asking questions regarding his progress. The reading program developed for him was different from the other students in the case study. Some of the sources and methods utilized by the bilingual tutor/researcher were the

same as the other three students. Such materials as *Reading A-Z* were used online to assist him in identifying words in sentences and identify with illustrations which were animated. The differentiated materials used with him were alphabet flashcards, writing paper created for formation writing in kindergarten, and index cards in the form of spiral bound flash cards. These flashcards each contained words required for a kindergarten child to know to go on to first grade.

M2 would meet with the bilingual tutor one hour per week. Often the tutoring sessions were augmented with additional tutoring to assist M2 in comprehending elementary sight words, alphabet recognition, and writing requirement levels for Kindergarten advancement. His difficulty with not only word recognition but also letter recognition made it challenging to retain comprehension of words to be learned. The consistency with which the bilingual tutor worked with the participant, was slow because of the lack of attention and retention to learn the activities. He did enjoy writing his letters on the paper provided for learning letter proportions. This type of special paper is used in kindergarten when children are learning to write their letters. The paper was lined in such a way that the writer learns proportion differentiation between capital letters and lower case letters. M2 practiced a different letter each week. The lined paper was a tablet that had in one corner illustrations to go along with the letter to be traced and written. The participant would often color the illustrations leaving out coloring some of the characters in the illustration. With time and practice, the letters became better proportioned. Some of the letters were easily proportioned. Such letters as the “i,” “o,” and the “x” were easiest because of the ease of how the letter was formed. His proportions in writing such letters as “p,” “q,” and “y” were more difficult, and often the letter was turned in the opposite direction.

There was a list of 139 words which were to be identified by the participant during the school year. The list was provided by the school with the results of M2’s recognition; the results were that only ten words were recognized. As a subsequence to these results, the bilingual

tutor/researcher prepared a set of index cards which were index cards as spiral flip cards with a different sight word on each card. As M2 recognized each sight word, he would check them off with either an ink pen or a highlighter. Through the course of the study, the participant and bilingual tutor worked on the sight words required for kindergarten completion.

For the remainder of the case study, for the progress of the participant, the materials utilized was separate from those used with the other three students. The activities and interventions with M2 were more detailed in that alphabet flashcards, and lined worksheet paper was used for him to learn his alphabet. We also used *Reading A-Z* as a building block to reading comprehension. *Reading A-Z* had a leveled reading component online that he would listen to, with the sounds of various characters, and follow along for vocabulary understanding. Upon the second reading of the passage, if he did not remember a word, he would be able to hover the mouse over the word, and a voice would speak that word for him. After he read 1-2 pages of the online book, M2 and the bilingual tutor would stop and review what was read for comprehension purposes. The entire session was attended by the mother. The mother would often ask questions in the native language and would follow along as the bilingual tutor/researcher worked with M2.

As the case study progressed, M2 became more familiar and communicative with the bilingual tutor enabling greater comprehension of the sight words, alphabet recognition, and writing of his letters. Each session was primarily about his learning, by repetition, the sight words, writing letters of the alphabet, and, if time permitted, hearing a story online in *Reading A-Z*. He enjoyed listening to the reading passage online. His comprehension level was Level aa which was rudimentary kindergarten reading. He enjoyed using the mouse for the computer and learned quickly to find his favorite online passage and click on the location. Eventually, he was able to read the passage with little or no prompting by the bilingual tutor.

This participant was placed in a special class for challenges outside of the parameters of this case study. He had an Individualized Education Plan (IEP) in place in the school and received specialized services as part of this placement. He remained with the bilingual tutor throughout the new school year. With consistency and repetition, M2 did learn most of the sight words required for Kindergarten. He progressed to the first grade with remediation and the IEP in place. The sessions continued through the school year with the same challenges of comprehension, recognizing and writing all of his alphabets, and reading fundamental passages. By the end of the academic year, that was also the culmination of the case study, M2 knew over forty of the sight words from Kindergarten, was able to identify most of his alphabet and write all of his letters legibly with some assistance. He was passed on to second grade with remediation and an IEP in place for specialized services to be continued.

As part of the tutoring sessions, the bilingual tutor/research had impromptu conferences with the mother regarding his progress and often to explain why his report card was low. She did not understand the difference between what she was being told in conferences with the school authorities and what she saw on the report card. The contact with the mother was part of the bilingual communication that the bilingual tutor and the parents were able to bridge given long-term consistency in the tutoring sessions.

Failures/triumphs

During the case study, M2 was the one participant that triangulated sources that varied from the other students in the tutoring sessions. His mother took an active interest in his progress and often questioned, in Spanish, the tutor regarding his improvement. This communication often assisted the mother in understanding why the school recommended special services for him and eventually placed him in a special needs class. She was able to communicate her concerns directly with the bilingual tutor and discuss the decisions of the school to place M2 in this type of

environment. This communication eventually led to the participant accepting the bilingual tutor and the activities we worked on in the tutoring sessions. His mother always addressed him in Spanish and then we would work on the activities in English. Since M2 had already been retained in Kindergarten, at the end of the school year wherein he was placed in both Kindergarten and first grade, he was moved to second grade for the following school year.

Summary

In summarizing the results of this case study, there were several overarching themes which were manifest in all four of the individual cases. As the researcher/bilingual tutor color coded and segmented into graphic organizers the logs (see Appendix K), student work (see Appendix F) and anecdotal tutor notes (see Appendix E), multiple themes threaded throughout the sessions. Four major, overarching themes became apparent. Also, possible responses to the research questions were intertwined into each case study. In reviewing the four themes, the results are proposed as follows:

1. Rapport and trust with the participants

The key to success in any tutoring endeavor is the development of rapport and trust between the tutor and the person being tutored. The communication becomes especially poignant when the person hears one language in the home and another one in the education environment. Trust and rapport are not developed within a short time. The rapport must be built into the relationship. By working with the students in this case study for eighteen months and beyond, the bilingual tutor was given the opportunity to build the rapport with the students and their families.

2. Bridging

Bridging learning from tutoring to classroom success is very difficult. It becomes especially difficult when one language is spoken in the home and another one in the classroom. According to Thonus (2012), the intermediary of a bilingual tutor is able to assist in bridging that gap by the bilingual tutor's ability to communicate with the person and the family in their native language. By consistency with tutoring and communicating in the native language, many times the student is able to bridge what is learned with the tutor and transfer that learning into classroom success. An example in this case study is the use of strategies learned with the tutor to read and successfully take an assessment in the classroom.

3. Long-term consistency

The impact of long-term consistency of the bilingual tutor working with the participant is the understanding that develops between the two students. The one-on-one learning environment lends itself to the student having a sense of being able to do a task and the tutor knowing what to differentiate and when while teaching the student.

4. Bilingual communication impacting the family

Bilingual communication can be a primary key to successfully learning or achieving in the classroom. As indicated in this case study, the communication with the parents of the students became a bridge to differentiation in the tutoring sessions to success in learning. The parents often felt frustrated by the lack of oral communication and brought to the tutor the documents which were sent home in English. In that the tutor was bilingual, she was able to explain in their native language to the parents what the documentation meant and where their child was a deficit or developing in reading comprehension according to the school.

Summary of The Two Research Questions

The first research question asked: What is the impact of the tutoring sessions upon the reading comprehension achievement of Hispanic ELLs?

The response to this question via the results herein suggest that the bilingual tutoring sessions had an impact on the reading comprehension of each of the students in this case study. These achievements did not always manifest themselves in bridging into the classroom learning environment, nevertheless, over a period of time with consistent tutoring, the students realized reading comprehension achievements in the classroom, also. The most significant success with the four students was F2. She was able to comprehend the reading passages and bridge them into the classroom reading achievements. Her father produced a grade card with a progression of grades over a 2 quarters period of time, and they did show an increase in the grades in reading.

The second research questions asked: What was the impact of developing a rapport with the families of participating Hispanic ELLs on the reading comprehension achievement of the learners as viewed through the perspective of the tutor?

The color coding of the tutor's anecdotal notes and the logs in this case study indicated the bilingual tutor developed a rapport with the families because of the language commonality. As indicated in Appendix K, one of the threads of themes was a rapport with the families. The families were able to communicate to the tutor questions and understand the responses without feeling as though there was a gap in communication. As indicated in the individual participant results, the communication often translated into greater acceptance of the tutor and therefore the participant's reading comprehension achievements.

V. DISCUSSION

Introduction and Overview of Case Study

Introduction

Bilingual tutoring has become a focal point of significant research (Thonus 2014; Crawford & Krashen, 2015), along with recommendations for effective assistance for those students whose primary language is not English and who need support with reading comprehension. A plethora of the research studies target those whose native language is not English but are in monolingual English classroom (Crawford & Krashen, 2015; Klingner, Hoover & Baca, 2008; Lane, Pullen, Hudson, & Konold, 2009). The primary target of these studies is the Hispanic child. According to Child Trends (2016) and the Pew Hispanic Center (2008), nearly ten percent (10%) of the entire public-school population in the United States is Hispanic. These statistics translate to 17.5 million children as Hispanic (Child Trends, 2014). The vast majority of Hispanic children in U.S. schools were born in the country. Nevertheless, one or both parents were born outside of the United States (Child Trends, 2015; WIDA, 2015; US Census Bureau, 2015). The percentage of Hispanic children varies depending on the region of the country. In the State of Florida, there are over 265,000 ELL students in the public-school system (FLDOE, 2017). According to the Florida Department of Education, Spanish is the predominant language of the ELLs, but there are many other languages which are also represented in the system. Florida has the third largest population of ELL students in the country.

For this reason, bilingual tutoring has become a viable and effective tool in supporting bilingual children to accomplish success in school. This case study reflects these research in that its focus is in regard to four Hispanic children who receive outside learning services with a bilingual tutor to enhance their reading comprehension.

Given the above facts, this qualitative case study highlights four Hispanic children from families who only spoke Spanish. The parents of the four children were migrants from Latin America. Two of the children were boys, and two were girls. When the study was originated, two of the children were in the second grade; one was in the first grade and one in kindergarten. Two of the children were siblings, and a third was related to the two siblings. All four of the children had either been retained or were participating in specialized education programs. These additional challenges were outside of the scope of this study but will be addressed briefly in the Summary of this chapter.

The case study was conducted over an eighteen-month period, January 2016 through June 2017. The bilingual tutor/researcher was their tutor for four months prior to, and subsequently after the case study. The findings of the study were part of an ongoing effort to assist bilingual children in achieving a higher level of reading comprehension.

Overview of the Case Study

The case study was conducted to determine the reading comprehension achievements obtained by four Hispanic participants who were tutored by a bilingual tutor. The bilingual tutor was proficient in the native language of the participants and communicated with them and their families in that language. The study also addresses the bilingual tutor's perceptions of the effect of the tutoring sessions on the students' reading comprehension. The journey through the eighteen-month study incorporated differentiated resources, which were integrated into the tutoring sessions. Along with these materials, the participants' worksheets and the logs which contained information on the regarding progress, parent impromptu conferences, and some data were incorporated into the case study.

Each of the materials of the case study was used prior to the commencement of this study. The bilingual tutor/researcher established a rapport with the participants and their parents

as they jointly outlined a plan for each of the participants. Prior information gathered by the bilingual tutor/researcher indicated that all of the participants were behind his or her grade level in reading comprehension. Previous records maintained by the bilingual tutor/researcher set the foundation for the case study. Differentiation was used to garner success in reading comprehension for each of the participants. Materials such as *Reading A-Z*, the reading program from the schools, and worksheets were from the same publishers. Those materials were such that differentiation for grade levels was achievable for greater reading comprehension along with better vocabulary, fluency, and writing.

Another significant component of the case study was the communication with the families. The bilingual tutor/researcher was sought out by the parents through *Learning Resource Center* (LRC). LRC was an organization which specialized in outside tutoring services for school-aged children whether they were bilingual or unilingual. The bilingual tutor/researcher was a contractor with LRC for tutoring services specializing in Spanish speaking students in need of tutoring in reading comprehension.

Research Questions

In the course of framing the case study, through coding anecdotal records, reviewing summaries of impromptu conferences with parents and student work, two research questions emerged which became the framework for the study. These queries incorporated literature review, data gathering, and recording the results of the analysis of the data. The two researcher questions which emerged were:

What was the impact of the bilingual tutoring sessions upon the reading comprehension achievement of Hispanic ELLs?

The impact of a bilingual tutor conducting the tutoring sessions for Hispanic ELLs was evident in their development of reading comprehension. Each of the participants progressed at

his or her own pace. Nevertheless, as the eighteen months passed, the observation of the bilingual tutor/researcher was that each participant did make forward progress. Due to the fact that there were multiple grade levels in the study, the variances in the case study were plausible in differentiating the materials used for each participant.

Several research studies (Crawford & Krashen, 2015; Child Trends, 2015; Thonus, 2014; Denton, Anthony, Parker & Hasbrouk, 2004) have verified that the use of a tutor familiar with the native language of those needing tutoring is more effective than the use of a non-bilingual tutor. A more significant percentage of positive findings have been recorded when the tutor has knowledge of the native language of those being tutored (Thonus, 2014).

In this case study, the effects of the bilingual tutor guiding the children were evident with the data from the differentiation of the materials. Appendix I indicates that from the beginning to the end of the case study each one of the participants demonstrated achievements in reading comprehension and fluency. By using and differentiating such materials as the online reading program *Reading A-Z*, along with the worksheets, and the reading program from the school, worksheets included in the program, and other varying materials such as flashcards, manipulatives for counting, and specialized writing paper, the participants made improvement in reading comprehension. The data chart gives reference to the initial assessments for the commencement of this case study. The data demonstrate achievements in reading comprehension at the end of the eighteen-month case study.

The impact, therefore, of the tutoring sessions upon the reading comprehension achievement of Hispanic ELLs was positive. In some cases, it was more pronounced than in others as indicated on the chart.

What was the impact of developing a rapport with the families of participating Hispanic ELLs on the reading comprehension achievement of the learners as viewed from the perspective of the tutor?

The development of rapport between the bilingual tutor and the families of the participants was vital in the reading comprehension achievement for all of the participants. As indicated in various studies by Child Trends (2016), Hispanic parents get involved in their children's education (p. 15) more often than most of the other parents who were surveyed. In the instantaneous case study, one of the parents explicitly requested the child is tutored by a tutor who spoke Spanish. The parent wanted to communicate with the tutor in order to maintain a connection with the child and to ensure that to ensure that any improvement in reading comprehension bridged into the classroom.

As rapport with the families increased, the bilingual tutor and the parents communicated the progress of the child. Many times, after the session the parent and the bilingual tutor would discuss the current progress, the school issues, and what will be addressed in future tutoring sessions. These impromptu conferences help guide some of the differentiated sessions which followed. Another key to the rapport with the families was the sharing of information from the school related to the progress demonstrated by each child via mid-grading period reports, grade cards, and notes and reports sent home to the parents.

Themes

Numerous themes emerged from the analysis of the tutor's anecdotal notes, logs, and worksheets. Four central themes became evident as the case study unfolded and the researcher uncovered findings and formed a hypothesis. Following is a list of the four themes which emerged from research and data gathered in the case study. These themes wrapped themselves

around a response to the research questions enumerated above. The themes conveyed an augmentation of the research questions.

Rapport and Trust with the Participants

As originated in Chapter 4, relationships among the bilingual children with the bilingual tutor were significant in building a trust in the learning process. The eighteen-month timeframe including January 2016 through June 2017, facilitated building a rapport that assisted in understanding the magnitude of the deficit in reading comprehension of the individual participants. As the trust and rapport built, the parents asked questions regarding the content of the intervention along with queries about the in-school activities which involved their children. The parents gained greater confidence in communicating with the bilingual tutor/researcher because of the commonality of the spoken language.

Each of the participants also gained confidence in asking questions and expressing one's self during the sessions. As the participant and the bilingual tutor performed activities such as reading passages, working on homework, completing related activities, and formative assessments, the rapport and trust built. As indicated in the bilingual tutor's anecdotal notes taken during each session with the bilingual students, the bilingual tutor was able to direct the student into the areas of reading comprehension necessary to achieve grade-level reading in the classroom. The bilingual tutor was able to teach three of the children test-taking strategies, which would help them when being assessed in the classroom. These strategies took much time and consistency on the part of the bilingual tutor/researcher and participant. Nevertheless, there was a level of achievement, and two of the students were able to bridge the strategies into classroom test-taking success.

Building rapport and trust were also accomplished by the use of the online reading program *Reading A-Z*. The children would choose passages they enjoyed at their reading level

which resulted in reading with greater excitement and comprehension. With the support of the bilingual tutor, the children, quite often, exceeded the expectations for reading comprehension. For example, a child would have a choice of a passage within his/her reading level in *Reading A-Z*. With the success of each progressing level of reading, the rapport was built, and trust was engendered with the bilingual tutor as the child was able to recognize his or her improvement.

Bridging

According to recent research, a bilingual tutor has a more significant opportunity to bridge reading comprehension between the bilingual student and the classroom (Thonus, 2011). “Bridging is applying the knowledge, and reading comprehension learned with the bilingual tutor in the classroom” (*Colorín Colorado*, 2017). This type of comprehension is often the most challenging concept for the bilingual child to assimilate. The variance between the one-on-one learning and the classroom was noted in the assessments, anecdotal notes, and communication with the parents. Often the participants did well with the assessments with the bilingual tutor; nevertheless, when taking school-based assessments, they fell below average in scoring. The results of this case study, attempting to bridge the reading passages and comprehension activities with the bilingual tutor to the classroom achievement, were mixed which supports the results obtained by Krashen (2015), Baca et al. (2008) and Calderón (2011) in their studies. These researchers found that bridging from the primary language to English assists in reading comprehension as to the vocabulary, fluency, and understanding of the passages which are used. Future studies in this area would strengthen research acknowledging the need for bilingual tutors who are able to help the student bridge from the primary language to English in their studies.

Some of the materials triangulated to bridge the reading comprehension skills were from *Reading A-Z*, the school reading program, and various reading materials such as books, graphic organizers, and worksheets. These materials were differentiated in line with various other

reading programs to bridge comprehension achievements with the bilingual tutor to the classroom curriculum. The case study further indicated that in the individual results, some bridging occurred. Two of the four children bridged strategies for test taking into the classroom and one of the children recalled letters and words that he practiced with the bilingual tutor. These results were not only due to bilingual tutoring, but they were also a result of parent involvement.

The data supported the fact that the participants did not grasp strategies to succeed with summative reading assessments successfully. With long-term consistency and constant review, the bilingual tutor attempted to assist the children in bridging their reading comprehension skills into the classroom by utilizing a series of strategies to be successful with their reading tests.

The reading strategy used by the bilingual tutor for successful reading comprehension assessments followed numerous steps such as

- (1) readings of an article while numbering the paragraphs on each page,
- (2) review of the questions, marking the keywords in the questions,
- (3) finding text evidence and context clues to respond to the questions, and
- (4) eliminating the answers (“slash the trash”) which do not have text evidence or context clues to prove it correct.

This strategy was employed through a continued timeframe that enabled each child to effectively implement strategy steps which resulted in bridging their test-taking success in the classroom. As each participant read a passage from either *Reading A-Z* or his or her school reading materials, the bilingual tutor would go over the strategies and would do a formative assessment to garner the level of comprehension. After approximately six to eight months, several of the children began utilizing the strategy without tutor prompting.

Reading comprehension was also achieved by reading math problems. As time passed, the children would bring their homework not only for reading comprehension in language arts;

they also brought homework for reading math problems. Two of the children were having difficulties understanding the word problems in order to solve the equations and questions associated with the word problems. The bilingual tutor and the child went through a series of strategies similar to those when reading language arts passages. The strategies for reading the math word problems were (1) finding the numbers in the word problem and circling them; (2) underlining the question that would solve the word problem; and (3) using context clues and text evidence to relate the mathematical equation needed to resolve the problem. The ability to solve word problems was also accomplished to some degree with time and consistency. The key to successful resolution of the math word problems was reading comprehension. Each child became comfortable with this concept at his or her own pace. One of the children was able to grasp the concept within just a few weeks, others, at the end of the study, were still having to walk through the steps with the bilingual tutor prompts.

Long-term consistency

The importance of long-term consistency was vital in building rapport and trust between the bilingual tutor, the children, and their parents. Before the commencement of the study, the bilingual tutor worked with each of the participants for three to four months and after the case study continued her work with each of the participants. During the documenting of the data for the case study, the bilingual tutor recorded eighteen months of bilingual tutoring with these children. These data were in the form of anecdotal notes, student worksheets and graphic organizers, online reading passage through various levels in *Reading A-Z*, and monitoring the report cards which the parents brought to the sessions for discussion with the bilingual tutor.

The progress of the participants often measured in small achievements with setbacks that helped retool and redirect the sessions. Many times, progress was noted in the tutoring sessions, but the participant was unable to bridge between learning in the tutoring sessions learning in the

classroom. The length of time highlighted the progression of the reading comprehension of the individual participants that the bilingual tutor spent with the children. Progress was not measured so much in hours, but in length of time in days, weeks, and months. As time in the form of dates when the sessions occurred, the children and their parents gained confidence in the bilingual tutor enabling a consistent and stable learning environment.

Long-term consistency also impacted the strategies that the bilingual tutor was able to communicate for reading comprehension to each of the participants. In the beginning, the data indicated that the children did not comprehend the use of the strategies to succeed in summative reading assessments. With long-term consistency and constant review of the strategies utilized in doing the assessments, the bilingual tutor was able to teach the children to use a series of strategies that allowed them to be successful with their reading assessments. The reading strategies followed numerous steps such as

- (1) readings of an article while numbering the paragraphs on each page,
- (2) review of the questions, marking the keywords in the questions,
- (3) finding text evidence and context clues to respond to the questions, and
- (4) eliminating the answers (“slash the trash”) which do not have text evidence or context clues to prove it correct.

This strategy took a prolonged period of time to enable each child to implement these steps into their test-taking success effectively. As each read a passage from either *Reading A-Z* or his or her school reading materials, the bilingual tutor would go over the strategies and would do a formative assessment to garner the level of comprehension. After approximately six to eight months, several of the children began utilizing the strategy without tutor prompting.

Math word problems were also problematic for the participants because of the comprehension issues. As time passed, the children would bring their homework not only for

reading comprehension in language arts; they also brought homework for reading math problems. Two of the children were having problems reading and understanding the word problems in order to solve the equations and questions associated with the word problems. The bilingual tutor went through a series of strategies with the participant which were similar to those in reading passages. The strategies for reading the math word problems were (1) finding the numbers in the word problem and circling them; (2) underlining the question that would solve the word problem; and (3) using context clues and text evidence to relate the mathematical equation needed to resolve the problem. The ability to solve word problems was also accomplished to some degree with time and consistency. The key to successful resolution of the math word problems was reading comprehension. Each child became comfortable with this concept at his or her own pace. One of the children was able to grasp the concept within just a few weeks, others, at the end of the study, were still having to walk through the steps with the bilingual tutor prompts.

Bilingual Communication with the Families

According to Child Trends (2016), the family ties with the child and education are significant to the Hispanic family. The results of this study support this finding. In communicating with the parents of the participants, it was essential that the bilingual tutor converse with the parents in their native language. By building a communication bridge with the parents, the participants had a more significant opportunity to understand the reading comprehension necessary to make achievements in fluency, vocabulary understanding, and writing with understanding. This bilingual communication also assisted in greater understanding by the parents of the reading that was to be comprehended by the children which allowed them to play a more significant role in their education. Often, there was a gap in the parents' understanding of the child's performance in reading comprehension along with fluency,

vocabulary, and writing. In order for the parents to understand what the child was learning, the bilingual tutor utilized the reading methods required by the school. The reason for using the school reading program materials was to assist the parent in grasping the school curriculum requirements. In this way, the parents were able to address the needs of the ELL in order for that child to advance. Child Trends (2016) indicated that the gap between a child's school achievements and the non-English speaking parent's understanding of the school system created a lack of understanding and questions by the parents. The results of this study support these findings as well. Often the parents would have difficulty understanding the reason for specific grades and the reports that the child would bring home. With time and cohesive communication, the parents and the bilingual tutor developed a trust and rapport that aided the child in advancing in reading comprehension. The results of this study confirmed the findings of the Child Trends (2016) study “ . . . nearly nine in ten said a college education was extremely or very important, compared with eight in ten of the overall population. However, like many immigrant communities, some Latinos struggle to navigate aspects of a system they are unfamiliar with, and that sometimes fails to “speak their language” (culturally as well as literally)” (p. 16).

Recommendations

Strengths

In the course of conducting this case study, there was an indication and some results that showed bilingual tutoring to be effective. The communication between the bilingual tutor, the ELL, and parents in their primary language, facilitated an understanding of the comprehension necessary to read successfully. The study was limited to four Hispanic ELLs who were in need of significant assistance to achieve reading comprehension on grade level. The bridge between the primary language (Spanish) of the four participants and reading comprehension advancement in English was obtained with some reservations.

Several other strengths of this case study were: (1) the use of differentiated materials so as to individualize the sessions and create an atmosphere of positive learning; (2) the longitudinal nature of the case study as to the bilingual tutor working with the students assisted in communication; and (3) consistently meeting with each student on a one-to-one basis over an extended period of time. These strengths factored into the bilingual tutor's ability to establish the individual needs for reading comprehension advancements.

Limitations and Delimitations

As discussed in the literature review, the limitations of this case study are that they target only a specific portion of the population at risk for reading struggles and failures. It is limited to four Hispanic children in primary grades kindergarten through third grade in Central Florida. The scope of the case study is narrow because the researcher is also the tutor for the children in this study. A broader study of bilingual tutors who are trained, qualified to not only a tutor but also certified teachers who would work one-on-one with struggling at-risk elementary school readers would lend to the validity of the findings of this case study.

The fact that all four of the children, and their parents, were Spanish speakers significantly limited the study to only a few students with varying implications for each child. A study of ELL at-risk children from other language backgrounds requiring specialized tutoring would potentially give a more open understanding of various members of the ELL overall population. The bilingual population in the United States is diverse and, therefore, so are the challenges of bilingual children with struggles in bridging from the native language to English. Therefore, even though this case study is limited in scope to Spanish speakers, other case studies of children in varying ages could give rise to a specific understanding of the diversity of ELL/ESOL children in our education system.

There are limited scopes in this case study to knowing what would be the reaction of bilingual children who are not struggling; who do not have the support of the family; and who are in the upper elementary grades. There is also the limitation regarding the number of children. The validation and results of bilingual tutoring could be enhanced with a larger group within the classroom and possibly from varying cultural backgrounds.

According to Joyner, Rouse, and Glatthorn (2013), “In considering this matter of delimitations, you would examine such concerns as the nature and size of the sample, the uniqueness of the setting, and the time period during which the study was conducted” (p. 208). The delimitations in this case study were the narrow parameters of having only four Hispanic ELLs. Also, the setting was outside of the classroom in a private tutoring room in a public library. The period of time did not seem to be a delimitation because it encompassed an eighteen-month period of time. Even though there were only four subjects in this case study, in case studies it is recommended (Creswell, 2018; Yin, 2014) that there be no more than three to four subjects in a multiple-case study design.

Future Study

Future studies are needed in a broader context of language, the number of participants and materials utilized. These studies should be with children of languages from varying parts of the world who come to the United States for an education. Many studies are regarding post-secondary education. The recommendations for future studies within the context of this study should be for children in the elementary grades who come to the United States and encounter difficulties in the classroom because of language disparity.

A study in multiple languages and the effects of bilingual tutors who speak the diverse languages would give strength to the research already compiled including this case study. Another portion of future study would take the bilingual tutoring outside of the classroom and

into private surroundings. These surroundings would give the tutor and student a one-on-one environment where the student and the parents would have the opportunity to communicate with the bilingual tutor. There is also ample opportunity for a bilingual tutor who is tutoring outside of the classroom in multiple student environments. An example of this type of future study would be a small study group in a middle school directed by the bilingual tutor.

Implications

Implications of Bilingual Tutoring

According to the investigations of Thonus (2012), Crawford & Krashen, (2015), and Denton, Anthony, Parker & Hasbrouk, (2004), among other researchers, tutoring and the effects of the bilingual tutor is essential in the learning development of children whose native language is not English. These case studies, along with others, verify the immediate study with the four Hispanic ELLs is in line with the findings already reported. The participants were Hispanic with a bilingual tutor who spoke the native language. The bilingual tutor was able to communicate with the parents and identify with the children.

All research data from these various studies indicate that there is the potential correlation between native language communication and reading comprehension advancement. The bilingual tutor should recognize that there may be other extenuating circumstances that also mix into the learning, nevertheless, within the scope of the instant study, the effects of the bilingual tutor indicated achievements for the participants. The implications to consider are that even though tutoring within a method to assist a struggling student is productive when working with an ELL (ELL), there is more significant potential for better learning achievements when the tutor can speak the native language.

The participants of this study were from homes where Spanish was the language spoken. The parents of one of the participants directly requested a tutor who spoke Spanish. LRC

contacted the bilingual tutor/researcher and was able to communicate directly with the family. By communicating with the family, the bilingual tutor/researcher was also able to work with a sibling of the participant who became part of this case study. The implications indicate that once a bilingual tutor is established with the families, there is potential for further tutoring. Also, the students gain with greater confidence what they need to learn to achieve in the classroom.

Implications for Future Research

This case study may lend itself to explore the further effects a bilingual tutor speaking the native language would have on children in a larger group setting. The future study would include topics such as math, social studies, and science. The studies would broaden the scope of tutoring to bilingual tutoring differentiating in the upper grades of elementary schools and middle schools. The research would encompass the use of the native language of the student bridging what is learned with other like-language participants. Bridging from bilingual tutoring into the classroom needs further and broader research and study.

Implications for Future Practice

These implications indicate that when a tutor is sought for a struggling student, the language barrier with the student and the family should be taken into consideration. By removing the barrier of spoken language, there is a clearer path to success for the student in his or her studies. Future practice should include consideration of a bilingual tutor when tutoring becomes necessary for educational advancement. By using a tutor that is able to communicate with the student, a barrier is withdrawn, and communication becomes central to the student understanding the necessary subject matter. This way of additional assistance, the bilingual student will have a more significant opportunity to learn with the tutor. There must be connectivity in order to receive maximum effectiveness with tutoring sessions. Tutoring sessions are in addition to what

is required in the classroom, so for a tutor to maximize effectiveness with bilingual, ELLs, he or she should have at minimum a working knowledge of the native language of the person being tutored.

The practice of bilingual tutoring takes additional training and a higher level of understanding of the person being tutored. The communication with an understanding of the family dynamics becomes critical in maximum effectiveness in tutoring sessions. There are times when the family may have certain traditions that come with the culture. The bilingual tutor could have a better understanding of these traditions and be able to work with the student to bridge these differences. An example of this is when the bilingual tutor/researcher was tutoring on Sundays one of the students. The sessions were from 2 p.m. to 4 p.m. These sessions went on for nearly six months before the parent communicated with the bilingual tutor that their “misa” or mass was until 2 p.m. and, therefore, they were missing the mass. An adjustment in time was made because the parent felt comfortable with the bilingual tutor to communicate this family activity.

Future practice should be sensitive to the cultural and the linguistic needs of the student being tutored. When the tutor has a knowledge of the language and culture of the student and his or her family, tutoring sessions are more effective. Tutoring services may incorporate professional development sessions for tutors wishing to work with children of other cultures and languages. The professional development would give the tutor a base from which to approach the tutoring sessions possibly make them more effective.

Conclusions, Social Validity, and Lessons Learned

Conclusions

Several conclusions can be gathered from this study. These conclusions include the following:

(1) Using a bilingual tutor is more effective when tutoring a student who does not speak English as the primary language. The myth that it is better to “immerse” the student into the English language has proven to be contrary to achievements that were needed to attain reading comprehension.

(2) Communication with families of the persons being tutored is also a positive direction in which to go with reading comprehension advancement. By communicating with the families, the bilingual tutor was able to ascertain the needs of the student and collaborate with them for more significant achievement by the student.

(3) Consistency and bridging learning go hand-in-hand with the tutoring sessions linking to the classroom for the success of the reading comprehension achievement of the student. By bridging the learning from the sessions into the classroom, the ELL will have the confidence to achieve. Bridging takes time, consistency, and trust in order make the connection from the tutoring sessions into success in the classroom. As the bilingual tutor was consistent with the sessions and the student, bridging was easier to attain, and with it, rapport becomes a part of the successful learning process.

Social Validity

It can be reported anecdotally that the mothers of F1, M1, and M2 and the father of M2 in this study seemed to enjoy interactions with their children and the bilingual tutor. They appeared to feel empowered by their role of sitting in the sessions and in being able to ask questions of the bilingual tutor and know they would receive informative answers in their native language. The father would always ask after the sessions how the child was doing and would let the bilingual tutor know how his child was doing in school.

At the outset of the tutoring sessions, the mothers of M1 and M2 requested a bilingual tutor and asked many questions during tutoring sessions such as would the bilingual tutor please

contact the school regarding M2's progress. She felt comfortable in knowing the bilingual tutor was able to explain to her, in her native language, what was happening in the classroom with her child. Mother of F1 requested the bilingual tutor attend a teacher conference with her so that they would know what was happening in the classroom and why the report card had one set of grades and the assessments seemed to indicate something else. In the conference with the classroom teacher, the bilingual tutor communicated with the classroom teacher in English and translated the entire session to the parent in Spanish.

The fact that the intervention was conducted in English but that the mothers sat in on the sessions, was pointed as an advantage by the mothers. The mothers knew what to do to help the child at home and did so all the time. At the session that followed or in a telephone call or text, the mother would report the child's reading progress at home or lack thereof. The mothers or one of the fathers would ask after each session how the child was doing in reading. They would discuss what the session was about and how the child did. Often, they would bring documents from the school asking the bilingual tutor/researcher to explain the document to them. Then, they would request that the bilingual tutor touch base with the classroom teacher in order to coordinate tutoring with advances in the classroom. As part of a social validity of the case study, the researcher/bilingual tutor was invited to a special ceremony with the family of one of the children. The children shared with the bilingual tutor personal things that would happen at school or during the week.

Research indicates (Child Trends, 2014) that Hispanic families are involved in the education of the children in the home. The parents' hands-on interaction with the children's learning suggests they will do whatever needs to be done for achievement. When tutoring is available, the parents migrate to a tutor who is able to communicate with them in the primary language spoken in the home.

Lessons Learned

Lessons that were learned from this study included: (1) the bilingual tutor has a better capacity to influence the reading comprehension of the ELL student than a tutor who was not familiar with the native language of the student. (2) Keeping in communication with the family of the ELL becomes key to the achievement of the Hispanic child. The parents remain very involved in the education of the children. That is key for the bilingual tutor to understand in assisting the child in advancing in reading comprehension. Ability to communicate with the family in their native language is key to better communication with the student. (3) Consistency in the form of longevity and bridging are fundamental to the success of bilingual tutoring. The bilingual tutor will maintain a degree of success as long as there is consistency with meeting the sessions, maintaining essential materials, communicating with the families, and keeping a consistent schedule.

Summary

In summary, bilingual tutoring is effective with students whose native language is not English. The current case study journeyed from January 2016 through June 2017 with four Hispanic ELLs. All of these participants were in the primary grades of elementary schools in Central Florida. The schools were Title 1 with 100% of the children on free lunches. There were two boys and two girls in the study. When the study began, one child was in kindergarten, one in first grade, and two were in second grade. Two of the children were siblings, and one was related to the other two. All four of the children struggled with reading comprehension, vocabulary recognition, and writing cohesively.

All four of the children had parents who were born in Latin America and were very anxious to have their children succeed in school. The families spoke only Spanish in the home. There was one parent in each home who knew some English but used it only for work. They

sought outside tutoring services with the preference of a bilingual tutor who spoke Spanish. The parents took the children to a public library for the sessions and often would sit in the room as the session was conducted. The involvement and language commonality allowed for impromptu conferences with questions and dialog exchanged for an understanding of what the child was achieving and how there could be an improvement. This dialog influenced differentiation in the sessions and improved the reading comprehension of each of the children. The materials which were used were either from the school reading program or *Reading A-Z* which was an online program often used as an enhancement to the reading comprehension for various children.

The *Reading A-Z* was utilized in the bilingual tutoring sessions because of its differentiation and structure amiable to ELL, detailed level reading passages, and either online or paper worksheets to complement the readings. Using this program in the case study was effective in that the results of the data indicated the children made achievements in reading comprehension. In the eighteen months of the study, each one of the children increased at least 2-3 levels of reading passages with the online program. After the conclusion of the case study, the bilingual tutor/researcher continued using the materials and tutoring three of the four Hispanic ELLs.

As this case indicates, the researcher/bilingual tutor had a measure of success. Further research with larger groups of children on a broader scope of languages and bilingual tutors would enhance the foundations of this study.

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APPENDICES

Appendix A

IRB Approval Forms

	Southeastern University IRB-E IRB Application for Exempt Human Subjects Research	Institutional Review Board 1000 Longfellow Blvd. Lakeland, FL 33801 863.667.5097 IRB@seu.edu
---	---	---

This Section is for Office Use Only

SEU IRB Protocol No. _____

Exempt under 45 CFR §46.101(b) (1) (2) (3) (4) (5) (6)

Not Approved for Exempt

Reviewed by: _____

All forms must be completed, signed by the RPI, and submitted by as a single-sided hard copy.

NO STAPLES PLEASE!

Version 1

**Project Title: A qualitative case study of the effects of tutoring upon ESOL children's reading
comprehension in the classroom.**

1.1 Responsible Project Investigator. The RPI must be a non-visiting member of Southeastern University faculty or staff who will serve as project supervisor at Southeastern University. Students, interns, post-doctoral student researchers, and visiting faculty from other campuses may not serve as RPI but should be listed as investigators, if applicable.

Last Name: Tardaguila-Harth	First Name: Joyce	Academic Degrees: Ph.D.
Dept: Education	Office Address: 1000 Longfellow Blvd.	Employee ID#: 000641308
Street Address: 1000 Longfellow Blvd.	City: Lakeland	Zip Code: 33801
Phone: (863) 667-5170	Fax: (863) 667-5200	E-mail jtharth@seu.edu
Southeastern Univ. Affiliation (please mark one): nonvisiting member of <input checked="" type="checkbox"/> Faculty <input type="checkbox"/> Staff		

1.2 Investigators. Please list: All investigators who are different from the RPI, including those from other institutions. Include all persons who will be directly responsible for the project's design or implementation, the consent process, data collection, data analysis, or follow-up.

Copy of Human Subjects Training Certificates attached for RPI and all investigators.

Last Name: McGee	First Name: Rachel	Academic Degrees: MBA, MPM
Dept. or Unit: COE	Office Address: 771 Carpenters Way, #G8	Student/Employee ID #: 72219
Street Address: 771 Carpenters Way, #G8	City: Lakeland	Zip Code: 33809
Phone: (321) 278-9683	Fax:	E-Mail: rilmcghee@seu.edu

Southeastern Univ. Affiliation: (please mark one) Faculty Staff X Student

Visiting Scholar

Non SEU Affiliate

Check here and attach a list of Additional Investigators, if applicable.

1.3 Review the 6 categories of exemption listed below carefully and indicate the category or categories that apply to your research. (Note: Exemptions do NOT apply for prisoners, or for research that specifically targets persons who are cognitively impaired or persons who are economically or educationally disadvantaged.) RESEARCH INVOLVING MORE THAN MINIMAL RISK IS NOT EXEMPT, and certain minimal risk projects might not be exempted if, in the opinion of the reviewing body, the research contains procedures that should be periodically re-reviewed. The following exemption categories are from Title 45, Part 46 of the Code of Federal Regulations for the Protection of Human Subjects (§45 CFR 46).

Title 45 Code of Federal Regulations §46.101(b)(1) exempts research conducted in established or commonly accepted educational settings, involving normal educational practices, such as

- a. research on regular and special education instructional strategies, or
- b. Research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.
- c. Other

- Title 45 Code of Federal Regulations §46.101(b)(2) exempts research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior, **UNLESS**
- d. information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; **AND**
 - e. any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Exemption 2 does NOT apply to the following types of research involving children: surveys, interviews, and observations of public behavior when the investigator is a participant in the activities being observed.

- Title 45 Code of Federal Regulations §46.101(b)(3) exempts research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under paragraph (b)(2) of this section, **IF:**
- a. human subjects are elected, or appointed public officials or candidates for public office;
OR

- b. federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

X Title 45 Code of Federal Regulations §46.101(b)(4) exempts research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, IF these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

- Title 45 Code of Federal Regulations §46.101(b)(5) exempts research and demonstration projects that are conducted by or subject to the approval of department or agency heads, and that are designed to study, evaluate, or otherwise examine

- a. public benefit or service programs;
- b. procedures for obtaining benefits or services under those programs;
- c. possible changes in or alternatives to those programs or procedures; or
- d. possible changes in methods or levels of payment for benefits or services under those programs.

Exemption 5 CANNOT be made if prior review is specifically required by statute, or if the Secretary of HHS determines that research or demonstration project presents a danger to the physical, mental, or emotional well-being of a participant or subject of the research or demonstration project.

- Title 45 Code of Federal Regulations §46.101(b)(6) exempts taste and food quality evaluation and consumer acceptance studies

- a. if wholesome foods *without* additives are consumed; or
- b. if a food is consumed that contains a food ingredient *at or below the level and for a use found to be safe*, or agricultural chemical or environmental contaminant *at or below the level found to be safe* by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the US Department of Agriculture.

If the proposed research does not qualify in any of these categories, you MUST complete the full IRB 1 form.

- 2. Research Summary.** In layman's language, please summarize the objectives and significance of the research. Include the procedures you will use to collect data.

This research project examined the relationship between tutoring, reading comprehension, and the potential increase in reading comprehension in the classroom. The data used in this research project was previously collected.

Please check here and attach additional Research Summary information, if applicable.

3. Participants. Describe who will participate in this research and how these persons will be recruited.

There were four (4) participants in this case study. The data was previously collected.

Please check here and attach additional Consent Process information, if applicable.

4. **Data Collection and Retention.** Please explain how confidentiality will be maintained during and after data collection. If appropriate, address confidentiality of data collected via e-mail, web interfaces, computer servers and other networked information. **Note: all human subjects research data must be preserved, either digitally or in hard copy, by the RPI for a period of 5 years.**

Data previously collected for this research will be maintained for five (5) years.

Digital copies of the data were housed in the student researcher's password-protected laptop computer, in a password-protected folder on her computer and will remain there for a period of five years. The RPI will receive a copy of the password protected digital data to store on her password-protected computer in a password-protected folder. After five years, the folder will be deleted.

Please check here and attach additional Data Collection information, if applicable.

5a. Consent Process. Describe when and where voluntary consent will be obtained, how often, by whom, and from whom. Attach copies of all consent forms (as well as assent forms for those under age 18 if any).

Not applicable – data has already been collected.

5b. Indicate how informed consent will be obtained.

Written informed consent (include copy) with a document signed by

adult subjects parent(s) or guardian(s) adolescents aged 8-17 years

Online informed consent (include copy) with a document that can be printed by

adult subjects parent(s) or guardian(s) adolescents aged 8-17 years

Passive informed consent (include copy) with a written document given to (but not signed by)

adult subjects parent(s) or guardian(s) adolescents aged 8-17 years

Oral informed consent (include copy) using a script that is read to

adult subjects parent(s) or guardian(s) adolescents aged 8-17 years

Mark one: A hard copy of the consent script will be will not be provided to the participant.

Please check here and attach additional Consent Process information, if applicable.

5. Dissemination of Results. What is (are) the proposed form(s) of dissemination (e.g., journal article, thesis, academic paper, conference presentation, sharing within the industry or profession, etc.)?

The results of this study will be included in the student investigator's dissertation and in ProQuest, Select Works, and Fire Scholar. None of the results will point to a specific school under study, and all results will be reported in aggregated form so that no individual student is identifiable.

Please check here and attach additional Dissemination of Results information, if applicable.

6. Individually identifiable information. Will any individually identifiable information, including images of subjects, be published, shared, or otherwise disseminated? Please mark the appropriate box below.

Yes

No

Note: If yes, subjects must provide explicit consent or assent for such dissemination. Provide appropriate options on the relevant consent documents.

7. Funding Information.

Is your research funded or is there a pending funding decision? Yes No

If "yes," please indicate the funding agency here:

Please submit a copy of the funding proposal.

8. Expected Completion Date: December 31, 2017

Investigator Assurances

- I certify that the project described above, to the best of my knowledge, qualifies as an exempt study. I agree that any changes to the project will be submitted to the International Review Board for review prior to implementation. I realize that changes may alter the exempt status of this project.
- I certify that the RPI and all investigators have completed the tutorial on working with human subjects [located at <http://phrp.nihtraining.com/users/login.php>] and copies of the certificates of completion are attached to this protocol.

- The equipment, facilities, and procedures to be used in this research meet recognized standards for safety.
- No change will be made to the human subjects protocol or consent form(s) until approved by the SEU IRB.
- Legally effective informed consent or assent will be obtained from human subjects as required.
- Adverse events, serious adverse events, and new information that may affect the risk-benefit assessment for this research will be reported to the SEU IRB Chair as prescribed on the IRB's ***Adverse Events Form [located on MySEU and MyFire]***. Serious adverse events will be reported within 24 hours.
- I am familiar with the SEU policies outlined on the IRB website, and I will adhere to the policies and procedures explained therein.
- Student and guest investigators on this project are knowledgeable about the regulations and policies governing this research.
- For the RPI: If I become unavailable, as when on sabbatical or other leave, including vacation, I will arrange for an alternate faculty sponsor to assume responsibility during my absence. I will advise the SEU IRB by letter of such arrangements.
- I further certify that the proposed research has not yet been done, is not currently underway, and will not begin until IRB approval has been obtained.

The original signature of the RPI is required before this application may be processed (scanned signatures are acceptable).

SEE ATTACHED SIGNATURE PAGE

Responsible Project Investigator

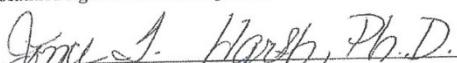
Date

SEE ATTACHED SIGNATURE

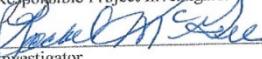
Investigator

- I certify that the RPI and all investigators have completed the tutorial on working with human subjects [located at <http://phrp.nihtraining.com/users/login.php>] and copies of the certificates of completion are attached to this protocol.
- The equipment, facilities, and procedures to be used in this research meet recognized standards for safety.
- No change will be made to the human subjects protocol or consent form(s) until approved by the SEU IRB.
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- I am familiar with the SEU policies outlined on the IRB website, and I will adhere to the policies and procedures explained therein.
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- I further certify that the proposed research has not yet been done, is not currently underway, and will not begin until IRB approval has been obtained.

The original signature of the RPI is required before this application may be processed
(scanned signatures are acceptable).


Jennifer L. Harsh, Ph.D.

Responsible Project Investigator


Jennifer L. Harsh, Ph.D.

Investigator

07/26/16
Date

7/26/16
Date

Appendix B

Learning Resource Center Approval

Re: Permission for use of LRC Logs

RM

Rachel McGee

Reply |

Thu 9/7, 7:37 PM

Cathie Wright (CathieW@lrcpolk.com)

Sent Items

Thank you so much!

From: Cathie Wright <CathieW@lrcpolk.com>

Sent: Thursday, September 7, 2017, 3:10 PM

To: Rachel McGee

Subject: RE: Permission for use of LRC Logs

Also, regarding using "Learning Resource Center's" name in dissertation... Pam said that is fine!

Be safe this weekend!

Cathie Wright

Director of Education

Learning Resource Center

1628 S. Florida Avenue

Lakeland, FL 33803

Phone: 863.688.9477

Fax: 863.688.0248

cathiew@lrcpolk.com

LRC invites you to visit our new, improved website!

[www.lrcpolk.com]www.lrcpolk.com

The LRC Mission

Learning Resource Center of Polk County, Inc. helps students maximize their learning potential by providing personalized educational programs, consultative services for parents, and programs to accommodate community needs.

From: Rachel McGee [mailto:RachelLeona@hotmail.com]

Sent: Tuesday, September 05, 2017 3:19 PM

To: Cathie Wright <CathieW@lrcpolk.com>

Subject: Re: Permission for the use of **LRC Logs**

Thank you! Today after tutoring at Crossroads Christian the principal and I were talking about the 2 5th graders I am tutoring. They are so divergent in their reading levels I would like to do 2 separate times for the boys. One is on a kindergarten level in reading, and one is at a 3rd-grade level. I did some assessments and running records with Reading A-Z and found them to be that far apart in comprehension, vocabulary, and overall ability to read and work with the activities for each of the passages.

She said that I would need your okay in order to separate the 2 boys. I will be more than happy to go in 2 days per week in order for these children to advance in reading.

Thank you,

Rachel

From: Cathie Wright <CathieW@lrcpolk.com>

Sent: Tuesday, September 5, 2017, 2:46 PM

To: Rachel McGee

Subject: RE: Permission for use of LRC Logs

So sorry! I forgot to ask too! I will get back to you this week!

Cathie Wright

Director of Education

Learning Resource Center

1628 S. Florida Avenue

Lakeland, FL 33803

Phone: 863.688.9477

Fax: 863.688.0248

cathiew@lrcpolk.com

LRC invites you to visit our new, improved website!

[www.lrcpolk.com]www.lrcpolk.com

The LRC Mission

Learning Resource Center of Polk County, Inc. helps students maximize their learning potential by providing personalized educational programs, consultative services for parents, and programs to accommodate community needs.

From: Rachel McGee [<mailto:RachelLeona@hotmail.com>]

Sent: Friday, September 01, 2017 3:44 PM

To: Cathie Wright <CathieW@lrcpolk.com>

Subject: Permission for use of LRC Logs

Hi! in the email I just sent, I forgot to ask about the log sheets and name of Learning Resource Center in my dissertation. I am following up on our conversation the last time I was in and wanted to know if I

may, please, have permission to use the kids' redacted log sheets in my appendices leaving the LRC name on the log sheet so that whoever reads my dissertation will know it was you wonderful folks who hired me and gave me these kids to tutor? Also, I would like to mention in my dissertation that Learning Resource Center is the organization that hired me and is the tutoring center for these families to go to find tutors for their children.

Thank you so much!

Rachel :-)

Appendix C

Learning A-Z (aka Reading A-Z) - Approval

your dissertation

Beth Scott <Beth.Scott@learninga-z.com>

Reply |

Tue 8/1, 2:17 PM

You

You replied on 8/2/2017 4:02 AM.

Hi Rachel – I checked with my VP of Research and Development regarding your request. He doesn't think we need legal approval for you to cite our resources in your appendices. As long as you hold a current license, you just need to use appropriate APA format for citing our web address and stating that they were retrieved online. I tried to find your license and could not. What is your username? Also, have you had a chance to talk with your dissertation chair regarding sharing your dissertation and if she would like to be in touch regarding a larger study perhaps in the spring? Thanks and I look forward to continuing the conversation. Best, Beth

Beth H Scott, EdD

Research Associate, Research, and Development

mobile 520-820-5698

Learning A-Z

1840 E. River Road, Suite 320

Tucson, AZ 85718

main 866.889.3729

Appendix D

Samples – Tutor Logs

F1 -

Learning Resource Center of Polk County, Inc. Tutoring Log

Please complete both sides of logs for each student's documentation of tutoring.

Student's Name:	Grade:	Tutor's Name:	Month & Year:	Session #: 01-04-16 Through 01-24-16	Session Time: (example: 3-4 PM) 2-4 p.m. - Sundays Main Public Library
F1	2		January 2016		

Date:	List of Skills and Materials:	Evaluation and Comments:
01-03-16	Reading	F1 did surprisingly well with the fact that it had been 2 weeks since our last session. She remembered well her high frequency words and when we did her weekly assessment reading, she used the strategies she learned previously to the holiday break. We reviewed her spelling words for the week and continued work on the strategies she would use for the week in her reading. We discussed goals for January for AR reading.
01-10-16	Reading	F1 is making tremendous strides in her reading and comprehension. We went over her spelling and high frequency words for the week and then worked on a weekly assessment from the County Public School Learning Maps for 2 nd grade for this week. We read through 2 stories and did the assessment. We worked with strategies for her to use when reviewing, outlining and reading each passage. We then went back over the questions after reading the passage and found answers using key details and context clues to deduct which answers were correct (slashing the trash) and why. She showed me her AR chart for December. It was the first time she had more than a few AR tests in the 60-100% margin. In fact, for the first time out of 15 AR test she took in December only 3 were below 60%. This is in contrast to September when she had only 3 above 60%. She is progressing in an amazing way. We will continue to work on her weekly assessments, HFW, spelling words and introduce some math.
01-17-16	Reading	F1 continues to make great strides in her reading comprehension. We did two reading assessments and she knew how to use strategies in test taking we had reviewed and with minimal help from me she was able to answer the assessment questions correctly. We will continue working on these strategies and assessments.
01-24-16	Reading	Again, this week, F1 continues to make great strides in her reading comprehension. We did two reading assessments and she knew how to use strategies in test taking we had reviewed and with minimal help from me she was able to answer the assessment questions correctly. We will continue working on these strategies and assessments.

Please complete both sides of logs for each student's documentation of tutoring.

Learning Resource Center of Polk County, Inc. Tutoring Log

Student's Name:	Grade:	Tutor's Name:	Month & Year:	Session #s:	Session Time: (example: 3-4 PM) 2-4 p.m. - Sundays Main Public Library
05-07-17	Reading comprehension	F1	3	May 2017	
Date:	List of Skills and Materials:	Evaluation and Comments:			
05-14-17	Reading comprehension	We did sequencing, read from <i>Reading A-Z</i> , Level Q, non-fiction stories. We did focus questions and worksheets. She is reading very well. She's pronouncing out words she doesn't know. Once again, F1 has chosen to read about nature – giant spiders. We did comprehension by answering in whole sentences some questions such as: (1) How big or long are they?; (2) Where do they live?; (3) What do they eat?; and (4) What eats them? We also began reading an online reading series from <i>Reading A-Z</i> called <i>The Hollow</i> , Level Q.	Worked in public school reading program, Unit 2, Week 2 (3 rd Grade). We read a passage and answered questions in order to learn genre and visual elements. We also worked on making complete sentences from questions. We then did a passage from the same public-school reading program unit and week and used the sentences to find similes in the passage. To reinforce the idioms, we read a passage in <i>Reading A-Z A New Way of Speaking</i> , Level M with similes which we picked out and found the idioms, wrote them out and discussed and wrote out the meaning of each one. Finally, we read a practice weekly assessment from public school reading program. We reviewed the various strategies to read the passage with comprehension and then answer the questions at the end of each passage. The strategies we learned were: 1. Number each paragraph on each page; 2. Go through the questions and find any words that are in all caps or italicized; 3. Go back and read the passage with the questions in mind and underline any text that would help answer the questions. We then brainstormed the writing to be done at the end of the passage. We did a compare/contrast graphic organizer and wrote out some sentences to show comprehension.	We worked on the essay for the state assessment exam. She had a problem with trying to pass her state assessment exams the first time. They have given her another opportunity because she was so close the first time	

Please complete both sides of logs for each student's documentation of tutoring.

Learning Resource Center of Polk County, Inc. Tutoring Log

Student's Name:	Grade:	Tutor's Name:	Month & Year:	Session #s:	Session Time: (example: 3-4 PM) 2-4 p.m. - Sundays Main Public Library
F1	3		May 2017		

through. We went to the online department of education site where they had a practice state assessment exam. We targeted the essay and brainstormed and worked on writing the essay. F1 has problems writing what she knows. Her sentence structure is poor and her ability to write complete sentences is very sketchy at best. After we have brainstormed and I have coached her on how and what to write, she does quite well. I still am having to model for her. I am concerned they are going to hold her back next year.

End of 9-weeks Progress Check:

Monthly documentation of classroom teacher consultation (note date of contact, length of consultation, and comments):

Date: _____ *Number of Minutes:* _____.

Comments: N/A



Please complete both sides of logs for each student's documentation of tutoring.

Learning Resource Center of Polk County, Inc. Tutoring Log

Student's Name:	Grade:	Tutor's Name:	Month & Year:	Session #:	Session Time: (example: 3-4 PM) Main Public Library
F2	2	Rachel M. Summers	February 2016		
Date:		List of Skills and Materials:	Evaluation and Comments:		
02/02/16		Reading homework	<p>Today F2 and I worked on creating sentences from spelling words. She had 15 words to make sentences from. We created sentences that had some complexity in them. Most words she understood but we did have to brainstorm on a few of the words.</p>		
02/09/16		Reading homework	<p>Once again today F2 and I worked on creating sentences from spelling words. She had 15 words to make sentences from. We created sentences that had some complexity in them. Most words she understood but we did have to brainstorm on a few of the words.</p>		
02/16/16		Reading homework	<p>F2 brought her spelling homework with her and we brainstormed and worked on creating sentences from the spelling words. She had 15 words to make sentences from. We created sentences that had some complexity in them. Most words she understood but we did have to brainstorm on a few of the words.</p>		
End of 9-weeks Progress Check (note report card grades, mastery of skills, improved attitude, etc...)					
Monthly documentation of classroom teacher consultation (note date of contact, length of consultation, and comments):					
<i>Date: _____ Number of Minutes: _____</i>					
<i>Comments: N/A</i>					



Please complete both sides of logs for each student's documentation of tutoring.

Learning Resource Center of Polk County, Inc. Tutoring Log

Student's Name:	Grade:	Tutor's Name:	Month & Year:	Session #:	Session Time: (example: 3-4 PM) Main Public Library
	1		March 2016		

Date:	List of Skills and Materials:	Evaluation and Comments:
03/07/16	Reading comprehension	M1 and I are working on comprehension. I am using the worksheets from the classroom reading program in the unit which he has at school. He loves to read and is fluent. The challenge is to remember what he has just read. Therefore, we go 1-2 pages at a time in <i>Reading A-Z</i> and he will then summarize the page or pages he has read with prompts from When, why, who, what and how. At the end of the story, we use a graphic organizer to recall what was just read. We will continue to work on comprehension.
03/14/16	Reading comprehension	Once again, this week, M1 and I are working on comprehension. I am using the worksheets from the classroom reading program in the unit which he has at school. He loves to read and is fluent. The challenge is to remember what he has just read. Therefore, we go 1-2 pages at a time in <i>Reading A-Z</i> and he will then summarize the page or pages he has read with prompts from When, why, who, what and how. At the end of the story, we use a graphic organizer to recall what was just read. We will continue to work on comprehension.
03/21/16	Reading comprehension	M1 and I worked with a graphic organizer this evening while reading a library book. M1 recalled the story with great improvement. He does have some problems writing out the sentences. Therefore, this is going to be one of our projects on a go-forward basis. We also reviewed his spelling words and he did very well with those. He had some problems with such letter blend sounds as "wh", "th" and "sh".
End of 9-weeks Progress Check (note report card grades, mastery of skills, improved attitude, etc....)		Monthly documentation of classroom teacher consultation (note date of contact, length of consultation, and comments):
<i>Date:</i> _____		<i>Number of Minutes:</i> _____
<i>Comments:</i> N/A		



Please complete both sides of logs for each student's documentation of tutoring.

Learning Resource Center of Polk County, Inc. Tutoring Log

Student's Name:	Grade: 2	Tutor's Name:	Month & Year: June 2017	Session #:	Session Time: (example: 3-4 PM)
					Main Public Library

Date:	List of Skills and Material	Evaluation and Comments:
06-13-17	Reading comprehension	We read in <i>Reading A-Z</i> , Level Q – <i>Nor Easter</i> recounting details about the story while reading. He is still low on the comprehension of what he reads. We continued to look for the main idea of the story. We identified the main characters, setting, and main idea. We used a bubble graphic organizer to identify and have him write the main idea and 4 supporting details.
06-19-17	Reading comprehension	We continued to read through the passages with brainstorming for comprehension. We then worked on putting sentence fragments with conjunctions in order to make longer sentences. We did our graphic organizer and wrote out the bridged sentences in order to make one long cohesive sentence.
06-26-17	Reading comprehension	Today we worked on character, setting, and sequencing of a story for comprehension. In our graphic organizer, we began with the title, author, and illustrator. We also did a story worm with M1's favorite fictional character, Bonk. We read <i>Bonk's Bad Dream</i> and wrote out in the story worm the name of the story, main character, setting, 2 events and conclusion. M1 had to summarize into one sentence the story. We brainstormed what he thought was the main idea and put it into the conclusion.
e report card grades, mastery of skills, improved attitude, etc....)		Monthly documentation of classroom teacher consultation (note date of contact, length of consultation, and comments):
<i>Date:</i> _____		<i>Number of Minutes:</i> _____
<i>Comments:</i> N/A		



Learning Resource Center of Polk County, Inc. Tutoring Log

Please complete both sides of logs for each student's documentation of tutoring.

Student's Name:	Grade:	Tutor's Name:	Month & Year:	Session #:	Session Time: (example: 3:4 PM) Main Public Library
Date:	List of Skills and Materials:		Evaluation and Comments:		
03/28/16	Reading comprehension	K	M2 continues to have problems identifying letters and numbers. We read from <i>Reading A-Z</i> (Level aa). We worked on his homework papers from school. He had difficulty writing sentences required by the homework and did not know most of the spelling words given on the paper sent home. We worked with a writing pad that has sketched ABCs. He was to trace the letters. We were able to do only 2 pages because of the uncertainty of his writing skills.	April 2016	
04/04/16	Reading comprehension		M2 continues to have problems identifying letters and numbers. We read from <i>Reading A-Z</i> (Level aa). We worked on his homework papers from school. He had difficulty writing sentences required by the homework and did not know most of the spelling words given on the paper sent home. We worked with a writing pad that has sketched ABCs. He was to trace the letters. We were able to do only 2 pages because of the uncertainty of his writing skills. His mother informed me that he is being put into a special class for children with challenges. I promised her I would continue working with him through the summer and recommended CampREADY! for additional reinforcement in learning. She accepted the recommendation and we will follow up with her and LRC to ensure that occurs.		
04/11/16	Reading comprehension		M2 continues to have problems identifying letters and numbers. We are working on his letters with flashcards from Sesame Street. M2 likes the pictures and recalls the letter that goes with each picture. With minimal prompts, he was able to identify almost all of his letters. He also enjoyed putting these cards in a line on the table. He then would pick them up and carefully put them back into the box from where we took them. We worked with a writing pad that has sketched ABCs. He was to trace the letters. We were able to do 2 pages because of the uncertainty of his writing skills. His mother informed me that he is being put into a special class for children with challenges. I promised her I would continue working with him through the summer.		
04/18/16	Reading comprehension		M2 continues to have problems identifying letters and numbers. We are working on his letters with flashcards from Sesame Street. M2 likes the pictures and		

Please complete both sides of logs for each student's documentation of tutoring.

Learning Resource Center of Polk County, Inc. Tutoring Log

Student's Name:	Grade:	Tutor's Name:	Month & Year:	Session #:	Session Time: (example: 3-4 PM) Main Public Library
	K		April 2016		

recalls the letter that goes with each picture. With minimal prompts, he was able to identify almost all of his letters. He also enjoyed putting these cards in a line on the table. He then would pick them up and carefully put them back into the box from where we took them. We worked with a writing pad that has sketched ABCs. He was to trace the letters. We were able to do only 1 page because of the uncertainty of his writing skills. We also began working with spiral bound ruled index cards with the high frequency words required to be learned in Kindergarten. M2 and I worked on his ABCs with the Sesame Street flash cards. He is grasping more and more of the alphabet by identifying with the pictures. He is a visual learner and loves to work with and prioritize the cards on the table by lining them up as we go through the alphabet. We then worked on reading 2 stories in *Reading A-Z*. His level is aa (Fontini & Pinell Level A). The online books begin with hearing the story with visual and sound effects. After listening to the book, M2 enjoys going back and reading the book himself. He picks up so quickly on the reading because of the visuals and audio sound effects he works with. He also enjoys using the mouse and manipulating through the story as he uses it.

End of 9-weeks Progress Check (note report card grades, mastery of skills, improved attitude, etc...)

Monthly documentation of classroom teacher consultation (note date of contact, length of consultation, and comments):

Date: _____ *Number of Minutes:* _____

Comments: N/A



Please complete both sides of logs for each student's documentation of tutoring.

Learning Resource Center of Polk County, Inc. Tutoring Log

Student's Name:	Grade: 1	Tutor's Name:	Month & Year:	Session #:	Session Time: (example: 3-4 PM)
			June 2017		Main Public Library

Date:	List of Skills and Material	Evaluation and Comments:
06-05-17	Reading comprehension	M2's mother brought his report card for end-of-year advisory. Because of his IEP he has been passed along to second grade. We worked on writing sentences and read in <i>Reading A-Z</i> , Level A (kindergarten/1 st grade). I tried working with him on a story <i>Sundae Time</i> and doing the main idea with 3 details. It took us the entire hour to get this done because of his lack of comprehension. We also brainstormed some original sentences using the words "draw", "cook", and "sing."
06-12-17	Reading comprehension	Today, we worked on spelling words (are, of, they, the, on, to play, you, some, like, where, said, do, and has). We also identified the pronoun "I". M2 wrote his own sentence using the pronoun and making the sentence relatively complex (6 words). I note that when we do brainstorm any original sentences he tends to tell more about his mother and use her in his sentences.
End of 9-weeks Progress Check (note report card grades, mastery of skills, improved attitude, etc....)		Monthly documentation of classroom teacher consultation (note date of contact, length of consultation, and comments):
		Date: _____ Number of Minutes: _____
		Comments: N/A



Appendix E

Samples – Tutor Anecdotal Notes (including notes of parent communications)

<p><i>Marey & Eddie email. Compare books? IEP Mon 5/1/17</i></p> <p><i>Mon 5/1/17 Marey</i></p> <p><i>Mon 5/1/17 1. Her brother was making juice.</i></p> <p><i>Mon 5/1/17 2. She did not like to try new things.</i></p> <p><i>Mon 5/1/17 3. Eddie convinced Marcy to try the green juice.</i></p> <p><i>Mon 5/1/17 4. Marcy cautiously took a sip and liked the taste.</i></p>	<p><i>1/22/17</i></p> <p><i>T-Chart</i></p> <p><i>Note</i></p> <p>1. Nola received an invitation is invited to Elle's birthday party.</p> <p>2. Elle does not have a piñata at her birthday party.</p> <p>3. Nola talks with Ami. Ami comes up with the idea of a piñata filled with butterflies.</p> <p>4. Old idea The piñata was a success at the party and Nola was happy.</p>
<p><i>Advised to take care of listening to teacher's suggestion for problem in IEP</i></p> <p><i>Teacher suggested more time</i></p>	<p>1. Nola and Ami made a piñata and they presented Elle with the piñata.</p> <p>2. In the end Nola liked the piñata filled with butterflies.</p>

1-22-17

The ways they solved their problems similarly are that tortoise and mouse saved the water and lion. Tortoise saved the water for all the animals. Mouse saved lion from these hunters.

and

1/29/17

Mercy

- 1 her brother was making green juice.
- 2 She did not try I don't like to try new things.
- 3 Eddie convinced mercy to try the green juice.
- 4 Mercy cautiously took a tiny sip and like the tastes.

Nola

- 1 Nola received an invitation to Elle's birthday party.
- 2 Elle does not have a piñata at her birthday party.
- 3 Nola talk with Ami. Ami comes up with the idea of a piñata the filled with butterflies.
- 4 Nola and Ami made a piñata and they presented Elle with the piñata.
- 5 In the end Nola liked the piñata with butterflies.

1/15/17 -

1. FSA Computer based practice

test → vocabulary is incomprehensible
for her. Find words for vocabulary.

Conf. Mother concerned about reading comp.

Teachers are saying she won't pass FSA at this rate. Back 1/2 test not passed.

Mother concerned about not focusing in school. Teachers say she isn't focused & doesn't complete work in school. I'm sugg. a 504 Plan for assistance.

RECOMM. Contact teacher. Get teacher opinion of what is going on.

Not quiet at school. Nervous about teacher.

She can concentrate w/me & does well w/assessments.

"Hesitating"

19 By explaining unknown words, it helps
20 to comprehend entire passage & assessment.

(95%) Challenge & reward for 80% or better
or less!!

Large words a problem

use of session
for people inspired
for lots of help
the idea of puzzle.

but homework
isn't really
my kind of
work.

1/23/17-

homework from Iteacherguide
WORD SEARCH

for 1st grades to go w/ Spelling for wk.
reading passage.

matched words to endings

"ok" and "od"

did very well w/ the matching.

Lead
Reduction
to see
Cue
Pan's State
short a
Sound

worked on alphabet -

after scrambling knew most of
letters, put them back together in order.
Still struggles. ☺

Mon sat in on all of the sessions.

He has
an IEP

1/16

~~NO progress
made 1/16~~

1/26/17-

Report indicates he
is regressing in letter
recognition. We are going to
concentrate on his letter
recognition.

* * Did alphabet U.S. Lr. tracing
letters. Took w/ him on bus
letters of the alphabet & writing
them.

Letter recognition first few letters
recognizes but later in alphabet loses
recognition

1/26/17-

note all
BS
or grade card.
Said wants me to
contact teacher.
Math regression.
Dang very well.
up the math.

$$10 - 8 = 2$$

##

$$\begin{array}{r} 12 \\ \times 9 \\ \hline 390 \end{array}$$

$$3 + 3 = 6$$

3

$$\underline{-0}$$

$$\begin{array}{r} 78 \\ \times 8 \\ \hline 624 \end{array}$$

||||| + + + +

$$\cancel{5} \times \cancel{4}$$

$$\begin{array}{r} 675 \\ - 38 \\ \hline 637 \end{array}$$

$$\begin{array}{r} 410 \\ \cancel{7} \cancel{8} \cancel{1} \cancel{0} \\ \hline 734 \end{array}$$

Unit 3, Wk. 5
2nd grade

$$\begin{array}{r} 314 \\ \times 24 \\ \hline 124 \\ -36 \\ \hline 388 \end{array}$$

$$\begin{array}{r} 410 \\ \cancel{8} \cancel{7} \cancel{7} \\ \hline -88 \\ \hline 689 \end{array}$$

$$\begin{array}{r} 248 \\ -15 \\ \hline 233 \end{array}$$

$$\begin{array}{r} 5912 \\ \times 2 \\ \hline -19 \\ \hline 280 \end{array}$$

$$\begin{array}{r} 340 \\ \times 2 \\ \hline 680 \end{array}$$

$$\begin{array}{r} 340 \\ \times 2 \\ \hline 680 \end{array}$$

$$\begin{array}{r} 280 \\ \times 2 \\ \hline 560 \end{array}$$

1/30/17-

proportions

figured out rearing from school to work on
Unit 4 W.L.T "The Red Box"

"The Crayon Box that Talked"
found on line.

Because I like the color
red.

Cut + Paste portions of stories for

setting
character
problem
beginning
middle
end

MLK video -

I had to
had problems
remembering words
Cutting out was
a little happy.

~~Note:~~
Going into
~~2nd grade!~~

8/8/16-

Very bright

- Knows months
of yr.
knows days of
wk.

Purpose: The author's purpose is to write about favorite days.

Clue: Mother's Day is in May.

Comprehension is uncertain. Reads fluently but w/o understanding & recall.

Clue: Birthdays are favorite days to share.
Distracted when trying to copy.

Trouble telling why story written - comprehension.

Chapt. 1. Mrs. Jack monthly
about Mr. P.
Chapt. 3. Read

9/10/16 -

WIDA Scope

great. We
need work on

Charly Did It - Dwell R writing skills

6.0 - Comp. &

6.0 - listening

5.9 - other areas

2.5 - writing

~~class session~~
~~ext. mon. &
review~~
~~results~~

Contractions

it is = it's

do not = don't

did not = didn't

I am = I'm

let us = let's

that is = that's

could not = couldn't

was not = wasn't

I will = I'll

would not = wouldn't

~~won't~~

Idioms - not finished

curious girl

tomboy

silly girl

precise

precise girl

9/17/16
Read - sequence - summarize.

Charli Did It - finished

The Homework Lesson - more writing. - Sequence chart was begun. Will finish next week,
DO plenty of writing. - Cup dad updated on
~~9/24/16~~ her progress.

Continue work on ~~Unit P~~ The Homework

Lesson
~~My Uncle is a Firefighter~~

None of the students did their homework so Ms. Rose gave them more homework.

Again no one had finished his or her homework.

Because the students did not finish their homework, Ms. Rose turned into a monster.

The students learned their lesson to do their homework.

Nouns → pronouns

Noun - person, place, thing
Madeleine a girl

1/5/16

3rd grade

Took Mr. Smith showed me
us at J. J. J. He
is low. We went
on getting her to close
possible to 3rd grade and
HAPP Beginning next year
Focus on reading clovering poems

A NOTE

Appendix F

Sample Student Work

7/11/17

Compare and contrast

Compare

Telephones
talk someone
thousand
miles away
Pay Phone
bill at the
end of the
month

Phones
talk someone
thousand
miles away
pay phone
bill at the
end of the
month

Contrast

Telephone
cord
8 1915
bigger
sit down
+ talk on
them

Phones
cordless
buttons
smaller
go anywhere
and talk

Logan

dark hair
brown eyes
smiled
hiking
their twin

Nolan

dark hair
brown eyes
smiled
hiking
their twin

Logan

quick
hiking at
faster pace

Nolan

slow poke
hiking
at slower
pace

spring

tree
dog house

winter

tree
doghouse

spring

flowers
eat lunch
under tree
lush green

winter

deep snow
no leaves
no flowers

JG
#3

7/1/17 -

Compare and Contrast Task Cards - Continued

COMPARE

⑧ telephone	telephone
talk to someone a thousand miles away	talk to someone a thousand miles away
pay phone bill at the end of the month.	pay phone bill at the end of the month.

CONTRAST

telephone	telephone
cords	cordless
dials	buttons
bigger	smaller
sit down to talk on them	go anywhere and talk.

⑨

Logan	Nolan
dark hair	dark hair
brown eyes	brown eyes
smile	smile
hiking	hiking
twins	twins

⑨

Logan	Nolan
Quick	Slow poke
hiking at faster pace	hiking at slower pace

⑩

Spring	winter
tree	tree
dog house	dog house

spring	winter
flower	deep snow
eat lunch	no leaves
under tree	no flowers
lush, green grass	

Name _____

4/26/16

Instructions: Use the dates, photographs, maps, and illustrations from the book to retell the events of George Washington Carver's life. Record the events in order on the lines below.

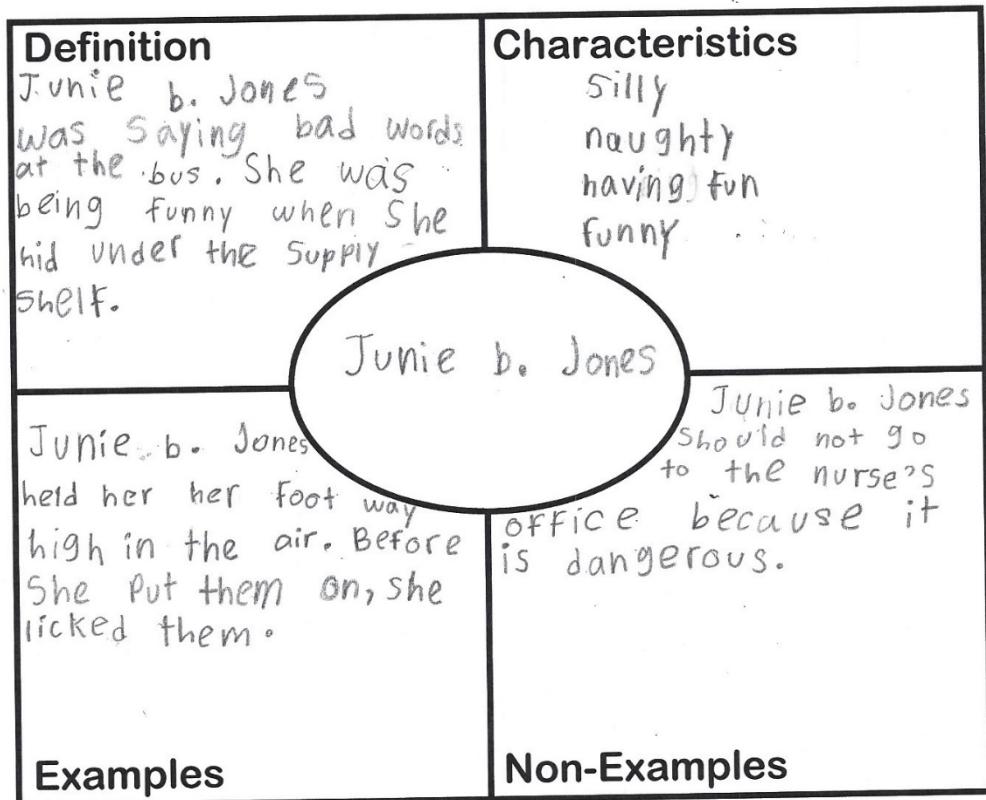
Date	Event
	<u>George Washington Carver</u>
1864	was born in Missouri.
1896	Carver went to Alabama to help the poor farmers there.
1921	Carver was asked to speak for ten minutes before the U.S. Congress.
	He was born a slave. When he was twelve he left home to go to another school.
	He went to college in Iowa. He was the first black student to finish and to become a professor at his college.

Instructions: Fill in the missing cause or effect. In the space provided at the bottom of the chart, record your own cause-and-effect relationship from *Little Red Riding Hood*.

CAUSE	EFFECT
Red doesn't know that Wolf is a wicked creature.	So she didn't know to fear him.
Red leaves the path to pick flowers.	She bent down to pick some.
Red talks wolf in grandma bed room.	Wolf swallows up Red, flowers, cake, and all.
Red tickles Wolf's throat until he starts to cough.	She kept on tickling until he coughed her up.
They fastened wolf still asleep to grandma's bed.	Grandma and Red sit down for tea and cake.
Wolf wanted some cake.	Red and Grandma did not share any cake.

6-11-16

Frayer Diagram 1



4/3/17

All about kites

K: What I know

1. They fly.

2. You run to make it fly.

W: What I want to know

1.

2.

L: What I Learned

1. I learned that kites are the oldest toys.

2. I learned that kites have different designs and colors and shapes.

Instructions: Read each sentence below. Then rewrite each sentence using quotation marks in the correct places.

1. Today is the day of the derby! exclaimed Luis.

"Today is the day of the derby!" exclaimed Luis.

2. My plan is a secret, so I can't tell you, said Luis.

"My plan is a secret, so I can't tell you," said Luis.

3. These are the prizes for the winners of the derby, Chief Dugan announced.

"These are the prizes for the winners of the derby," chief Dugan announced.

4. My line is tangled! one of the children whimpered.

"My line is tangled!" one of the children whimpered.

5. Everyone is falling into the water! screamed one of the children.

"Everyone is falling into the water!" screamed one of the children.

6. I don't think my plan is working, sighed Luis.

"I don't think my plan is working," sighed Luis.

coffee

s

c

p

g

f

r

g

g

U

U

U

U

U

U

U

U

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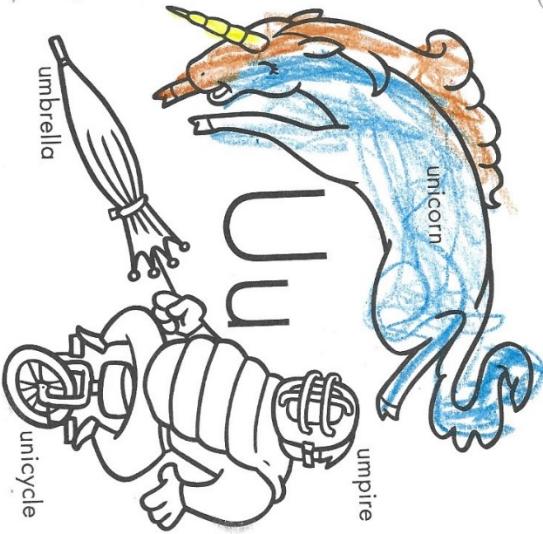
U

U

U

U

U



- 9 / 44

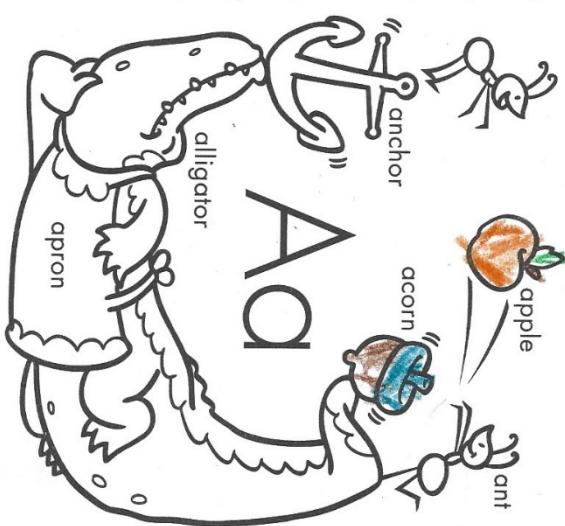
This image shows a vertical column of seven identical letters 'A' for handwriting practice. Each letter is divided into five horizontal sections by dashed lines. The first section is labeled '1' at its top. The second section is labeled '2'. The third section is labeled '3'. The fourth section is labeled '4'. The fifth section is labeled '5'. The letters are drawn in black ink on a white background.

This image shows a vertical column of handwriting practice. A large, bold capital letter 'A' is at the top. Below it, there are ten smaller, slanted 'A's written in cursive script on blue-ruled paper. Each row of letters is aligned vertically along a dashed midline.

Q Q Q Q Q Q Q Q Q

o o o o o

o o o o o o o o



6/3/16 -



Appendix G

Sample Reading Passages Index

Reading A-Z

Reading Level	Grade Level	Passage Title	Number of Pages
Aa/A	K	Counting Letters	
		Over	
		Eight	
		Sundae Time	
G	1	Building a House	
I	1	Monster Music	
J	1	Monkey and Crocodile	
K	2	Rapunzel	
		Cinderella – Spanish Edition	
		Anna and the Magic Coat	
		To the Circus	
L	2	100-Day Project George Washington Carver Little Red Riding Hood The Tinosaur The Hopper Series	
M	2	The Three Little Pigs Can I Vote? A New Way of Speaking Go Away Sun!	
N	2	The Buffalo Hunt The Fishing Derby The Updown Boy	
O	2	Annie Oakley	
P	2	The Homework Lesson	
Q	3	Speedier than a Meteor	
R	3	Only One Aunt Maggie The Genius of Tesla	

NOTE: 1. 12 books from where to copy and put into the appendix for samples of each of the levels the children read.

2. The highlighted books are behind this list as samples of each of the levels the children read.

Counting Letters

A Reading A-Z Level aa Leveled Book

Word Count: 17

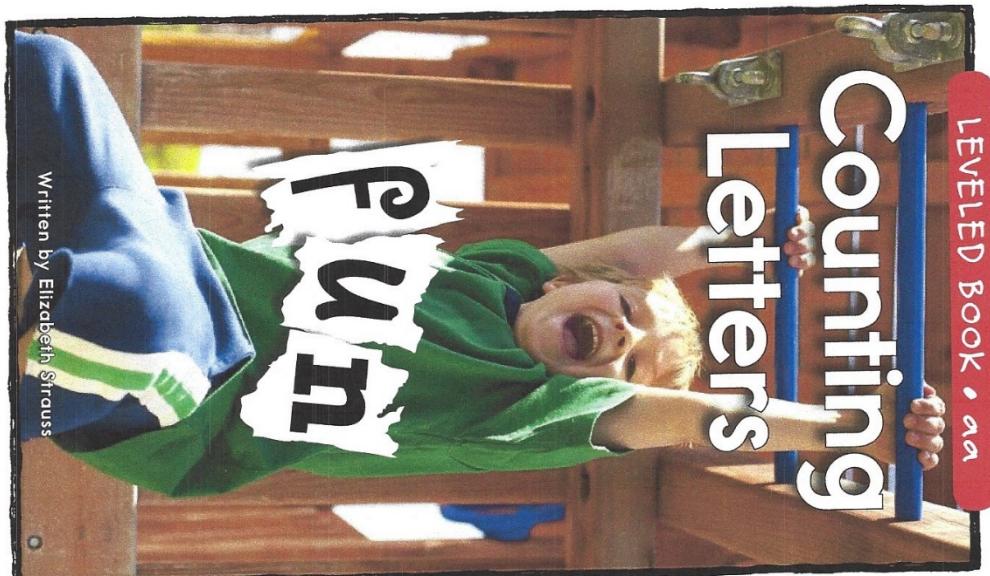


Reading A-Z

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Counting Letters

LEVELLED BOOK • aa



www.readinga-z.com

Building a House

A Reading A-Z Level G Leveled Book

Word Count: 163

LEVELLED Book • G

Building a House

Connections

Writing and Art

Design your own house. Draw it and write about the steps you would take to build the house.

Social Studies

Can a house be both a want and a need? Discuss your ideas with a partner.



Reading A-Z

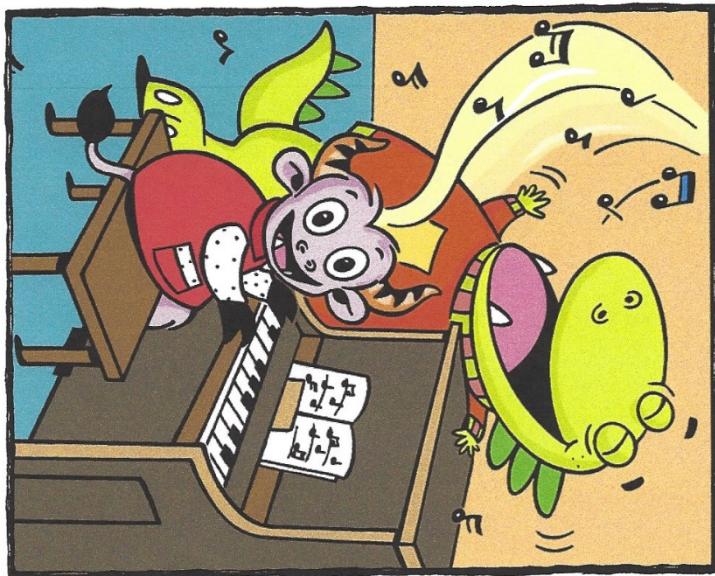
Visit www.readinga-z.com
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Written by Anthony Curran

www.readinga-z.com

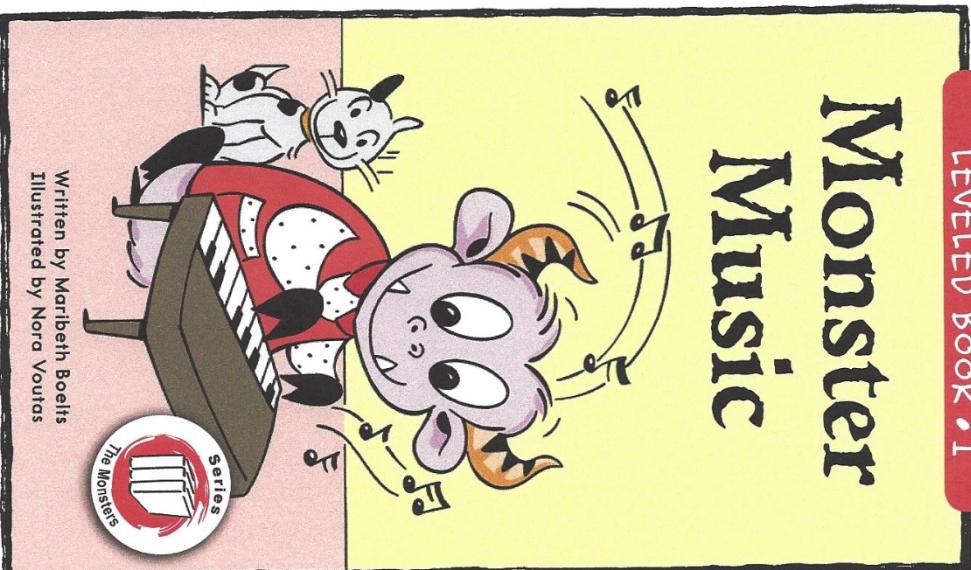
Monster Music

A Reading A-Z Level I Leveled Book
Word Count: 225



Monster Music

LEVELLED BOOK • I



Reading a-Z

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Author Note
Maribeth Boelts is the author of over twenty books for young readers, including the "Little Bunny" series (*Dry Days, Wet Nights; Little Bunny's Pacifier Plan*); *Lullaby Lullabook; Big Daddy; Frog Wrestler*; and the upcoming *The Firefighters' Thanksgiving*.

Monster Music

Level I Leveled Book

© Learning A-Z

A Monsters Story

Written by Maribeth Boelts

Illustrated by Nora Voutas

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www.readinga-z.com

"What will you do with your toy piano?"
asks Lurk.

"Hmm . . .," says Jupe.

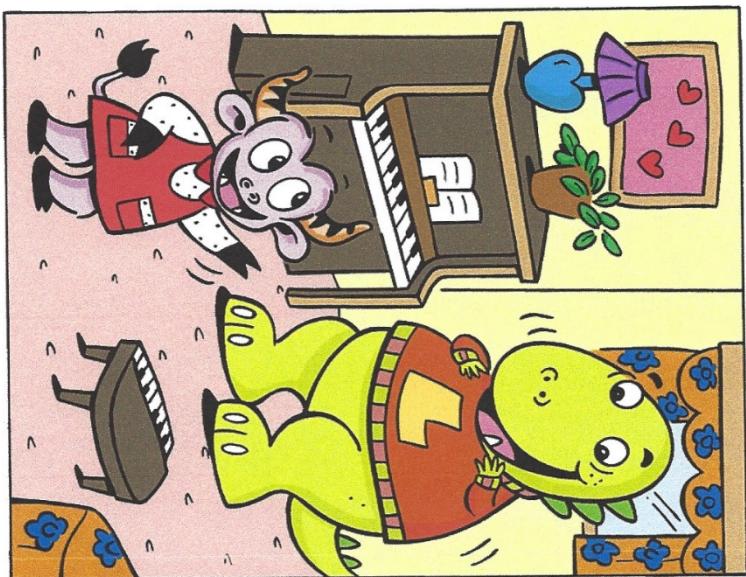
"I'd like to give it to you."

Monster Music
Level I Leveled Book
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Correlation

LEVEL I

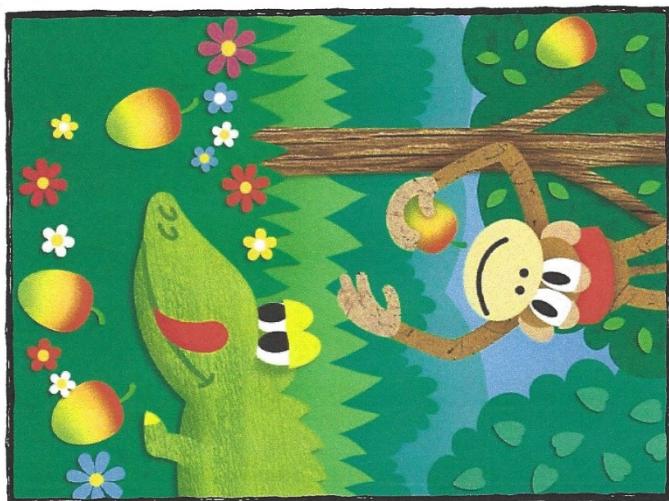
Fountas & Pinnell	I
Reading Recovery	15-16
DRA	16



Monkey and Crocodile

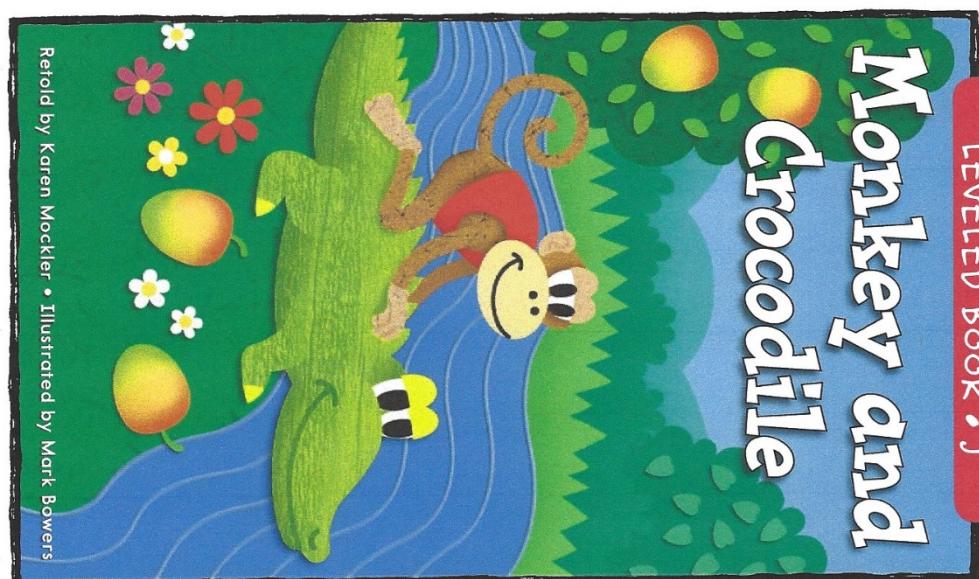
A Reading A-Z Level J Leveled Book

Word Count: 320



Monkey and Crocodile

LEVELLED BOOK • J



Reading a-Z

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Glossary

escape (v.)

to break free from
or keep from being
captured (p. 10)

fetch (v.)

to bring or get (p. 12)

guest (n.)

a visitor who is
welcomed into a
home or other place
(p. 4)

invited (v.)

politely asked
someone to go
somewhere (p. 6)

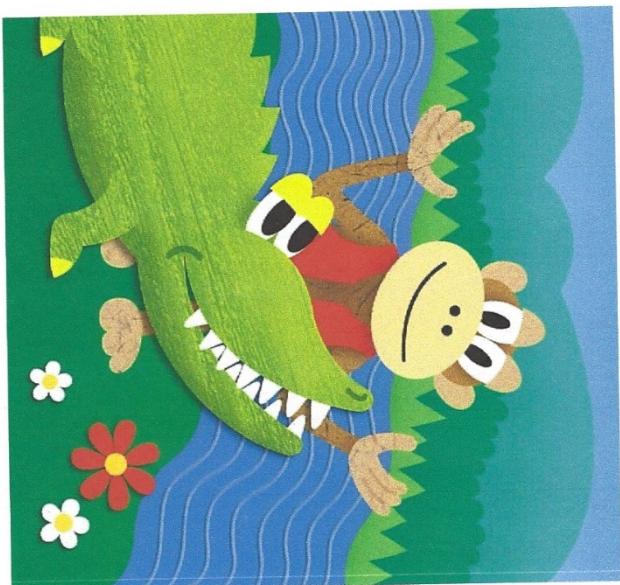
outsmarted (v.)

defeated someone
through the use of
cleverness (p. 15)

trusted (v.)

believed that
someone or
something was good,
fair, honest, or could
be counted on (p. 15)

Monkey and Crocodile



A Folktale from India
Retold by Karen Mockler
Illustrated by Mark Bowers

www.readinga-z.com

Correlation

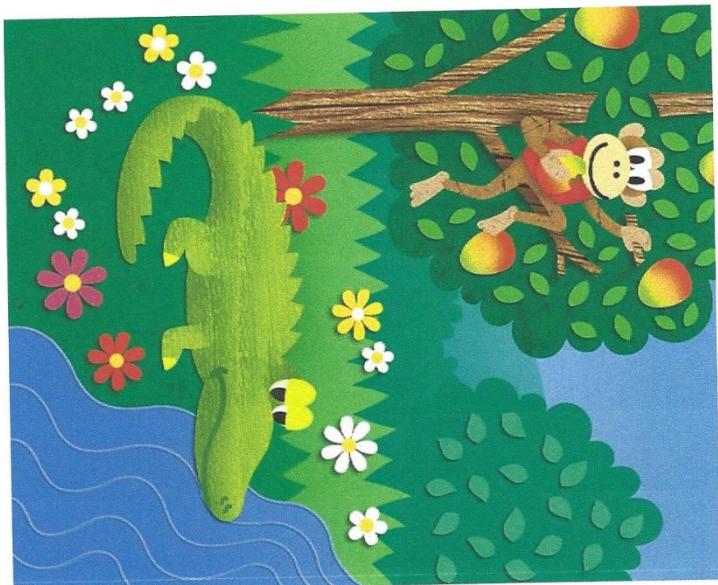
LEVEL J

Fountas & Pinnell	J
Reading Recovery	17
DRA	18

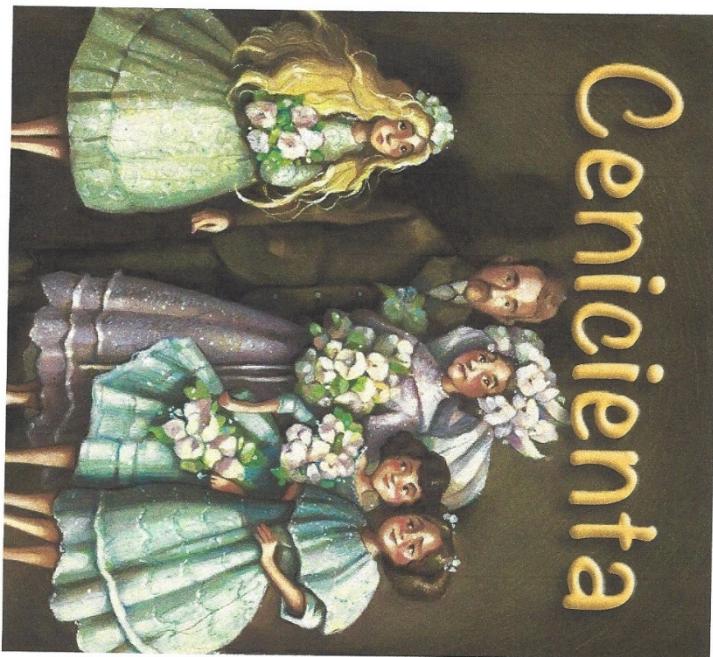
Crocodile was angry and ashamed.
He knew then that Monkey had

outsmarted him.

From that day forward, monkeys
have never **trusted** crocodiles.



Cenicienta



Escrito por Edie Evans
Ilustrado por Fatemeh Haghnejad

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Pregunta principal

¿Cómo encuentra la felicidad
Cenicienta?

Palabras a aprender

baile	doncella
caber	ramita
deseo	zapatillas

Cenicienta
(Cinderella)

Libro de lectura Nivel K

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Escrito por Edie Evans

Ilustrado por Fatemeh Haghnejad

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Cenicienta

Un libro de lectura de Reading A-Z, Nivel K
Número de palabras: 555

Conexiones

Escritura

Usa un diagrama de Venn para comparar esta versión de la historia de Cenicienta con otra versión. Escribe oraciones que digan en qué se parecen y en qué se diferencian.

Ciencias

¿Crees que, si se planta una rama, podría crecer un árbol?

¿Por qué sí o por qué no?

Comparte tus ideas con un compañero.

Libro de Nivel K

Cenicienta

Multilevel
Nivel H·K·N

Escrito por Edie Evans
Ilustrado por Fatemeh Haghnejad

Visita www.readinga-z.com
para obtener miles de libros y materiales.



The 100th Day Project

A Reading A-Z Level L Leveled Book

Word Count: 461

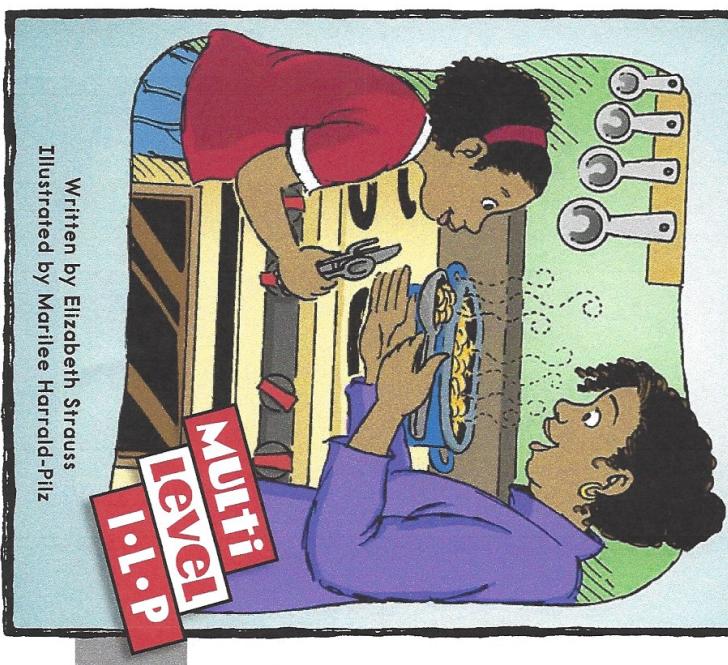


LEVELLED BOOK • L

The 100th Day Project

Written by Elizabeth Strauss
Illustrated by Marilee Harrahd-Pilz

Multi
Level
L.L.P.



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The 100th Day Project



Written by Elizabeth Strauss
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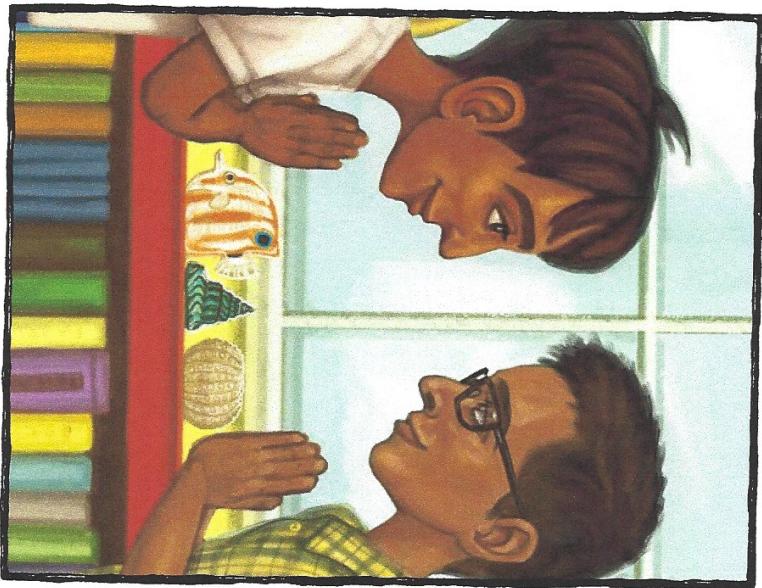
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Level L Leveled Book
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Correlation	
LEVEL L	
Fountas & Pinnell	K
Reading Recovery	18
DRA	20

A New Way of Speaking

A Reading A-Z Level M Leveled Book

Word Count: 583



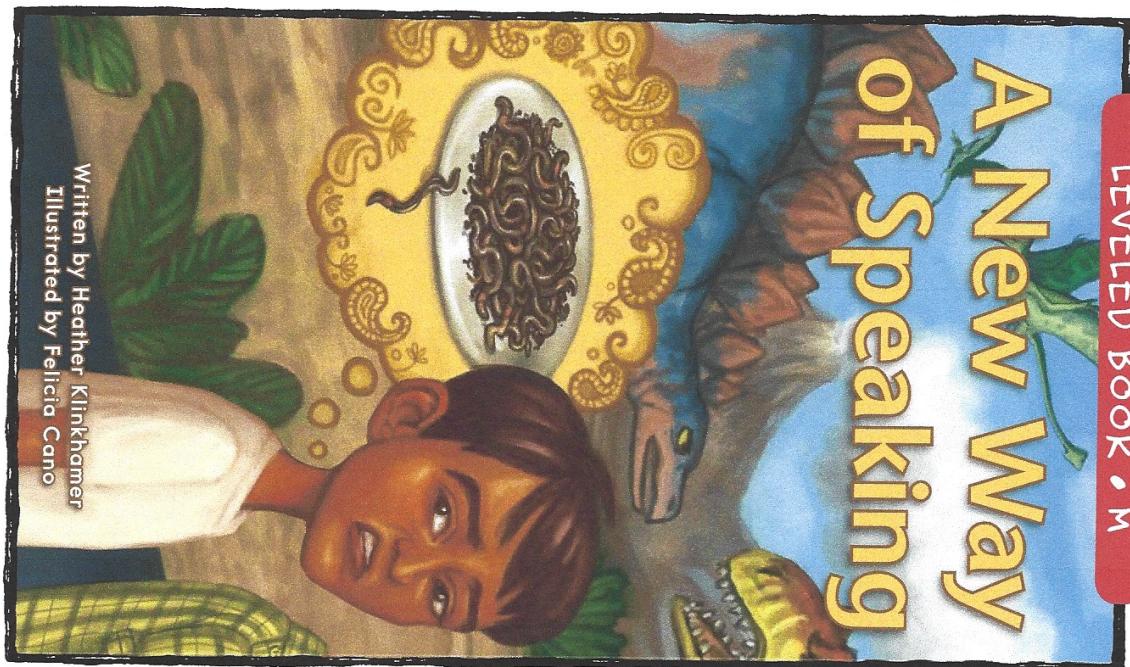
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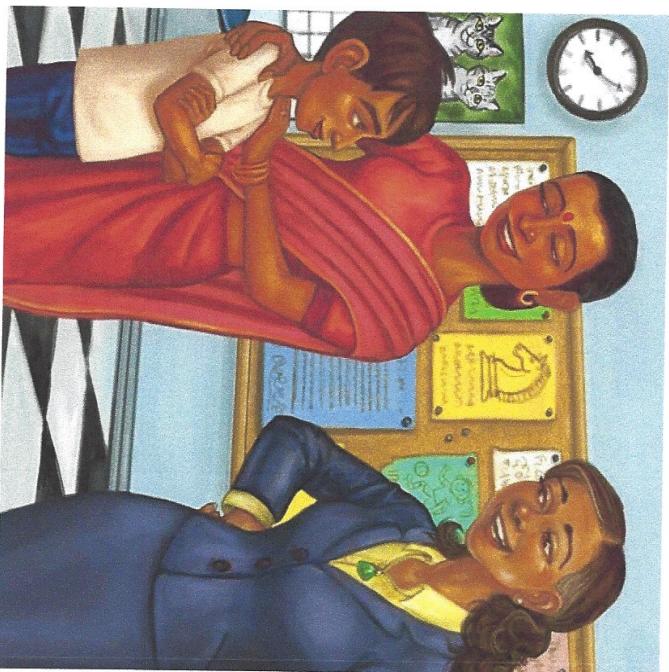
Written by Heather Klinkhamer
Illustrated by Felicia Cano



Glossary

confuses (<i>v.</i>)	to make something harder to understand (p. 12)
giving (<i>adj.</i>)	kind and generous (p. 15)
greet (<i>v.</i>)	to offer polite words when you meet someone (p. 5)
idiom (<i>n.</i>)	a phrase that has a meaning beyond the actual words (p. 12)
marks (<i>n.</i>)	grades given by a teacher to show how well a student is doing in school (p. 6)
namaste (<i>excl.</i>)	a common greeting used by some people in parts of Asia (p. 8)
nervous (<i>adj.</i>)	edgy or tense; afraid (p. 4)
relief (<i>n.</i>)	the state of being free from worry or suffering (p. 5)
success (<i>n.</i>)	someone or something that achieves a desired result (p. 7)

A New Way Of Speaking



Written by Heather Klinkhamer
Illustrated by Felicia Cano

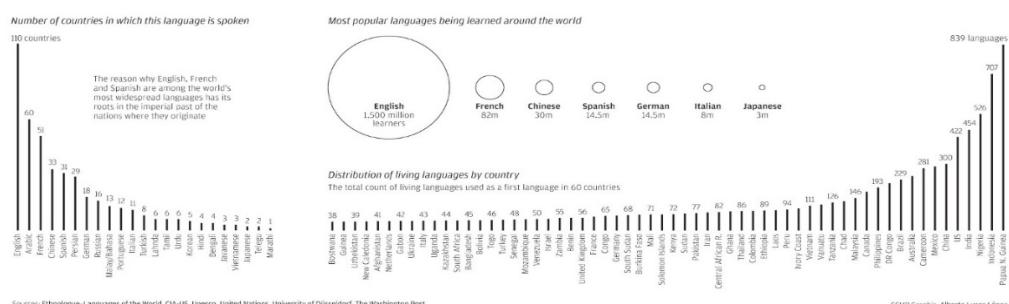
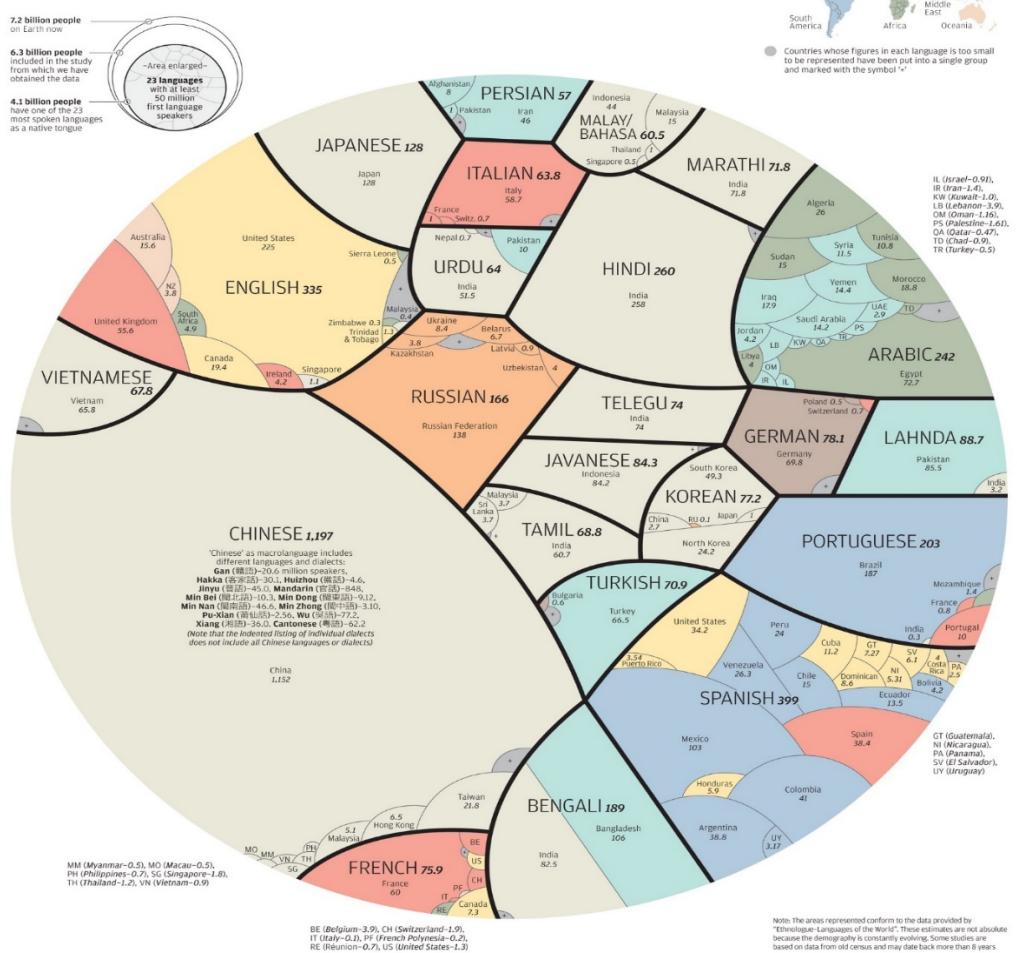
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Appendix H

A World of Languages Chart

A world of languages

There are at least 7,102 known languages alive in the world today. Twenty-three of these languages are a mother tongue for more than 50 million people. The 23 languages make up the native tongue of 4.1 billion people. We represent each language within black borders and then provide the numbers of native speakers (in millions) by country. The colour of these countries shows how languages have taken root in many different regions



Appendix I

Data Results

DATA OF PARTICIPANTS									
Pre-Treatment Assessment					Post-Treatment Assessment				
Participant	Date of Assessment	Initial Level of Reading Assessment	Number of words in text	Number of errors	Fiction (F) Non Fiction (NF)	Participant	Date of Assessment	Initial Level of Reading Assessment	Number of words in text
F1	4/24/2016	K	97	2	F	95	F1	7/16/2017	S
F2	4/23/2016	K	100	2	F	100	F2	7/15/2017	S
M1	6/20/2016	N	94	1	F	93	M1	7/17/2017	Q
M2*	4/18/2016	Kindergarten	50	48	word list	2	M2*	6/12/2017	K/1
Reading A-Z	Level	Grade					Reading A-Z	Level	Grade
	aa-C	K						aa-C	K
	D-J	1						D-J	1
LEGEND:	K-P	2						K-P	2
	Q-T	3						Q-T	3
	U-W	4						U-W	4
	V-Z ²	5						V-Z ²	5

Appendix J

CHART: Comparison by Student

Student to theme comparison

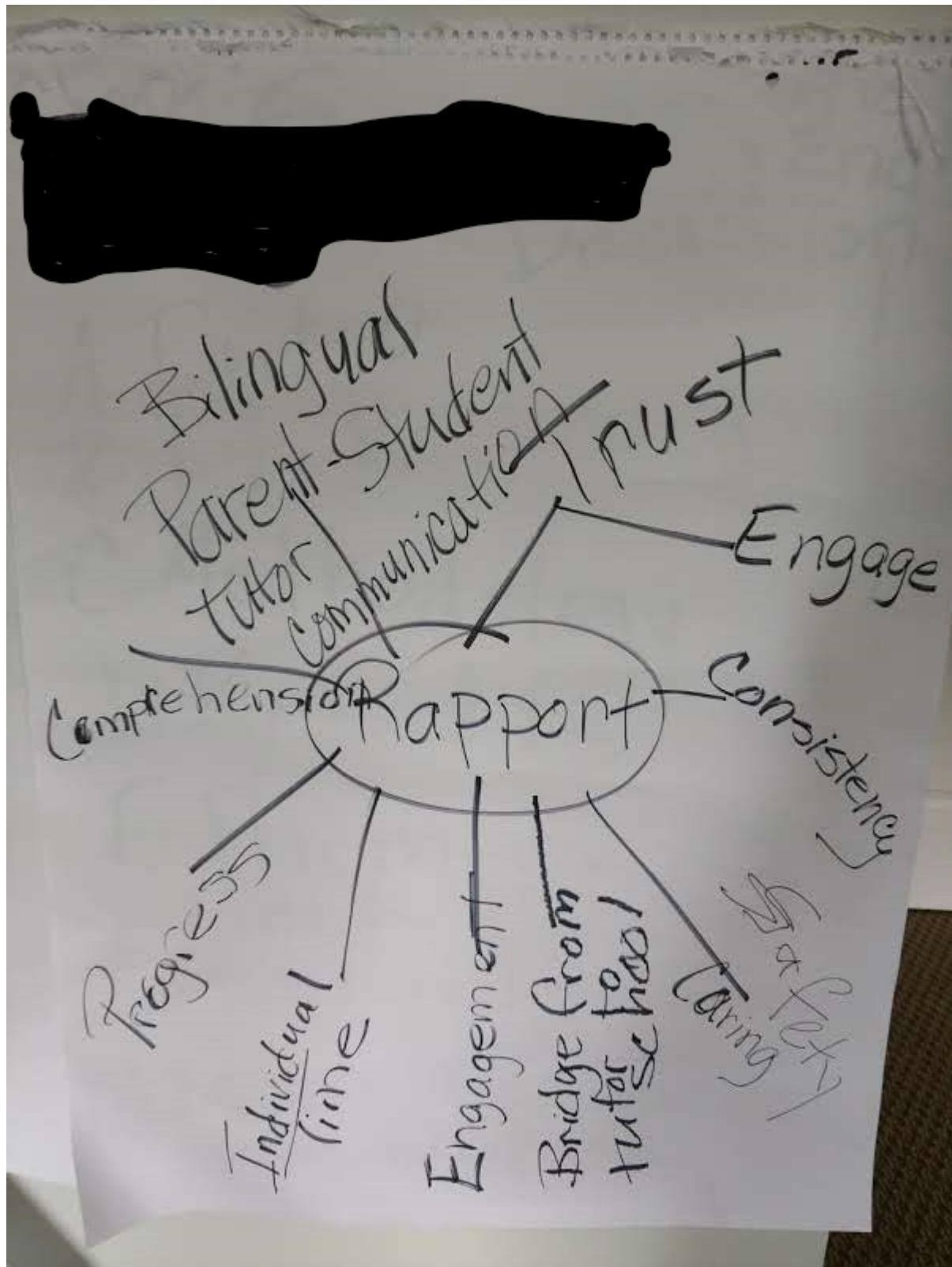
Theme	F1	F2	M1	M2
Rapport/Trust	X – 18+ months	X – 18+ months	X – 18+ months	X – 18+ months
Bridging/Comprehension	X – slow but at times regression and have to reinforce and return to earlier comprehension. Has difficulty bridging from one-on-one tutoring to classroom which is English-only in design and learning/teaching. Her writing is not original unless we brainstorm, and I guide her in what to write.	X-using two types of activities and manipulatives to prepare this student for reading comprehension – one is school-based, and the other is online. Her challenges are specifically comprehension when reading. She has been working specifically on writing as we brainstorm her stories and write summaries, so she can be more fluent in this area at school.	X-using two types of activities and manipulatives to prepare this student for reading comprehension – one is school-based, and the other is online. Is able to read fluently, but does not have a grasp of comprehension. 18 months of working with him still indicate he is slow in comprehending what he reads.	X – M2 is an outlier in that school reading program was not used. Instead, because of the deficit in letter recognition, lack of fluency and comprehension in required kindergarten words, and an inability to write simple, cohesive sentences, he is learning very basic numbers, letters, and reading.
Progress/assessments, worksheets	X-Progress is often limited. With the bilingual tutor, she progresses; at school she has problems communicating, writing, and comprehending to the point she did not pass 3 rd grade. We will be	X – Her challenges are specifically comprehension when reading. She has been working specifically on writing as we brainstorm her stories and write summaries, so	X – Reads with fluency but does not always understand nor comprehend what he is reading. We go over the reading passages page by page as we read. I ask	X-referred to the tutor/researcher as an addition to M1 who is the brother. At that point, M2 did not know his alphabet, letter writing, nor numbers past 10. He was already ½ through kindergarten with the district and state

Theme	F1	F2	M1	M2
	working together again this school year to get her through the 3 rd grade once again. This was also due in part because to this point she had never been held in a previous grade even though 2 nd grade we just made it through to promotion.	she can be more fluent in this area at school. She has an IEP and therefore is continued to pass along to the next grade with her challenges. She does receive some special services from the school. With the bilingual tutor, she enjoys reading in <i>Reading A-Z</i> , works on vocabulary understanding and reading fluency and comprehension in reading and with word math problems. By the end of the case study, she had been promoted to 4 th grade.	questions about summarizing the page just read. He has difficulty expressing himself both verbally and in writing. Because he was held back in 1 st grade (prior to becoming my tutoring student), he will not be held back again in line with school district policy. Therefore, at the end of the case study, he was promoted to 3 rd grade.	requirements he was unable to meet. With 18 months of work, we were able to get all, but a few of his letters of the alphabet learned, counting up to approximately 20 and read on an “aa” <i>Reading A-Z</i> level. He had special services at school – speech therapy, an IEP, specialized classroom, and pull-out attention above and beyond the tutoring which we did once per week for at least 1 hour. Because of the special services and district and state education policies, he was promoted, at the end of the case study, to 2 nd grade.
Consistency/attendance comprehension	X – 18+ months	X – 18+ months	X – 18+ months	X – 18+ months
Bilingual communication	X – w/parents	X – w/parents	X – w/parents	X – w/parents
Differences				
Plausible rival explanations (Yin 2014, location 3500-3636)	Female – 2 nd Grade 504 Plan	Female – 2 nd Grade IEP	Male – 1 st Grade 1 st -grade repeater before coming to me for tutoring	Male – Kindergarten/special challenges – has an IEP with specialized classroom accommodations

Appendix K

Student Graphic Organizers of Themes

F1



A. Summary/Intro.

B. Participants

