

Parent Pre-Study Survey on At-Home Reading Engagement (Tutor)

Please use the scale below to rate the following statements.

1-Never (less than 20% of the time)

2-Rarely (20-40% of the time)

3-Sometimes (40-60% of the time)

4-Usually (60-80% of the time)

5-All the time (80-100% of the time)

My child reads aloud at home.

1 2 3 4 5

My child enjoys reading aloud.

1 2 3 4 5

My child prefers to read to themselves (silently).

1 2 3 4 5

My child reads without being told to do so.

1 2 3 4 5

My child asks for new books from the store or the library.

1 2 3 4 5

My child talks about books they are reading.

1 2 3 4 5

The Institutional Review Board (IRB) at Western State Colorado University has reviewed and approved this research project [HRC2017-02-03R63].

Parent Post-Study Survey on At-Home Reading Engagement (Tutor)

These are the same statements as the pre-study survey. Please use the scale below to rate the following statements while thinking about the last eight weeks.

1-Never (less than 20% of the time)

2-Rarely (20-40% of the time)

3-Sometimes (40-60% of the time)

4-Usually (60-80% of the time)

5-All the time (80-100% of the time)

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Parent Post-Study Survey on At-Home Reading Engagement (cont.)

Please answer the following questions.

Do you feel that any of the above areas increased?

If so, which areas?

Did your child talk about the study at home? If so, was their attitude toward it positive or negative?

Is there anything else you would like to share about yours or your child's experience?

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Teacher Post-Study Survey on In-Class Reading Engagement (Tutor)

Have there been any changes to your classrooms independent reading time? If so, what has changed?

Please use the scale below to rate the statements from the pre-study survey while thinking about the last eight weeks.

1-Never (less than 20% of the time)

2-Rarely (20-40% of the time)

3-Sometimes (40-60% of the time)

4-Usually (60-80% of the time)

5-All the time (80-100% of the time)

Student chooses "just-right" books for themselves.

1 2 3 4 5

Student volunteers to read aloud in class.

1 2 3 4 5

Student is engaged in reading during independent reading time.

1 2 3 4 5

Student volunteers to help other students with reading or literacy work.

1 2 3 4 5

Student asks for suggestions when trying to find a new book.

1 2 3 4 5

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Teacher Post-Study Survey on In-Class Reading Engagement (cont.)

Please answer the following questions.

Do you feel that any of the above areas increased?

If so, which areas?

Did the student discuss the study without being prompted? If so, was their attitude toward it positive or negative?

Are there any other observations that you would like to share about your student's experience?

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Peer Tutor Pre-Study Interview on Reading Engagement

Tell me the titles of the latest books that you have finished reading.

What are you reading at school right now?

What are you reading at home right now?

Think about your favorite books and authors. What do you like to read? Why?

What do you like about reading?

What don't you like about reading?

Do you prefer to read out loud or quietly "in your head"? Why?

Do you have any reading goals?

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Peer Tutor Pre-Study Survey on Reading Engagement

Please use the scale below to rate the following statements about reading.

- 1- Not at all
- 2- Kind of
- 3- Mostly
- 4- Yes, definitely

I like reading out loud.

1 2 3 4

I like reading to myself.

1 2 3 4

I want to understand more of what I read.

1 2 3 4

I want to read faster.

1 2 3 4

I want to read harder words and books.

1 2 3 4

I think I can help others become better readers.

1 2 3 4

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Peer Tutor Post-Study Survey on Reading Engagement

Please use the scale below to rate the following statements about reading. These are the same statements you rated before the study. Think about what has changed and what you have learned before circling your number.

- 5- Not at all
- 6- Kind of
- 7- Mostly
- 8- Yes, definitely

I like reading out loud.

1 2 3 4

I like reading to myself.

1 2 3 4

I want to understand more of what I read.

1 2 3 4

I want to read faster.

1 2 3 4

I want to read harder words and books.

1 2 3 4

I think I can help others become better readers.

1 2 3 4

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Peer Tutor Mid-Study Interview

Why are you working with younger students?

Why is fluency important?

What do you like about being a peer tutor?

What don't you like about being a peer tutor?

On a scale of 1 to 5, with 1 being "not at all" and 5 being "I can do it by myself", how confident are you with running a tutoring session.

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Peer Tutor Post-Study Interview

Skip questions 1 and 2 if students were able to answer them on the mid-study survey.

Why are you working with younger students?

Why is fluency important?

What do you like about being a peer tutor?

What don't you like about being a peer tutor?

On a scale of 1 to 5, with 1 being "not at all" and 5 being "I can do it by myself", how confident are you with running a tutoring session.

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Peer Tutor Post-Study Interview (cont.)

Now that the study is over, would you be interested in being a peer tutor again? Why or why not?

If you answered yes to the previous question, would you want to tutor reading again, or a different subject? Why?

What else would you like to share about your experience as a peer tutor?

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Peer Tutor Progress Monitoring Recording Form

To be completed by the researcher using data collected during fluency assessments administered at the beginning, middle, and end of the study.

Tutor's code _____

Beginning of Study Scores:

Passage level read _____

Words Correct Per Minute _____

Errors Made in a Minute _____

Middle of Study Scores:

Passage level read _____

Words Correct Per Minute _____

Errors Made in a Minute _____

End of Study Scores:

Passage level read _____

Words Correct Per Minute _____

Errors Made in a Minute _____

Progress Made?

Passage level read _____

Words Correct Per Minute _____

Errors made in a minute _____

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Tutoring Checklist

To be completed by the researcher for every tutoring session completed.

The following components should be completed during every tutoring session.

1. Tutor was prepared with the correct folder and passages. _____
2. Tutor turned on audio recorder at the start of the session. _____
3. Tutor directed tutee to follow along as they read the passage aloud. _____
4. The tutor read the passage with only random <98% error. _____
5. The tutor corrected errors and provided unknown words on the first two read throughs to at least 90% accuracy _____
6. The tutor administered a 1 minute probe on third read through. _____
7. The tutor marked errors on the probe. _____
8. The tutor wrote the correct words correct per minute on the probe. _____
9. The tutor recorded the correct words correct per minute and errors per minute on the data recording form.

10. The tutor gave the tutee a sticker if all components were completed within the 20-minute time frame.

The following should be answered with percentages based on the researcher's observation and review of the audio recording.

How accurate did the tutor read the passage aloud? _____

How accurate were the tutors corrections of errors? _____

How accurate was the tutor in providing unknown words after three seconds? _____

How accurately did the tutor record errors? _____

How accurately did the tutor mark where tutee finished reading and count the words read correctly?

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Peer Tutoring Session Data Recording Form

*Tutor's Code (filled out by reasearcher): _____ *Tutee's Code (filled out by researcher): _____

The following is to be filled out by the tutor for each tutoring session. This data will not be analyzed for the research paper, but will be used to ensure the tutor is following the tutoring procedures with fidelity.

Date _____

Passage Level and Title _____

What time did you press record on the audio recorder? _____

What time did you press stop on the audio recorder? _____

One-Minute Probe Recording Sheet

Errors made in a minute. _____

Words read correctly in a minute. _____

Tutor: Please attach a copy of the one-minute probe you recorded the tutee's errors on.

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