

English Language Arts Targeted Tutoring Plan For Middle and High Schools

Lafayette Parish Schools



Developed in 2009-2010

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Introduction

ELA Targeted Tutoring: Middle and High School Research Findings

Findings from research indicate that tutoring programs are successful when

- quality instruction is in place by professionals who are highly motivated and qualified in their area;
- the tutoring curriculum is aligned with the regular classroom curriculum;
- group size is small; an ideal ratio is 1:5;
- sufficient time is given for improvement; at least two hours/week for ten weeks is recommended;
- the focus is on students who will really benefit (struggling readers);
- the materials are at the students' independent level in initial instruction;
- tutors use a tutoring profile template to diagnose each student's skill levels and track the session-to-session progress of each student;
- the focus of tutoring is on skills that will transfer to content-area learning;
- comprehension strategies are taught through explicit teaching with modeling and followed by guided practice;
- independent readers realize that reading is thinking: dependent readers need someone to conduct think-alouds to model the reading/thinking process;
- immediate, relevant and continuous feedback is used;
- tutors communicate and collaborate with classroom teachers;
- goal setting and tracking/discussion of progress are done individually between tutor and student and address student motivation;
- parents are informed of the skills covered in tutoring sessions; and
- use of computer programs is closely monitored, and printed reports are shared with students and used to track progress. Note: students should be monitored so they are not just "clicking."

Procedures for Setting Up a Tutoring Program

1. Identify individual areas of weakness and diagnose each student's level of mastery for key skills. (See "Referral and Diagnostic Tools" below.)
2. Form small groups of students. Ideal size is five students per tutor. Choose students who score Unsatisfactory or Approaching Basic on the LEAP/iLEAP, who are failing ELA, who are recommended by their teacher, who consistently underperform on Edusoft unit tests, or who score below average on the *AIMS Web MAZE Comprehension* test given in all middle schools. Data triangulation will help to prioritize students for tutoring.
3. Choose tutors who are highly motivated and highly qualified in their area.
4. Contact students and parents with information about tutoring dates and times. (See sample letter and consent form in the Appendix.)
5. Collect data on each student using the "Tutoring Profile." (See Appendix.)
6. Tutors and students should discuss goals, and tutors should build confidence from the beginning. (See "Ways to Build Confidence" in this document.)
7. Plan tutoring sessions to include fluency, vocabulary, and comprehension building, as well as writing. (See "Plans for 30-, 45-, and 60-minute tutoring sessions.") Use focus questions to guide students in beginning, during, and after learning activities.
8. Use a structured program. Have a list of key skills students need to be successful readers (See "Suggested Key Comprehension Skills for Explicit Instruction.") Use explicit instruction and modeling. A think-aloud model is included in the Appendix.
9. Monitor student progress and give feedback frequently. (See "How to Provide Useful Feedback" in the Appendix.) Use a reporting form such as the "Tutoring Progress Report" to communicate with classroom teachers. (See Appendix.)
10. Have students write what they have learned at the end of each session and monitor their own progress from session to session and over time.

Note: Use *Tutoring Adolescent Readers* as a reference for implementing tutoring.

Referral and Diagnostic Tools

1. LEAP/iLEAP scores can be used to identify students who need tutoring.
2. (for middle schools) *AIMS Web MAZE Comprehension* is given to all middle school students to assess levels of comprehension. The subsequent administration of the test at mid-year can be used for assessing growth. *AIMS Web Fluency* can additionally be given to students who do poorly on the comprehension test. The directions, norms and passages can be found on the AIMS Web internet site.
3. Edusoft test print labels for each unit list the concept areas needing attention (Grade Level Expectations). To access them, go to "Assessments" on the Edusoft website, choose an assessment and print labels for each student.
4. Edusoft constructed response results provide information on ability to analyze and respond to text.
5. ELA report card grades and teacher recommendations identify students who are performing poorly for extra help.
6. *Three-Minute Reading Assessments: Word Recognition, Fluency & Comprehension for Grades 5-8* (Scholastic publication) can be used for further diagnosis and tracking of progress.

Suggested Key Comprehension Skills for Explicit Instruction

1. Predicting
2. Finding the main idea
3. Making inferences and drawing conclusions
4. Asking questions
5. Determining author's purpose
6. Paraphrasing and summarizing
7. Comparing/contrasting ideas

(Note: Edusoft test items linked to these skills are listed in the Appendix.)

Prioritized Sample Resources

1. Department of Education LEAP tutoring lessons <http://www.doe.state.la.us/lde/saa/1516.html>
2. Louisiana PASS - <http://www.louisianapass.org/FAQ.html>
3. EAGLE (individual skills) - <https://www.louisianaeagle.org/pma/orca2/diag.htm>
4. LEAP/GEE practice tests - <http://www.doe.state.la.us/lde/saa/2032.html>
and LEAP/GEE/iLEAP assessment guides - <http://www.doe.state.la.us/lde/saa/1341.html>;
and <http://www.doe.state.la.us/lde/saa/2180.html>
5. Project LiFT materials
6. LEAP/GEE/iLEAP preparation booklets (such as *Buckle Down* or *Options*)
7. Achieve 3000
8. NovaNet (individual skills)
9. Classroom texts for English, science, and social studies
10. Kelly Gallagher's newspaper "Article of the Week" archive on his website at http://www.kellygallagher.org/resources/articles_archive.html (high school)
11. New York Times front page articles: <http://www.nytimes.com/pages/todayspaper/index.html>

Instructional Suggestions: Ways to Build Confidence

- Accept students where they are. Get to know each student as a person.
- Start at a comfortable reading level for the individual.
- Comment on each student's strengths during instruction. Offer praise specific to attainment of skills.
- Stay positive, paying attention to your own body language, facial expression, and tone of voice.
- Relate to students' lives by helping them make connections to their reading.
- Compare progress of each student to himself, not against other students.
- Remind students of growth as tutoring sessions evolve.

Plan for a 30-minute ELA Tutoring Session

After analyzing student performance data and conferring with classroom teachers, determine the order of skills to be taught and gather materials for the tutoring session.

Fluency (5 minutes)

Materials: shared text for students and teacher

1. Read aloud a section of fiction or nonfiction text or a poem to students.
2. Discuss unusual words by asking student to predict meaning using the context of the text. Individual white boards for vocabulary (in both fluency and comprehension instruction) are good tools for the kinesthetic learners.
3. Follow with echo reading (where teacher reads and students reread), impress reading (where teacher and students read text aloud together), and/or choral reading (where group and individual parts can be assigned).
4. Because of time limitations the same text can be used in these various ways for several tutoring sessions.

Comprehension (25 minutes)

Materials: shared text for students and teacher

1. Introduce fiction or nonfiction selections by previewing and scanning the text with students. Refer to “Focus Questions to Ask Before Reading” in the Appendix. Literary pieces used to teach the identified skills can be content area texts, texts from supplemental sources, or real-world texts such as newspaper or magazine articles. (High school tutors may want to utilize Kelly Gallagher’s newspaper “Article of the Week” archive on his website at http://www.kellygallagher.org/resources/articles_archive.html. Gallagher also provides questions that correspond to each article. The skills necessary to be a good reader are embedded in the questions.)
2. Describe for students each skill that will be used in the session. Name the skill and discuss when and how it should be used.
3. Model the process for using the skill by reading text and doing a think-aloud showing the skill in action.
4. Have students use and discuss the process on a section of text collaboratively with you and other members of the group.
5. Provide guided practice on the skill by having students use the skill in groups of two or three followed by discussion.
6. After a few sessions, give students an opportunity to practice the skill independently.
7. Follow up with writing related to the skill and text. Time limitations in the 30-minute session may necessitate that writing be done in a subsequent session.

Note: The same instructional pieces can be used for several tutoring sessions. Rereading text from a previous session is a chance for students to read familiar text and build fluency.

Plan for a 45-minute ELA Tutoring Session

After analyzing student performance data and conferring with classroom teachers, determine the order of skills to be taught and gather materials for the tutoring session.

Fluency (10 minutes)

Materials: shared text for students and teacher

1. Read aloud a section of fiction or nonfiction text or a poem to students.
2. Discuss unusual words by asking student to predict meaning using the context of the text. Individual white boards for vocabulary (in both fluency and comprehension instruction) are good tools for the kinesthetic learners.
3. Follow with echo reading (where teacher reads and students reread), impress reading (where teacher and students read text aloud together), and/or choral reading (where group and individual parts can be assigned).
4. Because of time limitations the same text can be used in these various ways for several tutoring sessions.

Comprehension (25 minutes)

Materials: shared text for students and teacher

1. Introduce fiction or nonfiction selections by previewing and scanning the text with students. Refer to “Focus Questions to Ask Before Reading” in the Appendix. Literary pieces used to teach the identified skills can be content area texts, texts from supplemental sources, or real-world texts such as newspaper or magazine articles. (High school tutors may want to utilize Kelly Gallagher’s newspaper “Article of the Week” archive on his website at http://www.kellygallagher.org/resources/articles_archive.html. Gallagher also provides questions that correspond to each article. The skills necessary to be a good reader are embedded in the questions.)
2. Describe for students each skill that will be used in the session. Name the skill and discuss when and how it should be used.
3. Model the process for using the skill by reading text and doing a think-aloud showing the skill in action.
4. Have students use and discuss the process on a section of text collaboratively with you and other members of the group.
5. Provide guided practice on the skill by having students use the skill in groups of two or three followed by discussion.
6. After a few sessions, give students an opportunity to practice the skill independently.

Writing (10 minutes)

Follow up with writing related to the skill and text.

Note: The same instructional pieces can be used for several tutoring sessions. Rereading text from a previous session is a chance for students to read familiar text and build fluency.

Plan for a 60-minute ELA Tutoring Session

After analyzing student performance data and conferring with classroom teachers, determine the order of skills to be taught and gather materials for the tutoring session.

Fluency (10 minutes)

Materials: shared text for students and teacher

1. Read aloud a section of fiction or nonfiction text or a poem to students.
2. Discuss unusual words by asking student to predict meaning using the context of the text. Individual white boards or for vocabulary (in both fluency and comprehension instruction) are good tools for the kinesthetic learners.
3. Follow with echo reading (where teacher reads and students reread), impress reading (where teacher and students read text aloud together), and/or choral reading (where group and individual parts can be assigned).
4. Because of time limitations the same text can be used in these various ways for several tutoring sessions.

Comprehension (35 minutes)

Materials: shared text for students and teacher

1. Introduce fiction or nonfiction selections by previewing and scanning the text with students. Refer to “Focus Questions to Ask Before Reading” in the Appendix. Literary pieces used to teach the identified skills can be content area texts, texts from supplemental sources, or real-world texts such as newspaper or magazine articles. (High school tutors may want to utilize Kelly Gallagher’s newspaper “Article of the Week” archive on his website at http://www.kellygallagher.org/resources/articles_archive.html. Gallagher also provides questions that correspond to each article. The skills necessary to be a good reader are embedded in the questions.)
2. Describe for students each skill that will be used in the session. Name the skill and discuss when and how it should be used.
3. Model the process for using the skill by reading text and doing a think-aloud showing the skill in action.
4. Have students use and discuss the process on a section of text collaboratively with you and other members of the group.
5. Provide guided practice on the skill by having students use the skill in groups of two or three followed by discussion.
6. After a few sessions, give students an opportunity to practice the skill independently.

Writing (15 minutes)

Follow up with writing related to the skill and text.

Note: The same instructional pieces can be used for several tutoring sessions. Rereading text from a previous session is a chance for students to read familiar text and build fluency.

High School Tutoring

The 30-, 45-, and 60-minute tutoring plans can be used for high school as well as middle school. However, many high school tutoring situations are more differentiated than some of the middle school ones. If students come only for a couple of sessions, it becomes difficult to follow a specific plan. These plans can be modified to differentiate for individuals. Fluency, comprehension, and writing instruction can still be addressed using strategies outlined in these plans, such as think-alouds, questioning before, during, and after reading, and written response to text.

The 30-, 45-, and 60-minute tutoring plans can also be used at the high school level in a class dedicated to remediation. In any case, tutors should use a form such as the “Tutoring Progress Report” found in the Appendix for documentation and communication.

References

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Appendix

Tutoring Profile

Student _____ ELA teacher _____
 Grade _____ School year _____ Tutor _____

Previous year's LEAP/GEE/iLEAP level: A M B AB U Scaled score: _____
 % on Standards: 1 _____ 6 _____ 7 _____

2008 Scaled Scores for LEAP/GEE/iLEAP:

	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade
Advanced	387-500	383-500	402-500	436-500	398-500
Mastery	341-386	344-382	356-401	374-435	347-397
Basic	280-340	286-343	315-355	291-373	299-346
Approaching Basic	239-279	236-285	269-314	219-290	270-298
Unsatisfactory	100-238	100-235	100-268	100-218	100-269

ELA report card grades: 1st _____ 2nd _____ 3rd _____ 4th _____ 5th _____ 6th _____
 ELA teacher progress reports: 1st _____ 2nd _____ 3rd _____ 4th _____ 5th _____ 6th _____

Notes on skills and Edusoft items:

Predicting - _____

Finding Main Idea - _____

Making Inferences/Drawing Conclusions - _____

Questioning - _____

Determining Author's Purpose - _____

Paraphrasing/Summarizing - _____

Comparing/Contrasting - _____

For middle school only:

AIMS Web MAZE Comprehension level:

Initial _____ Mid Year _____ End-of-year _____

Oral Reading Fluency score on *AIMS Web Fluency* test, if given:

Initial _____ Mid Year _____ End-of-year _____

**2009-2010 Edusoft Test Items for Each Key Comprehension Skill
Middle School**

	Grade 6	Grade 7	Grade 8
Predicting	U3 - #11	U2 - #18	U1 - #6 U2 - #3, 9 U3 - #1, 2 U5 - #4
Finding Main Idea	U2 - #7 U3 - #2, 9 U4 - #2	U1 - #6, 20 U5 - #5	U1 - #2 U5 - #8, 15
Making Inferences/Drawing Conclusions	U1 - #6, 15, 17 U3 - #8 U4 - #12 U5 - #12	U1 - #4, 5, 21 U2 - #2, 9 U3 - #3, 5, 10, 14 U4 - #6, 8, 13, 14 U 5 - #3, 10	U1 - #5, 7, 10 U2 - #4, 10, 11 U3 - #5 U4 - #6, 7, 14 U5 - #3, 7, 13
Questioning*	U 2 - #5, 18	None	None
Determining Author's Purpose	U2 - #9 U3 - #15	U5 - #1, 2	U1 - #14 U2 - #13, 15 U3 - #3, 14
Summarizing/Paraphrasing	U1 - #1 U2 - #2, 4	U1 - #2, 15, 19 U2 - #3	U1 - #1 U3 - #4, 10
Comparing/Contrasting	U1 - #5, 18 U2 - #10, 12 U3 - #7 U4 - #8, 11 U5 - #3, 11	U3 - #4 U4 - #11, 16	U1 - #11 U4 - #5, 16

*Note: sometimes an item addresses more than one GLE, and this is probably why there are so few items on this skill in Edusoft tests.

**2009-2010 Edusoft Test Items for Each Key Comprehension Skill
High School**

	Grade 9	Grade 10
Predicting	U3 - #13 U4 - #8, 13	U2 - #12
Finding Main Idea	None	none
Making Inferences/Drawing Conclusions	U1 - #5, 11 U2 - #2 U3 - #5 U4 - #4, 9, 15 U5 - #6, 11, 13	U1 - #1, 12 U2 - #7 U3 - #1, 7, 8 U4 - #6, 13 U5 - #4
Questioning*	U3 - #6	None
Determining Author's Purpose	None	U1 - #6, 8, 10 U2 - #9 U3 - #12 U5 - #9
Summarizing/Paraphrasing	U1 - #14 U3 - #4 U4 - #6	U3 - #5
Comparing/Contrasting	U3 - #3	U1 - #5 U2 - #1, 18 U3 - #2, 9, 10 U4 - #11 U5 - #11

*Note: sometimes an item addresses more than one GLE, and this is probably why there are so few items on this skill in Edusoft tests.

Tutoring Progress Report

Student _____
Grade _____

ELA teacher _____
Tutor _____

Instructions: After each session, make a copy of this reporting form for the classroom ELA teacher. The ELA teacher should initial and return this form with comments and use the information for classroom follow-up.

Session date	Skill/Materials used	Comments by tutor and student
ELA teacher initial and comments:		
ELA teacher initial and comments:		
ELA teacher initial and comments:		
ELA teacher initial and comments:		

**English Language Arts Tutoring Program
Information Letter**

Sample

(School Letterhead)

September 2010

Dear _____,

Your child has been recommended to take part in a free tutoring program conducted by trained tutors at our school, and he/she has indicated that he/she would like to do this.

The tutors will provide tutoring based on the academic need of each student. Tutoring may incorporate computer technology as well as face-to-face tutoring. All tutors are certified educators. (*or* All tutors will work under the direction of certified educators.)

The tutoring will run from _____ to _____. (Designate duration of the program and time and days of the week for each session).

If you agree to have your child take part in the tutoring program, please sign the attached consent form and return it by _____ to your child's teacher.

If you have any questions, please call me or get in touch with your child's teacher at _____.

Sincerely,

_____,
Principal

Adapted from *Tutoring Adolescent Readers* by Deborah Berrill, Laura Doucette, Dick Verhulst, 2006.

**English Language Arts Tutoring Program
Consent Form**

Sample

(School Letterhead)

September 2010

I have read the letter of information about the tutoring program being conducted at _____ School, and any questions have been answered to my satisfaction.

I am aware that my child's participation is voluntary and that I may choose to stop my child's participation at any time, but I will notify the tutor if I choose to do so. I understand that information will be kept confidential and that the tutor will be working with my child's English Language Arts teacher to identify needs and effective approaches. If I have any questions or concerns, I know that I can contact the tutor or classroom teacher.

I agree that my child, _____, may participate in the tutoring program which will start on _____ and run through _____.

Student's full name: _____
(Please print.)

Name of parent/guardian: _____
(Please print.)

Signature of parent/guardian _____

Date: _____

Please return this form to your child's teacher by _____

Adapted from *Tutoring Adolescent Readers* by Deborah Berrill, Laura Doucette, Dick Verhulst, 2006.

Focus Questions to Ask Before Reading (2-5 minutes)

(Select appropriate questions for the lesson.)

Prereading Goal	Sample Questions for Narrative Texts	Sample Questions for Informational Text
Access prior knowledge	<p>What story does the cover tell?</p> <p>Have you read another story of the same kind? What was it about?</p>	<p>What do you already know about this topic? How did you learn it?</p> <p>Does the topic of this text remind you of something you have previously heard or seen?</p>
Interact with the text before reading	<p>Does this story remind you of something you have previously seen or heard?</p> <p>Do the words and pictures on the cover make you want to read this book? If so, how?</p>	<p>What subject does the picture or illustration on the cover or in the text make you think about?</p> <p>What do you expect the author to explain or tell you about?</p>
Make inferences	<p>What do you think will be the main idea of this story?</p> <p>What do you think will be the main challenge faced by the characters?</p>	<p>What do you think will be the main topic of this text?</p> <p>Do you think you will find this text interesting? Explain why.</p>
Draw comparisons	<p>In what ways does the main character remind you of someone you have met or heard about?</p> <p>In what ways do you think this story will be similar to or different from other stories you have read or heard about?</p>	<p>What do you hope the author will tell you that you don't already know?</p> <p>In what ways do you think this information will be similar to or different from your own experience with this subject?</p>
Make predictions	<p>What do the pictures or illustrations suggest about the content?</p> <p>From the information on the back and front covers, what can you tell about main characters in the book?</p>	<p>What does the table of contents suggest that the author is going to explain about the topic?</p> <p>When you look at the title, what words do you predict will be used in this book or article?</p>
Identify difficult words	<p>On the first page, are there any words that are new to you?</p> <p>Can you guess the meaning of new words on the front or back cover?</p>	<p>In the table of contents or subheads in the text, are there any words that are new to you?</p> <p>As you skim, can you guess the meaning of one word that is new to you?</p>
Construct meaning	<p>What does the title tell you about the story?</p> <p>What do you think the characters in this story will learn about themselves and about others?</p>	<p>How do the pictures and words on the cover work together to make meaning? How might you use this information?</p>

Focus Questions to Ask During Reading

(Select appropriate questions for the lesson.)

Reading Goals	Narrative Texts	Informational Text
Make predictions	What do you think is going to happen next? What clues does the author give you about what is going to happen next?	How could this information be used? What might be the next section or sub-heading in this article?
Check for understanding	What has happened so far in the story? What do you think this word means?	In your own words, explain the author's main idea. If you could ask the author a question about this topic, what would it be?
Monitor meaning	What do you think the character means when he/she says "_____"? What is another word the character might have used in this sentence?	Why did the author include _____ in the article? How do you know this is non-fiction?
Clarify confusion	What did you find confusing in the last paragraph? What words are new to you?	What words did you find confusing? What ideas do you wish the author had explained more clearly?
Make personal connections	What went through your mind when . . . ? How did you feel when the character . . . ?	What new thing have you learned so far in this selection? How does this information connect to your life or what you already know?
Visualize what is being read	What did you see in your imagination when you were reading this part of the story?	What are you seeing in your mind as you read this? How could the information in this article be used to make a picture or graphic?

Focus Questions to Ask After Reading

(Select appropriate questions for the lesson.)

Reading Goals	Narrative Texts	Informational Text
Clarify meaning and check for understanding	<p>What are three important characteristics of . . . [one of the characters]?</p> <p>What part of the story do you still find a little confusing?</p>	<p>What did you think was the most difficult part of this selection?</p> <p>What could the author have done to make it easier to understand?</p>
Summarize	<p>In one sentence, summarize the story.</p> <p>In your own words, retell the main events of the story.</p>	<p>In one sentence, state the author's main idea.</p> <p>Retell some of the information the author gave to support his/her point of view.</p>
Draw causal connections	<p>What makes this selection a story?</p> <p>Why did . . . do . . . ?</p> <p>Why did . . . say . . . ?</p> <p>What could . . . have done differently?</p> <p>How would that have changed the ending of the story?</p>	<p>What makes this selection non-fiction?</p> <p>What does the author want the reader to do as a result of reading this? Would you do it? How?</p>
Make personal connections	<p>What was your favorite part of the story? Why?</p> <p>What did this story remind you of?</p>	<p>What is one idea with which you agree? Why?</p> <p>What is the most surprising piece of information you learned from this text? Why?</p>
Draw conclusions and think critically	<p>From whose perspective have we heard this story?</p> <p>How would the story change if a different character were telling the story?</p>	<p>What perspective or information has been left out of this article? Why do you think it was excluded?</p> <p>Why did the author end the selection the way he did?</p>

How to Provide Useful Feedback

When working with students, try to make feedback as useful, explicit, and systematic as possible.

- **Reinforce specific processes and strategies that students use successfully.**

Example: *I noticed that when you came to that word “segregation” you realized you needed to pronounce it like “integration” because they have the same endings and then you wondered if there might be a connection between those two words.* (Instructional comment)

- **Explain what students need to do next to continue their progress.**

Example: *When you read an information text, keep trying to make that distinction; what is important versus what is interesting.* (Instructional comment)

- **Give instructional feedback that relates directly to students’ responses.**

Example: *You made the prediction that Susanna must be the criminal because she was at the crime scene at the right time and had a motive based on your ability to infer.* (Instructional comment)

- **Praise both students’ instructional and non-instructional behaviors.**

Example: *You are really paying attention to punctuation when you read aloud and sound like you are asking a question here.* (Instructional comment) *Your perseverance will get you far. It’s great that you keep trying.* (Non-instructional comment)

- **Model how to use a reading strategy.**

Example: *When I start reading a graph, I look first at the title and try to figure out what the graph will show me. For instance, I think this graph will show me how the amount of junk food consumed by North Americans has been growing since the 1970’s because the titles on each of the axes indicate junk food and the dates, beginning with 1970.*

- **Show the positive change from past to present performance.**

Example: *Let’s look at the first sequence map you completed in September and the one you’ve just done. In this first one, you included many details, some of which were really important and others that were not. In the one you’ve just completed, there are fewer details and all of them are important. Your identification of important detail is much stronger now.* (Instructional comment) *You are making great progress. Good for you.* (Non-instructional comment)

Modeling the Think Aloud Process

