

The Tale of Two Tutoring Interventions: Implications for Targeting Reading Fluency

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Abstract

Within a Response to Intervention (RTI) framework, educators seeking strategies to intensify early literacy instruction need guidance on evidence-based tutoring approaches to remediate reading fluency concerns. The purpose of this chapter is to describe two tutoring interventions implemented in a suburban elementary school. *Six-Minute Solution* was selected for the remedial support of 14 students in Grade 1 with the art teacher serving as the interventionist. Repeated Readings was selected as the intervention for 15 students in Grade 2 with high school student volunteers serving as the interventionists. Student outcomes are presented along with a description of the strategies employed to further intensify the intervention at Grade 2 to increase students' positive response to tutoring. Implications of the differential outcomes and the resulting data-based decision making process enacted for the two interventions are discussed. Recommendations for designing tutoring systems that leverage the resources of the school to meet the literacy needs of struggling readers are provided.

Keywords: reading fluency, tutoring, Response to Intervention, repeated readings, *Six-Minute Solution*

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