Cross Age Tutoring: Alternatives to the Reading Resources Room for Struggling Adolescent Readers.


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Abstract:
Peer tutoring has been suggested as an appropriate educational intervention for young readers. The students in this study were middle school students identified as struggling readers. Students at one school peer tutored in first and second grade classrooms. Students in the control school attended a remedial reading class. Outcomes suggest that peer tutoring was beneficial for the students who did the tutoring. The data suggests this is due to: 1) an authentic reason for literacy; 2) regular feedback and modeling; and 3) integration of writing into the curriculum.

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