



**Department of  
Education &  
Workforce**

# BEST PRACTICES FOR LITERACY AND TUTORING IN THE OUT-OF-SCHOOL SPACE

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# TODAY'S OBJECTIVES

- Define the science of reading
- Provide evidence-based strategies for students that align with the Science of Reading
- Best practices for tutoring in the out-of-school space



## LEARNING TO READ

True or False

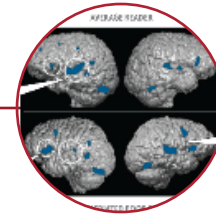
Learning to read is a natural process.

# WHAT IS THE SCIENCE OF READING?

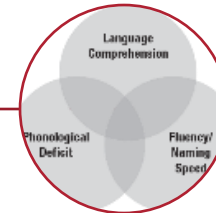
Convergence of evidence from multiple scientific fields that describe reading, reading acquisition, assessment and intervention



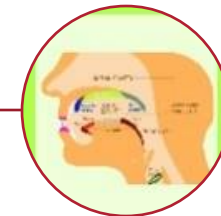
Cognitive Psychology



Neuroscience



**Education Research**



Linguistics

# READING AND THE BRAIN



“It is simply not true that there are hundreds of ways to learn to read... when it comes to reading we all have roughly the same brain that imposes the same constraints and the same learning sequence”

-Dehaene, 2010

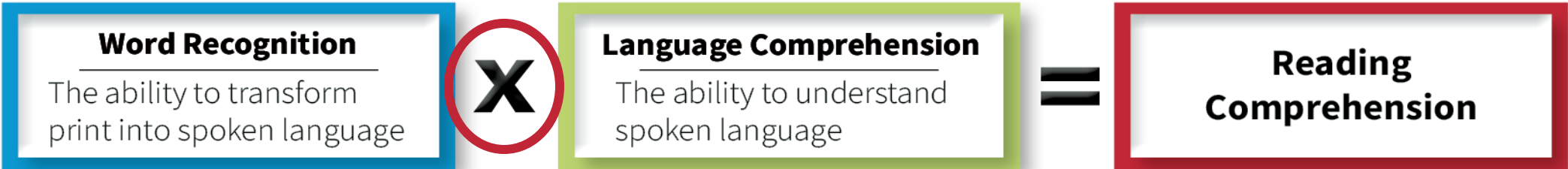
# WHAT THE SCIENCE OF READING IS **NOT**

- an ideology or philosophy
- a fad, trend, new idea, or pendulum swing
- a political agenda
- a one-size-fits-all approach
- a program of instruction
- a single, specific component of instruction, such as phonics

The Reading League. (2022). The Science of Reading A Defining Movement.

# THE SIMPLE VIEW OF READING

## The Simple View of Reading

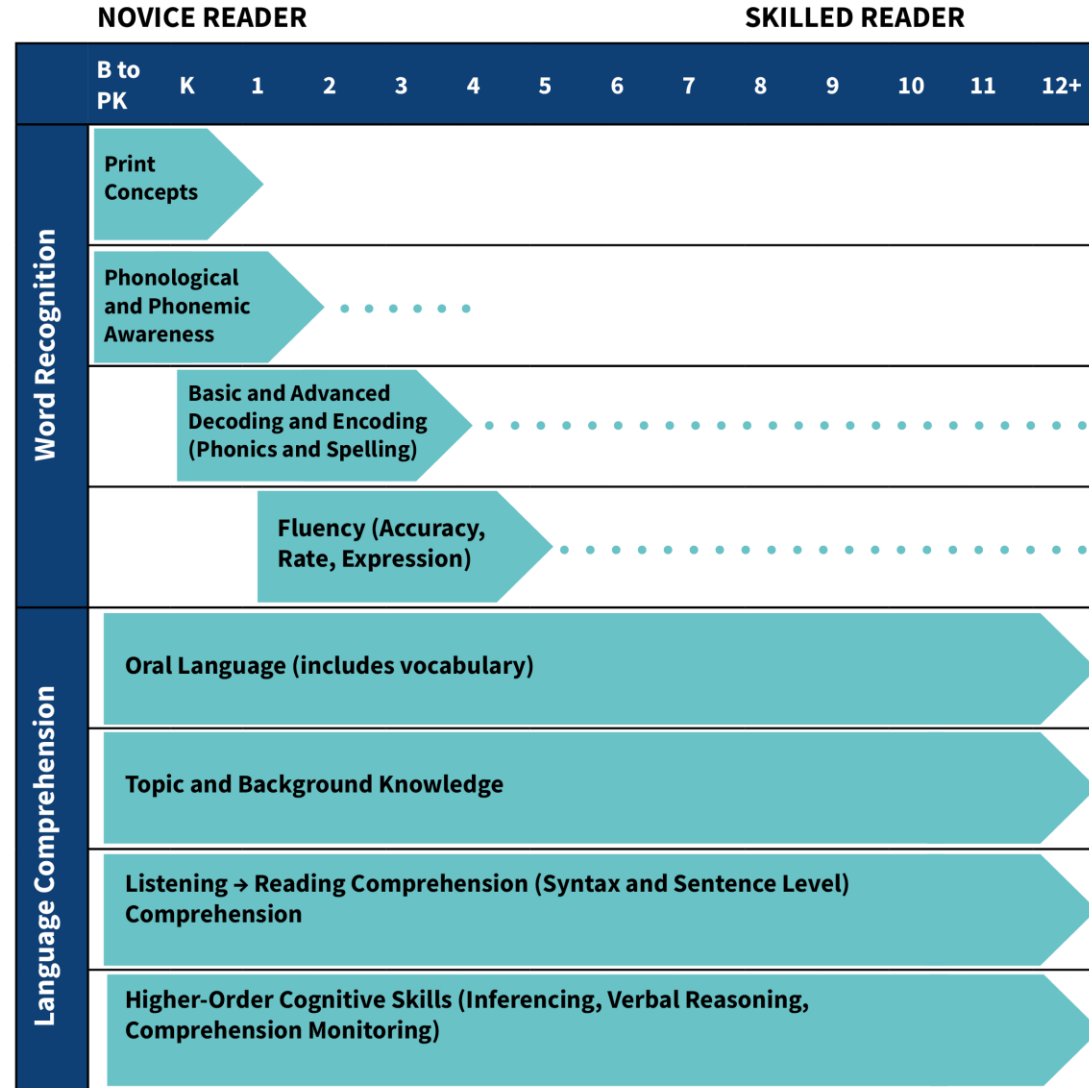


<b>1</b>	<b>X</b>	<b>0</b>	<b>=</b>	<b>0</b>
<b>0</b>	<b>X</b>	<b>1</b>	<b>=</b>	<b>0</b>
<b>1</b>	<b>X</b>	<b>1</b>	<b>=</b>	<b>1</b>





# LEARNING PROGRESSION FOR DEVELOPING SKILLED READERS



..... = ongoing use, skill refinement, and transfers to new contexts

# NATIONAL EARLY LITERACY PANEL: LITERACY VARIABLES (NELP, 2028)

Variables with a medium to large predicative relationship with later measure of literacy development	Variables that are moderately correlated with at least one measure of later literacy achievement
Alphabet Knowledge: Knowledge of the names and sounds associated with printed letters	Concepts of Print: Knowledge of print conventions, such as left-right or front-back, and concepts such as book cover, author, or text
Phonological Awareness: The ability to detect, manipulate, or analyze the auditory aspects of spoken language, including the ability to distinguish or segment words, syllables or phonemes, independent of meaning	Print Knowledge: A combination of elements of alphabetic knowledge, concepts about print, and early decoding
Rapid Automatic Naming of Letters or Digits: The ability to rapidly name a sequence of random letters or digits	Reading Readiness: Usually a combination of alphabetic knowledge, concepts of print, vocabulary, memory, and phonological awareness
Rapid Automatic Naming of Objects or Colors: The ability to rapidly name a sequence of repeating, random sets of pictures of objects, for example, “car,” “tree,” “house,” “man,” or colors	Oral Language: The ability to produce or comprehend spoken language, including vocabulary and grammar
Writing or Writing Name: The ability to write letters in isolation, when asked, or to write one’s own name	Visual Processing: The ability to match or discriminate visual symbols
Phonological Memory: The ability to remember spoken information for a short period of time	

# HIGH-DOSAGE TUTORING



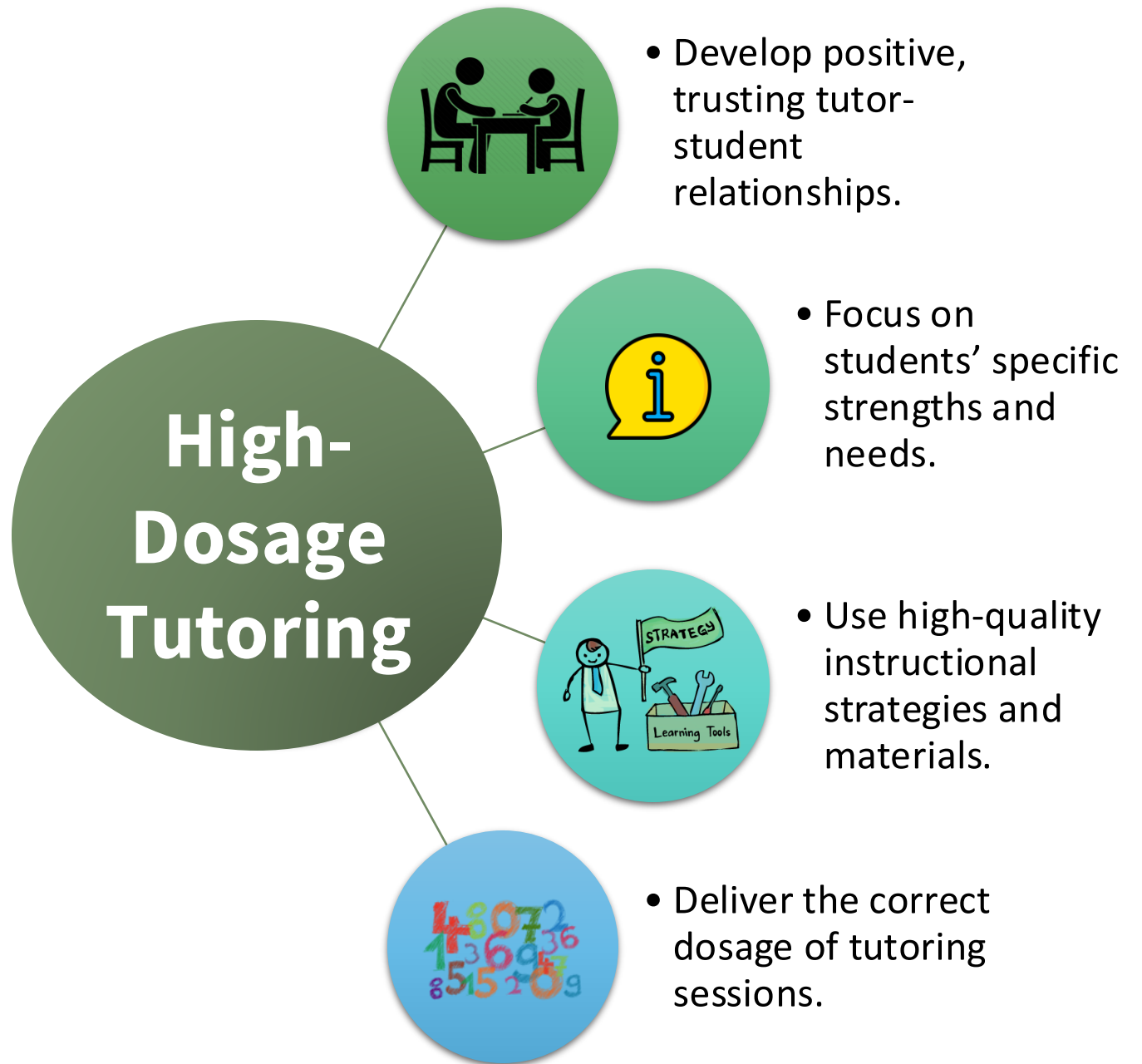
# TUTORING

**True or False**

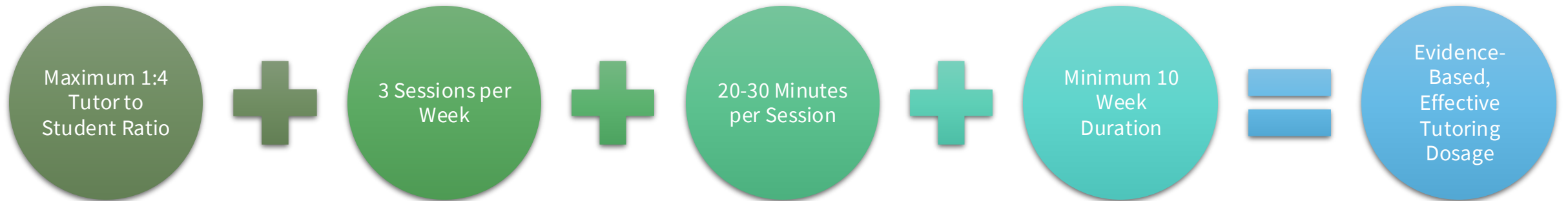
**Tutoring can help  
students learn.**

The research to date provides clearer direction than usual for how districts and schools can set up high-impact tutoring programs to reach their academic and well-being goals for students, especially for those students struggling with grade-level work.

*Types of Tutoring: Effectiveness and Equity,  
National Student Support Accelerator*



# ENSURING THE CORRECT DOSAGE



# DETERMINING THE STUDENT'S STRENGTHS AND NEEDS

What are the most important **grade level standards** that students are learning in class?

What are the **foundational skills** students need to be successful in the **grade level curriculum**?

The most effective sessions are personalized to meet an individual student's needs. Student productivity and growth will increase if the tutor can identify the missing or incomplete skills that are holding a student back and focus on those specific skills.

*Personalizing a Tutoring Session,  
National Student Support Accelerator*

# DETERMINING STUDENT'S STRENGTHS AND NEEDS

## Classroom Teacher Communication

- Tutors can communicate regularly with the classroom teacher to stay apprised of current and upcoming instruction and then use this information to provide the student with "just in time" supports aligned to what is being taught during the school day.

## Standardized Assessment Data

- Tutors can use assessment data to identify the skills and concepts that students have mastered and the skills and concepts where students need focused instruction.

## Student Work

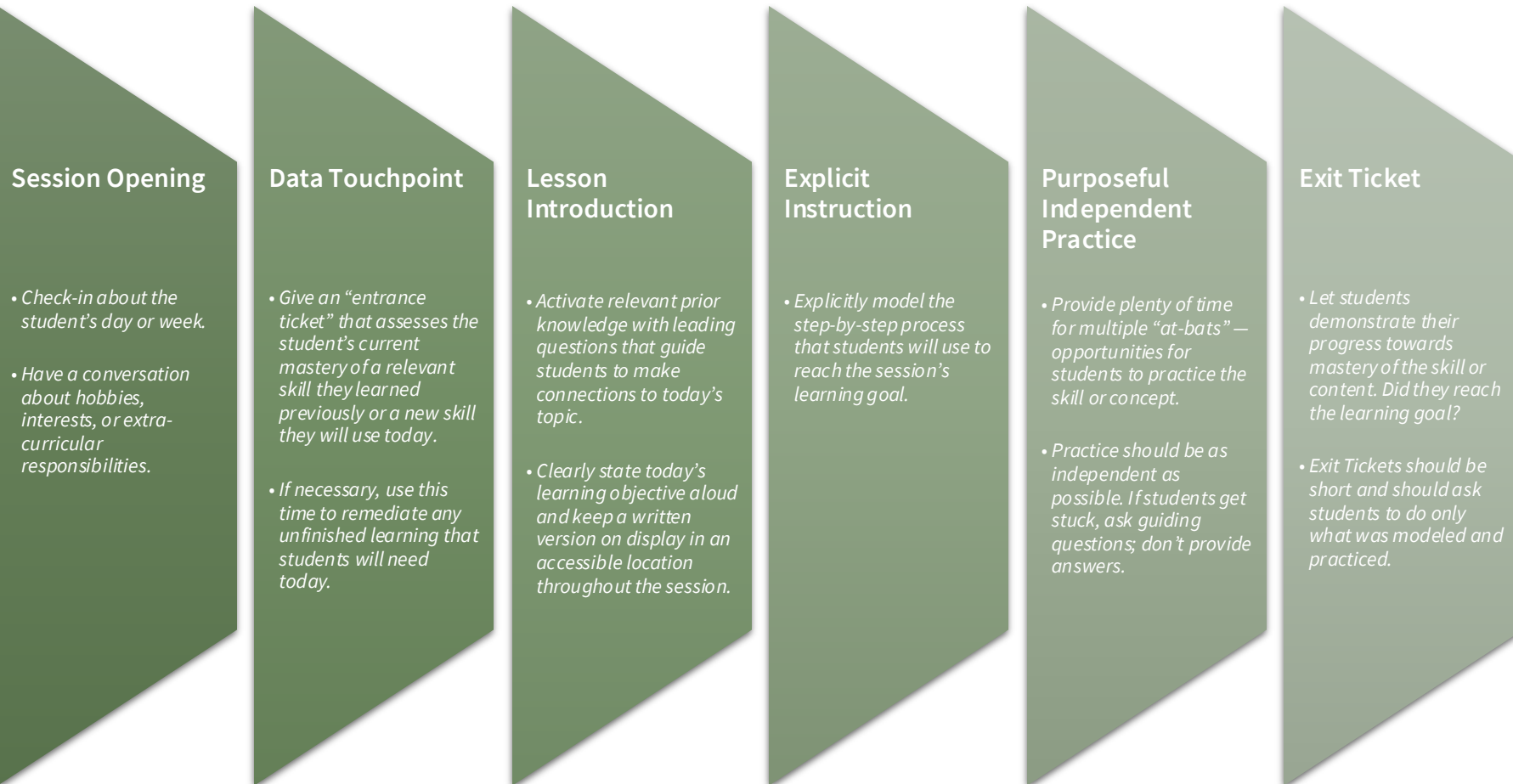
- Analyzing student work samples can provide tutors with guidance on a student's patterns of thinking, mastery, conceptual understanding, or strengths and weaknesses.

## Exit Ticket Data

- Routine end-of-session assessments measuring whether a student has mastered the learning goal of that day's tutoring session can give tutors an idea of which students need support with which content.



# INSTRUCTIONAL ROUTINE FOR TUTORING

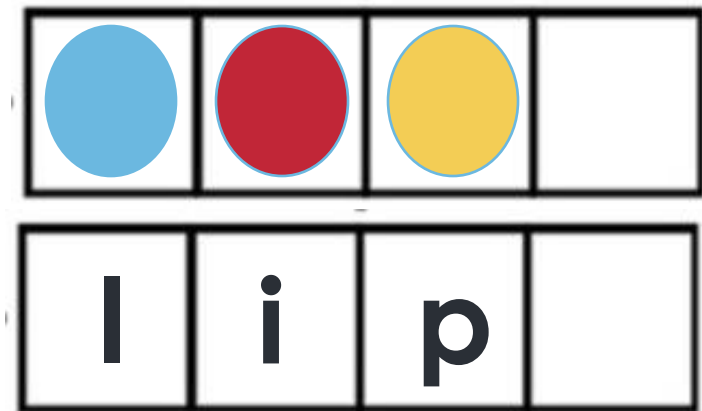


# EVIDENCE-BASED STRATEGIES

# EXAMPLE – PHONEMIC AWARENESS/PHONICS/SPELLING

## Tap It, Map It, Graph It and Zap It

1. Teacher says a word. Students repeat the word.
2. Students first tap out the sounds they hear by touching a finger to their thumb for each sound they hear in the word.
3. Students then use color chips (magnetic bingo chips) to map out the sounds they hear in a word.
4. Students write the grapheme that corresponds with the sound they hear.
5. Students they use their magnetic wands to swipe the sounds together when saying the whole word again.



# PHONICS MULTISYLLABIC WORD ACTIVITY

1. Box familiar suffixes (e.g., *-ing*, *-ful*, *-ion*)
2. Circle familiar prefixes (e.g., *re-*, *un-*, *sub-*)
3. Put a line under each vowel graphemes in the word.
4. Use knowledge of syllables to decode the vowel sounds. Scoop a pencil under each syllable, blending left to right.
5. Say the whole word and see if it makes sense. Flex the vowel sound and try it different ways if it doesn't sound right.
6. Read the word in the sentence to check for clarification.

**inspected**



# INCREASING FLUENCY

- Provide opportunities for repeated reading of the same text – provide a different purpose for each reading
- Choral reading in small groups
- Partner reading – pair more fluent readers with less fluent readers
- Remind students to focus on accuracy during reading
- Focus on prosody – the correct patterns of stress and intonation in language

(Hasbrouck & Hougen, 2012; Lee et al., 2017; Stevens et al., 2017; Vaughn et al., 2022)

# EXAMPLE – MORPHOLOGY/VOCABULARY

1. Introduce the new word. Provide a student-friendly definition. Consider adding a picture when able.
2. Provide students an opportunity to use the word in a meaningful way.
3. Check student understanding and invite them to use the word.



**Exhausted**-feeling super tired, as if you have used up all your energy and need to rest.

*...she could barely keep her head up, she was exhausted.*

## Sentence Stem

\_\_\_\_\_ feels **exhausted** when \_\_\_\_\_.

He felt exhausted after studying all night for his big exam.



After a full night's sleep, I woke up feeling exhausted and ready to start the day.



# ESSENTIALS FOR READING COMPREHENSION

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Students have strategies for text comprehension

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Students understand key vocabulary

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Students have adequate background knowledge

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Students can identify text structure

# KEY COMPREHENSION STRATEGIES

- Find the main point of the passage
- Students summarize the passage in their own words
- Ask students to make inferences

**Passage:** The family at the bus stop huddled together, rubbing their hands and occasionally stomping their feet. The mother wrapped her baby in her own coat.

**Inferences:** *It is cold; it is winter; they want the bus to come soon; the mother does not want her baby to get cold*



# BEFORE, DURING AND AFTER READING

Before	During	After
Set a purpose for reading – “Why are we reading this text?”	Apply comprehension strategies (e.g., look for the main point)	Discuss what was read
Activate and build background knowledge.	Unpack academic vocabulary and sentences	Have students write about what they read
Text-infused predictions – "Based on words in the text, what do you think you are about to read about?"	Interactive Reading Guides – students can answer questions as they go to make meaning of text	Interact with related multi-media or other texts

Credit: Dr. Dianna Townsend (Ohio Literacy Academy on Demand)



# BUILDING POSITIVE RELATIONSHIPS DURING TUTORING

Tutoring sessions should be low-stress, high-trust environments where students' engagement and accomplishment lead to an authentic enjoyment of the academic content.

Tutors should take an interest in their students' lives outside the classroom and be supportive of students' culture in their sessions.

When students feel supported, they are more likely to engage in learning through productive struggle, achieve greater academic growth, and display fewer behavioral problems.

# RESOURCES

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- [Literacy Academy on Demand](#)
- [ReadOhio](#)
- [Implementing Ohio's Plan to Raise Literacy Achievement: Resources for School Leaders](#)
- [The Science of Reading](#)
- [IES Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade](#)
- [IES Practice Guide: Providing Reading Intervention for Students in Grades 4-9](#)
- [Reading Rockets Intervention Reading Series](#)
- [Toolkit for Tutoring Programs, National Student Support Accelerator](#)
- Information on funding sources for high-dosage tutoring can be found in the [High-Dosage Tutoring FAQ](#).



# CONTACT

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Tutoring Questions: [Tutoring@education.ohio.gov](mailto:Tutoring@education.ohio.gov)



# QUESTIONS?

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