

Title: Intersections of Hope: Writing the stories of Christina and Mark and an after-school tutoring program

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Abstract:

The stories of struggling readers illuminate the possibilities and problems many educators face daily. This paper offers two such stories through the lens of narrative inquiry, particularly portraiture (Lawrence-Lightfoot and Davis, 1997). Through this form of research Mark and Christina's literacy development during two years in elementary school comes to life in the metaphors of "music" and "taking flight."

Mark battled reconciling his dyslexia with his passionate interests. His story offers insights into why motivation and effective one-on-one support are critical components for students who struggle in their literacy development (Spear-Swerling & Sternberg, 1998; Vellutino, 1987). Christina's reading and writing progressed through the social constructs of the tutoring environment but she failed to reach a level of real autonomy. Implications from her story relate to the impact and limitations of one-on-one support as well as regular classroom instruction (Allington 1996; Stanovich, 1993/1994; Worthy and Prater, 1998.)

The insights from this longitudinal study are offered within the context of my experiences working with these readers as well as writing their stories. The intention is to contribute to the critical knowledge concerning struggling readers and those who support them.

#### References

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