Guidance for Role Playing

General Guidance

The most effective way for you to practice and prepare for real calls with real customers is through role-playing. Role-playing is, by definition, an artificial activity. The best way to make it “real” is to follow these guidelines:

- **Stay in character.** Most people feel a bit self-conscious and uncomfortable, especially in the first couple of role plays. Help each other out by staying in character. It is not helpful for you, or your partner, to make light of these exercises. Everyone will need lots of practice. Treat it seriously, but do your best to relax and enjoy yourself.

- **See it through to the end.** One of the most important skills necessary for being a successful enrollment coordinator is the ability to think on your feet. Use these exercises to practice this skill. When playing the role of the EC and you feel yourself getting stuck and not sure what to say next, just keep going. Muddle your way through to the end.

- **When role playing the part of the customer, stick to the customer scripts provided.** We have given you several sample customers at each program level, and a list of responses to the Discovery questions for each program. **PLEASE NOTE:** These are actual transcripts of real customer calls. Refrain from trying to stump, derail, or otherwise challenge your partner by asking questions about content neither of you have been trained on yet. Instead, refer to the scripted responses found in the Role Play Sample Customers on the following pages.

- **When role playing the part of the enrollment coordinator,** have your sales training binder open to the Discovery and Pitch agendas (green tabs) for the specific program you are role playing.

Laying the Foundation

**When role playing the customer,** and your role-play partner answers the phone with the greeting “*Reading programs, this is _____,*” respond with one of the questions or statements below:

- How much does this cost?
- Where does the class meet?
- How long is this program?
- I just want some information about your programs.
- I’m just calling to find out what happens if my child needs to miss a class.
- I want to register my daughter for the class.
Discovery

Enrollment Coordinator

When role playing the part of the enrollment coordinator, you must listen carefully and take notes on the information the “customer” is giving you, so you don’t repeat questions he or she has already answered, and also so you can reflect back your understanding in a way that tells the customer you were listening. You will also use this information to deliver a more personalized pitch, referring back to things the “customer” told you during the discovery.

Practice coming up with unscripted follow-up responses and questions to the “customer’s” responses to your scripted Discovery questions. The better you become at inserting unscripted, but relevant, responses and questions, the more natural and conversational your Discoveries will be, as opposed to sounding like an interview in which you’re checking off boxes on a form. These unscripted responses may come in the form of reflecting back what you’ve just heard for clarification purposes, or as a follow-up question that gets the customer to more fully expand on what she’s just told you. Either way you will be establishing good habits that will translate to greater success post-training when you’re on the phone talking with real customers.

Following are a couple of examples that illustrate the concept of having real conversations with customers, rather than more stilted, scripted information gathering. (Refer to Customer #1, Program for Entering 3rd Graders, child’s name Tenley, on p.17 of Role Play Sample Customers.)

Mom’s response to Tell me about Tenley’s experience with reading in second grade is “Oh . . . it’s not going very well because she does not like to read.”

Two things:

1. Instead of just moving on to the next question in the Discovery, How does she feel about reading right now?..., which could sound like you ignored what she just said, you might say something like What is it about reading that she doesn’t like? This helps to open up the conversation in a more natural way and may elicit answers to questions you are intending to ask later. If not, you should return to the scripted questions to guide the conversation along.
2. When the question about fluency is asked, mom’s response is “‘It’s choppy, like she still reads word, by word, by word. She doesn’t pay attention to the beginning or the ending. She just goes through the motions. Then if I ask her to tell me the main story, she gets overwhelmed. She thinks that she cannot do it, but I know she can.’” and there’s an opportunity to make a connection by saying something like: So it sounds like she doesn’t have much confidence. This is nowhere on your script, but it’s a human response and will likely spark a more real conversation.
You still, however, need to cover all of the appropriate (for the particular skill level of the child) questions, but you may end up asking the questions in a slightly different way, based on information you’ve gathered from earlier questions you’ve asked.

In other words, make an effort to have a real conversation; it is the key to the sale.

Here, now, is an example of how you might personalize the scripted pitch to Tenley’s mom (changes are shown in brackets [ ]):

“In our summer program for entering 3rd graders, we have three different levels of skills instruction: one for weak, one for average, and one for strong readers. Based on everything you’ve told me, our program for weak readers is perfect for Tenley. Summer is your key opportunity to make a big difference in her reading development. [You mentioned yourself that you don’t want her to miss out during the summer, and that’s wise.] A child who doesn’t read much over the summer will lose several months of progress, whereas kids who develop their reading skills and read a lot gain several months. That’s a huge difference.

In this program, Tenley will get everything she needs to catch up and make 3rd grade a success. She’ll learn to read long words, build comprehension and fluency, and develop the skills that will enable her to enjoy reading. She’ll start 3rd grade with the reading skills and confidence she needs to succeed.

She’ll achieve these goals through a combination of classroom activities and online skills sessions that she’ll complete at home each week. These sessions are tailored to Tenley’s reading level, so she’ll experience success at every step. She’ll enjoy these lessons because they’re tons of fun, highly interactive, and build both skills and confidence, [and you and I both agree that confidence is what she needs]. All you need to do is help her log in, as needed, and she can complete the sessions whenever it is convenient during the week.

Kids this age often get stuck on long words or skip over them, which interferes with comprehension and makes reading a slow and frustrating experience. Through phonics and long word decoding instruction, Tenley will learn to read multi-syllable words easily and accurately. Kids love this part of the program because it helps them read the many new multi-syllable words they’ll encounter every day in 3rd grade.

Tenley will also learn to read more fluently, which means reading smoothly, accurately, and easily. She’ll accomplish this through in-class fluency exercises and also through interactive fluency sessions during the week. [This will eliminate the choppy, word by word reading that you’re hearing now] Reading fluently makes reading easier and allows kids to devote their full attention to the story, which leads to stronger comprehension and greater enjoyment.

She’ll develop her comprehension skills through reading and discussing great books. Tenley will read 3 terrific chapter books in class over the course of the program, and she’ll learn to follow story structure, plot, and character development through lively guided discussions in class. You’ll also receive 4 wonderful chapter books for
her to keep and read at home, a new book for each week. We provide
comprehension support for the 4 books she reads at home, just as we do in class.
Tenley will also take short quizzes along the way to ensure her comprehension is
good. Reading 7 3rd-grade chapter books successfully will give her lots of skills
practice and a real confidence boost for next year.

You’ll also receive our 3rd-grade booklist, which lists and describes the very best
books for 3rd graders, organized by level of difficulty. Tenley’s teacher will work
with her to provide you with guidance on where to start in the booklist at the end of
the program. Choosing books for Tenley at the right level of difficulty will help her
continue to build skills, confidence, and a love of reading throughout the school
year.

By the end of the program, Tenley will be caught up and ready for 3rd grade. She’ll
enjoy reading more, [maybe even love it, like her brother] and she’ll head back to
school next fall with the fluency, comprehension, and confidence she needs to make
3rd grade a really good year.”

Customer

In the following pages there are 4 example customers from each of the eight programs. When role
playing the part of the customer and your role play partner (as the enrollment coordinator) asks
you questions about your child in the Discovery part of the call, use the information provided in
the grid as the basis for your responses. These sample responses correspond to the questions in
the Discovery stage of the sales agendas, and are actual transcripts of real customer calls.

The Pitch

When playing the enrollment coordinator, use what you learned in the Discovery and look for
opportunities to incorporate it into the scripted pitch.

The Close

Enrollment Coordinator

Refer back to the child’s needs when addressing questions, concerns, or obstacles at the close.
Establish agreement on need and agreement that the class will meet the need. Confirm that the
customer wants his or her child to take the program, then close again, using the fact that the
classes fill up as encouragement for the customer to enroll now.

Customer

Do not give your role play partner the credit card after the first close (everyone needs practice
doing more than one close), and only give it after subsequent closes if your questions were
answered, your concerns were addressed, and you feel convinced you should enroll now.

Wrap Up

Use appropriate Wrap Up script, depending on whether the customer is paid or unpaid.
Role Play Sample Customers

Customer #1, Program for 4-Yr-Olds and Entering Kindergarteners
Child’s name: Rohan, a 4-YR-Old Entering Kindergartener

Customer Responses to Discovery Questions:

WHY CALLED? “Well my son is very bright and he does really well with sight words. We’ve been working on phonics but I feel like, um, you know, any reinforcement we can get for that would be great.”

BOOKS ON OWN? “Oh yeah, he definitely does that. He just makes up stories that go with the pictures…it’s pretty funny actually. But the thing we’ve been doing lately is……I’ve gotten him some easy readers where it has, you know, sort of sight words and things. I let him read the sight words and then I try to teach him one of the other words in the book every night.”

ALPHABET? “He knows the alphabet”

SOUNDS LETTERS STAND FOR? “He knows what sounds the letters make”

SOUNDING OUT? “Right…that’s what we’ve been working on together…it’s the sounding it out part that is sort of not quite clicking for him yet….which is ok.

FEEL ABOUT IT? “Yeah, he is excited about it”
Customer #2, Program for 4-Yr-Olds and Entering Kindergarteners
Child’s name: Elina, an Entering Kindergartener

Customer Responses to Discovery Questions:

WHY CALLED? “I wanted to get her a head start. Obviously she does know a little bit. She does know how to spell her name, you know, the basics. And we work with her a little bit here and there. I think this would be great to get her a kick start to.....you know get a head start for kindergarten and all that.

BOOKS ON OWN? Oh yes, all the time.

ALPHABET? Yes, she knows the letters, she knows the capitals and the lowercase.

SOUNDS LETTERS STAND FOR? Yes.

SOUNDING OUT? Ah...a little bit.

FEEL ABOUT IT? She does have the passion...she does want to get to that point. I see her frustration every once in a while....I think she needs a little push, a little step.
Customer #3, Program for 4-Yr-Olds and Entering Kindergarteners
Child’s name: Mason, an Entering Kindergartener

Customer Responses to Discovery Questions:

WHY CALLED? “Um, I just wanted to kind of get him a head start. He does really well in school now and he is going into kindergarten, so I figured it would be a good thing.”

BOOKS ON OWN? “Yes, he does it with, um, certain books - not all books. He has a couple of books that he really likes, and we have read to him so many times that he kind of memorized them. He kind of tells the story himself.”

ALPHABET? “He knows the alphabet.”

SOUNDS LETTERS STAND FOR? “He is having a hard time with this.”

SOUNDING OUT? “I’ve been trying to get him to do simple words like ‘dog’ and ‘cat’...things like that. I figure if he reads ‘free’ he should be able to read ‘he.’”

FEEL ABOUT IT? “He’s really excited about it and about school.”
Customer #4, Program for 4-Yr-Olds and Entering Kindergarteners
Child’s name: Brooklyn, a 4-YR-Old

Customer Responses to Discovery Questions:

WHY CALLED? “I think it would be beneficial for her – to definitely increase her learning.”

BOOKS ON OWN? “Yes, she’ll read to her little brother all the time – play read.”

ALPHABET? “Yes – she recognizes them.”

SOUNDS LETTERS STAND FOR? “Um…not so much.”

SOUNDING OUT? “No, not at all.”

FEEL ABOUT IT? “She’s excited about it. She wants to read.”
Customer #1, Program for Entering 1st Graders
Child’s name: Jack, a weak entering 1st grader

Customer Responses to Discovery Questions:

WHY YOU CALLED? “Well, he’s in kindergarten now at St. Mary’s and will be entering 1st grade and I’ve noticed that he’s starting to fall behind with his reading. So when this flyer came home from school today I thought I would call and get some more information.”

EXPERIENCE? “He likes books but he’s not enthusiastic to work with me or my husband. We don’t want him to struggle in 1st grade and I think he would respond better with a teacher or someone other than my husband or myself...at least that’s what I’m hoping. He gets frustrated with us and wants to walk away and thinks we’re the meanest parents in the world. He says, ‘You’re not my teacher!’ So at times we just need to stop and take a time-out and re-group.”

FEEL ABOUT LEARNING TO READ? “He loves being read to and the teacher says he’s excited about reading at school but we’re just not seeing that at home because he just likes to goof around with us and isn’t focused. So it can become a battle. He seems discouraged with the whole reading process at times and so seems to avoid it.”

W / A / S? “It just seems like it comes easier for some of the other kids and I think that’s affecting his confidence. I’m going to have to say at this point compared to the others in his class that he’s weak. Oh and also his older sister is in 2nd grade and she loves reading and has never had the same struggles. We try not to compare them but it’s hard not to. We really want to nip this in the bud for Jack.”

SOUNDING OUT / BLENDING? “If he’s engaged he does much better. But if he’s tired or wants to goof around the wheels just fall right off and he gets super frustrated. His latest report card was decent. He got all S’s and S pluses but again, we’re just not seeing that at home...We’re not seeing the same progress and it concerns us.”

READING ON HIS OWN? “If they are very simple with just a few words on a page he can get through it. But, I think he’s just memorizing them and looking at the pictures for the most part. He just doesn’t have a lot of enthusiasm to do it himself. I don’t really know how else to explain it...but he’s definitely starting to struggle with it.”
Customer #2, Program for Entering 1st Graders
Child’s name: Max, a weak entering 1st grader

Customer Responses to Discovery Questions:

WHY YOU CALLED? “Max is struggling with the reading. Especially with the phonics and the letter sounds. I’ve noticed he gets the letters mixed up sometimes. I’ve heard it’s fairly normal at this age, but it concerns me. Also when we go over the letters and the sounds of the letters it’s like he knows it one day, but then the next day it’s like he’s never seen it before. A friend of mine gave me this flyer so I wanted to find out some more about what you do.”

EXPERIENCE? “He loves school! And he loves books too. We’ve read to him since he was born. That’s why I thought it might come a little more easily. I’m going to be meeting with his teacher next week so I’m anxious to see what she has to say. It just seems like he’s getting a little more resistant to practicing with me at home and I think it’s because he doesn’t think he’s good at it. I just don’t want to see it get any worse. Reading has always been a positive experience and I don’t want that to change.”

FEEL ABOUT LEARNING TO READ? “He wants to learn how to read and he still pretends he is reading and will make up stories for his little sister and pretend he is reading the book to her. It’s really cute. He’s got a big imagination but I know he wants to do it on his own. He needs to get this down before first grade. I want him to be ready.”

W / A / S? “I wish I could say average, but he’s definitely on the weaker side at this point. Everyone keeps saying he just needs the repetition and practice but it’s like it’s just not clicking yet. if you know what I mean?”

SOUNDING OUT / BLENDING? “It’s not going very well. It’s hard for me to explain it’s like if he sees the first letter he recognizes in a word, most of the time he’ll just take a guess and say a different word that begins with the same letter instead of sounding it out and hope for the best. He’s just started to show a little frustration because I need to make him go back and sound it out properly.

READING ON HIS OWN? “He brings simple books home from school with only a few words on the page and lots of picture clues and he can get through those pretty easily. We’re working in the ‘Bob’ books at home if you’ve ever heard of those and he likes them because he knows he can do it. I’d really just like to see it become a little easier for him. Plain and simple.
Customer #3, Program for Entering 1st Graders
Child’s name: April, a strong entering 1st grader

Customer Responses to Discovery Questions:

WHY YOU CALLED? “Well she’s going into first grade next year and I’d like to prepare her. It’s a big deal and I want to make sure she’s ahead of the game. But I also want her to have some fun over the summer. This flyer looked interesting so I thought I’d call in to find out more.”

EXPERIENCE? “She loves school and she has always loved books. Before she could even read she would like to hang out with books in her room and pretend she was reading and make up stories and just look at the pictures. She gets herself up in the morning and is dressed and brushed up ready to go to school sometimes before I’m even awake.”

FEEL ABOUT LEARNING TO READ? “Like I said she loves books and loves reading and I want to keep that going for her. School and her teacher have helped her a lot this year. I feel fortunate that’s it’s coming pretty naturally for her. My husband and I both love to read so we want to do what we can to foster her desire to learn. She an enthusiastic little girl in general and it’s certainly the case with reading as well.”

W / A / S? “I’d say she’s somewhere between average and above average. I’m not quite sure to be honest.”

SOUNDING OUT / BLENDING? “She’s doing great. She doesn’t really have to sound out the words in the books she is reading. She loves to read out loud to me and rarely asks me for any help. She’s starting to read me her bedtime stories! It’s quite nice.”

SIGHT WORDS? “I think she’s doing well. We’ve used flashcards since preschool so she knew all of the kindergarten words halfway through this year. The teacher gave us a list of more advanced words to be working on so I think we’re all good there. At least I hope so!”

READING ON HER OWN? “I’ll find her reading on her own in her room. In fact, her teacher sent a note home with April last week with a bunch of new more challenging books to read at home and mentioned that she is doing really well with reading. Sorry if I sound like a proud mother…it’s just nice to see her so eager and happy. We just want to keep that going for her.”
Customer #4, Program for Entering 1st Graders
Child’s name: Stacey, an average entering 1st grader

Customer Responses to Discovery Questions:

WHY YOU CALLED?  “So Stacey had no pre-school experience. We worked a little with her at home but I just don’t think she started in the same place as the most of the kids in kindergarten when it comes to reading…She was a little behind at the beginning of the year. But she has come a long way and made some big leaps this year. I really want to keep that going.”

EXPERIENCE?  “She was in an afterschool program just for reading for 9 weeks earlier in the year. It made a big difference for her…like the light bulb turned on. So now she knows all of the letters and all of the sounds and a good, oh I’d say…15 sight words. Pretty good considering she didn’t know any when she started this year.”

FEEL ABOUT LEARNING TO READ?  “She’s feeling pretty good about herself…She loves books about animals and she’s really into books about different shapes these days…If I can have her go into first grade where she needs to be and really confident I’ll feel I’ve done my job this summer. At the moment she is excited to learn how to read.”

W / A / S?  “If you had asked me a couple of months ago I’d have probably said weak…but today I’ll say average but I’m not positive.”

SOUNDING OUT / BLENDING?  “Well that’s one of the things that still needs some work. She still sounds out a lot of the words…but she’s getting the hang of it. She’ll only ask for help if she’s tired or not in the mood to be practicing.”

READING ON HER OWN?  “She loves to go to the library and pick out books. We usually stay for over an hour. I usually have to enforce the reading time on her own…but she usually doesn’t give too much push back. She tends to pick books by the cover that might be too hard for her…so I really have to watch that and make sure she’s reading the easy books at the right level. Her teacher said when she is done working on an assignment in class she loves to go pick out a book and read on her own so that’s a good sign!”
Customer #1, Program for Entering 2nd Grader
Child’s name: Seth, a weak entering 2nd grader

Customer Responses to Discovery Questions:

WHY YOU CALLED? “Well, the flyer talked about phonics and word-attack skills as well as comprehension and well I know Seth needs help with all of that. He’s just struggling and it keeps getting harder for him and I don’t know how to help.”

EXPERIENCE? “It has not been a good year. He’s frustrated and being obstinate about things. I know he can do better, but he has just stopped trying and is falling behind.”

CONFIDENCE / ENJOYMENT? “Well like I said he gets frustrated with trying and says he can’t do it and he doesn’t like it when we have reading time at night. He will do everything he can to get out of doing the reading time. He used to love books and now he doesn’t.”

W / A / S? “I know his teacher said he has time to catch up, but I know he sees his buddies reading books and he just can’t keep up, so I guess I would have to say weak.”

STRUGGLE / FRUSTRATING? “Definitely a struggle, if he doesn’t know the word he just guesses and the guess is nothing close to the word he is trying to read.”

SIGHT WORDS? “He knows some words by sight, but he is still sounding out almost every word. He even sounds out words that I know he knows or just read in a sentence before. I don’t know if the way I try to help is the right thing either, pointing out to him he just read that word and should know it.”

INDEPENDENT? “If someone is not there to do it with him, he won’t even try. I mean even books that I know he can do, the Dr. Seuss ones. And like I said not sure if what I am doing is helping or making it worse.”
Customer #2, Program for Entering 2nd Grader
Child’s name: Noah, an average entering 2nd grader

Customer Responses to Discovery Questions:

WHY YOU CALLED? “Noah is ok, but on the flyer it talked about fluency and comprehension which I know he can use some improvement in.”

EXPERIENCE? “He does ok, can sound out words on his own. Noah really likes that part and tries to read all kinds of words from cereal boxes, to my mail, and advertisements. But when he goes to read a book, well it just is sometimes hard because he pauses at the wrong places.”

CONFIDENCE / ENJOYMENT? “I think he has the confidence he can do it, doesn’t shy away from trying and he likes reading. He just doesn’t always get the story I think.”

W / A / S? “Well, I am not bold enough to say he is strong in comparison but his teacher says he is doing well so I would say average. I think he just takes a little longer sometimes.”

STRUGGLE / FRUSTRATING? “I don’t think he finds it frustrating. I get frustrated at the pace but he works through words on his own. I don’t think that is a problem area for him.”

SIGHT WORDS? “Oh, he knows those just fine. Noah had those down part way through first grade.”

INDEPENDENT? “We read together more so because I want to have that time with him. He brings books he wants to read, I just worry he’s not getting the meaning of what he reads. I think it was a book “Lunch Box Surprise” he read with little to no help last night.”

FLUENCY? “Oh this is why I called. He really needs some help, he knows the words but his pace is just not there and I think this is what holds back his understanding of what he reads.”
Customer #3, Program for Entering 2nd Grader
Child’s name: Kristi, a strong entering 2nd grader

Customer Responses to Discovery Questions:

YOU CALLED? “She has been into books from the start and I just want her to stay that way, really keep her going and challenged.”

EXPERIENCE? “It’s been a great year, she has had her sight words since very early in the year and just loves when she gets to read a new book. We started reading the Junie B. Jones, which I help her a bit with but she is now mostly reading it on her own with little help.”

CONFIDENCE / ENJOYMENT? “Kristi really enjoys reading things for herself and doesn’t hesitate when she comes across a new word.”

W / A / S? “Her teacher has told me she is reading above grade level, so I would say she is a strong reader. I know she wants to be reading longer books.”

FLUENCY? “I would say fluent especially when reading books the teacher sends home, no problems with any words. She has even started to recognize when to read something as funny or sad or excited.”
Customer #4, Program for Entering 2nd Grader
Child’s name: Aliyah, an average entering 2nd grader

Customer Responses to Discovery Questions:

WHY YOU CALLED? “Aliyah brought the flyer home wanting to go to the program. I don’t think she understands that it’s for her to do the reading not being read to, but I wanted to hear more about it.”

EXPERIENCE? “Well, the first part was ok, but then when it started being where she had to do more of the reading it’s kinda gone downhill. She can do it just has a poor attitude about it and we struggle to get her started on her nightly reading.”

CONFIDENCE / ENJOYMENT? “Well frankly it’s a battle, she can do it and doesn’t seem like she is afraid to do it she just would rather have someone else read to her than her have to be the one reading. Once I get her going she does fine.”

W / A / S? “Like I said she does ok and the teacher has not raised any red flags but I just want her to want to read more. I would say she is on par with other kids her age in skill but not in the want.”

STRUGGLE / FRUSTRATING? “The frustration comes from her not wanting to do it, not that she can’t do it. Her teachers says she is doing fine, I just question things a bit because I know how important reading is.”

SIGHT WORDS? “Aliyah knows them, sometimes plays around pretending she doesn’t but only when she is trying to get out of having to read for herself.”

INDEPENDENT? “Like I said once we get her going it goes ok, but it’s the struggle to get her started. She can read the books on her own, she just doesn’t want to do it and fights us on it. Her teacher said she doesn’t do that at school though, so I guess it’s just when she is at home.”

FLUENCY? “It sounds ok when she reads, if it’s a word she doesn’t know she will attempt to sound it out most of the time. I am concerned that she doesn’t get how to read with expression but I know that will come right?”
Customer #1, Program for Entering 3rd Graders
Child’s name: Tenley, a weak entering 3rd grader

Customer Responses to Discovery Questions:

WHY YOU CALLED? “Because...well, actually she tested below the average. But, I’ve been trying to teach her at home, on my own now, just from like what I found on readingtutor.com that I researched online....so I don’t want her to miss out during the summer. So when I got the flyer, I said, maybe I’ll look into it.”

EXPERIENCE? “Oh...it’s not going very well because she does not like to read.”

FEEL ABOUT READING? “She fights me about reading every night. There is no joy in it. She needs some help.”

W / A / S? “I don’t want to say it but she’s weak and it’s hard for me to see her distressed.”

STRUGGLE WITH EASY WORDS? “Yeah she does. And also, English is not my first language....so it is kind of hard for me. Am I teaching her the right things, you know?”

FLUENCY? “It’s choppy, like she still reads word, by word, by word. She doesn’t pay attention to the beginning or the ending. She just goes through the motions. Then if I ask her to tell me the main story, she gets overwhelmed. She thinks that she cannot do it, but I know she can.”

READ 20 MINUTES? “No. I have a son who is totally the opposite, and she asks him why he loves to read. You know, to her...she likes to play. Reading is like torture for her and she won’t do it by herself for really any amount of time.”
Customer #2, Program for Entering 3rd Graders
Child’s name: Quentin, an average entering 3rd grader

Customer Responses to Discovery Questions:

WHY YOU CALLED? “Um…I think…I’m not concerned about his reading I just want him to get better at it. Especially with understanding what he’s reading and I think this would be a good course for him to take over the summer to help him with that.”

EXPERIENCE? “Um…well, he more or less sees it basically as necessary…well, something he needs to do.”

FEEL ABOUT READING? “I know with my other 2 children who are older they LOVE to read and they LOVE books and I want that for him too. I think sometimes he gets a little discouraged when he can’t understand and I want him to get past that to start enjoying what he’s reading and love it as much as the rest of us do.”

W/A/S? “Um, well, level wise I’d say average. But I want to guard against him getting disheartened. I think like if I don’t nip it in the bud, he’ll fall behind and I just don’t want him to feel like he doesn’t measure up…especially with what he sees with his brother and sister.”

FLUENCY? “Um, mmm…pretty smooth but stumbles along at times.”

READING SILENTLY? “Yeah, well, mostly. I think that has to do with his confidence though.”

READ FOR 20-30 MINUTES? “I usually have to make him do it. I have to look over his shoulder and I don’t want to have to do that. I want him to pick it up more and want to read.”

READ LONGER BOOKS? “Ok, well this is the thing. I’m pushing him to read longer books but if I let him pick from our collection of books we have in our home or if I take him to the library or the bookstore, he wants to choose a shorter book and I have to coax him into getting a chapter book or longer stories. I think that ties in to him, well, I don’t want to say afraid, but being intimidated.”
Customer Responses to Discovery Questions:

WHY YOU CALLED? “To keep her up to speed over the summer...trying to get her to be as skilled as she can be.”

EXPERIENCE? “I know this year is a big jump and I want her to be prepared. She seems to be doing fine...at least that’s what, you know, Mrs. Hanson says.”

FEEL ABOUT READING? “She’ll sit down with me without much, you know, fuss. This is the first year they will get grades and I think that might throw her a bit. Or maybe it’s just throwing me!”

W / A / S? “Average, yeah, you know, at a typical stage for her age.”

FLUENCY? “Sometimes she improvises when she sees a longer word but she’ll try to grasp, you know, what the word is phonetically. I would say she is average to good on her smoothness. If nothing else, she reads too fast and misses words. I think she needs to slow down based on her comprehension, sometimes she gets ahead of herself. We’d like to work on that as far as, you know, she can tell you the main characters and the setting but as far as the gist of the story or like the underlying meaning, she’s not there yet.”

READING SILENTLY? “Yeah, she’s starting to read silently but isn’t there all the way yet...at least where I’m, you know, comfortable she’s getting everything.”

READ FOR 20-30 MINUTES? “Yes, well, mostly. I would say 15-20 min is probably...really, the max.”

READ LONGER BOOKS? “She has a tendency to gravitate toward easier books.”
Customer #4, Program for Entering 3rd Graders
Child’s name: Gracie, a strong entering 3rd grader

Customer Responses to Discovery Questions:

WHY YOU CALLED? “Gracie’s teacher gave us this flyer. Mrs. Logan thinks she will really benefit from taking this, she’s a strong reader, she’s, uh, motivated, and I want to keep that momentum going.”

EXPERIENCE? “She likes school and really likes her teacher this year, she keeps her excited about reading and learning.”

FEEL ABOUT READING? “It’s sweet, Gracie comes home all excited to tell me about her day and what she read about. Oh, she likes the Magic Tree House series with Annie…that character and her adventures. I just want to keep that eagerness and enthusiasm going, and, uh, from what I understand, 3rd grade is a big year with reading.”

W/A/S? “Strong, not a jump a grade level strong, uh, but she’s doing really well.”

FLUENCY? “Yes, when I listen to Gracie she’s sounds natural and smooth. She rarely has to sound out a word and, if she does, uh, it’s pretty quick and easy for her. She’s even getting a little animated when she reads to me.”

READING SILENTLY? “Yeah, she reads silently. I’ll quiz her sometimes, like with Jack and Annie, the brother and sister from the series I mentioned earlier. It’s the same characters from book to book but they go different places so I focus my questions to her on well, where did they go this time, how did they get there. Sometimes I ask more specific questions and she gets it.”

READ FOR 20-30 MINUTES? “Yeah, longer even. She’s hooked!”

READ LONGER BOOKS? “Yes. I take her to the bookstore as a treat. It’s, uh, a land of exploration and her eyes light up when we get to her section. She has her eye on some even longer books and I want to spur her on.”
Customer Responses to Discovery Questions:

WHY YOU CALLED? “Um, well, she’s had no problems until this year in third grade, with not necessarily the reading level, it’s the comprehension. And so she’s been doing a program at school which has really helped, and we want to do as much as we can to make sure that she’s getting up to speed or above so she’s where she needs to be and she’s not struggling for 4th grade.”

EXPERIENCE? “Well it started at the beginning of the year when her reading level wasn’t as high as it should have been, and then we went through this issue with glasses and then she got glasses, so I think all of it just got her behind. So she’s doing a great job, we’ve seen a lot of improvement, I’d just like her to go into 4th grade very confident about her reading.”

FEEL ABOUT READING? “Well she’s always been OK reading, she likes it, you know, but now that she’s getting better at it she seems more motivated. She’s really interested in learning and reading.”

READ FOR FUN? “She does, she has some favorite books about animals that she’ll pick up and read on her own sometimes- and especially if we go to the library and get a new book about something she’s really interested in. I’m not sure if she always gets the whole story, but she does read for fun.”

W/A/S? “I’m not sure exactly how she compares to the other kids but I’d say she’s about average, maybe just a little behind? She’s made a lot of progress since the first part of the year and I don’t want her to lose it over the summer.”

FLUENCY? “Um, it’s a little bit of both, choppy and smooth, but it’s definitely getting smoother. I wouldn’t say she is really smooth, but we’re getting there.”

GET STUCK ON WORDS? “Sometimes, I think she goes too fast, and she either puts extra words in or just guesses.”

FRUSTRATION LEVEL? “Well you know, it kind of depends on whether she’s tired or not, sometimes she sticks with it better than others, but she always tries to figure out the words on her own first and if she can’t she’ll ask me for help, she usually works pretty hard at it. But if she’s had a long day and she’s tired, sometimes she’ll want to give up if it gets too hard for her.”

COMPREHENSION? “Well like I said, most of the issues have been with comprehension, she even had one really tough quarter with math this year when word problems came up, but her teacher said that for her reading ability she can’t get over how good her other grades are, she said Katie must be working really hard.”

TEXTBOOKS AND NON-FICTION? “She really hasn’t had much experience with that yet so yes, that’s definitely something I’d like to prepare her for.”
Customer #2, Program for Entering 4th Graders
Child’s name: Lillian, a weak entering 4th grader

Customer Responses to Discovery Questions:

WHY YOU CALLED? “Because she needs additional help to get her caught up. The school says she should be reading 100 words a minute but she’s only reading at 60.”

EXPERIENCE? “I think it’s been frustrating for her, she just really started to struggle this year. I think she’s interested in books and wants to know the stories, but she doesn’t feel like she’s as good a reader as some of the other kids. I’ve never been a big reader myself, so maybe she gets it from me.”

FEEL ABOUT READING? “Well she does seem to be interested in it, like I said, but the books she is reading for school are just a lot harder for her this year.”

READ FOR FUN? “Not in quite a while, she read a lot more on her own last year.”

W/A/S? “You know, that would have been a good question to ask but I didn’t ask, she’s definitely behind, I know that- so I’d say weak.”

FLUENCY? “Um, well it’s getting better but she’s still pretty choppy.”

GET STUCK ON WORDS? “Yes, she seems to get stuck a lot and needs quite a bit of help to figure them out. It’s the longer words that trip her up.”

FRUSTRATION LEVEL? “I wouldn’t say easily, she works pretty hard to try to sound them out on her own, but after a while we either need to take a break or just stop because she’s struggling so much, then she feels like giving up.”
Customer #3, Program for Entering 4th Graders
Child’s name: Keira, a strong entering 4th grader

Customer Responses to Discovery Questions:

WHY YOU CALLED? “Well, I wanted to see what specifically this would be offering for her. I firmly believe in sharpening one’s skill, but I wasn’t sure if this program was just for kids who are already good readers or kids who need help. Keira is one of the better readers in her class.”

EXPERIENCE? “Well she’s proficient, but the only area where I would not say she’s very advanced is vocabulary. Pronunciation and definitions of unknown words, I think, she could use some help with.”

FEEL ABOUT READING? “She’s always enjoyed it.”

READ FOR FUN? “Absolutely, she’s an avid reader, she reads all the time.”

W / A / S? “I’d say strong, but she could be better with vocabulary. You know, the longer, “encyclopedia” type words.”

COMPREHENSION? “Well that’s been interesting, you know, drawing inference from a story, what it means, she’s really come around this year versus last year, making connections between stories and pulling out the main ideas. I would say she’s doing well with that.”

TEXTBOOKS AND NON-FICTION? “They are not into textbooks yet but she actually does read some non-fiction and seems to like it, she likes books about nature.”
Customer #4, Program for Entering 4th Graders
Child’s name: Jerome, a strong entering 4th grader

Customer Responses to Discovery Questions:

WHY YOU CALLED? “Right now he’s in the gifted reading program, so we’d like to accelerate and enhance that over the summer.”

EXPERIENCE? “It’s been a good year, he’s really enjoyed being in the gifted program and I think it’s done a lot for his confidence.”

FEEL ABOUT READING? “He really likes it, especially when it’s about a subject he’s interested in. He loves adventure stories.”

READ FOR FUN? “He does, there is always a book he’s reading.”

STRONG, WEAK OR AVERAGE? “I’d say strong, but he could use some enhancement, especially since next year will be a lot harder.”

COMPREHENSION? “His comprehension I would say on a scale of 1 to 10 is about an 8. He has some room for improvement. He seems to get the main ideas ok, but doesn’t always pick up on some of the minor details of the story.”

TEXTBOOKS AND NON-FICTION? “Textbooks and non-fiction are the kind of books we still have to do a lot of pushing to get him to read and I know he’ll have more of that next year, so he needs more experience with that.”
Customer #1, Program for Entering 5th Graders
Child’s name: Cole, a weak entering 5th grader

Customer Responses to Discovery Questions:

WHY YOU CALLED? “Um, well his fluency is not where it should be, and if you ask him questions about what he read he can tell you, but if he has to write them down, it’s like... it gets lost in translation.”

EXPERIENCE? “He’s had to have some vision therapy this year and I think that’s been part of why he’s struggling more.”

FEEL ABOUT READING? “Sometimes he enjoys it. He likes to take that time when we read together, but a lot of times he’ll give me a hard time about it, like “Why do we have to read?” But every night before he goes to bed he wants to read, so I think he likes the time together more than the actual process.”

READ FOR FUN? “No.”

W / A / S? “Right now I’d say weak, he’s not where he should be at this point.”

FLUENCY? “He’s pretty choppy and labored a lot of the time.”

STUCK ON WORDS? “What I’ve been noticing lately is that he has a hard time sounding out the bigger words, that as the vocabulary starts to expand, he’s not quite grasping the words the way he should. We were reading social studies the other night and he really struggled with one of the longer words, he couldn’t sound it out right, and I think that’s really affecting his comprehension. Sometimes he just guesses what the word is.”

FRUSTRATION LEVEL? “It depends on his mood, like when we got stuck on the big word the other night, it kept coming up in the book and he tried multiple times but then finally the very last time he had to read it, after I helped him sound it out a few times, he got the word.”
Customer #2, Program for Entering 5th Graders
Child’s name: Hope, a weak entering 5th grader

Customer Responses to Discovery Questions:

**WHY YOU CALLED?** “Well, she’s a little behind on her grade level, she’s not where she should be and we’ve worked with her, the teacher’s worked with her, and she’s been going to a special program once a week this year to work on her reading. We just want her to develop better habits and learn that reading is fun.”

**EXPERIENCE?** “Well we’ve seen some improvement since she’s been in the program at school. And she does seem to enjoy going to the library to pick out books.”

**FEEL ABOUT READING?** “I would say that she doesn’t usually like to spend the time, I guess, in the reading, but the more we’ve been reading with her, well, she’s more interested in the stories now.”

**READ FOR FUN?** “Not very much, but more than she was at the beginning of the year. I’ve noticed that when she does she’ll usually pick easier books, maybe more on the level of what she was reading last year.”

**W / A / S?** “Weak, she’s not reading on grade level.”

**FLUENCY?** “I would say she is not reading smoothly right now.”

**STUCK ON WORDS?** “Yes, pretty often, usually the bigger words.”

**FRUSTRATION LEVEL?** “Yes, quite a bit, she gets tired when she’s struggling and we really have to give her a lot of encouragement to stick with it.”
Customer #3, Program for Entering 5th Graders
Child’s name: Derrick, an average entering 5th grader

Customer Responses to Discovery Questions:

WHY YOU CALLED? “Oh, just to try to keep him reading over the summer, you know, to keep him going with it.”

EXPERIENCE? “He’s doing pretty well with reading this year.”

FEEL ABOUT READING? “He likes reading ok but he really likes math better, that’s his favorite subject.”

READ FOR FUN? “Well, sometimes, it just depends on his mood. Usually he’d rather be playing a video game. I try to encourage him to read more by making sure he has books he’s interested in but he doesn’t read as much as I’d like.”

W / A / S? “Well, he’s making all A’s and his reading score is on grade level, so I’d say about average.”

COMPREHENSION? “He was having a little bit of trouble comprehending what he’s reading, mostly the details, not the main ideas. I think he rushes through it so he can get on to doing what he wants to do. That was one of the things I saw on the flyer that I think he could use help with.”

TEXTBOOKS AND NON-FICTION? “With his math textbook and word problems he does great, not as well with the other subjects. I think he could use help with that, he’ll need to be better at that, and studying, by the time he goes to middle school.”
Customer #4, Program for Entering 5th Graders
Child’s name: Christie, a strong entering 5th grader

Customer Responses to Discovery Questions:

WHY YOU CALLED? “Well, Christie does really well with reading but I wanted to find out what the program is all about, she already reads a lot over the summer but I was curious about what this program would offer to keep working on her skills for next year.”

EXPERIENCE? “Great! She’s reading above grade level and getting A’s in all of her subjects. She’s a really good student and a hard worker.”

FEEL ABOUT READING? “She loves it, she always has her nose in a book and she loved to read from a really early age.”

READ FOR FUN? “Yes, a lot. She reads a lot more than her older sisters did, and lots of times I have to tell her to put the book down at night and go to bed!”

W / A / S? “Strong, but I know next year she’ll have to do a lot more reports and writing so I want to make sure she stays ahead of the game.”

COMPREHENSION? “She does well for the most part, but sometimes she overlooks some of the details when she writes book reports, we’ve been working on that and I try to help her before she turns them in.”

TEXTBOOKS AND NON-FICTION? “I think that’s the next big step for her, I want to see her get good at reading textbooks because they are a lot harder to concentrate on, she’s going to have more of them next year and there’s so much packed into them. She needs to start learning how to study in textbooks for when she has tests.”
Customer #1, Program for Entering 6th, 7th, and 8th Graders
Child’s name: Noah, a weak entering 6th grader

Customer Responses to Discovery Questions:

WHY YOU CALLED? “Well, I’ve considered it for a long time... he doesn’t like to read... it seems to be a struggle. He will read, at times, you know, if it’s an assignment or something like that, but it’s a struggle, um, for some types and I know that the intensity and the acceleration of middle school reading, um, could get the better of him... that’s my interest, in maybe getting a little help, just a little boost.”

SPEED? “I would say slow, but I don’t know. It really depends on the text. He’s a non-fiction guy. He likes “Weird but True Facts,” and things like that, but when he’s, you know, assigned a fiction piece he doesn’t get into it very well, you know, so some things like that are a struggle when he has to do a book report; sometimes it’s quite tedious for him, just to get the book read.”

COMPREHENSION? “Um, again, depending upon the text, he will, for instance, those miscellaneous facts, out of the weird but true series, that I noted, he will retain those, and be able to recite them back to you, because he has a high interest in those, but then to read a textbook on social studies, um, wow, it’s just, you know, nothing... we just have to pour over it, and go back over it, it’s very difficult for him to remember some of those things.”

W/A/S? “Well I hate to say it, and I wish it wasn’t the case, but I would say he’s in the weak category. And that’s why, I just feel like now... what with middle school... now’s the time.”

TEXTBOOKS / NOTES / TESTS? “Honestly, he’s terrible. His writing is very messy, and his notebooks will be in disarray. We study together, a lot. He would prefer for me to quiz him and walk through material that way, than to study it. He’s not showing signs, well, he has the desire sometimes to study on his own, but I think it’s to shorten the duration, and he’s not getting it, because I will quiz him, and it’s, just, you know... the material’s just not there.”

GRADES? “Mostly A’s and B’s, but that’s also because I’m helping him so much. I can’t keep doing that – I mean, for his sake – when he’s in middle school. He needs to learn to do this without Mom helping so much.”

PLEASURE? “Well, yes, to some extent, although – and I have explored various genres with him - the latest thing that he asked for was a number of those “Diary of a Wimpy Kid” books, and they’re not my favorite, yet since school ended just last week, he will pick up one of those books and read it in the mornings, and that’s by his choice, I’m not forcing that at all. So, he has found, that he has enjoyed, those little books. He will also pick up some non-fiction types of things, for enjoyment, but those truly are those National Geographic series “Weird but True” books, and he really likes those, and he reads those for enjoyment.”

FEEL ABOUT PROGRAM? “Well he brought the flyer to me... I think it’s hard for him, to struggle with reading. I mean, he may not want to do the program during his summer but he does need it, and I think he kind of knows that. It’s frustrating for him at times.”
**Customer #2, Program for Entering 6th, 7th, and 8th Graders**

Child’s name: Reshi (male), an average entering 7th grader

**Customer Responses to Discovery Questions:**

**WHY YOU CALLED?** “Because I would like him to improve... he’s like, an average student. Also, he needs to get ready for 7th grade, regarding homework and everything, so I just want him to be, you know, ready. And so he can learn how to take notes, and so on and so forth.”

**SPEED?** “I think he’s kinda average right now, but I want him to be above, I want him to be able to, you know, read what he needs to read, and just, you know, be able to do better on his school work.”

**COMPREHENSION?** “I think he does pretty good with that.”

**W / A / S?** “He’s okay, average I’d say. But that is it, I would like to him to be more than average. He could do better than he does.”

**TEXTBOOKS / NOTES / TESTS?** “If you ask me, if I have to rate him, on 1 to 10, I would rate him maybe 8, or 8 and a half.”

**GRADES?** “He gets good grades, but he could do better.”

**PLEASURE?** “Only what he has to for school. He used to, when he was little, but now he’s more wanting to play video games and stuff than read books.”

**FEEL ABOUT PROGRAM?** “We haven’t talked about it yet.”
Customer #3, Program for Entering 6th, 7th, and 8th Graders
Child’s name: Roddy (male), an advanced entering 7th grader

Customer Responses to Discovery Questions:

WHY YOU CALLED? “I just think that being a successful student depends on how well he reads. He reads well now, I had him reading since he was a little tyke, but I just want to give him a little extra help, when it comes to speed reading. I set up a program over the summer; we do a lot of Math, and English, and History already, but I haven’t done the speed reading with him yet, and he’s been going to a Montessori school since he was like, 2, so I just want to keep him going, all year round, like they do in other countries that are ahead of the United States.”

SPEED? “I think he’s between – he’s right between average and fast. He’s maybe fast.”

COMPREHENSION? “I think his comprehension is very good, he has an awesome memory. Um, sometimes when he reads questions, this new core curriculum, the way they ask the questions, it confuses me, and I’m a Family Practitioner. I want him to be able to read well – I know he comprehends – but to be able to sensify the questions from what he’s reading, and kind of decipher what they’re trying to ask him actually. He’s stronger in verbal skills than writing skills. He’s detail-oriented, but his ability to articulate it in words, is where he’s kinda, had a little struggle.”

W / A / S? “He’s strong compared to most kids his age, but I want to keep the momentum, and he’s not, I mean, I’d like to to him to be ahead, like solidly ahead.”

TEXTBOOKS / NOTES / TESTS? “I’m not sure, because he just finished school, and while he was in school, it’s like a multi-grade class, and he was the only 6th grader in his class, and I just don’t feel like he got the detail that he needed, and the attention that he needed, so that’s why I’m trying to get him ready, because we’re changing schools this year. I want to put him in one of the regular public schools. I want him to go in strong.”

GRADES? “Well he has straight A’s. Maybe a B in P.E. and Spanish, but his other classes, especially History, he’s always done well. He loves to read. He’s in a Christian school right now, with this Bible program, and he just like, absorbs it. He memorizes everything. He’s a very smart child. It’s just that sometimes, when he’s trying to tell me something he’s read, he’s not really articulating it with good details, but he gets good grades, if that answers your question.”

PLEASURE? “He does. He’ll flop on the couch and read, I’ve never had to push him to do it, because it’s just been something we do in our house since he was little.”

FEEL ABOUT PROGRAM? “He’s interested. He likes the idea of going to a class at the University. We actually were the founders of the Montessori school in New York, where we came from, so we had a very unique, safe, nice environment, so this whole public school thing, I don’t want it to throw him. And because he’s coming from a private school environment, they’re going to assess him before they allow him to take any AP courses, but I do absolutely want him to take them, but they won’t allow us just to select that, until they evaluate. That’s why I want him to do well now, so that he can be allowed to do that.”
**Customer #4, Program for Entering 6th, 7th, and 8th Graders**
Child’s name: Tony, a weak entering 8th grader

Customer Responses to Discovery Questions:

**WHY YOU CALLED?** “Well, I was just reading this and it sounds good. Tony’s my grandson. Um, he went to private school through last year, and he started public school, and it’s supposed to be a pretty decent one, and I think he went from private school to a public school thinking he didn’t have to do anything, you know? Well last year he had 2-3 hours of homework every day, but, he just hasn’t done as well, and he needs something in the summer to do.”

**SPEED?** “Well, he’s a very good reader, but I don’t know if he takes in – I think he reads so fast sometimes he doesn’t take in enough when he reads, ya know what I mean?”

**COMPREHENSION?** “Like I said, I just don’t think he concentrates on what he reads, when he reads, sometimes.”

**W / A / S?** “He reads the words okay, but he’s not getting it really, or something’s going on, because his grades aren’t what they were last year... I mean, I would have said last year he was average but now I’d say he’s more on the weak side.”

**TEXTBOOKS / NOTES / TESTS?** “Like I say, this year's just really been changed. Last year, he had book reports and all that to do every six weeks, this year, not one book report. He reads things on the computer, but as far as putting a book in his hand, no. He’s certainly not getting a lot of practice in it this year.”

**GRADES?** “Well, I’ll be honest with ya, this year... well, like I say, public school is just entirely different. I haven’t been pleased with it. They just don’t assign any reading in the darn books; they do everything on the laptop. His grades have actually gone down this year. In fact, in science, I don’t even know if he’s gonna pass science or not.”

**PLEASURE?** “He reads for fun on the laptop, but as far as books, it’s mainly for school.”

**FEEL ABOUT PROGRAM?** “I imagine he might not want to do it, but he needs something, and he used to be assigned book reports in the summer with the private school, and I know the public school isn’t going to do that, and I want him to something this summer. Last summer, he didn’t have to, and look where it got him. If his Daddy agrees to this, I’m going to enroll Tony, because he’s just not keeping up like he needs to.”
Customer #1, Program for Entering 9th, 10th, and 11th Graders
Child’s name: Moses, an average entering 10th grader

Customer Responses to Discovery Questions:

WHY YOU CALLED? “Moses enjoys reading, but he needs assistance as far as, um, like his comprehension skills and his note-taking; he really struggles in that area. And I thought if this is a good supplemental class to take over the summer that might help him for next year.”

SPEED? “He’s about average. I mean, it kind of depends on the type of material. If it’s something he enjoys, he’s a pretty fast reader. But if it’s something he finds boring, he loses track of where he is and he has to start over. He has the ability, he just needs a little more focus.”

COMPREHENSION? “It’s moderate. Moses is a very literal child, so sometimes the subtleties of reading kind of escape him, um, so, you know, we talked about that. Like his reading teacher this year was amazing, very good about keeping in touch with the parents, and I went to his parent-teacher conferences and everything. She said Moses just needs a little push, as far as reading into the subtleties and reading between the lines. He’s a very literal child.”

W/A/S? “I would say basically average, maybe other than his comprehension. Like his religion class, he would tell me things about religion, but he would bomb his tests. And we never figured out what the disconnect was, for him. But he could tell me everything that they learned. So it was kind of like “Well, how is that not translating to what you’re doing during test time?”

TEXTBOOKS / NOTES / TESTS? “He needs a lot of assistance with organization. You know like, he’ll come home, and he’ll have like a book-bag full of his papers, and it’s all unorganized, so we have to kind of help him go through his papers and kind of get everything situated, so that he can write his papers, and he can do the things that he needs to do, to stay organized and stay ready. So, you know, he struggles in that area. He seems to be getting there, I just wanna make sure he stays getting there.”

GRADES? “He’s average, like high C’s low B’s,

PLEASURE? “He does both. He doesn’t read for pleasure as often as I would like him to, and I have this feeling like he could be reading at a higher level, but he’s choosing to stay at kind of like a lower level. Like he likes to read about, like, Egyptian mythology and Greek mythology, um, but he kind of sticks to the Rick Riordan types of books, and I’m like, you’re outgrowing those books, you need to push yourself a little bit more. And his English teacher was telling me Moses is very smart, he just doesn’t try sometimes. I just feel like he kinda needs a little push, and a little supplemental, um, activities to kinda make sure that he stays where he needs to be and increases his reading comprehension.”

FEEL ABOUT PROGRAM? “I haven’t talked to him about it yet. I’m sure he probably won’t want to do it, but he might actually like it. And I feel like he needs it. Hopefully, he’ll want to do it when I tell him about it.”
Customer #2, Program for Entering 9th, 10th, and 11th Graders
Child’s name: Perrion (male), a weak entering 11th grader

Customer Responses to Discovery Questions:

WHY YOU CALLED?  “In English and History, he always gets lows scores, D’s, and things like that.”

SPEED?  “Uh... slow reader.”

COMPREHENSION?  “Um he wears braces, so he’s not really that good with comprehension, uh, he slurs with his words. He understands words, I mean, he says words that he hears most, but, um, it’s like he doesn’t really use his knowledge – his learning – in his sentences, ya know? He understands pretty well, it’s just that... he kinda reads... he doesn’t like it, ya know what I mean?”

W / A / S?  “He’s a weak reader, for sure.”

TEXTBOOKS / NOTES / TESTS?  “He doesn’t do well with that. I go through his notebook, and, uh, in certain classes he does notes, ya know what I mean? But when it comes to English and History, ya know, I kinda make him keep his dictionary, and it’s like he struggles with using it or he doesn’t want to use it.”

GRADES?  “He’s got like D’s in English and History; Science I think maybe he’s got a C?”

PLEASURE?  “He doesn’t pick up books. He stays active, and he goes to school, and he tries, but he just doesn’t like picking up books. He thinks he’s not really smart, ya know?”

FEEL ABOUT PROGRAM?  “I mean, I think if it helps him, he’s interested. He’s the one that showed me the flyer. I just wanted to see what it was.”
**Customer #3, Program for Entering 9th, 10th and 11th Graders**
Child’s name: Garrett, an average entering 9th grader

**Customer Responses to Discovery Questions:**

**WHY YOU CALLED?**  “Well, he just needs extra help in his reading and I wanted him to work on that this summer. I mean his grades are ok, to me he’s a bit behind in his reading though, for what he’ll need to be doing in high school. I think he just needs an extra boost with his reading and better study habits.”

**SPEED?**  “He wants to read fast, but when he does that he’s missing things and with starting high school I know it’s important.”

**COMPREHENSION?**  “Like I said, if he tries to read fast he gets the reading done but doesn’t hold the information. When he slows down he does ok with it.”

**W / A / S?**  “I think in comparison to what I see w/ his friends he is average. His teachers don’t seem to have anything bad to say, so ya average.”

**TEXTBOOKS / NOTES / TESTS?**  “(Laughing) If I say non-existent...? I don’t get how he gets the grades he gets because I don’t think he knows how to study or take notes.”

**GRADES?**  “A lot of B’s and some A’s, just not sure if he’ll be able to maintain in high school if he doesn’t get a boost.”

**PLEASURE?**  “Not really, he’d rather have a bat or fishing rod in his hand. But if there is an article or book about something or an author he likes he will read it.”

**FEEL ABOUT PROGRAM?**  “Haven’t talked to him about. I am sure he won’t be thrilled but um, well I’m not gonna really care if he doesn’t want to go, if I decide it will be beneficial.”
Customer #4, Program for Entering 9th, 10th and 11th Graders
Child’s name: Christiana, a strong entering 11th grader

Customer Responses to Discovery Questions:

WHY YOU CALLED? “Well, um … Christiana is planning on college and she does really well in school but she just spends so much time studying and so is struggling with being able to be involved in other things. Her dad thinks it’s because she just can’t get organized, I’m not so sure. She’s getting straight A’s, is good at doing her homework, but she just spends so much time on it. There has to be a way she can get it done quicker so that when she goes to college she can keep up and enjoy things too.”

SPEED? “She tells me she is slow. I think it’s because she doesn’t want to have to go back and re-read because to her that takes more time. Her dad and I want her to be able to do her homework more efficiently.”

COMPREHENSION? “Oh, no problems there. She has always tested very high on her comprehension. Her PSAT showed no problems with comprehension.”

W / A / S? “I would have to say strong, I mean, she has always been above her grade level from little on so definitely, yeah, strong.”

TEXTBOOKS / NOTES / TESTS? “She does well; has been in AP classes and next year will be starting dual-credit classes. It just takes her so long to complete things.”

GRADES? “As I said, she gets straight A’s has been in AP now taking some dual-credit.”

PLEASURE? “She loves books and has always been a reader, but I don’t think she gets to read for fun anymore because she spends all her time on homework.”

FEEL ABOUT PROGRAM? “She is the one who brought the flyer to us after her school counselor gave it to her. Her dad and I had already talked about it because the counselor had emailed me about it, but now I know she is open to it.”
Customer #1, Program for Entering 12th Graders, College Students, and Adults
Caller: Adult going back to college

Customer Responses to Discovery Questions:

WHY YOU CALLED? “After taking 5 years off I’m going back to finish college, and I’m concerned about keeping up with the amount of reading I will have to do. It was a big deal for me to decide to go back to school, and the thing is I work full time…..so, I’m worried about being able to handle it all.”

SPEED? “I don’t know exactly what my reading speed is, but I don’t think it’s very fast.”

TYPE OF READING? “I’ll be reading a lot of dense non-fiction and textbooks. I’ll probably be reading journal articles as well.”

COMPREHENSION? “I feel okay about my comprehension.”

CONCENTRATION? “When I was in school before, I did have to do a lot of rereading. Pretty much with everything I had to read unless it was a novel.”

READING INTERESTS? “When I have the time I like to read some non-fiction – like self-help books and I also love a good mystery.”
Customer #2, Program for Entering 12th Graders, College Students, and Adults
Caller: A working professional (IT Director for a software company)

Customer Responses to Discovery Questions:

WHY YOU CALLED? “I’m typically a ...I would classify myself as a slow reader. I have no issues with comprehension.”

SPEED? “I’d classify myself as a slow reader....I’d like to pick up the pace....and then, at a quicker pace to have the retention. I can read quicker and just not remember, but that doesn’t help.”

TYPE OF READING? “It’s pretty technical....it’s all for work.”

COMPREHENSION? “I have no issues with comprehension.”

CONCENTRATION? “That will vary as well....I guess mostly it depends on the time of day and how many things I’m preoccupied with....whether or not I have to reread.”

READING INTERESTS? “I would love to have the time to read outside of work....but that just doesn’t happen. I mean I read the newspaper, but that’s just about it. If I had the time I’d probably read biographies, or historical fiction.”
Customer #3, Program for Entering 12th Graders, College Students, and Adults
Caller: A working professional in the financial services industry

Customer Responses to Discovery Questions:

WHY YOU CALLED? “Well, you know….I think it would be really beneficial for me.”

SPEED? “I know I’m a slow reader.”

TYPE OF READING? “Well, I’m in financial services, so …I can be reading anything from a prospectus to..., um, you know ...reports from exchanges and just, you know, typical inter-office sort of memos and...because where I work it’s highly technical, you have to really focus and you have to really pay attention to what you’re reading.”

COMPREHENSION? “That depends....”

CONCENTRATION? “I’m definitely one of these people who can go through a whole page, and then I’ll have to stop and realize I was thinking about cleaning out the refrigerator instead of actually absorbing what I’m reading.”

READING INTERESTS? “Right now the only reading I really do outside of work is some you know ...some practical non-fiction. I’d like to read more, but now when I see a relatively long book, I read so slowly that I think I will lose interest. I think I’ll never get through it because it will take me too long. I’d like that to change.”
**Customer #4, Program for Entering 12th Graders, College Students, and Adults**

Caller: Parent calling about daughter Jenna, who will be a high school senior

Customer Responses to Discovery Questions:

**WHY YOU CALLED?** “She’s doing fine in school…grade wise, straight A’s, and her comprehension is good, but she reads really slow, and I know from my own experience – I took a speed reading class in high school, a million years ago, and that was probably the most beneficial course I ever took because at the time I wasn’t really thinking it was that big of a deal, but I went on and I’m a dentist and I had to read so much stuff and it made me…. like whenever I read anything when I’m sitting with anybody else I’m always done first, you know, I can just tell that I just read really fast and I think that has been a huge benefit. I think it also taught me how to filter things out that were just fluff and get to the meat of it. You don’t have to read like every single word, and I just think she needs that, I mean….I think she is lacking in that ability.”

**SPEED?** “She’s a slow reader. And you know, I had even said something to the guidance counselor last year at school – I said, the one thing I got the greatest benefit out of was the speed reading class I took. You just don’t hear about it like you used to...maybe it was more popular 25 years ago because it was huge how it affected me. I had it as a freshman or sophomore...early on...cause it affects how you do on all the standardized testing. Speed is the bottom line. It’s not really accurate....the testing: Jenna doesn’t miss the questions, but she doesn’t get done with the test.”

**TYPE OF READING?** “She’s taking AP classes, so the typical reading required for that.”

**COMPREHENSION?** “Her comprehension is strong.”

**CONCENTRATION?** “I think her focus is good....I don’t think that she re-reads very much.”

**READING INTERESTS?** “She likes to read novels...the typical fiction that teenage girls like...about romance.”