

WASHINGTON READING CORPS

Office of Superintendent of Public Instruction



Volunteer Reading Tutor Training Handbook:

A Sample Guide for Schools

WASHINGTON OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

Volunteer Reading Tutor Training Handbook: A Sample Guide for Schools

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The Washington Reading Corps Toolkit

- Module 1: Volunteer Reading Tutor Training Handbook:
A Sample Guide for Schools
- Module 2: Creating a Volunteer Reading Tutor Program
- Module 3: A Guide to Community Partnerships and the Media
- Module 4: A Guide to Family Literacy and Involvement
- Module 5: Volunteer Recruitment and Management
- Module 6: Peer and Cross-Age Tutoring

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Introduction

One of the pillars of the Washington Reading Corps (WRC) is the integration of volunteers as reading tutors to support students who need extra assistance in meeting their reading goals.

This manual has been developed as a tool to help schools develop meaningful tutor training for volunteer reading tutors. The following materials provide schools with resources to assist them in training tutors to become familiar with important background knowledge in reading and to help provide quality academic support.

The manual has been constructed using many best practices and examples from Washington Reading Corps schools. While the WRC utilizes volunteer tutors in grades K-6 specifically for reading support, much of the material provided can be modified to support general tutoring programs across all grades. Each chapter represents an important component of volunteer tutor training. While most information provided in this manual may be used with adult and cross-age tutors, more specifics to peer and cross-age student tutors can be found in the “Cross-age Tutoring” Module of the toolkit.

The examples provided in this manual are meant to be modified to best meet the needs of individual schools. All materials may be reproduced.

Key:

 **New Section:** New topic in the chapter to use in training tutors

 **Subsection:** A sample or another element of the topic that provides additional specific information for tutors

 **Characteristics, Formats, and Strategies:** Offers information on learners and possible qualities as well as ideas for different approaches for tutors to use

 **Letter to the School:** *This section is also italicized or surrounded by a segmented line border. It provides information for the school personnel who will be customizing this manual, therefore; it should be **deleted** from the tutor’s copy of this module.*

 **At Our School:** This section provides a place for a school to enter any school-specific information. For example, demographics on the students they serve, school policies, and other useful statistics.

WRC Bookmarks: The WRC has available a series of bookmarks for volunteer reading tutors which offer tutor strategies and tips in an effort to provide ongoing support to these tutors. They are included in their corresponding section in the module as well as in the appendix. A complete set of bookmarks are given to site supervisors and are also available on the WRC website.

General Tutor Orientation

This chapter provides sample materials that are useful to include in a general tutor orientation, including:

- Welcome Letter
- Program Description
- Guidelines for Volunteers
- Tutoring Procedures
- School-Specific Orientation Materials



Letter to the School

There are many general features that aid in orientating volunteer tutors to the school and tutoring program. This chapter offers some examples. All elements should be customized for your individual reading tutoring program.



Sample Welcome Letter

Dear Tutor,

Welcome to our school and the Washington Reading Corps. Thank you for your commitment to the children of this community and for taking the time to make a difference in the life of a child. At our school, we recognize the advantages of tutoring and the results in helping our students reach their fullest potential. You will fill many roles in your lifetime. As a tutor and mentor, you have the opportunity to have a powerful impact on someone's life.

Enclosed are some materials that include information about our school and its tutoring procedures. Sincerely,

Contact Information

➤ BASIC FORMAT

- Heading (optional)
- Greeting
- Body
- Closing
- Signature

Sample Program Description

Letter to the School

Often a tutoring program or school's vision, goal, and or mission statement is included in volunteer orientation materials along with the tutoring program description. The following are examples of both portions.

BASIC FORMAT

-  Establish direction for program or school
-  Provide background information and accomplishments
-  Create a feeling of partnership and buy-in
-  Be brief, clear, and concise

Sample Tutoring Program Mission Statements

School Tutoring Program Mission Statement

“Tutoring is rewarding in knowing that you have made a difference in a child’s life; a difference that will have a lasting value to the child and to the community.”

School Mission Statement

“The principal and staff at our school are committed to developing and maintaining an educational program that is instructionally and developmentally appropriate to each student. Academic achievement and success for all students is our mission.”

Tutoring Program Mission Statement

“The mission of the Washington Reading Corps is to improve reading abilities of K-6 students across Washington State. This is achieved through research-based tutoring of struggling readers and effective collaborations among schools; families; community members; National Service, business and state partners.”

Sample Tutoring Program Background Description

Governor Gary Locke, Superintendent of Public Instruction Terry Bergeson and the State Legislature created the Washington Reading Corps in 1998 to support kindergarten through sixth graders who need help in reading. The Washington Reading Corps represents a unique collaboration among schools, community groups, and businesses. Strong reading skills are essential to a student's success in virtually all areas of learning. We know that students who cannot read by the end of the third grade will continue to fall behind in school, and we must help children before this happens. The mission of the Washington Reading Corps is to improve reading abilities of K-6 students across Washington State. This is achieved through research-based tutoring of struggling readers and effective collaborations among schools, families, community members, National Service, businesses and state partners. We know that tutoring works! Each year thousands of tutors help struggling readers reach grade level in reading. We need your help to continue and expand this dynamic effort that is successfully helping students to boost vocabulary and reading comprehension. Together, we are preparing them to meet the challenges of higher levels of learning and achievement.

Adapted from Governor Locke's WRC Webpage and OSPI's WRC webpage

Sample Guidelines for Volunteers

Letter to the School

The following are examples of guidelines for appropriate volunteer behavior and communication expectations that have been compiled from material provided by various WRC schools.

BASIC FORMAT

- Be clear and concise
- Phrase positively

Sample General Rules

1. Be prompt, dependable, and regular in attendance. Call if you will be late or absent.
2. Honor the confidentiality of your position.
3. Communicate with teacher/supervisor regularly.
4. Know emergency procedures and school or classroom rules.

Sample Safe Interaction and Verbal Communication

1. There should always be another person present while working under supervised conditions or a door needs to be open.
2. Use adult staff restrooms only.
3. Do not ask for private information such as phone numbers or addresses without permission.
4. Be respectful and courteous. Avoid language that may be perceived as sexist, discriminatory, or offensive.
5. If a student shares anything with you that raises safety or health concerns, tell the teacher or principal.

Sample Safe Touch Areas

1. Shoulders or back
2. Arms and hands
3. High fives or side hugs
4. Never touch a child in anger

Sample Tutoring Procedures

Letter to the School

The following are examples of school tutoring procedures; however, it is also useful to provide emergency procedures and general orientation material as well. The amount and the type of information that is included in this section will vary between programs and schools.

▷ BASIC FORMAT

- Be clear and concise
- Be brief
- Use imperative statements that define a task step-by-step

1. Complete the application paperwork; attend orientation and training sessions as needed or desired.
2. Sign in and out upon arrival and departure; wear nametag for identification.
3. Immediately notify the volunteer coordinator, teacher, or principal if a student confides about an abusive situation.
4. Inform your student's teacher and the volunteer coordinator if you will be absent or if you plan on ending your volunteer involvement before the end of the school year.
5. Record the tutoring session on the student tracking log.

Sample School-Specific Orientation Materials

Letter to the School

School-specific information should include the following items at a minimum. Note: It is especially important for volunteers to be aware of the school safety plan in case of emergencies, as well as specific school personnel to contact in the event of scheduling conflicts or absences.

▷ BASIC FORMAT

- School calendar
- Daily tutoring schedule
- School map
- Contact information (i.e. A contact person such as a volunteer supervisor's phone number and/or a school phone list)

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- Emergency procedures such as a school safety plan (see OSPI’s website for sample plans. <http://www.k12.wa.us/safetycenter/default.asp>)

The Role of the Volunteer Reading Tutor

This chapter provides information about the role of the volunteer reading tutor, including:

- Volunteer Position Description and Requirements

Letter to the School

The volunteer tutor's major responsibility is to work with students on a regular basis. It is useful to have written expectations for each different volunteer position in the school. When writing about the position, be realistic about the importance of the role and the time expectations of the position.

The goal is to provide a comprehensive picture of the purpose, requirements, and time commitments that volunteers can expect as tutors in your school. The following are several examples of requirements that you may wish to share with those interested in volunteering.

-  Respect student's confidentiality.
-  Complete length of training and tutoring sessions
-  Communicate with student, volunteer coordinator, supervisor, and or teacher regarding student progress.
-  Be willing to commit to tutoring for a significant period of time. Children tend to succeed when they have the same tutor for an extended period of time. A 3-month to one year duration is preferable.
-  Be prepared and arrive on time to tutoring sessions.

Sample **Volunteer/Tutor Position Description and Requirements**

Letter to the School

The position description clarifies the role of the tutor prior to his or her start. It provides the volunteer tutor with a clear understanding of expectations and skills required.

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➤ BASIC FORMAT

- Title
- Objective/Goal
- Duties
- Qualifications
- Benefits
- Training
- Additional information (i.e. time)

NOTE: VOLUNTEER POSITION DESCRIPTION SHOULD BE:

- Be clear and concise regarding expectations and duties
- Specify time expectations and frequency of sessions

Position Title: WRC Volunteer Reading Tutor

Accountable to: Site Supervisor, VISTA/volunteer coordinator, or Principal

Objective: To work with students for a minimum of one hour per week. To help motivate and guide students, challenging them to increase their learning skills and academic success.

Duties: Commit to a regular and consistent schedule for the length of the tutoring session.

Assist individual students or small groups with academic needs.

Be a role model. Help motivate students to improve study skills, self-esteem, and goal attainment.

Communicate with teachers and Volunteer Coordinator regarding student needs, progress, and tutoring strategies.

Maintain tutoring log describing session and student progress

Qualifications: Reliable, patient, and flexible

Have a desire to motivate students to learn

Basic knowledge of reading, writing, and math skills

Effective communication skills

Complete and pass a WA State patrol background check

Ability to maintain confidentiality

Benefits: The personal satisfaction of helping students

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Gain valuable work experience

Make a positive contribution to your community

Training: Orientation and tutor training is provided

Additional Information: For example: time commitment. *Children tend to succeed when they have the same tutor for an extended period of time. A 3-month to one year duration is preferable.*

Skill-Specific Training: What Students Should Know

This chapter provides information about what average students should know in the area of reading; sections include:

- The Background of Reading
- EALRs and GLEs (*See WRC Bookmarks at the end of this chapter*)
- The Stages of Learning to Read
- The Five Areas of Reading Instruction

Letter to the School

It is important for tutors to understand the larger context that provides the framework for their tutoring sessions and what and how standards guide classroom instruction. For reading tutors, this might include background on reading and information about state reading standards and the stages of reading.

Background of Reading

Reading is the construction of meaning through the dynamic interaction among the student's existing knowledge, the written language, and the context of the reading situation. It is fundamental to literacy. A key objective of K-3 curriculum is to help children learn to read. After third grade, there is a shift to reading to learn. Students who have not learned to read well will fall behind their classmates who can read fluently and for comprehension. Most often these students are identified for tutoring. Learning to read is a challenging task that is essential for academic achievement.

Essential Academic Learning Requirements: EALRs and Grade Level Expectations: GLEs

See WRC Bookmarks at the end of this chapter as a resource.

EALRs represent the specific academic skills and knowledge students will be required to meet in the classroom. Ultimately, learners must understand the link between their personal efforts and performance in school and their decisions about future career and educational

opportunities. The Essential Academic Learning Requirements are clear targets for students and teachers across the state. Setting higher standards calls for better methods of measuring student and teacher performance. Grade Level Expectations, also known as GLEs, have been developed in reading, math, and science. The GLEs correspond to the EALRs by expressing what a student should know and or be able to do for each grade level ranging from kindergarten to tenth grade. They describe ways in which students could demonstrate the learning of a particular objective. For more information on the GLEs for reading, such as the expectations for grades K-10, contact the Reading Director at OSPI or go to: <http://www.k12.wa.us/curriculuminstruct/EALRs.asp>.

Adapted from OSPI's website

WHY INCLUDE EALRS OR GLEs IN TUTOR TRAINING?

- All classroom instruction is centered around or based on these learning requirements
- The EALRs/GLEs help guide the tutoring sessions
- They are the driving force behind reading instruction in all Washington schools
- Teachers may need tutors to target specific skills that a student needs to practice

Stages of Learning to Read

Jeanne Chall, an educator and researcher in the field of literacy during the past several decades, identified the stages of reading. Here is a modified version of the stages to help you identify what students should know academically.

Adapted from Jeanne Chall, Stages of Reading Development, 1983.

STAGE	CHARACTERISTICS
STAGE 0: PREREADING <i>Preschool-Kindergarten</i>	<i>During this stage, children gain control over language and need to be provided with opportunities to listen and discuss stories and informational text. Child can name letters of alphabet and know that letters are associated with sounds; write names; recognize and produce rhymes</i>
STAGE 1: DECODING <i>Grades 1 - 2</i>	<i>During this stage, children begin to associate sounds and letters. Child can blend regular phonetic words; read sight words; give main ideas, conclusions, and details based on reading; able to follow directions (orally) as well as categorize events or words; -ed, -ing, -er, and -est endings, can use contractions; and can alphabetize words; begins to build fluency and accuracy in passages of appropriate difficulty</i>
STAGE 2: CONFIRMATION <i>Grades 3-4</i>	<i>During this stage, children gain decoding skills and begin to relate print to speech vs. ideas. Child can identify synonyms; Continue to classify and categorize words; can follow directions (written); understand multi-syllable words; read short chapter books; continues to build fluency in appropriate passages to reach a goal of 120 words per minute by the end of grade three</i>

<p>STAGE 3: READING TO LEARN <i>Grades 4-8</i></p>	<p><i>During this stage, children read to learn vs. learning to read. Child can read, identify, and use homonyms, antonyms, prefixes and suffixes; identify and support main ideas with details; differentiate between opinion and fact; interpret and use materials from charts and tables; make comparisons; use context clues to predict unknown; read regular length chapter books</i></p>
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The Five Areas of Reading Instruction

Letter to the School

In 2000, the National Reading Panel identified five essential components of reading development. The five areas of reading instructions include: phonemic awareness, phonics, fluency, vocabulary, and text comprehension.

<p> PHONEMIC AWARENESS</p>
<p>A phoneme is the smallest part of spoken language. There are approximately 41 phonemes in the English language. For example, the word <i>cat</i> is made up of three sounds or phonemes /c/ /a/ /t/. Phonemic awareness is the ability to notice, to think about, and to work with individual <i>spoken</i> sounds. It is the knowledge that words are made up of a combination of sounds and the ability to blend these sounds successfully into words.</p>
<p> PHONOLOGICAL AWARENESS</p>
<p>Phonics is the understanding of the relationship between letters or graphemes and individual sounds or phonemes. Phonological awareness is the knowledge of predictable patterns between graphemes and phonemes such as rhyming words. Instruction in these relationships can help improve one’s ability to read and write.</p>
<p> FLUENCY</p>
<p>Fluency is the ability to read text accurately and smoothly. Fluent readers are able to recognize words and group individual words into phrases. They are able to read aloud with natural sounding expression, intonation, and pacing. Fluent readers use strategies when they correct an error or come to an unknown portion of a text. A fluent reader spends less time decoding the text; therefore, s/he can concentrate on the content of the text more than less fluent readers. Fluency aids in reading comprehension.</p>
<p> VOCABULARY</p>
<p>Vocabulary is composed of words used to communicate effectively. Vocabulary applies to words that are spoken, heard, read, or written. Children will increase their vocabulary through direct instruction and indirect learning. It is fundamental to reading comprehension.</p>
<p> TEXT COMPREHENSION</p>
<p>Text comprehension is the quality of making meaning from the written text. It is a meaningful, active process, where the reader interacts with the reading material. Text comprehension is the goal of reading.</p>

Adapted from the *National Reading Panel: Five Components of Reading Instruction FAQs* and *The Tutor*, Winter 2002.

WRC Bookmark

Essential Academic Learning Requirements In Reading

1. **Uses different skills and strategies to read**
 - 1.1 Use word recognition and word meaning skills (see decoding bookmarks)
 - 1.2 Build vocabulary through reading
 - 1.3 Read fluently, adjusting for material
 - 1.4 Understand elements of literature, fiction, such as use of humor, exaggerations, figures of speech
 - 1.5 Use features of non-fiction text and computer software, such as titles, headings, pictures, maps, charts to find and understand specific information
2. **Understands the meaning of text**
 - 2.1 Comprehend important ideas and details
 - 2.2 Expand comprehension by analyzing, interpreting, and synthesizing information/ideas
 - 2.3 Think critically and analyze author's use of language, style, purpose, perspective
3. **Reads different material for a variety of purposes.**
 - 3.1 Read to learn new information, such as technical/science/math text, and for personal interest
 - 3.2 Read to perform a task, follow directions
 - 3.3 Read for literary experience in a variety of forms, e.g., poems, plays, essays to understand self and others
 - 3.4 Read for career applications
4. **Sets goals and evaluates progress**
 - 4.1 Assess strengths and need for improvement
 - 4.2 Seek and offer feedback to improve reading
 - 4.3 Develop interests and share reading experiences

WRC Bookmark

Essential Academic Learning Requirements In Writing

1. **Writes clearly and effectively**
 - 1.1 Develop concept topic/theme and write in organized thoughts connected by transitional sentences/phrases
 - 1.2 Use voice, word choice, fluency appropriate to audience and purpose
 - 1.3 Apply writing conventions, e.g., spelling, grammar, punctuation, capitalization, etc.
2. **Writes in a variety of forms for different audiences and purposes**
 - 2.1 Write for different audiences
 - 2.2 Write for different purposes, e.g., telling stories, analyzing literature, persuading, conveying technical information, completing a team project, explaining concepts and procedures
 - 2.3 Write in a variety of forms, e.g., narratives, journals, poems, essays, stories, repots
 - 2.4 Write for career applications
3. **Understands and uses the steps of the writing process**
 - 3.1 Pre-write: gather information, generate ideas
 - 3.2 Draft: elaborate and support ideas
 - 3.3 Revise: collect input, enhance text/style
 - 3.4 Edit: use resources to correct spelling, punctuation, grammar, usage
 - 3.5 Publish: produce project to share with chosen audience
4. **Analyzes and evaluates effectiveness of written work**
 - 4.1 Assess strengths and need for improvement
 - 4.2 Seek and offer feedback to improve writing

What Affects Student Learning

In this chapter, you will learn about factors that affect student learning, including:

- Learning Styles
- Low Motivation or Self-Confidence
- Language and or Cultural Differences (*See WRC Bookmark at the end of this chapter*)
- Homelessness and Mobility
- Families in Change or Crises
- Student with Disabilities
- Child Abuse

Letter to the School

In order for schools to set up tutoring programs that provide the most supportive tutoring sessions possible, they must be aware of factors affecting student learning and match students and tutors appropriately. Examples of common factors that affect student learning in addition to academic deficiencies that students may be faced with include: learning styles, low motivation or self-confidence, language or culture differences, absenteeism, homelessness or hunger, family changes or crises, learning or physical disabilities, and or abuse.

Background for Tutors

Children who are not able to read well will continue to have difficulties throughout their academic years. There are many factors that contribute to the way a child learns, some of them are internal and some are external reasons. WRC students often come from one or several of these risk factors. Since tutoring offers the opportunity to work individually with a student, you can personalize tutoring sessions to meet his or her needs.

Learning Styles

Each student is unique and will possess his or her own style of learning. There are three main styles: auditory, kinesthetic, and visual. Children also learn at various levels of progress.

For more information See Howard Gardner's Multiple Intelligences.

CHARACTERISTICS OF VISUAL LEARNERS

- Remember words by their appearance or where they have seen things

- Enjoy books, pictures, and demonstrations
- Observe or concentrate on details, such as color, size, or location
- Respond well to visual order and neatness
- May watch your face intently
- May have speech problems

↳ STRATEGIES FOR WORKING WITH VISUAL LEARNERS

- Use visual materials such as graphs and pictures
- Give visual directions and demonstrations
- Use matching games, flash cards
- Use color to emphasize details
- Use sight words in context
- Use pictures to represent words or ideas to reinforce vocabulary words

↳ CHARACTERISTICS OF KINESTHETIC LEARNERS

- Learn through hands-on experience and movement
- May become restless and need frequent breaks
- Want to handle materials
- Need routines or organization

↳ STRATEGIES FOR WORKING WITH KINESTHETIC LEARNERS

- Use actual objects when demonstrating vocabulary terms
- Have hands-on lessons and activities
- Provide opportunities for students to move around
- Model skills and let them repeat, role play
- Clap or tap syllables
- Have students write with big pencils or stencils

↳ CHARACTERISTICS OF AUDITORY LEARNERS

- Talk frequently
- Participate in discussions and remember what is said
- May need to speak out loud while doing non-verbal tasks
- Recall easily the words to songs or poems easily
- Learn best by listening and speaking

↳ STRATEGIES FOR WORKING WITH AUDITORY LEARNERS

- Allow student to talk out loud
- Read or spell out loud
- Give and or discuss instructions and tasks orally
- Provide audio materials, like books on tape
- Play rhyming or phonics games

Low Motivation or Self-Confidence

Motivation is a key element to the success of a student. A tutor’s expectations and attitudes towards the school environment and the tutee can also affect the level of motivation or confidence that the student feels. You can show your concern for the student by offering praise, recognizing the tutee’s accomplishments, and through encouragement.

↻ CHARACTERISTICS OF STUDENTS WITH LOW-MOTIVATION OR SELF-CONFIDENCE
<ul style="list-style-type: none"> ▪ May act out inappropriately, because their needs are not met ▪ Class work is above their ability level; they failed at tasks ▪ May have a learning disability (See Learning and Physical Disabilities Section) ▪ May not trust peers or adults; may feel unable to ask for help
↻ STRATEGIES FOR WORKING WITH STUDENTS WITH LOW MOTIVATION OR SELF-CONFIDENCE
<ul style="list-style-type: none"> ▪ Be friendly, positive, and interested ▪ Offer choices ▪ Set a short or long term goal together ▪ Keep a record or chart of the tutee’s progress and accomplishments; Plot the amount of daily progress or achievements; Have the student record his or her progress; Review to see growth ▪ Work one-on-one; Students need both individual support and to be involved in groups ▪ Offer praise, positive feedback, privileges, incentives to recognize efforts, good behavior, or work completed

Language and or Cultural Differences

➤ AT OUR SCHOOL
<p> Letter to the School</p> <p><i>This section is a place for you as a school to provide customized information about your school’s cultural and or language differences based on the students that you serve. The information should serve as background knowledge to prepare the tutors and aid in their assistance to students.</i></p> <p style="text-align: center;">Enter any information here that would be useful to share with volunteer tutors.</p>

Cultural Differences

Culture is a set of beliefs, social norms, values, and customs of a racial, social, geographical or religious group of people. It is on going and is influenced by various factors such as socio-economic status, and media. Cultural differences may affect a student’s background knowledge, learning style, behavior, and social skills. Specifically, you may experience cultural difference with regards to varying learning styles, eye contact, sense of time, effective discipline, student motivation, personal space and appropriate touch. Cultural expectations about teachers and education vary widely. Something regarded as important in one culture may seem unimportant in another. For example, the role of tutoring may be viewed differently. Discussing the differences in educational systems and the role of the teacher may result in greater cross-cultural understanding between you and your tutee.

Language Differences

See WRC Bookmark at the end of this chapter as a resource.

Students that speak another language at home than they do in school are often referred to as English Language Learners (ELL). Students from diverse cultures will have their own set of beliefs, background knowledge, and behaviors that affect their learning styles and social skills. Some learners may be fluent in a language similar in structure to English; other learners may be used to a completely different alphabet and or grammatical structure. You may need to show your learner the print conventions of English (e.g., that English books read from left to right and that pages read from top to bottom).

Adapted from Northwest Regional Education Laboratory ELL Guidelines for Reading Tutoring Sessions

CHARACTERISTICS OF ENGLISH LANGUAGE LEARNERS
<ul style="list-style-type: none"> ▪ May have differences from peers in learning style, eye contact, sense of time, effective discipline, student motivation, personal space and appropriate touch. ▪ May have their own set of beliefs, background knowledge, and behaviors that affect their learning styles and social skills.
STRATEGIES FOR WORKING WITH ELL
<ul style="list-style-type: none"> ▪ Learn about your student’s culture, learning style, and or some words in his or her primary language; Ask your student to teach you about the language and customs of his or her country of origin ▪ Encourage the student to speak English regardless of the level of proficiency ▪ Structure opportunities to speak English ▪ Be patient and respectful ▪ Be prepared to repeat questions and to explain things in simpler terms ▪ Be attentive to body language; allow for long periods of silence for processing, use a wait time of 10 seconds ▪ Do not worry about “native-sounding” pronunciation ▪ Watch your language and avoid using slang or idiomatic expressions; Use clear, short, complete sentences in a normal tone of voice

- Use gestures while giving instructions; Use actions, props, and visual aids to reinforce oral statements and aid in communication
- Approach reading through meaningful text relevant to everyday life, starting with sentences and then going to words for phonics contrasts
- Teach individual words in context
- Introduce words orally before incorporating them into a reading lesson
- Read authentic literature, minimize the use of worksheets, contextualize
- Use a structured, “hands-on” lesson
- Do not ask a student to read aloud to test comprehension; Student may read fluently but not understand the text
- Have the student think about what is being read, focus on the main ideas, and tell the story in his or her own words versus skipping over the difficult passages
- Begin with pattern and predictable books
- Use age and reading level appropriate materials
- Ask questions to ensure comprehension

Absenteeism and Mobility

➤ AT OUR SCHOOL

Letter to the School

This section is a place for you as a school to provide customized information about absenteeism and mobility issues regarding the students that you serve. The information should serve as background knowledge to prepare the tutors and aid in their assistance to students.

Enter any information here that would be useful to share with volunteer tutors.

Mobility and absenteeism of student populations can be due to a variety of reasons. Students experiencing homelessness and migrant students may fall into this category. These students lack a permanent residence and often live in extreme poverty.

Homelessness

Children experiencing homelessness are by most accounts the fastest growing segments of the homeless population. Increasing numbers of students are coming to school homeless and or hungry. It is estimated that almost half of the children in shelters are under the age of five. When families become homeless, they are often forced to move frequently. Length of stay restrictions in shelters, short stays with family and friends, and or relocation to seek em-

ployment make it difficult for homeless children to attend school regularly. In addition, lack of transportation and school supplies, guardianship requirements, delays in transfers of school records, and lack of permanent addresses or immunization records often prevent school enrollment. Children who are frequently absent fall behind very quickly; therefore, are unlikely to acquire skills they need to escape poverty as adults.

Adapted from the Education of Homeless Children and Youth, NCH Fact Sheet #10, Published by the National Coalition for the Homeless, July 2001

CHARACTERISTICS OF STUDENTS EXPERIENCING HOMELESSNESS

- Are in fair or poor health twice as often as other children; have a higher rate of asthma, ear infections, stomach problems, speech problems and may experience
- more mental health problems, such as anxiety, depression, and withdrawal than their peers
- Are twice as likely to experience hunger, and four times likely to have delayed development as their peers
- May be separated from family as a result of shelter foster care policies
- May have poor hygiene and grooming as well as inappropriate dress for the weather

STRATEGIES FOR WORKING WITH STUDENTS EXPERIENCING HOMELESSNESS

- Be supportive, make the student feel welcome;
- Prepare getting to know you and introductory activities
- Tutor in a small group
- Have a consistent routine with clear expectations
- Listen to student and be patient
- Break tasks down into small segments which can be completed in a short time, if there is not time for homework
- Communicate with the student, volunteer coordinator, and the student’s teacher regarding his/her progress

Migratory Students

A migratory student is someone whose parent(s) or guardian is a migratory worker in the agricultural, dairy, or fishing industry. They have also moved between district boundaries in the last 36 months in order to obtain seasonal or temporary employment in these industries.

CHARACTERISTICS OF MIGRATORY STUDENTS

- Have a high mobility rate
- Have had disruptions in their education
- May have a different culture and or language (see ELL)

-  Family roles and values may differ; (Social behavior often has been emphasized, not literacy)
-  Learn by observation and imitation, not by direct instruction and coaching

➤ STRATEGIES FOR WORKING WITH MIGRATORY STUDENTS

- See characteristics and strategies for ELL and or Homeless students for more information.
- Be supportive, make the student feel welcome
- Communicate with the volunteer coordinator and the student’s teacher regarding his/her progress
- Learn about your student’s culture and learning style
- Encourage the student to speak English regardless of the level of proficiency
- Be patient and respectful

 **Families in Change or Crises**

➤ AT OUR SCHOOL

 **Letter to the School**

This section is a place for you as a school to provide customized information about the students and families that you serve that are experiencing change or crises. The information should serve as background knowledge to prepare the tutors and aid in their assistance to students.

Enter any information here that would be useful to share with volunteer tutors.

Families that are in change or crises can cause additional stress on a child and impact his or her life academically, emotionally, and socially. For example, a student experiencing crises at home may find it difficult to complete homework or to behave appropriately. Tutoring a child experiencing crises requires you as a tutor to be reliable and consistent.

➤ CHARACTERISTICS OF STUDENTS EXPERIENCING CHANGE OR CRISES

- Poor attendance or participation; lingering at school before and after class
- Does not complete assignments and homework
- Cannot concentrate
- Troubled behaviors such as depression, hostility, withdrawn/excessive shyness
- Low motivation, confidence, or self-esteem

➤ STRATEGIES FOR WORKING WITH STUDENTS EXPERIENCING CHANGE OR CRISES

- Create a goal together for your tutoring session; praise student
- Find out what student is interested in and relate material to it
- Ask questions that will allow the student to share opinion and ideas
- Provide choices for your student

 **Students with Disabilities**

➤ AT OUR SCHOOL

 **Letter to the School**

This section is a place for you as a school to provide customized information about students with disabilities in your school. The information should serve as background knowledge to prepare the tutors and aid in their assistance to students.

Enter any information here that would be useful to share with volunteer tutors.

Other challenges, in addition to academic challenges, that students may face include disabilities such as Attention Deficit (Hyperactive) Disorder, learning disabilities, mental retardation, and or physical disabilities. These students may have trouble learning and require additional material and assistance; therefore, it is important to communicate with the student’s teacher regarding individual student plans and strategies. Tutoring offers the opportunity to work individually with a student and focus on his or her particular needs.

 **Attention Deficit (Hyperactive) Disorder (ADD or ADHD)**

Attention Deficit (Hyperactive) Disorder is a disability whose primary features are inattention, hyperactivity, and impulsivity. These characteristics are consistent in children with ADHD/ADD. The following are a few common features of the disorder according to the American Psychiatric Association. All children will display these signs from time to time. These characteristics could be attributed to other issues in the student’s personal life as well as an attention deficit disorder. Only a proper medical evaluation can determine if ADD is present.

➤ CHARACTERISTICS OF STUDENTS WITH ADD/ADHD

- Fail to give close attention to details or make careless mistakes
- Do not seem to listen when spoken to directly
- Do not follow instructions
- Fail to finish projects
- Have difficulty organizing tasks and activities
- Avoid, dislike, or are reluctant to engage in tasks that require sustained mental effort like schoolwork

- Misplace things necessary for tasks or activities
- Are easily distracted by extraneous stimuli
- Fidget, squirm, or do not remain seated when expected to do so
- Talk excessively; interrupt others
- Have difficulty completing activities or playing quietly

↳ STRATEGIES FOR WORKING WITH STUDENTS WITH ADD/ADHD

- Concentrate on each student’s learning style
- Tutor in a quiet work place with minimal distractions
- Set task-related goals; Have a clear tutoring plan
- Clear tutoring area of non-essential materials to help focus on tasks
- Use kinesthetic learning styles in instruction (**See Learning Style Strategies**)
- Model appropriate behaviors; Be specific; use ‘when...then’ statements

📁 Physical Disabilities

Physical disabilities can include problems with body movement, coordination, speech, hearing, and or visual problems. If you notice that your student has difficulty seeing or hearing, report it to his or her teacher. The most important strategy is to check with your tutee’s teacher to see what materials or methods will help him or her learn.

📁 Learning Disabilities

Learning disabilities prevent students from learning certain skills, which may be observed through significant delays in the child's skill development. The term "learning disability" describes a neurobiological disorder in which a person's brain works or is structured differently. These differences interfere with a person's ability to think and remember. Learning disabilities can affect a person's ability to speak, listen, read, write, spell, reason, recall, organize information, and do mathematics.

↳ CHARACTERISTICS OF STUDENTS WITH A LEARNING DISABILITY

- Slow to learn new skills; Rely heavily on memorization
- Find it difficult to study or work independently
- May grow frustrated easily and lose motivation
- Have difficulty planning and completing tasks
- May have trouble with reading, math, spelling, and or grammar usage.

↳ STRATEGIES FOR WORKING WITH STUDENTS WITH LEARNING DISABILITIES

- Link print and spoken word
- Use visuals and graphic organizers
- Read printed material out loud and repeated times
- Go over directions and assignments; discuss out loud

- Ask student to repeat back instructions to check for understanding
- Ask student to think or talk out loud to aid in organizing thoughts
- Provide opportunities for kinesthetic or hands-on experience
- Help your child organize materials before beginning tutoring session

Mental Retardation

Mental retardation is a particular state of functioning that is characterized by significant limitations both in intellectual functioning and in adaptive behavior. Students with mental retardation have certain limitations in mental functioning, in skills such as communicating, adapting, understanding abstract and complex concepts, and social skills. These limitations will cause a child to learn and develop more slowly than a typical child. Children with mental retardation may take longer to learn to speak, walk, and take care of their personal needs such as dressing or eating; therefore, they may require more personalized, additional assistance and time than their peers.

Adapted from the American Association on Mental Retardation

CHARACTERISTICS OF STUDENTS WITH MENTAL RETARDATION

- Slow to learn new skills
- Learn at a slower pace; need more time than peers
- Poor reading comprehension
- Find it difficult to study or work independently

STRATEGIES FOR WORKING WITH STUDENTS WITH MENTAL RETARDATION

- Providing cognitive development opportunities such as using words and images to represent the world and reasoning logically about concrete events; Use concrete examples to link to abstract concepts
- Provide material instruction in a variety of ways; **(See Learning Style Strategies)**
- Work on comprehension and thinking skills
- Provide additional work time; or reduce the amount of work to be done

Child Abuse Background for Tutors

Letter to the School

It is important to supply the tutor with your school's policy and procedure for reporting suspected abuse.

➤ AT OUR SCHOOL

✉ Letter to the School

This section is a place for you as a school to provide customized information about your school's policy and procedures for reporting child abuse. The information should serve as background knowledge to prepare the tutors and aid in their assistance to students.

Enter any information here that would be useful to share with volunteer tutors.

Child abuse can be defined as behavior which (a) is outside the norms of conduct, and (b) entails a substantial risk of causing physical or emotional harm. Abusive behaviors include: actions and omissions that are intentional and ones that are unintentional. Types of maltreatment include physical abuse, sexual abuse, neglect, and emotional maltreatment. The following are a few examples of the physical and behavioral indicators of child abuse and neglect. If you notice that any of these signs are present, you are required to alert a supervisor, teacher, or principal so they will be able to take further action.

➤ POSSIBLE SIGNS OF ABUSE

- Unexplained burns, cuts, bruises, welts, or bite marks
- Inappropriate interest in or knowledge of sexual acts
- Unsuitable clothing for weather, poor hygiene, and or extreme hunger may be signs of apparent lack of supervision
- Inconsistency between the story and the actual physical evidence
- Fear of adults or fearful when discussing the injury
- Apathetic, depressed, hostile, and or lack of concentration

Note: Some cultures practice an Oriental medicine that includes *coining* or *cupping*. This treatment can cause red marks or what appear to be lesions and therefore can be mistaken for abuse. Talk to your supervisor, if you are unsure of a mark or need to know your school's policy on reporting child abuse and or if this is consider abuse in your school.

WRC Bookmark

TIPS FOR TUTORS
OF
ENGLISH LANGUAGE
LEARNERS

- Always speak clearly. Slurring words together makes them much more difficult to understand.
- Frequently check for comprehension. Students may read fluently, but may not understand what they have read.
- Use synonyms, words that have the same definition when discussing the text.
- Give the student a longer response time. About 10 seconds is good to formulate a response.
- To help students make connections within their own lives and remember meanings, have them relate their ideas and understanding of a word/story, and talk about their experiences.
- Conditions necessary for second language acquisition:
 - ✓ Concrete Experiences
 - ✓ Comprehension
 - ✓ Active Involvement
 - ✓ Low-Risk Environment
 - ✓ Non-Corrective

Getting Started

This chapter provides information about what tutors need to know in order to get started as a tutor, including:

- Getting to Know Your Tutee and Building a Relationship (*See WRC Bookmarks at the end of this chapter.*)
- Effective Ways to Work with Students
- Sample Tutoring Session (*See WRC Bookmarks at the end of this chapter.*)
- Strategies and Tips for Tutoring Sessions (*See WRC Bookmarks at the end of this chapter.*)
- Selecting Books (*See WRC Bookmarks at the end of this chapter.*)
- Sample Tutoring Session Log or Record

Letter to the School

There are several initial components that aid in orientating volunteer tutors to the tutoring program. This chapter offers some examples. As with the previous chapters, all elements should be customized for your individual program.

Getting to Know Your Tutee

See WRC Bookmarks at the end of this chapter as a resource.

Tutoring allows students an opportunity for a more individualized instruction and support than they would receive in the classroom alone. While tutoring, you will establish a relationship with your tutee. As with most unfamiliar situations or people, the student may have feelings of anxiousness, shyness, or anticipation. The following are examples of getting-to-know-you activities to aid in introductions and ease the tension. As a tutor, remember to be respectful and model appropriate behavior. Note that the initial meeting can often set the tone for the future tutoring sessions between you and your tutee.

Sample Ice Breaker

Partner Interview

The partner interview is an activity that can help you and your tutee get to know each other's interests and background. The information will help you connect your tutee's interests to the

school work, which will help in developing a positive attitude towards reading. You may be able to identify things that you and your tutee have in common. Take turns interviewing each other. The following are examples of some questions that could be used in an interview. You may also have the student illustrate some of their answers such as his or her family, pet, or favorite book.

QUESTIONS TO ASK THE STUDENT

- Student’s name, birthday
- What is your favorite kind of music? Movie or TV show?
- What do you like to read about?
- What is your favorite thing to do when you are not in school?
- Do you like to read? Why? What is the best book you ever read or best story ever heard?
- What is your favorite subject in school? Most difficult?
- What do you like about school? Dislike?
- Who helps you with your school work at home? What do you want me to help you with?
- What is your favorite food?
- Do you have any brothers or sisters? Pets? How many people live at your house?
- Tell me about your friends.

NOTE:

- Questions should vary from simple to thoughtful. Be creative, this is your chance to explore each other’s background, interests, and, motivation.

QUESTIONS TO ASK THE STUDENT’S TEACHER AND OR VOLUNTEER COORDINATOR

-  What kind of tutoring help does this student need?
-  Is there any information that I should know about the student
-  How is he or she doing with their class work? What help can I provide to support his or her progress?
-  What material and strategies are you working on in reading and writing?

Adapted from Lesley Mandel Morrow and Barbara J. Walker, *The Reading Team: A Handbook for Volunteer Tutors K-3*, 1997

 **Effective Ways to Work with Students**

See WRC Bookmarks at the end of this chapter as a resource.

STRATEGIES TO HELP BUILD RELATIONSHIPS BETWEEN TUTEE AND TUTOR

- Know and use your student’s name often.
- Be warm and friendly, smile.
- Listen, show interest to your tutee.
- Motivate student by asking about his or her interests and experiences.
- Encourage child to do their own thinking, share your own process for thinking.
- Offer choices in activities and reading selections of an appropriate level of difficulty.
- Keep your promises, speak truthfully, state your expectations, and set clear boundaries.

- Do not be afraid to admit that you do not know an answer; feel free to ask for help when you need it.
- Provide plenty of time to answer; silence does not necessarily indicate that he or she does not know the answer; it often means s/he is thinking and organizing ideas.
- Support reading only when needed.
- Acknowledge effort and participation, even if the desired result is not yet achieved.
- Be respectful, use positive comments and encouragement.
- Accept a child as s/he is; you do not need to feel responsible for judging a child's abilities, progress or behavior. Do not compare students.
- Be consistent and keep your commitment; the children will expect you and look forward to your coming; if you know you will be out, tell them in advance; do not make promises that you cannot keep.
- Communicate with student's teacher and or program supervisor especially if you have challenges and or questions, do not wait until the situation worsens.

Sample Tutoring Session

See WRC Bookmarks at the end of this chapter as a resource.

Letter to the School

This section provides outlines or sample layouts of a tutoring session. Included are procedures, content ideas, strategies, and examples of open-ended questions. The following are some suggestions from WRC schools. Your school should adapt this section for the amount of time allotted for the tutoring sessions.

AT OUR SCHOOL

Letter to the School

This section is a place for you as a school to provide customized information about your tutoring program's session setup and content ideas. The information should serve as background knowledge to prepare the tutors and aid in their assistance to students.

Enter any information here that would be useful to share with volunteer tutors.

SESSION SETUP

Some schools set up tutoring “bins” where tutors can locate necessary supplies. These are a few materials that are useful for a tutor to have prepared for a typical tutoring session:

- Several pencils with erasers, colored pencils, crayons
- Index cards (colored for organization) for flashcards, post-it notes
- 2 or 3 books at your tutee's reading level

- Activities or games
- Stickers or other incentives
- Folder and or notebook to organize student work and record progress

**TUTORING SESSION CONTENT IDEAS
(APPROPRIATE FOR YOUNGER STUDENTS)**

1. Read old favorites

‘Old favorites’ are books that the student has read with accuracy, knows well, and are fun to read again. They serve as a warm-up and allow the student to practice reading fluently. It gives the tutee a chance to feel successful which leads to greater motivation.

2. Read together

‘Reading together’ is the part of the session in which new material is read. The reading selection will be more challenging than an old favorite book. Pre-reading activities will help the student build interest, think, and make predictions about the material. Provide several appropriate level books for the student to choose from. After making a selection, do a pre-reading activity such as looking through the book at the chapter titles or the pictures. Make predictions about the story to build interest. Then, read the book aloud to the student and model fluency. Next, ask open-ended questions and talk about the story. Read the book together for a second time. Then, discuss and go over difficult passages. Finally, have the student read the book independently.

3. Write

Writing is another method used to communicate one’s thoughts. It reinforces elements of written language such as letter patterns. Writing can be edited for spelling and punctuation depending on goal. One way to incorporate writing into a tutoring session is to keep a journal or doing a joint writing activity.

4. Read for Enjoyment

This reading activity can be done independently. It is an opportunity to read one’s own selection and for pleasure. You, the tutor, should select a book for yourself and have the student do the same. Show each other what you have chosen. Do a pre-reading activity for both books. Read silently for five to ten minutes. Finally, discuss each others stories.

5. Talk About Words

You can help your tutee by discussing words so that when s/he reads, s/he will notice features or patterns in words. You can choose an interesting word and use it in a sentence. Discuss its features and definition. Features can include word patterns and rhymes.

Adapted from Lesley Mandel Morrow and Barbara J. Walker, *The Reading Team: A Handbook for Volunteer Tutors K-3*, 1997. and from WRC tutor manuals

FOR A 25 MINUTE TUTORING SESSION

- Talk about the last session (2 minutes)
- Pre-reading activity (3 minutes)
- Read together (10 minutes)
- Discuss story (5 minutes)
- Reread the story (10 minutes)

FOR A 25-60 MINUTE TUTORING SESSION

- Get acquainted and catch up (5 minutes)

- Pre-reading activity (3-5minutes)
- Read together (5-30 minutes)
- Skill session (study and practice difficult areas) (5-10 minutes)
- Review (5 minutes)
- Wrap-up (2-5 minutes)

 **DIFFERENT WAYS TO READ TOGETHER DURING A TUTORING SESSION**

- **Echo Reading**
The tutor reads one line and the student repeats it while following along with the words.
- **Choral or Duet Reading**
The tutor and the student read out-loud at the same time.
- **Shared Reading**
The student reads one section (i.e., sentence, paragraph, or page) and the tutor reads the next section.
- **Paired Reading**
The tutor and the tutee start out by reading aloud together or duet reading. The tutee should try to read alone or solo, when s/he feels comfortable. If the student begins to have difficulty and cannot continue without help, they should read as a duet. S/he may shift back and forth between duet and solo reading as needed.
- **Read-Aloud**
Allow time for both the tutor and the student to read aloud.
- **Partner Reading**
This technique is used when two students are paired up to read together as partners. The reading level of book should match the lower reader in partnership. The better reader reads for five minutes. The lower reader follows along. Next, the lower reader then reads the same material for five minutes while the better reader follows along. Repeat step one and step two. Finally, the better reader asks questions and the lower reader retells the content for two to five minutes.

Adapted from the Seattle University Children’s Literacy Project Manual and WRC bookmarks

 **Strategies and Tips for Tutoring Sessions**

See WRC Bookmarks at the end of this chapter as a resource.

▷ PRE-READING STRATEGIES

- Pre-reading activities will help the student build interest, think, and make predictions about the material.
- Examine the book. Talk about the title and the cover. Do a ‘picture walk’ of the book and look at the illustrations and or chapter titles.
- Review what you and your student know about the subject.
- Help the student relate the reading to his or own personal life.
- Predict what the story will be about to build interest and motivation.

▷ DURING-READING STRATEGIES

- Sit beside the student. Let him or her hold the book so both of you can see the book. Use fingers to frame individual letters or words to serve as a guide while reading.
- Discuss the book while reading.
- Ask a question while reading to help the student organize his or her thoughts. Try to use open-ended questions, which require the student to think and provide more than one word answers.
- Prompt the reader.
- Help your tutee create a mental picture of the story to help comprehension.
- Re-read unclear or difficult sections.

▷ POST-READING STRATEGIES

- Discuss the book. Were your predictions accurate?
- Have the student use own words to retell the story.
- Play a game related to the story.
- Do a writing activity on what you have read. For example, your tutee could draw a picture of the story, do a journal activity.

▷ STRATEGIES FOR READING UNKNOWN WORDS

- Skip the difficult word. Read on to the end of the sentence or paragraph. Go back to the beginning of the sentence and try again.
- Read on. Reread inserting the beginning sound of the unknown word.
- Substitute a word that makes sense.
- Look for a known portion or small word; Find a small word in a big word.
- Read the word without the vowels.
- Look at how the word begins or ends.
- Blend sounds together.
- Look for picture clues.
- Link to prior knowledge.
- Predict and anticipate what could come next.
- Cross check: *Does it sound right? Does it make sense? Does it look right?*
- Reread passage several times for fluency and meaning.
- Self correct. Go back and fix mistakes.

Adapted from Regie Routman, *Invitations*, 1994.

▷ SAMPLE PROMPTS

- I like the way you worked that out.
- Try it.
- Try again. What would make sense? What sounds right?
- Do you know a word like that?
- I like the way you fixed it yourself.
- You almost have it!
- Do you know what that word means?
- What do you know that can help?
- What does it start with?

- Can you find a little word inside?
- You're very close.

▷ STRATEGIES FOR RESPONDING TO THE TUTEE'S ANSWERS

- Praise the student for his or her efforts. Describe what s/he did that was good.
- If your student simply does not answer you, first give him or her 2-3 seconds to process information. Try asking the question again, giving a hint, or asking another question that might give you the same answer. Be encouraging.
- If the student is wrong, let your student know you believe s/he can do it – so s/he will keep trying.
- Give the student time to figure out new words.
- Avoid overcorrection; do not say “no,” “that’s wrong,” or make fun of the student’s answers.
- Give clues or review challenging material later so that the correct answer will be reinforced.

Adapted from *Students Teaching Students*, Southern Regional Council, 1996.



Selecting Books

See WRC Bookmarks at the end of this chapter as a resource.

▷ POINTS TO REMEMBER

- Expose your student to a wide reading selection including: fiction, non-fiction, and other printed material.
- Once students reach a particular level of reading, they need to read many books at that level. This allows them to consolidate their learning, apply new skills to the text, and read with increasing levels of independence.
- The best indicator of whether or not a book is suitable for a child is how that child responds to the book. Sometimes a child’s interest in the subject matter, personal experiences and determination, enable the child to read a book that might be considered “above level.”
- Read student selected books. Try to bring a selection of books so children can choose which book they want to read. This helps children feel responsible for their own learning.
- It is also important for children to reread familiar books. Rereading allows them to become fluent with the strategies and skills they are using. It gives children a sense of satisfaction and makes them feel competent about reading.

Adapted from LEARNS Literacy Assessment Profile and from the Seattle University Children’s Literacy Project Manual

Sample Tutoring Session Record or Log

Letter to the School

The following is the basic format of a tutoring session log for the tutor to record the tutee's progress. A tutee should maintain a tutoring log describing session and student progress. An example of a blank record is provided below.

↳ BASIC FORMAT

- Student's name
- Date
- Today's goals
- Assignment/accomplishments
- Notes on today's session
- Length of tutoring session

		Tutee:	Tutor:	Date:
Topics	Activities	Materials/Books	Notes from Teacher (Guidance)	Notes from Tutor (Feedback)
Rereading				
Vocabulary				
Writing				
New Reading				
Comprehension				

WRC Bookmark

Saying Hello

Just Be Yourself

You are a powerful model of a literate individual. Your student will learn from you just by listening as you speak and read. Share your enjoyment of reading and wealth of experiences to encourage your student's enthusiasm and curiosity.

Interests

Use an interest inventory or make up your own questions about your student's interests. Share your answers together.

Stress

Ask about school. What is easy or difficult? Explain you are there to help. What does student want to get out of tutoring? Reassure student that mistakes help us learn. Share that you will help make learning safe (no grades, non-judgmental) and enjoyable.

Correction

If a student makes a mistake, share what you say to yourself when you make a mistake, e.g., "Oops, did that make sense? Let's try that again." Guide, don't do student's work. Don't over-explain or correct grammar. Model correct speech.

Closing

Express your pleasure at this meeting and make reference to your next session. After the session, ask staff for help with any concerns, and don't worry about making mistakes.

Not an Official OSPI Document: For Workshop Use Only

WRC Bookmark

Building Relationships With Students

Developing Trust Takes Time

Keep your promises, speak truthfully, state your expectations, and set clear boundaries. Motivate students by asking what interests and experiences they have had. Offer choices between two options, e.g., "Do you want to read this or this?"

Maintain Regular Contact

Consistency is crucial, especially during the all-important trust-building phase. When you leave the program, be sure to visit your student and give them closure so they don't feel responsible for your leaving. If you simply need to take a break during the school year, be sure to keep your student and school contact informed. If possible, plan to visit your student at their graduation from WRC – as thrilling for you as for the student!

A Tutor is:

Authentic, an advocate, experimenter, friend, role model, sponsor, encourager, coach, listener, and confidence builder

A Tutor is Not:

A parent, therapist, judge, rescuer, authority figure, or bank.

Debrief with Staff

Sessions can be both exhilarating and frustrating. Staff are there to support you with empathy and solutions.

WRC Bookmark

Tutor Guidelines

Transitions:

- Quiet voices
- Walk quietly in hallways
- Move quickly to rooms & assigned seats

Tutor Session:

-  Turned facing partner
-  Leaning forward
-  Eye contact when talking
-  Sitting close
-  Pleasant face, smiling
-  Pleasant voice
-  6-inch voice
-  Give clear directions
-  Encourage student effort
-  Asking questions
-  Staying on task
-  Corrects errors in non-punitive fashion
-  Ask questions if you don't understand
-  Maintains confidentiality – What is said here, stays here indefinitely.
-  Interact respectfully
-  Compliments partner

How to give a Compliment:

- Decide what you want to say
- Use a pleasant voice/face
- Be specific

How to receive a Compliment:

- Gain eye contact
- Smile
- Say "thank you"
- Use a pleasant voice
- Do not disagree with the compliment

*Implementing Successful Elementary Tutoring Programs in Reading by
Anita L. Archer 10*

WRC Bookmark

Tutoring Tips for Student Tutors

1. Introduce yourself and learn your student's name
2. Act responsibly during tutoring
3. Be friendly
4. Help your student feel confident and positive
5. Point out what they already do well
6. It is OK for both of you to make mistakes
7. Listen with your ears, eyes and mouth
8. Let your student think and speak
9. Show trust, respect, and acceptance
10. Ask what skills your student are working on
11. Give answers only if student has tried a few times; don't let student become frustrated
12. Don't be afraid to say, "I don't know"
13. Model classroom rules
14. Ask for help when you need it
15. Be considerate of your student's feelings
16. Be patient and don't give your student orders

Students Teaching Students
Southern Regional Council c1996

WRC Bookmark

Selecting Books Points to Remember

- It is important for children to reread familiar books. Rereading allows them to become fluent with the strategies and skills they are using. It gives children a sense of satisfaction and makes them feel competent about reading.
- Once children reach a particular level of reading, they need to read many books at that level. This allows them to consolidate their learning, apply new skills to the text, and read with increasing levels of independence.
- The best indicator of whether or not a book is suitable for a child is now that child responds to the book. Sometimes a child's interest in the subject matter, personal experiences and determination, enable the child to read a book that might be considered "above level."
- Always try to bring a selection of books so children can choose which book they want to read. This helps children feel responsible for their own learning.

LEARNS Literacy Assessment Profile (LLAP)
www.nwrel.org/learns/resources/llap/index.html

WRC Bookmark

Selecting Books 1 – Emergent Reader

1. Allow the child to select a lower level emergent book to work on with you.
2. Take a "picture walk" through the book. Give the child time to look at the pictures. Encourage the child to make predictions about the content of the story.
3. Ask who should read the book first. Read. Point to the words, read slowly, and when you come to a predictable word, pause to see if the child can say it.
4. Discuss the book with the child, such as the match between the story and the predictions, or the connections between the story and the child's own experience.
5. Suggest that the child take a turn reading the book. Encourage the child to use the picture clues and any other reading strategies. If the child refuses to read the book, say "Let's read the book together."
6. What skills and strategies is the child trying to use to read? Is the child using the pictures, language patterns, and context of the story to figure out the words? Does the child try to use the initial consonant sounds?
7. If the child has not read the book with ease, then s/he is an early emergent reader. If the child has read the book with ease, choose another early emergent book. Take a picture walk and this time see if the child can read the book without you reading it first. If the child is fluent, choose upper range emergent books.
8. Wordless books can supplement early emergent books for child-dictated/tutor-recorded story writing.

LEARNS Literacy Assessment Profile (LLAP)
www.nwrel.org/learns/resources/llap/index.html

WRC Bookmark

Selecting Books

2 - Beginning Readers

1. Take a picture walk to make predictions about the content of the book.
2. Ask the child to elaborate on these predictions based on what s/he knows about the topic of the book.
3. Ask the child what kinds of words might be used in a story about a specific topic, e.g., pets.
4. Ask the child to read a couple of pages of the book.
5. Discuss what has happened so far in the book to see if the child understands the story while reading.
6. Typically, if a child makes more than five errors on a page, the book is too hard. It might take a few sessions before you find a book that is on an appropriate level for your child.
7. If you feel this book is too challenging, offer the child an easier book.

LEARNS Literacy Assessment Profile
www.nwrel.org/learns/resources/llap/index.html

WRC Bookmark

Selecting Books

3 – Early Independent

Children often have an excellent understanding of the level of books most appropriate for them. Offer books that represent both the upper and lower ranges of beginning and independent levels. Have the child select the book.

1. Discuss the topic of the book with the child. Find out what the child knows about the topic. Note: Children may be able to read books on harder levels when they have extensive background knowledge on the topic.
2. Ask the child for examples of the kind of vocabulary that might be used in a book on this topic.
3. Ask the child to read a few pages of the book.
4. Discuss the book with the child. Make sure s/he understands the book and can discuss the story.
5. Decide if this is an appropriate book based on the number of errors the child makes and how well the child understands the text.
6. If the book appears to be too difficult, offer the child an easier book.

LEARNS Literacy Assessment Profile
www.nwrel.org/learns/resources/llap/index.html

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How to Read Aloud

- Read so that the student understands you
- Show them the pictures, slowly and close enough to see
- Explain what’s happening
- Read slowly, but not too slow
- Act it out a little bit
- Pay attention to the student so they stay focused
- Hold the book so they can see your face
- If they’re not listening, then do something to get their attention back
- Memorize one or two lines so you can look at the student
- After every page ask a question

Students Teaching Students
 Southern Regional Council c 1996

WRC Bookmark

Child Reading to You

Why?

To practice reading so that student can figure out new words quickly. To develop smooth, fluent reading.

What?

Books children have read before, easy books recommended by the teacher, or stories written or dictated by the child.

How?

Sit beside the child. Let the child hold the book so that you can see the words.

-  Use fingers to frame individual letters or words at first. As fluency grows student can point to each word, and then later slide finger while reading
-  Support reading only when needed. Give child time to figure out new words. Don't correct too much. Praise both good tries and accurate reading.

Prompts:

I like the way you worked that out.

Try it.

Try again. What would make sense?

I like the way you fixed it yourself.

You almost have it!

Do you know what that word means?

What does it start with?

Can you find a little word inside?

You're very close.

Coordinator's Guide to Help America Read, Pinell/Fountas c1997

WRC Bookmark

Passage Preparation

Collect unknown, critical, or difficult words from a passage. Place words in these three categories:

▪ Decodable words (can sound out)

1. "These are words from our story."
2. Point to first word.
"Sound out this word."
Pause, "What is the word?"
3. Repeat for each word.
4. Return to top of list, point to each word and say, "What word?"
5. Repeat until accurately read.

Correcting errors: "You missed that word. Can you figure it out?"

If not, "That word is _____. What word?"

▪ Irregular words (difficult to sound out, but frequently encountered)

1. "This word is _____. Say it with me. _____.
What word? Spell and read."
2. Repeat for remaining words.
3. Return to top of list, point to each word and say, "What word?"
4. Repeat until accurately read.

Correcting errors:

"That word is _____. What word?"

▪ Challenge words (difficult to sound out, and not frequently encountered such as names)

1. "This word is _____. Say it with me.
_____. What word?"
2. Repeat for remaining words.
3. Return to top of list, point to each word and say, "What word?"
4. Repeat until accurately read.

Implementing Successful Elementary Tutoring Programs in Reading by Anita Archer 2

WRC Bookmark

Coaching Strategies

Asking "Do you want think time or coaching?" gives the child control and motivation. Let the child know that they can ask for the answer after they try a few of the strategies below. Volunteer the answer when it will prevent the child from becoming frustrated.

"Sound it out" by saying the beginning, middle and ending letter sounds. Say it slow; say it fast.

"Find a little word in a big word" Look for root words, prefixes, suffixes and endings. Chunk the word, e.g., re-in-force-ment. Pronounce various word parts, try various pronunciations, especially the vowels.

"Skip it and come back" means continue reading the sentence to see if new information will help.

"Read it again" by starting the sentence over and using the information you already read to help.

"Look around" for clues that can be found in titles, text, pictures, etc.

"What would make sense?" What would fit, look right, sound the way we talk? Take a guess and try it in the sentence.

Praise students when they try hard, and describe to them what strategies they use.

WRC Bookmark

Responding to Answers

When an answer is Right...

Praise your student. It is important also to praise student for working hard. Describe what they did that was so good.

When your student doesn't know...

If your student simply does not answer you, first give them a 2-3 seconds of thinking time. After that calmly ask the question again, give a hint, or ask another question that might give you the same answer. Be encouraging.

When an answer is Wrong...

The only people who don't make mistakes are the people who never try anything. No one should be afraid to make mistakes, and everyone should know how to learn from their mistakes. Let your student know you believe they can do it – so they will keep trying.

Don't say "no" or "that's wrong" and never make fun of answers. Does the student know what the error was? Give clues, or review troublesome material later so the correct answer is reinforced.

When you don't know...

No one expects you to know all of the answers. Say "I don't know" and ask for help from the staff, or show how to look up the answer.

Students Teaching Students, Southern Regional Council c1996

Not an Official OSPI Document: For Workshop Use Only

WRC Bookmark

Passage Reading

Use student's reading book or library book.

Option One: *I do it*

1. Point to the title.
"Read the title of the story."
2. *"Follow along as I read this page (or paragraph)."*
3. *"Read the page (or paragraph) with me"*
4. *"Now, you read the page."*
5. Follow along carefully as the student reads.

Option Two: *We do it*

1. Point to the Title.
"Read the title of the story."
2. *"Read the page (or paragraph) with me"*
3. *"Now, you read the page."*
4. Follow along carefully as the student reads.

Option Three: *You do it*

1. Point to the title.
"Read the title of the story."
2. *"Now, read the story to me."*
3. Follow along carefully as the student reads.

Correcting Errors:

- Point to the word and say: *"You missed this word. Can you figure it out?"*
- If student can not correct the word within four seconds, say, *"That word is _____. What word?"*
- *"Read the sentence again."*

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Partner Reading

Reading level of book matches lowest reader in partnership.

1. Better reader reads for five minutes. Lower reader follows along.
2. Lower reader reads the same material for five minutes. Better reader follows along.
3. Repeat step one.
4. Repeat step two.
5. Better reader asks questions and lower reader retells the content for two to five minutes.

What happened first? What happened next? Then what happened next?

Or: *What did you learn first?*

What did you learn next?

Correcting Errors:

-  Point to the word and say, *You missed a word. Can you figure it out?*
-  If student can not correct the word within 4 seconds, say, *This word is _____. What word?*
-  Read the sentence again.

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WRC Bookmark

Peer Tutor Training

1. **I do it.** Demonstrate the procedure or a portion of a longer procedure. Have tutors make responses.
2. **We do it.** Provide group practice. All tutors teach procedures as a group with you.
3. **You do it.** Assign practice partners. Tutors teach procedure to partners. Monitor carefully: positive feedback and supportive corrections.

Once tutors are comfortable with the design of the session procedures, practice error correction:

1. **I do it.** Demonstrate the correction procedures.
2. **We do it.** Next, provide group practice on error correction. Make a response and ask, “Is that answer correct or incorrect?” If incorrect, have tutors correct the response as a group.
3. **You do it.** Tutors practice correction with their partners. Have the partners make errors. Carefully monitor and give feedback on the corrections.

To teach data collection, demonstrate (I do it), practice as a group (We do it), then have tutor practice with their partners (You do it).

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WRC Bookmark

Alternatives to Round-Robin

Choral Reading. All students read text aloud together.

Glossing. Teacher models fluency by reading a selection slowly with expression. Teacher may stop to explain a word or phrase; students listen and follow along.

Official Announcer. Students read announcements, student writing, memos after practicing with tutor, if needed.

Radio Program. Small group reads play or script into a tape recorder.

Overviewer. Student reads aloud titles, subheadings, and vocabulary words before the group reads a selection.

Flash Cards. Read sight words or vocabulary words as rapidly and accurately as possible.

Plays. Students read in front of class.

Games. Many board games require students to read text as they play.

Find the Answer. Teacher asks questions about the text. Students read the part of the text that includes the answer.

Joke of the Day. Students read a joke or riddle for the class.

Improving Reading: Handbook of Strategies Johns & Lenski c. 1997,

12

WRC Bookmark

PALS Peer Tutoring

Partner Reading. Stronger reader reads first. Partner listens and coaches. After five minutes, partners switch tasks.

Retelling. Weaker reader retells the sequence of what has been read for two minutes. Stronger reader asks, “What did you learn first?” “What did you learn next?” If the weaker reader does not remember, the stronger reader provides help.

Paragraph Shrinking. Weaker reader reads one paragraph then stops to identify the main idea in 10 words or less. If an error is made, the partner tells the reader, “That’s not quite right. Skim the paragraph and try again.” Both readers take turns reading new material.

Prediction Relay. Stronger reader makes a prediction on what will be learned on a page, reads the page aloud, confirms or disconfirms the prediction, and summarizes the page in 10 words or less. Partner determines if the reader 1) made a reasonable prediction, 2) read accurately, 3) checked the prediction accurately, or 4) summarized the most important information.

Switch roles after five minutes.

Story Mapping. Use mapping sheets to identify main characters, setting problems, events, and outcome.

Improving Reading: Handbook of Strategies, Johns & Lenski c. 1997, 13

Chapter
6

Ongoing Support

- This chapter will provide information about ongoing training support for tutors, including:
- Open-Ended Questions (*See WRC Bookmarks at the end of this chapter.*)
 - More strategies on the Reading Components (*See WRC Bookmarks at the end of this chapter.*)
 - Common Tutor Challenges (*See WRC Bookmarks at the end of this chapter.*)
 - Games and Activities
 - Incentives and Rewards
 - Frequently Asked Questions

 **Letter to the School**

It is important for schools to continue to provide additional resources and training to their tutors to facilitate the most helpful tutoring sessions possible. There are several added components that aid in providing ongoing support for volunteer reading tutors. This chapter offers some examples.

Sample Open-Ended Questions

See WRC Bookmarks at the end of this chapter as a resource.

Asking questions before reading, during reading, and afterwards can help increase your student’s ability to express him or herself and to organize his or her thoughts. Try to use open-ended questions, which require your tutee to think and provide more than one word answers. Open-ended questions go beyond factual queries whose answers can be found literally in the text and deal with knowledge. Open-ended questions deal with critical thinking and a student’s understanding, analysis, application, evaluation, and synthesis of the reading material. Provided below are some examples of open-ended questioning words based on Bloom’s Taxonomy and some sample questions.

Category	Qualities	Question Words
Knowledge	<i>Remembering, recognition, or recalling factual information, these answers can be one word</i>	<ul style="list-style-type: none"> ▪ Name ▪ List ▪ Who ▪ What ▪ Where

Comprehension	<i>Understanding the information in the reading selection</i>	<ul style="list-style-type: none"> ▪ Describe ▪ Explain ▪ Predict ▪ Identify
Application	<i>Applying prior knowledge to unfamiliar situations</i>	<ul style="list-style-type: none"> ▪ Show ▪ Select/Choose ▪ Solve ▪ Chart
Analysis	<i>Examining information</i>	<ul style="list-style-type: none"> ▪ Compare ▪ Contrast ▪ Explain ▪ Classify
Synthesis	<i>Applying prior knowledge to combine elements to create something new</i>	<ul style="list-style-type: none"> ▪ Makeup ▪ Create ▪ Design ▪ Plan

OPEN-ENDED QUESTIONS TO BUILD COMPREHENSION

- Where and when does the story take place? How do you know? If the story took place somewhere else or in a different time, how would it be changed?
- What incident, problem, conflict, or situation, does the author use to get the story started?
- What does the author do to create suspense, to make you want to read on to find out what happens?
- Trace the main events of the story. Could you change their order or leave any of them out? Why or why not?
- Think of a different ending to the story. How would the rest of the story have to be changed to fit the new ending?
- Who is the main character of the story? What kind of person is the character? How do you know?
- Are there any characters that changed in some way during the story? If they changed, how are they different? What changed them? Did it seem believable?
- Does the story as a whole create a certain mood or feeling? What is the mood? How is it created?
- What are the main ideas behind the story? What makes you think of them as you read the story?
- What idea or ideas does this story make you think about? How does the author get you to think about this?
- Are there characters other than the main character that are important to the story? Who are they? Why are they important?

From Regie Routman, *Invitations*, 1994.

More Strategies on the Components

See WRC Bookmarks at the end of this chapter as a resource.

➤ STRATEGIES TO BUILD PHONEMIC AWARENESS

-  Read a favorite poem or rhyme out loud and point to words as you read. Ask student to recite it with you. Have him or her point out which words rhyme. Try substituting new words for rhyming words.
-  Have a small group of children make up a story that rhymes. Provide them with the beginning and have them finish it with rhyming words.
-  Give the student a word and a letter. Ask them to think of another word that rhymes and begins with the new letter.

Adapted from The Tutor, *Tutoring Our Youngest Readers: Focusing on Five Major Strategies*, Winter 2002

➤ STRATEGIES TO BUILD PHONOLOGICAL AWARENESS

-  Make personal letter cards with your tutee. Write the upper- and lowercase form of a letter on one side of an index card. Have the student draw or paste a picture, or write words that begin with that sound.
-  Play *I Spy*. Select an object in the room and provide phonics clues to help the student guess what it is.
-  Create a stack of cards with pictures that represent words beginning with two initial consonants that you would like your tutee to work on. Have him or her say the word and match the picture with the correct initial sound.

➤ STRATEGIES TO BUILD FLUENCY

-  Provide opportunities for the student to practice reading out loud. Try acting out a story in a Reader's Theater
-  Try a classic children's poem or nursery rhymes to help your student read with expression and ease.
-  Read old favorites.
-  Model fluent reading styles.
-  Try different ways to read such as Echo, Choral, Shared, or Paired Reading
-  Teach student strategies to use to correct an error or at an unknown portion (**See Strategies for Reading Unknown Words**).

➤ STRATEGIES TO BUILD VOCABULARY

-  Teach or review specific words and concepts including: words critical to the main idea, sight words, and words that are too difficult to read.
-  Provide repeated exposure to words.
-  Teach strategies to learn new words, such as finding context clues, finding a word inside a word, and breaking a word into parts to figure out the meaning.
-  Create word sorts. Think of a category or topic and have student think of as many words as s/he can that fit into that area.

-  Make a word book. As your student discovers new words, have him or her record it in the book or word collection.
-  Invite your tutee to tell a story while you write it down. Talk about the story and word choices.

➤ STRATEGIES TO BUILD TEXT COMPREHENSION

- Monitor comprehension. Have the student identify what s/he does or does not understand.
- Use prior knowledge. Do pre-reading activities such as a picture walk to help establish a connection between what s/he already knows and the story.
- Make predictions periodically during reading.
- Ask open-ended questions to help the student think actively about the text.
- Help the student identify the story structure including the setting, plot, characters, and theme.
- Have the student summarize the story in his or her own words.
- Have the student create a story map. Map out the beginning, middle, and ending sequence of events. Try changing the ending, or illustrating the stages.
- Have tutee create a K-W-L Chart when working on non-fiction books. On a sheet of paper make three columns labeled: *What I Know*, *What I want To Know*, and *What I Learned*. As a pre-reading activity, discuss with your student what you already know about this particular topic. List these ideas in the K column. Next, ask what s/he would like to know and put these answers in the W column. Finally after reading the selection, ask what s/he learned and record the answers in the L column.
- Gather a small group of students together who share similar interests. Have them read or listen to books on that topic. Then, encourage them to discuss the selection, trade books, reread passages, or compare stories.

 **Common Tutor Challenges**

There are several common dilemmas that tutors may encounter. Provided below are some examples of these situations as well as the steps that a tutor can take to resolve the problems.

Your Tutee...

 **DOES NOT WANT TO READ OUT LOUD**

- Talk to student and get to know him or her, s/he might be shy or self-conscious
- Try choral or paired reading, so that you are supporting the reader

 **IS EASILY FRUSTRATED**

- Be positive and offer encouragement
- Offer praise, privileges, and or incentives to recognize efforts and good behavior
- Work one-on-one to provide individual support

- Keep a record or chart of the tutee’s progress and accomplishments and review growth

HAS DIFFICULTY FOLLOWING DIRECTIONS

- Give one direction at a time
- Have him or her repeat the directions back to you
- Maintain eye contact while giving directions

IS BORED IN OUR SESSIONS AND WILL NOT STAY FOCUSED

- Tutor one-on-one
- Have the tutee sit next to you
- Tutor in a quiet work place with minimal distractions
- Work on only one task at a time
- Set task-related goals
- Clear tutoring area of non-essential materials to help focus on tasks

FORGETS WHAT IS READ

- Try pre-reading activities if the student is concentrating on decoding and is not focusing on the meaning
- Pre-teaching vocabulary will reduce the amount of concentration needed for decoding
- Use paired reading
- Talk about main idea
- Ask open-ended questions about the story throughout entire tutoring session

DOES NOT LIKE TO READ

- Break the ice and get to know your student
- Be supportive and share your enthusiasm for reading
- Ask student about his or her interests and find books in that area
- Read a book that you like and model behavior

HAS DIFFICULTY WITH COMMONLY USED WORDS

- Record words and make flashcards
- Review 2-3 missed commonly used words or sight words each session until your student can recall them easily
- Always teach to mastery

HAS DIFFICULTY SOUNDING OUT WORDS

- Read passage and model fluency and appropriate expressions
- Have the student read selection again
- Ask prompts like, “What do you know that can help? What does it start with? Can you find a little word inside?”

 **Games and Activities**

The following are games and activities that you and your tutee can play together. They can motivate and be used as an alternate activity or in addition to reading activity during a tutoring session. These games help your student practice new skills that need reinforcement. Some games are more geared for larger groups whereas some are intended for a small group or one-on-one instruction. The games included in this section are easy to play and create. Frequently, you can modify board games and card games that are already available to best suit your needs. Some activities such as Vocabulary Tic-Tac-Toe and Hangman need almost no preparation time and require just a pencil and paper to play. Note, flash cards and other supplies created for one game, may often also be suitable for other games.

 **Word War**

This game is best suited for two to four players. It has the same rules as the classic card game War. You need a deck of word cards. Students can create the cards themselves. They should select words (such as spelling, sight and word bank words) and record them on index cards. To play, shuffle the deck and deal an equal amount of cards to the players. Each player flips over one card. They each pronounce their own word. The player with the longest word who can pronounce his or her word wins that round. If there is a tie for the longest word, then there is a war. Those players must lay another card down to break this tie. The player with the most cards wins. This game may need a time limit to be set.

 **Match**

This game is also known as Memory or Concentration. It is best suited for two players. First, a deck of word cards needs to be created. You and your student may do this project together. Choose what area that needs reinforcement such as letter recognition, rhyming words or word families. To create a deck, draw, cut and paste pictures or print letters, letter combinations, synonyms, blends, digraphs, words, or whatever needs practice on set of index card (one item per card). For example, select 10-15 words so that you will have 20-30 cards to play with. For every word or letter there needs to be a matching picture or word. To play, shuffle the deck and lay the cards individually face down. The players should take turns drawing two cards. The object of the game is to find a match for the drawn card. The players should read their cards out loud as they turn them over. A player with a match may take another turn. If no match is made, the cards are turned face-down, and the next player takes a turn. After all of the cards have been matched, the players will count the number of cards. The student with the most cards is the winner.

 **Go Fish**

This game uses the same rules as the traditional card game Go Fish and works best with a small group of students. Create a deck of word cards or you can use the deck from the Match game. To create a deck, draw pictures or print on set of index cards. Each card needs a match. To play, deal 5 cards to each player. The remaining cards are spread out face down in between the players. The students should look for any matches that they have been dealt. The first player takes a turn, by looking at his or her hand and selecting a card. S/he asks an opponent, "Do you have...?" The opponent will respond either with a yes and give that player the card, or will say no and go fish. If the player is told to 'go fish,' s/he must draw a

card from the pile of cards. If a match is made that player can take another turn. The player must read the cards when s/he lays down a match. If there is not a match, the next player's turn starts. The game continues until a player is able to match all of his or her cards.

 **Word Bingo**

This game is best suited for small to large groups. It uses the same rules of Bingo, but the game board, a 5x5 grid, is composed of words instead of numbers. The words could be chosen from a particular story, spelling words from class, and or sight words. Each student creates or gets a blank Bingo sheet. The word selection is put on the chalkboard. Each student randomly fills in the 25 squares with one of these words per square. The middle space may be a “free” place. The announcer (you) selects a word and calls it out. The students cover the called words. Students can use something small to cover these words such as a penny, a small candy, or chip. The first student to cover 5 words in a line calls out Bingo and wins. Cards can be cleared and the game may be repeated.

 **Incentives and Rewards**

It is important to recognize your student's efforts and accomplishments. You can show your concern for him or her by offering praise and encouragement, which can help motivate your student. Different schools have different philosophies on this issue. It is important to be aware of your school's policy on this issue.

> AT OUR SCHOOL

 **Letter to the School**

This section is a place for you as a school to provide information about your school's philosophy and or process regarding incentives and rewards. The information should serve as background knowledge to prepare the tutors and aid in their assistance to students.

Enter any information here that would be useful to share with volunteer tutors.

 **Praise and Feedback**

Each session, try to give your student specific praise and positive feedback for his or her efforts and accomplishments. The feedback could be over his or her ideas, behavior, attitudes, or what he or she learned.

 **Sample Praise and Feedback**

- That is a great idea.
- That is really great, how (then explain action)
- You did a great job sounding that word out.
- Thank you for all of your hard work.

- Thanks listening so well while the others read.
- Note:** Using the phrase, “*I like the way your drawing shows...*” can give the student the idea that she or he needs to please the tutor.

 **Incentives and Rewards**

It is important to acknowledge when a student accomplishes a goal. Incentives and rewards can be used to give students encouragement and motivation.

 **Sample Incentives and Rewards**

- Allow student to choose a reading game to play
- Allow student to read favorite book
- Allow student to make up a story
- Sticker or pencil (larger incentives) for work well done or good behavior

 **Frequently Asked Questions**

 **Letter to the School**

Below are several common questions from volunteer tutors. Each school should customize their answers to these frequently asked questions from volunteer tutors.

Q: HOW CAN I ASSESS WHAT BOOK MY TUTEE CAN READ?

 **5 Finger Test: To Test the Readability of a Book**

1. Open the book to the middle. Select a full page of text with no pictures.
2. Read the page aloud (if possible).
3. Hold up a finger and count the number of words you do not know or the number of mistakes you make.
4. If you get to 5 fingers on one page, the book is too difficult to read independently.
5. If you have no fingers up, but you are reading very slowly and decoding almost every word, you will not enjoy the book.

Q: WHAT ABOUT CONFIDENTIALITY?

While tutoring, you and your tutee may develop a friendship. During this time, you should only share relevant personal information. Do not ask for private information from your tutee without permission. Likewise, do not share your private information, such as phone number and address.

S/he might confide information in you. If you suspect abuse, you should report this to a supervisor.

Q: WHAT ARE SOME SIGNS OF POSSIBLE OF HOMELESSNESS?

These characteristics could be attributed to students with other issues as well as those students experiencing homelessness.

- Attendance at several schools
- More than one family at an address
- Attention seeking behavior
- Hunger and hoarding of food
- Poor hygiene, grooming, and or inappropriate dress for the weather
- Sleeping in class
- Some common statements used by homeless students include: We have moved a lot; We are staying with family or friends for a while; We are going through a bad time right now.

Q: WHAT ARE SOME SIGNS OF POSSIBLE CHILD ABUSE?

The following are a few of the physical and behavioral indicators of child abuse and neglect. If you notice any of these signs are present, you are required to alert a supervisor, teacher, or principal so they will be able to take further action.

- Unexplained burns, cuts, bruises, welts in the shape of an object, or bite marks
- Fear of adults or fearful when discussing the injury
- Apathetic, depressed, hostile, and or lack of concentration
- Inappropriate interest or knowledge of sexual acts
-  Unsuitable clothing for weather, dirty or unclean, extreme hunger are signs of apparent lack of supervision
-  Inconsistency between the story and the actual physical evidence.

WRC Bookmark

Critical Thinking Level I – Knowledge

Exhibit memory of previously-learned material by recalling facts, terms, basic concepts, and answers.

Key Words:

who	what	
when		
which		
how		why
show	omit	where
match	choose	find
	define	label
What is spell		list
Where is name		relate
How did _____ happen?		
Why did...?		
When did...?		
How would you show...?		
Who were the main...?		
Which one...?		
How is...?		
When did _____ happen?		
How would you explain...?		
How would you describe...?		
Can you recall...?		
Can you select...?		
Can you list the three ...?		
Who was...?		

WRC Bookmark

Critical Thinking Level II – Comprehension

Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.

Key Words:

compare	contrast	interpret
explain		illustrate
infer	demonstrate	relate
rephrase	translate	show
classify	summarize	outline

How would you classify the type of...?
 How would you compare...?
 How would you contrast...?
 State or interpret in your own words...
 How would you rephrase the meaning ...?
 What facts or ideas show...?
 What is the main idea of...?
 Which statements support ...?
 Can you explain what is happening...?
 What is meant...?
 What can you say about...?
 Which is the best answer...?
 How would you summarize...?

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Critical Thinking Level III – Application

Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.

Key Words:

apply	interview	choose
construct	develop	build
organize	make use of	plan
select	experiment	utilize
model	identify	solve

How would you use...?
 What examples can you find to...?
 How would you solve _____ using what you've learned?
 How would you organize _____ to show...?
 How would you show your understanding of ...?
 What approach would you use to...?
 How would you apply what you learned to develop...?
 What other way would you plan to...?
 What would result if...?
 What would you choose to change?
 What facts would you select to show...?
 What questions would you ask in an interview with...?

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Critical Thinking Level IV – Analysis

Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.

Key Words:

analyze	categorize	classify
compare	contrast	discover
dissect		examine
inspect	conclusion	survey
test for	distinguish	list
theme	relationship	
motive	assumption	function

What are the parts or features of...?
 How is _____ related to _____?
 Why do you think...?
 What is the theme ...?
 What motive is there ...?
 Can you list the parts...?
 What inference can you make...?
 What conclusions can you draw?
 What evidence can you find...?
 What is the relationship between _____ and _____?
 Can you make a distinction between ...?
 What is the function of ...?
 What ideas justify...?

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Critical Thinking Level V – Synthesis

Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Key Words:

build	compile	compose
construct	create	design
develop	estimate	imagine
invent	make up	predict
propose	solve	suppose
discuss		modify

What changes would you make to solve...?
 How would you improve...?
 What would happen if...?
 Can you elaborate on the reason...?
 Can you propose an alternative...?
 Can you invent...?
 How would you adapt _____ to create a different...?
 How could you change the plot?
 What could be done to minimize/maximize...?
 Suppose you could _____ what would you do?
 Can you predict the outcome if...?
 Can you think of an original way for the?

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Critical Thinking Level VI – Evaluation

Present and define opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

Key Words:

award	conclude	criticize
decide	determine	defend
evaluate	judge	justify
measure	recommend	select
agree	prioritize	opinion
interpret	importance	explain
prove	disprove	perceive
value	estimate	influence

Do you agree with the outcomes...?
 What is your opinion of...?
 How would you prove/disprove...?
 Would it be better if...?
 Why did the character choose...?
 What would you recommend...?
 How would you rate...?
 How could you determine...?
 What choice would you make...?
 How would you prioritize...?
 Based on what you know, how would you explain...?
 What information would you use to support the view...?
 Why was it better that...?
 How would you compare the ideas?

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Learning the Alphabet

Make it meaningful...

Start with letters in their name
 What other words start with that letter?
 What other words have same letters in them?
 Discuss upper and lower case letters.
 Quiz, does your name have a(n) ____?
 Play Hangman

Compare & Contrast...

Introduce at least two letters at a time
 Start with two very different letters
 What makes them similar and/or different?

Move to two similar letters, such as

b	d	p	o	j	h
f	l	t	k	i	h
e	a	s	c	o	
n	m	u	h	r	

Make sure room has upper- and lower-case letters on display

Activities...

Manipulate alphabet cereal, finger paint, sand or sandpaper, playdough, pipe cleaner, shaving cream & magnetic letters.
 Students draw big letters on chalkboard
 Create personalized alphabet book
 Sing – Bingo, Old Mac Donald, etc,
 Circle a certain letter in newspapers
 Highlight unknown letters in newspapers
 Upper- and lower-case mixed bingo
 Computer – keyboards, Wheel of Fortune
 Show different types of a’s, g’s
 Practice writing on whiteboards, etc
 Cut out pictures from magazines and put on wall next to beginning letter.

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Letter vs. Word

Explicit Instruction

- Explain most words are more than one letter
- “I” and “a” are exceptions
- Words can be short, medium or long
- There are spaces between words
- Words can be organized into sentences

Pointing...

Pointing to words as a student reads helps a student to focus on the page and is strongly encouraged. Soon the student will learn to do this on his/her own.

Framing...

Tutors and students should use their hands, fingers, cards, etc to visually block out unimportant information on the page and “frame” the information being discussed. This is useful in describing what is a word, as well as finding little words in big words later.

Activities...

Show the space between child’s first and last name. Ask student to frame words on a page. Ask how many letters are in the words. Give students ten counters (chips, raisins, etc.) in a paper cup. Count similar objects in the room and show student how to lay out a counter for each object. Say “I am your tutor” naturally, then say it again pausing after each word; student lays out counters as you go. Use student’s name in sentences. Ask student to make up sentences. Variation: Clap words or move blocks forward as words are spoken. Use sentences on strips of paper and cut up into words.

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Word Families & Rhyming

Rhymes...

Rhymes are important because they help students understand that words can start with different letters, but have the same ending. These endings are called phonograms or word families. 37 Popular Phonograms:

-ack	-ail	-ain	-ake	-ale	-ame
an	-ank	-ap	-ash	-at	-ate
aw	-ayeat	-ell	-est	-ice	-ick
ide	-ill	-ight	-in	-ine	-ing
ink	-ip	-ir		-oke	-o
or	-ore	-uck	-ock	-ump	-unk

Activities...

What word rhymes with (use a phonogram or word family) and begins with (use an initial sound)? Pair up visually on cards.

Listen for and locate rhymes in Dr Seuss. Play concentration with pictures of objects that rhyme.

“I’m thinking of a word that begins with ___ and rhymes with cat.” Then they stump you. Read a poem and leave out words that rhyme so student can guess at the missing word. Students make own poems; tutor writes them. How many rhyming words can you think of in 30 seconds?

Sing songs; student identifies rhyming words. Magazine cut outs of pictures that rhyme.

Riddles: Answers that rhyme with head:

- What can you toast? (bread)
- What is the color of a stop sign? (red)
- What can you use to ride down snowy hills? (sled)
- Where to do you sleep? (bed)

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Auditory Discrimination

What is it?

An ability to tell the difference between small differences in sounds. It is common error for students who have not learned the concepts of **same** and **different**. Start with very different examples and move to very similar ones:

1. Environmental sounds such as dog barking, phone ringing
2. Words that are very different, like football and banana
3. Words that are somewhat similar, like father and mother
4. Words that are very similar, like pig and big

Activities...

- Say two words and ask student if words are same or different; student holds up yes or no cards.
- Mix placement of similar letters: beginning (car, far), middle (log, leg), or end (hot, hop)
- Have student define words so they learn similar words have different meanings usually.
- Ask funny questions: "Would you put your feet in a fox or in socks?" "Would you open the door with a bee or a key?" "Would you hit a ball with a bat or a cat?"
- Students write words you say on white board; then erase them as you say them again in a different order.

Useful computer software: Earobics

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Phonological Awareness

What is it?

An ability to segment, manipulate and match sounds in words. "All students must grasp the abstract concepts that words are composed of separate sounds and that individual letters and combinations are used to represent those sounds." (Gunning, 1996). It is "a powerful predictor of reading achievement." (Yopp, 1995)

Explicit Instruction:

- Phoneme Deletion: What would be left if the "h" sound were taken away from "hat"?
- Word-to-Word Matching: Do "pen" and "paper" begin with the same sound?
- Blending: What word would we have if you put these sounds together: /m/ + /a/ + /t/?
- Phoneme Segmentation: What sounds do you hear in the word "hot"?
- Phoneme Counting: How many sounds do you hear in the word "kite"? (3)
- Deleted Phoneme: What sounds do you hear in "seat" that is missing in "eat"?
- Odd Word Out: Which word starts with a different sound: bag, nine, beach, bike?
- Sound to Word Matching: Is there a "k" in Mike?

Use picture cards and sort by beginning sound, number of sounds, etc.

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Syllables

Separation: Clap out separate words (see sentence written out and follow along with finger). Then clap out syllables. Show short words have fewer syllables than long words:

Maine < Michigan
Alabama > Alaska
Maine < Maryland
Ohio < Oklahoma
Tennessee > Texas
Massachusetts > Missouri
Hippopotamus > horse
Bobcat > bear
Pig < porcupine
Giraffe > goat

Activities...

Show students two words they probably can't read and predict which has the most syllables. Vary beat with pencil tap, or other sound to sustain student's attention. Use tokens or have student hold up fingers when counting sometimes. Put pictures in piles by number of syllables in word.

Participatory reading...

Read "The Three Billy Goats Gruff" to help students understand what a troll is. When the troll talks in the story, say the words syllable by syllable. Then pretend to be a troll. Tell student you will say words and student must figure out the word being named. Use words like paper, pencil, candy, marker, erasers, notebook, hamburger, and chalkboard. Point to these objects after student identifies the word.

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Say it Slow/Fast

Activities...

Ask students to pretend they are stretching a rubber band between two hands as they say the sounds in a word slowly; contract the imaginary rubber band and blend the sounds quickly to make a recognizable word.

Have students prepare cards with simple pictures from magazines, etc. Have student move tokens below the picture to represent the number of sounds. Under the pictures draw boxes representing the number of sounds in the word. Write the letters in the boxes to show the phonemes used to make the sounds. Below are the sounds or phonemes for English words (note some sounds are 2 letters):

b – barn	a - age
d – deer	a - an
f – fun	e - ease
g – gate	e - end
h – house	i - ice
j – jug	i - inch
k – can, kite	o - old
l – lion	o - odd
m – me	u -use
n – now	u - up
p – pot	u - her
r – ride	
s – sight, city	ai, ay - age
t – time	au - off
v – vase	ee, ea - ease
w – we	oa, ow - old
y – yacht, onion	oo - too
z – zipper	oo - good
ch – chip	ou ow -out
zh- version	oi - oil
th- thin	
th – this	
sh – sure	
ng – sing	

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Spelling

Encourage student to spell on their own by sounding out the words. It is okay for students to misspell in early spelling because the practice of identifying phonemes is more important.

Some students will feel it necessary to ask you to spell each word for them. Ask the student what sound the word begins with, what sound is heard next, and so on, until the word is spelled.

Writing that gradually becomes more and more correct is key to improved reading ability and should be encouraged. As students gain knowledge of phonemes, spelling improves. Stages are:

<u>Phonemic</u>	<u>Transitional</u>	<u>Correct</u>
Bac		
Sek		
Mal	malle	mail
Jras	back	
Sid	sinc	
Fet		back
Bik	dres	sink
Sek	sied	
	feat	
	bicke	dress
	stik	side
		feet
		bike
		stick

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Letter and Word Reversals

It is not unusual for students of any age to reverse letters or whole words. However, if reversals continue for a long period of time, refer the child to the teacher for diagnosis.

Teach left-to-right activity:

Show difference between left hand and right hand. Have students practice picking up objects or moving the arms using different hands to gain awareness.

Reading is from left to right. Have children follow your hand as you point and follow the lines.

Practice common problems by repetitive writing on paper, such as was and saw, no and on. Compare and contrast up close.

Use words in a sentence – does it make sense?

Was-Saw: She was eating an apple. We saw the book. It was in the box. I saw my dad.

There-Three: We have three cats. There is his dog. Put the book over there. The three boys are playing.

Write a sentence that the student can read over a drawing of a snake. Cut out the sentence and have the student piece it together.

b-d reversals: Use the word “bed.” Draw the bed posts. Find a picture of a poster bed.

p-g reversals: Use the word pig. Draw a circle around the word to show the lines can make a circle.

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Decodable Words

Start with ten new words. Underline letter(s) which are new.

1. Point to underlined letter(s).
Ask, "What is this sound?"
2. Point to the word.
Say, "Sound out this word."
Pause and ask again,
"What is this word?"
3. Repeat for remaining words.
4. Return to top of the list.
Say, "Let's read these words again."
5. Point to each word.
Ask, "What is this word?"

Follow the same steps above with review words that contain recently taught sounds. Underline the focus letter(s).

Correcting Errors:

Mispronounced sound

"This sound is _____. What is this sound?"

Mispronounced word

"Try the word again."

Hesitation or second mispronunciation:

"That word is _____. What is the word?"

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Vocabulary Words

Collect unknown, critical, or difficult words from a passage. For each word, find its definition in a glossary or dictionary. Break definition into critical attributes, for example:

Tournament

- A contest
- Involving many players/teams
- In a sport or game

1. "This word is _____. What word?"
2. Introduce each of the attributes.
"A _____ is _____,
_____, and _____."
3. Check understanding using examples and non-examples. "Tell me if this is _____."
4. "Think of a sentence using the word _____. Say your sentence."
5. If time permits, have the student write down his/her meaningful sentence.
6. Repeat for the remaining words and definitions.

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Fluency

Encourage repeated readings of pattern books. These are books with predictable text because of repeated phrases or rhymes. This builds confidence.

Provide opportunities for students to listen to books on audiotape, and follow along. Stay out of their way and let them repeat the story over and over.

Try echo reading where you read a phrase or sentence and the student repeats and tries to echo your phrasing and expression.

Read along with the student and fade out your voice after they gain confidence.

Five miscues on one page is too hard; try something easier (10 miscues per 100 words for older readers is too hard).

NIM (Neurological Impress Method)

1. Put your voice close to student's ear
2. Student just watches you point and slide across the page.
3. Read together, your voice a little louder.
4. Reread paragraphs several times before moving on.
5. This is a time to work on intonation and expression, not on accuracy. Do not correct the student or test the student in any way.
6. Student takes over following along with finger when ready.
7. Echo read if student is struggling.
8. Just 15 minutes at a time (2-3 minutes if it is the first try).

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Fluency Drills

Use any text. Be sure that enough words are included for one-minute timing. On tutor's copy of the text, write cumulative number of words after each line of text.

1. "Get ready for your first reading. Begin."
2. Student reads for one minute. Tutor underlines any mistakes on tutor's copy of text.
3. When the minute is up, say, "Stop."
4. Do one of the following:
 - a) count number of words read,
 - b) count number of words read correctly,
 - c) count number of lines read correctly
5. Report data to the student: "You read _____ words/lines."
6. Go over the incorrect words. Point to each underlined word and say: "This word is _____. What word?"
7. Second reading: repeat above.
8. Third reading: repeat.

Measurement of Progress:

- Keep it simple: +/- for mastery
- Percentage of words read correctly
- Number of words/lines read in a minute

General Data Handling:

- Collect data frequently
- Display data for student, tutor, teacher
- Review data periodically to focus on student needs and achievement

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Rate of Reading

Students read faster when they:

- ... already know the story
- ... practiced the story already
- ... understand the meaning of the story
- ... find the text is easy
- ... already know about the topic
- ... see the book is repeating what was said

before the information is not important

Students read slower when they:

- ... don't understand
- ... get mixed up
- ... find information they are looking for
- ... are interested in the ideas
- ... think the writing is complicated or has many unfamiliar words

Help students to realize:

-  We read for different purposes, such as for fun, to learn things, to see what we will eat (menu), to know how to do something, etc.
-  Good readers know why they are reading (see above).
-  Good readers will reread if they do not understand the text.
-  Everything is not read at the same speed.
-  It is fine to read at the same speed that you normally speak.
- It is fine to read the same book that someone else is reading at a different rate. Slower readers might be looking for certain information or be reflecting on personal experiences along the way.

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Read and React

Comprehension comes through conversation:

1. What happens at the beginning?
2. What is most interesting or exciting about the first part?
3. What is the most important event in the book? Why?
4. Did the ending surprise you? Why?
5. What is your favorite part?
6. Are there any parts you would change?
7. How are you and the main character alike or different?
8. Are the actions of the main characters believable?
9. How does the main character change by the end of the story?
10. Which character would you like to have as a friend? Why?
11. What would you like to say to one of the characters?
12. Did you feel sad, happy, angry or any special way after reading the book?
13. What will you remember most?
14. What would you like to say to the author?
15. Do you think the title fits the book?
16. How is this book like real life?
17. What did you learn from this book?
18. Have you read other books like this one?
19. What 3 things does everyone need to know about his book?
20. How many stars (1-10) would you give this book? Explain.

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Comprehension

Write one to three story grammar questions for each page, noting page number next to question.

Samples are:

- Where does this story take place?
- Who is the main character?
- What is the character's problem/goal?
- How is problem/goal solved/reached?
- What happened in the end?
- How did the character/you feel?

Option One: I do it

1. Point saying: "Read the title of the story."
2. "Follow along as I read this page."
3. "Read the page with me."
4. "Now, you read the page."
5. When the student finishes reading the page, ask the questions for the page.

Option Two: We do it

1. "Read the title of the story."
2. "Read this page/paragraph with me."
3. "Now, you read the page."
4. When the student finishes reading the page, ask the questions for the page.

Option Three: You do it

1. "Read the title of the story."
2. "Read the story to me."
3. When the student finishes reading the page, ask the questions for the page.

Correcting Errors:

You missed this word. Can you figure it out?

Read this again. Repeat question. If the answer is not obvious or student is not able to answer, then tell student the answer.

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Discouraged Learners

Issue: Academic achievement begins to drop for students who are not reading on grade level, especially after third grade. Low-performing students often become discouraged learners and need assistance in changing their perception of them-selves as failures.

Effective Practice: Build support for discouraged learners' efforts:

- Tailor tutoring to what the learner wants to know
-  Relate learning to experiences in the learner's life, e.g., have you ever ridden a horse before?
-  Give learners control by offering a choice between two activities, e.g., do you want to write or read first?
-  Use many approaches and incorporate visual, auditory, tactile, and kinesthetic activities
-  Focus on short-term goals to demonstrate success at many levels.
-  Share the learner's achievements with a larger audience through charts, newsletters, e-mail to teacher, letters to parents, recognition by principal...

Keep records of the learner's academic success. Tape-record reading at beginning of program and play back for child when they want to review it and hear how they grew.

Some material from: *What About the Students Who Have Reached Third Grade and Beyond and Are Still Not Reading? Helping Discouraged Learners.* Center for School Success c2000

Appendix

Contains additional resources as a way to provide ongoing support and training for tutors.

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Basic Sight Words

These thirteen words make up 25% of all words in school books:

a and for he in is it of that the to was you

They might have little meaning themselves, so are hard to define. To help student understand:

1. Have student locate these words in newspapers or magazines. Student will realize how frequently these words are used.
2. Place words on cards. Practice one card at a time. Have student raise the card every time they hear the word in a story as you read to them.
3. Cut the word into letters and ask student to arrange them to make up the word.
4. Take out the word being studied and ask student to write the word from memory.
5. Place several sight word cards around the room. Students hunt for cards, reading when the find one.

109 words make up over 50% of the words in books. 226 high-frequency words are on the Dolch list. ELL students especially will enjoy practice with Dolch list words such as in, on, under, over, behind. Use a straw and a cup, or a stuffed animal and cardboard box to show the meaning of these words.

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Contractions

AM	I'm
IS	he's, she's, it's here's, there's that's what's where's
ARE	they're, we're you're
WILL	I'll, he'll, she'll we'll, they'll who'll you'll
HAD	I'd, he'd, she'd they'd, we'd who'd you'd
HAVE	I've they've we've you've
NOT	aren't can't couldn't didn't doesn't don't hadn't hasn't haven't isn't mustn't shouldn't wasn't weren't wouldn't won't (will not)
US	let's
Also...	O'clock, ma'am,

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Revised Dolch List

#1 - Preprimer

a	look
and	make
are	me
at	my
big	no
blue	not
call	play
can	ran
come	red
did	said
do	see
down	stop
for	that
get	the
go	this
green	to
have	up
he	want
help	we
here	what
I	who
in	will
is	with
it	work
little	you

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Revised Dolch List
#2 - Primer

about	on
all	one
around	out
ask	put
away	run
but	saw
eat	say
fast	she
from	show
good	so
has	some
him	soon
his	take
into	then
know	they
let	too
like	two
may	us
new	went
now	yes
of	your

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Revised Dolch List
#3 – Grade One

after	going	own
again	gone	read
am	got	right
an	had	should
another	hard	still
any	her	tell
as	hold	than
be	how	their
before	if	them
began	its	there
better	just	these
black	kind	think
bring	last	those
by	light	three
came	long	told
cold	made	took
could	many	try
cut	more	under
didn't	much	very
does	must	walk
don't	never	was
far	next	were
find	off	when
first	oh	where
five	old	which
found	or	white
four	other	why
gave	our	would
give	over	

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Revised Dolch List
#4 – Grade Two

across	near
always	need
because	once
been	only
best	open
both	round
close	same
done	short
draw	six
enough	small
even	start
every	ten
full	thought
grow	through
heard	today
high	together
hot	toward
I'm	turn
keep	upon
leave	use
left	warm
mean	well
might	while
most	yet

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Frequent
Prefixes and Suffixes

Prefixes

ab-	away, from, off
ad-	at, to, toward
be-	make, against, to a great degree
com-	with, together
de-	separation, away, opposite of, reduce
dis-	opposite of, apart, away
en-	cause to be, put in/on
in-	into, in, within, not
pre-	before in time, order
pro-	forward, for, in favor of
re-	again, back
sub-	under, beneath
un-	not, opposite of

Suffixes

-able	capable of being
-al	have the nature of
-an, -n	one/who, relating to
-ance	state of being
-ant	person /thing that acts
-ence	state or quality of being
-er	relating to
-ful	having much, tending to
-ic	resembling, pertaining to
-(t)ion,	act of, state or condition
-ive	tending or disposed to
-less	without, having no
-ment	state of being, act of
-ness	state, quality, condition
-or	person or thing that does
-ous	having, abounding in
-y	pertaining to, causing

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Long Vowel Sounds

A	Jane, fade, say, tape, same, pain, take, way, wave, ate, take, may bake, pay, rain, tame, save, age, day, make
E	Pete, three, eat, peep, feed, be, mean, green, weed, keep, east, see, eve, free, jeep, team, beet, bean, she, seat
I	Mike, hide, bike, pike, dime, die, dine, five, side, nice, like, time, ripe, pile, mice, fine, light, ride, pine, pie
O	Jose, hose, hope, rose, note, boat, robe, home, joke, bone, cone, note, poke, open, over, slope, rode, row, nose, rope, stove
U	use, music, cue, mule, tube, fuel, clue, fuse, suit, dual, flute, plume, cute, rule, blue, rude, unit, cube, brute, tune

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Phonics Terms

Term	Examples
Consonant	b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z
Vowel	a, e, I, o, u
Short vowel sound	fat, get, bit, hop, cut
Long vowel sound	fate, eat, bite, hope, cute
Vowel pairs – first long, second silent	ay, ai, ea, ee, ie, oat, oe, ow, ey
Vowel pairs – Specific sounds	au, aw, ew, oo (moon, hook), oi, ou, oy, ow, ue, ui
Soft C (s sound)	When followed by e, i or y: cent, city, cycle
Hard C (k sound)	Not followed by e, i or y: car, clear, com, cream, cut
Soft G (j sound)	When followed by e, i or y: gem, ginger, gypsy
Hard G (g sound)	Not followed by e, i or y: glad, gob, great, gun
Blends	sc, sk, sm, sn, sp, st, sw, tw br, cr, dr, fr, gr, pr, tr bl, cl, fl, gl, pl, sl scr, spr, str, thr, spl
Digraphs (one sound)	ch, wh, th, sh, ph
Prefixes	re-, un-
Inflectional endings	-ing, -est, -ed
Suffixes	-ful, -ness, -ly
Plurals	-s, -es
Upper-case	A, B, C, D, E
Lower-case	a, b, c, d, e
Syllables	car-ton, po-ta-to

WRC Bookmark

Short Vowel Sounds

a	and, can, add, at, cat, hand, dad, flag, bag, fact, fat, apple, last, mad, fast, glad, am, bad, had, tan
e	bell, red, rest, pet, bed, step, men, send, pen, bet, beg, slept, met, help, sell, hen, wet, egg, chest
i	is, twin, slid, hill, brick, his, did, milk, rib, drill, it, dig, hip, tin, hit, big, will, in, trip, ill
o	sock, frog, hog, odd, mop, hop, pond, fog, pot, lot, clock, stop, pop, hot, log, cot, not, dot, doll, ox
u	rug, run, dug, rut, must, sun, fun, drum, tug, struck, us, up, dust, rub, but, bus, bum, duck, bug, mud

WRC Bookmark

Teacher Participation

Classroom teachers generally are responsible for recommending children for tutoring based upon classroom observations, test scores, and individual needs. Although site coordinators and tutors have basic guidelines for tutoring sessions, the classroom teacher can help the tutor customize tutoring sessions that will best meet the needs of the student and compliment classroom instruction. Therefore, a teacher’s participation in the tutoring program is critical to success. Without the coordination, tutoring sessions risk confusing children with untimely information.

Effective Practices:

-  Teacher defines goals for the student, and the tutor and teacher work together to meet those goals.
-  Regular, scheduled interaction between teacher and tutor to exchange information on the student. This can be face-to-face meetings, or as simple as leaving notes.
-  Teacher checks with tutor on appropriateness of curriculum and supports with materials as needed.
-  Tutor helps assess student skill competencies to drive lessons and as feedback for student and family.

So That Every Child Can Read...America Reads Community Tutoring Partnerships, NWREL c1999

WRC Bookmark

Warm Up with Reading!

As a member of the Washington Reading Corps, your child has two goals for this year: 1) to read with a volunteer at school for 50 hours; and 2) to read with a family member at home for 10 hours.

Please color in the thermometer each time A family member reads with your child for 20 minutes. Sign and return for a fun surprise!

_____	TEN HOURS!
_____	40 min
_____	20 min
_____	NINE HOURS
_____	40 min
_____	20 min
_____	EIGHT HOURS
_____	40 min
_____	20 min
_____	SEVEN HOURS
_____	40 min
_____	20 min
_____	SIX HOURS
_____	40 min
_____	20 min
_____	FIVE HOURS
_____	40 min
_____	20 min
_____	FOUR HOURS
_____	40 min
_____	20 min
_____	THREE HOURS
_____	40 min
_____	20 min
_____	TWO HOURS
_____	40 min
_____	20 min
_____	ONE HOUR
_____	40 min
_____	20 min

Adult Signature: _____ Relationship to Child: _____
 Phone: _____ Child's Name: _____

WRC Bookmark

Student Selection

Teacher Buy-In

Seek teacher referrals
 Seek referrals from specialists
 [Negotiate release schedule]

Student Characteristics

Poor decoding, fluency, comprehension in reading
 Difficulty completing classroom assignments
 Low performance on standardized tests
 Low achievement on curriculum-based assessment
 Needs opportunity for practice
 Little opportunity to practice at home
 Only reads at school
 Needs more contact with positive models
 [Not “lowest of low” – volunteers need to experience success]

Parent Approval

Communicate via letter or phone
 Cover benefits, time commitment, activities that will be missed, supervision.
 How will parents be kept informed of progress?

WRC Bookmark

**Supervisor Intervention
 for Student Tutors**

Tutor’s Behavior	During Session	After Session
Helping the Tutee	-----	Praise
Doing tutee’s work	Suggest alternative	-----
Being encouraging	-----	Praise
Being discouraging	Severe? Ask tutor to visit with you	Mild? Visit after session
Acting Responsibly	-----	Praise
Goofing around/not focused	Suggest ways to be a better role model	-----
Asking tutee good questions	-----	Praise
Attentive to tutee/session	-----	Praise
Seems unsure of what to do	Ask if they need help/ suggestion	-----
Generally doing a good job	-----	Praise
Not well suited to be a tutor	Find alternative role for student	-----

Implementing Successful Elementary Tutoring Programs in Reading by Anita Archer, 8

Students Teaching Students, Southern Regional Council c1996

Glossary

ADD/ADHD: Attention Deficit (Hyperactive) Disorder is a disability whose primary features are inattention, hyperactivity, and impulsivity.

affixes: the word parts that are "fixed to" either the beginnings of words (prefixes) or the ending of words (suffixes).

antonyms: words which have opposite meanings

balanced literacy: an approach to teaching reading that integrates both phonics and whole language methods of reading instruction.

base word: a word to which a prefix or suffix may be added to form a new word

choral or duet reading: the tutor and the student read out-loud at the same time

comprehension (reading): the ability to understand what is read. Text comprehension is the quality of making meaning from the written text. It is a meaningful, active process, where the reader interacts with the reading material. Text comprehension is the goal of reading.

compound word: a word made by putting two or more words together

consonant blend: the joining of the sounds represented by two or more letters with minimal change in those sounds; consists of two or more consonants sounded together in such a way that each is heard

consonant digraph: consists of two consonants that together represent one sound

consonants: the remaining letters of the alphabet and usually includes y and w; single sounds made by a parted or complete obstruction of air

context clue: the information from outside of words that readers may use to predict the identities and meanings of unknown words. Context clues may be drawn from the immediate sentence containing the word, from text already read, from pictures accompanying the text, etc.

contraction: a short way to write two words as one by writing the two words together, leaving out one or more letters and replacing the missing letters by an apostrophe

cooperative learning: involves students working together as partners or in small groups on

clearly defined tasks. It has been used successfully to teach comprehension strategies in content-area subjects.

decoding: the process by which readers sound out unknown or unfamiliar words.

diphthong: a vowel sound produced when the tongue moves from one vowel sound toward another vowel in the same syllable; two vowel sounds that come together so fast that they are considered one syllable

direct vocabulary learning: when students learn vocabulary through explicit instruction in both the meanings of individual words and word-learning strategies, which improves reading comprehension

DRA: Disability Rights Advocates

EALR: Essential Academic Learning Requirement

EBD: Emotional Behavior Disorder

echo reading: the tutor reads one line and the student repeats it while following along with the words

ELL: English Language Learners

embedded phonics: vocabulary learned through explicit instruction on the letter-sound relationships during the reading of connected text, usually when the teacher notices that a child is struggling to read a particular word.

ESD: Educational Service District

ESL: English as a Second Language

ESOL: English to Speakers of Other Languages

fluency: the ability to read text accurately and smoothly. Fluent readers are able to recognize words and group individual words into phrases. They are able to read aloud with natural sounding expression, intonation, and pacing. A fluent reader spends less time decoding the text; therefore, s/he can concentrate on the content of the text more than less fluent readers, which aids in reading comprehension.

GLE: Grade Level Expectations

graphic and semantic organizers: summarize and illustrate concepts and relationships among ideas in a text, using diagrams or other pictorial devices. i.e. maps, webs, graphs, charts, frames, or clusters.

homographs: words which are spelled alike but have different sounds and meanings

homonyms: words which sound the same but have different spellings and meanings

HOSTS: Help One Student to Succeed

IEP: Individual Education Program

independent reading level: the readability or grade level of material that is easy for a student to read with few word-identification problems and high comprehension

indirect vocabulary learning: learning the meaning of words indirectly through hearing or seeing the words used in many different

instructional reading level: the reading ability or grade level of material that is challenging, but not frustrating for the student to read successfully with normal classroom instruction and support

ITBS: Iowa Test of Basic Skills

KWL: a pre-reading activity, which consists of reviewing 'What I Know, What I Want To Know, and What I Learned.'

L1: First learned or native language

L2: Second learned language

LD: Learning Disability

learning styles: each student is unique and will possess his or her own style of learning. Children also learn at various levels of progress. There are three main styles: auditory, kinesthetic, and visual.

LEP: Limited English Proficiency

literacy: the ability to read and write

making predictions/ prediction strategy: a person's use of knowledge about language and the context in which it occurs to anticipate what is coming in writing or speech

metacognition: the process of thinking about thinking

onset: all of the sounds in a word that came before the first vowel

Volunteer Reading Tutor Training Handbook: A Sample Guide for Schools

open-ended question: go beyond factual queries whose answers can be found literally in the text and deal with knowledge. Open-ended questions deal with critical thinking and a student's understanding, analysis, application, evaluation, and synthesis of the reading material

pacing: setting one's own reading rate by using a pattern appropriate for the reading task

picture walk: look at the book and talk about the title, the cover, the illustrations and or chapter titles. Predict what the story will be about to build interest and motivation.

paired reading: the tutor and the tutee start out by reading aloud together or duet reading. The tutee should try to read alone or solo, when s/he feels comfortable. If the student begins to have difficulty and cannot continue without help, they should read as a duet. They may shift back and forth between duet and solo reading as needed.

partner reading: this technique is used when two students are paired up to read together as partners. The reading level of book should match the lower reader in partnership. The better reader reads for five minutes. The lower reader follows along. Next, the lower reader then reads the same material for five minutes while the better reader follows along. Repeat step one and step two. Finally, the better reader asks questions and the lower reader retells the content for two to five minutes.

phonics: the understanding of the relationship between letters or graphemes and individual sounds or phonemes

phonemes: the smallest unit of sound in spoken language. There are 42 distinct phonemes in the English language. Phonemes, blended together, make words

phonemic awareness: the ability to notice, to think about, and to work with individual *spoken* words. It is the knowledge that words are made up of a combination of sounds and the ability to blend these sounds successfully into words

phonological awareness: the ability to notice, think about, or manipulate the sounds in language such as phonemes, syllables and words. It is the knowledge of predictable patterns between graphemes and phonemes.

prefix: a syllable or group of syllables attached to the beginning of a word or root to change its meaning

prior knowledge: knowing that stems from previous experience

read-aloud: allow time for both the tutor and the student to read aloud.

reading fluency: the ability to orally read the words of a text accurately and quickly, while still extracting meaning from it

reading record: A record of the student's progress, which can include the goals, assignment/accomplishments, and notes on today's session.

re-reading: Rereading serves as a warm-up activity and allows the student to practice reading fluently. It gives the tutee a chance to feel successful which leads to greater motivation.

retelling: have the student use own words to retell the story

rime: the first vowel in a word and all the sounds that follow

root word: a word with no prefix or suffix added; may also be referred to as a base word

schwa: the vowel sound heard at the beginning of the word about and represented by the symbol /a/ and any of the vowel letters

SFA: Success for All Reading Program

shared reading: the student reads one section (i.e., sentence, paragraph, or page) and the tutor reads the next section.

sight word: any word recognized by memory only

silent e: an e that makes no sound that is usually found in the final position of an English root

SLA: Second Language Acquisition word graphemes and phonemes. Instruction in these relationships can help improve one's ability to read and write.

soft c and g rule: when c or g is followed by e, i, or y, it is usually soft

story structure: the way the content and events of a story are organized into a plot (setting, characters, initiating events, internal reactions, goals, attempts, and outcomes)

summarizing: a process in which a reader reviews the important ideas in a text

structural analysis: the process of using knowledge of root words, endings, and affixes to decode words

suffix: a syllable or group of syllables attached to the end of a word or root to change its meaning

syllabication: the division of words into syllables

syllable: a minimal unit of sequential speech sounds made up of a vowel sound or a vowel consonant combination and always contains a vowel sound

synonyms: words which have the same meaning

vocabulary: the words a reader knows. Vocabulary is composed of words used to communicate effectively. Vocabulary applies to words that are spoken, heard, read, or written. Children will increase their vocabulary through direct and indirect instruction. It is fundamental to reading comprehension.

vowel digraph: two vowels pronounced in such a way that the letters together stand for one sound

vowels: a, e, i, o, u and sometimes y and w; made without any air obstruction

wait time: the time given for students to process information without interference

WASL: Washington Assessment of Student Learning

word parts: include affixes (prefixes and suffixes), base words, and word roots

whole language: an approach to teaching reading that emphasizes extracting meaning from text and experiences with engaging literature. Whole language encourages students to use context cues to define unfamiliar words, and to use other reading

y as a vowel rule: if y is the only vowel sound at the end of a one-syllable word, y has the sound of long i; if y is the only vowel at the end of a word of more than one syllable, y has a sound almost like long e

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