



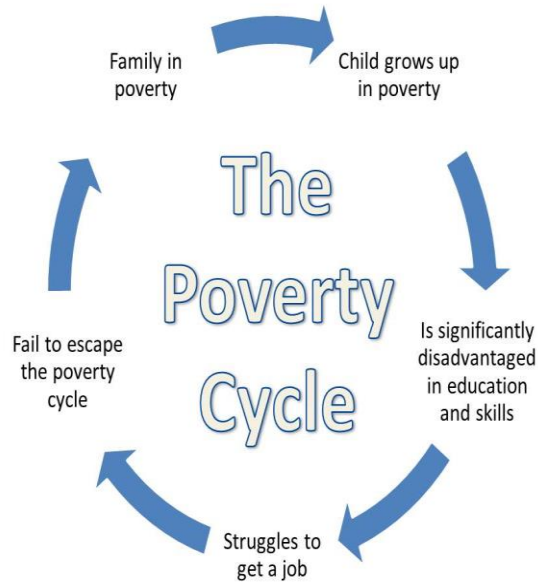
**WELCOME
VOLUNTEERS**

WHEN KIDS CAN'T READ, THEY CAN'T SUCCEED

Reading proficiency by third grade is the most important predictor of high school graduation and career success.



POVERTY IMPACTS ACHIEVEMENT



Gap can widen when kids don't have access to books, language-rich homes or high-quality learning experiences.

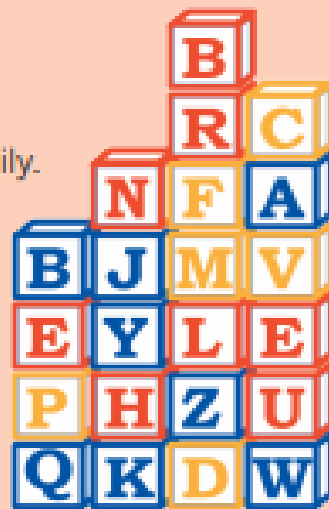
Recent research on brain development indicates that the stress caused by poverty can impair children's cognitive development.

A SLOW START

By age 5, a typical middle-income child recognizes 22 letters of the alphabet, compared to 9 letters for a child from a low-income family.



Children from low-income families

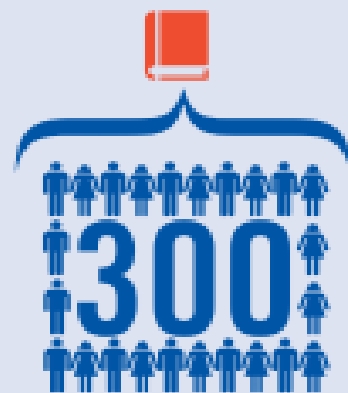
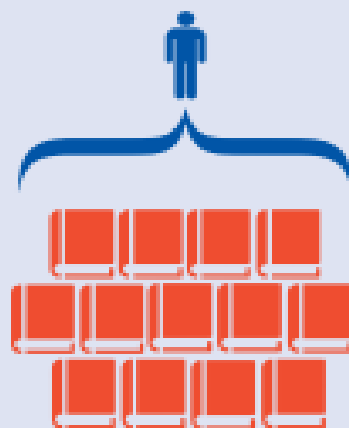


Children from middle-income families

AGE-APPROPRIATE BOOKS PER CHILD

Middle-Income:
13 books per child

Low-Income:
1 book for every 300 children



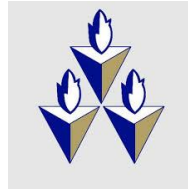
Source: Campaign for Grade Level Reading

Low-income children hear as many as

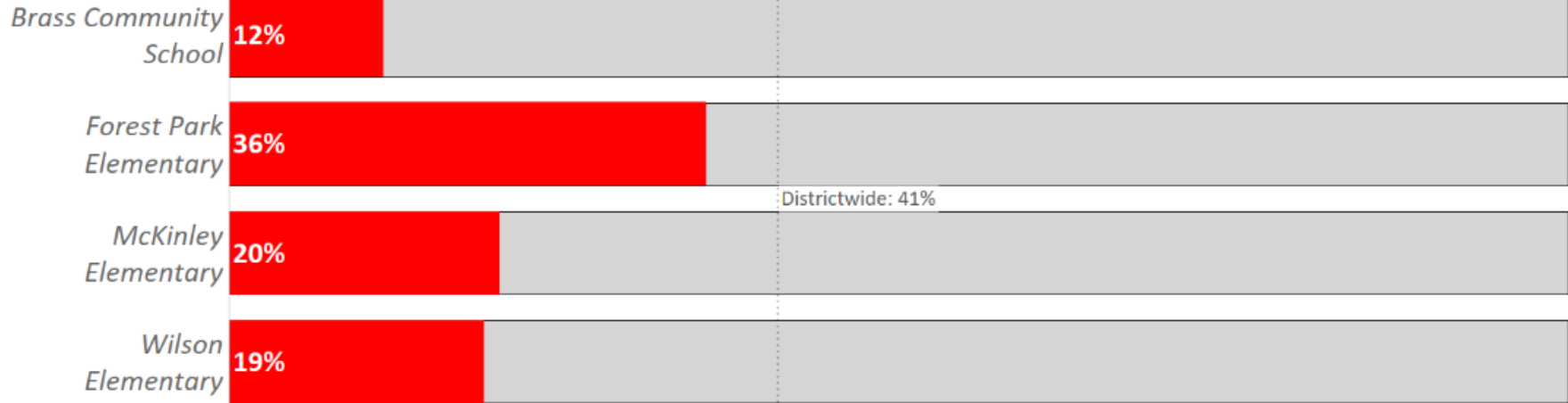
30,000,000

fewer words by age 3 than their more affluent peers.

Source: The Early Catastrophe: The 30 Million Word Gap by Age 3

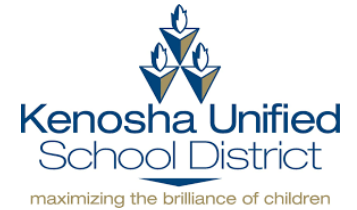


Third Grade Reading Proficiency, 2017-18



“Up to third grade, a student learns to read. After third grade, a child reads to learn.”

The Groundwork



McKinley Tutoring Pilot Program

- 3 School Years - 2014-15, 2015-16, 2016-17
- Average of 45 students each year benefited from the commitment of tutors

Expanded to Three Additional Sites for 2018-2019!



United Way
of Kenosha County



What Tutors Have Said About Their Experience

- I liked that it fit within my time constraints and that there were two tutors per child.
- What I liked most was interacting with the kids, who were a joy, and feeling like I was a positive part of their day. I absolutely loved doing this and looked forward to my reading day every week. I grew very attached to one of my students. Although both students improved, one of them really seemed to improve a lot, and while I don't know whether I had much to do with it, it was fun to watch it happen.
- I enjoyed interacting with the students. I saw excitement when they showed improvement in their reading skills. It was rewarding to have a student move from dreading the sessions to wanting to stay longer than the time allotted.
- To have an opportunity to help a student be a better reader for learning for the rest of their life
- The thought the I might make a small contribution in the student's future.
- Seeing students blossom in their reading and interaction skills.



**READERS ARE
LEADERS TUTORS**

HOW TUTORING WORKS

- Tutoring takes place Monday - Thursday
- Each student has two tutors 🐾
- Tutors work with the same student each week for 30 minutes per session
- Commitment is one hour per week
- Program starts at beginning of September or end of October and ends in May

TUTOR

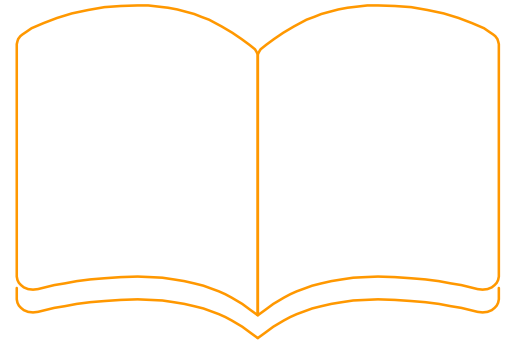
- A role model! A reading teacher!
- Maintain confidentiality
- Be prompt and dependable
- Follow safety procedures
- Maintain communication



**READERS ARE
LEADERS STUDENTS**

WORKING WITH ELEMENTARY STUDENTS

- Be aware of developmental characteristics
- Student may
 - Live in poverty
 - Be a English language learner
 - Be aware that they are struggling

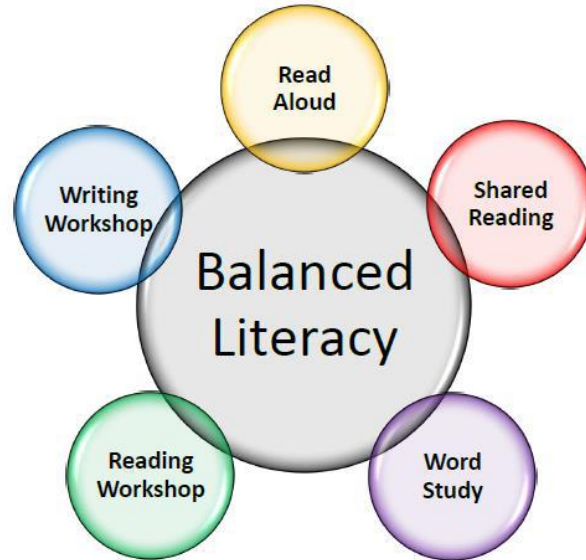




READING INSTRUCTION

READING SUCCESS IS BASED ON

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension



STAGES OF READING

EARLY EMERGENT - Just beginning to grasp concepts of print.

EMERGENT - Recognizes sight words, sound/symbol relationship

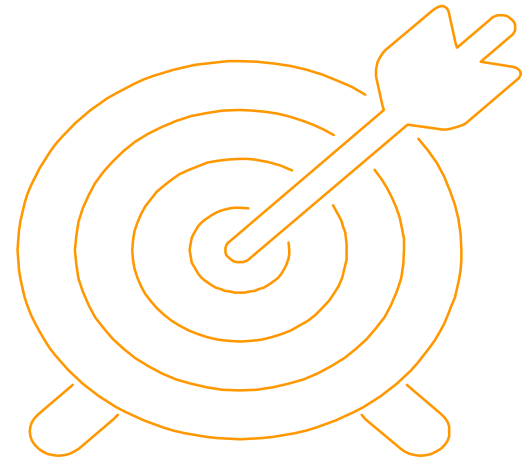
TRANSITIONAL - Reading becomes more automatic

FLUENT - Independently reading various texts for a variety of purposes

LEVELS OF READING

End of Year Reading Goals

- Kindergarten = D
- First Grade = J
- Second Grade = M
- Third Grade = P
- Fourth Grade = S





**READERS ARE
LEADERS TUTORING
SESSIONS**

LESSON MATERIALS

Books and a Student Folder

- Book log
- Notebook
- Erasable Pens
- Strategy Resource
- Comprehension Guide
- Writing Tips
- Forms
- Stickers



Readers Are Leaders Elementary Tutor Log

Date & Tutor Name	Book Title	Book Level (Optional)	This Book Was	Notes/Comments (Optional)
			<input type="checkbox"/> Too easy <input type="checkbox"/> Just right <input type="checkbox"/> Too hard	
			<input type="checkbox"/> Too easy <input type="checkbox"/> Just right <input type="checkbox"/> Too hard	
			<input type="checkbox"/> Too easy <input type="checkbox"/> Just right <input type="checkbox"/> Too hard	
			<input type="checkbox"/> Too easy <input type="checkbox"/> Just right <input type="checkbox"/> Too hard	
			<input type="checkbox"/> Too easy <input type="checkbox"/> Just right <input type="checkbox"/> Too hard	



RELATIONSHIP BUILDING

2 - 5 Minutes

READING AND COMPREHENSION

15 - 20 Minutes

WRITING

10 Minutes

GREETING AND RELATIONSHIP BUILDING

**Key component of a positive tutoring
experience for the child and tutor**

RELATIONSHIP BUILDING

- Practice greeting each other by name
- Use interest inventory as “ice-breaker”
- Great time to expand knowledge of outside world



Student Interest Inventory Form

The interest inventory is designed to help tutors learn about their student. It can be used to start a conversation. It is two sided so that each tutor has an opportunity to ask questions and record answers. You or the student can complete this. This sheet should stay in the student's folder for the entire school year.

Student Name: _____

The form is a collection of colorful, irregular shapes containing questions and checkboxes. The shapes include a blue rectangle, an orange starburst, a red rounded rectangle, a red cylinder, a grey rounded rectangle, an orange rounded rectangle, a red rounded rectangle, a blue cloud, a blue arrow, and a blue wavy shape. Each shape contains a question and, where applicable, a list of checkboxes with 'Yes' and 'No' options.

What do you like best?
 When someone reads to you
 When you read books with someone
 When you read by yourself

When is your birthday?

What do you like to do with your friends?

What is your favorite book?

Do you visit the library?
 Yes
 No

What do you like to do at recess?

Do you like to read?
 Yes
 No

How often do you read at home?
 Never/Rarely
 1 – 3 times per week
 4 – 7 times per week

What is your favorite food?

What would you like to be when you grow up?


What do you do when you read a word that you do not know?



READING AND COMPREHENSION

**Making meaning of text is what
reading is all about!**

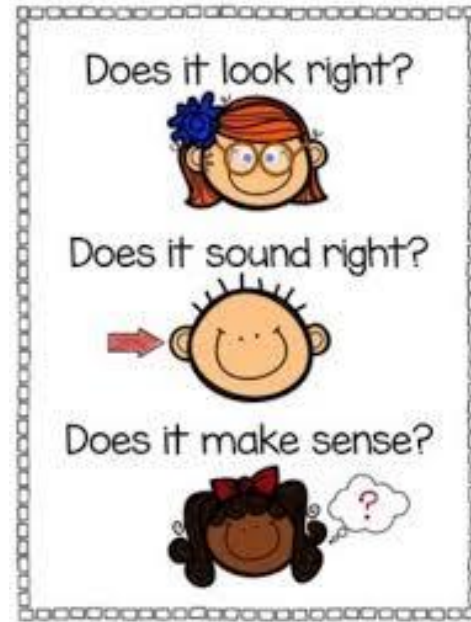
WAYS TO READ

- 
- Independent
 - Shared
 - Echo
 - Choral
 - Reading Aloud



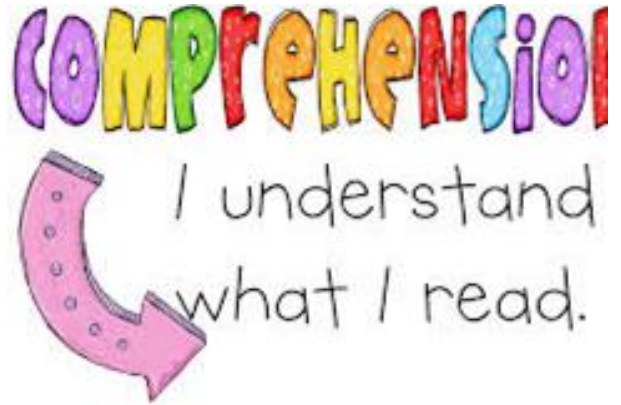
WHILE READING

- [Book Walk Preview](#)
- [Reading Strategies](#)
- Fluency
- Vocabulary
- [Pausing and Prompting](#)



COMPREHENSION

- Comprehension is developed through conversation
- Talk before, during, and after
- Use comprehension guide
- Have child retell story

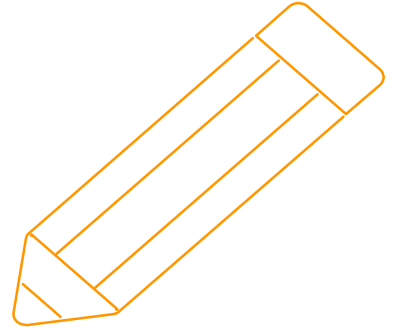


WRITING IN RESPONSE TO READING

Reading and writing are related!

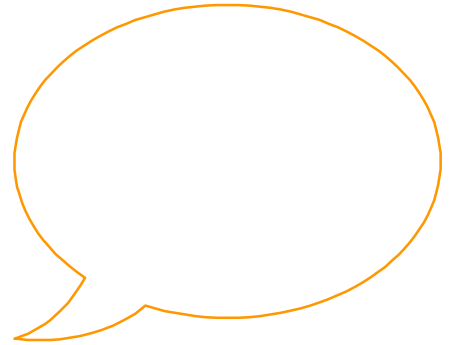
WRITING IN JOURNALS

- Utilize writing plan template in student folder
- Together decide what to write
- Have student verbalize the sentence
- Assist student as they write



AT THE END OF THE SESSION

- Say goodbyes until next time and send student back
- Fill out book log
- Return materials
- Complete online [tutor log](#)





QUESTIONS?

What questions do you have?

Ongoing support

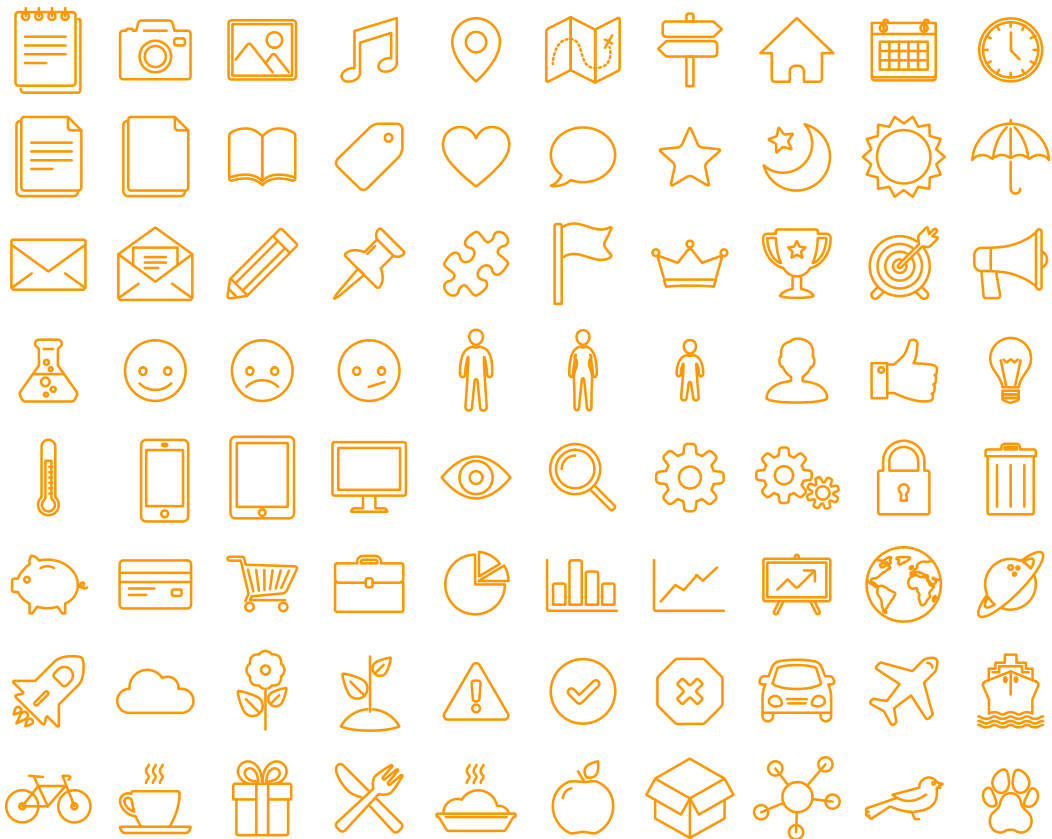
Tutor Tips

Resource Website

WE ARE ALL PEOPLE. CONNECTED, INTERDEPENDENT, UNITED. AND WHEN WE REACH OUT A HAND TO ONE, WE INFLUENCE THE CONDITION OF ALL.

THAT'S WHAT IT MEANS TO **LIVE UNITED.**





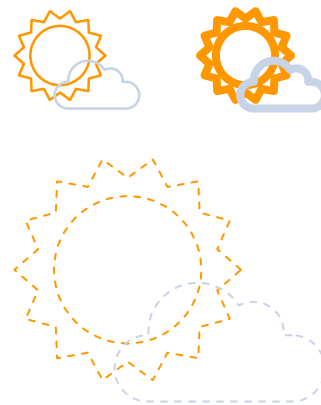
SlidesCarnival icons are editable shapes.

This means that you can:

- Resize them without losing quality.
- Change line color, width and style.

Isn't that nice? :)

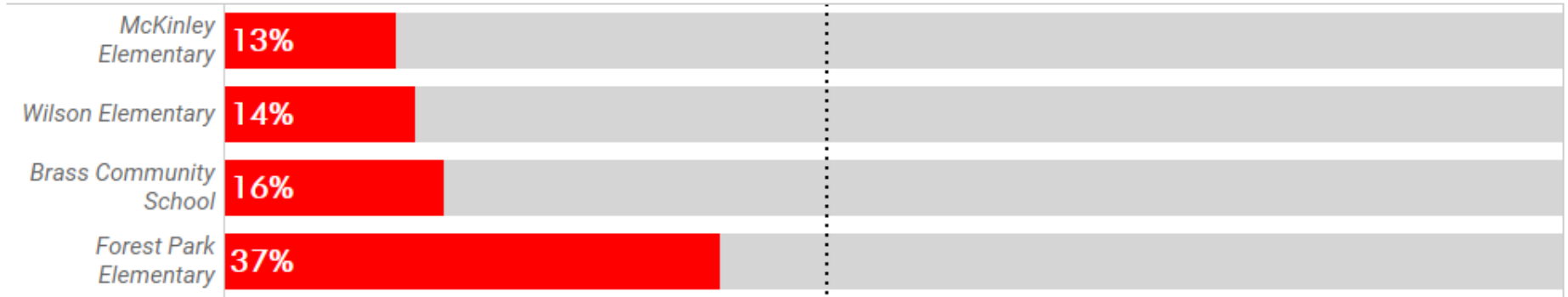
Examples:





Keep slide as
reference!!!!

Reading Proficiency: Third Grade



Reading proficiency based on 2016-17 Forward test results