

Readers Are Leaders Tutoring Session Structure



To have the greatest impact, the following activities should be completed during each 30 minute tutoring session.

Activity	Skills	Duration
<p>Greeting and Relationship Building</p> <ul style="list-style-type: none"> ★ Greet student and have a conversation to build relationship. The interest inventory can be used. ★ Have student greet you by name! 	<ul style="list-style-type: none"> ★ Interpersonal skills ★ Conversation skills ★ Oral communication 	2 - 5 Minutes
<p>Reading and Comprehension Conversation</p> <ul style="list-style-type: none"> ★ Student reads to tutor while tutor provides support using prompts and techniques outlined in the tutor manual and training. ★ Tutor asks comprehension questions using the provided comprehension guide. <ul style="list-style-type: none"> ○ Before reading =Orange ○ During reading = Red ○ After reading =Dark Blue 	<ul style="list-style-type: none"> ★ Activating background knowledge ★ Retelling ★ Sequencing ★ Automaticity ★ Problem solving ★ Fluency ★ Decoding ★ Recalling ★ Inferencing ★ Drawing conclusions ★ Synthesizing ★ Visualizing ★ Evaluating 	15 - 20 Minutes
<p>Writing a Response to Reading</p> <ul style="list-style-type: none"> ★ Students write 1 - 3 sentences with support from tutor. ★ Focus on: <ul style="list-style-type: none"> ○ Capitalization/punctuation/spacing ○ Stretching sounds/encoding (emphasize stretching sounds over spelling) 	<ul style="list-style-type: none"> ★ Phonics ★ Encoding ★ Capitalization ★ Punctuation ★ Summarizing 	10 Minutes

At the end of each session, the student may affix a sticker to the journal, folder, or their hand to show that he/she did a great job today!

Writing a Response to Reading



The goal is for the student to write one to three sentences during each session. If time allows and the student is interested, he/she can write additional sentences and/or illustrate. The steps to the writing portion of the session are as follows:

1. Put the date at the top of paper. Either you or the student can do this.
2. Ask the student what they would like to write about. The student can write about anything connected to the story such as their favorite part, something the character did, something they learned, or how they felt about the ending of the story.
3. Have the student say the sentence he/she wants to write. This might take several attempts. Repeat the sentence back to student so that you are both clear on the sentence to be written.
4. Have the student begin writing. As with reading, resist the urge to constantly interrupt the student to correct spelling, handwriting, etc.
5. As the student writes, you can assist by keeping him/her on track and anticipating struggles. For example, you might tell the student there is a silent 'e' at the end of the word or supply a word that you know the child will not be able to sound out.
6. When the student gets to a word that is challenging to spell, you have two options:
 - a. Write the word for the student.
 - b. Encourage the student to "stretch" the sounds and write the sounds that they hear.
7. After the student has finished writing the sentence, ask him/her to read it back to you.
8. Occasionally, students may wish to read what they had written in previous sessions. Students may do this at the greeting/relationship building portion of the lesson or during the writing portion.