

# Welcome Back Tutors

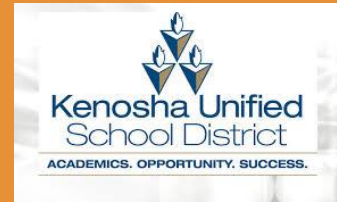


# WHEN KIDS CAN'T READ, THEY CAN'T SUCCEED

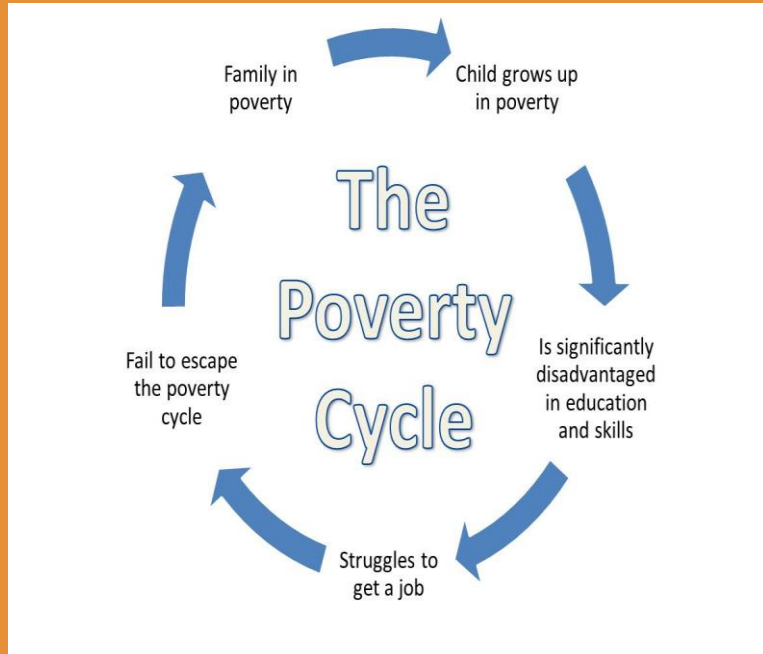
Reading proficiency by third grade is the most important predictor of high school graduation and career success.



United Way  
of Kenosha County



# POVERTY IMPACTS ACHIEVEMENT

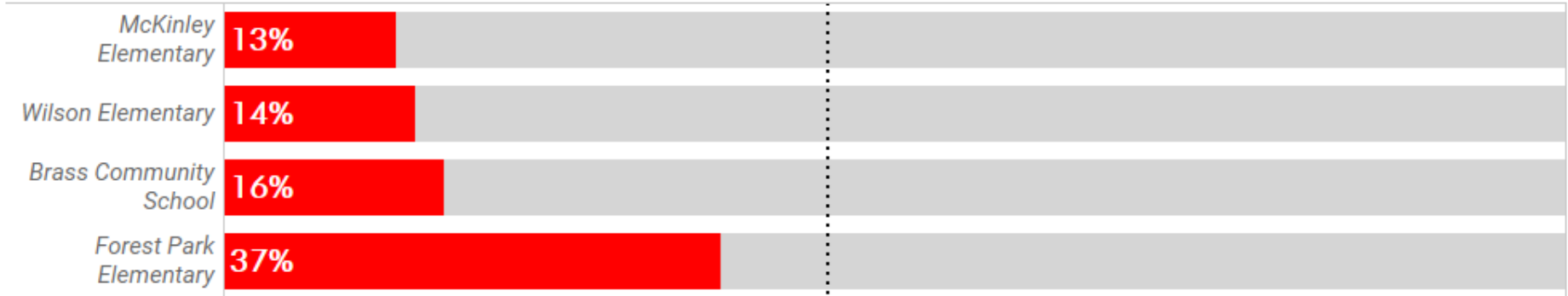


**Gap can widen when kids don't have access to books, language-rich homes or high-quality learning experiences.**

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



## Reading Proficiency: Third Grade



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

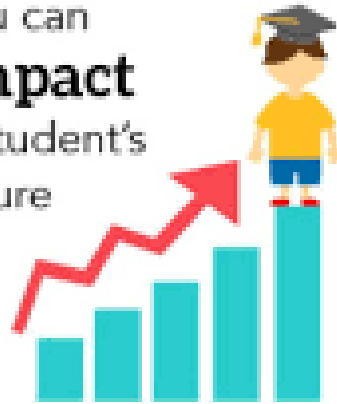
# Thank You For Tutoring!

With just  
**1 hour**  
per week



=

you can  
**impact**  
a student's  
future



# Today's Objectives....

- Share program updates
- Provide information that will help



# Improvement in Communication

The student has shown strength/growth with the following skill(s):	
The students current reading level is:	Independent: Instructional:
One reading standard we are focusing on is:	

Two skills to focus on during this months session are:

- Making Predictions
- Making Inferences
- Drawing Conclusions
- Synthesizing Information
- Identifying Main Idea

- Tutor Log
  - Weekly rotating question
- Teacher forms
  - Quarterly communication form
  - Writing Procedure

# A 30 Minute Reading Session

<i>Length of Time</i>	<i>Activity</i>
2 - 5 Minutes	Greeting and Relationship Building
15 - 20 Minutes	Reading and Comprehension Conversation
10 Minutes	Writing a Response to Reading





# Greeting and Relationship Building

- Practice greeting each other by name
- Use interest inventory as “ice-breaker” to find connections
- 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: \_\_\_\_\_

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?

Do you visit the library?

- Yes
- No

What is your favorite book?

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

What would you like to be when you grow up?

# Getting Ready to Read a Book



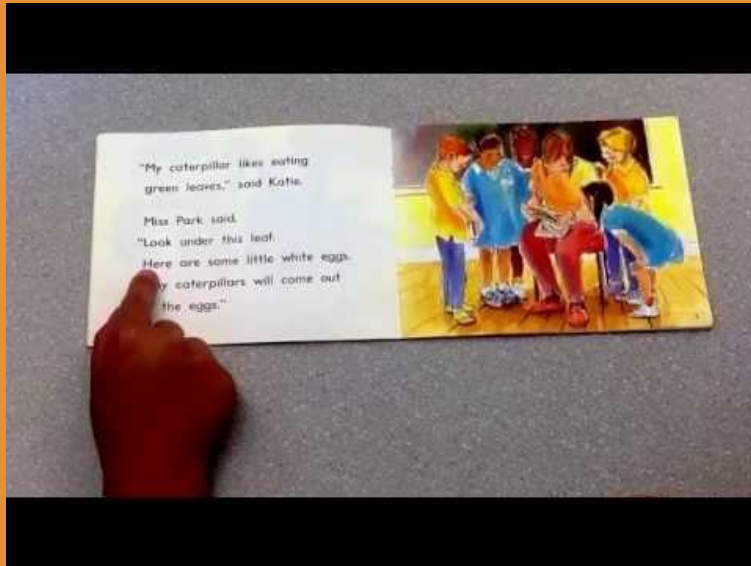
# Book Introduction Tips

- Book in Child Hands
- Tutor Asks Questions
- Child Making Connections, Talking, and Sharing Thinking
- Make Predictions
- Point Out Print Features
- Discuss Vocabulary
- Use Prior Knowledge/Prediction Pages In Flip Chart

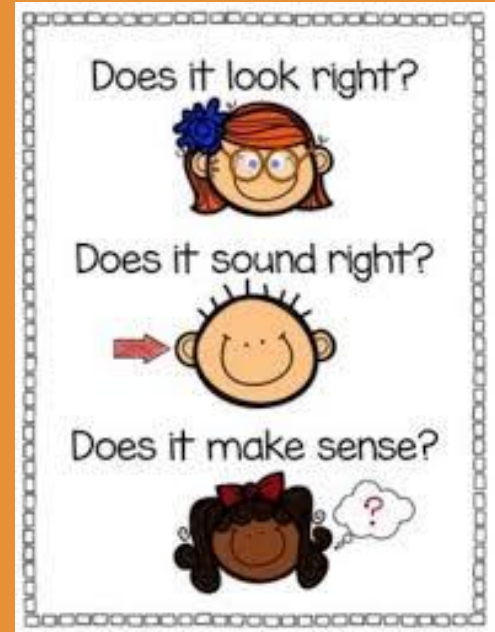


# Helping a Reader When They Are Stuck

- *What do you notice that the adult does?*



x



# Tips For Prompting

- Provide child with wait time
- Self Monitoring is GREAT!
  - *Rereading*
  - *Making several attempts*
  - *Stopping after a mistake*
  - *Showing dissatisfaction*
  - *Appealing for help*
- Refer to Reading Prompts on Back of Flip Chart



# Throughout Reading, Have a Comprehension Conversation

## 8 Key Comprehension Strategies

### Make Connections

Connect what you read to what you already know.



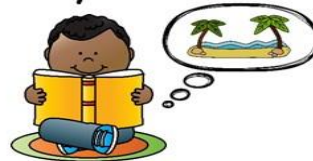
### Infer

Use your own schema and clues from the book to understand what you read.



### Create Images

Create images in your mind as you read.



### Ask Questions

Ask questions to help you understand.



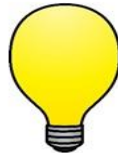
### Determine Importance

Think about the most important idea!



### Synthesize

Bring ideas together to make a new idea.



### Monitor Understanding

Check to make sure you are understanding what you read.



### Use Fix-Up Strategies

Use strategies when you get stuck on a word.



# Writing A Response Is Just As Important As Reading

- Print
- Writing Routine
  - Decide together what to write
  - Have child say sentence first
  - Have child write sentence
    - Resist urge to jump in and fix everything
    - Support student as necessary
  - Student should read sentence aloud when they are done writing
    - Do they notice anything that doesn't look right, sound right or make sense?



*What do you notice about how the adult helps the student?*



# Writing Tips

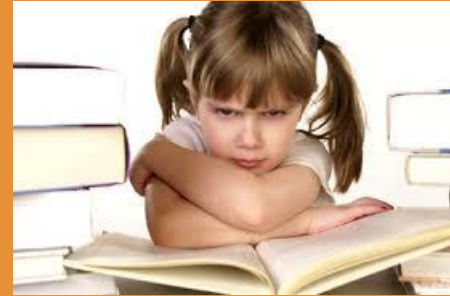
- Have child put finger under word, slide to check sounds they hear.
- Write or tell child how to spell words that they can't sound out
- Use boxes to help child stretch word





# What Helps Struggling Readers?

- Adult enthusiasm for books is highly motivating
- Complimenting and encouraging effort, behavior and strategy use
- Opportunities to read a lot
- Highly engaged in reading
- Opportunities to read books that can be read with accuracy, fluency, and strong comprehension
- **SUCCESS**





*Every question is a good question!*