TUTOR HANDBOOK

First, Second, and Third Grade Program

2021 - 2022

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United Way of Kenosha County

United Way of Kenosha County fights for the health, education, and financial stability of every person in our community by mobilizing the caring power of the community to advance the common good.

United Way envisions a community where individuals and families achieve their potential through education, income, and healthy lives. We all benefit when a child succeeds in school, when individuals and families are financially stable, and when people are healthy.

Education is the cornerstone of individual and community success.   Parents who have support from early on can build great futures for their children. United Way is working with schools, parents, and organizations to ensure that every child has a chance for success in school, work, and life by investing in programs that produce results.

Collaboration

United Way of Kenosha County is collaborating with Kenosha Unified School District, utilizing data provided by Building Our Future, to provide young children in grades kindergarten through third grade with tutors on a regular basis to increase reading achievement in the early grades.
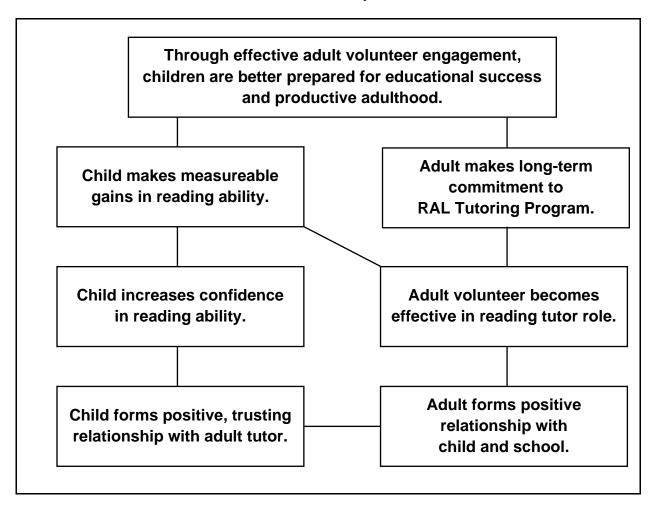
Outcome and Measurement Model

United Way recruits, screens, and trains community volunteers to serve as reading tutors to identified students in kindergarten, first, second and third grade. Tutoring sessions follow a standard format and use evidence-based methods. These sessions are supplemental to the daily instruction that students receive within the classroom. United Way of Kenosha County is committed to the continuous improvement of Readers Are Leaders, driven by data, in order to provide a meaningful and impactful experience to the participating students, teachers and volunteers.

The following program outcomes are measures for adults and students that participate in the Readers Are Leaders Tutoring Program. The outcomes are measured using a variety of measurement tools, including session logs, tutor surveys, teacher surveys, parent surveys and student test scores. Teachers are encouraged to share student progress with tutors as appropriate. In addition, United Way will share program successes with tutors, teachers and the community as the information is available.

Through effective adult volunteer engagement, children are better prepared for educational success and productive adulthood.

Child makes measureable gains in reading ability.

Adult makes long-term commitment to RAL Tutoring Program.

Child increases confidence in reading ability.

Adult volunteer becomes effective in reading tutor role.

Child forms positive, trusting relationship with adult tutor.

Adult forms positive relationship with child and school.

History of Readers Are Leaders

MCKINLEY ELEMENTARY SCHOOL

Through third grade, children learn to read. From fourth grade on, they read to learn. Research shows that third grade reading proficiency is a powerful predictor of later academic achievement. A student who is not at least moderately successful in reading by the end of third grade is less likely to graduate from high school. Research has shown a strong link between higher literacy and future academic achievement, improved self-esteem, and the ability to be a productive and involved member of society. **When kids are able to read, they can succeed.**

United Way of Kenosha County's Early Grade Reading Initiative began as a pilot program at McKinley Elementary in 2015. Throughout the 2015-16, 2016-17 and 2017-18 school years, approximately 5,300 tutoring sessions were held which is equivalent to 2,650 hours of tutoring. Over 100 students have benefited from the work of a network of approximately 140 volunteers.

Based on the success of the pilot program, the tutoring program was expanded to three additional elementary schools (Wilson, Brass, and Forest Park) during the 2018-2019 school year and one additional school (EBSOLA - Creative Arts) during the 2019-2020 school year.

United Way, in partnership with Kenosha Unified, would like to express our gratitude for your willingness to work with students. We appreciate your investment as we strive together to help each and every child become a strong reader.   Reading is a skill that is critical for life-long success.

GIVE. ADVOCATE. VOLUNTEER.
LIVE UNITED United Way

Section I:

Readers are Leaders Tutors

The Role of a School Tutor

Readers Are Leaders volunteer tutors should:

- Support the programs of the classroom teacher and school staff.

- Respect individual differences in teachers' methods and management strategies.

- Respect the integrity of instructional time by not interrupting class unless absolutely necessary.

- Be a positive role model for children in attitude, behavior, and language. Let your conversations and comments demonstrate respect for others and avoid language that may be perceived as discriminatory, sexist, rude or offensive.

- Be respectful of children's diversity of family, culture, native language, religion and background. Accept and embrace each child's individuality.

- Practice correct pronunciation of the child's name if it is unfamiliar.

- Make sure the student you work with knows your name.

- Stick to the lesson outline throughout the year.

Readers Are Leaders volunteer tutors should not:

- Discipline students.

- Diagnose student needs.

- Discuss student progress with parents or others.

- View materials in students' confidential records.

- Provide students with gifts.

<u>Confidentiality and Safety</u>

When a volunteer is working with a student in a school, the basic right to privacy for each child and family must be respected at all times. Confidential information includes any personally identifiable data, session information, observation or records pertaining to a student or family.   Protect privacy! Do not ask for a students address, phone number or other personal information. Do not share your personal information with the student. Maintain contact only in the school setting. Do not initiate contact with the children with whom you work or their families outside of the school tutoring setting.

Volunteers must treat all information regarding a student as confidential and should discuss the student only with their teacher, the school site coordinator, or the United Way Readers Are Leaders program coordinators. Student information should not be discussed with other volunteers, other teachers or staff, or anyone outside of the school.

The one exception to this rule is in the case of suspected child abuse or neglect. Any volunteer who has reason to believe that a child has been subjected to abuse or maltreatment must report it immediately to the classroom teacher, school site coordinator, principal, or other school official.

Volunteers that do not follow this code of confidentiality will no longer be permitted to participate in any Kenosha Unified school volunteer activities.

<u>Volunteer Commitment</u>

The time commitment for the Readers Are Leaders tutoring program is one hour per week from September/October - May. The one-hour commitment includes travel time, check in and out time, and 30-minute lesson time. Prior to tutoring, first year volunteers are required to attend a training session. All volunteers are required to attend their preferred school's building orientation which will include a 'booster" training.

Two tutors will be assigned to one student. Each tutor will work with the same student each week for the entire school year. The two tutors will co-tutor their assigned student.

Some volunteers may partner together to form a tutor team. A tutor team consists of 2 - 3 volunteers that share a tutoring assignment. It is up to the members of the tutor team to determine who is responsible for reporting to the tutoring sessions each week. The team members will work directly with the students teacher on any scheduling issues.

If you need to end your involvement with the Reader Are Leaders tutoring program prior to the end of the school year, please notify United Way and the school site coordinator immediately. It is especially important that the student is clear about your final date with him/her. The child needs to be left with the clear message that you have enjoyed working with him/her.

<u>Communication</u>

Periodically throughout the year, United Way staff and school site coordinators will provide communication through email and/or notifications posted near tutoring sign in/sign out materials. In addition to communication from program coordinators, tutors may find it beneficial to communicate with teachers directly. Each volunteer and teacher are responsible for determining the best way to communicate. Suggested methods include email, periodic phone calls, text messaging, written notes and occasional in-person communication. Please keep in mind that teachers may not have time to chat with you before or after the tutoring session. Tutors should avoid interrupting a class to talk to the teacher about a non-emergency topic.

Teachers will provide tutors with a student reading level sheet and a quarterly tutoring session focus sheet. An explanation and an example of each form can be found in the appendix.

If your contact information changes during the school year, inform your site coordinator and United Way immediately.

Problems may occur during your tutoring experience. Every problem is solvable with respectful and honest communication. Don't hesitate to call, email or ask for a meeting to discuss any problems or concerns that arise.

<u>Tutoring Days and Times</u>

Tutoring takes place Monday through Thursday during the school day. Tutoring times are identified by each school site. Volunteers are matched with students based on common availability.

The goal is for each student to receive two tutoring sessions each week, on two different days. This means that your students will likely have another tutor that comes on a different day than you. If you would like to exchange contact information with your students' other tutor you should leave a note introducing yourself in the student tutoring folder. Some tutors find it helpful to stay in touch with their students co-tutor via email or notes in the student folder.

<u>Volunteer Attendance</u>

Volunteers are asked to be prompt and dependable. The school day is carefully scheduled. Arriving early will not necessarily mean that you can start working with your student earlier. Arriving late may mean that you will have to shorten your tutoring session.

Volunteer absence:

If you have to unexpectedly miss a session:

1. Notify the classroom teacher as soon as possible through email or by calling the school.

If you know ahead of time that you are going to miss one or two consecutive sessions*:

1. Notify the teachers as early as possible. Let the student know which of the following scenarios will happen:
   a. Work with the co-tutor to make a switch and/or cover a session
   b. Work with the teacher to determine an agreeable make up day or time for that week
   c. Miss a session and return as regularly scheduled the following week

If you are going to miss multiple sessions, you may consider sending your student a postcard or letter to the school.

Student Absence

Teachers are asked to designate a substitute student who will work with a tutor when his/her regularly scheduled student is absent. The student will be a Readers Are Leaders student. Tutors **will not** be notified in advance regarding student absence.

Dress Code

Dress appropriately for working with elementary school children. Do not wear low cut or suggestive clothing. Do not wear clothing that advertises tobacco, drugs, or alcohol. Do not wear hats in the building. Maintain personal hygiene and cleanliness.

Personal Belongings

In most cases, there will not be a secure place for you to leave your belongings.   Plan to keep your coat, purse, and all other items with you at all times or secure them in your vehicle before entering school.

Electronic Devices

Silence cell phones when in the school building. Personal calls should be taken and placed outside of the school building to ensure privacy and avoid disruptions to teaching and learning. You may use your electronic device to keep track of time while tutoring.

<u>Parking</u>

There are recommended parking areas for tutors at each school site. Locations will be identified at the building orientation.

<u>Entering and Leaving the School Building</u>

Volunteers should enter the school through the main door, Door 1. Please ring the doorbell to be buzzed into the building and then proceed to the office. Tutors will sign in and out at the office. Once signed in, tutors should proceed to the tutoring station to get their ID badge and tutoring materials. Please wear the ID badge the entire time you are in the building. Return the badge and materials to the tutor supply box when you sign out. If your ID badge is missing, please ask office staff for a visitor's pass and contact the school site coordinator to get a new badge. In addition to signing out and returning the tutor badge, tutors should complete the online tutoring log before leaving. Directions for the online tutor log can be found near the computer or by the school sign out sheet.

<u>Emergency Procedures</u>

The safety and well-being of the students, staff and volunteers at each school is paramount. Each school has safety procedures in place and they are regularly practiced through drills. Because drills are meant to practice procedures that would be used in the event of an actual emergency, the timing of the drills are not shared with the teachers or volunteers.

In the event of a drill or actual emergency, please follow the directions of the nearest school staff person. Depending on where you are tutoring, this may be your classroom teacher or another teacher. Do not try to return to the classroom if you are not near it.

In the event of a lockdown, teachers will follow ALICE procedures. If you are in the hallway with a student when a lockdown is announced, quickly and quietly move to the closest classroom or office and follow the directions of the school staff. You can find more information about ALICE procedures at http://www.kusd.edu/alice-security-presentations-parents and you are welcome to attend district presentations.

If a drill or actual emergency occurs while you are scheduled to tutor, you may have to shorten or cancel your session that day. You should record the actual session length when submitting your session information online.

<u>School Calendar and No Tutor Days</u>

Tutoring will not take place when school is not is session. The current school calendars are available on the Kenosha Unified School District website (www.kusd.edu). Look for important date reminders from United Way and/or school coordinators through email and fliers. Occasionally, tutoring will have to be cancelled due to field trips, assemblies,

testing and other school activities. Every effort will be made to notify tutors in advance of such occurrences.

Inclement Weather

If weather conditions make it unsafe for you to travel, please contact the teacher to cancel your session. In the event of a school cancellation, early release or delayed start, all Readers Are Leaders tutoring sessions will be cancelled. An announcement will be made via local television stations, radio stations, the KUSD website (www.kusd.edu), KUSD Channel 20, Facebook.com/kenoshaschools, Twitter.com/KUSD and 359-SNOW (7669).

Gift Policy

Readers Are Leaders tutors should not provide individual students with gifts. If you feel compelled to give a gift above and beyond your time, please consider purchasing something for the student's entire classroom such as books, school supplies, or snacks.

Section II:

Working With Early Elementary Students

Working with children can be a very rewarding experience. The following are some reminders about what to expect when working with kindergarten, first, second and third grade students.   While the kids you will tutor are struggling readers, they may also be English language learners, live in poverty, or be the victim of trauma.

Developmental Characteristics of Primary Grade Children

Kindergarten-First Grade (ages 5-6)

General characteristics	- Eager to learn - Easily fatigued - Short periods of interest - Self-assertive, boastful - Less cooperative, more competitive
Physical characteristics	- Very active; need frequent breaks from tasks to do things that are energetic and fun for them - Need rest periods with quiet activities - Large muscles are well-developed, developing eye-hand coordination - May tend to be accident prone
Social characteristics	- Enjoys organized games and are very concerned about following rules - Can be competitive, which may lead to cheating at games - Very imaginative and involved in fantasy-playing - Self-assertive, aggressive, boastful, want to be first - Enjoy exploring new materials - Eager to engage in new activities led by involved adult
Emotional characteristics	- Alert to feelings of others; unaware of how their own actions affect others - Very sensitive to praise and recognition - Feelings easily hurt - Inconsistent in level of maturity and may regress when tired - Often less mature at home than with outsiders - Can be easily frightened by novel or strange events - Like responsibilities they can handle
Mental characteristics	- Eager to learn - Like to talk - Understand language better than they speak - Can be inflexible about their idea of fairness - Difficulty making decisions - Are interested in the present; have vague concepts of past/future - Asks many questions - Define things by their use - Developing a sense of humor

Second-Third Grades (ages 7-9)

General characteristics	● Interested in people; aware of differences ● Willing to give more to others, but also expect more in return ● Busy, active, full of enthusiasm; may try too much ● Interested in money and its value; developing a sense of time ● Sensitive to criticism and recognize failure ● Have capacity for self-evaluation; decisive, dependable, reasonable ● Capable of prolonged interest; may make plans on their own ● Strong sense of right and wrong ● Spend a great deal of time in talk and discussion ● Often outspoken and critical of adults; still dependent on adult approval
Physical characteristics	● Very active; need frequent breaks from tasks to do things that are energetic and fun for them ● Early maturers may be upset about their size and need an adult supporter to listen and explain ● May tend to be accident prone ● Enthusiastic about games, especially those that allow for comparison of skill or that allow for self-improvement ● Experiencing improvement in both gross and fine motor skills
Social characteristics	● Are choosy about their friends; like to have a best friend; develop a strong sense of loyalty to friends ● Acceptance by friends becomes very important ● Need help accepting peers who are different or left out of a group ● Often idolize heroes, television stars and sports figures
Emotional characteristics	● Very sensitive to praise and recognition; feelings easily hurt ● May experience conflicts between adult's rules and friend's rules ● Strong drive towards independence ● Like to take on responsibility
Mental characteristics	● Can be inflexible about their idea of fairness ● Eager to answer questions; very curious ● Collectors of everything, but may jump to other objects of interest after a short time ● Want more independence; know they need guidance and support ● Like to talk and use language to express feelings/tell stories ● Better able to understand and appreciate differences opinion

Working with Students Living in Poverty

A growing number of children in Kenosha are living in poverty. Students that live in poverty are at higher risk for learning delays. Approximately 90% of Brass, McKinley, and Wilson students are living in poverty. At Forest Park half of the students suffer from the effects of poverty.

Research shows that economically disadvantaged students face challenges and circumstances that make it more difficult to succeed in school than their more affluent peers. For many low-income children, the gap starts early because of health problems at birth which slow cognitive, social, and emotional development. The 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. Volunteers should note that poverty does not mean a person is unable to succeed. Children who come from poverty still dream, have hopes, want to achieve, and are capable of learning.

Effective Practices to Help Students from Poverty Succeed

1. Believe students can be successful! Have high standards and consistent expectations.

2. Connect with the student. Build a relationship in which you know what the child is interested in.

3. Work to build the students' self-esteem by praising school success.

4. Broaden student's worldly experience. Show them pictures of your travels, talk about an outing to museum, or bring in a book to share.

Working with English Language Learners

Some students that are selected for the Readers Are Leaders program may be English language learners. The process of learning to read can be difficult for English language learners for a number of reasons. Students may not be able to "hear" or produce new sounds in their second language. They may struggle to put together the sound / symbol relationship of English to sound out words when reading or writing. Because students are learning English, their English vocabulary is likely limited. If words aren't part of a student's oral vocabulary, it is much harder for a reader to comprehend text. Problems with comprehension stem from limited vocabulary and limited background knowledge. At times, reading may sound less fluent because the student is concentrating on

comprehension. Or the student may struggle with comprehension because they are concentrating on decoding the words.

<u>Tips For Working with English Language Learners</u>

1. Model - Model for students what they are expected to do or to produce. It's okay to model how to produce a sound or read a word, phrase, or sentence.

2. Provide Wait Time - Speak slowly and clearly. When waiting for a student to respond, provide enough time for the student to formulate their response, whether in speaking or in writing. Remember they are thinking and producing in two or more languages.

3. Use Non-Linguistic Cues - Use visuals, gestures, intonation, and other non-verbal cues to make both languages and content more accessible to students. Discuss illustrations in books.

4. Check For Understanding - Ask questions to regularly check that students are understanding the book. Explain concepts and words.

5. Explain Vocabulary - Discuss unfamiliar words and concepts. Also, English has a number of words with more than one meaning. Once a student learns and understands one meaning of a word, other meanings may not be apparent. Explain the different meanings of words.

<u>Working with Struggling Readers</u>

Reading is a complex process! The best environment for struggling readers is one where they can think and talk aloud about their ideas and questions. The focus of the tutoring session should not be on the **reading** itself, but rather on the process of making meaning and creating understandings about content.
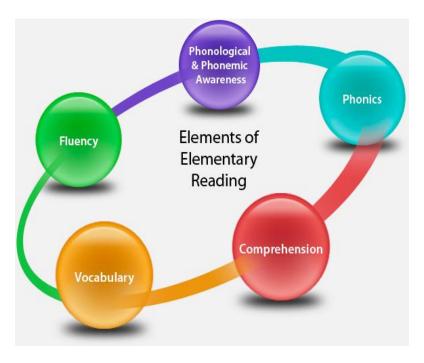
<u>Tips For Working with Struggling Readers</u>

1. Adult enthusiasm for books is highly motivating for kids!

2. When an adult constantly compliments and encourages student effort, behavior and strategy use, it helps to build confidence.

3. Struggling readers need opportunities to read a lot.

4. Struggling readers need to be highly engaged in reading. Having conversations about books promotes engagement.

5. Struggling students need opportunities to read books that they can read with accuracy, fluency, and strong comprehension.

6. Success based reading builds confidence and motivation to read.

Section III:

Reading and The Tutoring Session

Reading success is based on five factors: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The following defines each area.

Phonemic Awareness	The ability to hear and manipulate sounds in spoken words
Phonics	Using the sound symbol relationship by matching letters to sounds
Fluency	The ability to read with speed, accuracy and proper expression
Vocabulary	Words that need to be known to understand what is read
Comprehension	The ability to process text, understand its meaning, and integrate it with what the reader already knows

Literacy Instruction in KUSD

The students you tutor are learning to read using a framework for reading instruction that emphasizes guided reading, comprehension, writing, and word study to provide

instruction in the five areas mentioned above.   The following page describes <u>some</u> of the components of reading instruction.
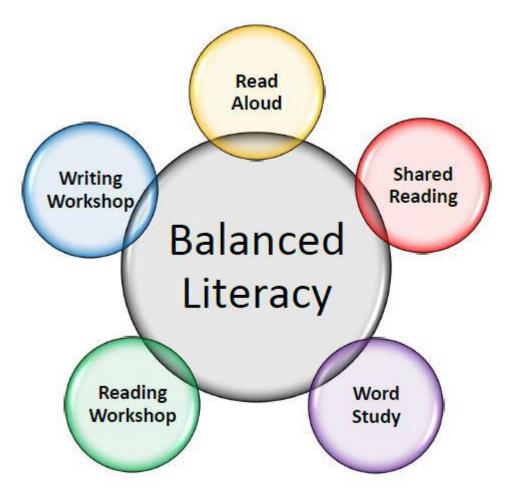
The Read Aloud: During read aloud the teacher shares high quality literature by reading out loud to the classroom. The teacher can model correct reading strategies and behaviors while discussing text with students.

Independent Reading: During independent reading students are allowed to choose the books they want to read while also encouraged to read books at their "just right" level.

Word Study: Students work with words through fun and engaging activities. Through word study, students learn letters and sounds they make. They move on to word patterns, root words, suffixes, and prefixes.

Writing: Students learn to respond to what they have read. Writing can take many forms. Students apply the word and sound knowledge they have developed and apply that to a written response.
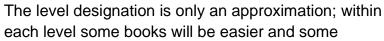
Guided Reading and Conferring: Children read at different levels. Through guided reading and conferring, teachers are able to work with students at their instructional reading level and instruction is based on individual student needs.

Based on assessments, students are assigned a guided reading level based on their word knowledge, comprehension, and fluency. Leveled books are used to allow the teacher to work closely with each student to help them become a better reader by introducing them to increasingly challenging books.

Books are organized from easier to harder in the order of the alphabet. Each level is labeled with a letter from A to Z. At each level, there is a cluster of characteristics that helps us think about the texts at that level and how they support and challenge readers.

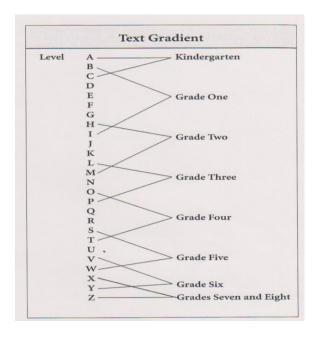The level designation is only an approximation; within each level some books will be easier and some harder. The figure shows the entire range of texts from kindergarten through eighth grade. Levels are related to approximate grades, but it is more important to see the gradient as a **continuum of progress for readers**. Notice that there is no rigid division between grade levels.

It is important to match books to struggling readers very carefully. The reader must be able to read the words in the text. The majority of the words in a text will be recognized immediately, often without conscious effort. If more than ten percent of the words require effort to decode, the text is too difficult for the reader.

Stages of Reading

Stage	Readers at That Stage	Books At That Stage
Early Emergent (Levels AA - C)	● Just beginning to grasp concepts of print and books ● Consistently recognizes name and capital and lowercase letters ● Developing phonological awareness skills such as phonemes, syllables, and rhyme ● Developing awareness that print carries meaning	● Strong picture support ● Carefully controlled text ● Repetitive patterns of text ● Controlled and repeated vocabulary ● Natural language ● Large print ● Wide letter spacing ● Limited text on page ● Familiar concepts
Emergent	● Understands alphabet,	● More lines of print

(Levels D - J)	phonological awareness, and early phonics ● Knows a significant number of high frequency sight words ● Developing better grasp of word attack and comprehension strategies ● Recognizes different types and purposes of text	● More complex sentences ● Less dependency on repetitive patterns of text and pictures ● Familiar concepts but greater depth
Transitional (Early Fluent) (Levels K - P)	● Reading becomes more automatic ● More energy devoted to comprehension than word attack ● Greater variety of text ● Able to recognize different styles and genres ● Independence often varies with the type of text	● More pages, longer sentences, more text ● Richer vocabulary ● Variation in sentence pattern ● Less reliance on pictures ● More formal and descriptive language

Student Selection Criteria

Students are selected to participate in the Readers Are Leaders tutoring program based on criteria developed by Kenosha Unified School District. With that criteria in mind, students are recommended by their classroom teachers.

Readers Are Leaders students are those who are poised to improve their reading skills with the extra support and encouragement that tutors provide. Student attendance, MAP/reading level, previous participation, disposition, and the number of other interventions the student receives are also considered.

In addition to criteria, permission from parents/guardians is required before a student is able to participate in the Readers Are Leaders Tutoring Program. An effort is made to keep students in the program from year to year.   Also, to keep volunteers paired with the same students for multiple years.

Tutoring Materials

United Way will supply most of the necessary materials for tutors and students. These materials will be kept in a location determined by each school. You are responsible for returning the materials at the end of the session. Students should not take the materials back to their desks and you should not take the materials home with you. If you need supplies replaced, contact the school site coordinator. Each student will have a folder that contains the following:

1. Book logs - The book log is completed by the tutor during and/or after each session. It serves as a communication tool between tutors and teachers. Here is what the book log contains:

Date & Tutor Name	Book Title	Book Level (Optional)	This Book Was	Notes/Comments (Optional)
			❏ Too easy ❏ Just right ❏ Too hard	

2. Notebook - Students will write in the notebooks during the last portion of the tutoring session.

3. Erasable Pens and/or Pencils - These will be used for writing.

4. Stickers - Stickers are intended to be an incentive for the students. They can place a sticker (or two or three) on the folder, book log or their hand to indicate an achievement such as finishing a book, doing a great job using a specific skill (using pictures as a clue, getting their mouth ready to say a word, rereading a sentence correctly, etc.), staying on task, etc. You can determine when and how to use the stickers.

5. Strategy Resource - Students are learning to use a variety of reading strategies. This resource will help you become familiar with the strategies they are learning in their classroom. It will also help you know what to say when the readers get stuck on a word that is tricky for them!

6. Comprehension/Prompting Flipchart - The flip chart will help you prompt the reader when they are stuck on words. It will also help you ask the reader a variety questions during your comprehension conversation.

7. Student Interest Inventory - A two-sided student interest inventory is located in the folder and can be referred to throughout the year. It is recommended that tutors utilize the interest inventories at the first tutoring session to get to know the student.

8. Teacher communication forms - Teachers will utilize a form (Tutoring Session Quarterly Focus Sheet) to communicate with tutors and provide information about the reader and reading instruction within the classroom. Tutors can

contact teachers through email regarding questions about student progress and/or levels.

Classroom teachers will supply leveled books for each student. Books should be preselected and ready before tutors arrive for the tutoring session.

The books should be at a student's instructional level, on topics that are of interest to the student, and reflect a variety of genres. Teachers may choose to keep books for tutoring in a special bag or book box.

While there is value in rereading books, the majority of books a student reads with a tutor should be first time reading experiences.

Tutoring Session Structure

To have the greatest impact during the 30-minute tutoring session, the student and tutor should complete the following activities:

Length of Time	Activity
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 (2 - 5 Minutes)

Begin your session by greeting the student and having a conversation to build your relationship. You might ask about something they did over the weekend, what they've learned in class, or a topic from the student interest inventory sheet. This is also a great time to broaden their worldly experience by showing them pictures of your travels, talking about an outing to a museum, or bringing in a book to share.

Please make sure the student knows your name! Encourage them to greet you by name at each tutoring session.

Reading and Comprehension Conversation (15 - 20 Minutes)

Reading

The goal for Readers Are Leaders tutoring sessions is for the student to read independently while the tutor offers support. The tutor should engage the student through questions and discussions to further explore the text.

During the reading time, there are a variety of ways to read with your student:

a. Independent reading – The student reads a book that is at his/her level, with little need for help from the tutor. *This is the recommended technique for the majority of tutoring sessions.*

b. Shared reading – The student and tutor take turns while reading together and/or saying the words together. You may alternate who reads each page, or the tutor may read the more difficult words while the student reads the easier words.

c. Echo reading – The tutor models fluent reading while reading a paragraph or page and then the student reads the paragraph or page.

d. Choral reading – The student and tutor read aloud together.

e. Read aloud – The tutor reads aloud to the student. Engage the child by letting her hold the book, turn the pages, and tell you about the pictures/illustrations. Ask questions throughout the story.

While reading with your student, you may need to consider the following:

1. Book Walk Preview

A child will be more successful reading a book for the first time if he knows where the story is headed. Previewing the text creates an opportunity for the student to use prior knowledge and predictions skills to start to understand the story and determine what will happen. It's important to note that your student may not have the prior knowledge needed to fully understand the text. Doing a book walk can alert you to that situation and allow you to build background that will help a student be successful.

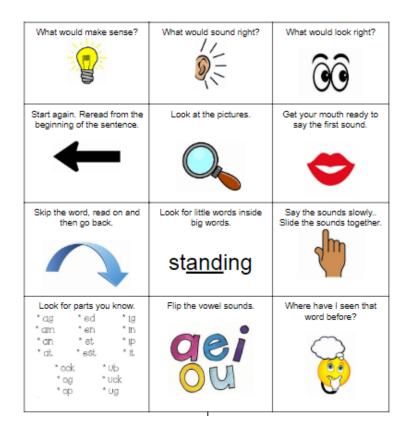Before reading an unfamiliar book, the tutor should:

- Refer to the Prior Knowledge/Prediction section of the Comprehension Flip Chart. *See appendix.*

- Look at the cover of the book and tell the child the title of the story.

- Ask the child what he/she thinks the story is going to be about.

- Turns the pages and ask the child what they see. Look through the pictures and have student predict what might happen.

- Point to and say words that may pose a challenge.

- Use and locate difficult vocabulary words. Explain any unfamiliar concepts or vocabulary.

2. Reading Strategies

As children are learning to read, they are taught to use strategies to help them monitor their own reading. Even when students are provided with "just right books", they will come across some unknown words. Most tutors are familiar with the "sound it out" method, but there are several other reading strategies methods that help readers figure out unknown words. Those strategies are shown below on the chart.

Please note that the reading strategies that a child if familiar with and beginning to use, will vary based on their grade level, time of year, and reading development.

What would make sense?	What would sound right?	What would look right?
Start again. Reread from the beginning of the sentence.	Look at the pictures.	Get your mouth ready to say the first sound.
Skip the word, read on and then go back.	Look for little words inside big words. standing	Say the sounds slowly.. Slide the sounds together.
Look for parts you know. * ag * ed * ig * am * en * in * an * et * ip * at * est * it * ock * ub * og * uck * op * ug	Flip the vowel sounds.	Where have I seen that word before?

3. Fluency

While reading, your student will be developing fluency. Fluency is a reader's ability to read readily and effortlessly. A fluent reader has control of the reading process so that reading sounds natural, like speaking. A less fluent reader struggles and often reads very slowly, word by word. Some readers might even read so quickly that they do not pay attention to punctuation or read with the correct phrasing. To help a student read fluently, a tutor should:

- Encourage the student to reread a page or a few pages from a book that they had previously read. Repeated readings help students develop fluency and confidence.

- Utilize shared reading, echo reading, and choral reading techniques as described on page 22.

4. Vocabulary

Vocabulary plays a fundamental role in the reading process and contributes greatly to a reader's comprehension. A reader cannot understand a text without knowing what most of the words mean.

Students learn the meanings of most words indirectly, through every day experiences with oral and written language. A child's **receptive vocabulary** consists of the words the child understands when she hears or reads them. A child's **productive vocabulary** or **expressive vocabulary** consists of the words the child uses when she speaks. A child's receptive vocabulary exceeds their productive vocabulary. That is, a child knows much more language than is reflected in what he/she says.

As you talk with your student, don't attempt to "dumb down" your vocabulary. If the child doesn't understand you, he/she will give you a cue, or just ask what something means. Turn questions or mistakes into teaching moments. Tutors should:

- Before reading a book, explain new vocabulary words.

- Help students learn to use context clues to determine the meanings of words.

5. Pause and Prompt the Reader

When the child comes to a word she doesn't know, or when the reader makes an error and goes on, a tutor should pause and/or prompt the reader.

Pause
- Wait and give the child time to problem solve in order to figure out the word and/or allow the child to discover the error independently.

- Count slowly to yourself for 5-6 seconds before saying anything. This sends the message to the reader that they are capable and you believe in their ability to problem solve on their own.

- It is not important to stop and correct a word if it doesn't affect the meaning. Words such as *it, was, the,* and *is* are not often important to make meaning. In fact, as fluent readers, adults often skip over these words themselves when reading.

- Resist the temptation to constantly interrupt the student and supply the correct word when he/she struggles or makes mistakes. Frequent interruptions prevent the student from monitoring their own reading.

Prompt

- Students use three cueing systems to unlock meaning when they read.

  - Visual - Does it look right?
    - The student uses knowledge of what letters and words look like and break words down into sounds and syllables, etc.

  - Structure - Does it sound right?
    - The student uses their understanding of the way language is put together into sentences, phrases, and paragraphs.

  - Meaning - Does it make sense?
    - The student uses context clues and/or background knowledge to monitor reading.

- Tutors should use prompts to help the student develop independence. Readers that are able to monitor their own reading make more progress than students that cannot monitor their own reading. Ask: What would make sense? What would sound right? or Does it look right? See Comprehension Flip Chart for more prompting ideas. *An example can be found in the appendix.*

- If the student cannot decode the word with the help of one or two tries, simply tell the student the word and move on.

- Make suggestions to help support the child and lead him to success. You will become a good judge of what questions you need to ask and when to ask them.

Comprehension Conversation

Comprehension is the process of making meaning from written text. It's what reading is all about! There are several comprehension strategies that readers use to understand what they are reading. Comprehension strategy instruction can be organized into a three-part framework, with specific questions used **before, during,** and **after** reading.

Using a variety of questioning throughout reading allows students to see, learn, and use a variety of comprehension strategies as they read. Tutors should note that not all examples have to be used with every text or in every reading situation.

Each student folder will contain a comprehension flip chart that contains a number of questions that you can ask before, during, and after the student reads. The tutor should attempt to vary the questions during each tutoring session. See the appendix for an example of the flip chart.

Before reading, the tutor may:

- Activate the student's background knowledge connected to the content of the text by discussing what students will read and what they already know about the topic and text organization. This is the book walk as previously explained.

  Students, with some help from the tutor, may:

  - Establish a purpose for reading.
  - Identify and discuss difficult words, phrases, and concepts in the text.
  - Preview the text (by surveying the title, illustrations, and unusual text structures) to make predictions about its content.
  - Think and talk about the topic of the text.

During reading, the tutor may:

- Ask questions that keep students on track and focus their attention on the main ideas and important points in the text.

- Focus attention on parts in a text that require students to make inferences.

- Ask the student to summarize key sections or events.

- Encourage students to return to any predictions they have made before reading to see if they are confirmed by the text.

  Students, with some help from the tutor, may:

  - Determine and summarize important ideas and supportive details.
  - Make connections between and among important ideas in the text.

➔ Integrate new ideas with existing background knowledge.
➔ Ask themselves questions about the text.
➔ Sequence events and ideas in the text.
➔ Offer interpretations of and responses to the text.
➔ Check understanding by paraphrasing or restating important and/or difficult sentences and paragraphs.
➔ Visualize characters, settings, or events in a text.

After reading, the tutor may:

- Guide discussion of the reading.

- Ask students to recall and tell in their own words important parts of the text.

- Help student respond to the reading through writing.

Students, with some help from the teacher, may:

➔ Evaluate and discuss the ideas encountered in the text.
➔ Apply and extend these ideas to other texts and real-life situations.
➔ Summarize what was read by retelling the main ideas.
➔ Discuss ideas for further reading.

Writing a Response to Reading

Each student will have a notebook in their folder. The notebook will be used for writing throughout the course of the school year. All student writing will take place in the same notebook. Over time, the tutor and student will be able to look back and see the student's growth and progress.

During the writing portion of the session, the tutor and student talk about what they are going to write. The tutor serves as the facilitator of the discussion - guiding, modeling, adding, summarizing, confirming, combining and synthesizing the students ideas. As the actual writing begins, many opportunities for specific teaching are available. The objective is to get the children's thoughts on paper, discussing the topic and the process of writing, dealing with the convention of print, and working on grammar, spelling, punctuation, letter formation, phonics, and voice. The goal is for the student to write one to two 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 that day's writing. 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, telling the student there is a silent 'e' at the end of the word or supplying words 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 sound they hear.

7. Even if the student asks, do not just spell each word for the student!

8. After the student has finished writing the sentence, ask him/her to read it back to you.

9. 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.

<u>Tips For Writing</u>

Because of the short amount of time available, it will likely not be possible to correct every mistake that the student makes while writing. Instead focus on one specific skill at a time.

➔ Proper capitalization, punctuation and spacing.
    ◆ Each sentence should begin with a capital letter and end with a punctuation mark. Proper nouns should be capitalized, and other words should have lower case letters. Each word should have a space between it.

- ➔ Stretching sounds.
  - ◆ Emphasize stretching sound over spelling. Helping the student hear each individual sound in the word. Invented spelling is okay. You may want to write the correct spelling under the word.

- ➔ Vocabulary.
  - ◆ Encourage the student to use new terms learned from that day's reading.

Praise…. The Most Important Part of the Lesson

Praise and encouragement are very important to learning. Specific praise will help the reader to know what they are doing correctly!

Praise the reader for:
- Using pictures
- Using letter sounds
- Noticing mistakes
- Rereading
- Fixing mistakes
- Maintaining meaning
- Reading smoothly with expression
- Staying on task
- Completing activities
- Persevering

Tutors are encouraged to praise the process, not the person. Focus on acknowledging a student's efforts, strategies, perseverance, and progress, not their intelligence or person. Using "I" statements (rather than "you" statements) is a great way to effectively praise a student's efforts. For example, "I notice…."

Intelligence praise ("You are a genius!") makes kids feel good in the short term but can make them afraid to face challenges and unable to cope with setbacks. When something is difficult, they might see themselves as "too dumb" to succeed.

On the other hand, effort praise ("I like how you took time to get your mouth ready to say that word.") helps students realize that success is tied to effort. When something is difficult, a student's determined mindset and willingness to persevere is more critical to success than the student's skill.

An Encouraging Word for Tutors

Thank you for your commitment of time and energy to the Readers Are Leaders Tutoring Program. The hard work and dedication of our tutors is inspiring and vital to the success of this program. Together, we are moving the needle in education for our children. We want you to know how deeply you are appreciated and how sincerely you are valued. We could not do this without you and we thank you from the bottom of our hearts.

Sincerely,
Carolynn Friesch
United Way of Kenosha County CEO

THANK YOU
For Changing Lives
LIVE UNITED.

Section IV:

Appendix

<u>Sources For Additional Information:</u>

You may have an interest in learning more about reading, writing and other topics that have been covered in this book. As questions arise, feel free to contact teachers, school coordinators, and/or the United Way Early Grade Reading Program Coordinators.   Listed below are several sites that you may find useful in learning more.

English Language Learners

- https://dpi.wi.gov/families-students/programs-initiatives/el
- http://www.readingrockets.org/reading-topics/english-language-learners
- https://www.colorincolorado.org/article/reading-101-english-language-learners

Poverty

- https://www.readingrockets.org/search?cx=004997827699593338140%3Anptllrzhp78&cof=FORID%3A11&ie=UTF-8&as_q=poverty
- http://www.urbanchildinstitute.org/articles/research-to-policy/policy/poverty-can-jeopardize-the-development-of-literacy-and-early

Reading

- http://www.readingrockets.org/
- https://www.rif.org/
- https://dpi.wi.gov/reading
- https://www.literacyworldwide.org/get-resources
- https://gradelevelreading.net/

Tutoring Sites

- Brass -https://www.kusd.edu/brass/
- EBSOLA- Creative Arts - https://www.kusd.edu/ebsolaca/
- Forest Park - https://www.kusd.edu/forestpark/
- McKinley - https://www.kusd.edu/mckinley/
- Wilson - https://www.kusd.edu/wilson/

Comprehension and Prompting Flip Chart

A flip chart is provided in the student folder. Listed below is the information contained within the flip chart.

- Prior Knowledge
    - What do you know about _____?
    - Have you ever _____? Tell me about the experience.
    - Do you know a person who _____? Describe him/her.
    - Share something you know about _____.
    - How do you feel if _____?
    - What would you do if? _____? Why?
    - Describe something you might do if _____?
    - If you were _____, how would you (act, feel, look like, etc.)?
    - When you are (angry, frightened, surprised, etc.) what do you do?
    - Did you ever feel like _____? What was it like?

- Prediction
    - Look at the cover of the book. What do you predict it will be about?
    - What does the title tell you about the story?
    - What do chapter headings tell you about this story?
    - Do you think this story will be (funny, sad, interesting, etc.)? What makes you think so?
    - What do you think _____ will do next?
    - What do you think _____ looks like?
    - Where do you think _____ will go?
    - How do you think (a character) will (accomplish something in the story)?
    - What do you think _____ will do (if, when) _____?
    - How do you think _____ will solve _____?
    - If (an event happens), what do you think will happen?
    - How will (a character) feel if (an event happens)?
    - What is the difference between what you thought would happen and what actually happened?
    - How did the author make you think that (an event was going to happen) instead of what actually happened?

- Inference
    - The author didn't tell us ____. But from what you've read, what do you think about _____?
    - When the author says ____, what do we know about _____?
    - What does _____ mean when he/she says _____?
    - Why did (an event happen/a character do something)? How do you know?
    - When does this story take place?
    - Why does ____ (do, say, go, have, etc.) _____ in this story?
    - If the character _____, what does it tell us about him/her?
    - What does the author's description of _____ tell you?

- What do you know from the (sentence, paragraph, story) that the author did not tell you directly?
- What clues tell you _____?
- How will you know if (an event will happen)?

- Drawing Conclusions
  - How does the character feel about _____? How do you know?
  - What did the author mean when _____?
  - Do you think _____ was a good idea? Why or why not?
  - What is the reason _____?
  - Why did _____?
  - Can you explain to the part of the story where _____?
  - How would you summarize _____?
  - What examples prove _____?
  - What leads you to believe _____?
  - What justifies _____?
  - Was it a good decision _____? Why or why not?
  - Who is the most important character? Why?

- Main Idea
  - What do we know is most important (on this page, in this chapter, in this book)?
  - How do you know _____ is important?
  - What is an important detail from this (paragraph, page, chapter, book)?
  - What examples can you give to explain _____?
  - What facts tell you _____?
  - Tell me what you think _____ means.
  - How would you compare _____ to _____?
  - Interpret the reason the author _____.
  - What is this book MOSTLY about?

- Visualize
  - Can you describe, in your words, what the setting (time and place) might look like?
  - Describe the picture you saw in your mind of one of the problems identified in the story.
  - Show me the look the character had on his or her face when (an event happened).
  - When a person feels _____, how do they look?
  - What do you picture in your mind when you read about the description of the (character, object, setting, etc.)?
  - Describe a picture you would draw of an action from the story you read.

- Evaluation
  - Was the main character in this story good or bad? Why?
  - Which is better _____ or _____?
  - Would you agree that _____?

- What is your opinion of _____?
- Were they right to (action)? Why or why not?
- Compare two characters in the story. Tell which one you think is better and why.

- Nonfiction
  - What do chapter headings tell you about this story?
  - How do the illustrations/photographs help you show what the story might be about?
  - What did you learn that you didn't know before?
  - What fact(s) did you enjoy learning about most? Why?
  - What pictures did you find the most interesting? Why?
  - What text features (pictures, diagrams, labels, captions, etc.) helped you understand the reading more clearly? Tell how it helped you.
  - What was the most interesting thing you learned?
  - What questions do you have after reading this material?
  - Was there anything the author didn't tell you that you really wanted to know?
  - What do you think is most important about what you just read?
  - Was there anything you read that surprised you?

- Reading Prompts

  When the student substitutes a wrong word – say:
  - Does that make sense? Try it again.
  - Does that sound right? Try it again.
  - Let's look at this word again. What letter do you see in the beginning?
  - Try using this sound to say the word. (Point to the first letter).
  - Could this word be (repeat the error)? Why not?
  - What else could you try there?
  - _____ makes sense but look at the first letter.
  - You've almost got it; try again!

  When the student is stuck on a word, encourage the student to…
  - Use meaning – say:
  - Look at the picture to help yourself.
  - Does that make sense?
  - What word would make sense here?
  - Start that sentence again.
  - Make a good guess and then go on.

  Use language structure – say:
  - Does that sound right? Does it fit?
  - Can we say it that way?
  - Give the child two possible choices for what the word could be. Tal about which choice is correct and why.
  - Check to see if what you said makes sense and looks right.

- It could be _____ but look at _____.

Use visual information – say:
- Read all the words to the tricky word and start it.
- Say more of the word.
- Does that look right to you?
- Get your mouth ready to say it.
- Look at how the word begins. Do you know another word that starts that way?
- If that was _____, what would you expect to see at the beginning? At the end?

When the student is stuck on a word, encourage the student to…
- Problem solve independently – say:
- What can you do to help yourself?
- Good readers… (praise the behavior).
- Good readers keep trying – good for you!
- I like the way you noticed that and corrected yourself.

Tutoring Session Quarterly Focus Sheet

The tutoring session focus sheet is completed by the classroom teacher on a quarterly basis. The sheet is designed to help you understand student growth and identify specific skills that you can emphasize during your tutoring sessions. It uses a strength-based approach and helps deepen the alignment between classroom instruction and tutoring sessions.

Tutoring Session Focus Sheet Example

Student Name	
Teacher	

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 month's session are:

- ❏ Making Predictions
- ❏ Making Inferences
- ❏ Drawing Conclusions
- ❏ Synthesizing Information
- ❏ Identifying Main Idea
- ❏ Visualizing
- ❏ Evaluating the Text
- ❏ Nonfiction Text Features and/or Comprehension
- ❏ Fluency
- ❏ Decoding
- ❏ High Frequency Words
- ❏ Retelling
- ❏ Using reading strategies (Describe strategy to work on)

  _____

- ❏ Writing (Describe skill) _____

- ❏ Other: _____