

# TUTOR HANDBOOK

Kindergarten Program  
2021



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## United Way of Kenosha County

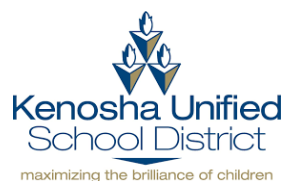
United Way of Kenosha County fights for the health, education, and financial stability of every person in our community by mobilizing the caring power of the community to advance the common good.

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

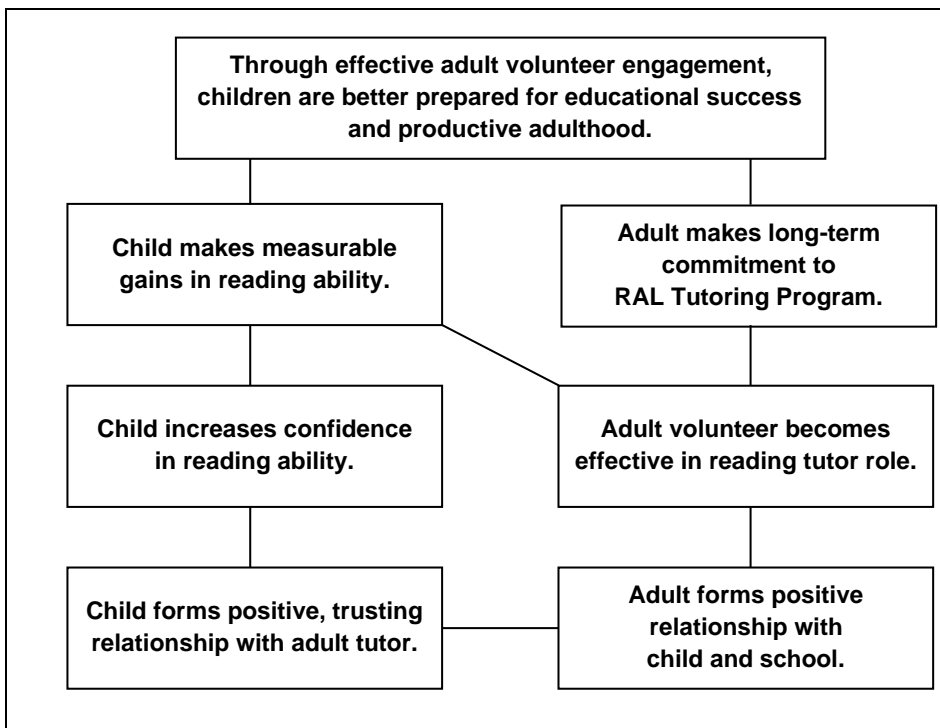
United Way of Kenosha County is collaborating with Kenosha Unified School District, utilizing data provided by Building Our Future, to provide young children in grades kindergarten through third grade with tutors on a regular basis to increase reading achievement in the early grades.



## 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.



## 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** 

# 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

## Confidentiality and Safety

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 student's 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.***

## Volunteer Commitment

The time commitment for the Readers Are Leaders Kindergarten tutoring program is one hour per week from February - 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 student's 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.



## Communication

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 class to talk to the teacher about a non-emergency topic.

Teachers will provide tutors with a student 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.

## Tutoring Days and Times

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.

## Volunteer Attendance

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.

### Parking

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

### Entering and Leaving the School Building

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.

### Emergency Procedures

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 (Alert, Lockdown, Inform, Counter and Evacuate) 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.

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.

### School Calendar and No Tutor Days

Tutoring will not take place when school is not in session. The current school calendars are available on the Kenosha Unified School District website ([www.kusd.edu](http://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.

### Incident 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](http://www.kusd.edu)), KUSD Channel 20, [Facebook.com/kenoshaschools](https://www.facebook.com/kenoshaschools), [Twitter.com/KUSD](https://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 Kindergarten Students

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

#### Characteristics of an Emergent Reader

- Beginning to be aware that print carries meaning
- Developing letter knowledge (capital, lowercase, sounds)
- Developing a repertoire of “high frequency” words
- Developing one-to-one matching between written and spoken language
- Aware of punctuation
- Aware print is left to right and top to bottom
- Uses picture clues to understand text
- Makes connections between the text and self

#### Developmental Characteristics of Primary Grade Children

##### **Kindergarten-First Grade (ages 5-6)**

General characteristics	<ul style="list-style-type: none"><li>● Eager to learn</li><li>● Easily fatigued</li><li>● Short periods of interest</li><li>● Self-assertive, boastful</li><li>● Less cooperative, more competitive</li></ul>
Physical characteristics	<ul style="list-style-type: none"><li>● Very active; need frequent breaks from tasks to do things that are energetic and fun for them</li><li>● Need rest periods with quiet activities</li><li>● Large muscles are well-developed; developing eye-hand coordination</li><li>● May tend to be accident prone</li></ul>
Social characteristics	<ul style="list-style-type: none"><li>● Enjoys organized games and are very concerned about following rules</li><li>● Can be competitive, which may lead to cheating at games</li><li>● Very imaginative and involved in fantasy-playing</li><li>● Self-assertive, aggressive, boastful, want to be first</li><li>● Enjoy exploring new materials</li><li>● Eager to engage in new activities led by involved adult</li></ul>
Emotional characteristics	<ul style="list-style-type: none"><li>● Alert to feelings of others; unaware of how their own actions affect others</li><li>● Very sensitive to praise and recognition</li><li>● Feelings easily hurt</li><li>● Inconsistent in level of maturity and may regress when tired</li><li>● Often less mature at home than with outsiders</li><li>● Can be easily frightened by novel or strange events</li></ul>

Mental characteristics	<ul style="list-style-type: none"> <li>● Like responsibilities they can handle</li> <li>● Eager to learn</li> <li>● Like to talk</li> <li>● Understand language better than they speak</li> <li>● Can be inflexible about their idea of fairness</li> <li>● Difficulty making decisions</li> <li>● Are interested in the present; have vague concepts of past/future</li> <li>● Asks many questions</li> <li>● Define things by their use</li> <li>● Developing a sense of humor</li> </ul>
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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, EBSOLA-CA, 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 students 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.

### Tips For Working with English Language Learners

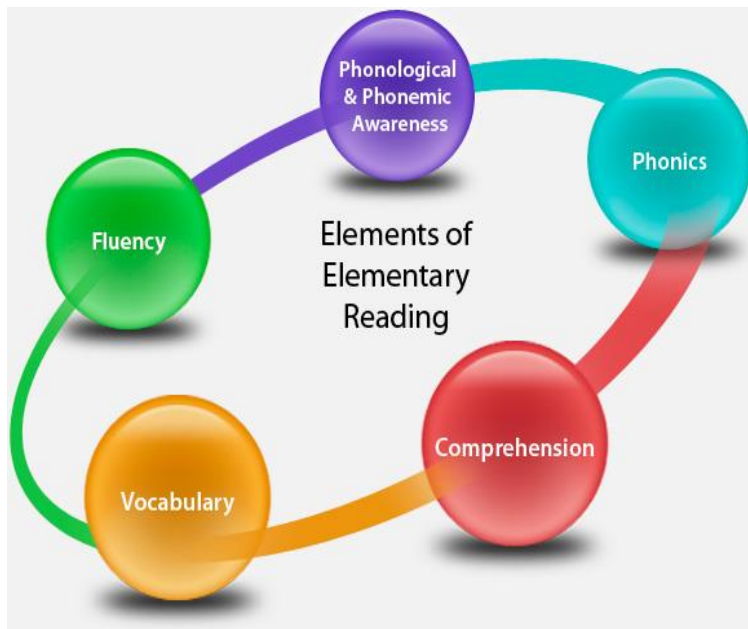
1. Model - Model for students what they are expected to do or to produce. It’s okay to model how to produce a sound or read a word, phrase or sentence.
2. Provide Wait Time - Speak slowly and clearly. When waiting for a student to respond, provide enough time for the student to formulate their response, 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.

### Working with Struggling Readers

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. Tutor enthusiasm is highly motivating for kids!

## 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

Kindergarten students are developing in all five of these areas. Their level of proficiency in each area is an indicator of reading readiness.



Stages of Reading

Stage	Readers at That Stage	Books At That Stage
Early Emergent (Levels AA - C)	<ul style="list-style-type: none"> <li>• Just beginning to grasp concepts of print and books</li> <li>• Consistently recognizes name and capital and lowercase letters</li> <li>• Developing phonological awareness skills such as phonemes, syllables and rhyme</li> <li>• Developing awareness that print carries meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Strong picture support</li> <li>• Carefully controlled text</li> <li>• Repetitive patterns of text</li> <li>• Controlled and repeated vocabulary</li> <li>• Natural language</li> <li>• Large print</li> <li>• Wide letter spacing</li> <li>• Limited text on page</li> <li>• Familiar concepts</li> </ul>
Emergent (Levels D - J)	<ul style="list-style-type: none"> <li>• Understands alphabet, phonological awareness and early phonics</li> <li>• Knows a significant number of high frequency sight words</li> <li>• Developing better grasp of word attack and comprehension strategies</li> <li>• Recognizes different types and purposes of text</li> </ul>	<ul style="list-style-type: none"> <li>• More lines of print</li> <li>• More complex sentences</li> <li>• Less dependency on repetitive patterns of text and pictures</li> <li>• Familiar concepts but greater depth</li> </ul>

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, PALS/reading level, 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 and 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/tables and you should not take the materials home with you. If supplies need to be replaced, contact the school site coordinator or classroom teacher.

Each student will have a folder that contains the following:

1. Activity logs - The activity 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 activity log contains:

Date	Title of Book Read Aloud	Sight Word Activity (Dominos, Concentration, or Go-Fish)	Number of Leveled Books Read	Notes/Comments (Optional)	Tutor Initials	Teacher Initials

2. Stickers - Stickers are intended to be an incentive for the students. The student 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.
3. Comprehension Questions/Prompting Guide - This resource will help you prompt the reader when they are stuck on words. It will also help you ask the reader a variety questions during the comprehension conversation.
4. 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.
5. Sight Word Games - A variety of sight word games will be available. Tutors should play one game per session. Directions for each game are included in the student folder.
6. Leveled Books - Classroom teachers and/or site coordinators will supply leveled books for each student. Books should be preselected and ready before tutors arrive for the tutoring session.
7. Books for Read Aloud - Classroom teachers and/or site coordinators will supply a collection of books for the tutor to read aloud for each session. Tutors will be able to choose a book to read from that collection. Tutor are permitted to bring a book that the student might enjoy.

### Kindergarten Tutoring Session Structure

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

<b>Length of Time</b>	<b>Activity</b>
2 - 5 Minutes	Greeting and Relationship Building
8-10 Minutes	Read Aloud - <i><b>The Tutor Reads to the Child</b></i>
8-10 Minutes	Sight Word Games
8-10 Minutes	Student Reads - <i><b>The Child Reads to the Tutor</b></i>

### **Part 1 of Session: Greeting and Relationship Building (2 - 5 Minutes)**

Begin your session by greeting the student, having the student greet you by name in return, 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, talk about an outing to a museum, or bringing in a book to share.

Please make sure the student knows your name! Encourage them to address you by name in greeting and in conversation during each tutoring session. They may need to be reminded on more than one occasion.



## **Part 2 of Session: Tutor Reads Aloud (8 - 10 Minutes)**

During the first portion of the tutoring session, the tutor should read one book aloud to the child. Reading aloud builds many important foundational skills, introduces vocabulary, provides a model of fluent, expressive reading, and helps children recognize what reading for pleasure is all about. Some tips to keep in mind include:

- 1 Choose stories that match student's interests and experiences. For emergent readers, choose books with vivid pictures, a strong story line, engaging characters, and evocative language. Humorous and predictable books are particularly successful.
2. Point out the cover illustration, title, and author. Invite the children to predict what the book is about and talk about how the book might connect to their own experience or to other books they've heard or read.
3. Read with expression. Let your voice reflect the tone of the story or the personalities of the characters. Don't read too fast. Vary your pace so you can pause for emphasis. Allow time for children to think about what's happening or what might come next.
4. Build in time for listeners to respond along the way. Allow time for children to study the pictures as you read, make comments, and ask questions about the story.
5. Encourage predictions. Ask children what they think will happen next. Help them confirm or revise these predictions as the story unfolds. Try to honor many ideas and interpretations, not just the "correct" ones. Instead of accepting or rejecting comments or ideas as right or wrong, use comments such as "That's one possibility, let's see what the author has in mind." or "Well that's an interesting idea. How did you think of that?"



6. Watch the children's expressions and body language and be sensitive to signs of boredom or confusion. You may need to change the book or move on to the sight word activities.

7. Save time at the end of the story to get reactions. Ask open-ended questions that don't have right or wrong answers and that can't be answered with a yes or no reply. For instance, ask what the child liked (or disliked) about the book and why. You may ask what he or she thought about the characters or how the problem was solved. Find

out if the book made listeners think of any personal experiences or other books they've heard or read.

8. Point out parts of the story you noticed or especially liked! Show the children special language patterns or phrases or parts of the text that made you feel or visualize something. Ask children if there were other parts of the book they noticed.

9. Remember that for some children, listening to stories is a new experience. Some children aren't used to being read to and will need to develop that interest and ability.

10. Most importantly...have a good time!

### **Part 3 of Session: Sight Word Games (8 - 10 Minutes)**

During the third part of the tutoring session, the tutor will play one sight word game with the student. Sight words build speed and fluency when reading. Accuracy, speed, and fluency in reading increase reading comprehension. The sight words are a collection of words that a child should learn to recognize without sounding out the letters. The sight words are both common, frequently used words and foundational words that a child can use to build a vocabulary.

As students are learning sight words they may incorrectly identify a word. When this happens the tutor will use the following correction routine.

**Adult: That word is SHOULD. What word?**

**Child: SHOULD.**

**Adult: Again. What word?**

**Child: SHOULD.**

**Adult: Yes, SHOULD!**

**We SHOULD brush our teeth before bed.**

**What word?**

**Child: SHOULD.**

There are three different sight word games to choose from. The directions of each game are as follows:

### **Go Fish**

The goal is to collect pairs of matching cards. Children must read the sight word on the card they wish to play and be able to read the words that are requested by other

players. It is another fun way to give children extensive exposure to a variety of sight words.

- Deal 5 cards to each player then place the remaining cards face down in the middle of the circle formed by the players.
- Players look at their cards but do not reveal them to each other.
- Player A selects one of her cards and reads the word on it out loud.
- Player A then selects another player and asks Player B “Do you have any cards with the word BEFORE?”
  - If Player B has a card with that word, he must say “Yes, I have a card with the word BEFORE,” and hand it to Player A, who then gets another turn.
  - If Player B does not have any of the requested card, he says, “Go Fish!” Player A must then draw a card from the stack.
  - If the drawn card has the word she was looking for, she shows the card and gets to take another turn. Otherwise, her turn ends, and the child who said “Go Fish” gets the next turn.
- If a player collects both cards of a particular word pair, he puts them in a face-up stack in front of him.
- The game continues until someone has no cards left or the face-down stack runs out. The winner is the player with the most pairs of matching cards.

## **Memory (Concentration)**

Sight Words Memory is the standard Memory card game — sometimes called the Concentration game — with the additional element of having the student read the word on each card as they turn it over. This provides a lot of opportunities for repetition in sight reading.

- To set up the game, shuffle the cards and arrange them, face down, in a grid.
- The child picks one card and turns it over so the word is visible, reading the word on the card.
- The child then picks a second card and turns it over, reading the word on the second card.
- If the words on the two overturned cards match, the player removes the pair, placing them by her side, and gets another turn.
- Play continues until all the words are matched and there are no cards left unclaimed.

If a child is struggling with this game, you can read through all the word cards with them prior to the start of play to help refresh their recall of the words. You can also make the game easier by using a smaller deck of cards with fewer word pairs.

## **Dominoes**

The goal of Sight Words Dominoes is to build a string of domino cards by matching a word on your domino to one of the words on the domino path.

- Shuffle the domino cards and then deal them all out to the players.
- The first player selects one of their cards and puts it, face up, on the playing surface (a table or the floor).
  - Because this is Sight Words Dominoes, this player must read aloud the two words on the card.
  - If they don't know a word or can't say the word in less than 10 seconds, then we pause play for a few seconds to do a **quick correction** to help them learn the word.
- Then the second player takes their turn. They scan their own cards for a word that matches a playable word on the already-played domino card. When they find one, they add it to the playing field, reading both words on their card aloud.
- Because our focus is on reading and practicing sight words, we are not concerned with "official" dominoes rules.
- If there is no play at the end of the domino path, it is okay to play a domino from the middle of the path, creating a new "branch."

### **Part 4 of Session: Student Reading and Comprehension Conversation (8-10 Minutes)**

Reading With An Emergent Reader

- Encourage the student to use their finger to point to words as they read.
- Student may read slowly (word by word)
- Student will use picture clues as they read
- Student will be learning to use beginning sounds to help solve words

- Allow the student to reread books. This gives an opportunity to practice reading using books he or she has already mastered. This way the student can focus on fluency and not decoding.

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:

- 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. This is a great time to have students point to sight words.
- 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 is familiar with and beginning to use, will vary based on their grade level, time of year, and reading development.

**Commented [1]:** Maybe we should make something for Kindergarten that has less strategies than the grades 1 - 3 sheet. What do you think??

**Commented [2]:** Yes, I agree. What do you think about this?



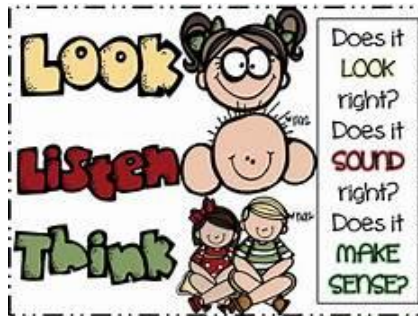
<p>What would make sense?</p> 	<p>What would sound right?</p> 	<p>What would look right?</p> 
<p>Say the sounds slowly... Slide the sounds together.</p> 	<p>Look at the pictures.</p> 	<p>Get your mouth ready to say the first sound.</p> 

### 3. 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 significant progress than students that cannot. Ask: What would make sense? What would sound right? or Does it look right?
- 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 question resource 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.

### 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.** 

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## Section IV:

### Appendix

#### Sources For Additional Information:

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](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/>

## Tutoring Session Monthly Focus Sheet

The tutoring session focus sheet is completed by the classroom teacher on a monthly basis. The sheet is designed to help you understand student growth in the area of sight word recognition.



# Tutoring Session Focus Sheet

The following information is confidential and should not be shared or removed from this folder. Questions should be directed to the classroom teacher.

The students current reading level is:	Instructional: _____
One reading standard we are focusing on is:	

The student knows the following sight words:

Set 1	Set 2	Set 3	Set 4
a	am	but	are
and	an	for	from
at	come	got	had
can	do	have	him
l	go	her	if
like	he	his	of
me	in	you	on
it	is	was	out
see	my	with	she
the	no	that	this
to	so	all	went
up	be	came	then
we	said	saw	were