



Ready.Set.READ!

Star Readers

PROGRAM GUIDE

2018-2019 Edition

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About Ready.Set.READ!

The Issue

Early grade reading success is a critical component of learning and an indicator of future success. Yet more than 43% of third-graders throughout Berks County are reading below grade level. That means that 1,996 children in our community - in urban, rural and suburban schools - are four times more likely to drop out of school and 13 times more likely to drop out if they also live in poverty. They are less likely to develop skills essential for contributing to the 21st Century economy and less likely to be effective citizens.

Our Response

Ready.Set.READ! is a community-wide initiative that brings together schools, businesses, organizations and individuals to improve early grade reading success. Our goal is to have 90% of third-graders in Berks County reading on grade level by 2023.

- provide support to students who are struggling to be proficient readers
- promote language and pre-literacy development in younger children
- empower parents and caregivers to help their children read, learn and develop
- mobilize the community to take action to improve early grade reading success

Our Guiding Principles

- All children can learn and succeed.
- Parents and/or primary caregivers are the first and most important teachers of their children.
- Our children's success depends on a focused, collaborative effort by parents, schools, universities/colleges, government, non-profit agencies, faith-based groups and public and private businesses.
- Early literacy development is critical to lifelong learning, success and personal fulfillment.

Goal

The goal of the Ready.Set.READ! initiative is to have 90% of Berks County third graders proficient readers by 2023.

Background

This initiative is the result of almost two years of work in engaging the community to find an issue that is important to Berks County and where we have the potential to create positive and measurable change for the long-term.

Through survey responses from nearly 1,500 people, talking with 275 participants in 23 community conversations and holding interviews with 65 education, community and business leaders, early grade reading success emerged as an area where people felt we need to focus our collective attention at this time. These findings, in addition to extensive data, research and best practices that already exist to support the importance of early grade reading success, point to this goal as an appropriate target issue for Berks County community to collaboratively work towards achieving over the next few years.

Key Historical Milestones

May 2011: Nearly 1,600 people responded to a community survey with 53% of respondents prioritizing Education over Income or Health, as the community's most important issue to tackle.

July to October 2011: In order to truly understand our community's hopes and concerns about Education, United Way utilized the Harwood Institute for Public Innovation's process to engage over 275 individuals in 23 separate Community Conversations. In addition, 65 education, community and business leaders participated in individual interviews. All demographic groups, representing a cross-section of Berks County, participated in one or more of these input opportunities. Early grade reading success ultimately emerged as the strategic education issue on which to focus our collective attention at this time.

March 2012: United Way of Berks County Board of Directors took action to commit organizational resources to the development and long-term management of this new initiative. June to November 2012: An Educational Initiative Director was hired, and the Founders Council was established with volunteers representing the corporate, education and nonprofit sectors providing leadership. They established a long-term goal and an initial strategic plan, along with the Read.Set.READ! name and logo. The *Star Readers* pilot tutoring program was launched with four elementary schools in two school districts.

November 2012: RSR was publicly launched with the long-term goal declaring 90% of Berks County 3rd Graders will be proficient readers by 2023. The four strategies to attain this goal include (1) Provide supplemental support to students (Grades K-3) struggling to be proficient readers; (2) Support language and pre-literacy development in young children (birth to pre-kindergarten); (3) Support parents and other caregivers to help their children develop, read and learn; (4) Mobilize the community to take collaborative action to improve early grade reading success in Berks County.

Ready.Set.READ!

Issues and Strategies

Issue Area: Provide supplemental support to K-3 students struggling to be proficient readers

Initial Key Strategies:

- Trained volunteers will partner with schools, teachers and parents to provide supplemental tutoring assistance to at-risk or struggling students
- Structured summer learning opportunities will be available to ensure reading achievement is retained or enhanced

Issue Area: Support language and pre-literacy development in young children (birth – pre-kindergarten)

Initial Key Strategy:

- Develop alternative early childhood literacy-focused programs for children on waiting lists for Head Start and other structured education programs

Issue Area: Support Parents and other caregivers to help children develop, read and learn

Initial Key strategies:

- Partner with pediatric practices to use Well-Child Visits to build parents' knowledge and provide children with age appropriate books
- Engage Latino parents in culturally appropriate programs to help them support their child's language and literacy development

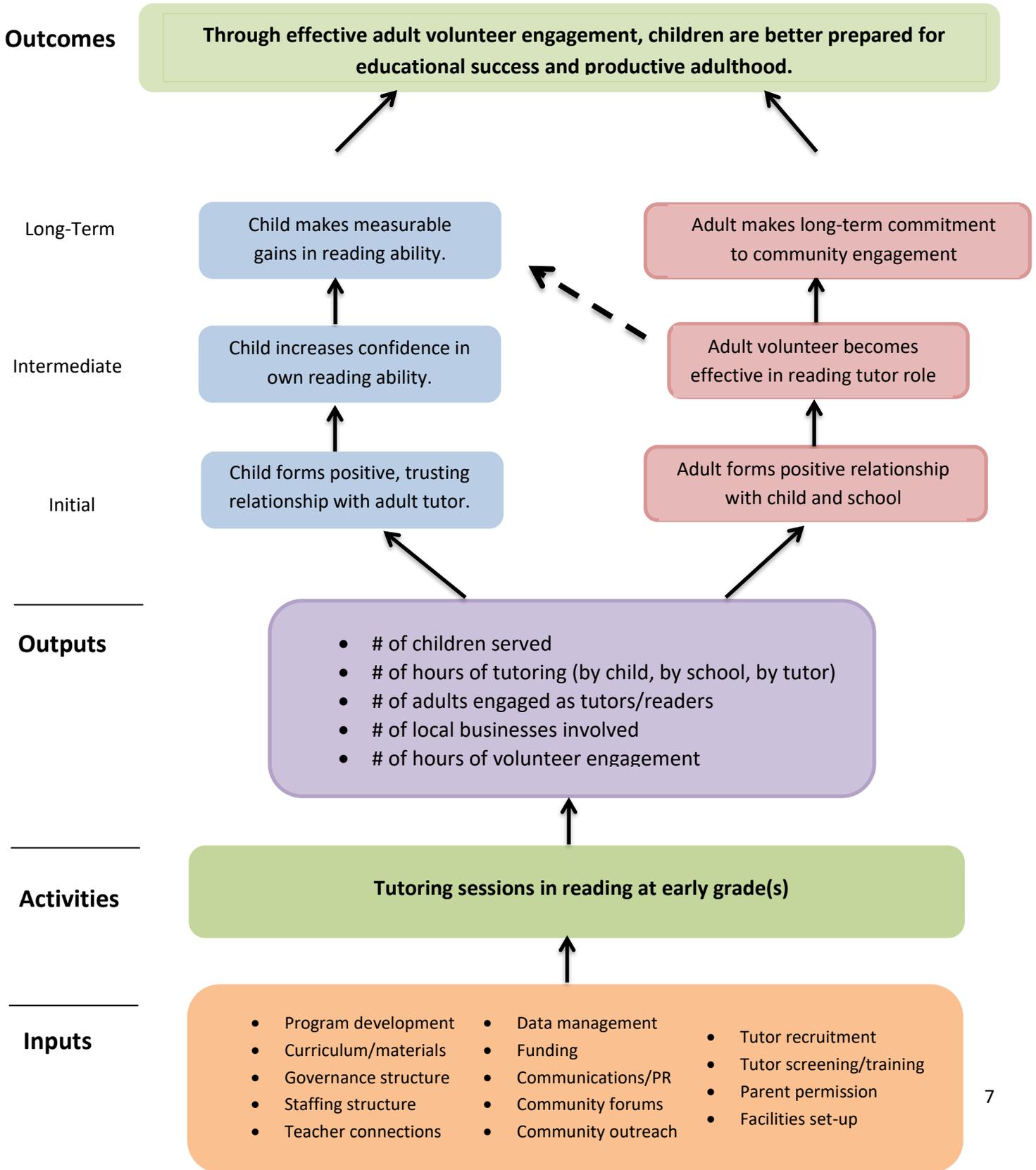
Issue Area: Mobilize the community to take collaborative action to improve early grade reading success in Berks County

Initial Key Strategies:

- Hold a community-wide Ready. Set. READ! event focused on reading with, to and by children
- Engage the community in collecting quality, age appropriate books to be used as resources for other key strategies

Ready.Set.READ!

Logic Model



Star Readers Tutoring Model

Program Purpose: To mobilize community and volunteer resources to supplement reading instructional activities of schools; to provide one-on-one tutoring support for early grade students to increase their reading proficiency.

Program Basics:

- A volunteer work committee representing schools, higher education, nonprofit agencies, corporations and United Way has developed an overall plan for the volunteer tutoring program, Star Readers.
- Tutoring sessions are scheduled so as to not interfere with, but rather to complement, the schools' instructional program requirements.
- Schools are responsible for identifying and recommending students for the program.
- Ready.Set.READ! staff is responsible for recruiting, screening, training and managing volunteer tutors, with input from other partners.
- All volunteers meet whatever requirements school districts or agencies have for background checks and clearances for their volunteers.
- A memorandum of understanding is executed by participating school districts, community nonprofit agencies, corporations and United Way of Berks County, on behalf of the Board of Directors of the Ready. Set. READ! initiative.

Program Structure:

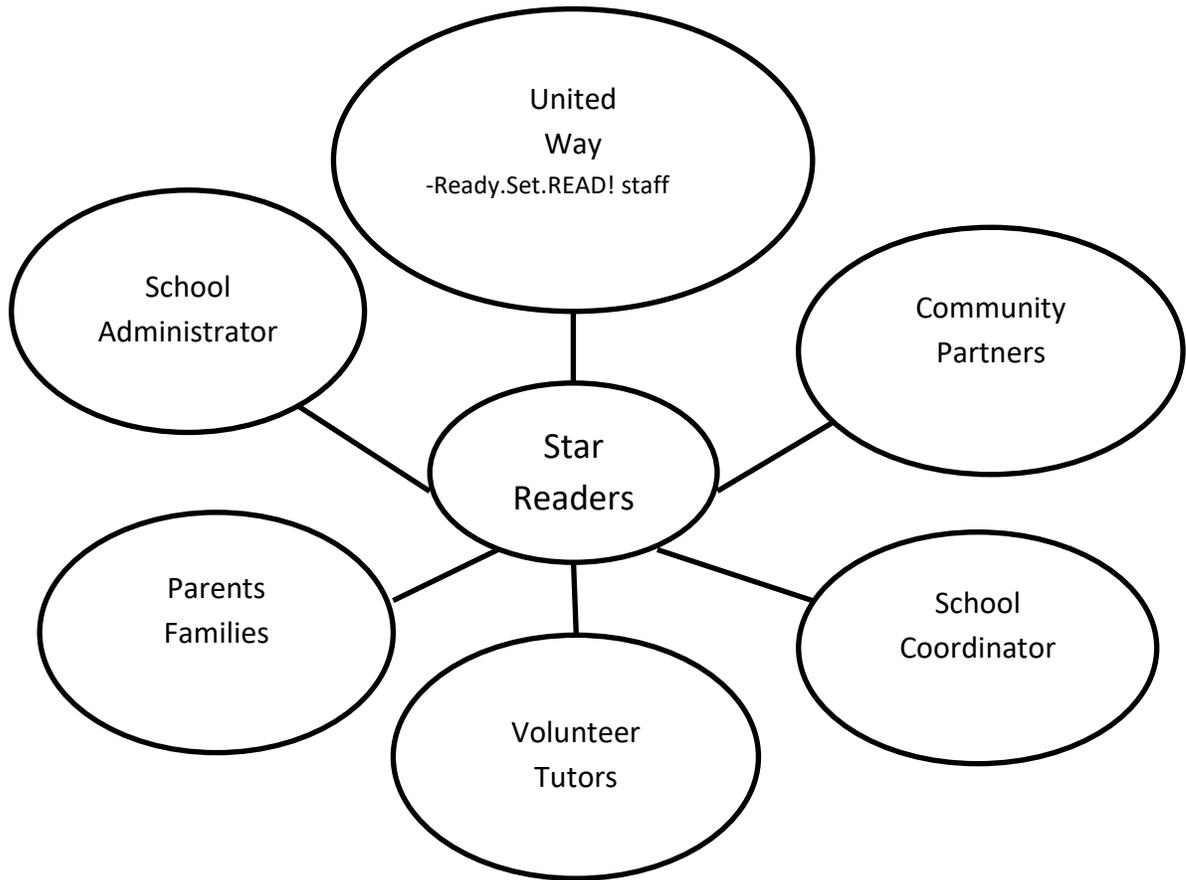
- School Districts/Nonprofit Community Agencies/Corporations
 - Star Readers partners with 13 of the 18 Berks County school districts and the community nonprofit agencies and corporations located in the school districts
- Student Participants
 - Schools are responsible for student selection – based on existing school data
 - Each school appoints a School Coordinator to assist with the program logistics
 - Parent permission is required
- Volunteer Tutors
 - Tutors are recruited and screened by Ready.Set.READ! staff
 - Tutors complete a registration form and submit background clearances
 - Tutors are trained in using a common tutoring outline and tutors attend a school orientation at assigned school site
 - Ongoing training, support and monitoring of tutors' experiences will be coordinated by Ready.Set.READ! staff

- Tutoring Session Overview
 - School personnel administer the *Elementary Reading Attitude Survey* prior to the start of tutoring in the fall and after the completion of tutoring in the spring
 - Trained Ready.Set.READ! volunteers administer *The Peabody Picture Vocabulary Test 4* at weeks 2 and 22 of tutoring
 - Detailed format and specific instructional strategies to be used during tutoring sessions have been developed by a program work group of experienced educators
 - Activities include modeling reading to students through interactive read-alouds; vocabulary practice and shared reading
 - Tutoring sessions will be no less than 45 minutes one time per week
 - Students remain in the program for a minimum of 12 weeks. If assessments show that they are at “Benchmark” after the school’s mid-year assessment, they may graduate from the program. However, the school may request that the student remains in the program for additional support.

Volunteer Tutor Assignments:

- Screening Criteria
 - Able to commit to a regular weekly schedule of at least 45 minutes but up to one hour each week for the duration of the school year
 - Available and consistent transportation
 - Able to attend School Orientation and complete pre-service training
 - Willingness to apply and pay for required state and federal clearances (State are free, FBI Fingerprinting = \$27.50)
 - Most schools only require the state documents
 - Schools may have you sign a waiver document if you have been a resident of Pennsylvania for 10 years to satisfy the FBI document
 - Literate in English, with average writing skills
 - Comfortable working with children
- Considerations for tutoring assignments
 - Interest in tutoring time and location requested during application process
 - Unique strengths, expertise and/or cultural sensitivity identified through application process

Star Readers Partners



Ready.Set.READ! Staff

Ready.Set.READ! staff provide overall leadership and coordination for the Ready.Set.READ! initiative.

- Convening program partners
- Providing overall program coordination
- Providing marketing support for volunteer outreach
- Coordinating program evaluation
- Recruiting, training, supporting and monitoring volunteer tutors
- Seeking out opportunities for program expansion
- Ensuring program fidelity across school and volunteer sites

School Districts

- Assist in identifying eligible schools for tutoring program
- Assist in building background knowledge of the program with school district stakeholders

School Coordinator/School Staff

- Work with RSR staff to determine tutoring days, times and locations
- Identify participating students by using school reading assessments
- Lead the School Orientation for tutors
- Assist with the organization and distribution of tutoring activities and materials
- Communicate with parents of tutored students
- Assist with monitoring Star Readers tutoring and regularly check-in with volunteers
- Regularly communicate with RSR Director regarding program challenges or updates
- Meet with RSR staff for an end of year review and throughout the year as needed
- Help distribute and collect student, parent and teacher end of year surveys

Community Partners

- Assist in volunteer engagement/recruitment efforts
- Assist in tutor training efforts when appropriate
- Adopt employee policies that support volunteer activities
- Communicate the importance of reading

Volunteer Tutors

- Complete the volunteer registration and obtain the three required clearances
- Agree to tutor a minimum of 45 minutes but up to 1 hour per week (or one tutoring session) for the school year
- Attend the new volunteer tutor training session (2 hours) as a first-year tutor
- Attend School Orientation session (1 hour) held at the beginning of each school year
- After the first year of tutoring, attend a returning tutor training (1 ½ hours) annually
- Communicate with the School Coordinator and RSR staff on a regular basis regarding changes in schedule, changes in contact information and with questions or concerns
- Notify School Coordinator and RSR staff of absence at least 24 hours in advance or earlier
- Establish a positive working relationship with the student/s
- Provide positive feedback to the student with suggestions for improvement
- In each tutoring session, cover the material communicated by the school coordinator or classroom teacher
- Follow the format of a tutoring session as covered at training and in the Program Guide
- Complete Communication Log and Tutor/Family Bookmark at the end of each session

Student Selection

Ready. Set. READ! is designed to serve those students who are reading just below grade level. The hypothesis of this program (based on best practices and research) is that with some extra one-on-one or two-on-one practice from a community volunteer these students will advance faster than they otherwise would have without a tutor. It was not designed to replace school-based interventions nor is it a program for the lowest achieving students.

Students who are below proficient levels in reading but above levels that require intensive interventions are targeted for the tutoring program. Schools use the results of reading assessments along with recommendations from the students' current teacher and previous grade teacher. The school may choose to not include a student in Star Readers if they feel that the student would not work well with a community volunteer.

Schools will determine their maximum capacity for tutors based on times and space available for tutoring. (For example, if the library is being used and can comfortably hold up to four tutors at any given time and a school has one, one hour time slot available per day, we can serve a maximum of eight students per day. A school may want tutoring two days a week which would mean that the library space could accommodate 16 students in the week.)

Schools may choose to have students exit the program when Benchmark is met. However, if the school believes that tutoring is necessary to keep a student at Benchmark, the student may continue tutoring until the student's grade three PSSA testing date.

Evaluation

Beginning in the 2018-19 school year, Ready.Set.READ! is providing trained volunteers to administer vocabulary assessments to the students. School staff will administer a student reading interest survey. Data is collected from the beginning and end of year on the students who are being tutored as well as a control group of students who are not tutored. This data is statistically analyzed, and the results are used as one of the determinations of impact by the tutoring program, as well as for planning purposes. Ready.Set.READ! may work with schools to obtain additional student testing data in order to explore trends that appear during data analysis.

Satisfaction surveys will be used to assess the interest, enthusiasm and commitment of the tutors, teachers, students and parents for the Star Readers program. This data will be used in conjunction with the academic data to provide a detailed evaluation of the Ready. Set. READ! Star Readers program.

Program Timeline (Note: This is an approximate timeline.)

Ongoing

- RSR staff recruits volunteer tutors
- RSR staff supports volunteers through site visits, regular communication and training opportunities

Early-Mid Summer

- Schools identify School Coordinator and participating grade levels
- Schools determine tutoring days, times and location if not already completed

Mid-Late Summer

- RSR staff determines new tutor training dates and matches new tutors with trainings
- RSR staff determines returning tutor training dates and invites tutors
- RSR staff matches tutors with schools
- Schools determine School Orientation date

September

- Coordinators/school staff complete reading assessments
- Coordinators provide RSR staff with number of students who have been identified for tutoring
- RSR staff holds new tutor training sessions
- School Coordinators lead School Orientations with assistance of RSR staff

October

- Tutoring begins, first week
- School staff begins progress monitoring reading fluency and accuracy with students

November

- RSR staff establishes new tutor training dates for second semester

December

- RSR staff provides books to tutors to give to students

January

- Second semester tutoring begins
- Coordinators identify any new participating students for the 2nd semester
- RSR staff leads new tutor training sessions

April

- School Coordinators distribute teacher, family and student surveys
- RSR staff distributes tutor surveys
- School staff and RSR staff recognizes and thank volunteer tutors

May

- Tutoring ends
- School Coordinators complete assessments and submit student data form to RSR staff
- School Coordinators collect and submit teacher, family and student surveys to RSR staff
- RSR staff collects tutor surveys
- RSR and school staff meet to review the year and to plan for the following school year
- School staff determines tutoring days, times and locations for following year
- Coordinator assists RSR staff in restocking tutoring materials



Star Readers is one program under the umbrella of the Ready.Set.READ! initiative. Star Readers partners with participating schools, teachers & families in Berks County to provide supplemental tutoring assistance to struggling early grade readers.

Tutor Training Agenda (2 hours)

I. Introduction

A. Welcome and Goals of Meeting

B. Working with Early Grade Students

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C. Ending the Session	
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Student Writing Prompts for Tutor/Family Bookmark	35
Complete Communication Log (if used by school)	33

IV. Star Readers Logistics (RSR Staff)

A. Expectations of tutors, RSR staff, school staff	
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V. School Orientation Preview

Bring your clearances and a photo id with you.

Turn in required clearances to school personnel. You must do this before you may begin tutoring.

Your photo ID will be used for the school's volunteer check in and badge system.

Please let the coordinator know if you do not want to be photographed for publication purposes.

Meet school personnel; find out where you will tutor and keep materials; find out where to park and sign in; learn about the reading curriculum you will use for the 'Reading Together' portion; and meet the students.

VI. Q & A

Typical Traits of Seven and Eight Year Olds

- Eager to learn
- Becoming more self-conscious
- Becoming more independent
- Have an attention span of fifteen to twenty minutes
- Can have mood swings
- Need guidance in dealing with “failure”
- Feelings are easily hurt
- Need a lot of positive attention
- Can become attached to adults beyond their family; may try to please you and may quote you to their parents and teachers

Remember:

- All children learn best in a secure relationship.
- This is an opportunity to model caring, respectful behavior.
- You may never know how you will influence their lives.

Conversation Starters

Ask open-ended questions to put the child at ease and to get to know each other a bit.

Remember that a conversation is an exchange. Offer your ideas but focus most on what the child says. The goal is to encourage the child to speak. A good way to do this is to say, *“That’s interesting— tell me more.”*

Questions:

1. My favorite book is _____. Do you have a favorite story? If so, what is your favorite story?
2. I really like animals. I like the _____ because _____. What is your favorite animal and why do you like that animal?
3. When I am not in school, I like to do other things. I like to _____ for fun! What do you like to do for fun? _____
4. I have a big/small family. My family is _____. Tell me about your family....
5. I love sports! I love _____ because _____. What sports do you like? Why?
6. I have a best friend. His/her name is _____. He/she is my best friend because _____. Tell me about a good friend that you have!
7. I have a favorite color and it is _____ because it reminds me of _____! What is your favorite color and tell me why do you like that color!
8. I love to eat! My favorite food is _____ because _____. What is your favorite and why?
9. My birthday is on _____ and I like to _____ on my birthday! Tell me when you have a birthday. What do you especially like to do on your special day.
10. I am special because _____. Tell me something that makes you special!

Effective Language Tutors:

Consciously allow students to express their thoughts fully, without interruption.

Give students learning English as a second language extra processing time to process questions in English, think of answers in their first language, and then formulate their responses in English.

Use visuals, gestures, facial expressions and body language.

Build on prior knowledge—and build new academic background knowledge.

Contextualize ideas in real life situations.

Repeat and rephrase key concepts.

Maintain low anxiety and inhibition levels.

Encourage active participation.

Speak clearly using authentic natural speech.

Use shorter, less complex sentences for students in the earlier stages.

Use a slightly slower rate of speech—being careful to maintain the natural rhythm and flow of the language.

Use intonation, volume and pauses to aid meaning.

Ask questions with the answer in them. “Was he scared or angry?”

Ask, “What is one thing you understand from this,” or “What is one thing you have learned?”

Use a bookmark to cover up the text so the student sees only one line at a time.

Check for comprehension every so often. Rephrase academic questions into simpler forms.

Positive Statements to Use While Tutoring

- Last session you read so fluently. I can't wait to hear you read today.
- I love the expression I hear in your voice. Please read that to me again.
- I like the way you paused and thought instead of guessing.
- Let's tackle that sentence together.
- As I look at the illustrations I can see why you made that prediction.
I predict that...
- Let's read and check our predictions.

What Not to Say to Emerging Readers

By Amy Mascott

1. "Stop. Re-read this line correctly."

Instead: If the mistake didn't interfere with the meaning of the text let it go.

2. "C'mon, speed up—you have to read a little faster!" or "Slow down—you're zipping through this!"

Instead: Model appropriate pacing and fluency.

3. "You know this!"

Instead: What part of the word do you recognize?

If you get no response, say, *Do you recognize this part* (point to the beginning chunk or letter) *or this part* (point to the ending chunk or letter)?

4. "You're wrong. That says..."

Instead: Say nothing, as hard as that may be.

• Tutor Session Outline •

1

- Build Rapport 3 minutes

2

- Interactive Read Aloud 12 minutes

3

- Read Together (School's Reading Program) 25 minutes
 - Vocabulary Building
 - Check for Understanding

4

- Finish Session 5 minutes



Role of Your School Coordinator

Your Coordinator will:

- coordinate any assignments from classroom teachers
- facilitate the transfer of the Family/Tutor Bookmark between tutors and families
- periodically check-in with you to provide positive feedback, to provide suggestions and to address any of your questions or concerns
- give you her or his school contact information
- give you a school calendar and highlight any school schedule changes that will affect your tutoring sessions.
- Your Coordinator and other school staff will provide a welcoming, supportive environment for you and other volunteer tutors

Contact Your School Coordinator When:

- you will need to miss a tutoring session. Please do this at least 24 hours in advance, sooner if possible
- your Communication Logs are blank or incomplete
- you are having trouble tutoring your student because of student behavior challenges. Your Coordinator may have suggestions for you
- the material you are being asked to cover during tutoring sessions seems consistently too easy or too hard for your student
- you have any questions or concerns about tutoring at your school site

Materials

Tutor Bag

- Pencil case with pencils, pen,crayons
- Dry erase board and marker
- Index cards

Supply Box

Each school will have a file box with

- Paper (plain & lined)
- Index Cards
- Tutor Outline
- Teacher/Tutor Communication Logs
- Tutor/Family Bookmarks
- Bookmark Prompts
- Higher Order Thinking Questions

Crate of Books/Bin of Games

Each site will have a designated green crate that includes read-aloud books and extra activities as well as a bin with literacy games.

Other Notes:

- Pick up your bag before meeting with your student and return your bag after tutoring.
- Use the Ready.Set.READ! bag and keep tutoring materials in the bag.
- Keep bags and materials at your school site. Please do not take them home in between tutoring sessions. A substitute may need to use them to work with your student.
- If you need supply refills, check with your school coordinator. Each school has extra supplies. If you need something specific contact Diane Fiorentino at 610-685-4575 or email dianef@uwberks.org
- You are welcome to keep personal supplies in your bag during the school year. Some tutors have a favorite pencil, a different color dry erase marker or stickers that they have brought from home in their supply box. Please clean out your tutor bag at the end of tutoring for the school year. Any materials left in the bag that are not RSR provided supplies will be removed when the bags are restocked.

Tips for Reading Aloud

Reading aloud comes naturally to very few people. To do it successfully and with ease you must practice.

Preview the book [when possible] by reading it to yourself ahead of time. Such advance reading allows you to spot material you may wish to shorten, eliminate, or elaborate on.

Use plenty of expression when reading. If possible, change your tone of voice to fit the dialogue.

Adjust your pace to fit the story. During a suspenseful part, slow down, and lower your voice. A lowered voice in the right place moves an audience to the edge of its chairs.

The most common mistake in reading aloud—whether the reader is a seven-year-old or a forty-year-old—is reading too fast. Read slowly enough for the child to build mental pictures of what he just heard you read. Slow down enough for the children to see the pictures in the book without feeling hurried. Reading quickly allows no time for the reader to use vocal expression.

This is an excerpt from Chapter Four of The Read-Aloud Handbook by Jim Trelease (Penguin, 2006, 6th edition). Used with permission.

What to Do Before, During and After Reading

For Interactive Read Alouds and Reading Together

Before Reading:

- Introduce the title, author, and illustrator.
- Set a purpose for listening to the story. Statements that begin with “I wonder...” make good starting points. Ask the child to wonder about something or come up with a prediction as to what may happen.

During Reading:

- Remember what you’ve practiced! Read slowly and clearly, with expression in your voice. Make sure the child has time to look at the pictures.
- Draw attention to illustrations that enhance the meaning of the text.
- It’s okay to stop once in a while to comment on something interesting, make a new prediction, or wonder about something new. However, make sure not to stop too frequently or it can disrupt the flow of the story.
- If there are words that may be unfamiliar to the child, you can pause briefly to explain.

After Reading:

- Allow time for discussion. Share your own thoughts and ask for the child to do the same.
- Encourage higher order thinking skills – ask questions that require the child to do more than just remember what happened in the story. Open-ended questions about the characters or events in the plot are a good starting point.
- Have the child retell the story in his or her own words or reread it to enhance comprehension.
- Use questions on next page to guide discussion

Higher Order Thinking Questions

- Describe what happens when...
- How would you define...?
- Can you tell why...?
- Find the meaning of...?
- How did ____ happen?
- Why did...?
- How would you show...?
- How would you explain...?
- How would you describe...?
- What can you tell me about...?
- What do you predict could have happened next...?
- What was the main idea...?
- What differences exist between...?
- Can you provide an example of what you mean...?
- How would you compare...?
Contrast...?
- State or interpret in your own words...
- Can you explain what is happening...?
- What can you say about...?
- Which is the best answer...and why?
- What can you conclude from...?
- How would you summarize...?
- Is there a better solution to...?
- Do you think...is a good or a bad thing?
- How would you have handled...?
- What changes to...would you recommend?
- Do you believe...?

- How would you feel if...?
- What do you think about...?
- Do you agree with the actions...?
- How could you change the plot?
- Why did they choose...?
- How could you determine...?
- What choice would you have made...?
- Based on what you know, how would you explain...?
- How would you compare the ideas...?
- How would you compare the people...?
- What would happen if...?
- How would you improve....?
- Do you know another instance where...?
- Could this have happened in...?
- What questions would you ask of...?
- How would you use...?
- Which events could have happened...?
- If...happened, what might the ending have been?
- How was this similar to...?
- What was the underlying theme of...?
- What do you see as other possible outcomes?
- Why did...change occur?
- How is...similar to...?
- What are some of the problems of...?
- What was the problem with...?
- How is ___related to...?
- Why do you think...?
- What evidence can you find...?

- **Strategies for Reading Together**

- **Choral reading**

Hold the book together and ask the child to read along with you. Begin reading in a voice that is slightly louder and faster than the child's. As the child becomes more comfortable with reading the text, lower your voice and slow down your reading speed. If the child slows down, increase your volume and speed again.

- **Echo reading**

Read aloud a line of text. Ask the child to read the same line. Continue taking turns reading and rereading the same lines. When the child begins to read with more expression and fluency, suggest that he read aloud on his own.

- **Paired Reading**

Explain to the child that sometimes you will read aloud together – duet reading – and sometimes he or she will read alone – solo reading. Agree on two signals the child can use to switch back and forth from solo to duet reading. When the child gives you the duet signal, you will begin reading together. When the child feels ready for solo reading, she will give the solo signal and you will stop reading.

- **Explicit modeling**

This type of modeling helps children learn to think about what they already know while they are reading. Talk about your thinking process – what you do to get meaning from the words and understand the text. For example: "That's a new word. It begins with *cl*. I don't know how to pronounce the next part – *ue*. Harriet is a spy. It must be *clue* because spies look for clues."

- **Implicit modeling**

This type of modeling also helps children think while they read. When a child is stuck on a word you can suggest strategies he or she can use to figure it out. The child can use these strategies immediately and when reading in the future. You might say, "Try reading the sentence again." "Try reading the next sentence." "Where did the boy go at the beginning of the story?" "Where do you think he might be going now?"

Common Core Vocabulary K-3

classify

compare

contrast

describe

develop

draw

identify

organize

recount

retell

support

alliteration

connections

explicitly

point of view

comprehend

demonstrate

determine

distinguish

explain

locate

recognize

refer

suggest

central idea

stanza

details

illustrations

theme

Vocabulary Activities

SORRY

Write vocabulary on the index cards located in your Star Readers tutoring bag, one word per card. Write the word 'Sorry' for every five vocabulary cards that you have made.

Turn the cards face down. Have the student pick a card and read the word or read the word and give a definition for the word. If the student gets it correct, they keep it; if not, they put it back into the pile. Have the second student pick a card, etc.

When a tutor or student picks a 'Sorry!' card, the player must pass all of his cards to the player on the right. The player with the most cards at the end of the game wins.

WORD DOMINOES

Draw a line down the middle of about 20 index cards. Write one vocabulary word on each side of each card. Make sure to write each word on at least two cards. Then, play 'dominos.'

GO FISH

Using blank index cards, make several pairs of vocabulary words. These become the playing cards. Deal five cards to each player. The remaining cards are spread out in a disorderly pile referred to as the "ocean" or "pool".

The player whose turn it is to play asks another player for his or her cards of a particular word. For example Alice may ask, "Joshua, do you have the word "that"?" Alice must have at least one card of the word she requested. Bob must hand over the card with the word "that" if he has it. If he doesn't have it, Bob tells Alice to "go fish" (or just simply "fish"), and Alice draws a card from the pool and places it in her own hand. Then it is the next player's turn – unless the card Alice drew is the card she asked for, in which case she shows it to the other players, and she gets another turn. The game ends when the cards have all been picked up or a set time has passed. The player with the most cards wins.

SHOW ME

Write one vocabulary word on each index card. Turn the cards face up. Read a vocabulary word definition and ask the student to 'Show me' the matching vocabulary word, alternating between students.

BINGO

- 1) Make Bingo checkerboards on whiteboard, paper, cardboard, etc.
- 2) Fill in spaces on Bingo board using vocabulary words and make cards using the same words plus additional words from previous lessons
- 3) As words on cards are read, student marks or covers correct words on Bingo board.

COMPOUND WORDS

- 1) Make cards using half of familiar compound words - any, one, body, some, thing, day, etc.
- 2) Students put the words together to make a compound word
- 3) You can also do this using endings like "ed" "s" and "ing"

Note: Rhyming words, compound words, and adding endings to root words are common second grade skills.

FILL IN THE MISSING LETTER/S - (supports work with letter sounds, endings, rhyming words)

- 1) Using a whiteboard or notebook paper, write a vocabulary/sight word omitting a letter or two. Put a line in the word in place of the missing letter/s.
- 2) Student fills in the missing letter/s, either orally or in writing

TIC TAC TOE

Using a Tic Tac Toe grid choose a word for your student and one for yourself. Write them at the top of the paper or white board. Instead of using X's and O's, use the words to play the game.

SILLY SENTENCES (an oral game)

1) Give students two vocabulary words and ask them to make up a silly sentence in their heads using the words. You can use cards or write the words on paper for the student to see. Be sure to give an example to show them what you want them to do. The sillier the sentence the more they will like it.

Example - "grass" "teeth" . I mow the "grass" with my "teeth." I have a lot of "teeth" growing in my "grass."

2) If the student has trouble making a sentence, start with ONE word and increase the number. Eventually, try to use 3 sight and/or vocabulary words in the silly sentences.

THINK IN YOUR BRAIN GAMES (these are played without paper, just using your brain!)

1) Tell students you are going to play a game in which they are just going to use their brains and "think" the answers - no writing anything down

2) Think in your brain...a word that rhymes with....(you can give them a beginning letter or a beginning sound)

Example - Think in your brain a word that rhymes with "hall" - starts with a "c," starts with a "t," starts with a "cr," - use the actual letter or a sound

3) Think in your brain... a word that shows past tense (it happened earlier) ...Today I dance with my dog, yesterday I _____ with my dog. Today I walk to school, yesterday I _____ to school.

4) Think in your brain....a word that means the same (synonym) or the opposite (antonym)....My hand is over the paper. My hand is _____ the paper.

MIX IT AND FIX IT

Write the letters that make up a word on small pieces of paper (one letter per piece of paper). Have the students mix the papers up and then make the words. Do this a few times. You can use the index cards provided if you want them to be sturdier to use again.

TABLE WRITE/AIR WRITE

Have the student write the word on the table with their finger or in the air with their finger.

PICTIONARY (for advanced students)

Have the student pick a vocabulary word to draw on the Star Readers white board. You guess which vocabulary word the student has drawn. Switch.

Helpful Websites

<http://www.k12reader.com/category/book-lists/>

<http://www.readingrockets.org/article/113/>

<http://www.readingrockets.org/books>

http://www.goodreads.com/list/show/460.Best_Picture_Books

<http://www.berks.lib.pa.us/>

<http://www.ala.org/alsc/awardsgrants/notalists/>

Communication Log



Date	This week's work from Teacher/School	Tutor Feedback on this week's work

Tutor/Family Connection Bookmark

Today we read



I thought the book was

I was good at

My tutor says



- Bookmarks are a half sheet of paper
- Have your student put his/her name at the top of the bookmark
- Use the Student Writing Prompts on the next page to encourage good descriptions

Student Writing Prompts for Tutor/Family Bookmark

I thought the book was:

Good

Awesome

Silly

Different

Interesting

Funny

Exciting

Sad/Happy

Realistic

Surprising

Magical

Boring

Ask “Why do you think that?” Talk it over with the student.

I was good at:

Reading

Vocabulary

Sight Words

Decoding Words

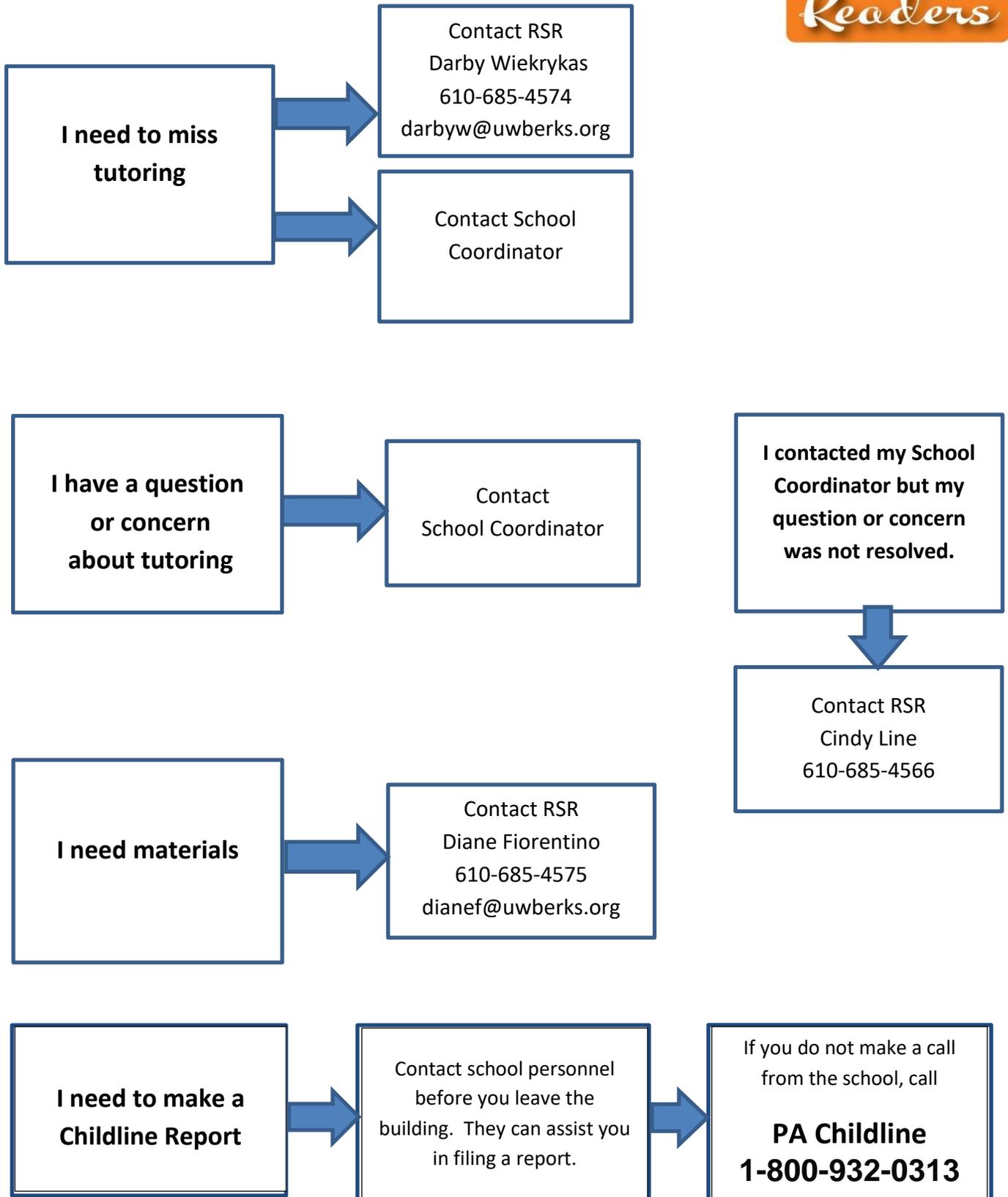
Reading with expression

Answering questions about the story

Listening

Getting clues from pictures

Who Do I Contact?



Volunteer Tutor FAQs

Attendance

What if my student is absent?

Your Coordinator may not always be able to contact you ahead of time. If your student is absent, please feel free to join another tutoring group or to work with a student whose tutor is absent.

What if I need to miss a tutoring session?

We understand that you may need to miss one or two sessions per semester. Please contact both your School Coordinator and RSR staff at least 24 hours in advance if you will miss a session, sooner if possible.

How can I find out about school closings due to inclement weather?

Please check the local news stations to find out about school closings due to inclement weather. Please remember that in inclement weather, your Coordinator or RSR staff may not be available to alert or communicate with you.

How can I find out about school closings due to holidays?

Your Coordinator will give you a school calendar to note any other closings that will affect tutoring.

Clearances and Identification

Who do I give my clearances to?

Give a copy of your clearances to your School Coordinator at Orientation. Ready.Set.READ! staff do not need to collect your clearances. You may not begin to tutor until you hand in your clearances to school staff. Keep your original copies of your clearances in a safe place at your home.

Why do I need clearances?

Clearances help keep everyone as safe as possible. Visit our website for helpful guidance through the process of obtaining your clearances if you haven't already done so.

Identification

Many school districts are using volunteer identification systems that scan a volunteer's photo id on the first visit. The image is recorded and used to print identification badges each time the volunteer signs in at the office. Be prepared with your valid government issued photo identification card (such as driver's license) when you go to your school for orientation.

Confidentiality

May I discuss my student's progress with friends or others in the community?

Please maintain student confidentiality by limiting your discussion of students' progress to your Communication Log and Tutor/Family Bookmark and with school or RSR staff.

May I expect an update on my student's progress, or to see my student's report card?

Your Coordinator may give you a general update of your student's progress. To respect student confidentiality, please do not ask your Coordinator to see your student's report card or for specific details on her or his progress.

Gift and Food Policy

May I give my student gifts for birthdays, holidays or other reasons?

To ensure fair treatment for all students, Ready.Set.READ! will provide a book for you to give to your student at the winter break and a sling bag with 3 books to give to your student at the end of tutoring. Some tutors like to give stickers or pencils to their students. That is acceptable, however it is not an expectation that tutors purchase any kind of materials or incentives with their own funds.

I tutor after school. May I give my student snacks during tutoring?

No. So many children have allergies today that a well-intentioned gesture of a snack could have serious implications for child. If your child complains of being hungry and cannot be redirected please see your schools' coordinator for suggestions on how to handle the situation.

Logistics

Am I responsible for picking up my students from class, or escorting them back to class?

Your students should meet you at the designated tutoring location and return to class by themselves.

I tutor after school. What if my student's parents don't pick her or him up on time?

Please escort your student to the main office and ask office staff to handle the situation from there. However, this situation has happened only once or twice since Star Readers has started.

Where do I sign in for tutoring?

Please make sure to sign in and out following your school's policy.

Where do I park and where are the restrooms?

You will discuss details like parking, restrooms and emergency procedures at your Orientation.

Materials**Can I take my tutor bag home in between sessions? Can I use my own tutoring bag?**

Please use the green RSR tutor bag and please leave your tutor bag and its contents at your school site. A substitute tutor may need to use your bag and its contents to work with your student.

Am I responsible for providing a lesson plan, materials or supplies?

Your tutor bag , your site's green bin of books and file box of supplies provide all the materials and supplies that you need for tutoring.

Who do I contact if I need tutor bag supplies?

Contact Diane Fiorentino at 610.685.4575 or dianef@uwberks.org

What books should I be using?

Reading Program Text: You will use a reading textbook or program that your Coordinator will discuss with you at Orientation.

Read Aloud Books: You can find read aloud books in the green bin of books, bring books from your personal collection or borrow books from your local library

Miscellaneous**What should I do if I am concerned about my student's ability to follow Star Readers program rules?**

Speak with your School Coordinator about any behavior challenges when working with a student.

Will there be opportunities for me to connect with other Star Readers tutors, staff and trainers?

Tutors are required to attend annual professional development trainings. This is a great time for tutors to share ideas and get to know staff and other volunteers.

May I tutor my student in other subjects?

To support the mission of Star Readers, please tutor your student in reading only.