



Reading Tutor 120 Curriculum

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Introduction

This course is offered to provide students at the Grade 12 level an opportunity to experience the role of a literacy tutor. This role encompasses some of the skills of literacy teachers and as such the students in the course will be exposed to the profession of teaching.

Participants will learn skills which enable them to tutor students from Grades two to nine. The tutors receive course credit while the students receive assistance with reading. The logistics of what level and for what students will be determined by the teacher of the course, the school administration and the receiving school(s). In some cases, the tutors will be working inside their own school and in others they will be working in another local school. Due to the complexity of the planning necessary to have tutors trained and in place with appropriate students, there will have to be initial planning by the teacher prior to the starting of the course.

The research is clear in terms of the benefits of peer tutoring relationships. John Hattie (2009), an educational researcher from New Zealand, highlights peer tutoring as being a “high yield” instructional strategy in that the effect size, or impact on student achievement is .55. This is significant in that half of all students can and do achieve an effect size of .4 in one year, so anything higher will have a visible learning effect. Similarly, in a meta-analysis examining the effects of peer tutoring across 26 single-case research studies, the effect size was found to be 0.75, indicating that moderate to large academic benefits can be attributed to peer tutoring (Bowman-Perrott, Lisa; Davis, Heather; Vannest, Kimberly; Williams, Lauren; Greenwood, Charles; Parker, Richard, 2013)

The students in this class will conduct research into best practices for literacy instruction and will work in pairs or teams to design an individual literacy program for a student experiencing difficulties in the regular classroom. This will involve critical thinking and problem solving skills, teamwork and collaborative skills, leadership and project management skills, communication, self-direction skills, professionalism and work ethic.

NOTE: Throughout this document the Grade 12 students enrolled in the Reading Tutor course will be referred to as tutors and the terms students or tutees are reserved for the children being tutored.

Roles and Responsibilities

School Administration

This course is ideally scheduled to coincide with an accessible time for students who require tutoring. For example, if tutors will be working with local elementary students in conjunction with the [Elementary Literacy Friends](#) program which is designed for after-school instruction, the class must be scheduled last period of the high school day. This will need to be determined prior to offering the course.

It is important that the tutor selected is a positive role model, has consistent attendance and has demonstrated appropriate literacy skills for Grade 12. If possible, the tutor should not be paired with a tutee they know personally.

Ideally, access to a library or large learning space is recommended to ensure privacy between pairs of students. Consideration for allocation of space is integral to the pre-planning for success for the course.

The outcomes for Reading Tutor 120 are directed at the growth of the tutor (the Grade 12 student); therefore, it is recommended that a minimum of one day, ideally two, is scheduled for the tutor to work with the classroom teacher to reflect on their tutee's progress and plan accordingly. Therefore, for one to two days a week, the tutee will remain in their originally scheduled class or require alternative means of supervision to be supported by the administration and faculty.

Reading Tutor Teacher

The Reading Tutor 120 teacher plays a critical role in ensuring the integrity of the course and learning outcomes for the class. These responsibilities include the coordination of the program, providing the tutor training, overseeing the activities of the partners and offering support to both tutors and their students.

These responsibilities include the following tasks:

- selection of Grade 12 students for the course
- coordination with classroom teachers of tutees; communicating the potential for students to be with the classroom teacher for one to two days a week
- contacting experts in the fields of literacy and teaching to provide classroom instruction for tutors
- informing parents and tutors of the content of the course
- ensuring that the participants, including the tutors, the students, the parents and the receiving school know that this is a Grade 12 course with outcomes that have to be met by the Grade 12 tutors
- confirming that the Grade 12 students are applying what they have learned in the context of tutoring and teaching (therefore, tutees completing assignments from other classes is not the focus of this time)
- providing access to technology for research and sharing of content and skills
- requiring tutors to engage in higher order thinking and planning skills
- regularly modelling the format of the lesson plan tutors will use with their tutees
- encouraging inquiry approaches through question and problem generating with problem solving and group processes embedded throughout the course
- monitoring attendance and behaviour of tutors and tutees

Student tutor

The student tutor is expected to develop key interpersonal, organizational, planning and problem solving skills. They take their responsibility as a tutor seriously. Tutors are conscientious about selecting materials and planning for their students in collaboration with the Reading Tutor 120 teacher and the students' classroom teachers.

Tutors also are responsible to:

- attend regularly - when absent be sure to have a lesson planned and available for a partnering tutor to administer with your tutee
- maintain a reflective journal, submitted weekly, of progress and concerns
- plan and design lessons (integrate suggestions from collaborating teachers)
- choose material(s) appropriate to student's abilities and interests
- provide one on one reading tutoring
- work with classmates to plan and solve problems
- engage in self-reflection and self-assessment
- compile a portfolio of materials and resources gathered and created over the course of study

Approaches to Teaching

A fundamental principle of this course is that students assume responsibility for their own learning through a sense of inquiry. To support this approach, students will be developing and maintaining a reflective journal which will be an ongoing tool for self-assessment. The reflective journal will be framed around five driving questions that will be revisited throughout the course. Initial responses will be gathered and ongoing reflections will provide insight as the students' learning progresses.

Formative assessment is facilitated as teachers periodically read students' reflective journals to provide guidance, suggest resources and inform their planning of instructional practices. The teacher functions more as a collaborative colleague than an authority leading the learning.

Universal Design for Learning

Universal Design for Learning is a "framework for guiding educational practice that provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged. It also "...reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient." (CAST, 2011).

In an effort to build on the established practice of differentiation in education, the Department of Education and Early Childhood Development supports Universal Design for Learning for all students. New Brunswick curricula are created with universal design for learning principles in mind. Outcomes are written so that students may access and represent their learning in a variety of ways, through a variety of modes. Three tenets of universal design inform the design of this curriculum. Teachers are encouraged to follow these principles as they plan and evaluate learning experiences for their students:

- Multiple means of representation: provide diverse learners options for acquiring information and knowledge
- Multiple means of action and expression: provide learners options for demonstrating what they know
- Multiple means of engagement: tap into learners' interests, offer appropriate challenges, and increase motivation

For further information on Universal Design for Learning, view online information at the CAST website, download the UDL reference handout, or refer to the appendices section of this document.

UDL is neither curriculum nor a checklist. If it were either one of those things, it would oversimplify the act and professionalism of teaching. As an educator, you have taken courses in pedagogy, classroom management, and theory. You have a collection of tools, resources, and strategies you have learned recently or over the years. The structure of UDL guides you to actively, attentively, and purposely pull from that collection. It also asks you to possibly think differently. The Difference: Because UDL is a framework versus a curriculum, teachers are in full control in designing the learning environment and lessons (p. 4, Design and Deliver).

Loui Lord Nelson (2104) suggests the following reflective questions to support planning (p. 134):

When I plan my lessons do I:

Have a clear goal?

Know how I am going to measure whether students have met the goal?

Create activities and assignments that guide students toward the lesson goal?

Create lessons and activities designed with options mentioned under the three principles of Engagement, Representation and Action and Expression?

Create assessments directly related to the lesson's goal?

Create assessments designed with the options listed under Action and Expression?

Use a variety of tools and resources to create my lesson plans?

Nelson makes the following recommendation:

Start small. Choose one focus within the framework. Choose one focus within your practice. Enlist the involvement of other teachers, and talk with each other about your experiences. Trade suggestions. Share experiences. Share successes. Watch for change. (p. 136)

The curriculum has been created to support the design of learning environments and lesson plans that meet the needs of all learners.

Assistive Technology

Assistive technology for learning (ATL) refers to the devices, media and services used by students with physical, cognitive, sensory, speech, learning or behavioural disabilities that allow them to actively engage in improving or maintaining their ability to meet learning outcomes. ATL assists students in performing functions that would otherwise be difficult or impossible to accomplish independently. ATL requires ongoing collaboration in planning, implementing and monitoring. It does not replace instruction in academic or social skills and is specific to task rather than exceptionality.

There are many tools available to educators to support the diverse learning needs of students. Included in the appendix section of this document are suggested tools that may assist learning for a variety of needs.

Educators are encouraged to collaborate with the Student Support Services team in their school to determine suitable supports, in addition to assistive technology, for promoting optimal learning experiences for their students. For suggested assistive technology, refer to the appendices section.

Assessment and Evaluation

Assessment is the systematic gathering of information about what students know and are able to do. Student performance is assessed using the information collected during the evaluation process. Teachers use their professional skills, insight, knowledge, and specific criteria that they establish to make judgments about student performance in relation to learning outcomes. Students are also encouraged to monitor their own progress through self assessment strategies such as goal setting and rubrics.

Research indicates that students benefit most when assessment is regular and ongoing and is used in the promotion of learning (Stiggins, 2008). This is often referred to as formative assessment. Evaluation is less effective if it is simply used at the end of a period of learning to determine a mark (summative evaluation).

It is recognized that summative evaluation is usually required in the form of an overall mark for a course of study and rubrics are recommended for this task. Sample rubrics are included in this document as a suggested guideline, acknowledging teachers may have alternative measures they will apply to evaluate student progress. The variety of practices below recognizes the application of the UDL principle *Multiple Means of Action and Expression*.

Some examples of current assessment practices include:

- Questioning
- Observation
- Conferences
- Demonstrations
- Presentations
- Technology Applications
- *Reflective journals
- Checklists
- Rubrics
- Responses to texts/activities
- Reflective Journals
- Self and peer assessment
- Portfolios
- Simulations
- Projects and Investigations

For further reading in the area of assessment and evaluation, visit the Department of Education and Early Childhood Development’s Assessment and Evaluation site at <https://portal.nbed.nb.ca/tr/AaE/Documents/,DanaInfo=portal.nbed.nb.ca,SSL+Assessment%20Framework.pdf>

You may also view the formative assessment learning module “Walking the Walk” at the following link: <https://portal.nbed.nb.ca/pd/Reading/Pages/default.aspx>

For suggestions on how to incorporate UDL in assessment practices, see the following links:

<http://www.ascd.org/publications/books/101042/chapters/Using-UDL-to-Accurately-Assess-Student-Progress.aspx>

http://www.cast.org/teachingeverystudent/ideas/tes/chapter7_8.cfm

<http://marylandlearninglinks.org/1027>

Curriculum Outcomes

The goals for learning in Reading Tutor are organized in an outcome framework. The “big ideas” of the course are stated in three general curriculum outcomes, and each of these is further articulated in specific curriculum outcomes. The outcome statements identify what students will know and be able to do as a result of the teaching and learning in the course. Know and Do statements, directly following each specific outcome, will assist the teacher to assess the knowledge and skill level of students in order to target instruction and intervene appropriately to support achievement. You will note that the wording of the outcomes is specifically open to a variety of means of teaching and supporting learning in the classroom. This is in line with the principles of Universal Design for Learning (UDL).

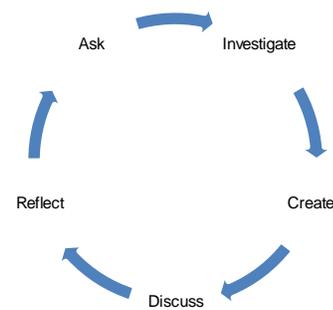
G.C.O. 1.0		
Tutors will be expected to exhibit leadership, ethical behavior, and respect for others; accept responsibility for personal actions considering the impact on others; take the initiative to plan and execute tasks; and interact productively with others.		
S.C.O.	Know (students will know ...)	Do (students will...)
1.1. Tutors demonstrate knowledge of ethical responsibilities and policies pertaining to professional conduct	- Policy 701 , Policy 703 , NBTA Code of Ethics	-investigate current policies and determine how these influence planning, interactions, and follow up with students.
1.2 Tutors prepare for, plan, and execute instruction in a professional and respectful manner, including professional reading and research	- components of an effective lesson plan - best practices and research in literacy instruction -how to measure the impact of their planning and teaching on their tutees’ attitudes and learning	-determine critical components of lesson plans and utilize a consistent template for planning -research effective literacy practice for the age group of tutees and create feedback tools/ questionnaires for their tutees
1.3 Tutors interact positively with others and demonstrate reliability and commitment	-how to work independently and collaboratively with fellow classmates and tutees -the importance of being on time and in attendance for all classes	-demonstrate positive interactions with others -be on time and prepared for all classes
1.4 Tutors set, monitor, and adjust goals pertinent to their role as tutor	-assessment strategies for gathering data on their students’ progress -how to apply student data to intervention and goals for instruction (see Today’s Plan in ELF manual)	-record observations of students while reading -identify areas of need for instruction -determine strategies to intervene

		for areas of difficulty
G.C.O. 2.0 Students will be expected to employ effective reading practices to support the developing reader.		
S.C.O.	Know	Do
2.1 Tutors demonstrate an understanding of reading processes and strategies	- a variety of decoding and comprehension strategies that support learners	- apply appropriate strategies to support reading growth based on their tutee's needs
2.2 Tutors examine approaches to reading instruction	- a variety of materials are available to support reading instruction at all levels (see ELF manual and references listed at the back)	- record new insights and learning in their reflective journal and portfolio - share a growing bank of knowledge with peers and teacher
2.3 Tutors employ before, during, and after strategies to improve fluency, comprehension, vocabulary, phonics, and phonological awareness for the developing reader.	- the before, during and after framework (see appendix)	- plan for implementation of strategies that align with the before, during and after framework
G.C.O. 3.0 Students will be expected to employ effective assessment practices; set goals and monitor progress		
S.C.O.	Know	Do
3.1. Tutors apply formative assessment strategies to support the reader. Tutors set goals, in consultation with the classroom teacher and/or the student, based on formative assessment	- observation tools, such as the lesson reflection - the importance of recording observations and strategy-use of tutee	- create notes for each session based on observation of students' reading strategy growth and needs - provide immediate feedback for observed strengths and needs that arise - suggest strategies that will support the reader's growth

<p>3.2 Tutors adapt instruction to meet the developing needs and interests of the student.</p>	<ul style="list-style-type: none"> -how to identify which reading strategy will be helpful - include knowledge of interest into lesson planning 	<ul style="list-style-type: none"> - complete a lesson reflection for each session with their tutee -model, teach and then monitor for independent application of reading strategies - administer an interest inventory for the tutee
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Using Inquiry to Solve Problems and Record Learning

Learning through inquiry is a process of asking and responding to questions. Students gain a deeper understanding of the material and where it fits into their world by working through this process. The following outlines two methods by which inquiry will be used to solve real problems and to provide a framework for recording evidence of learning.



Ongoing Problem Solving in Collaborative Groups

Reading tutors will encounter puzzles/problems as they tutor. Exploring solutions will be the focus of group discussions with their classroom learning community. The tutors have to gain the necessary skills and knowledge through their own initiative as well as that provided by the teachers in order to build an appropriate program for their students.

Using an inquiry model to guide learning will develop the critical thinking, problem solving, collaboration, and communication competencies. These skills are in line with the proposed NB 21st Century Competencies included in the appendices section of this document. The process that will facilitate this inquiry mirrors the professional learning community framework used by teachers.

The real problems that students bring to the group will provide a purpose for research and sharing. The discussions, reflections, and collaborative problem solving will lead to actions to help the tutees.

This document outlines sample inquiry questions to start this process but it is expected that the students in conjunction with their teacher will continue to generate questions and assist each other in finding the answers. The answers may take the form of strategies or actions to be placed in lesson plans or ideas and information collected in journals, portfolios or in research papers.

For more information about collaborative group planning see the appendices. Encouraging and facilitating collaborative learning environments applies to the principle of engagement, as outlined in the UDL principles.

Reflective Journal

Reading tutors will begin the inquiry process by creating a personal reflective journal. This journal will record the tutor's thinking throughout the course when new concepts are introduced or applied by the teacher/tutor. It will capture their beginning understandings and provide a record of their intellectual growth through experiencing the guidance of their teacher and working with their tutees. The reflective journal is not meant to reflect researched answers to questions. Its purpose is to capture the personal experience of the student and may include written responses, illustrations, and/or oral records.

Section A

The Reflective Journal will track student responses to the following suggested inquiry questions:

- How do we become readers?
- What skills do we need to teach and learn to build strong readers?
- What motivates us to become a reader?

- What skills, attributes and attitudes do good tutors need to exhibit?
- How do we know when someone is a good reader?

This part of the journal may be organized into three main sections:

- My thinking now... (personal answers to the questions prior to taking the course)
- What I am learning about... (these entries should be recorded weekly, but students may not always respond to all five questions every week)
- How my thinking has changed... (this should include an analysis of each of the responses from the beginning of the course)

Section B

An additional part of the journal will be where the tutor captures reflections on the learning sessions with their students. The reading tutor teacher is encouraged to regularly read/view and react to the reflective journals. Further detail on this section will be discussed in the assessment section.

For a suggested rubric for evaluating the [reflective journal](#), see the appendices section.

Planning for Instruction

School schedules and context for tutoring will influence how teachers structure the course; the following outlines offer suggestions for beginning the course and timetabling teaching and learning.

Sample Outline

The Reading Tutor course will feature a four week introduction/initiation period from when you have confirmed your tutors. During this time the tutors will be organized into groups, exposed to learning strategies, taught how to design and reflect upon lesson plans and receive training on ethics and procedures. During the instruction, it is important for *Reading Tutor 120* teachers to vary the means in which they present information.

For example, when presenting tutor materials, offer the electronic format (as provided online at <http://www.gnb.ca/0000/anglophone-e.asp> and the teacher portal page <https://portal.nbed.nb.ca/sites/rt120/default.aspx> for students who prefer this mode and engage the narrator function in the ease of access centre on the control panel of the computer. This will enable the content to be read aloud to the student if this is a preference.

Week 1 – The general structure of the class is covered. Students are introduced to the large concepts of the course. They are placed into small groups for the purpose of reflection and discussion of class material. They are informed of the major projects for the semester, including their reflective journal and portfolio that will be presented at the end of the term.

In week one, tutor training materials such as the ELF program (Grade 2 students only), Stepping Out, Cross-curricular Reading Tools, etc, are introduced. The information within these resources provides useful background knowledge for all tutors.

Self-assessments may be completed by the tutor to determine their own learning styles, reading preferences, and multiple intelligences. The *Who Am I As A Literacy Learner* activity may be modeled in preparation for the students completing their own version.

Week 2 – During this week, students are exposed to various [reading strategies](#) (5 to 7 initially and others may be introduced throughout the course). The facilitator begins to model the format of the lesson plan tutors will use with their tutees. Each strategy is modelled in front of the class, and then recreated by the individual groups. See the appendices for a variety of reading comprehension strategies. Groups will be expected to design an activity that employs these strategies and demonstrate them to another group. This allows the opportunity for each tutor to practice strategies before they begin tutoring. For inquiry-based learning, students are assigned a student learning challenge (e.g., ADHD, intellectual disability, Asperger’s Syndrome) to research and present to other tutors during Week 4. This should include information describing the challenge and teaching strategies that address this challenge.

Week 3 – The literacy strategies introduced the previous week are reinforced. In addition, the tutors begin to plan their first meetings with their tutee in the coming weeks. Tutors will receive a brief summary on the student they will be tutoring, detailing their reading level and general interests. This will be their first chance to design a lesson plan. This will be peer evaluated and practiced with a group member. The concept of running records is also introduced this week.

This may be the best time to have guest speakers come in. Experts from the schools, education centres and the Department of Education and Early Childhood Development may be invited to provide additional information as an introduction to literacy learning and tutoring.

Week 4 – Strategies are reinforced, procedures are practiced and lesson plans are refined. Students will present their learning challenges research and prepare their first week’s lesson. This may be a collaborative effort.

A member of the administrative team is invited to come in to discuss ethics in the field of education and give a brief tutorial on pertinent policies such as Policy 701 and 703. If time permits, tutors may view a copy of the New Brunswick Teachers Code of Ethics and create their own code based on this model.

Week 5 – Tutoring begins.

Proposed Weekly Timetable

Monday

Explicit instruction day with the tutors working with the Reading Tutor teacher. The class will review articles and discuss new strategies in the literacy field. Students begin lesson planning for the week.

Tuesday, Wednesday, and Thursday

Tutors travel to the elementary school to work with their students or work with students in their own school. Tutors are expected to have a lesson prepared for each day. These lessons, including daily observations of their student’s needs and progress are to be placed in their reading tutor portfolio.

Friday

Group collaboration time is given for tutors to discuss the week and share ideas. These group-generated ideas are shared with the class. The teacher will ascertain potential problem areas that will need to be addressed in upcoming lessons. Extra time is devoted to conducting research for their upcoming assignment.

Tutor Group Planning

The group may want to assign a group leader to keep the group on task with the planning sessions or they may decide to each take on a role for the planning sessions. All need to keep notes on the group meetings in their portfolios so they have a record of decisions made, tasks assigned and materials provided. All work needs to be carefully dated.

The group will have to establish the day of the week and the amount of class time they will devote to the group planning sessions. Individual time for tutors should be available as well but not at the expense of group time. The individual work can be completed outside of class; the group time needs to be scheduled during class time although they may meet outside as well.

Suggested Activities of the Group

1. Locate current research on literacy learning, focusing on reading skills for grades 2-9. Assign group members to grade levels or topics for the purposes of the research. If the students have been assigned then the choice of who does what levels may be connected directly to the grade level of their student.
2. Assign due dates for presentations to the group of information retrieved. Ensure that the dates are posted in the classroom, in the course syllabus or online platform.
3. Have reading tutor teacher provide feedback on information presented. Missing information will be listed and re-assigned to the group to complete by the teacher and members of the group.
4. Group members retain copies of pertinent information in their portfolios.
5. A central place will be designated for storing research information that is accessible to everyone. This should be hard copies and electronic.
6. Group members organize a timetable for professional learning opportunities for the group. This may include the ethics of the profession, the role and responsibilities of tutors, the pedagogy of literacy instruction and how to work with struggling students as examples. This schedule can be a short term or spread out over a few weeks. It will be important that the tutors get the information they need for beginning the tutor tasks early in the schedule. Prioritizing the speakers will be important. If speakers are not available, then multi media sources may be used instead.
7. Assign group members to make the necessary contacts to set up date and time for the expert(s) to work with the group.
8. Group members share their placement information and create a master chart of the levels and the current reading difficulties of the students. Confidentiality is important so a system for identifying a student will have to be established that does not give names or identifying information. This chart will serve as the core of the discussions each week by the group on the progress the tutors are making in their own learning, of the students' development and new information that will add to the strategies for the tutors. All new data is added to the chart during the group meetings.
9. The tutors will develop a rubric for the portfolios with the assistance of the course teacher.
10. The group will share portfolio information and development a minimum of three times before the end of the term so they can assist each other with contents and presentation. As each tutor has a different student, the content may be similar but the approaches, planning and assessment of results will be particular to the situation.
11. Establish a time frame and dates for presentation of portfolios to the class.

The tutor group will be self-directed once due dates and rubrics are established. The teacher will monitor the individual tutor progress and the group processes intervening when necessary.

Assessment

Reflective Journal

This section (B) of the reflective journal will contain questions and answers the tutor has worked with throughout the process. It will also contain the confidential information on the student and the daily reflections on the process both from the tutor and the students' perspective. This will also include the reflections of the tutor working within the group of tutors enrolled in Reading Tutor 120. The reflective journal may include a variety of formats including oral notes, video capture, presentation through technology access and written or visual notes.

Questions to begin your journal:

1. Who am I as a literacy learner?
2. What memories do I have regarding literacy and language?
3. What do I remember about listening, speaking, reading, writing, viewing and representing?
4. What is my literacy story?
5. Why is it important to construct a literacy story?
6. How will my literacy story shape me as a tutor?
7. Why is it important for my students to be able to tell their literacy stories?
8. In what ways is it important for children to develop a sense of story? How does this play a role in their literacy development?

(Parr and Campbell)

A separate section (A) of the journal will be completed where the tutor answers and reflects on the [inquiry questions posed at the beginning](#) of the course.

Portfolio

The students will maintain a portfolio of research, lessons developed and information gathered and used in the process of learning about and practicing tutoring in literacy.

This portfolio will contain:

- Table of Contents
- [Reading Tutor Self Evaluation](#)
- Copy of "Who Am I As A Literacy Learner?"
- Rubrics used for evaluation of your tutee (work habits, organization, individual performance rubric, etc)
- At least three lesson plans that best exemplify your teaching of reading strategies, with the accompanying work your tutee might have done during the lesson
 - The lesson plan that reflects the best day you had with your tutee this semester
 - The lesson plan that reflects an unsuccessful day you had with your tutee this semester and your thoughts as to why this occurred
 - One more lesson plan (your choice) that adds to your portfolio collection and demonstrates another activity that shows you did a variety of activities to tutor your student
- Each selected lesson plan will have the rationale/ reflection sheet of the lesson attached on front
- Select the work your tutee did that you are most proud of and include it in your portfolio

The ideal evaluation of the portfolio would be to have the students present their portfolio contents to the class at or near the end of the term. Periodic class time to work on portfolio contents and to share with the group on an informal basis would be important throughout the term.

For a [suggested rubric for evaluating the portfolio](#), see the appendices section.

Sample Case Study Research

Consider a challenge that you are experiencing with your student (e.g., behaviour, motivation, attention span, diagnosed intellectual disabilities, etc.) and research strategies for addressing this issue

- Use at least 5 sources, references will be checked
- 5 to 7 typed pages/visual presentation
- Information should include :
 - the latest information on the topic (causes, diagnosis etc.)
 - how it affects the student – at home, in school, and family
 - how to deal with it at home, as a student, as an adult
 - summary of one page on your thoughts, what you have learned and your opinion
 - provide examples of strategies that can be used to help the individual

Sample Course Evaluation

✓ Reflective Journal and Daily Lesson Plans	30% (15% each)
✓ Portfolio	20%
✓ Tutorial Questions and Articles	10%
✓ Research and Case Study of learning challenge	10%
✓ Responsibility and Reliability as a Tutor	10%
✓ Other context specific class work	20%

Grade Level Information

Leveled Information: Each individual tutor, pair or group of tutors will be working at a lower grade level. This document has divided these grades into sections: Grades 2-5, Grades 6-8, Grades 9-10. Samples of materials for these levels are found in the appendices section of this document. Please note that the activities leveled by grade level are intended to support the student tutors as they work with their tutees. The materials are provided as well to enable the Reading Tutor 120 teacher to model the activities and provide support for the student tutors in implementing the strategies with their tutees.

Grades 2-5

These levels have significant chunks of the timetable devoted to literacy. The information for working with the students from these levels will likely come directly from the teacher or education teacher from the host school. This does not preclude the tutor from preparing materials to bring to the sessions as long as they are in keeping with the practice the tutor's teacher wants the child to be working on. The more coherent the tutoring is with what the student is doing in their regular classroom, the more likely the strategies will be retained.

The tutor must be knowledgeable in best practices for the grade level of the student.

The teacher of the Reading Tutor 120 course will need to have a very good grasp of the best practices for these levels in order to provide current research and support materials for the tutor to learn from and to work out of as they develop the program for the tutee.

Sample References (these may be used by both the *Reading Tutor 120* teacher and the student tutor, however resources well suited for student tutors to use with their tutees are indicated below)

[ELF Tutor Training Manual](http://www.elementaryliteracyNB.com) www.elementaryliteracyNB.com (Note: This is ideal for the student tutor to use with a tutee in Grades 2).

Hutchins, Chryse and Susan Zimmermann. [*7 Keys to Comprehension How to Help Your Kids Read It and Get It!*](#) (2003) New York, New York: Three Rivers Press

Beck, I.L. (2006). [*Making Sense of Phonics: The Hows and Whys*](#). New York: Guilford Press

Trehearne, Miriam (2000-2006) [*Teacher's Resource Book*](#) for Grade levels K-6, Nelson Publishing.

(Note: This has many supporting graphic organizers and activities that the student tutor could use with their tutees).

Fountas, I. & Pinnell, S. (1996) [*Guided Reading. Good First Teaching for All Children*](#). Heinemann Publishing

Fountas, I. & Pinnell, S. (1996) *Guided Readers and Writers. Teaching Comprehension, Genre, and Content Literacy (Grades 3-6)*. Heinemann Publishing

For online access to electronic books that will read text aloud:

http://www.tumblebooks.com/library/asp/home_tumblebooks.asp

Grades 6-8

These levels are more constrained in terms of time for tutoring during the school day if their timetable is broken up into smaller time slots. The student will not want to be absent from a class they like nor one where their absence will result in extra work to keep up. The tutor will need to have a good understanding of this age group and the learning needs of the student so the time spent can be productive and coherent with what the student is trying to learn in the regular classroom. A note of caution here that the tutor is not spending all of the tutoring time helping with assignments with little or no time devoted to skill development. The tutor will want to be improving the reading skills of the student in all subject areas.

Sample References (these may be used by both the *Reading Tutor 120* teacher and the student tutor, however resources well suited for student tutors to use with their tutees are indicated below)

Beers, K. 2002. [*When Kids Can't Read, What Teachers Can Do: A Guide for Teachers 6-12*](#). Portsmouth, NH: Heinemann.

CAMET (2007). [*Cross-curricular Reading Tools*](#). Council of Ministers of Education and Training, Halifax, Nova Scotia. (Note: This has many supporting graphic organizers and activities that the student tutor could use with their tutees and is widely available across middle and high schools).

Harvey, Stephanie. [*Non-fiction Matters: Reading, Writing, and Researching in Grades 3-8*](#). Portland Maine: Stenhouse, 1998

Kiddey, Pat, Richard Chambers. *Stepping Out Reading and Viewing Making Meaning of Text*. Canadian Edition: Pearson Professional Learning, 2006. (Note: This has many supporting graphic organizers and activities that the student tutor could use with their tutees and is widely available across middle and high schools).

Tovani, Cris. [*I Read It, But I Don't Get It: Comprehension Strategies for Adolescent Readers*](#). Portland, Maine: Stenhouse 2000

Grades 9-10

These levels also may be working under time constraints due to timetabling. This age group will require tutors who are cognizant of the stigma some may feel due to having to be tutored by another student in their school.

The relationship the tutor builds with the student at all levels is very important to the success of the tutoring and never more so than at this level.

The tutors may believe that since they were in these grades not that long ago that they are familiar with the experiences of the student but unless they themselves were struggling with literacy skills at these grade levels their experiences would be quite different. It is important that the tutor understand the needs of the student. The tutor will need to be improving the overall reading skills of the student not simply helping with assignments.

Sample References:

CAMET (2007). [*Cross-curricular Reading Tools*](#). Council of Ministers of Education and Training, Halifax, Nova Scotia. (Note: This has many supporting graphic organizers and activities that the student tutor could use with their tutees and is widely available across middle and high schools).

Harvey, Stephanie, and Anne Goudvis. [*Strategies That Work: Teaching Comprehension to Enhance Understanding*](#). Portland, Maine: Stenhouse, 2000

Keene, Ellin Oliver, and Susan Zimmermann, [*Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*](#). Portsmouth, NH: Heinemann, 1997.

Kiddey, Pat, Richard Chambers. *Stepping Out Reading and Viewing Making Meaning of Text*. Canadian Edition: Pearson Professional Learning, 2006. (Note: This has many supporting graphic organizers and activities that the student tutor could use with their tutees and is widely available across middle and high schools).

Tovani, Cris. [*I Read It, But I Don't Get It: Comprehension Strategies for Adolescent Readers*](#). Portland, Maine: Stenhouse 2000

Appendices

The following resources may be used for both the Reading Tutor 120 teacher and the student tutor.

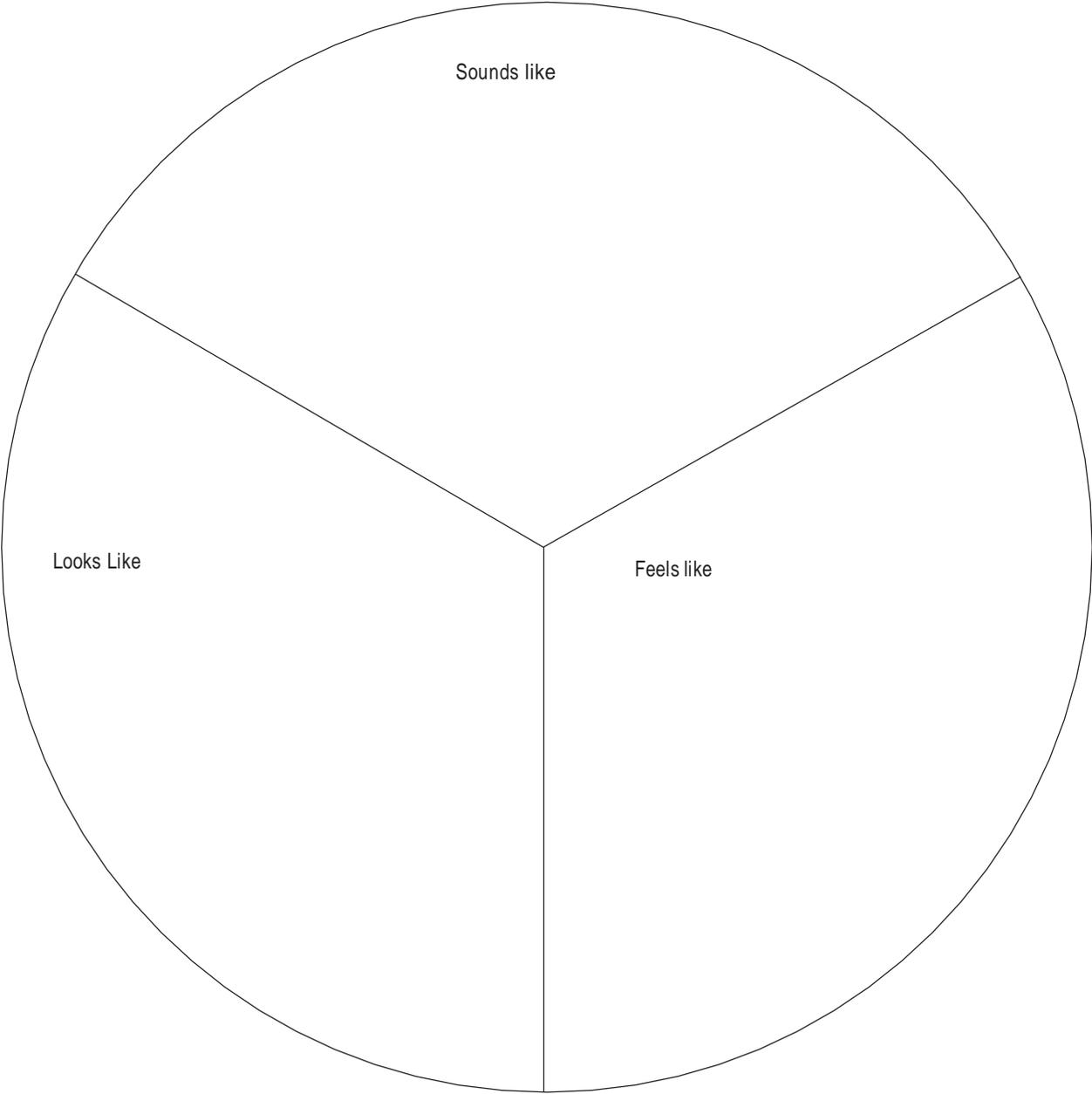
Group Work

Norms for Reading Tutor Group Work "T-Chart"

Effective Group	
Effective group work sounds like	Effective group work looks like

Norms for Reading Tutor Group Work “Peace Chart”

Effective Group Work



Self-Assessment, Group Work

Name: _____

Activity: _____

Date: _____

Listened to group members	1	2	3	4	5
Shared my own ideas without dominating	1	2	3	4	5
Completed an equal share of the work	1	2	3	4	5
Encouraged others and provided positive feedback	1	2	3	4	5
1 = rarely/never	3 = sometimes		5 = often/always		

Name: _____

Activity: _____

Date: _____

Listened to group members	1	2	3	4	5
Shared my own ideas without dominating	1	2	3	4	5
Completed an equal share of the work	1	2	3	4	5
Encouraged others and provided positive feedback	1	2	3	4	5
1 = rarely/never	3 = sometimes		5 = often/always		

Name: _____

Activity: _____

Date: _____

Listened to group members	1	2	3	4	5
Shared my own ideas without dominating	1	2	3	4	5
Completed an equal share of the work	1	2	3	4	5
Encouraged others and provided positive feedback	1	2	3	4	5
1 = rarely/never	3 = sometimes		5 = often/always		

Name: _____

Activity: _____

Date: _____

Listened to group members	1	2	3	4	5
Shared my own ideas without dominating	1	2	3	4	5
Completed an equal share of the work	1	2	3	4	5
Encouraged others and provided positive feedback	1	2	3	4	5
1 = rarely/never	3 = sometimes		5 = often/always		

Observation and Planning Sheet

Student Name and Date	Notes and Observations (what the student can do)	Future Instructional Focus (one-two areas)
Name: Date:		

Literacy Information

The information included here represents a small portion of what is available. The teacher of the course will need to have access to the resources used in the classrooms of the students. The tutors will also locate current materials and research into best practices in their groups that will be added to what is provided here.

Ineffective Readers

Ineffective readers lack the skills and resources to tackle new material or to work independently. Typically, ineffective readers will:

- Not know what they're looking for in a reading passage
- Ignore directions
- Read in an environment full of distractions
- Treat all texts the same without knowing how they work or how they should be read
- Dive in without predicting what the text might be about
- Ask no questions of what they're reading
- Decode words on the page without understanding the content and without stopping to ask for help
- Not connect the reading to anything else
- Be easily frustrated
- Read at a surface level as passive learners
- Not have the strategies to sort out new words or concepts
- See the task as finishing the reading, not using or applying what they have read

Students need to know how to:

- Visualize ideas and situations in the text
- Make connections
- Ask questions
- Draw inferences
- Evaluate and determine what's important

Ranges of Instruction

The tutor will need to know what instructional method is recommended for the student being tutored. You will want tutors to understand that at times a variety of teaching approaches are necessary or some are better suited to a particular skill or learning preference. As the tutor does not have extended periods of time with the tutee the guidance the Reading Tutor teacher provides is critical in understanding the dynamic nature of instructional practice.

Explicit

Explicit instruction is direct teaching. Teachers present information and have students use the learning in novel situations. Teachers present the new concept or strategy involve the student in guided practice

and then provide opportunities for independent practice, application and assessment and opportunities for review and re-teaching when necessary. The teacher directs the learning.

Sequential

Sequential instruction uses lessons previously sequenced by curriculum guidelines, research results, or published programs. It assumes a hierarchy of skills and strategies that build on each other and increase in complexity.

Planned (Formal)

Planned instruction encompasses the multitude of learning experiences and opportunities that teachers plan to teach systematically over the course of an hour a day a term or a year. Details are provided in daily lesson plans, long range plans, and standardized curriculum guidelines.

Isolated

Isolated instruction takes place when teachers teach isolated skills and strategies for example sight work instruction, phonemic awareness training. The learning experiences are designed to teach these concepts for example word sorts for the sound (a) phonics worksheets.

Implicit

Implicit instruction is associated with constructivist theories of learning: students actively gather information, look for patterns, and construct meaning. Teachers structure opportunities that allow students to discover and work through problems on their own, ultimately constructing their own meaning. Teachers are facilitators. Students are self-directed learners.

Just in Time

Just in time instruction is responsive to the strengths and immediate needs of the students. Through systematic instruction and assessment, teachers have realized what learners need to know right now in order to succeed. Just in time instruction often takes the form of mini lessons. Teachers group and regroup on as needed basis for skill and strategy instruction.

Incidental (Informal)

Incidental instruction occurs in the many teachable moments that emerge over the course of an hour, a day a term or a year. These opportunities are often unpredictable, unplanned and unforeseen. They capitalize on classroom or community events.

Contextualized

Contextualized instruction takes place when skills and strategies are taught within the context of literature, classroom events and authentic meaningful and engaging language activities. For example teaching idioms and maxims might involve finding an idiom, defining it literally, dramatizing it, and illustrating it.

(Parr and Campbell, 2007)

Definitions Start Page

Definitions: The tutors may add others to these dictionary definitions that are necessary for them know in order to work with their students. There are a lot of terms related to literacy and reading instruction so some may not be applicable but the tutors should have a bank of terms they are familiar with. This can be an individual and group task.

Phonics: Instruction that teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.

Phonemes: The smallest part of spoken language that makes a difference in the meaning of words. English has about 44 phonemes. A few words, such as “a” or “oh” have only one phoneme. Most words have more than one phoneme. The word “if” has two phonemes (/i/f/); the word “check” has three phonemes (/ch/e/k/).

Phonemic Awareness: The ability to hear, identify, and manipulate individual sounds in spoken words.

Phonological Awareness: a broad term that includes phonemic awareness. In addition to phonemes, phonological awareness activities can involve work with rhymes, words, syllables, and onsets of rimes (where “st” is the onset of the rime “op” in stop)

Source: Ontario Ministry of Education (2003) Parr and Campbell

Automaticity: Performing a task with little attention necessary; the reader engages a range of strategies without explicit attention to the underlying processes. It is closely tied to fluency. Both require fast processing and flexible use of strategies.

Cloze passages: A test to determine a student’s reading level. Words (usually every fifth word) are deleted from a 250 to 300-word prose passage and the reader is required to fill in the blanks. The test measures a student’s ability to use context to construct meaning.

Fluency: Fast processing in which the student recognizes words and spelling patterns quickly and automatically and so is able to focus on the meaning. Student uses context and structure to make predictions and checks to ensure what is read makes sense; sounds right and matches the print. Fluency requires a bank of known words that can be accessed automatically.

Reading Cueing Systems

The following table outlines the cueing systems readers use to make meaning from text. Note the strategies that tutors may suggest to their tutees.

Cueing System	Strategic Supports Teachers Use
<p>Semantic: Engages the schemata that individual learners bring to the literacy event. These include background knowledge, life experiences, world awareness, conceptual understandings, beliefs, attitudes and values.</p>	<p>Ask: Does this make sense?</p> <p>Scaffold new learning, activate prior knowledge, talk to students about the purposes and functions of literacy.</p>
<p>Grapho-phonemic: This system engages literacy learners' visual awareness of letter-sound relationships; in part, it is the act of perceiving letters, graphic marks, on a printed page.</p>	<p>Ask: Does that look right? What word would you expect to see?</p> <p>Point out letters during shared reading and help students to make the connection between what they see and what they hear.</p>
<p>Syntactic: Engages literacy learners' knowledge about how the language system works. It is primarily related to structure and grammar. Allows literacy learners to use their understanding of sentence patterns to construct meaning.</p>	<p>Ask: Can we say it that way? Does that sound right?</p> <p>Engage students in many opportunities to explore oral language. Scaffold tricky sentences and sentence patterns.</p>
<p>Pragmatic: This system engages a literacy learner's awareness of how language functions and is used in social/cultural situations.</p>	<p>Ask: What is the purpose and function of this literacy event? How should your use of language vary given the context?</p> <p>Talk to students about the purposes and function of language: engage them in activities that help them to understand that how we say something, when we say it, and who we say it to, are often more important than what we say.</p>

(Parr and Campbell, 2007)

Sample Before During and After Questioning

(Kiddey and Chambers, 2006)

Good readers begin asking questions before they even start reading and keep asking questions while and after they read. Here are some examples:

BEFORE

- What do I need to know about this subject to read this text?
- What do I know about this author that might help me?
- Why am I reading this?
- How should I read it? (E.g. carefully, quickly, leisurely)?

DURING

- What does this character want?
- What will happen next?
- How does this relate to my own experience, knowledge or previous reading?

AFTER

- How did the character change by the end of the story?
- What was the big idea in this article?
- What continues to confuse me?

The Before During-After Framework for Teaching

(Kiddey and Chambers, 2006)

<u>BEFORE</u> Preparing	Set a purpose and a context	<ul style="list-style-type: none"> • Motivate • Establish a purpose for the activity
	Link to, recruit, challenge, and extend existing knowledge	<ul style="list-style-type: none"> • Activate background knowledge • Link existing knowledge to new information • Review, extend, enrich, and clarify vocabulary and concepts • Develop understandings about vocabulary and technical codes and conventions
<u>DURING</u> Actively thinking through and organizing information	Think through	<ul style="list-style-type: none"> • Think about and facilitate the understandings in the text • Self-monitor understandings
	Organize	<ul style="list-style-type: none"> • Extract and organize relevant information for a specific purpose or task
<u>AFTER</u> Translating information	Use new information in different ways	<ul style="list-style-type: none"> • Evaluate ideas critically • Clarify understandings of text • Demonstrate understanding of print/non-print texts • Relate events and ideas to personal experiences and knowledge • Extend understanding in critical and creative ways

Good Readers at all levels

Good readers use the following 7 Keys to unlock meaning:

1. Create mental images: Good readers create a wide range of visual, auditory, and other sensory images as they read, and they become emotionally involved with what they read.
2. Use background knowledge: Good readers use their relevant background knowledge, before, during and after reading to enhance their understanding of what they are reading.
3. Ask questions: Good readers generate questions before, during, and after reading to clarify meaning, make predictions, and focus their attention on what's important.
4. Make inferences: Good readers use their prior knowledge and information from what they read to make predictions, seek answers to questions, draw conclusions, and create interpretations that deepen their understanding of the text.
5. Determine the most important ideas or themes: Good readers identify key ideas or themes as they read, and they can distinguish between important and unimportant information.
6. Synthesize information: Good readers track their thinking as it evolves during reading, to get overall meaning.
7. Use "fix-up" strategies: Good readers are aware of when they understand and when they don't. If they have trouble understanding specific words, phrases, or longer passages, they use a wide range of problem solving strategies including skipping ahead, rereading, asking questions, using a dictionary, and reading the passage aloud.

(Zimmermann and Hutchins, 2007)

Book List for students (tutees)

When selecting books, it is recommended that attention to cultural and social diversity is respected for book selections.

Highly Visual Books

Picture Books

Miss Rumphius, Barbara Cooney

When Grandpa Kissed His Elbow, Cynthia DeFelice

Tar Beach, Faith Ringgold

Home Place, Crescent Dragonwagon

Tales of a Gambling Grandma, Dayal Kaur Khalsa

Longer Books

Grassroots, Carl Sandburg (poetry)

The Van Gogh Café, Cynthia Rylant (53 pages)

The Whipping Boy, Sid Fleischman (89 pages)

Because of Winn Dixie, Kate DiCamillo (182 pages)

Julie of the Wolves, Jean Craighead George (170 pages)

The Ancient One, T A Barron (367 pages)

Books that Raise Questions

Picture Books

The Sick Day, Patricia MacLachan

Elmer, David McKee

Charlie Anderson, Barbara Abercrombie

The Bracelet, Yoshiko Uchida

Uncle Jed's Barbershop, Magaree King Mitchell

The Wolf, Margaret Barbalet

Longer Books

The Place My Words Are Looking For, Paul B. Janeczko (poetry)

Avalanche, Stephen Kramer (48 pages)

War Boys, Michael Foreman (92 pages)

The Upstairs Room, Johanna Reiss (196 pages)

Online Books

http://www.tumblebooks.com/library/asp/home_tumblebooks.asp

Books for Building Background Knowledge

Picture Books

Rosalie, Joan Hewett

Let the Celebrations Begin!, Margaret Wild

Amazing Grace , Mary Hoffman

Lou Gehrig: The Luckiest Man, David A Adler

The Lotus Seed, Sherry Garland

Longer Books

Exploring the Titanic, Robert D Ballard (64 pages)

Neighborhood Odes, Gary Soto (poetry)

Bull Run, Paul Fleischman (104 pages)

The Slave Dancer, Paula Fox (152 pages)

Walk Two Moons, Sharon Creech (280 pages)

Books That Require Inferring

Picture Books

Sachiko Means Happiness, Kimiko Sakai

Floss, Kim Lewis

The Day of Ahmed's Secret, Florence Parry Heide and Judith Heide Gilliland

The Royal Bee Frances and Ginger Park

The Other Side Jacqueline Woodson

An Angel for Solomon Singer Cynthia Rylant

Longer Books

Poppy, Avi (160 pages)

Out of the Dust, Karen Hesse (227 pages)

Holes, Louis Sachar (233 pages)

A Wrinkle in Time, Madeleine L'Engle (211 pages)

The Lost Years of Merlin, T.A. Barron (367 pages)

Books for Determining Importance and Synthesizing

Picture Books

Koala Lou, Mem Fox

Red Leaf, Yellow Leaf, Lois Ehlert

Wild Horse Winter, Tetsuya Honda

Monarch Butterfly, Gail Gibbons

Three Brave Women, C. L. G. Martin

El Chino, Allen Say

And So They Build, Bert Kitchen

Encounter, Jane Yolen

Passage o Freedom, Ken Mochizuki

Rachel's journal, Marissa Moss

Longer Books

Sarah, Plain and Tall, Patricia MacLachlan (58 pages)

Missing May, Cynthia Rylant (89 pages)

Lewis and Clark: Explorers of the American West, Steven Kroll (32 pages)

Sadako and the Thousand Paper Cranes, Eleanor Coerr (79 pages)

Dear Mr. Henshaw, Beverly Clearly (134 pages)

A Boy at War: A Novel of Pearl Harbor, Harry Mazer (104 pages)

Matilda, Roald Dahl (240 pages)

My Louisiana Sky, Kimberly Willis Holt (200 pages)

Hatchet, Gary Paulsen (195 pages)

Tuck Everlasting, Natalie Babbitt (139 pages)

(Zimmermann and Hutchins, 2007)

5. In what extracurricular activities are you presently participating?

6. Explain your career and /or educational goals.

7. Indicate your average marks in grade ten and grade eleven.

8. Complete the timetables for both semesters.

FIRST SEMESTER

Period	Subject/level	Teacher	Performance to Date
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____
5	_____	_____	_____

SECOND SEMESTER

Period	Subject/level	Teacher	Performance to Date
1	_____	_____	_____
2	_____	_____	_____

3 _____

4 _____

5 _____

Sample Application for Reading Tutor 120-B

NAME:

DATE:

PHONE:

Prior Experience:

1.

2.

3.

Explain briefly why you would like to be a reading tutor?

What do you think you will gain from being a reading tutor?

Teacher References:

1.

2.

3.

Sample Student (tutee) Self-Evaluation

1. How many books did you read during the semester?
2. Which one was the best and what did you like about it?
3. Has your reading improved during the semester? If so, in what ways?
4. What aspects of your writing have improved?
5. What writing assignment in your portfolio do you consider to be your best? Why?

Rate that writing assignment on a scale of 1-10:

1 2 3 4 5 6 7 8 9 10

6. What are your writing strengths?
7. What are your writing weaknesses?
8. What is the most important or successful thing you have done in this course?

Evaluation of Your Tutor

1. Rate the tutor on a scale of 1 to 10 (1 is lowest; 10 is highest) for:

helpful	1	2	3	4	5	6	7	8	9	10
understands my reading problems	1	2	3	4	5	6	7	8	9	10
patient	1	2	3	4	5	6	7	8	9	10
prepared	1	2	3	4	5	6	7	8	9	10
works hard in class	1	2	3	4	5	6	7	8	9	10
interested in job	1	2	3	4	5	6	7	8	9	10
creative	1	2	3	4	5	6	7	8	9	10

2. Selection of reading material at the right level.

usually good right on missed most of the time

3. Tutor's attendance: excellent spotty poor

4. Give 2 specific examples of things you did or learned that the tutor deserves credit for.

5. Amount of class work assigned: too much right on too little

6. Were the assignments useful to improving your reading/writing skills?

excellent good fair poor

7. Expectations of the tutor: too high right on too low

8. Would you like to be a tutor? yes no

Why or why not?

9. Why did you like best about your tutor?

10. Did you gain confidence this semester?

Suggested Resources/Teaching Tips:

Reading Tutor Portfolio Assessment

Name: _____ Class: _____ Date: _____

.....

Assessment Criteria:

- 1- **Working Below:** meets some of the criteria, but will need considerable effort/support to meet all criteria
- 2- **Approaching:** not quite meeting criteria
- 3- **Meeting:** meets criteria to a substantial degree
- 4- **Exceeding** meets all criteria and offer additional insight/exceptional effort

WEIGHTING

.....

Preparation of Portfolio

1 2 3 4

- Portfolio contains required material: Reading Lessons, Writing Lessons, Favourite piece/best work, self-reflection, literacy learner profile,
- Work samples are dated, properly identified, and carefully sequenced.
- Portfolio assembled, organized and presented with care.
- Work accompanies lesson plans to show tutee using strategies taught

Documentation of Growth

1 2 3 4

- Collection of work samples and other portfolio documents demonstrate clear targeting of reading and writing strategies to promote growth
- Samples of work chosen for final pieces are thoughtful and appropriate
- Student selected writing pieces are strong, insightful and demonstrate mastery of the writing process and growth toward mastery of the genre(s) chosen is evident.
- Evidence of engagement with the tutee's learning is clear
- Important learning outcomes—knowledge, skills, attitudes, strategies – are addressed.
- Documentation demonstrates awareness of tutee's needs, strengths, and growth

Quality of Reflections/ Self Evaluation

1 2 3 4

- Reflections demonstrate insights into student as learner and teacher.
- Reflections examine both strengths and weaknesses of tutee
- Comments show evidence of specific knowledge of tutee's learning style
- Comments identify strengths and areas for improvement of tutor.
- Self-evaluation includes future goals and directions for learning of tutee.

Reflective Journal Assessment

* Please note this journal may be an oral collection of recordings or created with assistive technology in a platform of the students' choice. It is not required that this be in a written format only.

Name: _____ Class: _____ Date: _____

.....

Assessment Criteria:

- 1- **Working Below:** meets some of the criteria, but will need considerable effort/support to meet all criteria
- 2- **Approaching:** not quite meeting criteria
- 3- **Meeting:** meets criteria to a substantial degree
- 4- **Exceeding** meets all criteria and offer additional insight/exceptional effort

WEIGHTING

.....

Part A of Journal

1 2 3 4

- Journal contains required material: all five inquiry questions are addressed.
- Responses indicate the student has thought about and makes personal connections to the questions.

Part B

1 2 3 4

- Beginning 8 questions are included and addressed, reflecting thoughtfulness in their response.
- Three sections are included in the journal: my thinking now, what I am learning about and how my thinking has changed.
- Responses reflect the learning and progress of both the tutor and tutee.
- Responses reflect the interactions and support gleaned from fellow tutors.
- Weekly responses go beyond summarizing the events and lessons and indicate the tutor is thinking, reflecting and planning new lessons based on observations of past lessons.

Bibliography

Strategies that Work-Teaching Comprehension for Understanding and Engagement. Stephanie Harvey and Anne Goudvis 2nd edition, Pembroke Publishers Limited, Markham Ontario 2007

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Stepping Out Reading and Viewing Making Meaning of Text, Pat Kiddey and Richard Chambers. Pearson Professional Learning 2006, Western Australian Minister of Education and Training

Engaging Readers and Writers with Inquiry Promoting Deep Understanding in Language Arts and the Content Areas with Guiding Questions Jeffrey D Wilhelm. Scholastic Toronto 2007

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The Café Book. Gail Boushey & Joan Moser Pembroke Publishers Markham Ontario, 2009

21st Century Skills Learning for Life in Our Times. Bernie Trilling & Charles Fadel. Jossey-Bass, California 2009.

7 Keys to Comprehension, How to Help Your Kids Read It and Get It! Susan Zimmermann and Chryse Hutchins, Three Rivers Press New York, 2003

ELF Tutor Training Manual www.elementaryliteracyNB.com

Elementary Level Resources



Elementary Literacy Friends

ELF Tutor Training Manual



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Elementary Literacy/Littérature au Primaire
210 Crown Street, Box 2350 Saint John NB E2L 3V8

Elementary Literacy Friends Teacher Referral Form

Date: _____

Student Name:

Teacher Name:

Reading Level:

Other Assessment Information:

Interest Inventory Highlights:

I suggest the ELF tutor focus on:

- Problem solving with words- word work/strategy book mark
- Fluency- smooth accurate reading
- Comprehension- predict, question, clarify, visualize and summarize
- Mentorship- positive role model to celebrate success in reading
- Other

For Office Use

Date:

School:

Permission Slip:

Today's Plan

Child's Name _____

Date _____

(5 minutes) **Personal Reading** - Both tutor and student share what they are reading at home.

(5 minutes) **Fluency Reading** - Familiar or easy texts

(10 Minutes) **Word Work**

Sight words _____ Phonics Skills _____

High Frequency list _____ Blends _____

(10 minutes) **Funactivity** - Student Choice

(5minute) **Text Writing**

(15 minutes) **Practice Reading Time**

Text:

Strategy:

(5 minutes) **Reflection Sheet**

Reading Lesson Reflection

Date: _____

Student: _____

Book Title: _____

Level: _____

BEFORE:

Preview Points: Strategies to teach or review

DURING:

Student:

Difficult Words:

Strategies Observed:

Strategies Promoted:

AFTER:

Teaching Points: Next Steps

A Reading Strategy Checklist

Strategies to use before reading

- _____ Think about the title, cover and topic
- _____ Ask questions
- _____ Predict
- _____ Skim the pictures
- _____ Think about what the topic reminds you of
- _____ Phonics lesson

Strategies to use during reading

- _____ Does it make sense?
- _____ Make mental pictures
- _____ Identify unfamiliar words
- _____ Use bookmark for unfamiliar words
- _____ Reread to understand confusing parts
- _____ Use pictures to help with confusing parts
- _____ Stop and retell to check what you remember
- _____ Ask questions and read for answers
- _____ Predict

Strategies to use after reading

- _____ Think about why I liked it
- _____ Retell

A Reading Strategy Checklist for Phonics Skills

_____ short a

_____ short e

_____ short i

_____ short o

_____ short u

_____ c

_____ g

_____ ch

_____ sh

_____ th

_____ wh

_____ ai

_____ ea

_____ ee

_____ oo

_____ ou

_____ ar

_____ ing

_____ b or d

_____ silent (cake)

_____ blends (cr,gl,br,fl,sn, - etc.)

Personal Reading - Sharing what you read

At the beginning of each session begin by telling each other what you have been reading when not at school.

You could say , “I read the front page of the newspaper today. Then I read the grocery store flyer and made a list of food to buy. I also looked up a phone number. I am just about finished reading my Canadian Living magazine. I liked the story about the Newfoundland Dog.”

Then let the student tell you what he or she likes to read. Maybe hockey cards or books from school or a book a parent is reading aloud to them. It could be a letter from a friend or signs on the road or instructions for a video game.

This activity is very short but sets a tone for the importance of reading in our everyday lives and also the many different areas where we need reading. Also it points out the purposes for reading, including fun and functional.

To Improve Fluency:

1. Choose a short selection for the student to read. The child's teacher has indicated the level of book the child is reading (Independent Level). A short reading selection is not a whole book. It might be one or two pages or a paragraph of 4 or 5 sentences.
2. The tutor reads the selection 2 times while the student listens and follows with his eyes. The student must not talk, only listen.
3. Read at a natural speed, running your finger under the words. The child should be looking at the words and not your mouth.
4. Then have the student read the same sentences with you twice. Don't slow down when he reads with you.
5. Have the student read by himself, the same selection.
6. Help him fix any mistakes and reread the sentence putting the word in correctly.

TO - Teacher reads to the student to model fluency (two times)

WITH - teacher and student read together (two times)

BY - Student reads by himself with teacher assistance if needed

Reading to excellence is the fluency goal for the student.

*Reference Resource: Reading Rescue 1-2-3 (Copyright 2000)
by Peggy Wilber Three Rivers Press*

Fluency Strategies

Reading Rescue 1-2-3

1. Here is a suggestion for students having difficulty staying focused as they read.

Use a line holder. Cut a 9x3 inch strip from a manila folder. Have student place the line holder under each line as they read.

2. Here is an activity you can choose if you have a student who likes a challenge. Time the readings. The child competes with himself.

- Child reads a selection as the tutor records the time.
- Read again with the tutor and correct any errors.
- Child reads two more times by himself as practice.
- Tutor then times the child again as he reads the final time.
- Compare the times.

3. Use **To**, **With**, and **By** technique.

Word Work

(10 minutes includes sight words and **phonics skills**)

Phonics Skill – There are 20 phonics skills activities and a blends chart for you to use with your student (See teaching tools). Don't try to teach them all at once. Each skill should be introduced and practiced. Try to spend no more than 5 minutes on phonics each day. That's enough time to play a blends game or do a phonics page.

Teaching Blends – Sixteen most common blends are included on the blend chart (See next page).

Use the blend chart with the pictures to teach blends. You might say,

“Susie, look at these pictures and listen to the sounds as I read them to you:

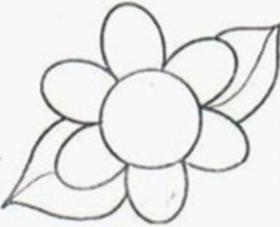
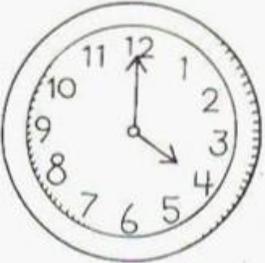
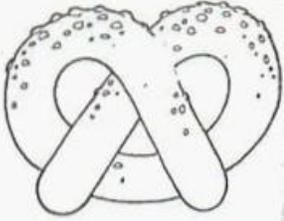
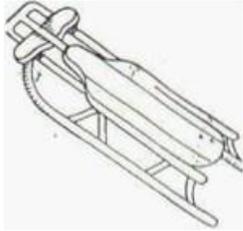
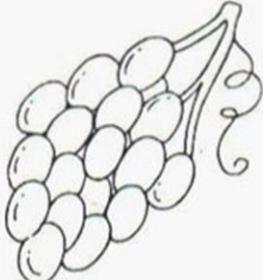
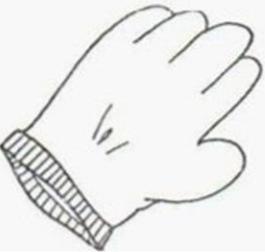
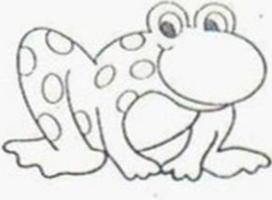
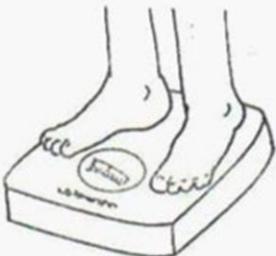
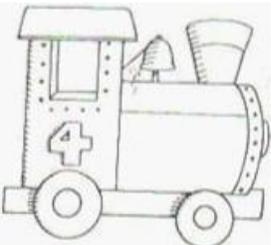
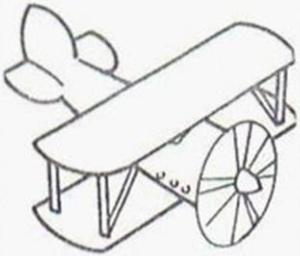
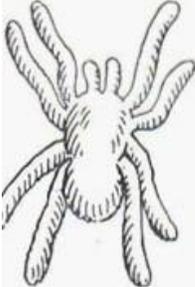
bl-block fr-frog sc-scale tr-train

Now say the sounds with me as I point to the letters.”

Don't bother using the word “blend” when you teach them. Just say, “listen to the sounds as I say them to you.”

Be sure to point to the blend letters rather than the pictures.

Introduce one or two blends at a time. Review them each day by showing the chart and saying the sounds **TO** the child and **WITH** the child. Ask the child to point to the letters and say the sounds **BY** herself.

 <p>fl</p>	 <p>br</p>	 <p>st</p>	 <p>bl</p>
 <p>cl</p>	 <p>pr</p>	 <p>sl</p>	 <p>gr</p>
 <p>cr</p>	 <p>gl</p>	 <p>fr</p>	 <p>sc</p>
 <p>tr</p>	 <p>pi</p>	 <p>sp</p>	 <p>dr</p>

Game #1

In the Ear Game

This is a listening game to help recognize the blend. Make sure she looks at the chart and not your mouth.

How to play:

- Use the blends chart with pictures and say a blend sound.
- The child should repeat the blend sound – proving that she heard it correctly and point to the blend letters, not the picture.

Game #2

Blend It Game

Helps to recognize and read blends.

How To Play:

- Use the blends chart with pictures and begin by covering the pictures with pieces of paper.
- Say a blend sound
- Have the child repeat the sound, then point to the blend letters.
- Show her that she is correct by removing the paper covering the picture.

Phonic Skill Builders

There are twenty phonic sheets to help connect letters to sounds. The child needs to master a skill by applying it in other reading situations. The child needs direct instruction from you to learn a skill. If the skill sheets are hard for the child, just read and reread them to him. Over time, he will learn by practicing in other reading situations. Practice the skill until the child can apply that skill in other readings. Teach the simple stories by first reading to the student, then reading with the student and finally having the student read without help. Practice until it sounds fluent.

Only repeat the phonics lesson if the student does not yet understand.

**Please see Teaching Tools Package.*

One Hundred Most Frequent Word List

Sight words- common words from the text they are reading

High Frequency words- List of 100 words. They don't carry much meaning but can destroy comprehension if miscalled. They make up one-half of all written print.

Learning Sight Words

Before the child reads a new selection, choose 3 new sight words to teach. Pick words that appear often or help comprehension.

- Write each word on three-by-five-inch note cards.
- Hold the card at the child's eye level, so she is looking straight across at them.
- Read each word to the child. Make sure she is looking at the note card and don't let her say anything at this time.
- Read through the note cards twice, shuffling each time.
- Read the words again pointing out something significant about each word. Are there double l's? Is a little word inside the bigger word?
- Say, "Do you know what this word means? Can you put it in a sentence?"
- Ask her to write the word in the air saying the letters out loud. It's more fun if you do it with her.
- Say, "Your eyes are a camera. Take a picture of the word and put it in your head."
- "Close your eyes. Do you see the word? What is it?"
- Now reflash the words again for two seconds each to promote fluency.
- After the child has learned the sight words, help her to find them in the selection to read.
- Put the note cards into a baggie or box to review the next day. When she has learned 20 sight words, remove them from the baggie. Give her a little reward (sticker) and begin a new batch of sight words.

One Hundred Most Frequent Word List

Teach two to five words at a time. Here are some suggestions for how to teach them:

- Write a word on a note card. An optional idea is to write a short phrase (2 to 4 words long) that includes the sight word, on the back of the card. (into - into the house)
- Teach the child the high frequency word on the front and the phrase on the back. If the phrase is from the text they are reading, find the word in the text also.
- Read each word to the child. Make sure she is looking at the note card and don't let her say anything at this time.
- Sometimes you might add a word that is not on the 100 list if the student often struggles with this word, misreading the same word again and again.

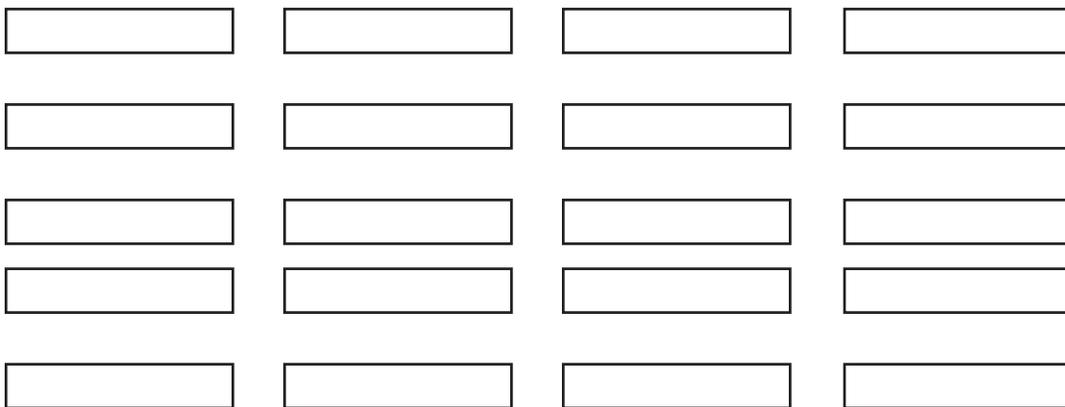
The First Hundred High Frequency Words

the	or	will	number
of	one	up	no
and	had	other	way
a	by	about	could
to	words	out	people
in	but	many	my
is	not	then	than
you	what	them	first
that	all	these	water
it	were	so	been
he	we	some	called
was	when	her	who
for	your	would	oil
on	can	make	sit
are	said	like	now
as	there	him	find
with	use	into	long
his	an	time	down
they	each	has	day
I	which	look	did
at	she	two	get
be	do	more	come
this	how	write	made
have	their	go	may
from	if	see	part

*Fun Activities - Chosen by the student

(these are intended to offer choice for students,encouraging more engagement)

1. **Jigsaw sentences** - The student writes one or two sentences. The tutor will write these sentences (with correct spelling) on heavy paper (or sentence strips) and cut into sections for the student to re-assemble and read.
2. **Draw a picture** - Child chooses a picture to draw. This activity is for visual perception. By mentally picturing images of a chosen object (cat, etc), the child is training her ability to recall visual images of all sorts. Words are visual images too. Word recall is a main skill in reading.
3. **Magnetic letters** (or paper letters) - make sight words on a cookie sheet or table.
4. **Word Concentration** - sight words. You need a deck of 20 (or less) cards, ten words written on two cards each. Cards are laid out, face down, on the table in rows and columns. The goal is to find as many word pairs as possible. The player flips over two cards in each turn. If a player turns over a matching pair of words, he gets to keep both cards. If the two cards don't match, they are returned to face down position. The player must try to remember exactly where every word is located.



Word concentration is a simple game to make. All you need is a pack of index cards. Index cards cut in half works well. Pick out 10 or 15 words for your pairs. To increase the difficulty of the game, replace the words the child has learned with new ones.

5. **Read the room** - The student can use a flashlight or pointer to find words to read as the child walks around the room. Kinesthetic activity.
6. **Blends Bingo** - Tutor calls out a word and student chooses the correct blend. Student places a counter on the game board blend. One line wins or a full card. Sticker reward.
7. **OH, NO Game** - Place several small word cards in a bag so the child cannot see the words. Also place in the bag 3 cards the same size with the words Oh No written on the cards. The student reaches in the bag without looking and draws out one card. If it is a word card then he says the word and keeps it as one point. Continue drawing out cards. If an OH NO card is drawn then the student must return all cards to the bag and continue. Once the three OH NO cards are draw, the game is over. Count the points.
8. Place a few word cards on the floor in a path. Have students walk on the path as they say each word.
9. Choose a poem to read together. Have it cut in strips. Place on the floor and walk stepping over each sentence as they read. Do this as many times as possible in a certain time limit. Try to put the sentences in a circle formation.
10. Use a skipping rope to skip to a rhyme that the tutor reads.
11. Catch a ball while spelling sight words, back and forth. Or segment words in a sentence.
12. Free time *This 10 minute activity time, allows also for a washroom break, drink from the fountain or a snack brought by the student.

Writing a Story

Reading experts are recommending that children do a short writing task every day.

To help the student write a short story, do the following:

- Get a spiral notebook and sit beside him
- Have the child put his name on the front cover
- Have the child write on the left page (if he is sitting on your left), and you write on the right page.
- Ask the child to choose a topic (make suggestions if needed)
- Ask him to spell the title out loud before writing it down. If he spells it incorrectly, write down the correct spelling on your page for him to copy(top, center, capital letter)
- Now have the child say one sentence at a time- what he intends to write. Ask him to spell each word out loud before writing a sentence. Fix misspellings by thinking out loud while writing them on your sheet.
- The story should be at least three sentences long.
- When the story is done, read it to him, running your finger under the words as you read.
- Now have him practice reading it.

Try to remain true to his wording. Don't substitute easier words. He can write jokes, silly stories or rhymes. He can draw a quick picture to illustrate the story.

Praise the child for his writing efforts.

Reference Resource- idea based from the text "Reading Rescue 1-2-3" (2000)

By Peggy Wilber

Practice Reading Time

Choose a book that is not too hard, but just right.

Step 1- Introduce the book with a brief **book walk**. No longer than 2 or 3 minutes. The tutor and student scan the story, including the pictures. They discuss what they think is happening and predict what they think will follow.

Step 2 - The tutor teaches some of the important words from the text.

Step 3 - The tutor selects a reading strategy for teaching with this text. Choose a teaching focus that will extend their learning and explore the text's meaning.

Step 4 - The child reads out loud. During the reading, if the student is having difficulty pronouncing a word, the tutor tells the student the word (within 3 seconds) so the child can continue reading. Or remind the student to use a strategy from the bookmark that they are familiar with.

Don't interrupt the student; let them read to the end of the sentence before correcting any errors. Don't correct every mistake unless it affects the meaning.

Prompt students to understand what they are reading. Ask a question like, "What do you think might happen next? Why do you think that?" "Do you think the fox did the right thing?" Only a few questions for each story.

Model the strategy for focus when it is needed. Have the student read the text again out loud.

After each reading, the tutor gives positive and constructive feedback to the student and comments on their gradual increase in reading speed and accuracy.

Step 5 - The student tells the tutor about the text. (Retelling)

Reading With Your Student

Book Walks

How to do a book walk:

- Talk to the student about the cover, the title, and other clues that help us know about the text.
- Flip through the pages, drawing attention to the illustrations and the plot (what happens in the story) but leave out any surprises or the ending.
- Introduce the characters and what their names look like in print.
- Look at text features: headings, the layout of the text- are there any patterns you may point out?
- Point out some tricky words your student may not know and say, this word is “_” and have them read the sentence the tricky word appears in.

After you introduce the book, ask what your student already knows about this kind of story. This is called “activating prior knowledge.”

Your student will learn that applying our prior knowledge in new situations will make it easier to learn something new. For example, when they have a project, brainstorm all of the things they already know about the subject.

When we activate our prior knowledge in reading, it helps prepare us for certain vocabulary, possible plots, and characters that may be familiar to other stories we’ve read.

Teaching Reading Strategies

Struggling readers lack strategies needed to read unknown words in print. They are unable to correct mistakes that affect comprehension and meaning. They also show an over-reliance on sounding out words.

These students can benefit from learning and using reading strategies – simple “tricks” for decoding words. A “bookmark” helps provide the student with picture prompts to remind students of different reading strategies to use as they read independently.

Focus on one or two strategies at a time depending on the student’s reading ability. After the student is familiar with reading strategies, encourage them to use more than one strategy at a time.

Using Bookmark Picture Prompts

- Look at the picture for clues.
- Say the beginning sound of the tricky word and read ahead to see what might fit.
- Look for a little word in the big word.
- Cover the ending (ed, ing, s) and try again.
- Backtrack and read it again.

Guidelines for Bookmark Pictures

1. Look at the picture for clues.

Sometimes the picture on the same page will give the student a clue to what the word might be. For instance, “What is the dog doing?”

2. Say the beginning sound of the tricky word and think what would fit.

Use the initial letter as a clue. Read to the end of the sentence and say, “Does this make sense?”

3. Look for little words in big words.

Look for “hidden” words first to help you pronounce and identify the larger, unfamiliar words. For example, what is the little word in sit? (it)

4. Cover the ending (ed, ing,s) and try again.

The student can put their finger over the ending of the word and attempt the shorter word and then add the ending again.

5. Skip it and go on, then read again.

The student needs to be aware when it does not make sense, and should reread the sentence. Sometimes the information that follows can help identify the unknown word. Then go back and read the sentence again.

Comprehension Strategies

Helping your student learn to understand

Good readers follow this process as they read. Is your student thinking this way as he reads?

1. **Predict/Activate Prior Knowledge**

As I look at the cover of the book I will read the title, look at the author, examine the illustrations and check if there is more information on the back. I will draw connections to my own life and background. I am already making meaning from this text. This will all inform my thinking before I even start reading the words.

2. **Question**

I start to think of questions I may have as I start to read and throughout the text. As I read I am trying to find clues to help answer my questions.

3. **Clarify**

Throughout my reading, I check to see if I understand as I read. If I don't, I may backtrack and re-read sections to attempt a better understanding. If I come to tricky words, I will attempt my reading strategies and see if my guess makes sense.

4. **Visualize**

The whole time I am reading, from start to finish, I am imagining how things may look and creating pictures in my mind. I am also using my other senses to imagine how things may sound, smell, taste, or feel. These images will help me to get a deeper understanding of the text.

5. **Summarize**

As I read, I am picking out the most important events so that I may understand the message the author is sending. I will do this throughout my reading so that I may be able to retell the main ideas of the story in order when I am done reading.

***Use the strategy cards on the next pages to help reinforce comprehension as your student reads.**



Predict

You can PREDICT when:

- A title is given
- Headings are provided
- The author poses a question
- The text suggests what will be discussed next

PREDICT sentence starters:

- Based on the title, I predict this is going to be about
- I already know these things about the topic/story
- I think the next chapter/section will be about
- Based on (a clue) I predict



Question

There are 3 Levels of Questions:

• Literal: Right There Questions

Who did? What happened after? When did? What are?

• Inferential: Think and Search

Explain what you mean by? Why did -- happen? What kind of person was --? What makes you think that? How is --like--?

• Evaluative: On My Own

How do you feel about --? How might the author --? What are your reactions to --?

In your opinion --?



Clarify

CLARIFY hard parts when:

- You don't understand
- You can't follow the text

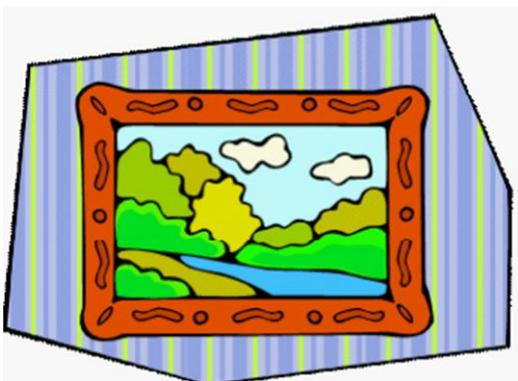
If this happens, you can:

- Backtrack and re-read and ask if it makes sense.
- Skip it and go on. After you read ahead, go back and see what would make sense.
- Look for key clues (words or pictures) that will help you understand the word.

CLARIFY hard parts when:

- You can't read the word

If this happens, use all of your reading decoding strategies.



Visualize

VISUALIZE a picture in your mind:

- When I read this, I imagine that...
 - As I read, in my mind I see...
 - The movie that is playing in my head is...
- *Use your other senses as well while you read.

Can you hear, taste, touch, or smell the images the author is creating? Good readers do!



Summarize

How to SUMMARIZE:

- Look for who, what, where when, or why?
- Look for a topic sentence.
- Delete unnecessary information.

SUMMARIZE sentence starters:

- This story/paragraph is mostly about...
- The topic sentence is...
- The author is trying to tell me... **CLARIFY hard parts when:**

A SUMMARY frame:

First_____, next, and finally_____

This story/passage about___ begins with___,
discusses the idea that_____, and ends with_.

Levels of Reading

Choose a book that is not too hard but just right. Like the chair that Goldilocks sat in, reading selections can be too hard, too soft (easy), or just right for your child.

Independent Level- At this level the child reads without help. The child reads fluently with good expression and has 95-100% accuracy. They should misread no more than one in every twenty words.

Instructional Level- At this level the child reads with help. The child reads with 90-95% accuracy. They should misread no more than 2 mistakes per twenty words. The tutor must give the child support in reading.

Frustration Level- At this level the child has great difficulty reading even with help. The child is reading at less than 90% accuracy. There may be signs of frustration like beginning to fidget, tapping fingers or swinging his feet. This level will block his progress and reinforce his dislike of reading.

The student's reading for fun selections should be at the independent level and the learning to read selections must be on the instructional level.

Whenever possible offer books of interest to the child.

Phonics Lessons for Reading – Level E

An Alien Ate My Homework (Level E)

Long “a”- ate, place, wake, alien, strangers

Focus on expressive reading using the exclamation mark!

All Kinds of Beetles (Level E)

ee- beetle, green

Something’s Coming (Level E)

ing- something, coming, running

Call The Doctor (Level E)

Short “o”- doctor

Rhyming words- wall, fall, call

Phonics Lessons For Reading – Level F

One Stormy Night (Level F)

st- stormy, first, frost

ou- mouse

After Awhile Crocodile (Level F) c-

crocodile, canoe, cry, come

Unusual words-

know who

laugh island

Who Laid These Eggs? (Level F)

ai- laid

color words- black, white, blue, yellow, pink

David Gets In Trouble (Level F)

Contractions- it's, didn't, couldn't, wasn't, I'm

ea- mean

Phonics Lessons For Reading – Level G

The Snowman (Level G)

Compound Words- snowman, handsome, inside, beside, something

Short “u” – puddle

Storm Coming (Level G)

ai- rain

Words ending in “ed”- arrived, melted, crushed, coached

The Frog Prince (Level G)

ar- Karl

short “o”- frog, promise, pond

I Like Myself (Level G)

Words that rhyme-

Body parts - ears, eyes. Nose, toes, fingers, knees, lips, hips, hair, spine

Phonics Lessons For Reading – Level H

Fish Food (Level H)

Ch- lunch, chain, chops

Sh- fish, sharks

What a Mess (Level H)

Wh- what, when, while, why, whirring

Short “a” – Adam, Angie, dad, Chan

Memories (Level H)

oo- footprints, wood, loon

short “i”- trip, fish, sit, still, will, swim, prints

True or False- Newfoundland Dogs(Level H)

b or d – find words that start with b, d

Phonics Lessons For Reading – Level I

Yikes! Bikes! (Level I)

Silent “e”- yikes, bike, Luke, save, ride

ee- wheels, seem, squeeze

Can I Stay In? (Level I)

Words starting with b or d – boys, bell, bossy, bully, best, back, ball, bad

doing, doesn’t, decides, defence,

Something From Nothing (Level I)

th- something, nothing, grandfather, mother,

throw ou- round

The Trouble With Geese (Level I)

g- geese, ground, galloping, gosling, gander

Phonics Lessons For Reading – Level J

Friends Forever (Level J)

Small words in big words – gold, farmer, friends, forever, window, robbers, giant, settled

Junkyard (Level J)

Short “e”- metal, melted, smell, empty, sections, Trek

More Pies (Level J)

Short “u”- judge , hungry, until, running, bus, tummy, under, yum

Wonderful Worms (Level J)

b , d words- find words that start with b, d

“ar”- dark, gardeners

List of Texts for Tutors

An Alien Ate My Homework - **E**

Call the Doctor - **E**

Something's Coming - **E**

All Kinds of Beetle's - **E**

One Stormy Night - **F**

After Awhile Crocodile - **F**

Who Laid These Eggs? - **F**

David Gets in Trouble - **F**

The Frog Prince - **G**

I like Myself - **G**

The Snowman - **G**

Storm Coming - **G**

Memories - **H**

True or False - Newfoundland Dogs - **H**

Fish Food - **H**

What A mess - **H**

Yikes! Bikes! - **I**

Can I Stay In? - **I**

Something From Nothing - **I**

The Trouble with Geese - **I**

Friends Forever - **J**

Junkyard - **J** More

Pies - **J** Wonderful

Worms - **J**

Student Goal Organizer

This promotes the UDL principle of engagement through self-assessment and reflection



Student Name: _____ **Date:** _____

What I learned today	Something that is easy for me
What lessons helped my reading	What I want to learn

Reading Interest Inventory

Name:

Class:

1. What do you like to do in your free time?

2. What is your favourite activity in school?

3. What do you like to watch on tv?

4. What sites/forums/books do you like to read?

5. What would you like to learn more about?

6. What are you good at?

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Teacher Referral Form

Date: _____

Student Name: _____ Teacher

Name:

Reading/Comprehension Level:

Other Assessment

Information (Grade 7 Prov Assessment/ ELPA/ OCA/Lexile level):

Interest Inventory

Highlights:

I suggest the Reading Tutor focus on:

- Problem solving with words- decoding unknown words
- Fluency- smooth accurate reading
- Comprehension strategies- predict, question, clarify, visualize and summarize
- Mentorship- positive role model to celebrate success in reading
- Other

Additional Comments:

Today's Plan

Student's Name _____

Date _____

(5 minutes) **Personal Reading** - Both tutor and student share what they are reading at home. (Supports UDL principle of relevance and authenticity)



(5 minutes) **Fluency Reading** - Familiar or easy texts

(10 Minutes) **Word Work**

What words have proven challenging for the reader in previous sessions?

(10 minutes) **Choice activity** - Student Decision (optimizing individual choice and autonomy)



(5minute) **Text Writing**

(15 minutes) **Practice Reading Time**

Text: _____

Strategy: _____

(5 minutes) **Reading Lesson Reflection Sheet**

Today's Plan - SAMPLE

Student's Name _____ Tim _____

Date _____ Jan. 25 _____

(5 minutes) **Personal Reading** - Both tutor and student share what they are reading at home.

(5 minutes) **Fluency Reading** - Familiar or easy text: read a section from an article out of Owl magazine that Tim brought in from home and had read before

(10 Minutes) **Word Work**- What words have proven challenging for the reader in previous sessions?

e.g. has a hard time with long words like anthropologist; teaching chunking, and suffixes to break down longer words

(10 minutes) **Fun activity** - Student Choice _____

(5 minutes) **Text Writing** _____

(15 minutes) **Practice Reading Time**

Text: One Stormy Night

Strategy: Reread to understand confusing parts; practice chunking longer words

(5 minutes) **Reflection Sheet (see next page)** _____

Reading Lesson Reflection

Date: _____

Student: _____

Book Title: _____

Level: _____

BEFORE:

Preview Points: Strategies to teach or review

DURING:

Student:

Difficult Words:

Strategies Observed:

Strategies Promoted:

AFTER:

Teaching Points: Next Steps

A Reading Strategy Checklist

Strategies to use before reading

- _____ Think about the title, cover and topic
- _____ Ask questions
- _____ Predict
- _____ Skim the pictures
- _____ Think about what the topic reminds you of
- _____ Phonics lesson

Strategies to use during reading

- _____ Does it make sense?
- _____ Make mental pictures
- _____ Identify unfamiliar words
- _____ Use bookmark for unfamiliar words
- _____ Reread to understand confusing parts
- _____ Use pictures to help with confusing parts
- _____ Stop and retell to check what you remember
- _____ Ask questions and read for answers
- _____ Predict

Strategies to use after reading

- _____ Think about why I liked it
- _____ Retell

Reading Strategies

It is essential that students be taught reading strategies and how to apply them. One of the best ways that tutors can do this is by modelling and providing support to students as they learn how and when to use these strategies. Using short pieces of text allows this to happen. Two examples of reading strategies follow.

Flagging an example of explicit instruction in reading comprehension. Take the following steps:

- Prepare the bookmark (pg. 90) with two or three colour-coded flags for each strategy.
- Choose a piece to read aloud and prepare a copy large enough for everyone to see (e.g., from the SMARTboard, overhead, poster).
- As you read the passage aloud, think aloud, using various strategies.
- Each time a strategy is used, place its flag on the appropriate part of the passage.
- When the reading has been completed, the flags are there as reminders, as prompts for discussion, and as evidence of engagement.

After the process has been modelled by the tutor, students can be given their own bookmarks with flags and encouraged to flag text as they read it. Another variation would be to place the flags on the text ahead of

time. As students read the text, the flags alert them to the fact that they should/could be making an inference, a connection, etc.

Drawing can be used by students as a way to develop visualization and to gain greater insight into the reading text. For example, students can use drawing to help understand the relationship between setting and character.



- Ask students to close their eyes and listen as you read aloud. During this time they should be imagining the scene as you read.
- Invite students to reread the text silently.
- Following the reading, ask the students to take 10 to 15 minutes to draw what they see.
- Then have the students choose for closer analysis three or four images associated with the setting.

They should examine these images literally and symbolically to see what meaning the images contribute.

- Next, invite students to discuss the various images and consider how the images contribute to the recurring theme of the poem or story.

- Finally, ask the students to think about the setting and the character. Based on their analysis of the setting, students should write a statement or sentence about the character and use evidence from the story/poem to support it.

Book Selection

To provide the kind of instruction necessary to address the range of concepts and topics at the intermediate level, the book selection should have a range of texts that highlight cultural and social diversity, including the following:

Short texts: One of the greatest benefits of short texts is that they allow students and tutor to address a topic within a short time period, even in a single class. They can be used to model strategies and for students to practise independently. Short texts include short stories, articles (newspaper or magazine), excerpts from longer text, and poetry.

Long texts: Students need to develop stamina in reading, and longer texts help them to achieve this. The ability to sustain interest and comprehension over a longer period is developed from reading longer pieces of text, such as novels.

Visual texts: Visual texts offer the reader information that is presented with the use of visuals. Charts, graphs, diagrams, photos, illustrations, webs, maps, etc. all present information visually. Because this kind of text is different from traditional print text, it requires a different set of strategies for reading it.

Electronic texts: Electronic texts are an everyday part of life for most adolescents. Computers, the Internet, Web pages, and electronic forms of communication such as email and chat play a large part in students' lives. Teaching students how to navigate such texts effectively and responsibly is important.

Media texts: Media texts, some of which may be electronic, present particular challenges. Students need specific skills in order to engage successfully with these texts (advertisements, television and radio programs, films. etc.) Using these forms of text in the classroom will allow students the opportunity to develop this necessary set of skills.

Reference texts: Reference texts, including atlases, dictionaries, thesauri, and multimedia encyclopedias, are sources of information that students should be able to use with confidence and success. Having these texts available, and explicitly showing students how to use them, are important in the English language arts program.

Communicate the importance of books by the number of books available to the student, the diversity of books, their presentation and display, and their availability to students. Finding books for your tutor tyo use with the tutee can be a challenge. Collections of books can be

- borrowed from the school library, public library, or teacher resource centre;
- rotated or swapped between teachers;
- donated by students and families;

- purchased from book stores.

Fiction and Non-fiction Text Structure

When students recognize various text structures, they will be able to anticipate and make predictions about the text process. In addition to supporting students as readers, understanding text structure assists them as writers.

Text structure refers to the way a text is organized. Narrative text and information text have distinct structures, each of which is determined by the author’s intent and purpose in writing. Narrative text typically has the following structure:

beginning/lead ➡ middle/plot ➡ end/resolution

Additional elements of narrative text include the following:

- **setting**—time and location of the story
- **character**—those individuals involved in the story (may be human, animal, or object)
- **plot**—events in the story
- **conflict**—the problem that forms the basis of the story (person against person, person against nature, person against himself or herself, person against society, or person against the supernatural)
- **climax**—the point in the story to which everything builds—often the turning point
- **theme**—a central unifying idea
- **point of view**—the perspective from which the story is told (first person, third person, omniscient)

Information text (non-fiction text) does not fit within the same text structure as fiction. Common text patterns for information text are defined and illustrated in the following chart.

Information Text Pattern	Definition
Description	Uses language to help the reader visualize what is being described by the author
Sequence	Presents ideas or events in the order in which they occur
Compare and Contrast	Discusses two or more ideas, events, or phenomena, explaining how they are similar and different
Cause and Effect	Provides explanations or reasons for an event/occurrence, as well as the results and impact
Problem/Solution	Identifies problems and poses possible solutions
Question and Answer	Poses a question and offers an answer or explanation

Proposition and Support	Makes a statement or gives a position or an opinion, then supports it with reasoning and evidence
-------------------------	---

With understanding of and experience with the many ways in which text is structured, students can more readily incorporate these patterns into their own written texts. For students to achieve a high degree of understanding, tutors must point out these text patterns and provide related instruction in reading and writing contexts.

The following table outlines a number of approaches for having students document their reading and learning.

Approach	Description
Reading Inventory	A reading inventory is simply a place where students keep track of the things they are reading. Often students are encouraged to set goals for quantity, as well as diversity or range, in reading (see appendix B11).
Double-Entry Diary	This journal is in a two-column format (see appendix B4) and can be used in a number of ways. Here are three possibilities: <ul style="list-style-type: none"> • In the first column the student records ideas and response to text. In the second column a peer or teacher comments, provides additional information, or asks questions. • In the first column the student records a direct quote from the text and in the second column, he/she responds to or comments on the quote. • In the first column higher-level questions are posed by the teacher or another student. In the second column the student responds.
Open Journal	Students can record their responses to the text in a manner that communicates information and responses in a less structured but still meaningful way. Students must record ideas and information that relate to the text in a form that might include <ul style="list-style-type: none"> • comments and connections they have made to the text; • questions or things they wonder about that are prompted by the text; • quotes from the text; • words they like the sound of; • additional information they have gathered to help extend or clarify the text; • poetry they have written based on the text; • sketches or art work; • a letter to a character, the author, etc.; • a revision or new ending, chapter, lead, etc.; • observations they have made about author's craft or the construction of the text.
Non-linguistic Representation	Non-linguistic responses to text might include <ul style="list-style-type: none"> • models • visuals • role-plays, scripts, drama • music, song • interviews • oral presentations • puppet shows • storytelling • dance
Blogging	A blog is an online forum where students can post messages as well as read and respond to the posts of others. Because technology is such a prevalent aspect of many students' lives, it can be a way to open doors and promote conversation. When it comes to using computer technology, ensure that it is not the only option so that students don't feel disadvantaged if they have no access to or experience with technology.



Tech Tools



Allow students to use technology to respond to text. Examples include digital storyboards, multimedia presentations, and slideshow presentations

- Consider supplementing your classroom library by using Internet, online text, books on CD, etc.
- Students can review books they've read online and post their recommendations, possibly starting an online book club.

Bookmarks for Strategy Use (UDL principle: provide options for comprehension)



Remember to	Remember to
<p>make connections</p>  <p>Think, "What... does the text remind you of?" T-S (text to self) T-T (text to text) T-W (text to world)</p> <p>visualize</p> <p>Create pictures and images in your mind.</p>  <p>infer</p> <p>Look for hints the author has left about the text.</p> <p>question</p> <p>Ask questions about the text</p>  <p>determine importance</p> <p>Think of your purpose for reading. What are you trying to find out? Read for key information.</p>  <p>analyse</p> <p>Look closely at the text. How is it written? What is it about?</p>  <p>synthesize</p>  <p>Build new ideas. Think of what you already knew and how that knowledge fits with what you have just read.</p>	<p>predict</p> <p>Ask, "What will the text be about?"</p> <p>confirm</p> <p>Ask, "Does this match my predictions?"</p> <p>monitor</p>  <p>Think, "How is my reading? Is the text too difficult?"</p> <p>self-correct</p> <p>Use a fix-up strategy when you get stuck. (re-read, read on, ask for help, use context clues).</p>  <p>word solve</p> <p>Use a variety of strategies to figure out unfamiliar words (look for smaller words in the word, common rimes, consider word meanings).</p>  <p>sample/gather</p> <p>Pay attention to parts of the <u>that</u> helpful.</p> <p>maintain fluency</p>  <p>Read smoothly...with expression. Remember to follow the punctuation cues.</p>

Reading Self-Reflection

1. What types of reading material have you experienced?
2. How do you choose your reading material?
3. How do you know when reading material is just right for you?
4. Have you tried any books that you found too difficult?

5. What strategies did you try when a book or part of a book was difficult?
6. How would you describe most of the books you have read?
7. How would you describe the reading material in this class?
8. What kinds of non-fiction do you usually read?
9. How do you read non-fiction differently from fiction (novels or stories)?
10. What features of information text do you use most often?
11. Which features do you ignore or rarely use?
12. What do you do when the text you are reading is too hard?
13. Are there any kinds of books that you haven't read but could try in the near future?
14. What is one of your favourite books that you have read this year? What makes it one of your favourites?

Reading Interest Inventory

Name: _____ Date: _____

Record your reading interests by checking the number that is closest to your feelings about each statement.

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Reading is an activity that I enjoy.					
I like to choose what I read.					
I read only when I absolutely have to.					
I read mainly for enjoyment.					
I read mainly to get information.					
I like to go to the library (school or community).					
Reading in school is harder than reading at home.					
I'd rather read the book than watch the movie.					
I find talking about what I read helps me to understand better.					
I enjoy being read to.					

Below, record the kind of reading that you enjoy the most (number in order, with 1 as your favorite).

- | | | |
|-------------------------------|------------------------------|-----------------------|
| _____ Novels or chapter books | _____ Comic or cartoon books | _____ Wikis |
| _____ Information books | _____ Poetry | _____ Blogs |
| _____ Newspapers | _____ Web sites | _____ Social networks |
| _____ Magazines | | |

Right now, I am reading _____

The best thing I have ever read is _____

I Can...

Name: _____

Check those you can do well.

- Choose books that are “just right” for me
- Ask questions or wonder about things I have read
- Pick out important information
- Find information on a page by reading titles, headings, and bold words
- Learn more about the topic from the pictures, charts, maps, or graphs
- Know when my reading doesn’t make sense
- Use a “fix-up” strategy to get back on track when I am stuck
- Make predictions about a text (before reading and during reading)
- Make connections between the text and my own life
- Make connections between the text and other texts I’ve read
- Make connections between the text and something in the world
- Infer what is happening, or “read between the lines”
- Infer what the theme is in a text
- Use a table of contents, glossary, index, headings, and titles to find information
- Make sense of charts, maps, diagrams, graphs, etc.
- Combine what I already know with what I’ve read to form new ideas
- Give a personal opinion about the things I read
- Support my ideas and opinions with examples from the text
- Examine a text for bias or stereotyping

Choose something that you would like to work on in the future.

If You Notice ... Then You Need To ...

A student's reading is slow and mechanical

- model during a read-aloud
- choral or echo read
- provide opportunity for the student to listen to books on tape
- select books for which decoding is easy and fluency can be the focus
- encourage reading and rereading of familiar texts
- provide opportunities for Readers Theatre

A student's reading is too fast and doesn't observe the necessary punctuation

- model during a read-aloud
- in a shared or guided situation point out or identify necessary punctuation and listen to and comment on reading
- have students mark text where they will pause (using text with and without punctuation)
- chunk text and have students stop and reflect at various points

A student's responses to text are weak

- show examples of strong responses
- construct a group response in a shared writing situation
- encourage students to code their text or record thoughts, questions, and connections on Post-it notes as they read and then to refer to these when constructing their response
- have students build a response from a completed chart or graphic organizer
- build a list of expectations with students (checklist or rubric)
- offer broad questions to stimulate thought

A student's range and amount of reading is limited

- read aloud new genres
- promote sharing and book talks
- set a goal with the student
- use new genres during whole-class experiences
- display and organize books in a way that is accessible

A student chooses text that is too easy or too challenging

- discuss book selection
- teach the rule of 5 and 10 (e.g., fewer than five unknown words in 100 words may be "just right," ten or more unknown words in 100 may be too challenging)
- model or explain the many things to consider when choosing a book
- show the student a book at his/her independent level and have the student find one like it
- make recommendations

If You Notice ...

Student has difficulty picking out important information and necessary details

While reading, the student makes substitutions that are visually similar but don't make sense

While reading, the student makes substitutions that make sense but aren't visually similar

Student is unsure what to do when he/she encounters an unfamiliar word

The student does not question text

The student does not make inferences or read between the lines

Then You Need To ...

- model the use of highlighting (highlight things that are important, highlight things they understand, circle or use another colour for things they don't understand)
- teach students how to do a focussed read or code text
- provide a focus question or a purpose for the reading
- teach the importance of titles, headings, and subheadings in information text
- show the student how to skim and scan text before reading for detail
- point out that the student is over-relying on the visual cueing system
- explain that sounding it out works only some of the time and if he/she doesn't recognize the word said or if it doesn't make sense, he/she needs to make another guess or use another strategy
- provide a cloze activity where students need to identify the word from the context and without the initial letters
- prompt the student to question "did that make sense?"
- point out that it is good that his/her substitutions are ones that make sense and where meaning is not lost
- model cross-checking (did that look right, sound right, make sense?)
- prompt the student to check the initial letters when he/she comes across an unfamiliar word
- encourage the student to slow down his/her reading
- model or demonstrate strategies such as rereading, looking for words within the word, considering word families or word origin, reading on, using picture or context clues
- prompt the student to use a variety of word-solving strategies
- have student explain the strategies he/she does use
- teach questioning as a strategy
- model questioning behaviour during a think-aloud
- using a common text, ask all students to record their questions; discuss how/where they might find the answers to these questions
- model inferential thinking during a think-aloud
- provide a focus question
- have students record observations on a chart or graphic organizer

If You Notice ...

Then You Need To ...

The student does not make connections or relate the text to his/ her prior knowledge and experience

- teach connecting as a strategy
- model connecting during a think-aloud
- using a common text, ask all students to record their connections

The student does not use visual supports provided

- model a think-aloud with visual text
- have the student read or interpret the visual first—brainstorm. What do I see? What does this tell me? Then read the supporting print text. How do they compare?

The student does not recognize or use text features to support reading

- find examples of text features
- discuss the purpose or function of each (Why is it used?)
- create a T-chart explaining purpose and function
- highlight or discuss features as part of a shared reading experience

The student does not locate information easily

- model the use of organizational features of a text or information book (e.g., table of contents, index, headings, subheadings)
- prior to reading, have the student do a walk-through of the text—record or note headings, subheadings, bold print, pictures/visuals with captions

A student has difficulty constructing meaning from video

- establish a purpose, prior to viewing
- activate prior knowledge about the subject/topic through discussion, jot note making, brainstorming, concept mapping
- elicit students' own questions about the video before, during, and after viewing
- give students a graphic organizer to help frame their thinking
- replay key sections of the video to study detail, confirm understandings, answer questions, and explore relationships among ideas such as cause-and-effect or sequence

Using Fix-up Word Strategies

Name: _____ Date _____

To understand difficult words...	...and then
sound out the word	use phonics (letter sounds) to pronounce the word
take the word apart	briefly examine the word parts; find the root if you can; take away the prefix; take away the suffix
take a guess	pronounce the word as best you can (Any guess helps as you move on)
read to the end of the sentence	read the rest of the sentence and see whether your guess makes sense
reread	if your word guess does not make sense, reread the sentence and guess again; if you are close, the actual meaning of the word may become obvious
read on	read ahead; often the meaning of the word becomes clear when you do this (you may skip the word if you do not need it to understand the meaning of the text)
seek help	if the word is important and you cannot figure it out <ul style="list-style-type: none"> • look it up in the dictionary • ask someone who may know the word

How Did I Do While I Was Reading?

Put a check mark in the appropriate column.

	Never	Seldom	Some of the Time	Always
Making Predictions				
Visualizing				
Making Connections				
Clarifying Information				
Using Fix-up Strategies				

Vocabulary Building through Context

You can often guess what a word means by looking for clues in other words in the sentence.

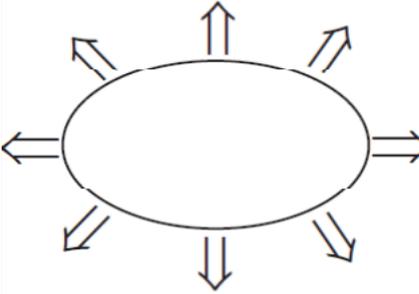
1. Find the sentences in the text that contain the vocabulary words you have been given. Write each sentence below and underline the vocabulary word.
2. Pay special attention to clues in the sentence and surrounding sentences, then guess the meaning.
3. Use the dictionary to look up the definition. How close was your guess? *(When there is more than one definition for the word, choose the one that makes most sense in the sentence or in the story.)*

Sentence

Your Guess

Dictionary Definition

Word Grid

<i>Antonym</i>	<i>Rhyme</i>	<i>Illustration</i>
<i>Meaning</i>		<i>Example</i>
<i>Synonyms</i>	<i>Syllables</i>	<i>Sentence Usage</i>

Cross-Curricular Reading Tools, 2007

