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ABSTRACT

Designed to be used in conjunction with "On the Road to Reading: A Guide for Community Partners," this handbook focuses on the knowledge and skills necessary for tutors to help children from birth through third grade master reading fundamentals. The 5 chapters of the handbook present 11 training sessions for tutors, comprising 36 hours of training. Chapter 1, "First Steps for Reading Helpers," provides an orientation to basic principles and techniques of tutoring. Chapter 2, "How Children Learn To Read," presents an overview of how children become readers and writers. Chapter 3, "Tutoring Strategies for Preschool and Kindergarten," addresses strategies for talking with children, reading aloud, and writing with children. Chapter 4, "Tutoring Strategies for the Primary Grades," explores reading together, helping children with reading strategies, focusing on meaning, and improving writing skills. Chapter 5, "Partnering with Families," discusses how to support children's reading at home and promote family literacy. Each chapter is organized in two parts--an overview summarizing the topic and highlighting the principal themes, and the training sessions and activities related to the theme. Each training session follows a standard format: (1) learning objectives; (2) basic concepts; (3) tutor reading; (4) trainer preparation; (5) materials needed; (6) activities; (7) debriefing; (8) tutor follow up; and (9) evaluation. The handbook's two appendices list of training resources and includes overhead transparencies and handouts. Contains a 47-item annotated bibliography. (KB)

READING HELPERS

A Handbook for Training Tutors

AMERICA READS

A Joint Project of the Corporation for National Service, the U.S. Department of Education, and the U.S. Department of Health and Human Services

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Reading Helpers was developed as a companion volume to *On the Road to Reading: A Guide to Community Partners.* The two publications are designed to be used together. Copies of these publications can be obtained from the National Service Resource Center (NSRC), ETR Associates/P.O. Box 1830, Santa Cruz, California 95061-1830, telephone 1-800-860-2684, ext. 142, fax number 831-438-3618. They can also be downloaded from the National Service Resource Center website at: www.etr.org/NSRC.

America Reads Challenge

Reading Helpers

A Handbook for Training Tutors

A joint project of the Corporation for National Service,
the U.S. Department of Education, and the
U.S. Department of Health and Human Services

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How to Use This Handbook

Tutoring Involves Choices

Tutoring involves choices: how to determine each child's reading ability, how to develop rapport and nurture motivation, how to select suitable materials, and how to carry out specific activities to support reading and literacy development. *Reading Helpers* highlights the knowledge and skills necessary for tutors to make informed choices about all aspects of helping children master the fundamentals of reading. This introduction will help tutors, trainers of tutors, and other users make optimal use of *Reading Helpers.*

Target Users

The principal target audience are trainers of tutors and tutors themselves. Sections of the handbook are addressed to specific users. More broadly, users of *Reading Helpers* may include the following:

- **Tutor supporters**—reading specialists, administrators, and trainers in reading programs; and
- **Tutors**—work study students, national service participants (National Senior Service Corps; Learn and Serve America; and AmeriCorps* State/National, AmeriCorps*VISTA, and AmeriCorps*National Civilian Community Corps), and other volunteers who are tutoring young children in reading.

The Goal Is for the Child to Read Well and Independently by the End of Third Grade

Reading Helpers provides tools for tutoring children from birth through third grade. Suggested strategies reflect the ways that a child's age and developmental level influence the acquisition of language and literacy skills. The handbook enables tutors to support the goal of the ***America Reads Challenge,*** which is to help children to read independently and on or above grade level by the time they complete third grade. Recognizing that not all children will successfully meet the goal in that time frame, the basic tutoring principles and techniques set forth in the handbook can be adapted for elementary school children through sixth grade.

Tutoring should be fun for both the child and the tutor. *Reading Helpers* includes a wide variety of tutoring tips and training activities that will make the tutoring experience enjoyable as well as instructive.

Who Plays the Role of a "Tutor?"

Since *Reading Helpers* bridges the infant/toddler and preschool periods through the early years of elementary school, it should be emphasized that the role of the "tutor" is broadly defined and must evolve to keep pace with the child's development. A Foster Grandparent in an Early Head Start or Head Start program, an AmeriCorps member in a child care center or public school setting, and a VISTA member in an Even Start classroom can each customize support for a child's reading and literacy development in response to the child's developmental strengths, capabilities, and needs. He or she may or may not be called a "tutor" in the program. If the adult's primary responsibility is to encourage the child's language acquisition and related reading skills, he or she can be considered a "tutor" as the term is used in this handbook.

The skills of the tutor outlined in *Reading Helpers* are similar to those that would be expected of anyone working with young children in a quality early childhood or primary school setting. The philosophy and approach to training tutors is consistent with guidance for teachers of young children in schools and early childhood programs (including child care centers, preschools, and family child care homes) serving children from birth through age eight. "Learning to Read and Write: Developmentally Appropriate Practices for Young Children, a joint position statement of the International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC)," *Young Children,* July 1998, notes that "the principles and practices...will be of interest to any adults who are in a position to influence a young child's learning and development—parents, grandparents, older siblings, tutors, and other community members."

Reading Helpers provides the framework for pre-service and in-service training for reading tutors. The content and strategies are organized so they can be incorporated in a comprehensive training program. *Reading Helpers,* however, is not intended to be a one-size-fits-all curriculum for tutoring. Local programs are encouraged to customize the training to complement their reading and literacy development curriculum.

It is expected that reading specialists or others knowledgeable about children's reading will be responsible for planning and carrying out tutor training using *Reading Helpers.* Nevertheless, information and activities in the handbook are presented in a straightforward, workable style. *Reading Helpers* can be used both by trainers and as a *self-study handbook* for tutors. Each training session specifies trainer preparation tasks and materials to be reviewed by tutors.

The Handbook Is Used with *On The Road To Reading*

Reading Helpers provides a complete strategy for designing and carrying out the training of reading tutors. The handbook should be used with its companion volume, *On the Road to Reading: A Guide for Community Partners.* Many of the key ideas and practices presented in *Reading Helpers* are discussed in greater depth in *On the Road to Reading.* Each training session references relevant sections in *On the Road to Reading* that should be reviewed.

The handbook includes a wide spectrum of training ideas and activities, to ensure that core topics and themes are addressed in ways that will benefit tutors in virtually all program settings. *Reading Helpers* has five chapters and 11 training sessions, as summarized in the chart on the following page.

A Minimum of 36 Hours of Training Is Recommended

The 11 sessions account for approximately 36 hours of training. Ideally, the orientation (Training Sessions 1 and 2) will be held as part of the pre-service training, with in-service training sessions scheduled at least once every two weeks as the program gets underway.

The orientation introduces the basic principles and techniques tutors need to get started. Later training sessions recap these fundamentals in greater depth, drawing upon the tutors' actual experiences in working with children.

Reading Helpers—Chapters and Training Sessions

5 CHAPTERS	11 TRAINING SESSIONS		HOURS	PAGES
1 First Steps for Reading Helpers.	1	Fundamentals of Tutoring Young Children in Reading (Orientation—Part I).	4–5	4–10
	2	More Fundamentals (Orientation—Part II).	4–5	11–16
2 How Children Learn to Read.	3	An Overview of How Children Become Readers and Writers.	3	19–23
3 Tutoring Strategies for Preschool and Kindergarten.	4	Talking with Children.	3	27–30
	5	Reading Aloud.	3	31–34
	6	Writing with Children.	3	35–40
4 Tutoring Strategies for the Primary Grades.	7	Reading Together.	3	43–46
	8	Helping Children with Reading Strategies.	3	47–51
	9	Focusing on Meaning.	3	52–56
	10	Improving Writing Skills.	3	57–60
5 Partnering with Families.	11	How to Support Children's Reading and Promote Family Literacy.	3	63–67
			TOTAL 35–37	

How Each Chapter is Organized

Each chapter focuses on one topic, and includes one or more training sessions. The chapters follow a consistent format and are organized in two parts, as follows:

- **Overview.** This part summarizes the topic and highlights the principal themes addressed in the training sessions. Generally, the content is based on *On the Road to Reading,* supplemented by other sources as appropriate.
- **Training Sessions.** Training sessions and activities related to the themes are described in detail.

How a Training Session is Organized

Guidance on delivering a training session follows a standard format:

- **Learning Objectives.** *What the tutor should learn and be able to do* as a result of completing the session.
- **Basic Concepts.** Main ideas and points of information the tutor needs to learn to acquire the knowledge and skills to help children master reading and literacy development.
- **Tutor Reading.** Essential background information that the tutor needs to study related to the session.
- **Trainer Preparation.** Steps that the trainer should take in preparing for the session. For example, the trainer should notify participants, ensure the suitability and availability of facilities, take care of training logistics, prepare handouts and other materials, and coordinate planning with any other trainers.
- **Materials Needed.**
  - ***Overheads and Handouts.*** Sample masters for creating overhead transparencies and handouts are included in Appendix B. How to use these training materials is discussed in the activities section.
  - ***Other materials.*** Additional items the trainer should arrange for or assemble in advance.

- **Activities.** The training activities are described, including time required and materials needed. Some activities recommend arranging a demonstration with one or more children if this is feasible. Whenever possible, training times and locations should consider the desirability of including demonstration or observation activities that involve children. In situations where this may not be possible, alternative training scenarios are suggested (e.g., videotapes or role playing). If at all possible, programs should make videotapes featuring their own tutors for training purposes.

- **Debriefing.** Questions that encourage tutors to offer one or two examples of what they have learned or how they can improve their work with children.

- **Tutor Follow Up.** Suggested activities for tutors that build on knowledge and skills gained through training.

- **Evaluation.** A sample training evaluation handout is included in Appendix B ***(Handout #1, Evaluation Form)***. When appropriate, add supplemental questions for specific training topics.

Training Materials—A Starter Kit!

In advance of training, ensure that sufficient copies of these free training publications are available so that each trainer and tutor can have his or her own copy. Order copies of:

- *On the Road to Reading: A Guide for Community Partners;* and
- *Reading Helpers: A Handbook for Training Tutors*

from the National Service Resource Center (NSRC), 1-800-860-2684.

Review *Reading Helpers,* Appendix A, "Training Resources," to decide if there are other materials you want to order for the training. For example, consider including *READY★SET★READ FOR FAMILIES* (free) and *READY★SET★READ FOR CAREGIVERS* (free) in your handouts. These and other resources are recommended for use in training sessions in *Reading Helpers.* Both booklets are available from NSRC or from the U.S. Department of Education's toll-free number: 1-800-USA-LEARN.

On the Road to Reading, Reading Helpers (Spring 1999), *READY★SET★READ FOR FAMILIES, READY★SET★READ FOR CAREGIVERS,* and other useful resources can be accessed through the following America Reads Challenge websites:

Corporation for National Service,
www.nationalservice.org/areads/aread.htm

U.S. Department of Education, **www.ed.gov/inits/americareads/**

National Service Resource Center,
www.etr.org/NSRC/pubs/otr/ontheroad.html *(On the Road to Reading)*
and **www.etr.org/NSRC/pubs/rh/readinghelpers.html** *(Reading Helpers)*

In this chapter

Training Sessions 1 and 2:

- Orientation—Part I. Fundamentals of Tutoring Young Children in Reading
- Orientation—Part II. More Fundamentals

First Steps for Reading Helpers

Overview

Why Tutors Are Needed

Tutors want to know what is expected of them in helping children enhance their reading and literacy skills. The tutor's role grows out of the difficulties children in the United States are facing today in mastering the fundamentals of reading. Four out of ten children in the primary grades—kindergarten through grade three—are at risk in terms of literacy development. In urban communities, six out of ten children are at risk.

How Children Benefit

When tutors work with children using research-based techniques, such as those in *On the Road to Reading* and in *Reading Helpers,* children exhibit demonstrable benefits, including:

- For preschoolers, enhanced language skills and gains in emerging literacy skills, such as recognizing alphabet sounds, taking turns in conversations, and understanding the connection between spoken and written words.

- For school-age children, improved ability to read on grade level, increased school attendance, reduced likelihood that children will be kept back or inappropriately referred to special education, and reductions in loss of reading and other language skills over the summer.

The best predictor of school success is reading on or above grade level in third grade. Assistance of trained and skilled tutors can help children achieve that goal. Other benefits include improvements in the child's self-esteem and attitudes toward school and learning. Tutors also support the efforts of parents as their children's first and primary teachers and encourage them to promote their children's reading skills and pursue family literacy.

What Tutors Need to Know

In order to achieve these outcomes and to be successful in performing their role, tutors need to have the knowledge and skills to do three things:

1. Work with children to promote their language acquisition and reading and writing development;
2. Partner with teachers so that the tutoring program enhances and complements the regular classroom curriculum; and
3. Partner with parents and the family to support a home environment that is conducive to literacy.

Inventory of Personal Strengths

While this training handbook is designed to familiarize tutors with what they need to know to perform these three functions, it is important to remember that tutors bring a wealth of capabilities and experiences to tutoring. Encourage tutors to take a few moments to conduct a personal inventory to recognize the assets that can help them to succeed in this new role. These may include:

- Enjoyment of working with children;
- A love for books and enthusiasm for reading and writing that they can share with young people; and
- Life experiences (e.g., care for siblings or other children; camp counseling; coaching sports; hobbies such as music, dance, or art; church or other religious activities; or prior teaching).

Getting Started

The overall purpose of the training is to enable tutors to build upon these personal strengths. The orientation (Tutoring Sessions 1 and 2) that follows can help tutors to get off to a fast start in their work with children.

The orientation introduces the following themes:

What Children Are Like:

- an overview of child development,
- how most children learn to read,
- strategies for guiding children's behavior,
- how to build a trusting relationship with a child, and
- learning disabilities that may affect a child's reading skills.

Getting to Know Families:

- creating partnerships with families,
- sharing information about children's progress, and
- respecting diversity.

The Tutoring Approach:

- the reading curriculum used by the tutoring program,
- the reading approach used by the school system,
- tailoring the curriculum to address individual needs,
- planning the first session, and
- assessing the child's reading abilities and tracking the child's progress.

Support for Tutors:

- ongoing training and supervision,
- resources (materials, books, workshops, websites, listservs),
- the role of the reading specialist, and
- strategies for handling problem situations.

Working as a Team

- coordinating with tutoring program partners (e.g., the school; child care or Head Start program; Even Start, HIPPY, or other family literacy program; library; community groups),
- following the tutoring program's policies and procedures,
- handling problem situations, and
- making referrals, as appropriate.

Use the orientation sessions that follow during pre-service training, prior to tutors working with children. The orientation serves as a "starter kit" to equip tutors with the basic ideas and practices that they will need when they begin tutoring. The remaining chapters in this handbook and the final nine training sessions build upon and spell out each of the themes introduced in the orientation.

Training Session 1, Orientation—Part I. Fundamentals of Tutoring Young Children in Reading (4-5 hours)

Learning Objectives

At the end of this session, tutors will:

- Be familiar with the tutoring curriculum and setting;
- Know the procedures for coordinating with teachers, reading specialists, other program staff, and families of the children;
- Be able to prepare for the first tutoring session; and
- Be aware of available resources and support, including ongoing training and supervision.

Basic Concepts

The concepts highlighted in the session are:

- Tutoring should build on what children learn at home and in child care, Head Start, school, and other places;
- A tutor's first session with a child is an opportunity to begin forging a trusting and supporting relationship; and
- A tutor is a key player in the total team that will contribute to the child learning to read—other key players include the child's parents and teachers.

Tutor Reading

Have tutors review the following information prior to the tutoring session:

- *On the Road to Reading,* Chapter 3, "How Tutors Can Support Young Readers," skim Setting the Stage for Success (pages 22–30) and the Checklist for Reading Aloud (pages 32–33). Pay special attention to guidance on how to prepare for the first tutoring session and how to motivate children to read.
- Fact sheets or other materials that describe your tutoring program.

Trainer Preparation

Prior to the session, the trainer should:

1. Review *On the Road to Reading,* Chapter 3, "How Tutors Can Support Young Readers," and Chapter 6, "Developing a Tutoring Program," paying special attention to Step 7, Provide Support for Tutors (pages 90–93).

2. Develop an Orientation Kit. Give each tutor a kit to keep during the first orientation session. The Orientation Kit should include:
   - *Reading Helpers;*
   - *On the Road to Reading;*
   - Fact sheet for the tutoring program (locally developed);
   - Agenda for the training session (developed by the trainer); and
   - Evaluation handout—see the sample in Appendix B, ***Handout #1, Evaluation Form.***

3. Coordinate planning with any other trainers.

4. Arrange for the training facility and ensure that the setting and logistics are adequate to support the session, including audiovisual equipment. Ensure access for individuals with disabilities. Plan for breaks and any necessary food and refreshments. Room layout should enable tutors to work together in small groups and in the full group.

5. Notify all participants of the date, time, place, and topic of the session.

6. Assemble overhead transparencies and handouts and other materials needed for each training activity (see list of the following Materials Needed). A flip chart with colored markers, an overhead projector, paper and pencils/pens, masking tape, and scissors should also be provided for each training session.

7. Arrange for a resource display of children's books and other literacy materials.

Materials Needed

The overheads and handouts for Training Session 1 are:

- ***Transparency #1, The Tutor's Role***
- ***Transparency #2, Reading Aloud***
- ***Transparency #3, Getting Ready to Tutor***
- ***Transparency #4, Meeting the Child***
- ***Handout #1, Evaluation Form***

Other materials needed include:

- Children's books and other materials for resource display
- Orientation Kit (Activity #1)
- "Icebreakers" (locally developed for Activity #1)
- Informational materials related to program procedures (Activity #3)
- Pads of paper and pencils (Activity #4)
- Children's books in various foreign languages (Activity #4)
- Big Book (Activity #5)

Activity #1
Getting Acquainted

Activity #1

- Distribute an Orientation Kit to each tutor.
- Introduce tutors, trainers, staff, and other participants.
- Conduct get acquainted activities and use "icebreakers" to promote team building.
- Provide a brief overview of the tutoring program.

Activity #2
The Tutor's Role

Activity #2

- Give a mini-lecture on the role of the tutor. Highlight the following points (using ***Transparency #1, The Tutor's Role***):
  - What are the tutor's *responsibilities?*
  - What *skills* are needed?
  - What *knowledge* is critical?
  - What *attitudes* are helpful?
  - What *partners* are essential?

- Have the tutors form small groups. Ask each group to brainstorm issues they see related to the role of the tutor. Groups could adapt the format presented in ***Transparency #1, The Tutor's Role*** to record the issues on a flip chart or dramatize the issues in a skit, song, or poem.

- Ask the small groups to report the highlights of their brainstorming to the full group. Lead a full group discussion, recap the main points, and respond to questions.

- Pose questions for the tutors to reflect upon and revisit in future training sessions. For example:
  - How can you assess your abilities and need for development in light of the tutor's role?
  - How can you contribute to shaping the content and nature of the tutoring program?

Activity #3
Nuts and Bolts

Activity #3

- Describe the tutoring program, including:
  - Information about location and times of tutoring;
  - Key rules and regulations of the site (preschool, school, or after-school [out-of-school-time] program) where tutors will be assigned;
  - How to liaison with the teacher, reading specialist, principal, and other staff;
  - How to contact children and families;
  - Special features of the tutoring program (e.g., a commitment to service-learning);
  - Prevention procedures related to safety and child abuse (e.g., tutor a child within view of other adults);
  - Attendance, journal and record keeping, and reporting; and
  - Ongoing training, other resources, and supervision.

Activity #4
Putting Yourself in the Child's Place

Activity #4

- Have the tutors count off by three's. Explain that those who are number one will be the observer; numbers two and three will take turns reading and listening. Pass out pads of paper and pencils for the observers to use in recording. Ask the observers to write down everything that is said and done by numbers two and three, including strategies they use to understand the book and to communicate.

- Pass out children's books in various foreign languages (e.g., Spanish, French, German, Russian, and Japanese books for children from birth through age 6) so that each small group has one or two books.

- Have numbers two and three take turns "reading" for 5–8 minutes each, while the recorder takes notes. If asked for guidance, tell each group to do the best they can to read the book or tell the story.

- Have recorders take about 2 minutes to report what they observed. They may comment that the reader used pictures and other clues to make sense of the story.

- Lead the full group in a discussion of how it felt to try to read a language with which they were not familiar. Compare this with how children may feel when struggling to read. Point out ways to help children use pictures and other context clues to begin reading unfamiliar material.

- Explain that this activity is not exactly like what children experience when learning to read. Since birth, children have been exposed to print in the environment and through books and other reading materials. By the time they are learning to read, they typically know the alphabet and understand print concepts.

Activity #5
Reading Aloud

Activity #5

- Select a book from the resource display to read aloud (a Big Book version of a children's book is ideal for this purpose).

- Model techniques for reading aloud to children. If possible, arrange to have a child present to make it a "live" demonstration. Alternatively, show a videotape of the trainer, a tutor, or other adult reading to a child. Videotapes filmed in your program can be particularly effective.

If resources permit, you could acquire a few professionally produced videotapes, such as those developed by Reading is Fundamental (RIF) (these videos are described in Appendix A).

- Ask the tutors to comment on what they observed. Lead a discussion about reading aloud (see Checklist for Reading Aloud [pages 32–33] in Chapter 3, *On the Road to Reading*). Highlight the points in ***Transparency #2, Reading Aloud.***

- Suggest that every tutoring session include time for reading aloud by the tutor or child, or both. Explain that at times a tutor may be called upon to read to a small group (if so, limit the group to 2–4 children).

Activity #6
Preparing for the First Tutoring Session

Activity #6

- In a mini-lecture, review the ideas and steps in Setting the Stage for Success (pages 22–30) in Chapter 3, *On the Road to Reading,* with a focus on Prepare for the First Tutoring Session. Highlight points in ***Transparency #3, Getting Ready to Tutor*** and in ***Transparency #4, Meeting the Child.*** Explain the rationale for the tutor developing a close partnership with the child's teacher and parents.

- Have the tutors divide into small groups. Ask each group to select an issue or activity to brainstorm or role play (e.g., the first meeting with the child).

- Ask the small groups to report the highlights of their brainstorming to the full group. Lead the full group discussion, recap the main points, and respond to questions. Conclude by having the group develop a list of ideas to help make the first tutoring session a success.

Debriefing

Discuss the following questions with the group:

- How can tutors best work with the child's teacher?

- How can tutors best work with parents? Is the tutor's role to work directly with parents or through the teacher or other program staff? In what ways can parents support the child's learning to read?

- What can tutors do to build a relationship with the child that nurtures the child's motivation and encourages the child to become an engaged reader?

Tutor Follow Up

To begin planning for the first tutoring session, tutors should:

- Contact the teacher;
- Contact the child's parents;
- Visit the library and select books; and
- Decide how to exchange information with the teacher and parents.

Evaluation

Use the sample training evaluation handout in Appendix B ***(Handout #1, Evaluation Form)*** to have tutors evaluate the training session.

Training Session 2, Orientation—Part II. More Fundamentals (4-5 hours)

Learning Objectives

At the end of this session, tutors will:

- Understand how tutoring sessions are organized and be able to develop a lesson plan;
- Be able to make and use a tutor's tool box; and
- Be aware of the fundamentals of how to talk, read, and write with children and how to utilize resource materials on those topics.

Basic Concepts

The concepts highlighted in this session are:

- A tutor's primary goal is to help a child become an engaged reader and writer;
- Assessing the child's reading level is a critical first step; and
- Scaffolding strategies are effective ways to help the child gain skills incrementally and experience success.

Tutor Reading

Have tutors review the following information prior to the tutoring session:

- *On the Road to Reading,* Chapter 3, "How Tutors Can Support Young Readers," read carefully the section on Setting the Stage for Success (pages 22–30). Pay special attention to the guidance on using effective tutoring strategies, including scaffolding techniques.
- Scan guidance from the program's curriculum guide on how to assess the child's reading level.

Trainer Preparation

Prior to the session, the trainer should:

1 Review *On the Road to Reading,* Chapter 3, "How Tutors Can Support Young Readers," and Chapter 6, "Developing a Tutoring Program," paying special attention to Step 5, Design the Program and Step 6, Select or Adapt a Reading Curriculum (pages 85–90). Review the program's curriculum guide on how to assess the child's reading level. Preview resources for Activity #2 and #4.

2 Develop and copy handouts for each tutor, including:

- Agenda for the training session; and
- Procedures for assessing the child's reading level (based upon local reading or tutoring curriculum).

3 Coordinate planning with any other trainers.

4 Arrange for the training facility, room layout, and logistics, including audiovisual equipment.

5 Notify all participants of the date, time, place, and topic of the session.

6 Assemble overhead transparencies and handouts and other materials needed.

7 Arrange for a display of reading and literacy development resource materials (see Activity #2). Also arrange for a resource display of a tutor's tool box (see Activity #3). If funds and/or donations permit, the program may furnish contents of a tool box for each tutor. If not, sample materials should be assembled to enable tutors to learn how to make their own.

Materials Needed

The overheads and handouts for Training Session 2 are:

- ***Transparency #2, Reading Aloud***
- ***Transparency #5, Tips for Planning***
- ***Transparency #6, Sample Plans***
- ***Transparency #7, How to Talk with Children***
- ***Transparency #8, How to Write with Children***
- ***Transparency #9, Tutor's Tool Box***
- ***Handout #1, Evaluation Form***
- ***Handout #2, Kindergarten Students***
- ***Handout #3, Third-Grade Students***

Other materials needed include:

- Reading and literacy development materials for resource area display (Activity #2)
- Tutor's tool box materials (Activity #3)
- Reading assessment forms and procedures used in the program (Activity #4)

Activity #1
Developing Lesson Plans

Activity #1

- Give a mini-lecture on how to plan a tutoring session, highlighting the information in ***Transparency #5, Tips for Planning*** and ***Transparency #6, Sample Plans.*** Point out ways to:
  - Adapt the tutoring program's curriculum;
  - Plan for children of different ages and abilities; and
  - Modify the plan for children with disabilities or children from families whose home language is other than English.
- Have the tutors divide into small groups. Ask each group to develop a plan for a tutoring session. Suggest that they keep in mind the rationale for:
  1. The duration of the session;
  2. The choice of tutoring activities and the order in which activities are introduced;
  3. Assumptions about the child's developmental level;
  4. Learning outcomes expected for the child; and
  5. How it provides a foundation for what should be presented in the next training session.
- Ask small groups to summarize successful approaches to lesson planning. The trainer should lead a discussion of potential barriers and ways to overcome them.

Activity #2
How to Use Resources for Reading Development

Activity #2

- Give a mini-lecture on how tutors can use resource materials to improve their tutoring. For example:
  - Summarize highlights in Chapter 3 of *On the Road to Reading* about how to talk, read, and write with children. Comment on ways to use that guide and other resource materials throughout the series of tutoring sessions.
  - Emphasize the points in ***Transparency #7, How to Talk with Children; Transparency #2, Reading Aloud;*** and ***Transparency #8, How to Write with Children.***
  - Introduce other resources, such as:
    - Tutoring resource materials listed in Appendix A of *Reading Helpers.*
    - Videos, magazines, and other literacy materials suitable for tutoring children from birth through grade three (e.g., *Read with Me,* a video developed by Reading is Fundamental; *Early Childhood Today,* Scholastic, Inc., magazine; and other resources developed by America Reads Challenge partners).

    Information about these and other resources is included in Appendix A, "Training Resources."

- Have the tutors divide into small groups. Give the groups a choice of topics (e.g., talking, reading, or writing with children). Encourage the groups to come up with topics for future training sessions. In addition, ask tutors to volunteer to participate as peer trainers in future sessions. Peer trainers can use supplemental resource materials to enrich the training topics and draw upon their tutoring experience at that point in time. A few training sessions include suggested activities that involve volunteer tutors as peer trainers.

Activity #3
A Tutor's Tool Box

Activity #3

- Have tutors form small groups to make and use a tutor's tool box. Begin by summarizing the information in ***Transparency #9, Tutor's Tool Box.***
  - Small groups can assemble sample tutors' tool boxes (or each person can create their own, if the program has funds or donations to acquire a tool box for each tutor).
  - Ask the groups to discuss ways to use the materials in the box and list additional materials to include. Point out the potential sources listed in Appendix A of this handbook and references in *On the Road to Reading.* Circulate and spend time working with each group, demonstrating various approaches. Consider the materials from a dual perspective:
    - Learning appeal for the child; and
    - Usefulness for the tutor.

Activity #4
The Basics of Reading Assessment

Activity #4

- Give a mini-lecture on the basic principles of reading and literacy assessment of preschool and primary-age children.
  - Summarize features of assessment strategies appropriate for children of different ages and developmental levels, including children with disabilities.
  - Introduce the approach to assessing children's developmental and reading abilities set forth in the U.S. Department of Education's *Checkpoints for Progress in Reading and Writing for Teachers and Learning Partners,* including reference to ***Handout #2, Kindergarten Students*** and ***Handout #3, Third-Grade Students.***
  - Provide tutors with copies of forms and procedures used in the program for reading assessment.
- Ask tutors to pair up. Have the pairs take turns playing the role of tutor and child to role play reading assessment.
- Lead the total group in brainstorming issues and questions related to assessment. Address salient points and/or refer them to the reading specialist.

Debriefing

Discuss the following questions with the group:

- What are the keys to helping a child become an engaged reader and writer?
- What resources are available to assist tutors when they have difficulty assessing the child's abilities in reading and literacy development?
- What are the procedures when a tutor, supervisor, or reading specialist determines that a particular child and tutor are not a good match (for example, in cases where the child has learning disabilities that require expert help from a specialist)?

Tutor Follow-Up

Suggested follow-up activities for tutors:

- Plan how to use these techniques and resources in the next tutoring session with a child.
- Study the literacy assessment protocol and decide how to use it to improve your tutoring.
- Consider volunteering to be a peer trainer in a future training session (for ideas, take an advance look at Chapters 3 and 4).

Evaluation

Use the sample training evaluation handout in Appendix B ***(Handout #1, Evaluation Form)*** to have tutors evaluate the training session.

In this chapter

Training Session 3: An Overview of How Children Become Readers and Writers

How Children Learn to Read

Overview

The Early Years Set the Stage

Tutors need to understand how and why the early building blocks in child development, brain development, and emerging literacy provide the foundation for children becoming engaged readers and writers. These factors underscore the importance of developing partnerships between parents and the home on the one hand and teachers and tutors on the other.

Becoming a reader is the culmination of a process that begins at birth through interaction between the infant and the parents in the home and intensifies during the preschool years, enriched by the child's experiences in child care, Head Start, Even Start, or other early childhood programs. This gradual unfolding of emerging literacy begins as children first learn to use oral language—listening and speaking—and continues as they relate these competencies to make sense of written language—reading and writing.

Virtually all play experiences support children's emerging literacy skills. For example:

- Sorting, matching, and classifying beads or other small objects helps the child understand sequence and will later enable the discovery that letters in words go in a specific order;
- Music and movement activities that involve putting hands up, down, in front, back, and to the left and right contribute to knowledge of how words are read and written on a page;

- Rhyming poems increase awareness of phonemes—the smallest units of sounds that make up words—and lead to later reading and writing success; and

- Retelling a favorite story to a stuffed animal helps the child practice telling the story from the beginning to the middle to the end—and these skills will later give the child confidence in his or her reading ability.

Emerging Literacy Leads to Conventional Reading and Writing

By the time most children enter kindergarten, they have already learned a lot about language and have developed essential emerging literacy skills. Through a variety of experiences, most kindergarteners have learned what written language looks like, can recognize some letters of the alphabet, and understand that print carries meaning. They know letters are associated with sounds, the sounds associated with some letters, that words serve various purposes, and how books work.

From this early literacy development, most children are ready to advance to conventional reading and writing. Typically, during first and second grade, they improve their comprehension, apply word-analysis skills, understand the elements of literature, use correct language conventions, and master other skills that will enable them to become engaged readers. As effective readers and writers, they can create meaning from text.

What Tutors Need to Know

What tutors need to know in order to nurture and extend the child's learning centers on these three questions:

1 Where do the child's skills fit on the continuum of literacy development that begins at birth and extends through third grade and beyond?

2 How do the actions the parents take at home influence the child's learning?

3 How do the child's experiences in a preschool program serve as the foundation for learning to read and write in the primary grades?

Training Session 3. An Overview of How Children Become Readers and Writers (3 hours)

Learning Objectives

At the end of this session, tutors will:

- Be familiar with basic research findings concerning child development, brain development, and the ongoing process through which most children acquire language skills and become readers and writers;
- Be able to adapt the key features of an early childhood literacy environment to the tutoring setting; and
- Recognize the language skills and knowledge that most children have developed by kindergarten and first and second grade.

Basic Concepts

The concepts highlighted in this session are:

- Children tend to follow the same sequence and pattern for development, *but do so at their own pace;*
- Language skills are closely tied to and affected by cognitive, social, and emotional development;
- Children's opportunities for listening and speaking provide the foundation for learning to read and write; and
- Children build on their language discoveries in the infant/toddler and preschool years to become conventional readers and writers in their school years.

Tutor Reading

Have tutors review the following information prior to the tutoring session:

- *On the Road to Reading,* Chapter 2, "How Most Children Learn to Read" (pages 7–19). The sections on emerging literacy and key features of a literacy environment may be especially helpful.

Trainer Preparation

Prior to the session, the trainer should:

1. Review *On the Road to Reading,* Chapter 2, "How Most Children Learn to Read" and Chapter 6, "Developing a Tutoring Program," paying special attention to Step 5, Design the Program and Step 6, Select or Adapt a Reading Curriculum (pages 85–90).
2. Develop and copy handouts for each tutor, including:
   - Agenda for the training session;
   - Evaluation handout.
3. Coordinate planning with any other trainers.
4. Arrange for the training facility, room layout, and logistics, including audiovisual equipment.
5. Notify all participants of the date, time, place, and topic of the session.
6. Prepare overhead transparencies and handouts.
7. Arrange for a display of information on literacy development and tutoring settings, including any pictures or other information about actual tutoring settings in the program.

Materials Needed

The overheads and handouts for Training Session 3 are:

- ***Transparency #10, Emerging Literacy Explorations***
- ***Transparency #11, The Tutoring Setting***
- ***Transparency #12, Child Development and Emerging Literacy***
- ***Transparency #13, Kindergarteners' Language Knowledge***
- ***Transparency #14, First- and Second-Graders' Language Knowledge***
- ***Handout #1, Evaluation Form***
- ***Handout #4, School Readiness and Children's Developmental Status***

Other materials needed include:

- Display of information on literacy development and tutoring sessions for resource area display (Activity #2)

Activity #1
Literacy Explorations Are More Than Just Child's Play

Activity #1

- Give a mini-lecture on how to use reading-related play during tutoring sessions. Address the points in ***Transparency #10, Emerging Literacy Explorations.*** Emphasize the following ideas:
  - What children do in play relates to reading and writing; and
  - The curriculum can integrate play as a learning tool.
- Ask tutors to form a straight line across the room, taking a position in the line from the front of the room to the back based upon where they believe they rank in terms of their knowledge of children's early literacy development and language discoveries. Have them count off by four's to form small groups. Each group is composed of numbers one, two, three, and four, who are next to each other in line. (This technique for forming groups has the effect of bringing together tutors who have a common perception of their knowledge base, while mixing up cliques or groups that tend to "team up" for activities.)
- Explain that those who are number one are the recorders (or ask the groups to select a recorder). Ask the groups to brainstorm ways to use play to encourage literacy explorations in tutoring situations.
- Have each group's recorder take about 3 minutes to report highlights of the group's findings. (Groups might work up a skit or find other ways to dramatize their points.) Have them prepare to report back to the large group.
- Lead a brief discussion of how to use the findings with children of different ages and literacy levels.

Activity #2
Tutoring Setting

Activity #2

- Make a few introductory comments about what constitutes a quality literacy tutoring environment (refer to ***Transparency #11, The Tutoring Setting***). Summarize the program's policies on the tutoring environment. Ask tutors to describe and comment on the settings in which they have been tutoring. Make notes on a flip chart or otherwise record how actual settings compare with a quality environment.

- Lead the group in brainstorming steps followed to improve or make the best use of the available tutoring environments.

- Emphasize the need to coordinate with school principals or other appropriate program administrators before making major changes in the environment.

Activity #3
Stages of Literacy Development

Activity #3

- Give a mini-lecture on the relationship of child development and emerging literacy (bridging the preschool years, kindergarten, and first and second grade). Summarize ways to assess and recognize the progress of kindergarten children in reaching various milestones of literacy development and what tutoring steps to take when the children have (or have not) reached a particular stage in their reading and writing development. Emphasize the points in: ***Transparency #12, Child Development and Emerging Literacy; Transparency #13, Kindergarteners' Language Knowledge;*** and ***Handout #4, School Readiness and Children's Developmental Status.***

- Ask small groups to problem solve around actual situations tutors have encountered or that they anticipate with the preschool and kindergarten children with whom they are working.

- Lead the total group in discussing common themes in reports from the small groups.

Activity #4
Reading and Writing in First and Second Grade

Activity #4

- Give a mini-lecture on how to assess and recognize the progress of first- and second-grade children in reaching various milestones of literacy development and what tutoring steps to take when the children have (or have not) reached a particular stage in their reading and writing development. Emphasize the points in: ***Transparency #14, First- and Second-Graders' Language Knowledge.***

- Ask small groups to problem solve around actual situations tutors have encountered or that they anticipate with the children with whom they are working.

- Lead the total group in discussing common themes in reports from the small groups.

Debriefing

Discuss the following questions with the group:

- What steps can be taken to improve the existing tutoring settings?

- What are the best ways for tutors and parents to share information about the child's play and language use at home in relation to the child's reading development?

- To what extent are research findings about children's language discoveries in preschool and the primary grades consistent with what you see in your work with children?

Tutor Follow Up

Suggested follow-up activities for tutors:

- Discuss with your supervisor, reading specialist, or principal (or other designated contact) specific ways to improve the tutoring setting.

- Review procedures for sharing information with the child's parents and teacher to ensure that they take into account the full scope of language acquisition and reading and writing development.

- Read ***Handout #4, School Readiness and Children's Developmental Status.***

Evaluation

Use the sample training evaluation handout in Appendix B ***(Handout #1, Evaluation Form)*** to have tutors evaluate the training session.

In this chapter

Training Sessions 4, 5, and 6:

- Training Session 4. Talking with Children
- Training Session 5. Reading Aloud
- Training Session 6. Writing with Children

3

Tutoring Strategies for Preschool and Kindergarten

Overview

Three- to Five-Year-Olds Assimilate Language Rapidly

Children learn at an amazing rate during the preschool and kindergarten years. Nowhere is this more apparent for most children than in their acquisition of language. Vocabulary expands, and with it the child's capacity to gain both oral and written language skills. Children enhance their literacy abilities by listening and speaking, reading (or being read to), and by writing to practice making marks on paper and to put their thoughts on paper (themselves or by dictating to an adult).

Talking

Talking with children helps them to increase their vocabulary, express their ideas and creativity, and to develop a relationship with the tutor. Talking, particularly when linked with a related literacy activity such as reading aloud, enables children to grasp the interplay between oral and print forms of language. Conversation sends a clear message to the child, "I'm interested in you and think you are important." Talking can be a part of many activities and projects, including walking to and from the tutoring session.

Reading

Reading aloud should be part of every tutoring session with a preschool or kindergarten child. Read-aloud times can allow a tutor to dramatize the story, pictures, and characters in ways that will make them come alive to the child. By this means, the tutor conveys to the youngster the magic and excitement that inspires the tutor to love reading. Dramatic reading enhances the child's ability to derive meaning from the story as well as increasing the shared sense of fun.

Writing

Children go through predictable stages as they develop the motor and mental skills that lead them to conventional writing. **Early scribbling** occurs when the child first grasps a crayon and makes random marks on paper. **Controlled scribbling** occurs as the child discovers he or she can control the marks to explore different techniques. A child in the **basic forms stage** might do scribble writing, making horizontal, linear scribbles across the page as if they were actual words. The **pictorial stage** is when a child can combine marks and basic forms to make pictures and letters that look "real." By this point, the child has come to understand the symbolic meaning of pictures and words. While many preschool and kindergarten children are at the pictorial stage, some are at an earlier stage. The tutor's role is to help them progress from wherever they are.

What Tutors Need to Know

Tutors, to be successful, need to be attuned to the child's learning rhythms so as to nurture, and not disrupt, the natural process of language acquisition. This calls for tutors to:

- Listen so children will talk (active listening) and talk so children will listen;
- Be sensitive to the child's feelings and aware of body language and other forms of nonverbal communication;
- Practice positive reinforcement and foster the child's motivation; and
- Use proven techniques to promote the child's reading and writing skills.

The primary purpose of the three training sessions in this chapter is to convey basic concepts and techniques of how tutors can talk, read, and write with three- to five-year-olds. In addition, the sessions underscore the interrelationships among talking, reading, and writing. They point out the importance of the tutor creating the proper conditions of learning and nurturing the child's motivation throughout the series of tutoring sessions.

Training Session 4. Talking with Children (3 hours)

Learning Objectives

At the end of this session, tutors will:

- Understand the conditions of learning and practical steps to create them;
- Be aware of the critical role motivation plays in learning and how to influence the child's attitudes about literacy; and
- Be able to employ more effective ways of talking with children, taking into account language and cultural diversity and the abilities of children with special needs.

Basic Concepts

The concepts highlighted in this section are:

- Children first learn to listen and speak, then use these and other skills to explore reading and writing;
- Children who have many opportunities to use oral language tend to become skilled readers and writers; and
- Through play, social interactions, and other daily experiences, most children gradually learn the connections between spoken and written words.

Tutor Reading

The following information will be useful for tutors to review prior to or following the tutoring session:

- *On the Road to Reading,* Chapter 3, "How Tutors Can Support Young Readers." Pay special attention to the guidance on Incorporate Conditions of Learning (pages 26-27) and Motivating Children to Read (pages 29–30). Skim Tutoring Strategies for Preschool and Kindergarten (pages 31–36).

Trainer Preparation

Prior to the session, the trainer should:

1 *Review On the Road to Reading,* Chapter 3, "How Tutors Can Support Young Readers." Also review *READY★SET★READ FOR CAREGIVERS,* paying special attention to the section, "Using Language to Learn: Activities for Preschoolers (3 to 5 Years Old)." For programs serving children whose home language is Spanish, Spanish versions of the *READY★SET★READ* booklets are available (see Appendix A). See description of the *READY★SET★READ Early Childhood Learning Kit* in *On the Road to Reading* (page 73).

2 Develop and copy handouts for each tutor, including:

- Agenda for the training session;
- Evaluation handout.

3 Coordinate planning with any other trainers. Recruit tutor volunteers to peer train in Activity #1 and #2.

4 Arrange for the training facility, room layout, and logistics, including audiovisual equipment.

5 Notify all participants of the date, time, place, and topic of the session.

6 Prepare overhead transparencies and handouts.

7 Arrange for displays of information on talking with children and on diverse languages and cultures.

Materials Needed

The overheads and handouts for Training Session 4 are:

- ***Transparency #15, Conditions of Learning***
- ***Transparency #16, Motivating Children***
- ***Transparency #17, Listening and Talking***
- ***Transparency #18, Language Differences***
- ***Transparency #19, Special Needs***
- ***Handout #1, Evaluation Form***
- ***Handout #5, Activities for Children Aged 3–5***

Activity #1
Prerequisites to Learning

Activity #1

- Give a mini-lecture on the conditions of learning and other factors that influence the child's motivation, highlighting the information in ***Transparency #15, Conditions of Learning*** and ***Transparency #16, Motivating Children.***

- Ask for three volunteers to comment for 5–7 minutes each on motivation and related issues from the perspective of their ongoing work with children.

- Ask tutors to form small groups of three to five. Have each group brainstorm ways to improve conditions of learning and enhance children's motivation.

- Have small groups report to the full group by highlighting suggestions that might be widely applicable.

Activity #2
READY SET READ Listening and Talking

Activity #2

- Give a mini-lecture on ways to use the activities and ideas for talking and listening with preschoolers three to five years old, in *READY★SET★READ FOR CAREGIVERS,* using ***Transparency #17, Listening and Talking*** and ***Handout #5, Activities for Children Aged 3–5.***

- Ask a peer trainer to model talking and listening with preschool or kindergarten children, either in a live demonstration with children or through videotapes.

- Lead a group discussion on use of the techniques in the booklet and in the demonstration. Encourage all participants to discuss the pros and cons of various approaches and the applicability to the children whom they are tutoring. Emphasize proven techniques, such as:
  - Elaborate on the child's comments using correct language, rather than correcting the child.
  - Express your own ideas or ask open-ended questions that keep the discussion alive—avoid "conversation stoppers" such as questions that call for "yes/no" or similar one-word responses.

Activity #3
Language Differences and Special Needs

Activity #3

- Give a mini-lecture on the importance of using appropriate approaches for talking and listening with children whose home language is other than English and with children with learning disabilities or other special needs. Use ***Transparency #18, Language Differences*** and ***Transparency #19, Special Needs.***

- Have tutors form small groups of three to five. Ask the small groups to discuss their experiences tutoring children with diverse language backgrounds and special needs, and brainstorm successful strategies and tutoring approaches.

- Have small groups report to the full group by sharing techniques that appear to be generally applicable. Lead a full group discussion on "where do we go from here" in improving tutoring. Explore:
  - Are these topics that will require further in-depth treatment in future training sessions?
  - Does the tutoring program need to reach out to other community partners with expertise on these topics?

Debriefing

Discuss the following questions with the group:

- What tutoring approaches are appropriate for responding to language diversity and special needs?

- What are the keys to talking and listening with young children that will reinforce the child's motivation and stimulate a love of learning?

Tutor Follow Up

Suggested follow-up activities for tutors:

- Review the tutoring plans for children with special needs and those whose home language is other than English to ensure that the tutoring complements other learning activities in which the children participate, including what goes on at home. Ensure that the tutor's tool box contains adequate materials tailored to the child's individual characteristics and learning needs. Discuss any revision in tutoring plans with your supervisor, reading specialist, or other designated contact.

- Read ***Handout #5, Activities for Children Aged 3–5.***

Evaluation

Use the sample training evaluation handout in Appendix B ***(Handout #1, Evaluation Form)*** to have tutors evaluate the training session.

Training Session 5. Reading Aloud (3 hours)

Learning Objectives

At the end of this session, tutors will:

- Be able to apply proven techniques of reading aloud with children;
- Be able to select suitable reading materials for children of different ages and reading abilities; and
- Know how to utilize reading resources.

Basic Concepts

The concepts highlighted in this section are:

- The most important goal of reading instruction is to instill a love of reading;
- Children who are read to often learn to value books and reading; and
- Reading aloud is one of the most effective ways to encourage a child's emerging literacy and to support growing reading skills.

Tutor Reading

Have tutors review the following information prior to the tutoring session:

- *On the Road to Reading,* Chapter 3, "How Tutors Can Support Young Readers," skim Tutoring Strategies for Preschool and Kindergarten (pages 31–36). Pay special attention to the guidance on Reading Aloud (pages 31–33).

Trainer Preparation

Prior to the session, the trainer should:

1 Review *On the Road to Reading,* Chapter 3, "How Tutors Can Support Young Readers." Also review *READ*WRITE*NOW: Activities for Reading and Writing Fun,* paying special attention to the section, "Moving into Reading: Preschool through Grade Two." For those programs serving children whose home language is Spanish, Spanish versions of some of the *READ*WRITE*NOW* booklets are available (see Appendix A). See description of *READ*WRITE*NOW* in *On the Road to Reading* (page 72). Also preview resources for Activity #2 and #4.

2 Develop and copy handouts for each tutor, including:

- Agenda for the training session;
- Evaluation handout.

3 Coordinate planning with any other trainers. Recruit tutor volunteers to peer train in Activity #2 and #4.

4 Arrange for the training facility, room layout, and logistics, including audiovisual equipment.

5 Notify all participants of the date, time, place, and topic of the session.

6 Prepare overhead transparencies and handouts.

7 Arrange for a display of children's books and other reading materials suitable for preschool and kindergarten children (including advanced readers).

Materials Needed

The overheads and handouts for Training Session 5 are:

- ***Transparency #20, Choosing Children's Books***
- ***Transparency #21, Looking at Books to Read Aloud***
- ***Transparency #22, Thinking About Books to Read Aloud***
- ***Transparency #23, Conversation During Reading Aloud***
- ***Handout #1, Evaluation Form***
- ***Handout #6, Read to Me***

Activity #1
Choosing Books

Activity #1

- Give a mini-lecture and emphasize the need to select books and other reading materials that: (1) are suited to the individual child, and (2) will help the child progress to the next learning level. Use ***Transparency #20, Choosing Children's Books.***

- Have the tutors count off by four's and form small groups, each with a volunteer recorder. Ask the small groups to select a sample of books from the resource display. The group's task is to pick one or two books for each of the children whom they are tutoring. The group should then develop a list on a flip chart matching characteristics of the child with features of the book that makes it a good choice for that particular child.

- Have recorders report to the full group, emphasizing the issues that arose in matching books with children. Lead a brainstorming discussion of how to resolve major problems, such as:
  - How to pick books that stretch the child's capabilities without choosing ones that are "too difficult" and frustrate the child; and
  - How to choose books that are suitable for reading aloud vs. ones that the child can use for literacy development or beginning reading.

Activity #2
Reading Aloud

Activity #2

- Ask volunteers to peer train in this two-part activity. Subactivity #2a below is a mini-lecture and group discussion of reading aloud techniques. Subactivity #2b is a live demonstration of reading aloud with a tutor and a child (an alternative is showing a videotape).

- Subactivity #2a. Give a mini-lecture on reading aloud techniques. Use ***Transparency #21, Looking at Books to Read Aloud; Transparency #22, Thinking About Books to Read Aloud;*** and ***Transparency #23, Conversation During Reading Aloud.*** Lead a group discussion on reading aloud.

- Subactivity #2b. Arrange for a demonstration of reading aloud by tutor and child. Follow the demonstration with group feedback and discussion.

Activity #3
Read to Me Using *READ*WRITE*NOW*

Activity #3

- Give a mini-lecture to summarize and demonstrate highlights of how to apply the techniques and to use the reading activities presented in the *READ*WRITE*NOW* series. Use ***Handout #6, Read to Me.*** Lead a group discussion.

Debriefing

Discuss the following questions with the group:

- What are the major benefits of reading aloud, and why should reading aloud be part of every tutoring session?

- What are the principal advantages of using other resources (beyond *Reading Helpers* and *On the Road to Reading*) to enrich the tutoring plan?

- What are the key differences in reading aloud for beginning readers and for children at an earlier stage of literacy development?

Tutor Follow Up

Suggested follow-up activities:

- Review tutoring plans to explore possibilities of improving reading aloud activities.
- Read ***Handout #6, Read to Me.***

Evaluation

Use the sample training evaluation handout in Appendix B ***(Handout #1, Evaluation Form)*** to have tutors evaluate the training session.

Training Session 6. Writing with Children (3 hours)

Learning Objectives

At the end of this session, tutors will:

- Be familiar with the basic principles and techniques of writing with three- to five-year-olds;
- Know how to work with children to make an alphabet book;
- Know how to partner with children to write a story while the child dictates or to add a caption to the child's art work; and
- Know how to use interactive writing and other techniques with children who are beginning to learn about writing.

Basic Concepts

Key concepts highlighted in this section are:

- Writing focuses children's attention on print and helps them learn that letters represent sounds and words are groups of letters with spaces in between.
- Engaged writers express creativity, tell stories, and share ideas.
- Tutors can help children experience writing as an ongoing process that evolves over time.

Tutor Reading

Have tutors review the following information prior to the tutoring session:

- *On the Road to Reading,* Chapter 3, "How Tutors Can Support Young Readers." Read Tutoring Strategies for Preschool and Kindergarten (pages 31–36), paying special attention to Writing with Children (pages 34–36).

Trainer Preparation

Prior to the session, the trainer should:

1. Review *On the Road to Reading,* Chapter 3, "How Tutors Can Support Young Readers."
2. Develop and copy handouts for each tutor, including:
   - Agenda for the training session;
   - Procedures for proper letter formation in the tutoring program's or kindergarten's curriculum; and
   - Evaluation handout.
3. Coordinate planning with any other trainers. Recruit tutor volunteers to peer train in Activity #1, #2, and #3.
4. Arrange for the training facility, room layout, and logistics, including audiovisual equipment.
5. Notify all participants of the date, time, place, and topic of the session.
6. Prepare overhead transparencies and handouts.
7. Arrange for a display of alphabet books, children's drawings, and other writing materials suitable for preschool and kindergarten children. Include sample materials for Activity #1, such as cut outs from magazines, newspapers, and cereal boxes that match the letters of the alphabet.

Materials Needed

The overheads and handouts for Training Session 6 are:

- ***Transparency #8, How to Write with Children***
- ***Handout #1, Evaluation Form***
- ***Handout #7, Encouraging Young Children's Writing***

Other materials needed:

Procedures for proper letter formation (locally developed)

Activity #1
Alphabet Book

Activity #1

- Give a mini-lecture to provide a brief review of the fundamentals of writing with the three- to five-year-old child and highlight specific techniques that can be helpful. Provide tutors with copies of procedures for proper letter formation. Use ***Transparency #8, How to Write with Children;*** and ***Handout #7, Encouraging Young Children's Writing.*** Emphasize the following points:
  - Create a "print rich" environment with many writing examples, including pictures and art work.
  - Check with the child's teacher to determine when the child is ready for conventional writing of letters and for suggestions about alternative writing activities.
  - Develop and use alphabet books.
  - Work with the young child in writing stories which the child dictates.
  - Use interactive writing techniques.
- Have a volunteer tutor peer train by conducting a demonstration of making pages in an alphabet book with a child (alternatively, a videotape of this activity can be shown).
- Have the tutors form a straight line across the room, taking a position in the line from the front of the room to the back based upon their month and date of birth. Have them count off by three's to form small groups. Each group is composed of numbers one, two, and three who are next to each other in line. (This is one technique for forming groups "randomly" in terms of their knowledge of the topic while mixing up the tutors in new teams.)

  Explain that those who are number one will be the recorders (or the groups can be asked to select a volunteer as recorder), and numbers two and three take turns role playing the tutor and child in making and using sample pages in an alphabet book. The recorder observes and writes down what happens and report to the full group.

- Lead the full group in a brief discussion of the highlights of good practices observed and points to consider. For example:
  - Do the activity at the child's pace.
  - In practice, it is likely to take the child several tutoring sessions to complete the alphabet book.
  - A letter (written in upper *and* lower case *for older preschoolers*) is on the left page of the book; a picture or drawing of an object that begins with the letter is on the right page.
  - Keep in mind that the child is learning even when little seems to be happening.
  - Time-consuming activities such as making an alphabet book provide opportunities to engage the child in conversation ("**A, a** is for **apple.**" "It's fun to go apple picking." "I like to eat green Granny Smith apples.").
  - The child and tutor could read through the alphabet book at each tutoring session. This can help the child gain a sense of mastery, improve self-confidence, and heighten the awareness of the connection between reading and writing.
  - The activity will need to be tailored to the child's developmental level (generally, three-year-olds are very different from five-year-olds on such skills as the ability to recognize the distinctions between upper and lower case).

Activity #2
Dictating Stories

Activity #2

- Have a volunteer tutor peer train by conducting a demonstration with a child telling a story while the tutor writes it on flip chart or other large paper (alternatively, a videotape of this activity can be shown).

- Have the tutors team up and take turns role playing the child and tutor. The child can either tell a story which the tutor writes as the child tells it or the child can make a drawing and narrate a caption for the tutor to copy on the drawing. The child should always be encouraged to sign his or her first name on the story or drawing (even if the child is using scribbles or a few letters to represent the complete name).

Activity #3
Interactive Writing

Activity #3

- Have a volunteer tutor peer train by conducting a demonstration with a kindergarten child of interactive or shared writing (alternatively, a videotape of this activity can be shown).
- Have the tutors team up and take turns role playing the child and tutor.
- Invite the tutors to share key insights they gained in the activity. Lead the full group in a brief discussion of the highlights of good practices and points to watch. For example:
  - The tutor and child collaborate to write a story (even a one-line story).
  - They take turns writing, with the tutor giving the child his or her turn based on a judgment of the child's ability (for example, the child may only be asked to write one letter during a turn, selecting a letter the tutor is sure the child knows, such as a letter in the child's name).
  - The tutor and/or child reread the story as it is created.
  - The tutor reinforces the child's incremental successes and progress in writing as the story unfolds.
  - The tutor makes word cards with the child.
  - The child has the satisfaction and learning experience of telling a story, seeing how it is written, and then reading what he or she has helped write.
  - The interactive writing experience evolves from session to session as the child's vocabulary and writing skills gradually improve. Over time, the child takes the lead in more and more of the actual writing.

Debriefing

Discuss the following questions with the group:

- Which is more important, reading or writing, and why?
- Which comes first, reading or writing?
- What kinds of experiences can a tutor provide to help the child understand that writing is talk written down?

Tutor Follow Up

Suggested follow-up activities for tutors:

- Read ***Handout #7, Encouraging Young Children's Writing.***
- Study the procedures for proper letter formation and decide whether and how to introduce these skills in tutoring sessions, depending upon the child's developmental level.
- Talk with parents about the child's exposure to print and opportunities to draw and write at home.

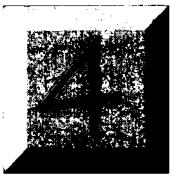
Evaluation

Use the sample training evaluation handout in Appendix B ***(Handout #1, Evaluation Form)*** to have tutors evaluate the training session.

In this chapter

Training Sessions 7, 8, 9, and 10:

- Training Session 7. Reading Together
- Training Session 8. Helping Children with Reading Strategies
- Training Session 9. Focusing on Meaning
- Training Session 10. Improving Writing Skills



Tutoring Strategies for the Primary Grades

Overview

Reading and Writing Skills Vary in the Primary Grades

Kindergarten is a bridge period in the child's literacy development. Some children will still be at the stage of emerging literacy, even at the time of transition to first grade. Other kindergarteners will have moved to conventional reading and writing.

Even in first grade, many children (perhaps one out of four, or more in the group of children assigned to tutors) will be functioning at an emerging literacy level, at least in some skills. When appropriate, tutors should continue to employ those strategies outlined in Chapter 3 for working with preschool and kindergarten children.

Literacy assessment techniques (see *Reading Helpers,* Chapter 1, Training Orientation—Part II, Activity #4) can be helpful in determining the individual child's level of skills. With experience, tutors will become increasingly capable of gauging the child's ability informally. It is always useful to ask the teacher, "What's the child's readiness level?" Input from the child's teacher and parents is essential in knowing how to tailor learning activities to children in the primary grades.

The Child's Learning

The child's storehouse of knowledge about the world fills rapidly during the primary years. Accompanying this is an expanded vocabulary and awareness of how language is used to convey ideas. The ability to read analytically and comprehend the meaning between the covers of books increases exponentially. Most children progress quickly from struggling with the fundamentals of reading to an early appreciation of literature in varied genre (e.g., poetry, humor, fantasy, nonfiction). As the mechanics of writing—spelling, punctuation, grammar—are gradually brought under control, the budding writer can focus on drafting, rewriting, and then creating a book.

The Tutor's Approach

While continuing to read aloud on a regular basis, tutors can employ a broad array of techniques for reading together. The common denominator of these approaches is that they help children to think while they read, to gain a sense of mastery, and to allow the tutor to customize the amount and type of support provided. Other aspects of literacy development should be addressed in a similar way. Ask questions that invite strategic thinking—"Does that sound right?" "Does that make sense?"

Above all, tutors should model proper usage and avoid correcting the child too frequently. It is better to make a note of the child's mistakes and zero in on only a few learning objectives in each tutoring session.

What Tutors Need to Know

What tutors need to know about promoting literacy development among children in the primary grades centers on three "How do you know . . . ?" questions:

1. How do you know what the child has learned about reading and writing?
2. How do you know what he or she needs to learn next?
3. How do you know how to help the child learn it?

The four training sessions in this chapter will equip tutors with the tools needed to help the child develop basic literacy concepts, build specific skills, gain confidence in their ability to make meaning, and enhance the child's motivation to become an engaged reader and writer.

Training Session 7. Reading Together (3 hours)

Learning Objectives

At the end of this session, tutors will:

- Be able to use a variety of approaches to reading together as an effective scaffolding strategy;
- Tailor the support provided to children's reading skills; and
- Be able to enhance children's abilities to think while reading.

Basic Concepts

The concepts highlighted in this section are:

- Reading together complements, but is not a substitute for reading aloud and independent reading;
- Shared reading helps children make the transition from listening to books to reading and comprehending books on their own; and
- Taking turns and repetition during shared reading enable children to gain in fluency, understanding, and self-confidence.

Tutor Reading

Have tutors review the following information prior to the tutoring session:

- *On the Road to Reading,* Chapter 2, "How Most Children Learn to Read," particularly the section on language skills of first and second graders (pages 17–18), and Chapter 3, "How Tutors Can Support Young Readers"; pay special attention to the guidance on Tutoring Strategies for the Primary Grades (pages 36–42).

Trainer Preparation

Prior to the session, the trainer should:

1 Review *On the Road to Reading,* Chapter 2, "How Most Children Learn to Read," and Chapter 3, "How Tutors Can Support Young Readers." Become familiar with curricular guidance for the public schools attended by the children in the tutoring program regarding reading and writing in the primary grades.

2 Develop and copy handouts for each tutor, including:

- Agenda for the training session;
- Evaluation handout.

3 Coordinate planning with any other trainers. Recruit tutor volunteers to peer train in Activity #1.

4 Arrange for the training facility, room layout, and logistics, including audiovisual equipment.

5 Notify all participants of the date, time, place, and topic of the session.

6 Prepare overhead transparencies and handouts.

7 Arrange for a display of children's books and other reading materials suitable for children in kindergarten through grade three (including advanced readers).

Materials Needed

The overheads and handouts for Training Session 7 are:

- ***Transparency #24, Checklist for Reading Together***
- ***Transparency #25, Reading Together Strategies***
- ***Transparency #26, Reading and Thinking Together***
- ***Handout #1, Evaluation Form***

Activity #1
Strategies Plus Nuts and Bolts

Activity #1

- Give a mini-lecture and summarize highlights of approaches for shared reading, using ***Transparency #24, Checklist for Reading Together*** and ***Transparency #25, Reading Together Strategies.***

- Have a volunteer tutor peer train by conducting a demonstration of reading together with a child (alternatively, a videotape of this activity can be shown).

- Have the tutors team up and take turns role playing the child and tutor. Tell each pair the assumed age and reading ability of the child. The participant in the tutor role should select a strategy for reading together suitable to the child's reading skills. After switching roles, have each pair discuss the reasons for the strategy chosen. Have the pairs share highlights of the experience with the full group.

- Discuss in the full group the pros and cons of employing different strategies with children of diverse characteristics. Summarize by having the group contribute to a "good practices" list.

Activity #2
Reading and Thinking

Activity #2

- Brainstorm with the group ways that reading together can stimulate the child's thinking and ability to derive meaning from the story. Record the group's contributions on flip chart paper or by similar means and post in the room. Use ***Transparency #26, Reading and Thinking Together.***

- Have the tutors count off by four's and divide up into small groups. Ask each small group to select a book from the resource table. Have the groups analyze their chosen book and develop strategies for presenting the material to children, taking into account the ideas generated in the brainstorming. Encourage each group to dramatize their approaches (e.g., doing a skit, developing art work, or creating another type of project).

- Have each group share with the full group their skit or other dramatization. Summarize the main ideas presented and put them in the context of an overall strategic scheme for helping children assimilate the meaning in books and other reading materials.

Activity #3
Practice Makes Perfect

Activity #3

- Have the tutors count off by three's—number one is the recorder; numbers two and three take turns being the child and tutor in a role-playing exercise. The tutor selects one of the reading together strategies (e.g., explicit modeling, implicit modeling, choral reading, echo reading, or paired reading) and practices it in a 7–10 minute reading activity with the child. The recorder writes down the highlights of what is said and done by the tutor-child pair. The recorders reports on what they saw and heard and emphasizes successful ways that were employed by tutors to promote the child's understanding of the story.

- Ask recorders to take 2–3 minutes to report to the full group. Lead a group discussion of what approaches were successful and why. Stress pitfalls to watch out for (e.g., the tutor correcting too frequently or failing to give the child time and an opportunity to self-correct). Highlight any special points to keep in mind concerning the curricular guidance for the public schools and liaison with teachers that would facilitate the tutor's approach to reading together.

Debriefing

Discuss the following questions with the group:

- How can we make the most of reading together time?
- What can be learned from parents and the child's teacher that will enrich the book selections and other aspects of reading together?

Tutor Follow Up

Suggested follow-up activities for tutors:

- Make a list of books and other reading materials for future reading together lessons.
- Seek advice from your supervisor, reading specialist, or others regarding any children for whom the reading together strategies do not seem to be working well.

Evaluation

Use the sample training evaluation handout in Appendix B ***(Handout #1, Evaluation Form)*** to have tutors evaluate the training session.

Training Session 8. Helping Children with Reading Strategies (3 hours)

Introduction

This training session and the following one (9, Focusing on Meaning) address four reading or decoding strategies:

1 Recognizing sight words—visual;

2 Relating sounds to letters—phonics;

3 Looking at how words and phrases are formed—syntax; and

4 Focusing on the meaning—semantics.

This session emphasizes the first three strategies; session 9 deals with meaning.

Outcomes

At the end of this session, tutors will:

- Be familiar with tutoring approaches to decoding that emphasize visual, phonics, and syntax strategies; and
- Be able to help children to use these decoding strategies.

Basic Concepts

The concepts highlighted in this section are:

- Children gradually build a sight vocabulary that includes a majority of the words used most often—they can read these words automatically;
- Young readers apply word-analysis skills by using phonics and simple context clues to figure out unknown words; and
- Children use word parts (e.g., root words, prefixes, suffixes, similar words) to figure out unfamiliar words.

Tutor Reading

Have tutors review the following information prior to the tutoring session:

- *On the Road to Reading,* Chapter 2, "How Most Children Learn to Read," particularly the section on language skills of first and second graders (pages 17–18), and Chapter 3, "How Tutors Can Support Young Readers;" particularly the guidance on Tutoring Strategies for the Primary Grades (pages 36–42). Read *On the Road to Reading,* Appendix A: "Glossary" (pages A1–A3), paying special attention to the technical terms used to discuss phonics instruction and other decoding strategies.

Trainer Preparation

Prior to the session, the trainer should:

1. Review *On the Road to Reading,* Chapter 2, "How Most Children Learn to Read," and Chapter 3, "How Tutors Can Support Young Readers." Read Appendix A: "Glossary" (pages A1–A3). Review curricular guidance for the public schools attended by the children in the tutoring program regarding reading decoding strategies, particularly the teaching of phonics.

2. Develop and copy handouts for each tutor, including:
   - Agenda for the training session;
   - Evaluation handout.

3. Coordinate planning with any other trainers. Recruit tutor volunteers to set up the computer and software in the resource area and to peer train in Activity #2 and #3.

4. Arrange for the training facility, room layout, and logistics, including audiovisual equipment.

5. Notify all participants of the date, time, place, and topic of the session.

6. Prepare overhead transparencies and handouts.

7. Arrange for a display of children's books and other reading materials suitable for children in kindergarten through grade three (including advanced readers). Include any resource materials from the school system or other sources that illustrate visual, phonics and syntax decoding strategies. Set up one or more computers with children's software that introduces decoding strategies and skills in entertaining and educationally sound ways (e.g., *Reader Rabbit,* The Learning Company).

Materials Needed

The overheads and handouts for Training Session 8 are:

- ***Transparency #27, Sight Words***
- ***Transparency #28, Phonics Strategies***
- ***Transparency #29, Phonics Examples***
- ***Transparency #30, Making Words Using Phonics***
- ***Transparency #31, Syntax Strategies***
- ***Handout #1, Evaluation Form***
- ***Handout #8, Word Recognition Strategies***

Activity #1
Word Recognition

Activity #1

- Give a mini-lecture and review highlights of visual decoding strategies, using ***Transparency #27, Sight Words*** and ***Handout #8, Word Recognition Strategies.***

- Have the tutors count off by four's to form small groups. Ask each group to brainstorm as many approaches and games as possible for helping children to learn common sight words and acquire other word recognition strategies. Encourage each group to select one of the games (or approaches) to demonstrate.

- Have each group share their demonstration with the full group. Lead a discussion of how these approaches can be used in tutoring sessions.

- Have the tutors pair up and practice word recognition strategies by taking turns role playing as the child and tutor.

Activity #2
Phonics

Activity #2

- Give a mini-lecture and review highlights of phonics strategies. Use ***Transparency #28, Phonics Strategies; Transparency #29, Phonics Examples;*** and ***Transparency #30, Making Words Using Phonics.***

- Ask a volunteer tutor to peer train by conducting a demonstration of phonics skills development with a child using developmentally and educationally appropriate software and up-to-date computer equipment (alternatively, a videotape of this activity can be shown).

- Have the tutors count off by four's to form small groups. Ask each group to select a book or other materials from the resource table. Have the groups develop strategies for presenting the material to children, identifying the pros and cons of applying various phonics principles and coaching techniques.

- Have the tutors team up and take turns role playing as the child and tutor. Tell them the assumed age and reading ability of the child. The tutor selects a strategy for coaching phonics suitable to the child. Lead the full group discussion about the experience.

- Discuss with the full group the pros and cons of using different phonics strategies. Summarize by having the group contribute to a "good practices" list.

Activity #3
Syntax

Activity #3

- Give a mini-lecture and review the highlights of syntax strategies, using ***Transparency #31, Syntax Strategies.***

- Have a volunteer tutor peer train by conducting a demonstration of coaching syntax with a child (or show a videotape of this activity).

- Have the tutors team up and take turns role playing as the child and tutor. Pairs discuss the reasons for the strategy chosen, then share with the full group highlights of the experience.

- Discuss the pros and cons of employing different strategies with the full group. Summarize by having the group contribute to a "good practices" list.

Debriefing

Discuss the following questions with the group:

- What adaptations to decoding strategies are needed when tutoring children with learning disabilities or who have extreme difficulty reading?

- What support is available to the tutor to assist with reading strategies?

Tutor Follow Up

Suggested follow-up activities for tutors:

- Verify that the child is able to recognize letters, words, and other printed symbols (despite adequate vision, some children may confuse *b's* and *d's* or make reversals by reading *was* as *saw*).
- Verify that the child can make the speech sounds and can tell the difference between sounds (even children with adequate hearing may have difficulty in these areas). Pay attention to the child's phonemic awareness, auditory perception, and auditory memory (refer to *On the Road to Reading* for a discussion of these terms and concepts).
- Ask the teacher if the child needs special help with word recognition or phonics. Discuss with the teacher any concerns you may have about the child's visual or auditory perception or memory.
- Keep in mind that phonics is a tool; don't beat it to death. The tutor's goal is to create engaged readers who love reading and comprehend what they read, not simply to drill on specific words or phonics activities out of context.

Evaluation

Use the sample training evaluation handout in Appendix B ***(Handout #1, Evaluation Form)*** to have tutors evaluate the training session.

Training Session 9. Focusing on Meaning (3 hours)

Learning Objectives

At the end of this session, tutors will:

- Be able to help children:
  - Use prior knowledge to get information from reading new material;
  - Become internally motivated to read for fun and information; and
  - Think strategically on their own.
- Be able to help children to use reasoning, problem-solving skills, and logic to read critically and understand what they read.

Basic Concepts

Key concepts highlighted in this section are:

- Helping children understand what they read requires encouragement of higher order thinking, not emphasis on simple recall of words or facts in isolation;
- The child's capacity to derive meaning is the basic yardstick of reading ability; and
- Children require help in practicing strategies that will enable them to make sense of the written word.

Tutor Reading

Have tutors review the following information prior to the tutoring session:

- *On the Road to Reading,* Chapter 2, "How Most Children Learn to Read," particularly the section on language skills of first and second graders (pages 17–18), and Chapter 3, "How Tutors Can Support Young Readers;" particularly the guidance on Tutoring Strategies for the Primary Grades (pages 36–42).

Trainer Preparation

Prior to the session, the trainer should:

1. Review *On the Road to Reading,* Chapter 2, "How Most Children Learn to Read," Chapter 3, "How Tutors Can Support Young Readers," and Chapter 6, "Developing a Tutoring Program," especially Step 7, Provide Support for Tutors (pages 90–93). Review curricular guidance for the public schools attended by the children in the tutoring program regarding the teaching of whole language.

2. Develop and copy handouts for each tutor, including:
   - Agenda for the training session;
   - Evaluation handout.

3. Coordinate planning with any other trainers. Recruit tutor volunteers to peer train in Activity #1 and #3.

4. Arrange for the training facility, room layout, and logistics, including audiovisual equipment.

5. Notify all participants of the date, time, place, and topic of the session.

6. Prepare overhead transparencies and handouts.

7. Arrange for a display of children's books and other reading materials suitable for children in kindergarten through grade three (including advanced readers). Include any resource materials from the school system or other sources that illustrate whole language strategies.

Materials Needed

The overheads and handouts for Training Session 9 are:

- ***Transparency #32, Prompts for "Making Meaning"***
- ***Transparency #33, Modeling Thinking***
- ***Transparency #34, Thinking Strategies***
- ***Handout #1, Evaluation Form***
- ***Handout #9, Reading Strategies***
- ***Handout #10, Preventing Reading Difficulties in Young Children***

Activity #1
Thinking and Reading

Activity #1

- Give a mini-lecture and review highlights of strategies that emphasize the child's understanding of what is read and ability to "make meaning." Use ***Transparency #32, Prompts for "Making Meaning"; Transparency #33, Modeling Thinking; Transparency #34, Thinking Strategies,*** and ***Handout #9, Reading Strategies.***

- Have a volunteer tutor peer train by conducting a demonstration of reading with a child and engaging in a dialogue to help the child comprehend what he or she is reading (alternatively, show a videotape of this activity).

- Have the tutors team up and take turns role playing as the child and tutor. Ask the pairs to share highlights of the experience with the full group.

- Discuss the pros and cons of different strategies with the full group. Summarize by having the group contribute to a "good practices" list.

Activity #2
Show and Tell

Activity #2

- Have the tutors count off by four's to form small groups. Ask each group to select a book from the resource table. Ask the groups to analyze the book and develop strategies for presenting the material to children, focusing on "making meaning." For example, a group might adapt the **K-W-L** approach outlined in *On the Road to Reading,* page 40 (**K**—What I know. **W**—What I would like to know. **L**—What I learned or still need to learn.)

- Encourage each group to dramatize the approaches they come up with (e.g., doing a skit, developing art work, or creating another type of project).

- Have each group share with the full group their skit or other dramatization. Summarize the main ideas presented and put them in the context of an overall strategic scheme for promoting children's thinking strategies.

Activity #3
Panel of Tutors

Activity #3

- Ask for three volunteers to form a panel and comment for 5–7 minutes each on ways to help children learn thinking strategies and related skills from the perspective of their ongoing work with children.
- Lead a full group discussion in response to the panel presentation. Brainstorm practical aspects of applying these ideas with children whom they tutor.

Activity #4
Research Findings

Activity #4

- Give a mini-lecture and summarize the highlights of a report of the Committee on the Prevention of Reading Difficulties in Young Children, National Research Council. Use ***Handout #10, Preventing Reading Difficulties in Young Children.*** Emphasize the following ideas:
  - Adequate reading instruction requires that children use reading to obtain meaning from print.
  - Children should have access to experiences at home and in preschools and early childhood settings that promote language and literacy growth.
  - Learning to read by third grade involves mastering three skills: 1) being able to understand that letters of the alphabet represent word sounds; 2) being able to read for meaning; and 3) being able to read fluently.
  - Helping children to develop a rich vocabulary and the knowledge to use it is the best way to promote reading comprehension.

Debriefing

Discuss the following questions with the group:

- How can whole language and phonics/skills-based decoding strategies be integrated?
- What are effective ways to partner with parents and families to promote the child's reading for meaning?

Tutor Follow Up

Suggested follow-up activities for tutors:

- If you are experiencing problems tutoring a particular child, ask the teacher if the child seems to have special difficulty in understanding what he or she reads. What techniques has the teacher found helpful in teaching the child critical reading skills?
- Talk with your supervisor, the reading specialist, or other designated contacts to seek advice on how to work with a particular child.

Evaluation

Use the sample training evaluation handout in Appendix B ***(Handout #1, Evaluation Form)*** to have tutors evaluate the training session.

Training Session 10. Improving Writing Skills (3 hours)

Learning Objectives

At the end of this session, tutors will:

- Know how to help children make the transition from emerging literacy to conventional writing;
- Develop techniques for coaching children on writing subskills (e.g., rules of grammar, sentence structure, punctuation, spelling) without relying on worksheets and drill; and
- Understand how children experience language arts (i.e., listening, speaking, reading, and writing) as an integrated whole.

Basic Concepts

The concepts highlighted in this section are:

- Writing is closely linked with reading in an ongoing process that evolves as the child's capabilities develop;
- Ways of coaching younger children in writing can be extended in working with children in the primary grades;
- Writing and reading are complementary ways for the child to assimilate ideas and information; and
- The child's ideas are not fully formed until he or she writes them down ("I don't know what I think until I read what I wrote.").

Tutor Reading

Have tutors review the following information prior to the tutoring session:

- *On the Road to Reading,* Chapter 3, "How Tutors Can Support Young Readers"; particularly the guidance on Tutoring Strategies for the Primary Grades (pages 36–42).

Trainer Preparation

Prior to the session, the trainer should:

1. Review *On the Road to Reading,* Chapter 3, "How Tutors Can Support Young Readers." Review curricular guidance for the public schools attended by the children in the tutoring program regarding the teaching of writing.

2. Develop and copy handouts for each tutor, including:
   - Agenda for the training session;
   - Evaluation handout.

3. Coordinate planning with any other trainers. Recruit tutor volunteers to assist in compiling materials for the resource area and to peer train in Activity #1, #2 and #3.

4. Arrange for the training facility, room layout, and logistics, including audiovisual equipment.

5. Notify all participants of the date, time, place, and topic of the session.

6. Prepare overhead transparencies and handouts.

7. Arrange for a display of resource materials from the school system or other sources that illustrate children's writing, including newsletters, art work, and books published by children.

Materials Needed

The overheads and handouts for Training Session 10 are:

- ***Transparency #35, Writing Ticklers***
- ***Transparency #36, Steps to Write and Publish a Book***
- ***Handout #1, Evaluation Form***

Activity #1
Writing Fundamentals

Activity #1

- Give a mini-lecture to review briefly the fundamentals of writing with the primary grade child and highlight specific techniques that can be helpful. Use ***Transparency #35, Writing Ticklers*** and ***Transparency #36, Steps to Write and Publish a Book.***

- Have a volunteer tutor peer train by conducting a demonstration with a child of writing (or show a videotape of this activity).

- Have the tutors team up and take turns role playing as the child and tutor.

Activity #2
Developmental Writing

Activity #2

- Have a volunteer tutor briefly present the highlights of developmentally appropriate approaches to writing (Armington, 1997), for example:
  - Children learn because they have the urge and capacity to learn.
  - Teachers (and tutors) help children develop powers they already have.
  - Children's writing can be a natural way for them to learn reading.
  - Children should be encouraged to write and draw from their own experience.
  - "Invented spelling" (or phonic spelling) refers to a child's efforts to write words the way they sound before learning the correct spelling.
  - The child can know the sound of a word without knowing how it looks.
  - "Invented spelling" enables writing to flourish as "talking" on paper.
  - Children's spelling inventions are developmental and generally follow discernible patterns.
  - As children enjoy written language, they become more aware, visually and intellectually, of correct spelling patterns.
  - Children's writing inventions evolve toward correctness as they become more aware of sounds, spellings, and the formation of letters.
  - When children control their own writing, their ability to become active, responsible learners is enhanced.

Activity #3
Display the Child's Work

Activity #3

- Have a volunteer tutor partner with a child to display the child's writing and drawing and have the child talk about his or her work (or show a videotape of this activity).

Activity #4
Panel of Tutors

Activity #4

- Ask for three volunteers to form a panel and comment for 5–7 minutes each on ways to tutor writing and related issues from the perspective of their ongoing work with children.
- Lead a full group discussion in response to the panel presentation. Brainstorm practical aspects of applying these approaches with children whom they tutor.

Debriefing

Discuss the following questions with the group:

- What is the best way to strike a balance between encouraging the child's creativity and ensuring that the child is learning basic skills?
- How are decisions made regarding which of the child's writings to publish? How they should be disseminated? Who is involved in making the decisions?
- Under what circumstances should the tutor make changes in the child's work to put it into "correct" form?

Tutor Follow Up

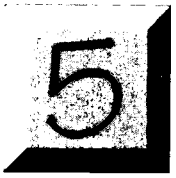
Suggested follow-up activities for tutors:

- Communicate about the child's writings with the child's teacher and parents.
- Seek advice from your supervisor, reading specialist, or other contacts about how to coach children who do not seem to be making progress in their writing or how to challenge children who are highly advanced in their writing skills.
- Review the February 1998 issue of Scholastic's *Early Childhood Today* for imaginative ideas about the writing potential of even very young children, especially "Author! Author!," by Brenda Power.

Evaluation

Use the sample training evaluation handout in Appendix B ***(Handout #1, Evaluation Form)*** to have tutors evaluate the training session.

In this chapter



Partnering with Families

Overview

Three Ways to Partner with Families

Parents are essential partners if the tutor is to be successful in supporting children's reading. First, as we know from recent research on the brain and child development, learning begins in the home, and the parent is the child's first teacher. Formal schooling builds on that foundation, and the tutor must take into account both what the child learns from parents in the home and from the teacher in the classroom.

Second, the tutoring program can reach out to parents and the family and actively involve them in creating a literacy environment in the home that complements the tutor's efforts to foster the child's reading and writing. Outreach includes activities as simple as making sure that every home has children's books and writing materials and as subtle as helping to strengthen parenting skills.

Third, the tutoring program can promote and encourage family literacy. Conversation and literacy activities feature prominently in the lives of many families. Children, parents, and other family members enjoy talking and reading together, and literacy is central to family socialization and play. Children who grow up in such homes tend to be motivated to become engaged readers and writers.

In other families, family literacy may not be a priority activity. Children who grow up in such homes face additional challenges in learning to read.

All Families Can Help Children Become Readers

In all circumstances, tutoring is most effective when the tutor and the family work together to nurture a child's reading and writing. Every family, even those where one or both parents cannot read, can help their child become a reader. Every tutoring program can implement creative ways to involve parents in their child's literacy development, including exchanging information about how the child is doing in his or her tutoring sessions.

The tutoring program should be proactive in working with schools and other community institutions to link families with a broad range of literacy activities, including, when appropriate, encouraging parents to develop their own reading and writing skills and to pursue lifelong learning.

What Tutors Need to Know

In many program settings, the tutor's role includes liaison with parents. In other programs, such as some public schools, contact with parents is primarily or exclusively by the child's teacher. For those programs where the tutor's role includes partnering with parents and families, in coordination with teachers, tutors need to know how to:

- Learn about the child's home literacy environment and work with parents to ensure the child's access to books and writing materials in the home;
- Respect the family's language and culture;
- Communicate with parents about the child's literacy development; and
- Encourage family literacy.

The purpose of this training session is to equip tutors with the knowledge and skills to partner successfully with families.

Training Session 11. How to Support Children's Reading and Promote Family Literacy (3 hours)

Learning Objectives

At the end of this session, tutors will:

- Be able to apply the tutoring program's philosophy, policies, and procedures concerning partnering with families, sending materials home, and communicating with parents;
- Know how to plan and carry out a variety of activities to reach out to the child's family and home; and
- Be aware of family resource centers and family literacy programs, such as Head Start and Even Start, in the community and know the steps in helping families become involved in those programs.

Basic Concepts

The concepts highlighted in this section are:

- Tutoring is most successful when the tutor and family work together to nurture the child's reading and writing;
- Reading-related activities strengthen ties among families, children, and tutors and promote child and family literacy; and
- Parents may be motivated to improve their own literacy skills and learning as a way of furthering their child's education and pursuing economic self-sufficiency.

Tutor Reading

Have tutors review the following information prior to the tutoring session:

- *On the Road to Reading,* read Chapter 4, "Involving Families in Tutoring Programs." Skim *READY★SET★READ FOR FAMILIES,* particularly Tips for Families as Their Children's First Teacher (page 3) and Activities and Ideas for Preschoolers (pages 33–39).

Trainer Preparation

Prior to the session, the trainer should:

1. Review *On the Road to Reading,* Chapter 4, "Involving Families in Tutoring Programs," and Chapter 5, "Building Community Partnerships," especially Examples of Reading and Tutoring Programs (pages 66–79) to identify creative ways other literacy programs are partnering with families. Also review *On the Road to Reading,* Appendix B, "Resources for Tutoring Programs," paying particular attention to Sources of Free or Inexpensive Children's Books (page B-4). Skim *READY★SET★READ FOR FAMILIES.*

2. Develop and copy handouts for each tutor, including:
   - Agenda for the training session;
   - *READY★SET★READ FOR FAMILIES* (if not provided in an earlier training session);
   - Evaluation handout.

3. Coordinate planning with any other trainers. Recruit tutor volunteers to assist in compiling materials for the resource area and peer train in Activity #1. Ask tutors to recruit two parent volunteers to participate in the panel for Activity #1 and encourage tutors to volunteer themselves. Recruit a speaker from the community or a tutor volunteer to present information in Activity #3 about family literacy program activities available to families participating in the tutoring program.

4. Arrange for the training facility, room layout, and logistics, including audiovisual equipment.

5. Notify all participants of the date, time, place, and topic of the session.

6. Prepare overhead transparencies and handouts.

7. Arrange for a display of materials related to partnering with families.

Materials Needed

The overheads and handouts for Training Session 11 are:

- ***Transparency #37, Tips for Families—Help Your Child Become a Reader***
- ***Transparency #38, Tips for Families—Reading Aloud with Your Child***
- ***Handout #1, Evaluation Form***

Activity #1
Revisiting Partnering with Families

Activity #1

- Give a mini-lecture and review the approach to partnering with families that was introduced in the Orientation—Part I in the light of the tutoring program's experience to date.
- Invite a panel of four tutors and parents to comment for 5 minutes each on ways parents and tutors can partner to support children's reading and writing.
- Lead a full group discussion in response to the panel presentation. Brainstorm ways individual tutors and the total program can improve outreach to parents and families.

Activity #2
Planning Activities with Families

Activity #2

- Give a mini-lecture and outline activities tutors can do with families to promote children's reading and writing. Use ***Transparency #37, Tips for Families—Help Your Child Become a Reader*** and ***Transparency #38, Tips for Families—Reading Aloud with Your Child.***
- Have the tutors form a straight line across the room, taking a position in the line from the front of the room to the back alphabetically based upon the first letter of their last name. Have them count off by three's to form small groups. Each group is composed of numbers one, two, and three, who are next to each other in line. (This is another technique for forming groups "randomly" in terms of their knowledge of the topic while mixing up the tutors in new teams.)

- Explain that the groups will choose among various planning activities, including:
  - How to advise parents to help their child become a reader.
  - Ways to encourage parents to read aloud with their child.
  - How to partner with parents in face-to-face meetings by jointly compiling a portfolio of the child's work and sharing progress reports.
  - Creative ways to use resources such as *READY★SET★READ FOR FAMILIES* and the *READ*WRITE*NOW* series.
  - How to organize family-focused, reading-related program events in collaboration with libraries, schools, and other community groups.
  - Innovative ways to partner with families who represent diverse languages and cultures.
- Have each group brainstorm their chosen planning activity for 20–25 minutes, then share the highlights of their planning with the full group.
- Lead the full group in a discussion of innovative ideas and activities, and point out any issues or difficulties faced by the tutors, families, or the program as a whole.

Activity #3
Family Literacy

Activity #3

- Have a guest speaker (or tutor volunteer) present information about family literacy program opportunities.
- Lead the full group in a discussion of the pros and cons of various strategies to encourage parents and other family members to participate in family literacy activities, including barriers to such involvement.

Debriefing

Discuss the following questions with the group:

- How do parents and other family members view their child's participation in the tutoring program? Their own involvement?
- Are there some parents who feel that their children do not benefit from the program or that they as families are not adequately involved? Why? What can be done to correct the situation (either the perception or the reality)?
- What other steps should the program consider for partnering with families in the future?

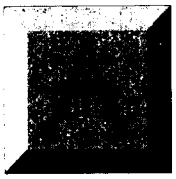
Tutor Follow Up

Suggested follow-up activities for tutors:

- Consider the best examples of family partnerships among the children you are tutoring. What can be learned from those situations that might strengthen your linkages with other families?
- Take stock of whether all children you are tutoring have children's books and writing materials in the home. If not, develop an action plan to ensure that the children have access at home to essential tools to support literacy.
- Skim *On the Road to Reading,* Appendix B, "Resources for Tutoring Programs," paying particular attention to Sources of Free or Inexpensive Children's Books (page B-5) and Web Sites (page B-4); also take a look at Appendix C, "Organizations that Support Literacy" (pages C-1 to C-5).

Evaluation

Use the sample training evaluation handout in Appendix B ***(Handout #1, Evaluation Form)*** to have tutors evaluate the training session.



Appendix A: Training Resources

The resources for training tutors contained in Appendix A, *Reading Helpers*, were adapted by the Early Childhood Technical Assistance Center (ECTAC) and ETR Associates from a list compiled by the Northwest Regional Educational Laboratory (NWREL) for the U.S. Department of Education.

Reading and Tutoring Resources listed with an asterisk (*) are cited in the body of the text of *Reading Helpers*.

Organizations Directly Involved in the America Reads Challenge

The Corporation for National Service
www.nationalservice.org/areads/aread.htm
1201 New York Avenue, NW
Washington, DC 20525
800-94-ACORPS or 202-606-5000

The Corporation for National Service operates programs that engage volunteer tutors in literacy efforts in hundreds of communities nationwide. Literacy is an increasing focus of national service—AmeriCorps, AmeriCorps*VISTA, Learn and Serve America, and Senior Corps—making childhood literacy a high priority in their grant process.

Linking Education and America Reads through National Service (LEARNS)
www.nwrel.org/learns/index.html

Linking Education and America Reads through National Service (LEARNS) is a partnership of the Northwest Regional Educational Laboratory (NWREL), Bank Street College of Education, and the Southern Regional Council (SRC). The LEARNS partners provide training and technical assistance to America Reads and other Corporation for National Service projects focused on literacy and education. Below is a list of partners and the regions they serve:

Bank Street College of Education
www.bnkst.edu/
610 W. 112th St.
New York, NY 10025
800-930-5664
E-mail: learns@bnkst.edu
(CT, DE, MA, MD, ME, NH, NJ, NY, OH, PA, RI, VT)

Northwest Regional Educational Laboratory
www.nwrel.org/
101 SW Main, Suite 500
Portland, OR 97204
800-361-7890
E-mail: learns@nwrel.org
(AK, AZ, CA, CO, HI, IA, ID, IL, IN, KS, MI, MN, MO, MT, ND, NE, NM, NV, OR, SD, UT, WA, WI, WY)

Southern Regional Council
www.edsuccess.org
133 Carnegie Way NE, #900
Atlanta, GA 30303-1024
877-253-2767
E-mail: amcss@mindspring.com
(AL, AR, DC, FL, GA, KY, LA, MS, NC, OK, PR, SC, TN, TX, VA, VI, WV)

National Service Resource Center
www.etr.org/NSRC/
NSRC/ETR Associates
P.O. Box 1830
Santa Cruz, CA 95061-1830
800-860-2684 or 831-438-4060
TTY: 831-461-0205
Fax: 831-438-3618
E-mail: nsrc@etr-associates.org
Lending Library: **www.etr-associates.org/NSRC/library.html**

The National Service Resource Center (NSRC) is a resource center for programs funded by the Corporation for National Service. The NSRC lending library contains materials which address such topics as volunteer management, program management, tutoring, mentoring, diversity, and team building. NSRC disseminates *On the Road to Reading: A Guide for Community Partners* and *Reading Helpers: A Handbook for Training Tutors,* and the newsletter, *The Resource Connection.*

National Service-Learning Clearinghouse
www.nicsl.coled.umn.edu/
R-460 VoTech Ed. Bldg.
1954 Buford Ave.
St. Paul, MN 55108
800-808-SERVE (7378)
Fax: 612-625-6277
E-mail: serve@tc.umn.edu

The Learn and Serve National Service-Learning Clearinghouse is a comprehensive information system that focuses on all dimensions of service-learning, covering kindergarten through higher education school-based, as well as community-based initiatives.

U.S. Department of Education
www.ed.gov/inits/americareads/
America Reads Challenge
U.S. Department of Education
600 Independence Avenue, SW, Room 6100
Washington, DC 20202
Questions about programs: 800-USA-LEARN
To order publications: 877-433-PUBS
TDD: 800-437-0833

As part of the America Reads Challenge, the U.S. Department of Education has launched an effort to train reading tutors of all walks of life—college students, business leaders, senior citizens, and more—to support communities and schools in their literacy work with children.

U.S. Department of Education
Office of Compensatory Education Programs (Title I Programs)
www.ed.gov/offices/OESE/CEP
Compensatory Education Programs
U.S. Department of Education
600 Independence Avenue, SW, Room 6100
Washington, DC 20202-6132
202-260-0826

The Title I program provides funds to help high-poverty schools improve the educational achievement of children who may fail to meet academic standards. A majority of the nearly nine million children who participate in these programs are in kindergarten through third grade, and would benefit from being included in America Reads Challenge program activities.

Northwest Regional Educational Laboratory
www.nwrel.org/national/

The Northwest Regional Educational Laboratory coordinates the regional educational laboratory involvement in the America Reads Challenge. Most of the labs host America Reads conferences, and award subcontracts (grants) to tutoring projects within their region. The following list provides information on the regional educational laboratory by region.

Regional Educational Laboratories

Appalachia Educational Laboratory, Inc. (AEL)
www.ael.org/
Appalachian Region (KY, TN, VA, WV)
Executive Director: Dr. Terry Eidell
P.O. Box 1348
Charleston, WV 25325
800-624-9120 or 304-347-0400
TDD: 304-347-0448
Fax: 304-347-0487
E-mail: aelinfo@ael.org

The Laboratory for Student Success (LSS)
www.temple.edu/departments/LSS/
Mid-Atlantic Region (DC, DE, MD, NJ, PA)
Executive Director: Dr. Margaret Wang
1301 Cecil B. Moore Ave
Philadelphia, PA 19122
800-892-5550
Fax: 215-204-5130
E-mail: LSS@VM.TEMPLE.EDU

Mid-continent Regional Educational Laboratory (McREL)
www.mcrel.org/
Central Region (CO, KS, MO, NE, ND, SD, WY)
Executive Director: Dr. J. Timothy Waters
2550 S. Parker Road, Suite 500
Aurora, CO 80014
303-337-0990
Fax: 303-337-3005
E-mail: info@mcrel.org

North Central Regional Educational Laboratory (NCREL)
www.ncrel.org/
Midwestern Region (IA, IL, IN, MI, MN, OH, WI)
Executive Director: Dr. Jeri Nowakowski
1900 Spring Road, Suite 300
Oak Brook, IL 60521
800-356-2735 or 630-571-4700
Fax: 630-571-4716
E-mail: info@ncrel.org

Northeast and Islands Regional Educational Laboratory at Brown University (LAB)

www.lab.brown.edu/
Northeastern Region (CT, MA, ME, NH, NY, PR, RI, VI, VT)
Executive Director: Dr. Phil Zarlengo
222 Richmond St., Suite 300
Providence, Rhode Island 02903
800-521-9550 or 401-274-9548
Fax: 401-421-7650
E-mail: lab@brown.edu

Northwest Regional Educational Laboratory (NWREL)

www.nwrel.org/
Northwestern Region (AK, ID, MT, OR, WA)
Executive Director: Dr. Ethel Simon-McWilliams
101 SW Main Street, Suite 500
Portland, OR 97204
800-547-6339 or 503-275-9500
Fax: 503-275-0133
E-mail: parkerb@nwrel.org

Pacific Resources for Education & Learning (PREL)

www.ed.gov/prog_info/Labs/Profiles/prel.html
Pacific Region (American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Hawaii, Republic of the Marshall Islands, Republic of Palau)
Executive Director: Dr. John Kofel
828 Fort Street Mall, Suite 500
Honolulu, HI 96813
808-533-6000
Fax: 808-533-7599
E-mail: askprel@prel.hawaii.edu

SouthEastern Regional Vision for Education (SERVE)

www.serve.org/
Southeastern Region (AL, FL, GA, MS, NC, SC)
Interim Executive Director: Don Holznagel
Address: P.O. Box 5367
Greensboro, NC 27435
800-755-3277 or 910-334-3211
Fax: 910-334-3268
E-mail: info@serve.org

Southwest Educational Development Laboratory (SEDL)

www.sedl.org/
Southwestern Region (AR, LA, NM, OK, TX)
Executive Director: Dr. Wesley A. Hoover
211 East Seventh Street
Austin, TX 78701
800-476-6861 or 512-476-6861
Fax: 512-476-2286
E-mail: webmaster@sedl.org

WestEd

www.wested.org/
Western Region (AZ, CA, NV, UT)
Executive Director: Dr. Glen H. Harvey E.D.
Inquiries: Tom Ross (tross@fwl.org)
730 Harrison Street
San Francisco, CA 94107
415-565-3000;
Fax: 415-565-3012

Additional Organizations Supporting Literacy

American Library Association (ALA)

www.ala.org/
50 East Huron Street
Chicago, IL 60611
800-545-2433
TDD: 312-944-7298
Fax: 312-440-9374
E-mail: ala@ala.org

The American Library Association (ALA) promotes high quality library and information services in order to enhance learning and ensure access to information for all.

AskERIC Question Answering Service

ericir.syr.edu/
Syracuse University
Syracuse, NY 13244-4100
800-464-9107 or 315-443-3640
Fax: 315-443-5448
E-mail: askeric@askeric.org

AskERIC is a personalized service that provides education information to teachers, librarians, counselors, administrators, parents, and others. Calls of education-related questions will receive a response within 48 hours.

Center for the Improvement of Early Reading Achievement (CIERA)

www.ciera.org/
CIERA Main Office
University of Michigan School of Education
610 E. University Ave., Rm. 1600 SEB
Ann Arbor MI 48109-1259
734-647-6940
Fax: 734-763-1229
E-mail: ciera@umich.edu

The Center for the Improvement of Early Reading Achievement's mission is to improve the reading achievement of America's children by generating and disseminating theoretical, empirical, and practical solutions to persistent problems in the learning and teaching of beginning reading.

ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE)

ericeece.org
University of Illinois Children's Research Center
51 Gerty Drive
Champaign, IL 61820-7469
800-583-4135 (also TTY) or 217-333-1386
Fax: 217-333-3767
E-mail: ericeece@uiuc.edu

ERIC/EECE collects and disseminates research, literature, fact sheets, and briefing papers on physical, cognitive, social, educational, and cultural development from birth through early adolescence. Included in the collection is information on prenatal development, parenting and family relationships, learning theory research and practice, literacy, teaching and learning, and theoretical and philosophical issues pertaining to children's development and education.

ERIC Clearinghouse on Reading, English, and Communication (ERIC/REC)

www.indiana.edu/~eric_rec
Indiana University
Smith Research Center, Suite 150
Bloomington, IN 47408-2698
800-759-4723 or 812-855-5847
Fax: 812-855-4220

The Clearinghouse on Reading provides a variety of materials, including ERIC Digests and parent brochures on a broad array of education-related topics. The website links to extensive literacy-related resources.

ERIC/EDINFO Press

Indiana University
P.O. Box 5953
Bloomington, IN 47407
800-925-7853 (8 a.m. to 5 p.m., Mon–Fri)
Fax: 812-331-2776

EDINFO Press offers materials available in support of early literacy efforts, including: *How to Motivate Your Children to Read* (Bilingual—Spanish & English), *You Can Help Your Child with Reading and Writing* (Spanish & English), *Learning to Read,* and *Parent Talk Bulletins* (research findings in education on ways to help your child).

International Dyslexia Society
www.interdys.org/
8600 LaSalle Road
Chester Building, Suite 382
Baltimore, MD 21286-2044
800-222-3123 or 410-296-0232
Fax: 410-321-5069

The International Dyslexia Association is an international, nonprofit organization dedicated to the study and treatment of the learning disability, dyslexia. On request, they provide their publications catalog and *Basic Facts about Dyslexia: What Everyone Ought to Know.*

International Reading Association (IRA)
www.ira.org/
800 Barksdale Road
P.O. Box 8139
Newark, DE 19714-8139
302-731-1600
Fax: 302-731-1057

The International Reading Association promotes literacy by improving the quality of reading instruction, and serves as a clearinghouse for the dissemination of reading research through conferences, journals, and other publications. A catalog of publications is available: call extension 290.

Learning Disabilities Association (LDA)
www.ldanatl.org/
4156 Library Road
Pittsburgh, PA 15234
412-341-1515
Fax: 412-344-0224
Attn: Jean Petersen
E-mail: ldantl@usaor.net

The Learning Disabilities Association is the largest nonprofit volunteer organization advocating for individuals with learning disabilities. Materials available include: *When Learning Is a Problem* (1 free copy), *Reading Problems*, and *Learning Disabilities Digest for Literacy Providers.*

Literacy Volunteers of America, Inc. (LVA)
literacy.kent.edu/LVA
635 James St.
Syracuse, NY 13203-2214
800-582-8812 or 315-472-0001
Fax 315-472-0002
E-mail: LVANAT@AOL.COM

Literacy Volunteers of America (LVA) is a national, not-for-profit educational organization which delivers tutoring services through a network of volunteers nationwide. LVA's mission is to reach adults whose literacy skills are very limited or non-existent. They provide training, materials and support to teach reading, writing, and English-speaking skills to volunteer tutors.

National Association for Bilingual Education (NABE)
www.nabe.org/
1220 L Street NW, Suite 605
Washington, DC 20005
202-898-1829
Fax: 202-789-2866
E-mail: NABE@nabe.org

The National Association for Bilingual Education is a nonprofit national membership which addresses the educational needs of language-minority students in the U.S. and promotes educational excellence and equity through bilingual education.

National Association for the Education of Young Children (NAEYC)
www.naeyc.org/
1509 16th Street NW
Washington, DC 20036
800-424-2460 or 202-232-8777
Fax: 202-328-1846
E-mail: naeyc@naeyc.org

The National Association for the Education of Young Children promotes excellence in early childhood education. Publications are available for purchase, and include read-aloud books to promote a positive literacy learning environment at home and school.

National Association of Elementary School Principals (NAESP)

www.naesp.org/
1615 Duke Street
Alexandria, VA 22314-3483
703-684-3483

The National Association of Elementary School Principals (NAESP) is a membership organization which provides services and programs to help principals serve the educational needs of children.

National Black Child Development Institute (NBCDI)

www.nbcdi.org
1023 15th Street NW, Suite 600
Washington, DC 20005
202-387-1281
Fax: 202-234-1738
E-mail: moreinfo@nbcdi.org

The National Black Child Development Institute's mission is to improve and protect the quality of life of African American children and families. Materials available include: *The Black Child Advocate.*

National Center for Family Literacy (NCFL)

www.famlit.org/
Waterfront Plaza
325 West Main Street, Suite 200
Louisville, KY 40202-4251
502-584-1133
Fax: 502-584-0172
E-mail: ncfl@famlit.org

The National Center for Family Literacy is a nonprofit organization supporting family literacy services for families across the U.S. through programming, training, research, advocacy, and dissemination.

National Child Care Information Center (NCCIC)

nccic.org
243 Church Street, NW, 2nd Floor
Vienna, VA 22180
800-616-2242
TTY: 800-516-2242
Fax: 800-716-2242
E-mail: agoldste@nccic.org

The National Child Care Information Center (NCCIC) promotes child care linkages and serves as a mechanism for supporting comprehensive services for children and families. NCCIC is the Adjunct ERIC Clearinghouse for Child Care, and makes information available on-line through the Internet, linking organizations and resources related to reading and literacy development.

National Clearinghouse for Bilingual Education (NCBE)

www.ncbe.gwu.edu
The George Washington University
2011Eye Street NW, Suite 200
Washington, DC 20006
202-467-0867;
Fax: 202-467-4283
E-mail: askncbe@ncbe.gwu.edu

The National Clearinghouse for Bilingual Education (NCBE) collects, analyzes, and disseminates information relating to the effective education of linguistically- and culturally-diverse learners in the U.S. NCBE provides information through its World Wide Web server; produces a weekly news bulletin, *Newsline;* and manages a topical electronic discussion group, NCBE Roundtable.

National Council of Teachers of English (NCTE)

www.ncte.org
1111 West Kenyon Road
Urbana, IL 61801
800-369-6283 or 217-328-3870
Fax: 217-328-9645

The National Council of Teachers of English is devoted to improving the teaching of English and the language arts at all levels of education.

National Education Association (NEA)
www.nea.org/
1201 16th Street NW
Washington, DC 20036
202-833-4000
Fax: 202-822-7974
The National Education Association is a membership organization offering monthly publications online and information about various publications for teachers and families.

National Head Start Association (NHSA)
www.nhsa.org
1651 Prince Street
Alexandria, VA 22314
703-739-0875
Fax: 703-739-0878
E-mail: webmaster@nhsa.org
The National Head Start Association (NHSA) is the membership organization representing Head Start parents, staff, directors, and friends across the nation. They offer a quarterly publication of the NHSA journal, regular policy and legislative updates, special studies and reports, and provides two annual training conferences.

National Information Center for Children and Youth with Disabilities (NICHCY)
www.nichcy.org/
P.O. Box 1492
Washington, DC 20013
800-695-0285 (also TTY)
Fax: 202-884-8441
E-mail: nichcy@aed.org
The National Information Center for Children and Youth with Disabilities provides information on disabilities and disability-related issues for families, educators, and other professionals with a special focus on children and youth. Materials available include *Reading and Learning Disabilities Resource Guide,* and *Interventions for Students with Learning Disabilities.*

National Information Center on Deafness (NICD); Shared Reading Project
www.gallaudet.edu/~nicd
Gallaudet University
800 Florida Avenue NE
Washington, DC 20002-3695
202-651-5051
TTY: 202-651-5052
Fax: 202-651-5054
E-mail: nicd@gallux.gallaudet.edu
The National Information Center on Deafness collects, develops, and disseminates information on deafness, hearing loss, and services and programs related to people with hearing loss.

National Institute on Early Childhood Development and Education (ECI)
www.ed.gov/offices/OERI/ECI
U.S. Department of Education
555 New Jersey Ave, NW
Washington, DC 20208
202-219-1935
Fax: (202) 273-4768
E-mail: eci@inet.ed.gov
The National Institute on Early Childhood Development and Education is committed to improving the development and learning of all children, regardless of societal, economic, family, linguistic, and/or disability conditions. Their website provides comprehensive early childhood research activities.

Parents as Teachers National Centers
www.patnc.org/
10176 Corporate Square Drive, Suite 230
St. Louis, MO 63132
314-432-4330
Fax: 314-432-8963
Parents as Teachers is an early childhood family education and support program that offers training to help communities start the Parents as Teachers program, either as a stand-alone program or in conjunction with an existing program such as Early Head Start or Even Start.

Reading Is Fundamental (RIF)
www.si.edu/rif/
600 Maryland Avenue SW, Suite 600
Washington, DC 20024
202-287-3220
Fax: 202-287-3196
E-mail: rifsi.@si.edu
Reading Is Fundamental (RIF) is a nonprofit children's literacy organization. Through a network of volunteer-run programs, RIF provides children with reading-related activities. They disseminate reading resources, including publications for parents.

Student Coalition for Action in Literacy Education (SCALE)
www.unc.edu/depts/scale/
140 1/2 East Franklin St.
CB#3505 UNC-CH
Chapel Hill, NC 27599-3505
919-962-1542
Fax: 919-962-6020
E-mail: scale@unc.edu
The Student Coalition for Action in Literary Education is a national organization that mobilizes college students to address the literacy needs of the U.S. through partnership with community agencies, service organizations, new readers, students, faculty, and administrators.

Additional Websites Related to Literacy

The Alphabet Superhighway
www.ash.udel.edu/ash/
Under sponsorship of the U.S. Department of Education's READ*WRITE*NOW! Initiative, this site helps secondary and upper elementary students create, locate, and communicate information through active learning, guided discovery, mentoring, competitions, and other on-line activities. It also encourages adults to integrate use of the Internet into their work with children.

Association for Library Service to Children
www.ala.org/alsc/
A division of the American Library Association, the Association for Library Services to Children provides programs and publications for children's librarianship. This site notes Newbery and Caldecott Award winners, Notable Books for Children, current events, and other literacy resources for parents, caregivers, librarians, and children.

Bank Street College of Education—Preparing for the America Reads Challenge
www.bnkst.edu/americareads/americareads.html
The Bank Street College of Education site provides information for volunteer tutors. Topics include the role of a tutor, early reading development, sample tutoring lessons, hints for successful tutoring, reading strategies, and additional resources.

Center for Multilingual Multicultural Research
www.usc.edu/dept/education/CMMR/
The Center for Multilingual Multicultural Research provides a base for those interested in multilingual education, English-as-a second language, multicultural education, and related areas. It offers opportunities for research and program collaboration.

Children's Book Council (CBC)

www.cbcbooks.org/

The Children's Book Council (CBC) is a nonprofit trade organization which provides extensive resources for parents, caregivers, teachers, and librarians. Topics include choosing a children's book, exciting reading activities for children, and authors and illustrators everyone should know.

Children's Literature Web Guide

www.acs.ucalgary.ca/~dkbrown/

The Children's Literature Web Guide is a categorized collection of Internet resources related to books for children and young adults. It includes children's book awards, bestsellers, commentaries on children's books, discussion boards, and numerous links to other children's literature websites.

Council for Exceptional Children (CEC)

www.cec.sped.org/ab-menu.htm

The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted.

ERIC

www.accesseric.org:81/

ERIC is a national information system designed to provide users with ready access to an extensive body of education-related literature. It is supported by the U.S. Department of Education, the Office of Educational Research and Improvement, and the National Library of Education.

The ERIC Clearinghouse on Disabilities and Gifted Education (ERIC EC)

www.cec.sped.org/er-menu.htm

The ERIC Clearinghouse on Disabilities and Gifted Education (ERIC EC) includes links to the Learning to Read, Reading to Learn public awareness campaign, research connections, National Parent Information Network, frequently asked questions, relevant ERIC Digests, and more.

ERIC Clearinghouse on Reading, English, and Communication (ERIC/REC)

www.indiana.edu/~eric_rec/

Includes links to a list of free parent brochures; *Preventing Reading Difficulties in Young Children,* the 1998 report from the National Research Council (NRC); lesson plans; a question and answer service; and numerous other ERIC Clearinghouses, such as:

ERIC Clearinghouse on Urban Education

eric-web.tc.columbia.edu

Website dedicated to urban students, their families, and the educators who serve them.

National Parent Information Network (NPIN)

npin.org/

The National Parent Information Network (NPIN), operated in partnership with ERIC/EECE provides services to parents, including information on reading and literacy development.

Kathy Schrock's Guide for Educators

www.capecod.net/schrockguide/

A collection of Internet websites for enhancing curriculum and providing teacher professional growth.

KidsCampaigns

www.kidscampaigns.org/

This site serves as an information, knowledge, and action center for adults who want to make their communities active in working for children. It provides a cyber-community for adults that is intended to help real communities act on behalf of children.

LD OnLine: An Interactive Guide to Learning Disabilities for Parents, Teachers, and Children

www.ldonline.org./

An interactive guide to learning disabilities for parents, teachers, and children, LD OnLine includes tips, resources, kid's artwork and stories, articles, research findings, and opportunities to share information and questions.

Making a Difference—One Student at a Time: A Training Manual for America Reads Challenge Tutors at SIUC

www.siu.edu/~arc/

A training resource directed at college students that contains research-based material about reading and reading disabilities. The full text is available online.

Maureen's Read-Aloud Page

www.bhs.edu/wmc/mis/readaloud.html

This site is designed for parents, teachers, and others who help teach children how to read. It discusses the value of reading aloud, the do's and don'ts of reading aloud, family reading tips, and links to other read-aloud resources.

National Clearinghouse for ESL Literacy Education

www.cal.org/ncle/

An adjunct ERIC Clearinghouse at the Center for Applied Linguistics (CAL), this national clearinghouse focuses on literacy education, including family literacy, workplace literacy, and native language literacy for adults and out-of-school youth learning English as a second language.

National Institute for Literacy Literacy Information aNd Communication System (LINCS)

novel.nifl.gov/

A cooperative electronic network for major national organizations, containing home pages and communication sites at every level—national, regional, and in 52 states and territories—to bring adult literacy-related resources, expertise, and knowledge to a single site.

One to One/National Mentoring Partnership

www.mentoring.org/

The National Mentoring Partnership works with educators, clergy, corporate, and community leaders to expand the availability of mentoring, and serves as a resource for mentors and mentoring initiatives nationwide.

Reading Online

www.readingonline.org/

An online journal intended to serve literacy educators working at all levels who are interested in using an electronic medium for explorations of research, instruction, and communication.

Tips on Tutoring

www.sfsv.org/tutor.html

Sponsored by San Francisco School Volunteers, this site provides tips on tutoring and lists effective ways to work with students.

Washington Public Libraries Online, Youth Services on the Web

www.walib.spl.org/youth/html/childres.html

Provides an extensive collection of literacy-related websites.

Reading and Tutoring Resources— Developed by Federal Agencies

*** Corporation for National Service, *Principles and Key Components for High Quality America Reads National Service Program Initiatives* (Washington, DC, 1998).**

A summary of core elements which reflect current research from the Department of Education and other expert sources on effective practices for tutoring programs. This brochure is a guide for developing, implementing, and improving the quality of national service America Reads initiatives.

*** Corporation for National Service, U.S. Department of Education, and U.S. Department of Health and Human Services, *On the Road to Reading: A Guide for Community Partners* (Washington, DC, 1997).**

Free copies can be downloaded from, **www.etr.org/NSRC/pubs/otr/ontheroad.html**

Designed specifically to support the America Reads Challenge, this guide focuses on birth through grade three and includes strategies for working with individual children, for partnering with families, for developing tutoring programs, and for supporting community reading initiatives. The guide is a companion volume to *Reading Helpers.*

*** Corporation for National Service, U.S. Department of Education, and U.S. Department of Health and Human Services, *READY★SET★READ FOR FAMILIES* and *READY★SET★READ FOR CAREGIVERS* (Washington, DC, 1997).**

To order, call 800-USA-LEARN or download from the America Reads Challenge website, **www.ed.gov/inits/americareads/**

These publications are for use by parents and other family members and by caregivers in programs for children from birth through age five. They were developed by D. Koralek of the Early Childhood Technical Assistance Center (ECTAC) under funding support of the Corporation for National Service.

*** U.S. Department of Education, *Checkpoints for Progress in Reading and Writing for Families and Communities* and *Checkpoints for Progress in Reading and Writing for Teachers and Learning Partners* (Washington, DC, 1997).**

To order, call 800-USA-LEARN or download from the America Reads Challenge website, **www.ed.gov/inits/americareads/arc-pubs.html**

Publications developed by a subgroup of the America Reads Challenge: READ*WRITE*NOW Partners Group. The checkpoints reflect what most children can do in reading and writing by developmental periods. Books recommended by the American Library Association as suitable for children at different ages and developmental levels are included.

U.S. Department of Education, *Read with Me: A Guide for Student Volunteers Starting Early Childhood Literacy Programs* (Washington, DC, 1997).

Access the guide on the U.S. Department of Education's home page at, **www.ed.gov/pubs/ReadWithMe,** or call the National Institute on Early Childhood Education, 202-219-1935.

Booklet for college students interested in starting public service reading programs in their communities. While geared to college students working with preschool children, many ideas can be adapted for children of different ages.

*** U.S. Department of Education, *READ*WRITE*NOW Activities for Reading and Writing Fun* (Washington, DC, 1996).**

To order, call 800-USA-LEARN or download from the America Reads Challenge website, **www.ed.gov/inits/americareads/**

Developed for use by parents and family members of children ages birth to grade six. The activities are for use in addition to reading with children every day.

* Cited in the body of the text of *Reading Helpers*

*** U.S. Department of Health and Human Services, *Emerging Literacy: Linking Social Competence and Learning, Training Guides for the Head Start Learning Community* (Washington, DC, 1997).**

A training guide which contains guidance and extensive references related to literacy and reading development for preschool children aged three to five.

Reading and Tutoring Resources—Developed by Other Sources

Allington, R.L. ed., *Teaching Struggling Readers: Articles from the Reading Teacher. Advice for Helping Children with Reading/ Learning Disabilities* (International Reading Association, Newark, DE, 1998).

The articles included in this compilation have been published in the International Reading Association's The Reading Teacher over the past 10 years. They contain specific suggestions for teachers of struggling readers.

Allington, R.L., & S.A. Walmsley, eds., *No Quick Fix: Rethinking Literacy Programs in America's Elementary Schools* (International Reading Association, Newark, DE, 1995).

Presents ways to improve literacy instruction for all children, particularly those who are at risk. Essays in the book discuss practical matters such as funding, curriculum, and assessment, and present numerous case studies of programs.

*** Armington, D., *The Living Classroom: Writing, Reading and Beyond* (National Association for the Education of Young Children, Washington, DC, 1997).**

To order, call 800-424-2460.

Based upon actual experiences in a first-grade classroom, this book conveys the power of children's writing in their learning to read and in many areas of their intellectual, emotional, and social development.

Bader, L.A., *Read to Succeed: Literacy Tutor's Manual* (Merrill Prentice Hall, Upper Saddle River, NJ, 1998).

Developed as part of the "Read to Succeed" program, this tutor's manual presents information for tutors on helping children acquire not only the skills of literacy, but also the enjoyment of reading and self-expression. Provides instructions for establishing rapport and assessing a child, directions on how to help students in specific literacy areas, activities that appeal to a wide range of children, and a list of recommended books for young children.

Baumann, J.F., & A.M. Duffy, *Engaged Reading for Pleasure and Learning: A Report from the National Reading Research Center* (National Reading Research Center, Athens, GA, 1997).

Lists key ideas that describe teaching and learning conditions and environments that produce engaged, lifelong readers.

Bear, D.R., M. Invernizzi, & S. Templeton, *Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction* (Prentice-Hall, Upper Saddle River, NJ, 1996).

This book illustrates ways to study words with students. Based on the research on invented and developmental spelling, the framework of this text is keyed to the five stages of spelling or orthographic development. Complements the use of existing phonics, spelling, and vocabulary curriculums, while presenting mini-lessons that draw on what students are currently learning in developmental reading and writing

* Cited in the body of the text of *Reading Helpers*

Braunger, J., & J.P. Lewis, *Building a Knowledge Base in Reading* (Northwest Regional Educational Lab, Portland, OR; National Council of Teachers of English, Urbana, IL; & International Reading Association, Newark, DE, 1997).

Summarizes the shared understandings researchers have developed about the reading process. Research of the last thirty years is synthesized and presented in the form of thirteen core understandings about reading, learning, and literacy development.

Cheathem, J.B., *Help a Child Learn to Read* (Literacy Volunteers of America, Syracuse, NY, 1998).

To order, call 800-582-8812.

Manual for use by literacy tutors who have little or no background in literacy education and who will be working in one-on-one tutoring situations with children in grades K-3. Presents professionally accepted approaches and techniques with step-by-step instructions for tutoring.

Clay, M.M., *Reading Recovery: A Guidebook for Teachers in Training* (Heinemann, Portsmouth, NH, 1993).

Guidebook for training teachers to deliver an early intervention program designed to reduce literacy problems in an education system. The Reading Recovery program is designed for children who have the most difficulty in reading and writing after one year at school.

Connard, C., H. Nissani, & R. Novick, *Working Respectfully with Families: A Practical Guide for Educators and Human Service Workers* (Northwest Regional Educational Laboratory, Portland, OR, 1996).

This four-part training module is based on an ecological, family-centered approach to education and service delivery. Assists educators and human service providers in forming effective, supportive partnerships with each other and with the families they serve.

Cullinan, B.E., *Read to Me: Raising Kids Who Love to Read* (Scholastic, New York, NY, 1992).

Sections in this book include Raising Readers, Why Reading to Your Child Matters, Getting Started, Tips for Busy Parents, and information on developmental stages from preschool through twelve years of age.

Davis, D., & J.P. Lewis, *Tips for Parents about Reading: Information and Ideas for Helping Children Through Grade Eight Succeed with Reading* (Northwest Regional Educational Laboratory, Portland, OR, 1997).

Free copies can be downloaded from the following website:
www.nwrac.org/pub/tipsforparents.pdf

While written for parents, tutors may draw information from this summary of what to expect at different ages and stages of reading development. Includes a list of favorite children's books available in most libraries, and 13 "understandings" about reading.

Diss, R.E., *The Reading Tutor's Helper: A Demonstration of Literacy Activities for Emergent and Beginning Readers* (Region IV Comprehensive Assistance Center at the Appalachia Educational Laboratory, Charleston, WV, in press).

This video is a companion piece to *Recruiting and Training Volunteer Tutors for Emergent and Beginning Readers in the Primary Grades.*

Diss, R.E., *Recruiting and Training Volunteer Tutors for Emergent and Beginning Readers in the Primary Grades: A Manual for Program Coordinators and Tutors* (Region IV Comprehensive Assistance Center at the Appalachia Educational Laboratory, Charleston, WV, in press).

To order, call 1-800-624-9120.

Training package (manual and companion video) that provides a resource for establishing volunteer tutoring programs to help primary school-age children learn to read. Addresses the recruitment and training of volunteer tutors, integrates both whole language and phonics components, and contains developmentally appropriate, step-by-step activities.

*** Fountas, I.C., & G.S. Pinnell, *A Coordinator's Guide to Help America Read: A Handbook for Volunteers* (Heinemann Portsmouth, NH, 1997).**

To order publications, call 800-541-2086.

This resource provides information on building a high-quality tutoring program, emphasizing the need for volunteer program coordinators to provide strong leadership, solid training, and careful monitoring. This guide is a companion volume to *Help America Read: A Handbook for Volunteers* (Fountas and Pinnell, 1997).

Fountas, I.C., & G.S. Pinnell, *Guided Reading: Good First Teaching for All Children* (Heinemann, Portsmouth, NH, 1996).

Explains how to create a balanced literacy program for grades K-3 based on guided reading and supported by reading aloud, shared reading, interactive writing, and other approaches. The book also presents guidelines for observation and assessment, dynamic grouping of readers, creating sets of leveled books, selecting and introducing books, teaching strategies, and classroom management.

*** Fountas, I.C., & G.S. Pinnell, *Help America Read: A Handbook for Volunteers* (Heinemann, Portsmouth, NH, 1997).**

This handbook includes ten ways of working with children, book lists, including multicultural titles, sample lesson plans, and guidelines for working with individuals as well as groups. Volunteers will learn how to gain children's trust, monitor their comfort level, and create a positive learning environment. It is a companion volume to *A Coordinator's Guide to Help America Read* (Fountas and Pinnell, 1997).

Herrmann, B.A. ed., *The Volunteer Tutor's Toolbox* (International Reading Association, Newark, DE, 1994).

A guide for volunteers in community literacy programs, one-on-one tutors, and parents who want to support classroom learning. Presents tutoring ideas, teaching activities, evaluation suggestions, and advice to tutors on establishing positive working relationships with learners.

Hydrick, J., *Parent's Guide to Literacy for the 21st Century: Pre-K Through Grade 5,* (National Council of Teachers of English, Urbana, IL, 1996).

Uses classroom examples to explain and illustrate some of the key concepts and terms in literacy acquisition and literacy education. A variety of activities are suggested for parents to do at home with their children.

Invernizzi, M., F.R. Johnston, & C. Juel, *Book Buddies: Guidelines for Volunteer Tutors of Emergent and Early Readers* (Guilford Publications, New York, NY, 1998).

Comprehensive tutorial manual for tutors working with children at risk for reading failure. Provides guidelines for setting up a tutorial program in the early grades.

* Cited in the body of the text of *Reading Helpers*

* **Koralek, D., *Read with Me, RIF Video Guide for Read with Me* and *Read with Me: The Parent-Teacher Partnership* (Reading is Fundamental, Inc., Washington, DC, 1997).**

To order, call 202-287-3220.

This guide accompanies two video programs developed by RIF in collaboration with local Head Start programs. *Read with Me* is for parents of preschool-aged children. *Read with Me: The Parent-Teacher Partnership* is developed for teachers and other staff in preschools.

MacDonald, R.B., *The Master Tutor: A Guidebook for More Effective Tutoring* (Cambridge Stratford, Williamsville, NY, 1994).

Covers aspects of tutoring effectiveness, including the goals, directions, alternative approaches, and perspectives tutors must use to build tutee independence rather than dependence. Synthesizes essential, relevant, and proven strategies of tutoring for tutors and trainers.

* **Maehr, J., *Encouraging Young Children's Writing* (ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL, 1991).**

This and other ERIC Digests can be downloaded from the ERIC/EECE website: **ericeece.org**

This ERIC Digest summarizes research and practice regarding the relationships between drawing, writing, and reading for children from birth through the preschool and kindergarten years.

McCracken, R.A., & M.J. McCracken, *Stories, Songs and Poetry to Teach Reading and Writing: Literacy Through Language* (American Library Association, Chicago, IL, 1986).

Focusing on the development of literacy, this book discusses the teaching of reading and writing through stories, songs, and poetry. Addresses the role of parents and non-teachers in reading instruction.

McQuillan, J., *The Literacy Crisis: False Claims, Real Solutions* (Heinemann, Portsmouth, NH, 1998).

Confronts some popular beliefs about the state of reading in U.S. schools, arguing that children are reading at the same or better level than they did a generation ago, and that large-scale differences in reading achievement is primarily due to the access children have to reading materials.

Morrow, L.M. ed., *Family Literacy: Connections in Schools and Communities* (International Reading Association, Newark, DE, 1995).

Intended for practitioners from preschool to college whose major interest is literacy development, this book presents essays that discuss multiple perspectives of the varied definitions of family literacy and provides ideas for schools, community agencies, and families by presenting different types of programs to put into practice.

Morrow, L.M., & B.J. Walker, *The Reading Team: A Handbook for Volunteer Tutors K-3, The America Reads Edition* (International Reading Association, Newark, DE, 1997).

To order, call 800-336-READ.

Provides hands-on information about the tutoring process and the motivation, structure, and record-keeping elements that make a tutoring relationship successful. It includes sample lesson plans and suggested activities for both student and tutor.

Moustafa, M., *Beyond Traditional Phonics: Research Discoveries and Reading Instruction* (Heinemann, Portsmouth, NH, 1997).

This book provides a comprehensive picture of how children learn to read, describing the origins of our traditional assumptions about beginning reading. Discusses the linguistic processes children use, how children learn letter-sound correspondences, and teaching phonics based on children's natural learning strategies.

* Cited in the body of the text of *Reading Helpers*

Paley. V.G., *Wally's Stories: Conversations in the Kindergarten* (Harvard University Press, Cambridge, MA, 1981).

Teacher's account of her kindergarten classroom, where children are encouraged to learn by using their fantasies and stories. Describes the evolution of both teacher and students as they grow to understand each other through this teaching method.

Roller, C.M., *So... What's a Tutor to Do?* (International Reading Association, Newark, DE, 1998).

Designed to complement *Variability Not Disability,* discusses how the goal of having every child read by the end of third grade can only be realized if tutors are trained properly. Practices for tutors and tutor trainers are outlined, with a description of how to establish a local tutoring program.

Rosenthal, N., *Teach Someone to Read. A Step-by-Step Guide for Literacy Tutors, Including Diagnostic Phonics and Comprehension Assessments* (David S. Lake Publishers, Belmont, CA, 1987).

To order, call toll free 877-253-2767.

This handbook provides techniques for tutors who are not professional teachers. The focus is on the reading needs of adults and adolescent students. It includes diagnostic testing and lesson plans for teaching word recognition and comprehension.

Rosner, R., *Students Teaching Students: A Handbook for Cross-Age Tutoring* (Partners in School Innovation, San Francisco, CA, 1996).

Call 877-253-2767 for more information.

Written by an AmeriCorps member who developed a cross-age tutoring program, this handbook includes tutor training, tutor recognition, and cross-age evaluation.

Routman, R., *Literacy at the Crossroads: Crucial Talk about Reading, Writing, and Other Teaching Dilemmas* (Heinemann, Portsmouth, NH, 1996).

Looks at the political and social issues surrounding reading, challenging some of the misconceptions that threaten good practice. Critical concerns are described and clarified, with possible actions suggested.

Shockley, B., B. Michalove, & J.B. Allen, *Engaging Families: Connecting Home and School Literacy Communities* (Heinemann, Portsmouth, NH, 1995).

This book details how teachers and the families of students created a connection between home and school, developing partnerships in the teaching/learning process. It features the voices of teachers, children, and parents.

*** Snow, C.E., M.S. Burns, & P. Griffin, eds., *Preventing Reading Difficulties in Young Children* (National Academy Press, Washington, DC, 1998).**

Additional copies of this report are available from National Academy Press, 800-624-6242, or online at **www.nap.edu**

Examines factors that put children at risk of poor reading. Explores how literacy can be fostered from birth through primary grades, and includes materials commonly used to teach reading.

Strickland, D.S., *Teaching Phonics Today: A Primer for Educators* (International Reading Association, Newark, DE, 1998) .

For educators who wish to establish instructional practice that values phonics as an important tool for understanding and using written language within a balanced, comprehensive program for reading and writing.

* Cited in the body of the text of *Reading Helpers*

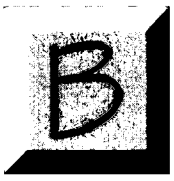
Trelease, J., *The Read-Aloud Handbook* (4th ed.) (Penguin Books, New York, NY, 1995).
Encourages readers to discover the rewards, and the necessity, of reading aloud. Discusses how reading aloud awakens children's imaginations and improves their language skills, how to compete with the influences of television and video games, and includes an up-to-date annotated bibliography of children's books.

Weaver, C. ed., *Reconsidering a Balanced Approach to Reading* (National Council of Teachers of English, Urbana, IL, 1997).
This collection of essays reflects the stance that a balanced approach to reading focuses on literacy, integrating language, and literacy across disciplines.

Wilbur, D., *Tips on Tutoring: A Guide for Committed Tutors* (I Have a Dream Foundation, New York, NY, 1994).
Developed for tutors to help students recognize and deal with particular weaknesses in reading and math fundamentals. Uses strategies to help students become independent learners.

*** Zill, N., M. Collins, J. West, & E.G. Hausken, *School Readiness and Children's Developmental Status* (ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL, 1995).**
This and other ERIC Digests can be downloaded from the ERIC/EECE website: **ericeece.org**
Summarizes research on the relationship between children's developmental levels and early learning.

* Cited in the body of the text of *Reading Helpers*



Appendix B:
Overhead Transparencies and Handouts

The Tutor's Role

Responsibilities:	
Skills:	**Knowledge:**
Attitudes:	**Partners:**

Reading Aloud

- **Help the child choose a book that he or she will enjoy.**
- **Get to know the book.**
- **Make sure the child is comfortable and can see the book.**
- **Talk about the subject of the book before you begin reading.**
- **Take a walk through the book before you read.**
- **As you read, point out the pictures and discuss their meaning.**
- **Ask questions to help the child think about the story.**
- **Do book-related activities.**
- **Read familiar, well-loved books again and again.**

Getting Ready to Tutor

1. **Learn about the child:**
   - **Know how to pronounce the child's first and last names (use the name the child uses—for example, Joseph may be called "Joe")**
   - **Note if the parent has a different last name from the child**
   - **Know the child's home language and culture**
2. **Contact the child's teacher.**
3. **Make a tutor's tool box.**
4. **Collect "conversation starters."**
5. **Select a book for reading with the child.**
6. **Plan the first session.**

Meeting the Child

- **Introduce yourself.**
- **Get acquainted.**
- **Play a question game.**
- **Read a book aloud.**
- **Do a project together.**
  - ***All About Us* book**
  - ***Talking About Books* journal**
- **Discuss future tutoring sessions.**

Tips for Planning

- **Follow a consistent agenda.**
- **Tailor the plan to the child.**
- **Allow time for:**
  - **Reading-related play**
  - **Reading aloud**
  - **Drawing or writing**
- **Be flexible—adjust the plan if the child is frustrated or tired.**
- **Keep fast paced and stay on schedule.**
- **Focus on learning.**
- **Build in opportunities for success.**

Sample Plans

- **A 40 minute tutoring session**

Opening Activity and Review	**7 minutes**
Instructional Goal 1	**10 minutes**
Instructional Goal 2	**10 minutes**
Reading Activity	**5 minutes**
Closing Activity	**5 minutes**
Follow-up Assignment	**3 minutes**

- **A 35 minute *READ*WRITE*NOW* session**

Quick Review of Last Session	**3 minutes**
Rereading of a Story	**5 minutes**
Paired Reading of a New Story	**10 minutes**
Vocabulary and Comprehension	**5 minutes**
Writing Activity plus Feedback	**12 minutes**

Source: *On the Road to Reading,* page 89.

How to Talk with Children

- Listen.
- Ask about past, present, and future activities.
- Ask about everyday activities.
- Respond to a child's questions.
- Offer props that lead to talking.
- Talk about books. Discuss:
  - The characters
  - What the child liked about the book and the pictures
  - What might happen next
- Listen some more.

How to Write with Children

- Let the child see how you use writing.
- Link spoken and written words.
- Help the child put ideas on paper.
- Accept invented spelling.
- Acknowledge incremental progress.
- Respect the child's home language.
- Do activities that develop small muscles used for writing.
- Make alphabet cards or an alphabet book.
- Have the child write and illustrate a story—make a book of the child's work.

Tutor's Tool Box

What's in the box?	How is it used?
Notebook or journal	To track a child's activities
Lined and unlined paper (white and colored), pencils with working erasers, markers and crayons	For child's writing and drawing
Scissors, scotch tape, and glue	To create art work
Index cards	To make an alphabet book and other resources
Three-hole punch and laces	To bind books
Books and other reading materials	To read to the child and for the child to read
Tape recorder	To record the child and to play audiotapes

Emerging Literacy Explorations

What Children Do	How It Relates to Reading and Writing
Make a pattern with small objects	Sequencing helps children discover that letters in words go in order.
Listen to a story, then talk about it	Children have fun while learning basic literacy concepts.
Play a matching game	Contributes to the understanding that letters in words must be in the same order to carry meaning.
Move to music	Understanding concepts (such as left, right) leads to knowledge of how words are written and read on a page.
Recite rhyming poems	Children become aware of phonemes which are keys to reading and writing.
Make signs	Children practice using print to provide information.
Retell a favorite story to a stuffed animal	Children learn how to tell the story in the order it was read to them.
Use invented spelling	Children enjoy writing to convey information while "phasing in" to the conventions of writing.
Sign their names	Children are learning that their names represent them.

The Tutoring Setting

Features of a Quality Environment	Compared to Actual Settings
Convenient location	
Corner or "defined" area	
Quiet	
Away from distractions	
Comfortable seating	
Child-sized table and chair	
A place where the child and the tutor can look at the book together	
Good lighting	
Materials in tutor's tool box	
Books, magazines, and resources for reading, writing, and drawing	
A place where a tape recorder can be used	
An open area where the tutoring pair can be observed at all times	

Child Development and Emerging Literacy

- Children develop in four domains:
  - Physical—large muscles to walk and small muscles to hold and use a crayon or pencil
  - Cognitive and language—the ability to listen and talk and reasoning skills to make meaning
  - Social—getting along with other children and adults
  - Emotional—identity, self-esteem, and motivation
- Experiences from infancy stimulate brain development.
- Opportunities to listen and speak during infant, toddler, and preschool years are prerequisites to language development, reading, and writing.

Kindergarteners' Language Knowledge

Beginning or during kindergarten, most children know:

- **Print carries meaning**
- **Letters of the alphabet**
- **Letters are associated with sounds**
- **Beginning reading skills**
- **What written language looks like**
- **Using words can serve various purposes**
- **How books work**
- **How to understand what he or she reads**
- **How to enjoy reading many kinds of books**

Most children build on their language discoveries to move to the next step—mastering conventional reading and writing.

First- and Second-Graders' Knowledge

By the end of first and second grade, most children:

- **Improve their comprehension**
- **Apply word-analysis skills while reading**
- **Understand elements of literature**
- **Understand the characteristics of various simple genres (e.g., fables, realistic fiction, poetry)**
- **Use correct language conventions**

Effective readers and writers can recognize letters and words, follow rules for writing, and use routine skills and thinking to create meaning.

Conditions of Learning

- **Expose the child to many kinds of print.**
- **Show language used for different reasons.**
- **Get the child involved.**
- **Expect the child to learn to read.**
- **Make the child a partner.**
- **Offer support throughout the learning process.**
- **Help the child use language.**
- **Give the child positive feedback.**

Motivating Children

- **Serve as a reading model.**
- **Give the child access to a variety of books.**
- **Encourage the child to choose books to read.**
- **Talk with the child about books.**
- **Allow the child to read a book again and again.**
- **Offer appropriate reading-related incentives.**
- **Never penalize the child for mistakes.**

Listening and Talking

Children aged 3–5 like to:

- **Listen to stories and engage in conversations**
- **Make up silly words and stories**
- **Make tapes and listen to songs, poems, and stories on the tape recorder**
- **Listen to songs and stories in their home language**
- **Engage in make-believe play and tell stories to and with puppets and stuffed animals**
- **Talk with children and adults one-to-one or in small groups**

Language Differences

Tips for tutoring children whose home language is other than English:

- **Learn a few words in the child's home language**
- **Seek advice from the child's parents and teacher about language and culture**
- **Encourage the child to speak English, even if his or her vocabulary is limited**
- **Use pictures, puppets, and other props to clarify meaning**
- **Reword, repeat, and elaborate the child's comments**
- **Revisit popular topics to increase the child's sense of mastery**

Special Needs

- **All children, including those with diagnosed or suspected learning disabilities, benefit from talking, listening, and other literacy activities.**
- **Children with learning disabilities have near average, average, or above average intelligence, but they may need more time or special help to learn.**
- **Some children need special services in addition to or in lieu of tutoring:**
  - **Public schools are legally responsible for identifying and providing help to special needs children, including preschoolers**
  - **Special services are spelled out in the child's individualized plan (with parental input); tutoring should complement those services**

Choosing Children's Books

- **The child must be an active participant in choosing books he or she likes.**
- **Keep the child's individual interests, skills, and characteristics in mind—children like to relate to characters, situations, and topics.**
- **Look for books that present new ideas.**
- **Variety is important—introduce different genres (nonfiction, poetry, folk tales).**
- **Text and illustrations should depict cultures, families, genders, and abilities in positive ways.**
- **Choose books with interesting language that stimulate the child to stretch for the vocabulary and meaning.**
- **Talk to the child, parents, and teacher about books the child likes.**
- **Visit libraries and consult librarians.**

Looking at Books to Read Aloud

For each book, look at:

- **Cover and title**
- **Author and illustrator**
- **Size and shape**
- **End pages**
- **Dedication**
- **First words of the story**
- **Interesting language and vocabulary**
- **Special characters**
- **Illustrations**
- **Humorous or interesting parts**
- **Important parts**
- **Last words of the story**

This transparency, used with permission, is courtesy of Transparency #9, *A Coordinators Guide to Help America Read: A Handbook for Volunteers* by G. Pinnell and I. Fountas, 1997, Portsmouth, NH: Heinemann.

Thinking About Books to Read Aloud

For each book, think about:

- **What makes it interesting to you?**
- **What will appeal to children?**
- **How might this book relate to other books you have read or will read with a child?**
- **What are some new words or interesting language for children to learn?**
- **What might be surprising or confusing to children?**
- **Are there special features you will want to point out?**

This transparency, used with permission, is courtesy of Transparency #10, *A Coordinators Guide to Help America Read: A Handbook for Volunteers* by G. Pinnell and I. Fountas, 1997, Portsmouth, NH: Heinemann.

Conversation During Reading Aloud

- **Talk about the book before reading it.**
- **Talk about the pictures.**
- **Balance conversation to keep the story going.**
- **Talk to support children's comprehension of the story.**
- **Talk after reading the story.**
- **Reread the story.**
- **Make a list of books you and the child have read together.**

This transparency, used with permission, is courtesy of Transparency #11, *A Coordinators Guide to Help America Read: A Handbook for Volunteers* by G. Pinnell and I. Fountas, 1997, Portsmouth, NH: Heinemann.

Checklist for Reading Together

- **Choose a book**
  - **The child will enjoy reading again and again**
  - **That "works" when taking turns (e.g., repetitive refrains)**
- **Set the stage**
  - **Sit next to the child**
  - **Make sure the child can easily read the print**
- **While reading**
  - **Take turns**
  - **Practice scaffolding strategies**
- **After reading**
  - **Discuss the story**
  - **Do a book-related activity (e.g., drawing, writing)**

Reading Together Strategies

- ***Explicit modeling.*** Helps children think about what they already know while reading. Talk about getting meaning from the words.

- ***Implicit modeling.*** Demonstrates how to use thinking skills without describing what you're doing. Prompt the child to "figure it out."

- ***Choral reading.*** Helps children become more fluent readers. Vary reading speed and voice volume.

- ***Echo reading.*** Another way to build confidence and fluency. Take turns reading and rereading.

- ***Paired reading.*** Vary the support for the child. Alternate duet and solo reading using a signal.

Reading and Thinking Together

- **Teach younger readers strategies to construct meaning in stories. Drills on phonics or word identification skills are not enough.**

- **Before reading, discuss reading objectives, vocabulary, and the child's experiences related to the story.**

- **Prior to reading together, look at the book with the child; encourage predictions about what might happen.**

- **During reading, discuss the extent to which predictions have come true.**

- **Discuss what the child learned and what more the child wants to learn.**

Sight Words

- **Most children learn 300 common sight words during the primary grades (100–150 in first grade).**

- **Sight words are helpful because children:**
  - **Recognize them immediately**
  - **Can use them as cues to decode the words around them**
  - **Gain self-confidence and fluency when there are words they can read easily**

- **Examples of common sight words are:**

I	**a**	**and**	**at**	**on**	**you**
the	**they**	**it**	**is**	**in**	**of**
for	**from**	**was**	**he**	**are**	**that**

Phonics Strategies

- Children use what they know about letter-sound relationships to discover word patterns and figure out how to read new words.
- Tutors can coach phonics to give children practice in using word attack strategies.
- Phonics can be taught as a series of discrete skills in steps (recognizing letters, recognizing letter-sound relationships, using phonics rules, etc.).
- Encourage the child to "Try sounding it out." "What sound does it begin with?"
- When phonics rules don't work, the word may have to be learned as a sight word.
- Use poems that repeat sounds (e.g., *The Cat in the Hat*).
- Tutors should integrate whole language with a phonics/skills approach, in accordance with research that documents the value of using multiple strategies.

Phonics Examples

Consonants

S (saw, is)
D (do, dog, and)
M (me, mom, my)
T (to, at, it)
P (put, up, stop)
F (fish, for, if)
C (cat, can, cut)
R (run, red)
L (little, look)
B (book, boy, big)
N (not, in)
V (very, visit)

Vowels

A (apple, and, a, at)
E (end, red, egg)
I (Indian, in, is, it)
O (on, off, stop)
U (up, us, cup)

Consonant Digraphs

CH (child, chair, witch)
PH (phone, photo)
SH (shoe, she, fish)
TH (mother, the, that, thank, with, teeth)
WH (when, what, where, who, why, wheel)

Phonograms

(Word Families)

AT (cat, sat, hat, bat)
IT (sit, bit, hit)
AN (man, pan, van)
IN (pin, win, fin)
OT (hot, pot, dot)
ET (pet, jet, get)

Make Words Using Phonics

Make words that:

- **Start with beginning consonant sounds (saw, do, to, put, not)**
- **Start with beginning vowel sounds (apple, egg, in, on, up)**
- **Start with consonant digraphs (child, phone, shoe, the, who)**
- **End with consonants (is, and, at, stop, in)**
- **End with phonograms (cat, sit, van, pin, pot, jet)**
- **End with consonant digraphs (witch, fish, with)**
- **Start the same (cat, cow, cup, can)**
- **End the same (bat, cat, not, it, sit)**

Syntax Strategies

- Coach the child to use context to ask: "What would fit here?" "Does it sound right?" "Can we say it that way?"

- Talk with the child about how words and phrases are formed.

- Encourage the child to monitor and self-correct.

- Use syntax strategies to create an active, successful reader, and minimize the risk of the child becoming a dependent or discouraged reader (but always be ready with help when it's really needed).

Prompts for "Making Meaning"

- What do you think this book is about?
- What might happen next?
- How can you tell that...?
- Why did ...happen?
- Why did...behave that way?
- What would you have done?
- Did you ever...?
- How did...make you feel?
- What made...do (or say)...?
- How would you feel if...?
- What did you like about this book?
- How could we learn more about...?

Modeling Thinking

What the tutor can do	Example
1. Ask the question	"What does the bear feel?"
2. Repeat the question	"I asked you how the bear in the story feels."
3. Answer the question	"I think he feels very sad."
4. Show where you found the answer	"The story says a tear rolled down his face." (Show it in a picture if it is available in the story.)
5. Show how you got from the book to your answer	"I know that when a tear rolls down someone's face, it usually means they are sad. That's how I know that the bear is sad."

Adapted with permission from an overhead used by Susan Paynter, AmeriCorps Member Training Workshop, Hartford, Connecticut, September 1997.

Thinking Strategies

Literacy strategies used by good readers to "make meaning":

• ***Inferencing.***	**Using information in the story to gain understanding, reach conclusions, and make predictions.**
• ***Identifying important information.***	**Finding critical facts and details in the story.**
• ***Monitoring.***	**Rereading to "fix" the problem of not understanding what was just read.**
• ***Summarizing.***	**Pulling together information from the whole story and being able to relate the key points.**
• ***Question generating.***	**Asking questions that will lead to understanding of what was read.**

Adapted from a U.S. Department of Education booklet on the Internet, *State of the Art: Transforming Ideas for Teaching and Learning to Read,* November 1993, http://www.ed.gov/pubs/StateArt/Read/

Writing Ticklers

- My favorite book/sport/animal is... because...
- When I'm happy/sad I...
- On TV I saw... and it made me think about...
- I made up a story about...
- My best joke is...
- I wrote a letter to... about...
- My poem is...
- Don't you hate it when...
- My favorite person/place is... because...
- Last week/month/summer...
- My wish is...
- The way I go from here to my home is...

Steps to Write and Publish a Book

Steps	What to do
1. Choose a topic	The child decides what the book is about.
2. List ideas	Brainstorm with the child about the main ideas.
3. Write a first draft	The child writes a rough draft (using "invented spelling" and a "best guess" at grammar and punctuation).
4. Revise	Encourage the child to reread and rewrite—check for the main ideas, fill in missing details, and clarify the sequence of events. Add a title.
5. Edit	Help the child with spelling and other corrections.
6. Write a final draft	The child rewrites the piece.
7. Publish	Help the child bind and make a cover, with the child's name and art work. Distribute to the child's parents and teacher. Include in a newsletter or book.

Tips for Families—
Help Your Child Become a Reader

- **Make time to talk with and listen to your child.**
- **Share family stories with your child.**
- **Praise your child's efforts and accomplishments.**
- **Encourage reading and writing at home:**
  - **Store books and writing materials where children can reach them, and**
  - **Read aloud every day with your child**
- **Read and write everywhere you go with your child.**

Tips for Families—
Reading Aloud with Your Child

- **Start reading today—a child is never too young.**
- **Read aloud every day.**
- **Read your child's favorite books over and over.**
- **Let your child turn pages, repeat words, point out letters and pictures.**
- **Stop often to talk about the pictures and story.**
- **Ask your child to read aloud to you, retell a favorite story, or follow along with a tape.**
- **Make books come alive—dance, draw, dress up, make puppets, or act out a story.**
- **Keep reading aloud every day even after your child has learned to read well and independently.**

Evaluation Form

Tutor Training Conducted by _____ **Date** _____

1. What is your opinion of the following aspects of the training? Rate each aspect using a five-point scale where 1 = Poor, 2 = Not good, 3 = Adequate, 4 = Good, 5 = Excellent.

Aspect	**Not Applicable (insert N/A)**	**Circle Rating Poor to Excellent (1–5)**				
Resource Area		1	2	3	4	5
Handouts		1	2	3	4	5
Overhead Transparencies		1	2	3	4	5
Training Activity #1		1	2	3	4	5
Training Activity #2		1	2	3	4	5
Training Activity #3		1	2	3	4	5
Training Activity #4		1	2	3	4	5
Training Activity #5		1	2	3	4	5

2. Please rate your overall satisfaction with the training session where 1 = Very satisfied and 4 = Very dissatisfied. Please circle rating.

   [4] Very satisfied
   [3] Satisfied
   [2] Dissatisfied
   [1] Very dissatisfied

3. What was most useful to you in the training session? Why?

4. What was least useful to you in the training session? Why?

5. Please comment on the setting and logistical arrangements for the training.

6. What would you recommend be done differently in the future? Please add any other comments you would like. Feel free to write on the back of the form.

Kindergarten Students

Most kindergarten students can do the following:

1. **Understand that print conveys meaning, and:**
   - use picture clues and memory to get meaning from text.
   - know that groups of letters represent spoken words.
   - turn the pages in a storybook to find out what happens next.
   - make predictions about story endings.
   - use the language and voice of stories when narrating their own stories.
   - act out, retell, and dictate simple stories in sequence.

2. **Identify and name the letters of the alphabet, and:**
   - say the alphabet aloud.
   - point out letters of the alphabet in words.
   - match upper- and lower-case letters.

3. **Know that letters are associated with sounds, and:**
   - match each letter with its sound.
   - follow the text with their finger while reading.
   - recognize words that have the same beginning and ending sounds.
   - try to sound out unfamiliar words while reading aloud.
   - spell words phonetically, relating letters to the sounds in words.

4. **Begin developing reading skills, and:**
   - understand the concept of a letter and a word.
   - recognize that words are made up of combinations of letters.
   - track words left to right.
   - understand the one-to-one correspondence of words.
   - read their own name and other simple, common words.
   - "read" their written work to others.

5. **Experiment with writing, and:**
   - use symbols and letters to represent words.
   - write some letters and words correctly.
   - often draw pictures mixed with letters to express ideas and stories.
   - "write" from left to right, top to bottom.
   - write own name and names of family members.
   - begin to explore the uses of technology for reading and writing.

6. **Know that words can be used for various purposes, and:**
   - recognize words in signs that indicate places, such as restaurants, parks, and stores.
   - experiment with writing for different purposes, such as writing a (pretend) grocery list, a thank you note, or a party invitation.

7. **Know how books work, and:**
   - hold books right side up.
   - read from left to right, top to bottom, and turn pages.
   - begin reading at the front of the book and move sequentially to the back.
   - use the words and pictures in a book to tell a story.

8. **Understand what they read, and:**
   - talk about books and stories.
   - ask and answer simple questions about what they have read or heard.
   - compare stories to personal experiences.
   - compare events and characters in different stories.

9. **Enjoy reading many kinds of books, and:**
   - pay attention when being read to.
   - have favorite books and stories.
   - choose library books of interest.
   - look at books independently.
   - show off new reading skills by reading things like road signs and food labels.

Source: Adapted from *Checkpoints for Progress in Reading and Writing for Teachers and Learning Partners,* Developed by a subgroup of the America Reads Challenge: READ*WRITE*NOW! Partners Group, U.S. Department of Education, February 1998 (pages 6–7). Used with permission of the U.S. Department of Education.

The full publication can be obtained by calling the toll-free number 1-800-USA-LEARN or can be downloaded from the U.S. Department of Education's America Reads Challenge website: **http://www.ed.gov/inits/americareads/arc-pubs.html**

Third-Grade Students

Most third-grade students can do the following:

1. **Read for enjoyment and information, and:**
   - pursue own reading interest.
   - have favorite authors and types of books.
   - read primary-level fiction and nonfiction, including books with chapters.
   - read a variety of texts, including books, magazines, newspapers, and textbooks in all content areas.
   - use context clues to expand vocabulary.

2. **Improve their comprehension while reading a variety of simple texts, and:**
   - talk and write about what they have read.
   - think about what they already know and relate it to literature or personal experience.
   - make, confirm, and revise predictions while reading.
   - re-read to clarify meaning or correct a misinterpretation.
   - begin to make inferences.
   - retell story events in proper sequence.

3. **Be proficient readers who uses word-analysis skills to improve vocabulary and reading fluency, and:**
   - use phonics and simple context clues to figure out unknown words (sound words out, break words into smaller parts, look at prefixes and suffixes, look at surrounding words).
   - learn to recognize letter/sound patterns as syllables.
   - read aloud with rhythm and information that sounds like natural speech.
   - begin to correct own errors when reading aloud.

4. **Understand elements of literature such as author, illustrator, character, plot, and setting, and:**
   - draw conclusions about events, characters, and settings in stories.
   - compare settings, characters, and events in different books.
   - explain reasons for characters acting the way they do.
   - evaluate whether or not a plot is realistic.
   - recognize that each piece of literature has a theme or main point.

5. **Understand the characteristics of various simple genres—fables, nonfiction, poetry, realistic, historical, and science fiction—and can:**
   - explain the similarities and differences among the genres.
   - write stories that contain characteristics of selected genres.

6. **Use appropriate language conventions in written work, and:**
   - spell many common words correctly.
   - check for common capitalization and end punctuation.
   - begin to note errors in own work.
   - write legibly in print or cursive letters.
   - make appropriate and varied word choices.

7. **Write to communicate information and ideas, and:**
   - generate and organize ideas for writing.
   - write in a variety of modes (reports, poetry, letters, stories).
   - begin to format writing according to purpose and audience.
   - construct several sentences on one topic in a logical order.
   - include main ideas, supporting details, and descriptive words.
   - use a variety of sentence structures.
   - edit to improve their own work.

Source: Adapted from *Checkpoints for Progress in Reading and Writing for Teachers and Learning Partners,* Developed by a subgroup of the America Reads Challenge: READ*WRITE*NOW! Partners Group, U.S. Department of Education, February 1998 (pages 9–10). Used with permission of the U.S. Department of Education.

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School Readiness and Children's Developmental Status

Nicholas Zill, Mary Collins, Jerry West, and Elvie Germino Hausken

ERIC Clearinghouse on Elementary and Early Childhood Education
ERIC DIGEST, EDO-PS-95-15, December 1995

Kindergarten is now a nearly universal experience for children in the United States, with 98% of all children attending kindergarten prior to entering first grade. However, the population of children that comes to kindergarten is increasingly diverse. Growing numbers of children in the United States come from different racial, ethnic, and cultural backgrounds; family types; parent education levels; income strata; and language backgrounds. The majority of children come to kindergarten with some experience in center-based programs (such as child care centers or preschools), but the percentage of children with such experience and the quality of these experiences vary across the backgrounds and other characteristics listed above.

Schools in the United States are expected to respond to this diversity in children's backgrounds and educational needs by providing all children with appropriate activities and instruction to ensure that each child begins his or her schooling with a good start. Knowing the range of developmental accomplishments and difficulties that children bring with them when they arrive at kindergarten can help us understand the demands being placed on schools to meet the needs of the entering children. Indeed, some of the difficulties discussed here are not experienced as difficulties until children enter school.

Parents of a national sample of 4,423 children from 3 to 5 years of age who had not yet started kindergarten were asked about specific accomplishments and difficulties of their children. Parents, usually the mother, were asked to rate how well their child demonstrated behaviors indicating emerging literacy and numeracy skills, such as pretending to read stories or counting to 20, and small motor skills, such as buttoning clothes and holding a pencil properly. Parents were also asked to rate the extent to which their child showed signs of difficulties in physical activity or attention, such as restlessness and inattention, speech difficulties, and less than optimal health. These data were collected in early 1993 as part of a U.S. Department of Education study (Zill et al., 1995).

Accomplishments and Difficulties

Three- to five-year-olds. The percentage of children displaying signs of emerging literacy and small motor skills increased with age within the 3- to 5-year-old population and within months of age among 4-year-olds. For example, the percentage of preschoolers reported as able to write their own name more than tripled between ages 3 and 4, while the percentage recognizing most letters of the alphabet more than doubled. Other accomplishments showed more moderate age differences. Developmental difficulties showed much smaller changes across ages, and difficulties in some developmental areas showed no change.

More girls than boys demonstrated each of the literacy and small motor skills covered in the survey, and more boys than girls exhibited signs of difficulties with physical activity, attention, or speech. Though differences between boys and girls were widespread, they were not large.

Hispanic preschoolers were reported to show fewer signs of emerging literacy and more indication of difficulties with physical activity or attention, and to be in less good general health than White or Black children. Controlling for related risk factors, such as a mother with limited education and minority language status, reduced these ethnic influences but did not eliminate them. Black preschoolers showed fewer signs of emerging literacy and were more likely to be reported as in less than good health than White preschoolers. Differences between races were wholly accounted for by related risk factors, such as low maternal education, poverty, and single parenthood.

Four-year-olds. A majority of the 4-year-olds in the study displayed each of the small-motor skills and signs of emerging literacy asked about in the survey. The proportion of children displaying each of these behaviors varied greatly across specific accomplishments, however. More than 9 out of 10 were able to button their own clothes and hold a pencil properly, and more than 8 out of 10 were able to identify the primary colors by name. Fewer, about 6 in 10, could count to 20 or recognize most letters of the alphabet.

Much smaller proportions of preschoolers exhibited any developmental difficulties, although a substantial minority displayed signs of difficulties with physical activity or attention. At age 4, nearly 3 in 10 were reported to be very restless and fidgety and nearly 1 in 4 to have short attention spans. Nearly 1 in 8 was reported by their parents to be in less than very good heath. About 1 in 13 were reported to stutter, stammer, or speak in a way that is not understandable to a stranger.

Family Risk Factors and 4-Year-Olds

Sociodemographic risk factors that have been found to be associated with problems in learning after children start school are also correlated with the accomplishments and difficulties children bring with them when they arrive at kindergarten. Five family risk factors were examined:

- mother has less than a high school education;
- family is below the official poverty line;
- mother speaks a language other than English as her primary language;
- mother was unmarried at the time of the child's birth; and
- only one parent is present in the home.

Half of today's preschoolers are affected by at least one of these risk factors, and 15% are affected by three or more of them.

The risk factors are found to be associated with fewer accomplishments and more difficulties in children, even after other child and family characteristics are taken into account. The relative importance of individual risk factors varies across developmental domains. Nevertheless, low maternal education and minority language status are most consistently associated with fewer signs of emerging literacy and a greater number of difficulties in preschoolers.

Attending Head Start, prekindergarten, or other center-based preschool programs was linked to higher emerging literacy scores in 4-year-olds. This correlation remained statistically significant when other child and family characteristics were taken into account. This benefit of preschool attendance accrued to children from both high-risk and low-risk family backgrounds. On the other hand, preschool attendance was found not to be associated with fewer behavioral or speech difficulties or with better health status in preschoolers.

Conclusion

The results of the study point to a need for innovative approaches in providing early education services for children from low-socioeconomic circumstances. As previous studies have shown, existing preschool programs have beneficial effects in the area of emerging literacy and numeracy. But they do not appear to be ameliorating the behavioral, speech, and health difficulties of preschoolers.

The survey results also emphasize the value of a multifaceted concept of educational risk. Five different risk factors were employed in the present study. All were found to have some relationship to preschoolers' accomplishments and difficulties, although the pattern of relationships varied across developmental domains. Many observers believe that low family income is the key factor behind educational failure, but the results of this research do not support this view. When compared to low family income, the risk factors of low maternal education, minority language status, and family structure were often as good or better predictors of the child's developmental accomplishments and difficulties.

By showing the considerable variation that exists in the accomplishments and difficulties of children about to start school, the study highlights the challenges that kindergarten teachers face in meeting the needs of children who are not only demographically but also developmentally diverse. Teachers must maintain the interest and promote the growth of children who have already demonstrated signs of early literacy and numeracy while simultaneously encouraging the development of these behaviors in children who have not yet acquired them. Similarly, they must meet the needs of children with difficulties while reserving sufficient attention and effort for those with few or no difficulties. Although there has always been variation in the characteristics of children entering kindergarten, the commitment to meeting the educational and developmental needs of all children in an increasingly diverse society presents great challenges to teachers, schools, and communities.

Adapted from: Zill, Nicholas, Mary Collins, Jerry West, and Elvie Germino Hausken. (1995). Approaching Kindergarten: A Look at Preschoolers in the United States. *Young Children* 51(1, Nov): 35–38. PS 524 215. Adapted with permission of *Young Children* and the authors.

For More Information

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Activities for Children Aged 3–5

Derry Koralek

Preschoolers listen and talk as they use materials and take part in activities.

- Offer books without words so that children can make up their own stories to go with the pictures.
- Record books on tape and place them with the tape player. Include blank tapes so that children can make their own recordings.
- Teach children nonsense rhymes, songs, poems, and chants. Ask families to help you learn songs, poems, and stories in the children's home languages.
- Make up songs and stories about the children in the group and include their names in familiar songs and finger plays.
- Invite children to tell their favorite stories in their own words or to recall a real event. After the story they can act out stories with each other.

Preschoolers talk, invent stories, and use their imaginations during make-believe play.

- Provide puppets, dress-up clothes, and accessories for make-believe play. Include items children can use to explore play themes such as a gas station, grocery store, or restaurant.
- Offer children a new idea for their play by asking a question. "Does this restaurant serve chili? I'd really like a nice big bowl of chili."
- Suggest a role for a quiet child who may have difficulty getting involved in make-believe play. "I see two people waiting on tables in this restaurant. Do you have a cook?"

Preschoolers can express their ideas and listen and respond to other people.

- Start conversations with children and keep them going. Watch what a child is doing, then comment or add new information. For example, Monte is looking at the bean plants the children planted last month. To start a conversation, his teacher could say:

  "I grew butter beans in my garden last year."

  Wait for the child to respond. It may take her a while to absorb what you said and think of a reply. If the child doesn't respond, try again.

  "What kind of beans do you like to eat?"

  If the child does respond, try to find out what he or she wants to talk about and say something about the child's interests.

  "There sure are a lot of different beans—black beans, string beans, pinto beans. We have a book about beans. Let's see what it says."

- Talk with children during outdoor play, while painting or drawing, at meals and snacks, or while putting away toys. Here are some tips:
  - Listen carefully. Smile and show your interest.
  - Help a child add missing information to a confusing story. "Did Rex jump over the fence or was the gate open?"
  - Comment or ask a question to help a child continue. "Rex must be a good jumper." "How did you get Rex to come home?"

Preschoolers are learning how to talk with each other.

- Help children learn to talk with each other in small groups. Remind children to listen to the speaker.

  "Tory is talking now, Carlos. Tory, tell us about cooking with your Dad."

  "Carlos, we enjoyed your story about going to the barber shop with your uncle. Now it's Drew's turn to talk. Drew, what did you do over the weekend?"

- Sit with children during mealtimes and help them learn to take turns talking and listening, to stay on the topic, and to keep their conversation going.

Adapted with permission from: Koralek, Derry, *READY★SET★READ FOR CAREGIVERS,* developed by the Early Childhood Technical Assistance Center (ECTAC), administered by Collins Management Consulting, Inc., Vienna, Virginia, as a joint project of the Corporation for National Service, the U.S. Department of Education and the U.S. Department of Health and Human Services, 1997.

Read to Me

The following guidance is designed to help a parent or family member (or a tutor) read with a child:

It's important to read to your child, but equally important to listen to them read to you. Children thrive on having someone appreciate their developing skills.

What you'll need: Books at your child's reading level

What to do:

- Listen attentively as your child reads.
- Take turns. You read a paragraph and have your child read the next one or you read half the page and your child reads the other half. As your child becomes more at ease with reading aloud, take turns reading a full page. Keep in mind that your child may be focusing more on how to read the words than on what they mean, and your reading helps to keep the story alive.
- If your child has trouble reading words, you can help him or her in several ways:
  - Ask the child to skip over the word, read the rest of the sentence, and then say what would make sense in the story for the missing word.
  - Guide the child to use what he or she knows about letter sounds.
  - Supply the correct word.
- Tell your child how proud you are of his or her efforts and skills.

Listening to your child read aloud provides opportunities for you to express appreciation of his or her new skills and for them to practice their reading. Most importantly, this is another way to enjoy reading together.

Adapted with permission from: Venezky, Dick and Linda Sittig, Ed. (May 1995). *Activities for Reading and Writing Fun,* READ*WRITE*NOW (page 17). Washington, DC: U.S. Department of Education.

Encouraging Young Children's Writing

Jane Maehr

ERIC Clearinghouse on Elementary and Early Childhood Education
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Many educators and parents assume that young children must progress through a sequence of clearly defined skill areas to acquire listening, speaking, reading, and, finally, writing facility. As a result, young children often are not encouraged to write until they have learned how to read and have mastered the mechanics of writing (grammar, capitalization, punctuation).

Recent studies in emergent literacy—the early stages of learning to write and read—have shown that young children compose before they know much about the conventions of writing and reading or have the skill to control the formation of letters. As young children gradually realize the usefulness of writing—even unconventional writing—they are encouraged to develop related literacy skills.

High/Scope's Approach to Emergent Literacy

A developmental approach to literacy emphasizes the gradual emergence of skills in all areas of language rather than the end results of this process: formal skills in speaking, reading, and writing. Such a developmental approach is used by the High/Scope Educational Research Foundation in Ypsilanti, Michigan. High/Scope curriculum developers and teaching adults recognize that preschoolers and kindergartners have plenty of ideas and enjoy composing and reading their compositions.

Children in High/Scope preschool and kindergarten classrooms, centers, and homes often write and read in unconventional forms (scribblings, drawings, letter-like marks) in order to relate their thoughts and experiences. Such attempts to communicate are not viewed as mistakes. Instead, young children are encouraged to "write" without worrying about the mechanics of writing. However, teachers and parents don't adopt a hands-off or laissez-faire approach to literacy development. Instead, they support the naturalness of learning about reading and writing by enriching the atmosphere in which children live and learn. In such an enriched atmosphere, authentic reasons for learning to write and read are readily apparent to children, and they have opportunities to hear good literature and use language in many forms to accomplish tasks.

In High/Scope learning settings, children are given numerous opportunities to observe purposeful writing. For example, on the first day at the High/Scope Demonstration Preschool, each child chooses an identification symbol that is used to label his or her cubby, artwork, and other belongings. Children's symbols are usually drawings of shapes or familiar objects (for example, a circle, star, or tree). Each child's symbol is displayed on an identification sign that also includes the child's name and photo. Children use their symbols daily.

Teachers and other adults involve children in writing messages, notes to parents, and lists of things to do. Because the symbols and processes of writing are commonplace in High/Scope early learning environments, children can observe the relationship between spoken and written language. Preschools, kindergartens, and day care homes or centers have some type of "writing area" or "office center." In a preschool or day care program, the writing area may simply be an informal arrangement, such as a table

with writing implements and materials. In a kindergarten, it may be a full-fledged activity area. Whatever the setting, the place where children are encouraged to "write" should be stocked with a variety of writing tools. Most important, it should be a place where children feel free to write in their own way.

Children who respond in such a setting by saying "I can't write" or "I don't know how," or who assume that an adult will automatically write for them, will soon learn that the adults believe that the children can write. Adults respond warmly to all attempts children make to write, even when these attempts result in the random scribbles, letter-like marks, and drawings that children call writing. Adults ask such open-ended questions as, "Tell me what you've written" or "That's interesting...what about this part?" When adults respond positively to all efforts at written language, children learn that their decision to take a risk with writing was worthwhile.

Even casual observers of young children's writing will see that they often combine conventional and unconventional print. Some preschoolers, and many kindergartners, know how to write their names conventionally. However, most preschoolers are more comfortable with scribbling their messages or attempting representational drawings than with trying to write in conventional form. Occasionally, preschoolers will move on to forming letter-like units or even a letter or two from their names. At the beginning of the school year, some kindergartners will be able to string nonphonetic letters together in imitation of print. As the year progresses, some will begin to invent the spelling of isolated words and compile lists of words they know.

It's important for adults to recognize that such experimentation at the preschool and kindergarten levels allows children to use comfortable, nonconventional forms of writing to express complex thoughts. By encouraging children to write in their own way, adults assure that the composition process as a whole does not stand or fall on children's knowledge of, or skill in, conventional writing.

Understanding the Connections Between Drawing, Writing, and Reading

When adults use the teaching techniques of the emergent literacy approach, they understand the relationships between children's drawing, writing, and reading. They realize that some children may consider their drawings to be actual writing. If asked to "read" their text, these children will respond with a clear message or story. Older children may recognize that drawing is an illustrative form, but still continue to use it as writing.

It is important to resist the pressure to introduce skill and drill practice in children's early years. Forcing young children to practice writing out-of-context words they do not understand and cannot read; suggesting that they print letters so that they fit in lined spaces; insisting that words always be spelled conventionally; and overemphasizing practice with discrete letter and sound relationships will not make children become better writers and readers. In fact, such demands may make it less likely that children will develop a pleasurable association between reading and writing.

Supporting Children's Writing

The process of learning to write begins in infancy. The positive oral and written language experiences children have at home, day care, preschool, and kindergarten contribute to the developing capacity to communicate in writing.

Adults in day care settings and preschools can promote the development of writing skills by offering numerous informal opportunities for children to observe, explore, and experiment with writing. When children observe that adults are writing in order to accomplish real tasks, they learn the value and function of writing. Caregivers can involve the children in writing brief notes to parents or listing the foods that are to be purchased for the next day's snack time. It's a good idea to have a box of writing tools and materials available for children to use when they want to write their own way. The materials can be arranged on a special table set aside for this purpose.

Although informal opportunities to write should continue at the kindergarten level, it's also appropriate for adults to begin to provide slightly more formal and organized opportunities. For example, adults can set aside a special time when children are asked to work in the "office center." The office center can also be available as an option for children at work time. In the office center, children should easily find everything they need to write names, design signs, send notes, record telephone numbers, or write stories.

Although many kindergartners can recognize some letters, words, and phrases, they may revert to drawing or scribbling when encouraged to write a story. Adults should accept this as a valuable attempt at writing and avoid prodding children to write only in words.

In the course of the year, some kindergartners will experiment with phonetic spelling and begin to move closer to conventional forms. Teachers should treat such developments as part of the natural process of emerging literacy. Attempts to use emerging skills should be warmly supported, not pushed or scrutinized for errors. The developmental approach emphasizes learning experiences that are meaningful to children, and not drill and practice of isolated skills.

This digest was adapted from the article "Right! Young Children Can Write!" by Jane Maehr, which appeared in Extensions: *Newsletter of the High/Scope Curriculum,* Vol. 4, No. 3 (November/December 1989): 1–4.

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Word Recognition Strategies

- **Flash cards.** Make 3-by-5-inch cards with words written in lower case. Include common sight words, the child's "special" words, words the child often mistakes when reading, words the child knows. Review the cards every tutoring session. Make a Word Box for the cards. Make a Word Tree and put word leaves on the tree.

- **Word lists.** Work with the child to make lists of words on a computer, overhead projector, flip chart, or using letters on a magnet board.

- **Word games.** Put a few letters on the magnet board and have the child rearrange to create a word he or she knows. Circle familiar words in a magazine, or create sentences from the words.

- **Concentration.** Make a deck of 24 cards, with each word repeated twice. Shuffle cards and deal out in four rows of six cards each. The child turns over two cards. If they form a pair of the same word, the child says the word and keeps the pair. If not, he or she turns them over and tries again. The goal is to match all the cards.

Reading Strategies

Ideas from Bank Street College of Education

Pre-Reading Strategies

These activities can help students to:

- Activate Background Knowledge and Make Connections
- Stimulate Predictions
- Form a Purpose for Reading

Predicting:

- Examine the cover illustration (if there is one) and read the title of new book. Ask child to predict what it might be about based on either the cover picture, the title, or both. If the title and illustration are not helpful in giving the student a sense of what the story is about, you can provide a brief summary of the book. For example, when looking at a book with a picture of a cat on the front, you can say: "This story is about a cat that moves to a new house and has some adventures while trying to make new friends."

Activating Background Knowledge:

- Ask the student to tell you what he or she knows about the subject of the story or if he or she has had similar experiences, or heard or read a story like this or by same author. "You said you have a cat. Tell me what your cat does all day and who its friends are. What kind of friends do you think the cat in this book might find?" If the topic is totally unfamiliar, reconsider book choice, or take extra time to build the necessary background knowledge through some kind of concrete experiences. For example, if you choose a book about a farm and the student has never been to a farm, you may want to begin by looking at pictures of farms and farm animals, and having a brief discussion about what kinds of things happen on farms: what animals live there, what things grow on farms, etc.

Conducting Picture Walk:

- With Emergent and Early readers, conduct a "Picture Walk" through the book, or chapter, by covering the print, and encouraging or guiding the student in a discussion of what could be going on based on the pictures. If there is vocabulary that may not be familiar to child such as "cupboard" or "bonnet," point the words out and explain them in connection with the pictures and the context of the story. "You're right, in this picture the teeny tiny woman is putting on her hat, except in this book it's called a 'bonnet' (pointing to the word), which is another word for hat. She is putting on her teeny tiny bonnet. Do you think she is getting ready to go somewhere?" In your discussion of the pictures, be sure to use as much of the actual book language as possible, especially if there are repeated patterns or refrains. (*The Teeny Tiny Woman,* Barbara Seeling).

Noticing Structure of the Text:

- Where appropriate, point out or help the child notice the structure of the text and connect it with other similarly structured texts heard or read. "Yes, this is a fairy tale. We've read several fairy tales together. What do you know about fairy tales? What have you noticed that is the same about the three tales we read?"

Forming Purpose for Reading:

- Formulate and encourage the student to come up with two or three predictions or questions before reading. "This is a story about a boy who wants a dog, but his mother won't let him have one. What do you think he is going to do first? Why do you think that?" "You already know a lot about dinosaurs. What are some things you want to find out about them when you start reading this book?"

During Reading Strategies

Cueing and Self-Monitoring Systems:

Successful independent reading involves integrating three sets of cues. Efficient readers use all three to predict, confirm, and self-correct as they read.

- **Meaning or Semantics:** Readers use their background knowledge of vocabulary and word understanding. They also use the context of the sentence, the paragraph or the whole text to figure out what the text is about, and what would make sense. Readers continually evaluate the information they take in, asking:

  "Does this word make sense as I read it?"

  "Does this sentence make sense as I read it: 'The girl was a dog running?'"

- **Syntax or Language Structure:** Readers use their knowledge of English grammar to make sense of text.

  Does the sentence sound like real language? ("She went into she house.") Does this word fit grammatically in this sentence?

- **Visual Information or Graphophonics:** Readers use information in the text including pictures and print and other knowledge of print conventions, including:
  - format details
  - details and shapes of letters and words
  - directionality
  - voice/print match
  - letter/sound associations
  - punctuation

Volunteers can help young readers use these cues by modeling and encouraging them to ask themselves questions as they read. For example, if a child reads out loud:

> "She rode the house into the barn."

a tutor can say:

> "Hmm, does that make sense? Did she really ride a house? What else could she ride? What word begins with an H that you can ride? The word 'horse' looks a lot like the word 'house'—that was a very good try at reading that word, but it also needs to make sense, doesn't it?"

Gradually, after you have provided a lot of this kind of model questioning, you can encourage students to ask these kinds of questions of themselves as they read.

- What would make sense here?
- Did what I just read make sense?
- If not, how can I fix it?

- What word would fit here?
- Does it sound right?
- If not, how can I fix it?

- Do the letters and the pictures match up with what I read?
- If not, how can I fix it and still be sure it makes sense and sounds right?

Helping an Oral Reader Who Is Stuck or Has Miscued

Beginning readers often substitute their own words for those in print. While we want readers to eventually become accurate readers, that should not be the primary goal. Making sense and getting meaning from the text is more important.

Even expert readers sometimes make errors or substitutions in the text without realizing it. Unless those substitutions change the meaning, you don't have to worry about them. Instead of calling them mistakes or errors, we call them miscues. A miscue is any deviation from the text.

Some things for you to keep in mind:

- If a miscue doesn't change the meaning, or changes it only slightly, you can ignore it. "He rode his bike in/on the road."
- Try not to jump in too quickly; wait and give the reader a chance to self-correct or problem solve.
- Show confidence in the child's ability and be available to help.

Some things readers can be encouraged to do when they are trying to figure out a word or get stuck:

PICTURE PROMPT: Direct reader to look at the picture, or to close eyes and imagine what is happening.

RERUN: Suggest rereading the sentence or phrase to clarify the meaning so far. This can help in predicting the upcoming word, giving the reader more time to access it.

CONTEXT PROMPT: Ask the reader if what he or she just read made sense; use this information to help the reader predict what words would "make sense" or "sound right" in a sentence. Then help the reader check the print to confirm the prediction.

READ-ON: Beginning readers can be encouraged to skip over the unknown word and read to the end of the phrase or sentence, substituting a grunt in place of the mystery word. "I never ['mmm'] what to give my mother for her birthday." This helps readers use the meaning (context) of the surrounding words, and sometimes the initial letter(s) to figure out the problem word.

COMPARING: Ask if reader has seen a word that looks like the troubling one; or write a similar word, i.e., if the hard word is "fright," point out or write down "night." (Be sure to use a word that you are sure the child will recognize.) Helping the child see that a word part is similar to another known word can help too. A fluent reader can think, "If I know 'her' and 'taps,' I can figure out 'perhaps'" (assuming she or he has heard and understands the word).

STRUCTURAL PROMPT: Tell or ask the child to notice the word's parts: play-ing; out-side. Help the reader cover the appropriate part of the word.

LOOK BACK TO PREVIOUS CONTEXT: Sometimes beginning readers recognize that they've seen a word somewhere else. Looking back or identifying the former context can help the reader recall the word.

After the student figures out a difficult word, or after he or she self-corrects, be sure to encourage him or her to ask: "Does this make sense? Does this sound right? Does this look right?" Once the child is satisfied that the sentence does make sense, give specific praise for using good strategies to figure out words. Encouraging students to constantly ask themselves "Does this make sense?" when reading, reinforces the purpose of reading: we read to understand the meaning of the text, not simply to translate the printed letters into spoken words.

Asking Questions

An important strategy to use before, during and after reading to enhance interest and comprehension*

* The following suggestions are adapted from: R. Huntsman, 1990; L. Rhodes and C. Dudley-Marling, 1996.

Engaging students in a dialogue about something they are about to read can clarify their thinking and help you find out what they already know or expect from the material. Questions and discussion also clarify understanding during and after reading. One way to begin this dialogue is through asking questions that elicit responses reflecting the student's thoughts and understandings about the reading.

Too often questions are used only at the end of reading, asked by the teacher or tutor to check comprehension. In fact, successful readers ask themselves questions throughout the reading process. Beginning readers need modeling and practice to learn how to do this.

Effective questions encourage real thinking, not just yes or no answers. Notice too that different kinds of questions require different ways of finding the answer:

- Factual or "right there" questions can be answered with a single word or phrase found right in the story: "When did the story take place?" "It was midnight, the 25th of October..."
- Inference or "think and search" questions require finding and integrating information from several places in the story and relating one's own knowledge as well. "When did the story take place?" "The harvest moon hung high in the sky, shining on the field of ripe orange pumpkins waiting to be picked for Halloween..." Using our background knowledge of concepts like "harvest" and "Halloween" as well as the words "ripe pumpkins," we figure out that this story takes place one night in late October, even though those words aren't used in the text.
- "In the head" or "On my own" questions require bringing in one's own information (background knowledge). These can be answered without reading from the book. "We have read a lot of fairy tales, what kinds of things usually happen in fairy tales?" Or, "You told me you have a cat. What might happen in a story called *Puss in Boots*? Do you think it could be true?"
- Remember to focus on the positive aspects of the child's responses to encourage future attempts.

Questions before reading should help the reader:

- Make connections between background knowledge and the topic of the book: "This book is about Anansi the Spider: do you remember the other Anansi book we read? What kind of character is Anansi? What kinds of things did he do in that story? How do you suppose he will behave in this book?"
- Set a purpose for reading: "Here is a new book about sea turtles. What are some things that you would like to learn about these creatures?"

- Make predictions: "The title of this book is *The Missing Tooth,* (Cole, 1988). Who do you suppose the two boys on the cover are, and what do you think this book might be about? What happens to you when you lose a tooth?"

Questions during reading should help the reader:

- Clarify and review what has happened so far: "What are some of the things that made Arlo and Robby such good friends?"
- Confirm or create new predictions: "Now that one boy has lost a tooth, so they aren't both the same, what's going to happen? I wonder if they will stay friends."
- Critically evaluate the story and make personal connections: "Could this really happen—that two good friends could have a fight because one of them had something the other wanted? How would you feel if you were Robby? What would you do?"
- Make connections with other experiences or books: "Does this remind you of another story/character? What happened in that story? Could that happen here?"
- Monitor the child's reading for meaning and accuracy: "Did that word 'horned' make sense? What is a 'horned toad?'"

Questions after reading will help:

- Reinforce the concept that reading is for understanding the meaning of the text, and making connections: "In this story about Amy's first day in school, how did she feel before going into her classroom? How did you feel on your first day?"
- Model ways of thinking through and organizing the information they have taken in from reading a text: "What did Amy's teacher do when she walked into the classroom? How does Amy feel now? How do you know that?"
- Encourage critical thinking and personal response: "What do you think might have happened if the teacher had not done that? Why do you think the author decided to write this story? Would you have done what Amy did?"
- Build awareness of common themes and structures in literature: "What other story or character does this sound like? What parts are the same? What parts are different?"

When children respond to your questions it is important to listen carefully to what they say, and to respond to any questions they may have. Also, if a student has misunderstood a section of a story you may want to go back to that part of the book and reread it, clarifying any difficult vocabulary if necessary, to help the student understand what is going on.

You might say:

> "You said that the rabbit was laughing at the pig at the end, but you know, I remember something different. Lets look at that part of the book again and see what it says." (Then reread the appropriate segment of the book.)
>
> "Here it says: 'The rabbit ran through the door and slipped past the man who was laughing at the pig.' Do you know what it means when someone 'slips past' something?"

The most important thing, however, when talking about a story with a child is to let them know that their ideas about what they have read are important and that you value what they have to say.

Source: This *Reading Strategies* handout was excerpted with permission of Bank Street College of Education from Bank Street College of Education's America Reads Challenge website: **http://www.bnkst.edu/americareads/americareads.html**

Preventing Reading Difficulties in Young Children

Executive Summary

Catherine E. Snow, M. Susan Burns, and Peg Griffin, Editors

Reading is essential to success in our society. The ability to read is highly valued and important for social and economic advancement. Of course, most children learn to read fairly well. In this report, we are most concerned with the large numbers of children in America whose educational careers are imperiled because they do not read well enough to ensure understanding and to meet the demands of an increasingly competitive economy. Current difficulties in reading largely originate from rising demands for literacy, not from declining absolute levels of literacy. In a technological society, the demands for higher literacy are ever increasing, creating more grievous consequences for those who fall short.

The importance of this problem led the U.S. Department of Education and the U.S. Department of Health and Human Services to ask the National Academy of Sciences to establish a committee to examine the prevention of reading difficulties. Our committee was charged with conducting a study of the effectiveness of interventions for young children who are at risk of having problems learning to read. The goals of the project were three: (1) to comprehend a rich but diverse research base; (2) to translate the research findings into advice and guidance for parents, educators, publishers, and others involved in the care and instruction of the young; and (3) to convey this advice to the targeted audiences through a variety of publications, conferences, and other outreach activities.

The Committee's Approach

The committee reviewed research on normal reading development and instruction, on risk factors useful in identifying groups and individuals at risk of reading failure, and on prevention, intervention, and instructional approaches to ensuring optimal reading outcomes.

We found many informative literatures to draw on and have aimed in this report to weave together the insights of many research traditions into clear guidelines for helping children become successful readers. In doing so, we also considered the current state of affairs in education for teachers and others working with young children; policies of federal, state, and local governments impinging on young children's education; the pressures on publishers of curriculum materials, texts, and tests; programs addressed to parents and to community action; and media activities.

Our main emphasis has been on the development of reading and on factors that relate to reading outcomes. We conceptualized our task as cutting through the detail of mostly convergent, but sometimes discrepant, research findings to provide an integrated picture of how reading develops and how its development can be promoted.

Our recommendations extend to all children. Granted, we have focused our lens on children at risk for learning to read. But much of the instructional research we have reviewed encompasses, for a variety of reasons, populations of students with varying degrees of risk. Good instruction seems to transcend characterizations of children's vulnerability for failure; the same good early literacy environment and patterns of effective instruction are required for children who might fail for different reasons.

Does this mean that the identical mix of instructional materials and strategies will work for each and every child? Of course not. If we have learned anything from this effort, it is that effective teachers are able to craft a special mix of instructional ingredients for every child they work with. But it does mean that there is a common menu of materials, strategies, and environments from which effective teachers make choices. This in turn means that, as a society, our most important challenge is to make sure that our teachers have access to those tools and the knowledge required to use them well. In other words, there is little evidence that children experiencing difficulties learning to read, even those with identifiable learning disabilities, need radically different sorts of supports than children at low risk, although they may need much more intensive support. Childhood environments that support early literacy development and excellent instruction are important for all children. Excellent instruction is the best intervention for children who demonstrate problems learning to read.

Conceptualizing Reading and Reading Instruction

Effective reading instruction is built on a foundation that recognizes that reading ability is determined by multiple factors: many factors that correlate with reading fail to explain it; many experiences contribute to reading development without being prerequisite to it; and although there are many prerequisites, none by itself is considered sufficient.

Adequate initial reading instruction requires that children:

- use reading to obtain meaning from print,
- have frequent and intensive opportunities to read,
- are exposed to frequent, regular spelling-sound relationships,
- learn about the nature of the alphabetic writing system, and
- understand the structure of spoken words.

Adequate progress in learning to read English (or any alphabetic language) beyond the initial level depends on:

- having a working understanding of how sounds are represented alphabetically,
- sufficient practice in reading to achieve fluency with different kinds of texts,
- sufficient background knowledge and vocabulary to render written texts meaningful and interesting,
- control over procedures for monitoring comprehension and repairing misunderstandings, and
- continued interest and motivation to read for a variety of purposes.

Reading skill is acquired in a relatively predictable way by children who have normal or above average language skills; have had experiences in early childhood that fostered motivation and provided exposure to literacy in use; get information about the nature of print through opportunities to learn letters and to recognize the internal structure of spoken words, as well as explanations about the contrasting nature of spoken and written language; and attend schools that provide effective reading instruction and opportunities to practice reading.

Disruption of any of these developments increases the possibility that reading will be delayed or impeded. The association of poor reading outcomes with poverty and minority status no doubt reflects the accumulated effects of several of these risk factors, including lack of access to literacy-stimulating preschool experiences and to excellent, coherent reading instruction. In addition, a number of children without any obvious risk factors also develop reading difficulties. These children may require intensive efforts at intervention and extra help in reading and accommodations for their disability throughout their lives.

There are three potential stumbling blocks that are known to throw children off course on the journey to skilled reading. The first obstacle, which arises at the outset of reading acquisition, is difficulty understanding and using the alphabetic principle—the idea that written spellings systematically represent spoken words. It is hard to comprehend connected text if word recognition is inaccurate or laborious. The second obstacle is a failure to transfer the comprehension skills of spoken language to reading and to acquire new strategies that may be specifically needed for reading. The third obstacle to reading will magnify the first two: the absence or loss of an initial motivation to read or failure to develop a mature appreciation of the rewards of reading.

As in every domain of learning, motivation is crucial. Although most children begin school with positive attitudes and expectations for success, by the end of the primary grades and increasingly thereafter, some children become disaffected. The majority of reading problems faced by today's adolescents and adults are the result of problems that might have been avoided or resolved in their early childhood years. It is imperative that steps be taken to ensure that children overcome these obstacles during the primary grades.

Reducing the number of children who enter school with inadequate literacy-related knowledge and skill is an important primary step toward preventing reading difficulties. Although not a panacea, this would serve to reduce considerably the magnitude of the problem currently facing schools. Children who are particularly likely to have difficulty with learning to read in the primary grades are those who begin school with less prior knowledge and skill in relevant domains, most notably, general verbal abilities, the ability to attend to the sounds of language as distinct from its meaning, familiarity with the basic purposes and mechanisms of reading, and letter knowledge. Children from poor neighborhoods, children with limited proficiency in English, children with hearing impairments, children with preschool language impairments, and children whose parents had difficulty learning to read are particularly at risk of arriving at school with weaknesses in these areas and hence of falling behind from the outset.

Recommendations

The critical importance of providing excellent reading instruction to all children is at the heart of the committee's recommendations. Accordingly, our central recommendation characterizes the nature of good primary reading instruction. We also recognize that excellent instruction is most effective when children arrive in first grade motivated for literacy and with the necessary linguistic, cognitive, and early literacy skills. We therefore recommend attention to ensuring high-quality preschool and kindergarten environments as well. We acknowledge that excellent instruction in the primary grades and optimal environments in preschool and kindergarten require teachers who are well prepared, highly knowledgeable, and receiving ongoing support. Excellent instruction may be possible only if schools are organized in optimal ways; if facilities, curriculum materials, and support services function adequately; and if

children's home languages are taken into account in designing instruction. We therefore make recommendations addressing these issues. (The complete text of all the committee's recommendations appears in Chapter 10 of the full report.)

Literacy Instruction in First Through Third Grade

Given the centrality of excellent instruction to the prevention of reading difficulties, the committee strongly recommends attention in every primary grade classroom to the full array of early reading accomplishments: the alphabetic principle, reading sight words, reading words by mapping speech sounds to parts of words, achieving fluency, and comprehension. Getting started in alphabetic reading depends critically on mapping the letters and spellings of words onto the speech units that they represent; failure to master word recognition can impede text comprehension. Explicit instruction that directs children's attention to the sound structure of oral language and to the connections between speech sounds and spellings assists children who have not grasped the alphabetic principle or who do not apply it productively when they encounter unfamiliar printed words.

Comprehension difficulties can be prevented by actively building comprehension skills as well as linguistic and conceptual knowledge, beginning in the earliest grades. Comprehension can be enhanced through instruction focused on concept and vocabulary growth and background knowledge, instruction about the syntax and rhetorical structures of written language, and direct instruction about comprehension strategies such as summarizing, predicting, and monitoring. Comprehension also takes practice, which is gained by reading independently, by reading in pairs or groups, and by being read aloud to.

We recommend that first- through third-grade curricula include the following components:

- Beginning readers need explicit instruction and practice that lead to an appreciation that spoken words are made up of smaller units of sounds, familiarity with spelling-sound correspondences and common spelling conventions and their use in identifying printed words, "sight" recognition of frequent words, and independent reading, including reading aloud. Fluency should be promoted through practice with a wide variety of well-written and engaging texts at the child's own comfortable reading level.

- Children who have started to read independently, typically second graders and above, should be encouraged to sound out and confirm the identities of visually unfamiliar words they encounter in the course of reading meaningful texts, recognizing words primarily through attention to their letter-sound relationships. Although context and pictures can be used as a tool to monitor word recognition, children should not be taught to use them to substitute for information provided by the letters in the word.

- Because the ability to obtain meaning from print depends so strongly on the development of word recognition accuracy and reading fluency, both of the latter should be regularly assessed in the classroom, permitting timely and effective instructional response when difficulty or delay is apparent.

- Beginning in the earliest grades, instruction should promote comprehension by actively building linguistic and conceptual knowledge in a rich variety of domains, as well as through direct instruction about comprehension strategies such as summarizing the main idea, predicting events and outcomes of upcoming text, drawing inferences, and monitoring for coherence and misunderstandings. This instruction can take place while adults read to students or when students read themselves.

- Once children learn some letters, they should be encouraged to write them, use them to begin writing words or parts of words, and use words to begin writing sentences. Instruction should be designed with the understanding that the use of invented spelling is not in conflict with teaching correct spelling. Beginning writing with invented spelling can be helpful for developing understanding of the identity and segmentation of speech sounds and sound-spelling relationships. Conventionally correct spelling should be developed through focused instruction and practice. Primary grade children should be expected to spell previously studied words and spelling patterns correctly in their final writing products. Writing should take place regularly and frequently to encourage children to become more comfortable and familiar with it.

- Throughout the early grades, time, materials, and resources should be provided with two goals: (a) to support daily independent reading of texts selected to be of particular interest for the individual student, and beneath the individual student's frustration level, in order to consolidate the student's capacity for independent reading, and (b) to support daily assisted or supported reading and rereading of texts that are slightly more difficult in wording or in linguistic, rhetorical, or conceptual structure in order to promote advances in the student's capabilities.

- Throughout the early grades, schools should promote independent reading outside school by such means as daily at-home reading assignments and expectations, summer reading lists, encouraging parent involvement, and by working with community groups, including public librarians, who share this goal.

Promoting Literacy Development in Preschool and Kindergarten

It is clear from research that the process of learning to read is a lengthy one that begins very early in life. Given the importance identified in the research literature of starting school motivated to read and with the prerequisite language and early literacy skills, the committee recommends that all children, especially those at risk for reading difficulties, should have access to early childhood environments that promote language and literacy growth and that address a variety of skills that have been identified as predictors of later reading achievement. Preschools and other group care settings for young children often provide relatively impoverished language and literacy environments, in particular those available to families with limited economic resources. As ever more young children are entering group care settings pursuant to expectations that their mothers will join the work force, it becomes critical that the preschool opportunities available to lower-income families be designed in ways that support language and literacy development.

Preschool programs, even those designed specifically as interventions for children at risk of reading difficulties, should be designed to provide optimal support for cognitive, language, and social development, within this broad focus, however, ample attention should be paid to skills that are known to predict future reading achievement, especially those for which a causal role has been demonstrated. Similarly, and for the same reasons, kindergarten instruction should be designed to stimulate verbal interaction, to enrich children's vocabularies, to encourage talk about books, to provide practice with the sound structure of words, to develop knowledge about print, including the production and recognition of letters, and to generate familiarity with the basic purposes and mechanisms of reading.

Children who will probably need additional support for early language and literacy development should receive it as early as possible. Pediatricians, social workers, speech-language therapists, and other preschool practitioners should receive research-based guidelines to assist them to be alert for signs that children are having difficulties acquiring early language and literacy skills. Parents, relatives, neighbors, and friends can also play a role in identifying children who need assistance. Through adult education programs, public service media, instructional videos provided by pediatricians, and other means, parents can be informed about what skills and knowledge children should be acquiring at young ages, and about what to do and where to turn if there is concern that a child's development may be lagging behind in some respects.

Education and Professional Development for All Involved in Literacy Instruction

The critical importance of the teacher in the prevention of reading difficulties must be recognized, and efforts should be made to provide all teachers with adequate knowledge about reading and the knowledge and skill to teach reading or its developmental precursors. It is imperative that teachers at all grade levels understand the course of literacy development and the role of instruction in optimizing literacy development.

Preschool teachers represent an important, and largely underutilized, resource in promoting literacy by supporting rich language and emergent literacy skills. Early childhood educators should not try to replicate the formal reading instruction provided in schools.

The preschool and primary school teacher's knowledge and experience, as well as the support provided to the teacher, are central to achieving the goal of primary prevention of reading difficulties. Each of these may vary according to where the teacher is in his or her professional development. A critical component in the preparation of pre-service teachers is supervised, relevant, clinical experience providing ongoing guidance and feedback, so they develop the ability to integrate and apply their knowledge in practice.

Teachers need to be knowledgeable about the research foundations of reading. Collaborative support by the teacher preparation institution and the field placement is essential. A critical component for novice teachers is the support of mentors who have demonstrated records of success in teaching reading.

Professional development should not be conceived as something that ends with graduation from a teacher preparation program, nor as something that happens primarily in graduate classrooms or even during in-service activities. Rather, ongoing support from colleagues and specialists, as well as regular opportunities for self-examination and reflection, are critical components of the career-long development of excellent teachers.

Teaching Reading to Speakers of Other Languages

Schools have the responsibility to accommodate the linguistic needs of students with limited proficiency in English. Precisely how to do this is difficult to prescribe, because students' abilities and needs vary greatly, as do the capacities of different communities to support their literacy development. The committee recommends the following guidelines for decision making:

- If language minority children arrive at school with no proficiency in English but speaking a language for which there are instructional guides, learning materials, and locally available proficient teachers, then these children should be taught how to read in their native language while acquiring proficiency in spoken English, and then subsequently taught to extend their skills to reading in English.

- If language minority children arrive at school with no proficiency in English but speak a language for which the above conditions cannot be met and for which there are insufficient numbers of children to justify the development of the local community to meet such conditions, the instructional priority should be to develop the children's proficiency in spoken English. Although print materials may be used to develop understanding of English speech sounds, vocabulary, and syntax, the postponement of formal reading instruction is appropriate until an adequate level of proficiency in spoken English has been achieved.

Ensuring Adequate Resources to Meet Children's Needs

To be effective, schools with large numbers of children at risk for reading difficulties need rich resources—manageable class size and student-teacher ratios, high-quality instructional materials in sufficient quantity, good school libraries, and pleasant physical environments. Achieving this may require extra resources for schools that serve a disproportionate number of high-risk children.

Even in schools in which a large percentage of the students are not achieving at a satisfactory level, a well-designed classroom reading program, delivered by an experienced and competent teacher, may be successful in bringing most students to grade level or above during the primary grades. However, achieving and sustaining radical gains is often difficult when improvements are introduced on a classroom-by-classroom basis. In a situation of school-wide poor performance, school restructuring should be considered as a vehicle for preventing reading difficulties. Ongoing professional development for teachers is typically a component of successful school restructuring efforts.

Addressing the Needs of Children with Persistent Reading Difficulties

Even with excellent instruction in the early grades, some children fail to make satisfactory progress in reading. Such children will require supplementary services, ideally from a reading specialist who provides individual or small-group intensive instruction that is coordinated with high-quality instruction from the classroom teacher. Children who are having difficulty learning to read do not, as a rule, require qualitatively different instruction from children who are "getting it." Instead, they more often need application of the same principles by someone who can apply them expertly to individual children who are having difficulty for one reason or another.

Schools that lack or have abandoned reading specialist positions need to re-examine their needs for specialists to ensure that well-trained staff are available for intervention with children and for ongoing support to classroom teachers. Reading specialists and other specialist roles need to be defined so that two-way communication is required between specialists and classroom teachers about the needs of all children at risk of and experiencing reading difficulties. Coordination is needed at the instructional level so that intervention from specialists coordinates with and supports classroom instruction. Schools that have reading specialists as well as special educators need to coordinate the roles of these specialists. Schools need to ensure that all the specialists engaged in child study or individualized educational program (IEP) meetings for special education placement, early childhood intervention, out-of-classroom interventions, or in-classroom support are well informed about research in reading development and the prevention of reading difficulties.

Although volunteer tutors can provide valuable practice and motivational support for children learning to read, they should not be expected either to provide primary reading instruction or to instruct children with serious reading problems.

Conclusion

Most reading difficulties can be prevented. There is much work to be done, however, that requires the aggressive deployment of the information currently available, which is distilled in this report. In addition, many questions remain unanswered concerning reading development, some of which we address in our recommendations for research. While science continues to discover more about how children learn to read and how teachers and others can help them, the knowledge currently available can equip our society to promote higher levels of literacy for large numbers of American schoolchildren. The committee's hope is that the recommendations contained in this report will provide direction for the first important steps.

The full report of the committee (an image version of the prepublication copy of the nearly 400 page report), as well as related documents, can be accessed on the U.S. Department of Education's America Reads Challenge website:
http://www.ed.gov/inits/americareads/ReadDiff/index.html

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