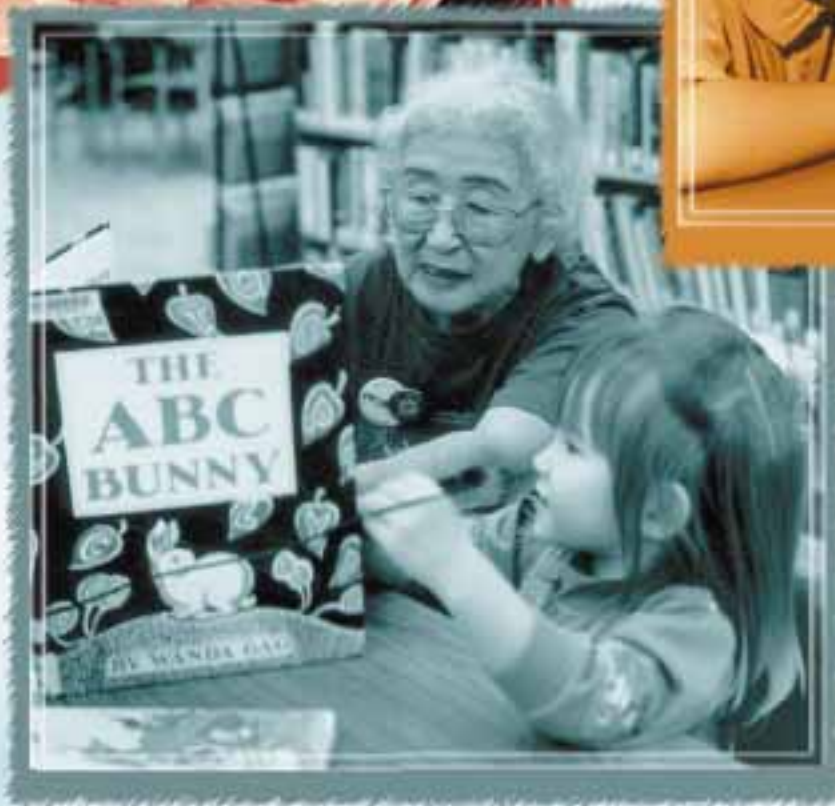
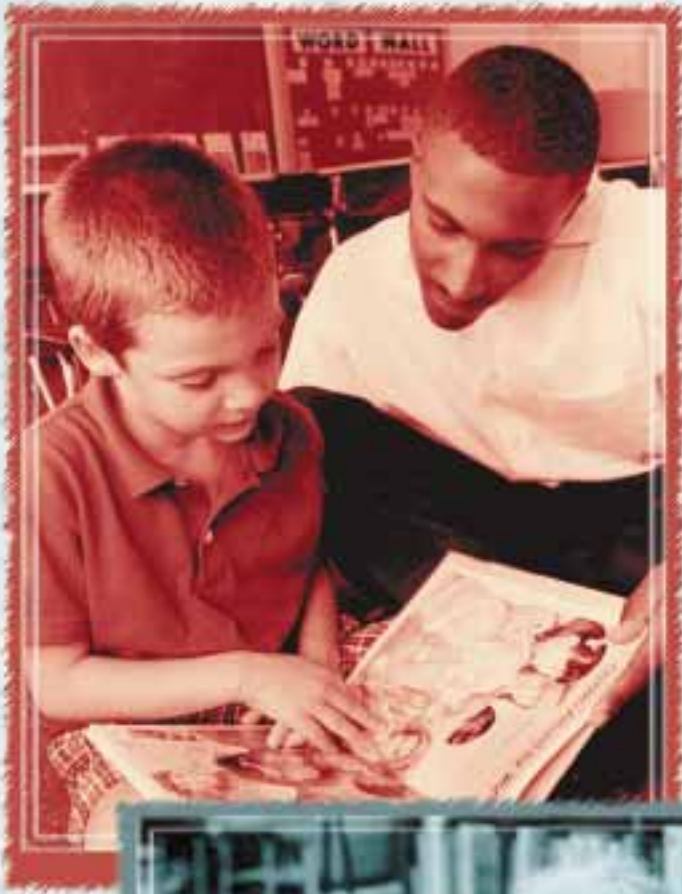


READING HELPERS

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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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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Early Childhood Technical Assistance Center (ECTAC)

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List of Overhead Transparencies in Appendix B

(The chapter and training session in which the transparency is used is noted in parentheses.)

- Transparency #1, The Tutor's Role (Chapter 1, Training Session 1)
- Transparency #2, Reading Aloud (Chapter 1, Training Sessions 1 and 2)
- Transparency #3, Getting Ready to Tutor (Chapter 1, Training Session 1)
- Transparency #4, Meeting the Child (Chapter 1, Training Session 1)
- Transparency #5, Tips for Planning (Chapter 1, Training Session 2)
- Transparency #6, Sample Plans (Chapter 1, Training Session 2)
- Transparency #7, How to Talk with Children (Chapter 1, Training Session 2)
- Transparency #8, How to Write with Children (Chapter 1, Training Session 2, and Chapter 3, Training Session 6)
- Transparency #9, Tutor's Tool Box (Chapter 1, Training Session 2)
- Transparency #10, Emerging Literacy Explorations (Chapter 2, Training Session 3)
- Transparency #11, The Tutoring Setting (Chapter 2, Training Session 3)
- Transparency #12, Child Development and Emerging Literacy (Chapter 2, Training Session 3)
- Transparency #13, Kindergarteners' Language Knowledge (Chapter 2, Training Session 3)
- Transparency #14, First- and Second-Graders' Knowledge (Chapter 2, Training Session 3)
- Transparency #15, Conditions of Learning (Chapter 3, Training Session 4)
- Transparency #16, Motivating Children (Chapter 3, Training Session 4)
- Transparency #17, Listening and Talking (Chapter 3, Training Session 4)
- Transparency #18, Language Differences (Chapter 3, Training Session 4)
- Transparency #19, Special Needs (Chapter 3, Training Session 4)
- Transparency #20, Choosing Children's Books (Chapter 3, Training Session 5)
- Transparency #21, Looking at Books to Read Aloud (Chapter 3, Training Session 5)
- Transparency #22, Thinking About Books to Read Aloud (Chapter 3, Training Session 5)
- Transparency #23, Conversation During Reading Aloud (Chapter 3, Training Session 5)
- Transparency #24, Checklist for Reading Together (Chapter 4, Training Session 7)
- Transparency #25, Reading Together Strategies (Chapter 4, Training Session 7)
- Transparency #26, Reading and Thinking Together (Chapter 4, Training Session 7)
- Transparency #27, Sight Words (Chapter 4, Training Session 8)
- Transparency #28, Phonics Strategies (Chapter 4, Training Session 8)
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- Transparency #35, Writing Ticklers (Chapter 4, Training Session 10)
- Transparency #36, Steps to Write and Publish a Book (Chapter 4, Training Session 10)
- Transparency #37, Tips for Families—Help Your Child Become a Reader (Chapter 5, Training Session 11)
- Transparency #38, Tips for Families—Reading Aloud with Your Child (Chapter 5, Training Session 11)

List of Training Handouts in Appendix B

(The chapter and training sessions in which the handout is used is noted in parentheses.)

Handout #1, Evaluation Form (Chapters 1, 2, 3, 4, and 5—all training sessions)

Handout #2, Kindergarten Students (Chapter 1, Training Session 2)

Handout #3, Third-Grade Students (Chapter 1, Training Session 2)

Handout #4, School Readiness and Children's Developmental Status (Chapter 2, Training Session 3)

Handout #5, Activities for Children Aged 3–5 (Chapter 3, Training Session 4)

Handout #6, Read to Me (Chapter 3, Training Session 5)

Handout #7, Encouraging Young Children's Writing (Chapter 3, Training Session 6)

Handout #8, Word Recognition Strategies (Chapter 4, Training Session 8)

Handout #9, Reading Strategies (Chapter 4, Training Session 9)

Handout #10, Preventing Reading Difficulties in Young Children (Chapter 4, Training Session 9)

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/americanreads/

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*)

1

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.

In this chapter

Training Sessions 1 and 2:

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

