

V. CHOOSING AND USING A LITERACY MODEL

*Every problem has a gift for you in its hands.
-Richard Bach*

There are many questions and issues in the start-up phase of a literacy program, but few issues are as critical as selecting a **literacy model or tutoring approach**.

The model or approach is the heart of all that you do. The daily work of volunteers and staff will be determined, to a large extent, by the literacy model or reading strategy your program follows. It will determine the types of evaluation and assessment activities necessary to measure the impact of your program. Your reading or literacy model can also greatly impact your project's expenses.






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Research has shown that effective tutoring must be consistent and structured. Your volunteers will therefore have to learn the procedures of a planned, organized tutoring process. They are the front-line of your project and will be responsible for helping implement your program's literacy goals. But a defined literacy model can seem complicated at first.

Volunteers will need to **understand the language** that goes with teaching reading – terms like “grapheme” and “phoneme,” and what these terms stand for in the child's learning process. For this reason, it is important to **know the educational background of your volunteers** when exploring literacy strategies, and to be sure you will **be able to provide the training** they need to follow the selected model.

This chapter offers guidance to help you:

-  Focus on the variables that affect selection of a literacy model
-  Examine aspects of different literacy models
-  Think about costs, training needs, materials requirements and outcomes.

The goal of this chapter is not to recommend a particular literacy model or tutoring approach. Our intention is to **identify the issues to consider when making the selection that is best for your program**, and to provide you with an **overview of the literacy models** themselves.

A. Key Questions to Consider When Selecting a Model

1. You and Your Role

In order to begin the process of identifying the most appropriate literacy model for your project, the first list of questions focuses on you. They should help you understand what you need to know and understand as you consider your options.

- What do you know about reading and literacy models?
- Where do most of your ideas and understanding about literacy come from?
- As you review your grant, what elements of the literacy work must you address?
- What elements are you most comfortable implementing?
- What elements are you least comfortable implementing? Why?
- What resources can you access for additional support?
- Will you be responsible for training volunteers in this literacy model/approach?
- What kinds of support can you count on from your partner school?
- Is there a teacher that will be dedicated to working with your program?
- What do you hope to accomplish in the first month? three months? six months?
- What are the evaluation measures you need to build into the literacy work?
- What is your timeline for showing outcomes and impact?
- What role do you see yourself playing day-to-day? Will you need to be based out of the school?

After you have answers to these questions, seek the assistance of experienced practitioners, preferably staff at your partner school, or other project directors whose experience will put perspective on both the questions and your answers. You will then feel better prepared to proceed to the next key questions.

2. Your Volunteers

- What do you know about your volunteers and their educational backgrounds?
- What is their comfort level with the literacy model? What kind of ongoing support will you need to increase their comfort level?
- How much training will volunteers need in order to be competent users of this model?
- Will volunteers require a strong literacy background to follow the reading model?
- Who will serve as resident expert for volunteers having trouble following the model?
- Who will provide ongoing training and support for volunteers using this model?

3. Evaluation and Assessment

- How will impact be measured?
- What do you need to do at the beginning of the program to ensure that the evaluation process is implemented?
- Who will assist with evaluation and assessment?
- Has your school partner agreed to provide any preliminary information you need?
- Will they provide your program with baseline measures?
- Who will help you analyze data if necessary?

4. Fees and Costs for Using the Model

- Is this literacy model expensive to implement?
- Will your project need to purchase costly materials, manuals, and resources to do the work?
- Will you need to hire a trainer to work onsite to effectively implement the model?
- Bottom line: what does your budget allow?

5. School Mission and Academic Vision

- Does the model come highly recommended by the school principal, reading specialist, and/or teachers?
- Does the reading model support the overall approach and philosophy of your partner school?

6. Selecting a Model: Student Response

- How have children responded to this reading model?
- Could the model be overwhelming for the students?
- Will children have to undergo a round of testing in addition to annual evaluation measures taken by the school?

7. Selecting a Model: Background Information on the Reading Model

- How has this reading model been received at other sites across the country?
- How have educators responded to this model?

B. An Overview of Literacy Models

During the two-year demonstration project, Seniors for Schools project directors learned many important lessons regarding literacy and reading strategies and approaches. Some SFS projects selected their reading models; other projects were required to follow literacy models that were determined by partner schools. A couple of projects did not select a particular reading model, opting instead to receive daily instruction from teachers, based on student needs.

To give you some idea of how various literacy models differ one from the other – or share common elements -- we offer a chart of literacy models, taken from a research paper written by Barbara A. Wasik of the Center for Social Organization of Schools, at Johns Hopkins University. The chart is followed by selected descriptions of literacy models used by Seniors for Schools projects.

The complete research paper, *Volunteer Tutoring Programs: A Review of Research on Achievement Outcomes*, is available on-line. Please see Chapter X, Resources, for the address.

1. Literacy Models Comparison Charts

Program Name	Howard Street Tutoring Program	School Volunteer Development Project
Age/Grade	Grades 2 and 3	Grades 2 and 6
Student Eligibility	Poor performance on informal reading inventory	Poor performance on reading as identified by the teacher.
Description of Volunteers	Non-paid adults and college students	Non-paid community volunteers.
Other Personnel Required	A reading specialist/teacher to supervise volunteers	A reading specialist/teacher to supervise volunteers
Program Description	One hour, one-to-one tutoring twice a week. Session includes reading familiar material, word recognition, unfamiliar text, and writing.	One-half hour, one-to-one tutoring four to five times a week.
Training	On-the job training by supervisor. Lesson plans are made by the supervisor.	On-the-job training by supervisor.
Materials Required	Basal readers & trade books. Tutoring manual.	Materials were developed to meet students needs including multi-media materials.
Cost	Cost of materials and salary of reading specialist/teacher.	Cost of materials and the salary of the reading specialist.
When Tutoring Occurs	After school	In-school pull-out program
Evaluation Data	Tutored and comparison group of 17 matched pairs. Tutored group performed better than the comparison group on word recognition and passage reading.	Students randomly assigned to tutored and untutored groups. Tutored group performed better than the comparison group on the Metropolitan Achievement Test.
Contact Person	Darrell Morris (704) 262-6054	Program no longer operating.

Seniors for Schools Effective Practices Guidebook

Program Name	Book Buddies	Reading One-One
Age/Grade	Grade 1	Grades 1, 2, and 3
Student Eligibility	Teacher identification of students with reading problems	Teacher selection and poor performance on the Iowa Test of Basic Skills.
Description of Volunteers	Non-paid community volunteers	Paid college students and community volunteers
Other Personnel Required	Masters level reading coordinators	"Lead tutors" who typically are college students.
Program Description	One-to-one tutoring twice/week for 45 mins. Tutoring session is highly structured and volunteers are observed by the reading coordinator.	One-to-one tutoring 3-4 times week for 30 mins. Tutoring sessions follow a specific format. Emphasis is on letter and word mastery.
Training	8 hrs. of initial training by reading researchers and reading coordinators. Ongoing training.	Volunteers are assessed on knowledge of the manual plus 4 to 6 weeks observations.
Materials Required	Storybooks and other materials for writing and working with words. Tutoring manual.	Basal readers plus Sunshine books from the Wright Group. Tutoring Manual.
Cost	\$595/child, including cost of supervisor and materials.	Salary of tutors plus materials.
When Tutoring Occurs	During the school day.	During the school day.
Evaluation Data	Compared children who received 40 or less tutoring sessions to those who received 40 to 63 sessions. Children with more tutoring performed better. No comparison group.	Positive correlation of number of tutoring sessions with performance on Woodcock. No comparison group.
Contact Person	Marcia Invernizzi (804) 924-1380	George Farkas (214) 883-2937

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Program Name	Help One Student to Succeed (HOSTS)	Reading Recovery with AmeriCorps
Age/Grade	Grades 1 to 6	Grade 1
Student Eligibility	Identified by teacher and diagnostic assessment	Children who are performing low but have <i>not</i> been selected for Reading Recovery.
Description of Volunteers	Non-paid community volunteers.	Paid AmeriCorps volunteers
Other Personnel Required	Certified teacher to assess and develop diagnostic plan.	Reading Recovery teacher/leader
Program Description	One-to-one tutoring following skills that have been identified in diagnostic plan. Emphasis on activities that address isolated skills.	One-to-one tutoring program in which volunteers are trained in many of the Reading Recovery tutoring techniques.
Training	Initial training of program coordinator. Coordinator trains volunteers.	150 hours of training plus on-line supervision of tutoring sessions.
Materials Required	Over 3,000 materials to support skills development.	Storybooks and Reading Recovery materials.
Cost	\$5,000 per school for materials plus certified teacher.	AmeriCorps salaries plus Reading Recovery teacher's time plus materials.
When Tutoring Occurs	During or after school	During school
Evaluation Data	Pre-and post-test data on children's NCE scores. NCE gains exceed those of others in the school and state. No comparison group.	In progress. Reading Recovery staff report that children in AmeriCorps tutoring have made gains in NCEs. No comparison group.
Contact Person	HOSTS Corporation (360) 260-1995	Diane DeFord (614) 292-7807

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Program Name	Intergenerational Reading Program	Reading Together/VISTA
Age/Grade	Grade 1	Kindergartners and pre-first graders.
Student Eligibility	Identified by teacher as at risk for reading problems	Students in high poverty schools
Description of Volunteers	Senior Citizens; some Foster Grandparent paid volunteers.	Paid VISTA volunteers
Other Personnel Required	Certified teacher to train & supervise tutors	Program coordinator
Program Description	One-to-one tutoring 3 times/week for 45 mins. Focus is on reading connected text, working on phonics and writing.	Parents work with children 1 hr. twice/week promoting literacy and language development in disadvantaged children.
Training	Initial training plus ongoing twice/monthly meeting and in-services.	Training involves instruction in developing prop boxes and demonstrating techniques to parents
Materials Required	Storybooks and word strategy materials.	Prop boxes which include books
Cost	Salary for certified teacher plus materials.	Program coordinator, paid volunteers, plus materials for prop boxes.
When Tutoring Occurs	During school	After school
Evaluation Data	Data collection is taking place in spring of '97. Random assignment of children to tutored and non-tutored groups.	No evaluation
Contact Person	Jerome Kagan & Darci Vogel (617) 838-0791	Susan Neuman (215) 204-8001

Seniors for Schools Effective Practices Guidebook

Program Name	Early Identification Program	Books and Beyond
Age/Grade	Kindergartners	Elementary students
Student Eligibility	Performance below the 35th NCE on the Boehm and VMI	All students
Description of Volunteers	Non-paid parent and community volunteers	Non-paid parents and community volunteers
Other Personnel Required	Two part-time program coordinators	Person to organize the program
Program Description	One-to-one tutoring on perceptual/motor & fine motor skills, and categorization concepts as well as readiness skills.	Reading incentive program; not one-to-one instruction. Goal is to motivate and interest children in reading.
Training	Minimal initial training. Manual of activities is used as a guide.	Training is not required.
Materials Required	Manual which contains sequenced activities.	Manual outline the activities.
Cost	Salaries of coordinators \$1500/student plus materials.	Manual is \$45. 100 posters is \$25. If requested, training is \$350/ day.
When Tutoring Occurs	During half-day kindergarten	Both during and after school
Evaluation Data	Tutored group compared to children who performed better than the tutored group. Gain scores showed that tutored group improved but still performed worse than non-tutored group.	Children in program watched less T.V. and read more compared to a comparison group.
Contact Person	Robert Stark (513) 483- 6754	Books and Beyond (619) 755-3823

Seniors for Schools Effective Practices Guidebook

Program Name	Read*Write*Now	SLICE/Reading Coaches™
Age/Grade	Birth to 6th with an emphasis on K through 6th.	Kindergartners through grade 2
Student Eligibility	All students	Teacher selection
Description of Volunteers	Non-paid parents, community volunteers, and teachers.	Paid AmeriCorps volunteers
Other Personnel Required	Program coordinator	Program coordinator
Program Description	Tutoring at least once a week for 30 minutes. Students are encouraged to read 5 times a week.	One-to-one tutoring 4 times/week for 30 mins. Tutors focus on learning to read through reading and writing.
Training	Minimum of ½ day training. This can vary by site. There is a tutor guide.	2.5 days plus ongoing training. Tutors are observed and there are weekly meetings and in services.
Materials Required	Storybooks and other reading materials.	Trade books
Cost to implement	Salary of on-site coordinator. This also can be a volunteer position.	Paid volunteers, program coordinator, training costs (\$2000) and materials.
When Tutoring Occurs	After school or weekends	During school
Evaluation Data	There is no evaluation of achievement effect. There is process evaluation for the 1996 summer program.	Pre-post evaluation. No Comparison group.
Contact Person	U.S. Department of Education (800) USA-LEARN	Mike Houston (502) 586-2804

Seniors for Schools Effective Practices Guidebook

Program Name	Reach Out and Read (ROAR)	Cabrini-Green Tutoring Program
Age/Grade	Three-year-olds through grade 1	Kindergartners through grade 6
Student Eligibility	Children in health clinics whose parents agree to participate	All children
Description of Volunteers	Pediatricians and health professionals.	Volunteers from businesses and organizations in Chicago
Other Personnel Required	Volunteer to read to children in hospital waiting room.	2 full-time program coordinators.
Program Description	Health clinic based intervention. Pediatrician encourages literacy during check-up. Children are given a book to take home during one visit.	One-to-one tutoring program focusing on helping children with homework. Children meet 1.5 hrs. once/week. Other activities center around building literacy skills.
Training	Pediatrician or other health care provider are given day of training.	Initial 2 hour training plus 3 workshops throughout the year.
Materials Required	Storybooks	Children bring homework. Facility contains library and other materials.
Cost	Minimal costs to train personnel and provide books to each child. Private grant support.	Two full-time program coordinators. Private funds support this project.
When Tutoring Occurs	During visit to health clinic.	Evenings 5:30-7:00 pm
Evaluation Data	Pre-post evaluating increase of book reading after intervention. Families who recalled getting info, reported reading more to children. Weak evaluation. No comparison group.	No evaluation
Contact Person	Abby Jewkes (617) 534-5701	Jill Crystal (312) 467-4980

Seniors for Schools Effective Practices Guidebook

Program Name	Hilliard Elementary School Tutoring Program	Growing Together
Age/Grade	Grades 1 to 5	Grades 1 to 5
Student Eligibility	All children	Failing or below grade level
Description of Volunteers	Paid certified teachers along with non- paid parent volunteers	Non-paid adults and college students.
Other Personnel Required	Program coordinator	Program director experienced in teaching reading.
Program Description	Parent volunteers assist teachers in classroom and after-school tutoring program. Teachers monitor the parents' tutoring sessions.	One-to-one instruction once a week for 1 hr. focusing on phonics and reading comprehension. Tutoring sessions are monitored by director. Tutoring is done in other subject areas.
Training	On-the job training is provided by the certified teachers with whom the volunteers are working.	Tested on tutoring manual, orientation sessions and ongoing workshops.
Materials Required	Basals and other materials from school are used.	Reading materials and tutoring manual.
Cost	Small stipend for teacher plus materials for activities.	Program director and materials
When Tutoring Occurs	During and after school	After school, evenings, and weekends
Evaluation Data	No evaluation	No evaluation
Contact Person	Rufus Allen (713) 635-3085	Teresa Knudson (202) 882-5359

2. Selected Descriptions



Book Buddies

Book Buddies is a program developed by Marcia Invernizzi and Connie Juel and their colleagues at the University of Virginia. The goal of this program is to provide low-cost, one-to-one tutoring to first graders who are having difficulty learning to read. Invernizzi and her colleagues argue that with intensive and structured training and ongoing supervision, volunteers can be trained to work effectively in helping at-risk children to read.

A volunteer recruiter solicited interested community members through media, public meetings, and business associations to work in the schools. In the first three years of this program, a maximum of 15 community volunteers per school were placed in six elementary schools in the Charlottesville City, Virginia School District. First graders were tutored twice a week for 45 minutes each time. This program mainly provides pull-out services but could be adapted for use after school.

The Book Buddies' training is twofold. The program developers, who are university-based reading researchers, provide an initial two-hour training session and two additional sessions throughout the school year. Each of these sessions incorporates video demonstration lessons of actual tutoring sessions and a walk-through of the tutoring lesson plan. The training sessions are modeled on the format of teachers' professional conferences, with whole group presentations which focus on reading methods and theory and small group workshops which allow the volunteers to ask questions and discuss the information presented.

In addition to these training sessions, a graduate student or a former graduate student in reading education serves as an on-site reading coordinator at each school to provide ongoing training and supervision to the volunteers. The reading coordinators supervise the tutors on a daily basis, assessing the children, preparing lesson plans for the volunteers to implement, and gathering the appropriate materials that the tutors need in order to carry out the lesson plan. In addition, they model tutoring sessions, observe the volunteers, provide feedback and support to the tutors as they work with the students, and provide the volunteers with one-to-one instruction on becoming reading tutors. Tutors also have access to a tutoring manual which outlines the tutoring methods and guidelines (Johnston, Juel, & Invernizzi, 1995).

The reading coordinators work 17 hours a week at an hourly wage comparable to that of part-time professionals. They supervise a maximum of 15 volunteer tutors along with their students. These reading coordinators also receive training from the university researchers on topics related to reading education and working with children who are at risk for reading failure.

The tutoring lesson is structured and the volunteers are trained in each component of the lesson. Tutoring sessions consist of four components: (a) rereading familiar storybooks, (b) word study, (c) writing, and (d) reading a new story.

The cost per child for this program is estimated at \$595.00. This figure includes the salaries of the reading coordinator and the volunteer recruiter, and all the books and materials used in the program.

Evaluation. The evaluation of Book Buddies was originally designed to compare a treatment group to a control group of children who were on the waiting list. However, the agreement with the school district to work with the neediest children made this evaluation design impossible. Instead, only pre- to post-test gains were compared for data on three cohorts of children.

All children were pre- and post-tested on four measures: alphabet knowledge, concept of word knowledge, phoneme-grapheme knowledge, and word recognition in isolation. Three of the pretest measures, alphabet proficiency, concept of word, and phoneme-grapheme knowledge, were unrelated to the number of sessions the children received. However, pretest performance on word recognition was significantly correlated with number of sessions. The higher the pretest word recognition score, the fewer the number of tutoring sessions.

Marcia Klenbort, director of education programs at the Southern Regional Council, observed the Book Buddies model at the Bronx Seniors for Schools program. “The Book Buddies method looks to be a winning one. It teaches in a way that gives the child the experience and the feeling of success. Once a child believes she can read, she is highly motivated to learn more. Turning the pages and “reading” a book – even though you can only read 11 words – is a heady experience for the child who has not felt success at reading before.

For volunteers, Book Buddies seems to distill the key steps a child must take to learn letters, sounds and words, and then to give volunteers the tools they need to take those steps with the children. We saw volunteers who felt comfortable and capable in their role as tutors. [Book Buddies] appears to be a viable alternative to the more expensive methods that rely more on reading specialists, and we look forward to learning more about the sites that use it.”

excerpted from The TUTOR, Winter 1997

Given these data, Invernizzi and her colleagues compared the effects for children who had a high number of tutoring sessions compared to children who had a low number of sessions. The number of sessions ranged from 6 to 63. The median number of 40 sessions was decided on as the dividing point; those who received less than 40 sessions were placed in the low-session group and those who received 40 sessions or more were placed in the high-session group. An analysis of variance (ANOVA) was conducted on the data collapsed across the three cohorts. Significant differences were reported between the two groups, with the children in the high-session group outperforming the children in the low-session group on phoneme-grapheme knowledge and word recognition in isolation but not on alphabetic knowledge and concept of word knowledge.

There are several problems with this analysis. The most important is that there is no comparison group with which the tutored groups could be compared. It is entirely possible that there were systematic reasons (such as poor attendance) that some children might have received fewer sessions, and these differences could have affected the outcomes. In fact, Invernizzi et al. (1997) report that although the children in the low-session group were not different from the others in terms of poverty level, they were absent more from school. The increase in reading scores could also be the result of parent involvement and motivation to have their children read (and attend school), and not the tutoring program itself.

The Book Buddies program is a well designed, systematic program developed by researchers who are experts in the field. It would be important to conduct a study with a comparison group to affirm the effects of this program.

Dissemination Issues. Book Buddies has been disseminated to six schools and is in the process of being implemented districtwide in Charlottesville. There are video tapes of effective tutoring sessions and a manual that is used by the tutors. The training for the reading coordinators on-site would need to be developed so that they could be trained by people other than the researchers at the University of Virginia.

The cost of the program would include the salaries of reading coordinators at each school and student materials, which include a variety of books such as the *Ready Readers* (Modern Curriculum Press) and other phonetic readers and easy-to-read trade books.



SLICE/Reading Coaches™

SLICE is an AmeriCorps project developed in conjunction with the Simpson County Schools, a rural school district in Kentucky. One of the focuses of the program is to provide one-to-one tutoring services to children who are at risk for reading failure.

In the initial two years of this project, AmeriCorps members tutored children in the schools four times a week for 30 minutes. The focus has been on kindergartners and first and second graders. AmeriCorps volunteers received ongoing training in selecting appropriate literature, reading comprehension strategies, and techniques used in teaching phonics. A significant amount of the AmeriCorps volunteers' time has been spent on ongoing training. Mike Houston, the director of SLICE, has noted the importance of high quality training for the volunteers and has coordinated university reading researchers and school personnel to be a part of the volunteers' training.

As this program proceeds into its third year, the goal is to use the AmeriCorps volunteers to mobilize other community volunteers to provide services to the children. AmeriCorps volunteers will be reading coaches who will essentially work as tutor coordinators. The

reading coaches will recruit new community volunteers and provide technical assistance to the tutors.

Evaluation. A pre-post evaluation was conducted on the SLICE program. Students were administered an informal reading inventory to determine the effects of the program. Houston, the program director, reports that students made gains in their reading skills. However, since there is no comparison group, it is impossible to determine if the students improved because of the tutoring intervention or because of ordinary class instruction or other factors.

Dissemination Issues. The SLICE program is in the development phase. There is no systematic training of the tutors to enable the program to be disseminated on a large scale.



Reading Recovery

In a pilot project in three Reading Recovery schools in Ohio, AmeriCorps volunteers have been trained to tutor children who are having problems learning to read. Reading Recovery is a well researched, one-to-one tutoring program focusing on early intervention for first graders who are at risk for reading failure (Pinnell et al., 1988). The goal is to train AmeriCorps volunteers so that additional resources can be provided to high poverty Title I schools. The AmeriCorps volunteers make a full- or part-time commitment to the school in exchange for a small stipend. The volunteers tutor children 2 to 3 times a week for 30 minutes. The AmeriCorps volunteers do not tutor the children who have been identified as being in need of Reading Recovery, who are children reading in the lowest 20% of their class. Instead, AmeriCorps volunteers tutor children who are reading better than the children who have met the criteria to be included in Reading Recovery but who are still reading below the average expected for first grade. In addition to providing one-to-one tutoring, the volunteers assist teachers in the Early Learning Literacy Initiative (ELLI), the whole-class reading instruction component often implemented with Reading Recovery.

AmeriCorps volunteer training is extensive -- approximately 150 hours of training. For two weeks in the beginning of their assignment, the volunteers participate in classroom training during which they learn about reading instruction and theory, techniques used to help children having reading problems, and general strategies used by Reading Recovery tutors. In addition, the volunteers observe experienced Reading Recovery tutors, called teacher leaders, working with students. The AmeriCorps volunteers spend an additional week tutoring students while they are observed and provided feedback by a Reading Recovery teacher/leader. During the year, the AmeriCorps volunteers meet with teacher leaders once a week for two hours to discuss students and effective strategies to help children read.

For a volunteer tutoring program, the training that the AmeriCorps volunteers receive is very sophisticated. However, it is only a fraction of the training that a certified teacher wanting to

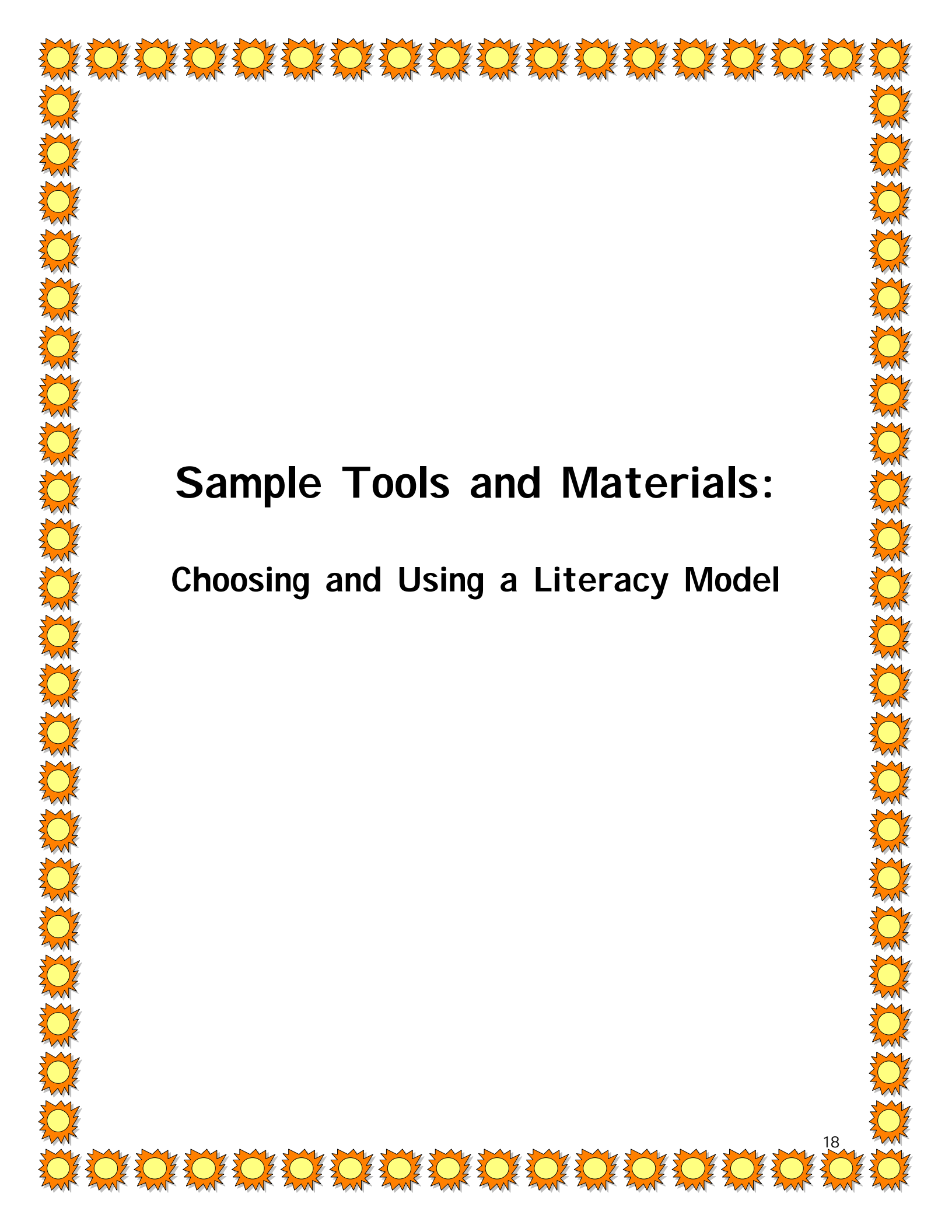
become a Reading Recovery tutor would receive. The volunteers are given the materials that the Reading Recovery tutors use, which include \$700 worth of classroom books, easels, and magnetic letters which are shared between two volunteers.

Evaluation. A pre-post evaluation has been conducted by the Reading Recovery researchers. Pre-post data without a comparison group do not allow any conclusions to be drawn about the effectiveness of the intervention. However, these data do tell something about measures on which gains have been made. Students were pre- and posttested on Reading Recovery measures which included word knowledge, letter identification, concepts of print, and text reading. On word knowledge, letter identification, and concepts of print, the students who were tutored by the AmeriCorps volunteers increased by two stanine scores (personal communication, February 26, 1997). However, on text comprehension, which is a measure of oral reading and comprehension, no differences were found. De Ford (1997) hypothesizes these results suggest that volunteer tutors can have an impact on basic processing skills such as letter identification and word knowledge. However, on more complex processes required in text comprehension, volunteer tutors may not have enough training to have an impact. Teaching text comprehension requires an advanced understanding of reading and information processing, so volunteer tutors are less likely to influence that outcome. There are other possible explanations for these results. One possibility is that children's performance on letter identification and concepts of print reached ceiling levels, which is possible with these measures, but less likely to occur on comprehension measures. The only way to truly understand the effects of this program is to conduct an evaluation with a comparison group.

Dissemination Issues. In Reading Recovery schools, volunteer tutors could provide additional services to children who need help in reading. However, because the training is extensive and specific to Reading Recovery, it would be difficult to disseminate this model in a non-Reading Recovery school. Since there are more than 6000 Reading Recovery schools in the United States, this is not a major limitation.

Success For All

Success for All (Slavin, Madden, Dolan, & Wasik, 1996), is a schoolwide reading model used in about 500 mostly high-poverty elementary schools. Success for All provides curriculum reforms, schoolwide professional development, and family support services in addition to one-to-one tutoring from certified teachers and paraprofessionals for the lowest achieving first, second and third graders. Research on Success for All has also shown substantial positive effects, but like Reading Recovery it is expensive, and the tutors are a major portion of the expense. As a practical matter, it would be a major contribution to find volunteer tutoring programs that have even half the impact of Reading Recovery and Success for All, as this would enable far more children to be served with some degree of success. Even in conjunction with these programs or others of similar intensity, effective volunteer tutoring programs could help a greater number of children benefit from one-to-one attention at a critical point in their literacy development.

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Sample Tools and Materials:

Choosing and Using a Literacy Model

LIST OF TOOLS AND MATERIALS

1. Learning About Literacy –Project Directors’ Training Outline
2. Using the Brigance Inventory of Basic Skills
3. Communication Arts Benchmark Profiles
4. Levels of Books for Beginning Readers
5. Reading Level Record Keeping Form – Reading Recovery Levels 1-14
6. Letters and Sounds Record Keeping Forms – Alphabet Recognition
7. Letters and Sounds Record Keeping Forms – Beginning Sounds
8. Letters and Sounds Record Keeping Forms – Short Vowel Word Families
9. Letters and Sounds Record Keeping Forms – Digraphs and Blends
10. Letters and Sounds Record Keeping Forms– Short and Long Vowels
11. Word Family Matrix
12. “Rimes”: Word Families
13. Tutor’s Weekly Plan
14. Reading Lesson Plan
15. Tutoring Session Structure

LEARNING ABOUT LITERACY SENIORS FOR SCHOOLS

PROJECT DIRECTORS' TRAINING OUTLINE



Description of Literacy Interventions at Each Site

1. Target grades
2. Number of children served
3. Amount of volunteer contact
4. Training for volunteers
5. Activities of volunteers

Questions from Sites

1. Phonics
2. Phonics vs. Whole Word
(a.k.a. sight word, whole language)
3. Reading comprehension
4. Assessment
5. Tutoring ESL (English as Second Language)
6. Tutoring children with memory problems
7. Flash cards

Phonemic Awareness

- The ability to hear and manipulate sounds in words
- Rhyming words
- Alliteration (similar beginning sounds)
- Syllable segmentation
- Reinforce with reading books and fun activities

Strategies for Learning Phonics

- ★ Learning the exception is the rule
- ★ Understanding word segmentation
- ★ Begin with initial consonant sounds
- ★ Begin to understand rules for the vowel sounds
- ★ Focus on the ending sounds

Phonics

(a.k.a. decoding; letter sound method)

- What is it?
- Why it is important?
- Why it is difficult to teach?

Love and Marriage: The Truth About Phonics And Whole Word Instruction

- Can't have one without the other
- Teaching children essential sight words
- Red vs. Green words

Tips for Teaching Phonics



Find out what is being done in the classroom



Teaching the relationship between letter names and letter voices



Teaching long vowel sounds vs. short vowel sounds first



Teaching phonics in context of reading



Finding a place for word families



Rebus pictures

Reading Comprehension

- Importance in relationship to word recognition
- Importance of oral reading and questioning
- Reading two sentences and paraphrasing
- Importance of writing

Reading Comprehension Strategies

- Teaching comprehension monitoring –
Did what I read make sense?
- Modeling this strategy
- Teaching re-reading
- Teaching learning from context
- Vocabulary words
- Writing

Effective Reading Models

- What do we mean by effective?
- Outcome measures are important
- Coordination between classroom instruction and tutoring
- Effective models vs.
- What is effective for the children

Assessment

...or what is the role of volunteers?

- What are we capable of doing?
- Is the sky the limit?
- Training and guidance

English as a Second Language Students

- What the research says
- Political issues
- Classroom instruction
- How to help ESL students in tutoring:

Vocabulary instruction

Bridge between English and native language

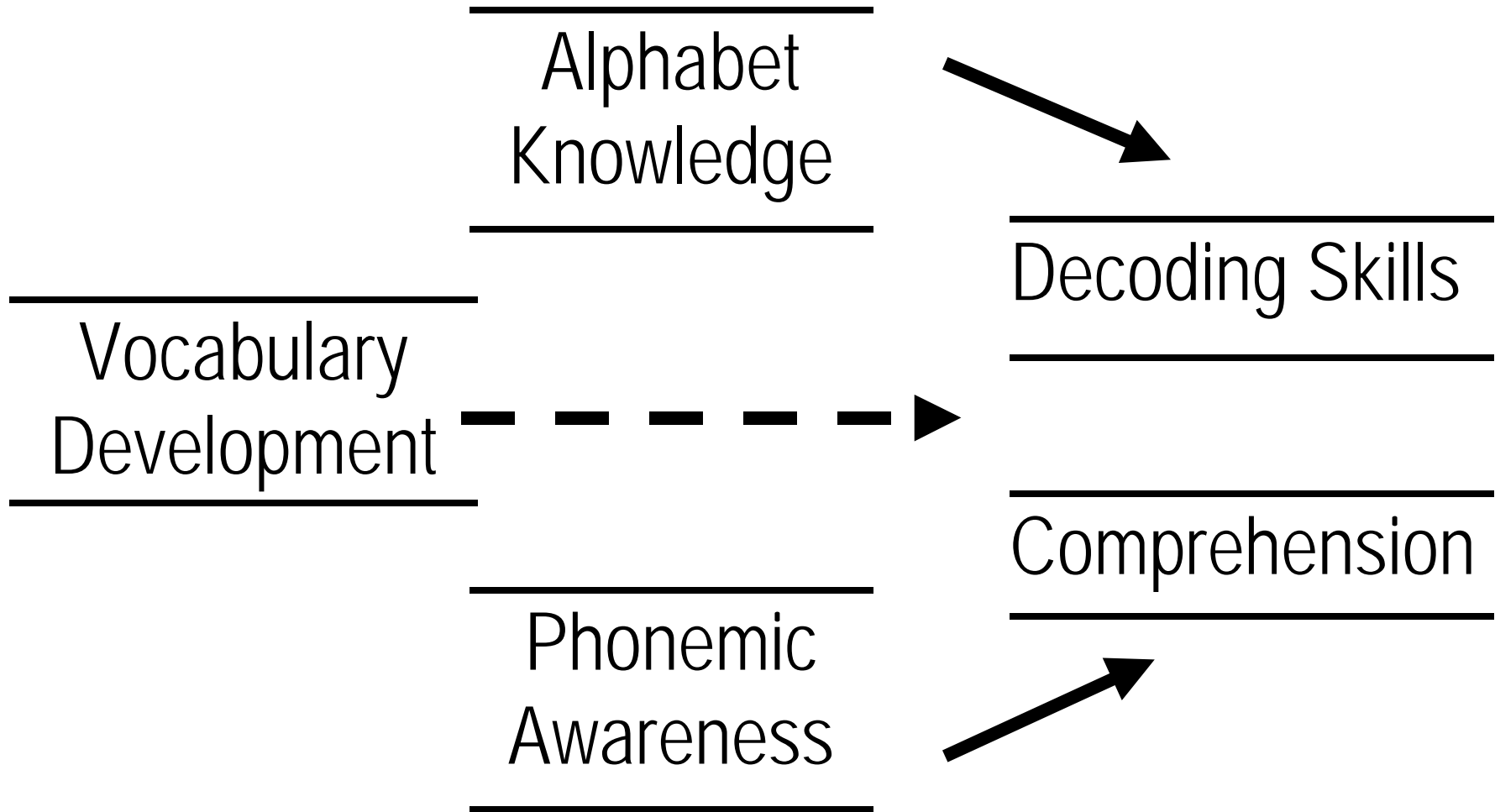
Motivating the student to keep trying

Flash Cards

- ★ Purpose of drill activities
- ★ Amount of time
- ★ Connection between drill activity and reading

Specific Reading Problems

- Concepts of print
- Decoding
- Fluency
- Tracking
- Comprehension monitoring
- Attention
- Memory
- Inactive reader
- Vocabulary



Concepts of Print

- Model reading a Story
- Start at the cover
- Point out title, author, illustrator
- When reading, point to each word

Strategies for Working on Concepts of Print

Decoding

- Begin with initial sounds
- Work on word families
- Work on segmentation
- Clapping (tapping) exercises
- Modeling

Fluency

- Have child read a story many times
- Model fluent reading
- Have the child and tutor read a story into a tape recorder and listen to the way it sounds
- Timing

Tracking

- Use fingers, index card, etc., as aids
- Engage reader
- Provide explanation of what the child is doing

Attention

- Create an environment with limited distractions
- Keep redirecting the child
- Use rewards for keeping on task
- Limit the length of activities
- Be patient

Memory Problems

- Provide concrete examples
- Use all sensory modalities

Inactive Readers

- Make the situation engaging
- Reward involvement
- Help the child to take risks
- Find out what interests the child and use it

Vocabulary

- Assume nothing
- Ask the child to explain simple words
- Provide concrete examples
- Try to make connections across situations
- Build vocabulary banks
- Reward learning



Comprehension Monitoring

Have tutor read aloud and ask questions	
Model reading comprehension strategies	<ul style="list-style-type: none">• Read a sentence• Ask yourself, "Did what I read make sense? Did I understand it?"• Re-read• Figure out unknown vocabulary words
Have child follow what tutor modeled	
Work on vocabulary words	
Build self-regulation	

Using the Brigance Inventory of Skills: Literacy Evaluations

Excerpted from The TUTOR, August 1998

Kansas City Seniors for Schools volunteers use the **Brigance Inventory of Basic Skills** to assess both the reading level of entering tutees and the progress made as they continue to receive help from the Seniors.

The Brigance model takes a comprehensive look at the student's skills in five areas. 1) The Reading Readiness section determines a non-reader's literacy foundation. Do they know their alphabet? The difference between uppercase and lowercase?

The 2) Word Recognition section ranges from very easy words to difficult ones, placing a child on a literacy spectrum that extends from pre-k to twelfth grade.

The 3) Comprehension section evaluates how much content the child actually digests when reading or being read to. The 4) Word Analysis section measures the degree to which the tutee understands components of words such as prefixes and suffixes.

The final section of the Brigance model is 5) Functional Word Recognition. It is a list of four hundred basic sight words. This section measures the breadth and extent of the tutee's knowledge of words.

The Kansas City Seniors are trained to administer the test. They take turns role-playing before they conduct the initial assessment test with each tutee. This **thorough pre-evaluation requires one month**, but provides an understandable score that highlights the specific areas of strength and weakness for each child in ways the tutor can readily see.

The Senior volunteers are also trained to **develop targeted lesson plans** for the tutees using the Brigance evaluation. The tutors received training from the project director and from Title I teachers—training that extends from being reading partners and guided tutors to diagnostic tutors who teach reading strategies and reading skills."

As is true with many children, **reading comprehension** is the section of the Brigance test that **reveals the most difficulties** for the tutees in Kansas City. The Senior volunteers, therefore, really focus their help on developing comprehension skills. When the children are reading or being read to, the tutors repeatedly engage in conversation about the story—"Why is the little boy climbing the tree? What do you think the mouse is looking for?"

The Kansas City Seniors for Schools volunteers are encouraged by the progress they have witnessed. One example is a second grade boy who scored an abysmal 57 out of 400 in the Functional Word Recognition section of his pre-assessment test. After a short eight months of tutoring, this young boy had increased his score over 600 percent to an impressive 361 out of 400!

The Senior volunteers witnessed striking improvements in many of their tutees. Of the children who took the pre- and post-tests, well over half improved by one grade level or more in the two portions of the Brigance evaluation that measured by grade level. Sixty-one percent improved at least one grade level on the Word Recognition section and 68 percent moved up one grade level or more on the Reading Comprehension section.

Reflecting on the tutees' improvements, the project directors point out that these assessments show the impact that one-to-one tutoring attention has on students. Also, by evaluating all the children, it shows repeated success—consistent improvement across the board.

Along with improved scores and the development of a stronger foundation in literacy, the tutees began to see reading as enjoyable and fun.

Volunteers are encouraged by this kind of change in attitude witnessed during their service. Volunteer reaction is typified by one Kansas City Seniors for Schools volunteer who described her own experience: "The more I worked with the children, the more confident they became. They happily anticipated their sessions saying, 'What do we get to read today?!' and 'Can we read now?!' Seeing that made it really worthwhile for me."

Communication Arts: Benchmark Profiles

SUB-STRAND	A proficient student will be able to...		
	K-2	3-5	
Reading: Interaction with Multicultural Literature Comprehension:			
	Literal	<ul style="list-style-type: none"> - Demonstrate literal comprehension of a text by answering who, what, when, and where questions (when the answer is clearly stated in the text) - Identify sequence of events, plot, and problems and solutions as applicable to the literary form. - Comprehend and explain literal meaning of words and phrases 	<ul style="list-style-type: none"> - Describe main characters and setting, identify problems and solutions, sequence events, and locate specific information. - Define literal meaning of specific words and phrases in text.
	Inferential	<ul style="list-style-type: none"> - Discuss the author's or character's point of view and cite evidence to support view. - Infer answers to questions about a narrative or expository passage using evidence from text. - Draw conclusions from explicit and implied information. 	<ul style="list-style-type: none"> - Interpret clues to determine cause-effect relationships, draw conclusions, and predict outcomes. - Recognize the difference between fiction and fantasy.
Evaluation	<ul style="list-style-type: none"> - Respond to text by expressing opinions or creating a product. - Identify author's topic and purpose. - Select passages from a book which have a personal meaning - Discuss notable people, celebrations, and traditions from diverse cultures found in stories - Categorize ideas, details, and concepts in stories. 	<ul style="list-style-type: none"> - Discuss how culture and life experiences have shaped character. - Classify concepts, state author's view and purpose, identify the mood or tone, relate text to personal experience, and define and clarify issues. 	

Kansas City, Missouri School District ©August 1997

Communication Arts: Benchmark Profiles

SUB-STRAND	A proficient student will be able to...	
	K-2	3-5
Reading: Interaction with Multicultural Literature Reading Process Monitoring	<ul style="list-style-type: none"> – Employ “fix-up” strategies such as adjusting reading rate, rereading, and explaining the author’s words, and by using imaging, analogies, context clues, and inferences to clarify text. 	<ul style="list-style-type: none"> – Create a mental picture of what is read, apply knowledge of cueing systems, and seek clarification if text is confusing.
	<ul style="list-style-type: none"> – Summarize by retelling facts, concepts, or ideas – Make connections between knowledge gained from reading and personal experience 	<ul style="list-style-type: none"> – Summarize independently, either orally or in writing, to show reflective reading and thinking. – Seek additional information, integrate ideas, and apply ideas to own experience
Research	<ul style="list-style-type: none"> – Locate information by identifying key words, gathering and organizing information, and representing an understanding of it in a variety of written, visual, and oral formats 	<ul style="list-style-type: none"> – Complete a research project about a topic using primary and secondary sources and technological aids to complete a research project.
	<ul style="list-style-type: none"> – Participate in making a list of resources that the class may use for a research project. 	<ul style="list-style-type: none"> – Work independently or in groups to brainstorm, generate questions, identify and classify artifacts, major ideas and key words.
	<ul style="list-style-type: none"> – Gather information and artifacts from family members and people in the community 	<ul style="list-style-type: none"> – Acknowledge sources.
	<ul style="list-style-type: none"> – Locate information by using a picture dictionary, table of contents, index, glossary, and available technology 	

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Communication Arts: Benchmark Profiles

SUB-STRAND	A proficient student will be able to...	
	K-2	3-5
Reading: Ownership of Literacy	- Select and read books of various types for fun and information	- Select books from library or purchase books to read for enjoyment and information
	- Select books for individual needs and interests	- Share information and feelings about books
	- Share reading experiences voluntarily	- Choose to read a variety of books for a variety of purposes
	- Engage in the reading and writing process	- Read for a sustained period of time
	- Select books from a variety of genres	- Participate in reading and writing workshops
Characteristics and Structures of Various Types of Literature	- Describe specific features and structures of literary forms (nursery rhymes, fairy tales, poetry, fables, folk tales, predictable books, and expository/content text).	- Classify a variety of literary forms on the basis of structure and explain decisions.
Vocabulary/Word Identification Strategies	- Demonstrate how print is organized and how words, pictures, and punctuation carry meaning	- Read words by applying semantic (meaning), syntactic (grammar) and graphophonic cues (sound and symbols) to read unknown words
	- Identify words by using semantic (meaning), syntactic (grammar), picture and graphophonic (sounds and symbols) cues in a selection	- Read words in text fluently
	- Read a common core of words in a text fluently.	
Reading Process Setting Purpose, Activating and Building Background Knowledge	- Construct meaning by: a) using prior knowledge, b) establishing a purpose, c) previewing the text, d) predicting, e) confirming content, f) generating questions about content, g) monitoring reading by asking questions and rereading, h) reflecting and connecting meaning to own experiences.	- Same

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Levels of Books for Beginning Readers

Picture Books

These books appeal to different age levels, from large, colorful pictures for babies and toddlers, to pictures appropriate to children, teens, and adults. Some picture books tell a story or describe a sequence of events.

Pre-primer Books

PPI (Preprimer Level 1) books feature pictures with one or two words

PP2 (Preprimer Level 2) books have pictures with a short phrase or a sentence on one line

PP3 (Preprimer Level 3) books contain pictures with two or more sentences, each sentence complete on one line.

Primer Books

Pictures help to tell a story that has a beginning, middle, and end. These books use simple sentences and controlled vocabulary that introduce only a few essential, less frequently used words. They may use rhymes and repeated phrases.

First-Grade Level Books

These may not have pictures on every page. First grade books have longer, more complex stories than primer books. Events may be described over two or more paragraphs. A wider vocabulary is used that expands throughout the book. These books often include dialogue.

Second-Grade Level Books

Books on this level depend less on ideas, oral language, and events familiar to the reader. More variety in sentence patterns is used. New vocabulary is introduced that is less predictable and requires the reader to use a combination of word recognition techniques: phonetic, semantic, and syntactic.

Third-Grade Level Books

At this level, books appear that children refer to as "chapter books," which detail a story about the adventures of one or more characters. Third-grade level books tend to use more "book language" rather than the oral language used by intended readers. There is a wide variety of materials at this level in nonfiction, as well as in other genres.

Fourth-Grade Level Books

A large number of "series books" are available. They tend to be very popular, and children become interested in reading books their friends are reading. The characters, settings, and kinds of plots usually repeat within a series, making them familiar so that after reading a few books in a series, the reader becomes more fluent and confident and sees reading as a pleasant leisure activity.

The topics, complexity, and vocabulary levels fluctuate a great deal among fourth-grade level books and above. The age, maturity, and interests of the reader continue to be major factors in the suitability of the books.



READING LEVEL RECORD KEEPING FORM

READING RECOVERY LEVELS 1 –14

Student _____ Date _____

Record student's beginning reading level. As the child progresses, put a check by the next reading level. Indicate the date the student advanced to the new level.

Reading Recovery levels 1-2 (Readiness) _____ Date _____

Reading Recovery levels 3-4 (Pre-Primer a) _____ Date _____

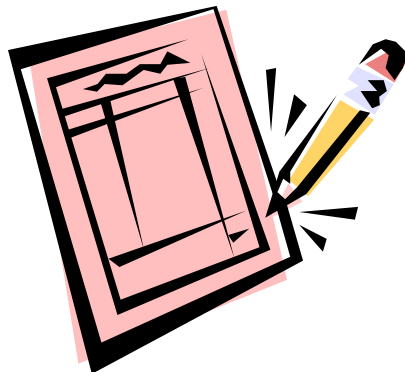
Reading Recovery levels 5-6 (Pre-Primer b) _____ Date _____

Reading Recovery levels 7-8 (Pre-Primer c) _____ Date _____

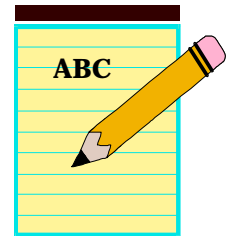
Reading Recovery levels 9-10 (Primer 1.1) _____ Date _____

Reading Recovery levels 11-12 (Primer 1.1) _____ Date _____

Reading Recovery levels 13-14 (first grade 1.2) _____ Date _____



ALPHABET RECOGNITION RECORD KEEPING FORM



Student _____

Date _____

Record the results of the Book Buddies Lower Case Letter Identification section on this form. Put a check next to the letters that the student identified correctly. As the student learns additional letters, record them on the form.

UPPER-CASE

LOWER-CASE

_____A

_____P

_____a

_____n

_____B

_____Q

_____b

_____o

_____C

_____R

_____c

_____p

_____D

_____S

_____d

_____q

_____E

_____T

_____e

_____r

_____F

_____U

_____f

_____s

_____G

_____V

_____g

_____t

_____H

_____W

_____h

_____u

_____I

_____X

_____i

_____v

_____J

_____Y

_____j

_____w

_____K

_____Z

_____k

_____x

_____L

_____l

_____y

_____M

_____m

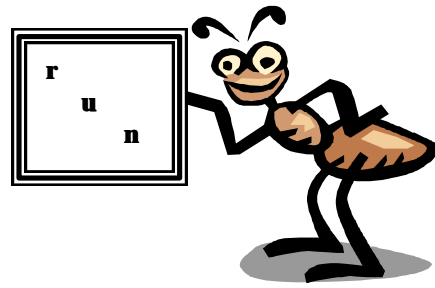
_____z

_____N

_____O

Volunteer _____

BEGINNING SOUNDS RECORD KEEPING FORM



Student _____

Date _____

Record the results of the Book Buddies Lower Case Sounds section on this form. Put a check next to the sounds the student identified correctly. As the student learns new sounds, record them on the form. Teach beginning sounds in the order listed below. Use the word next to the letter as a key to the correct pronunciation of the sound.

LOWER-CASE

- | | | | |
|--------|----------|--------|-------|
| _____s | sun | _____b | bell |
| _____m | mouse | _____n | net |
| _____a | apple | _____k | key |
| _____t | tent | _____v | van |
| _____f | fish | _____e | egg |
| _____r | ring | _____w | watch |
| _____i | igloo | _____j | jug |
| _____d | dog | _____p | pig |
| _____o | October | _____y | yarn |
| _____l | lamp | _____z | zip |
| _____g | ghost | | |
| _____h | hand | | |
| _____u | umbrella | | |
| _____c | cat | | |

Volunteer _____

SHORT VOWEL WORD FAMILIES RECORD KEEPING FORM

Student _____

Date _____

Teach short vowel word families in the order listed below. When the student masters the sound, put a check next to the word family.

1. Teach the following short vowel (**a**) word families.

_____ **at** _____ **an** _____ **ag** _____ **ad** _____ **ap** _____ **ack**

2. Teach the following short vowel (**i**) word families

_____ **it** _____ **in** _____ **ip** _____ **ig** _____ **ick**

3. Teach the following short vowel (**o**) word families.

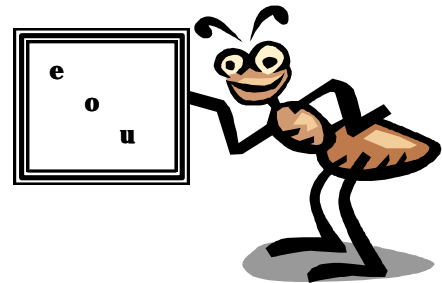
_____ **og** _____ **ox** _____ **op** _____ **ot** _____ **ock**

4. Teach the following short vowel (**u**) word families.

_____ **un** _____ **ug** _____ **um** _____ **ut** _____ **ud**

5. Teach the following short vowel (**e**) word families.

_____ **ed** _____ **et** _____ **en** _____ **eg**



Volunteer _____

DIGRAPHS AND BLENDS RECORD KEEPING FORM

Student _____

Date _____

Digraphs are two consonants that together make one sound. Teach the digraphs listed below. As the student masters the sound, put a check next to the digraph. Use the word next to the letter as a key to the correct pronunciation of the sound.

_____ **sh** shovel _____ **ch** chair

_____ **th** thumb _____ **qu** quilt

Blends are two consonant sounds blended together. Teach the blends listed below. As the student masters the sound, put a check next to the blend. Use the word next to the letter as a key to the correct pronunciation of the sound.

S Blends

_____ **sm** smile _____ **st** star _____ **sk** skate

_____ **sp** spider _____ **sn** snail _____ **sw** swing

L Blends

_____ **sl** slide _____ **fl** flag _____ **bl** block

_____ **cl** cloud _____ **pl** plus _____ **gl** glasses

R Blends

_____ **fr** frog _____ **gr** grapes _____ **br** boom

_____ **tr** tree _____ **dr** drum _____ **cr** crab

_____ **pr** present

Volunteer _____

SHORT AND LONG VOWELS RECORD KEEPING FORM

Student _____

Date _____

Short Vowels

Teach short vowels as a middle sound (in the middle of the word). The vowels are taught in mixed word families. As the child masters the sound, put a check by the vowel. Use the word next to the letter as a key to the correct pronunciation of the sound.

_____ ◊ **cat** _____ - **pig** _____ | **sock**
_____] **cup** _____ \ **bed**

Long Vowels

Teach long vowel sounds and the different long vowel patterns. The long vowel sounds always say the letter's name. As the child masters the sound, put a check by the vowel. Use the words next to the letter as a key to the correct pronunciation of the sound. The words also represent some of the long vowel patterns.

_____ α **cake (a_e) tray (ay) rain (ai)**
_____ | **kite (i_e) light (igh)**
_____ o **bone (o_e) soap (o_a)**
_____ v **tube (u_e) fruit (ui)**
_____ ε **feet (ee) leaf (ea)**

Volunteer _____

SENIORS FOR SCHOOLS

WORD FAMILY MATRIX

A-a																			
B-b																			
C-c																			
D-d																			
E-e																			
F-f																			
G-g																			
H-h																			
I-i																			
J-j																			
K-k																			
L-l																			
M-m																			
N-n																			
O-o																			
P-p																			
Q-q																			
R-r																			
S-s																			
T-t																			
U-u																			
V-v																			
W-w																			
X-x																			
Y-y																			
Z-z																			
	for	you	the	is	was	and	of	to	a	in	that	it	on	at	are	he			

“RIMES”: WORD FAMILIES

Note: There are nearly 500 primary grade words which can be derived from the following set of 37 rimes.

-ack	-all	-ain	-ake
-ale	-ame	-an	-ank
-ap	-ash	-at	-ate
-aw	-ay	-eat	-ell
-est	-ice	-ick	-ide
-ight	-ill	-in	-ine
-ing	-ink	-ip	-ir
-ock	-oke	-op	-ore
-or	-uck	-ug	-ump
-unk			

Taken from *Beginning to Read: Thinking and Learning about Print* by Marilyn Adams, 1990

Teaching Suggestion: Generate word families during DOL or spelling and post lists on bulletin board to make a “word wall.”

Tutor _____

Tutor's Weekly Plan

Student's Name _____ **Reading Teacher** _____

Week of: _____

Class Lesson:

Objectives and Goals:

Materials:

Student's Name _____ **Reading Teacher** _____

Week of: _____

Class Lesson:

Objectives and Goals:

Materials:

Student's Name _____ **Reading Teacher** _____

Week of: _____

Class Lesson:

Objectives and Goals:

Materials:

Lesson Plans * Seniors for Schools

Reading Lesson Plan

Student Name: _____ Teacher _____

DAY: _____ **Date:** _____

Objective: _____

What do I expect my students to learn?

Activities: _____

What activities will the students do?

Visual -- Auditory -- Tactile

Materials: _____

What materials are needed for the lesson?

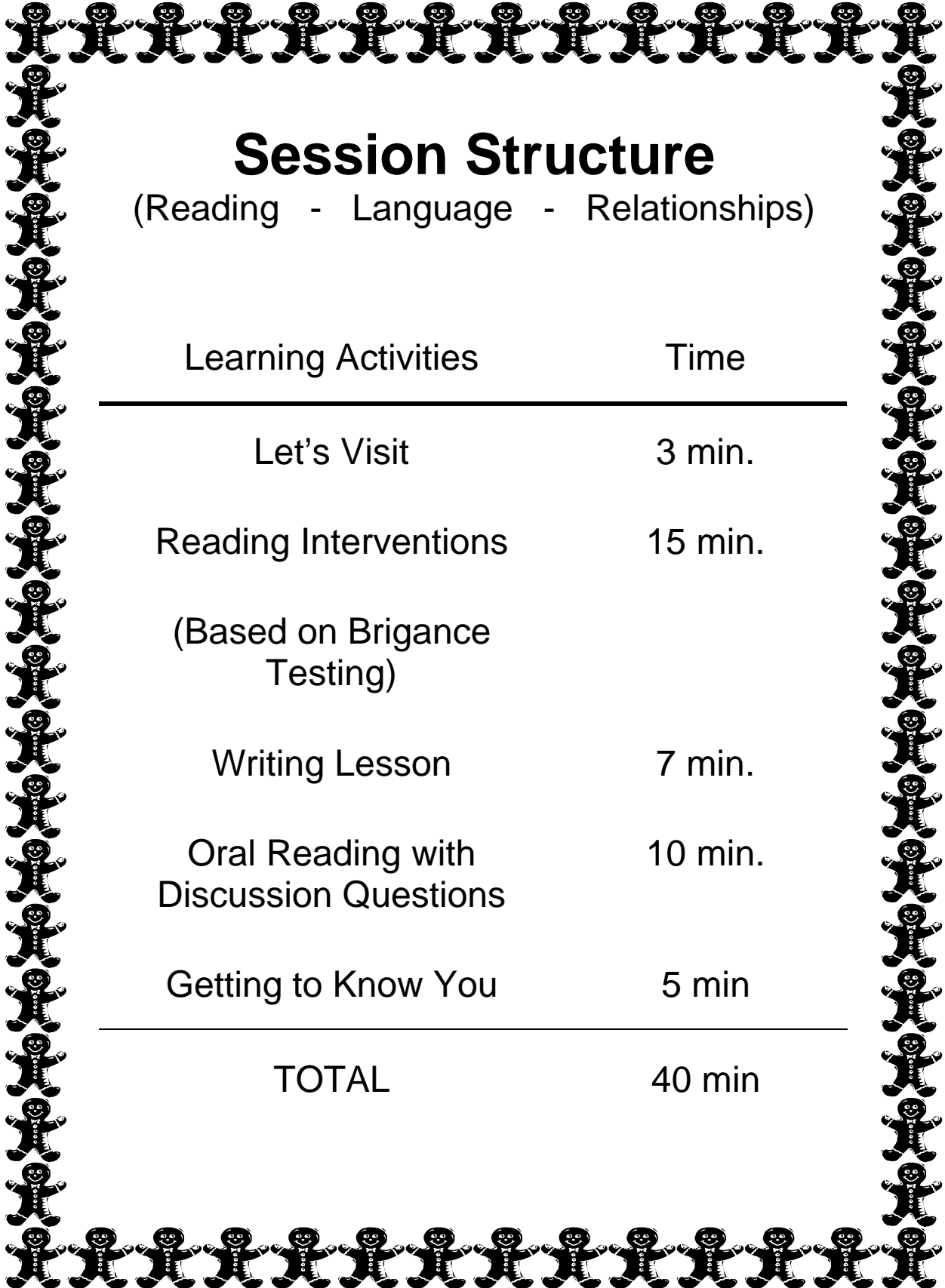
Books -- Workbooks -- Manipulatives

Evaluation: _____

How will I know my students have learned?

**Informal Testing -- Formal Testing --- Responses
(Teacher monitoring -- Discussion Questions)**

Tutor: _____



Session Structure

(Reading - Language - Relationships)

Learning Activities	Time
Let's Visit	3 min.
Reading Interventions (Based on Brigance Testing)	15 min.
Writing Lesson	7 min.
Oral Reading with Discussion Questions	10 min.
Getting to Know You	5 min
TOTAL	40 min