

Learning Club Reading Training for Tutors

Goal: To inform you of strategies and activities that you can use with your non-reader, struggling reader, and readers on grade level as you work in literacy with your students.



Please note: the first thing you should do when working with a student on their reading skills is to figure out where they are. Match the strategy or activity with what is appropriate for the specific student. If you are not sure about a specific student, feel free to ask staff or a volunteer who has worked with that student before.

Non-reader

Books/Stories to read

1. Read picture books to students (you can always read aloud to a non-reading student or student in the early stages of learning to read).
2. Before reading, take them on a Picture Walk: go through the book and talk about the pictures. Ask the student to point out things they recognize, guess what is happening in the story.
3. Read informational picture books with clear and simple sentences.
4. Find and read stories with a simple structure of a beginning, middle, and end.
5. Read stories with repeating patterns (BOB books, If You Give a Mouse a Cookie, etc.).
6. Read stories with language and word play like rhyme, nonsense, and alphabets (Chicka Chicka Boom Boom, The Cat in the Hat).
7. Read books about everyday events: eating, playing, shopping, animals, pets, families, food, plants, schools, and friends.
8. Read stories with dialogue that is repeated.
9. Read books where the illustrations offer high support for comprehension ("Sleeping Animals").

Strategies

1. Talk about new vocabulary words from the text.
2. Talk about interesting information from the book.
3. Ask the student to give you a summary of the book.
4. Talk about characters, problems, and events in a story (engage them in conversation).
5. Predict what will happen next-> ask student to guess what a character is likely to do next.
6. Talk about the illustrations to help with comprehension (picture walk) -> encourage student to look at pictures.
7. Provide understanding that an author wrote the words, and an artist illustrated the book.
8. Match one spoken word with one printed word as you track the print (make sure you are not going too fast).
9. Predict the ending of the story after reading the beginning and middle.
10. Discuss the book after reading -> helps student remember information or details of the story.
11. Echo reading (you read a passage, then they read the same part again), choral reading (you and the student read aloud together), partner reading (you read a passage, then they read, taking turns).
12. Use a bookmark to help the student track the print on their own in a Just Right Book (Just Right Book information included in Essential Handouts).

13. If a student doesn't know a word, and it is a word that is important to comprehension (not a name or place), try to have them work it out. You can ask them "what do you know about the word?" see if they can sound out letters or parts of the word that they recognize.

Struggling Reader

Strategies

1. Review those non-reader strategies that struggling readers may still need (at this level, you are filling in any gaps the student has in comprehension and fluency).
2. Make connection between words by letters, sounds, or spelling patterns -> use Animated Literacy charts.
3. Recognize, read aloud, and write high frequency words (we will have these at the sites) -> 3 crayon rainbow writing (student traces word in 3 different crayon colors), make a My Word Book (where student writes down and reviews sight words).
4. Talk about how the ideas in the story are related to the title.
5. Talk about what the reader already knows about a topic or character before reading the story (activating schema/prior knowledge helps them identify familiar words) -> Schema: existing mental representations of a word or concept. Our brains make a lot of connections and associations through schema, this will help students engage more with a text.
6. Talk about the character's feelings and motives.

Reader at Grade Level or Above

1. Maintain fluency -> encourage student to still read aloud!
2. Comprehension strategies:
 - a. Making predictions
 - b. Schema- activating background (prior) knowledge
 - c. Asking questions to clarify
 - d. Making connections (text->self, text->text, text->world)
 - e. Synthesizing
 - f. Inferring- combine what is in the text with relevant prior knowledge
 - g. Summarizing
3. Writing -> encourage students to write about the characters and stories in their books.