

Reading Buddy Guide

ReadSBISD: Reading Buddies

With literacy as a prime SBISD focus area, the district launched ReadSBISD in Fall 2019 as the umbrella for community-supported literacy initiatives.

To directly impact our students' early literacy, members of the SBISD Volunteer Advisory Board studied volunteer-led tutoring programs across the district to identify best practices. From this study, and in partnership with our Academics team, we launched the ReadSBISD Reading Buddies program in Fall 2019.

The program goal is to increase 2nd graders' literacy levels while developing a lifelong love of reading by providing the one-to-one support of a trained, caring adult volunteer.

The Reading Buddies program is supported by SBISD's Partnerships and Volunteer Programs office.

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Thank you.

Serving as a Reading Buddy has many benefits for both students and volunteers. Increasing a student’s reading ability is the BIG win when it comes to outcomes for kids.

As a Reading Buddy, you will help your student develop

- increased reading fluency
- increased reading comprehension
- increased self-confidence
- increased ability to articulate thoughts

However, this is just the start.

Reading Buddies give students special attention that invites them into the world of books and written language, and help them realize what an important part reading and writing will play in their lives. Reading Buddies not only demonstrate reading and writing, they demonstrate citizenship. Through their example, students learn what it means to give to others.

Thank you for supporting our students. Your efforts will help ensure we reach our T-2-4 vision for every SBISD graduate to successfully attain a technical certification or military service, or a two-year or a four-year degree. We appreciate the gift of your time and talent!

This guide is based in part on a volunteer reading guide developed in the early 2000’s by SBISD Literacy Specialists Patty Oliver and Mary Wheeler, under the guidance of Dr. Judy Wallis.

A special thanks to Dr. Kristin Craft, Joyce Evans, Melissa Ramirez and the SBISD Academics team for their guidance in developing this guide.

Reading Buddies Program

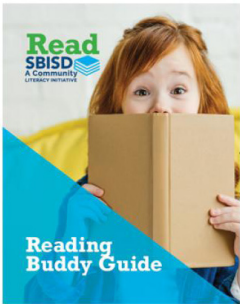
Words to Know

- Book Baggies / Book Box
- Book Shopping
- Just Right Book
- Individual Reading Level
- Reading Log
- Fluency
- Stamina
- Comprehension
- Volume



Learn more about these **Words to Know** on our website!

Program Materials

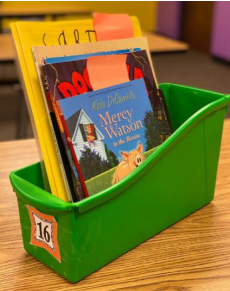


Reading Guide

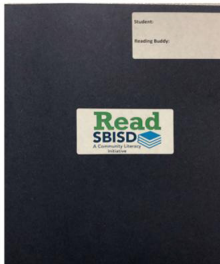


Book Baggie

or



Book Box



Program Folder

_____’s Reading Log						
Book Title	Level	Page	Page	Reader	Signatures	

Reading Log



How will you spend your time?



- [5 mins] Walk & Talk
- [2 mins] Planning
- [20 mins] Reading
- [3 mins] Walk & Talk





Tips for Tutoring

Do

- Model good reading
- Emphasize skill
- Encourage re-reading
- Ask questions

Don't

- Focus on deficits
- Force perfection
- Stray from the joy of reading

What It Takes To Read

You are about to embark on a journey to help your student become a stronger reader. The resources that follow are intended to help you support your student during the reading process.

Reading is complex!! Your goal as a Reading Buddy is to support and inspire active readers who keep trying and who know how to work through unknown words in a variety of ways.

We can't learn without making mistakes. Learning to read is not different. We offer support, but the reader does the work. That's how the reader develops problem-solving skills.

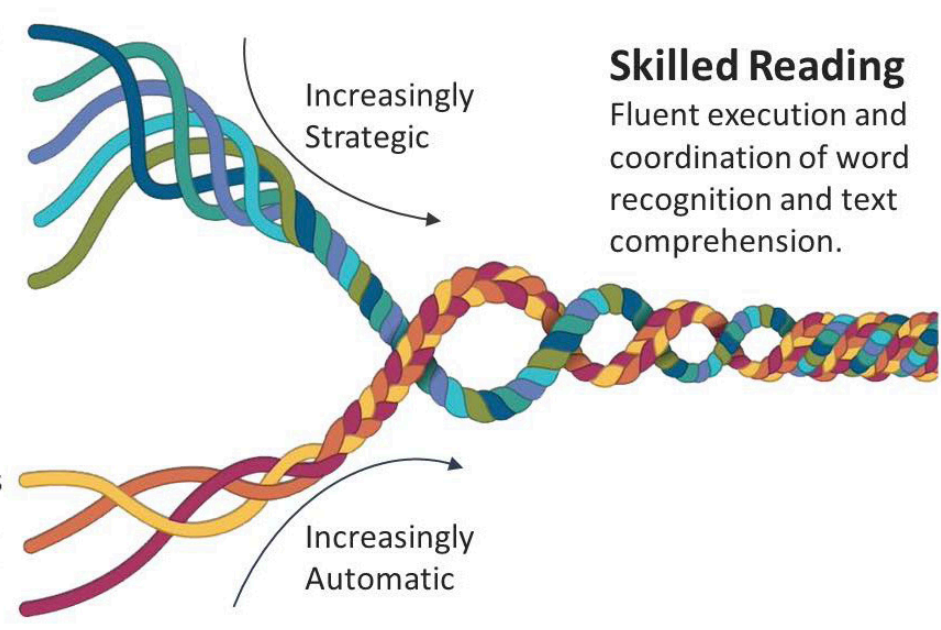
Struggling to read a book does not help students learn to read fluently. Fast, pleasurable, easy reading builds skills every time they read.

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



Skilled Reading
Fluent execution and coordination of word recognition and text comprehension.

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

Simple View of Reading

The Simple View of Reading (1986) gives another view of how much is needed to ensure strong comprehension for all of our readers.

As a Reading Buddy, you will work with readers who need both support in both decoding (word recognition) and language comprehension. Our Spring Branch teachers support students by providing a balanced literacy education, giving our students instruction throughout the day in phonics, decoding skills, and comprehension skills.

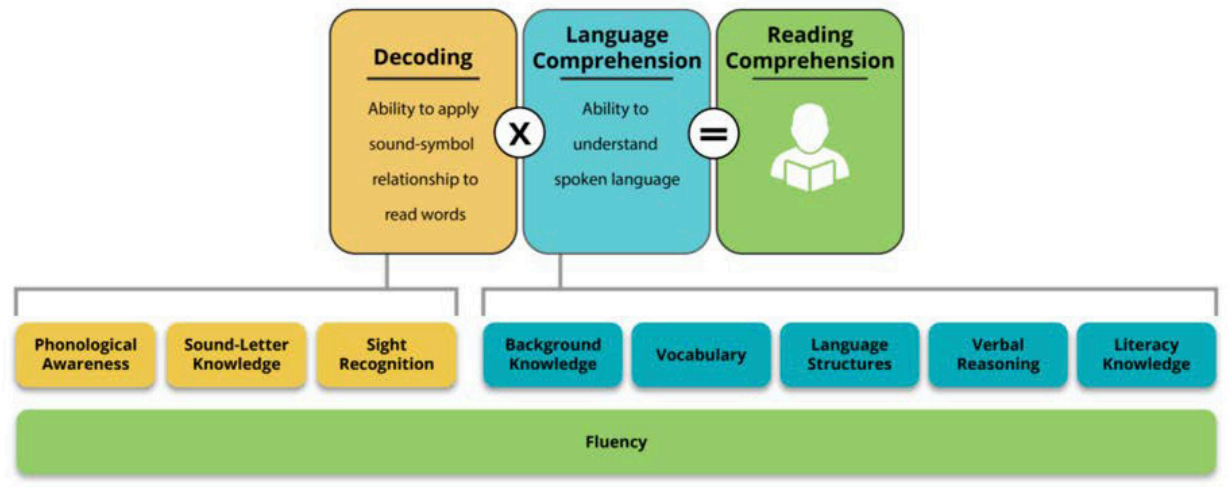
Our Reading Buddies guide will share tips to help you work with your young reader. This first set of tips helps with decoding.

Scarborough's Rope

Reading requires many skills. This infographic from Dr. Hollis Scarborough shows how foundational literacy skills and comprehension strategies work together to create a skilled reader.

Early readers work to gain automaticity in their word recognition skills. These skills will help them decode even more complicated, multisyllabic words as they progress in their reading. Along with word recognition, readers will need to grow in their language comprehension ability to read more complex texts.

By learning to decode using phonics skills and by applying comprehension strategies, readers will become skilled and able to enjoy texts and learning!



Gough, P. B., & Tunmer, W. E. (1986). Decoding, Reading, and Reading Disability. Remedial and Special Education, 7(1), 6-10.

Learning About Phonics

What does research say about phonics instruction?

- The teaching of phonics is a critical component of foundational literacy instruction.
- Classroom teachers in the primary grades value and teach phonics as a part of their reading program.
- Phonics instruction, to be effective in promoting independent reading, must be embedded in the content of a total reading / language arts program.

Why do we teach phonics?

- English is an alphabetic system.
- There is a relationship between the sounds we make and the symbols on the page that represent sound.
- The relationships between letters and sounds help us read; it is one important aspect of reading.

What do students need to learn?

- How to tell one letter from another.
- Letter names, forms, and related sounds.
- Words are made up of sounds and those sounds are related to letters and groups of letters.
- Relationships between letters and sounds can help us write and read words.

Learning About Phonics

Term	Example
consonant	b, f, s, t
vowel	a, e, i, o, u
short vowel sound	cat, pet, pig, pot, cup
long vowel sound	cake, eat, like, rope, use
blends	br, str, pl, spr
diagraphs	ch, wh, th, sh
prefixes	re-, un-
inflectional endings	-ing, -est, -ed
suffixes	-ful, -ness, -ly
plurals	-s, -es
upper- and lower-case	Aa, Bb, Cc, Dd, Ee
syllables	car-ton; to-ma-to; po-ta-to
vowel patterns	CVC (dat, get, fit, hot, nut) VCE (gave, scene, fine, home, tune) VVC (train, boat, beat) CV (be, hi, go)
vowel pairs	ai (rain) oa (boat) au, aw (author, saw) ee, ea, ie (teen, team, believe) oi, oy (oil, boy)
word patterns (phonograms)	-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

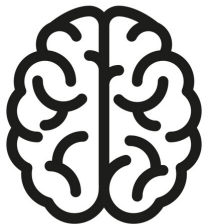
When it comes to an **UNKNOWN WORD,** **ASK...**



Does that look right?



Does that sound right?



Does that make sense?

Does it **LOOK** right, **SOUND** right and **MAKE SENSE**?


Marie Clay, the founder of Reading Recovery®, coined the above phrase for young struggling readers, believing that if they internalized these three questions, they will develop a self-extending system for solving unknown words.

As adults, we need to resist the temptation to jump in and rescue young readers. We need to encourage them to think of all the strategies they can use to figure out an unknown word.


It helps to prompt them with questions such as:


"Do you know another word that looks like that?" ex. knowing 'look' will help access 'shook'. 

"Look for word parts" Often a prefix or suffix challenges a reader  prompting them to break the word apart by chunks, such as "re/read/ing".

"Do you remember that word from another page?" Flipping back and recognizing it from before will spark prior knowledge. 

"Go to the beginning of the sentence and try it again!" Sometimes starting over is all it takes! 

"Sound it out!" Although this doesn't work all the time (consider 'have' and 'gave'), sounding out words and taking them apart 'on the run' can work many times. 

"Reread and ask does that make sense" To help readers balance  between decoding and comprehension, we want them to always go back and make sure the word they read makes sense to the meaning of the text.



Taking a Book Walk / Picture Walk

Taking a book walk or picture walk is known as *previewing* the text. It's a quick exercise to prepare the reader for the text. It is like when we wake up in the morning and think about our day and what to wear. We dress accordingly.

If we're going to clean the garage, our outfit looks very different than if we're going on a picnic or going to a wedding. We get ready because we know what to expect. The same is true for reading different genres.

Taking a book walk provides a time to

- Preview
- Look at how the book is organized
- Look at the pictures, photographs, captions
- Identify genre
- Make predictions
- Locate tricky or exciting vocabulary
- See the author's purpose
- Get comfortable with the format

Here's what it might sound like:

Tutor: With genuine enthusiasm, "Whoa, cool! Look at this book we're going to read today! I think you're going to like it a lot! Let's check it out before we read it. That's what readers do! What can we tell by the cover? The title? What's the voice inside your head thinking before we even open it up?"

Student: Makes a prediction or a connection... says something!

Tutor: Gives credence to the student's thought and continues to ask guiding questions such as, "What do you think we'll see when we turn the page?" If it's **non-fiction**, pay attention to the table of contents, the index, the large headings and highlighted vocabulary. If it's **fiction**, have the student turn the pages and comment on what is happening in the storyline according to the pictures.

Say Something!

Reading is not an underground activity. Though most people read silently with an occasional chuckle, tear or aha, text is meant to be shared.

Reading Buddies have the unique opportunity to dialogue with students about print. It's a good idea to use a little Post-It® or create a little STOP sign to insert periodically throughout a piece of text to initiate discussion.

There are no right answers or things to say. It's just important to react to the text.

Some ideas follow:

- Make a connection! Text to text, text to self, text to world.
- Ask a question.
- Tell what this makes you think about.
- Make a prediction.
- Read your favorite part.
- Pick out a favorite phrase or word.
- Ask for clarification.
- Explain the picture in your head from a particular passage.
- React...do you agree? Disagree?
- Comment on the author's style.
- Tell what you think another character might be feeling.
- What is the most important thing about what you just read?
- Make an inference.



Say Something Prompts

After reading, take the time to discuss what you have just read with your student. Remember to praise their efforts and accomplishments!

Below is an exercise with prompts you can use to discuss a book together:

1. With your partner, decide who will say something first.
2. When you say something, do one or more of the following:
 - Ask a question
 - Make a comment/observation
 - Make a connection
 - Make an inference
 - Clarify something you misunderstood
3. If you can't do any of these things then re-read closely, re-observe, and re-think about the text.

Say Something Prompts

Ask a question

- Why did...
- How is... like...
- What would happen if ...
- Why...
- Who is ...
- In other words, are you saying ...
- Do you think that ...
- I don't get this part here

Make a comment/observation

- I noticed...
- I saw... (heard/smelled)
- This is good because...
- This is hard because...
- This is confusing because...
- I like the part where...
- I don't like this part because...
- My favorite part so far is...
- I think that...
- Based on... I would guess that

Say Something Prompts

Make a connection

- This reminds me of...
- This part is like...
- This process is like...
- This... is like... because...
- This is similar to...
- This is different from...
- I also (name something in the text/experiment that has also happened to you)...
- I never (name something in the text/experiment that has never happened to you)...
- This concept makes me think of...
- These ideas make me think of...

Make an Inference

- I predict that...
- I bet that...
- I think that...
- One conclusion I can draw is...
- Reading/observing this makes me think that... is about to happen...
- I wonder if...
- I can infer that...
- This picture makes me think...

Say Something Prompts

Clarify something

- Now I understand ...
- This makes sense now because
- No, I think it means...
- I agree with you
- This means...
- At first I thought... but now I think...
- This part is really saying...
- Can you elaborate on...
- Can you provide more information about...
- Can you explain how...

Say Something was developed by Jerome Harste and is included in "When Kids Can't Read What Teachers Can Do: A Guide for Teachers 6-12" (2002) by Kylene Beers.

Inferences

Authors intentionally don't state all of the facts and feelings on a page. They rely on the reader to read between the lines, or to INFER information from the text. It is very important for this skill to be practiced and verbalized from the earliest stages of reading.

EXAMPLES:

1. **The text states:** "Mom bolted through the kitchen door, threw the groceries on the counter and ignored the ringing phone."

The reader infers that MOM was in a hurry, though the text doesn't explicitly state that. The reader might also infer that mom was late, pre-occupied or angry. Additional details will clarify these ideas.

2. **The text states:** "Harry stepped into his cabin to meet his new roommate. THUMP! Harry tripped over an open suitcase on the floor. Around the room lay dirty clothes and piles of orange peels."

The reader infers that Harry's roommate is a messy person.

**READERS USE EVIDENCE FROM THE TEXT
TO MAKE INFERENCES.**

**THEY CHECK THEMSELVES AS THE TEXT CONTINUES
TO SEE IF THE INFERENCE HOLDS TRUE.**



Read, Stop, **THINK!**

As readers begin to grow in their ability to decode, they often read a text quickly, stopping after the last period to announce, "I'm done!" Many times, though, they are not able to talk about the text in a deeper, more meaningful way.

Reading is not a race. It is an interactive process. Yes, even when we are alone with a piece of text!

Readers listen to that little voice in their heads. It vibrates like a cell phone, alerting them that there is a personal response. Whether we read silently, or out loud, IF we are reading carefully, then we are monitoring our understanding.

To help our young readers, reminding them to stop and think about what they have read could be as simple as using the "Say Something" strategies. Setting a plan as the start of their reading might sound like, "Let's stop at the bottom of this page and say something we learned about the character."



Readers know when to USE CAUTION

Here are some things readers can do when they get stuck:

1. Point to where it got confusing.
2. Then ask:
 - Should I go back to the place I was confused and re-read?
 - Do I need to read slower?
 - Who can I ask for help?
 - Would it help to take notes as I read?
 - Is this text too hard?



Readers often re-read texts to build fluency, confidence and to think deeper about what they have read.

Re-reading for fluency might involve scooping up a meaningful part of a sentence. As the Simple View of Reading showed, there is a lot involved in reading. Students sometimes sound choppy when they read something that is a little challenging for the first time. A great tip is to have your Reading Buddy re-read a small section of a new book.

In fiction, readers might re-read parts of the book to sound like the character or to try to envision a part in the story.

In nonfiction, readers might slow down a little and re-read to learn new information.



Wait time

Wait time gives the student a chance to think of a strategy for solving an unknown word. Waiting briefly helps develop more independence for our readers to grow their skills.

When a student has difficulty, wait a minimum of 3 to 5 seconds to give them the chance to solve the problem.

Some students depend on the adult to solve the problem for them. If you are working with a student who simply wants to wait you out, you will probably have to be more explicit with prompting the child. Use the decoding strategies for help.

When to Ignore, When to Help, When to Tell

- **Ignore** errors that do not change the meaning of the story.
- **Teach** at only a few key places where the student can learn what they most need to learn.
- Sometimes it is OK to **tell** the word. Give the student enough wait time to try and problem solve on their own. If the student is not successful, **tell** them the word.
- **Tell** the student words that are not in his speaking vocabulary.

Adapted from So...What's A Tutor to Do?, Roller



Notes

Notes

Thank you for
**INSPIRING
READERS**
and **SHAPING**
the future for Every Child.

