Albuquerque Reads
# Tutor Manual
Revised 2018

Dear Albuquerque Reads Tutor:

The Greater Albuquerque Chamber of Commerce and Albuquerque Public Schools are appreciative of your support of this exciting partnership between the business community and the school district. We know that the upcoming school year for Albuquerque Reads will prove to be motivating, worthwhile, and rewarding for you as you help young children gain early access and understanding of books and the new worlds that reading provides to them.

It has been said that education is simply the soul of a society as it passes from one generation to another. You are helping to make the souls of the next generation richer as these young students gain a greater appreciation and love for reading.

We wholeheartedly and enthusiastically applaud the time and effort you will dedicate to help emerging readers take hold of the written word. Literacy is fundamental and your contribution is of the utmost importance to our community.

Please accept our sincerest thanks and acknowledgment for all that you will do this school year.


Sincerely,

Terri Cole, CCE                                    Raquel Reedy
President and CEO                                Superintendent
Greater Albuquerque Chamber of Commerce        Albuquerque Public Schools

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# Albuquerque Reads: *A History*

Albuquerque Reads, also known as ABQ Reads, is the chief program of the Career Guidance Institute (CGI), a 501(c)(3) non-profit foundation. CGI was established in 1984 by the Greater Albuquerque Chamber of Commerce (GACC) in response to the business community's desire to help shape education reform in the city and state. CGI's mission is to work alongside the community and the Albuquerque Public School (APS) system in creating programs that serve our children where the needs are the greatest. GACC believes that a sound education system is the key to a community's economic vitality.

Through the vision of GACC President and CEO, Terri Cole, and former APS Superintendent, Joseph M. Vigil, a dynamic partnership was struck. Modeled after a program in Ohio called Ohio Reads, the design team at Bel-Air Elementary School customized a program that fit the students' needs while aligning with New Mexico educational standards.

The creation of the ABQ Reads curriculum was led by Sally Giannini, a 30-year teacher, and Lynda Idle, former Bel-Air Principal and a 17-year educator. In 2003 the first class of kindergarten students experienced the ABQ Reads program. The following year the program expanded to two other schools - Atrisco and Wherry Elementary Schools. As of 2018, the program now operates in Atrisco, Bel-Air, and Whittier Elementary Schools.

Since its inception, the volunteer tutors have always been the backbone of the program. It is not uncommon for tutors to stay with the program year after year. In fact many tutors have been with Albuquerque Reads since its first year.

# Albuquerque Reads: *Mission*

Albuquerque Reads empowers kindergarten students to be literate, lifelong learners through a supportive community of tutors and mentors.

Today a Reader, Tomorrow a Leader!

**Superintendent Raquel Reedy's "Big 5" – Goals for the District**

1. Whole Child

2. College & Career Readiness

3. Early Learning

4. Attendance

5. Community & Parent Engagement

# THE PROGRAM

**IN THIS SECTION:**

- What We Do
- Who We Are
- Who We Serve
- How We Measure Success

# *What We Do*

Literacy is at the center of all learning. Therefore, it is the goal of ABQ Reads to fortify students' literacy in their first year of formal schooling. This is done by spending time in activities surrounding reading, writing, and skills development. It is important to note that ABQ Reads is a supportive program. Any concept discussed in the tutoring sessions has already been presented in class to the students by the classroom teachers. During the tutoring session, concepts are reinforced so that the student is able to retain and assimilate the information ultimately strengthening their literacy foundation.

The New Mexico Public Education Department has adopted the Common Core State Standards for Math and English Language Arts (ELA). These are benchmarks that students should meet before moving to the next grade. ABQ Reads incorporates the ELA Common Core Standards throughout its curriculum. Each Kindergarten Common Core Standard is explained in Section IV, but if you'd like to learn more you can visit www.corestandards.org.

The ABQ Reads program has developed and is maintanining research-based findings from the National Institute for Literacy. According to the publication titled,  "Put Reading First: The Research Building Blocks for Teaching Children to Read" the building blocks for literacy are phonemic awareness, phonics, fluency, vocabulary, and text (reading) comprehension. ABQ Reads incorporates these building blocks into the program.

The ABQ Reads curriculum is called the "English Language Arts: Reading, Writing, and Skills Development Task Cards." The Task Cards utilize both the Common Core Standards and the concepts presented in the "Put Reading First: The Research Building Blocks for Teaching Children to Read, Kindergarten through Grade 3" produced by the National Institute for Literacy. Both Common Core and the Building Blocks are detailed in Section IV The Curriculum.

# Who We Are

ABQ Reads is a partnership between Albuquerque Public Schools and the Greater Albuquerque Chamber of Commerce (GACC). Currently, the program operates under APS's Title I Department and GACC's Education arm, Career Guidance Institute. The program can be found in three public elementary schools - Atrisco, Bel-Air and Whittier.

## Albuquerque Reads Sites

**Atrisco Elementary School**
1201 Atrisco Drive. SW
Albuquerque, NM 87015

**Bel-Air Elementary School**
4725 Candelaria Rd. NE
Albuquerque, NM 87110

**Whittier Elementary School**
1110 Quincy St. SE
Albuquerque, NM 87108

## Albuquerque Reads Site Staff

**Atrisco Site Coordinator**
Marcia Huys

**Bel-Air Co-Coordinator**
Melissa David

**Bel-Air Co-Coordinator**
Katharine Cupp

**Whittier Site Coordinator**
Deborah Doxtator

## Albuquerque Reads Personnel

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# *Who We Serve*

ABQ Reads is a service to kindergarten students at three Albuquerque Public Schools. All three of these schools are Title I schools and also qualify under the Community Eligible Provision within the public school system. A school qualifies for Title I resources when it has 50% or more of its families qualifying for federal and/or state subsidies which translates into 50% or more of the student body meet the criteria to receive free or reduced meals. A school that qualifies under the Community Eligible Provision denotes that a majority of its families fall at or below the federal poverty line. On a yearly basis, two-thirds of the ABQ Reads schools fall below the poverty level.

One of the great things about the program is that every kindergarten student receives access to the program regardless of need, skill, or ability. The program is very proud to work with every student in helping them go further in their literacy proficiency.

Data from the 2017-18 school year reflects the ethnic breakdown of the children that are served by the program as follows:

African American: 2%
Asian/Pacific Islander: 0%
Caucasian: 17%
Hispanic: 75.5%
Native American: 4.7%
Other .8%

# *How We Measure Success*

To be sustainable the ABQ Reads program must be able to demonstrate, through several measures, that it accomplishes what it says it's going to accomplish which is to help children learn to read by the end of the year. Success is measured through the following outcomes and outputs. These are the yearly goals of ABQ Reads.

## Outcomes

**By the end of the year, ABQ Reads students will:**
1.      Demonstrate growth in reading by moving a minimum of two reading book levels according to "Guided Reading: Good First Teaching for all Children" by Irene Fountas and Gay Su Pinnell. For kindergarten, there are books ranging from A to D levels. Site coordinators and classroom teachers move students up in reading leveled books. Every site has a log in which this information is recorded.

2.      Be able to write a minimum of two sentences summarizing a book. Students have a journal that they write in weekly which is used to measure progress and yearly growth.

3.      Be able to demonstrate comprehension of a story, that is read to them, through a dialogue of questions from their tutors. Tutors will record their observations of student answers. Site coordinators will use this to help assess progress.

## Outputs

**End of year literacy proficiency scores will reflect:**
1.      A 25% decrease of students reading at the lowest reading level.

2.      There will be a 22% increase of students reading at the highest reading level. For items 1 and 2, data and analysis of the literacy testing from the schools will be used to assess output achievement.

3.      Every year students receive eight books in addition to two reading packs that contain six books each. The program will build the students' home libraries with a total of twenty books over the year.

# A TUTORING SESSION

**IN THIS SECTION:**

- Session Schedule

- Reading

- Writing

- Skills Development

- Tutor Feedback

# A *Tutoring Session*

**Session Schedule**

10 minutes  Settle in & become familiar with the day's lesson

15 minutes  Site Coordinator goes over lesson with tutors

30 minutes  Tutoring with Student 1

                10 minutes  Reading

                10 minutes  Writing

                10 minutes  Skills Development

5 minutes  Transition, write notes in student's log

30 minutes  Tutoring with Student 2 (same format)

10 minutes  Organize area & students' tub, finish notes in each student's log

| Atrisco:  Tues/Wed/Thurs | Bel-Air:  Tues/Wed/Thurs | Whittier: Tues/Wed/Thurs |
|---|---|---|
| 8:30 - Tutor Arrival<br>8:40 - Overview<br>8:55-9:25 - 1st Tutor Session<br>9:30-10:00 - 2nd Tutor Session | 9:00 - Tutor Arrival<br>9:10 - Overview<br>9:25-9:55 - 1st Tutor Session<br>10:00-10:30 - 2nd Tutor Session | 9:05 - Tutor Arrival<br>9:15 - Overview<br>9:30-10:00 - 1st Tutor Session<br>10:00-10:30 - 2nd Tutor Session |

**The Tutoring Session**

Albuquerque Reads tutoring sessions are divided into three sections for reading, writing, and skill development. Each will be explained in more detail on the following pages. Ideally there will be ten minutes spent on each. For every lesson there will be a plan established by the site coordinator. For every section, there will be a task card from which the lesson is built. Red task cards correspond to the reading section. Yellow task cards correspond to the writing section. Green task cards correspond to the skills development section. Follow the instructions from the site coordinator utilizing the task cards as you proceed. Time goes quickly and you'll learn how to get the lesson done within the thirty minutes

**Preparing for the Session**

When you arrive, familiarize yourself with the day's lesson which will be posted. You can also make preliminary notes on the tutor feedback form (see page 18) that is provided for every student. Your two students share an ABQ Reads tub. The tub is organized by folder color: red (reading), yellow (writing), green (skills development). There is also a Ziploc bag that has crayons, Post-it notes, correction tape, an alphabet strip, and a site word tent. All of these items may be used throughout any given tutoring session.

# *Reading*

**Reading Stages of Children**
Children progress through developmental stages in learning to read. These stages are not distinct but a continuum of learning that varies with the individual child and with the task and materials. Students in the ABQ Reads program will typically fall into either of the first two categories, and by the end of the program will be considered either an Early or Transitional Reader.

**EMERGENT READERS** are comfortable with books even before they can read independently. At this stage they are becoming familiar with letters, words and language patterns. They:
1. Need enriching and enjoyable experiences with age-appropriate books.
2. Begin to connect letters, sounds, and pictures.
3. Want to share books over and over.
4. Become acquainted with book handling skills. (See Appendix 1)

**EARLY READERS** are able to use several strategies to predict a word, often using pictures to confirm predictions. They:
1. Pay close attention to visual cues and language patterns. (See Appendix 2)
2. Read for meaning.
3. Know several sight and frequently used words.
4. Read familiar books with fluency.

**TRANSITIONAL READERS** read at a good pace and demonstrate good comprehension. At this stage, children generally have strategies to figure out most words but continue to need help with understanding increasingly more difficult text. They:
1. Like to read books in a series as a comprehension strategy.
2. Begin to read leveled texts independently.
3. Integrate the use of cues.
4. Notice pictures but rely very little on them to read the text.

**FLUENT READERS** are confident in their understandings of text and how text works, and they read independently. They:
1. Integrate strategies.
2. Solve problems in an independent way.
3. Read with fluency.
4. Read a variety of longer, more complex texts.

# *Reading* Continued

### Reading (Red Task Cards) 10 Minutes
During the section for Reading you will read to the student (Read Aloud) and the student will read to you (Shared Reading).

### Read Aloud
You read to the students. The Site Coordinators will provide the Read Aloud books for you. These are longer books and designed to be read throughout the week. As you read, read with appropriate inflection and tone. Use a pointer (can be your finger) to demonstrate reading from left to right, pausing at the end of a sentence, etc. Leave a bookmark where you left off so the tutor for the next session knows where to pick up. Each day is designed to build upon the previous day. Depending on what day of the week it is and where you are in the book, you can picture walk (see pg. 38), ask what the child already knows, do some predicting, and ask some questions about what has already been read.

### Sample Procedure:
1. Go over the title, author and illustrator.
2. Discuss some background information about the book:
   "This book is about_____."  and "What do you know about____?"
3. Read the title page.
4. Start reading the story.
5. Ask a few comprehension questions. (See Appendix 3)

### Shared Reading
The student reads to you. The Site Coordinators will provide the Shared Reading books to the students. These are leveled books. As the student's reading improves, they will be moved up in levels. You can still work on predication and other critical thinking skills. You may need to utilize other "prompting" techniques to help build the student's reading development (See Appendix 4). Of course, always be positive and specific in your interaction with the students. (See Appendix 5)

### Sample Procedure – Introducing a new book:
1. Go over the cover, title, author, illustrator and title page. Tutor always reads the title for the student.
2. Ask student to make a prediction about the book based on the title page and pictures on the cover.
3. Discuss a little background information about the book:
   "This book is about _____."
   "What do you know about _____?"
4. Do a picture walk, using the pictures to help tell the story. Utilize language plants (see p. 38) as you go along.

# Reading *Continued*

**Sample Procedure - Emergent Readers (A-level books):**
**Day 1**
Start off with "Introducing a new book" procedure. (pg. 15)

First Reading: "I read." Tutor reads the story to model fluency and expression. Model one-to-one pointing under the first letter of each word as you read.

Second Reading: "We read." Tutor and student read the book together. Encourage the student to point to the words as you both read the story.

Third Reading: "You read." Student points to the words and read the story independently. Support with prompts when necessary.

**Day 2**
First Reading: "We read." Tutor and student read the book together. Encourage the student to point to the words as you both read the story.

Second Reading: "You read." Student points to the words and read the story independently. Support with prompts when necessary.

**Day 3**
Review: "Tell me about the book."

First Reading: "You read." Student points to the words and read the story independently. Support with prompts when necessary.

**Sample Procedure - Early Readers (B-level books and above):**
**Day 1**
Start off with "Introducing a new book" procedure. (pg. 15)

First Reading: "You read." Student points to the words and read the story independently. Support with prompts when necessary.

Review: Using Bloom's Taxonomy (See Appendix 3)

**Day 2**
Follow procedure for Day 1. For Early Readers they will get a new book on Day 2.

**Day 3**
Student will re-read books from both Day 1 and Day 2. Tutor can help the student compare the two books. "Which one was your favorite? Why?"

# *Writing*

### Writing (yellow task cards) – 10 minutes
Every student receives a journal which will be used throughout the program year. This journal documents the student's progress from beginning of year to the end of year.

As you follow the lesson and task card, use positive feedback and encouragement as the student proceeds (See Appendix 5). Please date the journal page.

# *Skills Development*

### Skills Development (green task cards) – 10 minutes
For the final ten minutes of tutoring, it is great to integrate several concepts and practice in areas that need strengthening. Typically, this portion makes use of materials that the student can manipulate. Continue to integrate positive feedback and encouragement around the child's abilities and what they are accomplishing (See Appendix 5).

**NOTES:**
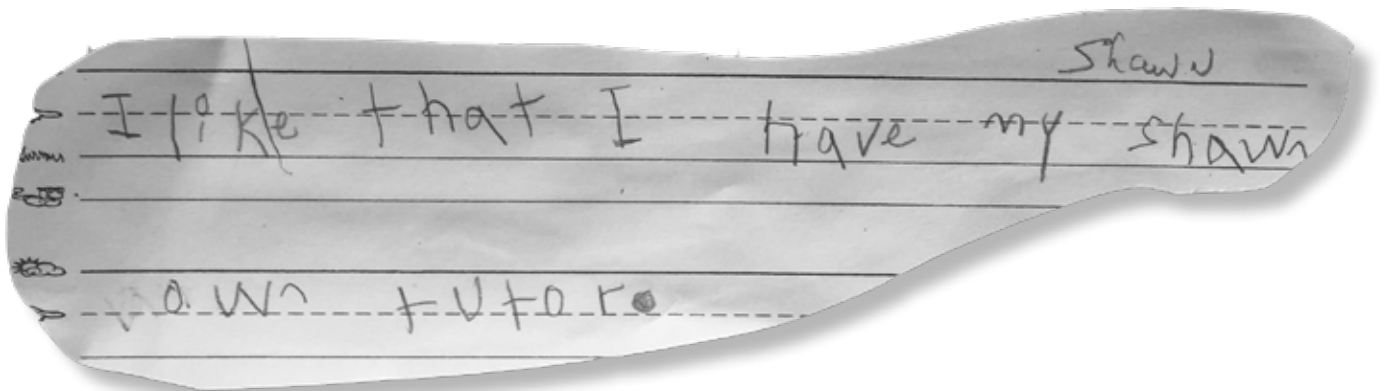
# *Tutor Feedback*

## Weekly Evidence Sheet

At the completion of each tutoring session, we ask that you take a few minutes to make some notes and provide feedback on how the student did in the session on the Weekly Evidence sheet. These are in the binders that are located in the tubs. The information you provide is invaluable and helps us support every child. A sample of a Weekly Evidence sheet is provided here. See also Appendix 6 – Tutor Talk for helpful phrases and comments to include when you're reporting on a student. All comments should be as specific as possible.

**Albuquerque Reads**

**Weekly Evidence**

Student: _____     Week of _____

| Day/Date/Tutor Name | Read Aloud (3-4 minutes) | Assignment | R,W,S | Tutor Comments (2 examples of what went well, 1 example we need to work on) |
|---|---|---|---|---|
| Day: | Title of Read Aloud: | Shared Reading (6-7 Minutes) Title(s): | | |
| Date: | Comments: | Writing Activity (10 Minutes) | | |
| Tutor: | Letter Focus: Sight word focus: | Skills Development (10 Minutes) | | |
| Day: | Title of Read Aloud: | Shared Reading (6-7 Minutes) Title(s): | | |
| Date: | Comments: | Writing Activity (10 Minutes) | | |
| Tutor: | Letter Focus: Sight word focus: | Skills Development (10 Minutes) | | |
| Day: | Title of Read Aloud: | Shared Reading (6-7 Minutes) Title(s): | | |
| Date: | Comments: | Writing Activity (10 Minutes) | | |
| Tutor: | Letter Focus: Sight word focus: | Skills Development (10 Minutes) | | |

# CURRICULUM

**IN THIS SECTION:**

- Common Core
- Building Blocks

# Common Core

The information on the Common Core pages was taken from the Common Core State Standards Initiative specifically the English Language Arts Standards.

**Kindergarten Common Core State Standards:**
**English Language Arts – Reading, Literature**

**Key Ideas and Details:**
1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.
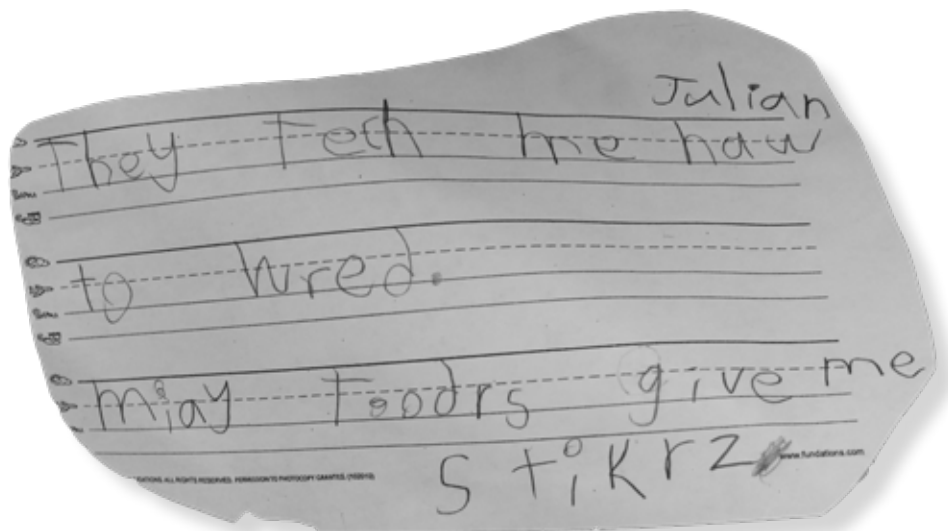
**Craft and Structure:**
4. Ask and answer questions about unknown words in a text.
5. Recognize common types of texts (e.g., storybooks, poems).
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

**Integration of Knowledge and Ideas:**
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts.)
8. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**Range of Reading and Level of Text Complexity:**
9. Actively engage in group reading activities with purpose and understanding.

# *Common Core*

**Kindergarten Common Core State Standards:**
**English Language Arts – Reading, Informational Texts**

**Key Ideas and Details:**
1.      With prompting and support, ask and answer questions about key details in a text.
2.      With prompting and support, identify the main topic and retell key details of a text.
3.      With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Craft and Structure:**
4.      With prompting and support, ask and answer questions about unknown words in a text.
5.      Identify the front cover, back cover, and title page of a book.
6.      Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

**Integration of Knowledge and Ideas:**
7.      With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
8.      With prompting and support, identify the reasons an author gives to support points in a text.
9.      With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**Range of Reading and Level of Text Complexity:**
10.     Actively engage in group reading activities with purpose and understanding.

**NOTES:**

# *Common Core*

### Kindergarten Common Core State Standards:
### English Language Arts – Reading, Foundational Skills

**Print Concepts:**
1.    Demonstrate understanding of the organization and basic features of print.
   a.    Follow words from left to right, top to bottom, and page by page.
   b.    Recognize that spoken words are represented in written language by specific sequences of letters.
   c.    Understand that words are separated by spaces in print.
   d.    Recognize and name all upper- and lowercase letters of the alphabet.

**Phonological Awareness:**
2.    Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
   a.    Recognize and produce rhyming words.
   b.    Count, pronounce, blend, and segment syllables in spoken words.
   c.    Blend and segment onsets and rimes of single-syllable spoken words.
   d.    Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
   e.    Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

**Phonics and Word Recognition:**
3.    Know and apply grade-level phonics and words analysis skills in decoding words.
   a.    Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
   b.    Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
   c.    Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
   d.    Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**Fluency:**
4.    Read emergent-reader texts with purpose and understanding.

# Common Core

**Kindergarten Common Core State Standards:**
**English Language Arts – Writing**

**Text Types and Purposes:**
1.    Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is…).
2.    Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic.
3.    Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**Production and Distribution of Writing:**
4.    With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
5.    With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Research to Build and Present Knowledge:**
6.    Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
7.    With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**NOTES:**

# *Common Core*

**Kindergarten Common Core State Standards:**
**English Language Arts – Speaking & Listening**

**Comprehension and Collaboration:**
1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
   a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
   b. Continue a conversation through multiple exchanges.
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**Presentation of Knowledge and Ideas:**
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
6. Speak audibly and express thoughts, feelings, and ideas clearly.

# *Common Core*

### Kindergarten Common Core State Standards:
### English Language Arts – Language

**Conventions of Standard English:**
1.  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    a. Print many upper- and lowercase letters.
    b. Use frequently occurring nouns and verbs.
    c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
    d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
    e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
    f. Produce and expand complete sentences in shared language activities.
2.  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    a. Capitalize the first word in a sentence and the pronoun *I*.
    b. Recognize and name end punctuation.
    c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
    d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**Vocabulary Acquisition and Use:**
3.  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
    a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
    b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
4.  With guidance and support from adults, explore word relationships and nuances in word meanings.
    a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
    b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
    c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
    d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
5.  Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

# *Building Blocks* *Phonemic Awareness*

The information found on the building blocks pages was taken from the National Institute for Literacy: The Partnership for Reading, "Put Reading First, The Research Building Blocks for Teaching Children to Read, Kindergarten through Grade 3."

**Building Block 1: Phonemic Awareness**
Phonemic awareness is the ability to notice, think about, and work with the individual sounds (phonemes) in spoken words. Before children learn to read print, they need to become aware of how the sounds in words work. They must understand that words are made up of speech sounds, or phonemes. Instruction should be explicit in connecting phonemic awareness and reading.
Phonemic awareness is not phonics. Phonemic awareness is the understanding that the sounds of spoken language work together to make words. Phonics is the understanding that there is a predictable relationship between phonemes and graphemes, (the letters that represent those sounds in written language.) If children are to benefit from phonics instruction, they need phonemic awareness. (Phonics is the next building block.)

What does scientifically based research tell us about phonemic awareness instruction?
- Phonemic awareness can be taught and learned.
- Phonemic awareness instruction helps children learn to read. This is primarily due to the fact that phonemic awareness instruction improves word reading which leads to greater reading comprehension.
- Phonemic awareness instruction helps children learn to spell.
- Phonemic awareness instruction is most effective when children are taught to manipulate phonemes by using the letters of the alphabet. As the students learn phonemes they should also be learning how to manipulate (write, identify) the letters.
- Phonemic awareness instruction is most effective when it focuses on only one or two types of phoneme manipulation, rather than several types.

**NOTES:**

# *Building Blocks* *Phonemic Awareness*

Tutors, students may need some instruction/guidance before each interaction.

**Sample Activities**

- **Phoneme isolation** - Student recognizes individual sounds in a word.
  Tutor: "What is the first sound in van?"
  Student: "The first sound in van is /v/."
- **Phoneme identity** - Student recognizes the same sounds in different words.
  Tutor: "What sound is the same in fix, fall, and fun?"
  Student: "The first sound, /f/, is the same."
- **Phoneme categorization** - Student recognizes the word in a set of three or four words that has the "odd" sound.
  Tutor: "Which word doesn't belong? Bus, bun, rug."
  Student: "Rug does not belong. It doesn't begin with /b/."
- **Phoneme blending** - Student listens to a sequence of separately spoken phonemes, and then combine the phonemes to form a word. Then they write and read the word.
  Tutor: "What word is /b/ /i/ /g/?"
  Student: "/b/ /i/ /g/ is big."
  Tutor: "Now let's write the sounds in big: /b/, write b; /i/, write i; /g/, write g."
  Student: [writes word]
  Tutor: (Writes "big" on the board.) "Now we're going to read the word big."
- **Phoneme segmentation** - Student breaks a word into its separate sounds, saying each sound as they tap out or count it. Then they write and read the word.
  Tutor: "How many sounds are in grab?"
  Student: "/g/ /r/ /a/ /b/. Four sounds."
  Tutor: "Now let's write the sounds in grab: /g/, write g; /r/, write r; /a/, write a; /b/, write b."
  Student: [writes word]
  Tutor: (Writes "grab" on the board.) "Now we're going to read the word grab."
- **Phoneme deletion** - Student recognizes the word that remains when a phoneme is removed from another word.
  Tutor: "What is smile without the /s/?"
  Student: "Smile without the /s/ is mile."
- **Phoneme addition** - Student makes a new word by adding a phoneme to an existing word.
  Tutor: "What word do you have if you add /s/ to the beginning of park?"
  Student: "Spark."
- **Phoneme substitution** - Student substitutes one phoneme for another to make a new word.
  Tutor: "The word is bug. Change /g/ to /n/. What's the new word?"
  Student: "Bun."

# Building Blocks *Phonemic Awareness*

**Sample Activities**

- **Rhyming Picture Cards** – Student matches pairs of rhyming pictures. Materials: several pairs of rhyming picture cards
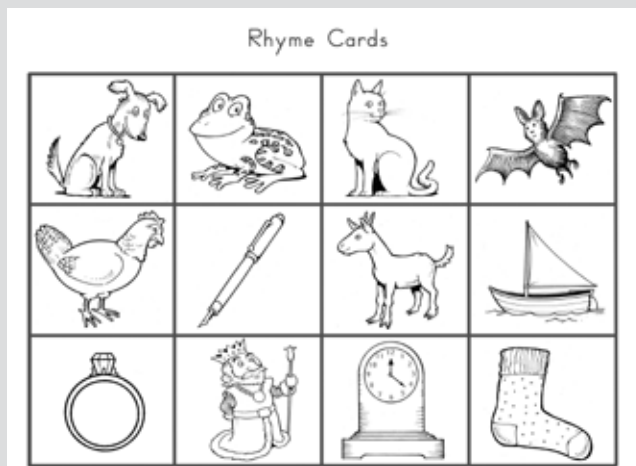
  Tutor: [Spread out the picture cards. You can do more or less depending on child's ability.] "Identify and name the pictures."
  Student: [Identifies and names the pictures.]
  Tutor: [Hold up a card.] "Choose the picture that rhymes with this picture."
  Student: [Chooses a picture.]
  Tutor: [If student is having difficulty, use prompts as necessary.]



Rhyme Cards

- **Elkonin Box** – These are a series of boxes used to visually represent the number of phonemes (individual sounds) that are heard in a word. Student will use the materials to practice phonemic segmentation, breaking the word into its segments.
  Materials: Elkonin box(es), picture cards, some type of marker to move into the boxes representing the phoneme

  Tutor: "Sheep." [Sheep has three sounds, /sh/ /ee/ /p/, you will need three markers.]
  Student: [Moves markers into squares as they say the word."



While sheep has five letters...    ...it only has three sounds (or phonemes).
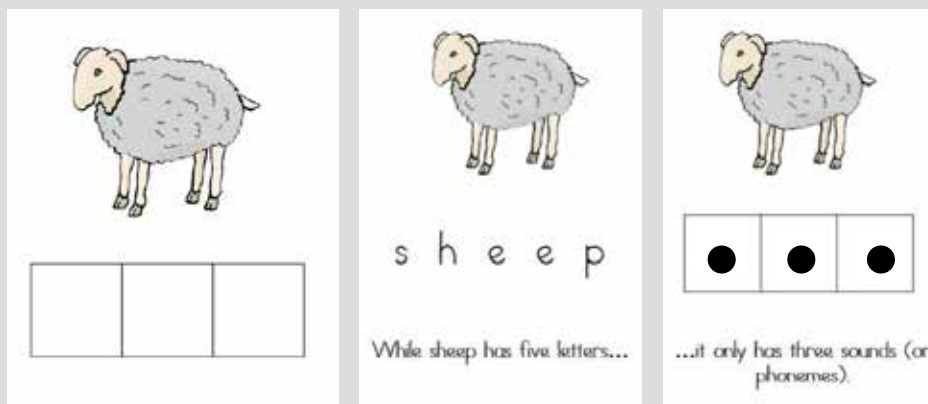
# *Building Blocks* *Phonemic Awareness*

**Sample Activities**

- **Rhymes, Chants, & Songs** – Nursery rhymes, poems, chants, and songs with rhyming words or alliteration allow children to hear and identify sound features while 'playing' with language. Children can be asked to repeat the rhyming words, substitute new rhyming words, and/or discuss the sounds that they hear. They can also change the beginning sounds in familiar songs and rhymes.

  **Example:**
  Are you sleeping?
  Are you sleeping?
  Brother John,
  Brother John.
  Morning bells are ringing!
  Morning bells are ringing!
  Ding, dang, dong. [Change to: Ming, mang, mong.]
  Ding, dang, dong. [Change to: Ming, mang, mong.]

# Building Blocks *Phonics*

**Building Block 2: Phonics**

Definition: Phonics is the relationship between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. Helping students understand this relationship will help them learn to read and write words.

The teaching of phonics has a variety of labels. You might hear it called letter-sound association, sound-symbol correspondence, sound-spellings, etc. The important thing is that the students learn the alphabetic principle which states that there are systematic and predictable relationships between written letters and spoken sounds. Students must be taught how to 'decode' new words that they encounter using the alphabetic principle. If students know phonics, then they can read and write new words.

MARCUS

# *Building Blocks* *Phonics*

**What does scientifically based research tell us about phonics instruction?**

Systematic and explicit phonics instruction:
- Is more effective than non-systematic or no phonics instruction.
  "The hallmark of programs of systematic phonics instruction is the direct teaching of a set of letter-sound relationships in a clearly defined sequence. The set includes the major sound/ spelling relationships of both consonants and vowels. The programs also provide materials that give children substantial practice in applying knowledge of these relationships as they read and write. These materials include books or stories that contain a large number of words that children can decode by using the letter-sound relationships they have learned and are learning. The programs also might provide children with opportunities to spell words and to write their own stories with the letter-sound relationships they are learning." (Ambruster et al, 2006)
- Significantly improves kindergarten and first-grade children's word recognition and spelling.
- Significantly improves children's reading comprehension.
- Is effective for children from various social and economic levels.
- Is particularly beneficial for children who are having difficulty learning to read and who are at risk for developing future reading problems. Systematic instruction helps all students overcome reading difficulties and also helps to prevent reading difficulties for at-risk students.
- Is more effective when introduced early (kindergarten or first grade). Systematic instruction should include teaching letter shapes and names, phonemic awareness, and all major letter-sound relationships. This is done in a predetermined sequence.

**NOTES:**

# *Building Blocks* *Phonics*

**Sample Activities:**

- **Word Families**
  Definition: Groups of words that have a common feature or pattern; they have some of the same combinations of letters in them and a similar sound.
  Example:
  The *-at* family. If the student knows the word *at* then the words cat, fat, mat will be easier to decode.

- **"Is That a Word?" game**
  Materials: consonant cards, a word family (i.e. *-ack, -ug, -og*)
  Tutor: "Add a letter to the beginning of the word family, sound it out, and decide if you've made a word."
  Student: [Matches letters with word family. Use prompts if necessary to help them decide if they've made a word.]

- **Write/match the consonant with the picture it matches to create a word family.**



- **Interactive Writing:**
  Interactive writing provides the student an opportunity to apply their knowledge of letters and sounds. The tutor and students "share the pen" during this activity; the tutor writes and then the student writes (traces or writes their own word). Interactive writing allows the student to immediately apply what they've observed the tutor write. There is a gradual release of responsibility. At beginning levels, the tutor might write most of the words pausing for the child to tell or write the letters they know. As the student develops phonetic skills, they take on greater responsibility for the writing. During this activity, the tutor might need to use white cover-up tape to guide the child through extra attempts to write the letters correctly. For example, the student writes the /d/ instead of /p/ The tutor asks the child questions to discern between the two letters and sounds, covers up the incorrect response, and allows the child to write the correct letter. Other examples include spacing, capital/lower case letters, and punctuation.
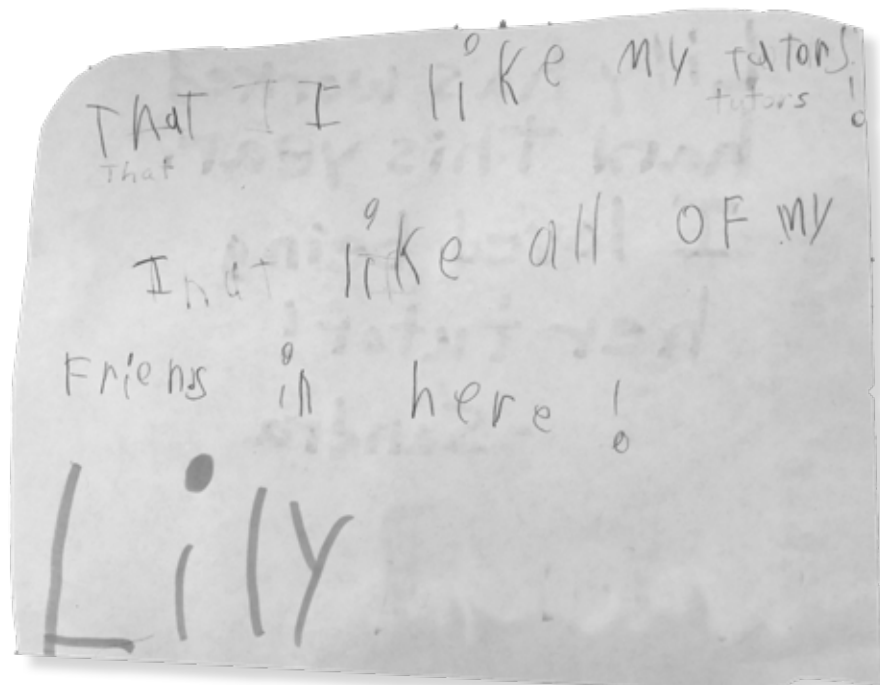
# *Building Blocks* *Fluency*

**Building Block 3: Fluency**

Definition: The ability to read a text accurately and quickly. Fluent readers recognize words automatically and gain meaning from what they read. They read aloud effortlessly, with expression, as if they are speaking. Readers who have not yet developed fluency read slowly, word by word. Their oral reading is choppy and plodding.

> "Fluency develops gradually over considerable time and through substantial practice. At the earliest stage of reading development, students' oral reading is slow and labored because students are just learning to "break the code"—to attach sounds to letters and to blend letter sounds into recognizable words. Even when students recognize many words automatically, their oral reading still may be expressionless, not fluent. To read with expression, readers must be able to divide the text into meaningful chunks. These chunks include phrases and clauses. Readers must know to pause appropriately within and at the ends of sentences and when to change emphasis and tone."
> (Ambruster et al, 2006)

**What does scientifically based research tell us about fluency instruction?**
- Repeated and monitored oral reading improves reading fluency and overall reading achievement.
- No research evidence is available currently to confirm that instructional time spent on silent, independent reading with minimal guidance and feedback improves reading fluency and overall reading achievement.

# *Building Blocks* *Fluency*

**Sample Activities:**

- **Model Fluent Reading** – In every session ABQ Reads gives the opportunity for the tutor to model fluent reading in the Read Aloud portion. Use this time to demonstrate how symbols have meaning. Reading aloud should help bring meaning to the text and connect words with the pictures on the page.

  With book in hand, point to each word as you are reading (using either a pointer or your finger), you can show students where and how you are pausing and how the text shows you when to raise or lower your voice. Occasionally, you can also explain to your students why you are reading in a certain way:

  Tutor:  Did you hear how I grouped the words "Brown bear/brown bear"? That's because the words 'brown' and 'bear' belong together. And then I paused a little before repeating the words.
  Tutor: Did you hear how my voice got louder and more excited right hear? That's because the author put in this exclamation mark (point to it to show that the speaker was excited or enthusiastic about what she was saying.)

  Have the student practice reading the same text.



Bill Martin Jr / Eric Carle

Brown Bear,
Brown Bear,
What Do You See?
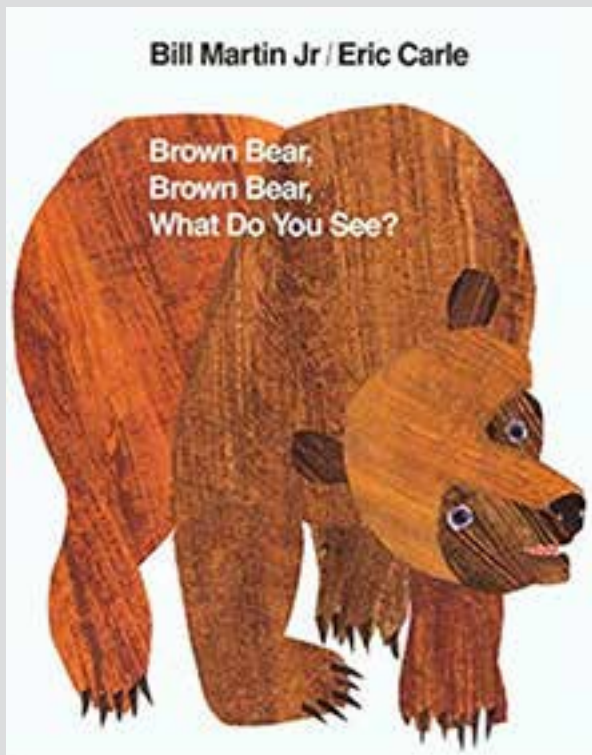
# *Building Blocks* *Fluency*

- **Shared Reading** – ABQ Reads' Site Coordinators work with teachers to match the leveled reading books to the student's current reading level. It is important that the student continually be improving upon their fluency. The student can always be working on their fluency. As students become more fluent at a level, let the Site Coordinator know via the student log. Fluency development is a balance between helping the student be comfortable with the text and challenging them with new texts. The student may become frustrated, stay encouraging and supportive as they develop.

- **Repeated Readings** – When a student reads a text more than once, his or her reading performance on that text tends to improve. For ABQ Reads this may mean during the Shared Reading portion, the student may read the same book all week. Poems and song lyrics are often good choice for repeated reading, since they tend to have predictable patterns and lend themselves to oral reading. A student may get 'bored' with the repetition, at this point turn the reading into a performance by encouraging the student to read in a different voice (baby, grumpy, goofy, etc.). The goal is fluency and that takes practice.

- **Sight Words and High Frequency** – Sight words are those words that don't follow the normal rules of language and can't be decoded; therefore, they must be memorized. High frequency words can be decoded, but the rules for decoding them may not come until later. If the students haven't learned the rule yet, just let them know they will learn how to decode it, but for now they will just get familiar with the words. These are noted within the Fluency Building Block because learning these words will improve the students' fluency and aid in their comprehension

| Kindergarten High Frequency Words 2015-2016 | | | |
|---|---|---|---|
| First Nine Weeks (21) | Second Nine Weeks (21) | Third Nine Weeks (26) | Fourth Nine Weeks (26) |
| the | one | he | now |
| to | my | was | no |
| and | me | that | came |
| a | big | she | ride |
| I | come | on | into |
| you | blue | they | good |
| it | red | but | want |
| in | where | at | too |
| said | jump | with | pretty |
| for | away | all | four |
| up | here | there | saw |
| look | help | out | well |
| is | make | be | ran |
| go | yellow | have | brown |
| we | two | am | eat |
| little | play | do | who |
| down | run | did | new |
| can | find | what | must |
| see | three | so | black |
| not | funny | get | white |
| of | does | like | soon |
| | | this | our |
| | | will | ate |
| | | yes | say |
| | | went | under |
| | | are | please |

Examples of high frequency words used throughout the year.

# *Building Blocks* *Vocabulary*

**Building Block 4: Vocabulary**
Definition: Vocabulary refers to the words we must know to communicate effectively, in listening, speaking, reading, and writing. Vocabulary plays an important part in learning to read. As beginning readers, children use the words they have heard to make sense of the words they see in print. Readers cannot understand what they are reading without knowing what most of the words mean.

**What does scientifically based research tell us about vocabulary instruction?**
- Children learn the meanings of most words indirectly, through everyday experiences with oral and written language.
    1. They engage daily in oral language through conversations with adults and overhear conversations between adults. In these conversations children hear unfamiliar and new words in context and begin to learn their meanings.
    2. They listen to adults read to them which transfers word meanings in context and often with pictures to support. Reading aloud is particularly helpful when the adult stops to explain unfamiliar words and then afterwards engages the child in conversation about the book. In the conversation the new information should be related to prior knowledge.
    3. They read extensively on their own. The more children read on their own, the more words they encounter and the more word meanings they learn.

- Although a great deal of vocabulary is learned indirectly, some vocabulary should be taught directly.
    1. Teaching specific words before reading helps both vocabulary learning and reading comprehension.
    2. Extended instruction that promotes active engagement with vocabulary improves word learning. Instruction should come with plentiful opportunities to use the new words in different contexts, the more likely they can assimilate the new word.
    3. Repeated exposure to vocabulary in many contexts aids word learning. The more children see, hear, and work with specific words, the better they learn them.

# *Building Blocks* *Vocabulary*

**Sample Activities:**

- **Picture Walk and Language Plant**
  Directions: Before either you or the student read a text, do a **picture walk** through the book. For the picture walk, you and the student flip through the pages and make a prediction about the story based on the pictures. You will use questioning and prompts throughout the activity. You're also looking to connect the student's current knowledge to information in the book. **Language plant** occurs in the process of the picture walk. You will 'plant' language from the book while you're making predictions. Teaching important vocabulary before reading can help students both learn new words and comprehend the text. At the end of the reading, briefly discuss your predictions with the student.

  Tutor: [Looking at the cover.] What do you think this book is about based on the picture?
  - Continue the picture walk going through the book.
  - Since this book uses the words hungry and caterpillar. You might use both those words in your picture walk as a vocabulary plant.
  - Look for ways to connect those words to their current knowledge.
  Tutor: What do you think it means for a caterpillar to be hungry?
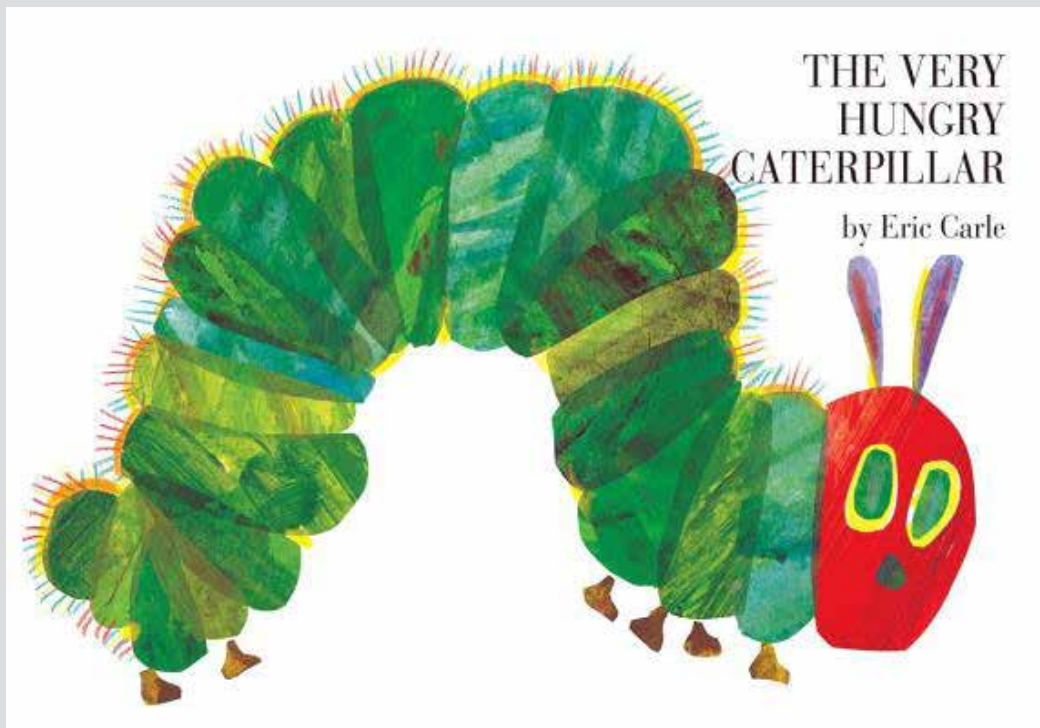
# *Building Blocks* *Comprehension*

**Building Block 5: Comprehension**
Definition: Comprehension is the reason for reading. Readers must not only read the words but understand what the words convey. Good readers can gather information for a purpose from what they read and then communicate it to others.

**What does scientifically based research tell us about comprehension instruction?**
- Text comprehension can be improved by instruction that helps readers use specific comprehension strategies like graphic organizers, asking and answering questions throughout the reading of the text, helping the child summarize what they've just read.
- Students can be taught through modeling and direct instruction to use comprehension strategies. The student can be taught to:
  1. Ask questions about the text they are reading.
  2. Summarize the text.
  3. Seek clarification for words and sentences they don't understand.
  4. Predict what might occur next in the text.

**NOTES:**

**Sample Activities:**

- **Story Retelling**
  Directions: After the reading of a book by the tutor or the student, ask the student tell you everything they remember from the book. Listen for a beginning, middle, and end to the story as well as characters and setting. If the child leaves out a part, specifically ask about that part and, if necessary, go back to the story to help the student find the answer.

- **Story Maps (Graphic Organizer)**
  Directions: Use image or word cards to put the story in sequence. Best used for fiction stories.

- **KWL Chart (Graphic Organizer)**
  Directions: A KWL chart has three columns: What I Know, What I Want to Learn, and What I Learned. Before reading have the student dictate what they know about the topic. Then, write as questions what they want to learn. During and after reading, write what was learned from the text in the last column. Best used for nonfiction stories.

- **Questioning**
  Directions: Use a variety of questions to encourage student thinking. Be sure to include open-ended questions and personal response questions.
  Tutor: "What did you think about [say something that happened in the text]?"
  Tutor: "What would you have done if [put the student as the main character in the story]?"

- **Using Prior Knowledge**
  Directions: Before the student reads, preview the text with them (i.e. picture walk). As part of the previewing, ask the student what they already know about the topic.

- **Mental Imagery**
  Directions: During the read aloud time, model visualization by thinking aloud what you are seeing in your mind. Then help your student to form visual images of what they are listening to or reading by urging them to picture a setting, character, or event in their mind.

# APPENDIX

**IN THIS SECTION:**

- Appendix
- Figure Glossary
- References

# *Appendix*

## Appendix 1 - Book Handling Skills

Children learn about the way our language is printed. The more children begin to interact with the printed language, the more they learn about looking through a book in an orderly way. There is a great deal to learn about the "written code." This takes time and doesn't happen overnight. We can support young children by reading and sharing lots of books, plus helping them to find different things in print as they read and write. Book handling skills and concepts about print can help children attend to print and can lay the groundwork for how print works in our language.

Here are some of the things children learn as they develop their understanding of concepts about print:

1.  Parts of a book: front cover, title, author, illustrator, title page
2.  Illustrations: talk about how books have illustrations (pictures). They help us to understand what the story is about.
3.  Directionality: we read left to right, top to bottom. If there are two printed pages facing each other, we read the left page before the right page.
4.  Return sweep: When we read to the end of the line, we go to the beginning of the next line and continue.
5.  One-to-one matching: At the beginning of their reading experiences, young children point to words as they read to show how print matches what they say.
6.  Understanding the difference between a letter and a word. In a story, a word has larger spaces around it. A letter has smaller spaces around it and is usually close together with other letters.
7.  Punctuation marks have meaning: as students become comfortable, they will begin to notice the difference between punctuatiuon marks (i.e. period (.), questions mark (?), quotation marks ("")).
8.  Sentences begin with a capital letter and end with the correct punctuation.

### Sample Activities

1.  Point out the front of the book.
    Tutor: "What this is called?"
    Tutor: "What is the purpose of the title?"
2.  Point to and read the title to the child. Let them know the title is the name of the story.
3.  Point out the name of the author and illustrator. Discuss what each of those people contribute to the book.
4.  Point out where the written story begins. If the book has simple written text, point to the words as you read so the child can see the one-to-one matching, the directionality of left to right and how you return sweep to the next line. Use a pencil or another "pointer."
5.  Talk about some of the punctuation marks. For example, if there are quotation marks printed in the text, you can let the child know that the author put these in the story to let us know someone is talking.

# *Appendix*

## Appendix 2 – Cueing System

When reading independently, a reader is attending to many sources of information – cues – in the text. A successful reader integrates all the cues as they read fluently and expressively with a focus on meaning. Beginning readers, and struggling readers, need to build a system and learn how to use it for checking and confirming their reading. As tutors, you play an integral role in helping the young readers develop their system.

### Different types of cues:
### Meaning Cues (Semantics)

These cues come from the reader's background knowledge and understanding of particular concepts as they relate to the text. Reading should always be message-driven. The reader should be asking, "Does that make sense?"

You may have to help create the background knowledge by helping tie the new information to the student's prior knowledge. This also offers the chance to get to know the student a little bit more.

### Structural Cues (Syntax)

These cues come from the reader's knowledge of oral language and exposure to book language. This refers to the grammatical structure of language, i.e. word order and verb tense. The reader should be asking, "Does that sound right?"
If the student has read a word incorrectly, and they don't correct themselves. Wait until they finish the sentence or page. Then go back and read it incorrectly and ask, "Does that sound right?" Ask them to correct it, have them read it correctly, and then move on.

### Visual Cues (Phonemic Awareness and Phonics)

These cues come from the letters and their corresponding sounds. The reader is applying their knowledge of the alphabet and the letters' sounds. Beginning readers may use only the beginning sounds of words, whereas a more advanced reader, would break it into chunks or syllables. The reader should be asking, "Does that look right?"
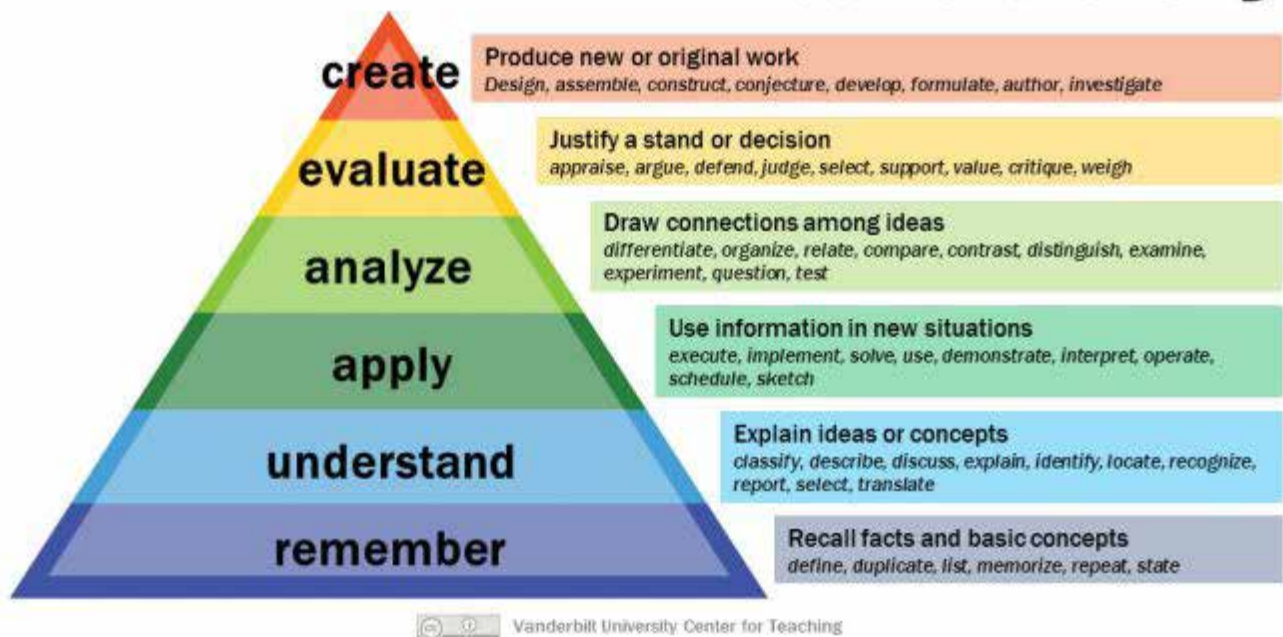
Students will need a lot of support and repetition as they learn the sounds that the letters make and how to blend sounds properly. Some students progress naturally and are able to build new concepts continuously. Other students' pattern of growth has lots of starts and stops, progression in spurts with even some regression.

# *Appendix*

## Appendix 3 –Thinking Prompts using Bloom's Taxonomy

Dr. Benjamin Bloom created his taxonomy to promote higher levels of learning. The levels he identified can be utilized at every educational level. It is important to remember that all levels are important to develop and hone, ultimately, for the student, we want to see them progressing toward the creating level.

## Bloom's Taxonomy

**create**
Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

**evaluate**
Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

**analyze**
Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

**apply**
Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

**understand**
Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

**remember**
Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

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# *Appendix*

## Bloom's Critical Thinking Cue Questions

### Cue Questions Based on Blooms' Taxonomy of Critical Thinking

| Lower-Order Thinking Skills | Higher-Order Thinking Skills |
|---|---|
| **1. REMEMBERING**<br>• What is ...?<br>• How is ...?<br>• Where is ...?<br>• When did _____ happen?<br>• How did _____ happen?<br>• How would you explain ...?<br>• How would you describe ...?<br>• What do you recall ...?<br>• How would you show ...?<br>• Who (what) were the main ...?<br>• What are three ...?<br>• What is the definition of...? | **4. ANALYZING**<br>• What are the parts or features of ...?<br>• How is _____ related to ...?<br>• Why do you think ...?<br>• What is the theme ...?<br>• What motive is there ...?<br>• What conclusions can you draw ...?<br>• How would you classify ...?<br>• How can you identify the different parts ...?<br>• What evidence can you find ...?<br>• What is the relationship between ...?<br>• How can you make a distinction between ...?<br>• What is the function of ...?<br>• What ideas justify ...? |
| **2. UNDERSTANDING**<br>• How would you classify the type of ...?<br>• How would you compare ...? contrast ...?<br>• How would you rephrase the meaning ...?<br>• What facts or ideas show ...?<br>• What is the main idea of ...?<br>• Which statements support ...?<br>• How can you explain what is meant ...?<br>• What can you say about ...?<br>• Which is the best answer ...?<br>• How would you summarize ...? | **5. EVALUATING**<br>• Why do you agree with the actions? The outcomes?<br>• What is your opinion of ...?<br>• How would you prove ...? disprove ...?<br>• How can you assess the value or importance of ...?<br>• What would you recommend ...?<br>• How would you rate or evaluate the ...?<br>• What choice would you have made ...?<br>• How would you prioritize ...?<br>• What details would you use to support the view ...?<br>• Why was it better than ...? |
| **3. APPLYING**<br>• How would you use ...?<br>• What examples can you find to ...?<br>• How would you solve _____ using what you have learned ...?<br>• How would you organize _____ to show ...?<br>• How would you show your understanding of ...?<br>• What approach would you use to ...?<br>• How would you apply what you learned to develop ...?<br>• What other way would you plan to ...?<br>• What would result if ...?<br>• How can you make use of the facts to ...?<br>• What elements would you choose to change ...?<br>• What facts would you select to show ...?<br>• What questions would you ask in an interview with ...? | **6. CREATING**<br>• What changes would you make to solve ...?<br>• How would you improve ...?<br>• What would happen if ...?<br>• How can you elaborate on the reason ...?<br>• What alternative can you propose ...?<br>• How can you invent ...?<br>• How would you adapt _____ to create a different ...?<br>• How could you change (modify) the plot (plan) ...?<br>• What could be done to minimize (maximize) ...?<br>• What way would you design ...?<br>• What could be combined to improve (change) ...?<br>• How would you test or formulate a theory for ...?<br>• What would you predict as the outcome of ...?<br>• How can a model be constructed that would change ...?<br>• What is an original way for the ...? |

Public Consulting Group's Center for Resource Management, in partnership with the Council of Chief State School Officers (August 2007)

# *Appendix*

**Bloom's Taxonomy Questioning Strategies**

Discussing texts while children read or after they have read is a good way to support their comprehension. In the 1950's Benjamin Bloom developed a "taxonomy" as a means of expressing qualitatively different kinds of thinking. Below are some possible questions. Select a few, perhaps one each from several categories, when discussing a text with students. Note that the types of questions are listed in an order going from simple recall to more complex thinking.

**Knowledge (who, what, when, where)**
> Who are the main characters?
> Where did the story take place?
> When did the story take place?
> What did you learn?

**Comprehension (rephrase, summarize, explain, infer)**
> Who do you think...?
> Why did the character do that?
> Draw a story map.
> What do you think will happen next?

**Application (predict, identify, solve, plan, explain)**
> What would happen if...?
> How does the story remind you of yourself?
> How does this story make you feel?
> Where might you find a story like this one?

**Analysis (compare, contrast, examine)**
> What is the problem in the story? What caused it?
> Can you explain what must have happened when...?
> How are (two characters) alike? ...different?
> Could this story really happen? Explain your answer.

**Synthesis (create, tell, plan)**
> What do you predict will happen next?
> Explain any new ideas you got from this story.
> Write (or tell) a different ending to the story.
> What would happen if...?

**Evaluation (appraise, judge, decide)**
> What is your favorite part of the story? Why?
> Did you enjoy the story? Why or why not?
> Do you think _____ is a good or bad thing?
> What would you say to the author?

# *Appendix*

## Appendix 4 – Prompting During Reading

Proceed through the prompts as needed for each challenge the student encounters.

**Student is stuck on a word:**
1. Wait 5 seconds.
2. Define the word without saying the word.
3. Ask the student to re-read the sentence.
4. Ask the student to re-read the sentence, but a "blank" for unknown word, and read on.
5. Tell student to look at the beginning sound of the unknown word: re-read the sentence, putting in the beginning sound and read on.
6. Tell the student the word.

**Mistake - doesn't make sense:**
1. Wait 5 seconds.
2. Ask, "Does it make sense?" or "Can we say that?"
3. Say, "Look closely at the word. It means [define the word without saying the word]."
4. Ask the student to re-read the sentence, put say "blank" for unknown word, and read on.
5. Tell student to look at the beginning sound of the unknown word. Re-read the sentence, putting in the beginning sound and read on.
6. Tell the student the word.

**Mistake - makes sense:**
1. Wait 5 seconds.
2. When student finishes the sentence, tell them to look closely at the word.
3. Tell student to look at the beginning of the word.
4. Tell the student the word.

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### Appendix 5 – Verbal Positive Feedback

All children benefit from praise and specific comments that encourage their good work and perseverance. Use these phrases in such a way that recognizes the student's ability to accomplish their goals and applauds their progress.

- I liked the way you helped yourself by [strategy used]. Good readers do that.
- Good for you. I saw you [strategy that worked], and you got it right.
- You used so many strategies that good readers use. I'm proud of you!
- I liked the way you worked out the hard part.
- It is really important as a reader that you understand what is happening in the story. You did a fantastic job.
- Your reading sounded really good today! I noticed you using   [name something specific].
- There were some tricky words in this book and you knew just what to do to figure them out.
- You are so smart! When you were finished reading you could tell me all about the book.
- I really enjoyed listening to you read today! Keep up the good work!
- You know a lot about [topic of book]. I learned something from you today.
- Thank you for sharing what you knew about [topic of book]. You taught me something!

List other phrases you like to use:

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## Appendix 6 – Tutor Talk

When filling in the "Tutor Comments" section on the Weekly Evidence sheet (see pg.18 ) the following comments will be helpful. Feel free to modify as you see fit. The comments should be specific so that they can help plan the instructional needs for the student. It's good to note the student's successes as well as areas of difficulty.

**Sample Comments:**

**Desirable Behavior**
- Very engaged
- Works independently
- Stays on task
- Accepts guidance
- Listened attentively to story

**Undesirable Behavior**
- Not on task
- Easily Distracted
- Resists guidance

**Strong Academic**
- Tracks with one-to-one correspondence
- Remembers letter sounds recently taught, etc.
- Independently wrote/read sight words, etc.
- Fixes own mistakes when reading/writing
- Retold all parts of the story [note if student missed beginning, middle, end of story]
- Located the front cover, title, and author
- Matched 4/6 rhyming words [list the ones they didn't know]
- Made a personal connection to the story – be specific.
- Wrote first and last name with correct capitalization
- Made good prediction

**Weak Academic**
- Difficulty tracking
- Not recognizing [list area/activity; i.e. letter of the day]
- Needs assistance [list area/activity; i.e. letter formation]
- Has trouble [list area/activity; i.e. turning pages, holding pencil correctly]
- Was unable to retell parts [list which parts]
- Said, "Don't know" for illustrator
- Matched only 2/6 rhyming words [list the ones they knew]
- Didn't know the pictures [list pictures]

**Emotionally "Strong"**
- Good eye contact
- Expresses requests in appropriate manner
- Friendly demeanor

**Needs Support with Emotions**
- Avoids eye contact
- "Shuts down" when re-directed
- Makes repeated demands

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## Appendix 7 – Albuquerque Public Schools Training for Volunteers

**Welcome to Volunteering for the Albuquerque Public Schools**

Albuquerque Public Schools (APS) welcomes you as a volunteer.

Thank you for contributing your time and talents to help the school district in its effort to provide the highest quality of instruction, academic success, and social and emotional growth.

Your service directly supports Superintendent Reedy's Big 5 goals for the District: Whole Child, College & Career Readiness, Early Learning, Attendance, Community & Parent Engagement.

**Sign In/Sign out**
Each time you go to a school to volunteer, you must sign in, wear your name badge, or volunteer ID, and sign out when your day's activities are done.
This is important, because:
•        It keeps our students safe and maintains campus security.
•        You can be found in case you receive an emergency telephone call.
•        Verified volunteer service can be used as work experience for future employment.
•        Individual volunteers will be recognized for their dedication and service to our schools.

**Ethics and Conflict of Interest**
•        APS embraces the uniqueness of all individuals along identities such as race, religious beliefs, ethnicity, age, gender, sexual orientation, physical abilities, political beliefs, and socio-economic status. Volunteers are expected to be supportive of the school districts' goal of tolerance and diversity.
•        As a volunteer your service may not in any way influence business decisions of the school district that result in your financial interest. Neither can you offer money, or valuable gifts, to school staff in exchange for personal advantages.
•        Volunteers are not allowed to engage in activities which violate federal, state, or local laws, or which, in any way lessen the integrity, efficiency, or discipline of the school district.

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## Appendix 7 – Albuquerque Public Schools Training for Volunteers

### Undocumented Students

Every student has a right to a quality public education and Albuquerque Public Schools is committed to providing that education. As the country, state, and city change, there is an increasing population of immigrants who are attending the Albuquerque Public Schools. These students have the same right to attend public schools as any other Albuquerque resident. APS is committed to ensuring that all campuses within the school district are "safe havens," where all children living in the district can receive education without the fear of:

- Being harassed,
- Intimidated,
- Treated differently, or
- Otherwise threatened in any manner based on their race, national origin, ethnicity, English-speaking ability, or perceived immigration status.

### Standards of Conduct

- Albuquerque Public Schools expects all volunteers to be positive role models for students and set good examples in conduct, manners, dress and grooming. Each volunteer is expected to act in a mature and responsible manner at all times.
- APS expects all volunteers to dress in a professional manner appropriate for the activities they perform.
- Unacceptable Activities include, but are not limited to: Violation of safety rules, spreading malicious gossip and rumors, criminal acts, theft, intoxication, gambling activities, smoking, and possession of dangerous and illegal firearms while on APS property.
- Volunteers shall keep a professional relationship with students at all times. The district will reserve the right to investigate concerns of volunteer misconduct involving students even if no written complaint has been filed.
- Sexual relationships between any volunteer and students, including students who have reached the age of consent, are prohibited.
- Albuquerque Public Schools does not allow physical punishment. As a volunteer you generally have no authority to discipline. Staff will decide on consequences for inappropriate behavior by students. Notify school staff immediately if a student is acting inappropriately.
- If a volunteer violates the standards of conduct, it may result in revocation of the volunteer's access to APS facilities and students.

**Note: The above list of unacceptable activities does not include all types of conduct that can result in disciplinary action, up to and including revocation of volunteer access to APS facilities and clearances. Please visit the provided link for information regarding additional APS Standards of Conduct. http://www.aps.edu/human-resources/

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### Appendix 7 – Albuquerque Public Schools Training for Volunteers

**Anti-Bullying Policy**
It is our goal that all members of the school community experience a positive atmosphere where all individuals are honored and respected in a safe, and fear-free environment. It is the responsibility of everybody to behave in a manner that supports this goal.
- Bullying is a way of using power aggressively in which a person is a target of planned, and unprovoked hurtful verbal and/or physical actions. The term bullying also includes the activity of cyberbullying.

**No-Tolerance**
- Whether off or on campus, Albuquerque Public Schools strictly prohibits bullying by all members of the school community. Those who encourage bullying may be subject to corrective action. Bullying incidents are not to be ignored, or tolerated by any Albuquerque Public School employee, service provider or volunteer.
Reporting
- Please notify your volunteer coordinator and school administration if you or another individual have experienced or witnessed bullying as defined above. Albuquerque Public Schools prohibits retaliation against any person who reports an act of bullying.

**Confidentiality**
Volunteers may not share their knowledge about individual student's grades, records and abilities, which are personal and confidential information. Students have a right to confidentiality under New Mexico Statute that includes the following.
- Academic work completed
- Health data
- Family background information
- Grades
- Test scores
- Teacher or counselor ratings
- Attendance records observations
- Reports of serious or recurrent behavior patterns

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## Appendix 7 – Albuquerque Public Schools Training for Volunteers

### Volunteer Social Networking Policy
- "Social Networking" includes all types of postings on the internet, including, but not limited to, social networking sites, (such as Facebook, Instagram, LinkedIn, etc.); blogs and other online journals or diaries; bulletin boards and chat rooms; micro blogging, such as Twitter; and the posting of videos on YouTube and similar media.
- Never post a photograph and or disclose personal information about an APS student or staff.
- Volunteers need to me mindful of their internet website postings even if done off duty and off District property.
- Do not engage in social networking during the duty day.
- Do not disclose personal or contact information, or post photographs of employees or other volunteers without their permission.

### Volunteer Technology Acceptable Use Policy
All volunteers are expected to conduct themselves in a responsible, safe, ethical, and legal manner.
- The use of district technology resources shall be considered a privilege granted to volunteers for the improvement of their service. Access is up to the school administrators' decision and is not guaranteed. Access may be revoked at the discretion of the administration.
- Do not leave students unattended if they are using a computer!
- Any issue you may have with any APS technology must be reported to the school administrator immediately.

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### Appendix 7 – Albuquerque Public Schools Training for Volunteers

**Boundries**
- As a volunteer, please be mindful of boundaries! You are the adult person in charge- not the buddy!
- Respect the student's personal sphere: Avoid any type of inappropriate physical contact or communication with a student or any behavior that is a form of intimidation, bullying, discrimination or sexual harassment.
- Always use the staff or appointed adult restroom!
- Treat every student equal: Do not single out a particular student (or students) for personal attention, friendship, and gifts beyond the professional volunteer/student relationship.
- Be a professional: Avoid being overly familiar with individual students. This includes socializing outside of school sponsored events, having communication in electronic form (chat, Facebook, text messages), invitations to your home, and encouraging students to tell you personal or familial problems.
- Be aware that you are a role model: Disclosing sexual, family, or employment concerns, and other private matters (including drug use, criminal past, or sensational war stories) are out of place in the school setting.
- Never give a student a ride in your private vehicle!
- Volunteers who become aware of conduct by another volunteer or staff member that may constitute a boundary invasion are required to promptly notify the school's administration.


**Facility Emergencies**
What is a lockdown?
- A lockdown is ordered (by the Bernalillo County Sheriff's Office, Albuquerque Police Department, or APS School Police) when a dangerous person is on or near a campus.
- Here's what happens during a lockdown:
- Bathrooms, cafeteria doors, office doors, and gates are locked.
- Students are moved out of the hallways and into the nearest classrooms immediately. They must stay in those rooms until they are cleared to leave by public safety personnel.
- Students and staff are kept away from doors and windows.
- All doors are closed and locked to protect students and staff from the threat.
- All blinds are closed. Lights are kept on.
- Attendance is taken.
- Everyone remains quiet.

- Reports of serious or recurrent behavior patterns

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## Appendix 7 – Albuquerque Public Schools Training for Volunteers

### What is a shelter-in-place?
- Shelter-in-Place is similar to a lockdown, except that the students and staff are allowed to move around inside their classroom. They are allowed to have organized and supervised restroom breaks, medical attention, food, and water if necessary. No one is allowed in or out of the building.
- The decision to go from a lockdown to a shelter-in-place will be a joint decision made by the APS Police Department, the principal and the appropriate superintendent. This decision will be made only when APS School Police have confirmed that there is no imminent danger to the students or staff of the affected school.
- Students are allowed to continue their studies in a supervised classroom that is locked and secure. All students are physically supervised during a shelter-in-place.

### Fire Drills
- Schools are required to hold fire & safety drills.
- Check with your on-site volunteer coordinator to get fire drill information for your specific school site.

### Suicide Prevention
Suicide is preventable. It is extremely important that all volunteers report any suspicion of suicidal thinking, talk, or behaviors immediately; it takes priority over all other needs, and cannot wait until later.

If a student talks about suicidal ideas it is important that they not be left alone or unsupervised. Students should always remain with an adult, until handed off to an APS Staff Member.

Warning signs include:
- Talking about wanting to die or to kill themselves.
- Looking for a way to kill themselves, such as searching online or buying a weapon.
- Talking about feeling trapped or in unbearable pain, and acting anxious or agitated.
- Talking about being a burden to others.
- Increasing the use of alcohol or drugs.
- Withdrawing or isolating themselves.
- Showing rage or talking about seeking revenge.
- Displaying extreme mood swings.

If you or someone you know exhibits any of these signs, contact the school counselor or administrative staff as soon as possible.

If no one is available to help after school hours please call the lifeline at 1-800-273-TALK (8255). Please save this hotline to your cell phone, write it down, and display it

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## Appendix 7 – Albuquerque Public Schools Training for Volunteers

**Student Health Concerns**
- With Any Health Emergency you may encounter:
- Notify the school health office immediately (if available).
- Always remain with the student.
- Call 911 if appropriate.
- As a volunteer you may not give medications to a student!

**Child Abuse and Neglect**
The New Mexico Children's Code requires that "every person... who knows about or has a reasonable suspicion that a child is an abused or neglected child shall report the matter immediately." Report this information to the Children, Youth, and Family Department (CYFD). Failure to report is a crime. The information that you personally provide may greatly impact the life of a child. Remember, suspicion means:
1. Feeling that something is wrong without definite evidence or
2. Sensing that something is possible, likely, or true.

To make a report call CYFD at 1-855-333-SAFE (7233) or #SAFE (7233) from a cell phone.

Then notify your school's Principal and/or Counselor.
What happens after I make a report?
After you make a report of child abuse or neglect, a letter will be sent to you. You can also call the Statewide Central Intake (SCI) or your local CYFD Protective Services office to find out if your report was screened in. In some cases, you may be called to provide additional information for the case. If you make an anonymous report, you will not receive a letter to be able to find out if the report has been screened in.

**General Safety**
- If you have injured yourself while volunteering for APS notify the volunteer coordinator or the school administration immediately.
- APS volunteers are not covered by worker's compensation insurance
- For any questions regarding an accident while volunteering please contact APS Risk Management 505.830.8460
- For life threatening injuries, call 911 or seek immediate attention at the nearest hospital emergency facility.

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## Appendix 7 – Albuquerque Public Schools Training for Volunteers

### GUIDELINES FOR VOLUNTEERS
*Excerpt from Volunteer Clearance Application

To make your experience as a school volunteer a beneficial one for the students and for you, please follow these guidelines while helping in schools.
1. Your main concern while engaging in school activities should be the safety and education of all students.
2. You must not give students medications.
3. You must not discuss individual student's grades, records, or abilities. This is personal and confidential information protected by state and federal law.
4. You may not supervise a classroom or discipline students. This is the responsibility of the teacher and school.
5. You will be assigned only to staff members and/or students requesting help.
6. You should set a good example for students by your manner, appearance, and behavior.
7. Your involvement is limited to the school site, school hours, and at school-sponsored activities.
8. You are required to complete a new application annually before helping in the school.
9. You must wear a name badge for identification when helping with school activities.

By submitting this document, I certify that I have read and fully understand the Guidelines for Volunteers and the Security Background information sections.
1. I further state that all information is true and accurate.
2. By submitting this form, I agree to abide by the policies of Albuquerque Public Schools and certify that I know, understand and agree that any false statements or omissions of information will result in the immediate end to my volunteer involvement with students.
3. I understand that submitting this application does not guarantee a volunteer position.
4. I understand that my involvement with Albuquerque Public Schools may be terminated with or without cause at the discretion of either the Albuquerque Public Schools or by me, the volunteer.
5. By submitting this document, I understand that Albuquerque Public Schools reserves the right to check the criminal background of its volunteers.
6. I give permission to conduct any investigation necessary to verify all information identified on this form.

# *References*

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2.      Common Core State Standards Initiative. (2018). English Language Arts Standards. Retrieved from: http://www.corestandards.org/

3.      New Mexico Public Education Department. (2018). New Mexico Statewide Literacy Framework. Retrieved from: https://webnew.ped.state.nm.us/wp-content/uploads/2018/03/NM_Literacy_Framework.pdf

# THANK YOU!

Thank you for your commitment to the ABQ Reads program. This program is beneficial and rewarding. You will have challenging days. There may be times where the student doesn't seem to be progressing and even perhaps regressing. We encourage you to stay the course, you will see progress! Many of our students come from very tough, traumatic backgrounds and that has altered how they learn. However, as a community we can come together to help bridge this gap, bring these students up to speed so that they are fully ready to enter first grade. This early foundation built in kindergarten is critical and can even be life-changing.

Cheers and let's go make a difference!

**The Albuquerque Reads Team**