# Student Tutoring Achievement for Reading

#### Overview

Despite teachers and parents best efforts, some children fail to thrive with "regular" reading instruction. Young children who experience problems in reading quickly fall behind their classmates. This gap in reading skills can emerge as early as Kindergarten.

A struggling reader is a child who is experiencing significant difficulty learning to read. Most struggling readers are likely to exhibit difficulties in one or more areas of reading. (Chall & Curtis, 2003)

Growing up as a struggling reader, children can experience frustration and failure. Some children may become so fearful or anxious that they give up, and others may use their energy in exhibiting behavior problems.

Teaching a child with reading problems can be exhilarating as well as frustrating. However, current research indicates that a structured reading program can provide achievement gains for children needing extra reading practice beyond what they receive in their regular classroom. With this understanding, the USOE has produced this reading tutorial program for parents. This tutoring program is called **Parent STAR Tutoring Program.** 

The **Parent STAR Tutoring Program** is aligned with current research and supports the Utah Elementary Language Arts Core Curriculum.

The purpose of **Parent STAR Tutoring Program** is to provide primary grade children reading below grade level with additional reading practice. **Parents are expected to read at least three times a week or more with their child for approximately** 

thirty minutes, and use the skill lessons. The skill lessons enhance early reading instruction offered by classroom teachers and support research-based components of reading.

Everyone has heard the proverb: Practice makes perfect. In learning to read it is true that engaged reading practice is a powerful contributor to the development of accurate, fluent, and a high level of understanding what is read. Lower-achieving children read three times less often than higher- achieving children (Allington, 1977; 1980; 1983; 1984; Allington & McGill-Frazen, 1989). Nothing motivates children to read like knowing how to read.

In a Reading Literacy Study conduct in 1991 the results indicated that fourth grade average reading scores were seventeen points above the national average when parental involvement was high. In contrast, when parental involvement was low, reading scores were twenty-six points below the national average.

Parents who are involved in the reading experiences of their children will see reading gains. Children need to have many successful experiences reading easy, appealing and interesting books. The more success children have at reading, the more they will want to read. The more they read, the better readers they will become.

### Responsibility of Classroom teacher:

- Inform child's parents of child's reading skills.
- Inform child's parents of child's independent reading level for additional reading practice. The independent reading level is the level at which the child can read with confidence, and with independent use of skills and strategies.

### Strategies for parents to help children become readers:

- Recognize that reading is a difficult and tiring task.
- Be supportive and patient.
- Appreciate the effort that reading requires.

#### **Responsibility of Parents:**

- Discuss child's independent reading level with classroom teacher.
- Model reading in your home by reading books, magazines or newspapers nearly every day.
- Take your child to the library or bookstore.
- Enjoy reading books with your child.
- Read to your children with expression and pleasure (this is called reading aloud).
- Listen to your child as he/she reads alone.
- Remind the child to read quickly and naturally (this is called fluency).
- Review words, word parts, and word meanings (this is called vocabulary).
- Question the child about what he/she read. He/she needs to understand and make sense of the text (this is called comprehension.
- Consistently work three or more days a week with your child.
- Expect your child to work to his/her potential in school.
- Attend training meeting for the **Parent STAR Tutoring Program.**

We have learned from decades of research that to become more skilled and confident readers, children need lot of opportunities to:

- hear sounds in spoken language (this is called phonological awareness).
- know and recognize the letters of the alphabet in random order.
- develop ability to match letter sounds to letter symbols (this is called phonics.)
- recognize sight words when they see them.

In **the Parent STAR Tutoring Program** the targeted skill lessons will include **sight words**, **fluency** and **comprehension**. The skill lessons will support parents as they

work with their children, practicing skills that have already been taught in the regular classroom. In additional to the targeted skills, it is **suggested that parents spend some time daily reading aloud to their children.** We realize that phonics, and others skills and strategies are critical. However, teachers will teach and practice these skills.

Reading aloud to children has been called the single most important activity for building the knowledge required for success in reading. (A child becomes a Reader, 2003) Reading aloud, with talk about the characters, where the story takes place, what problems the characters are having, and predicting what will happen next in the story will aide in the child's understand of story structure and comprehension. If reading a non-fiction book talk about **what** was read, **when** it happened, **where** it took place, **why** it happened, and **how** it happened.

Children who are exposed to reading aloud learn new words, learn more about the world, learn about written language, and see the connection between words that are spoken and words that are written. (A child becomes a Reader, 2003) We have included in this program a list of Read alouds. The list is located on page \_\_\_\_.

Read with and to your child, following the skill lessons consistently will help your child make reading gains.

# Parent STAR Tutoring Program Lesson Plan

If you have access to books on your child's <u>independent</u> reading level, it is suggested you follow this lesson plan.

Leveled book reading:
 (The book should be provided by classroom teacher or a leveled book from your local library)

#### PARENT:

- 1. Hand the book to the child and ask him/her to look at the book and tell you what he/she thinks the book will be about.
- 2. Help the child **browse the book**, looking for tricky words, characters' names, and picture clues.
- **3.** Have the child read the book or a portion of a chapter book **aloud** to you.
- 4. Prompt the child if he/she cannot pronounce a word.
  - "Look at the word and say the letter sounds in the word."
  - "Blend the sounds together in sequence."
  - "Does the word make sense in the sentence?"
  - "Did you check the picture?"
  - "Do you see any letters or sounds, parts of words, or little words you know in the word?"
  - After several attempts, tell the child the word.
- 5. Use a comprehension reading lesson every day after the child finishes reading.
- 6. Review with your child one or more of the following skill lessons:
  - Sight word review lessons
  - Oral reading fluency lesson

OR

### Chapter book reading:

- 1. When beginning a new chapter book, the Parent would read the title with the child and have the child predict what the book is about.
- 2. If reading begins after the first chapter was previously read, the parent asks the child to recall what was previously read.
- 3. Parent asks the child, "What else do you remember?" If the child can not remember much about the chapter, the parents tells the child two or three things they can recall from the previous reading.
- 4. Parent asks the child to make a prediction about the next chapter to be read.
- 5. The child reads the book **aloud** for about ten minutes.
- 6. Parent prompts the child if he/she gets stuck on a word. (Use your bookmark for suggested prompts)
- "Look at the word and say the letter sounds in the word."
- "Blend the sounds together in sequence."
- "Does the word make sense in the sentence?"
- "Did you check the picture?"
- "Do you see any letters or sounds, parts of words, or little words you know in the word?"
- After several attempts, tell the child the word.
  - 3. After reading, the parent follows a comprehension reading lesson every time the child reads.
- 8. The parent reviews with the child one or more of the following skill lessons:
  - Sight word review lessons
  - Oral reading fluency lessons

# **Suggested Materials**

- 1. Timer
- 2. Books on child's independent reading level
- 3. Highlighter pen
- 4. Paper
- 5. Pencil
- 6. Sticky notes
- 7. Rubber bands
- 8. 3 x 5 cards
- 9. Dictionary

# **During Reading**

- Give the child time to act.
- Praise the child for what he/she can do.
- Accept guesses, and then provide prompts to support child as he/she reads.
- Use what the child knows to help them fix what they do not know.
- Prompt child to an action. A good prompt might be, "You try it".
- Tell the reader the word.

# Reading Prompts

When children are having difficulty with reading, a common practice of parents, and peer tutors is to jump in, and make the correction for the child. A practice that will help the child become an independent reader is to give the reader time to act. Accept all guesses as the child is attempting to fix the word.

- "Look at the word and say the letter sounds in the word."
- "Blend the sounds together in sequence."
- "Does the word make sense in the sentence?"
- "Did you check the picture?"
- "Do you see any letters or sounds, parts of words, or little words you know in the word?"
- After several attempts, tell the student the word.

After the child has made several attempts to fix the word, tell the child the word.

### Ways to Give Specific Praise

The tutoring session is ideally suited to praising children. You can tell them regularly what they are doing well and how they are improving.

**Be honest and supportive.** Give specific, honest feedback to your child's attempts to answer questions or solve problems.

- If an answer or reasoning is correct, praise your child in a way that is appropriate to his/her age and experience.
- If the answer is wrong, do not be afraid to acknowledge that it is wrong, but be quick to point out the praiseworthy aspects of the answer. Then provide your child with the information he/she needs to answer the questions next time. For example, "You did a great job or sounding out the first two letters, but you also need to focus on the end of the word. What sounds do the final letter make?"

**Be positive.** The general tone should be positive and accepting. Everyone likes to be praised, so start off each session by telling the child something specific you like about him or her. This start will led to positive behavior and establish an optimistic tone. As your child becomes more confident in their thinking they will become less reliant on you as a tutor. Consider using some of the following terms as a way to convey your praise and approval:

Wow! I like the way you are working. What great reading. Good readers fix their mistakes. That's it! Good for you... Keep it up. You figured it out! Good thinking. You should be proud... You're doing better. Way to go. You make it look easy. Of course. Super! Look at your progress.... Keep up the good work. Keep going. What a pro. Great answer. Fine reading...

#### References

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