Literacy and Civic Engagement:
Partnering with Schools to Prepare Teachers to Meet
the Needs of Diverse and Underserved Students

Literacy Tutoring Guide

Adriana L. Medina, PhD
READ 3255
Piedmont Open Middle School

D. Bruce Taylor, PhD
READ 3255
First Ward Accelerated Learning Academy

The University of North Carolina at Charlotte
Basis and Rationale

Goals of the Project

This project proposes to enhance pre-service and inservice teachers’ professional development by providing service learning opportunities and instructional materials to impact student achievement. The proposed program has the following four goals:

1. To provide pre-service teachers with authentic experiences mentoring diverse and underserved students
2. To provide a service learning opportunity for pre-service teachers and the students they serve at the school sites
3. To provide schools with instructional materials that foster academic engagement
4. To provide pre-service teachers the opportunity to work with culturally relevant instructional materials

Needs of the Schools

First Ward Accelerated Learning Academy and Piedmont Open Middle IB School are interested in enhancing student learning, increasing the school’s reading materials, expanding their offering of multicultural materials, putting books in students’ hands for their personal libraries, and exposing their students to innovative teaching methods. First Ward and Piedmont Open Middle IB Schools are in Charlotte’s historic First Ward community and serve disproportionately African American and low-income families. The First Ward community is home to the oldest school site in Charlotte Mecklenburg and has been subject to the forces of segregation, desegregation, and resegregation. Both schools are committed to the needs of students and seek a long-term relationship with UNC Charlotte.

Literacy for Democracy (LFD) Program

The goals of LFD are to improve literacy through service learning. Literacy for Democracy works in economically disadvantaged and transitional communities to improve children's and adolescents’ literacy and academic achievement through service learning engagement with university teacher education students. University teacher education students earn credit for working with grades 3-12 students on service learning projects identified by community stakeholders. As these groups of students collaborate, the teacher education students support younger students’ reading and writing with explicit tutoring and literacy strategies.

Service Learning

Much is said of the possibilities service learning holds to improve novice teachers. Rahima Wade (1995) surveyed a group of teachers-in-training and found several outcomes produced by service learning. The majority of participants (82%) reported increased self-efficacy and almost fifty percent reported
increased self-esteem. Among the service outcomes, the study revealed 67% of the candidates increased
their knowledge of others (usually not like them). These findings are encouraging and would be
considered worthwhile in most educational circles. Other research echoes Wade’s call to implement
service in teacher training courses (Cohen, 1994; Vadeboncoeur, 1996). Throughout the literature there
are references to support the call for service in teacher education programs. Swick (1999) points out that
for both teacher education candidates and experienced teachers, service learning provides a structure for
several important realizations:

a. Service learning supports professional growth. Through it, teacher education candidates gain
a more comprehensive understanding of the “persona” of being a teacher, including the
significant influence of teachers in the lives of children and families (Erickson & Anderson,
1997).

b. Service learning allows interaction with professional role models, such as community leaders
and teacher leaders (Waterman, 1997).

c. Service engages teachers in roles that encourage them to re-think how they respond to the
totality of the lives of children and families (Alt, 1997).

d. Service expands teacher understanding of cultural differences and diverse needs of students
(Dunlap, 1998).

e. Service helps teachers reflect on the importance of serving all children (Erickson &
Anderson, 1997).

The Assignment

Part I – Tutoring in Literacy
1. Identify a student who represents an aspect of diversity. Conduct an interview with him/her
and informally assess the student in relation to content area learning and literacy (session 1).
2. Based on pre-assessment and interview data, create a tutoring program for the student.
3. Tutor the student for 10 sessions. Provide lesson plans for all the session. Re-assess at the end
of the tutoring period (session 12).

Part II – Mentoring in Literacy
1. Facilitate a meaningful and authentic literacy experience with a “coach-on-the-side” style.
2. Detail the activity and collect artifacts if possible.

Part III – Service Learning
1. Work with your student to identify a service learning project.
2. Explain the project and its outcomes.

Part IV – Reflecting
1. Reflect upon the tutoring experience.
2. Reflect upon the mentoring experience.
3. Reflect upon the service learning experience.
4. Each student will be required to submit a school experience log noting his/her sessions and
accounting for the 10 hours.
Guiding Principles

To assist you in developing and maintaining a positive learning environment so that both you and the tutee benefit, please keep in mind the following guidelines:

- Create a safe environment. Follow the rules of the school. Be friendly and firm.
- Dress and behave professionally.
- Provide supportive; don’t judge.
- Praise your student often.
- Attendance is important.
- Be organized and come prepared.
- Share in the reading and doing.
- Be patient.
- Repeat a strategy over five or six sessions before moving to a new strategy.
- Offer choices.
- When you have questions or an issue arises, ask for help.
- Be relaxed.
- Have fun.

Before Tutoring

Even before you meet your student, consider the following:
- How will I address my student? ________________________________
- How should my student address me? ____________________________
- What is one goal that I would like to strive toward with the student I tutor?
  ___________________________________________________________
- What do I want to gain from this experience?
  ___________________________________________________________
Gathering Initial Information

**Teacher Interview:** Interview the student's teacher in order to gather initial information that will help prepare you for your interaction with the student. You should also spend some time in the teacher’s classroom observing him/her teaching and classroom routines.

- The interview should be conducted orally.
- Explain why you are conducting the interview (to get to know student better and plan tutoring sessions) and why you are taking notes.

Some questions to ask:
1. How do you feel this student is doing as a reader/writer? Why? What signs have you seen?
2. How do you feel this student is doing in your content area? Why? What signs have you seen?
3. What do you think this student’s attitude is toward reading/writing?
4. What do you think this student’s attitude is toward your content area?
5. Is there anything else that you think would be helpful for me to know at this time in order to help me tutor the student?
6. What reading/writing/content area goals do you have for this student this school year?

Information provided by the teacher/administration: ___________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
Add additional questions as you see fit.

☆ Before you leave the teacher, ask if you can borrow a copy of the textbook (student copy and/or teacher copy). You will need it for the assessment.
First Meeting  At the first meeting, the tutor and tutee need to get to know one another. This initial session is an important step towards building a positive rapport that will underlie the tutoring and learning experience.

1. **Ice Breakers:** Here are three options to “break the ice” and help you and your student get to know each other.

   - **Memory Game:** This is a great get-to-know-each-other game. Tell the student that you are going to play a game where you will each talk about yourselves and then see who can remember the most facts about the other person:
     1. Invite the student to tell you at least 10 things about her/himself. Ex.) “My name is John. I'm in second grade. I have a brother and a sister....”
     2. Then tell at least 10 things about yourself. Ex.) “My name is Ashley. I am a UNC Charlotte student. I'm from South Carolina....”
     3. When you have finished introducing yourselves, each of you write down as many things as you can remember about the other person. (Tutor writes for student if necessary).
     4. When both are finished with your lists, tally up who remembered the most facts.

   - **Biopoem:** Biopoems are often used in content area literacy because they allow the students to reflect on subject material within a poetic framework. The frame of the biopoems serves as a scaffold for student writing. Biopoems can be written about people, places, concepts, events, and other things. Use the biopoem as a form of introduction.
     
     Biopoem  
     Line 1: First Name
     Line 2: Four traits that describe character.
     Line 3: Relative (brother, sisters, daughter, etc.) of ________
     Line 4: Lover of _________ (list three things or people)
     Line 5: Who feels _________ (list three things)
     Line 6: Who needs _________ (list three things)
     Line 7: Who fears _________ (list three things)
     Line 8: Who gives _________ (list three things)
     Line 9: Who would like to see _________ (list three things)
     Line 10. Resident of _________
     Line 11: Last Name

   - **People Poem:** Use the letters in your name to create an acrostic poem, a poem where each line begins with a word whose first letter contributes to form a word. For example: Tony and Tonya could write the following acrostic poems:
     
     **Tall**  
     **Outgoing**  
     **Nascar fan**  
     **Young adult**  
     **Talented**  
     **Outspoken**  
     **Nice**  
     **Yankee fan**  
     **Active**

     Each word tells something about the person and the first letter of each line spells his/her name.
**Student Interview:** Gain background information about your student and learn about his/her interests and attitudes by interviewing him/her.

Here are some questions to guide you:
1. Tell me about your family. (How many people are there in your family? Do your parents work? What do they do?)
2. Who are your friends? What activities do you like to do with your friends?
3. What do you usually do after school?
4. Tell me about your favorite class in school. Why is it your favorite? Which is your least favorite and why?
5. Do you have a special place where you study at home?
6. Do you belong to any clubs at school or outside of school? What are they?
7. What do you do on the weekends?
8. What are some things you really like to do? (hobbies, lesson, sports, etc.) What are you good at?
9. How much homework do you have on a typical school night? Does anyone help you with your homework?
10. How do you feel about reading? Do you consider yourself a good reader or a not-so-good reader? (If good, ask: What has helped you become a good reader? If not-so-good, ask: What causes someone to be a not-so-good reader?)
11. How many books do you own? How many books are in your home? How many books have you read?
12. What kinds of books do you like? (If none, ask: If you had a choice of selecting a book about any topic, what would you choose to read about?)
13. Do you like to write? (What kind of writing do you like to do?)
14. How will knowing how to read and write help you in the future?
15. Do you like to have someone read to you (teacher/parent)? If so, is there anything special you’d like to hear?

Brainstorm additional questions that tap into the student’s knowledge about your content area of interest:

____________________________________________________________________________________
____________________________________________________________________________________

**Suggestions:** Tell me what you know/have learned about math/science/history/English. What do you find easy/hard about math/science/history/English? Why?

**Interviewing tips:**
- Be relaxed.
- Keep the information you collect confidential and tell that to the student.
- To prompt for additional information, follow up with: “Tell me more about that” or “Why do you think that is that way”? However, don’t be pushy.
- Don’t simply stick to your questions like a script. Allow the questions to give you a place to begin and to guide you when you can’t think of a question. However, don’t be afraid to explore a topic the student raises. This is a semi-structured interview format.
- Thank the student for his or her time and contribution. If you’d like to offer your student a token of appreciation, let me know, and I’ll get a UNCC College of Education pencil for you to give to him/her.
**Second Meeting**  
At your second meeting, you will informally assess your student. In preparation, you will need to create a Content Area Reading Inventory (CARI). The purpose of the CARI is to examine how a student interacts with context area text material. It is an informal measure of reading performance with materials used in the content area class.

**Constructing and Administering the CARI**

1. Select a representative sample between 350 - 500 words from the beginning of the text. (Try to not go beyond 1,000 words).
2. The students will read directly from the text (unless the passage has been typed up).
3. Begin with a title and an introductory paragraph which contains a general statement about the topic which is to be read. This should contain the motivation and purpose for reading the passage.
4. Prepare ten comprehension questions that measure different levels of comprehension as follows: three vocabulary questions, three literal questions (stated facts), three inferential questions (making interpretations), and one applied question (going beyond the material).
5. This assessment should indicate as to whether the students will be able to master the text.

Note how long it takes for the student to read the passage. Calculate reading rate. Count the number of words in the selection and convert the second to a decimal fraction. Then divide time into words. For example: 1000 words in 4 minutes and 30 seconds reading time. 1000/4.5 = 222 words per minute.

<table>
<thead>
<tr>
<th>Silent Reading</th>
<th>Level</th>
<th>Words per Minute Range</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fifth</td>
<td>73–175</td>
</tr>
<tr>
<td></td>
<td>Sixth</td>
<td>91–235</td>
</tr>
<tr>
<td>Upper Middle School Expository</td>
<td>105–189</td>
<td></td>
</tr>
<tr>
<td></td>
<td>High School</td>
<td>65–334</td>
</tr>
</tbody>
</table>


When asking the questions, determine whether you will allow your student to look back to answer the questions (using an open book evaluation will allow you to see how the student utilizes the text) or whether you are looking to see the student’s ability to retain information and thus rather they answer without referring back to the text. Calculate reading level. Take the number of questions minus the number of errors and divide by number of questions. Multiple that product by 100 and you’ll get a percent.

<table>
<thead>
<tr>
<th>Developmental Levels of Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Independent:</strong> Reading and comprehending text independently.</td>
</tr>
<tr>
<td><strong>Instructional:</strong> Support and instruction is required for student to read and comprehend text.</td>
</tr>
<tr>
<td><strong>Frustration:</strong> Student reads with continuous errors that</td>
</tr>
</tbody>
</table>


CARI construction and administration adapted from [http://departments.weber.edu/teachall/reading/inventories.html](http://departments.weber.edu/teachall/reading/inventories.html)
# Tutoring Lesson Planning Sheet

**Student’s Name ______________________________**  **Session #_____**  **Date ______**  **Tutor’s Name ______________________________**

<table>
<thead>
<tr>
<th>Lesson Focus/Topic</th>
<th>Outcome of Instruction</th>
<th>Activities/Procedures (before/during/after reading)</th>
<th>Materials</th>
<th>Assessment/Evidence of Progress (1 assessment for each objective)</th>
<th>Feedback/Comments</th>
<th>Affective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Literacy in the Content Area</td>
<td>I want the student to:</td>
<td>Activity:</td>
<td></td>
<td></td>
<td>What specifically are you looking for?</td>
<td>You are valued:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Procedure (steps):</td>
<td></td>
<td></td>
<td></td>
<td>Positive self-concept:</td>
</tr>
<tr>
<td></td>
<td>I want the student to:</td>
<td>Activity:</td>
<td></td>
<td></td>
<td>What specifically are you looking for?</td>
<td>You are capable:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Procedure (steps):</td>
<td></td>
<td></td>
<td></td>
<td>Accommodate special needs:</td>
</tr>
<tr>
<td></td>
<td>I want the student to:</td>
<td>Activity:</td>
<td></td>
<td></td>
<td>What specifically are you looking for?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Procedure (steps):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

☆ At the end of each tutoring session, make a journal entry on the back of the lesson plan highlighting 1) your reaction to the session, 2) your student’s reaction to the session, and 3) insights you are gaining about reading and 4) what you plan to focus on for the next tutoring session.
### Components of an Instructional Framework

<table>
<thead>
<tr>
<th>Instructional Sequence</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before Reading</td>
<td>Pre-reading To establish purpose, activate background, sustain</td>
</tr>
<tr>
<td></td>
<td>motivation, and provide direction</td>
</tr>
<tr>
<td>During Reading</td>
<td>Reader-Text Interactions To prompt an active response to reading</td>
</tr>
<tr>
<td>After Reading</td>
<td>Post reading To extend and elaborate ideas from the text</td>
</tr>
</tbody>
</table>

### K-W-H-L-S Chart for Content Areas
(Baloche, 1998; Cox, 2002)

**Purpose:** Helps students to structure new knowledge, build concept knowledge, develop questioning skills, and strengthen vocabulary.

**Topic:**

<table>
<thead>
<tr>
<th>What I Know (K)</th>
<th>What I Want to Learn (W)</th>
<th>How I Can Learn More About This Topic (H)</th>
<th>What I Learned (L)</th>
<th>How I Can Share This New Knowledge (S)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10
Picking Texts to Read

Usually students will have reading to do for homework — they may be asked to read a novel or to read from a textbook and complete an assigned task. You can use any type of text to tutor from; however, if you get a chance to read for enjoyment (after the homework is done), pick a good book (one that your student picks) that is not too difficult and enjoy reading for pleasure. Together with the student, you can choose reading material that interests the student and is at an appropriate reading level. If the student is to read the material alone, then the text should be at his/her independent reading level. If the material is to be read together with a more capable reader, then the material can be at the student’s instructional reading level. One method for choosing a book is the five finger method.

Five Finger Method

This informal reading assessment is used to quickly determine if a book is at a student’s independent level of reading.

👉 Select a book.
👉 Select a passage that is approximately 100 words or one page
👉 Allow the student to read the passage aloud
👉 While the student is reading, count the number of errors made
👉 Keep track of these errors using the fingers on your hand
👉 If you count more than five errors, then the text is not at the student’s independent reading level and he/she will need assistance in reading and comprehending that book
👉 Have the student choose another book if he/she is planning to read it alone

**Independent** — 2 or less errors
**Instructional** — 3 – 5 errors
**Frustrational** — 5 or more errors
Reading with Kids

There are many ways to organize reading—read aloud, partner reading, silent reading. Here are some different ways to organize reading when you work with a student:

- **Read Aloud (oral reading).** Have the student read aloud to you. Resist the temptation to correct mistakes at first. You can always go back and have the student reread a section. Remember, though, reading aloud can be awkward. It’s a public performance and can make a student uncomfortable.

- **Buddy Reading.** You and the student take turns reading sections of a text and talking about it. Great questions include: “What do you think will happen next?” or “Does that make sense?” It’s also good to make personal connections. A variation of this for struggling readers is for the tutor to read aloud first and have the student read the same section aloud before discussing it.

- **Choral Reading.** Another good strategy for struggling readers is to read a text aloud together in unison. Like Buddy Reading, this allows a less capable reader to hear the words from a more capable reader.

- **Silent Reading.** Yes, this works in tutoring as well—especially for older students. You and the student read a text to an agreed upon stopping point and then discuss the passage. It’s good have the student do a retelling of what they read so you can check for comprehension. Go back and read it aloud if the student seems to be having difficulty.

Think Pair Share

Name: __________________________ Partner: __________________________

1. By yourself, think about __________________________________________
   Write your notes here.

2. Share your thinking with a partner. Write your shared notes here.

3. Write down some new things you learned from/with your partner.
Do’s & Don’ts of Reading Help

**DO:** Whether for academic reading or recreational reading, here are suggestions to help students who struggle with reading.

- **Use picture prompts.** If the text has pictures refer the reader back to the pictures. Say: “Look at the picture and see if that helps.” If necessary you can point to an element in the picture.
- **Reread.** Often it helps to go back and reread a section. Say: “Let’s go back to the here [point to the beginning of the sentence] and reread. See if that makes sense.”
- **Use context prompt.** Point out context clues. Sometimes difficult words are explained in a sentence. Try not to give the answer but help the student find it.
- **Read on.** When a student misses a word it is not always necessary to “get it.” Proficient readers skip hard words and move on. Say: “Trying reading ahead and seeing if you can skip that word and still understand.” After the student reads ahead, ask, “Does that make sense? Tell me what this is about (retelling).”
- **Make a comparison.** Have students compare a word or idea from a reading to something they know. Ask: “What does that make you think of?” or “Does that remind you of anything?”
- **Use structural prompt.** Help a student break a word apart into shorter words and see if these shorter parts can provide clues for the meaning of the original word.
- **Find a helpful resource.** As a last resort, find a reference book that might help such as a thesaurus, dictionary, atlas, textbook, or encyclopedia.

**DON’T:**

- **Correct every mistake.** Struggling readers are often corrected. Allow students to read to the end of a sentence or passage. If you see some significant mistakes, say, “Let’s go back and reread.” Also, when students miss a key word, go back and say, “What is that word? Does that make sense?” Remember, the goal of reading is not that it is perfect but that it makes sense to the reader.
- **Get frustrated.** You are there to help. It's okay to move on or move to another format for reading such as partner reading or choral reading. Also, try a strategy like Say Something.

Be patient and supportive. Kids who struggle with reading have often done so for years. You can help but you can't fix problems overnight.
Ways to help readers when they struggle as they read.

1. **Make predictions**: readers make guesses about what will happen by making predictions. Then, they go back and see if their guesses were close or not.
2. **Form mental pictures**: readers make pictures in their heads from the information being read.
3. **Fix-up strategies**: readers use “fix-up” strategies (look for context clues, word parts, look it up, ask someone) when they come across new or difficult words.
4. **Think Aloud**: readers think about a problem by softly talking about a confusing point. They think out loud.
5. **Use “like-a” comparisons (analogies)**: readers link new ideas to things they already know using “like-a” statements. “That’s like a...”
Helping Students with Vocabulary

Guidelines for selecting to-be-learned vocabulary

<table>
<thead>
<tr>
<th><strong>Do ...</strong></th>
<th><strong>Avoid ...</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Less is more -- depth over breadth.</strong> Teach fewer vocabulary terms, but teach them in a manner that results in deep understandings of each term. Teach words that can build connections to other words and develop rich concepts.</td>
<td>Teaching or assigning words from textbooks just because they are highlighted in some way (italicized, bold face print, etc.).</td>
</tr>
<tr>
<td><strong>Teach terms that are central to the unit or theme of study.</strong> These are terms that are so important that if the student does not understand them, s/he likely will have difficulty understanding the remainder of the unit.</td>
<td>Teaching or assigning words just because they appear in a list at the end of a text chapter.</td>
</tr>
<tr>
<td><strong>Teach terms that address key concepts or ideas.</strong> While a text chapter may contain 15-20 vocabulary terms, there may be only 4 or 5 that address critical concepts in the chapter -- sometimes only 1 or 2!</td>
<td>Teaching or assigning words that will have little utility once the student has passed the test.</td>
</tr>
<tr>
<td><strong>Teach terms that will be used repeatedly throughout the semester.</strong> These are foundational concepts upon which a great deal of information will be built on over a long-term basis.</td>
<td>Assigning words the teacher cannot define.</td>
</tr>
<tr>
<td><strong>Teach terms that appear in a variety of contexts (Tier 2 words).</strong> Includes words students will encounter through listening or reading experiences that occur in wide variety of situations and texts. Words used by mature language users. Instruction with these words is most productive (Beck, McKeown, &amp; Kucan, 2002; Johnson, 2001).</td>
<td>Assigning large quantities of words.</td>
</tr>
<tr>
<td></td>
<td>Assigning words that students will rarely encounter again.</td>
</tr>
</tbody>
</table>

When to provide direct vocabulary instruction (Cooper)

<table>
<thead>
<tr>
<th><strong>Factors to consider</strong></th>
<th><strong>Vocabulary Instruction</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Before Reading</strong></td>
</tr>
<tr>
<td><strong>Student Considerations</strong></td>
<td>Student experiences difficulty constructing meaning. Student has previewed the text and identified words they want to know.</td>
</tr>
<tr>
<td><strong>Text Considerations</strong></td>
<td>Text has words and concepts that are definitely key to understanding.</td>
</tr>
</tbody>
</table>
**Vocabulary Cards**

Begin with a list of key vocabulary words found in the text or unit of study. Give students 5x8 cards.

1. Show students how to divide card into four quadrants (either fold or draw lines)—in either case have students draw lines to separate the quadrants.

2. Ask students to label the quadrants as follows:
   a. Upper-left-hand corner (front): VOCABULARY TERM
   b. Lower-left-hand corner (front): DEFINITION
   c. Right-hand-side (front): PICTURE
   d. Upper-left-hand (back): DESCRIPTION OF PICTURE AND RELATIONSHIP

**Vocabulary Self-Awareness Chart**

<table>
<thead>
<tr>
<th>Word</th>
<th>+</th>
<th>√</th>
<th>-</th>
<th>Example</th>
<th>Definition</th>
</tr>
</thead>
</table>

**Procedure:**

1. Examine the list of words you have written in the first column.
2. Put a “+” next to each word you know well, and give an accurate example and definition of the word. Your definition and example must relate to what we are studying.
3. Put a “√” next to any words for which you can write only a definition or example, but not both.
4. Put a “−” next to words that are new to you.

Adapted from Goodman (2001)
Say Something Strategy


**Overview:** This strategy provides students with opportunities to construct meaning and monitor their understanding. It establishes a very clear and simple method for helping students make clear connections to text, especially when the material is especially complex. A chart with possible topics to help conversations is beneficial.

Examples follow:
- **Narrative:** plot, feelings, summarization, predictions, connections, mood, setting, character descriptions
- **Expository:** summarization, connections, predictions, paraphrasing, exploring big ideas

**Procedure:**
1. Tutor and student take turns reading a text (textbook, book, short story, article) either silently or out loud.
2. When they have finished, they turn to their partner and "say something" about what they have just read. This might involve summarizing the material, connecting with a character, or asking each other questions. You can use the “Say Something” chart (next page) with the rules that so that the students can refer to it.
3. When the assigned material has been read and discussed, more text is assigned and the process is repeated.

**Rules for Say Something:**
Decide with your partner who will say something first.
When you say something, do one or more of the following:
- Make a prediction.
- Ask a question.
- Clarify something you had misunderstood.
- Make a comment.
- Make a connection.

☆ If you can’t do one of these five things, you need to reread.

**ALWAYS ASK “Does this make sense?”**
Say Something Starters

Make a Prediction
★ I predict that…
★ I bet that…
★ I think that…
★ Since this happened (fill in detail), then I bet the next thing that is going to happen is…
★ Reading this part makes me think that this (fill in detail) is about to happen…
★ I wonder if…

Ask a question
★ Why did…
★ What’s this part about…
★ How is this (fill in detail) like this (fill in detail)…
★ What would happen if…
★ Why…
★ Who is…
★ What does this section (fill in detail) mean…
★ Do you think that…
★ I don’t get this part here…

Clarify Something
★ Oh, I get it…
★ Now I understand…
★ This makes sense now…
★ No, I think it means…
★ I agree with you. This means…
★ At first I thought (fill in detail), but now I think…
★ This part is really saying…

Make a Comment
★ This is good because…
★ This is hard because…
★ This is confusing because…
★ I like the part where…
★ I don’t like this part because…
★ My favorite part so far is…
★ I think that…

Make a Connection
★ This reminds me of…
★ This part is like…
★ This character (fill in name) is like (fill in name) because…
★ This is similar to…
★ The differences are…
★ I also (name something in the text that has also happened to you)…
★ I never (name something in the text that has never happened to you)…
★ This character makes me think of…
★ This setting reminds me of…
Double (Triple) -Entry Journal

Name ____________________  Date ______________________
Book Title __________________________  Author ____________________

My Thoughts About the Text (before and during reading; include page numbers)

<table>
<thead>
<tr>
<th>My Reaction After Reading</th>
<th>Peer/Teacher/Tutor Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

**Scaffolding Reading and Writing**

Teachers should follow the same mode of scaffolding reading to scaffold writing

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Aloud</td>
<td>Writing Aloud</td>
</tr>
<tr>
<td>Shared Reading</td>
<td>Shared Writing</td>
</tr>
<tr>
<td>Guided Reading</td>
<td>Guided Writing</td>
</tr>
<tr>
<td>Cooperative Reading</td>
<td>Cooperative/Collaborative Writing</td>
</tr>
<tr>
<td>Independent Reading</td>
<td>Independent Writing</td>
</tr>
</tbody>
</table>

**Offer Praise!**

<table>
<thead>
<tr>
<th>BEAUTIFUL WORK</th>
<th>GREAT</th>
<th>I KNEW YOU COULD DO IT</th>
<th>NOTHING CAN STOP YOU NOW</th>
<th>PHENOMENAL JOB</th>
<th>TERRIFIC</th>
<th>YOU’RE ON TARGET</th>
<th>YOU’RE FANTASTIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRAVO</td>
<td>GOOD</td>
<td>I'M PROUD OF YOU</td>
<td>NOW YOU'VE GOT IT</td>
<td>REMARKABLE JOB</td>
<td>WHAT AN IMAGINATION</td>
<td>YOU'RE ON YOUR WAY</td>
<td>YOU'RE INCREDIBLE</td>
</tr>
<tr>
<td>EXCELLENT</td>
<td>HURRAY FOR YOU</td>
<td>MARVELOUS</td>
<td>NEAT</td>
<td>SUPER</td>
<td>WOW</td>
<td>YOU FIGURED IT OUT</td>
<td>YOU'RE CATCHING ON</td>
</tr>
<tr>
<td>FANTASTIC JOB</td>
<td>HOW NICE</td>
<td>MAGNIFICENT</td>
<td>NICE WORK</td>
<td>SPECTACULAR</td>
<td>WAY TO GO</td>
<td>YOU LEARNED IT RIGHT</td>
<td>YOU'RE ON TOP OF IT</td>
</tr>
<tr>
<td>GOOD JOB</td>
<td>HOW SMART</td>
<td>NOW YOU'RE FLYING</td>
<td>OUTSTANDING</td>
<td>THAT'S INCREDIBLE</td>
<td>WELL DONE</td>
<td>YOU TRIED HARD</td>
<td>YOU'RE SPECIAL</td>
</tr>
</tbody>
</table>

19
<table>
<thead>
<tr>
<th>Topic</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>List-Group-Label or List-Group-Label and Write</td>
</tr>
<tr>
<td></td>
<td>Vocabulary Self-Collection Strategy (VSS)</td>
</tr>
<tr>
<td></td>
<td>Contextual redefinition</td>
</tr>
<tr>
<td></td>
<td>Key-word approach</td>
</tr>
<tr>
<td></td>
<td>Word sort</td>
</tr>
<tr>
<td></td>
<td>Vocabulary Cards</td>
</tr>
<tr>
<td></td>
<td>Inductive Vocabulary Search</td>
</tr>
<tr>
<td></td>
<td>Sketch to Stretch</td>
</tr>
<tr>
<td></td>
<td>Question-Answer Relationship (QAR)</td>
</tr>
<tr>
<td></td>
<td>KWL</td>
</tr>
<tr>
<td></td>
<td>Concept of Definition</td>
</tr>
<tr>
<td>Inspiration, Questions</td>
<td>Concept Map</td>
</tr>
<tr>
<td>&amp; Organizers</td>
<td>Semantic Mapping</td>
</tr>
<tr>
<td></td>
<td>Discussion Web</td>
</tr>
<tr>
<td></td>
<td>Word Family Trees</td>
</tr>
<tr>
<td></td>
<td>Questioning the Author (QtA)</td>
</tr>
<tr>
<td>Comprehension</td>
<td>ReQuest</td>
</tr>
<tr>
<td></td>
<td>Anticipation Guide</td>
</tr>
<tr>
<td></td>
<td>GIST</td>
</tr>
<tr>
<td></td>
<td>Say Something</td>
</tr>
<tr>
<td></td>
<td>Somebody Wanted But So</td>
</tr>
<tr>
<td>Reading to Learn</td>
<td>Power Notes</td>
</tr>
<tr>
<td></td>
<td>PreReading Plan (PreP)</td>
</tr>
<tr>
<td></td>
<td>Predicting and Confirming Activity (PACA)</td>
</tr>
<tr>
<td></td>
<td>Imagine, Elaborate, Predict, and Confirm (IEPC)</td>
</tr>
<tr>
<td></td>
<td>Pre-Reading Survey</td>
</tr>
<tr>
<td>Textbooks</td>
<td>Interactive Reading Guide</td>
</tr>
<tr>
<td></td>
<td>Herringbone</td>
</tr>
<tr>
<td></td>
<td>I-Chart</td>
</tr>
<tr>
<td></td>
<td>SQ3R</td>
</tr>
<tr>
<td></td>
<td>Structured Overview</td>
</tr>
<tr>
<td>Other Texts: Technology,</td>
<td>Semantic Feature Analysis</td>
</tr>
<tr>
<td>Tradebooks, &amp; Periodicals</td>
<td>Possible Sentences</td>
</tr>
<tr>
<td></td>
<td>Headlines</td>
</tr>
<tr>
<td></td>
<td>Collaborative Listening-Viewing Guide (CL-VG)</td>
</tr>
<tr>
<td></td>
<td>Visual Prediction Guide</td>
</tr>
</tbody>
</table>