



# Reading Buddy Program Training Manual

**San Antonio Youth Literacy Mission Statement:**

**Providing one-on-one support to children in San Antonio by empowering them with the skills needed to read to learn while fostering self-confidence and an enjoyment of reading.**

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# Introduction to Tutoring for Reading Buddies

**“Success in school starts with reading.”**

A quote from the National Institute for Literacy, US Department of Education

Becoming functionally literate, which is the ability to read with comprehension and apply what has been read, is a necessity in the world today. Helping our children become effective readers is the focus of much research and educational literature.

The foundations of literacy begin with early experiences with literacy activities. Fathers sing lullabies, grandparents tell stories, aunts recite nursery rhymes and mothers read picture books at bedtime. We know these early learning experiences are key elements in getting children started on the road to success in reading.

In an ideal world, every child would have such experiences, and those experiences would help them become better readers. However, learning to read is hard work for many children. For some beginning readers, reading difficulty stems from a lack of these foundational experiences, while others simply require more practice for all the pieces to come together. Fortunately, research has shown how to give each child a good start in reading and how to provide help for older children still developing as readers.

Becoming a reader involves the development of all the areas listed below:

- Oral Language/conversational skills
- Listening and responding to stories read aloud
- Recognizing the sounds of the English Language
- Recognizing letters of the alphabet
- Connecting sounds together to “decode” words
- Reading often so word recognition becomes automatic
- Building both oral and written vocabulary
- Understanding, responding, and applying what is read (comprehension)

Preschool and Kindergarten teachers start students on the path to literacy with critical early skills of print concepts, book knowledge, and listening comprehension. Early elementary school teachers (Kinder – 2nd) then build and cement the reading skills that children will use every day for the rest of their lives. In third and fourth grade, students learn how to use all

these reading strategies to help them “read to learn” rather than “learn to read.”

Parents, caregivers, and volunteer Reading Buddies can help by supporting the concepts being taught in school and giving extra reading practice. Struggling readers need the reinforcement of skills taught in the classroom. We will give you some ideas about how you can support children for whom reading is difficult.

All the information presented here is supported by educational research, the Texas Essential Knowledge and Skills (TEKS) for each grade level K-5, and sound educational practices.

The intent of the training you will receive is to help you, as a Reading Buddy, become comfortable and competent in working with struggling readers. We know that in the half-hour per week that you work with each child you cannot solve all the problems the child is having with reading. You CAN, however, work to help build the child’s confidence in attempting reading skills and strategies that will help them in their journey toward becoming a successful reader.

Thank you for taking the time to become a Reading Buddy and making a difference in a child’s life!



# Areas of Literacy Focus

## Three main areas of focus:

1. **Comprehension**: Reading comprehension refers to the student's ability to understand the text that they have read. Listening comprehension refers to their understanding of a text that was read aloud to them. If a student does well with listening comprehension, they should be able to understand what they have heard read aloud and be able to summarize the story. Focus on the Active Reading Strategies as well as the Comprehension Check portions of the curriculum to work on comprehension.
2. **Fluency**: Fluency is the ability to read a text accurately, with the proper voice expression, and at the proper pace. When fluent readers read, they recognize words automatically. They group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking. Readers who have not yet developed fluency read slowly, word by word or syllable by syllable. Their oral reading is choppy and plodding, which hinders their comprehension.
3. **Accuracy**: The percentage of words the student reads correctly is an indicator of a reader's ability to process a text and to self-monitor while reading. Accurate reading is an important factor in supporting your student's comprehension and self-correction while moving through the text. Reading words accurately and automatically enables your students to focus on the meaning of the text.

# Reading Buddy Requirements and Responsibilities

As a volunteer Reading Buddy, we ask that you commit to the entire school year with your student(s). Our research indicates that students show the most progress when they have one Reading Buddy who works with them for the entire school year.

The time you spend with your students is very important. You will not only make a difference in their ability to read better, but you will also develop a friendship with them. We understand that you may be unable to tutor one week because of illness, work conflicts, vacation, etc. If you are unable to attend a session and know ahead of time, let the student at your session prior to your absence as well as the program manager. If something arises the morning of your tutoring and you are unable to attend your session, please notify the program manager or the student's teacher as soon as possible so they can notify your students. If you miss two or more sessions consecutively without notification, your Program Manager may reassign your student(s) to another Reading Buddy. We also ask that you copy your Program Manager on any e-mails you send your teacher.

Please note that even though we try to notify you of any conflicts that might occur with your scheduled tutoring sessions (i.e., testing days, field trips, holidays), you are encouraged to be proactive in seeking out school calendars and asking school staff about upcoming events that may interfere with your sessions.

## Requirements

- Commit to one hour a week for the entire school year
- Pass a Criminal Background Check
- Attend a Training

## Responsibilities

- Make your commitment to the SAYL program a priority
- Notify your students teacher and program manager when unable to make a session
- Follow the program procedures, paperwork, etc.
- Implement the curriculum as instructed
- If unable to complete your volunteer commitment for any reason, you must notify both your student's teacher and SAYL Program Manager and/or Volunteer Manager

# Volunteer Expectations

## Personal Appearance Expectations

- Clothing should not distract from education or good behavior
- Do not wear pants that are ripped or torn
- Do not wear shorts
- Do not wear clothing with inappropriate slogans
- Do not wear garments which expose the torso, vests without shirts, tube tops/crop tops or low-cut shirts
- Do not wear garments which expose bare shoulders
- Do not wear any headwear (hats/bandanas)
- Cover adult themed tattoos
- Do not wear clothing that exposes undergarments
- Do not wear pajamas
- Do not wear flip flops, house shoes, or slippers
- Skirts and dresses should be of appropriate length

## General Behavior Expectations

- Enter the classroom in a way that does not interrupt the teacher or class
- Follow the rules of the classroom and school, including staying in designated areas
- Use “Adult Only” restrooms
- Avoid using cell phones and pagers while in the school
- Do not give the students food, drinks, candy, or any medication
- Maintain the confidentiality of individual students. You are prohibited from discussing or making known a student’s academic ability/standing or personal situation, unless required to do so by an officer of the court or asked by your SAYL Program Manager. You may discuss the student’s ability and situation with SAYL and/or school staff as necessary.
- Contact with the student outside the school is strictly prohibited. Contact includes, but is not limited to, personal meetings, phone calls, and postal or e-mail.
- Giving and accepting a gift is prohibited unless the exchange is consistent with an academic function (i.e., holiday or end of year function.) Appropriate gifts would include a book or pencil and must be approved in advance. NO gifts of a personal nature (clothing, perfume, jewelry) are allowed. Contact your SAYL Program Manager for approval.
- Report anything the student says that concerns you to the classroom teacher or school administrator and SAYL Program Manager.
- No photos of or with your students are permitted

Please remember that you are a role model for the students. They look up to you as an adult mentor, so please act and dress accordingly.

# Building a Healthy Relationship with your Student

## Introductions

When you meet your student, introduce yourself as you would like your student to address you (Mrs. Smith, Ms. Amy, Mr. Bob, etc.). Tell the child a few things about yourself, your interests, and your experiences at work/school. Let the student introduce themselves and make sure you can correctly pronounce their name. Before each session, be sure to ask how they are doing. As you get to know your student, be careful not to make assumptions. Your student may not have a background you are familiar with, so try to become more informed about your student's culture. Do not assume that they live in a nuclear family or celebrate holidays such as Christmas or birthdays. Open-ended questions such as "What did you do over the school break?" allow the student to take the lead in the conversation.

## Personal Boundaries

Children have a natural desire to explore the world and test boundaries. Recently, there has been an increased focus on how boundaries affect child personal safety.

Overwhelmingly, the evidence points to the importance of personal boundaries in keeping children aware of potentially dangerous situations and how this can help reduce the risk of victimization.

As a new person in the student's life, they may "test" you by making inappropriate comments, breaking classroom rules, or behaving inappropriately. Always refer the student back to the rules of the classroom or program. If the situation continues, contact your SAYL Program Manager.

## Examples of a Reading Buddy crossing physical and emotional boundaries:

- Using sarcasm
- Insisting a child hug, you or someone else
- Tickling a child
- Using guilt to influence a child

## Remember:

- Ensure you know how to pronounce your student's name
- Have your student address you by Ms. Jane or Mrs. Smith
- Do not exchange personal contact information with your student
- Be respectful of diversity
- Follow safe touch suggestions
- Tutor where you can be seen by others
- Be patient – it can take a student several weeks to feel comfortable enough to open up. Being consistent is very important.



# Creating a Positive Tutoring Environment

**When talking with a student, the Reading Buddy should listen carefully to what the student is saying and reply in a way that tells the student that their feelings were heard and accepted.**

Children need to have their feelings acknowledged. When a child says something, they are frequently expressing the way they are feeling at the moment. If they express a negative feeling, it will do no good to tell them they are wrong. The quickest way to close down communication with a child, or to start an unnecessary battle, is to deny their feelings and to tell them how they should feel. Instead, acknowledge the child's feelings by restating, in your own words, what they have said. For instance, if the child says, "I hate my teacher," it does not help to say, "No, you don't. Miss Gonzalez is there to help you. You should be thankful that she's your teacher." That response denies the reality of what the child is feeling at that moment and attempts to make the child feel guilty for their feelings. After a response like that, the child is likely to stop talking. Here is a more helpful response along with the conversation that might follow:

**Child: I hate my teacher.**

**Tutor: It sounds like you're angry with Miss Gonzalez today.**

**Child: Yes, she made me stay in from recess.**

**Tutor: You didn't like that. I'll bet you wanted to be outside with your friends.**

**Child: And it wasn't fair because Serena hit me first.**

**Tutor: I'm sorry you missed recess.**

Here are some other examples of things children might say. In each case, the first response denies the reality of the child's feelings. The second response tells the child that it's okay to express feelings and that you understand. In many cases, it is possible to echo the child's feeling while adding the word "sometimes." This helps the child recognize that feelings can change.

1. I'm dumb.

(Wrong) No, you're not.

(Right) It sounds like you feel frustrated when something is hard for you.

2. I'll never learn how to read.

(Wrong) Yes, you will. Anybody can learn how to read.

(Right) Sometimes you feel discouraged because learning to read can be hard.

3. I hate reading.

(Wrong) You should love reading because it's so important.

(Right) You feel like you don't like to read sometimes because reading can be hard to learn.

4. School is stupid.

(Wrong) No, it's not. School is important because it's where you'll learn everything you'll need to know to get a job and have a good life.

(Right) Sometimes you're not happy with school.

5. I can't do this. It's too hard.

(Wrong) Yes, you can. You're just not trying.

(Right) You seem to be feeling discouraged right now.

If you learn to "echo" a child's comments rather than telling them that what they feel is wrong, you will open the door to better communication with the child.

Remember, we all need to have our feelings acknowledged and accepted. A child who feels comfortable sharing their feelings with you is more likely to learn from you.

A Reading Buddy fosters a child's self-esteem by describing what the child has done well instead of heaping excessive praise on the child. Children who are discouraged may stop trying. They no longer have the emotional energy to work at mastering a difficult skill like reading and they no longer have confidence in their own worth. Children who have high self-esteem are confident about their ability to succeed. What can a Reading Buddy say to a child to boost their self-esteem? The first answer that might come to mind is to give the child lots of praise. The problem is that self-esteem comes from the SELF, so excessive praise from the tutor is not going to raise the child's self-esteem.

Imagine that a child has read a book to the Reading Buddy that they had struggled with the week before. The Reading Buddy says, "That's fabulous. You're a real genius." The child thinks, "No, I'm not. I've really put one over on this guy. I'm in the lowest reading group in my class." What if the Reading Buddy merely describes what has happened? "Last week you weren't able to read this book and this week you can." The child thinks, "I'm really getting better. Next week, I'll be able to read an even harder book."

It is fine to be upbeat and enthusiastic with the child---you should be! It is okay to say things like "good job," "nice work," "well done," "way to go," "hurray," "bingo," and "I knew you could do it!" High fives are also perfectly fine. Do try, however, to stay away from exaggerated, extravagant praise. Remember, instead of using praise that evaluates the child ("You're the best student here." "You're brilliant." "You're a genius.") use praise that describes what the child has done ("You couldn't read that word last week, and this week you can." "You read that whole book by yourself.") It's far more meaningful and more helpful for boosting the child's self-esteem for the Reading Buddy to point out, in detail, the specific thing the child has accomplished.

# Managing Behavior

It is important to have realistic expectations when first starting out with your students. Sometimes, students who struggle with reading have issues with self-confidence. This can often manifest in behavior problems. Many students we work with do not have stable adult role models in their lives. It is not common for them to have one person completely interested in them or to have someone all to themselves for thirty minutes. This is a great opportunity to help your student gain the self-confidence they are lacking as you work with them one-on-one. Here are some ways to help make your sessions successful:

1. Set expectations at the beginning of every session. Let the student(s) know that the rules of their classroom or school still apply during the session.
2. Let the student know what to expect during the thirty-minute session. Have their books and additional supplies, such as the white board or word rings, selected before you pick up your student. Have several books selected at the appropriate level for your student, and then give them the choice of which book to read first.
3. Let them know if their behavior is not appropriate. If your student displays behavior that is distracting in the session, let them know that you are there to help them practice reading. Explain to them that you are interested in helping them do better in school. If the student is still not willing to read, take the opportunity to find out why. Try to find out why they do not want to read or if they are feeling discouraged. Sometimes it takes a couple of sessions before the student is comfortable enough to read out loud in front of you. It is okay to read a story to the student and ask comprehension questions.
4. Always let the students know that you will be back again next week. One of the most important aspects of the Reading Buddy Program is the bond of friendship and trust that is formed.

While it is not your responsibility to discipline the student, we do ask that you take time to let the relationship with the student develop. It can take several weeks of meeting with your student before they warm up to you and are willing to open up to the idea that you are interested in helping them succeed. If behavioral problems persist or are severe in nature, talk with your SAYL Program Manager, who is available to sit in a session with you and your student.

## **Social and Economic Concerns**

You may become aware of a student's personal problems. Some situations can involve bullying, abuse/neglect, poverty, hygiene issues, and even death. Encourage students to talk to their school's counselor or teacher. Do not feel that you are expected or qualified to solve every problem. Allow those who are professionally trained to deal with these matters.

### **Health and Hygiene**

Children's personal hygiene needs change dramatically during early childhood; from something caregivers do for their children to something children do for themselves.

Personal hygiene is something young children do not always understand. Children are not always as conscious of personal hygiene as we might want or expect. If a child has not learned personal hygiene habits yet, they may be unaware they have body odor, bad breath, or are behaving in inappropriate ways.

Be sensitive. Hygiene is often a reason children are ridiculed. As an adult, you can help by treating the child with kindness and modeling behavior for others. Talk to your SAYL Program Manager if this is an issue with your student.

### **Abuse and Neglect**

As a trusted adult, a child may confide in you that they have experienced abuse or neglect. Abuse and neglect are defined by any recent act or failure to act on the part of a parent or caretaker, which results in death, serious physical or emotional harm, sexual abuse, or exploitation, or an act or failure to act which presents an imminent risk of serious harm.

It should be noted that this definition of child abuse and neglect specifies that only parents and caregivers can be considered perpetrators of child mistreatment. Abusive or negligent behavior by all other persons is considered child assault. All of these behaviors are considered crimes against children.

As a volunteer, it is not your role or responsibility to determine the validity of a report of abuse or neglect. Your sole responsibility is to convey all relevant information to the appropriate individual, who would be the teacher or school administrator and SAYL

Program Manager. You are also required by law to report the suspected case of abuse or neglect. Your SAYL Program Manager will help you with this process.

There are three ways to report an incident: **call the hotline (1-800-252-5400), call 9-1-1 or go to [www.txabusehotline.org](http://www.txabusehotline.org)**. You must make the report within 48 hours of suspecting the abuse. The hotline is the only method that you may use to report anonymously. Your name and information will never be released to the perpetrator, but you may have to appear in court if the case necessitates.

### **Signs of Abuse or Neglect**

- Bruises and welts
- Burns
- Unexplained or vaguely explained injuries
- Seems wary of adults
- Difficulty walking or sitting
- Avoids being touched
- Dramatic behavior change
- Constant fatigue, listlessness
- Frequently late and absent from school

If there is any suspicion of abuse or neglect based on your observation, a child's report or a child's behavior, it should be reported by you privately and immediately.

### **Remember:**

- Be calm
- Take the child's comments seriously
- Do not make jokes
- Do not be overly sympathetic
- Just listen
- Thank them for telling you
- Do NOT ask leading questions
- Do NOT tell the child you will not tell someone
- Report the disclosure to the appropriate school official and SAYL Program Manager

**Report anything that concerns you to the teacher or school administrator AND your SAYL Program Manager.**

# Emergency and Drill Procedures

While actual emergency situations are rare, practice drills to prepare students and staff are more common. The specific emergency procedures vary from campus to campus, but here are some general guidelines to follow if a drill or emergency were to occur during your tutoring session.

## **Fire Drills**

During a fire or drill, the primary goal is for everyone to exit the building as quickly and orderly as possible. If you are with your student when a fire alarm sounds make your way to the nearest exit and follow the closest class. Stay with your student and nearby school staff. You do not have to meet up with your student's class as doing so may slow down your exit. Do remain close to other school staff, so your student's presence can be accounted for.

## **Lockdown Drills**

A lockdown drill takes place to practice for a situation in which there is a danger to students in the building, like an active shooter, which requires them to stay in place rather than exit. During a drill, go with your student to the closest classroom, closet, or office. Do not return your student to their own classroom as it might not be the closest room. All doors will be locked. You remain with your student silently until an officer comes to the door to open it for you.

*Remember: YOU are to follow the directions of the school staff in ALL emergency situations. For further details see & follow the directions of the school staff.*

## **Program Compliance**

The SAYL agreement with the school allows for the student to be pulled from class for thirty minutes, once a week. We are not allowed to pull the student out of class for a longer period of time or multiple times a week. Please remember that the tutoring times have been determined by the school as the optimal time for the student to be pulled from class. Each school has different preferences as to what the student is missing in order to participate in the SAYL program, and we must respect that decision. We must also recognize that the student is missing some part of class time, so we cannot keep the student longer than thirty minutes. Even if one of your students is absent, you may not keep your first student for the entire hour.

The SAYL agreement with the districts clearly communicates that Reading Buddies cannot have contact with the student or their family outside of school. This is a district policy to which we must adhere. This includes attending an event in which the student is involved, writing to the student over the summer or attempting to meet with the parents. Electronics of any kind, including cell phones or iPads/tablets, are not allowed during the session. If you use your phone as a clock, place your phone away from the student's access and only refer to it to monitor session time.

Student attendance is sometimes an issue. Chronic absenteeism can be one factor affecting the student's reading ability and can also be a source of frustration to the Reading Buddy. Unfortunately, the teacher cannot contact the Reading Buddy to let them know their student is absent. If you have a chronically absent student, please discuss this with your SAYL Program Manager. Remember that absenteeism is not usually something that the student can control so your SAYL Program Manager will work with the teacher or Site Director on a solution.

## **Site Directors**

The Site Director is the school staff person who agrees to be our point of contact at the school. This person is usually the Reading Specialist or Family Specialist, but can also be the librarian, a classroom teacher or other staff person. Please remember that this person has many responsibilities at the school and, although they try to make themselves very available when Reading Buddies are on campus, they may be engaged in another school activity when you are there. Please contact your SAYL Program Manager by e-mail or by cell phone if you have any questions.

# Tutoring Session Procedures

## The first tutoring session:

1. The site director may meet you your first day or you will be starting alone. We will let you know in the matching email. Please arrive a couple minutes early to allow time for check-in and walking to your student's classroom.
2. The schools require that you sign in and out at the front desk each visit and that you have your driver's license or state ID scanned. Please bring your ID with you each time you tutor. The school will usually provide you with another paper nametag that you must also wear while on the campus.
3. As soon as you arrive on campus, let the office staff know that you are a SAYL Reading Buddy. They can give you directions to the room the student is in and the room the trunk is in. You will take your first student to the reading area for the reading session. Your second student will stay in their classroom until their tutoring time with you.
4. Your first session is more about getting to know your student and beginning the relationship that will continue to grow throughout the school year. We ask that you complete the "Reading Interest Surveys" with your student. You do not have to fill these forms out completely. Please follow the lead of your student and continue with the survey as long as the student is engaged in the conversation.
5. Select a few books (2-3) from the trunk that are labelled at the student's reading level. Please do not take the entire bag of books from the trunk as other tutors may need to use books from this level at the same time. The student's reading level will be listed on the front of the folder and is also available on the Student Priority List.
6. After you have finished your session with your first student you will take them back to class. This is a great time to identify something the student did well during the session and to compliment them on it. Encourage them to read and ask them to tell you about what they read when you see them at your next session. You will then pick up your second student. Follow all the same procedures for the second student.



7. You will log your session in the google form after each session. Details on how to record sessions are located in the next section of this manual, under “Tracking Student Progress.” Please review these details and complete all necessary sections each session. It is extremely important that session data is recorded accurately and completely on the session sheet as Program Managers will be pulling this data monthly for evaluating the success of the program.
8. When you are done, replace all books and folders in the trunk. If the trunk has a lock, lock the trunk. Sign out at the front desk. Please call or email your SAYL Program Manager with any questions you may have.

## Tracking Student Progress

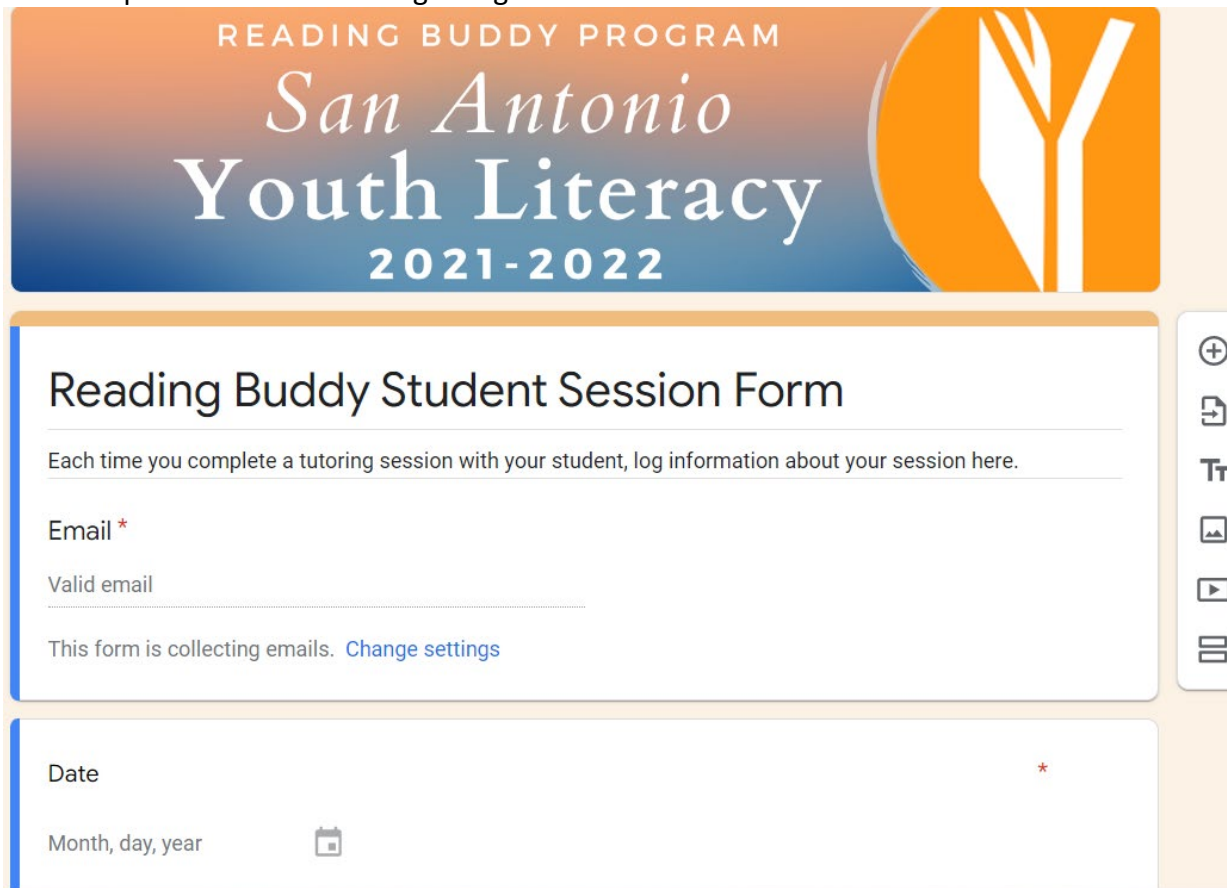
In the past, SAYL printed out the Reading Buddy Student Session forms and stored them in each trunk to keep track of student progress throughout the year. Due to student confidentiality purposes, we now track the progress using an online google form. You will not need a google account to access the form, you only need the link:

<https://forms.gle/A41XTW57QFVAQrVi9>

The google form can also be found under “organizations forms” in the about section on our website. It will also be sent to you through email once you are matched with a student.

Please ensure that you fill out the form after every session, and you have the option of sending yourself the results as well so that you can track how your student is doing.

Here is a picture of what the beginning of the form should look like:



The image shows the top portion of a Google Form titled "Reading Buddy Student Session Form". The header features a blue and orange gradient banner with the text "READING BUDDY PROGRAM", "San Antonio Youth Literacy", and "2021-2022". To the right of the text is a logo consisting of a stylized white 'Y' inside an orange circle. Below the banner, the form title "Reading Buddy Student Session Form" is displayed in a large, bold, black font. Underneath the title is a subtitle: "Each time you complete a tutoring session with your student, log information about your session here." The first input field is labeled "Email \*" and contains the placeholder text "Valid email". Below this field is a note: "This form is collecting emails. [Change settings](#)". The second input field is labeled "Date" and contains the placeholder text "Month, day, year" along with a calendar icon. A red asterisk is visible to the right of the "Date" label. On the right side of the form, there is a vertical toolbar with icons for adding, deleting, and other form editing functions.

If you have any trouble accessing the form, please contact the program manager or volunteer coordinator for further assistance.

## Student Assessment Level

Students are identified for inclusion in the SAYL Program based on their end of first grade Fountas and Pinnell assessment level. Fountas and Pinnell is a reading assessment conducted by the schools and this data is shared with SAYL for the students in the program. Once the schools have provided students' reading level data, those students who scored at Levels D-J at the end of first grade or beginning of second grade are included in the program.

During second grade, assessments are conducted in September, January and May and this data is shared with SAYL for students in our program. Reading Buddies will be provided updated reading levels for their students after the September and January assessments, including results on proficiency in the areas of accuracy, comprehension, and fluency when available. This will help to ensure the Reading Buddy has the information they need to work most effectively with their students. Accuracy scores represent the percentage of words read correctly during the assessment. Comprehension scores reflect how well the student understood the material they read and are shown as the number of questions the student answered correctly over the total number of questions. For example, 5/9 would show that the student answered five questions correctly out of nine total questions. Fluency scores show the student's ability to read with appropriate pacing, phrasing, intonation, and expression. Fluency is measured with a rubric from 0: reads slowly, word by word, with little attention to phrasing or expression; to 3: reads with meaningful phrasing, expressively, and with an appropriate pace.

The May assessment data will be provided after the conclusion of the SAYL program for the school year.

## Selecting Books

Each SAYL book has the book level labeled on the front cover of the book. The reading trunk has a box inside which contains all the books for the program, divided by reading level. You will find 10-14 books per level, ranging from level C through level N and including both fiction and non-fiction. Based on the assessment level provided to you for your students, you will select the books for your first session. You may find a variance between the assessed level of your student and their actual reading level at your first session, particularly if your first session is before the September assessment data is provided. The amount of reading the student did over the summer will affect their reading level at the beginning of the school year. If you find you need to make an adjustment to the level of books you are reading with your student compared to their end of first grade assessment level, please do so.

The goal is to read one new book at every session, and then re-read a book from a previous week to help build fluency. At the beginning of your session try to get in the habit of pre-selecting 2-3 books at your student's reading level that they have not yet read. The student then picks from those 2-3 books the one new book for the week. The pace at which you read

new books and move up levels will vary by student; go at each student's individual pace. When a student can read approximately 95% of the words in a book correctly without assistance they are ready to progress to the next level. Use your best judgment to make this call and remember you can always move back down again if the next level proves too frustrating for your student. You will be able to compare the reading level you are using in sessions with the updated student assessment levels to make sure your sessions are tracking with their classroom progress. Remember that an assessment is a snapshot of how the student was reading on a particular day and time. Issues such as the student not sleeping well the night before, being hungry or feeling sick will affect their performance and subsequent assessment level. Additionally, we often see students who read better with their Reading Buddy than they do on an assessment. This can be due to the stressful environment they feel in testing or could be that the support they feel reading with their Reading Buddy instills a confidence that is reflected in their reading. Please talk with your SAYL Program Manager if you have any questions about your student's reading level.

Occasionally you will find a student that reads all the books in one is still not ready to move on to the next level. Contact your SAYL Program Manager if this is your experience, and they will provide additional books.

You may also look to the library in your school for additional books to use during your session. We encourage you to get to know the librarian. We have found they are willing to help Reading Buddies find books to supplement the guided level readers. Please note that the library books will not be leveled like the guided level readers that you use in your sessions. Plan to read the library books to your students, rather than having them read to you. Students comprehension is higher than their reading comprehension, so they will be able to listen and comprehend a library book you read to them read on their own. This allows you to pick a book with a topic that the student will enjoy without worrying about the reading level. Reading above the student's reading level provides the additional advantage of introducing new and more complex vocabulary to the student. Use this read-aloud book to make sure the student knows or learns these new vocabulary words. Another good reason for reading interesting library books is the enjoyment of the story. Many of our lower-level readers are reading books with a limited story plot and controlled vocabulary for supporting beginning readers. Higher reading level books will have a more engaging story that the student will enjoy, and we want our students to learn to love reading!

The chart below correlates reading level with grade level:

Fountas and Pinnell Reading Grade Level Chart												
Kinder Level				1st Grade Level						2nd Grade Level		
A	B	C	D	E	F	G	H	I	J	K	L	M
3rd Grade Level			4th Grade Level			5th Grade Level			6th Grade Level +			
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

Ideally, we would love to see all of our students complete the year reading on level. However, we know that many students who enter the program are reading a full grade level or more below their peers. The one-on-one reading practice and positive role modeling you provide over the school year will help your students work towards the goal of grade level reading, even if it takes them a little longer to get there.

#### Selecting Books Quick Tips:

- Offer choices: consider your student's reading level and interests
- Adjust the level of books you offer your students as they experience success or frustration
- Try moving up a level when your students have read 3-4 books at their current level and are able to read the of the words accurately and understand what they are reading
- If you are having trouble selecting books for your students or have questions about their reading level reach out to your SAYL Program Manager

# The Tutoring Session

The tutoring sessions are thirty minutes for each student. We ask that you read **at least one new book** at each session. If you have time remaining in your session, you can work with one of the extension activities, read a higher-level book to the student, or reread a book from one of the previous sessions. Below is a guide of how the thirty-minute session should look.

- Talk Time I
  - Book Introduction/ Picture Walk
  - Story Time I
  - Comprehension Check
  - Story Time II (if time permits)
  - Extension Activity (if time permits)
  - Talk Time II
- 
- **Talk Time I (2 minutes)**  
Use the time walking from the classroom to the reading area to chat with your student. This casual conversation sets the tone for your session and allows you to get to know each other. Remember your session starts and ends at the classroom doorway, so use this time to communicate that you are happy to see them and are excited about reading today.
  
  - **Book Introduction/Picture Walk (2-3 minutes)**  
Research has shown that struggling readers have to spend so much time decoding and making sense of each word that comprehension can be lost during reading. We want the student to be comfortable with the book *before* they attempt to read it. This can be accomplished by doing a Book Introduction/Picture Walk with your student. Ask your student to turn the pages while you both comment on what seems to be going on in the pictures. Some other things to do during your Book Introduction/Picture Walk are:
    - Discuss the title of the book and introduce both the author and illustrator
    - Look at both the front and back cover of the book and predict what you think it will be about
    - Review the character names, which can be difficult for the child
    - Activate any background knowledge you think your student might have that can help make a connection with the story. Example: “Have you ever spent the night at someone else’s house?” “Have you ever gone to the zoo?”  
Background knowledge is simply any prior knowledge of or experience with the subject matter that the child has. Background knowledge helps the student connect with what they are reading.
    - Point out any words that you think might not be a part of your student’s

vocabulary. If the new word names an object shown in a picture, point that out. If the word is a descriptive word, use it in a sentence that will help your student understand the meaning. Give your student synonyms and antonyms of the word to help them understand the meaning of the word.

- **Story Time I** (5 - 15 minutes)

Your student's reading level will determine how you read through the book the first time, and how long it takes to read each book.

For higher-level or confident readers, have them begin to read the story aloud to you. If they come across a difficult word have them use their reading strategies to decode the word prior to you helping. (see page 25).

If your student is uncomfortable reading an unfamiliar text on their own for the first time, try one of the following strategies. After the book introduction:

- Read the book TO the student first and have the student re-read the book to you
- Read the book aloud simultaneously WITH the student, which is called choral reading
- Read a small section of the book to your student then let the student read the same portion of the book back to you, this is called echo reading
- Take turns reading, you read a page and then have them read a page or sentence. This is a good strategy for students that are comfortable reading on their own but get fatigued or intimidated when reading longer books.
- Have your student re-read the book, either immediately after reading it the first time or at a subsequent session. Re-reading is a very important tool to use with our lower-level readers because it helps build fluency, which in turn builds comprehension. It also helps build confidence in the student, so use this tactic often.

Remember that as the Reading Buddy, one of your main goals is to foster an enjoyment of reading in your students. It is important that you read with enthusiasm. Use different voices for different characters and change the tone of your voice to coincide with punctuation. Show how punctuation affects how you read the story. Model how the use of your voice advances the storyline by reading slowly for a dramatic point in the plot or loudly for a portion of the text written in all capital letters. Your student will learn what fluent reading sounds like by listening to you read fluently.

- **Comprehension Check (3-4 minutes)**

It is important that Reading Buddies work with their student to ensure that they comprehend what they read. Students can be more advanced in accuracy than in comprehension. This can result in the student reading the story very well while at the same time not understanding what was just read. Take time after the story to discuss what happened in the story and to engage in higher-level thinking questions. Also, take advantage of breaks in reading, when your student is turning a page or at the end of a section/chapter, to wonder aloud at what might happen next or predict where the story is going.

1. During Reading:

- “I wonder why she did that?”
- “I’m curious if this idea is going to work out well or not.”
- “Do you think her idea will work?”
- “What do you think will happen next?”
- “What did we just learn?”

2. After Reading:

Each book has a list of five comprehension questions on the back cover. We suggest using these as a starting point to engage your student in higher level thinking and check their comprehension after they have finished the story. Many of these questions will require the student to go back and look in the texts for the correct answer. Teaching students how to find the answer to a question in the text is an essential strategy for success as they move forward in school. Additionally, most of the time the higher-level thinking questions do not have a right or wrong answer. Their purpose is to push the student into thinking deeper and having great conversations which expand on the text. Examples of additional questions you can ask your student after reading are listed below.

- Basic Comprehension Questions
  - Ask your student to retell the story in their own words. Was there a problem in the story? How was it solved?
  - Ask about sequence of events. If the main character did several things in a row, ask the student to recall them in order.
  - Ask where the story took place.
  - Ask the student to identify and discuss the main characters.
- Higher-Level Thinking Questions



- What if? (What would have happened if the glass slipper had fit the stepsister's foot?)
- Why? (Why did Cinderella want to go to the ball? Why was the stepmother so mean to Cinderella?)
- How are ... alike/different? (How is Cinderella different from her stepsisters? How are they alike?)
- What would you do...? Why?
- What do you think about...? Why?
- Higher-Level Thinking Questions for Short and Simple texts
  - Take the theme or subject of the text and expand on it.
  - Have you ever heard of this before?
  - Where have you seen this before?
  - Where do you think you might see this?
  - Have you ever done this before?
  - Would you like to do it? Why?

### 3. Vocabulary Stretch

You can also introduce new vocabulary to your lower-level readers by taking a concept from the book and using a new vocabulary word to express that concept. For example, if your story discusses a special possession, you can introduce the word "treasure" even if the word doesn't appear in the story. Define "treasure" in kid friendly language and explain how the special possession in the story is a "treasure."

#### ☐ **Story Time II** (if time permits)

Depending on the reading level of your student, you may have time to read additional books. If you do, follow the same format as Story Time I. Do a Book

Introduction/Picture Walk and follow the story time format which is applicable for your student followed by a Comprehension Check.

You can also use this time to re-read a book from a previous session. Re-reading helps build fluency and confidence. When re-reading you do not need to do a full Book Introduction as your student is already familiar with the book.

This is also a good time in the session to read a higher-level book with a more detailed storyline to your student. Reading to your student builds vocabulary, models fluency and helps your student learn to love reading.

☐ **Extension Activities** (if time permits)

Extension Activities are additional activities that will support the reading the student completed and add variety to your sessions. Please see pages 27-31 for a list of activities with supplies in the reading trunk.

☐ **Talk Time II** (2 minutes)

As you did at the beginning of your session, use the walk back to the classroom to chat with your student. Highlight something your student did well during your session and compliment them on that. Remember that your session starts and ends at the classroom door, so make the most of this time with your student. Always walk away with a smile. It leaves your child with a good feeling and sets the tone for the next visit.

Keep in mind that our goal is to have your student feel successful at the end of their thirty-minute session. Occasionally your student may not want to read or be too distracted to concentrate. As the Reading Buddy, you are not there to force them to read. If possible, take the opportunity to read a higher-level book to them or engage them in an extension activity. If they are consistently disinterested, contact your SAYL Program Manager and they will join you in a session to incorporate different strategies to engage the student. SAYL staff is committed to ensuring that all Reading Buddy/student matches are successful.

# When a Student Has Trouble with a Word

## **When a Student Misreads a Word:**

When a student reads a word incorrectly but continues to read, let them get to a natural stopping point before discussing the missed word so the flow of the story is not interrupted. Address the missed word by asking if the word made sense the way they read it.

If student doesn't self-correct and go back to re-read the word, prompt them to go back, and you can ask:

- Did that make sense?
- Let's look at this word more closely.

If they read the word correctly on all but one sound, show them the misread letter(s), give them the correct sound and have them try the word again.

If this is a word you suspect may be a new vocabulary word for the student, ask them if they know what the word means. If they are unfamiliar with the word's meaning introduce some synonyms or give a brief child-friendly definition of the word. If your student misses more than 10% of the words on the page, this level might be too difficult for them, and you might consider reading a book one level lower.

## **When a Student Gets Stuck on a Word:**

When a student gets to a word and stops reading, either staring at the word, looking at you, or asking you for help, you can help them break the word down into more manageable "chunks."

If the word has more than one syllable, cover up later syllables and have them tackle it one syllable at a time. For example, a word like carnivore you could help show them car-ni-vore.

In a single-syllable word (or word part) you can break it down by first covering all but the first consonant(s) and have them try the initial sounds and then the vowel part. For instance: t-ake, spl-at, tr-ip.

## **Note on Irregular Words:**

English has many words that are phonetically-irregular in that they do not follow the typically letter-sound patterns. When your students encounter an unknown irregular word, they need to learn to recognize it by sight, they won't be able to sound it out. The best strategy to help students with irregular words is to tell them the word while pointing to it and have them repeat it after you. These are good words to practice if you have extra time in your session. For more ideas see pg. 27-31 for extension activities.

## When a Student Leaves the Program

Due to the high mobility rate of our students, it is not uncommon for a student to withdraw from the school during the school year. If your student withdraws, follow these steps:

- Contact your SAYL Program Manager and inform them of the withdrawn student. They will assist you in finding another student. Note: If the classroom teacher assigns you another student to work with, still reach out to your Program Manager so we can ensure we have that student's information and can update our records.
- Repeat all the same steps with the new student that you initially did with the student who withdrew.



## Extension Activities

### Comprehension Activities:

In the trunk there is a laminated Summarizing Worksheet (see p. 37-38). Below is a description of how to use this sheet to help your students think about the important details in the texts they read.

#### **Somebody, Wanted, But, So, Then (Fiction Texts)**

Somebody, Wanted, But, So, Then or SWBST is an active reading strategy for fictional texts. The laminated Summarizing Sheet inside each trunk and also shown in your training manual on page 38 serves as an excellent template you can use with your student to promote active reading. To follow the SWBST strategy ask the following questions to your student as you move through the text and record their responses using a white board marker on the laminated sheet.

- Somebody: Who was the main character or person?
- Wanted: What did the character or person want?
- But: What was the problem?
- So: How did the character or person try to solve the problem?
- Then: What was the resolution or outcome? How did the story end?

The student's responses to these questions can then be used very easily to create a one sentence summary of the story which will aid in their comprehension. An example for *The Three Little Pigs* would be... "The three little pigs wanted to build their houses out of straw, wood, and bricks, but the big bad wolf blew down the straw and wood houses so the pigs all hid in the brick house then the wolf couldn't get to them, and they lived happily ever after."

#### **Main Idea and Supporting Details (Non-Fiction Texts)**

Non-fiction texts do not have a plot, so we must approach reading them differently than we would a fiction text. Our purpose when we read a non-fiction text is to understand what the author is trying to teach us and the key ideas he or she presents about this topic. On the other side of the laminated Summarizing Sheet inside each trunk there is a non-fiction template you can use with your students to promote active reading. The template is shown in your training manual on page 39. As you move through the text ask the following questions and record their responses using a white board marker on the laminated sheet.

- Topic: In a short word or phrase, what is the text about? This can often be answered before starting to read by looking at the title.
- Main Idea: What is the whole text trying to teach you about the topic?

- **Supporting Details:** What were some important facts you learned about the main idea.

The student's responses to these questions can be used to create a short summary about what the author was trying to teach through the text. An example for a book about dolphins might be... "Dolphins are mammals who live, eat, and take care of their young in certain ways (Main Idea). Dolphins live in the ocean (Supporting Detail). They eat small fish like herring or cod (Supporting Detail). Dolphins give birth to their young who stay close to their mom in the first few years of their life (Supporting Detail)." Identifying the main idea is a difficult skill that students build up to gradually over time. It may be helpful to work backwards by identifying the supporting details and then use them to think about the main idea.

### **Story Map**

**Materials Needed:** Castle Story Map located in the trunk. The dry erase markers can be used to write on the laminated sheet.

This is a strategy to foster comprehension. After you finish reading a book, tell the student that stories have a beginning, a middle, and an end. Have the student fill out each piece of the castle. Follow the arrows down as the student recalls the events that occurred in the book. This activity will help the student remember what they have read and identify the various parts of the story. Do not correct spelling when doing this activity. Ask the child to write or draw what happened in each part of the story. The point is to encourage the child to analyze what they have read. A variation of this activity is to ask the child to think up a different ending for the story.

### **Tic-Tac-Toe Reading Response**

**Materials Needed:** Reading Response Tic-Tac-Toe Board located in the trunk. The dry erase markers can be used to write on the laminated sheet.

The tic-tac-toe reading response extension activity turns comprehension questions into a competitive game. First, the student must pick a square on the board and answer the questions about the story they have just read. If they answer the questions correctly, they can put either an X or an O on that square. The tutor then takes a turn and if they answer their square correctly, they can place the alternative letter. The first person to get three of their letters down, across, or diagonal wins the game.

## **Fluency Practice:**

### **To incorporate fluency work in a reading session:**

Select a book at a lower level than current working level, looking for 95% accuracy.

Read the book aloud to the student, modeling:

- a. Speed: read at a pace that sounds engaging and is easy to follow
- b. Inflection: read in a tone that is interesting and adds to the story, paying attention to punctuation
- c. Accuracy: saying each word accurately allows the reader and the listener to focus on the story

Have the student read the book aloud, with the Reading Buddy providing guidance and encouragement. Have the student re-read the book as they imitate your reading.

Try to choose books for re-reading that the student enjoyed during the initial read. Books with a lot of dialogue are also great for fluency practice.

### **Timed Reading**

Materials Needed: Independent Reading Leveled Text and clock or timer.

Timed reading is a great way to challenge your students. Tell the student to do their best, fluent reading for 1 minute. Look at the clock and tell the student when to begin. Take note of any word a student reads incorrectly during the one-minute time span. When the one minute is up you can tell the student to stop. Together count the number of words they read correctly. Praise the student for their effort and any improvements they made. Encourage them to set a goal for their next timed reading. Goal setting and tracking makes timed reading a quick fun activity to build fluency. Note: Be sure to encourage your student to read at an appropriate pace. The goal is not to speed read with no attention to phrasing and expression, but rather to increase your speed as you gain familiarity with the text.

## **Accuracy Activities:**

### **Sight Word Bingo & Flash Cards**

Materials Needed: The Sight Word Bingo Boards and Flash Cards are located in the trunk. The dry erase markers can be used to write on the laminated Bingo Boards. The Sight Word Bingo and Sight Word Flash Cards are color-coded by grade.

The Dolch Word List was compiled by Edward William Dolch, PhD, in 1948. Dolch compiled the list based on words used in children's reading books in the 1930s and 1940s. The list contains

220 words that must be quickly recognized in order to achieve reading fluency.

The Dolch Word List is also called a sight word list. This is due to the fact that many of the 220 Dolch words cannot be "sounded out," and have to be learned by "sight" or memorized. The list includes the most frequently used words in the English language. Sight words make up 50 to 70 percent of any general text. Therefore, teaching The Dolch Word List is a crucial goal of education in grades kindergarten through 3.

The list is divided into grade levels. Repetition and practice are very important in making recognition of sight words automatic. Once this core of basic sight words has been memorized, children read more fluently, with greater comprehension.

### **Sight Word Bingo**

When playing Sight Word Bingo, play against your student. Use the Sight Word Flash Cards and call out the words. Use a dry erase marker, located in the pencil box, to mark your card. Use variations of the game, such as straight down, diagonal or full card, and play until someone wins. Start with the lowest level (pre-primer) and work through the primary, first, second and third grade lists.

### **Sight Word Flash Cards**

When using the Sight Word Flash Cards, pick up the stack of word cards and have the student start to call out the words. If they do not know the word, write it down on the white board. Once you accumulate five sight words that the student does not know, stop and work on those words using the white board. Have students say the word, write it, trace it, and think of a sentence using the word. The more ways they practice the word, the more likely it will be retained.

### **Word Families**

Working with word families helps students see patterns in words, which they can then use as tools to help them decode other words.

- Select a word that rhymes with other words and write it on the white board
- Say the word out loud, then erase the first letter of the word and replace it with another letter. Say the new word.
- Repeat this a second time, being very clear that you are erasing the first letter and replacing it with a new letter to make a new, rhyming word.
- Erase the first letter and let the student suggest a new letter to create a new rhyming word, then let the student take the lead in erasing and replacing the first letter.
- For lower-level readers, use easy words such as "fan," which will allow you to make "man", "can," etc. Your higher-level readers can work on words such as "sight", "might" and "fight."
- Once a student has master changing the first letter of a word, challenge them to change the final letter or the middle letter to create a new word.



Remind students that they can use this tool to help them decode words they do not recognize when they are reading.

### **Vocabulary Activities:**

#### **Erase-a-Man**

Materials Needed: Dry erase board & markers located in the trunk

You may remember this game from when you were young. This is just another, more politically correct name for Hangman. You think of a word, and then you draw a simple stick figure – head, body, arms, and legs. Students guess letters, and if correct, you tell them where to write them. If incorrect, erase a body part of your stick man. If they guess the word before the man disappears, they win. If the man is erased before they guess, you win. Even when you win, however, always point out the letters they guessed correctly, then fill in the missing spaces one by one and let them continue to guess. Choose words from new vocabulary learned during the Storytime, e.g., “carnivore” or “voyage.”

#### **Write It/Draw It**

Materials Needed: Dry erase board & markers located in the trunk.

Have your students practice writing a new vocabulary word on the whiteboard. Together generate examples of the word and/or synonyms. Have them draw a picture to represent the word and its meaning.

## Frequently Asked Questions

**Q. The tutoring sessions begin and end with “Talk Time.” What kinds of things can I talk about with my students?**

A. Ask your student about what they are interested or involved in – sports, music, etc. – then remember to follow up on what they tell you. If they tell you they have a game on Saturday, ask them how their game went at your next session. Talk about your pets, your hobbies, something funny that happened to you this week, your memories of learning how to read, your favorite color, ice cream flavor, or sport, your grandma’s tamales – in other words, anything about yourself that would be appropriate to share with a child. If you are in doubt about whether a particular subject is appropriate, talk about something else.

**Q. What if I have an emergency, and I can’t make my assigned session?**

A. Please contact your students’ teacher(s) via e-mail and ask them to inform your student of your absence. Copy your Program Manager on any e-mails with school staff.

**Q. What information do I need to include when I contact my Program Manager?**

A. In all e-mail and text message communications with your Program Manager please include your name, school site, and first names of the students you work with. This will help your Program Manager best respond to your question or concern.

**Q. May I bring a treat or a reward for my students?**

A. Reading Buddies may never offer gum, food, candy or drinks of any kind to students because it is prohibited by the schools. In the trunk, you will find a folder containing blank certificates that you can fill out and give your child occasionally. Do not award these too often, because if you do, the certificates may lose their value to your student. Your time and attention and the child’s improvement in reading are more than enough to reward the child for their efforts. Reading Buddies often ask if they can give their student a book for a special occasion, such as a birthday. A gift of a book, pencil or bookmark would be permissible for a special event.

**Q. I read with my students in an area that is very noisy and distracting, which makes it difficult to concentrate on reading. Can I take my students to a private room?**

A. Each school designates a reading area based on their facility availability. Some of our schools have no spare space to allow our Reading Buddies to work in a quiet room, so we work with what the schools have available. That might be a corner of a hallway or in the library. If you find the area too distracting for your student, contact your SAYL Program

Manager. You might also try having your student face away from the distraction. Having a window or walkway behind your student might solve the problem. Elementary schools in general are high energy environments in which our students are used to working, so minor changes in seating might be all they need to focus on their reading.

**Q. What should I do if the student I am supposed to work with does not want to read?**

A. Your student may have had a bad day. They may not feel well. They may have other things on their mind. They may be frustrated after a day of struggling in school. They may have excess energy that needs to be released in active play with friends. Try to engage them in pleasant conversation and see if they change their mind. This might be a good day to read TO your student. You may choose a book at a reading level higher than the student's reading level because your student's listening comprehension is higher than their reading comprehension. Select a book with a great storyline and appealing illustrations. Be engaging and enthusiastic as you read. Never try to force your student to read with you but if the resistance to read continues, contact your SAYL Program Manager.

**Q. What should I do if I have reason to suspect that a child has been abused or neglected?**

A. Please see pages 10-11 of this manual. If you suspect that a child you are tutoring has been abused or neglected, immediately report your concerns to the Site Director, classroom teacher or school administration AND your SAYL Program Manager.

**Q. How many Reading Buddies will work at each site?**

A. The number of Reading Buddies per school will depend on the number of students in the program from that school. The number of Reading Buddies there at any one time will depend on the schedule provided by the school as well as the available space.

**Q. May I volunteer at the same place as a friend?**

A. Yes. You may volunteer at the same place as a friend as long as both of your schedules coordinate with the school's schedule.

**Q. Since we tutor for an hour and see two students for thirty minutes each, where will the second student be while I am tutoring my first student?**

A. The second student will be in class. After dropping off your first student you will then pick up your second student from their class.

**Q. What do I bring to my site on each visit?**

A. All volunteers should bring their state issued ID to each session at the school.

**Q. Can I work with more than two students or more than one school?**

A. Yes! Many campuses have available time frames that will accommodate tutoring with more than two students. Please inform the Volunteer Manager that this is something you are interested in doing and we can see what will work with your availability and the campus availability.

**Q. Do you offer the Reading Buddy program in Spanish?**

A. If you are bilingual and interested in tutoring in Spanish, we would love to place you at one of our bilingual campuses if it works with your availability and travel preferences. Please inform the Volunteer Manager that you are interested in the Spanish Reading Buddy program.

**Q. What do I do if I have to stop volunteering?**

A. If unable to complete your volunteer commitment for any reason, you must notify both your student's teacher and SAYL Program Manager and/or Volunteer Manager. If possible, please have one last session with your student(s) to inform them you are unable to come back.



## What Happens After Training?

**School Selection:** The school selection process depends on the need at each school and your availability listed on your application. Most likely, you will be assigned to the school closest to you, but factors such as your schedule, the school's schedule, and the need at the school all play a part. SAYL staff will notify you of your school match via e-mail and will include the school's address and schedule. If the school does not work for you, please notify the Volunteer Manager to be re-matched.

**Application/Background Paperwork:** SAYL staff will begin to send you the background check information after you are matched with a school. The background check will be different for each school district. The process can take anywhere from one week to several weeks, depending on your school district. You will not be able to start tutoring until you are cleared.

**Scheduling your First Tutoring Session/Orientation:** Once your background check has been cleared, SAYL staff will e-mail you to confirm the details of your first tutoring session, including day, time, school location and all the contact information you will need. Respond to this e-mail to confirm your first session.

**First Day of Tutoring:** Depending on the school, the site director may meet you 10-15 minutes prior to your scheduled tutoring time in the main office of the school to help you get started. However, you may be starting on your own. You will be told the instructions depending on the school you are matched to. See pages 14-15 for details on this first session.

# Reading Buddy Contract

As a Reading Buddy you are an important member of our organization and act as a representative of SAYL to the community at large. For a better understanding of what you can expect as a volunteer and what is expected of you by our organization, we ask you to read and sign that you have read & agree to the following Volunteer Contract.

San Antonio Youth Literacy will provide for you:

- Training covering the Reading Buddy Program
- Program materials including books, activities, and paperwork
- School calendars and updates on holidays/testing days as we become aware of them
- Orientation at your site which includes identifying the reading and trunk location, location of the restrooms, assignment of your student(s) and introduction to your student(s), their teachers and the Site Director
- Continued support throughout program year

We ask that you:

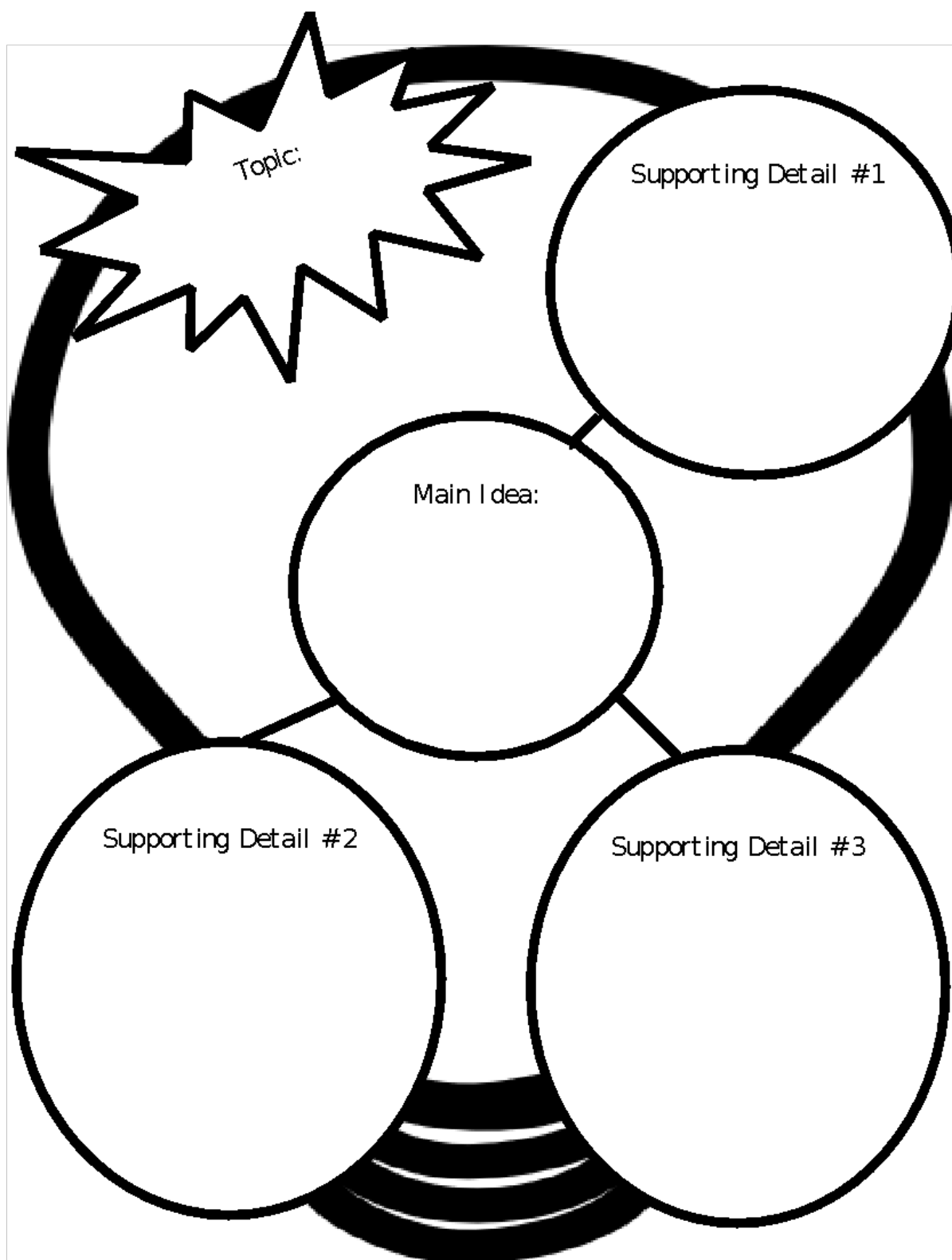
- Commit to thirty minutes per student per week for the entire school year
- Notify your SAYL Program Manager if you need to end your volunteer service early
- Consistently and punctually report to your appointed school at your designated tutoring time
- Follow the program curriculum as outlined during the volunteer training and in this manual
- Complete all program paperwork (i.e., student tracking forms, reading interest surveys, etc.) consistently and accurately

## Summarizing Laminated Sheet (Fiction)

Summarizing	
<u>Somebody</u> Who was the main character or person?	
<u>Wanted</u> What did the character or person want?	
<u>But</u> What was the problem?	
<u>So</u> How did the character or person try to solve the problem?	
<u>Then</u> What was the resolution or outcome? How did the story end?	

Speech Time Fun

## Summarizing Laminated Sheet (Non-Fiction)





## Notes

## **Special Thanks to our Reading Buddy Partners!**

Accenture Federal Services	The Mission Continues
Alamo Heights United Methodist Church	Northern Hills United Methodist Church
American Assoc. of Blacks in Energy	Northwest Vista College
AT&T	Our Lady of the Lake University
Barrington Neighbors	San Antonio College
Broadway Bank	San Antonio Police Department
Brooks City Base	Silver Ventures
Castle Hills Christian Church	South Texas Money Management
City of San Antonio	Southwest Research Institute
Celebration Circle	St. George Episcopal Church
Coker United Methodist Church	St. Mary's University
Colonial Hills United Methodist	Texas A&M University – San Antonio
CPS Energy	theKFORDgroup
Cross Roads Church	Trinity Baptist Church
Episcopal Church of Reconciliation	Trinity University
First Presbyterian Church	University of the Incarnate Word
First Unitarian Universalist Church	University of Texas at San Antonio
Frost	Valero
Grande Communications	Valero Vanguard
Laurel Heights United Methodist	Wayside Chapel
LiftFund	Windcrest Methodist Church
MacArthur Park Church of Christ	Zachry Construction Corporation

**If you have questions or need information, please contact the following SAYL Staff:**

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Revised June 2022

