

Reading Partners Curriculum Self-Study

Overview	The Reading Partners Self-Study is designed for tutors who spend more than 4 hours per week tutoring. The self-study provides an overview of the Reading Partners curriculum and some basic knowledge of how children learn to read.
Length	1.5 - 2 Hours
Pre-Requisites	<ul style="list-style-type: none"> • New Hire Orientation with Program Manager • At least one tutoring session • <i>Some tutors will have completed an orientation with the Reading Partners Human Resources Department.</i>
Learning Outcomes	<ul style="list-style-type: none"> • Tutors will gain new knowledge of the Reading Partners Beginning Readers and Comprehension Readers curriculum • Tutors will understand the objectives of the Reading Partners curriculum • Tutors will learn to use resources and tools in the Reading Partners center to enhance the tutoring experience
Directions	To complete this self-study, make sure you have everything on the Materials list below. Read the self-study in order of the outline. You will notice sections where you can write in questions or comments based on your observations. The first half of the self-study can be completed independently. The second half should be completed in the Reading Center so you can locate various materials and resources mentioned in the document. Once you complete the self-study you should turn it in to your Site Coordinator so they can review any questions.
Materials	<ul style="list-style-type: none"> • IRP Handout • BR Curriculum Roadmap Handout • BR Lesson Plan Handout • Comprehension Lesson Outline • Comprehension Roadmap sample • Access to materials in the Reading Center

Content

1. Opening (5 Minutes)

During this self-study you will learn about the five domains of reading, Reading Partners two curriculum modules and resources in the Reading Partners center that will help enhance your tutoring experience. Before learning more about how children learn to read, reflect on your own experiences working with children and learning to read and how your background can impact your approach to tutoring.

Question: Describe your experience working with children. How might your past experience with children impact your tutoring with Reading Partners?

Question: Think back to when you learned to read. Did you learn to read at school or at home? Was it easy or difficult? How might your own experience impact tutoring with Reading Partners?

1. The Five Domains of Reading (15 Minutes)

In 2000, the National Reading Panel (NRP) was commissioned to study reading programs. They focused on only those that had verifiable data. They determined the need for systematic and direct instruction that was focused in five curriculum areas known as the five domains of reading or **The Big Five!** These five domains are considered the building blocks for reading. Children must develop skills in all five domains in order to become successful, competent and confident readers.

The Five Domains of Reading are:

- Phonemic/Phonological Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

1. Phonemic/Phonological Awareness

Phonemic Awareness is one piece of phonological awareness. Phonemic awareness refers to the ability to detect and manipulate individual sounds that make up a word. For example, understanding that every letter has a unique sound such as “fffff” for the letter F or “ssss” for the letter S. Phonemic Awareness is also the ability to blend and manipulate individual sounds. This means that a child can recognize that the sounds “fffff” “uuuhh” “nnnnn” make up the word “fun” and that if the sounds were changed to “ffff” “aaaaa” “nnnn” it would change the word to “fan.”

Phonological Awareness is the ability to detect sound units in words. More simply, phonological awareness refers to the ability to hear syllables, rhymes, alliteration and discrimination in the ending of words. For example, children with strong phonological awareness skills will be able to determine that “kitten” has two syllables, it rhymes with “mitten,” it has the same beginning sound as “kite” and it has the same ending sound as “hen.”

Phonemic Awareness	CAT = /c/ /a/ /t/ If you switch the /c/ sound with a /b/ sound, the word changes to /b/ /a/ /t/ = BAT
Phonological Awareness	CAT = one syllable CAT rhymes with BAT CAT has the same beginning sound as CUT CAT has the same ending sound as POT

2. Phonics

Phonics is the ability to recognize that there is a correlation between the sounds of letters and words and the written alphabet. A child who is progressing in phonics will be able to recognize a letter visually, then, say the sound of that letter verbally. They will also be able to see a word and by sounding out the letters, read the word or sentence out loud.

► An easy way to remember the difference between phonics and phonological/phonemic awareness is that phonological/phonemic awareness is something you can do with your eyes closed - you don’t need to see the letters or words. Phonics is something you can only do with your eyes open- you understand that the words you see have a sound that corresponds which allows you to read text.

3. Fluency

Fluency means you can read with speed, accuracy and expression. In order for children to be fluent, they must be able to do three things accurately and at the same time while reading: use the alphabetic principle, use sight word knowledge, and use punctuation knowledge. Using the alphabetic principle means that children are able to sound out words accurately while they are reading. Sight words are common words that children recognize quickly without having to sound out. Examples of sight words are: the, saw, because, and, they, and are. Punctuation knowledge means that children recognize how punctuation affects reading out loud. For example, a period means a pause as the end of each sentence and a question mark means you should inflect your voice at the end of the sentence.

Activity: Read this sentence out loud to yourself as fast as you can

“how was your day today mine was great I was really excited when I went to the park”

Now, read this sentence out loud

“How was your day today? Mine was great! I was really excited when I went to the park.”

Question: What do you notice that is different?

3. Vocabulary

Vocabulary is the ability to understand or know the meaning of a word whether it is presented visually or orally. Children learn new vocabulary words from reading, listening, observing and practicing. The more exposures a child has to a word, the better! Use as many vocabulary words as you can during tutoring to expose children to as many words as possible. A good vocabulary is both deep and wide, meaning, children with developed vocabularies will not only know a lot of words, but they will know the meaning of those words well.

4. Comprehension

Comprehension is the ability to construct meaning from what you have read, the ability to think about what you are reading as well as learning, and the ability to make connections between what you are reading to the world, yourself and others. A child with developed comprehension skills will be able to read a story or listen to a story and be able to name the main characters, plot, and them, and will be able to make inferences and predictions.

Question: Do you have any remaining questions about the five domains of reading? Why do you think this information is important?

2. Reading Partners Curriculum Basics (15 Minutes)

Reading Partners has two official curriculum modules – Beginning Readers and Comprehension Readers. Some Reading Partners regions are using a pilot curriculum, Alphabet Readers, for very young students who are at the emergent reader stage. If you are working with the Alphabet Readers curriculum you should connect with your Site Coordinator for further training.

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Instructional Reading Plan (IRP)

All students in Reading Partners are assessed at the beginning of the year. Site Coordinators assess children using a research-based tool to determine how to place them in the curriculum. The curriculum is sequential so students continue to move up through the curriculum. Beginning Readers graduate to Comprehension Readers and the Comprehension Readers module has four levels. In addition, Site Coordinators develop an “Instructional Reading Plan” or IRP based on the assessment results. The IRP identifies each student’s reading level and outlines areas of focus for the tutor. All tutors should check the IRP daily for updates and tips and strategies for working with your student.

Look at the **IRP Handout**. At the top you will notice a chart with some information about the student's assessment results. To decode the chart, use the following:

-Independent Reading Level = A grade-level approximation of the student's reading skills. For example, 2.2 means the student is reading at a beginning second grade level. They have about 2 years and 2 months worth of reading skills.

-Deviation from Grade Level: This is the number of years a student is behind in reading. It also demonstrates the number of months the student has to catch up.

-Fluency Rate: This is a measurement of how quickly students can read at their independent level. At a level they can read accurately and understand, this is how fast they read.

-Expected Fluency Rate: This is approximately how fast students are supposed to be able to read grade level texts.

Question: Before we move to the student goal section of the IRP, why do you think it's important to identify student's weaknesses?

Identifying student weaknesses is important because we want to maximize our time with students by targeting areas we can help them progress in more quickly. You can think about your student's weakness area as a "gap." For example, maybe your student would be able to read this story and understand it, if they were better at decoding more advanced words. In this case, "decoding" would be their gap and by focusing on this alone we could bring their overall reading level up significantly.

The Student Goal section of the IRP is your guide to working with your students. We want you to follow the curriculum but pay special attention to areas your Site Coordinator has identified for each student. Below you will find more information about each student goal

Decoding: Decoding refers to a student's ability to read, or figure out, a word. You are probably pretty familiar with the idea of sounding words out. In order to effectively sound a word out, one the word has to be "decodable" and two the student needs to have the phonics background. For example, to sound out the word "chimp" a student must know that ch says "ch." Even if your student is pretty good with phonics, he or she probably still has trouble figuring out tricky words. In this case, one great decoding strategy to employ is "chunking" which is one of our good readers strategies. Chunking is the process of looking for parts of a word that you recognize or can sound out, and then putting them together. Sometimes it helps to cover up the word and just look at it in parts.

Fluency: As you learned, fluency is one of the five domains of reading. Students become more fluent readers by practicing reading. One of the best ways to support growth in fluency is by having students re-read text at their level with an emphasis on speed, accuracy and/or expression. In our BR curriculum, there is a step for leveled reading. The leveled reading book has lots of sight words and re-reading it is a great way to build fluency. For students in the comprehension curriculum, the books in the lessons are great to use too. To support growth in fluency, you can ask students to re-read each page a 2nd or 3rd time. Two other simple and popular strategies for developing fluency are choral and echo reading. If your student needs support with fluency, it is easy to build these into the BR books or the books from the comprehension packet. Be sure and clearly explain what you're going to do with the student. It can be helpful to focus on just one of the elements of fluency: speed, accuracy or expression.

Comprehension: If your student's primary weakness area is comprehension, this means that they can read the stories fluently, but they have trouble interpreting or remembering what happened. If this is the case, then you should be spending lots of time talking about the stories. A big part of helping your students develop their comprehension skills is asking questions. There are many question prompts listed on the comprehension lesson plan under before during and after reading. When you are asking questions it helps to think about what type of question you're asking.

Activity: Think of two comprehension questions that could help your student build their skills in this area

- 1.
- 2.

Inferring is an important part of comprehension but it can be a tricky skill to teach. Additionally, it is important to remember to move your student beyond literal comprehension questions, like who, what, when questions to more inferential questions like why questions. Some students are better at one or the other, retell or inferential questions. Here is an example you can use when teaching inference: Tell your student that a person has tissues, an orange, juice and hot soup in their lunch. What can you infer about this person based on their lunch?

Curriculum Overview

In both curriculum modules, tutors move through the same sequence in each lesson. The sequence of each lesson is shown in the chart below.

1. Tutor Read Aloud	Student chooses a book in the Read Aloud Library for the tutor to read to them out loud.
2. Skill Introduction and Practice	Tutor introduces a new skill to the student and reviews the lesson plan for guidance
3. Student Read Aloud	Student reads a pre-selected book out loud to the tutor
4. Worksheets	Student practices the skill using a worksheet
5. Take Reading Home	Student has the opportunity to take a book home and complete a book report

It is important to note that there may be some variation in this sequence between BR and CR curriculum and from lesson plan to lesson plan. However, the same basic structure will be found in all Reading Partners lessons.

Tutors should move through the lesson at the student's individual pace. Some lessons may take one day to complete, while others may take 3 days. On average, Reading Partners recommends that students spend 2-3 days on each lesson. If your student speeds through lessons or takes more than 3 days, please notify your Site Coordinator.

3. Beginning Readers Curriculum (15 Minutes)

The Beginning Readers Curriculum is designed for students who are still perfecting their phonics and phonological awareness skills. Look at the **Beginning Readers Roadmap Handout**. The Roadmap is a big picture overview of the Beginning Readers curriculum and outlines each lesson plan, the skill, high frequency words, and the story. There are boxes at the end of the Roadmap for you to date when each activity has been completed. If a part of the lesson has not been completed it should be left blank.

The last column on the Roadmap is to indicate the student's understanding of each skill. The student must be able to independently use the phonics skill learned that day. You will fill out the column with one of the following:

1. A minus sign, meaning the student did not master the skill
2. A check, meaning the student did master the skill and was able to do it with a little bit of assistance
3. A plus sign, meaning the student did well with the skill, it was easy for them and they could explain it.

You will only fill this out once the lesson is completed- if you stop mid-lesson then do not fill this out. If a student gets a minus that tells you that they need more practice with the skill and should do lesson B with that same skill next time you are in the Reading center.

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Now that you have reviewed the Roadmap, we are going to transition to the lesson plan. Look at the **Beginning Readers Lesson Plan Handout**. The lesson plan is the daily part of the curriculum that you will use each session to actually deliver the phonics skill being taught.

The basic steps of the lesson plan will be followed repeatedly for each new lesson and new phonics skill. Similar to the Roadmap, the lesson plan is for the tutor, not for the student.

Reading Partners employs the "I Do, We Do, You Do" technique when teaching reading. This technique means that first, you will demonstrate the new skill to your student. Then, you will practice the skill together. Finally, the student will demonstrate the skill independently. This will demonstrate their mastery of the skill. As you can see on the handout, we have circled the portions of the lesson plan that correspond to "I Do, We Do, You Do."

Now, let's examine the lesson plan in depth

Tutor Read Aloud This is the first step of the lesson plan. You practiced the tutor read aloud in your new hire orientations.

Previous Lesson Review You must review the skill from the previous lesson. It should only take a few minutes. This is a good time to provide the student with extra practice and to ensure they have retained the skills they learned in the previous lesson. If they have not retained the skill, this is a good thing to include in the tutor notes.

Introduce the New Skill This is the part of the lesson where you directly instruct the student on the new skill. There is a script for you to follow. After providing direct instruction, you will practice the skill together with the student. It is important not to move on to the "you do" portion unless the student is ready.

High Frequency Words High frequency words (HFW) are words that are commonly found in literature but may not follow the typical rules of phonics. Therefore, children must memorize these words so that they become sight words. This will allow students to read fluently. The words are chosen from the Student Read Aloud book.

In the lesson plan, you will start by having students recall what they learned about HFW from the last session. Then, review the words with your student using the following sequence: 1. Have the student spell the word to you. 2. Have the student say the word. 3. Students write sentences using each word.

Word Ring Students add words to the ring ONLY if they did not read it with automaticity. You should practice all the words on the word ring so children are consistently exposed to these words.

Student Read Aloud In this portion of the lesson plan, children will read the pre-selected book out loud to the tutor. During the reading, tutors should listen attentively and help children figure out how to decode words on their own. This means, tutors should provide strategies like chunking to assist students without giving them the answer.

The worksheet The tutor should read the directions to the student and give an example if necessary before the student does it independently. The tutor may have to prompt or explain certain parts to the student. If the student is able to do the worksheet on their own, it's a plus. If they are able to do it with very little help, it's a check. If they need significant help, then it's a minus sign and they will have to do lesson B or C on the Roadmap.

Student Read Aloud- Fluency The last portion of the lesson that is unique to Beginning Readers is the leveled reading. Students choose from a set of books that are grouped into levels. These books are designed specifically to help students practice reading fluently: quickly, accurately and with expression.

Question: If you are currently working with the BR curriculum have you had any challenges with using the lesson plans? If you are not currently working with the BR curriculum, how can you apply the information you just learned to Comprehension Readers?

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4. Comprehension Readers Curriculum (15 Minutes)

The Comprehension Readers Curriculum is designed for students who are focusing on various levels on comprehension. This curriculum module has four levels and gradually becomes more difficult as students progress. Just like with Beginning Readers, the Comprehension Readers Curriculum starts with the Roadmap. Look at the **Comprehension Readers Roadmap Handout**. Each level of Comprehension Readers has its own Roadmap. Comprehension is the final goal of reading instruction. All comprehension skills on the Roadmap reinforce what the student is learning in the classroom- and what will be on state exams. Just like in the Beginning Reader curriculum, the tutor is the one filling this document out, NOT the student. Each student will have one of these

roadmaps and it will show the tutor where they are in the curriculum as well as what skills they have mastered and which ones they struggled with.

In the comprehension curriculum, the road maps are different, depending on the grade level the student is reading at. The skills are presented in order based on the content standards for that grade level. These skills are directly transferable to what the students are learning in the classroom and will see on tests and state exams. The road map lays out the order of the lessons for that level. The tutor will move through this road map lesson by lesson. Just like in the Beginning Reader curriculum, the tutor is the one filling this document out, NOT the student.

Activity: Review the **Comprehension Readers Roadmap Handout**. Do you have any questions about completing this document for your students?

Comprehension Lessons

Comprehension is a skill that must be developed, just like decoding and phonics. Often you will find that students who are learning to read can often decode words very well, but then have no idea of what has just come out of their mouths! Because comprehension is the final goal of reading instruction—the way students will understand and then be able to use/apply what they read—the RP comprehension curriculum is meant to reinforce what students are already learning in the classroom.

You can tell a lot from what the reading standards for each grade level are by looking at the road map for that level.

Comprehension Readers curriculum differs from Beginning Readers in that there is one lesson plan outline for all the lessons. Each lesson has unique worksheets with the skill you are practicing at that level. The sequence of the comprehension lessons is as follows:

Tutor Read Aloud: You learned about the Read Aloud in your new hire orientation. Depending on the comprehension skill that the student is working on, the tutor may want to ask different types of questions before, during, and after the reading. Tutors can look to Site Coordinators and various resources in the classroom for guidance on appropriate comprehension questions.

Vocabulary and Skill Review: Just as with Beginning Readers, this step is VERY important and is often overlooked. It should only take a few minutes. This step is why reviewing the tutor notes and the roadmap is so important. This is a good time to provide the student with extra practice and to ensure they have retained the skill they learned in the previous lesson. If they have not retained the skill, this is a good thing to include in tutor notes.

Emphasize that, like with the BR curriculum, it's important to move on, even if the student doesn't remember all that much from the last session—you can always repeat the skill using the other book in the previous lesson packet and doing another Practice B. Use the following strategies during the skill review:

- Handman (like Hangman, only played with a hand rather than a person)
- Writing new sentences using the words
- Making flashcards
- Going over synonyms and antonyms

None of these activities should take more than 5 minutes!

Practice A: Learn a new skill: Practice A is always the first step after reviewing the previous lesson! Like the beginning reader curriculum, the comprehension lessons follow an "I do/we do/you do" format. We'll review this again later in the presentation. Doing Practice A is so important because that's when the student learns which skill is the focus of the lesson. Even though the student may have already learned it in class, this reinforcement is very important. The one-on-one time with the tutor is extra valuable since the student has only practiced the skill in a class with 25-30 other students.

In some cases, the student may have not yet learned the skill, making Practice A even more important!

There is a bullet-point list on the Practice A side of the worksheet meant to guide the tutor as s/he instructs the skill. There are also suggestions of examples and ways to discuss the skill with the student.

Then the tutor and student work together to practice the skill. This is the "we do" parts of the lesson. Tutors should take their time with this part to ensure student is picking up the skill. It is important not to move onto "you do" unless the student is ready.

Student Read Aloud: In this section the student chooses a book from the lesson plan and reads out loud to the tutor. These are some basic steps and best practices to use BEFORE the student begins reading to the tutor:

- Title, Author, Illustrator: Tutor should point out each of these
- Picture Walk: Have students flip through the book from start to finish looking at the illustrations AND make predictions.
- Make Predictions: Predictions encourage active reading and keep students interested, whether or not the predictions are correct. Incorrect predictions can signal a misunderstanding that needs to be re-visited.
- Review Good Readers Chart: You will have an opportunity to learn more about this chart at the end of the training.

Question: What does a “picture walk” mean and how would you do it? How would you model asking questions about the book for the student?

Practice B: Tutors should encourage students to look at the book and at their Practice B when discussing the book/answering questions. Reviewing the text and gathering evidence to support your opinion or inference is an academic skill that translates into many different subject areas.

Wondrous Word Journal: The Wondrous Words journal is an important part of the lesson and should never be skipped! As you know, building/increasing a student’s vocabulary is a key way to help close the achievement gap! As we know, helping to improve and build a student’s vocabulary is a key part of closing the achievement gap. Vocabulary development is a key component of the comprehension curriculum and should not be skipped!

- Choose 2-3 words captured in Word Net during reading
- Using dictionary, look up the words and record definition in the Wondrous Words Journal
- Student writes a defining sentence using the word. A defining sentence incorporates the definition or makes the definition clear in context.
 - Example: The generous woman showed she was kind and giving when she donated food to the homeless shelter.
- Students also do a quick sketch of the definition

Tutor Notes: At the end of the session, the tutor will date the columns on the roadmap if they have been completed. If that part of the lesson has not been completed, it is left blank! We are saying this so many times because it’s important that tutors write the DATE on the road map and not just check it off.

Just like with the BR curriculum, it is very important that tutors take time to complete the tutor notes and the roadmap. Tutor should make note of skill that the student did and whether or not s/he struggled with it. New vocabulary words added to the Word Net can also be recorded. Comments such as “she did great!” are not helpful for the next tutor. Remember the next tutor may be someone different, so clear and accurate notes are very important to student success.

Question: What do you see as the biggest differences between Beginning Readers and Comprehension Readers?

Question: Can you identify the “I Do,” “We Do,” “You Do” portion of the Comprehension Readers lesson plan?

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5. Reading Center Resources- *Must be completed in the Reading Center (30 Minutes)*

For this section of the self-study you will spend time exploring materials in the reading center. You should be able to complete all the following activities independently. If your reading center is busy, make a note of all your questions and your Site Coordinator will follow up with you at a later date.

Curriculum Materials Review

Now that you are in the classroom, find the curriculum boxes. Start with the Beginning Readers box. Open one of the lesson packets and take some time to examine the materials.

Activity: Go back to the Beginning Readers section of this self-study. Review each step of the lesson plan using the materials in front of you. Write down any notes or questions you still have about the materials in the space below.

Now move on to the Comprehension Readers Packet. First, find one of the Comprehension Lesson Outlines. These half-sheet outlines will be laminated. You should take of these outlines with your lesson packet

Activity: Go back to the Comprehension Readers section of this self-study. Review each step of the lesson plan using the materials in front of you. Write down any notes or questions you still have about the materials in the space below.

Additional Curriculum Materials

As a tutor you will spend much of your time in the Reading Center using the Reading Partners Curriculum. However, there are many additional resources in the center that are designed to enhance the curriculum. Anytime you feel “stuck,” you can first turn to some of these extras that are easily found in your center.

1. Take Reading Home: Reading Partners knows that learning doesn’t stop when children leave the classroom. We also know that many children don’t have access to age appropriate books at home. Take Reading Home, or TRH is a library where children can choose a book to take home and read. Children also take home a book report and bring the completed report back to the Site Coordinator in exchange for a sticker.

Take a moment to locate the TRH area of your classroom. Write down two books that you think your student might like to read:

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2. Question Cube: The question cube is a tool you can use to help you think of questions to ask during reading. Every few pages you can roll the cube and land on a new question. This will also help further engage your student in the reading.

Take a moment to locate the question cube.

3. Good Readers Chart: The Good Readers Chart has several tips to help your student get through difficult words or sentences. Take a moment to locate the Good Readers Chart. Write down two strategies that you will use next time you are with your student.

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4. Literacy Games: Most classrooms will have literacy games to supplement the curriculum activities. These games are designed to build on the skills that students are already learning in Reading Partners. Tutors should always get approval from Site Coordinators before using games because we want the purpose of the game to match the student’s IRP.

Take a moment to locate the literacy games section.

5. Tutor Resource Area: Take a moment to locate the tutor resource area. Take some time to flip through the Tutor Resource Binder. Do you notice any resources or strategies that you think would work well for your student?

6. Work Station Materials: Work station materials are extra materials that are shared by the all tutors and students. You will notice that your center will have a station with added materials like white boards and white board markers. These materials can be used during tutoring but should always be returned after your tutoring session. Take a moment to locate this area in your reading center.

7. Other: Do you notice any other additional resources in your center? Describe them below.

Activity: Scavenger Hunt!

For this activity you will read the clues below and try to figure out the answer. You can look around the classroom to help you determine the answer. Write-in your answer so your Site Coordinator can check your work. This is just for fun!

1. I'm a cozy and comfortable corner of the classroom. You can find lots of colorful stickers on my covers. Come see me first!

Answer: _____

2. I'll be your guide for levels two, three, four and five. Take me to the table along with the lesson packet. I'm laminated so I can stay protected even after many people use me throughout the day. I may be only half of one sheet but you can't do the lesson without me!

Answer: _____

3. I was made just for you so you can find me in the area that is only for tutors. Whenever you are stuck in a lesson you can come to me for new ideas. I'm filled with many pages bound all together.

Answer: _____

4. You can find me hanging like a piece of art,
I have six ideas to help you outsmart
The words in your book
You can chunk them or look
I'm here to help! I'm the ___ ___ ___!

Answer: _____

5. Come to me before the lesson to get caught up. I have names written down my spine. Take out my pieces and you will learn what your student is working on. There are lots of me in the reading center.

Answer: _____

6. Hang me around so you know who you are. I'm brightly colored and easy to wear. You need to know the alphabet to find me. You can't walk around the school without me.

Answer: _____

7. Beginning Readers will use me the most. I'm hanging on the wall but I am a wall. You'll find lots of words under letters on me.

Answer: _____

8. I want to share the joy of reading with everyone. You can take my books with you and keep them forever. If you write about me I'll give you a sticker.

Answer: _____

9. I was made just for your student. You should check me frequently in case I am updated. You'll find me on the back, but I should always be in the front of your mind. There is no one else like me- I'm an individual!

Answer: _____

10. I'm always here to lead the way. I'll give you advice but let you work on your own. Sometimes I'll tutor and sometimes I'll watch you tutor. I'm a real person!

Answer: _____

*Answer Key

1. Read Aloud Library
2. Comprehension Readers Outline
3. Tutor Resource Binder
4. Good Readers Chart
5. Student Boxes
6. Lanyards
7. Word Wall
8. Take Reading Home
9. IRP
10. Site Coordinator