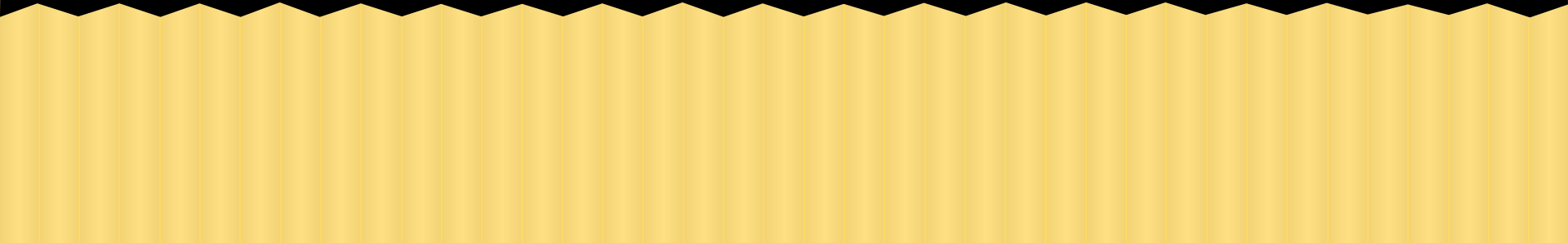# Pony Express Elementary

STARS Online Tutor Training

Welcome

Welcome and thank you for being a volunteer tutor at Pony Express Elementary. We are so excited to have this partnership between you and our students. We want this to be a fun and enjoyable experience.

Your contacts at Pony Express are Jennifer Lund, who is our STAR Coordinator, and Vicki Smith, Principal. Our information is: jlund@alpinedistrict.org and vsmith@alpinedistrict.org. The school phone number is (801) 610-8714. We are here to help. Please email or call with any questions you may have.

This training will help you understand how to become an effective tutor and is designed to give you all the tools you need in order to help the children become successful readers.

Thank you for becoming one of over 2,000 Read-Graduate-Succeed volunteer tutors helping over 4,000 students across the state of Utah. This is very exciting!

Let's get this training started!

STAR Tutoring Program

Overview:

   Current research indicates that a structured reading tutorial program provides achievement gains for students needing extra reading practice and instruction beyond what they receive in their regular classroom. With this understanding, the Utah State Office of Education (USOE) has produced a reading tutorial program called ***Student Tutoring Achievement for Reading (STAR). The STAR*** Program supports the Utah Language Arts Core Standards.

The purpose of **STAR** is to provide primary grade students, who are reading below grade level, additional reading practice. Students participating in **STAR** meet with an adult volunteer who supports them with a series of targeted lessons. The lessons enhance primary reading instruction offered by classroom teachers and support the following researched-based components of reading: comprehension, fluency, and vocabulary. These components are reinforced as students receive guided practice while reading engaging and appropriately leveled reading material.

What is STAR?

Student Benefits

Students benefit from increased reading time, improved reading performance, and rewarding reading experiences. Participants in the STAR Program do the following:

➢ **Teachers -** identify student's needs through formal and informal assessments.

➢ **Students** - are paired with a trained volunteer tutor and work hard to improve their reading abilities.

➢ **Tutors -** provide students with additional reading practice using appropriate books, research-based lessons that support their regular classroom instruction, and with rewarding reading experiences.

Responsibilities of Tutor

- Background checks?
- Commit to volunteering at least 1 hour per week (two half hour sessions) for the remainder of the school year.
- Be dependable and present for all tutoring sessions. If you have a conflict or emergency, please contact the school at 801-610-8714.
- Participate in an initial and ongoing training, which is this tutorial.
- Use the USOE STAR lesson plan for each of the tutoring sessions.
- Document each lesson and keep accurate records of student progress.
- Student safety is a concern for children when on the Internet. In order to maintain a safe environment, contact between tutors and students shall occur only during scheduled tutoring sessions. Please maintain confidentiality and privacy (for you and for students).

The students really look forward to reading to you. Please encourage the children by using sincere and specific praise.

Welcome and STAR Lesson Plan

Dear Tutor,
We are excited that you have the opportunity to work with our students to help them improve their reading skills. We hope it will be a very rewarding experience, both for you and for the students you tutor.

You Might be wondering: What will it take to become a great tutor?

❏ Be positive, and make a personal commitment to the students you are tutoring.

❏ Help your students feel confident, learn to trust you, and experience success every day

❏ Have fun reading!!

Where Do I Find Everything?

Please pull up our Pony Express website, www.ponyexpress.alpineschools.org . Here you will find the header Pony Express STARS. Listed there is all the information you need to become a successful tutor. This website includes forms, lesson plans, leveled passages, and links to other helpful resources. Explore the website and become familiar with everything that is there.

There is a separate lesson plan that will be shared with you through your email as a Google Doc. This is to ensure confidentiality. This document will need to be filled out every tutoring session. Every two weeks they will be printed out at school and then erased for the next two weeks of tutoring.

Resources: USOE Website for STAR Tutoring www.schools.utah.gov/CURR/star/Manuals-Materials.aspx
On this website, you will find the *2014 - 2015 STAR K-3 Manual link*, which will guide your reading instruction. You will find helpful information within this manual. It is written to support the children with their reading and you with your tutoring. Scroll down until you see the Table of Contents, page 9. As you familiarize yourself with the manual, you will notice that we have adapted the program to accommodate online tutoring. Students in grades 3-6 will not engage in all of the same activities, but will have a program adapted for older students, which is research-based as well.

STAR Tutoring Program Lesson Plan

Below is an outline of a STAR Tutoring Program Lesson Plan. The form on the right is filled in daily as you tutor your student. It is used to keep track of daily sessions and to log the progress of the student. After completing the form, the form is shared with the teacher and STAR Coordinator through Google Docs.

Reading Levels A-Z (30 minutes)

1. Word bank (1 minute)
2. Familiar Reread/Retell (3 minutes)
3. Read new book (8-10 minutes)
4. Comprehension (1-2 minutes)
5. Fluency (2-3 minutes)
6. Sight Word Lesson/Content Vocabulary (2-3 minutes)
7. Writing (2-3 minutes)
8. Word Study (If needed)

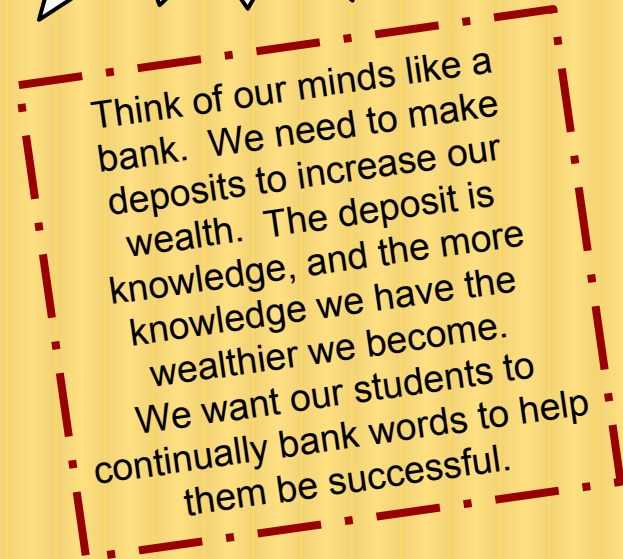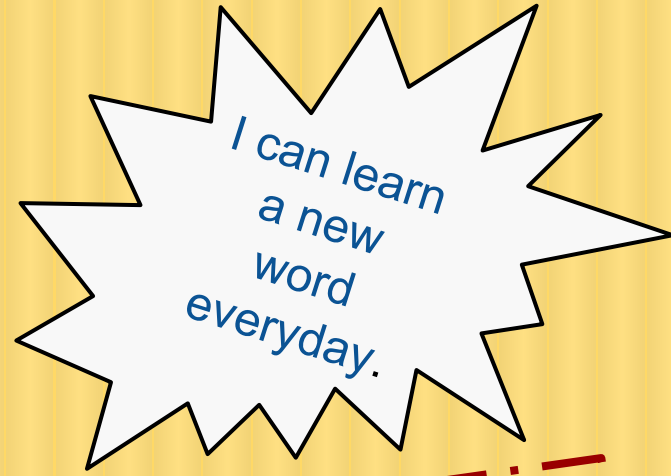| Student's Name:	STAR Advanced Lesson Plan Reading Levels Q-Z (30 minutes)				
	Date	Date	Date	Date	Date
1. Word Bank (1min)					
2. Familiar Retell (2min)					
3. Read new book/chapter book (8-10min)	errors	errors	errors	errors	errors
4. Comprehension (Narrative or Informational) (3-4 min)					
5. Writing (4 min)					
6. Fluency (2-3 min)	WCPM	WCPM	WCPM	WCPM	WCPM
7. Sight Words (M/T) or Content Words (W/TH) (2-3 min)					
8. Word Study If Needed (4 activities below)					
8.1 Word Sort (3-4 min)					
8.2 Fast Pencil (30 sec)					
8.3 Memory Game (3-4 min)					
8.4 Spelling Words 4 to 5 words (2min)					
Notes:					

What is Word Bank?

These are sight words that children need to be able to read automatically. Each level of reading has 100 words that students must know by sight. Most of these words show up frequently while they read. These words need to be automatically recognized in order to become a fluent reader.

During each tutoring session if your student comes across a sight word they do not know please write it down (no more than 2-3 each day) and store the word in the word bank. Your bank can have up to 25 words at a time. The words are written on cards. (This isn't stored on the computer - sorry!)

During the next tutoring session you will share these words and have the student learn them.   When they master reading the word(s) on sight without help they can be removed from the bank and new words can take their place.

If you are unfamiliar with which words are sight words, they are in the file labeled Fry Phrases on the website. This will give you all levels A-Z. Please only write down missed words from the lists at or below their grade level.   (We don't want to frustrate a fourth grader with sight words that are on a sixth grade reading level.)

When you have completed the word bank for the day please check this off on the lesson plan.

Section 1: Word Bank (1 minute)

I can learn a new word everyday.

Think of our minds like a bank. We need to make deposits to increase our wealth. The deposit is knowledge, and the more knowledge we have the wealthier we become. We want our students to continually bank words to help them be successful.

Everytime the student comes to tutoring we want them to reread from the book they read at the previous session. This is called the *Familiar reread*. Have them pull out the book and begin rereading. This is only for a few minutes so you will not finish the book, instead this is a time to work on EARS, which stands for: **E**xpression, **A**ccuracy, **R**ate, and **S**moothness. Help them focus on one or all during the reread. This is an opportunity for tutors to model fluent reading for the student on difficult sentence(s). (To model: Tutor read, read together, then student read

If your student did not finish the book in their previous session, please have them summarize or retell ideas they remember from the text. This helps children remember what they have read, helping increase their comprehension.

*When finished please check off on the lesson plan.

Section 2: Familiar Reread/ Retell (3 minutes)

Practice helps me to be a better reader.
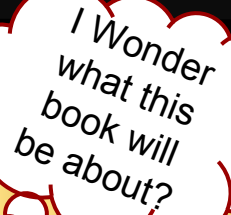
Books???

Since this is a program where we improve reading we have to have books. This poses a problem with online tutoring since both tutor and tutee need to be looking at the same book. We have found a way to do this with a program called Raz-kids. This is an online library that is leveled to help the students improve. The link is on the website to help you get there fast.

Please see the link for RAZ Kids. You will be given a generic account to use. You will then log in as the student logs into their personal account. Both of you will go to the library and go to their reading level. Once in the level you will see a bookshelf full of books for them to choose from. Let them choose, just keep track of the title so they do not repeat. Click on the same book and you can follow along and see everything they see. You will also hear them as they read aloud.

New Book Introduction

I Wonder what this book will be about?

There are four steps to introducing a new book. Please do this for each and every new book they read. The reason we do this to help the student become familiar and gain some background before they begin reading.

1. Tutor first reads the title to student. The student then repeats. Repeat with process with the author/illustrator.
2. Have the student make a prediction about the story by looking at the cover art. Encourage them to expand the prediction beyond the title. This may take some coaxing at first, but the more they predict the more they understand.
3. Next have the children look at pictures and visual cues throughout the book/story that may help them understanding the text as they read. Please point out any tricky words in the text (character names and difficult vocabulary words).
4. Last revisit the prediction. They should be able to add/ change the prediction now that they have seen all the pictures.

* Always give the student an opportunity to share what he/she knows about the subject.
** Check off New Book Introduction on lesson plan.

I Can Read New Books!

The student will begin reading the new book aloud. During this time you will follow along as they read aloud.

Please keep track of errors that you help them correct. If children make a mistake give them the opportunity to fix the mistake on their own. If they make a mistake and keep reading, stop them at the end of the sentence and have them go back and fix the mistake. If they stop on a word, **please do not** jump in and give them the answer. We want them to figure it out. We call this decoding.

You can give prompts to help them figure out the word. (There is a list of prompts on page 37 of the **STAR** manual that you can use to help them decode the word.) Try giving two prompts, and if they still cannot decode the word then tell them the word. If missed word is a sight word add it to their word bank. Once the student has decoded the word have them go back and reread the whole sentence again.

If the child self-corrects, do not count it as an error. We want students to start correcting errors so they become independent while reading.

Read New Book Aloud (8-10 minutes)

★ Please count and record any errors on the lesson plan. Also write down the title of the book. If you do not finish the book, record the page number for the next session.

Comprehension (1-2 minutes)

Comprehension Rationale

Comprehension is the primary reason for reading. It is the most important aspect of reading.

Research shows:
- Comprehension is a complex process in which vocabulary plays an important part.
- Students who are good at monitoring their comprehension know when they understand what they read and when they do not. They have strategies to "fix up" problems in their understanding.
- Asking important questions strongly supports and advances students' learning for reading.
- Teaching comprehension strategies to the student can develop text comprehension.

I can make sense of what I read- that's comprehension.

We have two types of books Narrative/Literature or Informational

In order to help students improve their understanding or comprehension, we have developed questions for tutors to ask students about what they have read. There are different questions for the narrative/literature and for the informational books.
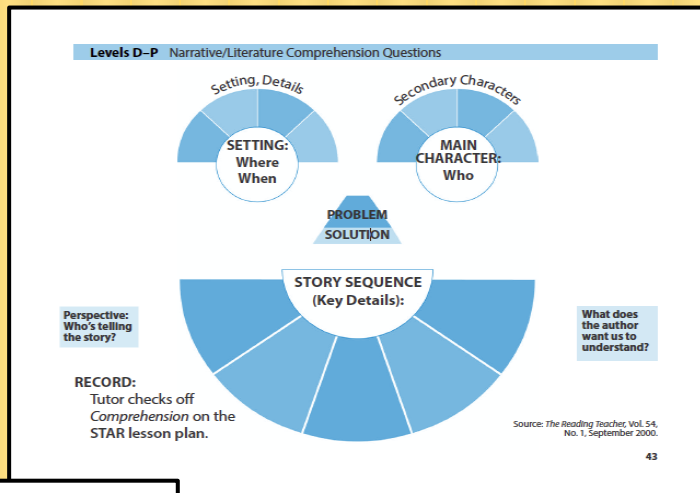
As students select books, they need to identify the type of book they are reading.

Narrative/Literature Comprehension

We have developed graphic organizers to help students summarize ideas from their reading. The first is what we call *"The Smiley Face"* on pg. 43 of manual. This is a visual to help ask questions about the book. You start at the eyes and work down the page. Each empty box is for an answer from the student.

Another option is to use the document *Comprehension Questions*. This is located under Comprehension Questions on the school website. This has twelve questions you can ask your student. They are similar to the face, just written out. Please feel free to use either document.

Eventually your student will be able to retell the information/story without going through the questions. When you ask them to tell you about the story, they will be able to do so.

Levels D–P Narrative/Literature Comprehension Questions

Setting, Details

Secondary Characters

SETTING: Where When

MAIN CHARACTER: Who

PROBLEM SOLUTION

STORY SEQUENCE (Key Details):

Perspective: Who's telling the story?

What does the author want us to understand?

RECORD: Tutor checks off *Comprehension* on the STAR lesson plan.

Source: *The Reading Teacher*, Vol. 54, No. 1, September 2000.

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Comprehension Questions????
Narrative/Literature

1. Tell me the names of two characters in the story. (the people or things that the story is about)
2. How are the characters alike? How are they different?
3. Where is the setting? (the place where the story takes place)
4. What is the problem in the story?
5. How was the problem solved? (called the resolution)
6. Where there any words in the story that you did not understand? (define if needed)
7. What do you think will happen next in the story? (make predictions)
8. What clues do you have that helped make the prediction?
9. Look back through the book you read today and find three important words in the story. Why are these words important?
10. How is the character feeling in the story?
11. How did the story end?
12. What does this story make you think of? (make connections either: book to self, book to another book, or book to other media/events/world)

I can describe characters, setting, and key details from a story.

Informational Comprehension

We have informational questions available for informational books. Again we have two different forms for you to use, the *Comprehension Questions* form and the "*Star*" graphic organizer, on page 47 of the manual, which will give you a way to ask your own questions in each session. Some of the questions can be asked before the student begins reading, which will help them look for new information as they read. Some can be asked at the conclusion of their session.

On the "Star" form, you may notice a blue and yellow side of the paper. Sometimes students may be using the same book for multiple days. This form could be used to gather information for 2 days. (It can also be used to gather information for 1 day.)

Once you have completed comprehension please check it off on the lesson plan.

Comprehension Questions???
Informational

1. Let's locate some of the features in the text that are there to help you...Table of Contents, Glossary, Index, Pictures, Graphs, Charts, Drawings, Maps, Bolded words. (locate features that are present in the book)
2. What did you already know about the topic?
3. What is the main topic of the book?
4. Tell me three things you learned from reading the book today.
5. Tell me what you liked about the book you read.
6. Tell me one thing you wish the author would have told you about.
7. Where there any words in the story that you did not understand? (define if needed)
8. Look back through the book you read today and find three important words in the story. Why are these words important?
9. What does this topic make you think of? (make connections either: book to self, book to another book, or book to other media/events/world)
10. When you read, one way to improve your comprehension is to create pictures in your mind or visualize as you read. Think about what you just read and describe what pictures you had in your mind.

I like reading to find out new information.

Informational Comprehension Questions Levels D–P

I can identify the main topic and retell key details of the text.

DAY 1 — Who, What, Where, When, Why, How?

DAY 2 — Retell using text features (graphics, charts, etc.).

Topic/ Main Idea Key Details

What is the author's purpose? (Answer, explain, describe.)

What did you learn? (new words/ideas)

What do you want to learn?

DAYS 1 & 2 — One-sentence summary
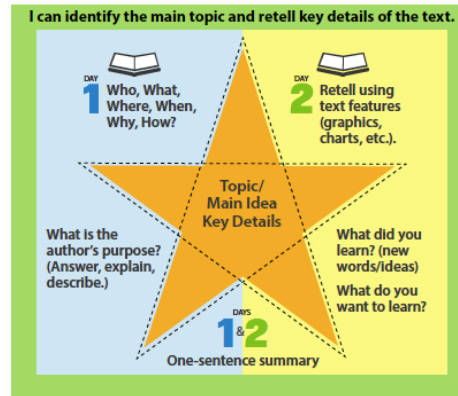
TIP: Tutor asks the student to use the text to talk about and the key details.

RECORD: Tutor checks off *Comprehension* on the STAR lesson plan.

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I can identify the main topic and retell key details of the text.

Sight Word Recognition Rational

Sight words are words we can't sound out, or that we use so frequently we learn them by sight. For this reason each grade has a set of 100 sight words they should know by the end of the year.

Goal: Students will read 100 sight words per minute until the words become challenging. After that, the children will concentrate on learning 20 words at a time.

On the school website, you will find sight word lists for grades 1-6. The lists are called the *Fry Sight Words*. They need to be 95% proficient and reading each page in under a minute in order to move on (children cannot miss more than 5 words per page).

Students will begin reading the easiest words, which is the 1st grade list. Keep timing the students until the words become challenging. This will be the leveled list that the child will focus upon learning. As they pass off a list, they move onto the next page.

Research shows:

- ❏ The best strategy for developing reading fluency and comprehension is to provide students with many opportunities to read the same passages orally.
- ❏ To aid comprehension, students must group words within a sentence into meaningful phrases.
- ❏ Automatic word recognition requires instruction and practice to become effortless.
- ❏ The practice of orally rereading text that contain mostly words they know helps students become fluent readers.
- ❏ Helping students develop a large sight word vocabulary is important to achieving reading success.

Sight Words (2-3 minutes)

Say it, write it, spell it aloud.

Fry Sight Words Activities

After you have established the student's level using the Fry Sight Words, you can use page 51 of the manual to find activities for students to help them learn additional sight words. In the manual, there are three activities you can choose from if time permits. Please incorporate activity 1 and 2 daily.

Activity 2 is designed to help incorporate words into the word bank. Only add 1-2 words each day up to 25. (See Word Bank for instructions)

*In the manual there are three additional activities you can choose from if time permits. Please incorporate these activities when you can.

**Please check off on lesson plan when finished.

Fry's Fourth 100 Sight Words (Levels Q–S)

1-Minute Timing

Name: _____ Date: _____ Score: _____/100

GOAL: 95% Accuracy

301. ___ body	321. ___ usually	341. ___ hours	361. ___ five	381. ___ cold
302. ___ music	322. ___ didn't	342. ___ black	362. ___ step	382. ___ cried
303. ___ color	323. ___ friends	343. ___ products	363. ___ morning	383. ___ plan
304. ___ stand	324. ___ easy	344. ___ happened	364. ___ passed	384. ___ notice
305. ___ sun	325. ___ heard	345. ___ whole	365. ___ vowel	385. ___ south
306. ___ questions	326. ___ order	346. ___ measure	366. ___ true	386. ___ sing
307. ___ fish	327. ___ red	347. ___ remember	367. ___ hundred	387. ___ war
308. ___ area	328. ___ door	348. ___ early	368. ___ against	388. ___ ground
309. ___ mark	329. ___ sure	349. ___ waves	369. ___ pattern	389. ___ fall
310. ___ dog	330. ___ become	350. ___ reached	370. ___ numeral	390. ___ king
311. ___ horse	331. ___ top	351. ___ listen	371. ___ table	391. ___ town
312. ___ birds	332. ___ ship	352. ___ wind	372. ___ north	392. ___ I'll
313. ___ problem	333. ___ across	353. ___ rock	373. ___ slowly	393. ___ unit
314. ___ complete	334. ___ today	354. ___ space	374. ___ money	394. ___ figure
315. ___ room	335. ___ during	355. ___ covered	375. ___ map	395. ___ certain
316. ___ knew	336. ___ short	356. ___ fast	376. ___ busy	396. ___ field
317. ___ since	337. ___ better	357. ___ several	377. ___ pulled	397. ___ travel
318. ___ ever	338. ___ best	358. ___ hold	378. ___ draw	398. ___ wood
319. ___ piece	339. ___ however	359. ___ himself	379. ___ voice	399. ___ fire
320. ___ told	340. ___ low	360. ___ toward	380. ___ seen	400. ___ upon

4

Oral Reading Fluency Rationale

Fluency is the ability to read a text accurately and quickly. When fluent readers read silently, 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.

Fluency is important because it provides a bridge between word recognition and comprehension. Because fluent readers do not have to concentrate on decoding words, they can focus their attention on what text means.

To increase fluency, students will do a one-minute timing on a leveled passage. This will be a cold read (student has never read before). The leveled passages are on the website under leveled passages. Please pick the next one on the list under the level the student is working on. You will time them for one minute keeping track of any errors they make along the way. Just like the sight words if they stop on a word give it to them (but count as an error) and have them keep going.

When the time is up, record the WCPM (words correct per minute) on the lesson plan. This is done by taking the number of words read and subtracting the errors.

Fluency (2-3 minutes)

Research shows:

➔ Researchers have found several effective techniques related to repeated oral reading:
   ◆ Students read and reread a text a certain number of times or until a certain level of fluency is reached. Four rereadings are sufficient for most students.
   ◆ Oral reading practice can be increased through the use of audiotapes, tutors, peer guidance, and other means.
➔ Reading fluency can be developed gradually over time and through substantial practice. Fluency can be developed by modeling fluent reading and by having a student engage in repeated oral reading.

Fluency

While you are recording the WCPM the student will be doing the same on this chart in their folders. This has to be done by them daily. At the school we will help them the first couple of days, just make sure they show you when they are done.

Student Name:

ORAL READING WORDS PER MINUTE 60 WCPM to 106 WCPM

Enter Date, Passage, Level, WCPM—tutor should count total words read minus errors = total WCPM. Then rotate chart and have student color in squares from the red baseline up to the words correct per minute read.

| Date | Passage | Level | WCPM |

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Movin' on up Passage   Level P #1

Kiya

Kiya flew to the high place where the gulls came every   11
noon. The other gulls were still away, searching for their   21
morning food.

Hungry as Kiya w...
with pain, he wanted on...
highest spot he could fi...
And there he rested.

Then a group of c...
"Look!" they cried. "T...

Kiya watched as...
around him. Closer an...
wings and tried to fly...
body.

Movin' on up Passage   Level P #2

A Stable of Horses

Alfred was so excited he couldn't stand still. A man had   11
given a whole stabl...
could ride. And for...
horse!

He hopped fr...
for his turn. Then,...
friend Joe.

"No, you don...
shirt.

Alfred climbe...
the bar. "My name...
said.

"In that case,...
real name is Abigai...

Just then the g...
first.

Movin' on up Passage   Level P #3

Homesick

Julie had never been away from home before, and her   10
first night in the country was a frightening one. Of course, she   22
knew Aunt Jean and Uncle Harry well, for they had often   33
come to the city to visit her parents. But this was the first time   47
she had been at their farm. She didn't know whether she was   59
going to like making friends with horses, and cattle, and   69
chickens.   70

Julie wished Aunt Jean had never written the letter   79
asking if she could come for a visit. She wished she could go   92
home. She wished…   95

Julie rubbed her eyes. She didn't want to cry. After all,   106
she was in the third grade. But she did feel lonely and strange   119
as she stood in the middle of the room before she got ready for   133
bed.   134

Fluency

Fluency is the most important part of this program, it is so vital that if we ever have delayed starts or have to cut a session short this will be the one thing that must be done. This component is key to showing growth and moving students up levels.

Here you will see the *Moving on Up Chart*. This chart is vital and you will be looking at it each day. As you can see, it breaks down grades, levels, and WCPM. Students may be working one level below their grade, which is why they are part of this program. This will help you know what we want them to achieve. Every time you give a Fluency timing you will be comparing it to this chart.

If they are reading on level M for example you will notice they need to be reading 87 WCPM. This will be the goal. Once the student meets or surpases 87 WCPM **three times** they will be moved up to the next level by the STAR coordinator (you will be notified). We use the fluency chart to determine when a child moves up a level. Students will receive rewards for moving up a level.

Students should make achievable goals. Children may try to increase their previous WCPM or make less mistakes than last time. Encourage your student with positive and sincere praise and you will see the results. We want to push them, but not too hard or they will not respond. With a gentle push they will start to see improvements and that is a success.

7.2 Movin' On Up Chart

When is it time to move up a level?

Grade	Level	WCPM
1	D	10
1	E	18
1	F	26
1	G	34
1	H	42
1	I	47
2	J	58
2	K	68
2	L	78
2	M	87
3	N	91
3	O	95
3	P	100

Grade	Level	WCPM
4	Q	104
4	R	108
4	S	112
4	T	115
5	U	120
5	V	125
5	W	130
6	X	135
6	Y	140
6	Z	145

Answer:
1. Count words the student read and subtract errors.
2. Student must reach WCPM on his/her level on three different passages on three separate days.
3. Check with the STAR Coordinator before moving the student up a level.

Finished!

We're are done! Well almost, you will notice that we did not go through the Vocabulary Content and Writing sections. These we will wait to implement in a few weeks.

We don't want to overwhelm you in the beginning. We want you to get comfortable and then we will implement the rest.

We want to thank you for becoming a volunteer tutor. We could go into the research that shows the growth of these students when they get wonderful people like you for tutors, but we won't. You will see it everyday. You will see the growth, not just on paper but in their eyes, on their faces, and in their countenance.