



UNITED TO LEARN 1:1 READING PROGRAM OUTLINE

Objective

To share out best practices from United to Learn supported schools that encourage each school to implement a successful 1:1 reading program.

Volunteers

Volunteers provide unique one-on-one attention that is not always present in an average school day for students. Volunteers help students to develop a positive reading identity through playful interaction and consistent engagement.

Recruitment

- Consult with designated United to Learn partner to obtain volunteers
- Allow flexibility to accommodate volunteers' schedules

Training

Volunteers need to be trained to be the most effective during 1:1 tutoring sessions. Training options that are available to each campus include:

- Training through Reading Partners
- United to Learn hosted trainings
- Selected DISD representative trainings

1:1 Program Outline

The purpose of each program is to provide an opportunity for struggling students to become a positive influencer who loves reading. We all learn best through play; therefore the goal is to make reading exciting and educational.

Steps of Each Session

1. Collect your buddy's "reading journal" and United to Learn bag, which will contain all your materials for each reading session. Confirm with your reading buddy's journal that the materials in the bag are those equal to your buddy's reading level.
2. Collect your buddy from his/her classroom. Take your buddy to one of the designated work areas. If weather is permitting, take your buddy outside to the garden. (Nature helps us learn!)
3. Start with the journal and discuss last week's goal. Award your buddy with stickers for how many days they worked on the skill. Be enthusiastic, give praise and if they struggled with the task, take a moment to think with them about what would have worked better. (See the directions on setting goals and implementation intentions.)

4. With your buddy, select an exciting book to read. If your student is reading use the “Five Finger” rule. Always be guided by your student’s interest.
5. Have your student read to you, or you read to your student. Remember that an active listener is “EPIC.”
6. If your student starts to struggle, don’t immediately jump in – give them 5 seconds to think. If they cannot work it out, just tell them what the work is. Don’t make them sound it out – this interrupts the flow of the story and flow is what engages a reader. If you are reading to your student, stop and let them ask questions, or ask questions of them. Asking questions prompts them to think about the story and predictions of what will happen. Remember to encourage them to be “EPIC” listeners.
7. Discuss the story. Ask open ended questions about the story:
 - a. “Did you like the story?”
 - b. “Who was your favorite character?”
 - c. “What would you have done in the situation?”
 Be curious about what happened in the story and get your student thinking about it too.
8. If time allows, play a game with your buddy incorporating a skill they are working on.
 - a. Word bank
 - b. Alphabetic practice
 - c. Sight words
9. At the end of the session leave a couple of minutes to reflect on the skills used, praise your buddy for the skills that they exercised, and then ask them how they approached some part of the problem/skill that you thought they did well in. Research shows that reflecting on skills helps mastery.
10. Set a goal for the following week – some kind of fun challenge that is relevant to whatever skill your buddy is working on. (See sample goals).
11. Return your buddy to their classroom and the resource bag to the Reading Buddy Corner.
12. Reflect on a good well done!

Program Resources

The guiding principle is to make reading instruction as seamless as possible. United to Learn ensures that each volunteer is equipped to effectively engage each student, significant part of this is having the right resources easily available to the mentors in a convenient location. Resources include:

- Resource Bag
- Schedule

Resource Bag

The resource bag will be easily accessible for volunteers to collect when they arrive on campus. Each resource bag should contain:

- Student journal for tracking progress
- Paper
- Coloring tools for writing and drawing in response to a story
- Alphabet and letter manipulatives for early emergent readers
- Games for engaging with reading elements (i.e sight words)
- Incentive baggie
 - Stickers
 - Pencils
 - Erasers
- ABC Ring

Schedule based on 45-minute sessions or 25-minute sessions

STEPS	45 MINUTE SESSION	25 MINUTE SESSION
Collect student’s journal and resource bag	✓	✓
Pick up your student and take student to designated area	✓	✓
Discuss last week’s goals Award stickers, pencils, etc. for how many days they worked on the skill	✓	
Select an exciting book with your student Use the “Five Finger Rule”	✓	
Read the book together Encourage your student to be an active listener	✓	✓
Discuss the story by asking open ended questions	✓	✓
Reflect on the skills used	✓	✓
Set a goal for the following week	✓	
Play games Word Bank, Site Words, etc.	✓	
Return student to classroom	✓	✓
Return journal and resource bag	✓	✓

Metrics

Sharing the collective achievements of students is a key element to the overall success of each reading program. Suggested metrics are:

- ISIP Scores
 - Monitor every six weeks
- ACPs