



BUILDING PARTnerships

Parents as Reading Tutors

Just Read, Florida!

K-12 Leadership Conference

June/July 2008

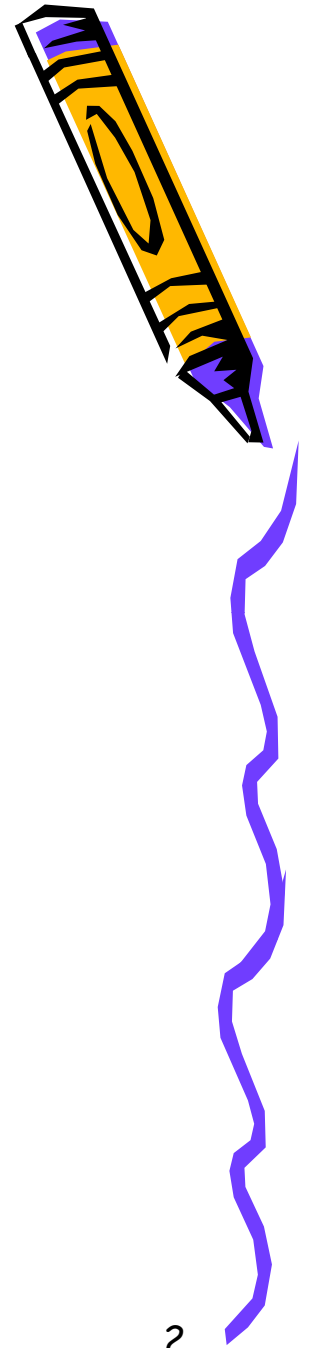


Presented by:

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Edgewater Elementary School



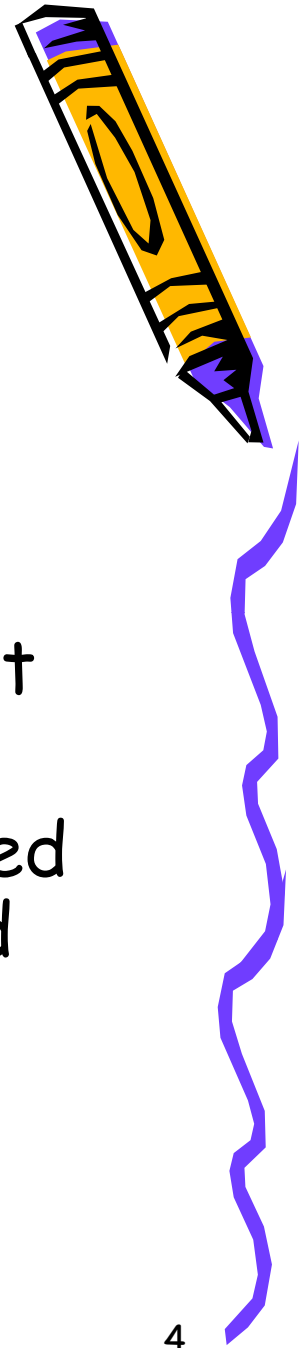
Goals for this session:

- Explain the Building PARTnerships Project
- Discuss collaboration between projects, schools and families
- Provide instruction and materials to enable participants to replicate the project in other districts.



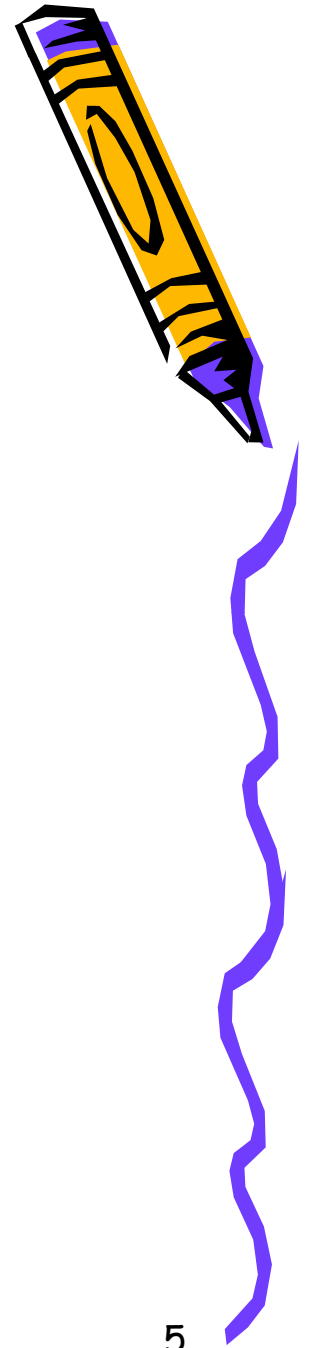
What is Building PARTnerships ?

- A collaboration
- A training for family members
- A "Train the Trainer" for schools
- A sustainable, economical and replicable effort
- A research-based tutoring method that works



What we did:

- Built a parent training
- Trained parents
- Followed-up with the participants
- Trained school-based trainers
- Sustained effort over five years





Building PARTnerships: Parents as Reading Tutors

*Based on Paraprofessionals as Reading Tutors
By Duvall, Delquadri and Hall
Sopris West

PowerPoint developed by M.J. Ziemba, Florida Inclusion Network

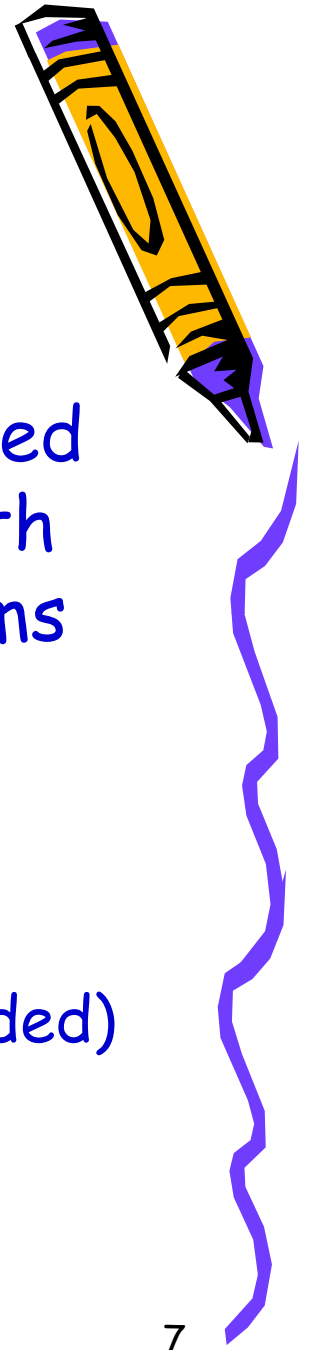


What is PARTnerships?

- An easily learned, scientifically developed tutoring program for parents to use with their children who have reading problems
- Has two phases
 - Tutoring (11 to 15 minutes a day)
 - Independent Reading (less parent help needed)

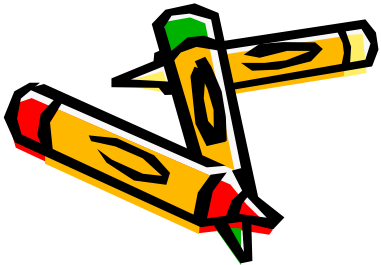


* Duvall, Delquadri, and Hall

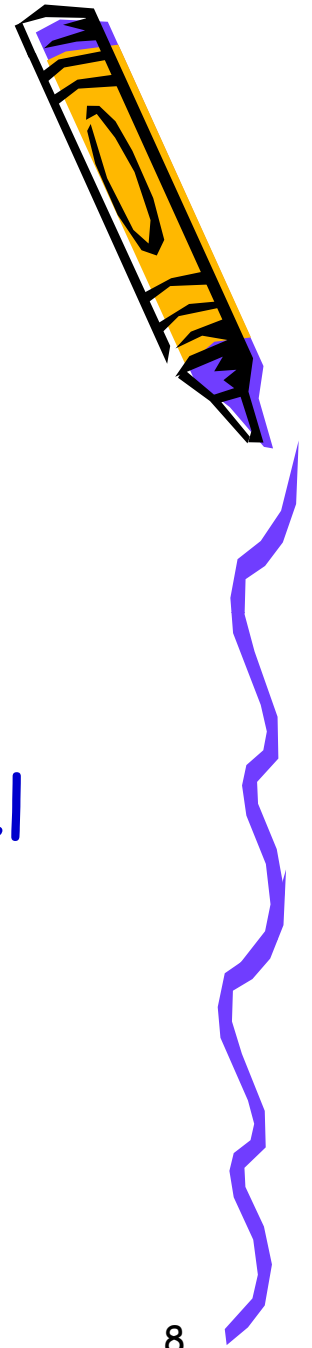


Who can benefit ?

- Slow learners
- Learning disabled
- Students reading below grade level
- Good readers

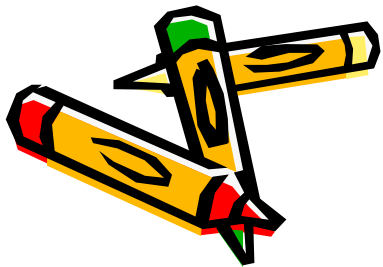


* Duvall, Delquadri, and Hall



Who can benefit?

PART is especially helpful for children who have difficulty with reading **fluency** (reading quickly and accurately) and reading **comprehension** (understanding what is being read).



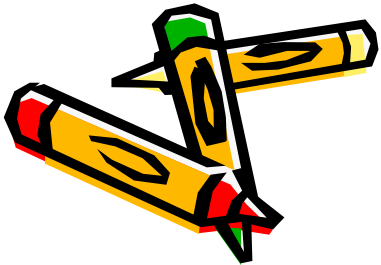
* Duvall, Delquadri, and Hall



Why does fluency matter?



Fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the words mean.



What reading rate is acceptable?

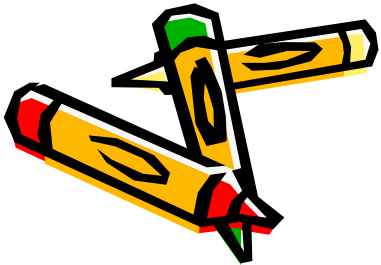
Rates vary by grade. These scores are for students at low risk of reading failure on Risk Level Charts developed by FCRR for end of the year.

Grade 1	40- 64 wcpm
Grade 2	90-108 wcpm
Grade 3	110-128 wcpm
Grade 4	118+ wcpm
Grade 5	124+ wcpm
Grades 6-12	147+ wcpm



Who can tutor?

- Originally designed for parents
- Can be used by anyone who has the ability to read the student's lesson
- Requires some training and practice

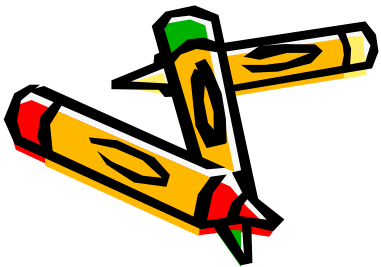


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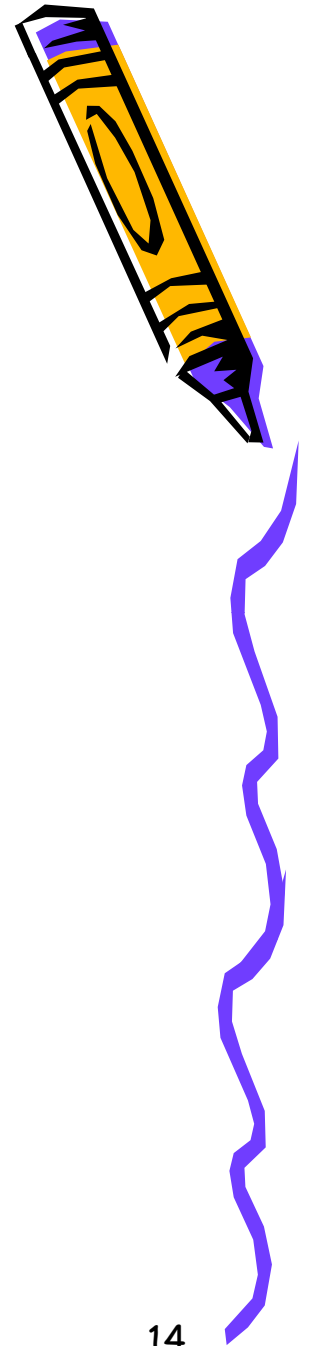
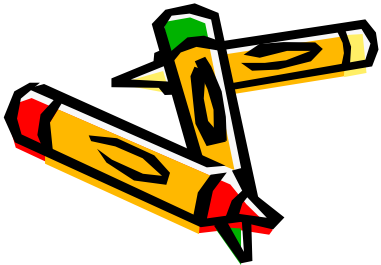
Advantages

- Greatly increases student's reading practice opportunities
- Can begin as soon as the reading problem becomes known- no wait time
- Increases student self confidence



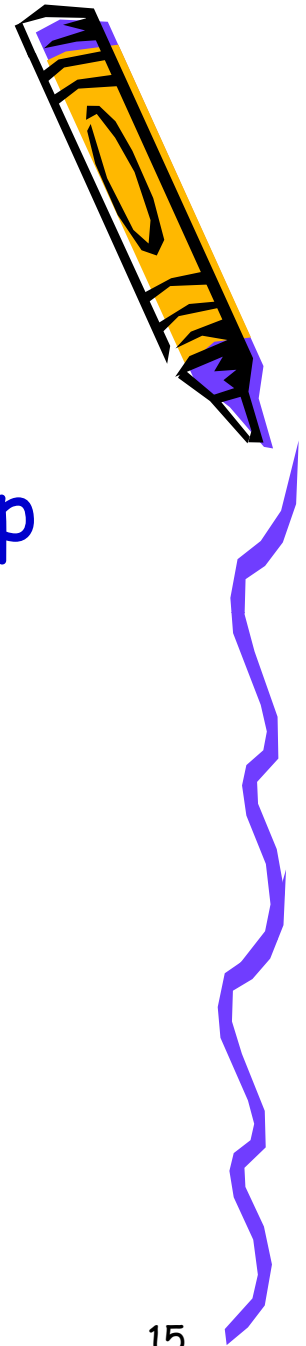
Getting ready

- Take a class & read materials
- Set a positive tone
- Gather tutoring materials
- Schedule a regular session time
- Prepare the place you will use
- Practice



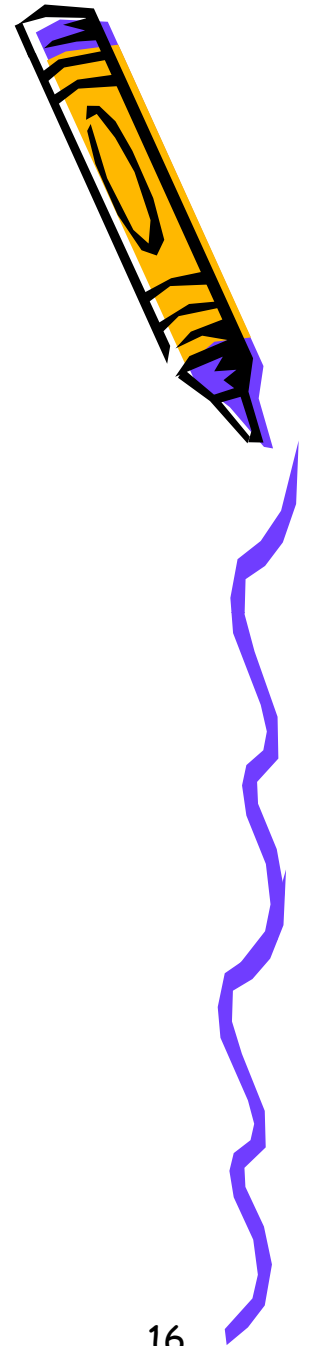
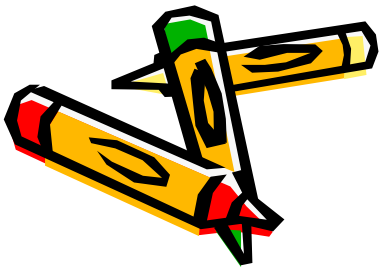
Establishing a positive atmosphere

- Explain that the purpose is to help the child become a better reader
- Explain what it will be like & how much time it will take (only 11-15 minutes)
- Explain the steps
- Make it FUN!



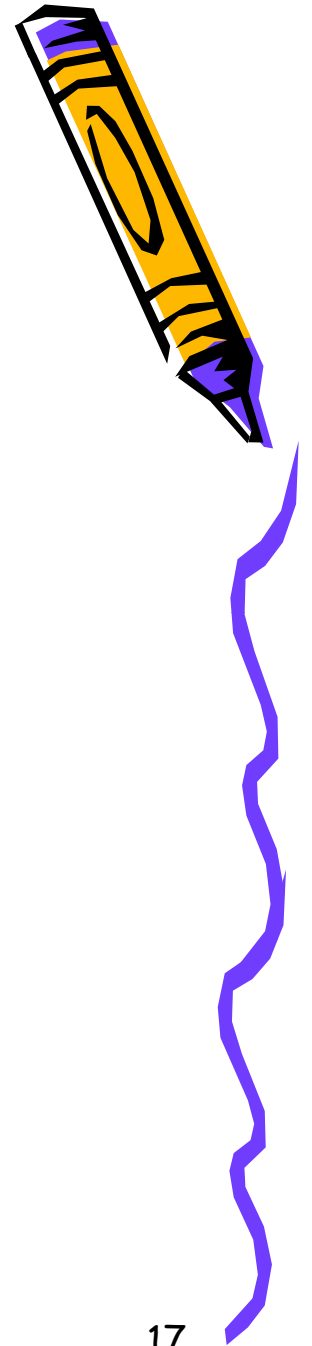
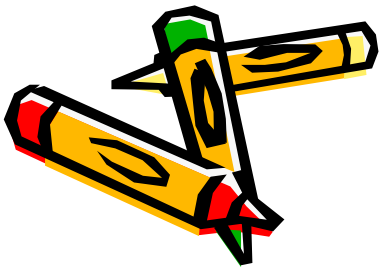
Materials needed:

- Timer
- Scratch paper
- PARTnership Graph
- Child's reading material



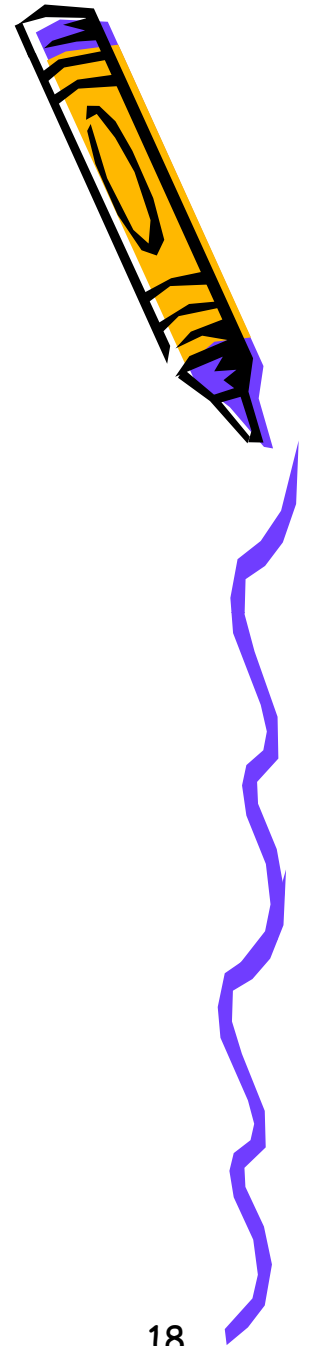
Prepare location

- A table and two chairs
- Good light
- No TV or distractions
- Tidy



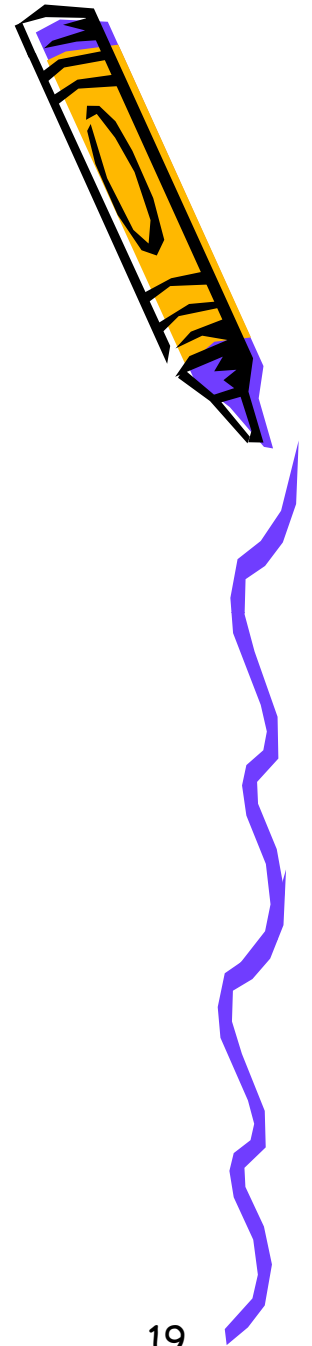
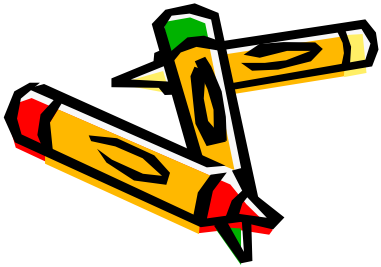
Tutoring With PART

- Determine your child's reading level
- Tutoring
- Testing daily progress
- Testing weekly progress

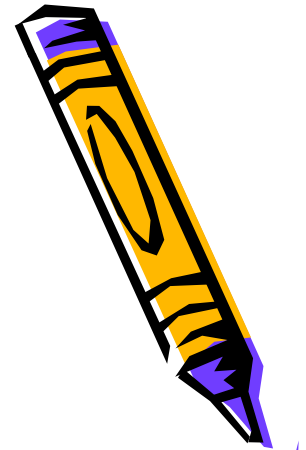


Determining Your Child's Reading Level

- Before you ever tutor
- One week- five days
- One minute timed reading test
- New material each day

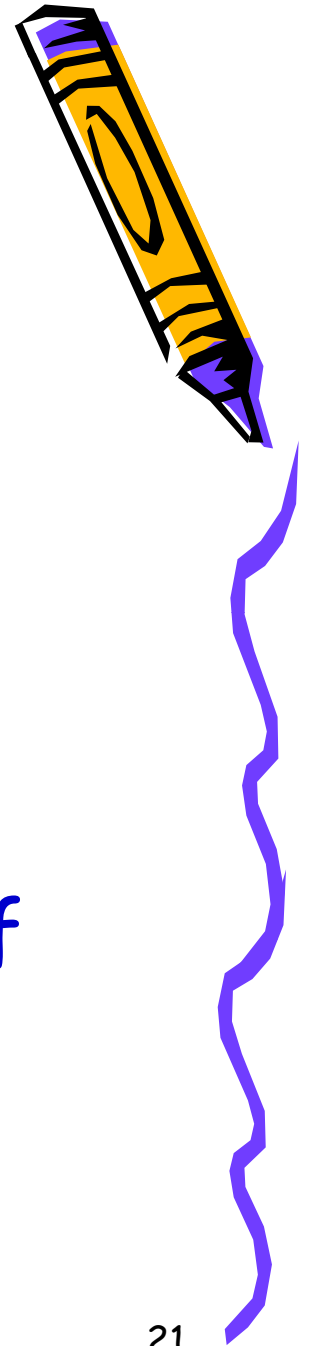


Timer Practice!



Procedure

- Listen as child reads for 1 minute
- Mark start and stop point
- Count mistakes
- Count number of words read
- Subtract mistakes from number of words read



Say this:

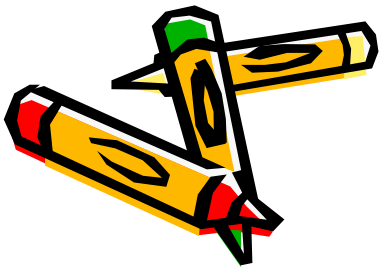
"I would like for you to begin reading here and keep reading until I say, 'Stop'. I cannot help you with any of the words. If you come to a word you don't know and can't figure out, skip it and keep right on reading. Get ready, start."



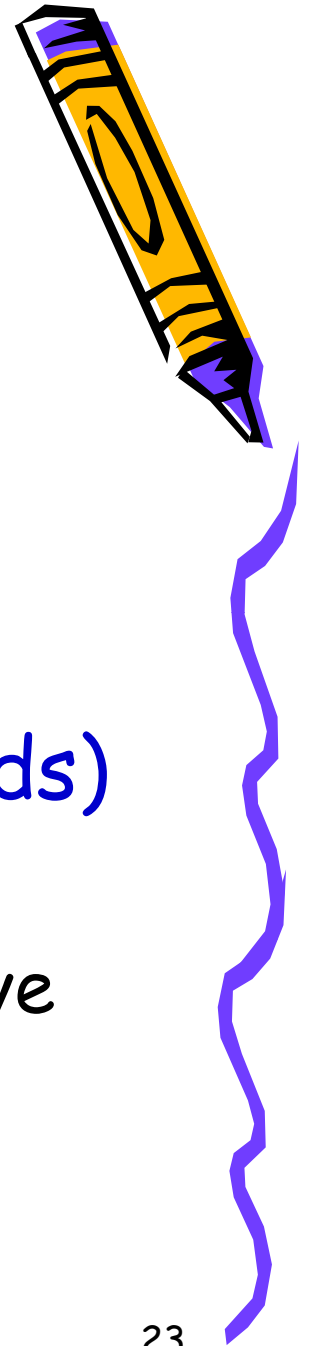
Errors

- Mispronunciations
- Omissions
- Additions
- Hesitations (of more than 3 seconds)

Tally errors on scratch paper. Do not give any help, instructions, or comments.

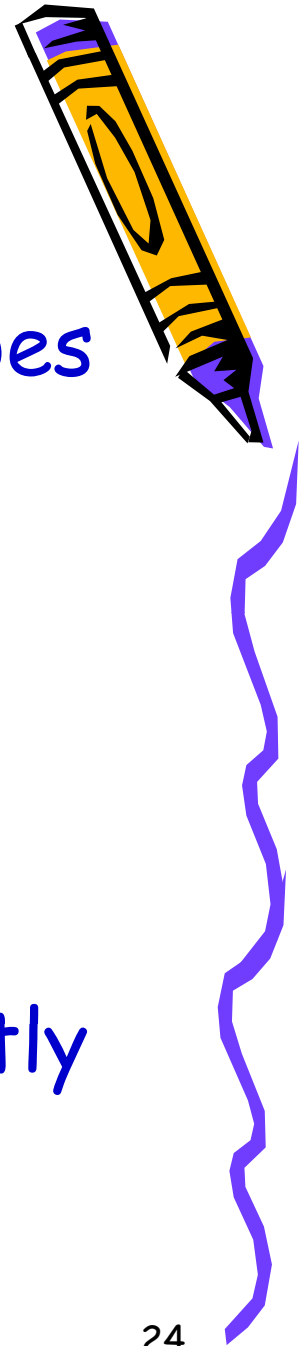


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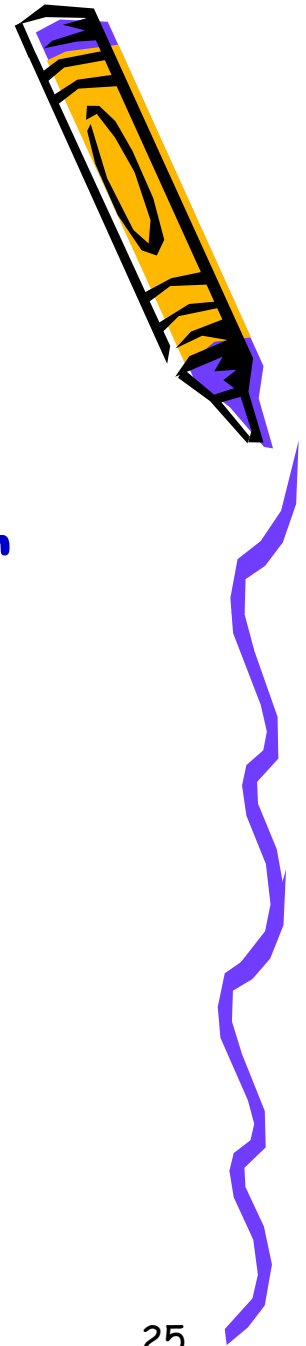
Counting words

- Mark last word read when timer goes off
- Count the number of words read
- Subtract number of errors
- This gives you total number of correct words
- Graph the # of words read correctly and the number of errors



Watch Us !

We will model the procedure for determining the child's reading level.



Practice with your partner



- Practice determining child's reading level
- Take turns being the parent and the child

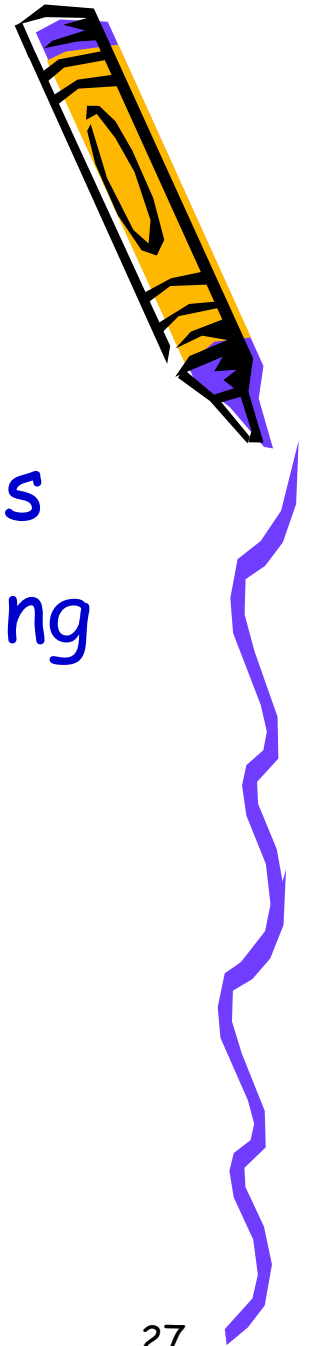


Tutoring Phase

Once you have determined the child's reading level, you move to the tutoring phase. This begins at week two and continues until the child has met fluency goals.

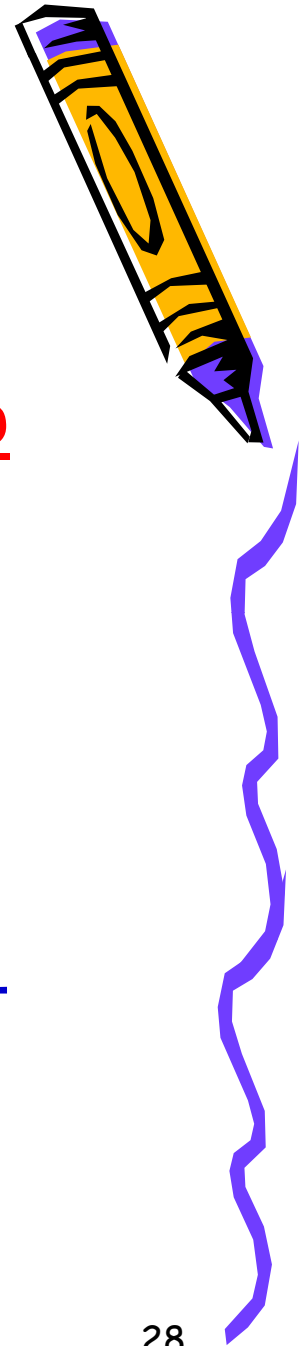
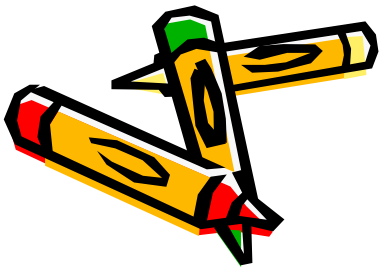


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Tutoring sessions

<u>Grades</u>	<u>1-2</u>	<u>3 and up</u>
• Tutor	7 min	10 min
• Ask questions	3 min	4 min
• One minute test	1 min	1 min
<hr/>		
Total	11 min	15 min



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Reading practice

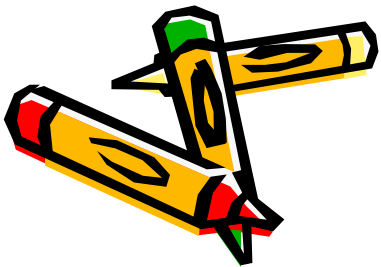
- Set timer for 7 (10) minutes
- Mark starting point
- Child reads for 3 (4) minutes. Mark stopping point
- Have child reread the marked passage until timer goes off



Correcting mistakes

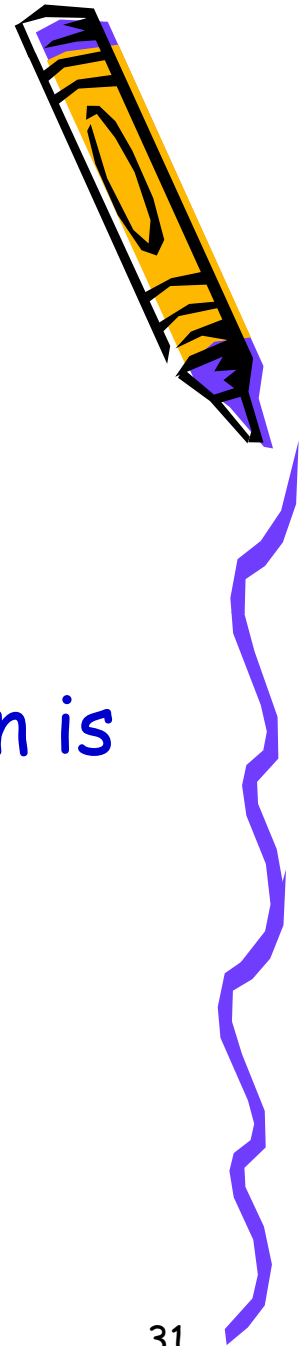
Child makes a mistake....

- Point to the word(s) and say it correctly
- Child repeats word correctly
- Child rereads sentence from the beginning
- If child repeats error, calmly repeat correction procedure
- Child continues reading the passage



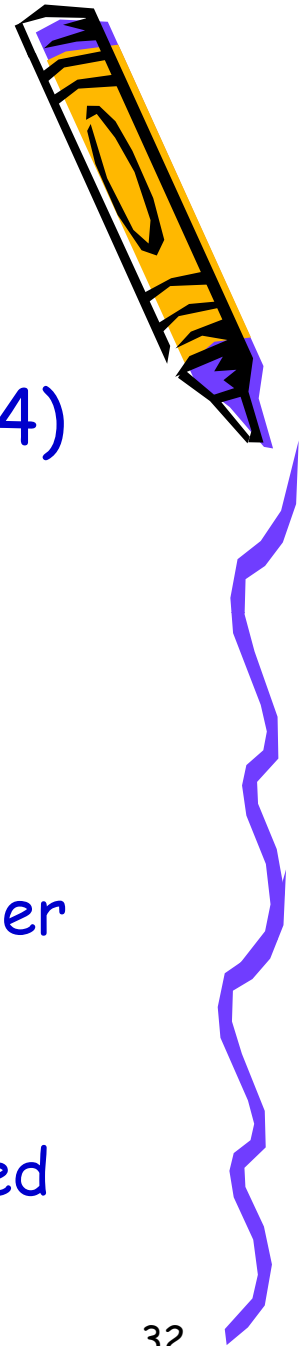
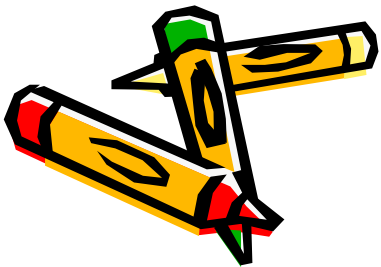
Giving praise

- Praise the child when he repeats a corrected passage and gets it right
- Praise a child when the timed session is over
- Praise a child when he answers a question correctly



Asking questions

- Who?
- What?
- When?
- Where?
- Why?
- Set timer for 3 (4) minutes
- Praise correct answer
- Wrong answers
 - Tell correct answer
 - Repeat the same question
 - Praise if corrected



Practice with your partner

- Practice a tutoring session
- Use procedures for first and second graders
- Take turns being the parent and the child



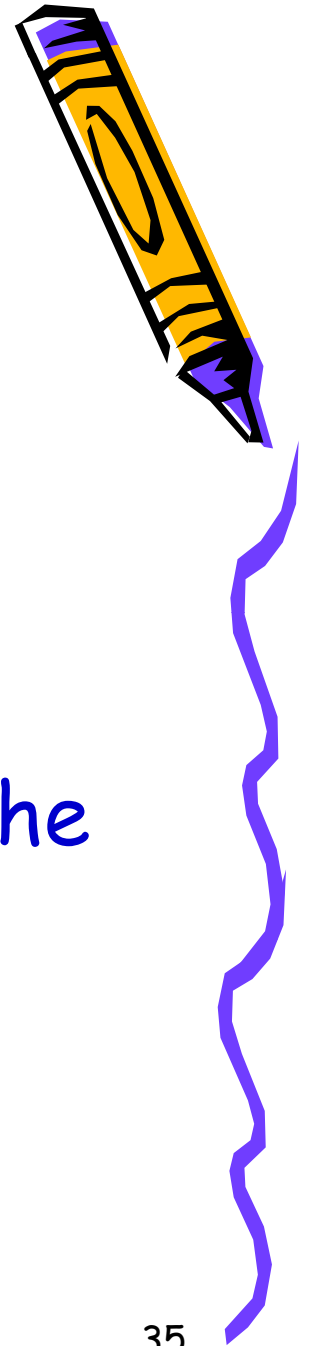
One minute timed test

- Locate beginning of same marked passage
- Set timer for one minute
- Tally errors as child reads (No correction given)
- Stop child after 1 minute
- Mark last word read
- Graph number of words correct and number of errors



Practice with your partner

- Practice a one-minute timing
- Take turns being the parent and the child



Testing Weekly Progress



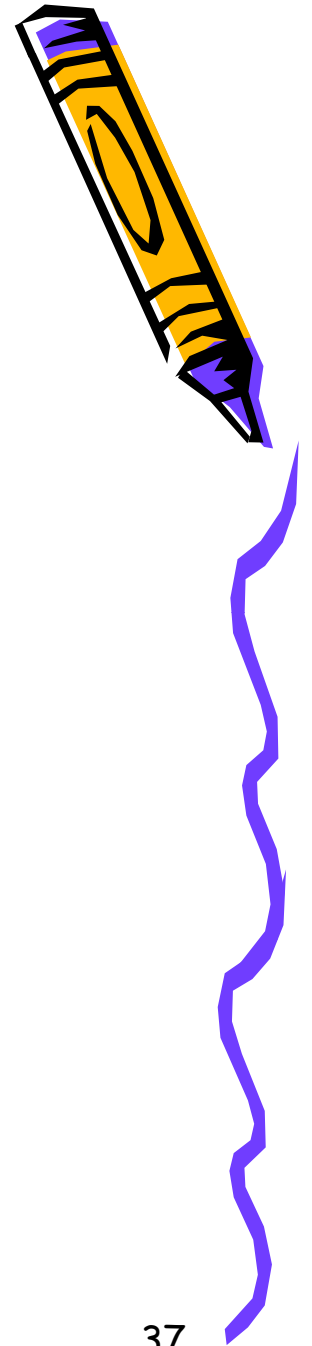
Following the last tutoring session of the week, the child's progress will be measured using a one minute timing in *untutored material*.



* Duvall, Delquadri, and Hall

Weekly test in untutored materials

- Use the same book, a page or two ahead
- Set timer
- Conduct 1 minute timed test
- Graph words read correctly and errors

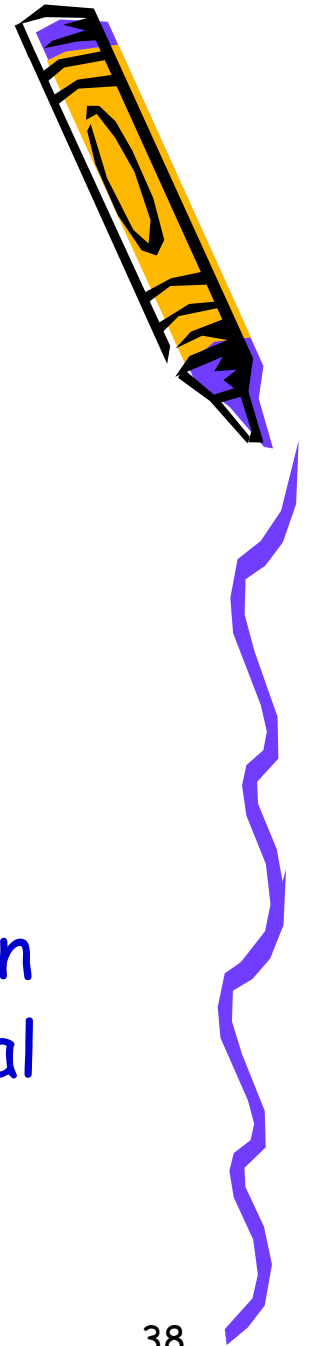


Graphing

- PARTnership graph used to show student progress
- Graph the following:
 - Daily scores for week one
 - Daily scores for each tutoring session
 - Weekly scores for untutored material

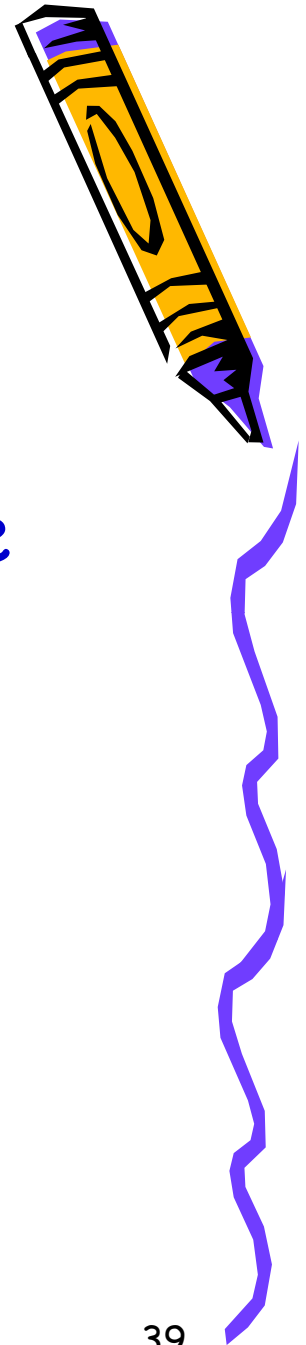


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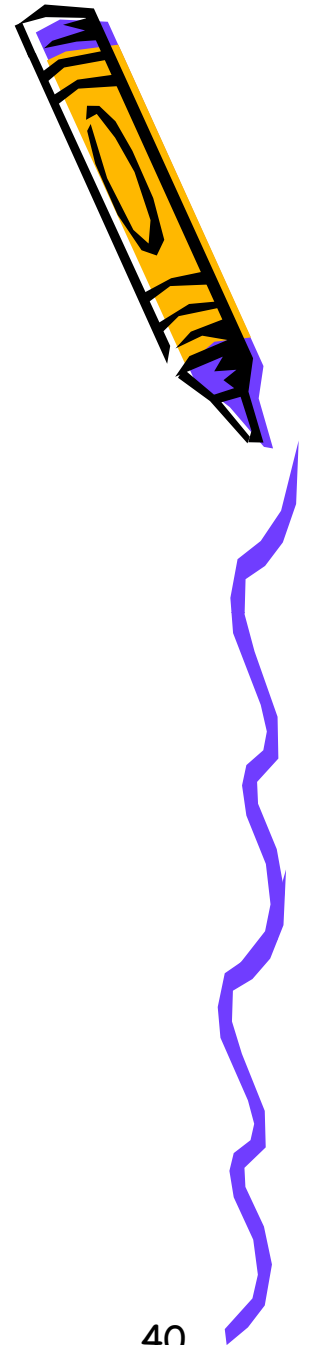
Practice graphing

Graph this child's progress using the scores on the next slide.



Week 1	M	T	W	TH	F	F*
WRC	35	37	42	40	42	35
Errors	3	2	2	1	0	1
Week 2	M	T	W	TH	F	F*
WRC	42	44	46	46	50	38
Errors	3	2	1	0	1	1

*Untutored materials



Independent Reading Phase



As child begins to read more fluently and with greater comprehension on unpracticed material, it is time to shift from the tutoring phase to more independent reading.



* Duvall, Delquadri, and Hall

Independent Reading Formal Step #1



- Child reads to you for 10 minutes as you go about daily tasks
- Ask 10 questions, praise, show interest
- Give weekly 1 minute test
- If child maintains adequate fluency rate and 8/10 correct answers, move to step #2 after 2 weeks



Independent Reading Formal Step #2



- Child reads silently for 10 minutes
- If he maintains adequate fluency rate on timed test and 8/10 correct answers, move on, after 2 weeks



* Duvall, Delquadri, and Hall

Informal steps to maintain reading skills



- Display a list of books your child has read
- Use PARTnership mistake correction and praise on difficult homework (No graphs or tests)
- Take child to the library
- Every so often, share an interesting article or comic
- Within child's hearing tell other adults about how much and how well he reads



Questions?

Thank you for attending
our presentation!

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