



# Reading Partners Guide

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**PENCIL Foundation Mission:** Linking community resources with Nashville public schools to help young people achieve academic success and prepare for life



# Table of Contents

	Page
1. Metropolitan Nashville Public Schools (MNPS) Calendar .....	1
2. Reading Partners Fact Sheet .....	2
3. School Guidelines for Reading Partners .....	3
4. Reading Partner/School Contact Information Sheet .....	5
5. Volunteer Registration.....	6
6. MNPS Volunteer Policies and Standards .....	7
7. Classroom Readers Guide .....	9
8. Read-Aloud Book List.....	13
9. Character Education Information .....	19
10. Character Counts Booklist .....	20
11. One-on-One Readers Guide.....	27
12. Sample Lesson Plan.....	28
13. Prompts for “Making Meaning” .....	30
14. Lesson Plan Forms.....	33
15. Reading Partner Report Forms.....	37

## ***Resources for Reading Partners:***

16. Reading Games .....	41
17. Additional Tutor Training and Activities.....	49
18. Phases of Literacy Development.....	51
19. Tips for Mentoring Young Children.....	55

## ***Additional Materials Included:***

Student Booklet  
*Put Reading First* Booklet



# Metropolitan Nashville Public Schools Calendar 2011-2012

Metro Schools website: [www.mnps.org](http://www.mnps.org)

<b>DATES</b>	<b>SCHEDULE FOR VOLUNTEERS</b>
<b>Fall Semester</b>	
August 11, 2011	First day of school (1/2 day)
August 12, 2011	Teacher in-service day; Students do not report
August 15, 2011	First full day of school; half day for PK and K
Sept. 5, 2011	Labor Day Holiday
October 14-21, 2011	Planning/Professional Development/Fall Break
November 1, 2011	Parent Conference Day; Students do not report
Nov. 23-25, 2011	Thanksgiving Holidays
Dec. 16, 2011	1/2 day, K-12
Dec. 19-Jan.3, 2011	Winter Break, Planning Day
<b>Spring Semester</b>	
January 4, 2012	Students report, first day of spring semester
January 16, 2012	M.L. King Holiday
February 20, 2012	Professional Development Day; Students do not report
March 9, 2012	Planning/Records Day; Students do not report
April 2-9, 2012	Professional Development/Spring Break
May 24, 2012	Last day of school, 1/2 day

# READING PARTNERS FACT SHEET

## OVERVIEW

- PENCIL Foundation's Reading Partners pairs volunteers with children in Metropolitan Nashville Public Schools (MNPS) with the goal of improving children's reading ability and increasing their appreciation and enjoyment of literature.
- The program serves students in pre-kindergarten through grade six.
- PENCIL works collaboratively with MNPS in developing program components, materials, and processes for volunteer training, support, and tracking.

## SCHOOLS

Reading Partners is available to all MNPS elementary and middle schools that need extra support in achieving the MNPS directives to:

- Maximize each and every student's learning and eliminate achievement disparities that exist among different student groups.
- Strengthen parental/community ownership of the school system and their commitment to its success.

## VOLUNTEERS

Reading Partners volunteers support students, teachers, and parents in improving reading achievement. Volunteers are recruited from PENCIL Partners and the greater Nashville community. They assist in the following ways:

- Reading aloud to partnering classrooms once or twice per month on a regular basis.
- Providing individual reading assistance (30 minutes weekly) to students who need extra support and encouragement.
- Serving as positive adult role models and mentors
- Strengthening community involvement in public education

## CONTACT

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# GUIDELINES FOR READING PARTNERS

## School Guidelines

- It is a good idea to set up a brief visit to the school before you begin working with your student. This will allow you to meet the child's teacher, look at materials the teacher would like for you to use with your student, and become familiar with the school and where you and your student will be working.
- Please check in at the office first, each time you visit the school, and sign in and get a school nametag. You will also need to sign out in the office when you leave. This helps the school personnel know who is in the building and helps insure student safety. **Make sure you make a record of each visit to the school online at [www.schoolvolunteers.org](http://www.schoolvolunteers.org).** This allows schools to track volunteer activities and hours donated by volunteers within their school for reporting to Metro Schools and the community.
- Just as in the business world, teachers must operate on a fairly strict schedule, so it is important to arrive at the school at least five minutes before your scheduled time.
- Always wear your nametag while in the school. This will identify you as a person who has permission to be in the building, and will be helpful to the staff and to your student.
- Each school will have a designated contact for you. Please discuss with the school contact what to do in case of having to miss your regular tutoring or read-aloud session, and how you can be contacted in case the student is absent or your class has a special event or field trip scheduled during your regular reading time.
- **It is of utmost importance to keep your regularly scheduled times**, especially with young children, as they eagerly anticipate your visit and are disappointed if their reading partner misses the session.
- Please fill out the Reading Partner/School Information sheet included in this packet, and keep in your Reading Partners Guide. A copy should be given to the school contact so that you and your student's teacher or school coordinator can contact

each other in case of having to cancel a reading session or in the event of an emergency.

- A copy of the **Metropolitan Nashville Public Schools Volunteer Policies and Standards** is included in this guide. Please make sure that you have read this policy and understand the guidelines for working with students.
- If at any time you have questions, concerns, or suggestions please contact the PENCIL Foundation office at 242-3167, ext. 232. We value you and your contributions and want you to have a positive and rewarding volunteer experience!
- Please contact PENCIL as soon as possible if problems arise or if you need help in making contact with your assigned school. We want you to have a positive experience and your feedback is invaluable in helping us determine what works best for our Reading Partners and students and allows us to continue to make the Reading Partners program the best it can possibly be.

Most of all, thank you for volunteering to help  
a child learn to love reading, and

**HAVE FUN!**



# READING PARTNER/SCHOOL INFORMATION

\*Please fill out this form and give copies to your student's teacher and/or school coordinator.

Reading Partner's Name: \_\_\_\_\_

Phone Number: (Work) \_\_\_\_\_ (Home) \_\_\_\_\_

Company/Organization: \_\_\_\_\_

Emergency Contact: \_\_\_\_\_

School Name and Phone Number: \_\_\_\_\_ Phone: \_\_\_\_\_

Student Name: \_\_\_\_\_

Teacher: \_\_\_\_\_ Classroom# \_\_\_\_\_

Tutoring Days and Times: \_\_\_\_\_

Start Date/End Date: \_\_\_\_\_

School Coordinator Name: \_\_\_\_\_

Phone: \_\_\_\_\_



# VOLUNTEER REGISTRATION PROCEDURES

Thank you for volunteering your time to help Metropolitan Nashville Public Schools!  
Please review the procedures and guidelines below:

## **Sign-In and Reporting Procedures**

- All volunteers must register with Metro Nashville Public Schools' online volunteer database to maintain a record of their volunteer service. Use of this system is important to help Metro and individual schools generate reports of volunteer hours and activities, and the in-kind value of volunteer support.
- To access the system, visit the webpage <http://www.schoolvolunteers.org/>. Any computer with internet access should be able to connect to this site.
- When you access the tracking system for the first time, you will need to create a new volunteer account with a password. To help you remember, you may want to record your password here:\_\_\_\_\_.
- After you create your account – and whenever you sign back into your account – you may click on the “My Hours” tab to record your volunteer time. In the section labeled “Report Service on Behalf of,” you will want to select your employer, if applicable, and then select PENCIL Foundation as your organization. Each time you volunteer, be sure to update your volunteer record by logging into your account and recording the hours you have volunteered. Try to keep your account as up-to-date as possible.

Please Note: All volunteers are also required to stop by the school office to sign-in and sign-out as visitors any time they enter a public school building to do volunteer work.

Thank you for helping Metro Nashville Public Schools track volunteer involvement in their schools.

# VOLUNTEER POLICIES AND STANDARDS

Volunteers provide invaluable support for our students and teachers in Metro Schools. We greatly appreciate the time and energy that volunteers invest in the children in our community. Thank you for all that you do.

## **Safety and Security Issues**

The following guidelines have been developed in consultation with Metro Schools to insure that we provide the optimal security and safety of students:

- Sign in and out at the school office for each visit
- Wear a nametag identifying school visitors/volunteers within the school
- Adhere to the school guidelines and procedures as school staff requests
- Protect students from harm or abuse while in a volunteer's care. Examples of abuse include:
  - Physical abuse-spank, shake, slap
  - Verbal abuse-threaten, humiliate, profanity
  - Sexual abuse-inappropriate touch or verbal exchange
  - Mental abuse-shaming, humiliation, anger, inappropriate jokes
  - Neglect-withholding basic care
- Conduct volunteer activities as designated by school teachers/staff in a location which is easily visible by others. Remember that students may not leave the school property.
- Report to the school guidance counselor or principal immediately if a student discloses instances of abuse or intent to harm self or others.
- Receive authorization from the volunteer coordinator/ teacher before giving food, drink, candy, or other rewards/incentives to any student.
- Discipline is not the responsibility of a volunteer. Any issues should be referred to a teacher or administrator.

## **Volunteers as Role Models**

We appreciate the many ways that volunteers support learning and serve as role models for students. We ask that all volunteers:

- Appear clean, neat and appropriately attired (no flip flops, cut-off or small shorts, etc.)
- Treat all students equally regardless of gender, race, religion, or culture and refrain from any comments that can be construed as racist, sexist, or bigoted.
- Refrain from promoting religious doctrines or beliefs, political candidates or parties, or commercial products.
- Respect the confidentiality of students, families, and teachers.

- Meet students at scheduled times; notify volunteer coordinator/teacher if unable to do so.
- Smoking or use of tobacco products on school grounds is prohibited.
- Volunteers may not possess or be under the influence of alcohol or illegal substances.

### **Background Checks:**

All volunteers in Metro Schools must pass a yearly background screen for felony convictions before working with individual or small groups of students. This includes a record check of the Sexual Offender Registry and Abuse Registry in Tennessee and out-of-state records as applicable. Individuals with a history of sexual abuse of children, violent or sexually exploitive behavior or any convictions for a crime in which children were involved will not be permitted to volunteer with students, nor will individuals be allowed to volunteer while charges are pending for any of the afore mentioned crimes.

All PENCIL Foundation Volunteers complete this process as part of their volunteer application process. Background checks completed by PENCIL Foundation remain confidential and are never shared with any other organization or public entity.

### **Volunteer Procedures:**

- All PENCIL Foundation volunteers must complete an orientation session prior to volunteer activities involving students.
- Schools value their volunteers and must track the number of volunteer hours that community members donate. All volunteers need to report their hours of service at [www.schoolvolunteers.org](http://www.schoolvolunteers.org)
- Any costs incurred by volunteers in carrying out their identified volunteer tasks are the responsibility of the volunteers, unless otherwise previously approved.
- Volunteers assist teachers and school staff in providing extra practice and reinforcement of skills taught by MNPS instructors.
- Volunteers are never to be left in charge of classrooms.

# CLASSROOM READERS GUIDE

## Why Is Reading Aloud Important?

“Reading aloud in the classroom exposes the student to:

- A positive role model
- New information
- The pleasures of reading
- Rich vocabulary
- Good grammar
- A broader variety of books than the child would choose on his own
- Richly textured lives outside the child’s own experience

At the same time, the child’s imagination is stimulated, attention span stretched, listening comprehension improved, emotional development nurtured, the reading-writing connection established, and, where they exist, negative attitudes reshaped to positive ones.”<sup>1</sup>

Jim Trelease, in his book The Read-Aloud Handbook, relates the following story concerning the reading ability crisis in our public schools. “In 1983, a national commission was created to discover the causes of the crisis and produce a solution. It was called the Commission on Reading, organized by the National Academy of Education and the National Institute of Education and funded under the U.S. Department of Education. It consisted of nationally recognized experts in how children develop, how they learn language, and how they learn to read. Since nearly everything in the school curriculum rested upon reading, reading was at the heart of both the problem and the solution.”

“It took the Commission two years to evaluate the more than 10,000 research projects that had been done in the last quarter century in order to discover what works, what might work, and what doesn’t work. In 1985, the Commission issued its report,

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<sup>1</sup> Jim Trelease, *The Read-Aloud Handbook*, (New York: Penguin, 1995), pp. 2  
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*Becoming a Nation of Readers.* Among its primary findings, two simple declarations rang loud and clear:

- 'The single most important activity for building the knowledge required for eventual success in reading is *reading aloud* to children.'<sup>2</sup>
- The Commission found conclusive evidence to support the use of reading aloud not only in the home but also in the classroom: 'It is a practice that should continue throughout the grades.'<sup>3</sup>

"What the experts were saying was that **reading aloud was more important than worksheets, homework, assessments, book reports, and flash cards.** One of the cheapest, simplest, and oldest methods of teaching was being promoted as a better teaching tool than anything else in the home or classroom."<sup>4</sup>

It follows then, that volunteer classroom readers can make a huge impact on children's reading interest, enjoyment, and ability. By the same token, volunteer readers experience the joy of working with young children and the satisfaction that comes from knowing that their efforts really do make a difference. It is definitely an opportunity where everybody wins!

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<sup>2</sup> Richard C. Anderson, Elfrieda H. Hiebert, Judith A. Scott, Ian A. G. Wilkinson, *Becoming a Nation of Readers: The Report of the Commission on Reading* (Champaign-Urbana, IL: Center for the Study of Reading, 1985), p.23

<sup>3</sup> Ibid., p. 51

<sup>4</sup> Jim Trelease, *The Read-Aloud Handbook*, (New York: Penguin, 1995), pp. 3

# TIPS ON READING ALOUD TO A CLASS

- Select a book that you like. Children will know if you are enjoying the story. If you think it is boring, it will be boring to them too.
- Choose books that reflect a variety of cultures and genres.
- Look over the book, read it, and be familiar with the story before you read it to the students. Practice reading it aloud. Some excellent books do not work well as read-alouds. Books with lots of dialogue or with complex sentence structures may be good for sharing one-on-one but difficult to follow when read aloud.
- Talk a little about the book, the author, and the illustrator before you begin to read. If the book is one of your personal favorites, share your thoughts about why you like it.
- The first time you read a book to the class, show them the cover and ask them what they think the book is going to be about. You can also keep listeners involved by stopping occasionally and asking the children what they think will happen next.
- Read slowly, but with feeling. Add sound effects if you like.
- Pause to give the children time to look at the pictures and ask questions. Don't be concerned if children interrupt to ask questions. Stop reading to answer the question, then continue.
- Listen to yourself as you read. Are you speaking clearly and loudly? Is there any noise in the background that will distract the listener from the story? Try to pick a quiet place to read so you can hear yourself.
- Enjoy yourself and the story. The children will enjoy the story more if they can hear enthusiasm in your voice.
- At the end of the book, ask discussion questions if you wish. What was your favorite part? Which pictures did you like? Who was in the story?
- Look for opportunities to share with the children ways in which books and reading are a part of adult life and work. Look for ways to demonstrate the joy of reading.

# JIM TRELEASE'S TREASURY OF READ-ALOUDS

Jim Trelease is the author of *The Read-Aloud Handbook*, an excellent resource for teachers, parents, and anyone interested in helping children learn to love reading. Trelease's research-based philosophies can be summed up in the following oft-quoted excerpt from his book.

"The more you read, the more you know;  
the more you know, the smarter you grow;  
the smarter you are, the longer you stay in school and the more diplomas you earn;  
the more diplomas you have, the more days you are employed."

"The less you read, the less you know;  
the less you know, the sooner you drop out of school;  
the sooner you drop out, the sooner and longer you will be unemployed;  
the sooner you drop out, the greater your chances of going to jail."

Trelease is also the author of two read-aloud anthologies (great choices for classroom readers!): *Hey! Listen to This* for grades K-4 and *Read All About It!* for preteens and teens.

The following list is from Trelease's read-aloud treasury. It will give you a place to start in selecting appropriate books to read to children. Please do not feel limited to this list, however. If you enjoy a story, and you find it easy to read aloud, chances are the children will love it and will love you for taking the time to share a special book with them. In addition, any children's librarian can assist you in selecting appropriate stories for reading aloud and for particular grade levels or subject matter.

One note about this list of recommended read-aloud books—Jim Trelease refers to the "listening level" of each recommendation, rather than reading level. Children can listen to, understand, and enjoy books that are beyond their capability to read on their own.



# GOOD READ-ALOUD SELECTIONS

Title	Author	Listening Level	Pages
<b><i>Picture Reference Books</i></b>			
Do Animals Dream?	Joyce Pope	K-5	96
Extraordinary Origins of Everyday Things	Charles Panati	Gr. 6 and up	442
The Kids' Question & Answer Books	editors of OWL magazine	K-6	77
Know It All!	Ed Zotti	Gr. 5 and up	211
Life Through the Ages	Giovanni Caselli	Gr. 3-8	64
The Random House Children's Encyclopedia		K-5	640

<b><i>Picture Books</i></b>			
Aesop and Company	prepared by Barbara Bader	Gr. 2-5	64
Aladdin	retold by Andrew Lang	Gr. 2 and up	30
Alexander and the Terrible, Horrible, No Good, Very Bad Day	Judith Viorst	K and up	34
The Amazing Voyage of Jackie Grace	Matt Faulkner	Pre-S. – 1	38
Amelia Bedelia	Peggy Parish	K-4	24
Amos: The Story of an Old Dog and His Couch	Susan Seligson	Pre-S.- 2	32
Anatole	Eve Titus	Gr. 1-3	32
Angus and the Ducks	Marjorie Flack	Pre-S. – K	32
Arnold of the Ducks	Mordicai Gerstein	Pre-S. – 2	54
Arthur's Chicken Pox	Marc Brown	Pre-S. – 1	28
The Biggest Bear	Lynd Ward	K-3	80
The Boy Who Lived with the Seals	retold by Rafe Martin	Gr. 1-4	32
Brave Irene	William Steig	K-5	28
Brown Bear, Brown Bear, What Do You See?	Eric Carle	Tod. – K	24
By the Dawn's Early Light: The Story of the Star Spangled Banner	Steven Kroll	Gr. 3-8	34
Captain Abdul's Pirate School	Colin McNaughton	Gr. 1-5	32
Captain Snap and the Children of Vinegar Lane	Roni Schotter	K-2	28
A Chair for My Mother	Vera B. Williams	K-3	30
Charlie Drives the Stage	Eric A. Kimmel	K-4	28

<b>Title</b>	<b>Author</b>	<b>Listening Level</b>	<b>Pages</b>
Chester's Way	Kevin Henkes	Pre-S. – 1	28
Cloudy with a Chance of Meatballs	Judith Barrett	Pre-S. – 5	28
The Complete Adventures of Peter Rabbit	Beatrix Potter	Tod.-1	96
Corduroy	Don Freeman	Tod.-2	32
Curious George	H. A. Rey	Pre-S. – 1	48
The Cut-Ups Cut Loose	James Marshall	K-2	30
Deep in the Forest	Brinton Turkle	Pre-S. – 2	30
Dinosaur Bob and His Adventures with the Family Lizardo	William Joyce	Pre-S - 4	30
Encounter	Jane Yolen	Gr. 3-7	30
An Evening at Alfie's	Shirley Hughes	Pre-S. – 2	28
Frederick	Leo Lionni	Pre-S. and up	28
Frog and Toad Are Friends	Arnold Lobel	Pre-S. – 2	64
The Garden of Abdul Gasazi	Chris Van Allsburg	Gr. 2-7	30
George Washington: A Picture Book Biography	James Cross Giblin	Gr. 1-4	40
A Gift for Tia Rosa	Karen T. Taha	K-4	36
Good Griselle	Jane Yolen	Gr. 2 and up	42
Goodnight Moon	Margaret Wise Brown	Tod. – Pre-S.	30
Granddaddy's Place	Helen Griffith	K-3	36
Grandma's Secret	Paulette Bourgeois	Pre-S. – 3	28
Greyling	Jane Yolen	Gr. 2-4	32
Gulliver's Adventures in Lilliput	Jonathan Swift, retold by Ann Keay Beneduce	Gr. 2 and up	32
Harald and the Great Stag	Donald Carrick	K-4	32
Harry in Trouble	Barbara Ann Porte	K-2	48
Harry the Dirty Dog	Gene Zion	Tod.- 2	28
Haunted House Jokes	Louis Phillips	K-5	57
Heckedy Peg	Audrey and Don Wood	K-5	30
Henry Bear's Park	David McPhail	Gr. 1-5	48
Hershel and the Hanukkah Goblins	Eric A. Kimmel	Gr. 1-5	30
The House on 88 <sup>th</sup> Street	Bernard Waber	Pre-S. – 3	48
The Hunter	Paul Geraghty	Pre-S. – 3	26
If You Give a Mouse a Cookie	Laura Joffe Numeroff	Pre-S – K	30
Ira Sleeps Over	Bernard Waber	K-6	48
The Island of the Skog	Steven Kellogg	Pre-S. – 2	32
Jack and the Beanstalk	retold by John Howe	K-3	30
Jumanji	Chris Van Allsburg	Gr. 2-7	30
Jumbo the Boy and Arnold the Elephant	Dan Greenberg	K-3	48

<b>Title</b>	<b>Author</b>	<b>Listening Level</b>	<b>Pages</b>
Katy and the Big Snow	Virginia Lee Burton	Pre-S. – 2	40
Ladder to the Sky	retold by Barbara Juster Esbensen	Gr. 1-5	30
The Last Princess: The Story of Princess Ka'ulani of Hawai'i	Fay Stanley	Gr. 2-6	36
The Legend of the Bluebonnet	retold by Tomie dePaola	Pre-S. – 4	30
Lester's Dog	Karen Hesse	K-4	30
Little Bear	Else Holmelund Minarik	Pre-S. – 1	54
The Little Dog Laughed and Other Nursery Rhymes from Mother Goose		Pre-S.	64
A Little Excitement	Marc Harshman	Gr. 1-4	28
The Little House	Virginia Lee Burton	Pre-S. – 3	40
The Little Jewel Box	Marianna Mayer	K-4	30
Little Red Riding Hood	retold by Trina Schart Hyman	Pre-S. 3	32
Little Tim and the Brave Sea Captain	Edward Ardizzone	K-2	46
Madeline	Ludwig Bemelmans	K-3	30
The Magic Paintbrush	Robin Muller	Gr. 1-5	32
The Magnificent Nose and Other Marvels	Anna Fienberg	Gr. 2-5	48
Make Way for Ducklings	Robert McCloskey	Pre-S. – 2	62
Matt's Mitt and Fleet-Footed Florence	Marilyn Sachs	Gr. 1-3	40
Matthew and the Midnight Towtruck	Allen Morgan	Gr. K-3	26
Matthew's Dragon	Susan Cooper	K-3	30
Max's Dragon Shirt	Rosemary Wells	Pre-S. – K	22
The Midnight Eaters	Amy Hest	K-3	28
Mike Mulligan and His Steam Shovel	Virginia Lee Burton	K-4	42
The Minpins	Roald Dahl	K-4	47
Miss Nelson is Missing	Harry Allard	Pre-S. – 4	32
Molly's Pilgrim	Barbara Cohen	Gr. 1-4	41
Monster Mama	Liz Rosenberg	K-2	30
Moss Gown	William H. Hooks	Gr. 1-5	48
Mr. Hacker	James Stevenson	Pre-S. – 2	32
Mrs. Toggle's Zipper	Robin Pulver	Pre-S. – 2	28
The Mysterious Tadpole	Steven Kellogg	Pre-S. – 4	30
The Napping House	Audrey and Don Wood	Pre-S.	28
Night Cars	Teddy Jam	Pre-S.	26
No Jumping on the Bed	Tedd Arnold	Pre-S. – 2	30
Not the Piano, Mrs. Medley	Evan Levine	Pre-S. – 3	26
Oh, Brother	Arthur Yorinks	Gr. 1-3	36
Old Mother Witch	Carol and Donald Carrick	Gr. 1-6	32

<b>Title</b>	<b>Author</b>	<b>Listening Level</b>	<b>Pages</b>
Osa's Pride	Ann Grifalconi	K-3	30
Owen	Kevin Henkes	Pre-S. – K	22
Owl Babies	Martin Waddell	Pre-S.	30
The Phantom of the Lunch Wagon	Daniel Pinkwater	K-2	30
The Pied Piper of Hamelin	retold by Barbara Bartos-Hoppner	K-5	26
Pink and Say	Patricia Polacco	Gr. 3–up	48
Poonam's Pets	Andrew and Diana Davies	Pre-S. – K	25
The Poppy Seeds	Robert Clyde Bulla	K-2	34
The Principal's New Clothes	Stephanie Calmenson	K-4	40
Regards to the Man in the Moon	Ezra Jack Keats	Pre-S. – 3	32
The Samurai's Daughter	Robert D. San Souci	Gr. 2-6	30
Santa Calls	William Joyce	K and up	38
Shorty Takes Off	Barbro Lindgren	Pre-S. – 2	28
The Shrinking of Treehorn	Florence Parry Heide	Gr. 3-8	60
The Sign Painter's Dream	Roger Roth	K-4	38
The Silver Pony	Lynd Ward	Pre-S. – 4	176
Six by Seuss: A Treasury of Dr. Seuss	Dr. Seuss	K-4	352
Sleep Out	Carol Carrick	K-5	30
Somebody Loves You, Mr. Hatch	Eileen Spinelli	K and up	30
So Much	Trish Cooke	Pre-S. – K	38
Stellaluna	Janell Cannon	K-5	44
The Stinky Cheese Man	John Scieszka	K and up	30
The Story of Ferdinand	Munro Leaf	Pre-S. – 2	68
The Supreme Souvenir Factory	James Stevenson	K-2	56
Sylvester and the Magic Pebble	William Steig	Pre-S. – 4	30
The Tale of Thomas Mead	Pat Hutchins	K-3	32
Ten Small Tales	retold by Celia Barket Lottridge	Pre-S. – K	63
This Time, Tempe Wick?	Patricia Lee Gauch	Gr. 2-4	44
Thomas' Snowsuit	Robert Munsch	Pre-S. – 4	24
The Three Robbers	Tomi Ungerer	Pre-S. – 1	34
Tikki Tikki Tembo	Arlene Mosel	Pre-S. – 3	40
Tintin in Tibet	Herge	Gr. 2-4	62
Tom and Pippo Make a Friend	Helen Oxenbury	Pre-S.	12
The True Story of the Three Little Pigs	John Scieszka	K and up	28
Truman's Aunt Farm	Jama Kim Rattigan	Pre-S. – 2	30
Tuesday	David Wiesner	Pre-S. – 3	28
The Very Hungry Caterpillar	Eric Carle	Pre-S. – 1	38
Wagon Wheels	Barbara Brenner	Pre-S. – 3	64
We're Going on a Bear Hunt	Michael Rosen	Pre-S. – K	32

Title	Author	Listening Level	Pages
What's Under My Bed?	James Stevenson	Pre-S. – 2	30
When the New Baby Comes, I'm Moving Out	Martha Alexander	Pre-S. – 1	28
Where the Wild Things Are	Maurice Sendak	K-3	28
The Whingdingdilly	Bill Peet	Pre-S. – 5	60
The Widow's Broom	Chris Van Allsburg	Gr. 2-7	30
William's Doll	Charlotte Zolotow	Pre-S. – 4	32
The Wretched Stone	Chris Van Allsburg	Gr. 2-7	30

### ***Anthologies***

Classics to Read Aloud to Your Children	William Russell	K and up	40
Fantastic Stories	Terry Jones	Gr. 2-5	128
Great Lives: Human Rights	William Jay Jacobs	Gr. 6 and up	266
Hey! Listen to This: Stories to Read Aloud	Jim Trelease	K-4	410
Little Golden Book Story Land: 40 of the Best Little Golden Books Ever Published		Pre-S. – K	254
Paul Harvey's "The Rest of the Story"	Paul Aurandt	Gr. 6 and up	234
The Random House Book of Easy-to-Read Stories		K-2	249
The Random House Book of Humor for Children	selected by Pamela Pollack	Gr. 3-7	309
Read All About It!	Jim Trelease	Gr. 5 and up	487
Scary Stories to Tell in the Dark	collected by Alvin Schwartz	Gr. 5 and up	112
Talk That Talk: An Anthology of African-American Storytelling	edited by Linda Goss	Gr. 4 and up	492
A Treasury of Children's Literature	edited by Armand Eisen	Pre-S. – 4	302

### ***Poetry***

And the Green Grass Grew All Around: Folk Poetry from Everyone	Alvin Schwartz	K-4	148
Casey at the Bat	Ernest L. Thayer	Gr. 4 and up	32
The Cremation of Sam McGee	Robert W. Service	Gr. 4 and up	30
Honey, I Love	Eloise Greenfield	Pre-S. – 3	42
A House Is a House for Me	Mary Ann Hoberman	Pre-S. – 4	44
The House That Crack Built	Clark Taylor	Gr. 4 and up	30
The Ice Cream Store	Dennis Lee	Pre-S. – 2	60
If I Were in Charge of the World and Other Worries	Judith Viorst	Gr. 3 and up	56

<b>Title</b>	<b>Author</b>	<b>Listening Level</b>	<b>Pages</b>
If You're Not Here, Please Raise Your Hand: Poems About School	Kalli Dakos	Gr. 1-8	64
Kids Pick the Funniest Poems	compiled by Bruce Lansky	K-8	105
Never Take a Pig to Lunch and Other Poems About the Fun of Food	selected by Nadine Bernhard Westcot	K-4	62
The New Kid on the Block	Jack Prelutsky	K-4	160
Where the Sidewalk Ends	Shel Silverstein	K-8	166
<b>Novels</b>			
The Adventures of Pinocchio	Carlo Collodi	Gr. 1-5	144
Bill Peet: An Autobiography	Bill Peet	Gr. 3-5	190
Black Beauty	Anna Sewell	Gr. 4-8	214
Bridge to Terabithia	Katherine Paterson	Gr. 4-7	128
The Call of the Wild	Jack London	Gr. 6 and up	126
Caddie Woodlawn	Carol Ryrie Brink	Gr. 4-6	286
The Case of the Baker Street Irregular	Robert Newman	Gr. 4-8	216
Charlotte's Web	E.B. White	Gr. 2-6	184
The Curse of the Blue Figurine	John Bellairs	Gr. 4-8	200
Dear Mr. Henshaw	Beverly Cleary	Gr. 3-6	134
From the Mixed Up Files of Mrs. Basil E. Frankweiler	E.L. Konigsburg	Gr. 4-7	162
The Indian in the Cupboard	Lynne Reid Banks	Gr. 2-6	182
James and the Giant Peach	Roald Dahl	K-6	120
The Lion, the Witch, and the Wardrobe	C. S. Lewis	Gr. 3-6	186
Maniac Magee	Jerry Spinelli	Gr. 5-9	184
Number the Stars	Lois Lowry	Gr. 4-7	137
Ramona the Pest	Beverly Cleary	Gr. K-4	144
The Secret Garden	Frances Hodgson	Gr. 2-5	240
Sideways Stories from Wayside School	Louis Sachar	Gr. 2-5	124
When the Tripods Came	John Christopher	Gr. 5 and up	151
Where the Red Fern Grows	Wilson Rawls	Gr. 3-7	212
The Wonderful Wizard of Oz	L. Frank Baum	Gr. 1 and up	260

# CHARACTER EDUCATION

## FOCUS AREAS

In collaboration with MNPS and Alignment Nashville's emphasis upon character education in grades K-4, PENCIL's Reading Partners program encourages volunteers to select and share books that portray character traits designated for school-wide focus each month.

### MONTHLY FOCUS AREAS

- August, September, October (first 9 weeks) \_\_\_\_\_ RESPECT, RESPONSIBILITY

**Respect:** Use good manners, honesty, tolerance of differences, consider other people's feelings

**Responsibility:** Do your best, think before you act, keep trying, accept responsibility for your actions, take initiative

- October, November, December (2<sup>nd</sup> 9 weeks) \_\_\_\_\_ FAIRNESS, CARING, KINDNESS

**Fairness:** Don't blame others carelessly, take turns, share, be open-minded, don't take advantage of others

**Caring and Kindness:** Help people, be kind, show that you care, demonstrate gratitude

- January, February, March (3<sup>rd</sup> 9 weeks) HONESTY, TRUSTWORTHINESS, COURAGE

**Honesty** Telling the truth, not lying, admitting wrong doing, being sincere

**Trustworthiness and Courage** Do what's right, have courage, build a good reputation, be true to your word, don't cheat or steal

- March, April, May (4<sup>th</sup> 9 weeks) \_\_\_\_\_ CITIZENSHIP

Cooperate, obey laws, vote, protect the environment, and be involved in the community

For more information on Alignment Nashville and Character Counts please visit [www.alignmentnashville.org](http://www.alignmentnashville.org), and [www.charactercounts.org](http://www.charactercounts.org)

# CHARACTER COUNTS

## BOOKLIST

<b>Author</b>	<b>Title</b>	<b>Type of Book</b>	<b>Value</b>
Babbitt, N.	Knee-Knock Rise. 117 p.	children's fiction	Caring
Burch, R.	Christmas with Ida Early. 157 p.	children's fiction	Caring
Burch, R.	Ida Early Comes over the Mountain. 145 p.	children's fiction	Caring
Cohen, B.	Molly's Pilgrim. 32 p.	children's fiction	Caring
Coutant, H.	Gift. unpub.	children's fiction	Caring
DeAngeli, M.	Bright April. 88 p.	children's fiction	Caring
Drury, R.	Champion of Merrimack County. 199 p.	children's fiction	Caring
Estes, E.	Hundred Dresses. 81 p.	children's fiction	Caring
Perl, L.	Tybee Trimble's Hard Times. 143 p.	children's fiction	Caring
Robinson, B.	Best Christmas Pageant Ever. 80 p.	children's fiction	Caring
Sachar, L.	Marvin Redpost: Is He a Girl?	children's fiction	Caring
Shreve, S.	Flunking of Joshua T. Bates. 82 p.	children's fiction	Caring
Skolsky, M.	Carnival and Kopeck . . . 74 p.	children's fiction	Caring
Sussman, S.	There's No Such Thing as a Chanukah Bush. 48 p.	children's fiction	Caring
Winthrop, E.	Belinda's Hurricane. 54 p.	children's fiction	Caring
Wright, B.	Dollhouse Murders. 149 p.	children's fiction	Caring
Jordan, J.	New Life: New Room. 52 p.	children's fiction	Caring
Miles, B.	Secret Life of the Underwear Champ. 117 p.	children's fiction	Caring
Baylor, B.	Hawk, I'm Your Brother. 55 p.	children's fiction	Citizenship
Chambers, A.	Present Takers. 156 p.	children's fiction	Citizenship
DeJong, M.	House of Sixty Fathers. 189 p.	children's fiction	Citizenship
White, E.B.	The Trumpet of the Swan. 224 p.	children's fiction	Citizenship
George, J.	My Side of the Mountain. 178 p.	children's fiction	Citizenship
Christopher, M.	Fox Steals Home. 178 p.	children's fiction	Fairness
Adler, C.	Get Lost, Little Brother. 144 p.	children's fiction	Respect
Burch, R.	Renfroe's Christmas.	children's fiction	Respect
Byars, B.	18th Emergency. 126 p.	children's fiction	Respect
Conford, E.	Felicia the Critic. 145 p.	children's fiction	Respect
Crofford, E.	Stories from the Blue Road.	children's fiction	Respect
Dana, B.	Zucchini. 122 p.	children's fiction	Respect
DeClements, B.	Nothing's Fair in 5th Grade. 137 p.	children's fiction	Respect
Fisher, L.	Rachel Vellars, How Could You? 155 p.	children's fiction	Respect
Gaeddert, L.	Your Former Friend, Matthew. 75 p.	children's fiction	Respect
Garrigue, S.	Between Friends. 160 p.	children's fiction	Respect



<b>Author</b>	<b>Title</b>	<b>Type of Book</b>	<b>Value</b>
Greene, C.	I and Sproggy. 155 p.	children's fiction	Respect
King-Smith, D.	Magnus Powermouse. 120 p.	children's fiction	Respect
Konigsburg, E.	Jennifer, Hecate, Macbeth	children's fiction	Respect
Lawson, R.	Rabbit Hill. 128 p.	children's fiction	Respect
Selden, G.	Cricket in Times Square 160 p.	children's fiction	Respect
Stolz, M.	Noonday Friends. 182 p.	children's fiction	Respect
Hurwitz, J.	Aldo Applesauce.	children's fiction	Respect
Hurwitz, J.	Law of Gravity: A Story. 192 p.	children's fiction	Respect
MacLachlan, P.	Cassie Binegar. 120 p.	children's fiction	Respect
Mathis, S.	Hundred Penny Box. 47 p.	children's fiction	Respect
McDonnell, C.	Lucky Charms & Birthday Wishes. 84 p.	children's fiction	Respect
Miles, M.	Gertrude's Pocket.	children's fiction	Respect
Beckman, D.	My Own Private Sky. 154 p.	children's fiction	Respect (self)
Bianco, M.	Velveteen Rabbit. 33 p.	children's fiction	Respect (self)
Byars, B.	Glory Girl. 121 p.	children's fiction	Respect (self)
Byars, B.	Pinballs. 136 p.	children's fiction	Respect (self)
Cleary, B.	Ramona the Brave. 190 p.	children's fiction	Respect (self)
Coatsworth, E.	Marra's World. 83 p.	children's fiction	Respect (self)
Fitzgerald, J.	Me and My Little Brain. 137 p.	children's fiction	Respect (self)
Foe, P.	Portrait of Ivan. 131 p.	children's fiction	Respect (self)
Fox, P.	Stone-faced Boy. 106 p.	children's fiction	Respect (self)
Greene, B.	Get On Out of Here, Philip Hall. 150 p.	children's fiction	Respect (self)
Greene, B.	Philip Hall Likes Me, I Reckon . . . 135 p.	children's fiction	Respect (self)
Greene, C.	Leo the Lioness. 118 P	children's fiction	Respect (self)
Greene, C.	Unmaking of Rabbit. 125 p.	children's fiction	Respect (self)
Greenwald, S.	Will the Real Gertrude Hollings . . .	children's fiction	Respect (self)
Haas, D.	Tink in a Tangle. 136 p.	children's fiction	Respect (self)
Hansen, J.	Gift-Giver. 118 p.	children's fiction	Respect (self)
Stolz, M.	Bully of Barkham Street. 194 p.	children's fiction	Respect (self)
Hurwitz, J.	Superduper Teddy. 80 p.	children's fiction	Respect (self)
MacLachlan, P.	Arthur for the Very First Time. 117 p.	children's fiction	Respect (self)
Bohlken, R.	Listening to the Mukies.... 104 p.	children's fiction	Respect/Fairness
Asch, F.	Pearl's Promise. 152 p.	children's fiction	Responsibility
Bishop, C.	All Alone. 95 p.	children's fiction	Responsibility
Buck, P.	Matthew, Mark, Luke and John. 80 p.	children's fiction	Responsibility
Bulla, C.	Shoeshine Girl. 84 p.	children's fiction	Responsibility
Carlson, N.	Brother for the Orphanes. 100 p.	children's fiction	Responsibility

<b>Author</b>	<b>Title</b>	<b>Type of Book</b>	<b>Value</b>
Carlson, N.	Family under the Bridge. 99 p.	children's fiction	Responsibility
Carrick, C.	What a Wimp! 89 p.	children's fiction	Responsibility
Cleary, B.	Henry and the Clubhouse. 192 p.	children's fiction	Responsibility
Cleary, B.	Henry and the Paper route. 192 p.	children's fiction	Responsibility
Cleary, B.	Henry Huggins.	children's fiction	Responsibility
Clymer, E.	Get-away Car. 149 p.	children's fiction	Responsibility
Clymer, E.	Horse in the Attic. 87 p.	children's fiction	Responsibility
Clymer, E.	My Brother Stevie. 76 p.	children's fiction	Responsibility
DeJong, M.	Journey from Peppermint Street. 242 p.	children's fiction	Responsibility
Delton, J.	Backyard Angel. 107 p.	children's fiction	Responsibility
Estes, E.	Moffats. 290 p.	children's fiction	Responsibility
Estes, E.	Rufus M. 320 p.	children's fiction	Responsibility
Fox, P.	One Eyed Cat. 216 p.	children's fiction	Responsibility
Rhoads, D.	Corn Grows Ripe. 88 p.	children's fiction	Responsibility
Sachar, L.	Marvin Redpost: Alone in His Teacher's House.	children's fiction	Responsibility
Sauer, J.	Light at Tern Rock. 62	children's fiction	Responsibility
Stolz, M.	Dog on Barkham Street. 184 p.	children's fiction	Responsibility
Gardiner, J.	Stone Fox. 85 p.	children's fiction	Responsibility
Mann, P.	Street of the Flower Boxes. 71 p.	children's fiction	Responsibility
Avi	Night Journeys. 143 p.	children's fiction	Trustworthiness
Bishop, C.	Twenty and Ten. 75 p.	children's fiction	Trustworthiness
Byars, B.	After the Goat Man. 126 p.	children's fiction	Trustworthiness
Carrick, C.	Some Friend! 112 p.	children's fiction	Trustworthiness
Dalglish, A.	Courage of Sarah Noble. 54 p.	children's fiction	Trustworthiness
Fife, D.	Who'll Vote for Lincoln. 63 p.	children's fiction	Trustworthiness
Fitzgerald, J.	Great Brain Reforms. 165 p.	children's fiction	Trustworthiness
Godden, R.	Mr. Mcfadden's Halloween. 127 p.	children's fiction	Trustworthiness
Langton, J.	Fragile Flag. 224 p.	children's fiction	Trustworthiness
Lenski, L.	Strawberry Girl.	children's fiction	Trustworthiness
Lexau, J.	Striped Ice Cream. 95 p.	children's fiction	Trustworthiness
Pfeffer, S.	Courage, Dana. 160 p.	children's fiction	Trustworthiness
Sachar, L.	Marvin Redpost: Why Pick on Me?	children's fiction	Trustworthiness
Sachs, M.	Call Me Ruth. 134 p.	children's fiction	Trustworthiness
Sharp, M.	Bernard the Brave. 128 p.	children's fiction	Trustworthiness
Shreve, S.	Family Secrets: 5 Very Important Stories. 56 p.	children's fiction	Trustworthiness
Shura, M.	Barkley Street Six-Pack. 159 p.	children's fiction	Trustworthiness
Sperry, A.	Call It Courage. 95 p.	children's fiction	Trustworthiness
Todd, L.	Best Kept Secret of the War. 165 p.	children's fiction	Trustworthiness

<b>Author</b>	<b>Title</b>	<b>Type of Book</b>	<b>Value</b>
White, E.B.	Charlotte's Web. 184 p.	children's fiction	Trustworthiness
Gerson, C.	Tread Softly. 133 p.	children's fiction	Trustworthiness
Little, J.	One to Grow on. 140 p.	children's fiction	Trustworthiness
Mason, M.	Middle Sister. 160 p.	children's fiction	Trustworthiness
Miles, B.	Maudie & Me & the Dirty Book. 144 p.	children's fiction	Trustworthiness
Moskin, M.	Toto. Unp.	children's fiction	Trustworthiness
Charlip, R.	Harlequin and the Gift of Many Colors	children's storybook	Caring
Cohen, M.	See You Tomorrow, Charles. unp.	children's storybook	Caring
Danner, P.	Andre, Angel in a Poodle Suit	children's storybook	Caring
Delton, J.	Two Good Friends. 32 p.	children's storybook	Caring
DePaola, T.	Oliver Button is a Sissy. unp.	children's storybook	Caring
Freeman, D.	Corduroy. 32 p.	children's storybook	Caring
Hutchins, P.	Best Train Set Ever. 55 p.	children's storybook	Caring
Korschanow, I.	Foundling Fox. 48 p.	children's storybook	Caring
Lionni, L.	Alexander and the Wind-Up Mouse.	children's storybook	Caring
Lionni, L.	Tico and the Golden Wings. Unp.	children's storybook	Caring
Sharmat, M.	Gladys Told Me to Meet Her Here. 32 p.	children's storybook	Caring
Sharmat, M.	Mooch the Messy. 61 p.	children's storybook	Caring
Viorst, J.	Rosie and Michael. Unp.	children's storybook	Caring
Zolotow, C.	May I Visit. 32 p.	children's storybook	Caring
Newman, N.	That Dog! 47 p.	children's storybook	Caring
Blos, J.	Old Henry.	children's storybook	Citizenship
Gackenbach, D.	King Wacky. 32 p.	children's storybook	Citizenship
Martin, C.	Summer Business. Unp.	children's storybook	Citizenship
Bonsall, C.	Case of the Double-Cross. 64 p.	children's storybook	Fairness
Brandenberg, F.	Nice New Neighbors. 56 p.	children's storybook	Fairness
Clifton, L.	Everett Anderson's Friend.	children's storybook	Fairness
Hoban, L.	Arthur's Penpal. 62 p.	children's storybook	Fairness
Hoban, R.	Best Friends for Frances. 62 p.	children's storybook	Fairness
Sarnoff, J.	That's Not Fair. 32 p.	children's storybook	Fairness
Iwamura, K.	Ton and Pon: Two Good Friends. 52 p.	children's storybook	Fairness
Aliki	Two Of Them, Unp.	children's storybook	Respect
Anglund, J.	Friend Is Someone Who Likes You. Unp.	children's storybook	Respect
Brown, M.	Arthur's Eyes. 27 p.	children's storybook	Respect
Brown, M.	Arthur's Nose. Unp.	children's storybook	Respect
Bunting, E.	Clancy's Coat. Unp.	children's storybook	Respect
Caines, J.	Daddy. (Unpublished)	children's storybook	Respect
Carle, E.	Grouchy Ladybug. 41 p.	children's storybook	Respect

<b>Author</b>	<b>Title</b>	<b>Type of Book</b>	<b>Value</b>
Caudill, R.	Pocketful of Cricket. Unp.	children's storybook	Respect
Clifton, L.	My Friend Jacob. unp.	children's storybook	Respect
Cohen, M.	Best Friends. 32 p.	children's storybook	Respect
Cohen, M.	So What? 32 p.	children's storybook	Respect
Ets, M.	Play with Me. 31 p.	children's storybook	Respect
Fatio, L.	Happy Lion. unp.	children's storybook	Respect
Flournay, V.	Twins Strike Back. 32 p.	children's storybook	Respect
Griffith, H.	Alex and the Cat. 55 p.	children's storybook	Respect
Hautzig, D.	Handsomest Father. 47 p.	children's storybook	Respect
Hoban, R.	Best Friends for Frances. 31 p.	children's storybook	Respect
Hoose, P. & H.	Hey, Little Ant. 28 p.	children's storybook	Respect
Klein, N.	Visiting Pamela. Unp.	children's storybook	Respect
Lasker, J.	Nick Joins In. 32 p.	children's storybook	Respect
Levy, J.	Alley Oops. 32 p.	children's storybook	Respect
Lexau, J.	I Hate Red Rover.	children's storybook	Respect
Ross, P.	Meet M and M. 41 p.	children's storybook	Respect
Rylant, C.	Miss Maggie. 32 p.	children's storybook	Respect
Sharmat, M.	Bartholomew, the Bossy 32 p.	children's storybook	Respect
Stanek, M.	Growl When You Say R. 32 p.	children's storybook	Respect
Steig, W.	Amos & Boris. 32 p.	children's storybook	Respect
Steig, W.	Caleb & Kate. Unp.	children's storybook	Respect
Stevenson, J.	Wilfred the Rat. 32 p.	children's storybook	Respect
Turkle, B.	Thy Friend Obadiah. 37 p.	children's storybook	Respect
Ungerer, T.	Three Robbers. Unp.	children's storybook	Respect
Walsh, E.	Brunus and the New Bear. Unp.	children's storybook	Respect
Weiss, N.	Maude and Sally. Unp.	children's storybook	Respect
Wittman, S.	Special Trade. Unp.	children's storybook	Respect
Freeman, D.	Come Again, Pelican. 44 p.	children's storybook	Respect
Lobel, A.	Frog and Toad All Year. 64 p.	children's storybook	Respect
Lobel, A.	Frog and Toad Are Friends. 64 p.	children's storybook	Respect
Lobel, A.	Frog and Toad Together. 64 p.	children's storybook	Respect
Marshall, J.	George and Martha. 46 p.	children's storybook	Respect
Marshall, J.	George and Martha One Fine Day. 46 p.	children's storybook	Respect
Marshall, J.	George and Martha Encore. 46 p.Unp.	children's storybook	Respect
McPhail, D.	Sisters. Unp.	children's storybook	Respect
Osborn, L.	My Dad Is Really Something. Unp.	children's storybook	Respect
Brown, M.	Once a Mouse: A Fable Cut in Wood. Unp.	children's storybook	Respect (self)
DePaola, T.	Andy (That's My Name). unp.	children's storybook	Respect (self)

<b>Author</b>	<b>Title</b>	<b>Type of Book</b>	<b>Value</b>
Duvoisin, R.	Veronica. unp.	children's storybook	Respect (self)
Sharmat, M.	I'm Terrific. Unp.	children's storybook	Respect (self)
Cropsey, S.J.	Tinker's Christmas. 59 p.	children's storybook	Respect/Caring
Berenstain, S.	Berenstain Bears' Trouble at School.	children's storybook	Responsibility
Burton, V.	Katy and the Big Snow. 36 p.	children's storybook	Responsibility
Perrine, M.	Salt Boy. 31 p.	children's storybook	Responsibility
Ward, L.	Biggest Bear. 84 p.	children's storybook	Responsibility
Wooden, J.	Inch and Miles. 39 p.	children's storybook	Responsibility
Gramatky, H.	Little Toot. Unp.	children's storybook	Responsibility
Oakley, G.	Church Mice Adrift. Unp.	children's storybook	Responsibility
Berenstain, S.	Berenstain Bears and the Truth.	children's storybook	Trustworthiness
Beskow, E.	Pelle's New Suit. 15 p.	children's storybook	Trustworthiness
Burton, V.	Mike Mulligan and his Steam Shovel. 48 p.	children's storybook	Trustworthiness
Carrick, C.	Climb. Unp.	children's storybook	Trustworthiness
Chorao, K.	Molly's Lies. 32 p.	children's storybook	Trustworthiness
Heyward, D.	Country Bunny & the Little Gold Shoes. Unp.	children's storybook	Trustworthiness
Hoban, R.	Bargain for Frances. 62 p.	children's storybook	Trustworthiness
Hoban, R.	Emmet Otter's Jug-Band Christmas. Unp.	children's storybook	Trustworthiness
Lionni, L.	Swimmy. Unp.	children's storybook	Trustworthiness
Ness, E.	Sam, Bangs & Moonshine.	children's storybook	Trustworthiness
Peet, B.	Cowardly Clyde. 38 p.	children's storybook	Trustworthiness
Piper, W.	Little Engine that Could. Unp.	children's storybook	Trustworthiness
Sharmat, M.	Big Fat Enormous Lie. 32 p.	children's storybook	Trustworthiness
Skurzynski, G.	Honest Andrew. 32 p.	children's storybook	Trustworthiness
Turkle, B.	Adventures of Obadiah.	children's storybook	Trustworthiness
Yashima, T.	Crow Boy. 37 p.	children's storybook	Trustworthiness
Monjo, F.	Drinking Gourd. 62 p.	children's storybook	Trustworthiness



# ONE-ON-ONE READERS GUIDE

## Materials Guidelines

- When working with young children, it is important to have a fairly regular routine for each session, and to plan for each visit. The familiarity of a routine helps the child know what to expect and provides a framework for making progress. In order to help structure the Reading Partners sessions, The **Reading Partner Lesson Plan** is included for your convenience, and may be filled out in advance of each visit by the Reading Partner, sometimes with input from the teacher regarding suggested activities for particular sessions.
- The **Student Booklet** is for the student to fill out, with help from the Reading Partner if needed. The booklet provides the student a way to see accomplishments and progress over time and is a valuable aid in student motivation. The Reading Partner should keep this booklet from session to session, and at the completion of volunteer sessions, give to the student to keep and share with his/her family. The student may want to add more sentences, stories, or drawings to his book, and should be encouraged to add as much as (s)he would like!
- The **Reading Partner Report** is for the Reading Partner to fill out after each session, with notes about what the student read, any skills or activities worked on, and observations on student involvement during the session. This should be shared with the student's teacher and is an important way of documenting student progress over time. At the completion of your volunteer commitment, you may give this to your student's teacher for his/her files.
- A copy of *Put Reading First, The Research Building Blocks for Teaching Children to Read* has been included in your packet to provide you with in-depth information on what research has shown to be the five key components of learning to read. This publication, developed by the Center for the Improvement of Early Reading Achievement, is based upon the findings of the 2000 report of the national Reading Panel, *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction – Reports of the Subgroups*.

# Sample Lesson Plan - 30 minutes

- Quick Review of Previous Session 3 minutes  
The Reading Partner and student look at the Student Booklet together and review words that were learned, titles of books that have been read, and read sentences that the student wrote in the previous session.
- Reread a Familiar Story 5 minutes  
In most cases, the teacher or reading specialist will provide appropriate reading-level books from which the student will read. Review a story that the student read in the previous session, or read a story on the student's "independent" reading level
- Paired Reading of a New Story 10 minutes  
This book will be on the student's "instructional" level.
- Vocabulary and Comprehension 5 minutes  
Discuss the story, check for understanding of new words, and record words that are new to the student in the Student Booklet. Ask questions (see Prompts for "Making Meaning" page 24), and make sure the student understands what has been read.
- Writing Activity and Student Feedback 7 minutes  
The student should write at least one sentence about the story in his Super Reader booklet, and then read the sentence aloud. Another good practice is to print the sentence on a strip of paper, cut the words apart, and let the student put the words back into the correct order. Give specific feedback to the student, such as "By reading the rest of the sentence, you were able to figure out the word 'elephant' on this page. Way to go!"



# READING BOOKS TOGETHER

- In most cases, your student's teacher or the school's reading specialist will provide books on the student's reading level for each session.
- It is very important that the student feel successful at each session. If the chosen book is too difficult, choose another book to read before (s)he becomes frustrated.
- You may wish to bring books to share with your student from time to time. In choosing books to share, the following information may be helpful:
  - Keep the student's individual interests, skills, and characteristics in mind--- children like to relate to characters, situations, and topics.
  - Look for books that present new ideas.
  - Variety is important---introduce different genres (nonfiction, poetry, folk tales).
  - Text and illustrations should depict cultures, families, genders, and abilities in positive ways.
  - Choose books with interesting language that stimulate the child to stretch for the vocabulary and meaning.
  - Talk to your student and teacher about books the student likes.
  - Children's librarians are great sources of information as well, and can be consulted for suggestions on reading and book selections.
  - If in doubt about whether a book is appropriate for your student, please check with the child's teacher or school coordinator.

# PROMPTS FOR "MAKING MEANING"

## *Helping the student read new words*

One of the most important techniques to use when working with a student who is reading is to give the student *time* to try to figure out a word on his own.

Research has shown that good readers are readers who self-correct, and who are "meaning driven". In other words, they notice when they make a mistake or that the word they used doesn't make sense in the sentence, and go back to fix the mistake.

In working with emergent readers, it is critical to allow them time to notice and try to "fix" a mistake on their own. It is best to avoid over-correcting the student, but if the student continues to have difficulty with a word, the Reading Partner may help by providing prompts, such as

- "Check the picture."
- "Think about the story – does that make sense?"
- "Make it sound like talking – does that sound right?"
- "Try re-reading the sentence, and think about the story."
- "Get your mouth ready to say the word (first letter or first part of the word sh, th, etc.), and think about the story."

## *Helping the student with comprehension*

\*It is extremely important to help the student think about what he or she is reading. Too often questions are used only at the end of reading, asked by the teacher or tutor to check comprehension. In fact, successful readers ask themselves questions throughout the reading process. Beginning readers need modeling and practice to learn how to do this.

Effective questions encourage real thinking, not just yes or no answers. Notice too that different kinds of questions require different ways of finding the answer:

**Factual or "right there"** questions can be answered with a single word or phrase found right in the story: "When did the story take place?" "It was midnight, the 25th of October..."

**Inference or "think and search"** questions require finding and integrating information from several places in the story and relating one's own knowledge as well. "When did

the story take place?" "The harvest moon hung high in the sky, shining on the field of ripe orange pumpkins waiting to be picked for Halloween..." Using our background knowledge of concepts like "harvest" and "Halloween" as well as the words "ripe pumpkins" we figure out that this story takes place one night in late October, even though those words aren't used in the text.

**"In the head" or "On my own"** questions require bringing in one's own information, (background knowledge). These can be answered without reading from the book. "We have read a lot of fairy tales, what kinds of things usually happen in fairy tales?" Or, "You told me you have a cat. What might happen in a story called *Puss in Boots*? Do you think it could be true?"

Remember to focus on the positive aspects of the child's responses to encourage future attempts.\*<sup>5</sup>

To aid the student in comprehension, the Reading Partner may want to use some of the following prompts at appropriate points in the story:

- "What do you think this book is about?"
- "What might happen next?"
- "How can you tell that ....?"
- "Why did ....happen?"
- "Why did ....behave that way?"
- "What would you have done?"
- "Did you ever ....?"
- "How did ....make you feel?"
- "What made ....do (or say) ....?"
- "How would you feel if ....?"
- "What happened at the beginning of the story? In the middle? At the end?"
- "What did you like about this book?"
- "How could we learn more about ....?"

Another good practice for 'making meaning' is for the student to write a sentence about the story. The Reading Partner can then cut the sentence apart into words, shuffle them, and have the student put the words back in the right order.

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<sup>5</sup> Suggestions in this section are adapted from Bank Street College of Education, America Reads Project  
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# READING PARTNER LESSON PLAN

\*In planning for tutoring sessions, teachers and tutors may record specific student activities to be completed here.

**Session 1**    **Date** \_\_\_\_\_

**Session 2**    **Date** \_\_\_\_\_

**Session 3**    **Date** \_\_\_\_\_

**Session 4**    **Date** \_\_\_\_\_

**Session 5**    **Date** \_\_\_\_\_

**Session 6**    **Date** \_\_\_\_\_

# READING PARTNER LESSON PLAN

Session 7    Date \_\_\_\_\_

Session 8    Date \_\_\_\_\_

Session 9    Date \_\_\_\_\_

Session 10    Date \_\_\_\_\_

Session 11    Date \_\_\_\_\_

Session 12    Date \_\_\_\_\_

# READING PARTNER LESSON PLAN

Session 13 Date \_\_\_\_\_

Session 14 Date \_\_\_\_\_

Session 15 Date \_\_\_\_\_

Session 16 Date \_\_\_\_\_

Session 17 Date \_\_\_\_\_

Session 18 Date \_\_\_\_\_

# READING PARTNER LESSON PLAN

Session 19 Date \_\_\_\_\_

Session 20 Date \_\_\_\_\_

Session 21 Date \_\_\_\_\_

Session 22 Date \_\_\_\_\_

Session 23 Date \_\_\_\_\_

Session 24 Date \_\_\_\_\_



# READING PARTNER REPORT

Please record anecdotal information on student progress after each tutoring session.

Week 1	Date _____
Week 2	Date _____
Week 3	Date _____

Week 4

Date \_\_\_\_\_

Week 5

Date \_\_\_\_\_

Week 6

Date \_\_\_\_\_

Week 7

Date \_\_\_\_\_

Week 8

Date \_\_\_\_\_

Week 9

Date \_\_\_\_\_

Week 10

Date \_\_\_\_\_

Week 11

Date \_\_\_\_\_

Week 12

Date

# READING GAMES

Games are a fun way for children to practice specific reading, writing and spelling skills. They can spark interest, increase confidence in young readers and writers, and change the pace of a tutoring session.

Some things to keep in mind when selecting or creating games: words for the games should come from the books the child is reading, or has read recently.

Games should be chosen or designed to promote the child's sense of competence and success. If necessary, you should "rig" the game so nobody loses, or the child wins.<sup>6</sup>

Sample Reading Games include the following:

Mix-Up, Fix-Up

Concentration or Memory

Go Fish

Old Maid

Monopoly, or Read and Spell Around

Activities to Practice Word Families

Fishing for Sounds

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<sup>6</sup> All information in this section is taken from Bank Street College of Education, America Reads Project.

# Mix Up, Fix Up

A popular activity with many emergent readers, this builds individual word awareness and recognition as well as understanding of sentence order.

Using a familiar sentence or refrain from a dictated story or book, print the sentence on a large card. Then prepare the individual cards for each word. At first, start with only three or four word sentences or phrases. When the child is comfortably mastering this you can add more words, up to about six.

First, read the sentence or phrase with the child, and lay out the cards in order. Ask the child to read the sentence with you pointing to individual words. Then mix up the cards and ask the child to reorder them. The child may use the master card as a prompt, or may prefer to try it alone and then check.

Notice the child's strategies. Does he say words aloud as he arranges them, or does he do it silently in his head? Does he reread the sequence of the words as he builds the sentence, using the cadence and the context? Does he build sequentially or at random? What other cues does he use?

"Oh lovely mud," said the pig.

pig. "Oh mud," said lovely the

**What you'll need:** Two cards or wide strips of paper, scissors, pen/pencil/marker. Print each strip with the same sentence from a familiar book or story. Leave one strip in-tact and cut the other strip up into individual words. Be sure the write the text clearly in print (not script) letters.

From: Reading Games for Tutors, Claudia Grose, 19??

# Concentration or Memory Game

**To Make:** Select 5 - 10 words from a book (or books) the child is reading. Print each word clearly and boldly on separate 3x5 inch index cards, making pairs of each word. (The child may be able to help you by copying the words you write.)

**To Play:** Shuffle the cards and place them face down in neat rows. Take turns turning up two cards at a time and reading the words aloud. If the two cards match, the player keeps them and takes a second turn. If they do not match, the cards are replaced face down and the next player takes a turn. Play until all the cards are matched. The player with the most pairs wins. If the child has trouble recognizing a word, say the word - do not ask the child to "sound out" the word. The purpose of this game is to build *automatic* recognition of whole words.



You can control the difficulty of the game by the choice and number of words used: for very beginning readers, choose meaningful words that are visually distinctive: "ghost", "dark", "sister", and keep the number of words low. For a more challenging game, include some words that are less distinctive: "when", "what", "this", "that", but be careful not to overwhelm the child.

Variation 1: Instead of matching pairs, you can use rhyming pairs: look, book; dark, park.



Variation 2: This game can also be used to build letter recognition and letter / sound association. Paste or draw simple pictures on one set of cards; and on the other set, print initial consonants to go with the pictures. For example, paste the picture of a dog on one card, and write the letter "D" on a matching card.



# Go Fish

**To Make:** Select 10 - 20 words from a book (or books) the child is reading. Print them clearly and boldly on separate 3x5 inch index cards, making pairs of each word. (Children may help by copying the words you write.) Two to four players can play comfortably.

**To Play:** Shuffle and deal 3 - 5 cards to each player. Place the rest of the deck face down. Players take turns asking each other for a card to match one held in his or her hand. If the opponent has a matching card, it is given over, and the first player takes another turn. If the opponent does not have a match, he or she says "Go Fish" and the player draws from the remaining deck of cards, and the next player takes a turn. Each time a player has a match, he or she reads the words, and puts down the pair, face up. Continue the game until the cards are all used up.

Instead of matching words, rhyming words can be used. In this case, players ask for "a word that sounds like 'night'..." At the end, the child can earn extra points by dictating or writing additional words that rhyme with the base words, or creating "silly" sentences using the rhymes.



**NOTE:** This game can be adapted to use with older children, or more advanced readers: variations can include vocabulary practice such as using homonyms (words that sound alike but are spelled differently and have different meanings: cent/scent; dear/deer, etc.), or contractions (can't; cannot, etc.).

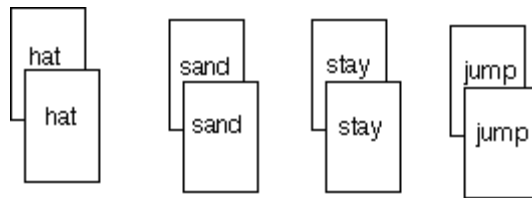


# Old Maid

**To Make:** Select three words per player from a book (or books) being read. Print them clearly and boldly on separate 3x5 inch index cards, making pairs of words. Choose one more word without a match that will be the winning card.

**To Play:** Shuffle and deal 3 - 6 cards to each player. Players take turns drawing a card from a player to their left. If a player draws a card that matches one in his or her hand, he/she reads the two matching words in order to keep the pair. Play continues until all the cards are matched, except for the one odd card. The player who holds that card at the end wins the game.

NOTE: This game can be adapted to use with older children, or more advanced readers: variations can include vocabulary practice such as using homonyms (words that sound alike but are spelled differently and have different meanings: cent/scent; dear/deer, etc.), or contractions (can't; cannot, etc.).



# Monopoly, or Read and Spell Around

A great game to help teach word family patterns and spelling patterns. This should be used with children who write fairly comfortably, usually second grade or older.

**To Make:** Create a game board with 4 or 5 squares on each side. Prepare word cards with families of words that emerge from the child's reading or dictating: night, light, tight; went, bent, sent; hat, cat, bat. (For beginning readers or younger children, make sure the patterns are not too similar: mat, sat, rat; man, can, ran; met, set, bet.) Color code each word family, and each side of the game board.

Place the words face up around the board in sets. To add to the element of chance, have other game directions on the board, such as "take another turn", "go back 3 paces", etc. Prepare score sheets for each player with color-coded headings for each word family.

**To Play:** Role dice or use a spinner to move around the board. Wherever a player lands he reads the word, then writes it in the appropriate "word family" category on the score sheet. Extra points can be earned by dictating or writing sentences with the rhyming words.

For older children variations can be developed to include other spelling patterns, not necessarily rhyming: vowel diphthongs (goat, toast, road) or tricky consonant blend words that may cause trouble: (stick, stuff, stop; slip, slap, slop) or many more.

(red)

	<b>coat</b>	<b>boat</b>	<b>goat</b>	Go back 2 spaces!
(black)	<b>mail</b>			<b>night</b>
	<b>pail</b>			<b>light</b>
	<b>sail</b>			<b>right</b>
	<b>bent</b>	<b>sent</b>	<b>went</b>	Take another turn!

(green)

Score Sheet

Red	Blue
_____	<b>night</b>
_____	_____
_____	_____
Green	Black
<b>sent</b>	_____
<b>bent</b>	_____
_____	_____
_____	_____

(blue)

# Activities to Practice Word Families (Rhyming Patterns)

For example, words in the same family as: **black**

- Introduce a poem or rhyming story such as: Miss Mary Mack:

"Miss Mary Mack, Mack, Mack  
all dressed in black, black, black  
with silver buttons up and down her back, back, back..."

- Encourage the child to point out words in a text that have similar spelling patterns.
- Help the child think of other words that have this pattern. You may have to write a few words for him or her:

*sack*  
*pack*  
*stack*

and then have the child read the whole word and underline the repeated part of the word: "ack."

- Using magnetic letters or scrabble pieces form a word with the "ack" pattern. Ask the student to change the first letter of the word (for example: 's' in sack) to make a new word such as: "pack." You should be sure to provide a limited number of letters (two or three at first) for the child to choose from.

p	st	s	a	c	k
---	----	---	---	---	---

- Remember to choose a word pattern that is useful and important to the student and that relates to something that he or she has read or will read. If possible, start with a word he or she already knows in the word family. After reading a book about being sad, start with the word "cry" and then followed with "fry", "try" and "wry".
- Remember to review the word families you've chosen to work on periodically through other games such as Go Fish (using word families) or Read Around.
- Be sure to give the student a chance to go back to a book, poem, or other texts where he or she can apply this new reading skill. Poems, nursery rhymes and jump rope jingles are a great resource for early readers.

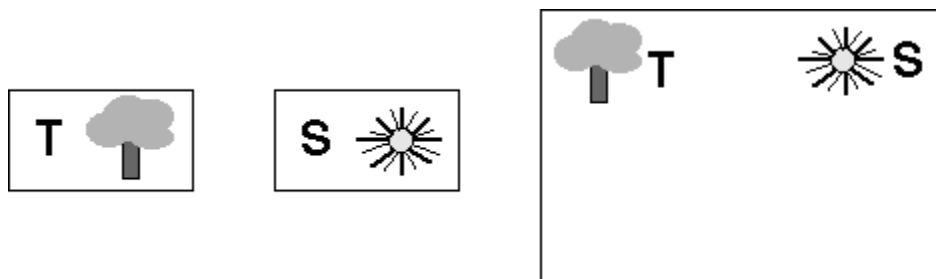
# Fishing for Sounds

Find and cut out small pictures of familiar objects from magazines, old workbooks, catalogues. Try to find several pictures that start with the same letter, such as book, bed, basket, boy; snake, sun, skate, slide...etc. (The child can help; this is a good language activity too.)

Cut out 12 - 15 fish shapes and paste or draw one picture on each fish.



On individual 3x5 inch index cards or on an 8x11 inch piece of paper or cardboard, print consonant letters with a key picture for each group of pictures found. (For example, print the letter "S" with the picture of a sun to represent all the words beginning with that letter.) (If using a sheet of paper, print only two or three letters per sheet.)



**To Play:** Select two or three sets of fish pictures that start with the same letters and mix them up. Place face down on a table and take turns "going fishing." As each fish is turned over, the child names the picture and places it in the appropriate pile under the key letter / picture. When all the fish are caught and placed correctly, have the child "read" the pictures under each heading. If necessary, read along with him or her, saying the letter name and stressing the initial sound of the word. "Yes, here are 'S' pictures: sssun, sssnake, sssaxophone."

To add excitement, you can play as opponents, each player having one or two categories and key letter / pictures. Take turns fishing, and discard those fish that belong to the other player.

# READING PARTNERS RESOURCES

## **Additional Tutor Training:**

CNCS/LEARNS Web-Based Tutor Training:

<http://legacy.nationalservicerresources.org/learns/web-based/>

America Reads Tutor Training: [www.paec.org/david/reading/amreads.pdf](http://www.paec.org/david/reading/amreads.pdf)

America Reads Challenge, On the Road to Reading - A Guide for Community Partners:  
[www.ed.gov/pubs/RoadtoRead](http://www.ed.gov/pubs/RoadtoRead)

Simple Things You Can Do to Help All Children Read Well and Independently by the  
End of the Third Grade: [www.ed.gov/pubs/SimpleThings](http://www.ed.gov/pubs/SimpleThings)

## **Partner/Student Activities:**

America Reads Challenge, Read Write Now!, Activities for Reading and Writing Fun:  
[www.ed.gov/Family/RWN/Activ97/title.html](http://www.ed.gov/Family/RWN/Activ97/title.html)

America Reads Challenge, Read Write Now!, Activities for Reading and Writing Fun:  
[www.udel.edu/ETL/RWN/Activities.html](http://www.udel.edu/ETL/RWN/Activities.html)

America Reads Challenge, Read Write Now!, Spider-man in Amazing Adventures:  
[www.ed.gov/inits/americanreads/spidey](http://www.ed.gov/inits/americanreads/spidey)

Read Write Now!, Play on Paper: [www.udel.edu/ETL/RWN/POPindex.html](http://www.udel.edu/ETL/RWN/POPindex.html)



# PHASES OF LITERACY DEVELOPMENT

## **Phases of Early Literacy Development: Emergent - Early - Early Fluent - Fluent <sup>7</sup>**

The terms beginning reading and writing or early literacy development actually include several phases of learning through which children progress in different ways and tempos. It is an exciting and complex process that usually occurs between the ages 5 through 8. As in most other areas of development, all children do not follow one clear sequential path in lock-step. Rather, individual children may take a variety of routes to reading and writing mastery. Literacy learning is circular or "recursive"; learners may move forward in some areas and seem to step back as they consolidate understanding in others. Thus, reading and writing may not develop evenly. A child may be fluent in one area and emergent in another. Ultimately however, whatever the timetable or path, the goals are the same for all:

- to become fluent and efficient readers and writers who can make sense of and convey meaning in written language;
- to become thinkers and communicators who are actively reviewing and analyzing information;
- to enjoy reading and writing; and,
- to feel successful as users of literacy for a variety of purposes.

### **Phases of Early Literacy: Beginning Reading and Writing**

NOTE: Keep in mind that the grade levels associated with each phase described below are only approximate. In each grade there are likely to be children in all phases of literacy acquisition. Also, remember that within each phase there may be a range of learners who are developing in different ways.

#### ***I. Emergent Readers and Writers (pre-kindergarten through first grade):***

- understand that written language conveys messages
- pretend read and write: they turn pages of books, invent the story using pictures and their memory of a story
- begin to match spoken words with print

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<sup>7</sup> All information in this section is taken from Bank Street College of Education, America Reads Project.

- may know some letter names and some letter sound associations
- may recognize some words and letters in their environment or in texts; but not again in a different context; they may still be unsure of the concept of "word" or "letter"
- can write some letters, usually those in their own names
- in writing may reverse some letters, and may use mostly upper case letters
- may make scribbles or strings of random letters with no spaces; one letter may represent a whole word
- may "read" or attribute meaning to his or her marks; may not be able to "re-read" these marks at a later time.

**Children in this phase benefit from:**

- seeing reading and writing modeled through listening to good stories and seeing others write meaningful messages
- supported practice while reading engaging, predictable books with pictures that clearly relate to and illustrate the story line
- encouragement to experiment with writing
- experience with sorting words and pictures to build letter and sound recognition
- experience with rhyming and other word play
- activities that engage students in using oral and written language

**II. Early Readers (first grade through second grade):**

- know that reading needs to make sense
- are more attentive to print and know more print conventions
- understand that books have exact and unchanging messages carried by print as well as pictures
- can identify most letters by name, and can use some letter/sound knowledge (i.e.: the sound of the first letter) to help figure out words.
- know the meaning of some punctuation (capitals and periods), but may not use consistently in writing and reading
- can recognize, by sight, a small but growing store of words in different contexts
- use pictures, story patterns, context and memory of some words as well as some phonics to make sense of print

**Early Writers:**

- use spaces between words, but not consistently
- include more sound/letter associations in spelling, especially initial or final consonants; may write some whole words or word parts (like "ing") from memory
- can usually re-read his or her own writing



- have variable handwriting: may use more lower case letters, but still could be mixed with caps, may reverse some letters (writing b instead of d)

**Children in this phase benefit from:**

- continued exposure to shared and guided reading of pattern stories and other predictable books, with clear print and pictures
- modeling and explicit teaching of and practice with using three cuing systems and strategies to figure out words and make sense of print
- games, activities to consolidate voice/print match and build sight word recognition
- games and activities to build phonemic awareness
- encouragement to write using invented spelling
- language experience activities
- hearing, discussing, retelling a variety of stories read aloud

**III. Early Fluent / Fluent Readers (second through third grade):**

- recognize many words in and out of context
- can apply phonics and other word analysis skills to figure out and confirm new words
- monitor their own reading for meaning and self correct as needed
- read with increased fluency, accuracy, and expression

**Early Fluent / Fluent Writers**

- are more comfortable with drafting, revising and editing
- show influence of the texts they have read
- express their ideas more elaborately
- use spelling that is closer to conventional spelling
- increase their use of punctuation

**Children in this phase benefit from:**

- continued opportunities to read and discuss a variety of increasingly challenging and personally meaningful texts
- continued practice reading for meaning using various strategies: integrating cuing systems, self monitoring and self correcting
- exposure to and practice with more aspects of word analysis
- practice building accuracy, fluency, expression
- practice reading silently

- guidance and practice with specific comprehension strategies
- encouragement to continue writing with increasing support for revision and editing
- hearing and discussing a variety of literature read aloud

These suggestions are adapted from: R. Huntsman, 1990; L. Rhodes and C. Dudley-Marling, 1996.

# Tips for Mentoring Young Children

Many times, volunteers find that the time they spend with their student(s) is not only focused on academics -- they become friends and mentors as well. This is a winning combination, for in order for children to become successful and well-balanced, research shows that they need the individualized support of many caring adults in their lives. Thank you for your life-long gifts to the young student(s) you work with as a Reading Partner! We include here some mentoring tips to help you along your journey.

## **Qualities of Successful Mentors**

- **Personal commitment to be involved with another person for an extended time period – six months to one year at a minimum.**

Mentors have a genuine desire to be part of other people's lives, to help them with tough decisions, to see them become the best they can be. They have to be invested in the mentoring relationship over the long haul, to be there long enough to make a difference.

- **Respect for individuals and for their abilities and their right to make their own choices in life.**

Mentors can't come with the attitude that their own ways are better or that participants need to be "rescued." Mentors who convey a sense of respect and equal dignity in the relationship win the trust of their partners, and the privilege of being advisors to them.

- **Ability to listen and to accept different points of view.**

Most people can find someone who will give advice or express opinions. It's much harder to find someone who will suspend his or her own judgment and really listen. Mentors often help simply by listening, asking thoughtful questions, and giving participants an opportunity to explore their own thoughts with a minimum of interference. When people feel accepted, they are more likely to ask for and respond to good ideas.

- **Ability to empathize with another person's struggles.**

Good mentors can feel “with” people without feeling pity “for” them. Even without having had the same life experiences, they can empathize with their partners’ feelings and personal problems.

- **Ability to see solutions and opportunities as well as barriers.**

Good mentors balance a realistic respect for the real and serious problems faced by their partners with an optimism about finding equally realistic solutions. They are able to make sense of a seeming jumble of issues and point out sensible alternatives.

- **Flexibility and openness.**

Good mentors recognize that relationships take time to develop and that communication is a two-way street. They are willing to take time to get to know their partners, to learn new things that are important to their partners, and even to be changed by their relationship.

## **Effective Ways To Work With Children**

- Be warm and friendly – learn the children’s names and show interest in what they are doing and telling you – you are very important as a listener.
- When working with children, encourage them to do their own thinking – give them plenty of time to answer. Silence often means they are thinking and organizing what they want to say or write.
- If you don’t know an answer or are unsure of what to do, admit it to the children and work it out together – feel free to ask the teacher of the children for help when you need it. Find a time that is convenient for the teacher to talk with you.
- Use tact and positive comments – encourage children – seek something worthy of a compliment, especially when children are having difficulties.
- Accept each child as she/he is – you do not need to feel responsible for judging a child’s abilities, progress, or behavior.
- If a child is upset, encourage him/her to talk the problem over with you – you need not solve the problem, but by listening and talking you help the child feel you care.
- Respect a child’s privacy – if a child or a teacher reveals personal information, regard it as a confidence.
- Maintain a sense of humor.
- Be consistent with teachers’ rules for classroom behavior, schedule and atmosphere.
- Wear comfortable clothes and don’t hesitate to “get down to a child’s level.”

- If parents and friends ask about your work, tell them you enjoy working with the children and discuss the activities you do rather than specific information about the child, the teacher or the school.
- Keep your commitment! The children will expect you and look forward to your coming. If you know that you will be gone, tell them in advance. Keep all promises, and make none that you cannot keep – children never forget.

## Tips For Success As A Mentor

A Mentor Is A(N)	A Mentor Is Not A(N)
Friend	Social Worker
Coach	Parent
Motivator	Cool Peer
Companion	A Banking Machine
Supporter	Nag
Advisor	Parole Officer
Advocate	Savior
Role Model	Babysitter

DO	DO NOT
<ul style="list-style-type: none"> <li>• Appreciate any signs of growth</li> <li>• Listen carefully to what your child says</li> <li>• Ask good questions</li> <li>• Share your thoughts and feelings</li> <li>• Always be on time</li> <li>• Try your best to be a good role model</li> <li>• Learn any special rules that are part of your program</li> <li>• Show that you recognize the child's values and lifestyle</li> <li>• Strive for mutual respect</li> <li>• Be honest</li> </ul>	<ul style="list-style-type: none"> <li>• Think that you are going to change the world overnight</li> <li>• Jump to conclusions</li> <li>• Be judgmental</li> <li>• Forget that communicating means listening too</li> <li>• Forget how important you are to your child</li> <li>• Talk about things that are off limits</li> <li>• Try to be a parent</li> <li>• Try to inflict your beliefs and values rather than demonstrating them</li> <li>• Use rudeness or foul language</li> <li>• Be insincere</li> </ul>

## The Signs Of Success

Volunteers often ask: Am I making a difference? What are the signs of progress that can be considered successful in a mentor/mentee relationship? For some, it may be ten years before a “former” mentee looks back, in retrospect, and says --- “you know who made a difference in my life? My mentor (or Reading Partner!).....when I was in second grade.”

Below are some of the signs of success that mentors can observe in their mentees as a result of the relationship. Teachers notice the same improvement. Remember the key - PATIENCE...Every relationship is different.

- Improved attendance
- Improved eye contact
- Raising a hand more often in class
- Increased communication
- Taking more risks in class and with friends
- Smiling
- Improved interactions with peers
- Happier at school
- Improved appearance
- Increased consideration of others
- Decreased hostility
- More enthusiastic
- Fewer trips to the principal’s office
- Reduced detentions
- Improved attitude
- Improved academic performance
- Paying more attention
- Opening up to the mentor

As beneficial as the relationships are to the students, we hope that you will find personal benefits as well, such as a sense of fulfillment and happiness for having positively impacted a child’s life. Thank you for sharing your time, talents, and love for learning with young students in Metropolitan Nashville Public Schools.

*We ourselves feel that what we are doing is just a drop in the ocean, but the ocean would be less because of that missing drop. We can do no great things, only small things with great love.*

*-Mother Teresa*