

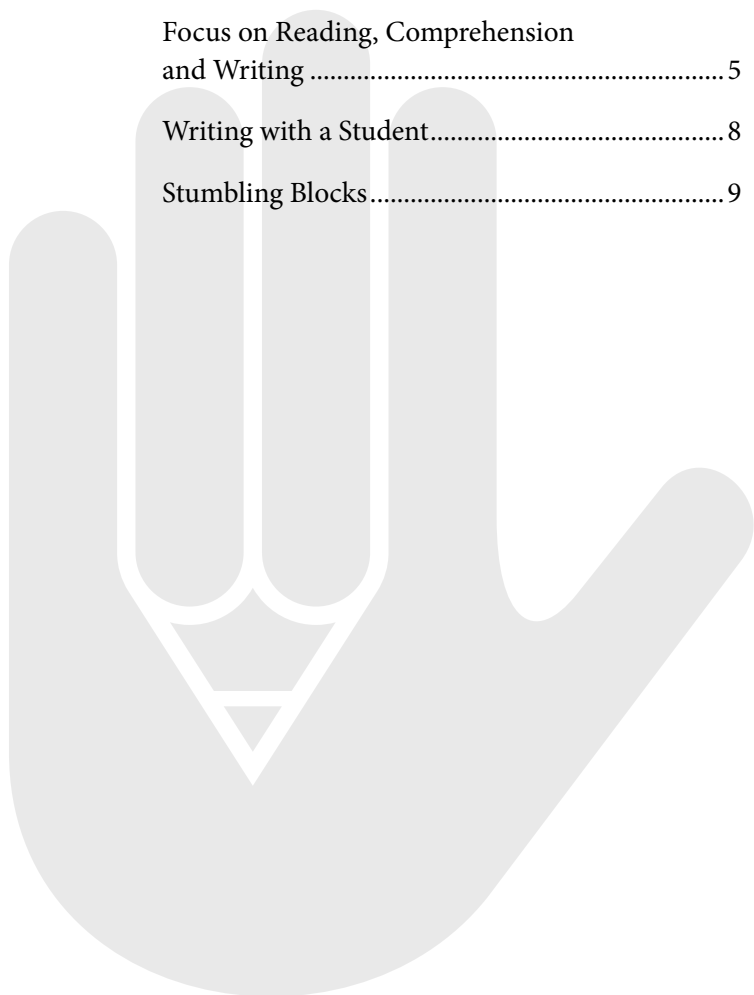
CLEVELAND METROPOLITAN SCHOOL DISTRICT

# Tutoring Handbook



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# Introduction

*Congratulations!*

Your decision to become a tutor provides support for children to grow academically and personally. The tutoring experience enriches the lives of both the student and the community volunteer. A partnership develops that helps the child achieve success and offers the tutor an opportunity to contribute in a meaningful way. Tutors can significantly impact student learning through well-planned activities. As a tutor, you give to children your most valuable resource – time. This *CMSD Tutoring Handbook* offers information that will help make your tutoring experience productive and enjoyable.

## **A tutor:**

- Contributes services in an educational setting
- Provides students with knowledge and skills
- Creates a partnership
- Celebrates “small” victories with praise and encouragement
- Respects the child’s background and heritage
- Appreciates and understands individual differences
- Works collaboratively with classroom teachers and the tutor coordinator

In the elementary grades, tutoring sessions focus more on reading, writing and comprehension. At the secondary level, students may need assistance in math, science and social studies, as well.

# Getting Started

You have agreed to become a tutor in a CMSD school. Now what? Here is a checklist to getting started.

- Complete the Volunteer Registration on the volunteer webpage [ClevelandMetroSchools.org/Page/537](http://ClevelandMetroSchools.org/Page/537)
- Complete a FBI/BCI background check if required in accordance to your service description.
- Participate in a volunteer orientation and tutor training session if available.
- Work with staff at the specific school at which you wish to tutor.
- Establish a schedule with your school contact.
- Communicate with the teacher to review expectations and materials to be used during the tutoring sessions, lesson planning and the “Daily Log” to help record sessions.
- Locate the parking area, central office, library, adult restrooms and tutoring classrooms.
- Familiarize yourself with school emergency procedures including evacuation routes.
- Review the CMSD calendar for observed Holidays and the testing schedule.

# Positive Support and Praise

Genuine praise always has its place. How many ways can you say “Good for you?”

I like the way you’re working!

You’re getting there!

Great!

Good work!

I knew you could do it!

I’m proud of you!

Keep up the good work!

I’m impressed!

You’re on the right track now!

Super!

You’re special!

That’s better!

Looking good!

Neat!

Terrific!

Marvelous!

You make it look so easy!

I appreciate your help!

Good idea!

I like the way you did that!

You’re really working today!

WOW!

Good job!

Beautiful!

How thoughtful of you!

Nice going!

Exactly right!

You did it!



# General Tutoring Tools and Tips

## **The tutor should:**

- Arrive punctually.
- Talk with the tutor coordinator or teacher about activities or academic issues.
- Record information about the tutoring session and points to address in the future.
- Reflect upon the quality of the session.

## **At the onset of the tutoring session:**

- Set a professional, friendly tone. Take a minute or two to say hello and give the student an opportunity to share experiences since the last session.
- Establish a purpose for the lesson. Quickly review the lesson plan with the student.

## **During a tutoring session:**

- Show confidence in your student. Your encouragement makes a difference in the student's self-esteem and motivation.
- Give clear direction. Make sure the student knows what he/she should do and why.
- Keep the student on task. It is important to spend as much of the time as possible on instruction.
- Ask the student questions during the lesson that cannot be answered by a simple yes or no. "Why" questions get the student thinking.
- Accentuate the positive and give immediate feedback. Celebrate success and gently correct mistakes.
- Show enthusiasm. Your student will take his/her cue from you. Help convey your interest and support.

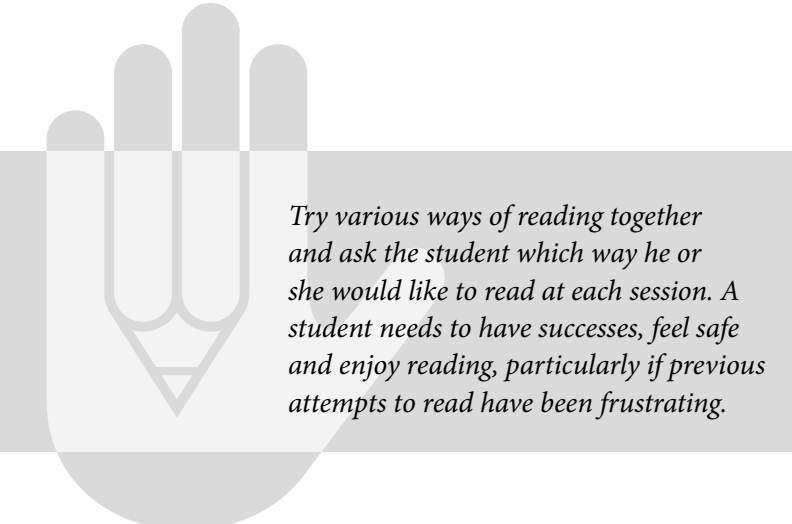
## **At the end of a tutoring session:**

- Review the day's lesson.
- End each session on a positive note. Smile and recognize every success, no matter how small.

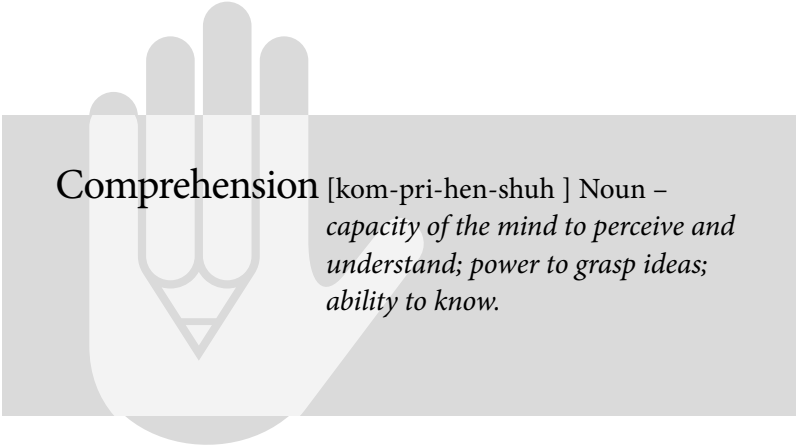
# Focus on Reading, Comprehension and Writing

Here are tips and strategies for effective reading.

- **Paired Reading:** The tutor invites a student to read the text together, or pairs students to read texts to each other at the same time. The student and tutor can take turns reading different pages and turning the pages.
- **Echoed Reading:** The tutor models fluent reading by expressively reading a short selection. Then the student reads aloud the same selection, mimicking the pace and inflection of the tutor. This helps build student confidence and fluency. A variation has the student read along with the tutor at the tutor's pace and expression.
- **Backup Reading:** The student reads aloud and the tutor pronounces all of the words the child doesn't recognize.
- **On-My-Own Reading:** The student reads aloud and stops to work out the unknown words. The child lets the tutor know when he or she wants help.



*Try various ways of reading together and ask the student which way he or she would like to read at each session. A student needs to have successes, feel safe and enjoy reading, particularly if previous attempts to read have been frustrating.*



**Comprehension** [kom-pri-hen-shuh ] Noun –  
*capacity of the mind to perceive and understand; power to grasp ideas; ability to know.*

**Comprehension is the act of constructing meaning with text.** This requires an interaction between word identification, knowledge and comprehension skills. There are five basic comprehension categories:

1. **Summarizing** – Requires students to determine what is important in what they are reading and to put it into their own words.
2. **Story Structure** – In story structure instruction, students learn to identify the categories of content (characters, setting, event, problem and resolution).
3. **Vocabulary** – This involves identifying the meanings of words as they are used in passages. Readers must rely on context clues, a general understanding of the passage, and prefixes and suffixes.
4. **Main Idea** – The important information that tells about the overall idea of a paragraph or text.
5. **Sequencing** – The ability to put the events of a story in the order in which they appear.

**Tutors can use a Before, During and After tools to reinforce comprehension.**



*Before reading a book, ask questions such as:*

- 1. Look at the cover of the book.** Ask – What do you see and what do you think the story is about?
- 2. Read the title and briefly describe the book.** Ask – What do you know about the subject?
- 3. Point out the author’s name.** Ask – What is an author?
- 4. Point out the illustrator’s name.** Ask – What is an illustrator?
- 5. Flip through the pages.** Ask – Who do you think the characters are in this book? What is the setting? What might be happening on the page?
- 6. Introduce or explain new vocabulary words.**

*While reading the book:*

- 1. Read slowly and clearly with enthusiasm, feeling and meaning.**
- 2. Stop periodically to ask prediction questions.** Ask – What do you think will happen next? How can you tell?
- 3. If it is a long story, stop and ask your child to recall details.** Ask – Can you list three things that have happened already?

*After reading the book:*

- 1. Ask for an emotional response.** Ask – Did you like the book? How did it make you feel? What did you like about the book?
- 2. Summarize the book.** Ask the student what happened in the beginning, middle and end.
- 3. Ask imaginative questions.** Ask – If you were the main character, would you have done anything differently? If you wrote the book, are there any parts you would have changed?

# Writing with a Student

**Helping a student to write is key to developing lifelong literacy skills.**

*Why write?*

1. Gives students a process for communicating ideas.
2. Helps students learn more and gain satisfaction from expressing their own ideas.
3. Assists students in becoming better readers.

*What to write about:*

- Write a sentence about his/her favorite part of a story.
- Who is the story about?
- Where and when does the story take place?
- What happened at the end of the story?
- Write a sentence that tells about the whole story or poem (main idea).
- Write four detailed sentences summarizing the story just read using “First,” “Then,” “Next,” and “Finally,” as the beginning words for each.

*Addition Writing with Students Tools and Tips*

- Help the student verbalize ideas before he/she begins writing.
- Help the student speak ideas slowly and write what he/she knows.
- Have the student help you review the first edition and identify areas that may need correcting.
- Don't insist that everything be perfect all at once.
- Encourage the student to read and reread what he/she has written.
- Offer clear comments with contrasting marker pens.

- Reread each time you add a word or group of words.
- Draw attention to letters, words and punctuation
- Reread the whole piece when it is finished.

## Stumbling Blocks

As a tutor, there are a couple of tools to identify stumbling blocks in reading and measuring for reading accuracy.

*Stumbling Blocks in Reading – Five common mistakes*

**The book says, “Reading should be fun.”**

<b>TYPE OF MISTAKE</b>	<b>THE CHILD READS:</b>
Skipping over a word:	Reading should fun.
Changing a word for another:	Reading should be funny.
Adding in an extra word:	Reading should be so fun.
Repeating a word:	Reading should should be fun.
Self-correcting:	Reading show...should be fun.

*Stumbling Blocks in reading – Measuring for reading accuracy*  
*How well is a child reading?*

1. Count 100 words in a book or passage.
2. Ask the child to read the 100 words.
3. As the child reads, count on your fingers every time a mistake is made.

Independent	0-1 mistake
Instructional	2-5 mistakes
Frustration	6 or more mistakes

The goal is to have the child reading with ease.



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