

# Reading Buddy Guide



## ReadSBISD: Reading Buddies

**With literacy as a prime SBISD focus area, the district launched ReadSBISD in Fall 2019 as the umbrella for community-supported literacy initiatives.**

To directly impact our students' early literacy, members of the SBISD Volunteer Advisory Board studied volunteer-led tutoring programs across the district to identify best practices. From this study, and in partnership with our Academics team, we launched the ReadSBISD Reading Buddies program in Fall 2019.

The program goal is to increase 2nd graders' literacy levels while developing a lifelong love of reading by providing the one-to-one support of a trained, caring adult volunteer.

The Reading Buddies program is supported by SBISD's Partnerships and Volunteer Programs office.

**[partner@springbranchisd.com](mailto:partner@springbranchisd.com)**

713.251.2460

## Table of Contents

ReadSBISD Reading Buddies Overview

1

Thank You

3

What it Takes to Read

4

Learning about Phonics

5-6

### **Before Reading:**

Taking a Book Walk / Picture Walk

8

### **During Reading:**

The Reading Continuum

9

Unknown Words

11-13

Wait Time

14

Read, Stop, Think!

15-16

Making Connections

17

Say Something!

19

Inferences

21

Visualizing

25

### **After Reading:**

Say Something Prompts

27



## Thank you.

Serving as a Reading Buddy has many benefits for both students and volunteers. Increasing a student's reading ability is the BIG win when it comes to outcomes for kids.

As a Reading Buddy, you will help your student develop:

- increased reading fluency
- increased reading comprehension
- increased self-confidence
- increased ability to articulate thoughts

However, this is just the start.

Reading Buddies give students special attention that invites them into the world of books and written language, and help them realize what an important part reading and writing will play in their lives. Reading Buddies not only demonstrate reading and writing, they demonstrate citizenship. Through their example, students learn what it means to give to others. (Pinnell & Fountas, 1997).

Thank you for supporting our students. Your efforts will help ensure we reach our T-2-4 goal for every SBISD graduate to successfully attain a technical certification or military service, or a two-year or a four-year degree. We appreciate the gift of your time and talent!

This guide is based in part on a volunteer reading guide developed in the early 2000's by SBISD Literacy Specialists Patty Oliver and Mary Wheeler, under the guidance of Dr. Judy Wallis.

A special thanks to Dr. Kristin Craft, Joyce Evans, Holly Mercado and the SBISD Academics team for their guidance in developing this guide.

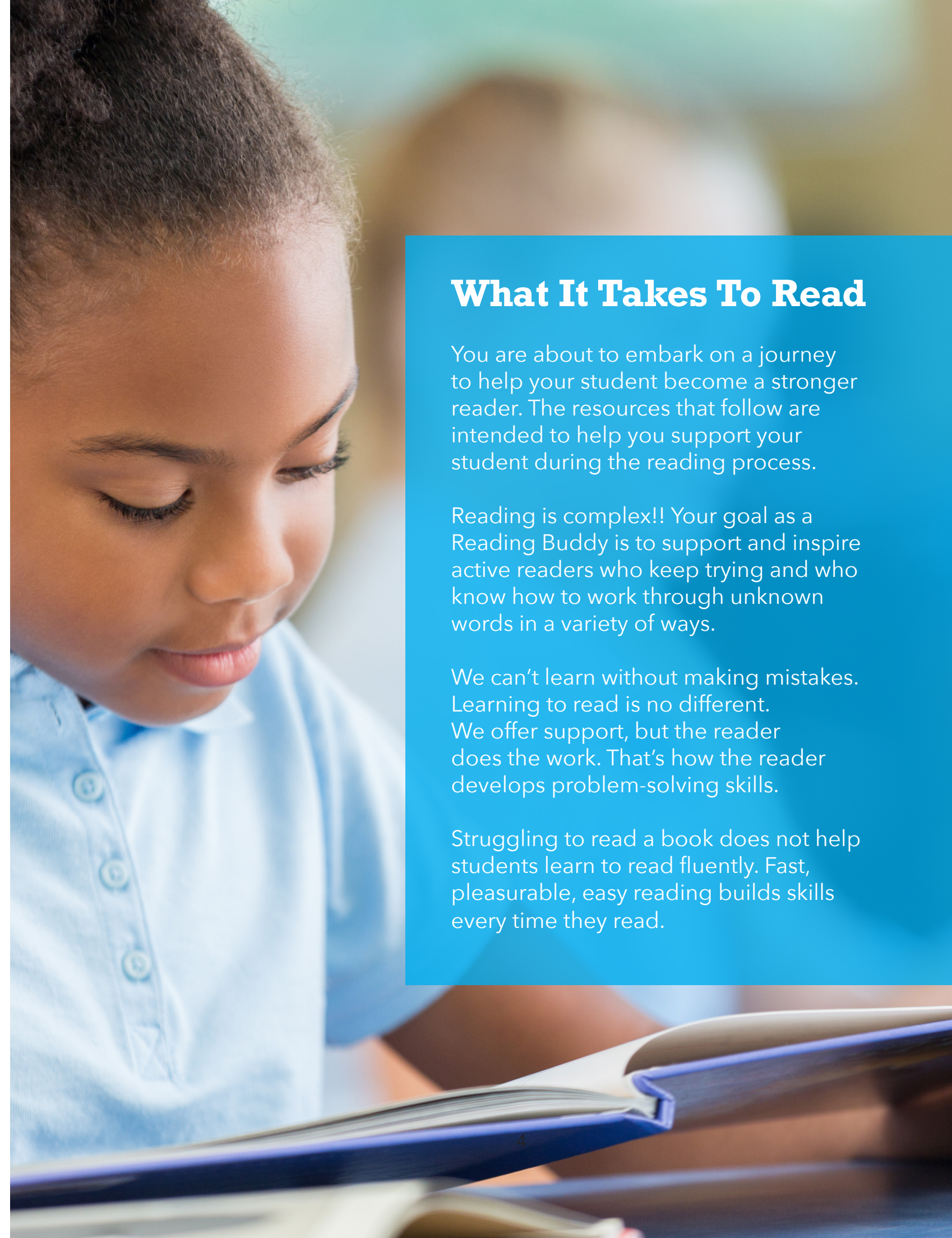
## What It Takes To Read

You are about to embark on a journey to help your student become a stronger reader. The resources that follow are intended to help you support your student during the reading process.

Reading is complex!! Your goal as a Reading Buddy is to support and inspire active readers who keep trying and who know how to work through unknown words in a variety of ways.

We can't learn without making mistakes. Learning to read is no different. We offer support, but the reader does the work. That's how the reader develops problem-solving skills.

Struggling to read a book does not help students learn to read fluently. Fast, pleasurable, easy reading builds skills every time they read.





# Learning About Phonics

## What does research say about phonics instruction?

- The teaching of phonics is an important aspect of beginning reading instruction.
- Classroom teachers in the primary grades value and teach phonics as a part of their reading program.
- Phonics instruction, to be effective in promoting independent reading, must be embedded in the content of a total reading / language arts program.

## Why do we teach phonics?

- English is an alphabetic system.
- There is a relationship between the sounds we make and the symbols on the page that represent sound.
- The relationships between letters and sounds help us read; it is one important aspect of reading.

## What do students need to learn?

- How to tell one letter from another.
- Letter names, forms, and related sounds.
- That words are made up of sounds and those sounds are related to letters and groups of letters.
- That relationships between letters and sounds can help us write and read words.

# Learning About Phonics

Term	Example
consonant	b, f, s, t
vowel	a, e, i, o, u
short vowel sound	cat, pet, pig, pot, cup
long vowel sound	cake, eat, like, rope, use
blends	br, str, pl, spr
diagraphs	ch, wh, th, sh
prefixes	re-, un-
inflectional endings	-ing, -est, -ed
suffixes	-ful, -ness, -ly
plurals	-s, -es
upper- and lower-case	Aa, Bb, Cc, Dd, Ee
syllables	car-ton; to-ma-to; po-ta-to
vowel patterns	CVC (dat, get, fit, hot, nut) VCE (gave, scene, fine, home, tune) VVC (train, boat, beat) CV (be, hi, go)
vowel pairs	ai (rain) oa (boat) au, aw (author, saw) ee, ea, ie (teen, team, believe) oi, oy (oil, boy)
word patterns (phonograms)	-ack, -all, -ain-, -ake, -ale, -ame, -an, -ank, -ap, -ash, -at, -ate, -aw, -ay -eat, -ell, -est, -ice, -ick, -ide, -ight, -ill, -in, -ine, -ing, -ink, -ip, -ir -ock, -oke, -op, -ore, -or, -uck, -ug, -ump, -unk

Adapted from *So...What's a Tutor to Do?*, Roller & Help America  
Read, Pinnell & Fountas





## Taking a Book Walk / Picture Walk

*Taking a book walk or picture walk* is known as *previewing* the text. It's a quick exercise to prepare the reader for the text. It is like when we wake up in the morning and think about our day and what to wear. We dress accordingly.

If we're going to clean the garage, our outfit looks very different than if we're going on a picnic or going to a wedding. We get ready because we know what to expect. The same is true for reading different genres.

### Taking a book walk provides a time to:

- Peruse
- Browse
- See how it's organized
- Look at the pictures, photographs, captions
- Identify genre
- Make predictions
- Locate tricky or exciting vocabulary
- See the author's purpose
- Get comfortable with the format

### Here's what it might sound like:

**Tutor:** With genuine enthusiasm, "Whoa, cool! Look at this book we're going to read today! I think you're going to like it a lot! Let's check it out before we read it. That's what good readers do! What can we tell by the cover? The title? What's the voice inside your head thinking before we even open it up?"

**Student:** Makes a prediction or a connection... says something!

**Tutor:** Gives credence to the student's thought and continues to ask guiding questions such as, "What do you think we'll see when we turn the page?" If it's non-fiction, pay attention to the table of contents, the index, the large headings and highlighted vocabulary. If it's fiction, have the student turn the pages and comment on what is happening in the storyline according to the pictures.



# The Reading Continuum

Imagine yourself driving. The sun is out and the highway is empty. You are going to stay on the road for a long time. You turn up the tunes, put the car on cruise control and la dee dah, driving is easy!

Uh oh! Clouds gather, thunder cracks and within moments, hail is pelting down all around you. Roads are slick and, in an opaque wave, the fog rolls in.

Time to sit up straight! Reduce your speed. Grip the wheel tightly and concentrate really hard. This driving is tough!

## The same thing is true for reading.

We encounter all kinds of print. Sometimes we can zip through it. Cruise.

Other times it takes tremendous concentration. Slow down!

It's important for readers to know where they are on the continuum so they can use the most effective strategies!

# On the ROAD to READ

**Read slowly**

**Take notes on a sticky note**  
(stop, think, jot)

**Monitor your understanding**

**Go back to the confusing part**

**Say something**

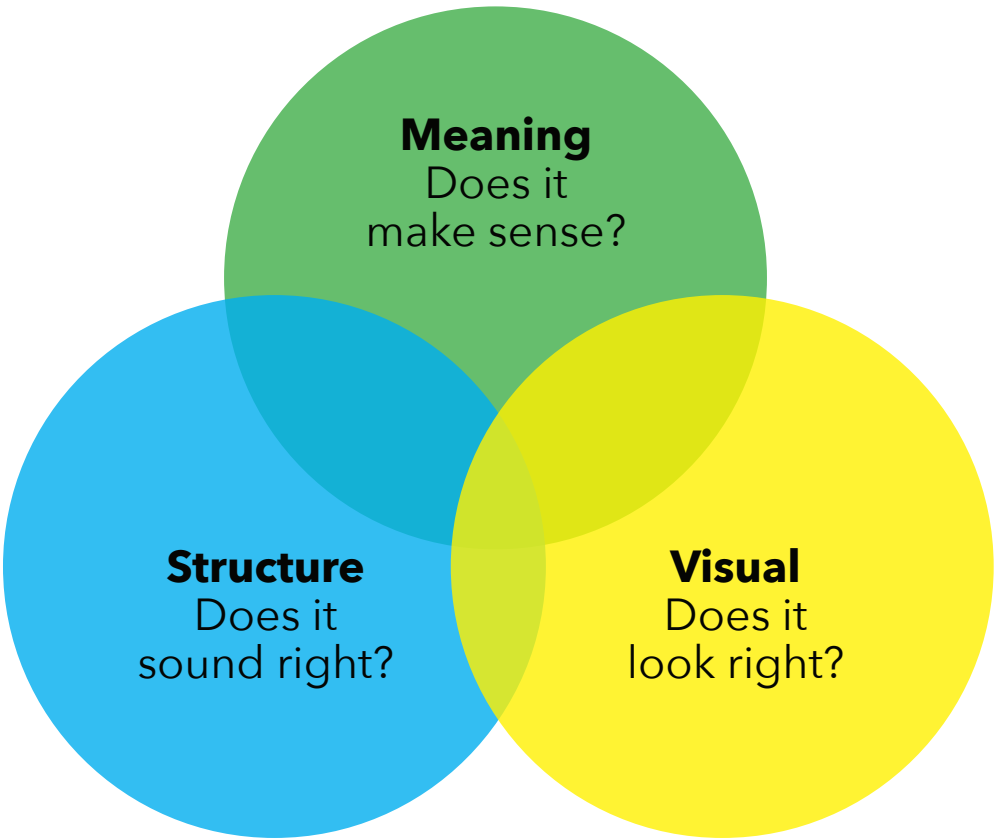
**Relax!**

**Read fast!**

**Enjoy the ease!**

**Wallow in the pictures!**

# Reading is complex!





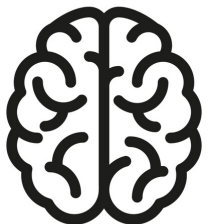
# When it comes to an **UNKNOWN** **WORD,** **ASK...**



**Does that look right?**



**Does that sound right?**



**Does that make sense?**

## Does it **LOOK** right, **SOUND** right and **MAKE SENSE**?

Marie Clay, the founder of Reading Recovery®, coined the above phrase for young struggling readers, believing that if they internalized these three questions, they will develop a self-extending system for solving unknown words.

As adults, we need to resist the temptation to jump in and rescue young readers. We need to encourage them to think of all the strategies they can use to figure out an unknown word.

**It helps to prompt them with questions such as:**

**"Do you know another word that look like that?"** For example, knowing 'look' will help access 'shook'.



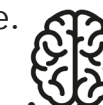
**"Get your mouth ready. Say the first sound."** Sometimes it just takes the initial sound for a word to spill out.



**"Look at the picture!"** In young reader's books, the illustrations give lots of clues to the meaning.



**"Do you remember that word from another page?"** Flipping back and recognizing it from before will spark prior knowledge.



**"Go to the beginning of the sentence and try it again!"** Sometimes starting over is all it takes!



**"Sound it out!"** Although this doesn't work all the time (consider 'have' and 'gave'), sounding out words and taking them apart 'on the run' can work many times.



**"What would make sense?"** This is the MOST IMPORTANT question we want readers to ask!





**Our voice could be saying any of the following when encountering:**

**UNKNOWN WORDS:**

"Gee, I've never seen that word before! What could it mean? How do I pronounce it? Do I recognize a root word, suffix or prefix? How can I use the context to decipher its meaning? Maybe I should read on and see if it becomes clear, or go back and try it again."

**NEW INFORMATION:**

"Wow, this is interesting information. I want to remember this! I think I'll highlight it."

**CONFUSION:**

"Time to keep the characters straight. There are too many of them, and I am getting confused. Think I'll keep track of them on a bookmark!"

**CONNECTIONS:**

"Whoa! This reminds me of a time when..." OR "This reminds me of something else I've read..." OR "This really happened in the world!"

**PREDICTIONS: "**

I bet I know what's going to happen next!"

**INFERENCES:**

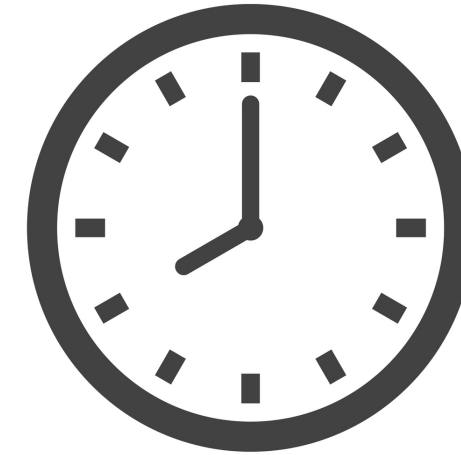
"Now the author didn't come right out and say it, but when I read between the lines, this is what I'm thinking!"

**OPPORTUNITIES TO VISUALIZE:**

"Even though there are no illustrations here, I can just picture how she looks from the author's description!"

**AN APPRECIATION OF WRITING STYLE:**

"Whoa, what a great way to express that thought. Super word choice. I'd like to remember that, so that when I write, I can try that style!"



## Wait time

*Wait time* gives the student a chance to show what she knows about the reading process. If you jump in the minute she encounters difficulty, you send the message, "Oh, no! You cannot do this!"

When a student has difficulty, wait a minimum of 3 to 5 seconds to give her the chance to solve the problem.

There are students who depend on the adult to solve the problem for them. If you are working with a student who simply wants to wait you out, you will probably have to give explicit instruction in what you expect her to do when she comes to a word she does not know.

### When to Ignore, When to Help, When to Tell

- **Ignore** errors that do not change the meaning of the story.
- **Teach** at only a few key places where the student can learn what he most needs to learn.
- Sometimes it is OK to **tell** the word and sometimes it is not OK. Give the student enough wait time to try and problem solve on their own. If he is not successful, **tell** him the word.
- **Tell** the student words that are not in his speaking vocabulary.

*Adapted from So...What's A Tutor to Do?, Roller*



During reading  
**GOOD READERS**  
**STOP,**  
**THINK**  
and make  
connections.



### **Read, Stop, THINK!**

Some people believe that reading means buzzing right through the text at break-neck speed, stopping after the last period, sighing, and saying, "I'm done!" The focus for these readers is on finishing.

They are cheating themselves of literary opportunities!

**Reading is not a race.** It is an interactive process. Yes, even when we are alone with a piece of text!

Good readers listen to that little voice in their heads. It vibrates like a cell phone, alerting them that there is a personal response. Whether we read silently, or out loud, IF we are reading carefully, then we are monitoring our understanding.





# Making Connections

Nothing exists in isolation. Our brains don't take in information and have separate compartments with locked doors. Every time we read, our brains are hard at work. They are busy associating, accumulating, sifting, sorting, comparing, agreeing, disagreeing and thinking!

Our job is to be in touch with our brain. We call this **"making connections."** There are three categories of connections:

## TEXT TO TEXT

Hmm... This reminds me of something else I've read!" "Here is a fantasy story about dragonflies who get stuck in a Venus Fly Trap plant, and here is a factual article on the Venus Fly Trap...wow!"

**Text to Text**  
*"This reminds me of another book."*

## TEXT TO SELF

"I know exactly how this character feels. Something similar happened in my life (my school, my family, to my friend)."

**Text to Self**  
*"This makes me think about MY life!"*

## TEXT TO WORLD

"Whoa! This story about flowers reminds me of the time our science class visited our school garden!"

**Text to World**  
*"This happened in the real world too!"*





## Say Something!

**Reading is not an underground activity.** Though most people read silently with an occasional chuckle, tear or aha, text is meant to be shared.

Reading Buddies have the unique opportunity to dialogue with students about print. It's a good idea to use a little Post-It® or create a little STOP sign to insert periodically throughout a piece of text to initiate discussion.

There are no right answers or things to say. It's just important to react to the text.

### Some ideas follow:

- Make a connection! Text to text, text to self, text to world.
- Ask a question.
- Tell what this makes you think about.
- Make a prediction.
- Read your favorite part.
- Pick out a favorite phrase or word.
- Ask for clarification.
- Explain the picture in your head from a particular passage.
- React...do you agree? Disagree?
- Comment on the author's style.
- Tell what you think another character might be feeling.
- What is the most important thing about what you just read?
- Make an inference.





# Inferences

Authors intentionally don't state all of the facts and feelings on a page. They rely on the reader to read between the lines, or to INFER information from the text. It is very important for this skill to be practiced and verbalized from the earliest stages of reading.

## EXAMPLES:

**1. The text states:** "Mom bolted through the kitchen door, threw the groceries on the counter and ignored the ringing phone."

**The reader infers** that MOM was in a hurry, though the text doesn't explicitly state that. The reader might also infer that mom was late, pre-occupied or angry. Additional details will clarify these ideas.

**2. The text states:** "Harry stepped into his cabin to meet his new roommate. THUMP! Harry tripped over an open suitcase on the floor. Around the room lay dirty clothes and piles of orange peels."

**The reader infers** that Harry's roommate is a messy person.

**GOOD READERS USE EVIDENCE FROM THE TEXT  
TO MAKE INFERENCES.**

**THEY CHECK THEMSELVES AS THE TEXT CONTINUES  
TO SEE IF THE INFERENCE HOLDS TRUE.**



## Good Readers know when to USE CAUTION

### Here are some things readers can do when they get stuck:

1. Point to where it got confusing
2. Then ask:
  - Should I re-read?
  - Can I guess, go on, and check my guess?
  - Do I need to read slower?
  - Who can I ask for help?
  - Would it help to take notes as I read?
  - Is this text too hard?





During reading  
**GOOD  
READERS  
MAKE  
PICTURES**  
in their heads.



## Visualizing

You know the author has done a good job when you feel that movie projector rolling in your head creating images on the screen. You know just what the characters look like. You've got their posture down and envision their facial expression and mannerisms. The scenery is described so perfectly you can practically smell the flowers and feel the cool winter wind sweeping across your face.

**Good readers take time to make the words come alive on the page.** They stop, notice and appreciate the language. Perhaps the descriptions will leap off the page and be powerful enough to read aloud and share, or be documented.

**But unless we explicitly talk about the images we see as we are reading, they can be fleeting and dormant.** As Reading Buddies, we need to lift up expressive text and talk about what we see in our head.

A conversation may be started like this:

"The author didn't say anything about jacket, but I see it is snowing. What do you think? Would the character be wearing a jacket?"

You know what it's like when you've read a book and then go see the movie? Sometimes the director has cast the movie with our idea of the PERFECT characters! And we are SO pleased. Other times, the plot is twisted a bit, and it just isn't like we pictured it in our minds as we were reading. Is it better to see the movie first, or read the book? I say, read the book.

**Let your imagination have full reign and power.** Savor the words. Movies often move too fast and lose the moments that were stretched beautifully by the author. Take time to talk about the pictures in your heads.

## What do I do after READING?



# Say Something Prompts

After reading, take the time to discuss what you have just read with your student. Remember to praise his or her efforts and accomplishments!

Below is an exercise with prompts you can use to discuss a book together:

1. With your partner, decide who will say something first.
2. When you say something, do one or more of the following:
  - Ask a question
  - Make a comment/observation
  - Make a connection
  - Make an inference
  - Clarify something you misunderstood
3. If you can't do any of these things then re-read closely, re-observe, and re-think about the text.

# Say Something Prompts

## Ask a question

- Why did...
- How is... like...
- What would happen if ...
- Why...
- Who is ...
- In other words, are you saying ...
- Do you think that ...
- I don't get this part here ...

## Make a comment/observation

- I noticed...
- I saw... (heard/smelled)
- This is good because...
- This is hard because...
- This is confusing because...
- I like the part where...
- I don't like this part because...
- My favorite part so far is...
- I think that...
- Based on... I would guess that



# Say Something Prompts

## Make a connection

- This reminds me of...
- This part is like...
- This process is like...
- This... is like... because...
- This is similar to...
- This is different from...
- I also (name something in the text/experiment that has also happened to you)...
- I never (name something in the text/experiment that has never happened to you)...
- This concept makes me think of...
- These ideas make me think of...

## Make an inference

- I predict that...
- I bet that...
- I think that...
- One conclusion I can draw is...
- Reading/observing this makes me think that... is about to happen.
- I wonder if...
- I can infer that...
- This picture makes me think...

# Say Something Prompts

## Clarify something

- Now I understand ...
- This makes sense now because
- No, I think it means...
- I agree with you
- This means...
- At first I thought... but now I think...
- This part is really saying...
- Can you elaborate on...
- Can you provide more information about...
- Can you explain how...

Say Something was developed by Jerome Harste and extended for analysis by Alana Morris.



Thank you for  
**INSPIRING  
READERS**  
and SHAPING  
the future for Every Child.

