Kids Achieve Club
Reading Activities

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Prince George's County
Memorial Library System

Created for the **Prince George's County Memorial Library System**

TABLE OF CONTENTS

ABOUT THE AUTHOR

Dawn Jacobs Martin, Ph.D. has spent her career supporting students with disabilities through various roles as a practitioner, researcher, and Special Education Director. Currently, she is an assistant clinical professor at the University of Maryland, College Park who continues to improve the academic outcomes for students with disabilities through teacher development and preparation, instructional course design, and examination of Universal Design for Learning. Feel free to contact her with questions at jacobsdm1@gmail.com.

ABOUT THE FOUNDER OF KIDS ACHIEVE CLUB

Vilma Sandoval-Sall has spent her career as a public servant at the Prince George's County Memorial Library System. She's held numerous roles such as a librarian and her current role as the English Language and Learner Program Coordinator. Sandoval-Sall has developed innovative programs similar to the Kids Achieve Club, Leamos @ Your Library, English & Spanish Conversation Clubs that align with the interest of English Learners of all ages. Vilma was born in El Salvador and migrated as a child with her family to the U.S. She has spent most of her life in Prince George's County, Maryland and is a graduate from the University of Maryland with a Bachelors of Arts in Studio Art. For inquiries Sandoval-Sall can be reached at Vilma.Sandoval-Sall@pgcmls.info.

Overview of Program

The Kids Achieve Club (KAC) was founded in the fall of 2016 by Prince George's County Memorial Library System English Language Learner (ELL) Program Coordinator, Vilma Sandoval-Sall. The mission of the program is to provide academic support through homework assistance and reading practice for English for Speakers of Other Languages (ESOL) students in grades 1-6. The program was created to provide a service specific to the needs of English learners to foster a love of reading and to provide academic support. Although KAC was created to align with the needs and to engage English learners it is an inclusive program. Children of all backgrounds and ethnicities are welcome to participate.

Academic and Summer Session

The Kids Achieve Club is presented in two sessions: the academic year session and summer session. The academic session operates from mid-September through the first week of June. The summer session runs from July through August as a six week term. During the school year multiple sessions are offered, approximately 13 weekly, after school or in the evening. Children are partnered with mentors as an individual session or pairs or a small group. The mentors will provide assistance on their homework with an emphasis on reading. The summer sessions are a combination of reading practice, activities related to selected books, writing, art and crafts, and assistance with summer packets from school.

Staffing and Volunteering

It takes a village to operate the Kids Achieve Club! The program involves library staff and volunteers of all ages and backgrounds. Each site/branch has a KAC facilitator, who is a librarian, to manage the program. The ELL Program Coordinator and their team recruit and train volunteers. All volunteers are referred to as the title, "mentor" in the program. KAC facilitators are trained for their role and are in constant communication with the ELL Program Coordinator. The number of volunteers varies at each site and the goal is to keep up with the average attendance. The aim is to have one mentor for every 2-3 students. The minimum age to volunteer is 15 and teens must be in good academic standing. Background checks are conducted for volunteers. Teens and referrals from library partners are exempt.

PILLARS OF LITERACY
How can I support student reading development?

Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
Segmenting and blending sounds in spoken language	Letter-sound correspondences Decoding and encoding	Speed (rate), accuracy, and expression	Meaning of words	Demonstrating textual understanding by applying strategies before, during, and after reading
Can my student play with language by rhyming, saying syllables, and finding sounds in words?	*Can my student sound out or automatically read words in a text? Can my student spell simple words correctly?*	*Can my student read the way that he or she speaks? Does my student read in a smooth manner?*	*Does my student understand the meaning of important words and phrases as I read? Does my student use complex (and age appropriate) vocabulary during conversation?*	*Do different types of text make sense to my student? Can my student answer comprehension questions?*

Writing
Writing involves the ability to follow the steps of the writing process (e.g., brainstorming, planning, organizing, drafting, revising, editing, publishing) for different purposes. *Can my student respond to a writing prompt? Discuss an important experience? Or create a new story?*

DECODING
How can I support decoding challenges DURING reading?

If a student struggles with a word, instead of saying "sound it out," try some of the questions below.

Questions to Avoid for Avoiding Words (Phonics)	Phonics
~~Sound it out~~ ~~Guess the word~~	Is that a real word? *Did that make sense to you? *Oops. I think you left out a word. Point to each word as you read that sentence again. *That was a good try, but let's look at this word again. *What else could that word be? Is there any part you know? Does this look like another word you know? How did you figure out that word? What word would make sense here? What is the first sound? Next sound? Put together? What other sound can that letter make? *Johnston, Invernizzi, Juel, Donna (2009)*

FLUENCY
How can I support fluency while reading?

As the student reads the text, give opportunities to try some of the following strategies to both model fluency and of course provide multiple opportunities for fluency practice.

During Reading <u>Fluency</u> Strategy	Description
Echo Reading	*The tutor and student take turns reading sentences or paragraphs of the text. For example, the tutor reads and then the student reads the SAME section or sentence. The goal is that the student tries to use the same fluency as the instructor. This method is effective in building confidence for students who are reluctant or hesitant to read aloud (Reading Rockets, n.d.).*
Choral Reading	*The teacher and students read aloud together, following the teacher's pace. This approach is effective because it gives the student a model of fluent reading. In addition, the instructor can stop to comment on the book, explain vocabulary, emphasize a component of fluency or ask questions (Reading Rockets, n.d.).*
Cloze Reading	*During Cloze reading the tutor conducts the majority of the reading, while the student silently follows along. Then, a couple times every 3-4 sentences the teacher omits a challenging vocabulary word. The student should say the word aloud to demonstrate that he or she is following along (Reading Rockets, n.d.).*

VOCABULARY
How can I support vocabulary BEFORE reading?

Frayer Model Organizer - The graphic organizer below is aligned with the Frayer Model (Frayer, Frederick, and Klausmeier, 1969), which allows students to demonstrate understanding of vocabulary by making meaningful connections to vocabulary words. Place a couple of important words from the target text in the graphic organizer prior to reading.

Vocabulary Graphic Orghanizer

Word: _____

Child-Friendly Definition	Illustration
Sentence	Synonynm Antonym

Vocabulary Review or Introduction

Review Cards to Explain Challenging Words - Create review cards prior to the tutoring session that help students access challenging vocabulary words through a related picture and a child-friendly definition. It is important to avoid dictionary definitions, since they can be very confusing. In addition, it is very helpful to show students how the word is used in the story by incorporating a sentence from the text.

Word

Side 1 of Card

Definition	Sentence from the Story

Side 2 of Card

COMPREHENSION
Comprehension questions before, during, and/or after reading?

There are many different types of questions that someone can ask before, during, and after reading. In the strategy "Question-Answer-Relationship" there are four types of questions a teacher may pose. The table below provides examples aligned to each type of Question Answer Relationship (QAR) inquiry. Consider how these types of questions might fit into reading a new book or homework help (Reading Rockets, n.d.).

In the Book	
Right There	**Think and Search**
Who is the main character…	Explain…
What happens first…	Tell me about…
Where does the story take place…	What are examples of…
How many…	What happened before and after…
Name the…	Describe how the character changes…
When does the story take place…	Give examples of…
	What is the problem and solution…

In My Head	
Author and Me	**On My Own**
What do you think will happen…	What would you do if…
What did the character learn about…	How do you feel about…
How did the character feel when…	What do you do when…
Do you agree with… Why?	Have you ever…
What did it mean when the character said…	If you could…
Why did the character…	Do you know anyone who…
	What do you already know about…

COMPREHENSION
How can I support comprehension BEFORE reading?

Lower Elementary Preview - Take a look at the cover of the book, the title, and pictures in the story. Make a prediction, what do you think this book is going to be about? Why?

- Who is the author of the book? What is the author's role? Who is the illustrator? What is the illustrator's role?

Prediction	What Actually Happened

Advanced Preview - Take a look at the title, chapters of the book, illustrations (if applicable), and read the synopsis. What important things do you think will happen in this text? Why (provide evidence)?

- What do you know about (INSERT TOPIC)? Does the (INSERT TOPIC) remind you of anything in your own life? *Note: Remember to return to the prediction after reading the story to help support comprehension.*

Prediction	What text-based clues did you use to create your prediction?

COMPREHENSION
How can I support comprehension <u>DURING</u> reading?

During Reading Questions (Narrative Book)
What do you think will happen next in the story? Provide evidence to support your answer.
How do you think the character will solve the problem? Why?
How did (INSERT EVENT) make the character feel? Why is this important? How would (INSERT EVENT) make you feel?
What does (INSERT VOCABULARY WORD) mean? Why is this word important to understanding the story?
Describe the setting and characters in the story.

During Reading (Informational Text)
Pick a Section of the text: What is the main idea of this section/chapter of the text? What details support the main idea?
What new information did you learn from this section of the text? How can this information help others?
What are the text features (e.g., graphs, photos, diagrams, charts) that helped you understand the new information from the text?
Is the author trying to persuade you to agree with a specific opinion? What is the author's opinion? Do you agree or disagree? Why?
What does (INSERT VOCABULARY WORD) mean? Can you figure it out using clues? Can you check the glossary (if applicable)?

COMPREHENSION
How can I support comprehension <u>AFTER</u> reading?

After Reading Questions (Narrative Book)
What is the theme, lesson, or message that we can learn from this book? What can the reader learn from the characters or events?
How are the theme, characters, or events similar to another story you've read? Explain.
What were the most important events in the story? Retell the story in your own words.
If you could interview the author, what questions would you ask? Why?
If book isn't finished: what do you think will happen in the next chapter? Why? If book is finished: if this novel had a sequel, what should happen next? Why?

After Reading Questions (Informational Text)
What important facts did you learn in this text? Explain.
What questions do you still have about this topic? How can you further explore (or research) those questions?
How can a reader use the information gained from this text? Explain.
How did the author make the information easy to follow and understand?
How does this text relate to information you learned in another book? Explain.

WRITING
How can I support writing development AFTER reading?

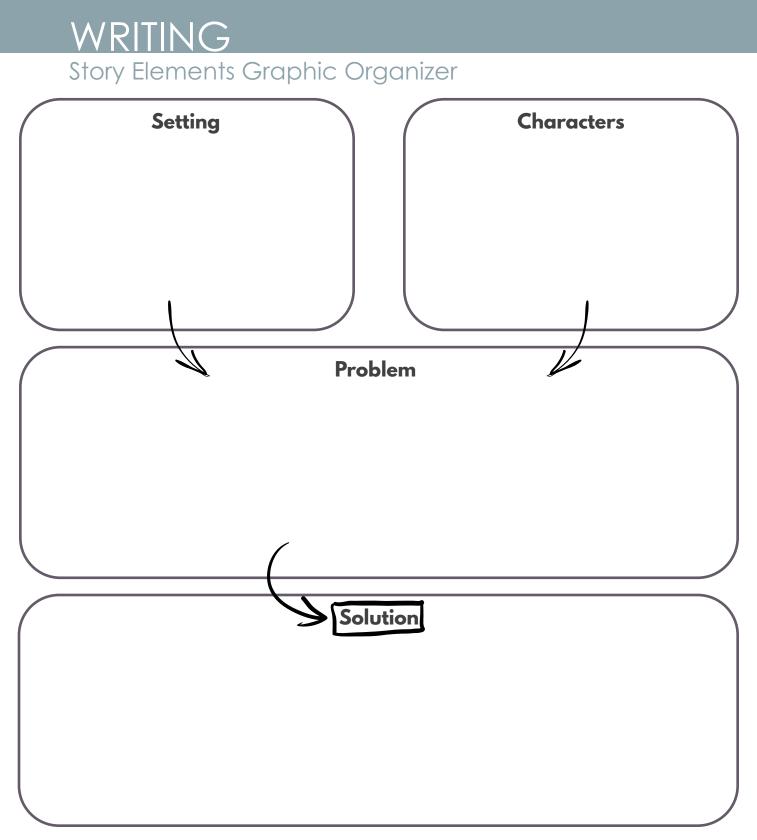| Writing Prompts |
| --- |
| *See pages 12-15 for organizers* |
| **Story Elements (Narrative):** What is the setting of the story? Who are the characters? What is the problem? What is the solution? |
| **Sequence of Events (Narrative):** In your own words describe the events of the story (e.g., first, then, next). |
| **Summary (Narrative or Informational):** In your own words describe the story (narrative text) or summarize the main idea and important details (informational text) |
| **Theme (Narrative):** What message did the author want you to understand? Or what lesson did the author want readers to learn? |
| **Share Facts (Informational):** Create a brochure that includes the important facts you learned from the text. If the author shared multiple opinions try to include both perspectives. |
| **Main Idea and Details (Narrative or Informational):** Identify the main idea (what the text is mostly about) of the text and at least three important and related details that support the main idea. |

WRITING
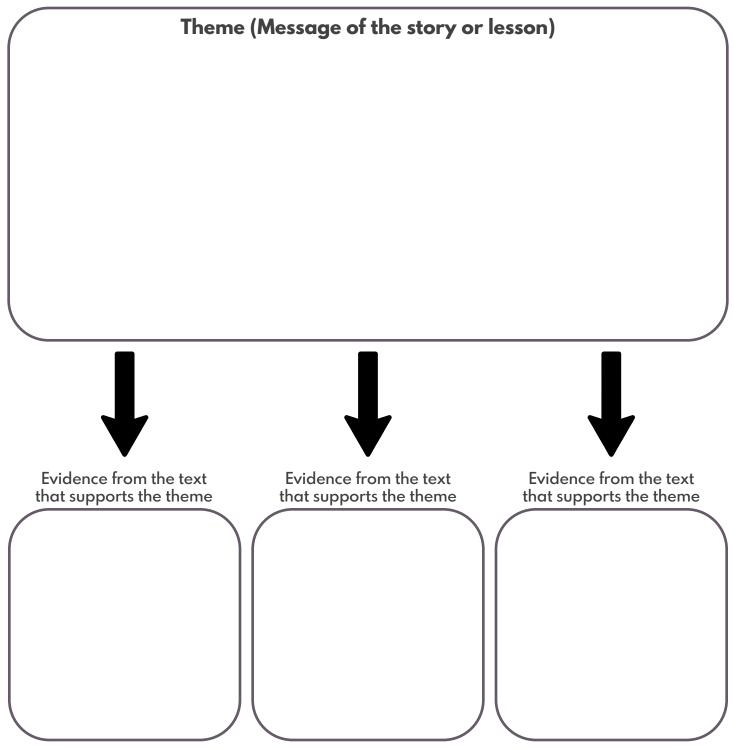## Story Elements Graphic Organizer

Setting

Characters

Problem

Solution

WRITING
Summary Graphic Organizer

Illustration

Description

_____
_____
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_____
_____
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WRITING
Theme Graphic Organizer

Theme (Message of the story or lesson)

Evidence from the text that supports the theme

Evidence from the text that supports the theme

Evidence from the text that supports the theme

WRITING
Main Ideas and Details

What is the story mostly about?

Title: _____

Main Idea:

I know this because...

Detail 1	Detail 2	Detail 3

FEEDBACK AND CELEBRATIONS

What is mastery oriented feedback?
Why is it important?

Mastery-oriented feedback focuses on the student's "effort" instead of just being "smart," this helps the student build the practices and habits that result in long-term success (Cast Professional Learning). See a few examples below:

Print out this card and keep it handy as you practice giving mastery oriented feedback

Mastery oriented goals and feedback phrases to get you started:

Model the commitment to learning and understanding that you want your students to exhibit	Focus attention on students effort and strategy use, not on abilities or intelligence	Teach adaptive learning strategies	Encourage student involvement and a sense of personal responsibility	Deemphasize the negative consequence or making errors	Decrease emphasis on social comparison	Foster the establishment of realistic, but challenging goals
"When I first tried to do this, I had trouble with_____. I kept at it and I eventually figured it out. That helped me to better understand."	"I like how you tried _____ and then thought of other ways to answer the challenge."	"I notice that you are thinking deeply about _____. That kind of thinking is going to help you improve even more."	"This was your personal best so far. Keep using these strategies to keep improving."	"I like how you looked at your results and saw how you could use them to design your experiment."	"Look at all the areas where you made improvements. That shows how the strategies you've used are helping you grow as a learner."	"What goals would you like to set next? Let's think about the steps to take that will help you move forward toward those goals."
"I like that this isn't easy or obvious. It's fun to figure out the challenge"	"Your effort really show in this."	"That's a really productive approach."	"It's important that we hear questions from as many people as possible. It's the quetions that scientists ask that decide what research they will do next."	"It's good that, when it didn't come to you at first, you kept trying to figure it out. That's a great way to learn."	"It's good to see you taking responsibility for your learning this week."	"You've made improvements in ____. Now let's focus some time on the areas that are a little more challenging for you to build your strengths in those areas, too."

FEEDBACK AND CELEBRATIONS
Ways to celebrate student success

Instead of just telling the student "good job," remember to explain what they did well. In addition, a few creative ways to celebrate success are listed in the table below.

#	Celebration
1.	High Five
2.	Verbal (specific) praise
3.	Incentives: small sticker
4.	Show the student progress by comparing current and previous work
5.	Snaps or silent cheer
6.	Write a post-it note to the student
7.	Share success with an important stakeholder through a conversation or note
8.	Ask the student how he or she would like to be celebrated!
9.	Find a place to display or save the student's work
10.	5 minutes of "choice time" doing a fun preferred activity

"Every child deserves a champion — an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can possibly be."

- Rita Pierson

REFERENCES

Cast Professional Learning: http://castprofessionallearning.org/ (Retrieved 5/7/20).

Frayer, D., Frederick, W. C., and Klausmeier, H. J. (1969). A Schema for Testing the Level of Cognitive Mastery. Madison, WI: Wisconsin Center for Education Research.

Johnston, Invernizzi, Juel, Donna (2009). Book Buddies: A Tutoring Framework for Struggling Learners. New York, New York: Guilford Press.

Reading Rockets: Launching Young Readers. https://www.readingrockets.org/ (Retrieved 5/7/20)

APPENDIX
Prince George's County Memorial Library System
Digital Resources

A list of relevant online library resources from PGCMLS that support learning for students. Some of these online resources A list of relevant online library resources from PGCMLS that support learning for students. For specific questions or updated information on using or accessing these resources please contact askalibrarian@pgcmls.info or visit the Library's website: pgcmls.info.

ABCmouse
Online learning for ages two to eight in reading, math, science and provides activities for art.

Brainfuse Help Now
Brainfuse provides live tutoring in English and Spanish, after school hours, for grades kindergarten through college. Students can receive assistance on writing, practice languages, practice various skills, and discover careers or majors etc.

PebbleGo
PebbleGo databases help to teach research skills to K-3 students, and include built-in reading and research tools such as leveled text, consistent navigation, fun educational games, and spoken-word audio that models correct pronunciation and fluency.

Overdrive
Overdrive offers thousands of downloadable audiobooks and eBooks for all ages in English and Spanish.

Mango Languages
Learn a new language from home or on-the-go with Mango! Mango's award-winning language courses combine quality content with intelligent technology to deliver practical phrases from real situations in a way that makes you want to start the conversation.

Transparent Language Online
An easy-to-use interface that integrates real-life language use by native speakers. With over 100 languages to choose from, every language learner will find something to interest them.