**Wildcat Readers**

**The Mentoring 4 Reading Achievement Program**

**Frequently Asked Questions**

**Mentoring Guide**

**Mentor Materials**

Binders: attendance sheet, mentor recording sheet/booklist, checklist lesson plan, student folder.

Page Protector Reading Tutors Lessons: Lesson Plan; follow this for directions.

Fluency Passage: Copy for students to read.

Comprehension Check Answers for multiple choice questions.

Game Cards (follow lesson for directions)

Game Board

Tote or Mentor Box: All necessary items should be found in your box or tote

**Student Work Materials**

Fluency Passage: Level C or Higher

Graphic Organizer: Use book to complete

Comprehension Quick Check: Mentor/Student will read questions then go back to the book to highlight the sentence(s) with the answer, then select A,B,C,D. Proceed to next question and continue to highlight for every question. Some multiple choice questions, and extended response questions will ask for the student’s opinion or ask them to think outside the box. Try to guide them through that thinking process. The student is expected to go back to the text to look for answers or use the information in the book or text to help them find the answers to the questions.

Extended Response: Students are expected to write answers in complete sentences. Try to have students look back at the text or book for correct spelling. Please encourage students to restate the question and use capital letters at the beginning of sentences and proper punctuation. Make sure the student answers all parts of the question.

Extra Must-Do’s: Practice unknown sight words and problem words from the story daily. Talk about the meaning of each problem word. Read pages for stickers, giving stickers for each page read without mistakes. Practice fluency passage daily.

**Cold Read**

Every time a student is given a new book, Level F and above, the mentor will time the student for 1 minute).

What You Need: timer, blue colored pencil, graph, copy of passage for student to read, found in page protector materials, copy for mentor to mark on in blue pencil, found with student materials.

What To Do: Mentor says “Please read this out loud, if you get stuck on a word, I will tell you the word so you can keep reading until I say stop.” Mentor sets timer for 1 minute, reads the title and starts the timer when the student begins reading. Slash through any missed word. When timer goes off, place bracket (]) around the last word read, subtract the number of errors (see directions for scoring) from the total words read.

**Warm Read**

After doing a cold read, go over the words missed. Read the passage to the student to model good reading, using proper intonations and expression. Have the student practice reading the passage 2 times and review missed words. After student practices, set timer for 1 minute, read title and start timer when student begins reading. Slash through errors as you did with cold read, only this time use a yellow colored pencil.

After the cold and warm read is completed, color in the graph. Remember to put the name of the book, the date of the cold and warm reads, and the number of words at the top of the colored sections.

**Hot Read**

Hot Read is done the last day of the lesson. It is done just like the cold and warm read, allowing the student to practice two times. Make sure you graph it as you did the cold and warm reads.

**Directions For Scoring**

Count the total number of words read per minute for both the cold and warm reads. This is the fluency score to be graphed as the cold, warm and hot read. The hot read is done at the end of each book after daily practice and all other tasks are completed.

**Errors Include:**

Skipped Words

Mispronounced words

Word substitution, including incorrect forms of the word

Words in the wrong order, both or all words are counted wrong

Struggling that lasts for more than 3 seconds (mentor says word if student takes longer than 3 seconds to say a word)

**Not considered errors:**

Added words

Varying pronunciation due to accent, dialect, or speech impediment

Repetitions in which the wording is correct

Self-correcting a mistake, the word is scored as correct

A name, proper noun that is missed more than once, count incorrect only one time.

**Sight Word Strategies**

What’s missing?: Use magnetic letters or page protector as white board. Model spelling word correctly. Student spells word as you point to each letter. Read word again. Have student cover eyes and remove a letter. Ask “What’s missing?” Student says missing letter and you put it back. Repeat procedure taking different or multiple letters at a time until entire word is erased. Student then spells word to you and you put letters back or write word again.

Mix and Fix: Give students the letters to spell the word. Have student check to make sure word is spelled correctly. Now have the student pull each letter down one at a time to spell the word. Now mix up the letters and have the student use those letters to remake the word.

Table Writing : Student uses finger to “write” the word on the table. Finger tracing helps students remember the word. Encourage the student to say the word, write the word saying each letter as he writes, and say the word when he is finished.

Teach the same sight word for 2 days or until the student learns the word.

**Comprehension Strategies**

Fiction: For fiction stories, talk about the characters and the setting of the story. Ask what the problem is and the events that take place. Talk about the beginning, middle and end of the story. Discuss how the character’s feeling changed from the beginning to the end of the story. You can also talk about the message the author is trying to convey to the reader. Ask the student to choose a different ending for the book and explain what that ending would be. Ask the student if the book is realistic fiction, fantasy fiction, historical fiction, science fiction, etc. Encourage the student to make connections to his own life experiences, other things he has read or experienced. Have he / she retell the story.

Non-Fiction: For non-fiction books, ask the student what is the main idea of the book. Ask what the student learned from the book and why they think the author thought the information in the book is important.

You can pause in different places in the text according to student’s needs. Have student retell and reflect every few sentences, paragraphs, pages, etc. Encourage him/her to make connections to other texts, experiences and interest.