



Innovations in Literacy Tutoring Ravenswood Reads



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Ravenswood Reads

- Connects Stanford students with kindergarten, first grade, and second grade children in meaningful one-on-one interactions that help develop language and literacy skills.
- A service-learning program that emphasizes the importance of adequately preparing and supporting volunteers on an ongoing basis.
- Focuses on providing a service to schools in East Palo Alto and creating a learning experience for Stanford students.
- A unique partnership among the Haas Center for Public Service, Stanford University School of Education (SUSE), and the Ravenswood City School District (RCSD).
- A year-long program designed to help students develop a love of reading, confidence, communication and vocabulary, and a repertoire of literacy strategies and skills.

Ravenswood Reads Tutoring Manual

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- Section 1: Tutoring Goals
- Section 2: Assessment
- Section 3: Emergent Reader Plan
- Section 4: Alphabetic Reader Plan
- Section 5: Early Reader Plan
- Section 6: Appendix



Tutoring videos and 170 page tutoring manual now on Haas Center for Public Service, Ravenswood Reads, website: <http://haas.stanford.edu/index.php/item/388#tools>.

Project Goals

- Create an effective kindergarten, Grade 1, and Grade 2 tutoring program for a target student population including English Language Learners and students from low income households.
 - Improve Ravenswood Reads tutoring program at Costano Elementary School and East Palo Alto Academy Elementary School.
- Document effectiveness of the tutoring program and its components for improving literacy skills.
 - Evaluate tutoring effectiveness with a statistical comparison of pre- and post- reading skills among those tutored, and with a statistical comparison of treatment and control groups.
 - Conduct qualitative research through analysis of videos from tutoring sessions.
- Create tutoring materials that can be freely accessed via the internet.
 - Develop a new tutoring manual with curriculum for Emergent, Alphabetic, and Early readers.
 - Create website (<http://haas.stanford.edu/index.php/item/388#tools>) with tutoring manual and video clips of best practices.



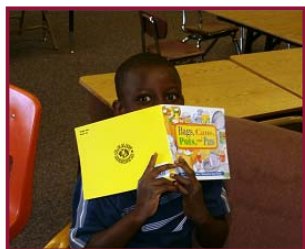
Program Design

Each 35-minute tutoring session consists of four components, using leveled readers individualized to the skills of each student:

- 1) *Revisiting Familiar Texts* allows students to build confidence through familiar reading and increases students' exposure to individual words.
- 2) *Word Study* includes a review of a word bank built up over the course of the school year by the student and his or her tutor, and a mini-lesson in phonic analysis focusing on letters, sounds, and spelling patterns. Tutors typically use word sorts, picture sorts, writing sorts and other games to accomplish the word bank review and the phonic analysis activities.
- 3) *New Reading* involves the introduction of a new leveled text. The child and tutor do a picture-walk through the book before reading to familiarize the child with text content. Following the picture-walk, the tutor and child may choral read the book together, or the child may read the book to the tutor.
- 4) *Communication* consists of oral and written language activities based on text content and student interests.

Education Challenge

- 50% of fourth grade children from low income families score below even a basic reading level (<http://nces.ed.gov/nationsreportcard/pdf/main2007/2007496.pdf>).
- Individual tutoring has been identified as a "gold standard" literacy intervention for children in the early elementary years (www.ed.gov/rschstat/research/pubs/rigoroussevid/guide_pg3.html).
- Challenge: How to make affordable and effective volunteer tutoring programs.



"Very young children love working with adults. The earliest intervention is the best, and the best intervention beyond the classroom is one-on-one tutoring." ~Connie Juel