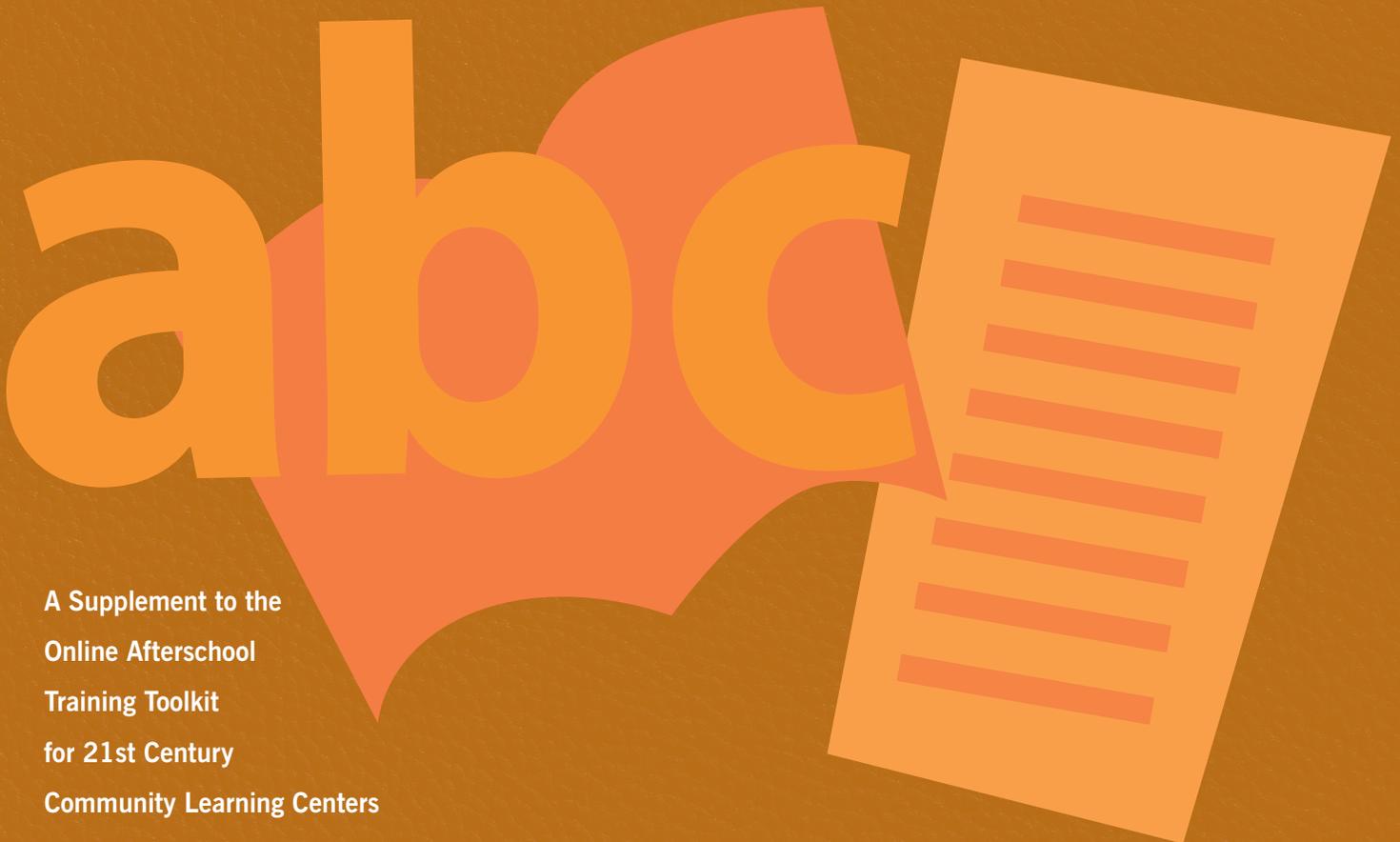


LITERACY IN AFTERSCHOOL



A Guide to Using the
**AFTERSCHOOL
TRAINING TOOLKIT**
for Professional Development



A Supplement to the
Online Afterschool
Training Toolkit
for 21st Century
Community Learning Centers
www.sedl.org/afterschool



Produced for the U.S. Department of Education by the National Partnership for Quality Afterschool Learning.

Contributors

Brenda Britsch

Rändi Douglas

Nicole Martin

Eve McDermott

Gwen McNeir

Bracken Reed

Design and Production

Production

Laura Shankland
Deborah Donnelly
Catherine Jordan

Editorial

Leslie Blair
Debbie Ritenour
Laurie Stoneham, *Anything But Fiction*

Designers

Shaila Abdullah
Ben Chomiak, Red Dog Creative
Jane Thurmond

Copyright © 2008 SEDL

SEDL
4700 Mueller Blvd.
Austin, TX 78723
Voice: 512-476-6861
Fax: 512-476-2286
www.sedl.org

Northwest Regional Educational Laboratory
101 SW Main St., Suite 500
Portland, OR 97204
Voice: 503-275-9500
www.nwrel.org

This publication was produced in whole or in part with funds from the Office of Academic Improvement and Teacher Quality Programs, U.S. Department of Education under contract number ED-03-CO-0048. The content herein does not necessarily reflect the views of the Department of Education, any other agency of the U.S. government, or any other source.

Titles or names of specific software discussed or described in this document are registered trademarks, trademarks, or copyrighted as property of the companies that produce the software. Unless noted otherwise, photos are © Jupiterimages Unlimited.

Please note that the World Wide Web is volatile and constantly changing. The URLs provided were accurate as of the date of this publication, but we can make no guarantees of their permanence.

Suggested citation in APA format:

Britsch, B., Douglas, R., Martin, N., McDermott, E., McNeir, G., & Reed, B. (2008). *Literacy in afterschool: A guide to using the Afterschool Training Toolkit for professional development*. Austin, TX: SEDL.

LITERACY IN AFTERSCHOOL

A Guide to Using the **AFTERSCHOOL TRAINING TOOLKIT** for Professional Development

Bringing Literacy Content to Life in Afterschool	1
How to Use This Guide	2
Suggestions for Supporting English Language Learners.....	3
Practice 1: Book Discussion Groups and Literature Circles	4
Professional Development Idea 1: Reviewing the Research	6
Professional Development Idea 2: Developing an Activity.....	10
Practice 2: Read Aloud	14
Professional Development Idea 1: Using a Video	16
Professional Development Idea 2: Using an Activity	18

Practice 3: Story and Literature Dramatizations 22
Professional Development Idea 1: Using a Video 24
Professional Development Idea 2: Using an Activity 26

Practice 4: Writing 30
Professional Development Idea 1: Developing an Activity..... 32
Professional Development Idea 2: Using a Video 34

Practice 5: Family Literacy Events 38
Professional Development Idea: Using Sample Lessons 40

Practice 6: One-on-One and Small-Group Tutoring 48
Professional Development Idea 1: Using a Video 50
Professional Development Idea 2: Using Sample Lessons 54

Glossary	59
Online Resources	61
References	65





Bringing Literacy Content to Life in Afterschool

Literacy includes speaking, listening, reading, and writing—the essential communication skills students need to succeed, both in school and the world beyond. Students gain confidence as they build competence in communication and critical thinking.

Early elementary students engage in speaking, listening, and writing activities to build fundamental reading skills. Upper elementary students use their literacy skills in all subjects, including solving math problems, conducting science projects, and exploring the social sciences. Without fundamental literacy skills, students will struggle throughout their school years.

How can afterschool programs bring these concepts to life? The National Partnership for Quality Afterschool Learning developed the online Afterschool Training Toolkit (www.sedl.org/afterschool/toolkits) to give afterschool program directors and instructors the resources needed to plan fun, innovative, and academically enriching activities for students. The literacy toolkit comprises six promising practices, which are recommended methods of instruction that have been observed to increase student achievement.

The promising practices in literacy are as follows:

- *Book Discussion Groups and Literature Circles*
- *Read Aloud*
- *Story and Literature Dramatizations*
- *Writing*
- *Family Literacy Events*
- *One-on-One and Small Group Tutoring*

Each practice is built on youth development principles and research on effective literacy instruction. At their core, Afterschool Training Toolkit materials are designed to illustrate techniques and activities that leverage student curiosity to make literacy in afterschool both enjoyable and relevant.

This guide provides professional development ideas for each of these practices.

How to Use This Guide

This guide has been developed to complement the literacy section of the National Partnership for Quality Afterschool Learning's online Afterschool Training Toolkit. It provides afterschool program leaders with practical suggestions for engaging staff members in professional development using each of the literacy practices in the online Afterschool Training Toolkit. While this document offers sufficient information and direction to provide professional development for your afterschool staff using the literacy practices, the authors encourage you to visit the online Afterschool Training Toolkit (www.sedl.org/afterschool/toolkits/literacy) for more details and additional resources.

Separate professional experiences are provided for each practice. The practices have either one or two different professional development ideas ranging in length from 30 to 60 minutes. Included are hands-on activities, videos from the online Afterschool Training Toolkit, and reading and discussion activities. You may need to modify the ideas to meet the specific needs of your site; however, they provide a nice place to begin planning. In addition, do not hesitate to expand on the ideas presented here to capitalize on the interests of your staff.

This guide also includes tips for working with English language learners (ELLs). With the growing number of students from diverse backgrounds attending afterschool programs, it is important that practitioners increase their skills in working with this unique population. Afterschool often provides a safe place for ELLs to develop language skills. We provide both general tips for supporting ELLs, given in the following section, and specific enhancements that are tied to each of the six literacy practices.

Suggestions for Supporting English Language Learners

All students, both native English speakers and nonnative English speakers, come to afterschool with different skills and attitudes based on their abilities and experiences. However, ELLs differ widely in their exposure to and proficiency in the English language. Some ELLs have had significant academic experience in their native language but are still learning to translate that knowledge into English or to learn new content that is taught using academic English. Other students have had little exposure to academics even in their native language. Afterschool instructors need to take into account where ELLs fall on the continuum of both academic knowledge and English language ability.

The following basic guidelines should be taken into consideration when planning literacy activities with ELLs. More specific suggestions are given with each literacy practice.

- **Allow nonverbal demonstration of understanding with manipulatives or pictures.** Provide opportunities for students to write or draw their answers on the board, or to demonstrate their answers in other ways. Many literacy practices, such as literature dramatizations, are ideally suited to this strategy.
- **Communicate information, vocabulary, or instructions both verbally and nonverbally to ELLs using graphic organizers, charts, and supplemental materials, in addition to print.** Read alouds are one example of how literacy practices can be effectively supplemented with nonprint materials.
- **Be intentional about how you group students.** A primary way that ELLs become more proficient in English is through frequent, meaningful interaction with native English speakers. When conducting a small-group book discussion or literature circles, for example, it's a good idea to group students with varying proficiency levels. Bilingual students who are fluent in two or more languages can serve as excellent partners, but it is important not to rely too much on them for translation.
- **Use ELLs' native language when possible and appropriate.** Afterschool is often a more diverse, casual, and comfortable environment for ELLs than day school. As such, afterschool can be an ideal time to work on literacy skills. Afterschool instructors can often provide a time for ELLs to use their native language, especially during times not specifically devoted to English language instruction. In addition, instructors should take opportunities to clarify instructions in a student's native language, whenever possible.

1

2

3

4

5

6

Practice 1

Book Discussion Groups and Literature Circles

What Is It?

Book Discussion Groups and Literature Circles uses stories to engage students in discussions about what they're reading. Lively discussions give students a chance to ask questions and voice their opinions while building reading and analytical skills.

What Do I Do?

Choose a book or story that students are interested in reading. Ask them for their suggestions or for topics they would like to explore, or talk to their teachers to extend what they're learning in day school. If you have many students with different reading levels, you may want to form small groups. Develop questions and model a discussion so that students understand how to analyze what they're reading. Be sure to talk about listening and respecting each other's opinions. After you have modeled a discussion, students can take turns leading and facilitating future discussions. You can give roles to other members of the group, such as writing a summary, keeping a list of new vocabulary, and recording questions and key points during the discussion. Encourage students to write down their own questions, reflections, or favorite quotes as they read. For students who are less comfortable speaking in a group, writing will help them prepare for discussions and develop their ideas more fully.

Why Does It Work?

Letting students choose their own books based on topics that interest them increases their incentive to read. Discussions engage students, and asking students for their opinions encourages participation, a sense of ownership, and an acceptance of different perspectives.

ELL Enhancement

A primary way that ELLs become more proficient in English is through frequent meaningful interaction with native English speakers. When conducting a small group book discussion or literature circles, it's a good idea to group students with varying proficiency levels. Ask students to choose roles within the group (e.g., recorder, facilitator, reporter) and then rotate the roles so that all students have a chance to practice reading, writing, speaking, and listening.

All students, especially ELLs, benefit from exposure to learning strategies and study skills. Provide students with graphic organizers, list-making techniques, learning logs, or other tools that will help them formulate their reactions and questions as they read. Provide students with a wide variety of multicultural, multilingual literature so they can select books that relate to their own unique backgrounds and interests.

Professional Development Ideas

There are many ways to help staff understand and apply the *Book Discussion Groups and Literature Circles* practice. On the following pages are plans for two professional development sessions. The first idea, which requires 65 minutes, introduces participants to the practice using group discussion and a review of the relevant research. The second idea, which takes 75 minutes, demonstrates the practice using an award-winning children's book matched with a lesson from the online Afterschool Training Toolkit.

For sample lessons, video clips, and links to additional resources to support this practice, please visit the National Partnership for Quality Afterschool Learning's online Afterschool Training Toolkit (www.sedl.org/afterschool/toolkits/literacy/pr_book_groups.html).



Professional Development Idea 1: Reviewing the Research

This professional development activity helps staff learn why *Book Discussion Groups and Literature Circles* is an effective skill-building literacy activity. Participants learn the theory behind the practice by reviewing the latest research. They also learn what successful book groups look like and how this practice can be used to support literacy achievement and lifelong literacy habits. Finally, participants discuss challenges with the practice to streamline planning efforts.



To extend this professional development activity, a train-the-trainer session is available from the Northwest Regional Educational Laboratory. Module 1 includes a PowerPoint presentation, facilitator's script, and participant handouts (www.nwrel.org/ecc/21century/training/).

Time:

65 minutes

Materials:

- 4 copies of the research on book discussion groups in *Literacy in Afterschool Programs: Literature Review*, pp. 24–27 (www.sedl.org/afterschool/toolkits/literacy/pdf/AST_lit_literature_review.pdf)
- 4 copies of three different online articles:
 - Literature Circles: Getting Started, from the National Council of Teachers of English (www.readwritethink.org/lessons/lesson_view.asp?id=19)
 - An overview from the Literature Circles Resource Center, Seattle University College of Education (www.litcircles.org/Overview/overview.html)
 - A definition of literature circles from the Walloon Institute and Stenhouse Publishers (www.literaturecircles.com/)
- Chalkboard or dry-erase board and flip chart
- Blank flip chart and blank writing paper
- Writing materials

Opening Activity

10 MINUTES

Ask for a show of hands of those who have ever participated in a book discussion group. Encourage those who have had experience to talk about how book discussion groups can be used to build literacy skills. Next, ask about any challenges or reservations participants may have about book discussion groups, especially as an afterschool activity. Note responses on the chalkboard or flip chart under two columns: positive and negative.

Reviewing the Research

15 MINUTES

Divide participants into four groups. Hand out copies of the *Literacy in Afterschool Programs: Literature Review*, and instruct participants to scan the entire piece.

After completing the reading, direct each group to focus on discussing the main points on just one page—group 1, p. 24; group 2, p. 25; and so on.

Gather and note on the board the main points the groups highlighted for each page.

Ask participants the following questions:

- How would these effects apply to students at your afterschool site?
- Would this practice build needed skills?



Reviewing Articles

30 MINUTES

In order to consider working with *Book Discussion Groups and Literature Circles*, staff need to know what the practice looks like.

Divide the participants into three groups. Give each group copies of one of the articles listed earlier.

Give each group a sheet of blank flip chart paper. Ask them to read their article, create a poster presentation of the main points, and be prepared to deliver a report to the rest of the group. Allow them 15 minutes to work on it.

Have each group give its poster presentation about book discussion groups. After the presentations, discuss similarities and differences as a whole group.

Asking the Key Question

10 MINUTES

Provide each participant with a blank sheet of paper. Give participants 3 minutes to write on this topic: “At our afterschool site, book discussion groups might . . .”

Encourage participants to incorporate points from the readings, group discussions, or the posters as they write.

Ask willing individuals to read what they have written. Next, determine whether there is consensus in the room to undertake this practice. If so, talk about next steps, and determine a date and time to reconvene to develop a plan.





Professional Development Idea 2: Developing an Activity

In planning this activity, consult with a librarian to identify interesting children's books that tell stories about visiting relatives. Try to find books that reflect the languages and cultures at your afterschool sites.



Time:

75 minutes

Materials:

- Copies of the lesson Relatives (www.sedl.org/afterschool/toolkits/literacy/pr_book_groups.html)
- 1 copy of *The Relatives Came*, by Cynthia Rylant (Minneapolis, MN: Atheneum/Richard Jackson Books, 1985)
- Other children's books about visits from relatives, as appropriate
- Handout A: Activity Plan Template
- Chalkboard or dry-erase board
- Flip chart
- Blank sheets of paper
- Writing materials

Opening Activity

15 MINUTES

Provide participants with a blank sheet of paper. Allow them 3 minutes to write about a dominant childhood memory they have about when their relatives came to visit. At the end of 3 minutes, ask them to share with a partner something they wrote.

Then collect some memories from the whole group, at the end highlighting the rich range of experience (often laden with emotions) you can explore with this theme.

Examine a Toolkit Sample Activity

20 MINUTES

Provide participants with blank paper and a copy of the Relatives lesson. Ask them to read the selection. As they read, ask participants to note the characteristics of this lesson plan and any ideas they have about planning similar activities at their sites.

After participants have finished reading, ask them to talk in groups about their ideas for planning a similar or extended activity. Take time to collect and note on a board or flip chart as many ideas as you can from the whole group.

Develop an Activity

30 MINUTES

Distribute Handout A: Activity Plan Template. Have participants pass around the children's books you have on hand. Allow 10 minutes for participants to scan the books.

Divide participants into small groups (2–3 people) to work together to fill out the Activity Plan Template. Using the Relatives lesson as a model, point out that it's good to write down questions to ask students in book discussion sessions.

Explain that a culminating activity might be a writing project, a family literacy event, a poster, or drawing contest focused on the theme of visiting relatives.

Group Sharing

10 MINUTES

Ask each group to briefly summarize its activity, noting its favorite features.



1

2

3

4

5

6

Handout A: Activity Plan Template

Activity Plans for "A Visit From Relatives"	
Goals for this activity	<ol style="list-style-type: none"> 1. 2. 3.
Preparation (what needs to be done ahead of time)	
Planning considerations	<p>Time:</p> <p>Materials:</p>
Instructional steps (what to do with the students)	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6.
Culminating activity	
Outcomes to look for	<ol style="list-style-type: none"> 1. 2. 3.



Practice 2

Read Aloud

What Is It?

Reading aloud is a group activity that models fluent reading. It provides exposure to new concepts and literature; enhances students' listening, comprehension, and critical thinking skills; and builds on students' background knowledge.

What Do I Do?

With younger children, reading aloud entails an afterschool teacher reading to students. Older students can take turns reading. Whatever the grade level, choose books that are appropriate for your students, with engaging story lines that tap students' interests. Ask students for their ideas and talk to their day-school teachers to get suggestions.

Before you begin, ask questions about the cover and title of the book. What do the cover and title suggest? Pre-reading discussion helps activate prior knowledge. While reading aloud, read with expression to bring the story and characters to life. Pause to ask questions and check student engagement. When the story ends, ask students to share their opinions. What did they like?

Why Does It Work?

Research indicates that reading aloud is the single most important activity for reading success. It builds students' interest in reading, helps them develop understanding, and exposes all readers to great books. Reading aloud is an ideal activity for the afterschool setting because it can be done in a large group, in a small group, or one-on-one.

ELL Enhancements

Students reading in their first language have already learned 5,000–7,000 words before they begin formal reading instruction. In contrast, ELLs whose parents are not fluent in English typically do not have large vocabularies in the second language. When introducing new vocabulary prior to a read aloud, be aware that ELL students may be unfamiliar with words that their native English-speaking peers readily identify. Acting out words, using props, and adopting a word wall approach displaying a range of vocabulary words, definitions, synonyms, etc., will help all students broaden their vocabulary.

Lengthy instructional conversations between teacher and students are a powerful tool in aiding reading comprehension, an area in which ELLs often struggle. Struggling readers are often given remedial instruction instead of being exposed to authentic texts and challenged to think critically or inferentially about stories. When conducting a read aloud, pausing frequently to model think alouds and higher-order questioning strategies will increase engagement and help develop students' understanding of more complex concepts.

Professional Development Ideas

There are many ways to help staff understand and apply the *Read Aloud* practice. On the following pages are plans for two professional development sessions. The first idea, which requires 45 minutes, demonstrates how a video clip from the online Afterschool Training Toolkit, together with a reflection guide, can be used to help staff understand this practice. The second idea, which also takes 45 minutes, uses a comprehension guide to help staff members gauge student comprehension more effectively.

For other sample lessons, a video clip, and links to additional resources to support the *Read Aloud* practice, please visit the National Partnership for Quality Afterschool Learning's online Afterschool Training Toolkit (www.sedl.org/afterschool/toolkits/literacy/pr_read_aloud.html).



Professional Development Idea 1: Using a Video

This professional development session is designed to familiarize participants with the *Read Aloud* practice, and to introduce the Read-Aloud Reflection Guide while observing an actual read aloud taking place. It also gives participants a chance to rehearse the read aloud practice and to think about how the practice fits their program goals and student needs.



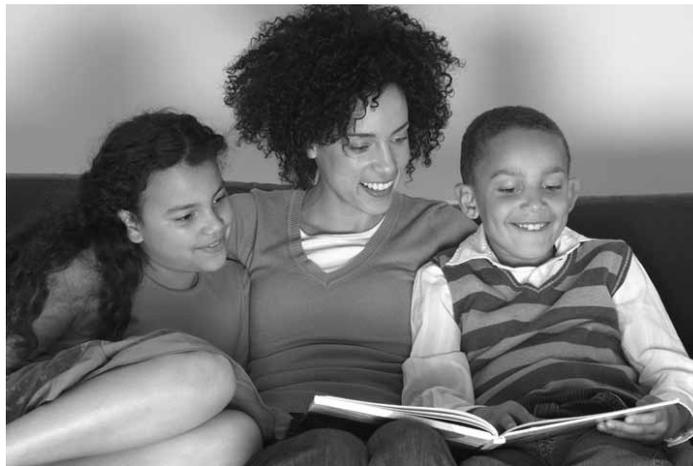
Time:

45 minutes

Materials:

- The Read Aloud: Bringing Stories to Life online video (www.sedl.org/afterschool/toolkits/literacy/pr_read_aloud.html)
- Handout B: Read-Aloud Reflection Guide (1 copy for each participant)
- Three preposted flip chart pages or 3 columns on the chalkboard labeled “Before Reading,” “During Reading,” and “After Reading”
- Blank flip chart paper
- Writing materials

Note: During the entire training, keep a running record of the discussion on posted flip chart pages. You may run out of space on each preset page, so have extra blank pages on hand. After the training, you can compile the whole-group discussion lists and e-mail them to your staff as a follow-up.



Opening Activity

5 MINUTES

Hand out copies of Handout B: Read-Aloud Reflection Guide.

Discuss the purpose of the guide and how it can help staff identify the most effective read-aloud strategies.

1

Bring Stories to Life

10 MINUTES

Show the Read Aloud: Bringing Stories to Life video. Ask participants to write down the effective strategies they observe in the three columns on the Read-Aloud Reflection Guide.

2

Recording Group Observations

10 MINUTES

Record group observations of the video on the three preposted flip chart sheets (or chalkboard columns) labeled “Before Reading,” “During Reading,” and “After Reading.”

Encourage participants to record all the strategies discussed on their own guide (Handout B). Begin by talking about what the participants saw in the demonstration video. Later, add other strategies seen elsewhere or currently in use.

3

Role Playing a Read Aloud

20 MINUTES

Divide the participants into teams of 3–4. Using a sampling of children’s books, ask one team member to play the role of reader and one to play the role of the student. Encourage the reader to incorporate the most effective strategies that were identified using the reflection guide.

Ask those in the role of students to describe the most effective strategies the tutors used to keep them engaged in the story. Then ask the tutors to describe what they learned about tutoring by spontaneously rehearsing these practices. Finally, facilitate a group reflection about what participants learned from this exercise that they can take into their tutoring practices.

4

5

6



Professional Development Idea 2: Using an Activity

This professional development session introduces participants to the Comprehension Guide for Read Aloud Conversations, which can be used to gauge student comprehension during a read aloud session. Think alouds, techniques that explore how readers think as they're reading, are also introduced.



Time:

45 minutes

Materials:

- Handout B: Read-Aloud Reflection Guide (1 copy for each participant)
- Handout C: Comprehension Guide for Read-Aloud Conversations (1 copy for each participant)

Note: Participants may want to use simpler vocabulary for the youngest children, saying “What will happen next?” instead of “Can you make a prediction?” Point out that you can enlarge the child’s understanding and vocabulary by following up later with, “Yes, good readers make predictions like that.”

Opening Activity

10 MINUTES

Refer to the Comprehension Guide for Read-Aloud Conversations (Handout C), and explain that this is a one-page guide to conversations about reading based on research on how good readers think when they read.

Ask participants to take a moment to look over the guide and then discuss at their tables which strategies might work best during the reading of the story they just started and why.

Ask participants to note elements of this discussion on their Read-Aloud Reflection Guide (Handout B) in the “during reading” column. Note that it’s important to focus on strategies that directly relate to the content of the book.

Introducing Think Alouds

5 MINUTES

A think aloud reveals the inner conversation that good readers have with a text to explore its meaning. Talking out loud to students about your thinking provides them with good models of comprehension strategies.

Ask, “What do we do if you ask a question and there’s no answer?” Ideally, someone will say, “Model,” “Demonstrate an answer,” or “Think out loud.”

Explain that many young readers are just beginning to learn how to think about stories. Providing models of your thoughts will put students at ease and help them develop good reading comprehension strategies.

Provide a think-aloud example: “Oh look, here’s a picture of a dog with a big smile on the cover—that makes me think of my neighbor’s dog, Woofus, because he looks like he smiles, too. What does the picture make you think of?”

1

2

Practice During Reading Strategies

20 MINUTES

Ask participants to play tutor-student roles for this activity as they continue to work with the same book. The tutor does the following:

- Focuses on one or two strategies from the comprehension guide (Handout C)
- Uses think alouds to explore meaning
- Asks the student to respond with his or her own thoughts
- Reflects on what works, answering the following questions:
 - What tips should be added to the “during reading” column?
 - What did the tutors discover?
 - What worked for the students?

Direct the pairs to trade roles and repeat this exercise (reading on in the same story), giving those who played students an opportunity to try out the tutoring strategies.

3

4

5

Tips for Comprehension Strategies

10 MINUTES

Ask participants to describe any tips they suggest for using this approach to develop comprehension strategies.

Note these tips in the “during reading” column of the flip chart.

Have participants add them to their Read-Aloud Reflection Guide (Handout B).

6

Handout B: Read-Aloud Reflection Guide

Before Reading . . .	During Reading . . .	After Reading . . .

Handout C: Comprehension Guide for Read-Aloud Conversations

Thinking strategy <i>Mental process that good readers use</i>	Description <i>What the mental process entails</i>	Questions <i>Questions that promote this thinking strategy</i>
Activate prior knowledge	Recall previous experience and knowledge, making connections with text content, meaning, and style.	What has happened in your life that is like this story? What have you read about or seen that relates to this topic?
Analyze formats	Predict characteristics and content of a book based on a review of formats—organization, graphics, and presentation of the text.	Based on the title, cover, table of contents, headings, charts, tables, and pictures, what do you think this book is about? Can you predict what will be in each section?
Visualize	Identify and describe mental pictures and images that occur to the reader as text is read.	What pictures or images pop into your head? Can you imagine what the scene/person/item looks like?
Form predictions	Apply growing knowledge of author and content to predict story developments or upcoming content.	What clues are in the story about what will happen next? Based on the information we've read, what else will the author(s) discuss?
Make inferences	Combine analysis of the text with what you know of the world to form educated guesses about meaning.	What is the characters' relationship, based on how they're acting? How will information in this graph influence public choices?
Generate questions	Wonder about text—what's the purpose, why this detail, what's missing, and what remains to be learned?	What questions do you have about what's coming up in the story? Does the chart on this page make you wonder about anything else?
Monitor understanding	Identify points of confusion about the text, and analyze why they occur.	Where did you lose track of what's happening in the story? Are there terms/ideas you don't understand on this page?
Fix confusion	Apply fix-up strategies for areas of confusion so that reading can continue.	Can you re-read that paragraph and look for clues about what's confusing you? What words do you need to know more about to be able to move on?
Synthesize content	Identify main ideas, summarize content, identify contrasts, and make comparisons.	Can you summarize the main points of this article in a few sentences? How are the main characters in each story the same? How are they different?

1

2

3

4

5

6

RESOURCES

Practice 3

Story and Literature Dramatizations

What Is It?

Story and literature dramatizations give students an opportunity to act and explore characters, bringing literature to life. Acting out characters' parts engages students while building critical reading skills.

What Do I Do?

Choose a poem, short story, or play that will really engage students. Ask students for their ideas, or talk to their teachers to find out how to connect to the day-school curriculum. Review the story, plot, and characters, and then assign roles or let students decide. Ask students to think about their role, discuss what makes each character convincing, and encourage them to really take on that character. Students aren't required to memorize lines unless they choose to.

Why Does It Work?

Afterschool provides the perfect setting for dramatizations. After a day of sitting in classes, students can move around and act things out while building literacy skills. While some programs mount full-scale theatrical productions, there are any number of ways that dramatization can be integrated into afterschool activities through finger puppets, rhymes, reader's theater, or songs.

ELL Enhancements

This practice is especially effective for ELLs because it employs multiple learning modalities (physical, visual, auditory, etc.) that have been shown to reinforce language learning. Repeated readings of a script and practicing line delivery build fluency and expressiveness in English, and the collaborative nature of the practice provides essential opportunities for interaction. Pantomime and follow-up discussions can be very effective for the integration of language and meaning.

Students who are learning English may not have the same background knowledge related to text structure and content as native English speakers. For example, they may be unfamiliar with the format of a theatrical script or with a fairy tale that is traditional in this culture (such as *The Three Little Pigs*). When choosing texts for this activity, select from a variety of culturally relevant texts, gauge students' levels of background knowledge, and provide additional explanation and instruction where needed.

Professional Development Ideas

There are many ways to help staff understand and apply the *Story and Literature Dramatizations* practice. On the following pages are plans for two professional development sessions. The first idea, which requires 40 minutes, uses a video clip from the Afterschool Training Toolkit to demonstrate the practice in action. The second idea, which takes 30 minutes, examines a sample lesson plan for a specific dramatization strategy called freeze frames.

For sample lessons, video clips, and links to additional resources to support this practice, please visit the National Partnership for Quality Afterschool Learning's online Afterschool Training Toolkit (www.sedl.org/afterschool/toolkits/literacy/pr_story_lit.html).



Professional Development Idea 1: Using a Video

The purpose of this professional development practice is to provide staff with an opportunity to observe students engaged in reading a dramatized version of a novel; reflect on possible applications of the *Story and Literature Dramatizations* practice; and plan research steps toward implementation of the practice.



The dramatic reading of *Nothing but the Truth* highlights student engagement in reading and enthusiasm for the story. Observing the set-up and operation of an ensemble dramatic reading should trigger ideas among your staff about incorporating this activity or planning something similar. The experience will enable participants to form ideas about what dramatic readings look like and how to implement this practice.

As a follow-up companion activity, consider using the stand-up-and-do process called Storybuilding to explore the same novel. The Storybuilding training module from the Northwest Regional Educational Laboratory includes a PowerPoint presentation, facilitator's script and participant handouts. Storybuilding with *Nothing but the Truth* is Handout 5 in Module 3 (www.nwrel.org/ecc/21century/training/storybuilding/mod-3_handouts.pdf).

Time:

40 minutes

Materials:

- Online video: *Literature Dramatization: Exploring Character* (www.sedl.org/afterschool/toolkits/literacy/pr_story_lit.html)
- 1 copy of the novel, *Nothing but the Truth: A Documentary Novel*, by Avi (New York: Orchard Books, 1991)
- Chalkboard, dry erase board, or flip chart

Opening Activity

10 MINUTES

The purpose of this activity is to discover prior experience with dramatic readings among your staff.

Ask participants to think about any dramatic readings or plays they have participated in or observed. Invite them to tell a partner about their experience(s), highlighting those aspects that might help build literacy skills and contribute to success in school.

Collect stories in a whole-group discussion. Take note of participants who have extensive experience with drama—they will be an important resource as you implement this practice.

1

2

Observing the Practice in a Video

20 MINUTES

Before you show the video, ask participants to look for aspects of the activity that are helpful in developing literacy skills.

View the video of Boston Citizens School seventh and eighth graders working on a dramatic reading: www.sedl.org/afterschool/toolkits/literacy/pr_story_lit.html.

Ask participants to talk together in small groups of 3 or 4 about what they saw in the video and to discuss any ideas they have for enhancing the activity.

Share ideas among the whole group, noting participant responses on a board or flip chart under two categories: “What worked for literacy” and “Ideas for enhancements.”

3

4

Selecting a Text for Dramatic Reading

10 MINUTES

Allow participants time to scan a copy of the novel *Nothing but the Truth* as you discuss characteristics of a good choice for a teen read aloud. Consider the background, culture, and languages of your students as you list the characteristics on a board or flip chart.

Ask your staff about their ideas for incorporating this practice, and work with them to plan next steps. Ask for individual volunteers to conduct research into expanding this practice. This research might include the following:

- Surveying sites for student/staff interest in dramatic reading as an activity
- Collecting ideas and suggestions for texts from students, librarians, and local children’s theaters
- Researching availability of volunteers from local theater groups to lead this activity, which may lead to public performance(s) within the community

Set a date to regroup, discuss, and finalize implementation plans.

5

6



Professional Development Idea 2: Using an Activity

The purpose of this activity is to introduce afterschool staff to the dramatization activity called freeze frames (frozen picture or tableaux); provide participants with experience creating freeze frames; and share ideas about extending the use of this activity to create student engagement with both reading and writing projects.



Participants will create and share freeze frames from their personal experiences, review a sample toolkit lesson that features freeze frames, and discuss applications of this activity across content areas.

Freeze frames are part of an extended process of dramatization, called Storybuilding, which is known to benefit literacy skills. Consider providing staff training in the complete Storybuilding process to explore children's literature, and engage students in topics across the curriculum. You will find a complete training module from the Northwest Regional Educational Laboratory, including a PowerPoint presentation, facilitator's script, and participant handouts. Storybuilding with the Caldecott Medal children's book *Sylvester and the Magic Pebble*, by William Steig, is Handout 4 in Module 3 (www.nwrel.org/ecc/21century/training/storybuilding/mod-3_handouts.pdf).

Time:

30 minutes

Materials:

- Copies of the Freeze Frames sample lesson (www.sedl.org/afterschool/toolkits/literacy/ex_freeze.html) (1 copy for each participant)
- Chalkboard, dry-erase board, or flip chart

Opening Activity

20 MINUTES

Ask participants to stand in a circle in an open space, moving chairs or desks out of the way, if necessary. Have participants share, with a partner next to them, the story of one afterschool event that was particularly challenging. Allow 5 minutes for sharing stories.

Ask participants to create a headline using just a few words that describes their story. Go around the circle collecting the headlines.

Divide participants into small groups of 4–5 members each. Ask each group to select one challenging afterschool event to depict. Then, with everyone playing a role, ask each group to create a freeze frame depicting this event. Explain that the individuals in the group will create a scene or image that looks like a photograph of the event.

Have the freeze frames presented to the whole group. To do this, the facilitator says, “Ready, action-two-three, freeze.” During “action-two-three” the actors have a few moments to mime what has happened just before the picture is taken or frozen in time. Tell the actors to be prepared to hold their picture for a few moments, without talking or telling what the picture is about, while the group discusses what they see.

As the freeze frames are shared, ask the observers to interpret and report what they see. Then ask the group to provide a title or caption, like a news headline, for each tableau. If those who created the picture have details to add, additional information can be provided at this time.

Go around the room to give all groups a chance to present their frozen pictures.

As you complete this activity, point out that this simple dramatization activity provides a stand-up-and-do opportunity to engage students collaboratively and creatively in a variety of topics.



1

2

3

4

5

6

RESOURCES

Examining a Sample Lesson

10 MINUTES

Ask participants to take a seat and pass out copies of the sample lesson Freeze Frames, allowing time for participants to read it. Ask if there are any questions about how to facilitate this activity. Point out that it is important to monitor small-group work, finding out which groups are ready to present and urging others to complete the task. Also, a good facilitator will often repeat the interpretive comments of observers, providing a second (louder) version for the entire group to hear. In addition, it is a good idea to record the titles or headlines on a board or flip chart in the room.

Review the titles of the freeze frames, and ask participants what kind of follow-up literacy activities might be tied to these topics (i.e., writing stories, creating a newsletter, writing and producing a brief play, etc.).

Brainstorm with the group about other uses of this activity to extend student engagement. Some examples include the following:

- After a read aloud, students retell the story by creating freeze frames of the beginning, middle, and end action (builds comprehension).
- Before a field trip to a farmer's market, students create freeze frames of what they think they will see or experience (builds anticipation, ideas of what to look for).
- Before a writing activity on a theme like good citizenship, students create freeze frames of citizenship in action (engages students in topic, provides vocabulary and experiential framework).

Conclude the session by asking participants if they can make any immediate plans to use this strategy at their sites. Arrange opportunities for sharing a follow-up evaluation of the practice at a later training.



Practice 4

Writing

What Is It?

Writing can include learning and practicing new vocabulary, journal writing, conducting interviews, or developing storylines. The best writing activities go hand in hand with reading activities because this approach helps further develop language skills.

What Do I Do?

There are a variety of ways to capitalize on children's enthusiasm for writing and communication. Journal writing, writing workshops, newsletter production, or pen pal projects are all good options for afterschool. When working with very young students, invite them to tell you a story about a topic of interest. Write down each story and read it back to them. For beginning writers, ask students to choose words or characters from stories they are reading. Even if they are not sure of correct spellings, encourage students to sound out words and try to write them out and illustrate their meanings. Encourage students to keep word banks for future writing projects.

For a large group of students, older students, or for students with different skill levels, journaling, letter writing, and interviews can engage students in literacy activities in topics of their choice. Ask for student volunteers who are willing to read drafts of their writing, and then have their peers review and offer helpful suggestions. Encourage students to revise their work as they would in a writer's workshop. Finally, display and celebrate completed student work.

Why Does It Work?

Afterschool programs provide a perfect opportunity for students of different levels and abilities to write informally. Engaging activities and regular practice tend to increase students' desire to write. Writing plays an important role in learning. Through writing, students form and develop ideas, make sense of their own experiences, and present their understanding in relevant ways. Creating and sharing written work provides an opportunity for students to tell their stories, see themselves as authors, and begin to understand the qualities of good writing.

ELL Enhancement

For ELLs, writing ability is closely tied to literacy experiences in their native language. Students with minimal literacy in either their home language or in English may need to be taught about the practical purposes of written language. For ELLs with literacy in the primary language, transfer of writing ability is influenced by the similarities and differences between writing systems, such as alphabetic (e.g., Spanish) and logographic (e.g., Japanese). Some ELLs may be literate in alphabetic writing systems that use letters and print conventions that are very different from English, such as Arabic or Thai. Explicit instruction in writing conventions and text structures is crucial for ELLs learning to write fluently in English.

Professional Development Ideas

There are multiple ways to help staff understand and apply *Writing* practices in an afterschool setting. On the following pages are plans for two professional development sessions. The first idea, which requires 1 hour, combines a sample lesson from the online Afterschool Training Toolkit with an activity planning template to guide participants through the planning and evaluation of a writing activity for elementary school students. The second idea, which takes 75 minutes, adapts this idea for teenagers, using a video clip.

For sample lessons, video clips, and links to additional resources to support this practice, please visit the National Partnership for Quality Afterschool Learning's online Afterschool Training Toolkit (www.sedl.org/afterschool/toolkits/literacy/pr_writing.html).



Professional Development Idea 1: Developing an Activity

This professional development idea gives participants an opportunity to develop an activity using an effective template and a sample lesson plan. This experience will help participants clearly define both the goals of a lesson and the best way to evaluate the effectiveness of that lesson.



Time:

1 hour

Materials:

- My First Book sample lesson plan (www.sedl.org/afterschool/toolkits/literacy/pr_writing.html) (1 copy for each participant)
- Copies of books that can be used to introduce the “my first book” idea to students
- Sample copies of first books created by actual students
- Handout D: Activity Plan Template (1 copy for each participant)
- White board and erasable pens

Opening Activity

5 MINUTES

Ask participants to share their memories of the first book they ever created, asking the following questions:

- What was the book about?
- What do you remember the most about that book?
- In retrospect, what did you learn from that experience?

Looking at a Sample Lesson Plan

10 MINUTES

Distribute and have participants look at the My First Book sample lesson plan. Provide participants with sample copies of books that have been used to introduce the lesson to the students. Also provide the group with sample copies of first books created by actual students. Compare and contrast these works to the stated goals of the My First Book lesson plan.

1

Developing a Lesson Plan

30 MINUTES

Divide participants into small groups of 3 or 4, and ask them to develop a lesson plan for a My First Book activity. Using the Activity Plan Template (Handout D) as a guide, ask participants to specifically identify the academic skills that their lesson will address. In addition, ask each group to identify the materials they will need to implement the lesson. Ask a member from each team to share its lesson plan with the entire group. Facilitate discussion about these lesson plans by asking the following questions:

- Has the group clearly identified the academic skills that the activity will address?
- Does the plan identify the materials necessary to carry out the activity?
- Do the lesson plans allow each student to develop his or her own story idea?

2

3

Evaluating an Activity

15 MINUTES

Ask participants to discuss the most effective way to evaluate the success of the My First Book activity. Write the participants' suggestions on the board. If necessary, guide the participants' discussion by asking them the following questions:

- Have the students learned to identify the parts of a book?
- Were the students engaged in the activity?
- Did the students make comments, ask questions, and provide answers that reflected an understanding of each element of a book and who created each part of the book?
- How will participants evaluate the success of this activity?

Encourage participants to carry out the activity, and facilitate a reflection on its success when the activity has been completed.

4

5

6



Professional Development Idea 2: Using a Video

The purpose of this professional development idea is to guide participants in developing an effective and engaging lesson plan for teenagers, using a template and a sample lesson. This experience will help staff understand how to implement the *Writing* practice in the classroom. It will also help staff members think about how to bring technology into the classroom.



Time:

75 minutes

Materials:

- The Analyzing Media online video (www.sedl.org/afterschool/toolkits/literacy/pr_writing.html)
- Handout D: Activity Plan Template (1 copy for each participant)
- Copies of the Creating Student Advertising sample lesson (www.sedl.org/afterschool/lessonplans/index.cgi?show_record=127) (1 copy for every 2 participants)

Opening Activity

15 MINUTES

Divide participants into partners, and ask them to discuss the following questions:

- In your community, what advertisements can you identify that are specifically directed at teens? Think about all forms of advertising—radio, television, print, and Internet—when answering that question.
- What effect do these advertisements have on the teens in your community?
- Would you say the impact of these ads is positive, negative, or neutral?

Have the partners take turns sharing their discussions with the entire group.

Analyzing Media Video

15 MINUTES

Have participants watch the online video Analyzing Media (www.sedl.org/afterschool/toolkits/literacy/pr_writing.html). Provide the participants with a set of guidelines for watching the video, such as the following questions:

- What kind of guidance does the teacher in the video give students about their writing?
- How does the subject matter affect the students' feelings about their writing assignment?
- How has the teacher tied writing to other literacy skills?

1

2

Journaling About Advertisements

15 MINUTES

Using the Activity Plan Template (Handout D), ask the participants to create an activity in which students look at advertisements and respond to them in their journals. Ask the participants to list examples of magazine and TV advertisements they could use.

Ask participants the following questions:

- Who will bring these examples to the classroom—students or the teacher?
- What kind of guidance will staff provide to their students that can tie journal writing to broader literacy goals?

3

Creating Student Advertisements

30 MINUTES

Working as partners, have participants plan their own lesson based on the Creating Student Advertising sample lesson. Ask participants the following questions:

- What instructions will they give to their students?
- Will they let students choose the media (audio, video, or print) for completing the assignment?
- How will they ensure that students are engaged in the lesson?

Have each team present its lesson to the entire group. After each presentation, facilitate a debriefing. Ask the group to respond to the following questions:

- What went well?
- What needs more work?
- What else do you need to think about before you do this activity with students?

Encourage participants to carry out some of these activities, and schedule reflection and evaluation sessions as the activities are completed.

4

5

6

Handout D: Activity Plan Template

Activity Plans	
Goals for this activity	<ol style="list-style-type: none"> 1. 2. 3.
Preparation (what needs to be done ahead of time)	
Planning considerations	<p>Time:</p> <p>Materials:</p>
Instructional steps (what to do with the students)	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6.
Culminating activity	
Outcomes to look for	<ol style="list-style-type: none"> 1. 2. 3.



Practice 5

Family Literacy Events

What Is It?

Family Literacy Events are special scheduled times when parents and caregivers are invited to visit and participate in activities at their child's afterschool program. Events may include workshops on homework or parenting issues; student presentations, musical activities, or plays; or exhibits of student work. Family literacy events may be led by afterschool staff, local experts, or community organizations.

What Do I Do?

In order to plan successful events, it's a good practice to invite a group of parents to participate in all stages of the planning process, from sharing ideas to implementation. The families in your own community and school are your best resource for understanding what will entice others to attend. Whenever possible, offer food and child care at your events. It's a welcoming gesture, and on a practical level, it makes it possible for more parents to participate. Look for opportunities to exhibit student work, showcase student talent through presentations, and have parents visit different rooms to meet afterschool staff. Aim for a few family literacy events each year to encourage family involvement and familiarity with the afterschool program.

Why Does It Work?

At family literacy events, students can practice language and literacy skills when they talk about or demonstrate what they are learning. Parents and caregivers have the opportunity to increase their own skills as they support their children's learning. Participating in a festive, hands-on event can help families feel more comfortable with doing literacy activities at home, a practice shown to improve children's language arts and reading skills. These events can also help afterschool staff communicate with parents about their child's reading and writing progress.

ELL Enhancement

There is much evidence that links parental involvement with student success. Yet, many parents of ELL students are not fluent enough in English themselves to support their children's literacy development. To address this issue, a number of afterschool programs have successfully partnered with organizations that serve adult ELLs. Collaborations like these provide opportunities for adult family members to acquire English language/literacy skills while empowering them to become more involved in their children's education.

When planning family literacy events, be sure to include parents and caregivers from different cultural and language backgrounds on your committee. Ask all committee members to serve as liaisons and/or interpreters and encourage them to recruit participants in their communities. Provide promotional materials and invitations in the languages spoken in your community, and expand outreach efforts to include phone calls or in-person contact. It is important to offer transportation and child care for the event whenever possible; a lack of these services can be a major barrier to participation for many families.

Professional Development Ideas

There are multiple ways to help staff understand and apply the *Family Literacy Events* practice. On the following page is a 75-minute professional development session that introduces the practice, looks at several models of effective family literacy events, and helps participants begin to plan their own event.

For sample lessons, a slide show, and links to additional resources to support the *Family Literacy Events* practice, please visit the National Partnership for Quality Afterschool Learning's online Afterschool Training Toolkit (www.sedl.org/afterschool/toolkits/literacy/pr_family_literacy.html).



Professional Development Idea: Using Sample Lessons

The purpose of this professional development idea is to orient staff to the importance of family literacy practices in determining both the engagement and achievement of all students; review and discuss the *Family Literacy Events* practice; discuss models of family literacy events; and identify types of family literacy events that would be specifically suitable and appropriate for the community.



By the end of this experience, participants should understand what family literacy events are and know what specific models look like. Participants should also leave the session with research topics and tasks in preparation for a possible follow-up session.

For the follow-up session, consider using the complete training module (PowerPoint presentation, facilitator's script, participant handouts) from the Northwest Regional Educational Laboratory—Module 5 Planning a Family Literacy Event (www.nwrel.org/ecc/21century/training/).

Time:

75 minutes

Materials:

- 3 copies of Handout E: Family Literacy Events Sample Lessons
- Blank paper for writing
- Chalkboard, dry-erase board, or flip chart
- Writing materials



Opening Activity

15 MINUTES

The purpose of this activity is to provide participants with a personal framework concerning the importance of family literacy practices.

Provide each participant with blank paper for writing. Ask participants to write down answers to the following questions:

- What are your earliest memories of reading and writing?
- Where were you and who were you with?
- What are your feelings (positive/negative) about these experiences?

Allow about 5 minutes for participants to circulate around the room, sharing their answers to the questions. Ask participants to try to connect with three people they don't know well.

Have participants return to their seats, and collect answers to the questions for the whole group. Many answers will involve mothers, fathers, and other family members.

Ask participants to summarize any conclusions they might reach about family literacy from this discussion. Then point out that family literacy practices (particularly reading to children at home) are one of the largest predictors of student success in school. Afterschool programs can work to encourage literacy connections in the home.

1

2

3

Introducing the Practice of Family Literacy Events

15 MINUTES

Divide participants into three groups. Give each group a copy of Handout E: Family Literacy Events Sample Lessons. Ask groups to share in reading the content aloud to each other. Have groups follow up the reading with a discussion of any family literacy events participants have conducted at their sites or have attended in their schools or communities.

Lead a whole-group discussion. Ask participants to consider what they know about the ages, culture, languages, economics, and home routines of their students' families as they answer the following questions:

- What types of family literacy events do you know about, and what were results for the participants?
- What are the outcomes you might look for in a successful family literacy event at your site?

List these outcomes on a board or flip chart.

4

5

6

Looking at Models of Family Literacy Events

30 MINUTES

Using the same three groups, ask each group to conduct the following activities:

- Provide a brief summary of the event, and the pluses or minuses in terms of the suitability of this type of event for their sites.
- Suggest possible modifications that might make this type of event more suitable to student and family characteristics at their sites.

Collect group reports on family literacy event models, noting main points of discussion for each event on a board or flip chart as they are discussed.

Planning a Literacy Event

15 MINUTES

Ask participants to think about their collective experiences of being at family literacy events and reviewing/discussing models of events in this session. Ask for ideas about the kind of event that might have positive outcomes for their site(s). List all ideas as groundwork for the next session—planning a family literacy event.

Divide participants into three different groups to gather information that will help in the planning process. Groups might explore the following:

- Additional models of family literacy events
- Forms or guides for event planning
- Factors for success or failure in similar family literacy events (school-based)
- Additional information on family characteristics
- Suggestions for events from the school and teachers
- Research supporting family literacy, i.e., what home practices work to build student skills

Conclude the session by setting a date and time for planning a family literacy event for their site(s).



Handout E: Family Literacy Event Sample Lessons

Creating Star-Quality Job Seekers

This project helps young adults identify their strengths, present them in interviews, and develop good résumés as they seek their first jobs.

Duration: 2 hours, with additional planning and follow-up time

Goals

- Involve parents, community partners, and students with the afterschool program
- Provide functional literacy training to parents, students, and siblings
- Create connections between community employment services and community job seekers
- Improve job-seeking skills in the afterschool community

Materials Needed

- Sample résumés geared toward common jobs in your community from applicants with diverse characteristics (age, experience, cultural backgrounds, etc.)
- Worksheets for listing experience, education, training, activities, and service
- Handouts providing tips and resources appropriate for each learning station
- Access to computers for final production of résumés

Preparation

- Identify a planning group, including partners, students, and parents.
- Use knowledge of community and parents to plan a recruitment strategy (promotion, perks, prizes, day care, etc.).
- Find individuals to run stations such as: 1) uncovering your assets; 2) tailoring the content to your personal goals; 3) presenting yourself in interviews; 4) writing a good résumé; 5) selecting a format; and 6) writing a cover letter.
- Plan presentations, activities, handouts, and coaching strategies for each station.
- Assign tasks for event hospitality and refreshments.
- Set an event date and carry out the recruitment/publicity plan.

What to Do

- Welcome participants with a sign-in sheet and name tags, and provide information about the event agenda.
- Provide all attendees with a brief introduction of the goals for the event, information about what a good résumé can/cannot do, a description of each learning station, and an introduction to the station coaches and hosts.

- Allow time for participants to visit each station for mini-sessions of about 15 minutes. Signal shift times.
- Assemble the entire group for refreshments, final giveaways (résumé paper, free consultation), information about follow-up, and opportunities for questions.
- Collect an evaluation survey to gather feedback on the effectiveness of the format and the usefulness of the information for each activity.
- Provide handouts that list community resources for further learning.
- Work with student follow-up teams to create electronic files and edit, polish, and print copies of submitted résumés for participants.

Outcomes to Look for

- Attendance and participation from families and the community
- Participants' increased knowledge of and skills in asset identification, presenting experience in interviews, and résumé preparation
- Well-prepared résumés for students and extended family members
- Interest in related follow-up events, such as more in-depth job interview instruction
- Evidence that new skills have met with success (through follow-up surveys and feedback from organizations)

Parent University

Parent University is a monthly event designed to get parents and caregivers invested in the school community, while providing tips and tools for families.

Duration: 90 minutes

Goals

- Involve parents in the school/afterschool community
- Engage parents in their child's literacy development
- Invite communication between home and school
- Give parents ideas for reading and writing activities they can use at home

Materials Needed

- Nametags
- Welcome sign
- Paper products and writing utensils
- Parent directory
- Books to recommend, student work, or any displays

Handout E, continued**Preparation**

- Gather and identify a core group of parents to help plan.
- Identify the topic for the event based on parent interest.
- Secure expert/presenter and create an agenda.
- Assign tasks (greeters, child care, publicity, etc.).
- Reserve necessary space, equipment, child care, and food.
- Create and distribute fliers and generate publicity.

What to Do

- Set up a welcome table with name tags.
- Provide social time to build community and to let participants enjoy refreshments.
- Welcome participants; introduce staff and speaker(s).
- Present the topic.
- Allow time for follow-up activities, questions, or discussion.
- Thank participants for coming and conduct an event evaluation.

Outcomes to Look for

- Parent responsiveness, attendance, and engagement
- New ideas from parents
- Parent/student engagement
- Increased parent involvement and communication
- Increased parent awareness about literacy and homework help

Connecting Families Through Folk Stories and Fairy Tales (K–5)

Parents are asked to write down a folk story or fairy tale from their childhood in their primary language. Students then rewrite the story in English, adding illustrations.

Duration: Varies

Goals

- Promote cross-cultural awareness and appreciation among students, families, and staff
- Strengthen connections between home and the afterschool program
- Increase student/family engagement
- Familiarize students with the elements of the folk story/fairy tale genre

Materials Needed

- Fairy tales and folk stories from various cultures, including students' countries of origin
- Blank books made of stapled sheets of paper
- Invitations translated into students' home languages
- Crayons, markers, and construction paper
- Student worksheet divided into six panels

Preparation

- Familiarize students with the folk story/fairy tale genre by reading and comparing stories from around the world.
- Identify key elements of fairy tales, including structure, plot, theme, and literary conventions such as rhythm and repetition.
- Identify translators and parents within the community who can serve as contacts for connecting with families of English language learners.

What to Do

- Send letters home to parents in their first language, asking them to share their favorite fairy tale or folk story, and to write it down in the book provided.
- Follow up with letters and calls to families to encourage everyone's participation.
- If needed, use translators and other parents to make some of these contacts.
- Have students write down the parent's story in English and illustrate it in their own book.
- Arrange for parents to come to the classroom and read their story aloud in their home language while their child presents the story in English. Presentations may be scheduled over several weeks.
- Have students take notes during presentations by creating storyboards on their worksheets with words and illustrations.
- As a culminating event, stage a reader's theater—student performance of one of the shared stories—and invite parents and siblings to attend.

Outcomes to Look for

- Representation of diverse cultures in student-parent presentations
- Improved communication and relationships between families and program staff
- Majority of parents and students participate in the project
- Students demonstrate understanding of key elements of fairy tales through worksheets, presentations, and comments

Practice 6

One-on-One and Small-Group Tutoring

What Is It?

One-on-One and Small-Group Tutoring entails working with students on a particular reading or writing skill. It can take the form of one-on-one or small groups, with attention focused on building students' strengths, or helping them improve their skills in areas that challenge them.

What Do I Do?

Connect with day-school teachers to identify tutoring needs. Try to make sure that students meet with the same tutors at the same time, day, and place from week to week. Encourage tutors to incorporate a wide range of literacy activities into the tutoring sessions. For example, discuss with students what they are currently reading, use drawing and writing activities, act out stories, or play literacy games. Recruit a school reading specialist, teacher, or retired teacher to provide tutors with the support they need to reflect on their work with students.

Why Does It Work?

Tutoring is most effective when it is tied to the day school. This allows students to practice and reinforce what they are learning in the classroom. Students who are behind grade level in reading or other subjects benefit from the focused attention of regular tutoring. Research indicates that one-on-one tutoring may be the most effective afterschool activity for improving academic achievement.

ELL Enhancements

To best support ELL students, tutors should have a general understanding of the factors that influence second language development and make every effort to identify individual students' varying levels of background knowledge and English language proficiency. Because ELLs draw on competencies and experiences in their primary language as they learn English, tutors should also determine whether the primary language has a Roman alphabet and written form and if the student can fluently speak, read, and write in his or her native language.

Tutors should learn as much about the student's cultural background as possible and use instructional approaches that actively value students' cultures and home languages. This will help forge meaningful connections between literacy practices at school, home, and in the community.

Professional Development Ideas

There are multiple ways to help staff understand and apply the *One-on-One and Small-Group Tutoring practice*. On the following pages are plans for two professional development sessions. The first idea, which requires 65 minutes, uses a video clip from the online Afterschool Training Toolkit to provide an example of good practice and introduces strategies for linking tutoring sessions to the literacy program of the day school. The second idea, which takes 30 minutes, offers a sample lesson in which tutors examine textbooks for useful material.

For sample lessons, video clips, and links to additional resources to support the *One-on-One and Small-Group Tutoring practice*, please visit the National Partnership for Quality Afterschool Learning's online Afterschool Training Toolkit (www.seidl.org/afterschool/toolkits/literacy/pr_tutoring.html).



Professional Development Idea 1: Using a Video

The purpose of this professional development idea is to allow future tutors to observe a good practice (the video); assist them in identifying ways to link tutoring to the day school; and identify strategies and materials that a tutor can use to reinforce developing reading skills.



This tutoring session captures a child working with the alphabetic principle, sight words, and early decoding skills—finally integrating these skills into an experience with a storybook. The skills are usually the focus in pre K, kindergarten, and sometimes early first-grade reading instruction.

By the end of this experience, participants should have a plan for how the afterschool program will connect with the student's classroom teacher to identify specific reading strategies that will support the developing reader's individual needs. Participants should also leave the session with 3–4 strategies to try in a tutoring session.

Time:

65 minutes

Materials:

- The One-on-One Tutoring: Preparing Early Readers online video (www.sedl.org/afterschool/toolkits/literacy/pr_tutoring.html)
- Handout F: Tutor Observation Notes and Planning Tool (1 copy for each participant)
- Handout G: Textbook Review Planning Chart (1 copy for each participant)
- The LEARNS Tutoring Resources listed in the Resources section



Opening Activity

20 MINUTES

The purpose of this activity is to provide participants with a tutoring demonstration.

Pass out Handout F: Tutor Observation Notes and Planning Tool. As participants watch the video, ask them to note their observations in the three categories listed on the handout:

- Connection to day school
- Tutoring strategies and materials
- Student engagement

Organize participants into small groups of 3 or 4, and allow 5 minutes for them to discuss what they have noted in each category.

Lead a whole-group discussion and post observations on three flip chart pages labeled with the three categories listed above and on the handout.

1

2

Planning Connections to Day School

20 MINUTES

Ask participants to describe ways they currently connect with the classrooms of their afterschool students. Add these points to the Connecting to Day School flip chart page.

Using points on the flip chart as a reference, discuss ways the program can facilitate this connection with the day school.

Ask all participants to use their handout to note four ways to deepen the connection with the classrooms of the students they tutor. Possible responses may include the following:

- Visit the classroom to observe what's on the walls and how the student responds in class.
- Establish ways to connect with the teacher via e-mail, phone, or brief conferences.
- Ask to see examples of student writing/drawing.
- Connect with stories, curriculum, or themes within the classroom.

Ask participants to share what they have listed with a partner; then ask a few individuals to read their lists to the entire group.

3

4

5

6

Consider New Activities, Strategies, and Materials

20 MINUTES

Ask participants to describe strategies and materials they currently use that work well with their students—those focused on the alphabetic principle, sight words, and decoding. Add these points to the Connecting to Day-School flip chart.

Using points on the flip chart as a reference, discuss ways the program can facilitate this connection with the day school.

Using their handouts, allow participants to collaborate with a partner or work in small groups to identify at least four new strategies or resources they could use with their students. Possible responses might include the following:

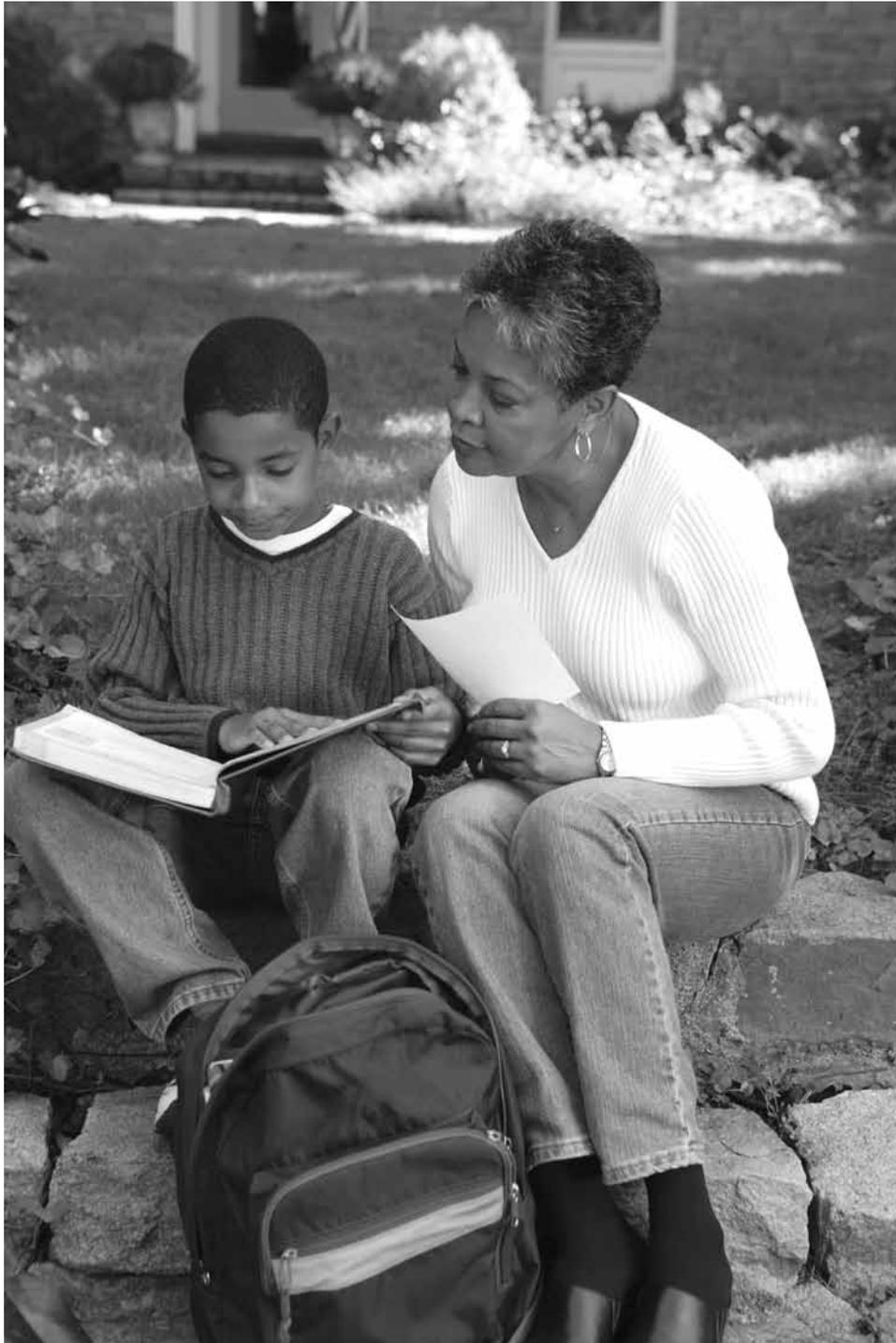
- Use word games and activities.
- Find exciting picture books with appropriate and limited text.
- Ask the student for topics they are excited about.
- Identify specific skills the student is using that generates success and praise.

Ask participants to share what they have listed with a partner; then ask a few individuals to read their lists to the entire group.

Closing Activity

5 MINUTES

Go over the online resources in the resource list that tutors can use to extend their tutoring skills, especially the games and word activities.





Professional Development Idea 2: Using Sample Lessons

Time:

30 minutes

Materials:

- Printout of the Analyzing Textbook Formats sample lesson (www.sedl.org/afterschool/toolkits/literacy/pr_tutoring.html)
- Handout G: Textbook Review Planning Chart
- Flip chart

Opening Activity

15 MINUTES

The purpose of this activity is to provide participants with a sample tutoring lesson on analyzing textbook formats that is suitable for students in grades 4–12.

Ask participants to read the Analyzing Textbook Formats sample lesson, and think about how this activity might be used in their current tutoring practice.

Organize participants into small groups of 3 or 4, and allow 5 minutes for them to discuss their thoughts about how they might approach this activity with their students.

Lead a whole-group discussion, posting their thoughts on flip chart pages. Ask participants what they would consider to be the benefits and the challenges of carrying out this lesson.



Planning Activity

15 MINUTES

Pass out Handout G: Textbook Review Planning Chart for participants to review.

Ask participants for their feedback about modifications to the chart that would capture important planning considerations specific to their afterschool sites.

Work with participants to achieve consensus about planning form changes.

Plan a time frame for tutors to carry out the activity, working with the planning form, and establish ways to measure its effectiveness (survey students, perhaps even classroom teachers, about skills gained).

Handout F: Tutor Observation Notes and Planning Tool

<p>My notes from the tutoring session video: What I see about how to support early childhood reading development</p>	<p>Connecting to day school . . .</p>
	<p>Tutoring strategies and materials . . .</p>
	<p>Student engagement . . .</p>
<p>My plan for connecting to day school</p>	
<p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>	
<p>New activities, strategies, and materials I plan to use in my tutoring sessions</p>	
<p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>	

Handout G: Textbook Review Planning Chart

Student name _____

Identify textbooks used by an individual student, targeting difficulty		
Class/subject	Textbook name	Difficulty
1.		
2.		
3.		
4.		
5.		
6.		
Plan a textbook review tailored to individual tutees		
Date to complete	Task	Done
	1. Gather textbooks and glossaries	
	2. Review by the tutors	
	3. Plan a schedule for tutoring sessions	
	4. Carry out the textbook review	
	5. Follow-up evaluation with student/teachers	



Glossary

Assessment: Measurement of student progress toward established learning goals. Assessment can be formal requirements of the district and state such as standardized tests, teacher reports, and student portfolios. Assessment can also be informal, used primarily to inform instruction—student reflection, group discussion, and teacher or parent observations.

Benchmarks: Descriptions of student performance at various developmental levels that contribute to the achievement of performance standards. The earliest literacy benchmarks specify reading skills, such as recognizing letters, words, and reading sentences. Advanced literacy benchmarks specify more complex tasks, such as composing essays or constructing debates.

Fluency: The ability to read text accurately and quickly. Fluent readers read aloud effortlessly and with expression; their reading sounds natural, as if they are speaking.

Phonemic awareness: The ability to notice, think about, and work with the smallest individual sounds (phonemes) in words.

Phonics: The ability to recognize patterns in the relationship between the letters (graphemes) from written language and the sounds (phonemes) from spoken language.

Picture walk: Previewing a book before reading it in order to activate prior knowledge, introduce new vocabulary, and create excitement about the text. Elements of a picture walk include looking at the front cover; pointing out the title, author, illustrator; paging through the book without reading; discussing the illustrations; and making predictions about the story.

Questioning strategies: Asking questions that help readers monitor their own comprehension.

Good questions are open-ended and not framed for “yes” or “no” answers to promote critical thinking and deeper engagement with the text. In addition to questioning students directly, instructors should model self-questioning as they read and encourage students to do the same on their own.

Reader’s theater: Dramatization of a story or text. Students play the roles of different characters (or the narrator) in a selected play or story and read their lines from the script or book to practice fluency and deepen their connection to the text.

State standards: The curriculum guidelines developed and/or adopted by individual states that define expectations for student learning. These standards become the framework for periodic state testing of student achievement.

Storybuilding: An interactive, spontaneous, and collaborative drama activity that allows students to construct virtual events and reflect on their meaning. Active engagement within story forms provides intense experiences that develop both literacy and subject proficiency. This technique allows students to focus on verbal interaction, develop listening skills, experience story construction (beginning, middle, and end), and reflect on meaning.

Sustained silent reading (SSR): An activity in which learners choose a book to read silently, without interruption. Ideally, the instructor or activity leader reads also—rather than working on paperwork or other tasks—to model reading independently for pleasure.

Text comprehension: The ability to make meaning of written text—the ultimate purpose and essence of reading. If readers can read words but don’t understand their meaning, they have not achieved text comprehension.

Vocabulary: The ability to use an increasing number of words to communicate effectively, both orally and through writing.

Online Resources

Afterschool Curriculum Choice: Literacy Resources
www.sedl.org/afterschool/guide/literacy

Bank's Guide to Literacy for Volunteers & Tutors
www.bankstreet.edu/literacyguide/

Center for the Improvement of Early Reading Achievement
www.ciera.org

Children's Literature Web Guide
www.acs.ucalgary.ca/~dkbrown/

Federal Resources for Educational Excellence (FREE)
www.free.ed.gov/

Funbrain
www.funbrain.com

Institute for the Development of Educational Achievement
<http://idea.uoregon.edu>

International Reading Association
www.reading.org

International Reading Association: ReadWriteThink
www.readwritethink.org/

LEARNS
www.nwrel.org/learns

National Institute for Literacy
www.nifl.gov

National Institute for Literacy Partnership for Reading
www.nifl.gov/partnershipforreading/

RAND Report—Reading for Understanding
www.rand.org/multi/achievementforall/reading/readreport.html

Reading Rockets
www.readingrockets.org/

SEDL Reading Resources
www.sedl.org/reading

Teaching Reading, K–2
www.learner.org/channel/libraries/readingk2/

Webtime Stories
www.kn.pacbell.com/wired/webtime/

Reading Discussion Groups and Literature Circles

All America Reads
www.allamericareads.org/lessonplan/wyw/during/litcircles.htm

International Reading Association: ReadWriteThink
www.readwritethink.org/lessons/lesson_view.asp?id=19

Literature Circles Resource Center
www.litcircles.org/

Literature Learning Ladders
<http://eduscapes.com/ladders/themes/circles.htm>

LiteratureCircles.com
www.literaturecircles.com/

Read Aloud

Jim Trelease’s The Read-Aloud Handbook site
www.trelease-on-reading.com/contents.html

Literacy Connections: Reading Aloud
www.literacyconnections.com/ReadingAloud.html

National Network for Child Care—Better Kid Care: Reading Aloud
www.nncc.org/Literacy/better.read.aloud.html

United Through Reading Read Aloud Resources
www.unitedthroughreading.org/readaloud.htm

Read Aloud America
www.readaloudamerica.org/booklist.htm

Reading Aloud to Build Comprehension: Using a Think-Aloud Technique to Build Understanding
www.nwrel.org/learns/tutor/spr2001/spr2001.html

Reading Is Fundamental (RIF) Reading Planet
www.rif.org/readingplanet/content/read_aloud_stories.msp

Story and Literature Dramatizations

The Peace Journey: Using Process Drama in the Classroom
www.readwritethink.org/lessons/lesson_view.asp?id=269

Kennedy Center Theatre Lessons
www.artsedge.kennedy-center.org/teach/les.cfm

Writing

Annenberg Media Learner.org: Teacher resources
www.learner.org/

Digital Underground Story Telling for Youth
<http://oaklanddusty.org/>

International Reading Association: ReadWriteThink
www.readwritethink.org/index.asp

Knowledge Loom: Elementary Literacy
<http://knowledgeloom.org/practices3.jsp?t=1&location=1&bpinterid=1417&spotlightid=1393&testflag=yes>

NCTE Writing Initiative
www.ncte.org/prog/writing

National Education Association: In the Classroom Lesson Ideas
www.nea.org/classroom/index.html

National Writing Project
www.writingproject.org/encourage/helping.csp

Scholastic Teacher Center: Write It
<http://teacher.scholastic.com/writeit/userguide.htm>

Teachers & Writers Collaborative
www.twc.org

The Writing Site
www.thewritingsite.org/resources/default.asp

1

2

3

4

5

6

Family Literacy Events

Barbara Bush Foundation for Family Literacy

www.barbarabushfoundation.com/

Family Literacy Resource Notebook

<http://literacy.kent.edu/Oasis/famlitnotebook/>

Goodling Institute for Research in Family Literacy

www.ed.psu.edu/goodlinginstitute/

Harvard Family Research Project: Family Involvement Network of Educators

www.hfrp.org/family-involvement/fine-family-involvement-network-of-educators

National Center for Family Literacy

www.famlit.org/site/c.gtJWJdMQIsE/b.1204561/k.BD7C/Home.htm

National Council of Teachers of English

www.ncte.org/parents/tips/110977.htm

National Even Start Association

www.evenstart.org/

National Institute for Literacy

www.nifl.gov/nifl/publications/Literacy_Home.pdf

One-on-One and Small-Group Tutoring

Corporation for National and Community Service Resource Center:

LEARNS: Tutoring Resources

www.nationalserviceresources.org/learns/tutoring

- The Tutor Newsletters: www.nationalserviceresources.org/learns/tutor
- Online Courses: www.nationalserviceresources.org/online-courses
- Games and Word Activities: www.nationalserviceresources.org/learns/games
- Training Videos: www.nationalserviceresources.org/learns/videos

References

- Abt Associates Inc. (2001). *AmeriCorps tutoring outcomes study*. Washington, DC: Corporation for National Service.
- Anderson, R. C., Hiebert, E. H., Scott, J. A., & Wilkinson, I. (1985). *Becoming a nation of readers: The report of the Commission on Reading*. Champaign, IL: Center for the Study of Reading.
- Armbruster, B., Lehr, F., & Osborn, J. (2001). *Put reading first: The research building blocks for teaching children to read*. Champaign-Urbana, IL: RMC Research Corporation.
- Atwell, N. (2005 & 2002). *Naming the world and lessons that change writers*. Portsmouth, NH: Heinemann.
- Bergin, D. A., Hudson, L. M., Chryst, C. F., & Resetar, M. (1992). An afterschool intervention program for educationally disadvantaged young children. *Urban Review*, 24(3), 203–217.
- Berk, L. E., & Winsler, A. (1995). *Scaffolding children's learning: Vygotsky and early childhood education*. Washington, DC: National Center for the Education of Young Children.
- Biancarosa, G., & Snow, C. E. (2004). *Reading next—A vision for action and research in middle and high school literacy: A report from Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.
- Bitz, M. E. (2003). *The Comic Book Project: Pilot assessment report*. New York: Center for Educational Pathways.
- Blanton, W. E., Menendez, R., Moorman, G. B., & Pacifici, L. C. (2003). Learning to comprehend written directions through participation in a mixed activity system. *Early Education & Development*, 14(3), 313–333.
- Calkins, L. (1994). *The art of teaching writing*. Portsmouth, NH: Heinemann.
- Calkins, L. (1997). *Raising lifelong learners*. Portsmouth, NH: Heinemann.

- Daniels, H. (2002). *Literature circles: Voice and choice in book clubs and reading groups*. Portland, ME: Stenhouse.
- Daniels, H., & Steineke, N. (2004). *Mini-lessons for literature circles*. Portsmouth, NH: Heinemann.
- Developmental Studies Center. (2003). *AfterSchool KidzLit evaluation*. Oakland, CA: Author.
- Dickinson, D., & Smith, M. (1994). Long-term effects of preschool teachers' book readings on low-income children's vocabulary and story comprehension. *Reading Research Quarterly*, 29(2), 105–122.
- Dickinson, D. K., & Tabors, P. P. (2001). *Beginning literacy with language*. Baltimore, MD: Paul H. Brookes.
- DeBruin-Parecki, A., & Krol-Sinclair, B. (Eds.). (2003). *Family literacy from theory to practice*. Newark, DE: International Reading Association.
- Eeds, M., & Wells, D. (1989). Grand conversations: An exploration of meaning construction in literature study groups. *Research in the Teaching of English*, 23(1), 4–29.
- Elbaum, B., Vaughn, S., Hughes, M. T., & Moody, S. M. (2000). How effective are one-to-one tutoring programs in reading for elementary students at risk for reading failure? A meta-analysis of the intervention research. *Journal of Educational Psychology*, 92(4), 605–619.
- Fashola, O. S. (1998). *Review of extended-day and after-school programs and their effectiveness*. Report 24. Johns Hopkins University, Center for Research on the Education of Students Placed at Risk. Baltimore, MD: Johns Hopkins University.
- Feitelson, D., Kita, B., & Goldstein, A. (1986). Effects of listening to series stories on first graders' comprehension and use of language. *Research in the Teaching of English*, 20(4), 339–355.
- Fitzgerald, J., & Shanahan, T. (2000). Reading and writing relations and their development. *Educational Psychologist*, 35(1), 39–50.
- Fletcher, R., & Portalupi, J. (1998). *Craft lessons: Teaching writing K–8*. Portland, ME: Stenhouse.
- Foley, E. M., & Eddins, G. (2001). *Preliminary analysis of Virtual Y after-school program participants' patterns of school attendance and academic performance: Final evaluation report, program year 1999–2000*. New York, NY: Fordham University, National Center for Schools and Communities.
- Fountas, I., & Pinnell, G. (1996). *Guided reading*. Portsmouth, NH: Heinemann.
- Fox, M. (2001). *Reading magic: Why reading aloud to our children will change their lives forever*. New York, NY: Harcourt.
- Gallagher, K. (2006). *Teaching adolescent writers*. Portland, ME: Stenhouse.
- Gambrell, L. (1996). What the research reveals about discussion. In L. Gambrell & J. Almasi (Eds.), *Lively discussions! Fostering engaged reading* (pp. 25–38). Newark, DE: International Reading Association.

Gentilcore, J. C. (2002). The effect of an after-school academic intervention service on a New York State eighth grade English language arts assessment: A case study (Doctoral dissertation, Hofstra University, 2002). *Dissertation Abstracts International*, 63(06), 2059.

Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools—A report to the Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.

Hahn, M. L. (2002). *Reconsidering read-aloud*. Portland, ME: Stenhouse.

Hall, G., Yohalem, N., Tolman, J., & Wilson, A. (2002). *Promoting positive youth development as a support to academic achievement*. Boston, MA: Boston's After-School for All Partnership. Retrieved August 15, 2008, from www.niost.org/wcw3.pdf

Hangle, B., Jr., & McClanahan, W. S. (2002). *Mustering the armies of compassion in Philadelphia: An analysis of one year of literacy programming in faith-based institutions*. Philadelphia, PA: Public/Private Ventures. Retrieved July 24, 2008, from www.ppv.org/ppv/publications/assets/25_publication.pdf

Hill, B. C., Noe, K. S., & Johnson, N. J. (2001). *Literature circles resource guide*. Norwood, MA: Christopher-Gordon.

Hoffman, J. (2001). *San Diego After School Regional Consortium: Academic indicator report, 1999–2000*. San Diego, CA: Hoffman, Clark.

Huang, D., Gribbons, B., Kim, K. S., Lee, C., & Baker, E. L. (2000). *A decade of results: The impact of the LA's BEST after school enrichment program on subsequent student achievement and performance*. Los Angeles, CA: University of California, Graduate School of Education & Information Studies, UCLA Center for the Study of Evaluation.

Hudgins, B. B., & Edelman, S. (1986). Teaching critical thinking skills to fourth and fifth graders through teacher-led small-group discussions. *Journal of Educational Research*, 79(6), 333–342.

James-Burdumy, S., Dynarski, M., Moore, M., Deke, J., Mansfield, W., & Pistorino, C. (2005). *When schools stay open late: The national evaluation of the 21st Century Community Learning Centers Program. Final report*. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Retrieved July 24, 2008, from www.mathematica-mpr.com/publications/PDFs/21stfinal.pdf

Jefferson County Public Schools. (2002). *Tutorial Assistance Grant Program, 2001–2002: Evaluation report*. Louisville, KY: Author. Retrieved June 9, 2005, from <http://apps.jefferson.k12.ky.us/planning/planpublic/Broad%20Foundation/TAG%20Evaluation%20Report%2001-02.pdf>

Johnson, L. J., Zorn, D., Williams, J., & Smith J. (1999). *Urban School Initiative School Age Child Care expansion: 1998–99 school-year program evaluation*. Cincinnati, OH: University of Cincinnati, College of Education, Evaluation Services Center.

- Jordan, G. E., Snow, C. E., & Porche, M. V. (2000). Project EASE: The effect of a family literacy project on kindergarten students' early literacy skills. *Reading Research Quarterly*, 35(4), 524–546.
- Klein, S. P., & Bolus, R. (2002). *Improvements in math and reading scores of students who did and did not participate in the Foundations After School Enrichment Program during the 2001–2002 school year*. Santa Monica, CA: Gansk & Associates.
- Klingner, J. K., Vaughn, S., & Schumm, J. S. (1998). Collaborative strategic reading during social studies in heterogeneous fourth-grade classrooms. *Elementary School Journal*, 99(1), 3–22.
- Laminack, L. L., & Wadsworth, R. M. (2006). *Reading aloud across the curriculum: How to build bridges in language arts, math, science, and social studies*. Portsmouth, NH: Heinemann.
- Lauer, P. A., Akiba, M., Wilkerson, S. B., Apthorp, H. S., Snow, D., & Martin-Glenn, M. (2004). *The effectiveness of out-of-school-time strategies in assisting low-achieving students in reading and mathematics: A research synthesis* (Updated ed.). Aurora, CO: Mid-continent Research for Education and Learning. Retrieved July 24, 2008, from www.mcrel.org/PDF/SchoolImprovementReform/5032RR_RSOSTeffectiveness.pdf
- Leslie, A. V. L. (1998). The effects of an after-school tutorial program on the reading and mathematics achievement, failure rate, and discipline referral rate of students in a rural middle school (Doctoral dissertation, University of Georgia, 1998). *Dissertation Abstracts International*, 59(06), 1853.
- MacArthur, C. A., Graham, S., & Fitzgerald, J. (Eds.). (2006). *Handbook of writing research*. New York: Guilford Press.
- Manley, A., & O'Neill, C. (1997). *Dreamseekers: Creative approaches to African American experience*. Portsmouth, NH: Heinemann.
- McCarrier, A., Fountas, I. C., & Pinnell, G. S. (1999). *Interactive writing: How language and literacy come together, K–2*. Portsmouth, NH: Heinemann.
- Miller, B. M. (2003). *Critical hours: Afterschool programs and educational success*. Quincy, MA: Nellie Mae Education Foundation. Retrieved August 8, 2008, from www.nmefdn.org/uploads/Critical_Hours.pdf
- Morris, D., Shaw, B., & Perney, J. (1990). Helping low readers in grades 2 and 3: An after-school volunteer tutoring program. *Elementary School Journal*, 91(2), 132–150.
- Morrow, L. (1990). Small group story readings: The effects on children's comprehension and response to literature. *Reading Research and Instruction*, 29, 1–17.
- National Council of Teachers of English. (2004). *What research says about writing* [Web page]. Urbana, IL: Author. Retrieved July 24, 2008, from www.ncte.org/prog/writing/research.
- Neuman, S. B., Caperelli, B. J., & Kee, C. (1998). Literacy learning, a family matter. *Reading Teacher*, 52(30), 244–254.

- Neuman, S. B., Copple, C., & Bredekamp, S. (2000). *Learning to read and write: Developmentally appropriate practices for young children*. Washington, DC: National Association for the Education of Young Children.
- Noam, G. G., Biancarosa, G., & Dechausay, N. (2003). *Afterschool education: Approaches to an emerging field*. Cambridge, MA: Harvard Education Press.
- Noe, K. S., & Johnson, N. J. (1999). *Getting started with literature circles*. Norwood, MA: Christopher-Gordon.
- O'Neill, C. (1995). *Drama worlds: A framework for process drama*. Portsmouth, NH: Heinemann.
- Prenovost, J. K. E. (2001). A first-year evaluation of after-school learning programs in four urban middle schools in the Santa Ana Unified School District (Doctoral dissertation, University of California, Irvine, 2001). *Dissertation Abstracts International*, 62(03), 884.
- Raphael, T. E., Florio-Ruane, S., George, M., Hasty, N., & Highfield, K. (2004). *Book club plus! A literacy framework for the primary grades*. Newark, DE: International Reading Association.
- Raphael, T. E., Kehus, M., & Damphousse, K. (2001). *Book club for middle school*. Newark, DE: International Reading Association.
- Raphael, T. E., Pardo, L.S., & Highfield, K. (2002). *Book club: A literature-based curriculum*. Newark, DE: International Reading Association.
- Reisner, E. R., White, R. N., Russell, C. A., & Birmingham, J. (2004). *Building quality, scale and effectiveness in after-school programs* [Summary rep.]. New York, NY: After-School Corporation. Retrieved August 8, 2008, from www.afterschoolexcellence.org/content/document/detail/1445/
- Rinehart, S. D. (1999). "Don't think for a minute that I'm getting up there": Opportunities for readers' theater in a tutorial for children with reading problems. *Journal of Reading Psychology*, 20(1), 71–89.
- Rose, D. S., Parks, M., & Androes, K. (2000). Imagery-based learning: Improving elementary students' reading comprehension with drama techniques. *Journal of Educational Research*, 94(1), 55–63.
- Ross, S. M., Lewis, T., Smith, L., & Sterbin, A. (1996). *Evaluation of the extended-day tutoring program in Memphis City Schools: Final report to CRESPAR*. Memphis, TN: University of Memphis, Center for Research in Educational Policy.
- Rowe, D. W. (1998). The literate potentials of book-related dramatic play. *Reading Research Quarterly*, 33(1), 10–35.
- Ryan, L. M., Foster, M. L., & Cohen, J. (2002). *Enhancing literacy support in after-school programs*. Boston, MA: Boston's After-School for All Partnership. Retrieved August 19, 2008, from www.pearweb.org/research/pdfs/5%20-%20enhancing.pdf

1

2

3

4

5

6

- Samway, K. D., & Whang, G. (1995). *Literature circles in a multicultural classroom*. Portland, ME: Stenhouse.
- Saxton, J., & Miller, C. S. (2004). *Into the story: Language and action through drama*. Portsmouth, NH: Heinemann.
- Schinke, S. P., Cole, K. C., & Poulin, S. R. (2000). Enhancing the educational achievement of at-risk youth. *Prevention Science, 1*(1), 51–60.
- Serafani, F., & Giorgis, S. (2003). *Reading aloud and beyond: Fostering the intellectual life with older readers*. Portsmouth, NH: Heinemann.
- Shanahan, T., Kamil, M. L., & Tobin, A. W. (1982). Cloze as a measure of intersentential comprehension. *Reading Research Quarterly, 17*, 229–255.
- Short, K. G., & Pierce, K. M. (1998). *Talking about books: Literature discussion groups in K–8 classrooms*. Portsmouth, NH: Heinemann.
- Smith, J. L., & Herring, D. (2001). *Dramatic literacy: Using drama and literature to teach middle-level content*. Portsmouth, NH: Heinemann.
- Snow, C. E. (2002). *Reading for understanding: Toward a research and development program in reading comprehension*. Santa Monica, CA: RAND.
- Spielberger, J., & Halpern, R. (with Pitale, S., Nelson, E., Mello-Temple, S., Ticer-Wurr, L., et al.). (2002). *The role of after-school programs in children's literacy development*. Chicago, IL: University of Chicago, Chapin Hall Center for Children.
- Stone, S., & Christie, J. (1996). Collaborative literacy learning during sociodramatic play in a multiage primary classroom. *Journal of Research in Childhood Education, 10*(2), 123–133.
- Stuczynski, A., Linik, J. R., Novick, R., Spraker, J., Tucci, P., & Ellis, D. (2005). *Tapestry of tales: Stories of self, family, and community provide rich fabric for learning*. Portland, OR: Northwest Regional Educational Laboratory.
- Swartz, L. (2002). *The new drama themes*. Portland, ME: Stenhouse.
- Trelease, J. (2001). *The read-aloud handbook* (4th ed.). New York, NY: Penguin.
- University of California at Irvine, Department of Education. (2001). *Evaluation of California's After School Learning and Safe Neighborhoods Partnerships Program, 1999–2000. Final report*. Irvine, CA: Author, & Sacramento, CA: California Department of Education, Healthy Start and After School Partnerships Office.
- Wagner, B. J. (1999). *Dorothy Heathcote: Drama as a learning medium* (rev. ed.). Portsmouth, NH: Heinemann.
- Wagner, D., & Larson, M. (1994). *Situations: A casebook of virtual realities for the English teacher*. Portsmouth, NH: Heinemann.
- Winner, E., & Hetland, L. (Eds.). (2000). The arts and academic improvement: What the evidence shows [Special issue]. *Journal of Aesthetic Education, 34*(3–4).

Acknowledgments

This resource was developed with the support of the U.S. Department of Education as part of the National Partnership for Quality Afterschool Learning project. It was designed to support 21st Century Community Learning Center instructors who wish to create quality learner-centered environments for their afterschool programs.

The content of the Afterschool Training Toolkit is based on more than 4 years of research and observations at 53 afterschool programs with evaluation data suggesting an impact on student learning. The content also draws from a review of relevant research studies and the experience and wisdom that each of the developers brought to the project. The collective experience of the developers includes afterschool programming, professional development, educational research, program development, program management, and direct instructional experience with students.

The developers believe that these practices and materials will help afterschool leaders and educators create high-quality programs that will motivate, engage, and inspire students' learning and participation.

We extend our appreciation to our site schools and thank the parents of the children in these classrooms for allowing us to showcase their children at work in the toolkit videos.

U.S. DEPARTMENT OF EDUCATION

Technical Assistance and Professional Development for
21st Century Community Learning Centers



This guide to the Afterschool Training Toolkit was created with the support of the U.S. Department of Education for the use of 21st Century Community Learning Centers. Used with the online Afterschool Training Toolkit, this guide will give you the resources you need to lead professional development activities that will teach your staff to build fun, innovative, and academically enriching activities that not only engage students but also extend their knowledge in new ways and increase academic achievement.



**NATIONAL PARTNERSHIP FOR
QUALITY AFTERSCHOOL LEARNING**

Advancing Research, Improving Education

