



## All About Reading Mentoring (AARM)

***“Thank you so much, I can't believe the progress my son has made over the summer!!!!!!”***

***– Parent trained in AARM***

The Ohio Coalition for the Education of Children with Disabilities (OCECD) provides our free 1:1 reading mentoring training to Ohio family members/caregivers. Research indicates that families want to help their children, specifically in reading, but lack the knowledge and resources to do this.

Our “All About Reading Mentoring” (AARM) training was designed to help family members/caregivers mentor their own children. It uses evidence-based materials with a hands on approach that has trainers who give step-by-step guidance to those learning to mentor. This includes over an hour of exploring the mentoring folder contents. The sample reading mentoring materials are then utilized to build confidence in the person’s abilities to become a Mentor.

Family members/caregivers of students with reading difficulties below a 6th grade reading level, are invited to register and attend this free 2.5 hour training. Registration details are

included for each training location at [www.OCECD.org](http://www.OCECD.org).

Working with children through this mentoring program helps improve the student’s reading skills. The Mentors will also give the student someone who listens, who gives immediate praise, who helps find correct answers, and who models how to read and to learn. The personal attention given helps students gain self-confidence to become better readers, which leads to becoming better students.

The evidence-based scripted materials come from [www.readinga-z.com](http://www.readinga-z.com). Providing convenient, well-organized, and educationally sound mentoring resources for reading was the driving force behind the development of Reading A-Z’s Tutoring & Mentoring Packs. These packs of materials provide Mentors with developmentally appropriate resources that address a student’s specific learning needs.





The materials consist of packs organized into six instructional categories. They provide mentoring materials addressing the National Reading Panels “5 Big Ideas in Reading Instruction” as keys to developing successful readers, which are:

1. Phonemic Awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Comprehension

Each family member/caregiver who attends the free AARM training will learn how to download and print the materials appropriate for their child. They will learn what the process is and how to implement it, by role playing a mentoring session, with instant feedback provided by the trainers. The OCECD trainers will also provide ongoing professional development support to family members/caregivers via emails and/or phone calls, and by the family members/caregivers reporting the child’s reading progress three times a year.



The goals and objectives of the AARM training for family members/caregivers are:

Goal 1: Attendees will gain an understanding and functional knowledge of the foundation of literacy skills.

Goal 2: Attendees will receive training to use evidence-based reading materials to learn how to mentor their student.

### **Objectives**

Attendees will:

- Learn about [www.Readinga-z.com](http://www.Readinga-z.com) materials including Alphabet, Phonological Awareness, Phonics, High Frequency Words, Comprehension and Fluency/ Comprehension Packs.
- Be instructed how to use the [www.M4RA.org](http://www.M4RA.org) and [www.Readinga-z.com](http://www.Readinga-z.com) websites.
- Be instructed how to find the correct Pack Level to work with their student.
- Be instructed how to make books, and how to use the Tutoring & Mentoring Packs that correlate to the needs and pace of their student.
- Role Play a 30 minute mentoring session using their example of a mentoring folder.



Because the reading mentoring program is structured and scripted, it does not matter who is the Mentor. A Mentor could be a parent, grandparent, sibling, etc. What matters is that there is a consistent schedule: 4 half hour sessions a week is the ideal goal.

***“It will be more challenging now he is back in school but we will continue - possibly at a slower pace. I think this is a great program and would love for you to introduce it to other families who have children with hearing loss.”***

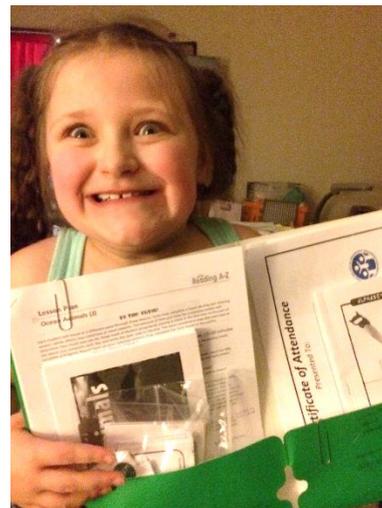
***– Parent trained in AARM***

Research finds that educational success depends in part on the early development of literacy skills. For example, kindergartners who enter school with basic knowledge of reading and math are more likely to perform well in elementary school. By the end of third grade, reading proficiently is critical since children rely on those reading skills in later grades to learn and to integrate information across content areas.

Not all children learn at the same rate. Some children need 1 repetition, while others need to hear a word 20 times for it “to stick”. When a child is a struggling reader, it can be very difficult to catch up. AARM offers help to change this.

When mentoring with the Fluency and Comprehension Packs the plan for each book includes the following engaging activities:

- Completing Fluency work: Cold, Warm, and Hot timed reads
- Motivating & Tracking Progress: Stickers, Graphs, Games
- Completing Graphic Organizer
- Completing writing activities
- Knowledge shown answering Comprehension Questions & Quick Checks
- Knowledge of skills playing the games that demonstrates the student’s knowledge





***“I might still at least do the fluency passages with her as she loved seeing her progress and beating herself in the graphs. It was good practice that she was motivated to do 😊 I figured I would see how the next month or so goes, and if she isn't continuing to show progress at school, I may go back to it completely, as it did work well for her.”***

***– Parent trained in AARM***

During the mentoring sessions the Mentor and student may incorporate different types of reading:

- Read Aloud: Mentor reads the story first
- Shared Reading: Taking Turns
- Guided Reading: Listening to student read, helping with difficult words
- Echo Reading: Mentor reads, student repeats
- Choral Reading: Reading the same text together

*“If a child reads, or is read to, for 20 minutes every day, they are exposed to about 1.8 million words of text every year. That is 137 new words per minute! If families read together for 20 minutes a day, 7 days a week, they get more than 121 hours of bonding time every year!”*

*– U.S. Department of Education’s Family, School and Community Engagement, March 30, 2015*

The Reading A-Z Tutoring & Mentoring Packs include:

1. Alphabet = Will determine a student’s ability in letter recognition  
Students will practice identifying and writing upper and lower case letters.
2. Phonemic Awareness = Will determine a student’s ability to hear sounds  
This includes rhyme, isolating and categorizing sounds, blending and segmenting syllables and sounds, and manipulating phonemes (sounds).
3. Word Recognition = Sound out the word  
Includes how to use picture clues, look for word chunks, apply common phonics rules, and recognize syllable patterns.



4. High Frequency Words = 13 words make up 25% of the words we read, 100 words make up 50% of what we read

Students need to be able to read these words automatically to be fluent.

5. Fluency = Speed: standard reading rate; and Prosody: proper pause and expression

Fluency enables students to focus on the meaning in the text.

6. Comprehension = Questioning

Includes predicting, visualizing, retelling, summarizing, making connections to life, other texts, and prior knowledge.

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P.C. is a 4<sup>th</sup> grader who is being mentored by his family. After 62 mentoring sessions, his Cold correct words per minute (wpm) fluency scores went from 49 wpm to 99 wpm. His reading levels increased from Level P to Level R.

***His mother also shared: "I love using the A to Z material and lesson plans. Each lesson is easy to follow. My son, who has always been a reluctant reader, loved being able to choose the book from his level. He was always ready to sit down and read with me, he would always say 'we're done already'.***

***I can't thank you enough, this year in 4th grade he has to read for 20 minutes and write three sentences about what he read.***

***He gets the timer himself and starts reading when he gets home. We have always had tears in the past, I truly believe that the routine we used during our mentoring time has helped with his new reading routine. Thank you again."***

***– Parent trained in AARM***



Currently, almost 200 Ohio Parents have been trained to implement AARM. These trainings have been held in all four corners and in central Ohio.

Contact [debby.ambroza@m4ra.org](mailto:debby.ambroza@m4ra.org) or [amy.freeman@m4ra.org](mailto:amy.freeman@m4ra.org) if you are interested in scheduling a training in your area.

Also, keep checking [www.OCECD.org](http://www.OCECD.org) to locate an AARM training near you!



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To remove your name from our mailing list, or if you have questions, please contact [leeand@ocecd.org](mailto:leeand@ocecd.org) or call 1-844-382-5452.

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