



# Reading Ready

Tutor Training Thought Catcher

Name: \_\_\_\_\_

## Overview

Welcome to Reading Ready! By participating in this training, you're joining a growing and powerful movement to ensure that every student has the opportunity to thrive—starting with learning to read.

The Reading Ready training is organized into 10 modules. In each, you will watch videos, review resources, reflect on guiding questions, practice planning and facilitating components of the program, and check your understanding along the way. Some modules are specifically designed for those implementing the program in a remote learning environment. If you will be teaching in-person, you will be prompted to skip those modules.

As you go through each module, please use this thought catcher to track your thinking, record your reflections, and jot down any questions you have. This packet is organized by module so you can follow along throughout the entirety of the training. At the completion of the course, you will have a chance to connect with a lead tutor or program manager. This person will be a great resource for you and can answer questions you have about the program. In addition to this thought catcher, it is critical to have your Reading Ready tutor kit materials nearby. You will have a chance to explore and become familiar with all curricular resources during the training modules.

## Table of Contents

[Module 1: Welcome to Reading Ready](#)

[Module 2: Foundations of Literacy](#)

[Module 3: Program Overview](#)

[Module 4: Letter Practice](#)

[Module 5: Sound Practice](#)

[Module 6: Word Practice](#)

[Module 7: Sentence Practice](#)

[Module 8: Decodable Book Practice](#)

[Module 9: Assessments, Data Tracking, and Lesson Planning](#)

[Module 10: Supporting Your Student](#)



# Module 2: Foundations of Literacy

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**Phonemes:** the smallest units of \_\_\_\_\_ in words.

## 5 Pillars of Literacy Instruction:

1. \_\_\_\_\_ Awareness - understanding that an individual word can be broken into individual sounds.
  2. Phonics - \_\_\_\_\_.
  3. \_\_\_\_\_ - Reading with speed, accuracy and expression.
  4. \_\_\_\_\_ - \_\_\_\_\_.
  5. \_\_\_\_\_ - \_\_\_\_\_.
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## Phonemic Awareness Skills

1. \_\_\_\_\_ is the ability to recognize a single sound in a word.
  2. \_\_\_\_\_ is when you combine phonemes to form a whole word.
  3. **Segmentation** is when you separate a word into individual \_\_\_\_\_.
  4. **Addition** is \_\_\_\_\_.
  5. **Deletion** is \_\_\_\_\_.
  6. **Substitution** is \_\_\_\_\_.
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## Phonics:

- The system of spoken \_\_\_\_\_ and their corresponding letters.
  - Method of teaching \_\_\_\_\_ readers to match letters to sounds.
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**Sound Boxes:** We can use sound boxes to help us \_\_\_\_\_ the sounds in words. Each square represents one \_\_\_\_\_ (not letter).

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### Sound Box Examples

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# Module 3: Program Overview

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## Reading Ready Structure:

1. \_\_\_\_\_ minute lessons
2. \_\_\_\_\_ units
3. Each unit takes \_\_\_\_\_ lessons
4. \_\_\_\_\_ lessons total

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## The 5 Components:

1 min: \_\_\_\_\_

2 min: \_\_\_\_\_

7 min: \_\_\_\_\_

5 min: \_\_\_\_\_

5 min: \_\_\_\_\_

## Is my student ready to move to the next Reading Ready unit?

- After \_\_\_\_\_ lessons in a unit, your student is able to complete sound practice, word practice, and sentence reading practice \_\_\_\_\_ any support.
  - → YES! Your student is ready to move on.
- After 3 lessons in a unit, your student still needs a lot of \_\_\_\_\_ in sound practice, word practice, or sentence reading practice.
  - → No, your student needs more \_\_\_\_\_ focused on this \_\_\_\_\_.



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**Remote Letter Practice Observation Notes:**

*If you will only teach in an in-person learning environment, please move on to the next module.*

Please describe ways in which remote Reading Ready instruction is similar and different from the in-person video example you watched previously. What does the tutor need to do to prepare differently for remote instruction?

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# Module 5: Sound Practice

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**Sound Practice** is the second part of every Reading Ready lesson. Sound practice activities use small \_\_\_\_\_ or similar items. This is also a short part of the lesson, taking only \_\_\_\_\_ minutes. In each lesson, you'll select 2-3 activities to provide your student an opportunity to practice their \_\_\_\_\_ awareness related to the specific letters or phonetic elements taught in that unit.

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**Sound Practice Observation Notes:** For each, please describe what you see the tutor and student doing/saying, what materials you would do to prepare for the activity, and what you would do in the next lesson.

- ***Phoneme Isolation***
  - ***Segmenting Phonemes (PRIORITY ACTIVITY)***
  - ***Blending Phonemes (PRIORITY ACTIVITY)***
  - ***Adding Phonemes***
  - ***Deleting Phonemes***
  - ***Substituting Phonemes***
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**Remote Sound Practice Observation Notes:**

*If you will only teach in an in-person learning environment, please move on to the next module.*

Please describe ways in which remote Reading Ready instruction is similar and different from the in-person video example you watched previously. What does the tutor need to do to prepare differently for remote instruction?

# Module 6: Word Practice

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**Word Practice** is the lengthiest part of a Reading Ready lesson with \_\_\_\_ minutes allotted for Word Practice activities. The goal is to build a student's letter-sound knowledge, or their \_\_\_\_\_ skills. When students take their phonemic awareness and connect it to \_\_\_\_\_ they are building their phonics skills and ability to \_\_\_\_\_ words.

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**Word Practice Observation Notes:** For each, please describe what you see the tutor and student doing/saying, what materials you would do to prepare for the activity, and what you would do in the next lesson.

- **Word Chains**

- **Word Mapping**

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**Remote Word Practice Observation Notes:**

*If you will only teach in an in-person learning environment, please move on to the next module.*

Please describe ways in which remote Reading Ready instruction is similar and different from the in-person video example you watched previously. What does the tutor need to do to prepare differently for remote instruction?

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# Module 7: Sentence Practice

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The fourth component of every Reading Ready lesson is **Sentence Practice** and should take about \_\_\_\_ minutes. There are three key activities in this lesson component. First, students will read and spell irregularly spelled \_\_\_\_ words. Next, students will read \_\_\_\_ sentences. Then, they will write a few words or a decodable sentence. You will use decoding \_\_\_\_ to support your student to read tricky words, and ask \_\_\_\_ questions to check their understanding of the text.

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**Sentence Practice Observation Notes:** For each, please describe what you see the tutor and student doing/saying, what materials you would do to prepare for each of the activities, and what you would do in the next lesson.

- ***Irregular High Frequency Word Practice***
  
  
  
  
  
  
  
  
  
  
  - ***Sentence Reading***
  
  
  
  
  
  
  
  
  
  
  - ***Dictation***
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**Remote Sentence Practice Observation Notes:**

*If you will only teach in an in-person learning environment, please move on to the next module.*

Please describe ways in which remote Reading Ready instruction is similar and different from the in-person video example you watched previously. What does the tutor need to do to prepare differently for remote instruction?



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**Remote Decodable Book Practice Observation Notes:**

*If you will only teach in an in-person learning environment, please move on to the next module.*

Please describe ways in which remote Reading Ready instruction is similar and different from the in-person video example you watched previously. What does the tutor need to do to prepare differently for remote instruction?

# Module 9: Assessments, Data Tracking, and Lesson Planning

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There are \_\_\_\_\_ assessments in the Reading Ready program:

- Pre-Assessment - Before Unit \_\_\_\_\_
- Mid-Assessment - After \_\_\_\_\_ lessons
- Post-Assessment - After Unit \_\_\_\_\_

The data from these assessments will allow you to understand the growth your student has made because of the intervention. After you've conducted each assessment, you'll have more information on what unit to begin with as you get started with your student.

0-3 nonsense words correct in row 1	Unit 1
4 or more nonsense words correct in row 1	Unit _____
4 or more nonsense words correct in rows 1 and 2	Unit _____
4 or more nonsense words correct in rows 1, 2, & 3	Too _____ for Reading Ready

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# Module 10: Supporting Your Student

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## Letter Knowledge Appendix

The Letter Knowledge Appendix can be used to teach and reinforce letter \_\_\_\_\_ and \_\_\_\_\_.

It includes a Letter \_\_\_\_\_, activities and games, and cards to facilitate the games and learning.

## The Letter Learning Protocol

- Warm Up - you will use the \_\_\_\_\_ - \_\_\_\_\_ cards to introduce the target letters and sounds.
- Step 1 - your student will \_\_\_\_\_ the target letters and tell you the name, sound, and keyword. Then, they will tell you another word that starts with the same \_\_\_\_\_.
- Step 2 - your student will \_\_\_\_\_ each target letters multiple times.
- Step 3 - your student will make \_\_\_\_\_ and \_\_\_\_\_ letter matches.
- Step 4 - You will pick \_\_\_\_\_ letter games to play.
- Closing - Your student will review the letter name, sound, and keywords for each target letter taught in the lesson.

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## Behavior Support Strategies

- Model \_\_\_\_\_ and \_\_\_\_\_ behavior expectations.
- Notice and praise \_\_\_\_\_ behaviors.
- Offering instructional \_\_\_\_\_ can help boost engagement.