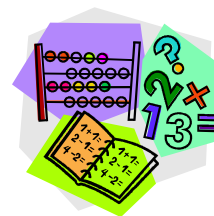


**The following pages contain the job descriptions of
Math Tutors, Fostering Fluency (Reading Tutors), and
The TLC Writing Project (Writing Tutors)**

Math Tutors Page 2
Fostering Fluency Page 3-4
TLC Writing Project Page 5

The TLC Math Tutors: A Job Description



The TLC Math Tutors are a dynamic group of “math-minded” students from all University majors. With the TLC, they work in several settings. Our first priority is to place as many tutors as possible in public school settings, where they teach children in one-on-one sessions twice a week. Usually these sessions take place right after school, from 2:35 to 3:30. Some math tutors also help out in classrooms, during the school day.

A smaller number of tutors work with children on the Tufts campus. The advantage of working with children whose parents can bring them to Tufts is the convenience it offers busy Tufts tutors. The disadvantage is that many children who need tutoring the most do not have transportation onto campus.

All math tutors are required to attend an on-campus supervisory meeting once a week. In addition to learning about math curriculum at different grade levels and about teaching strategies, these meetings compel each tutor to take a close look at his or her young student(s). They provide a chance to brainstorm with peers and supervisors, and help ensure that each child receives the best help possible.

During 2008-2009, math tutors will be at the times listed in the box below. If you apply to the TLC to become a math tutor, please make sure you can fit ONE of these times into your schedule. If the time you choose in the fall later conflicts with your spring courses, you are free to switch groups, as long as you can fit one of the meetings times into your schedule.

TLC Weekly Math Meetings, 2008-2009

Mondays: 1:05 – 2:05 pm

Thursdays: 9:30 to 10:30 am

Tuesdays: 9:30 – 10:30 am

Thursdays: 10:45 to 11:45 am

If you have any questions about the program, please email Dr. Cynthia Krug at cynthia.krug@tufts.edu.



Fostering Fluency: Helping Elementary School Children Read and Understand Wonderful Books

Fostering Fluency is a comprehensive reading program designed to help elementary school children read at their grade level, or above, with ease and comprehension. Our first task is help children build self-confidence and our ultimate goal is to inspire them to love reading.

Struggling readers come with a variety of challenges. Some children have no trouble understanding the language of books, but they lag behind their agetates in learning to recognize letter patterns and words. Others read the print with ease, but cannot understand it. And many have a bit of trouble with both. TLC tutors learn to teach both print recognition and reading comprehension. As they work with their students, this training is individualized to meet each child's needs.

The Center for Reading and Language Research:

Since 1997, the Tufts Literacy Corps has been part of the Center for Reading and Langage Research, directed by Professor Maryanne Wolf. To help children recognize print effectively, TLC tutors learn to use an adaptation of RAVE-O (**R**etrieval, **A**utomaticity, **V**ocabulary, **E**ngagement with Language and **O**rthographic Fluency), which Professor Wolf and her colleagues spent ten years developing and researching (with the support of a large NICHD grant).

RAVE-O, which is built on a comprehensive research-based model of the reading process, seeks to integrate as many key aspects of word recognition as possible. It builds on a "word family" approach to print recognition, and presents children with a systematic sequence of letter patterns. Unlike other remedial reading programs, however, RAVE-O integrates meaning into every aspect of word recognition. Based on the observation that "we retrieve most easily what we know best," children do not only learn that "fan" (for example) consists of an "onset" (f) and a "rime" (an). They also explore the many meanings of the word, from the machine that cools us down in the summer to the thing peacocks do with their tails, to the cheering crowd at a Red Sox game. By binding the most common print patterns to meaning, they can later recognize these patterns in increasingly complex texts.

Reading Comprehension

Every year since 1997, several children with reading comprehension difficulties have been referred to TLC tutors. In recent years, we have been privileged to work with an increasing number of children who have recently arrived in the

United States, and this number has climbed. Many come from families in which the parents do not speak English. Although some prove to have significant learning difficulties, most are simply transitioning into a new language and culture. To help children gain meaning from books, TLC tutors learn to teach the same comprehension strategies that are used by the best classroom teachers.

In the 2008-2009 academic year, the TLC will be offering older children (third and fourth graders) an integrated reading/writing program aimed at building reading comprehension and writing skills.

What the Reading Tutors Do:

Tutors working in the Fostering Fluency program meet twice a week during the fall semester and once a week in the spring. All tutors meet during the Wednesday open block sessions (12:00 to 1:15 pm)* for whole group instruction in reading theory, the TLC assessment package, RAVE-O instruction and teaching reading comprehension strategies. The TLC, however, is committed to the belief that "one size does NOT fit all." For this reason, all tutors are also required to meet in small groups, so that they have the chance to take a close look at their young students and construct a tutoring agenda that best meets his or her needs.

During 2008-2009, reading tutors will be at the times listed in the box below. If you apply to the TLC to become a reading tutor, please make sure you can fit both the Wednesday open block and ONE small group time into your schedule. If the small group time you choose in the fall later conflicts with your spring courses, you are free to switch small groups, as long as you can schedule in one of the meeting times.

Fostering Fluency Weekly Meetings, 2008-2009

Wednesdays: 12:00 to 1:15 pm: Whole Group Mandatory Meeting

Small Group Options:

Tuesdays: 12:00 – 1:00 pm

Wednesdays: 10:45 to 11:45 am

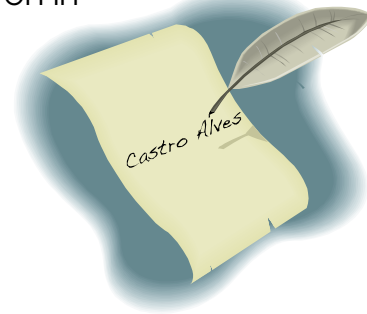
Tuesdays: 1:05 – 2:05 pm

Thursdays: 1:05 to 2:05 pm

If you have any questions about the program, please email Dr. Cynthia Krug at cynthia.krug@tufts.edu.

From Poetry to Prose: The TLC Writing Project:

TLC Writing Tutors work with elementary school children in one-on-one sessions and in classroom settings. Most tutor children after school (from 2:30 to 3:30), once or twice a week. Tutoring typically takes place at local schools or in the Medford Public Library. There are also limited opportunities to work with dynamic classroom teachers on classroom writing workshops.



For nearly all children, one-on-one tutors begin with poetry. Using books such as *Awakening the Heart* by Georgia Heard, and the *Potato Hill Poetry Handbook* by Andrew Green and a manual created by writing tutor, Caitlin Felsman, writing tutors use a variety of poems, children's books and writing activities to teach important elements of good writing and inspire children to see writing as a vehicle for self-expression. The program then moves on to prose, as children learn to construct stories with organization and characterization, and to write coherent essays.

All TLC writing tutors are required to meet on campus once a week, to try out new teaching techniques and brainstorm about particular children and school dynamics. During the 2008-2009 school year, TLC writers' meetings will be held during the Monday open block (12:00 pm to 1:15 pm) OR on Tuesdays from 11:45 to 12:45. If you are interested in applying to work as a writing tutor, please make sure you can attend ONE of these weekly meetings every week.

For more information, please contact Dr. Cynthia Krug at Cynthia.Krug@tufts.edu.

A Sampling of Poems from Children Who Worked with Tufts Literacy Corps Tutors

I am different from
my classmates.
We dress differently.
We don't have
the same skin.
My cousin's mother
teaches him
to play baseball.
we are different.
My mother and father
teach me math.
(I don't like math.)
My cousin and me
are the same
from the outside.
From the inside
We are different.
Jennifer, Grade 2

Listen Winter

Listen to the wind
blowing in my ear
through the dark,
cold, windy night,
The snow blowing
in your face so hard
so hard
it feels like
the wind is trying
to carry you.

Sheina, Grade 5

My First Grade Memory

My first grade memory
that I will never forget
was when the Twin Towers
were torn down
by terrorists.

I was so sad and
I felt bad for
the people who died.
And that is the
first grade memory
that I will never forget.

Nick, Grade 5