

*The Reading Professor*  
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**Read to Succeed: Literacy Tutor's Manual and Read to Succeed: Tutor Trainer's Manual.** Lois A. Bader. 1998. Prentice-Hall, Inc. Simon & Schuster / A Viacom Company (Upper Saddle River, N.J. 07458, USA). ISBN 0-13-690561-7. Softcover. 121 pp. [Trainer's Manual, ISBN 0-13-690579-Z 60 pp.).

### **Introduction**

Along with many administrators, reading professors and service learning professionals, we at Kean University became aware of the America Reads Challenge at a time when we had already decided to put more of our resources into outreach. Those familiar with tutoring programs in reading are aware that researchers have consistently found that programs are effective when tutors are trained, supported and supervised. Sharing the time constraints of many university staff, we were delighted to discover **Read to Succeed**. A committee comprised of specialists in reading, language arts, children's literature and early childhood along with university administrators reviewed **Read to Succeed** and endorsed its adoption for use in outreach in community action programs and schools in partnership with Kean.

### **Background on Read to Succeed**

Building on a university service project in 1984, when reading professors took undergraduate and graduate students to an inner city school to tutor children in a program designed to increase children's love of reading and writing and to increase their proficiency, the Read to Succeed program was developed to its present form. Thousands of university students and community volunteers have participated in Read to Succeed with the collaboration of the Capital Area Literacy Coalition in Lansing, Michigan and Michigan State University. (The original name of the program was Schools United with Community Coalitions Excelling in Educational Development or S.U.C.C.E.E.D.).

### **Content: Literacy Tutor's Manual**

The first section of the manual provides an overview of the program philosophy and underlying learning theories. Tutors are given materials and suggestions for getting acquainted with children to establish rapport, learn their interests and estimate their level of development in reading and writing. Tutors are given guides for examining books and outlines for sessions. The program emphasis is reading children's books and on the children's writing of their own books.

The second section provides specific suggestions for helping beginning readers and intermediate readers, as well as parts on reading to children and on understanding intrinsic and extrinsic motivation. Although the emphasis is on

beginning reading and writing, some attention is given to tutoring upper level students. This section, Learner Centered Literacy, would be a good supplement for students in literacy courses who have extensive coverage of theory but little in specific applications. The third section, Thematic Instruction Projects (TIP), contains numerous ideas for projects that put reading and writing into meaningful contexts for children of different ages. Suggestions are outlined for writing cartoon strips, compiling a cook book, dinosaur reading, writing, mapmaking, using story starters on student selected topics, writing greeting cards and other child tested ideas.

The appendix provides guidelines for family literacy projects, for starting a children's book drop program to collect good quality, used children's books, for a family reader program as well as planning guides for different age levels in reading and writing. Information on math tutoring and lesson planning is also included. A multicultural bibliography, list of classic children's books for pre k – 1 and suggestions for professional reading are in this section

### **Content: Tutor Trainer's Manual**

**The Read to Succeed: Tutor Trainer's Manual** is well organized, clear and easy to follow. Both university reading / language arts professors and school reading teachers should find this manual invaluable. There is an outline for program operation that reflects the many years of experience

of the author in setting up and running programs in a variety of settings: schools, churches and community centers.

Mindful that Read to Succeed tutor preparation might be part of a course or might consist of workshops for volunteers, the author provides a sequence of instruction for both formats. In addition, transparency masters are included to present information and to promote interactive learning with hands on experiences.

The Program Management and Organization section contains outlines of the responsibilities of various program participants. There are school agreement forms, parent permission forms, monitoring forms and agreement forms for site supervisors, teacher liaisons and other who may work for people new to this area and will help them avoid problems that may come from ambiguity.

The Program Evaluation section includes self-evaluation forms for site supervisors and tutors, a tutor evaluation guide, parent program evaluation for and a pre test, post test summary sheet.

### **Conclusions**

**Read to Succeed** makes an outstanding contribution, not only to the America Reads Challenge, but to the professional literature. Here, at last, is a researched, field tested program that works! Children, especially those from economically deprived and stressed situations, learn to read with this program. Here, at last, is a program that reading and language arts specialists and early

children development specialists can agree on. *The* program is focused on reading lots and lots of children's literature and on the children expressing their ideas orally and in writing. The program is balanced with appropriate emphasis on comprehension, writing, word recognition, phonics and vocabulary presented in meaningful contexts suitable to diverse populations. Finally, this program is inexpensive. By organizing a community-wide children's book drop, tutors will have a plentiful supply of children's books for children to take home and build their own libraries.

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