### Beginning Your Mentoring Program

**This resource is to help divide/share responsibilities, to help organize, and to be sure the materials are ready each year. Many of these steps happen simultaneously.**

**Beginning:**

\_\_Attend 1 full day of Reading Mentoring Instruction

\_\_And attend ½ day of Reading Mentoring Instruction

\_\_Buy the [www.readinga-z.com](http://www.readinga-z.com) license

\_\_Explore <http://www.readinga-z.com/tutoring-mentoring-packs/> for new updates

\_\_Regularly check www.mentoring4readingachievement.org for new updates

\_\_Reviewthe M4RA Resource Guide Book

\_\_Begin the M4RA End of Year Report

\_\_Complete the M4RA End of School Year Report

* Send to Amy Freeman at the end of school year

**Students:**

\_\_Determine the entrance and exit criteria for the students

\_\_Identify students to be in your program

\_\_Pre-test all students at their reading level using school endorsed assessments.

\_\_Post-test all students at their reading level at the end of the school year

\_\_Plan weekly lessons for students

\_\_Supply students working on fluency with 10 Book Fluency Graphs

\_\_Have Read 4 Stickers available or Sticker Charts

\_\_Progress monitor all students with a Cold Read score at beginning of program and

 another Cold Read score, at the same beginning level, at the end of the year

**Organizing:**

\_\_Go over the Supplies Suggestions in the Resource Guide Book

\_\_Decide how to file the master copies and the working copies

\_\_As soon as students are identified, determine each student’s level and begin printing/

 copying packs for each student. *You do not need to copy all the packs to begin*

 *the program!*

\_\_Copy a Tracking Form to track the packs each student as read

\_\_Copy the Discussion Questions for the Mentor and Mentee and put into an envelope

\_\_Copy and assemble extra books per packet (based on students’ reading levels)

\_\_Copy extra worksheets per packet

\_\_Copy Fluency Passages: make 2 copies of each per pack

\_\_Copy and cut card stock game cards, word cards, etc.

\_\_Print Game Boards (can print in color and laminate or put into a plastic sleeve)

\_\_Determine a place for boxes, crates, Red/Green…to put the Mentoring Folders. (one for

 the before mentoring folders and one for the after mentoring folders).

**Mentors:**

\_\_Recruit mentors with fliers, at PTA meetings, during Community Meetings, at Open

 House, in the High School and Middle School Study Halls…

\_\_Check your local school district’s fingerprinting policy

\_\_Schedule Mentor Trainings

\_\_Schedule Mentor and Student sessions 4x per week

\_\_Track Mentoring Sessions with an attendance sheet or Calendar Tracking Form…

\_\_Make sure the chosen mentoring spaces are conducive for mentoring

**Assemble Each Student’s Mentoring Folder:**

\_\_M4RA Progress Report

\_\_Calendar Sessions Tracking Form

\_\_M4RA Lesson Plan (What to Do)

\_\_Readinga-z Lessons (How to Do)

\_\_Fluency Instructions for Mentors

\_\_2 Fluency Passages (one the mentor writes on/ other for student to read)

\_\_M4RA Fluency Graph

\_\_Readinga-z.com book, graphic organizer, Quick Check, game cards, game board, etc.

\_\_Help Sheets: How to Write Answers, Mentor Help: Remember

\_\_Tracking Forms showing the packs/books read

\_\_Added Vocabulary Cards, etc. as needed

**Individual Student Files**: will vary depending on what you decide to use and keep

\_\_Fluency Graphs

\_\_Assessments

\_\_Lesson Plans

\_\_Tracking Forms indicating packet categories and books read

\_\_Student Data & Progress Monitoring Form

**Communicating with Parents, Staff & Administration:**

\_\_Notify parents about your Reading Mentoring Program

\_\_Meet with students, to be mentored, and discuss what will be expected

\_\_Be sure all of the teachers and staff know about and are invited to visit your program

\_\_Invite parents to visit/mentor your program

\_\_Tell the school board about your program (ask a student to read and a mentor to share

 his/her experiences)

\_\_Make sure to communicate with classroom teachers

\_\_Communicate with parents

\_\_Communication with the Principal, Superintendent, and Board Members. Ask for

 volunteers/mentors from these groups