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## **VOLUNTEER READING MENTOR**

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PERFORMANCE PROFILE SOURCE: BGCWV Cooper Literacy Program - Literacy

DEPARTMENT: Volunteer Services

REPORTS TO: Community Relations & Site Coordinator

FLSA STATUS: Volunteer

SALARY: \$0.00

**PRIMARY FUNCTION:**

Under the direction of the Site Coordinator/Director, a Volunteer Reading Mentor will assist school-aged children with improving their literacy skills. The reader will provide a safe space for kids to practice reading out loud in a small group setting. They will read short stories, chapters of books, magazine articles, newspaper articles, etc. The Reading Mentor will help in the development of skills and inspire kids to a lifelong enjoyment of reading.

**KEY ROLES (Essential Job Responsibilities):**

Leadership

Develop high-quality opportunities for kids to practice their reading skills in a fun and interesting way.

Management

1. Annotate and highlight text: Teach your members to highlight and underline valuable information as they read. Have members write notes on the pages they are reading to help them stay focused and improve comprehension. Members can also write down questions as they read to receive more explanation on a new concept or to define a new word.
2. Personalize the content: Members can increase their understanding by seeing how the material connects with their life. Have your members make personal connections with the text by writing it down on the page. You can also help members comprehend the text by helping them see an association with current events.
3. Practice problem-solving skills: Blend real-world problem-solving skills into your activities. Have your members write out solutions to the problem and discuss their ideas as a class or in small groups.
4. Incorporate more senses: Include activities that reinforce learning and comprehension by using more senses as they read. Remind members to read with a pen or pencil to annotate the text. Have your members take turns reading out loud. Use projectors to guide your lesson and write down questions for those who are visual learners.
5. Understand common themes: Ask your members to look for examples of a certain theme throughout the chapter to increase engagement. Have members share their findings with the class to help members learn a specific theme more in-depth.



**BOYS & GIRLS CLUB  
OF THE WEST VALLEY**

- 6. Set reading goals: Have each member set their own reading goals. This can help them take action in building reading skills and students will be more mindful of how they are improving.
- 7. Read in portions: Long, complex reading can be more digestible by breaking it up into pieces. Shorter segments will help members retain the information as the group discusses the materials. It can also help members build confidence in understanding a complex subject.
- 8. Let students guide their reading: Your members process reading material and curriculum in very different ways. As you implement reading activities to help your group learn complex materials, you will learn what works best for each member individually.

**ADDITIONAL RESPONSIBILITIES:**

May want to attend the Annual Cooper Reading Challenge in December with members.

**SKILLS/KNOWLEDGE REQUIRED:**

- ❖ Love for kids and youth.
- ❖ Love of reading and books
- ❖ Finds enjoyment in helping others improve
- ❖ Patience for those who have novice readers

**PHYSICAL REQUIREMENTS/WORK ENVIRONMENT**

Must pass a background check. Be available to volunteer for at least two hours, one day a week for 12 weeks. This allows for the mentor and members to develop a relationship of trust and growth. Hours are M-TH from 4-6 p.m. Must be able to sit, stand, bend, and lift up to 25 lbs to move books around.

Signed by: \_\_\_\_\_  
Incumbent Date

Approved by: \_\_\_\_\_  
Chief Executive Officer Date

For Office Use Only	Hire Date: _____	Hire Rate: _____	90-day evaluation: _____
Approved by: _____			
CEO		Date	
Entered into BBSI: _____			
HR Manager		Date	

**DISCLAIMER:** The information presented indicates the general nature and level of work expected of employees in this classification. It is not designed to contain, nor to be interpreted as, a comprehensive inventory of all duties, responsibilities, qualifications, and objectives required of employees assigned to this job.