



Grade Three

**Correlated to North Carolina
English Language Arts Standards**

About Reading Together

Reading Together Grade Three may be used for third graders who decode with limited fluency and comprehension. It also has been effective with intermediate and advanced English language learners, and students making the transition from bilingual classes.

Cross-age tutors or adult mentors are prepared and supervised by a trained leader to provide one-on-one reading assistance. The program emphasizes active learning and features a carefully-sequenced set of experiences that help students become fluent, comprehending, motivated and independent readers. The goal is to bring all North Carolina students to grade-level proficiency in reading and to help them succeed on end-of-grade tests. Students also enhance their writing skills through end-of-lesson activities, including letters, written responses, graphic organizers, etc.

Upper-level elementary students who are trained as tutors develop a strong sense of self-worth as their leadership, organization and human relations skills are challenged and enhanced. *Reading Together* offers them an authentic and needed opportunity to improve and apply their mastery of many of North Carolina's Language Arts standards. As valued tutors, the older students explain and model age-appropriate reading, writing, listening, language and literature behaviors in both their planning and one-on-one teaching with their tutees.

Please note: These correlations do not reflect the 15 new Phase I lessons developed for the Spring 2004 edition of Reading Together Grade Three (Previously, the Grade Three program used the first 15 lessons of Reading Together Grade Two, and these correlations include this earlier version.) The new lessons use the same format, but with higher-level passages and more sophisticated writing activities at the end of the lessons. These updates make alignment with North Carolina reading and writing standards even stronger. New correlations will be sent when revisions are completed.

Toll-free phone: 1.866.921.0000

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**Reading Together Product List Reference
To Correlation Grade Three**

Products	Correlation Reference
Tutee's Workbook	TEwbk
Tutor's Guidebook Phase I	TRG#1
Tutor's Guidebook Phase II	TRG#2
Tutor's Guidebook Phase III	TRG#3
Comprehension Strategy Bookmark	Bookmark
My Reading Together Journal	Journal
Books in a variety of genre	Appendix I

*A-Activity

English Language Arts Curriculum - Third Grade

Strands: Oral Language, Written Language and Other Media/Technology

Competency Goal 1

The learner will apply enabling strategies and skills to read and write.

1.01 Apply phonics and structural analysis to decode words (e.g., roots, suffixes, prefixes, less common vowel patterns, syllable breaks).

The Reading Together program is designed to develop reading fluency and comprehension strategies. The Tutor and Tutee use oral and written language as tools to comprehend text by evaluating predictions, coming to conclusions, and communicating supporting details. The conventions of language are observed, but are not paramount to the mission of the program.

Bookmark: reminder prompts for strategies to support decoding through context, information recall, and suggestions for celebrating (**Praise**) for successfully applying strategies.

1.02 Apply meanings of common prefixes and suffixes to decode words in text to assist comprehension.

Reading Together is designed to develop reading fluency and comprehension strategies. Tutor and Tutee use oral and written language as tools to comprehend text by evaluating predictions, coming to conclusions and communicating supporting details. The conventions of language are observed, but are not paramount to the mission of the program.

1.03 Integrate prior experiences and all sources of information in the text (graphophonic, syntactic, and semantic) when reading orally and silently.

Reading Together is designed to develop reading fluency and comprehension strategies. Tutor and Tutee use oral and written language as tools to comprehend text by evaluating predictions, coming to conclusions and communicating supporting details. The conventions of language are observed, but are not paramount to the mission of the program.

Bookmark: reminder prompts for strategies to support decoding through context, information recall, and suggestions for celebrating (**Praise**) for successfully applying strategies.

1.04 Increase sight vocabulary, reading vocabulary, and writing vocabulary through: wide reading, word study, listening, discussion, book talks, book clubs, seminars, viewing, role play, studying author's craft.

TEwkb: Lessons- 1 A: 1 (Produce a Book) 5 A: 5 6 A: 6 (Making a Story Board) 8 A: 8 (Fill in the missing words) 8 A: 9 (Write a story based on expository text), 11 Finish a Story A: 11 (Draw a

picture to go with your story ending) 12 A: 12 (Making a story map) 13 A: 13 (K-W-L Worksheet) 15 A: 15 (Make A Book)
TRG#1: Lessons- 1 A: 1 (Produce a Book) 5 A: 5 (Venn Diagram comparing like stories), 6 A: 6 (Making a Story Board) 8 A: 8 (Fill in the missing words) 8 A: 9 (Write a story based on expository text), 11 Finish a Story A: 11 (Draw a picture to go with your story ending) 12 A: 12 (Making a story map) 13 A: 13 (K-W-L Worksheet) 15 A: 15 (Make A Book)
TGR#2: Reading Together Activities and direct questioning: Lessons-1-12
TRG#3: Lesson 2 (Part Two: writing recommendations)
1.05 Use word reference materials (e.g., dictionary, glossary) to confirm decoding skills, verify spelling, and extend meanings of words.
TRG#3: Lessons-1-3 Introduction to the Media Center

1.06 Read independently daily from self-selected materials (consistent with the student's independent reading level) to: increase fluency

TRG#1 Each Lesson 1-15 (Tutor and Tutee practice reading orally to increase fluency)

TRG#2 Each Lesson 1-11 (Tutor reads orally to demonstrate fluency and Tutee reads orally and silently to improve fluency)

build background knowledge

TRG#1 Lessons-1-15 Components: before reading, after reading
extend vocabulary

TEwkb: Lessons- 1 A: 1 (Produce a Book) 5 A: 5 6 A: 6 (Making a Story Board) 8 A: 8 (Fill in the missing words) 8 A: 9 (Write a story based on expository text), 11 Finish a Story A: 11 (Draw a picture to go with your story ending) 12 A: 12 (Making a story map) 13 A: 13 (K-W-L Worksheet) 15 A: 15 (Make A Book)

TRG#1: Lessons- 1 A: 1 (Produce a Book) 5 A: 5 (Venn Diagram comparing like stories), 6 A: 6 (Making a Story Board) 8 A: 8 (Fill in the missing words) 8 A: 9 (Write a story based on expository text), 11 Finish a Story A: 11 (Draw a picture to go with your story ending) 12 A: 12 (Making a story map) 13 A: 13 (K-W-L Worksheet) 15 A: 15 (Make A Book)

TGR#2: Reading Together Activities and direct questioning: Lessons-1-12

TRG#3: Lesson 2 (Part Two: writing recommendations)

Bookmark: reminder prompts for strategies to support decoding through context, information recall, and suggestions for celebrating (**Praise**) for successfully applying strategies.

Competency Goal 2

The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.

2.01 Use metacognitive strategies to comprehend text (e.g., reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell).

TEwkb: Lessons- 1 A: 1 (Produce a Book) 5 A: 5 6 A: 6 (Making a Story Board) 8 A: 8 (Fill in the missing words) 8 A: 9 (Write a story based on expository text), 11 Finish a Story A: 11 (Draw a picture to go with your story ending) 12 A: 12 (Making a story map) 13 A: 13 (K-W-L Worksheet) 15 A: 15 (Make A Book)

TRG#1: Lessons- 1 A: 1 (Produce a Book) 5 A: 5 (Venn Diagram comparing like stories), 6 A: 6 (Making a Story Board) 8 A: 8 (Fill in the missing words) 8 A: 9 (Write a story based on expository text), 11 Finish a Story A: 11 (Draw a picture to go with your story ending) 12 A: 12 (Making a story map) 13 A: 13 (K-W-L Worksheet) 15 A: 15 (Make A Book)

TGR#2: Reading Together Activities and direct questioning: Lessons-1-12

TRG#3: Lesson 2 (Part Two: writing recommendations)

2.02 Interact with the text before, during, and after reading, listening, or viewing by:

setting a purpose

TRG#1 Lessons-1-15 Components: Before Reading

TRG#2 Lessons-1-12 p: 1&6 (in each lesson)

previewing the text

TRG#1 Lessons-1-15 (Components: Before Reading)

TRG#2 Lessons- 1-15 (p. 1-5)

making predictions

TEwkb: Weight Log: A4

TRG#1 Lessons-1-15 p.1 (in each lesson) and before Reading

asking questions

TRG#1 Lessons-1-15 Components: before reading, after reading

TRG#2 Lessons-1-12 (Directed questions (*Text-to-self* connection (T-S) identifying and marking where prior experiences and background will enhance understanding all lessons 1-12.

Focus of lessons: 1-4

locating information for specific purposes.

TEwkb: Lessons- 1 A: 1 (Produce a Book) 5 A: 5 6 A: 6 (Making a Story Board) 8 A: 8 (Fill in the missing words) 8 A: 9 (Write a story based on expository text), 11 Finish a Story A: 11 (Draw a picture to go with your story ending) 12 A: 12 (Making a story map) 13 A: 13 (K-W-L Worksheet) 15 A: 15 (Make A Book)

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ending) 12 A: 12 (Making a story map) 13 A: 13 (K-W-L Worksheet) 15 A: 15 (Make A Book)

TRG#1 Lessons-1-15 Components: before reading, after reading

TRG#2 Lessons-1-12 (Identify information to solidify purpose)

making connections

TRG#2 Lessons-1-12 (Text-to-self connection (T-S) identifying and marking where prior experiences and background will enhance understanding.)

using story structure and text organization to comprehend

TEwkb: Lessons- 6 A: 6 (Making a Story Board) 8 A: 8 (Fill in the Story A: 11 (Draw a picture to go with your story ending) 12 A: 12 (Making a story map) 13 A: 13 (K-W-L Worksheet) 15 A: 15 (Make A Book)

TRG#1: Lessons- 5 A: 5 (Venn Diagram comparing like stories), 6 A: 6 (Making a Story Board) 8 A: 8 (Fill in the missing words) 8 A: 9 (Write a story based on expository text), 11 Finish a Story A: 11 (Draw a picture to go with your story ending) 12 A: 12 (Making a story map) 13 A: 13 (K-W-L Worksheet) 15 A: 15 (Make A Book)

TRG#2 Lessons-1-12 (Identify information to solidify purpose)

2.03 Read a variety of texts, including:

(short stories, novels, fantasies, fairy tales, fables).

nonfiction (biographies, letters, articles, procedures and

Instructions, charts, maps). poetry (proverbs, riddles,

limericks, simple poems). drama (skits, plays).

(See Appendix I)

2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:

author's purpose, plot, conflict, sequence, resolution., lesson and/or message, main idea and supporting details, cause and effect, fact and opinion, point of view (author and character), author's use of figurative language (e.g., simile, metaphor, imagery).

TEwkb: Lessons- 1 A: 1 (Produce a Book) 5 A: 5 6 A: 6 (Making a Story Board) 8 A: 8 (Fill in the missing words) 8 A: 9 (Write a story based on expository text), 11 Finish a Story A: 11 (Draw a picture to go with your story ending) 12 A: 12 (Making a story map) 13 A: 13 (K-W-L Worksheet) 15 A: 15 (Make A Book)

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TGR#2 Discussion of: Realistic fiction-Lessons- 1,3,4 Historical fiction-Lessons-2, 12 Legend-Lesson 5 Fiction-Lessons-7 Informational-lessons-8, 9,10,11

Lessons- 2 & 10 Game Board
TGR#3: Lesson: 2

2.05 Draw conclusions, make generalizations, and gather support by referencing the text.

TEwkb: Lessons- 1 A: 1 (Produce a Book) 5 A: 5 6 A: 6 (Making a Story Board) 8 A: 8 (Fill in the missing words) 8 A: 9 (Write a story based on expository text), 11 Finish a Story A: 11 (Draw a picture to go with your story ending) 12 A: 12 (Making a story map) 13 A: 13 (K-W-L Worksheet) 15 A: 15 (Make A Book)
TRG#1: Lessons- 1 A: 1 (Produce a Book) 5 A: 5 (Venn Diagram comparing like stories), 6 A: 6 (Making a Story Board) 8 A: 8 (Fill in the missing words) 8 A: 9 (Write a story based on expository text), 11 Finish a Story A: 11 (Draw a picture to go with your story ending) 12 A: 12 (Making a story map) 13 A: 13 (K-W-L Worksheet) 15 A: 15 (Make A Book)
TGR#2: Reading Together Activities and direct questioning:
Lessons-1-12

2.06 Summarize main idea(s) from written or spoken texts using succinct language.

TEwkb: Lessons- 1 A: 1 (Produce a Book) 5 A: 5 6 A: 6 (Making a Story Board) 8 A: 8 (Fill in the missing words) 8 A: 9 (Write a story based on expository text), 11 Finish a Story A: 11 (Draw a picture to go with your story ending) 12 A: 12 (Making a story map) 13 A: 13 (K-W-L Worksheet) 15 A: 15 (Make A Book)
TRG#1: Lessons- 1 A: 1 (Produce a Book) 5 A: 5 (Venn Diagram comparing like stories), 6 A: 6 (Making a Story Board) 8 A: 8 (Fill in the missing words) 8 A: 9 (Write a story based on expository text), 11 Finish a Story A: 11 (Draw a picture to go with your story ending) 12 A: 12 (Making a story map) 13 A: 13 (K-W-L Worksheet) 15 A: 15 (Make A Book)
TGR#2: Reading Together Activities and direct questioning:
Lessons-1-12
TRG#3: Lesson 2 (Part Two: writing recommendations)

2.07 Explain choice of reading materials congruent with purpose (e.g., solving problems, making decisions).

TRG#1 Lessons-1-15 Components: before reading, after reading
TGR#2: Reading Together “Readers select a purpose for reading”
First question and response: Lessons: 1-12 (p.1 each lesson)
Culminating lesson question: Did you accomplish your purpose for reading your book? Lessons: 1-2 (p.6 each lesson)
TGR3: Lesson 1 (book selection) Lesson 2 (After reading: Did the book meet criteria/purpose for selection and write critique) Lesson 3 (Oral presentation supporting purpose and selection)

2.08 Listen actively by:

facing the speaker. One-on-one with student tutor—One-on-one with tutee: TRG#1 Lessons-1-15 Components: before reading, after reading

TRG#2 Lessons: 1-12 (p. 1-7 each lesson)

making eye contact.

TRG#1 Lessons-1-15 Components: before reading, after reading

TRG#2 Lessons: 1-12 (p. 1-7 each lesson)

asking questions to clarify the message

TRG#1 Lessons-1-15 Components: before reading, after reading

TRG#2 Lessons: 1-12 (p. 1-7 each lesson)

asking questions to gain additional information and ideas

TRG#1 Lessons-1-15 Components: before reading, after reading

TRG#2 Lessons: 1-12 (p. 1-7 each lesson)

Competency Goal 3

The learner will make connections through the use of oral language, written language, and media and technology.

3.01 Respond to fiction, nonfiction, poetry, and drama using Interpretive, critical, and evaluative processes by:

***See appendices I** and the variety of genres presented

TGR#2 Discussion of: Realistic fiction-Lessons- 1,3,4 Historical fiction-Lessons-2, 12 Legend-Lesson 5 Fiction-Lessons-7

Informational-lessons-8, 9,10,11

TRG#3 Lessons-2 (p.2-6)

Journal-Summarizes Tutor/Tutee Interaction

considering the differences among genres.

***See appendices I & IV** A variety of genres presented

TGR#2 Discussion of: Realistic fiction-Lessons- 1,3,4 Historical fiction- Lessons-2, 12 Legend-Lesson 5 Fiction-Lessons-7

Informational-lessons-8, 9,10,11

Relating plot, setting, and characters to own experiences and ideas

TEwkb: Lessons- 1 A: 1 (Produce a Book) 5 A: 5 6 A: 6 (Making a Story Board) 8 A: 8 (Fill in the missing words) 8 A: 9 (Write a story based on expository text), 11 Finish a Story A: 11 (Draw a picture to go with your story ending) 12 A: 12 (Making a story map) 13 A: 13 (K-W-L Worksheet) 15 A: 15 (Make A Book)

TRG#1: Lessons- 1 A: 1 (Produce a Book) 5 A: 5 (Venn Diagram comparing like stories), 6 A: 6 (Making a Story Board) 8 A: 8 (Fill in the missing words) 8 A: 9 (Write a story based on expository text), 11 Finish a Story A: 11 (Draw a picture to go with your story ending) 12 A: 12 (Making a story map) 13 A: 13 (K-W-L Worksheet) 15 A: 15 (Make A Book)

TGR#2: Reading Together Activities and direct questioning: Lessons-1-12

Considering main character's point of view

TEwkb: Lessons- 1 A: 1 (Produce a Book) 5 A: 5 6 A: 6 (Making a Story Board) 8 A: 8 (Fill in the missing words) 8 A: 9 (Write a story based on expository text), 11 Finish a Story A: 11 (Draw a picture to go with your story ending) 12 A: 12 (Making a story map) 13 A: 13 (K-W-L Worksheet) 15 A: 15 (Make A Book)

TRG#1: Lessons- 1 A: 1 (Produce a Book) 5 A: 5 (Venn Diagram comparing like stories), 6 A: 6 (Making a Story Board) 8 A: 8 (Fill in the missing words) 8 A: 9 (Write a story based on expository text), 11 Finish a Story A: 11 (Draw a picture to go with your story ending) 12 A: 12 (Making a story map) 13 A: 13 (K-W-L Worksheet) 15 A: 15 (Make A Book)

TGR#2: Reading Together Activities and direct questioning: Lessons-1-12

Participating in creative interpretations

TGR#3: Lessons-2&4

Making inferences and drawing conclusions about characters and events.

TEwkb: Lessons- 1 A: 1 (Produce a Book) 5 A: 5 6 A: 6 (Making a Story Board) 8 A: 8 (Fill in the missing words) 8 A: 9 (Write a story based on expository text), 11 Finish a Story A: 11 (Draw a picture to go with your story ending) 12 A: 12 (Making a story map) 13 A: 13 (K-W-L Worksheet) 15 A: 15 (Make A Book)

TRG#1: Lessons- 1 A: 1 (Produce a Book) 5 A: 5 (Venn Diagram comparing like stories), 6 A: 6 (Making a Story Board) 8 A: 8 (Fill in the missing words) 8 A: 9 (Write a story based on expository text), 11 Finish a Story A: 11 (Draw a picture to go with your story ending) 12 A: 12 (Making a story map) 13 A: 13 (K-W-L Worksheet) 15 A: 15 (Make A Book)

TRG#1 Lessons-1-15 Components: before reading, after reading

TGR#2: Reading Together Activities and direct questioning:

Lessons-1-12 (p. 1-7 each lesson)

TGR#3: Lesson: 2 (P. 1-6)

reflecting on learning, gaining new insights, and identifying areas for further study

TRG#1 Lessons-1-15 Components: before reading, after reading

TGR#2: Reading Together Activities and direct questioning:

Lessons-1-12 (p. 1-7 each lesson)

TGR#3: Lesson: 2 (P. 1-6)

Journal-Recording Tutor reflecting on Tutor Tutee interaction

3.02 Identify and discuss similarities and differences in events and characters within and across selections and support them by referencing the text.

TEwkb5 A: 5 (Venn Diagram comparing like stories), 8 A: 8 (Fill in the missing words) 13 A: 13 (K-W-L Worksheet)

TRG#1: 5 A: 5 (Venn Diagram comparing like stories), 8 A: 8 (Fill in the missing words) 13 A: 13 (K-W-L Worksheet)

TRG#1 Lessons-1-15 Components: before reading, after reading

TGR#2: Reading Together Activities and direct questioning:

Lessons-1-12 (p. 1-7 each lesson)

3.03 Use text and own experiences to verify facts, concepts, and ideas.

TRG#1 Lessons-1-15 Components: before reading, after reading

TGR#2: Reading Together Activities and direct questioning:

Lessons-1-12 (p. 1-7 each lesson)

TRG#2 Lessons-1-12 (Directed questions and use self-stick notes to mark *Text-to-self* connection (T-S) identifying and marking where prior experiences and background will enhance understanding, *Text-to-Text* connection (T-T), current events connection (T-W). All lessons 1-12 in focus lessons: 1-4

Bookmark; Comprehension strategies applied to text

3.04 Make informed judgments about television productions.

Tutees relate text to prior knowledge gained from other media, such as television. Selecting television productions is a skill that is not taught directly, but is supported through lesson activities and discussion.

3.05 Compare and contrast printed and visual information e.g., graphs, charts, maps).

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TGR#2: Reading Together Activities and direct questioning:
Lessons-1-12

Well designed informational books provide practice-Reference-
(See Appendix I)

3.06 Conduct research for assigned and self-selected projects (with assistance) from a variety of sources (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).

TRG3-: Lessons 1-3-Introduces the media center and how to select appropriate materials.

Competency Goal 4

The learner will apply strategies and skills to create oral, written, and visual texts.

4.01 Read aloud grade-appropriate text with fluency,

TRG#1 Lessons-1-15 Components: before reading, after reading
Tutor and Tutee read aloud for fluency practice.

TGR#2: Reading Together Activities and direct questioning:

Lessons-1-12 (p. 1-7 each lesson) comprehension and expression

4.02 Use oral and written language to:

present information in a sequenced, logical manner.

TRG#1 Lessons-1-15 Components: before reading, after reading

TGR#2: Reading Together Activities and direct questioning:

Lessons-1-12 (p. 1-7 each lesson) comprehension, and expression.

TEwkb: Lessons- 1 A: 1 (Produce a Book) 5 A: 5 6 A: 6 (Making a Story Board) 8 A: 8 (Fill in the missing words) 8 A: 9 (Write a story based on expository text), 11 Finish a Story A: 11 (Draw a picture to go with your story ending) 12 A: 12 (Making a story map) 13 A: 13 (K-W-L Worksheet) 15 A: 15 (Make A Book)

TRG#1: Lessons- 1 A: 1 (Produce a Book) 5 A: 5 (Venn Diagram comparing like stories), 6 A: 6 (Making a Story Board) 8 A: 8 (Fill in the missing words) 8 A: 9 (Write a story based on expository text), 11 Finish a Story A: 11 (Draw a picture to go with your story ending) 12 A: 12 (Making a story map) 13 A: 13 (K-W-L Worksheet) 15 A: 15 (Make A Book)

TGR#3: Lessons- 2: (Part Two: p.3
tgr#3: lessons- 3: (Part Two: sharing the book with another tutor/tutee pair)

TGR#3: Lessons- 2: (Part Two: p.3
tgr#3: lessons- 3: (Part Two: sharing the book with another tutor/tutee pair)

TGR#3: Lessons- 2: (Part Two: p.3

tgr#3: lessons- 3: (Part Two: sharing the book with another tutor/tutee pair)

Discuss, sustain conversation on a topic, share information and ideas, recount or narrate, answer open-ended questions, report information on a topic. explain own learning.

TRG#1 Lessons-1-15 Components: before reading, after reading

TGR#2: Reading Together Activities and direct questioning:

Lessons-1-12 (p. 1-7

TGR#3: Lessons- 1-3 (Discuss rationale for book selections from the media center/library)

Journal: Tutor keeps a written record of discussions to be shared with the Tutee to sustain a consistent discussion and to organize thoughts.

4.03 Share written and oral products in a variety of ways (e.g., author's chair, book making, publications, discussions, presentations).

TEwkb: Lessons- 1 A: 1 (Produce a Book) 5 A: 5 6 A: 6 (Making a Story Board) 8 A: 8 (Fill in the missing words) 8 A: 9 (Write a story based on expository text), 11 Finish a Story A: 11 (Draw a picture to go with your story ending) 12 A: 12 (Making a story map) 13 A: 13 (K-W-L Worksheet) 15 A: 15 (Make A Book)

TRG#1: Lessons- 1 A: 1 (Produce a Book) 5 A: 5 (Venn Diagram comparing like stories), 6 A: 6 (Making a Story Board) 8 A: 8 (Fill in the missing words) 8 A: 9 (Write a story based on expository text), 11 Finish a Story A: 11 (Draw a picture to go with your story ending) 12 A: 12 (Making a story map) 13 A: 13 (K-W-L Worksheet) 15 A: 15 (Make A Book)

TGR#2: Reading Together Activities and direct questioning: Lessons-1-12

participating in creative interpretations.

TGR#3: Lessons- 3: (Part Two: sharing the book with another tutor/tutee pair)

4.04 Use planning strategies (with assistance) to generate topics and to organize ideas (e.g., drawing, mapping, discussing, listing).

TGR#2: Reading Together Activities and direct questioning:

Lessons-1-12 (p. 1-7 each) lesson) comprehension, and expression.

TEwkb: Lessons- 1 A: 1 (Produce a Book) 5 A: 5 6 A: 6 (Making a Story Board) 8 A: 8 (Fill in the missing words) 8 A: 9 (Write a story based on expository text), 11 Finish a Story A: 11 (Draw a picture to go with your story ending) 12 A: 12 (Making a story map) 13 A: 13 (K-W-L Worksheet) 15 A: 15 (Make A Book)

TRG#1: Lessons- 1 A: 1 (Produce a Book) 5 A: 5 (Venn Diagram comparing like stories), 6 A: 6 (Making a Story Board) 8 A: 8 (Fill in the missing words) 8 A: 9 (Write a story based on expository text), 11 Finish a Story A: 11 (Draw a picture to go with your story ending) 12 A: 12 (Making a story map) 13 A: 13 (K-W-L Worksheet) 15 A: 15 (Make A Book)

4.05 Identify (with assistance) the purpose, the audience, and the appropriate form for the oral or written task.

Reading Together is designed to develop reading fluency and comprehension strategies. The Tutor and Tutee use oral and written language as tools to comprehend text by evaluating predictions, coming to conclusions, and communicating supporting details.

TRG#3 Lesson 3- Part Two: sharing the book with another tutor/tutee pair, instructions for preparing a presentation.

4.06 Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans.

Tutor and Tutee use oral and written language as tools to comprehend text by evaluating predictions, coming to conclusions and communicating supporting details.

TRG#3 Lesson 3- Part Two: sharing the book with another tutor/tutee pair, instructions for preparing a presentation

4.07 Compose a variety of fiction, nonfiction, poetry, and drama selections using self-selected topics and forms (e.g., poems, simple narratives, short reports, learning logs, letters, notes, directions, instructions).

Tutor and Tutee use oral and written language as tools to comprehend text by evaluating predictions, coming to conclusions, and communicating supporting details.

TRG#3 Lesson 3- Part Two: sharing the book with another tutor/tutee pair, instructions for preparing a presentation

4.08 Focus reflection and revision (with assistance) on target elements by: clarifying ideas. adding descriptive words and phrases. sequencing events and ideas. combining short, related sentences. strengthening word choice.

Not Addressed. Reading Together is designed to develop reading fluency and comprehension strategies. Tutor and Tutee use oral and written language as tools to comprehend text by evaluating predictions, coming to conclusions and communicating supporting details. The conventions of language are observed, but are not paramount to the mission of the program.

4.09 Produce work that follows the conventions of particular genres (e.g., personal narrative, short report, friendly letter, directions and instructions).

TGR#2: Reading Together Activities and direct questioning:

Lessons-1-12 (p. 1-7 each) lesson) comprehension, and expression.

TEwkb: Lessons- 1 A: 1 (Produce a Book) 5 A: 5 6 A: 6 (Making a Story Board) 8 A: 8 (Fill in the missing words) 8 A: 9 (Write a story based on expository text), 11 Finish a Story A: 11 (Draw a picture to go with your story ending) 12 A: 12 (Making a story map) 13 A: 13 (K-W-L Worksheet) 15 A: 15 (Make A Book)

TRG#1: Lessons- 1 A: 1 (Produce a Book) 5 A: 5 (Venn Diagram comparing like stories), 6 A: 6 (Making a Story Board) 8 A: 8 (Fill in the missing words) 8 A: 9 (Write a story based on expository text), 11 Finish a Story A: 11 (Draw a picture to go with your story ending) 12 A: 12 (Making a story map) 13 A: 13 (K-W-L Worksheet) 15 A: 15 (Make A Book)

4.10 Explore technology as a tool to create a written product

Not addressed. Reading Together is designed to develop reading fluency and comprehension strategies. Tutor and Tutee use oral and written language as tools to comprehend text by evaluating predictions, coming to conclusions and communicating supporting details. The conventions of language are observed, but are not paramount to the mission of the program.

Competency Goal 5

The learner will apply grammar and language conventions to communicate effectively.

Reading Together is designed to develop reading fluency and comprehension strategies. Tutor and Tutee use oral and written language as tools to comprehend text by evaluating predictions, coming to conclusions and communicating supporting details. The conventions of language are observed, but are not paramount to the mission of the program.

Grade Three Reading List
Tutor Guidebook Phase I and Tutee Workbook Phase I

Lessons	Passages	Genre	Books	Genre
1	Reptile Rap	Poem	Reptiles	Non-fiction
2	The Little Secret	Poem	Gray Bat	Non-fiction
3	Owl Prowl	Fiction	All About Owls	Non-fiction
4	The Biggest Surprise	Poem	Gorillas	Non-fiction
5	Papa's Village	Fiction	When I Was Young in the Mountains	Fiction
6	The Legend of the Dream Catcher	Fiction	Aunt Flossie's Hats (and Crab Cakes Later)	Fiction
7	To Tell The Truth	Folktale	A Day's Work	Fiction
8	A Treasure Chest of Memories	Informational	Wilfrid Gordon McDonald Partridge	Fiction
9	The Rainbow Box	Fiction	La Mariposa	Fiction
10	Cory and Rory	Fiction	The Paper Bag Princess	Fiction
11	How to Make Corn Tortillas	Procedural	Erandi's Braids	Fiction
12	Marian's Dream	Biography	A Picture Book of Amelia Earhart	Biography
13	The Reluctant Writer	Biography	A Promise is a Promise	Fiction
14	The Shining Slippers	Folktale	Sootface	Fiction
15	The Simple Gift	Fiction	The Empty Pot	Fiction

These are the trade books for the Spring 2004 revision of Grade Three.

Tutor Guidebook Phase 2

Lessons	Books	Genre	Author	Publisher
Lessons Focus: Text Connections				
1	I Hate English	Realistic Fiction	Steve Bjorkman	Scholastic
2	The Quilt Story	Historical Fiction	Tomie dePaola	Penquin Putnam Books
4	Blueberries for Sal	Realistic Fiction	Robert McCloskey	Puffin Books
Lessons Focus: Questioning				
5	Buffalo Woman	Legend	Paul Goble	Aladdin Paperbacks
6	Water, Water Everywhere	Informational	Mark J. Rauzon and Cynthia Overbeck Bix	Sierra Club Books for Children
7	Chicken Sunday	Fiction	Patricia Polacco	Penquin Putnam
8	I Wonder Why Snakes Shed Their Skin and other questions about Reptiles	Informational	Amanda O'Neill	Kingfisher
Lessons Focus: Visualizing				
9	Spectacular Spiders	Informational	Linda Glaser	Milbrook Press
10	A Koala Is Not a Bear!	Informational (Picture Book)	Barbara Bedell	Crabtree Publishing Co.
11	I Wonder Why Stars Twinkle and other questions about Space	Informational	Carole Stott	Kingfisher
12	Grandpa's Face	Realistic Fiction	Floyd Cooper	Penquin Putnam