



**Intermediate  
(Fourth-Grade Reading Level)**

**Correlated to North Carolina  
English Language Arts Standards  
Grades Four, Five and Six**

## ***About Reading Together™***

*Reading Together™ Intermediate* may be used for fourth, fifth and sixth 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.

Student tutors (generally two grade levels above tutees) 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. Students also enhance their writing skills through end-of-lesson activities, including letters, written responses, graphic organizers, etc.

Upper middle school or high school students who work 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.

Toll-free phone: 1.866.921.0000

E-mail: [info@learningtogether.com](mailto:info@learningtogether.com)

**Product List Reference  
For Reading Together™ Intermediate**

<b>Products</b>	<b>Correlation Reference</b>
<b>Tutee's Activity book</b>	<b>TEA</b>
<b>Tutor's Guidebook Phase I</b>	<b>TRG#1</b>
<b>Tutor's Guidebook Phase II</b>	<b>TRG#2</b>
<b>Tutor's Guidebook Phase III</b>	<b>TRG#3</b>
<b>Comprehension Strategy Bookmark</b>	<b>Bookmark</b>
<b>My Reading Together Journal</b>	<b>Journal</b>
<b>Books in a variety of genre</b>	<b>Appendix I</b>

\*A-Activity

## Reading Together™ Intermediate

### North Carolina English Language Arts Curriculum, Grade Four

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 Use word identification strategies appropriately and automatically when encountering unknown words (graphophonic, syntactic, semantic). Using context clues and other strategies to decipher words.**

Reading Together is designed for students who decode appropriately, but with limited fluency and comprehension. Tutor and Tutee use oral and written language as tools to comprehend text by evaluating predictions, coming to conclusions, and communicating supporting details. The activities help students enhance their decoding strategies and skills.

TRG#2: Tutor reads with the Tutee aloud using specific strategies to determine purpose of each book.

Focus of lessons 1-4 **Text Connections**, Lessons 5-9 **Questioning**, and Lessons 10-12 **Visualizing**.

TRG#2: For each book, Tutor and Tutee read together using text references to make connections and using self-stick notes identify text-to-self (T-S), text-to-text (T-T) and text-to-world (T-W) connections, and to visualize and question.

**Bookmark:** For applying comprehension strategies

#### **1.02 Infer word meanings from taught roots, prefixes, and suffixes to decode words in text to assist comprehension.**

Reading Together is designed for students who decode appropriately, but with limited fluency and comprehension. Tutor and Tutee use oral and written language as tools to comprehend text by evaluating predictions, coming to conclusions, and communicating supporting details. The activities help students enhance their decoding strategies and skills.

TRG#2: For each book, Tutor and Tutee read.

TRG#2: Tutor reads aloud with the Tutee, using specific strategies to determine the purpose of each book.

Focus of Lessons 1-4 **Text Connections** together using text references to make connections and using self-stick notes identify

TRG#2: Lessons 5-9 **Questioning** and Lessons 10-12 **Visualizing**. text-to self (T-S), connection to another book text-to-text (T-T), and to text-to-world events (T-W), and visualizing (V).

**Bookmark:** For applying comprehension strategies

### **1.03 Identify key words and discover their meanings and relationships through a variety of strategies.**

TRG#2: For each book, the Tutor and Tutee read TRG#2: Tutor reads with the Tutee aloud using specific strategies to determine purpose of each book.

Focus of Lessons 1-4 **Text Connections** together using text references to make connections and using self-stick notes identify text- to self (T-S), connection to another book text to text (T-T), and to text to world events (T-W), and visualizing (V).

Bookmark: For applying comprehension strategies

TGR#1: Each theme begins with a **Semantic Web** Lessons: 1-15  
READ ALOUD STAGE (Readers use experiences and background knowledge... Reader makes predictions and ask questions before reading...) AFTER READING ALOUD, BEFORE-READING ACTIVITY, DURING AND AFTER FIRST READING/INTERACTION WITH TEXT, DURING AND AFTER SECOND READING.

TEA#1-TGR#1: Lesson 3: A: 3 Venn diagram, Lesson 4: Chart-Fact & opinion, Lesson- 5- A: 5 Writing Directions, Lesson- 6-A: 6 Venn diagram (Birds & Insects) Lesson- 7: A: 7 Write an ending to a story, Lesson- 8- A: 8 Produce a Timeline, Lesson 10- A: 10 DESCRIPTION CHART, Lesson 11: A Chart: MAIN IDEA/SUPPORTING DETAIL, Lesson 12: A: 12 K-W-L Activity Sheet, Lesson 14: A: 14 Chart:

TRG#2: Lessons- 1-12 TUTOR INSTRUCTION SHEET—To answer specific questions and to support established text purpose, Tutor and Tutee Read text together to draw conclusions and make generalizations.

TRG#2: Lessons- 1-12 TUTOR INSTRUCTION SHEET—Tutor and Tutee ask specific questions to determine and support text purpose. Tutor and Tutee Read text together to draw conclusions and make generalizations:

TRG#2: Lessons- 1-4 A: Connection Response Lesson 3- A: 3 Chart, Timeline-Growth of a Wolf Pup, Lesson 5-Chart, Questions-Answer using text, Lesson 6- A: Chart, Answers to “I wonder...questions” using text, Lesson 7- A: 7 Chart, Difference between “Thick Questions”- global universal questions and “Thin Questions” clarification questions, Lesson 8- A: 8 Chart, Cause or Event-Effect or What Happened, Lesson 9,10,11, 12 Visualization using “T-S” A: SKETCH TO STRETCH

TRG#3: Lesson 1- A: 1 Identifying fiction and non-fiction books

**1.04 Increase reading and writing vocabulary through: wide reading. word study. knowledge of homophones, synonyms, antonyms, homonyms. knowledge of multiple meanings of words. writing process elements. writing as a tool for learning. seminars. book clubs.**

Reading Together is designed for students who decode appropriately, but with limited fluency and comprehension. 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.

**1.05 Use word reference materials (e.g., glossary, dictionary) to identify and comprehend unknown words.**

TRG#3: Lessons- 1-3 on using the media center.

**1.06 Read independently daily from self-selected materials (consistent with the student's independent reading level) to: increase fluency. Build background knowledge. expand vocabulary.**

Reading Together is designed for students who decode appropriately, but with limited fluency and comprehension. Tutor and Tutee use oral and written language as tools to comprehend text by evaluating predictions, coming to conclusions, and communicating supporting details. Tutor and Tutee become more efficient at selecting books at an appropriate level and purpose.

TRG#3: Lesson 1- Part 1 & 2-Learning how to use the media center, Part 3: EXAMINING BOOKS, Part 4-COMPARING BOOKS, Part 5: SELECTING BOOKS, part 6-CHECKING OUT BOOKS, TUTOR GUIDELINES FOR SELECTING THREE BOOKS, A: 1 TIPS FOR SELECTING BOOKS Lesson 2- Part two: WRITING RECOMMENDATIONS, Part 3: SELECTING A BOOK AND READING INDEPENDENTLY, A: 2 OPINION CARD Lesson 3- Part 3: SELECTING A NEW BOOK, A: 2&3 BOOKS I WOULD LIKE TO READ.

**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 and to clarify meaning of vocabulary (e.g., reread the text, consult other sources, ask for help, paraphrase, question).**

TEA: Lessons- 1-15, TRG#1: Lessons- 1-15, **setting a purpose using prior knowledge and text information.** TRG#1: Lessons 1-15, **making predictions.** TRG#1: Lessons 1-15 **READ ALOUD STAGE, formulating questions.** TRG#1: Lessons- 1-15 READ ALOUD STAGE, AFTER READING ALOUD, BEFORE-READING ACTIVITY, DURING AND AFTER FIRST READING/INTERACTION WITH TEXT locating **relevant information.** Lessons- 1-15 AFTER READING ALOUD, BEFORE-READING ACTIVITY, DURING AND AFTER FIRST READING/INTERACTION WITH TEXT **making connections with previous experiences, information, and ideas.** TRG#1: Lessons- 1-15 AFTER READING ALOUD TRG#2: Focus on Text connections (identifying and marking passages as TEXT-TO-SELF (TS) with self-stick notes: Lessons- 1-4, Lessons-5-12 Applying Text Connection in Tutor-Tutee read together direct questioning activities.

TRG#2: For each book, the Tutor and Tutee read together using text references to set a purpose, use (T-S) text –to-self experience, and identify passages that answer questions. Lesson questions are used for before and after reading activities.

**2.02 Interact with the text before, during, and after reading, listening, and viewing by:** TEA: Lessons- 1-15, TRG#1: Lessons- 1-15, **setting a purpose using prior knowledge and text information.** TRG#1: Lessons 1-15, **making predictions.** TRG#1: Lessons 1-15 **READ ALOUD STAGE, formulating questions.** TRG#1: Lessons- 1-15 READ ALOUD STAGE, AFTER READING ALOUD, BEFORE-READING ACTIVITY, DURING AND AFTER FIRST READING/INTERACTION WITH TEXT locating **relevant information.** Lessons- 1-15 AFTER READING ALOUD, BEFORE-READING ACTIVITY, DURING AND AFTER FIRST READING/INTERACTION WITH TEXT **making connections with previous experiences, information, and ideas.** TRG#1: Lessons- 1-15 AFTER READING ALOUD TRG#2: Focus on Text connections (identifying and marking passages as TEXT-TO-SELF (TS) with self-stick notes: Lessons- 1-4, Lessons-5-12 Applying Text Connection in Tutor-Tutee read together direct questioning activities.

TRG#2: For each book, Tutor and Tutee read together using text references to establish a purpose, use (T-S) text –to-self experience, and identify passages that answer questions. Lesson questions are used for before and after reading activities

**2.03 Read a variety of texts, including: fiction (legends, novels, folklore, science fiction), nonfiction (autobiographies, informational books, diaries, journals), poetry (concrete, haiku), drama (skits, plays).**

See trade books, Appendix I

TEA: Lessons- 1-15 Passages, books and supporting activities

TRG#1: **Semantic Web-Inventions**-Genre: informational, procedural, fiction, informational.

**Each theme has a variety of genre with activities to illustrate elements of each and supporting comprehension and fluency strategies.**

**Theme and Semantic Web-Surprising Situations-**

Genre: fiction, fairy tale, procedural, realistic fiction, informational

**Theme and Semantic Web-Exploring Unknown Worlds-**

*Genre: fiction, fantasy/science fiction informational, biography, procedural, fantasy/information*

**Theme and Semantic Web-Oceans and Waves**-Genre: *fiction, informational, Legend, procedural*

**Theme and Semantic Web-Environmental Awareness**-Genre: *fiction, tale/Traditional, informational, procedural*

TGR#2: Realistic Fiction: Lessons-1, 2, Informational/Diary

Format: Lesson- 3, Poetry: Lessons-4, Fictional Biography:

Lesson- 5, Fiction: Lesson- 6, Historical Non-Fiction: Lesson-7,

Folktale: Lesson- 8, Informational/Photo Essay: Lessons-9, 10,

Informational Fiction: Lesson- 11, Informational: Lesson-12

**2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the: plot, theme, main idea and supporting details, author’s choice of words. Each theme has a variety of genre with activities to illustrate elements of each and supporting comprehension and fluency strategies.**

TEA#1: Lessons-1-15 Passages, books and supporting activities

TRG#1: **Semantic Web-Inventions**-Genre: *informational, procedural, fiction, informational*. Each lesson: AFTER

READING ALOUD, BEFORE-READING ACTIVITY, DURING AND AFTER FIRST READING/INTERACTION WITH TEXT

**Theme and Semantic Web-Surprising Situational-** Genre:

*fiction, fairy tale, procedural, realistic fiction, informational*. Each

lesson: AFTER READING ALOUD, BEFORE-READING ACTIVITY, DURING AND AFTER FIRST READING/INTERACTION WITH TEXT

**Theme and Semantic Web-Exploring Unknown Worlds-**

*Genre: fiction, fantasy/science fiction informational, biography, procedural, fantasy/information.* Each lesson: AFTER READING ALOUD, BEFORE-READING ACTIVITY, DURING AND AFTER FIRST READING/INTERACTION WITH TEXT

**Theme and Semantic Web-Oceans and Waves-Genre: fiction, informational, Legend, procedural**

Each lesson: AFTER READING ALOUD, BEFORE-READING ACTIVITY, DURING AND AFTER FIRST READING/INTERACTION WITH TEXT

**Theme and Semantic Web-Environmental Awareness-Genre: fiction, tale/Traditional, informational, procedural** Each lesson: AFTER READING ALOUD, BEFORE-READING ACTIVITY, DURING AND AFTER FIRST READING/INTERACTION WITH TEXT

TGR#2 Lessons- 1-12 Tutor and Tutee, through direct questioning and reading the text together, establish the purpose of each book/passage, predict an outcome and discuss the genre. A variety of genre is provided for comparison: (Realistic Fiction: Lessons-1, 2, Informational/Diary Format: Lesson- 3, Poetry: Lessons-4, Fictional Biography: Lesson- 5, Fiction: Lesson- 6, Historical Non-Fiction: Lesson-7, Folktale: Lesson- 8, Informational/Photo Essay: Lessons-9, 10, Informational Fiction: Lesson- 11, Informational: Lesson-12).

**2.05 Make inferences, draw conclusions, make generalizations, and support by referencing the text.**

**TRG#1: Each theme begins with a Semantic Web, each lesson has directed questions requiring Tutor and Tutee to reference the text to provide for drawing conclusions and making generalizations:**

In each lesson 1-15: AFTER READING ALOUD, BEFORE-READING ACTIVITY, DURING AND AFTER FIRST READING/INTERACTION WITH TEXT, and DURING AND AFTER SECOND READING

TEA#1-TGR#1: Lesson 3: A: 3 Venn diagram, Lesson 4: Chart-Fact & Opinion, Lesson- 5- A: 5 Writing Directions, Lesson 6-A: 6 Venn diagram (Birds & Insects) Lesson 7: A: 7 Write an ending to a story, Lesson 8- A: 8 Produce a Timeline, Lesson 10- A: 10 DESCRIPTION CHART, Lesson 11: A Chart: MAIN IDEA/SUPPORTING DETAIL, Lesson 12: A: 12 K-W-L Activity Sheet, Lesson 14: A: 14 Chart: Support finding through associating facts, END-OF-THEME ACTIVITY (writing activities to assess the acquisition of knowledge and to reinforce predictions and purpose) INVENTIONS: Lesson 3 (p.13) SURPRISING

SITUATIONS- Lesson 6 (p. 13), EXPLORING UNKNOWN WORLDS- Lesson 9 (p.11) OCEAN AND WAVES- Lesson 12 (p.15), ENVIRONMENTAL AWARENESS- Lesson: 15 (p.13) TRG#2: Lessons- 1-12 TUTOR INSTRUCTION SHEET—To answer specific questions and to support established text purpose, Tutor and Tutee read text together to draw conclusions and make generalizations.

TRG#2: Lessons- 1-4 A: Connection Response Lesson- 3- A: 3 Chart, Timeline-Growth of a Wolf Pup, Lesson 5-Chart, Questions-Answer using text, Lesson 6- A: Chart, Answers to “I wonder...questions” using text, Lesson 7- A: 7 Chart, Difference between “Thick Questions”, global universal questions, and “Thin Questions” and are used as clarification questions, Lesson 8- A: 8 Chart, Cause or Event-Effect or What Happened, Lesson 9,10,11, 12 Visualization using “T-S” A: SKETCH TO STRETCH

## **2.06 Summarize major points from fiction and nonfiction text(s) to clarify and retain information and ideas.**

TGR#1: Each theme begins with a **Semantic Web** Lessons: 1-15 READ ALOUD STAGE (Readers use experiences and background knowledge... Reader makes predictions and ask questions before reading...) AFTER READING ALOUD, BEFORE-READING ACTIVITY, DURING AND AFTER FIRST READING/INTERACTION WITH TEXT, DURING AND AFTER SECOND READING.

TEA#1-TGR#1: Lesson 3: A: 3 Venn diagram, Lesson 4: Chart-Fact & Opinion, Lesson- 5- A: 5 Writing Directions, Lesson- 6-A: 6 Venn diagram (Birds & Insects) Lesson- 7: A: 7 Write an ending to a story, Lesson- 8- A: 8 Produce a Timeline, Lesson- 10 A: 10 DESCRIPTION CHART, Lesson 11: A Chart: MAIN IDEA/SUPPORTING DETAIL, Lesson 12: A: 12 K-W-L Activity Sheet, Lesson 14: A: 14 Chart:

TRG#2: Lessons- 1-12 TUTOR INSTRUCTION SHEET—To answer specific questions and to support established text purpose, Tutor and Tutee Read text together to draw conclusions and make generalizations.

TRG#2: Lessons- 1-12 TUTOR INSTRUCTION SHEET—The Tutor and Tutee ask specific questions to determine and support text purpose. Tutor and Tutee Read text together to draw conclusions and make generalizations:

TRG#2: Lessons- 1-4 A: Connection Response Lesson 3- A: 3 Chart, Timeline-Growth of a Wolf Pup, Lesson 5-Chart, Questions-Answer using text, Lesson 6- A: Chart, Answers to “I wonder...questions” using text, Lesson 7- A: 7 Chart, Difference between “Thick Questions”- global universal questions and “Thin Questions” =-clarification questions, Lesson 8- A: 8 Chart, Cause

or Event-Effect or What Happened, Lesson 9,10,11, 12  
Visualization using “T-S” A: SKETCH TO STRETCH  
TRG#3: Lesson 1- A: 1 Identifying fiction and non-fiction books

## **2.07 Determine usefulness of information and ideas consistent with purpose.**

TGR#1: Each theme begins with a Semantic Web

To gain facts and information-use strategy Bookmark) DURING AND AFTER Lessons- 1-15 READ ALOUD STAGE (Readers use experiences and background knowledge... Reader makes predictions and ask questions before reading...) AFTER READING ALOUD (Oral Activity: check predictions against what is learned) BEFORE-READING ACTIVITY (Oral Activity: picture prediction) DURING AND AFTER FIRST

READING/INTERACTION WITH TEXT (Oral Activity: Review acquired SECOND READING. (Oral Activity: Retelling and connect with experiences) TGA#1and TGR#1- **Procedural Passages with supporting tactile activity:** Lesson 1- Passage 2: MAKE A RECTANGLES ROBOT (P. 2-5), Lesson 5- Passage 5: MAKE A SPANISH OMLELET, Lesson 9-Passage 9: MAKE A FLYING ROCKET Lesson 12-Passage 12: CATCH A WAVE- How to use a surfboard, Lesson 15- RAIN FOREST PERISCOPE (P.2-3)

TRA#1 and TGR#1: Lesson 3: A: 3 Venn diagram, Lesson- 4: Chart-Fact & Opinion, Lesson- 5- A: 5 Writing Directions, Lesson 6-A: 6 Venn diagram (Birds & Insects) Lesson- 7: A: 7 Write an ending to a story, Lesson- 8- A: 8 Produce a Timeline, Lesson 10- A: 10 DESCRIPTION CHART, Lesson 11: A Chart: MAIN IDEA/SUPPORTING DETAIL, Lesson 12: A: 12 K-W-L Activity Sheet, Lesson 14: A: 14 Chart: Support finding through associating facts, END-OF-THEME ACTIVITY (witting activities to support acquisition of knowledge and to reinforce predictions and purpose) INVENTIONS: Lesson 3 (p.13) SURPRISING SITUATIONS- Lesson 6 (p. 13), EXPLORING UNKNOWN WORLDS- Lesson 9 (p.11) OCEAN AND WAVES- Lesson 12 (p.15), ENVIRONMENTAL AWARENESS- Lesson: 15 (p.13)

TRG#2: Tutor and Tutee use specific strategies to determine purpose of each book. Focus of lessons 1-4 **Text Connections**, Lessons 5-9 **Questioning**, and Lessons 10-12 **Visualizing**.

TRG#2: Lessons- 1-4 A: Connection Response Lesson- 3- A: 3 Chart, Timeline-Growth of a Wolf Pup, Lesson 5-Chart, Questions-Answer using text, **Lesson 6-** A: Chart, Answers to “I wonder...questions” using text, Lesson 7- A: 7 Chart, Difference between “Thick Questions”, global universal questions, and “Thin Questions” and are used as clarification questions, Lesson 8- A: 8

Chart, Cause or Event-Effect or What Happened, Lesson 9,10,11,  
12 Visualization using “T-S” A: SKETCH TO STRETCH  
TRG#3: Lesson I- A: 1 **Tips For Selecting Books**, Lesson 2-  
**TUTOR INSTRUCTION SHEET P.2**

**2.08 Verify the meaning or accuracy of the author’s statement(s) by referencing the text or other resources.**

TRG#1: in each theme: More than one selection/book provided to compare information against purpose.

TRG#1: Each lesson has directed questions that require Tutor and Tutee to reference the text.

TRG#1: In each lesson 1-15: READ-ALOUD STAGE, AFTER READING ALOUD, BEFORE-READING ACTIVITY, DURING AND AFTER FIRST READING/INTERACTION WITH TEXT, and DURING AND AFTER SECOND READING

TRG#1: Lesson 3: A: 3 Venn diagram, Lesson 4: Chart-Fact & opinion, Lesson- 5- A: 5 Writing Directions, Lesson 6-A: 6 Venn diagram (Birds & Insects) Lesson 7: A: 7 Write an ending to a story, Lesson- 8- A: 8 Produce a Timeline, Lesson- 10- A: 10 DESCRIPTION CHART, Lesson 11: A Chart: MAIN IDEA/ SUPPORTING DETAIL, Lesson 12: A: 12 K-W-L Activity Sheet, Lesson 14: A: 14 Chart: Support finding through associating facts,

TRG# 1: END-OF-THEME ACTIVITY (succinct writing activities to support acquisition of knowledge and to reinforce predictions and purpose) INVENTIONS: Lesson 3 (p.13)

SURPRISING SITUATIONS- Lesson 6 (p. 13), EXPLORING UNKNOWN WORLDS- Lesson 9 (p.11)

OCEAN AND WAVES- Lesson 12 (p.15), ENVIRONMENTAL AWARENESS- Lesson: 15 (p.13)

TRG#2: Lessons- 1-4 A: Connection Response Lesson- 3- A: 3 Chart, Timeline-Growth of a Wolf Pup, Lesson 5-Chart, Questions-Answer using text, Lesson 6- A: Chart, Answers to “I wonder...questions” using text, Lesson 7- A: 7 Chart, Difference between “Thick Questions”, global universal questions, and “Thin Questions” and are used as clarification questions, Lesson- 8- A: 8 Chart, Cause or Event-Effect or What Happened, Lesson 9,10,11, 12 Visualization using “T-S” A: SKETCH TO STRETCH

**2.09 Listen actively by: asking questions, paraphrasing what was said, interpreting speaker’s verbal and non-verbal messages. interpreting speaker’s purposes and/or intent.**

TRG #1: In each lesson 1-15: READ-ALOUD STAGE (Tutor reads to Tutee and asks questions specific to text passages and pages), AFTER READING ALOUD (Together, Tutor and Tutee determine if they have made the right prediction(s) about the text), BEFORE-READING ACTIVITY, DURING AND AFTER FIRST

READING/INTERACTION WITH TEXT (Tutor reads to Tutee and asks questions specific to passages and pages) DURING AND AFTER SECOND READING (Tutee does a Retelling Activity) POST-READING ACTIVITY/INTERACTION (Return to the text to review retelling activity)

TRG#2: Tutor reads with the Tutee aloud using specific strategies to determine purpose of each book.

Focus of lessons 1-4 **Text Connections**, Lessons 5-9 **Questioning**, and Lessons 10-12 **Visualizing**.

**Competency Goal 3 The learner will make connections with text 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: analyzing the impact of authors' word choice and context, examining the reasons for characters' actions, identifying and examining characters' motives, considering a situation or problem from different characters' points of view.**

TRG#1: **Semantic Web-Inventions-Genre:** *informational, procedural, fiction, informational*

**Web-Surprising Situational- Genre:** *fiction, fairy tale, procedural, realistic fiction, informational.*

**Theme and Semantic Web-Exploring Unknown Worlds-Genre:** *fiction, fantasy/science fiction informational, biography, procedural, fantasy/information* **Theme and Semantic Web-Oceans and Waves-Genre:** *fiction, informational, Legend, procedural*

**Theme and Semantic Web-Environmental Awareness-Genre:** *fiction, tale/Traditional, informational, procedural*

TGR#2 Lessons- 1-12 Tutor and Tutee through direct questioning and reading the text together, establish the purpose of each book/passage, predict an outcome and, determine the genre. A variety of genre is provided for comparison: (Realistic Fiction: Lessons-1, 2, Informational/Diary Format: Lesson- 3, Poetry: Lessons-4, Fictional Biography: Lesson- 5, Fiction: Lesson- 6, Historical Non-Fiction: Lesson-7, Folktale: Lesson- 8, Informational/Photo Essay: Lessons-9, 10, Informational Fiction: Lesson- 11, Informational: Lesson-12)

(See Appendix I)

TRG#3: Lesson-2 A: 2 Opinion Card

**3.02 Analyze characters, events, and plots from different selections and cite supporting evidence.**

TRG#1: Lesson 3: A: 3 Venn diagram, Lesson 4: Chart-Fact & Opinion, Lesson- 5- A: 5 Writing Directions, Lesson 6-A: 6 Venn

diagram (Birds & Insects) Lesson- 7: A: 7 Write an ending to a story, Lesson 8- A: 8 Produce a Timeline, Lesson 10- A: 10 DESCRIPTION CHART, Lesson 11: A: Chart: MAIN IDEA/ SUPPORTING DETAIL, Lesson 12: A: 12 K-W-L Activity Sheet, Lesson 14: A: 14 Chart: Support finding through associating facts. TRG#1: END-OF-THEME ACTIVITY (writing activities to support acquisition of knowledge and to reinforce predictions and purpose) INVENTIONS: Lesson 3 (p.13) SURPRISING SITUATIONS- Lesson 6 (p. 13), EXPLORING UNKNOWN WORLDS- Lesson 9 (p.11), OCEAN AND WAVES- Lesson 12 (p.15), ENVIRONMENTAL AWARENESS- Lesson: 15 (p.13) TRG#2: Lessons- 1-4 A: Connection Response Lesson3- A: 3 Chart, Timeline-Growth of a Wolf Pup, Lesson 5-Chart, Questions-Answer using text, Lesson 6- A: Chart, Answers to “I wonder...questions” using text, Lesson 7- A: 7 Chart, Difference between “Thick Questions”, global universal questions, and “Thin Questions” and are used as clarification questions, Lesson 8- A: 8 Chart, Cause or Event-Effect or What Happened, Lesson 9,10,11, 12Visualization using “T-S” A: SKETCH TO STRETCH TGR#2 Lessons- 1-12 Tutor and Tutee through direct questioning and reading the text together, establish the purpose of each book/passage, predict an outcome and, determine the genre. A **Variety** of genre is provided for comparison: (Realistic Fiction: Lessons-1, 2, Informational/Diary Format: Lesson- 3, Poetry: Lessons-4, Fictional Biography: Lesson- 5, Fiction: Lesson- 6, Historical Non-Fiction: Lesson-7, Folktale: Lesson- 8, Informational/Photo Essay: Lessons-9, 10, Informational Fiction: Lesson- 11, Informational: Lesson-12) TRG#1: Lesson 3 INSTRUCTIONS FOR PREPARING A PRESENTATION

**3.03 Consider the ways language and visuals bring characters to life, enhance plot development, and produce a response.**

TRG#1:Each lesson has directed questions that requiring the Tutor and Tutee reference the text .TRG#1: In each lesson 1-15: READ-ALoud STAGE, AFTER READING ALoud, BEFORE-READING ACTIVITY (Book Cover, illustrations and graphs are discussed to establish prediction(s), purpose, and to assist with comprehension and fluency.), DURING AND AFTER FIRST READING/INTERACTION WITH TEXT, and DURING AND AFTER SECOND READING TRG#2: Lessons- 9-12 Focus on Visualization using “T-S” A: SKETCH TO STRETCH

### **3.04 Make informed judgments about television and film/video productions.**

Not addressed, but supported by: Lesson 2- A-2 Opinions

### **3.05 Integrate information from two or more sources to expand understanding of text.**

TRG#1: in each theme: More than one Passage /book provided to compare information against purpose.

(See Appendix I)

TRG#1: **Semantic Web** for

**Theme Inventions-Genre:** *informational, procedural, fiction, Informational*

**Theme and Semantic Web-Surprising Situations-Genre:** *fiction, fairy tale, procedural, realistic fiction, informational.*

**Theme and Semantic Web-Exploring Unknown Worlds-Genre:** *fiction, fantasy/science fiction informational, biography, procedural, fantasy/information* **Theme and Semantic Web-Oceans and Waves-Genre:** *fiction, informational, Legend, procedural*

**Theme and Semantic Web-Environmental Awareness-Genre:** *fiction, tale/Traditional, informational, procedural*

TGR#2: **A Variety of genre is provided for comparison:**

(Realistic Fiction: Lessons-1, 2, Informational/Diary Format: Lesson- 3, Poetry: Lessons-4, Fictional Biography: Lesson- 5, Fiction: Lesson- 6, Historical Non-Fiction: Lesson-7, Folktale: Lesson- 8, Informational/Photo Essay: Lessons-9, 10, Informational Fiction: Lesson- 11, Informational: Lesson-12)

(See Appendix I)

TGR#3 Lessons 1-3 Using the media center as a resource and self-selecting appropriate books.

### **3.06 Conduct research for assigned projects or self-selected use of technological and informal tools (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks)**

TRG#3: Lessons-1-3 Focus on using the media center with an emphasis on selecting informational and fiction books.

**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, comprehension, and expression demonstrating an awareness of volume and pace.**

TGA#1, TGR#2, and TGR#3 Each lesson:

Program goals are to develop comprehension strategies and to improve reading fluency. In each lesson, Tutor and the Tutee read together to develop and practice fluency and comprehension strategies.

**4.02 Use oral and written language to: present information and ideas in a clear, concise manner. discuss, interview, solve problems, and make decisions.**

TRG#1: Each lesson has directed questions that requiring the Tutor and Tutee reference the text . TRG#1: In each lesson 1-15: READ-ALOUD STAGE, AFTER READING ALOUD, **BEFORE-READING ACTIVITY (Book Cover, illustrations and graphs are discussed to establish prediction(s), purpose, and to assist with comprehension and fluency.)**, DURING AND AFTER FIRST READING/INTERACTION WITH TEXT, and DURING AND AFTER SECOND READING

TRG#1: END-OF-THEME ACTIVITY (writing activities to support acquisition of knowledge and to reinforce predictions and purpose) INVENTIONS: Lesson 3 (p.13) SURPRISING SITUATIONS- Lesson 6 (p. 13), EXPLORING UNKNOWN WORLDS- Lesson 9 (p.11), OCEAN AND WAVES- Lesson 12 (p.15), ENVIRONMENTAL AWARENESS- Lesson: 15 (p.13)

TGR#2: Lessons- 1-12 Tutor and Tutee through direct questioning and reading the text together, establish the purpose of each book/passage, predict an outcome and, determine the genre. A Variety of genre is provided for comparison: (Realistic Fiction: Lessons-1, 2, Informational/Diary Format: Lesson- 3, Poetry: Lessons-4, Fictional Biography: Lesson- 5, Fiction: Lesson- 6, Historical Non-Fiction: Lesson-7, Folktale: Lesson- 8, Informational/Photo Essay: Lessons-9, 10, Informational Fiction: Lesson- 11, Informational: Lesson-12)

TGR3#1 Lesson 1- PART 4: COMPARING BOOKS, Discussion compare and contrast fiction and informational books. Lesson 2- Part 2 WRITING RECOMENDATIONS

**4.03 Make oral and written presentations using visual aids with an awareness of purpose and audience. poetry, letters, narratives, essays, presentations).**

TRG#3: Lesson-3 PART TWO; SHARING THE BOOK WITH ANOTHER TUTOR/TUTEE PAIR

**4.04 Share self-selected texts from a variety of genres (e.g., poetry, letters, narratives, essays, presentations).**

Lesson-3 PART TWO; SHARING THE BOOK WITH ANOTHER TUTOR/TUTEE PAIR

**4.05 Use planning strategies to generate topics and organize ideas**

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 following are organizational activities:

TRG#1: Lesson 3: A: 3 Venn diagram, Lesson 4: Chart-Fact & Opinion, Lesson- 5- A: 5 Writing Directions, Lesson- 6-A: 6 Venn diagram (Birds & Insects) Lesson- 7: A: 7 Write an ending to a story, Lesson- 8- A: 8 Produce a Timeline, Lesson 10- A: 10 support acquisition of knowledge and to reinforce predictions and purpose) INVENTIONS: Lesson 3 (p.13) SURPRISING SITUATIONS- Lesson 6 (p. 13), EXPLORING UNKNOWN WORLDS- Lesson 9 (p.11), OCEAN AND WAVES- Lesson 12 (p.15), ENVIRONMENTAL AWARENESS- Lesson: 15 (p.13)

TRG#2: Lessons- 1-4 A: Connection Response Lesson3- A: 3 Chart, Timeline-Growth of a Wolf Pup, Lesson- 5-Chart, Questions-Answer using text, Lesson- 6- A: Chart, Answers to “I wonder...questions” using text, Lesson- 7- A: 7 Chart, Difference between “Thick Questions”, global universal questions, and “Thin Questions” and are used as clarification questions, Lesson 8- A: 8 Chart, Cause or Event-Effect or What Happened, Lesson 9,10,11, 12Visualization using “T-S” A: SKETCH TO STRETCH TGR#2 Lessons- 1-12 Tutor and Tutee through direct questioning and reading the text together, establish the purpose of each book/passage, predict an outcome and, determine the genre.

Lessons-1, 2, Informational/Diary Format: Lesson- 3, Poetry: Lessons-4, Fictional Biography: Lesson- 5, Fiction: Lesson- 6, Historical Non-Fiction: Lesson-7, Folktale: Lesson- 8, Informational/Photo Essay: Lessons-9, 10, Informational Fiction: Lesson- 11, Informational: Lesson-12) DESCRIPTION CHART, Lesson 11: A: Chart: MAIN IDEA/SUPPORTING DETAIL, Lesson 12: A: 12 K-W-L Activity Sheet, Lesson 14: A: 14 Chart: Support finding through associating facts.

**4.06 Compose a draft that conveys major ideas and maintains focus on the topic with specific, relevant, supporting details by using preliminary plans.**

Not addressed directly, but supported by:

TRG#1: Lesson 3: A: 3 Venn diagram, Lesson 4: Chart-Fact & Opinion, Lesson- 5- A: 5 Writing Directions, Lesson 6-A: 6 Venn diagram (Birds & Insects) Lesson- 7: A: 7 Write an ending to a story, Lesson- 8- A: 8 Produce a Timeline, Lesson 10- A: 10 support acquisition of knowledge and to reinforce predictions and purpose) INVENTIONS: Lesson 3 (p.13) SURPRISING SITUATIONS- Lesson 6 (p. 13), EXPLORING UNKNOWN WORLDS- Lesson 9 (p.11), OCEAN AND WAVES- Lesson 12 (p.15), ENVIRONMENTAL AWARENESS- Lesson: 15 (p.13)  
TRG#2: Lessons- 1-4 A: Connection Response Lesson3- A: 3 Chart, Timeline-Growth of a Wolf Pup, Lesson 5-Chart, Questions-Answer using text, Lesson 6- A: Chart, Answers to “I wonder...questions” using text, Lesson 7- A: 7 Chart, Difference between “Thick Questions”, global universal questions, and “Thin Questions” and are used as clarification questions, Lesson 8- A: 8 Chart, Cause or Event-Effect or What Happened, Lesson 9,10,11, 12Visualization using “T-S” A: SKETCH TO STRETCH  
TGR#2 Lessons- 1-12 Tutor and Tutee through direct questioning and reading the text together, establish the purpose of each book/passage, predict an outcome and, determine the genre.  
A variety of genre is provided for comparison: (Realistic Fiction: Lessons-1, 2, Informational/Diary Format: Lesson- 3, Poetry: Lessons-4, Fictional Biography: Lesson- 5, Fiction: Lesson- 6, Historical Non-Fiction: Lesson-7, Folktale: Lesson- 8, Informational/Photo Essay: Lessons-9, 10, Informational Fiction: Lesson- 11, Informational: Lesson-12) DESCRIPTION CHART, Lesson 11: A: Chart: MAIN IDEA/SUPPORTING DETAIL, Lesson 12: A: 12 K-W-L Activity Sheet, Lesson 14: A: 14 Chart: Support finding through associating facts,

**4.07 Compose fiction, nonfiction, poetry, and drama using self-selected and assigned topics and forms (e.g., personal and imaginative narratives, research reports, diaries, journals, logs, rules, instructions)**

Lessons-1, 2, Informational/Diary Format: Lesson- 3, Poetry: Lessons-4, Fictional Biography: Lesson- 5, Fiction: Lesson- 6, Historical Non-Fiction: Lesson-7, Folktale: Lesson- 8, Informational/Photo Essay: Lessons-9, 10, Informational Fiction: Lesson- 11, Informational: Lesson-12) DESCRIPTION CHART, Lesson 11: A: Chart: MAIN IDEA/SUPPORTING DETAIL, Lesson 12: A: 12 K-W-L Activity Sheet, Lesson 14: A: 14 Chart: Support finding through associating facts,

TRG#1: END-OF-THEME ACTIVITY  
**Journal**

**4.06 Compose a draft that conveys major ideas and maintains focus on the topic with specific, relevant, supporting details by using preliminary plans.**

**Supporting skills developed:**

TRG#1: Lesson 3: A: 3 Venn diagram, Lesson 4: Chart-Fact & Opinion, Lesson- 5- A: 5 Writing Directions, Lesson 6-A: 6 Venn diagram (Birds & Insects) Lesson 7: A: 7 Write an ending to a story, Lesson 8- A: 8 Produce a Timeline, Lesson 10- A: 10 support acquisition of knowledge and to reinforce predictions and purpose) INVENTIONS: Lesson 3 (p.13) SURPRISING SITUATIONS- Lesson 6 (p. 13), EXPLORING UNKNOWN WORLDS- Lesson 9 (p.11), OCEAN AND WAVES- Lesson 12 (p.15), ENVIRONMENTAL AWARENESS- Lesson: 15 (p.13)  
TRG#2: Lessons- 1-4 A: Connection Response Lesson3- A: 3 Chart, Timeline-Growth of a Wolf Pup, Lesson 5-Chart, Questions-Answer using text, Lesson 6- A: Chart, Answers to “I wonder...questions” using text, Lesson 7- A: 7 Chart, Difference between “Thick Questions”, global universal questions, and “Thin Questions” and are used as clarification questions, Lesson 8- A: 8 Chart, Cause or Event-Effect or What Happened, Lesson 9,10,11, 12Visualization using “T-S” A: SKETCH TO STRETCH  
TGR#2 Lessons- 1-12 Tutor and Tutee through direct questioning and reading the text together, establish the purpose of each book/passage, predict an outcome and, determine the genre. A variety of genre is provided for comparison: (Realistic Fiction: Lessons-1, 2, Informational/Diary Format: Lesson- 3, Poetry: Lessons-4, Fictional Biography: Lesson- 5, Fiction: Lesson- 6, Historical Non-Fiction: Lesson-7, Folktale: Lesson- 8, Informational/Photo Essay: Lessons-9, 10, Informational Fiction: Lesson- 11, Informational: Lesson-12) DESCRIPTION CHART, Lesson 11: A: Chart: MAIN IDEA/SUPPORTING DETAIL,

**4.07 Compose fiction, nonfiction, poetry, and drama using self-selected and assigned topics and forms (e.g., personal and imaginative narratives, research reports, diaries, journals, logs, rules, instructions).**

TRG#1: Lesson 3: A: 3 Venn diagram, Lesson 4: Chart-Fact & Opinion, Lesson- 5- A: 5 Writing Directions, Lesson 6-A: 6 Venn diagram (Birds & Insects) Lesson- 7: A: 7 Write an ending to a story, Lesson- 8- A: 8 Produce a Timeline, Lesson 10- A: 10 support acquisition of knowledge and to reinforce predictions and purpose) INVENTIONS: Lesson 3 (p.13) SURPRISING SITUATIONS- Lesson 6 (p. 13), EXPLORING UNKNOWN

WORLDS- Lesson 9 (p.11), OCEAN AND WAVES- Lesson 12 (p.15), ENVIRONMENTAL AWARENESS- Lesson: 15 (p.13)  
 TRG#2: Lessons- 1-4 A: Connection Response Lesson3- A: 3 Chart, Timeline-Growth of a Wolf Pup, Lesson 5-Chart, Questions-Answer using text, Lesson 6- A: Chart, Answers to “I wonder...questions” using text, Lesson 7- A: 7 Chart, Difference between “Thick Questions”, global universal questions, and “Thin Questions” and are used as clarification questions, Lesson 8- A: 8 Chart, Cause or Event-Effect or What Happened, Lesson 9,10,11, 12Visualization using “T-S” A: SKETCH TO STRETCH  
 TGR#2 Lessons- 1-12 Tutor and Tutee through direct questioning and reading the text together, establish the purpose of each book/passage, predict an outcome and, determine the genre. A variety of genre is provided for comparison: (Realistic Fiction: Lessons-1, 2, Informational/Diary Format: Lesson- 3, Poetry: Lessons-4, Fictional Biography: Lesson- 5, Fiction: Lesson- 6, Historical Non-Fiction: Lesson-7, Folktale: Lesson- 8, Informational/Photo Essay: Lessons-9, 10, Informational Fiction: Lesson- 11, Informational: Lesson-12) DESCRIPTION CHART, Lesson 11: A: Chart: MAIN IDEA/SUPPORTING DETAIL  
**Journal**

**4.08 Focus revision on a specific element such as: word choice. sequence of events and ideas.**

**Transitional words. sentence patterns.**

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 program.

**4.09 Produce work that follows the conventions of particular genres (e.g., personal and imaginative narrative, research reports, learning logs, letters of request, letters of complaint).**

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.

**4.10 Use technology as a tool to gather, organize, and present information.**

**TRG#3: Lesson-3 INSTRUCTIONS** 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. 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.

**Reading Together™ Intermediate**  
**North Carolina English Language Arts Curriculum, Grade Five**

**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 Expand and refine vocabulary through knowledge prefixes, suffixes, roots, derivatives, and etymologies (word origins) 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.

**1.02 Select key vocabulary critical to the text and apply appropriate meanings as necessary for comprehension.**

A: Lessons- 1-15, TRG#1: Lessons- 1-15, **setting a purpose using prior knowledge and text information.**

TRG#1: Lessons 1-15, **making predictions.** TRG#1: Lessons 1-15 **READ ALOUD STAGE,**

**formulating questions.** TRG#1: Lessons- 1-15 **READ ALOUD STAGE, AFTER READING ALOUD, BEFORE-READING ACTIVITY, DURING AND AFTER FIRST**

**READING/INTERACTION WITH TEXT locating relevant information.** Lessons- 1-15 **AFTER READING ALOUD,**

**BEFORE-READING ACTIVITY, DURING AND AFTER FIRST READING/INTERACTION WITH TEXT**

**making connections with previous experiences, information, and ideas.** TRG#1: Lessons- 1-15 **AFTER READING ALOUD**

TRG#2: Focus on Text connections (identifying and marking passages as TEXT-TO-SELF (TS) with self-stick notes: Lessons- 1-4, Lessons-5-12 Applying Text Connection in Tutor-Tutee read together direct questioning activities.

TRG#2: For each book, the Tutor and Tutee read together using text references to establish a purpose, use (T-S) text –to-self experience, and identify passages that answer questions. Lesson questions are used for “before” and “after” reading activities

**1.02 Interact with the text before, during, and after reading, listening, and viewing by: making predictions, formulating questions, supporting answers from textual information, previous experience, and/or other sources. drawing on personal, literary, and cultural understandings. seeking additional information. Listening, and viewing by:**

TEA: Lessons- 1-15, TRG#1: Lessons- 1-15, **setting a purpose using prior knowledge and text information.**

TRG#1: Lessons 1-15, **making predictions.** TRG#1: Lessons 1-15 **READ ALOUD STAGE, formulating questions.** TRG#1:

Lessons- 1-15 READ ALOUD STAGE, AFTER READING ALOUD, BEFORE-READING ACTIVITY, DURING AND AFTER FIRST READING/INTERACTION WITH TEXT

locating **relevant information.** Lessons- 1-15 AFTER READING ALOUD, BEFORE-READING ACTIVITY, DURING AND AFTER FIRST READING/INTERACTION WITH TEXT

**Making connections with previous experiences, information and ideas.** TRG#1: Lessons- 1-15 AFTER READING ALOUD

TRG#2: Focus on Text connections (identifying and marking passages as TEXT-TO-SELF (TS) with self-stick notes: Lessons- 1-4, Lessons-5-12 Applying Text Connection in Tutor-Tutee read together direct questioning activities.

TRG#2: For each book, the Tutor and Tutee read together using text references to establish a purpose, use (T-S) text –to-self experience, and identify passages that answer questions. Lesson questions are used for before and after reading activities

**1.03 Increase reading and writing vocabulary through: wide reading. word study. word reference materials. content area study. writing process elements. writing as a tool. debate. discussions. seminars. examining the author’s craft. thesaurus, on-line reference tools) to identify and comprehend unknown words.**

Reading Together program 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.

**Journal**

**1.04 Use word reference materials (e.g., glossary, dictionary, thesaurus, on-line reference tools) to identify and comprehend unknown words.**

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.  
**Bookmark:** Reference for comprehension strategies

**1.05 Read independently daily from self-selected materials the student’s independent reading level) to: increase fluency. build background knowledge, expand and refine vocabulary.**

Reading Together has pre-selected authentic text with instructional activities to increase fluency and comprehension.

TRG#3: Lesson 1- Part five: TIPS FOR SELECTING BOOKS, TUTOR GUIDELINES FOR SELECTING THREE BOOKS, A: 1 TIPS FOR SELECTING BOOKS Lesson 2- Part 2: WRITING RECOMMENDATIONS, Part 3: SELECTING A BOOK AND READING INDEPENDENTLY Lesson 3- A: 2&3 MEDIA CENTER BOOKS I HAVE READ (A List), BOOKS I WOULD LIKE TO READ (A List)

**Competency Goal 2 The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.**

**2.01 Use metacognitive strategies independently and flexibly to monitor comprehension and extend vocabulary (e.g., skim, scan, reread the text, consult other sources, ask for help, summarize, paraphrase, question). listening, and viewing by: TEA: Lessons- 1-15, TRG#1: Lessons- 1-15, setting a purpose using prior knowledge and text information.**

TRG#1: Lessons 1-15, **making predictions.** TRG#1: Lessons 1-15 **READ ALOUD STAGE,** **formulating questions.** TRG#1: Lessons- 1-15 **READ ALOUD STAGE, AFTER READING ALOUD, BEFORE-READING ACTIVITY, DURING AND AFTER FIRST READING/INTERACTION WITH TEXT** locating **relevant information.** Lessons- 1-15 **AFTER READING ALOUD, BEFORE-READING ACTIVITY, DURING AND AFTER FIRST READING/INTERACTION WITH TEXT** **making connections with previous experiences, information, and ideas.** TRG#1: Lessons- 1-15 **AFTER READING ALOUD** TRG#2: Focus on Text connections (identifying and marking passages as TEXT-TO-SELF (TS) with self-stick notes: Lessons- 1-4, Lessons-5-12 Applying Text Connection in Tutor-Tutee read together direct questioning activities.

TRG#2: - For each book, the Tutor and Tutee read together using text references to establish, purpose, use (T-S) text –to-self experience, and identify passages that answer questions. Lesson questions are used for “before” and “after” reading activities

**2.02 Interact with the text before, during, and after reading, listening, and viewing by: making predictions, formulating questions, supporting answers from textual information,**

**previous experience, and/or other sources. Drawing on personal, literary, and cultural understandings. Seeking additional information. listening, and viewing by:**

TEA: Lessons- 1-15, TRG#1: Lessons- 1-15, **setting a purpose using prior knowledge and text information.**

TRG#1: Lessons 1-15, **making predictions.** TRG#1: Lessons 1-15 **READ ALOUD STAGE, formulating questions.** TRG#1:

Lessons- 1-15 READ ALOUD STAGE, AFTER READING ALOUD, BEFORE-READING ACTIVITY, DURING AND AFTER FIRST READING/INTERACTION WITH TEXT locating **relevant information.** Lessons- 1-15 AFTER READING ALOUD, BEFORE-READING ACTIVITY, DURING AND AFTER FIRST READING/INTERACTION WITH TEXT

**making connections with previous experiences, information, and ideas.** TRG#1: Lessons- 1-15 AFTER READING ALOUD

TRG#2: Focus on Text connections (identifying and marking passages as TEXT-TO-SELF (TS) with self-stick notes: Lessons- 1-4, Lessons-5-12 Applying Text Connection in Tutor-Tutee read together direct questioning activities.

TRG#2: For each book, the Tutor and Tutee read together using text references to establish purpose, use (T-S) text –to-self experience, and identify passages that answer questions. Lesson questions are used for before and after reading activities

### **2.03 Read a variety of texts, such as:**

TEA: Lessons- 1-15 Passages, books and supporting activities

TRG#1: **Semantic Web-Inventions-Genre:** informational, procedural, fiction.

Each theme has a variety of genre to illustrate elements of each and support comprehension and fluency strategies

#### **Theme and Semantic Web-Surprising Situations-**

Genre: fiction, fairy tale, procedural, realistic fiction, informational

#### **Theme and Semantic Web-Exploring Unknown Worlds-**

*Genre: fiction, fantasy/science fiction informational, biography, procedural, fantasy/information*

**Theme and Semantic Web-Oceans and Waves-Genre:** *fiction, informational, Legend, procedural*

**Theme and Semantic Web-Environmental Awareness-Genre:** *fiction, tale/Traditional, informational, procedural*

TGR#2: Realistic Fiction: Lessons-1, 2, Informational/Diary

Format: Lesson- 3, Poetry: Lessons-4, Fictional Biography:

Lesson- 5, Fiction: Lesson- 6, Historical Non-Fiction: Lesson-7,

Folktale: Lesson- 8, Informational/Photo Essay: Lessons-9, 10,

Informational Fiction: Lesson- 11, Informational: Lesson-12

(See Appendix I)

**2.04 Identify elements of fiction and nonfiction and support by reference the text to determine the: plot development, author choice of words, effectiveness of figurative language (e.g., personification, flashback).**

TEA: Lessons- 1-15 Passages, books and supporting activities  
TRG#1: **Semantic Web-Inventions**-Genre: informational, procedural, fiction.

Each theme has a variety of genre to illustrate elements of each and support comprehension and fluency strategies

**Theme and Semantic Web-Surprising Situations-**

Genre: fiction, fairy tale, procedural, realistic fiction, informational

**Theme and Semantic Web-Exploring Unknown Worlds-**

*Genre: fiction, fantasy/science fiction informational, biography, procedural, fantasy/information*

**Theme and Semantic Web-Oceans and Waves-Genre: fiction, informational, Legend, procedural**

**Theme and Semantic Web-Environmental Awareness-Genre: fiction, tale/Traditional, informational, procedural**

TGR#2: Realistic Fiction: Lessons-1, 2, Informational/Diary

Format: Lesson- 3, Poetry: Lessons-4, Fictional Biography:

Lesson- 5, Fiction: Lesson- 6, Historical Non-Fiction: Lesson-7,

Folktale: Lesson- 8, Informational/Photo Essay: Lessons-9, 10,

Informational Fiction: Lesson- 11, Informational: Lesson-12

**2.05 Evaluate inferences, conclusions, and generalizations and provide evidence by referencing the text(s).**

TRG#1:Each theme begins with a Semantic Web, each lesson the Tutor and Tutee reference the text for drawing conclusions and making generalizations: In each lesson 1-15: AFTER READING ALOUD, BEFORE-READING ACTIVITY, DURING AND AFTER FIRST READING/INTERACTION WITH TEXT, and DURING AND AFTER SECOND READING

TEA#1-TGR#1: Lesson 3: A: 3 Venn diagram, Lesson 4: Chart-Fact & Opinion, Lesson 5- A: 5 Writing Directions, Lesson 6-A: 6 Venn diagram (Birds & Insects) Lesson- 7: A: 7 Write an ending to a story, Lesson- 8- A: 8 Produce a Timeline, Lesson 10- A: 10 DESCRIPTION CHART, Lesson 11: A Chart: MAIN IDEA/SUPPORTING DETAIL, Lesson 12: A: 12 K-W-L Activity Sheet, Lesson 14: A: 14 Chart: Support finding through associating facts, END-OF-THEME ACTIVITY (writing activities to assess the acquisition of knowledge and to reinforce predictions and purpose) INVENTIONS: Lesson 3 (p.13) SURPRISING SITUATIONS- Lesson 6 (p. 13), EXPLORING UNKNOWN WORLDS- Lesson 9 (p.11) OCEAN AND WAVES- Lesson 12 (p.15), ENVIRONMENTAL AWARENESS- Lesson: 15 (p.13)

TRG#2: Lessons- 1-12 TUTOR INSTRUCTION SHEET—To answer specific questions and to support established text purpose, Tutor and Tutee Read text together to draw conclusions and make generalizations.

TRG#2: Lessons- 1-4 A: Connection Response Lesson- 3- A3 Chart, Timeline-Growth of a Wolf Pup, Lesson 5-Chart, Questions-Answer using text, Lesson 6- A: Chart, Answers to “I wonder...questions” using text, Lesson 7- A: 7 Chart, Difference between “Thick Questions”, global universal questions, and “Thin Questions” and are used as clarification questions, Lesson 8- A: 8 Chart, Cause or Event-Effect or What Happened, Lesson 9,10,11, 12 Visualization using “T-S” A: SKETCH TO STRETCH

### **2.06 Analyze choice of reading materials congruent with purposes (e.g., reading for information, reading to extend content area learning, reading for pleasure, entertainment).**

TRG#3: Lesson-1 TUTOR INSTRUCTION SHEET-Using the media center to become familiar with different genres. A: 1 Producing reference cards and Tips for Selecting Books Lesson-2 TUTOR INSTRUCTION SHEET-PART TWO: WRITING RECOMMENDATIONS, PART THREE-SELECTING A BOOK AND READING INDEPENDENTLY-A: 2 OPINION CARD. Lesson 3- PART TWO: SHARING THE BOOK WITH ANOTHER TUTOR/TUTEE PAIR, PART THREE: SELECTING A NEW BOOK, A: 2&3 MEDIA CENTER BOOKS I HAVE READ (A list), MEDIA CENTER BOOKS I HAVE READ (A list), BOOKS I WOULD LIKE TO READ (A list)

### **2.07 Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text(s), and graphics.**

TGR#1: Each theme begins with a **Semantic Web** Lessons: 1-15 READ ALOUD STAGE (Readers use experiences and background knowledge... Reader makes predictions and ask questions before reading...) AFTER READING ALOUD, BEFORE-READING ACTIVITY, DURING AND AFTER FIRST READING/INTERACTION WITH TEXT, DURING AND AFTER SECOND READING.

TEA#1-TGR#1: Lesson 3: A: 3 Venn diagram, Lesson 4: Chart-Fact & Opinion, Lesson 5- A: 5 Writing Directions, Lesson 6-A: 6 Venn diagram (Birds & Insects) Lesson 7: A: 7 Write an ending to a story, Lesson 8- A: 8 Produce a Timeline, Lesson 10- A: 10 DESCRIPTION CHART, Lesson 11: A Chart: MAIN IDEA/SUPPORTING DETAIL, Lesson 12: A: 12 K-W-L Activity Sheet, Lesson 14: A: 14 Chart:

TRG#2: Lessons- 1-12 TUTOR INSTRUCTION SHEET—To answer specific questions and to support established text purpose,

Tutor and Tutee Read text together to draw conclusions and make generalizations.

TRG#2: Lessons- 1-12 TUTOR INSTRUCTION SHEET—The Tutor and Tutee ask specific questions to determine and support text purpose. Tutor and Tutee Read text together to draw conclusions and make generalizations:

TRG#2: Lessons- 1-4 A: Connection Response Lesson 3- A3 Chart, Timeline-Growth of a Wolf Pup, Lesson 5-Chart, Questions-Answer using text, Lesson 6- A: Chart, Answers to “I wonder...questions” using text, Lesson 7- A: 7 Chart, Difference between “Thick Questions”= Global Universal Questions and “Thin Questions” = Clarification Questions, Lesson 8- A: 8 Chart, Cause or Event-Effect or What Happened, Lesson 9,10,11, 12 Visualization using “T-S” A: SKETCH TO STRETCH

TRG#3: Lesson 1- A: 1 Identify fiction and non-fiction books

## **2.08 Explain and evaluate relationships that are: causal. hierarchical. temporal. problem-solution.**

TGR#1: Each theme begins with a **Semantic Web** Lessons: 1-15 READ ALOUD STAGE (Readers use experiences and background knowledge... Reader makes predictions and ask questions before reading...) AFTER READING ALOUD, BEFORE-READING ACTIVITY, DURING AND AFTER FIRST READING/INTERACTION WITH TEXT, DURING AND AFTER SECOND READING.

TEA#1-TGR#1: Lesson 3: A: 3 Venn diagram, Lesson 4: Chart-Fact & Opinion, Lesson 5- A: 5 Writing Directions, Lesson 6-A: 6 Venn diagram (Birds & Insects) Lesson 7: A: 7 Write an ending to a story, Lesson 8- A: 8 Produce a Timeline, Lesson 10- A: 10 DESCRIPTION CHART, Lesson 11: A Chart: MAIN IDEA/SUPPORTING DETAIL, Lesson 12: A: 12 K-W-L Activity Sheet, Lesson 14: A: 14 Chart:

TRG#2: Lessons- 1-12 TUTOR INSTRUCTION SHEET—To answer specific questions and to support established text purpose, Tutor and Tutee Read text together to draw conclusions and make generalizations.

TRG#2: Lessons- 1-12 TUTOR INSTRUCTION SHEET—The Tutor and Tutee ask specific questions to determine and support text purpose. Tutor and Tutee Read text together to draw conclusions and make generalizations:

TRG#2: Lessons- 1-4 A: Connection Response Lesson 3- A3 Chart, Timeline-Growth of a Wolf Pup, Lesson 5-Chart, Questions-Answer using text, Lesson 6- A: Chart, Answers to “I wonder...questions” using text, Lesson 7- A: 7 Chart, Difference between “Thick Questions”= Global Universal Questions and “Thin Questions” = Clarification Questions, Lesson 8- A: 8 Chart,

Cause or Event-Effect or What Happened, Lesson 9,10,11, 12  
Visualization using “T-S” A: SKETCH TO STRETCH  
TRG#3: Lesson 1- A: 1 Identify fiction and non-fiction books

**2.09 Listen actively and critically by: asking questions. delving deeper into the topic. elaborating on the information and ideas presented. evaluating information and ideas. making inferences and drawing conclusions. making judgments.**

TRG #1: In each lesson 1-15: READ-ALoud STAGE (Tutor reads to Tutee and asks questions specific to text passages and pages), AFTER READING ALoud

(Together, Tutor and Tutee determine if they have made the right prediction(s) about the text), BEFORE-READING ACTIVITY, DURING AND AFTER FIRST READING/INTERACTION WITH TEXT ( Tutor reads to Tutee and asks questions specific to passages and pages) DURING AND AFTER SECOND READING (Tutee does a Retelling Activity) POST-READING ACTIVITY/INTERACTION (Return to the text to review retelling activity)

TRG#2: Tutor reads with the Tutee aloud using specific strategies to determine purpose of each book. Focus of lessons 1-4 **Text Connections**, Lessons 5-9 **Questioning**, and Lessons 10-12 **Visualizing**.

**2.10 Identify strategies used by a speaker or writer to inform, entertain or influence an audience.**

TGR#1: Each theme begins with a **Semantic Web** Lessons: 1-15 READ ALoud STAGE (Readers use experiences and background knowledge... Reader makes predictions and ask questions before reading...) AFTER READING ALoud, BEFORE-READING ACTIVITY, DURING AND AFTER FIRST READING/INTERACTION WITH TEXT, DURING AND AFTER SECOND READING.

TEA#1-TGR#1: Lesson 3: A: 3 Venn diagram, Lesson 4: Chart-Fact & opinion, Lesson- 5- A: 5 Writing Directions, Lesson 6-A: 6 Venn diagram (Birds & Insects) Lesson 7: A: 7 Write an ending to a story, Lesson- 8- A: 8 Produce a Timeline, Lesson 10- A: 10 DESCRIPTION CHART, Lesson 11: A Chart: MAIN IDEA/SUPPORTING DETAIL, Lesson 12: A: 12 K-W-L Activity Sheet, Lesson 14: A: 14 Chart:

TRG#2: Lessons- 1-12 TUTOR INSTRUCTION SHEET—To answer specific questions and to support established text purpose, Tutor and Tutee Read text together to draw conclusions and make generalizations.

TRG#2: Lessons- 1-12 TUTOR INSTRUCTION SHEET—The Tutor and Tutee ask specific questions to determine and support

text purpose. Tutor and Tutee Read text together to draw conclusions and make generalizations: TRG#2: Lessons- 1-4 A: Connection Response Lesson 3- A3 Chart, Timeline-Growth of a Wolf Pup, Lesson 5-Chart, Questions-Answer using text, Lesson 6- A: Chart, Answers to “I wonder...questions” using text, Lesson 7- A: 7 Chart, Difference between “Thick Questions”= Global Universal Questions and “Thin Questions” = Clarification Questions, Lesson 8- A: 8 Chart, Cause or Event-Effect or What Happened, Lesson 9,10,11, 12Visualization using “T-S” A: SKETCH TO STRETCH

TRG#2: Tutor reads with the Tutee aloud using specific strategies to determine purpose of each book. Focus of lessons- 1-4 **Text Connections**, Lessons 5-9 Questioning, and Lessons- 10-12 **Visualizing**.

TRG#3: Lesson I- A: 1 Identify fiction and nonfiction books

**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: analyzing word choice and content Examining reasons for a character’s actions, taking into account the situation and basic motivation of the character. creating and presenting a product that effectively demonstrates a personal response to a selection or experience. examining alternative perspectives.**

TGR#1: Each theme begins with a **Semantic Web** Lessons: 1-15 READ ALOUD STAGE (Readers use experiences and background knowledge... Reader makes predictions and ask questions before reading...) AFTER READING ALOUD, BEFORE-READING ACTIVITY, DURING AND AFTER FIRST READING/INTERACTION WITH TEXT, DURING AND AFTER SECOND READING.

TEA#1-TGR#1: Lesson 3: A: 3 Venn diagram, Lesson 4: Chart-Fact & Opinion, Lesson- 5- A: 5 Writing Directions, Lesson 6-A: 6 Venn diagram (Birds & Insects) Lesson 7: A: 7 Write an ending to a story, Lesson 8- A: 8 Produce a Timeline, Lesson 10- A: 10 DESCRIPTION CHART, Lesson 11: A Chart: MAIN IDEA/SUPPORTING DETAIL, Lesson 12: A: 12 K-W-L Activity Sheet, Lesson 14: A: 14 Chart:

TRG#2: Lessons- 1-12 TUTOR INSTRUCTION SHEET—To answer specific questions and to support established text purpose, Tutor and Tutee Read text together to draw conclusions and make generalizations.

TRG#2: Lessons- 1-12 TUTOR INSTRUCTION SHEET—The Tutor and Tutee ask specific questions to determine and support

text purpose. Tutor and Tutee Read text together to draw conclusions and make generalizations:

TRG#2: Lessons- 1-4 A: Connection Response Lesson 3- A: 3 Chart, Timeline-Growth of a Wolf Pup, Lesson 5-Chart, Questions-Answer using text, Lesson 6- A: Chart, Answers to “I wonder...questions” using text, Lesson 7- A: 7 Chart, Difference between “Thick Questions”= Global Universal Questions and “Thin Questions” = Clarification Questions, Lesson 8- A: 8 Chart, Cause or Event-Effect or What Happened, Lesson 9,10,11, 12 Visualization using “T-S” A: SKETCH TO STRETCH  
TRG#3: Lesson 1- A: 1 Identify fiction and non-fiction books

**3.02 Make connections between texts by recognizing similarities and differences based on a common lesson, theme, or message. asking questions, paraphrasing what was said, interpreting speaker’s verbal and non-verbal messages. interpreting speaker’s purposes and/or intent.**

TRG #1: In each lesson 1-15: READ-ALOUD STAGE (Tutor reads to Tutee and asks questions specific to text passages and pages), AFTER READING ALOUD (Together, Tutor and Tutee determine if they have made the right prediction(s) about the text), BEFORE-READING ACTIVITY, DURING AND AFTER FIRST READING/INTERACTION WITH TEXT (Tutor reads to Tutee and asks questions specific to passages and pages) DURING AND AFTER SECOND READING (Tutee does a Retelling Activity) POST-READING ACTIVITY/INTERACTION (Return to the text to review retelling activity)

TRG#2: Tutor reads with the Tutee aloud using specific strategies to determine purpose of each book. Focus of lessons 1-4 **Text Connections**, Lessons- 5-9, **Questioning**, and Lessons- 10-12 **Visualizing**.

**3.03 Justify evaluation of characters and events from different supporting evidence in the text(s).**

TRG#1: In each theme: More than one selection/book provided to compare information against purpose.

TRG#1: Each lesson has directed questions that requiring the Tutor and Tutee reference the text.

TRG#1: In each lesson- 1-15: READ-ALOUD STAGE, AFTER READING ALOUD, BEFORE-READING ACTIVITY, DURING AND AFTER FIRST READING/INTERACTION WITH TEXT, and DURING AND AFTER SECOND READING

TRG#1:Lesson 3: A: 3 Venn diagram, Lesson 4: Chart-Fact & Opinion, Lesson 5- A: 5 Writing Directions, Lesson 6-A: 6 Venn diagram (Birds & Insects) Lesson 7: A: 7 Write an ending to a story, Lesson 8- A: 8 Produce a Timeline, Lesson 10- A: 10

DESCRIPTION CHART, Lesson 11: A Chart: MAIN  
 IDEA/SUPPORTING DETAIL, Lesson 12: A: 12 K-W-L Activity  
 Sheet, Lesson 14: A: 14 Chart: Support finding through associating  
 facts, TRG#1: END-OF-THEME ACTIVITY (succinct writing  
 activities to support acquisition of knowledge and to reinforce  
 predictions and purpose) INVENTIONS: Lesson 3 (p.13)  
 SURPRISING SITUATIONS- Lesson 6 (p. 13), EXPLORING  
 UNKNOWN WORLDS- Lesson 9 (p.11)  
 OCEAN AND WAVES- Lesson 12 (p.15), ENVIRONMENTAL  
 AWARENESS- Lesson: 15 (p.13)  
 TRG#2: Lessons- 1-4 A: Connection Response Lesson- 3- A3  
 Chart, Timeline-Growth of a Wolf Pup, Lesson 5-Chart,  
 Questions-Answer using text, **Lesson 6-** A: Chart, Answers to “I  
 wonder...questions” using text, Lesson 7- A: 7 Chart, Difference  
 between “Thick Questions”, global universal questions, and “Thin  
 Questions” and are used as clarification questions, Lesson 8- A: 8  
 Chart, Cause or Event-Effect or What Happened, Lesson 9,10,11,  
 12 Visualization using “T-S” A: SKETCH TO STRETCH

**3.04 Make informed judgments about television, radio, video/film productions, and other electronic mediums and/or formats.**

Not directly addressed, although tutees may use movies and television shows as text-to-text connections throughout the lessons. 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.

**3.05 Integrate main idea and supporting details from multiple sources to expand understanding of texts.**

TEA: Lessons- 1-15 Passages, books and supporting activities  
 TRG#1: **Semantic Web-Inventions**-Genre: informational, procedural, fiction, informational.

**elements of each and supporting comprehension and fluency strategies.**

**Theme and Semantic Web-Surprising Situational-**

Genre: fiction, fairy tale, procedural, realistic fiction, informational

**Theme and Semantic Web-Exploring Unknown Worlds-**

*Genre: fiction, fantasy/science fiction informational, biography, procedural, fantasy/information*

**Theme and Semantic Web-Oceans and Waves-Genre: fiction, informational, Legend, procedural**

**Theme and Semantic Web-Environmental Awareness-Genre: fiction, tale/Traditional, informational, procedural**

TGR#2: Realistic Fiction: Lessons-1, 2, Informational/Diary Format: Lesson- 3, Poetry: Lessons-4, Fictional Biography: Lesson- 5, Fiction: Lesson- 6, Historical Non-Fiction: Lesson-7, Folktale: Lesson- 8, Informational/Photo Essay: Lessons-9, 10, Informational Fiction: Lesson- 11, Informational: Lesson-12

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

Not addressed, but supported by providing wide-range of genre.  
TEA: Lessons- 1-15 Passages, books and supporting activities  
TRG#1: **Semantic Web-Inventions**-Genre: informational, procedural, fiction, informational.

**Each theme has a variety of genre with activities to illustrate elements of each and supporting comprehension and fluency strategies.**

**Theme and Semantic Web-Surprising Situational-**  
Genre: *fiction, fairy tale, procedural, realistic fiction, informational*

**Theme and Semantic Web-Exploring Unknown Worlds-**  
Genre: *fiction, fantasy/science fiction informational, biography, procedural, fantasy/information*

**Theme and Semantic Web-Oceans and Waves-**Genre: *fiction, informational, Legend, procedural*

**Theme and Semantic Web-Environmental Awareness-**Genre: *fiction, tale/Traditional, informational, procedural*

TGR#2: Realistic Fiction: Lesson-s-1, 2, Informational/Diary Format: Lesson-- 3, Poetry: Lesson-s-4, Fictional Biography: Lesson-- 5, Fiction: Lesson-- 6, Historical Non-Fiction: Lesson--7, Folktale: Lesson-- 8, Informational/Photo Essay: Lesson-s-9, 10, Informational Fiction: Lesson-- 11, Informational: Lesson--12Each theme has a variety of genre with activities to illustrate

TRG#3: Lesson- 1- Part five: TIPS FOR SELECTING BOOKS, TUTOR GUIDELINES FOR SELECTING THREE BOOKS, A: 1 TIPS FOR SELECTING BOOKS Lesson- 2- Part 2: WRITING RECOMMENDATIONS, Part 3: SELECTING A BOOK AND READING INDEPENDENTLY Lesson- 3- A: 2&3 MEDIA CENTER BOOKS I HAVE READ (A List), BOOKS I WOULD LIKE TO READ (A List)

(See Appendix I)

### **3.07 Make informed judgments about:**

#### **bias. propaganda. stereotyping. media techniques.**

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.

## **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, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.**

TGA#1, TGR#2, and TGR#3: Each Lesson: Program goals are to develop comprehension strategies and to improve reading fluency. In each lesson, Tutor and the Tutee read together and individually to develop and practice fluency and comprehension strategies.

### **4.02 Use oral and written language to:**

#### **formulate hypotheses. evaluate information and ideas. present and support arguments. influence the thinking of others.**

**impact** Not addressed, but supported by:

TEA#1-TGR#1: Lesson- 3: A: 3 Venn diagram, Lesson- 4: Chart-Fact & Opinion, Lesson- 5- A: 5 Writing Directions, Lesson- 6-A: 6 Venn diagram (Birds & Insects) Lesson-- 7: A: 7 Write an ending to a story, Lesson- 8- A: 8 Produce a Timeline, Lesson- 10- A: 10 DESCRIPTION CHART, Lesson- 11: A Chart: MAIN IDEA/SUPPORTING DETAIL, Lesson- 12: A: 12 K-W-L Activity Sheet, Lesson- 14: A: 14 Chart: Support finding through associating facts, TRG#1: END- TRG#1:Each Lesson- has directed questions that requiring the Tutor and Tutee reference the text . TRG#1: In each Lesson-- 1-15: READ-ALOUD STAGE, AFTER READING ALOUD, BEFORE-READING ACTIVITY, DURING AND AFTER FIRST READING/INTERACTION WITH TEXT, and DURING AND AFTER SECOND READING

TRG#1:Lesson- 3: A: 3 Venn diagram, Lesson- 4: Chart-Fact & Opinion, Lesson-- 5- A: 5 Writing Directions, Lesson- 6-A: 6 Venn diagram (Birds & Insects) Lesson-- 7: A: 7 Write an ending to a story, Lesson-- 8- A: 8 Produce a Timeline, Lesson- 10- A: 10 DESCRIPTION CHART, Lesson- 11: A Chart: MAIN IDEA/SUPPORTING OF-THEME ACTIVITY (succinct writing activities to support acquisition of knowledge and to reinforce predictions and purpose) INVENTIONS: Lesson- 3 (p.13) SURPRISING SITUATIONS- Lesson- 6 (p. 13), EXPLORING UNKNOWN WORLDS- Lesson- 9 (p.11)

OCEAN AND WAVES- Lesson- 12 (p.15), ENVIRONMENTAL AWARENESS- Lesson-: 15 (p.13)

TRG#2: Lessons- 1-4 A: Connection Response Lesson-- 3- A3 Chart, Timeline-Growth of a Wolf Pup, Lesson- 5-Chart, Questions-Answer using text, Lesson- 6- A: Chart, Answers to “I wonder...questions” using text, Lesson- 7- A: 7 Chart, Difference between “Thick Questions”, global universal questions, and “Thin Questions” and are used as clarification questions, Lesson- 8- A: 8 Chart, Cause or Event-Effect or What Happened, Lesson- 9,10,11, 12Visualization using “T-S” A: SKETCH TO STRETCH  
TRG#3: Lesson- one- PART THREE: EXAMINING BOOKS, Part 4: COMPARING BOOKS, A: 1 (note card on locating fiction and informational books) Lesson- 2- A: 2 (OPINION CARD)  
Lesson- 3-INSTRUCTION FOR PREPARING A PRESENTATION

#### **4.03 Make oral and written presentations to inform or persuade selecting vocabulary for.**

Not addressed, but supported by:

TEA#1-TGR#1: Lesson- 3: A: 3 Venn diagram, Lesson- 4: Chart-Fact & Opinion, Lesson-- 5- A: 5 Writing Directions, Lesson- 6-A: 6 Venn diagram (Birds & Insects) Lesson-- 7: A: 7 Write an ending to a story, Lesson- 8- A: 8 Produce a Timeline, Lesson- 10- A: 10 DESCRIPTION CHART, Lesson- 11: A Chart: MAIN IDEA/SUPPORTING DETAIL, Lesson- 12: A: 12 K-W-L Activity Sheet, Lesson- 14: A: 14 Chart: Support finding through associating facts, TRG#1: END- TRG#1:Each Lesson- has directed questions that requiring the Tutor and Tutee reference the text .  
TRG#1: In each Lesson-- 1-15: READ-ALOUD STAGE, AFTER READING ALOUD, BEFORE-READING ACTIVITY, DURING AND AFTER FIRST READING/INTERACTION WITH TEXT, and DURING AND AFTER SECOND READING  
TRG#1:Lesson- 3: A: 3 Venn diagram, Lesson- 4: Chart-Fact & Opinion, Lesson- 5- A: 5 Writing Directions, Lesson- 6-A: 6 Venn diagram (Birds & Insects) Lesson-- 7: A: 7 Write an ending to a story, Lesson-- 8- A: 8 Produce a Timeline, Lesson- 10- A: 10 DESCRIPTION CHART, Lesson-- 11: A Chart: MAIN IDEA/SUPPORTING OF-THEME ACTIVITY (succinct writing activities to support acquisition of knowledge and to reinforce predictions and purpose) INVENTIONS: Lesson- 3 (p.13)  
SURPRISING SITUATIONS- Lesson- 6 (p. 13), EXPLORING UNKNOWN WORLDS- Lesson- 9 (p.11)  
OCEAN AND WAVES- Lesson- 12 (p.15), ENVIRONMENTAL AWARENESS- Lesson-: 15 (p.13)  
TRG#2: Lesson-s- 1-4 A: Connection Response Lesson-- 3- A3 Chart, Timeline-Growth of a Wolf Pup, Lesson- 5-Chart,

Questions-Answer using text, Lesson- 6- A: Chart, Answers to “I wonder...questions” using text, Lesson- 7- A: 7 Chart, Difference between “Thick Questions”, global universal questions, and “Thin Questions” and are used as clarification questions, Lesson- 8- A: 8 Chart, Cause or Event-Effect or What Happened, Lesson- 9,10,11, 12 Visualization using “T-S” A: SKETCH TO STRETCH  
TRG#3: Lesson- one- PART THREE: EXAMINING BOOKS, Part 4: COMPARING BOOKS, A: 1 (note card on locating fiction and informational books) Lesson- 2- A: 2 (OPINION CARD)  
Lesson- 3-INSTRUCTION FOR PREPARING A PRESENTATION

#### **4.04 Select a self-evaluated composition for publication and justify rationale for selection.**

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.

Supported by:

TEA#1-TGR#1: Lesson- 3: A: 3 Venn diagram, Lesson- 4: Chart-Fact & Opinion, Lesson-- 5- A: 5 Writing Directions, Lesson-- 6- A: 6 Venn diagram (Birds & Insects) Lesson- 7: A: 7 Write an ending to a story, Lesson-- 8- A: 8 Produce a Timeline, Lesson- 10- A: 10 DESCRIPTION CHART, Lesson- 11: A Chart: MAIN IDEA/SUPPORTING DETAIL, Lesson- 2- Part 2: WRITING RECOMMENDATIONS, Part 3: SELECTING A BOOK AND READING INDEPENDENTLY Lesson- 3- A: 2&3 MEDIA CENTER BOOKS I HAVE READ (A List), BOOKS I WOULD LIKE TO READ( A List)

#### **4.05 Use a variety of preliminary strategies to plan and organize the writing and speaking task considering purpose, audience, and timeline.**

Not addressed directly, but reading comprehension strategies support this objective.

TEA#1-TGR#1: Lesson- 3: A: 3 Venn diagram, Lesson- 4: Chart-Fact & Opinion, Lesson-- 5- A: 5 Writing Directions, Lesson- 6-A: 6 Venn diagram (Birds & Insects) Lesson-- 7: A: 7 Write an ending to a story, Lesson-- 8- A: 8 Produce a Timeline, Lesson- 10- A: 10 DESCRIPTION CHART, Lesson- 11: A Chart: MAIN IDEA/SUPPORTING DETAIL, Lesson- 12: A: 12 K-W-L Activity Sheet, Lesson- 14: A: 14 Chart: Support finding through associating facts, TRG#1: END- TRG#1:Each Lesson- has directed questions that requiring the Tutor and Tutee reference the text .

TRG#1: In each Lesson-- 1-15: READ-ALOUD STAGE, AFTER READING ALOUD, BEFORE-READING ACTIVITY, DURING AND AFTER FIRST READING/INTERACTION WITH TEXT, and DURING AND AFTER SECOND READING

TRG#1: Lesson- 3: A: 3 Venn diagram, Lesson- 4: Chart-Fact & Opinion, Lesson- 5- A: 5 Writing Directions, Lesson- 6-A: 6 Venn diagram (Birds & Insects) Lesson- 7: A: 7 Write an ending to a story, Lesson- 8- A: 8 Produce a Timeline, Lesson- 10- A: 10 DESCRIPTION CHART, Lesson- 11: A Chart: MAIN IDEA/SUPPORTING OF-THEME ACTIVITY (succinct writing activities to support acquisition of knowledge and to reinforce predictions and purpose) INVENTIONS: Lesson- 3 (p.13) SURPRISING SITUATIONS- Lesson- 6 (p. 13), EXPLORING UNKNOWN WORLDS- Lesson- 9 (p.11) OCEAN AND WAVES- Lesson- 12 (p.15), ENVIRONMENTAL AWARENESS- Lesson-: 15 (p.13)

TRG#2: Lesson-s- 1-4 A: Connection Response Lesson-- 3- A3 Chart, Timeline-Growth of a Wolf Pup, Lesson- 5-Chart, Questions-Answer using text, Lesson- 6- A: Chart, Answers to “I wonder...questions” using text, Lesson- 7- A: 7 Chart, Difference between “Thick Questions”, Global Universal Questions, and “Thin Questions” and are used as clarification questions, Lesson- 8- A: 8 Chart, Cause or Event-Effect or What Happened, Lesson- 9,10,11, 12 Visualization using “T-S” A: SKETCH TO STRETCH

TRG#3: Lesson- one- PART THREE: EXAMINING BOOKS, Part 4: COMPARING BOOKS, A: 1 (note card on locating fiction and informational books) Lesson- 2- A: 2 (OPINION CARD) Lesson- 3-INSTRUCTION FOR PREPARING A PRESENTATION

**4.06 Compose a draft that elaborates on major ideas and adheres to the topic by using an appropriate organizational pattern that accomplishes the purpose of the writing task and effectively communicates its content.**

Not addressed directly, but reading comprehension strategies support this objective.

TEA#1-TGR#1: Lesson- 3: A: 3 Venn diagram, Lesson- 4: Chart-Fact & Opinion, Lesson-- 5- A: 5 Writing Directions, Lesson- 6-A: 6 Venn diagram (Birds & Insects) Lesson- 7: A: 7 Write an ending to a story, Lesson- 8- A: 8 Produce a Timeline, Lesson- 10- A: 10 DESCRIPTION CHART, Lesson- 11: A Chart: MAIN IDEA/SUPPORTING DETAIL, Lesson- 12: A: 12 K-W-L Activity Sheet, Lesson- 14: A: 14 Chart: Support finding through associating facts, TRG#1: END- TRG#1: Each Lesson- has directed questions that requiring the Tutor and Tutee reference the text .

TRG#1: In each Lesson-- 1-15: READ-ALOUD STAGE, AFTER READING ALOUD, BEFORE-READING ACTIVITY, DURING AND AFTER FIRST READING/INTERACTION WITH TEXT, and DURING AND AFTER SECOND READING

TRG#1: Lesson- 3: A: 3 Venn diagram, Lesson- 4: Chart-Fact & Opinion, Lesson-- 5- A: 5 Writing Directions, Lesson- 6-A: 6 Venn diagram (Birds & Insects) Lesson- 7: A: 7 Write an ending to a story, Lesson- 8- A: 8 Produce a Timeline, Lesson- 10- A: 10 DESCRIPTION CHART, Lesson- 11: A Chart: MAIN IDEA/SUPPORTING OF-THEME ACTIVITY (succinct writing activities to support acquisition of knowledge and to reinforce predictions and purpose) INVENTIONS: Lesson- 3 (p.13) SURPRISING SITUATIONS- Lesson- 6 (p. 13), EXPLORING UNKNOWN WORLDS- Lesson- 9 (p.11) OCEAN AND WAVES- Lesson- 12 (p.15), ENVIRONMENTAL AWARENESS- Lesson-: 15 (p.13)

TRG#2: Lesson-s- 1-4 A: Connection Response Lesson-- 3- A3 Chart, Timeline-Growth of a Wolf Pup, Lesson- 5-Chart, Questions-Answer using text, Lesson- 6- A: Chart, Answers to “I wonder...questions” using text, Lesson- 7- A: 7 Chart, Difference between “Thick Questions”, Global Universal Questions, and “Thin Questions” and are used as clarification questions, Lesson- 8- A: 8 Chart, Cause or Event-Effect or What Happened, Lesson- 9,10,11, 12 Visualization using “T-S” A: SKETCH TO STRETCH TRG#3: Lesson- one- PART THREE: EXAMINING BOOKS, Part 4: COMPARING BOOKS, A: 1 (note card on locating fiction and informational books) Lesson- 2- A: 2 (OPINION CARD) Lesson- 3-INSTRUCTION FOR PREPARING A PRESENTATION

**4.07 Compose a variety of fiction, nonfiction, poetry, and Drama using self-selected topic and format (e.g., poetry, research reports, news articles, letters to the editor, business letters).**

TGR#1: Each theme begins with a **Semantic Web** Lesson-s: 1-15 READ ALOUD STAGE

TEA: Lesson-s- 1-15 Passages, books and supporting activities

TRG#1: **Semantic Web-Inventions**-Genre: informational, procedural, fiction, informational.

**elements of each and supporting comprehension and fluency strategies**

**Theme and Semantic Web-Surprising Situational-**

Genre: *fiction, fairy tale, procedural, realistic fiction, informational*

**Theme and Semantic Web-Exploring Unknown Worlds-**

*Genre: fiction, fantasy/science fiction informational, biography, procedural, fantasy/information*

**Theme and Semantic Web-Oceans and Waves-Genre:** *fiction, informational, Legend, procedural*

**Theme and Semantic Web-Environmental Awareness-Genre:** *fiction, tale/Traditional, informational, procedural*

TGR#2: Realistic Fiction: Lesson-s-1, 2, Informational/Diary  
Format: Lesson-- 3, Poetry: Lesson-s-4, Fictional Biography:  
Lesson-- 5, Fiction: Lesson-- 6, Historical Non-Fiction: Lesson--7,  
Folktale: Lesson-- 8, Informational/Photo Essay: Lesson-s-9, 10,  
Informational Fiction: Lesson-- 11, Informational: Lesson--12

**4.08 Focus revision on target elements by:**

**improving word choice. rearranging text for clarity.**

**creating simple and/or complex sentences for clarity or impact.**

**developing a lead, characters, or mood.** 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

**4.09 Produce work that follows the conventions of particular genres (e.g., clarification, essay, feature story, business letter).**

Not addressed, but supported by:

TGR#1: Each theme begins with a **Semantic Web** Lesson-s: 1-15  
READ ALOUD STAGE

TEA: Lesson-s- 1-15 Passages, books and supporting activities

TRG#1: **Semantic Web-Inventions-Genre:** informational, procedural, fiction, informational.

**elements of each and supporting comprehension and fluency strategies**

**Theme and Semantic Web-Surprising Situational-**

*Genre: fiction, fairy tale, procedural, realistic fiction, informational*

**Theme and Semantic Web-Exploring Unknown Worlds-**

*Genre: fiction, fantasy/science fiction informational, biography, procedural, fantasy/information*

**Theme and Semantic Web-Oceans and Waves-Genre:** *fiction, informational, Legend, procedural*

**Theme and Semantic Web-Environmental Awareness-Genre:** *fiction, tale/Traditional, informational, procedural*

TGR#2: Realistic Fiction: Lesson-s-1, 2, Informational/Diary  
Format: Lesson-- 3, Poetry: Lesson-s-4, Fictional Biography:  
Lesson-- 5, Fiction: Lesson-- 6, Historical Non-Fiction: Lesson--7,

Folktale: Lesson-- 8, Informational/Photo Essay: Lesson-s-9, 10,  
Informational Fiction: Lesson-- 11, Informational: Lesson--12

**4.10 Use technology as a tool to enhance and/or publish a 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

**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.

**Reading Together™ Intermediate**  
**North Carolina English Language Arts Curriculum, Grade Six**

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

**Competency Goal 1 The learner will use language to express individual perspectives drawn from personal or related experience.**

**1.01 Narrate a fictional or autobiographical account which: includes a coherent organizing structure. tells a story or establishes the significance of an event or events. uses remembered feelings and specific details. uses a range of appropriate strategies (e.g., dialogue, suspense, movement, gestures, expressions).**

TRG #1: In each Lesson- 1-15: READ-ALOUD STAGE (Tutor reads to Tutee and asks questions specific to text passages and pages), AFTER READING ALOUD (Together, Tutor and Tutee determine if they have made the right prediction(s) about the text), BEFORE-READING ACTIVITY, DURING AND AFTER FIRST READING/INTERACTION WITH TEXT (Tutor reads to Tutee and asks questions specific to passages and pages) DURING AND AFTER SECOND READING (Tutee does a Retelling Activity) POST-READING ACTIVITY/INTERACTION (Return to the text to review retelling activity)

TRG#2: Tutor reads with the Tutee aloud using specific strategies to determine purpose of each book. Focus of Lessons 1-4 **Text Connections**, Lessons 5-9, **Questioning**, and Lessons 10-12 **Visualizing**.

**1.02 Explore expressive materials that are read, heard, and viewed by: generating a learning log or journal. creating an artistic interpretation that connects self to the work. discussing books/media formally and informally.**

Not addressed, but supported by:

TGR#1: Each theme begins with a **Semantic Web** Lessons: 1-15  
READ ALOUD STAGE

TEA: Lessons- 1-15 Passages, books and supporting activities

TRG#1: **Semantic Web-Inventions**-Genre: informational, procedural, fiction, informational.

**elements of each and supporting comprehension and fluency strategies**

**Theme and Semantic Web-Surprising Situational-**

Genre: *fiction, fairy tale, procedural, realistic fiction, informational*

**Theme and Semantic Web-Exploring Unknown Worlds-**

Genre: *fiction, fantasy/science fiction informational, biography, procedural, fantasy/information*

**Theme and Semantic Web-Oceans and Waves**-Genre: *fiction, informational, Legend, procedural*

**Theme and Semantic Web-Environmental Awareness-Genre:**  
*fiction, tale/Traditional, informational, procedural*

TGR#2: Realistic Fiction: Lesson-s-1, 2, Informational/Diary  
Format: Lesson-- 3, Poetry: Lesson-s-4, Fictional Biography:  
Lesson-- 5, Fiction: Lesson-- 6, Historical Non-Fiction: Lesson--7,  
Folktale: Lesson-- 8, Informational/Photo Essay: Lesson-s-9, 10,  
Informational Fiction: Lesson-- 11, Informational: Lesson--12  
**Journal**

**1.03 Interact appropriately in group settings by:  
listening attentively. showing empathy. contributing relevant  
comments connecting personal experiences to content.  
monitoring own understanding of the discussion and seeking  
clarification as needed.**

TRG #1: In each Lesson- 1-15: READ-ALoud STAGE (Tutor reads to Tutee and asks questions specific to text passages and pages), AFTER READING ALoud (Together, Tutor and Tutee determine if they have made the right prediction(s) about the text), BEFORE-READING ACTIVITY, DURING AND AFTER FIRST READING/INTERACTION WITH TEXT (Tutor reads to Tutee and asks questions specific to passages and pages) DURING AND AFTER SECOND READING (Tutee does a Retelling Activity) POST-READING ACTIVITY/INTERACTION (Return to the text to review retelling activity)

TRG#2: Tutor reads with the Tutee aloud using specific strategies to determine purpose of each book. Focus of Lesson-s 1-4 **Text Connections**, Lesson-s- 5-9, **Questioning**, and Lesson-s- 10-12 **Visualizing**.

**1.04 Reflect on learning experiences by:  
describing personal learning growth and changes in  
perspective. identifying changes in self throughout the learning  
process. interpreting how personal circumstances and  
background shape interaction with text.**

**making connections with previous experiences, information,  
and ideas.** TRG#1: Lesson-s- 1-15 AFTER READING ALoud

TRG#2: Focus on Text connections (identifying and marking passages as TEXT-TO-SELF (T-S) with self-stick notes: Lesson-s- 1-4, Lesson-s-5-12 Applying Text Connection in Tutor-Tutee read together direct questioning activities.

TRG#2: For each book, the Tutor and Tutee read together using text references to establish purpose, use (T-S) text –to-self experience, and identify passages that answer questions. Lesson-questions are used for before and after reading activities

TRG#2: Focus of Lesson-s 1-4 **Text Connections** together using text references to make connections and using self-stick notes identify text- to self (T-S), connection to another book text to text (T-T), and to text to world events (T-W), and visualizing (V).

**Competency Goal 2 The learner will explore and analyze information from variety of sources.**

**2.01 Explore informational materials that are read, heard, and/or viewed by: reviewing the characteristics of informational works. restating and summarizing information. determining the importance of information. making connections to related topics/information. monitoring comprehension. drawing inferences. generating questions.**

TRG#1: Each theme begins with a Semantic Web, each Lesson- and together, formulate questions, and reference the text to provide for Drawing conclusions and making generalizations: In each Lesson- 1-15: Throughout Lesson-s comprehension is monitored using: AFTER READING ALOUD, BEFORE-READING ACTIVITY, DURING AND AFTER FIRST

READING/INTERACTION WITH TEXT, and DURING AND AFTER SECOND READING (retelling activity) POST-READING ACTIVITY/INTERACTION- (Writing activity based on text model-restating or summarizing)

TEA#1-TGR#1: Lesson- 3: A: 3 Venn diagram, Lesson- 4: Chart-Fact & Opinion, Lesson- 5- A: 5 Writing Directions, Lesson- 6-A: 6 Venn diagram (Birds & Insects) Lesson- 7: A: 7 Write an ending to a story, Lesson- 8- A: 8 Produce a Timeline, Lesson- 10- A: 10 DESCRIPTION CHART, Lesson- 11: A Chart: MAIN IDEA/SUPPORTING DETAIL, Lesson- 12: A: 12 K-W-L

Activity Sheet, Lesson- 14: A: 14 Chart: Support finding through associating facts, END-OF-THEME ACTIVITY (writing activities to assess the acquisition of knowledge and to reinforce predictions and purpose) INVENTIONS: Lesson- 3 (p.13) SURPRISING SITUATIONS- Lesson- 6 (p. 13), EXPLORING UNKNOWN WORLDS- Lesson- 9 (p.11) OCEAN AND WAVES- Lesson- 12 (p.15), ENVIRONMENTAL AWARENESS- Lesson-: 15 (p.13)

TRG#2: Lesson-s- 1-12 TUTOR INSTRUCTION SHEET—To Read text together to draw conclusions and make generalizations.

TRG#2: Lesson-s- 1-4 A: Connection Response Lesson-- 3- A3 Chart, Timeline-Growth of a Wolf Pup, Lesson- 5-Chart, Questions-Answer using text, Lesson- 6- A: Chart, Answers to “I wonder...questions” using text, Lesson- 7- A: 7 Chart, Difference between “Thick Questions”, global universal questions, and “Thin Questions” and are used as clarification questions, Lesson- 8- A: 8 Chart, Cause or Event-Effect or What Happened, Lesson- 9,10,11, 12Visualization using “T-S” A: SKETCH TO STRETCH

TRG#2: Tutor reads with the Tutee aloud using specific strategies to determine purpose of each book. Focus of Lesson-s 1-4 **Text Connections**, Lesson-s 5-9 **Questioning**, and Lesson-s 10-12 **Visualizing**.

TGR3#1 Lesson- 1- PART 4: COMPARING BOOKS, Discussion compares and contrast fiction and informational books. Lesson- 2- Part 2 WRITING RECOMENDATIONS

**2.02 Use multiple sources of print and non-print information in developing informational materials such as brochures, newsletters, and infomercials by**

Not addressed, but supported by:

TGR#1: Each theme begins with a **Semantic Web** Lesson-s: 1-15  
READ ALOUD STAGE

TEA: Lesson-s- 1-15 Passages, books and supporting activities

TRG#1: **Semantic Web-Inventions**-Genre: informational, procedural, fiction, informational.

**elements of each and supporting comprehension and fluency strategies**

**Theme and Semantic Web-Surprising Situational-**

Genre: *fiction, fairy tale, procedural, realistic fiction, informational*

**Theme and Semantic Web-Exploring Unknown Worlds-**

Genre: *fiction, fantasy/science fiction informational, biography, procedural, fantasy/information*

**Theme and Semantic Web-Oceans and Waves**-Genre: *fiction, informational, Legend, procedural*

**Theme and Semantic Web-Environmental Awareness**-Genre: *fiction, tale/Traditional, informational, procedural*

TGR#2: Realistic Fiction: Lesson-s-1, 2, Informational/Diary

Format: Lesson-- 3, Poetry: Lesson-s-4, Fictional Biography:

Lesson-- 5, Fiction: Lesson-- 6, Historical Non-Fiction: Lesson--7,

Folktale: Lesson-- 8, Informational/Photo Essay: Lesson-s-9, 10,

Informational Fiction: Lesson-- 11, Informational: Lesson--12

**Competency Goal 3 The learner will examine the foundations and the use of argument.**

**3.01 Respond to public documents such as editorials and school or community policies that establish a position by: summarizing the author's purpose and communicating the position clearly, appropriately, and logically.**

Not addressed. 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.

**3.02 Explore the problem solution process by: studying examples (in literature and other text) that present problems coherently, describe the solution clearly, sequence reasons to support the solution, and show awareness of audience. preparing individual and/or group essays and presentations.**

TRG#1: In each theme: More than one passage/book provided to compare information against purpose.

TRG#1:

**Semantic Web-Inventions**-Genre: *informational, procedural, fiction, Informational*

**Theme and Semantic Web-Surprising Situational-** *Genre: fiction, fairy tale, procedural, realistic fiction, informational.*

**Theme and Semantic Web-Exploring Unknown Worlds-** *Genre: fiction, fantasy/science fiction informational, biography, procedural, fantasy/information* **Theme and Semantic Web-Oceans and Waves-***Genre: fiction, informational, Legend, procedural*

**Theme and Semantic Web-Environmental Awareness-***Genre: fiction, tale/Traditional, informational, procedural*

**TGR#2: A Variety of genre is provided for comparison:**

(Realistic Fiction: Lesson-s-1, 2, Informational/Diary Format: Lesson-- 3, Poetry: Lesson-s-4, Fictional Biography: Lesson-- 5, Fiction: Lesson-- 6, Historical Non-Fiction: Lesson--7, Folktale: Lesson-- 8, Informational/Photo Essay: Lesson-s-9, 10, Informational Fiction: Lesson-- 11, Informational: Lesson--12)

TGR#3 Lesson-s 1-3 Using the media center as a resource and self-selecting appropriate books.

**3.03 Study arguments that evaluate through: exploring examples that show a firm control of sound judgments, audience awareness, clear idea/theme, and the use of relevant and coherent reasons for support. preparing individual and/or group essays and presentations.**

Not addressed directly, but supported by:

TEA#1-TGR#1: Lesson 3: A:3 Venn diagram, Lesson 4: Chart-Fact & Opinion , Lesson 5- A:5 Writing Directions, Lesson 6-A:6 Venn diagram (Birds & Insects) Lesson 7: A:7 Write an ending to a story, Lesson 8- A:8 Produce a Timeline, Lesson 10- A:10 DESCRIPTION CHART, Lesson 11: A Chart: MAIN IDEA/SUPPORTING DETAIL, Lesson 12: A:12 K-W-L Activity Sheet, Lesson 14: A:14 Chart: Support finding through associating facts, TRG#1: END- TRG#1Each lesson has directed questions that requiring the Tutor and Tutee reference the text .

TRG#1 In each lesson- 1-15: READ-ALOUD STAGE, AFTER READING ALOUD, BEFORE-READING ACTIVITY, DURING AND AFTER FIRST READING/INTERACTION WITH TEXT, and DURING AND AFTER SECOND READING

TRG#1Lesson 3: A:3 Venn diagram, Lesson 4: Chart-Fact & opinion , Lesson 5- A:5 Writing Directions, Lesson 6-A:6 Venn diagram (Birds & Insects) Lesson 7: A:7 Write an ending to a story, Lesson 8- A:8 Produce a Timeline, Lesson 10- A:10 DESCRIPTION CHART, Lesson 11: A Chart: MAIN IDEA/SUPPORTING OF-THEME ACTIVITY (succinct writing activities to support acquisition of knowledge and to reinforce predictions and purpose) INVENTIONS: Lesson 3 (p.13) SURPRISING SITUATIONS- Lesson 6 (p. 13), EXPLORING UNKNOWN WORLDS- Lesson 9 (p.11) OCEAN AND WAVES- Lesson 12 (p.15), ENVIRONMENTAL AWARENESS- Lesson: 15 (p.13)

TRG#2: Lessons- 1-4 A: Connection Response Lesson- 3- A3 Chart, Timeline-Growth of a Wolf Pup, Lesson 5-Chart,

Questions-Answer using text, Lesson 6- A: Chart, Answers to “I wonder...questions” using text, Lesson 7- A:7 Chart, Difference between “Thick Questions”, Global Universal Questions, and “Thin Questions” and are used as clarification questions, Lesson 8- A:8 Chart, Cause or Event-Effect or What Happened, Lesson 9,10,11, 12 Visualization using “T-S” A: SKETCH TO STRETCH

TRG#3: Lesson one- PART THREE: EXAMINING BOOKS, Part 4: COMPARING BOOKS, A:1 (note card on locating fiction and informational books) Lesson 2- A:2 (OPINION CARD) Lesson 3- INSTRUCTION FOR PREPARING A PRESENTATION

**Competency Goal 4 The learner will use critical thinking skills and create criteria to evaluate text and multimedia.**

**4.01 Determine the purpose of the author or creator by: exploring any bias, apparent or hidden messages, emotional factors, or propaganda techniques. identifying and exploring the underlying assumptions of the author/creator.**

Not addressed directly, but reading comprehension strategies support this objective.

TEA#1-TGR#1: Lesson- 3: A: 3 Venn diagram, Lesson- 4: Chart-Fact & Opinion, Lesson-- 5- A: 5 Writing Directions, Lesson- 6-A: 6 Venn diagram (Birds & Insects) Lesson-- 7: A: 7 Write an ending to a story, Lesson-- 8- A: 8 Produce a Timeline, Lesson- 10- A: 10 DESCRIPTION CHART, Lesson- 11: A Chart: MAIN IDEA/SUPPORTING DETAIL, Lesson- 12: A: 12 K-W-L Activity Sheet, Lesson- 14: A: 14 Chart: Support finding through associating facts, TRG#1: END- TRG#1:Each Lesson- has directed questions that requiring the Tutor and Tutee reference the text . TRG#1: In each Lesson-- 1-15: READ-ALoud STAGE, AFTER READING ALoud, BEFORE-READING ACTIVITY, DURING AND AFTER FIRST READING/INTERACTION WITH TEXT, and DURING AND AFTER SECOND READING

TRG#1:Lesson- 3: A: 3 Venn diagram, Lesson- 4: Chart-Fact & Opinion, Lesson-- 5- A: 5 Writing Directions, Lesson- 6-A: 6 Venn diagram (Birds & Insects) Lesson- 7: A: 7 Write an ending to a story, Lesson- 8- A: 8 Produce a Timeline, Lesson- 10- A: 10 DESCRIPTION CHART, Lesson- 11: A Chart: MAIN IDEA/SUPPORTING OF-THEME ACTIVITY (succinct writing activities to support acquisition of knowledge and to reinforce predictions and purpose) INVENTIONS: Lesson- 3 (p.13) SURPRISING SITUATIONS- Lesson- 6 (p. 13), EXPLORING UNKNOWN WORLDS- Lesson- 9 (p.11) OCEAN AND WAVES- Lesson- 12 (p.15), ENVIRONMENTAL AWARENESS- Lesson-: 15 (p.13)

TRG#2: Lesson-s- 1-4 A: Connection Response Lesson-- 3- A3 Chart, Timeline-Growth of a Wolf Pup, Lesson- 5-Chart, Questions-Answer using text, Lesson- 6- A: Chart, Answers to “I wonder...questions” using text, Lesson- 7- A: 7 Chart, Difference between “Thick Questions”, Global Universal Questions, and

“Thin Questions” and are used as clarification questions, Lesson- 8- A: 8 Chart, Cause or Event-Effect or What Happened, Lesson- 9,10,11, 12 Visualization using “T-S” A: SKETCH TO STRETCH

TRG#3: Lesson- one- PART THREE: EXAMINING BOOKS, Part 4: COMPARING BOOKS, A: 1 (note card on locating fiction and informational books) Lesson- 2- A: 2 (OPINION CARD) Lesson- 3-INSTRUCTION FOR PREPARING A PRESENTATION

**4.02 Develop (with teacher assistance) and apply appropriate criteria to evaluate the quality of the communication by: using knowledge of language structure and literary or media techniques. drawing conclusions based on evidence, reasons, or relevant information. considering the implications, consequences, or impact of those conclusions.**

Not addressed directly, but reading comprehension strategies support this objective.

TEA#1-TGR#1: Lesson- 3: A: 3 Venn diagram, Lesson- 4: Chart-Fact & Opinion, Lesson-- 5- A: 5 Writing Directions, Lesson- 6-A: 6 Venn diagram (Birds & Insects) Lesson- 7: A: 7 Write an ending to a story, Lesson- 8- A: 8 Produce a Timeline, Lesson- 10- A: 10 DESCRIPTION CHART, Lesson- 11: A Chart: MAIN IDEA/SUPPORTING DETAIL, Lesson- 12: A: 12 K-W-L Activity Sheet, Lesson- 14: A: 14 Chart: Support finding through associating facts, TRG#1: END- TRG#1:Each Lesson- has directed questions that requiring the Tutor and Tutee reference the text . TRG#1: In each Lesson-- 1-15: READ-ALOUD STAGE, AFTER READING ALOUD, BEFORE-READING ACTIVITY, DURING AND AFTER FIRST READING/INTERACTION WITH TEXT, and DURING AND AFTER SECOND READING

TRG#1:Lesson- 3: A: 3 Venn diagram, Lesson- 4: Chart-Fact & Opinion, Lesson-- 5- A: 5 Writing Directions, Lesson- 6-A: 6 Venn diagram (Birds & Insects) Lesson-- 7: A: 7 Write an ending to a story, Lesson-- 8- A: 8 Produce a Timeline, Lesson- 10- A: 10 DESCRIPTION CHART, Lesson- 11: A Chart: MAIN IDEA/SUPPORTING OF-THEME ACTIVITY (succinct writing activities to support acquisition of knowledge and to reinforce predictions and purpose) INVENTIONS: Lesson- 3 (p.13) SURPRISING SITUATIONS- Lesson- 6 (p. 13), EXPLORING UNKNOWN WORLDS- Lesson- 9 (p.11) OCEAN AND WAVES- Lesson- 12 (p.15), ENVIRONMENTAL AWARENESS- Lesson-: 15 (p.13)

TRG#2: Lesson-s- 1-4 A: Connection Response Lesson-- 3- A3 Chart, Timeline-Growth of a Wolf Pup, Lesson- 5-Chart, Questions-Answer using text, Lesson- 6- A: Chart, Answers to “I wonder...questions” using text, Lesson- 7- A: 7 Chart, Difference between “Thick Questions”, Global Universal Questions, and “Thin Questions” and are used as clarification questions, Lesson- 8- A: 8 Chart, Cause or Event-Effect or What Happened, Lesson-

9,10,11, 12 Visualization using “T-S” A: SKETCH TO STRETCH

TRG#3: Lesson- one- PART THREE: EXAMINING BOOKS, Part 4: COMPARING BOOKS, A: 1 (note card on locating fiction and informational books) Lesson- 2- A: 2 (OPINION CARD) Lesson- 3-INSTRUCTION FOR PREPARING A PRESENTATION

**4.03 Recognize and develop a stance of a critic by: considering alternative points of view or reasons, remaining fair-minded and open to other interpretations.**

TRG#1: In each theme: More than one passage/book provided to compare information against purpose.

TRG#1: **Semantic Web-Inventions-Genre:** *informational, procedural, fiction, Informational*

**Theme and Semantic Web-Surprising Situational-Genre:** *fiction, fairy tale, procedural, realistic fiction, informational.*

**Theme and Semantic Web-Exploring Unknown Worlds-Genre:** *fiction, fantasy/science fiction informational, biography, procedural, fantasy/information* **Theme and Semantic Web-Oceans and Waves-Genre:** *fiction, informational, Legend, procedural*

**Theme and Semantic Web-Environmental Awareness-Genre:** *fiction, tale/Traditional, informational, procedural*

TGR#2: **A Variety of genre is provided for comparison:**

(Realistic Fiction: Lesson-s-1, 2, Informational/Diary Format: Lesson-- 3, Poetry: Lesson-s-4, Fictional Biography: Lesson-- 5, Fiction: Lesson-- 6, Historical Non-Fiction: Lesson--7, Folktale: Lesson-- 8, Informational/Photo Essay: Lesson-s-9, 10, Informational Fiction: Lesson-- 11, Informational: Lesson--12)

**Competency Goal 5 The learner will respond to various literary genres using interpretive and evaluative processes.**

**5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive reading program by: using effective reading strategies to match type of text.**

TRG#1: Each Lesson- has directed questions that requiring the Tutor and Tutee reference the text .TRG#1: In each Lesson- 1-15: READ-ALOUD STAGE, AFTER READING ALOUD, BEFORE-READING ACTIVITY (Book Cover, illustrations and graphs are discussed to establish prediction(s), purpose, and to assist with comprehension and fluency.), DURING AND AFTER FIRST READING/INTERACTION WITH TEXT, and DURING AND AFTER SECOND READING

TRG#1: END-OF-THEME ACTIVITY (writing activities to support acquisition of knowledge and to reinforce predictions and purpose) INVENTIONS: Lesson- 3 (p.13) SURPRISING SITUATIONS- Lesson- 6 (p. 13), EXPLORING UNKNOWN

WORLDS- Lesson- 9 (p.11), OCEAN AND WAVES- Lesson- 12 (p.15), ENVIRONMENTAL AWARENESS- Lesson-: 15 (p.13)  
 TGR#2 Lesson-s- 1-12 Tutor and Tutee through direct questioning and reading the text together, establish the purpose of each book/passage, predict an outcome and, determine the genre. A Variety of genre is provided for comparison: (Realistic Fiction: Lesson-s-1, 2, Informational/Diary Format: Lesson-- 3, Poetry: Lesson-s-4, Fictional Biography: Lesson-- 5, Fiction: Lesson-- 6, Historical Non-Fiction: Lesson--7, Folktale: Lesson-- 8, Informational/Photo Essay: Lesson-s-9, 10, Informational Fiction: Lesson-- 11, Informational: Lesson--12)  
 TGR3#1 Lesson- 1- PART 4: COMPARING BOOKS, Discussion compares and contrast fiction and informational books. Lesson- 2- Part 2 WRITING RECOMMENDATIONS

### **Bookmark**

**5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through: reading a variety of Literature and other text (e.g., novels, autobiographies, myths, essays, magazines, plays, pattern poems, blank verse). interpreting what impact genre-specific characteristics have on the meaning of the work. exploring how the author's choice and use of a genre shapes the meaning of the literary work exploring what impact literary elements have on the meaning of the text such as the influence of setting or the problem and its resolution.**

TRG#1: Each Lesson- has directed questions that requiring the Tutor and Tutee reference the text .TRG#1: In each Lesson- 1-15: READ-ALOUD STAGE, AFTER READING ALOUD, **BEFORE-READING ACTIVITY** (Book Cover, illustrations and graphs are discussed to establish prediction(s), purpose, and to assist with comprehension and fluency.), **DURING AND AFTER FIRST READING/INTERACTION WITH TEXT**, and **DURING AND AFTER SECOND READING**

TRG#1: **END-OF-THEME ACTIVITY** (writing activities to support acquisition of knowledge and to reinforce predictions and purpose) **INVENTIONS: Lesson- 3 (p.13) SURPRISING SITUATIONS- Lesson- 6 (p. 13), EXPLORING UNKNOWN WORLDS- Lesson- 9 (p.11), OCEAN AND WAVES- Lesson- 12 (p.15), ENVIRONMENTAL AWARENESS- Lesson-: 15 (p.13)**  
 TGR#2 Lesson-s- 1-12 Tutors and Tutee through direct questioning and reading the text together, establish the purpose of each book/passage, predict an outcome and, determine the genre. A Variety of genre is provided for comparison: (Realistic Fiction: Lesson-s-1, 2, Informational/Diary Format: Lesson-- 3, Poetry: Lesson-s-4, Fictional Biography: Lesson-- 5, Fiction: Lesson-- 6, Historical Non-Fiction: Lesson--7, Folktale: Lesson-- 8, Informational/Photo Essay: Lesson-s-9, 10, Informational Fiction: Lesson-- 11, Informational: Lesson--12)TGR3#1 Lesson- 1- PART 4: COMPARING BOOKS, Discussion compare and contrast

fiction and informational books. Lesson- 2- Part 2 WRITING  
RECOMMENDATIONS  
(See Appendix I)

**Competency Goal 6 The learner will apply conventions of grammar and language usage.**

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.

**Reading Together™ Intermediate Reading List**  
**Tutor Guidebook Phase I and Tutee Activity Book**

Lessons	Passages	Book	Genre	Author/Publisher
<b>Theme: Inventions</b>				
1	Car Factory Robots	Usborne Book of Inventors	Informational	Stuart Reid and Patricia Fara EDC Publishing
2	Make a Rectangles Robot	Usborne Book of Inventors	Procedural	Stuart Reid and Patricia Fara EDC Publishing
3	Robot Mistakes		Fiction	
3		Mistakes that Worked: 40 Familiar Inventions and How They Came to Be	Informational	Charlotte Jones Random House
<b>Theme: Surprising Situations</b>				
4	Egg Surprise		Fiction	
4		The True Story of the Three Little Pigs	Fairy tale	Jon Scieszka Puffin
5	Make a Spanish Omelet		Procedural	
		Thunder Cake	Realistic Fiction/Intergenerational	Philomel
6	Interesting Eggs		Informational	
6		What Makes a Bird a Bird?	Informational Picture Storybook	Trish Hill Mondo
<b>Theme: Exploring Unknown Worlds</b>				
7	Space Station Zero		Fiction	
7		June 29, 1999	Fantasy/Science Fiction	Clarion
8	A Star is Born		Informational	
		Starry Messenger	Biography	Peter Sis
9	Flying Rocket		Procedural	
9		The Magic School Bus: Lost in the Solar System	Fantasy/Informational	Joanna Cole Scholastic
<b>Theme: Oceans and Waves</b>				
10	Surfing Solo		Fiction	
10		The Dolphin	Informational	Renée Lebloas-Julienne Charlesbridge Publishing
11	What Makes a Wave a Wave?		Informational	
11		Bill Nye the Science Guy's Big Blue Ocean	Informational	Bill Nye and Ian G. Saunders Hyperion Books for Children
12	Catch a Wave		Procedural	
12	What Makes an Ocean Wave	What Makes an Ocean Wave	Informational	John Rice Scholastic
<b>Theme: Environmental Awareness</b>				
13	Rain Forest Adventure		Fiction	
13		The Great Kapok Tree	Tale/Traditional	Lynne Cherry Voyager Books Harcourt, inc.
14	Don't Touch			
14		The Butterfly Alphabet Book	Informational	Mark Atrella Charlesbridge Publishing
15	Rain Forest Periscope		Procedural	
15		Look Closer: Rain Forest	Informational	Barbara Taylor DK Publishing

**Tutor Guidebook Phase II**

Lessons	Books	Genre	Authors	Publisher
<b>Lessons Focus: Text Connections</b>				
1	Going Home	Realistic Fiction	Eve Bunting	Harper Collins
2	Richard Wright and the Library Card	Realistic Fiction	William Miller	Lee & Low Books, Inc.
3	Look to the North: A Wolf Pup Diary	Informational/Diary Format	Jean Craighead George	Harper Collins
4	Abe Lincoln Remembers	Fictional Biography	Ann Turner	Harper Collins
<b>Lesson Focus: Questioning</b>				
5	Minty: A Story of Young Harriet Tubman	Fictional Biography	Alan Schroeder	Puffin Books
6	And Still the Turtle Watched	Fiction	Sheila MacGill-Callahan	Bantam Doubleday Dell
7	Mummies Made in Egypt	Historical Non-Fiction	Aliki	Harper Collins
8	Lon Po Po	Folktale	Ed Young	Scholastic
<b>Lesson Focus: Visualizing</b>				
9, 10	Children of Clay: A Family of Pueblo Potters	Informational/Photo Essay	Rina Swentzell	Lerner Publications
11	Cat!	Informational/Fiction	Virginia Kroll	Dawn Publications
12	Weather	Informational	Seymour Simon	Morrow Junior Books

