

Fostering fluency and comprehension

Reading Together™ incorporates best practices in literacy to foster fluency and comprehension. Tutors and tutees learn strategies for intentional thinking and active engagement in problem solving, enhancing their understanding of the text.

All language arts – listening, speaking, reading and writing – are practiced in each lesson. Students are exposed to a wide range of texts, including informational and procedural, that support content in language arts, social studies and science. Both content and strategies align with national performance standards in reading.

Grade Two strategies:

- Predicting
- Retelling
- Rereading
- Checking predictions
- Think alouds
- Reading-writing connections
- Vocabulary

Grade Three and Middle School add:

- Setting a purpose
- Activating prior knowledge
- Questioning
- Text-to-self connections
- Text-to-world connections
- Text-to-text connections
- Visualization

T H E T H I R S T Y C R O W

NAME _____ DATE _____

Greet your tutee and have a short, friendly chat.

Introduce Crow Boy.

Predict what you think this book is about by using the title and the pictures.

Read Crow Boy out loud to your tutee. Make an appropriate comment about the book.

Turn to Tab 12.

BEFORE READING

Look at the pictures together and discuss what could be happening in the fable.

Read the name of the fable.

Ask your tutee to imagine what is going to happen in the fable.

Sometimes you have a problem that seems hard to solve. At first, you don't have any ideas. You don't know what to do. You think and think and suddenly you have a very good idea. You know how to solve your problem. For instance, let's see what we could do if we wanted to solve some problems.

What could you do if it were raining and you didn't have an umbrella?

What could you do if your desk was wobbling and you wanted to stop it? (One leg is shorter than the other.)

Give your tutee ideas if he/she has trouble thinking of solutions. Encourage him/her to think of several different ideas.

Today you are going to read a fable about a crow that had a problem. Let's see how he solved his problem.

say

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Predicting

Predicting draws readers into the story and activates their background knowledge. Our lessons begin with the tutee predicting content from pictures and titles. After reading, tutors and tutees review and discuss predictions.

Grade Two Strategies

Rereading

When a tutee has read fluently, rereading gives him or her the opportunity to read again with more expression. For a tutee still stumbling over words, rereading offers another chance to achieve fluency. The second reading gives both a better understanding of the text.

Retelling

A reader who can retell a story in his or her own words is on the way to real comprehension. In our early lessons, tutors model the retelling. Later, they use prompts to encourage a complete retelling from tutees.

T H E T H I R S T Y C R O W

DURING AND AFTER SECOND READING

If your tutee makes errors during the first reading,

Sometimes when I want to understand something better, I read it again. Then I retell it in my own words. I'd like you to read this fable again. When you finish reading the fable, retell it in your own words.

If your tutee reads the fable without errors,

You did a very good job reading this fable. Now I would like you to read it again, but this time try to read with more expression. When you finish reading the fable, retell it in your own words.

While your tutee rereads the fable, mark another progress form. Correct any mistakes and show him/her the completed progress form.

Retell the fable in your own words.

If your tutee can't do this task, tell him/her the content of the passage in your own words.

Clever means very smart. How did this crow show he was very clever?

Possible answers:

1. He figured out how to get the water.
2. He put stones in the bucket.
3. His beak couldn't reach the water and he had an idea.

How would you have reached the water in the bucket?

Accept any reasonable answer.

say

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Strategies progress for Grade Three and Middle School

TUTOR INSTRUCTION SHEET

Lesson Six

Title: **And Still the Turtle Watched**
 Author: *Sheila MacGill-Callahan*
 Illustrator: *Barry Moser*
 Publisher: *Bantam Doubleday Dell Publishing Group, Inc.*
 Genre: *Fiction*
 Focus: *Questioning*

Greet your tutee and have a short warm-up chat.

Look at the cover of **And Still the Turtle Watched** together. Read the title and author's name to your tutee.

Today we're going to read the first part of this book together. We will take turns reading and sharing ideas. Readers select a purpose for reading. What do you think our purpose should be?

If your tutee has difficulty, provide ideas such as: reading for information, reading to find out the answer to a question, or reading for pleasure.

Readers use prior experiences and background knowledge to help them understand what they read. I know _____ about turtles. Tell me what you know about turtles.

Scan through the pages of the book and look at some of the pictures together.

I think this book is about _____. What do you think this book is going to be about?

Encourage your tutee by saying something like, "That's an interesting idea."

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Setting a Purpose

Fluent readers set a purpose before they begin to read. This helps them decide what is important in the text and what they should remember. Our tutors use this strategy, helping tutees determine their purpose and the authors' objectives before they begin.

Activating Prior Knowledge

Intentional thinking helps lead students toward comprehension. Questions and activities are built into each lesson, so tutors and tutees must draw upon and make connections to their background knowledge, prior experiences, texts and the world.

say

activity 8

CAUSE or EVENT Example: (The crocodile smiled.)	EFFECT or WHAT HAPPENED (It is panting to let its body heat....)

TUTOR INSTRUCTION SHEET

Lesson Six

Readers also make connections to other books, plays, movies and news articles. This is called a text-to-text connection.

And Still the Turtle Watched reminds me of a book called _____. What is your text-to-text connection? Place a self-stick note with "T-T" written on it next to the sentences where you made a text-to-text connection.

Now you'll read page 8.

Ask your tutee to make a text-to-world connection and place a self-stick note next to the sentences where the connection is made.

Text-to-world connections are created when readers connect to the world at large, including special events, people or current events. **And Still the Turtle Watched** reminds me of _____.

What is your text-to-world connection? Place a self-stick note with "T-W" written on it next to the sentences where you made a text-to-world connection.

Read page 10 to your tutee.

Readers also ask questions before, during and after reading. We began by asking about our purpose for reading. As we ask a question, we will place a self-stick note on the page with "?" written on it.

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Reading-Writing Connections

Most lessons end with a writing or graphic organizer activity that encourages deeper thought about the text. Lessons are grouped by themes; students are challenged to synthesize three readings as they write end-of-theme summaries.

Making Text Connections

More mature readers are ready to make connections to themselves, other texts and the world around them. Our lessons actively encourage all types of connections to help students understand their reading in context.

"These materials are grounded in sound reading research, and links to correct practices and National Standards in Reading are clearly evident."

"Dr. Earl H. Cheek, Jr., Louisiana State University and A & M College

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