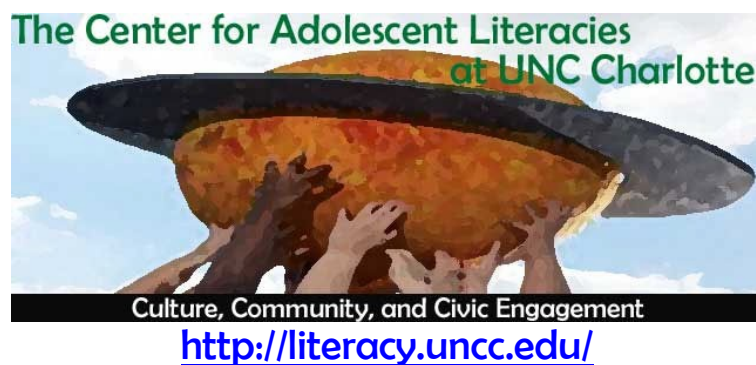




ReadWriteServe Tutor Handbook

Supplement for Comprehension Strategies

The ReadWriteServe Programs
of the Center for Adolescent Literacies at UNC Charlotte



What You'll Find in this Handbook

- Assessing the learner
- KWL Plus
- Making inferences
- GIST
- Graphic organizers for text structure

Assessing the Learner

Before starting any tutoring, it is important to gather some information about the academic needs of the student. This is not meant to be an exhaustive assessment of the learner's abilities but more of an informal evaluation of content or skills in which the learner would like additional support.

Informal Assessment

Our focus is on informal assessment rather than formal assessment. Informal sources of information are powerful tools for evaluating a learner's needs and don't require a great deal of experience or expertise in analyzing test reports. Below we offer examples of both informal and formal assessments:

INFORMAL ASSESSMENT	FORMAL ASSESSMENT
<ul style="list-style-type: none">• Observations of the learner• Interviews or conversation with the learner (what the learner says he or she wants and needs)• Listening to a learner read or work a problem• Learner think-aloud with class work, homework, a book• Input from teachers and parents• Student retellings of a text	<ul style="list-style-type: none">• Standardized tests (End-of-Grade and End-of-Course tests)• Ability tests (IQ)• Teacher created tests and quizzes

Both forms of assessment offer valuable information, but as tutors and mentors we have greater access to informal assessment which can be just as useful in identifying the needs of a learner as formal assessments.

We offer some tools in this handbook that can help you assess your learner's needs. The initial interview questions listed on page 8 and the ice breakers are good tools. In the back of this handbook we also share the RWS Learner Survey.

The RWS Learner Survey

Use the first meeting to get to know the learner informally. By the second meeting, have the learner fill out the **RWS Learner Survey** (a copy is in the back of this manual). You will turn in a copy of the Learner Survey to ReadWriteServe but more importantly, it can be used to guide your tutoring by:

- Identify learner strengths and weaknesses
- Provide a starting place in which to tutor

Conducting Informal Evaluations

You can begin conducting informal evaluations as soon as you begin working with a student. In the initial meeting you can ask questions in which you learn about the learner's needs. You might also get some ideas from the learner's parent(s) or teacher. Here are some specific assessment tools you can use to get information about a learner:

Tutors can use this:	To learn this about a learner:
Talk with the student (learner) about school—about strengths and challenges (an interview)	Students are great sources of information. They know and usually are willing to talk about those things that challenge them. They might not put it in the language of tutoring, however.
Ask the student to read a passage or section from a book or text (a read aloud)	Read alouds are excellent tools for seeing and hearing what is going on in a learner's reading and learning. Read alouds allow tutors to see the challenges students face. You can evaluate fluency and decoding, for example. If you follow it up with a retelling, you can
Ask the student to talk about what they just read (we call this a retelling)	Retellings help us “see” what the student is learning and comprehending. Retellings are a great tool for assessing comprehension.
Tutors show students how to do a Think-Aloud .	Think-Alouds have been described as “eavesdropping on someone's thinking.” First the tutor and then the student learner verbalizes or describes the things they are doing as they read a text or work a problem.
Have the learner work a few problems or jot down answers to some homework problems. Or, you can have the learner write something brief (a writing example).	This is a lot like the Think-Aloud but in written form. You get to see how the student responds to a problem or assignment or get some information about their writing.
Ask the student learner's teacher or parent(s)	Parents and teachers can offer valuable insights into the strengths and challenges a student/learner faces. However, they aren't the last word on this—tutors should use multiple tools to evaluate the needs of their learner.

K-W-L Plus

What I already know	What I NEED to know	What I Learned

Extend your learning by:

Writing a summary, drawing a picture, BE CREATIVE!

Making Inferences

Name: _____

Text: _____

Chapter /topic:	Clues: What information is provided	Inference: What I know from information and my experiences

GIST

Name: _____

Text: _____

Who?	What?	Where?
When?	Why?	How?

Create a 20 word summary




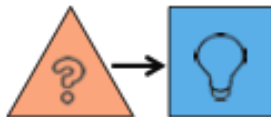

Graphic Organizer

Name: _____

Story: _____

Main characters	Setting
Problem	Solution
Main events	

Graphic Organizer

Structure	Definition	Visual	Clues
Description	the author provides several details of something to give the reader a mental picture		many adjectives, characteristics, or examples
Compare & Contrast	the author discusses similarities and differences between people, things, concepts, or ideas		likenesses and differences are discussed; also, both, in contrast, etc.
Order & Sequence	the author provides readers with chronological events or a list of steps in a procedure		events in order of occurrence, instructions given step-by-step, order words: first, next, etc.
Problem & Solution	the author gives information about a problem and explains one or more solutions		a problem is solved or needs solving; problem, solution, solve
Cause & Effect	the author describes an event or several events (cause) and the events that follow (effect)		cause, because, effect, as a result of, due to, reason

<http://blogs.swa-jkt.com/swa/jackiefrens/files/2013/08/Screen-shot-2013-08-17-at-11.07.23-AM.png>

Retellings

A Retelling can be used as both an informal assessment and an instructional strategy. The information gathered through this assessment can be beneficial in planning mini-lessons to practice comprehension skills.

1. Select a short **instructional level** text about one to two pages.
2. Explain briefly what a retelling is; a retelling is when we tell what happened in a story we read or heard. When we retell a story we want the listener to understand the story as we understood it when we read it. Retellings are like summaries, but they are longer and have more details.
3. Provide an example of a retelling.
4. Allow the child to practice on some short passages that you read.
5. Have the student retell a passage from the text selected.

NOTE: A retelling should NOT be a reproduction of the text, instead encourage the student to decipher what was important.

It is important to start tutoring with a general understanding of the learners' needs, so take time to do some informal assessment. You can conduct the Learner Assessment in the back of this handbook and structure tutoring to meet those needs. Often, students' needs will change from week to week so be flexible.

Say Something Strategy

Short, K. G., Harste, J., & Burke, C. (1996). *Creating classrooms for authors and inquirers* (2nd ed.). Portsmouth, NH: Heinemann.

Overview: This strategy provides students with opportunities to construct meaning and monitor their understanding. It establishes a very clear and simple method for helping students make clear connections to text, especially when the material is complex. A chart with possible topics to help conversations is beneficial.

Examples follow:

Narrative: plot, feelings, summarization, predictions, connections, mood, setting, character descriptions

Expository: summarization, connections, predictions, paraphrasing, exploring big ideas

Procedure:

1. Tutor and learner take turns reading a text (textbook, book, short story, article) either silently or out loud.
2. When they have finished, they turn to their partner and "say something" about what they have just read. This might involve summarizing the material, connecting with a character, or asking each other questions. You can use the "Say Something" chart (next page) with the rules that so that the students can refer to it.
3. When the assigned material has been read and discussed, more text is assigned and the process is repeated.

Rules for Say Somethings:

Decide with your partner who will say something first. When you say something, do one or more of the following:

- Make a prediction.
- Ask a question.
- Clarify something you had misunderstood.
- Make a comment.
- Make a connection.

☆ If you can't do one of these five things, you need to reread.

When working with older learners, you may want to ask them to draw from multiple categories during each turn.

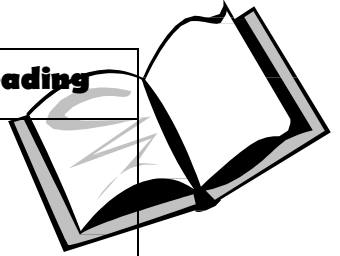
ALWAYS ASK "Does this make sense?"

Double-Entry Journal

Name _____

Date _____

My Thought; About the Text (before and during reading; include page number;)	My Reaction After Reading



Think Pair Share

Name: _____ Partner: _____

1. By yourself, think about _____
Write your notes here.

2. Share your thinking with a partner. Write your shared notes here.

3. Share your ideas with the class. Write down some new things your learned.

3-2- Strategy

3-2-1 is a strategy that can be done with nonfiction books. After reading the book the student writes down three things they learned, two things they found interesting, and one question they still have. Below is an example for *Let It Begin Here! Lexington and Concord* by Dennis Brindell Fradin.

3	3 things you found out <ol style="list-style-type: none">1. Paul Revere warned American colonists that the British soldiers were coming.2. The Battles at Lexington and Concord were the first of the American Revolution.3. The war lasted for eight years.
2	2 interesting things <ol style="list-style-type: none">1. More than 300 British died in these battles.2. Samuel Whittamore was 78 years old and survived the battle and lived to be 96.
1	1 question you still have <ol style="list-style-type: none">1. What other battles were there in the war?

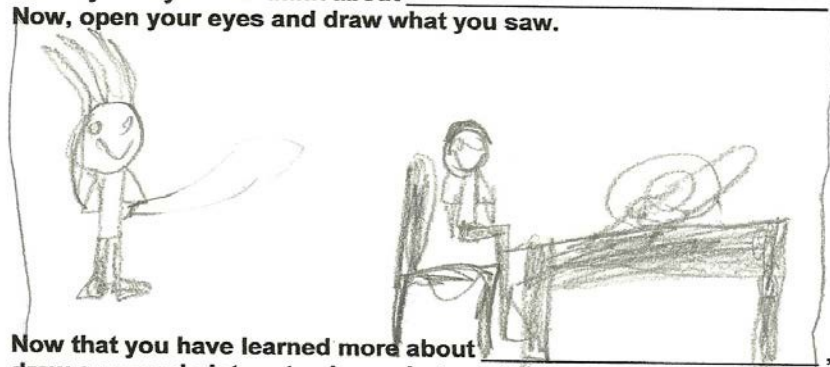
3-2-1- Strategy

3	3 things you found out
2	2 interesting things
1	1 question you still have

Talking Drawings

The Talking Drawings strategy is a way to analyze the learner's comprehension through visual, verbal, and written representations of what they have read. This strategy looks at the learner's prior knowledge on a subject, and then their knowledge after reading a story. The learner draws a picture of what they think they know about a subject, and then they draw another picture after reading about the subject. The learner can either read the story independently, with you, or you can read to the learner. The learner then writes sentences about what changed in their picture and why.

1. Close your eyes and think about _____
Now, open your eyes and draw what you saw.



2. Now that you have learned more about _____,
draw a second picture to show what you learned.



3. In the space below, tell what you have changed about your before and after pictures. Explain why you made those changes.

I had a part in a play
before. I saw it on the
internet.

Talking Drawings

1. Close your eyes and think about _____ . Now, open your eyes and draw what you saw.

2. Now that you have learned more about _____, draw a second picture to show what you learned.

3. In the space below, tell what you have changed about your before and after pictures. Explain why you made those changes.



Need help? Have questions?

The ReadWriteServe Programs of the Center for Adolescent Literacies at UNC Charlotte. If you have questions or need our help, call or email us:

Dr. Bruce Taylor or Dr. Jean
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The Center for Adolescent Literacies at UNC
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7991 bruce.taylor@uncc.edu
jpvintin@uncc.edu

Have questions? Want more information? Check out the following:

- The RWS Tutoring Website at
<https://tutoring.uncc.edu/>
- The ReadWriteServe Tutor Blog at
<http://rwstutoring.wordpress.com/>

WE'RE HERE TO HELP!

The Center for Adolescent Literacies at
UNC Charlotte

<http://literacy.uncc.edu>
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