

Close the gap with Learning Together™

In today's results-oriented educational environment, no school can afford to let at-risk students fall behind. But how can schools and community organizations develop effective support systems? Learning Together has already created one — a flexible, affordable tutoring system that has been tested and proven successful with student or adult tutors, in school or during extended days.

Our supplemental reading interventions target the below-grade-level students who impact whole-school performance. Schools can expect higher student achievement, improved state and standardized test scores, enhanced school/family/community relations, and lower overall costs due to reduced rates of absenteeism, retention and special education placement.

Each Learning Together program is built on the same framework: one-on-one instruction, scripted lessons, extensive tutor training and continuing supervision by a trained coordinator. Tutors get the tools and confidence they need to make a real difference in student outcomes.

Tutorials last about 45 minutes, including time at the end for an enjoyable enrichment activity related to the focus of the lesson. Tutors then reflect, write in their journals and debrief with the coordinator.

This sample lesson gives a taste of Learning Together's scripting and structure, but cannot fully convey the progression of strategies that builds over each 30-lesson program. Please call us to review complete program materials.

Together we can help students succeed in school and prepare for life.



Reading Together™/Grade Three

uses best practices and scientifically based strategies to foster fluency and comprehension. Students read from a wide range of genre that supports content in language arts, social studies and science.

Raising student achievement by the power of 2.



Gateway to reading

Third-grade students face mandated end-of-year tests, when simple decoding and literal comprehension are not enough. Reading Together™/Grade Three was developed to build on the comprehension strategies of our second-grade program, or to intervene with other students who are falling behind during this critical gateway year. Predicting, rereading, retelling and questioning remain valuable comprehension strategies. Tutees also learn to make text-to-text, text-to-self and text-to-world connections to enhance understanding of more complex passages and books. Writing skills are enhanced through end-of-lesson activities and graphic organizers.

In **Phase I**, tutors begin each lesson by reading aloud from a high-quality trade book. All genre are explored, with emphasis on informational and procedural text. Tutees then read aloud from a leveled passage. (15 lessons)

In **Phase II**, tutors and tutees progress to shared reading of trade books. Lessons are grouped by theme, and tutees learn to synthesize information from several lessons in their writing and on semantic webs. (12 lessons)

In **Phase III**, tutees learn to select books from the library and read independently. (Three lessons)

GRADE THREE TRADE BOOKS

Research shows reading trade books produces reading achievement across a wide spectrum of measurements, including fluency, comprehension, vocabulary development and writing mechanics. A library of 27 trade books is included for each tutor/tutee pair. These books are reused for multiple years, and may be used in the same year for multiple tutor/tutee pairs. A variety of genre is included, with emphasis on informational and procedural text.

PHASE I Trade Books

1. **Reptiles** by Rod Theodorou
2. **Gray Bat** by Rod Theodorou
3. **All About Owls** by Jim Arnosky
4. **Gorillas** by Seymour Simon
5. **When I Was Young in the Mountains** by Cynthia Rylant
6. **Aunt Flossie's Hats (and Crab Cakes Later)** by Elizabeth Fitzgerald Howard
7. **A Day's Work** by Eve Bunting
8. **Wilfrid Gordon McDonald Partridge** by Mem Fox
9. **La Mariposa** by Francisco Jimenez
10. **The Paper Bag Princess** by Robert Munsch
11. **Erandi's Braids** by Antonio Hernández Madrigal
12. **A Picture Book of Amelia Earhart** by David A. Adler
13. **A Promise is a Promise** by Robert Munsch and Michael Kusugak
14. **Sootface** retold by Robert D. San Souci
15. **The Empty Pot** by Demi

PHASE II Trade Books

1. **I Hate English** by Ellen Levine
2. **The Quilt Story** by Tony Johnston
3. **Too Many Tamales** by Gary Soto
4. **Blueberries For Sal** by Robert McClosky
5. **Buffalo Woman** by Paul Goble
6. **Water, Water Everywhere** by Mark J. Rauzon and Cynthia Overbeck Bix
7. **Chicken Sunday** by Patricia Polacco
8. **I Wonder Why Snakes Shed Their Skin and Other Questions about Reptiles** by Amanda O'Neill
9. **Spectacular Spiders** by Linda Glaser
10. **A Koala Is Not a Bear!** by Hannelore Sotzek and Bobbie Kalman
11. **I Wonder Why Stars Twinkle and Other Questions about Space** by Carole Stott
12. **Grandpa's Face** by Eloise Greenfield

Sample: Phase I, Lesson 12

- Reading biographies exposes students to a new genre.
- Writing activity helps tutees connect with the passage.
- End-of-theme letter lets tutees share progress with their families.

12

M A R I A N ' S D R E A M

by Joann Carlson



Marian Anderson had a big dream. Even as a small child, she had a beautiful voice. She wanted to take singing lessons and become a famous singer.

But Marian grew up in Philadelphia in the early 1900s, when African Americans were not allowed to follow all their dreams. She tried to sign up for singing lessons. The woman at the music school told her to go away.

Marian went away, but she did not forget her dream. She studied on her own until she was able to find a teacher. She became famous in Europe, where people accepted her. When she came back to the United States, she was not allowed to sing at a big concert hall in Washington, DC. First Lady Eleanor Roosevelt and other important people arranged for Marian to sing someplace even bigger — in front of the Lincoln Memorial on the Washington Mall. More than 75,000 people came to hear her. Millions more listened on the radio. They proved Americans could judge people by their talent, not the color of their skin.

Marian Anderson made her dream come true. She also helped make dreams easier for other African Americans.

NAME _____

DATE _____

Book: **A Picture Book of Amelia Earhart**

Author: *David A. Adler*

Illustrator: *Jeff Fisher*

Publisher: *Holiday House*

Genre: *Biography*

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

Today we'll be reading a biography about the life of a famous woman flyer. It's another book that relates to our theme of dreams. The title is **A Picture Book of Amelia Earhart**.

*Look at the pictures in **A Picture Book of Amelia Earhart** with your tutee and talk about what you see. Discuss what you think the character's dreams might be in the story.*

*Read **A Picture Book of Amelia Earhart** to the bottom of the page that begins, "After the school year ended...." Summarize with your tutee what you have learned about Amelia Earhart's dreams in this book.*

Now look at the table of contents in your Activity Book and turn to the biography, "Marian's Dream."

say

BEFORE READING

Look at the picture together and talk about what you see.

say

The title of this biography is "Marian's Dream."
What do you think her dream was?

Possible answers:

1. *She wanted to be famous.*
2. *She wanted to sing in a public place.*
3. *She wanted to sing songs.*

Praise your tutee for a reasonable prediction.

Do you have a dream about what you want to be or do when you grow up?

Encourage your tutee to share his/her goals. Share your dreams for what you would like to be or do when you grow up.

Praise your tutee if he/she is able to share a dream or goal.

DURING AND AFTER FIRST READING

Show your tutee the progress form.

By now you know not to be worried about this form. I'll still show it to you when we're finished. If there are any words you don't know, feel free to ask me. Now start reading the biography out loud. Be ready to answer questions when you are done.

*Mark the progress form while your tutee is reading.
Correct mistakes the **Reading Together** way.*

Praise your tutee during and after the reading.

What did you learn about Marian Anderson?

Possible answers:

- 1. She wanted to be a famous singer.*
- 2. She had to go to Europe because she could not sing in America.*
- 3. She helped other African Americans reach their dreams.*

Praise your tutee for a correct answer.

DURING AND AFTER THE SECOND READING

Sometimes when I want to understand something better, I read it again. Then I retell it in my own words. Retelling helps me to remember important ideas. I'd like you to read this biography again with more expression. When you finish reading, retell it in your own words.

Mark the second progress form while your tutee rereads the biography. Praise your tutee during and after the reading.

What is this biography about? Can you retell it in your own words?

say

Accept a partial retelling. If your tutee has trouble, model by retelling the biography. Ask your tutee if he/she can add any supporting details.

say

Who helped Marian Anderson?

Possible answers:

- 1. She was helped by the people of Europe, who accepted her.*
- 2. She was helped by First Lady Eleanor Roosevelt and other important people in Washington, DC.*
- 3. She was helped by the 75,000 people who came to hear her sing in Washington, DC.*

Praise your tutee for a correct answer.

How do you know Marian's dream was important to her?

Possible answers:

- 1. She wanted to take singing lessons when she was a young girl.*
- 2. She was willing to move away from her home and friends to sing.*
- 3. She kept trying to sing at home and finally succeeded with the help of friends.*

Ask your tutee to explain his/her answer.

Show your tutee the completed progress forms. Share one or two of the positive strategies he/she used to make meaning while reading.

POST-READING ACTIVITY

Marian Anderson realized she needed to do more than dream to become a singer. She had to work very hard. Let's get out your Activity Sheet and think about a dream you have and what you might need to do to achieve it.

Help your tutee as needed.

Now that we've finished our dream theme, let's fill out the letter in your Activity Book, so your family will know what you're doing in **Reading Together**.

If needed, help your tutee fill out the letter on the back of the Activity Sheet. Tear out the page and "Marian's Dream" to send home with your tutee.

*If there is time, take turns reading to the end of **The Picture Book of Amelia Earhart**.*

If there is time, help your tutee fill in a character web about Marian Anderson. Your coordinator will have blank web pages.



say

M A R I A N ' S D R E A M

progress form 1

	Tutee read correctly	Tutee corrected him/herself	Tutor assistance provided
1. Marian's Dream			
2. Marian Anderson had a big dream.			
3. Even as a small child, she had a beautiful voice.			
4. She wanted to take singing lessons and become a famous singer.			
5. But Marian grew up in Philadelphia in the early 1900's, when African Americans were not allowed to follow all their dreams.			
6. She tried to sign up for singing lessons.			
7. The woman at the music school told her to go away.			
8. Marian went away, but she did not forget her dream.			
9. She studied on her own until she was able to find a teacher.			
10. She became famous in Europe, where people accepted her.			
11. When she came back to the United States, she was not allowed to sing at a big concert hall in Washington, DC.			
12. First Lady Eleanor Roosevelt and other important people arranged for Marian to sing someplace even bigger — in front of the Lincoln Memorial on the Washington Mall.			
13. More than 75,000 people came to hear her.			
14. Millions more listened on the radio.			
15. They proved Americans could judge people by their talent, not the color of their skin.			
16. Marian Anderson made her dream come true.			
17. She also helped make dreams easier for other African Americans.			

Date: _____ School: _____

Tutor's Name: _____

Tutee's Name: _____

progress form 2

	Tutee read correctly	Tutee corrected him/herself	Tutor assistance provided
1. Marian's Dream			
2. Marian Anderson had a big dream.			
3. Even as a small child, she had a beautiful voice.			
4. She wanted to take singing lessons and become a famous singer.			
5. But Marian grew up in Philadelphia in the early 1900's, when African Americans were not allowed to follow all their dreams.			
6. She tried to sign up for singing lessons.			
7. The woman at the music school told her to go away.			
8. Marian went away, but she did not forget her dream.			
9. She studied on her own until she was able to find a teacher.			
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15. They proved Americans could judge people by their talent, not the color of their skin.			
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Date: _____ School: _____

Tutor's Name: _____

Tutee's Name: _____

T U T O R N O T E S

Marian's Dream

Draw a picture of something you dream about doing.



Write what you plan to do to help make your dream come true.

Name _____ Date _____

TAKE - HOME LETTER

Date: _____

What I've Learned in Reading Together

Dear _____,

Today I finished three lessons about dreams. In *Cory and Rory*, I learned that two people can get along if _____
_____.

In *How to Make Corn Tortillas*, I learned how to read a recipe. Following directions is _____
_____.

I would like to learn to cook _____.

Today, in *Marian's Dream*, I learned it's not enough to have a dream. You have to _____
_____.

I've also learned if I retell a story in my own words, it helps me _____
_____.

I'm learning to _____.

I still need to work harder on _____.

Your reader, _____

Raise student achievement by the power of 2.

In the small and nurturing environment Learning Together programs provide, struggling students can show the kind of academic achievement that raises whole-school performance. Our programs combine the power of one-on-one tutoring with content and materials based on best practices and scientific research. In school or in the community, with student or adult tutors, Learning Together provides a cost-effect solution for:

- Bridging the gap for low-achieving students
- Meeting AYP-mandated goals
- Nurturing at-risk students by fostering emotional and social growth
- Connecting schools, families and communities
- Improving attendance rates
- Lowering rates of retention and special education placement

"One-on-one tutoring is the instructional strategy that makes the largest impact on student achievement."

Robert J. Marzano (2003)
*What Works in Schools:
Translating Research Into Action*

Call us to see how structured tutoring can help close your achievement gap.

learning **L2** together™
1.866.921.0000

