

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™/Intermediate 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.

L
learning **2** together™
THE LEARNING TOGETHER COMPANY

1.866.921.0000



Reading to learn

In upper elementary and middle schools, students are expected to comprehend challenging textbooks. Yet research shows many middle schoolers still read at the fourth-grade level or below, leaving them to fall further and further behind as informational and procedural texts become more complex. Reading Together™/Intermediate is written at the fourth-grade level, but features high-interest passages and trade books appropriate for students in fourth, fifth and sixth grades. Predicting, questioning, rereading and retelling remain valuable comprehension strategies. Tutees also learn to make text-to-text, text-to-self and text-to-world connections to enhance understanding. Lessons are grouped by theme, and tutees learn to synthesize information from several lessons in their writing and on semantic webs.

In **Phase I**, the tutor begins the lesson by reading aloud from a high-quality trade book. All genre are explored, with emphasis on informational and procedural text. The tutee then reads aloud from a leveled passage. Writing skills are enhanced through end-of-lesson activities and graphic organizers. (15 lessons)

In **Phase II**, tutor and tutee progress to shared reading of trade books. Writing skills are enhanced through end-of-lesson activities and graphic organizers. (12 lessons)

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

INTERMEDIATE 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 25 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. **Usborne Book of Inventors: From DaVinci to Biro** by Stuart Reid and Patricia Fara
2. **Mistakes That Worked: 40 Familiar Inventions and How They Came to Be** by Charlotte Jones
3. **The True Story of the Three Little Pigs** by Jon Scieszka
4. **Thunder Cake** by Patricia Polacco
5. **What Makes a Bird a Bird?** by May Garelick
6. **June 29, 1999** by David Wiesner
7. **Starry Messenger** by Peter Sis
8. **The Magic School Bus: Lost in the Solar System** by Joanna Cole
9. **The Dolphin** by Renée Lebloas-Julienne
10. **Bill Nye the Science Guy's Big Blue Ocean** by Bill Nye and Ian G. Saunders
11. **What Makes an Ocean Wave?** by Melvin and Gilda Berger
12. **The Great Kapok Tree: A Tale of the Amazon Rain Forest** by Lynne Cherry
13. **The Butterfly Alphabet Book** by Brian Cassie and Jerry Pallotta
14. **Look Closer: Rain Forest** by Barbara Taylor

PHASE II Trade Books

1. **Going Home** by Eve Bunting
2. **Richard Wright and the Library Card** by William Miller
3. **Look to the North: A Wolf Pup Diary** by Jean Craighead George
4. **Abe Lincoln Remembers** by Ann Turner
5. **Minty: A Story of Young Harriet Tubman** by Alan Schroeder
6. **And Still the Turtle Watched** by Sheila MacGill-Callahan
7. **Mummies Made in Egypt** by Alike
8. **Lon Po Po** by Ed Young
9. **Children of Clay: A Family of Pueblo Potters** by Rina Swentzell
10. **Cat!** by Virginia Kroll
11. **Weather** by Seymour Simon

Sample: Phase II, Lesson Three

- Tutees select a purpose for reading.
- Focus is on making connections: text, self, world.
- Writing activity encourages connections to the text.
- Optional timeline encourages rereading for detail.

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Title: Look to the North: A Wolf Pup Diary
Author: Jean Craighead George
Illustrator: Lucia Washburn
Publisher: Harper Collins
Genre: Informational/Diary Format
Focus: Text Connections

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

*Look at the cover of **Look to the North: A Wolf Pup Diary** together and talk about what you see. 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 wolf pups in the wild.

Tell me what you know about wolf pups in the wild.

Scan through the pages of the book and look at some of the pictures together. Talk about what you see.

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."



Readers also make connections to the books they read. We're going to be making connections to the book, **Look to the North: A Wolf Pup Diary**.

Examples of connections might include:

Look to the North reminds me of _____.

Look to the North reminds me of the book _____.

Turn to page 1 and look at the picture together.

Remember, when we read, we make connections between our background knowledge and prior experiences and the ideas from the book. These are called text-to-self connections. As we make a text-to-self connection, we will place a self-stick note with "T-S" written on it next to the picture.

The book, **Look to the North**, reminds me of _____. I am placing a self-stick note with "T-S" written on it next to the picture where I made a text-to-self connection.

Read page 5 to your tutee. Make a text-to-self connection and place a self-stick note next to the sentences where the connection is made.

Look to the North reminds me of _____. I am placing a self-stick note with "T-S" written on it next to the sentences where I made a text-to-self connection.

say

say

Now you'll read page 6.

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

What is your text-to-self connection?

Place a self-stick note with "T-S" written on it next to the sentences where you made a text-to-self connection.

Read page 9 to your tutee. Make a text-to-self connection and place a self-stick note next to the sentences where the connection is made.

I know a dog that is like the wolf pups because_____.
I am placing a self-stick note with "T-S" written on it next to the sentences where I made a text-to-self connection.

Now you'll read page 10.

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

What is your text-to-self connection?

Place a self-stick note with "T-S" written on it next to the sentences where you made a text-to-self connection.

Read page 12 to your tutee. Make a text-to-text connection and place a self-stick note next to the sentences where the connection is made.

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

Look to the North reminds me of a book called _____.
I am placing a self-stick note with "T-T" written on it next to the sentences where I made a text-to-text connection.

Now you'll read page 14.

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

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.

Read page 16 to your tutee. 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.
Look to the North reminds me of _____.
I am placing a self-stick note with "T-W" written on it next to the sentences where I made a text-to-world connection.

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.

say

At the end of page 16, STOP READING together.

say

Now read silently. Finish this book by yourself. You will continue to make connections and label them with self-stick notes as you read. I will do the same with my book.

Remember to use the following text connections:

1. Place a T-S self-stick note when you make a connection to prior experiences or background knowledge.
2. Place a T-T self-stick note when you make a connection to another book.
3. Place a T-W self-stick note when the book reminds you of current events.

You can refer to your reading strategies bookmark if you need help. I'll be right here reading a book of my own.

Allow your tutee time to read silently. Read your chapter book on your own. Make your own text connections. After your tutee has completed reading, praise him/her for having done so. Then make comments about the book you were reading, using your connections from the self-stick notes.

Here are the connections that I made to my book as I was reading: _____.

What are your connections?

Did you accomplish your purpose for reading your book?

What did you learn about wolf pups?
How are wolf pups like other animals?
What was the author's purpose for writing this book?
Were there any confusing places?

If your tutee cannot answer any of the questions, revisit the book together and use the reread strategy to help.

If your tutee still doesn't know the answers, tell him/her in your own words. Explain how you figured out the answers.

POST-READING ACTIVITY

Select one of your text connections. Place the self-stick note on the top of the activity page. On the blank top half of the page, draw an illustration of the connection. On the lines below, write a short explanation of your connection response.

If there is time, help your tutee fill in the "Growth of a Wolf Pup" timeline.

Let's create a timeline showing the growth of a wolf pup.
What event could you put in the first box?

say

T U T O R N O T E S

activity

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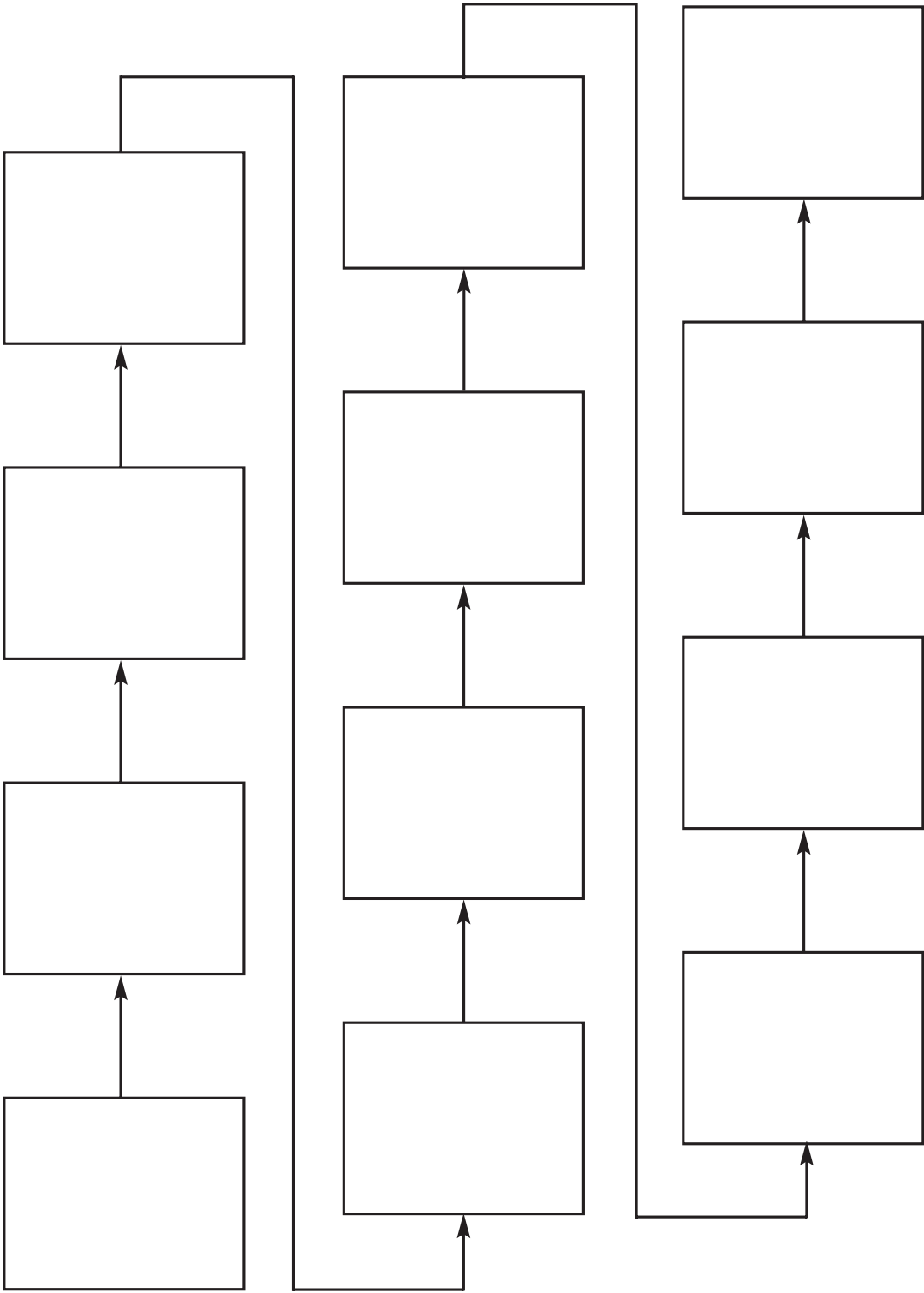
Connection Response **Look to the North: A Wolf Pup Diary**

Name _____ Date _____

3

activity

Growth of a Wolf Pup



Name _____ Date _____

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.

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