

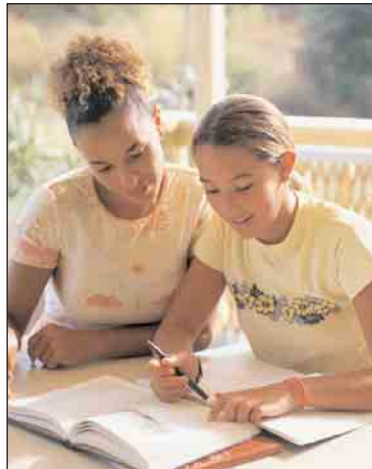
## Starting early: Paradise Valley ELL tutors prep elementary students for high school

*"I feel like I am contributing to my community. Reading Together gives me the opportunity to practice my English in a non-threatening atmosphere and to also help another ELL student. We can relate to each other because we both are struggling."*

*"My grades have improved in just the four weeks we have been doing the program. I am even doing research outside of the tutoring session to get information for my tutee."*

*"It has helped me to take risks in talking and sharing in the regular classroom and with adults."*

In Paradise Valley, AZ, 11th- and 12th-grade English Language Learners are spending an afternoon each week tutoring the ESL second graders who will one day attend their high school. "These kids will funnel into our school and we're trying to do everything we can to reach out to make sure they come to school and stay in school," said Cory Azara, ESL Department Chair at Paradise Valley High School.



Tutors prepare for lessons during ESL class time, and ride by van to Palomino Primary to meet with their tutees. All of the tutors improved their reading fluency by 2 to 8 points, and teachers have noted gains in self-confidence and motivation, she said.

Azara included several of her Spanish Honor Society students as tutors, providing wonderful peer leaders and role models for the other students. Students can earn credit toward Honor Society membership by tutoring, and end up with significant community service hours to add to their college applications.

She learned about Reading Together through a fellow ESL teacher who was friendly with Molly Kemp, the 21st Century Community Learning Center grants manager who oversees the program in nine Paradise Valley Unified School District schools. Palomino wrote its own 21st Century grant to fund the high school partnership.

PVUSD, in northeast Phoenix/Scottsdale, is the fourth largest in Arizona, with 34,000 students in grades k – 12. One of the district's biggest challenges is serving students who are not proficient in English, but who must take the AIMS test in English.

(Continued on page 4)

## Download Intermediate test prep supplements

Get the most out of Reading Together Intermediate with *Get Ready!*, new test prep supplements that prompt students to think in depth about the books and passages. *Get Ready!* provides students with practice questions similar to those they will encounter on standardized tests. These extensions are unique because of the level of support they offer when the tutee answers a question incorrectly; the tutor has previewed the questions and answers during training, and is prepared to help the tutee find the answers in the text. *Get Ready!* adds five to 10 minutes to the end of each lesson.

*Get Ready!* Two, Three and Intermediate may be downloaded in the Coordinator Corner at [www.learningtogether.com](http://www.learningtogether.com). Call our office toll free at 1.866.921.0000 to order convenient pre-printed tablets.

**GET READY! INTERMEDIATE**

**Tutor's Answer Key — Phase I, Lesson 1**

<p>1. Some robots work in car factories doing boring jobs. According to the selection, which one of the following is <i>not</i> a job done by a robot?</p> <p>A. Welding pieces of metal together. B. Cutting out car parts. C. Fixing broken car parts. D. Delivering car parts.</p> <p><i>The correct answer is C. The author lists the jobs a robot can do in the first paragraph. According to the passage, robots can cut out car parts, but they do not fix car parts.</i></p>	<p>1. ⒶⓈⓃⓅ</p>
<p>2. What tells a robot which way to move and how far?</p> <p>A. a factory B. a computer C. a person D. a control</p> <p><i>The correct answer is B. The author tells the reader in the second paragraph that a computer controls what a robot remembers. Sometimes looking for key words in a question will help us look back and find the answer.</i></p>	<p>2. ⒸⓈⓃⓅ</p>
<p>3. According to the selection, which of the following is a fact about robots?</p> <p>A. Robots are helpful. B. All robots work in car factories. C. Robots have boring jobs. D. People program the movements for robots.</p> <p><i>The correct answer is D. Facts are informational statements that can be proven to be true by rereading the passage. All of the other answer choices might be true, but are not mentioned in the passage.</i></p>	<p>3. ⒹⓈⓃⓅ</p>

**Discussion Point:**  
To find the correct answer, you will need to read all of the answers and then ask yourself this question: Can I find evidence in the text to support my answer? Look back into the text or story and find the place that supports your answer. Practice by underlining the text evidence that supports the answer for question 1.

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Intermediate *Get Ready!* Supplements

## Word of Mouth

***A tutor can be responsible for remarkable improvement in a child's reading ability and self-confidence.***

### ***District snapshot:*** **Montgomery County, MD**

*Montgomery County Public Schools, MD, has used Reading Together for nine years, and the past four as part of a collaborative effort called the Ruth Rales Comcast Kids Reading Network. Each year, the Reading Network matches about 800 second graders with community volunteers, parents and fifth-grade tutors. See what one tutor has to say about his experience!*

It was a pleasure to take part in the tutoring program. I tutored for about three years, but lingering health problems make it difficult to continue. This December I will be 80 years old.

I had never taught before. I discovered, however, as the remedial reading director at Flower Hill Elementary advised, that a tutor can be responsible for remarkable improvement in a child's reading ability and self-confidence by just calmly relating to the child, and establishing a sound, unchallenging friendship. As an example, on the first day I showed and discussed photos of our family, especially our grandchildren, and encouraged them to bring family photos, with permission from the parents. Showing interest in their pets, interest in sports, and how they helped around the house (as I did when I was a child) also helped to ease any tension they may have had. In each case, I shared common interests with them... long before opening a storybook... and humor helps.

There are two examples I'd like to highlight. The first, of an extremely bright second grade boy. Many adults would love to have had his remarkable perception, logic, awareness of things around him, and his deep knowledge of many subjects. He related on an almost adult level, and had a wonderful personality. However, he was unable to relax enough to pronounce many of the very simple words in the stories. During moments of such difficulty, he would, possibly subconsciously, slide down in his chair, and place his head flat (horizontally) on the desk, trying to continue reading. After a few sessions, I was successful in urging him to slow down, relax, and remain upright in the chair, and praised him for even the slightest improvement in his reading skill.

The next school year, on Halloween night, when it was my turn to answer the door for trick-or-treaters, this young guy appeared, and immediately exclaimed, "Mr. Henry!! I didn't know you live here!!" Then his mother appeared from the shadows and thanked me for his wonderful improvement in reading. She said that then, in the third grade, he was well above the average reading level, and enjoyed reading more than he ever had. I could hardly respond for the emotional lump in my throat. I hope that other tutors have the opportunity to see the results of time spent with such appreciative kids.

The other case was of a second grade girl who should have advanced to the third grade, but some nerve difficulties since she was a toddler

delayed her schooling. She was a little overweight, but a pretty child, and being a year behind made her stand out in her class. That, and her knowledge of her history of nerve problems could have contributed to her being hesitant to assert herself in reading. She had a wonderful, sweet personality, and a good speaking voice. I let her know that she was a great person to be around, and that she could look forward to having a very happy life because of that. Her reading ability improved as the year progressed, and I asked her to ask her parents to take her to the library frequently, since she evidently avoided reading at home.

I happened to meet her mother in the school office one day. It was then that I learned about her daughter's early problems. I suggested that visiting the library would definitely be a great influence on the child. Her mother suggested that she, her husband and daughter would like to get together with me for coffee soon to discuss the girl's progress. It went well. Later, the next year, I saw her mother at school, and she said that her reading and her love of reading was outstanding. She was above the class average in reading. She asked frequently to go to the library, and had many books at home to read. Again, I'm thankful to have been able to make a very important contribution to the lives of these and other children. It's sad to think that there are innumerable such children whose lives will not be touched by the simple influence of just ordinary adults.

See more at: <http://www.montgomeryschoolsmd.org/readingnetwork/>.



*The "Tiger Time" 21st Century program is a roaring success at C. P. Squires Elementary (Clark County, NV). In addition to outscoring their peers on the CRT, participants also improved their attendance and classroom performance.*

## Coordinators' Corner: Student selection is the key to success

by Amy Werner  
Director of Professional Development

Typically we think the selection of the teacher is the most important piece in any learning experience. While an implementation cannot exist without the guidance of a trained and enthusiastic Reading Together or Math Together coordinator, the team of tutees and tutors they choose will determine the success of the program!



It's critical to make sure tutees meet the minimum skill requirements of your chosen program. Each program targets specific skills based on the understanding that prior skills have been mastered. For example, in order to achieve success in comprehension and fluency at a third-grade level, it is understood that a tutee has mastered decoding and is reading no more than one full grade level below his or her target. If the tutee has not met the minimum requirements for this program, it will frustrate him/her as well as the tutor.

Learning Together can help determine the correct levels using assessments your district already has in place. Running records, DRA, quarterly benchmark testing or state standardized testing already being used in the district are all appropriate measures for a student's eligibility, as well as measures of growth pre- and post-program. Please contact us for guidance if your district has not already identified score ranges for student selection.

If you are using Reading Together Grade Two, for example, look for:

- second-grade students with DRA scores of 10 – 12. This is half year below academic expectations, which would have students decoding sufficiently to successfully read the passages; or
- older students (third or fourth grades) struggling to read at the second-grade level.

Similarly, Reading Together Grade Three would be appropriate for:

- third-grade students with DRA scores of 17 – 20 (almost one full year below academic expectations); or
- older students (fourth or fifth grades) struggling to read at the third-grade level.

Reading Together Intermediate tutees should be:

- fourth- through seventh-grade students with DRA levels of 36 – 40; or
- assessed to be reading one to one and a half grade levels below current grade in grades four through seven.

Math Together is appropriate for third through seventh graders who are struggling to meet or exceed proficiency goals for their given grade. Using quarterly benchmark assessments or annual standardized testing, coordinators should target students who are showing deficiency specifically in the areas of problem solving, fact mastery, or non-calculator supported computation. Again, Learning Together can help identify the target ranges for your assessments. A Math Together pre/post test is available online at [www.learningtogether.com](http://www.learningtogether.com).

**Selecting tutors** who fit the program model chosen for your school also is an important key to success. Schools reap the greatest rewards when they use cross-age tutors who are themselves struggling in reading or math! Tutors are prepared so thoroughly through training and lesson prep, and

supported so strongly with the guidebook and debriefing, that they typically gain more in academic achievement than their tutees.

The best scenario is to use tutors at least two grades above tutees. Where possible, middle school or high school students also make great tutors. Tutors should be able to read at a low fourth-grade level, be prepared to commit to the tutor training sessions and 30 tutorial lessons, and have reasonable attendance and communication skills. Our partner districts report wonderful results with ESOL/ELA/ESL students who are at the intermediate or transitional stage.

**Parent and community volunteers** make effective tutors and reinforce school/community partnerships—if you want to see how effective, see the article on page 2 of this newsletter for one tutor's story. Adult tutors do not require as much training as cross-age students, but still must commit to the training the coordinator deems necessary (two hours in most cases). They should make sure their schedule accommodates the tutorial schedule set by the coordinator.

Keep in mind that Reading Together and Math Together programs are intended to supplement best practice classroom instruction and existing curriculum. The goal is to improve mastery of basic skills such as comprehension, fluency, critical thinking, and problem solving and fact mastery. The tutors are reinforcing concepts, skills and activities introduced during teacher led instruction time. Tutors, cross-age or adult, are not expected to customize lessons or teach skills that may be lacking in their tutees.

Working closely with the classroom teachers, coordinators can make sure the students chosen for the program meet all qualifications. Collecting data from the benchmark testing the classroom teachers use throughout the school-year is the key in tracking growth for both tutors and tutees. The Learning Together consultant who provided your training can answer specific questions, or you may contact us toll-free at 1.866.921.0000.

## Paradise Valley

(Continued from page 1)

Reading Together schools are 90 percent ELA and 97 percent poverty. With the exception of the high school program, most tutors are fourth graders working with second graders, or fifth graders paired with third graders.

The goal of their Reading Together program is to help students meet and exceed grade level expectations, and "results show significant progress toward that end. A huge bonus has been the building of close one-on-one mentoring relationships between third-grade tutees and their fifth-grade tutors—students also learned leadership skills, developed self-esteem and confidence, and formed friendships that improved the climate in their schools," Kemp said.

Tutor and tutee Dibels results (comprehension, fluency and retell) showed students averaged a 40 percent increase in their scores. More than 60 percent of participants met or approached age-level benchmarks. Survey data from principals, parents and classroom teachers also indicates that students are using Reading Together strategies in their regular classrooms, are more interested in their studies and have improved their peer relationships. Program attendance was a remarkable 95 percent.




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## Building better home-school communication

Families are an important element in student success—the more comfortable and connected parents feel, the more positive the impact they can have on their students' engagement and motivation! Learning Together provides tools for coordinators to involve parents from beginning to end, from parent orientation presentations to the progress reports and take-home letters that continue throughout the program. Especially for afterschool implementations, it's important that parents understand the value of peer tutoring and regular attendance.

Below is a sample of the files that are available. Most are located on the Resource CD that accompanied your Coordinator Kit, but we are continually adding new ones suggested or sent by our partner districts. Please contact us at 1-866-921-0000 if you need help finding something, or have an idea to share!



**Our child**

Parent's Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Child's Name: \_\_\_\_\_  
Child's School: \_\_\_\_\_  
School-based Coordinator's Name: \_\_\_\_\_


Please answer the following questions referring to the child named above.

- How much does your child like to read?  
 (1) Dislikes it very much  
 (2) Somewhat dislikes it  
 (3) Somewhat likes it  
 (4) Likes it very much
- Approximately how much time did your child spend reading during the past 7 days?  
 (1) None  
 (2) 15 minutes or less  
 (3) At least 15 minutes but less than 30 minutes  
 (4) At least 30 minutes but less than 45 minutes  
 (5) At least 45 minutes but less than 60 minutes  
 (6) At least 60 minutes
- How many partial or whole books has he or she read during the past 7 particular book only once if it has been opened on two or more days.  
 (1) None  
 (2) 1-2  
 (3) 3-5  
 (4) 6-10  
 (5) More than 10
- How much total time during the past 7 days did you spend reading to include reading any type of book at any time of day, and times other than have been listening:  
 (1) None  
 (2) Less than 1/2 hour  
 (3) At least 1/2 hour but less than 1 hour  
 (4) At least 1 hour but less than 2 hours  
 (5) At least 2 hours but less than 4 hours  
 (6) 4 hours or more
- How many hours did you spend helping your child read during the past week or the nearest 12 hours?
- Approximately how long did these helping sessions last? (Please answer in minutes)

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**Bienvenido a Leyendo Juntos (Reading Together™)**

**Tutoría individualizada en lectura**




Su hijo/a ha sido seleccionado/a como tutor o alumno del programa Leyendo Juntos. Este programa especial ayudará a su hijo a:

- Desarrollar habilidades para la lectura y escritura
- Mejorar sus notas
- Aprender a trabajar con otros
- Aceptar la responsabilidad de aprender
- Diversirse mientras lee y aprende

Tanto el tutor como el alumno desarrollan habilidades y confianza en sí mismos.

**Tutores entrenados usan lecciones ya preparadas**



Un profesor en su escuela le enseñará a los estudiantes tutores como guiar las lecciones correctamente. Los tutores usan libros especiales con instrucciones paso a paso, de manera que sepan exactamente qué hacer y qué decir.

El profesor dirigirá el programa, dará apoyo y monitoreará el progreso de su hijo.

Un tutor diligente + materiales instruccionales de calidad = Éxito para su hijo!

**Adquiriendo habilidades que duran toda una vida**

Los niños aprenden como mejorar su lectura en varios aspectos:

- La fluidez – aprenden a leer expresivamente y con naturalidad
- La comprensión – Entienden lo que leen
- La audición – se acostumbrarán a escuchar a un buen lector
- El hablar – explican lo que leen
- La escritura – responden en forma escrita a lo que leen
- La síntesis – agrupan información en forma de resumen

Las habilidades que desarrollan los niños les ayudarán durante los años de escuela. El amor por aprender les ayudará toda la vida!

Para mayor información visite la página: www.learningtogether.com cross-age tutors

Afterschool flier

Pre-tutoring parent survey

Spanish cross-age tutoring flier

**Grade Three**

**Mo math 2 together**

**Phase I Parent Progress Report**

Dear parent(s): \_\_\_\_\_ has completed half of a 30-les Math Together™. The lessons are designed to help your child learn math and think critically. As your child's math skills improve, you also should see classroom math studies.

Some special progress I've seen in your child:

Some things we will continue to work on:

Additional comments:

There are many simple things you can do at home to help your child. The first is to make sure your child attends each Math Together™ lesson.

- 1) Practice math at the grocery store. Help your child calculate what best bargain, or how much you will save by using your coupon compare the cost of your apples. Let your child count out the
- 2) Cook with your child. Measuring is a great hands-on way to practice fractions, and halving or doubling a recipe is even better.
- 3) Play games in the car. Have your child add up the numbers on other license plates and read their numbers. Ask the numbers to yourself. On a long road trip, find and record plates from different states. Which has the lowest? Help your child prepare a chart.
- 4) Find more everyday math activities at [www.ed.gov/parents](http://www.ed.gov/parents).

Please call me if you want to observe a lesson or discuss your child's progress working together to give your child the skills necessary to succeed in math.

Math Together™ Coordinator: \_\_\_\_\_  
Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Mo math 2 together Phase I Parent Progress Report (Tutor)

**12 tips for better reading**

1. **Think of reading every day.** Reading is everywhere — on the cereal box, on street signs, on TV. Read words aloud when you see them. Encourage your child to read them, too.
2. **Set aside special time to read together.** Start with one night a week. Turn off the TV. Find a quiet place and read with your child. You can read a book, magazine or newspaper — anything that interests you and your child.
3. **Talk about what you read.** Ask your child what the book or story is about. Talk about the pictures. Talk about any experiences you may have with the subject, or facts you know already about the subject. Talking helps your child understand what he or she reads.
4. **Be a good listener.** Listen to your child read. Turn off the TV. Give your child your full attention. Really listen. Let your child know that you think he or she is doing a good job by saying something like, "I like the way you read that!" or "You are doing so well!"
5. **Make corrections in a positive way.** If you need to help with a hard word or sentence, do it in a positive way. You might say, "That was a hard word. You did a good job trying to read it."
6. **Model good reading habits.** Your child will imitate what you do. Let your child see you choose to read in your spare time.
7. **Keep books everywhere!** Keep books or magazines around the house. Keep some in your car. Keep others in a bag that you can take with you. This not only promotes reading, but gives your child an activity to do just about anywhere!
8. **Visit the library.** Your local library is a great source for free books. Make sure you have a current library card. Visit often and show your child how to find appropriate books. The librarian can help you where to look.
9. **Write your own stories.** This can be fun to do together. You can share the stories by asking your child to read them at dinner or family time. Post the stories on your refrigerator. Your child will be so proud!
10. **Write letters.** Write a letter together to a family member or friend. Writing letters is great practice for spelling and making good sentences. Besides, your child will enjoy getting a letter in the mail in return!
11. **Review the papers your child brings home.** Ask to see the letters and activities your child writes during Reading Together. Your child will feel proud of his or her work and pleased that you are interested.
12. **Visit a Reading Together lesson.** You will enjoy seeing your child improve his or her reading skills. Visit a tutoring lesson and see the progress your child is making. Your child will be motivated to read more if you are interested in the tutoring lessons.

Grade 3 Book Ladder

Parent progress report

12 tips for better reading