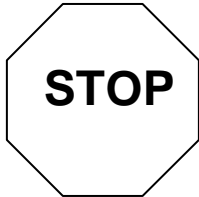


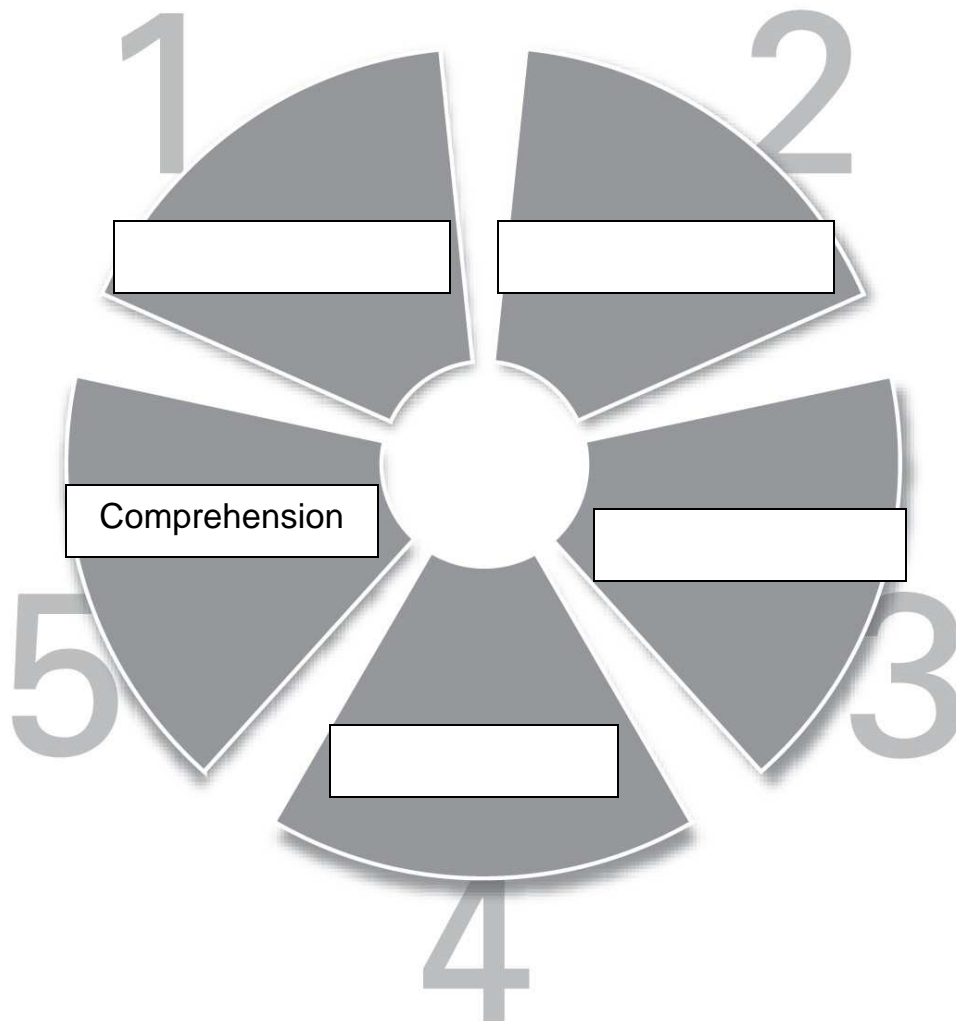


Foundation of Destination Reading



STOP and THINK

What are the five essential skills of reading?



Emergent Literacy

Get Ready
Learn &
Practice
Apply
Wrap Up

Emergent literacy is the earliest phase of literacy development. It is the knowledge and skills that precede learning to read and write in the primary grades.

“Young children need writing to help them learn about reading and they need reading to help them learn about writing; and they need oral language to help them learn about both.”

(*The Essentials of Early Literacy Instruction*, Kathleen Roskos, James Christ and Donald Richgels, 2003)

Get Ready
Learn &
Practice
Apply
Wrap Up

Your Task:

1. Launch Course 1
2. Select Unit 2: ABC, Read With Me
3. Select Lesson 6: Alphabet Book
4. Preview the lesson

Get Ready
Learn &
Practice
Apply
Wrap Up

STOP and THINK

How does this lesson address the alphabetic principle?

How could you use this lesson with your students?

Get Ready
Learn &
Practice
Apply
Wrap Up

What extension activities complement this lesson?

Phonological and Phonemic Awareness

Get Ready
Learn &
Practice
Apply
Wrap Up

Phonemic awareness is the ability to identify, think about, and manipulate individual sounds in words.

“Before children learn to read print, they need to become aware of how sounds in words work.”

“Children who have phonemic awareness skills are likely to have an easier time learning to read and spell than children who have few or none of these skills.”

(Put Reading First: The Research Building Blocks for Teaching Children to Read, Second Edition, 2003)

Get Ready
Learn &
Practice
Apply
Wrap Up

Your Task:

1. Launch Course 1
2. Select Unit 4: Wild About Animals
3. Select Lesson 1: Baboons
4. Preview the first three lessons of the unit

STOP and THINK

How do these activities address phonemic awareness?

How could you use these lessons with your students?

What extension activities complement these lessons?

Get Ready
Learn &
Practice
Apply
Wrap Up

Get Ready
Learn &
Practice
Apply
Wrap Up

Phonics

Get Ready
Learn &
Practice
Apply
Wrap Up

Phonics is the ability to use sound-letter relationships to decode novel words. It is the knowledge that the letter *t* says /t/ and the /t/ sound is spelled *t*.

“The more students understand "how words work" - their spelling - the more efficient and effective will their writing and reading be.”
(Shane Templeton, *An Interview with Shane Templeton: About Literacy*)

Get Ready
Learn &
Practice
Apply
Wrap Up

Your Task:

1. Launch Course 1
2. Select Unit 8: E's Please
3. Select Lesson 1: I am E
4. Preview the first four lessons in this unit

Get Ready
Learn &
Practice
Apply
Wrap Up

STOP and THINK

How do these lessons address phonics instruction?

How could you use these lessons with your students?

Get Ready
Learn &
Practice
Apply
Wrap Up

What extension activities complement these lessons?

Vocabulary-Course II

Get Ready
Learn &
Practice
Apply
Wrap Up

Vocabulary refers to the words we must know to communicate effectively. In general, vocabulary can be broken down into oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.

“Word meanings making up as much as 70-80% of comprehension”
(Reading Next - Alliance for Excellent Education)

“Vocabulary knowledge is strongly related to reading proficiency in particular and school achievement in general.”
(*Bringing Words to Life: Robust Vocabulary Instruction* by Isabel L. Beck, Margaret G. McKeown, and Linda Kucan)

Get Ready
Learn &
Practice
Apply
Wrap Up

Your Task:

1. Launch Course II
2. Select Unit 15: Baseball’s Best
3. Select Lesson 2: Texas Team Wins US Little League Title
4. Preview the Lesson and the following lesson

Get Ready
Learn &
Practice
Apply
Wrap Up

STOP and THINK

How do these lessons address vocabulary?

How could you use these lessons with your students?

Get Ready
Learn &
Practice
Apply
Wrap Up

What extension activities complement these lessons?

Vocabulary-Course III

Get Ready
Learn &
Practice
Apply
Wrap Up

Vocabulary refers to the words we must know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.

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(*Bringing Words to Life: Robust Vocabulary Instruction* by Isabel L. Beck, Margaret G. McKeown, and Linda Kucan)

Get Ready
Learn &
Practice
Apply
Wrap Up

Your Task:

1. Launch Course III
2. Select Unit 9: Way Out West
3. Select Lesson 1
4. Preview the Lesson through the Vocabulary activity

STOP and THINK

How does this activity address vocabulary?

How could you use this lesson with your students?

What extension activities complement this lesson and activity?

Get Ready
Learn &
Practice
Apply
Wrap Up

Get Ready
Learn &
Practice
Apply
Wrap Up

Fluency-Course II

Get Ready
Learn &
Practice
Apply
Wrap Up

Fluency is identifying words accurately in an effortless manner and being able to read them in text with appropriate intonation, stress and phrasing.

“Three key elements of reading fluency are: accuracy in word decoding, automaticity in recognizing words, and appropriate use of prosody or meaningful oral expression while reading.”

(Timothy Rasinski, 2006 - *Reading fluency instruction: Moving beyond accuracy, automaticity, and prosody*)

“Very little cognitive energy is expended in decoding the words. This means that the maximum amount of cognitive energy can be directed to the all-important task of making sense of the text.”

“Modeling fluent reading helps students understand the message is carried not just in the words that are read but also in the expressions used when reading the words.”

(*The Fluent Reader: Oral Reading Strategies of Building Word Recognition, Fluency and Comprehension* by Timothy Rasinski)

Get Ready
Learn &
Practice
Apply
Wrap Up

Your Task:

1. Launch Course II
2. Select Unit 8: Kids Then and Now
3. Select Lesson 2: Rebecca’s Journey
4. Preview the lesson

Get Ready
Learn &
Practice
Apply
Wrap Up

STOP and THINK

How does this lesson address fluency?

How could you use this lesson with your students?

Get Ready
Learn &
Practice
Apply
Wrap Up

What extension activities complement this lesson?

Fluency-Course III

Get Ready
Learn &
Practice
Apply
Wrap Up

Fluency is identifying words accurately in an effortless manner and being able to read them in text with appropriate intonation, stress and phrasing.

“Three key elements of reading fluency are: accuracy in word decoding, automaticity in recognizing words, and appropriate use of prosody or meaningful oral expression while reading.”

(Timothy Rasinski, 2006 - *Reading fluency instruction: Moving beyond accuracy, automaticity, and prosody*)

Struggling readers lack fluency, read slowly, and often stop to sound out words. They may reread sections of texts to gain comprehension. Consequently, struggling adolescent readers may spend so much time and cognitive energy decoding individual words that their focus is drawn away from comprehension.

By National Institute for Literacy (2008)

Get Ready
Learn &
Practice
Apply
Wrap Up

Your Task:

1. Launch Course III
2. Select Unit 25: Skateboarding
3. Select Lesson 3
4. Preview the Entire Lesson (introduction, reading passage, quiz)

STOP and THINK

How does this activity address fluency?

How could you use this lesson with your students?

What extension activities complement this lesson and activities?

Get Ready
Learn &
Practice
Apply
Wrap Up

Get Ready
Learn &
Practice
Apply
Wrap Up

Reading Comprehension-Course II

Get Ready
Learn &
Practice
Apply
Wrap Up

“Comprehension involves constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and thinking about all of this information until it is understood.”

(Taken from *A Closer Look at the Five Essential Components of Effective Reading Instruction – A Review of Scientifically Based Reading Research for Teachers*).

“Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading”

(Partnership for Reading, 2003)

Your Task:

1. Launch Course II
2. Select Unit 1: Here We Grow
3. Select Lesson 3: How to Grow Vegetable Soup
4. Preview the lesson and the following lesson

Get Ready
Learn &
Practice
Apply
Wrap Up

STOP and THINK

How do these lessons address reading comprehension?

How could you use these lessons with your students?

What extension activities complement these lessons?

Get Ready
Learn &
Practice
Apply
Wrap Up

Get Ready
Learn &
Practice
Apply
Wrap Up

Reading Comprehension-Course III

Get Ready
Learn &
Practice
Apply
Wrap Up

“Comprehension involves constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and thinking about all of this information until it is understood.”

(Taken from *A Closer Look at the Five Essential Components of Effective Reading Instruction – A Review of Scientifically Based Reading Research for Teachers*).

“Why do readers struggle? The problem is not illiteracy, but comprehension. The bulk of older struggling readers and writers can read, but cannot understand what they read.”

Biancarosa, G., and Snow, C.E. (2004.) Reading Next – A Vision of Action and Research in Middle and High School Literacy: A Report from Carnegie Corporation of New York. Washington , D.C.: Alliance for Excellent Education

Get Ready
Learn &
Practice
Apply
Wrap Up

Your Task:

1. Launch Course III
2. Select Unit 15: Real-Life Drama
3. Select Lesson 2
4. Preview the Lesson

Get Ready
Learn &
Practice
Apply
Wrap Up

STOP and THINK

How does this activity address comprehension?

How could you use this lesson with your students?

Get Ready
Learn &
Practice
Apply
Wrap Up

What extension activities complement this lesson and activities?



Review of Destination Reading

