

Welcome! Thank you for joining us. We will begin in a few minutes.

While we wait for everyone to join, please tell us in the chat box where you are joining in from!



DIGGING DEEPER
WITH BOOKNOOK:

Unearthing Foundations

PRESENTED BY Lynne Stephenson



UNEARTHING FOUNDATIONS

Today's Presenter

“

*The smallest act of
kindness is worth more than
the grandest intention.*

— Oscar Wilde



Lynne Stephenson

Content Program Manager

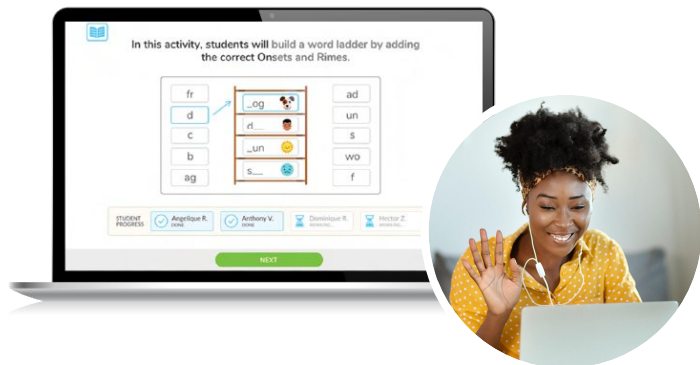


Unearthing Foundations

UNEARTHING FOUNDATIONS

About BookNook

BookNook's synchronous online learning platform is designed to help schools implement high-impact tutoring.



Based on Research

Our program supports students to mastery using best practices grounded in the science of reading.



Synchronous

Students work with a tutor or instructor in 1:1 or small-group sessions.



Data-driven

Our platform tracks performance and monitors progress on standards.



It Works

Research indicates students who use BookNook show dramatic growth in reading.



Unearthing Foundations

UNEARTHING FOUNDATIONS

Today's Agenda



**Instructional
Model**



**Diverse Text
Library**



**Lesson
Walkthrough**



Unearthing Foundations



Instructional Model



Backed by Research

PHONOLOGICAL AWARENESS

PHONICS

FLUENCY

VOCABULARY

COMPREHENSION

5 DOMAINS

INSTRUCTIONAL MODEL

Supporting All Learners



BookNook lessons promote high expectations **for all students**, while providing a variety of features and learning supports for the diverse population of students in special education and English learners.

HIGHLIGHTS: STUDENTS IN SPECIAL EDUCATION

- » Synchronous instruction
- » Aligned with Universal Design for Learning (UDL) Guidelines by CAST
- » Lesson formats promote inclusiveness, collaboration, and community-building
- » Embedded student check-ins
- » Rich data about student progress to support planning for differentiation

HIGHLIGHTS: ENGLISH LEARNERS

- » Culturally responsive texts
- » Regular engagement in academic conversations with peers
- » Explicit vocabulary instruction
- » Early foundational skill practice



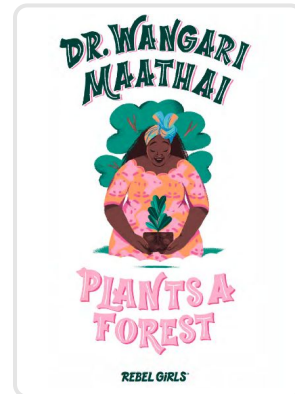
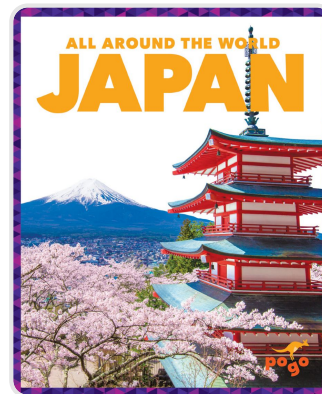
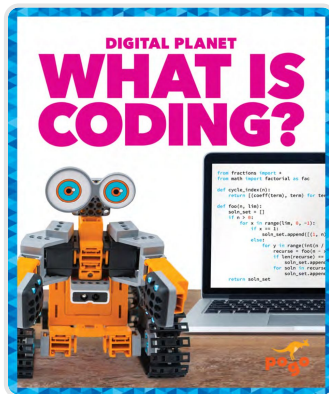
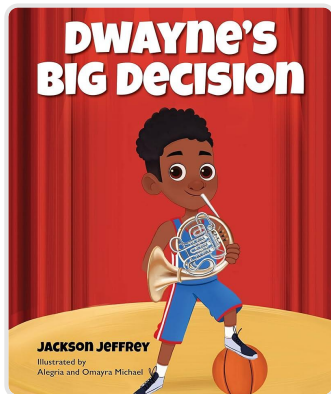


Diverse Library



DIVERSE LIBRARY

Culturally Responsible Library



Unearthing Foundations

DIVERSE LIBRARY

Texts + Publishers



TEXT COMPLEXITY

Quantitative measures (lexile)



Qualitative features
(meaning/purpose, text structure,
language features, and
knowledge demands)



STANDARD ALIGNMENT

Authentic standard
alignment opportunities



DIVERSITY AND INCLUSION

Diversity in race,
ability, culture,
location,
experiences, etc.



TOPIC EXPOSURE

Exposure to a wide
range of topics such
as health, people
and places, and
science — among others





Lesson Walkthrough



LESSON WALKTHROUGH

BookNook Lessons

Phonological Awareness

Phonics

Vocabulary

Comprehension

Fluency



LESSON WALKTHROUGH

PA/Phonics Lessons

Phonological Awareness

Phonics

Vocabulary

Comprehension

Fluency



PA/Phonics Lessons

Skill Introduction

Introduction of the skill and standard of the lesson

Phonological Awareness

In today's lesson, we're going to listen carefully to words. Then we'll say the word in two parts. First, we'll say the beginning sound. This is called the onset. Then we'll say the rest of the word. This is called the rime. When we break apart a word into the beginning sound and the rest of the word, we're segmenting! Listen: "nap." The sound /n/ is the onset, or the beginning sound. The sound /ap/ is the rest of the word, or the rime. Listen again as I segment the word "nap": /n/ /ap/.



Phonics

In this lesson, students will be learning about the final (silent) "e" and long vowels. When a word ends with "-e", the "e" is silent, and the vowel is long. We say, "The silent 'e' makes the vowel say its name!". Some examples are: "cake", "bake", "make".












PA/Phonics Lessons

Skill Practice

Practice activities designed for students to engage in opportunities to practice applying the skills of the lesson.

Phonological Awareness



Listen to each word. Segment the word into the onset and rime to find the correct match.

ENTER



Let's build a word!



c _ p _

e s a d ee

ENTER



Phonics



PA/Phonics Lessons

Foundational Skills Reader

Students read a book that includes a high number of words aligned to the skill of the lesson, and engage in stopping points encouraging practice of the skill embedded in the text.

Phonological Awareness

KIP CAN WIN

What can Kip do? Say the beginning sound (onset) and then the rest of the word (rime).




Who can zip it?
Dad can zip it!




Who can dig?
Kip can dig!

Where did Nate place the cake? Why? What vowels do you see in the word "take"? What vowel sound do you hear in "take"? Which letter tells us that the vowel sound in "take" is long?



Can Nate take that cake to the lake in that big bag? Yes, he can!



"I can write my name on this big bag," said Nate. "It's time to go to Lake Jade!"

Phonics



LESSON WALKTHROUGH

PA/Phonics Lessons

Formative Assessment


Questions aligned to the skill of the lesson to provide formative data on student progress towards mastery.

Phonological Awareness

Listen to each word. Segment the word into the onset and rime to pick the correct answer.

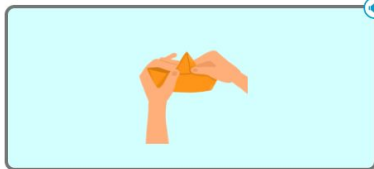


Three empty boxes for onset and rime segmentation, each with a speaker icon above it:

ENTER 

Phonics

Pick the word that matches the picture!



mat mad made

ENTER 



PA/Phonics Lessons

Alignment to Science of Reading and Best Practices

- » Direct and explicit phonics instruction
- » Multiple opportunities for students to apply and practice skills in engaging activities
- » Foundational skill readers for further practice and application of skills
- » Formative assessment to monitor progress towards mastery



LESSON WALKTHROUGH

Comprehension Lessons

Phonological Awareness

Phonics

Vocabulary

Comprehension

Fluency



Comprehension Lessons

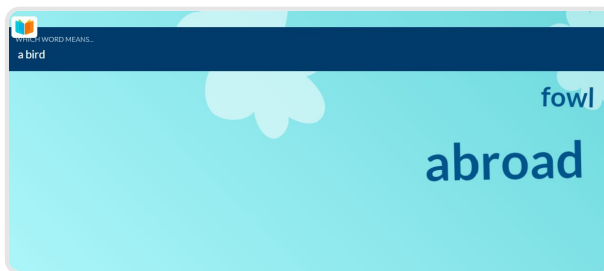
Vocabulary Introduction

Pre-teaching and various opportunities for exposure of tier 2 and 3 vocabulary words essential to the comprehension of the text.


Next, practice typing the word:


fowl


a bird




 Here are today's new words!
Try saying each of them.

 honked

 fowl

 abroad

 pageant

3. I live in the United States. I will travel _____ and go to Europe.

A pageant

B locally

C abroad

D accidentally



Comprehension Lessons

Text Reading with Stopping Points

Reading of the authentic, content-rich text that includes stopping points with questions to support discussion, standard-aligned thinking and understanding of the text.

What does Eudora realize after she learns of Lavinia's concert? How do you think her feelings will advance the plot? What words can we use to describe Eudora?

Eudora drove her car over the thought of traveling all the way to Clumpville made her tired. Besides, the geese looked carsick.

"Thank you, but my flock and I are staying put," Eudora said.

"Oh, no, please go!" said Mayor Gulch. "Go, go, go! For the love of Pete, GO!"

Eudora and the flock cocked their heads. "Beg your pardon?" she said.



Look at the description of the residents' reactions to the geese. Given this context, what do you think "cacophonous" means?

"Lovely!" said Eudora.
"Honk!" said the geese.
No one else knew how musical the geese were. That's because the townfolk of Macadoo-dle-by-the-Sea hated them. The geese were noisy and numerous and hard to ignore when out on a waddle.
"Cacophonous fowl!" scoffed Horace Leominster.



"Er, by all means stay home," the mayor replied. "Stay home all afternoon. And all night."

On the way home, Eudora saw folks carrying bouquets of roses. Children in their Sunday best. A 75-piece orchestra.

She came upon a little girl. "What's going on?" Eudora asked.

"Why, Lavinia Von Bopp is here," said the girl. "Lavinia Von Bopp? The Lavinia Von Bopp?"

"The very one. Her concert is about to start."

"I had no idea," said Eudora. "Why didn't anyone tell me?"

The little girl jerked her head toward the flock. "Ahem," she said.

Eudora looked at the geese. Suddenly, it all made sense. Had she gone to Clumpville, as Mayor Gulch suggested, she would have missed the concert. Mayor Gulch and his cronies had sent her on a wild goose chase!

Eudora slumped. Even her flock's botched high



"Ridiculous birds!" sighed Gert Hunch.
"A blot to our fair town!" cried Mayor Gulch.
One day Mayor Gulch received a letter from Lavinia Von Bopp, the world's greatest bassoon player:
"I am returning to my hometown after years of playing abroad," her letter said. "I will arrive home tomorrow and look forward to playing for my beloved Macadoo-dle-by-the-Sea."
Mayor Gulch smiled. Then he flinched. "Egads!" he cried. "If Lavinia hears those yacky geese,

LESSON WALKTHROUGH

Comprehension Lessons

Main Points + Sequencing

Focused work around main ideas, themes, summarizing, retelling and sequencing to build text comprehension.

The image displays two screenshots of a digital comprehension lesson interface, likely from a program called 'Unearthing Foundations'.

Top Screenshot: The question is "What are the key details of the text?". It offers 4 choices (CHOOSE 4). The choices are:

- Eudora gets on stage and performs with the geese.
- The audience members leap to their feet.
- A great bassoon player comes to visit.
- Eudora lives with a flock of geese.
- The mayor worries the geese will make Lavinia leave and never come back.
- Eudora loves seals.

Bottom Screenshot: The question is "In what order did these events happen?". It offers 5 choices (CHOOSE 5). The choices are:

- Eudora gets on stage and performs with the geese.
- Lavinia is coming to visit, so the geese must go.
- The mayor and townspeople trick Eudora.
- Eudora finds out Lavinia is coming and goes to the stage.
- Eudora lives with a flock of geese.

Both screenshots show a sunburst background and a "0 POINTS" indicator in the top right corner. The bottom screenshot also features a small blue robot icon and five circular icons at the bottom.



Comprehension Lessons

Formative Assessment

Questions aligned to the skill of the lesson to provide formative data on student progress towards mastery

Which sentence from page 10 **best** reveals a change in the people of Macadoodle-by-the-Sea?

CLOSE BOOK

Soon Lavinia joined in on her bassoon. Her bom-bom-bom twined with the geese's honk-honk-honk. Eudora conducted like a maestro. When the flock hit the last honk, the audience flew to its feet.

"Bravo!" said Lavinia. "Your sound is so fresh, so wild, so untamed. We must do more concerts together!"

"Yes," said Eudora, turning to Mayor Gulch, "we must."

"Oh, of course, of course!" cried Mayor Gulch.

"Anything you want, Eudora. Macadoodle-by-the-Sea would be honored!"

From that afternoon on, Lavinia and Eudora became great friends. Lavinia helped the geese hit their high notes. She also convinced them to save some honks for the stage.

Not all of Macadoodle-by-the-Sea fell in love with the birds. But many realized that they had missed

"Lovely!" said the audience.

"Thank you!" said Eudora.

"Honk!" said the geese.

2. Which sentence from page 10 **best** reveals a change in the people of Macadoodle-by-the-Sea?



100

OPEN THE BOOK

A

"Soon Lavinia joined in on her bassoon. Her bom-bom-bom twined with the geese's honk-honk-honk."

B

"When the flock hit the last honk, the audience flew to its feet."

C

"'Yes,' said Eudora, turning to Mayor Gulch, 'we must.'"

D

"Anything you want, Eudora. Macadoodle-by-the-Sea would be honored!"



Comprehension Lessons

Alignment to Science of Reading and Best Practices

- » Vocabulary instruction pre-taught and text embedded
- » Centered around authentic, complex text
- » Discussion opportunities leading student engagement and application of robust reading comprehension skills
- » Standard-aligned discussions
- » Intentional work around main/central ideas, themes, synthesis, sequencing
- » Formative assessment to monitor progress towards mastery



LESSON WALKTHROUGH

Fluency Lessons

Phonological Awareness

Phonics

Vocabulary

Comprehension

Fluency



Fluency Lessons

Fluency Introduction

Review of the three components of fluency which include:

accuracy, pace, and expression.



There are 3 parts of Fluency:

Accuracy



Pace



Expression



Fluency Lessons

Exemplar Reading Activity

Students listen to an exemplar fluent reading of a passage and later read the same passage aloud practicing the fluency techniques heard in the exemplar.



Follow along while you listen!



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The Appalachian Trail Club

The United States continued to grow during the nineteenth century. Developers continued to build and it seemed as though they had little to no worry for damage they might be doing to the land. They saw nature as a hindrance, something to be conquered and subdued in order to make a hefty profit. There were those who believed that nature and the wilderness should be preserved and appreciated. Naturalist John Muir and conservationists Theodore Roosevelt helped bring awareness and attention towards the goal of preserving the untouched land. In 1925, the Appalachian Trail Conservancy devised a new plan to enjoy American land. They came up with a way to create a 2,175-mile-long hiking trail along the Appalachian Mountains. Various hiking clubs would care for the trail. Trail clubs built the path in pieces. They would plan a small portion of the path, clear the brush, and move rocks and fallen logs. Some of the well-known Trail Clubs were Potomac Appalachian Trail Club and Blue Ridge Mountains. The Appalachian Trail was completed by 1937.

ALL DONE



Fluency Lessons

What's Wrong Activity

Students listen and evaluate an audio reading and identify the fluency strengths and weaknesses of the reading.

What's wrong?

100
POINTS



Accuracy

Reading the right
words



Pace

The speed that you
read



Expression

Show feelings when
reading out loud



Nothing

It sounds good



Fluency Lessons

Fluency Practice

Students will read aloud a fluency passage, while the guide or tutor notes any errors to gain understanding of student accuracy and pace.

If the student makes a mistake, click/tap the word they got wrong. Once they finish the passage, click/tap the "Done Reading" button.

0:23

⏏ PAUSE

⌂ RESET

ERRORS

0

SELF-CORRECT

0

Fox and Frog

It is hot.

Frog is sitting on a lily pad.

Frog sits still in the hot sun. He does not hop or jump.

Frog is just too hot.

Fox is very sad. He really wants to jump and hop with Frog.

But Frog just sits still.



Fluency Lessons

Alignment to Science of Reading and Best Practices

- » Listening to exemplar readings with student practice opportunities
- » Opportunities for students listening to/evaluating samples of fluency readings
- » Student reading opportunities to understand accuracy and pace



Thank you!



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