Welcome to our newest journey!
Many thanks for your time, thinking, and participation.

Today • Goals

1. Why

2. What

3. An intro to how …

  Program Goal • To create opportunities

  Reading well changes a future.
Why …
Not reading well has a cascading effect of lost
opportunities, disappointment, and disenfranchisement

32,000,000 adults in the U.S. cannot read at a basic level
14% of the adult population

• Low wages
• High unemployment
• 70% of the prison population

19% of high school graduates cannot read at a basic level

Marcos …

• Have you ever heard . . .

Have you ever thought . . .

Audio 1… Dropping out
Audio 2 … Reading in school
Audio 3 … Effort
Preliminary Results: ≈70% of program completed

Grade Equivalency (STAR Reading), Fall and Winter • Middle School Intervention

The Third Quest

Control

Sixth Graders \(n=12\), Gain/Loss by Student

Sixth Graders \(n=9\), Gain/Loss by Student

Who

Audio 4 Student 1

Audio 5 Student 2

Audio 6 Student 3
Ocean Harvest

Many different organisms live in the salty water of the world’s oceans, and one of the most useful and nutritious is seaweed. There are thousands of species of seaweed that grow in different shapes and colors. Seaweed grows in small bunches or in vast underwater forests and attaches itself to objects or to the ocean floor. Seaweed absorbs nutrients from water, and, like other plants, it makes its own food. Also like other plants, it needs sunshine to produce its food, so it grows mainly in shallow water. A single plant can be very short or as long as three hundred feet.

In nature seaweed provides a safe habitat and food for many

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**Academic Supports**

**Preventive Supports**
To intervene with _instruction_

**Compensatory Supports**
To _enable_ learning to occur despite a disabling condition

**Remedial Services (Intervention)**
To _treat_ a deficit or disabling condition

_Ysseldyke, Algozzine, and Thurlow, 1992_
Progress …

Student 1: To read well • 196 wcpm 100% accuracy

Student 2: To read not so well • 116 wcpm 93% accuracy

• Program Completion 177 wcpm
  • 20th to 75th percentile

DIBELS NEXT PASSAGE, FALL BENCHMARK PASSAGE GRADE 6

Ocean Harvest

Many different organisms live in the salty water of the world’s oceans, and one of the most useful and nutritious is seaweed. There are thousands of species of seaweed that grow in different shapes and colors. Seaweed grows in small bunches or in vast underwater forests and attaches itself to objects or to the ocean floor. Seaweed absorbs nutrients from water, and, like other plants, it makes its own food. Also like other plants, it needs sunshine to produce its food, so it grows mainly in shallow water. A single plant can be very short or as long as three hundred feet.

In nature seaweed provides a safe habitat and food for many . . .
Progress …

Student 1: To read well • 196 wcpm 100% accuracy

Student 2: To read not so well • 116 wcpm 93% accuracy
• Program Completion 177 wcpm
• 20th to 75th percentile

Student 3: To read poorly • 40 wcpm
• In Progress

Goal • To create opportunities
Reading well changes a future.

How • Introduction to the 3rd Quest
Student Books

LOGBOOK • CONSUMABLE
Quest Requirements • Tool
Skills • Comprehension • Fluency • Content Knowledge

SURVIVAL GUIDE
Daily Vocabulary & Word Study

READER
Comprehension • Motivation • Content Knowledge

Comprehensive vs. Targeted

e.g., Summarization

STRATEGIES

FLUENCY

CONTENT KNOWLEDGE

VOCABULARY

WORD STUDY

Scientific Method
Ancient History
Vocabulary

LEVEL 2
The weatherman’s warning was ominous. What does the word ominous mean as used in the sentence?

1. The weatherman’s words were funny.
2. The weatherman’s words were threatening.
3. The weatherman’s words were interesting.

Whip Around
What do you think might be impending?

Word Study

SYSTEMATICALLY REBUILDS FOUNDA TIONAL SKILLS
Phonics
Phonological awareness
Irregular words
Word families
Related words
Affixes
Multisyllable words

Decodability

hy•poth•e•sis

Automaticity
Content Knowledge

If you don’t know anything, what do you have to think about?
(Richard Stiggins, NW Regional Labs)

50% Informational • 50% Narrative with factual content

Content

Oral and Written Quizzes, Study Skills, Pro Work
The Great Pyramid of Giza
- 2.3 million blocks of stone
- Each stone weighs 4000 pounds or more
- Built without wheels

Questions:
How did the Egyptians move the massive stones to build the Great Pyramid? How did the Egyptians cut and move the stone blocks into place?

Hypotheses:
Many hypotheses have been proposed over the years. Some people have asked if the pyramid was constructed by aliens. Or was the pyramid carved from a massive stone hill?

Scientists think thousands of workers were hired to build the Great Pyramid. It would have taken thousands of workers over 20 years to build the massive pyramid. Scientists think the stones were dragged across the sands with sleds and then raised to place using ramps. Let's stop and picture the Egyptian workers moving the huge stones across the sand.

The Evidence:
1. A painting from 4,000 years ago shows 173 men hauling a huge statue with ropes and a sled. A person can be seen on the front of the sled pouring water over the sand. Scientists at the University of Amsterdam constructed sleds. They could pull heavy objects across the sand if the correct amount of water was added to the sand.

2. Once the stones were at the construction site, the workers would have dragged the stones up ramps. The ramps would have been built of mud, brick, and plaster. One ramp still exists.

3. Archaeologists Hawass and Lehner found the remains of bakeries and other rooms that may have been used to prepare food for the workers. These scientists think the workers were treated well.

Look back in the text. What evidence is there that the huge stones were moved by men using ropes, sleds, and wet sand?

Drawing Conclusions:
The Evidence Builds
People today would not attempt to build a massive pyramid with only sleds, ropes, and water. Many questions remain. How did the builders move the stones? How could they work so well together? How did they manage to keep massive structures in place? We can see the answers to some of these questions by looking back at the text. What is not clear? What questions do you have?
the androids. Dr. X summarized what the androids had accomplished and what they would do next. "Buster and Homer scanned thousands of lines of code. They found the error—the human error—and fixed it. Lambert is home already. It won’t be much longer before the team is back in one place and time."

Dr. Jones said, "Buster and Homer’s human traits are a problem. They get distracted. They’re too human."

What evidence in the text explains why Dr. Jones doesn’t trust the robots?

Dr. Kumar looked at Dr. Jones and hesitated. Then he said, "We need the robots. We can’t lose another team. Dr. Jones, you will follow my directions and leave the robots to their work."

What evidence in the text suggests that Dr. Kumar doesn’t trust Dr. Jones?

The year 2300

The decrepit school

A minute before the bell rang, Lambert walked through the door. Mindy and Kate jumped up and gave him a hug. The class snickered, but then everyone started talking to Lambert.

Melvin said, "Hey, Lambert, that mummy stuff was cool."

What do you think the class thinks about Lambert?

Mindy stood behind Lambert, staring intently at his baseball cap. Mindy tugged on Lambert’s sweater and whispered, "Lambert, where did you get the cap?"

Ms. X was staring at the yellow cap. It had a small Quest logo on the back. Ms. X was thinking about the year 2200. They had all been given different colored baseball caps. Bella’s cap had been yellow.

"Could Lambert have discovered the missing team?"

Five holograms suddenly appeared, walking together. A huge building could be seen in the distance. Ms. X thought, "Good for Buster and Homer."

What had the androids accomplished?

Ms. X looked for Lambert. He was huddled in a corner with Mindy and Kate. "What do you think is happening with Mindy, Kate, and Lambert?"

In May 2007, a reindeer herder found the body of an extinct baby mammoth. Mammots had been extinct in Siberia for 10,000 years, yet this body was intact. The reindeer herder could see the animal’s preserved fur, body, trunk, and four legs.

The herder left to get help. When he got back, the baby mammoth was gone. The baby mammoth had been sold, but she was found leaning on the wall of a store.

Better than the fossils of most animals, the baby mammoth’s body was perfectly preserved. Scientists from around the world have studied the mammoth. Today, Lyuba is on display around the world. At 40,000 years old, Lyuba is a star.
Application in Text • Narrative Fiction

A. Read this sentence from the text: “Mammoths had been extinct in Siberia for 10,000 years, yet this body was intact.” What does the word intact most likely mean?

1. whole
2. rotten
3. in pieces
4. impressive

B. Read this sentence from the text: “Today Lyuba is on display around the world.” Underline the evidence in the text that supports why Lyuba goes on display all over the world.

CONFIDENCE

1. My child reads faster, comprehends better, and is confident reading now.
2. Reading is much better, more fluent, more confident in reading.
3. My child is writing better and reading better. His confidence level is way up.
4. My child has greatly improved in her reading comprehension and confidence.
The Third Quest
Perseverance • Integrity
• Teamwork • Professionalism

75 Lessons
50-60 minutes per lesson

For more information on training and program costs
• If you signed up for the webinar, PNW will send information.
• If you did not register for the live webinar and would like more information about *The Third Quest*, email info@pacificnwpublish.com

Appendix: Comprehension Strategies
Active Engagement

Prior knowledge
Prior knowledge is activated by having students think about topics relevant to the passage to be read, learn relevant knowledge, preview the text, or make predictions based on their own experiences.

Question answering
Establishes a purpose for reading, focuses student attention, monitors comprehension, and helps students make connections (Armbruster, Lehr, & Osborn, 2001).

Summarization
Students are taught to summarize what they have read by determining the main idea and important details, and leaving out irrelevant and redundant information.

Story grammar
Students are taught the structural elements of a story, including: title, settings, main character, characters, problem/conflict, events (beginning, middle, end), and resolution.
Comprehension Strategies (cont.)

**Mental imagery**
In imagery training, students are taught to construct visual images to represent a text as they read (Levin & Divine-Hawkins, 1974).

**Graphic organizers**
Graphic organizers illustrate concepts and interrelationships, and can help students focus on text structure, examine relationships, and write well-organized summaries (Armbruster, Lehr, Osborn, 2001).

**Question asking**
Students are taught to generate questions during reading. For example, in “reciprocal teaching,” students are taught: question generation, summarization, clarifying, and predicting. OLDER students benefited the most from reciprocal teaching (Rosenshine & Meister, 1994).