

Start a PROFESSIONAL BOOK Study

Dr. Julia B. Lindsey's evidence-based routines help young readers decode words efficiently so they can spend more energy on comprehending—and enjoying—what they read! You'll find need-to-know essentials of how kids learn to read, principles of high-quality foundational skills instruction, and teacher-approved instructional “swaps” to improve early reading instruction. Dr. Lindsey addresses content learning, culturally responsive practices, and the importance of engaging readers from the start.

Starting a book study helps teachers:

- ✓ Identify and discuss key ideas from the book in a structured yet collegial format.
- ✓ Learn and share tips for implementing the ideas and strategies in the book.
- ✓ Reflect on teaching practices and identify areas for improvement to accelerate professional growth and student success.

Scheduling tips:

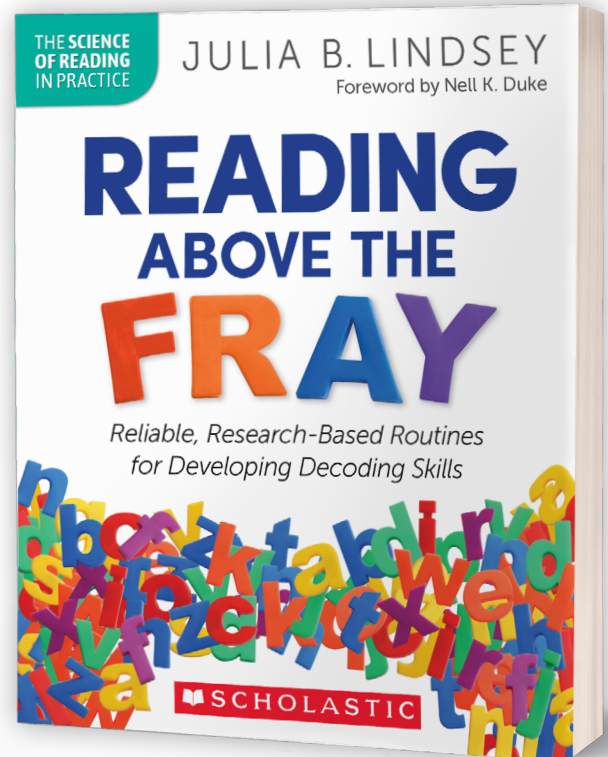
- ✓ For a quarter-year study, consider meeting at least once a week.
- ✓ For a half-year study, consider meeting at least twice a month.
- ✓ For a full-year study, consider meeting several times in the first month to launch the study and then at least once a month thereafter.

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*Only applicable for *Reading Above the Fray*. Use code BOOKSTUDY10 at checkout.



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We can draw upon and learn from quality research and practice. Focus on what we know works. Focus on purposefully guiding children to decode words, chunk words, and—most of all—read fluently, proficiently, and joyfully.

— Dr. Julia B. Lindsey, author of
Reading Above the Fray

Meeting Organizer

This organizer provides ideas to engage your group with information from all sections of the book. Feel free to adjust the organization to align with your schedule, and the questions to align with your needs.

Chapter

Discussion Questions

CHAPTER 1: What Are Foundational Skills and Why Are They Important?

Page 15

1. How do foundational skills contribute to a student's overall reading development, and why are they essential for early literacy?
2. In what ways can educators integrate joy and cultural responsiveness into the teaching of foundational skills to create a more engaging and inclusive learning environment?

CHAPTER 2: Decoding and Its Essential Elements

Page 32

1. What is orthographic mapping, and how does it play a role in the process of decoding words?
2. How can teachers effectively support students in developing strong decoding skills, and what are some common challenges they might face?

CHAPTER 3: Element One: Oral Language and Vocabulary

Page 41

1. Why are oral language and vocabulary considered critical components of foundational reading skills?
2. How can teachers balance the instruction of foundational skills with providing a language- and reading-rich environment?

CHAPTER 4: Element Two: Print Concepts

Page 47

1. What are print concepts, and why are they important for early readers?
2. What are some effective strategies for teaching print concepts that go beyond traditional methods, such as pointing to text in predictable books?

CHAPTER 5: Element Three: Phonemic Awareness

Page 64

1. How does phonemic awareness play a critical role in a child's reading development, and why is it important to teach it effectively?
2. What are some best practices for teaching phonemic awareness that focus on supporting phonemic awareness in the service of building skill in decoding and spelling?

Meeting Organizer, Continued

Chapter

Discussion Questions

CHAPTER 6:

Element Four:

Alphabet Knowledge

Page 76

1. How does alphabet knowledge contribute to a child's reading development, and why is it important to teach it effectively?
2. What are some best practices for teaching alphabet knowledge that balance speed and depth of understanding?

CHAPTER 7:

Element Five: Sound-Spelling Knowledge

Page 89

1. Why is understanding sound-spelling relationships crucial for reading and spelling development?
2. What instructional strategies can teachers use to provide meaningful reading and spelling opportunities that reinforce sound-spelling knowledge?

CHAPTER 8:

Using the Elements to Decode Words

Page 104

1. What are the principles of great decoding instruction, and how can they be applied to enhance students' reading abilities?
2. How can educators make instructional swaps to increase the use of decodable texts and provide more supported independent reading opportunities?

CHAPTER 9:

Adding the Elements of Chunking

Page 128

1. What is chunking, and how does it support students' reading fluency and comprehension?
2. What are some effective methods for teaching chunking, and how can teachers incorporate them into their reading instruction?

CHAPTER 10:

Fluency and Beyond

Page 146

1. Why is reading fluency important, and how does it relate to overall reading comprehension?
2. How can teachers move beyond speed reading to foster a more holistic approach to reading fluency in their students?