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What is Destination Reading® (DR)?

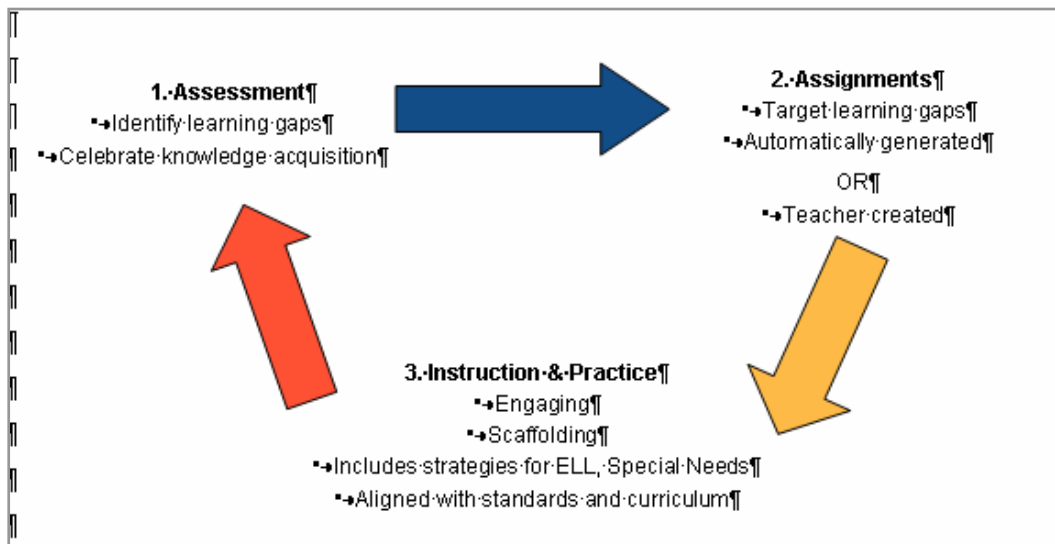
Destination Reading is a robust supplemental PreK-8 reading curriculum that uses the power of technology to assess, prescribe, and engage students in the skills and concepts necessary for reading success. Created on scientifically based research from the National Reading Panel and the Alliance for Excellent Education, DR is correlated to state standards and features the Riverdeep Learning Management System which provides individual assessment and prescriptive lessons for each student. Destination Reading has been shown to be effective with English Language Learners, students with special needs, and remediation, on-level, and gifted students.

What is the Riverdeep Learning Management System (RLMS)?

The Riverdeep Learning Management System addresses the mastery equation by bringing together instructional courseware, a powerful system of online assessment, and a detailed set of assignments that are aligned to state standards. Teachers can track and assess each child's progress throughout the program. By combining the teaching of content with the assessment of student learning, the RLMS focuses on student mastery of skills and concepts.

The RLMS includes Assessment Management, Instructional Management, and Analysis & Reporting. These components fit seamlessly together, helping teachers move students through the program in a flexible and responsive way. Information from one system is passed directly to the other; test results signal new assignments, and student progress on assignments produces appropriate new assessments. The RLMS allows teachers to:

- Assess student skill levels with tests aligned to state standards
- Automatically prescribe standard-based assignments and posttests
- Create custom assignments for students and classes
- See exactly how students are mastering specific standards and progressing in daily work



Assessment Management

The Assessment Management tool allows teachers to create assessments based on state specific reading standards. Destination Reading has over 9,300 assessment questions available, assigned by skill and/or standard. The Assessment Manager allows teachers to:

- Use formative assessments to proactively gauge student readiness and inform the teaching process
- Create custom diagnostic tests
- Use assessment results to prescribe lessons in Destination Reading.
- Use posttests to measure student improvement.

A key component of the RLMS is the ability to assess students on specific learning objectives. Results of assessment lead teachers to the assignments and activities that are needed by the individual student. This system allows instructors to monitor the specific learning path of each student saving educators time and accommodating the needs of a broad spectrum of learners.

Ongoing informal assessments keep teachers abreast of each student's progress, as well as that of the class as a whole. As a result, a failure to progress is identified almost immediately and can be addressed before the problem becomes worse and the student falls further behind. This ongoing assessment identifies gaps in skills and concepts and then prescribes solutions to remedy them and help the student progress to proficiency.

Instructional Management

Instructional management tools allow the teacher complete control over integrating an individualized instructional approach to reading instruction. Instructional Management:

- Provides easy-to-use tools to manage student progress
- Allows teachers to quickly and easily assign instruction to individual students, small groups, or an entire class
- Contains curriculum management modules to create, print, save, and share customizable lesson plans
- Has state standards built in

Instructional management is responsible for coordinating the wealth of online activities that Riverdeep teachers have at their disposal. And, of course, it is connected directly to Assessment Management.

With the Instructional tool, teachers drill down through the available lessons to select a specific activity or a cluster of activities for students. They can preview the activity itself and they can view the particular learning objectives associated with that activity. Then they assign their selection to an individual student, small group, entire class, or group of classes. When teachers make this assignment, they also attach a due date and any special instructions to students.

These assignments immediately appear on each student's Riverdeep Web page as active links. By clicking the links on their assignment page, students launch the assigned activity at a precise starting point. As students work through the activity, the RLMS keeps track of their progress and the time they spend. Teachers can review student progress on any assignment at any time and they can produce summary reports for parents and administrators when needed.

Analysis & Reporting

The Analysis & Reporting tool enables administrators and teachers to generate real-time analysis of student, classroom, and school progress. Using the RLMS, instructors are able to track students and incorporate this into their classroom grading. A variety of student progress reports is available to facilitate grading. The following reports are available from Destination Reading.

- Student Activities Summary Report
- Student Activity Progress Report
- Student Tests Summary Report
- Student Test Response Report
- Student Mastery of Learning Objectives
- Student Mastery of Benchmarks Report
- Class Activities Summary Report
- Class List Activity Progress Report
- Class Test Summary Report
- Class List Test Score Report
- Class Mastery of Learning Objectives Report
- Class Mastery of Benchmark Report
- Grade Level Achievement Report
- District Regional Achievement Report
- District Activities Usage Report
- Student Historical Activities/Test Reports
- Student Writing Report (RLMS 4 only)

What grade levels does the program serve?

Destination Reading Serves Prekindergarten through Eighth Grade.	
Destination Reading Course I EMERGENT LITERACY AND PHONEMIC AWARENESS	PK-1
Destination Reading Course II BUILDING FLUENCY AND COMPREHENSION	2-3
Destination Reading Course III INTERMEDIATE READING	4-6
Destination Reading Course IV MIDDLE SCHOOL	6-8

What is the research basis for Destination Reading?

Two influential, federally-funded reviews of the research on the learning and teaching of reading were published in the past few years. These reviews offer a precise statement of what the research says and what works. The first review was sponsored by the US Department of Education and directed by the National Research Council of the National Academy of Sciences. Their Committee on the Prevention of Reading Difficulties (PRD) synthesized its findings in the book, *Preventing Reading Difficulties in Young Children* (Snow, Burns, & Griffin, 1998) published by the National Academy Press. The second review was sponsored by the National Institute of Child Health and Human Development which appointed a committee of reading researchers, teacher educators, administrators and parents known as the National Reading Panel (NRP). The Panel published its findings in two documents: *Report of the National Reading Panel* (NICHD, 2000a) and *Report of the National Reading Panel: Reports of the Subgroups* (NICHD, 2000b). Destination Reading Courses I and II were developed based on these findings.

The research of the Alliance for Excellent Education, *Reading Next: A Vision for Action and Research in Middle and High School Literacy*, a report to the Carnegie Corporation of New York, (October 2004), supports Courses III and IV. *Reading Next* is a cutting-edge report that combines the best research currently available with well-crafted strategies for turning that research into practice. Written by five of the nation's leading researchers, *Reading Next* charts an immediate route to improving adolescent literacy. The authors outline 15 key elements of an effective literacy intervention.

How does Destination Reading address the 5 essential components of reading instruction?

Reading Foundation	Proven methods for instruction:	Destination Reading delivers:
Phonemic Awareness	<ul style="list-style-type: none"> • Manipulating phonemes in words* • Associating phonemes with letters explicitly and systematically* 	<ul style="list-style-type: none"> • Systematic and explicit instruction of phonemes using letters and words
Phonics	<ul style="list-style-type: none"> • Systematic and explicit phonics instruction (for students from all backgrounds and skill levels)* • Decodable texts* 	<ul style="list-style-type: none"> • A carefully structured whole/part/whole approach to phonics
Fluency	<ul style="list-style-type: none"> • Repeated exposure to guided reading with feedback* 	<ul style="list-style-type: none"> • Exposure to fluent reading with voices varying in gender, age, race, and tone
Vocabulary	<ul style="list-style-type: none"> • Vocabulary taught both directly and indirectly* • Learning in rich contexts* 	<ul style="list-style-type: none"> • Strategies to use context to gain the meanings of words with a wide variety of genres • Strategies for decoding words
Comprehension	<ul style="list-style-type: none"> • Flexible platform that encourages teacher interaction* • Adolescent literacy is increased through writing exercises** 	<ul style="list-style-type: none"> • Modeling to guide actions and enhance comprehension processes during reading • Multiple opportunities for writing

Phonemic Awareness

Phonemic awareness is the understanding that alphabetic languages like English code speech at the level of the phoneme—the individual sound. The research concludes overwhelmingly that possessing this knowledge is critical to both initial reading and to continued development in reading skill. The NRP found that having children manipulate phonemes in words was highly effective in a variety of teaching conditions with a wide range of children. They concluded that the training programs in phonemic awareness that were most effective explicitly and systematically taught children to associate phonemes with letters.

Five units in Course I of Destination Reading teach the skill of phonemic awareness directly and systematically. Through song, rhyme, manipulative activities, and explicit instruction, children learn that letters have both names and sounds. They learn to identify these sounds in isolation and to hear them in words.

Phonics

Phonics instruction teaches children the precise correspondences between the letters and sounds. Children apply that knowledge to unlock, or decode, unfamiliar words in print. The review concluded that systematic and explicit phonics instruction helps

children from all socioeconomic levels learn to read and that the amount of instruction is related to their degrees of success.

Destination Reading teaches phonics concepts explicitly and systematically throughout Course I and continues this instruction in Courses II and III with more advanced word study. Students learn to convert letters into sounds and to combine those sounds to form words. They are also taught to interpret diphthongs, blends, and other phonics concepts. From the beginning, children read decodable text written to reflect the phonics concepts and sight words they are learning. As the program progresses, the texts become more complex to reflect the students' growing phonics skills.

In Destination Reading Courses III and IV the interactive texts offer unobtrusive decoding support to students who need it. Recognition of frequent sound-spelling relationships drive the identification of decoding support prompts to include in the program and all decoding support is contextualized in a reading experience. Furthermore, phonetic principles are emphasized in vocabulary strategy instruction as part of word analysis. Active, immersive experiences where students have a high degree of control over the learning environment facilitate both word knowledge and support for building decoding abilities.

Fluency

Fluency is the ability to read text quickly, accurately, and with appropriate expression and phrasing. Research found that fluency is highly related to comprehension. A critical element of fluency is automaticity. This is the ability to recognize words quickly without sounding them out. Reading with automaticity frees the mental capacity of the reader to attend to comprehension, which is, after all, the ultimate purpose of reading. Studies have concluded that fluency is related to the amount of text exposure, implying that practice has a positive effect on fluency.

In Destination Reading, students have frequent opportunities to listen to fluent readings of texts. The reading passages offer individual students the option to hear the selection read aloud, with the text being highlighted as it is read. For a variety of reasons, students may listen to a single text, or a portion of that text, repeatedly. Providing repeated exposures to text with an emphasis on modeled fluent reading complements the variety of conditions noted by NICHD. This feature is particularly helpful for English learners and struggling readers who are simultaneously challenged by the content and their literacy skills.

Destination Reading provides a large number of opportunities to read text with different types of support. In the read-aloud texts, children can click on single words to hear them read or they can click the green dot to hear the entire passage. Read-alone passages do not provide this support. For many reading passages the teacher can assign either the read-aloud or read-alone version. Children also practice automatic word recognition through a variety of activities that present sight words and phonics skills. The companion print materials that children complete away from the computer or at home provide additional reading practice.

Vocabulary

Written text is composed of words, and words represent ideas and concepts. Understanding what those words mean—building a vocabulary—is a critical and inherent part of text comprehension. There is solid evidence that vocabulary knowledge increases as a result of two types of vocabulary instruction: direct and indirect.

Destination Reading teaches vocabulary through a number of techniques that research has shown to be effective. It presents some vocabulary directly and explicitly in advance of reading a text. It also presents vocabulary in the context of text itself. Finally, it follows every reading passage with several activities that draw on the vocabulary in the passage. In each case, students work actively with the computer technology to learn new words. Because Destination Reading includes many text genres, it provides a wide variety of opportunities for students to learn new words in different content areas.

Destination Reading, Courses III and IV, pre-teach vocabulary to build students' conceptual knowledge, expose students to vocabulary words in multiple contexts, and model and instruct in the use of vocabulary strategies. Each unit includes between six and nine new terms. Vocabulary words include high-utility and academic language. Students personalize their knowledge of words through application activities, which often involve students' completing writing assignments using newly acquired terms.

Vocabulary Strategies include:

- Context Clues (unfamiliar words)
- Homophones & Homographs
- Analogies
- Multiple-Meaning Words
- Synonyms & Antonyms
- Greek & Latin Roots
- Dictionary & Glossary (unfamiliar words)
- Dictionary & Glossary (multiple meaning words)
- Prefixes & Suffixes
- Idioms
- Inflected Endings
- Base words
- Connotative/denotative meanings
- Context clues (slang)
- Context clues (foreign words)

Comprehension

Research on reading comprehension has reflected the view that in the active process of reading, information gained from the text interacts with information that the reader already holds in memory. Also, readers can employ various strategies as they monitor the interaction between what they already know and what they are reading. These strategies are conscious procedures that help us comprehend text. Research on reading comprehension instruction has focused on the teaching of strategies to enhance comprehension of text. The NRP found five categories of instruction that can improve reading comprehension in normal readers.

- Comprehension Monitoring: When reading, students regularly check that they understand what they have read.
- Cooperative Learning: Peers can work together when they read a text, as they answer questions about a text, or as they discuss the use of the reading strategies themselves.
- Graphic and Semantic Organizers: When students use story maps, flow charts, diagrams, or other graphic devices to describe the underlying semantic organization of a text, they develop a richer understanding of it. These devices seem to improve the memory of the text by structuring student recall.
- Question Answering: The straightforward task of answering questions about a text improves comprehension skills.
- Summarization: This strategy teaches students to write coherent summaries of what they have read.

Throughout Destination Reading, children are challenged to draw meaning from print and to use that meaning in activities. Comprehension begins with tasks in the emergent literacy unit and continues, unit by unit, all the way to the readings in chapter books at the end. In each setting, children are asked to connect the text to their own experiences, formulate questions from the text, monitor their comprehension while reading, use graphic and semantic organizers, and answer questions after reading.

Comprehension strategies that are specific to different text genres are explicitly taught when those genres are encountered. This instruction includes defining the genre, looking at the organization of the text, studying the specific language and textual features of the genre, and reviewing relevant concepts and vocabulary. For example, the genre of informational text is defined for students to emphasize its purpose as providing facts to someone who needs to know them. The instruction explains the structural features of the text, such as headings, that help those readers locate what they need to know.

Courses III and IV include a carefully sequenced progression of 22 research based skills and strategies. Students are guided by prompts in the interactive text to use comprehension strategies while reading. Following the reading, students have multiple opportunities to demonstrate understanding of the text, at literal and more advanced levels. When students struggle to demonstrate comprehension, they are given immediate feedback to support them.

Comprehension skills and strategies in Courses III and IV include:

Comprehension Skills

- Fact & Opinion
- Compare & Contrast
- Cause & Effect
- Persuasive Devices & Propaganda
- Sequencing
- Main Idea & Details
- Literary Elements
- Distinguishing Realism from Fantasy
- Drawing Conclusions
- Making Inferences
- Author’s Viewpoint/Bias
- Author’s Purpose

Comprehension Strategies

- Monitoring Comprehension
- Text Structure
- Taking Notes
- Paraphrasing
- Summarizing
- Making & Confirming Predictions
- KWL Strategy
(what I Know; what I Want to know; what did I Learn)
- Visualizing
- Graphic Organizers
- Asking & Answering Questions

Students also receive explicit instruction in comprehension strategies. They observe those strategies as they are modeled and are given opportunities to practice them as they read. The interactive text prompts them, when appropriate, to make use of the strategy while they are reading. Students also have opportunities to apply what they’ve learned about the text and reflect on the effectiveness of the strategy.

Course	Grade Level	Curriculum at a Glance
Course I	Prekindergarten–Kindergarten	Fundamental print concepts; alphabetic principles; phonemic awareness ; phonics ; three-letter words; early reading.
	First Grade	Continued phonics and phonemic awareness ; automatic word recognition; vocabulary ; comprehension strategies ; narrative fiction and informational texts; decodable texts; writing activities.
Course II	Second Grade	Comprehension ; advanced phonics ; word study; fluency , elements of fiction; elements of non-fiction;

		writing; early grammar.
	Third Grade	Advanced continuation of second grade topics plus research skills; fluency , reading for task-related purposes; reading graphics-based text.
Course III	Fourth–Sixth Grades	Comprehension skills and strategies; Academic and high-utility vocabulary words; vocabulary strategies; decoding support; fluency , writing to reinforce comprehension
Course IV	Sixth–Eighth Grades	Advanced continuation of vocabulary and comprehension strategies; students practice and apply skills and strategies to longer and more complex passages.
Course V	High School Intervention (to be released 2006)	Comprehension skills and strategies; vocabulary ; fluency modeling and support; additional practice opportunities, range of readability levels to support below-level readers

How does Destination Reading address Emergent Literacy?

Some children come to school understanding how print functions in the world and these children are more likely to be successful in learning to read than their peers who do not. Children who have these skills understand the components of literacy: intentionality of print, the form of written text, the alphabetic principles, and the conventions of print.

The first unit in Destination Reading is “Print in our World.” The activities of this unit engage children in a variety of pre-reading practices that occur in the everyday world: finding print in the environment, making lists, seeing how books work, singing songs as the words appear on the screen, and making sentences using rebuses. Destination Reading is the only online reading program with a unit on emergent literacy.

Throughout the Destination Reading courses, additional support is provided for students through the “read to” functions. In the read-aloud texts, children can click on single words to hear them read or they can click the green dot to hear the entire passage. Students can see and hear the relationship between print and words while also building background for their own reading activities.

Destination Reading Courses III and IV provide direct and indirect exposure to background knowledge relevant to the topic of each major text to assist emergent readers such as English Language Learners. Students may view a slide show or a short movie that exposes them to content they may not already be familiar with, thus improving their chances of understanding what they are about to read.

How does Destination Reading motivate students?

The captivating graphics, songs, and texts of Destination Reading, along with its interactive activities, keep motivation high for children. Consistent praise and feedback help children learn and maintain that engagement. Even the activities that ask students to select a correct response include guided feedback that limits choices after incorrect responses; this leads all children eventually to the correct answer and prevents the frustration that naturally accompanies consistent wrong choices. The comprehension activities ask students to connect the texts to their own lives. The wide variety of genres ensures that all students will stay engaged throughout the program.

Destination Reading includes:

- Familiar stories
- Multicultural folktales, fairytales, fables, and myths
- Original and familiar tall tales
- Original fiction
- Poems, rhymes, and songs
- Encyclopedia-style articles
- Newspaper and magazine articles
- Brochures, packaging, and other commercial texts
- Recipes and similar procedural texts
- Journal entries
- Interviews
- Letters to the editor
- Speech copy
- Textbook excerpt
- Web site
- Schedules and other tabular or graphically presented texts
- Instructional, scientific/technical, and informational texts
- Persuasive text
- Historical nonfiction
- Biography
- Adventure fiction
- Historical fiction
- Mystery
- Fantasy
- Reference Sources

The design of Destination Reading Courses III and IV keeps the issue of improving student motivation at the forefront. These students are “digital natives” who have been raised with technology and are sophisticated computer users. More than three thousand students voted on the topics for reading passages and were involved in the interactive design of the program. Texts and activities make use of culturally diverse themes and topics. Instruction and themes reference popular culture, allowing students to practice key skills in contexts they find relevant, helping them transfer thinking skills from familiar contexts to their own use while reading.

In addition, in-program characters bring skills and strategies to life, creating a dialogue with the learner that invites active engagement. Two teenage buddies and two “experts” are featured in each unit to provide guidance and support to the student. In addition to enhancing motivation, buddies and experts help engender metacognitive habits of mind by thinking aloud and modeling reading habits in a friendly, supportive, and socially “cool” manner. The visual design of Destination Reading also makes use of technology metaphors that bring concepts to life in a way that is highly relevant to the digital native generation. Each unit in the program provides Book List suggestions to help connect the software to popular award-winning literature in the classroom for student selection.

What is the instructional model for Destination Reading?

In Courses I and II, Riverdeep offers an early childhood model of reading instruction using a whole-part-whole philosophy. The courses’ instructional design is based upon the National Reading Panel’s research report: *The Prevention of Reading Difficulties in Young Children*. This research has driven the design of effective reading instruction set forth in the program plans for Reading First and other No Child Left Behind Titles.

All skills are taught within the context of a “whole” such as a story, newspaper article or poem. The “whole” is followed by skill-building activities. These have illustrative instructional examples and problem-set words that are taken from the text to which the learner has previously been exposed. Once the skill building is done, students proceed to a second “whole”—such as another text, a writing activity or a make-and-take activity.

WHOLE	PART	WHOLE
Reading selection	Skill building activities	Second reading selection


Explicit instruction assists students with decoding and understanding the story or article	Guided practice as the student learns the skills underlying the passage	Students apply what they have learned independently in a new context
Whole group read aloud Individual reading On screen help Read-to button in program	Phonics activities Decoding strategies Games and songs Vocabulary activities	Individual reading On screen help Writing Make and take activity

As the students mature, so does the nature and design of Destination Reading. The National Reading Panel noted that, “The instruction of cognitive strategies improves reading comprehension in readers with a range of abilities.... The improvement occurs when teachers demonstrate, explain, model, and implement interaction with students in teaching them how to comprehend a text.” Destination Reading for the middle and upper grades includes direct instruction and modeling prior to engaging students in interactive practice of skills to build cognitive strategies.


In Courses III and IV the focus is on comprehension strategies and vocabulary to take students beyond reading, helping them to apply their skills across the curriculum. Effective models of instruction include an explicit description of the strategy and when and how it should be used, modeling of the strategy in action, collaborative use of the strategy, guided practice, and independent use of the strategy (Duke & Pearson, 2002).

Destination Reading III and IV are designed on the Instruct-Practice-Apply-Individualize cycle to build deep understanding of core skills and strategies.


INSTRUCT	PRACTICE	APPLY	INDIVIDUALIZE
Explicit instruction explains the concept	Guided practice as the student learns how and when to apply the strategy	Students apply the strategy independently in a new context	Pretests and posttests are administered to individualize the content for each student
Genre Study Build Background Vocabulary Strategy Comprehension Skill Comprehension Strategy Decoding Strategy	Vocabulary Strategy Comprehension Skill Comprehension Strategy	Vocabulary Strategy Comprehension Skill Comprehension Strategy	Assess Report Prescribe



Explicit Instruction
In *Destination Reading Course III*, a series of lessons introduces the comprehension skill of drawing conclusions in the context of reading a mystery. The strategy is described and modeled for the student.



Practice
The direct instruction in the reading comprehension skill of drawing conclusions is followed by a series of practice activities with the concept. Students receive corrective feedback as they draw conclusions in situations similar to their own experience, as well as in the reading passage.



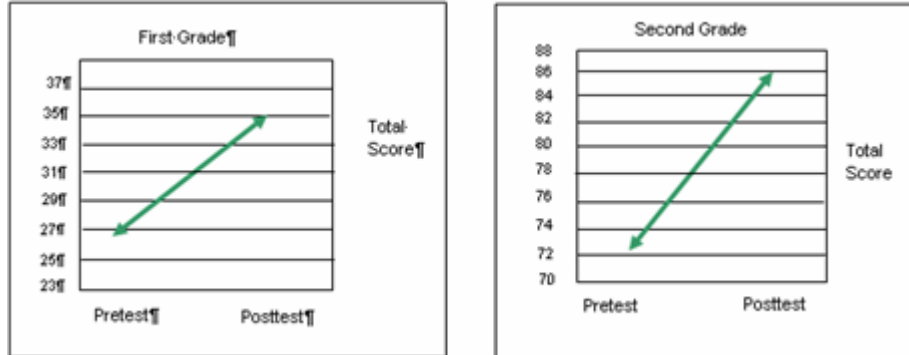
Apply
After practicing drawing conclusions both in the reading passage and in interactive games, students are given a new scenario and asked to apply the skill of drawing conclusions to a new section of the story.

The instructional model offers the following features:

- Destination Reading devotes an entire unit to emergent literacy because some youngsters enter school without a fundamental awareness of the essential concepts and functions of print.
- Exploration activities and traditional question/answer exercises are both included, because some students learn by doing and others learn by being asked.
- Destination Reading offers creative assignments and explicit instruction because some children like to forge new paths and others prefer to follow directions.
- The program includes the widest assortment of age-appropriate fiction and nonfiction text genres, because research shows different genres appeal to different types of learners.

Is Destination Reading proven to be effective?

Two evaluation studies of Destination Reading have been completed. In the first study, conducted during the 2002-2003 school year, Riverdeep commissioned the Goodman Research Group (Cambridge, MA) to conduct a study of the effectiveness of Destination Reading. The study used a pre- and posttest design and chose the Gates-MacGinitie Reading Test (GMRT) Form S for the study. Students were administered the pre-test in December 2002 and the post-test in May 2003. Analyses of change in the first graders' GMRT scores from pre- to posttest showed that the mean subtest and overall scores increased significantly for these students (n=95). The analyses of the second grade tests (n=138) showed a similar pattern of growth.



During 2004, Destination Reading was evaluated by the WestEd Regional Education Laboratory in a scientifically based study that showed statistically significant gains in Kindergarten achievement using the Destination Reading program.

- Students who used Destination Reading outperformed those who didn't in every category
- Destination Reading improved letter and sound correspondence by more than 14%
- Kindergartners who used Destination Reading performed 18% better in understanding initial and final consonants and vowels

Subtest	DR Group % Correct	Control Group % Correct	Gross Difference ¹	Adjusted Difference ²
Initial Consonants	86.21%	54.42%	31.79%**	15.75%**

Final Consonants	77.90%	46.41%	31.49%**	15.20%**
Vowels	66.21%	34.81%	31.40%**	20.69%**
Total Score	76.77%	43.35%	33.42%**	18.26%**

** Statistically significant at the p<001 level.

1 Gross difference represents the outcome using non-adjusted, raw scores

2 Adjusted difference represents the Treatment and Control group difference after adjusting for differences in socio-demographic variables and baseline test scores

The study is available at: http://rivaproduct2.riverdeep.net/pls/portal/docs/PAGE/RVDP_GF/GWC/WESTEDDRREPT11_12-A7295.PDF

Destination Reading has been reviewed by the Florida Center for Reading Research. Each of the five components found to be effective in reading instruction—phonemic awareness, phonics instruction, vocabulary, comprehension, and fluency—were evaluated. Destination Reading received three pluses, the highest possible rating, in every category. Destination Reading has also been reviewed and approved for California’s Supplemental Intervention Program Materials List for Reading First.

Is Destination Reading correlated to my state’s standards?

Destination Reading is correlated to the standards of all 50 states. These correlations allow teachers to develop assessments and lessons by searching the DR resources on specific standards.

Is a scope and sequence available for Destination Reading?

Yes. For a copy of the complete scope and sequence please email Chevy Martin at cmartin@riverdeep.net. Please request specific course number(s).

How are schools using Destination Reading?

Destination Reading is used in a number of formats.

FORMAT	APPROACH
Whole Class	Teachers can complete Destination Reading activities using a projector or LCD screen as part of their regular reading program.
Small Groups	Destination Reading can be used in the technology center of the classroom for small group work.
Individualized Instruction	Destination Reading provides the opportunity to create individual assignments for each learner aligned with the reading curriculum.
Reading Lab	As a rotation in reading instruction, Destination Reading can be used to build and reinforce essential literacy skills.
Computer Lab	One to one computing provides the opportunity for sessions of highly individualized reading instruction for each student.
Reading Resource Center	Destination Reading is easily used as an enhancement or enrichment of the regular classroom program in a resource center.

The program can be used as a regular part of the curriculum integrated with the classroom basal reader; as an intervention program to provide struggling students with a diagnostic-prescriptive approach; and as an opportunity for advanced students to work at higher levels.

How is Destination Reading integrated into the curriculum?

Destination Reading is easily integrated into any standards-based curriculum. Teachers are able to search for lessons that support their classroom program by searching on specific standards or topics. For example if the classroom reading program is studying the silent “e”, the teacher can easily assign lessons that reinforce that concept. In the classroom or in the computer lab, this highly tailored approach to integrating technology has proven successful in reinforcing the student’s classroom program.

Destination Reading can be integrated with the basal reading program through whole class instruction using a white board or TV monitor, by including it as an activity center in the classroom during the regular reading program, or for individual student access at various times during the day. In the computer lab coordinated lessons can be a focus on a weekly or twice weekly basis.

Aligning lessons is easy with the RLMS. Teachers simply search on a topic or standard and Destination Reading provides a list of the appropriate lessons, tutorials, and activities.

“I can easily program a week’s worth of lessons in 10 minutes. I can do it for six different groups of students on six different levels. They have no idea that they’re all getting something different, and I can meet their needs.”

Susan Bohm, First Grade Teacher and Technology Coach, Battlefield Park Elementary School, Hanover, VA

How is Destination Reading used with special populations, i.e. English Language Learners, below level students, special needs students, and advanced students?

The Learning Management System is at the center of serving special populations. Individual assessments lead to the prescriptive lessons that each student needs. In a portal installation, having the full range of courses available allows teachers to identify gaps in each student’s learning and get them the help they need at whatever level.

Destination Reading has been used as a teaching tool for English Language Learners with students from first grade to high school. Dr. Lisa Trout of the Palm Beach County, FL, ESOL program noted that, “The students were enthralled by the graphics and movement and were engaged at all times. The lessons seem long enough to get the message across but short enough to continue to hold the interest of the children.”

Destination Reading’s assessment-prescriptive lessons-assessment model helps teachers work with below level and special needs students by identifying specific needs and addressing them no matter where in the curriculum the child needs help.

Students who are advanced can work ahead of the group in this full range of courses to enhance and expand reading skills.

How is Destination Reading used as an Intervention Program?

The combination of the Learning Management System and the award-winning Destination Reading curriculum is a powerful tool in assuring that students stay on track and make AYP. Destination Reading is easily integrated into a teacher’s classroom work with students based on their assessed needs. A sample program for a single class would include:

- Regular classroom curriculum

- Destination Reading available at least 2 times per week in the lab and at least 2 times per week in the classroom computer center
- Destination Reading assessments either by subject, standard, or teacher selection to define student needs
- Destination Reading assignments to meet the assessed needs of the individual student
- Student work on assignments leads to a new assessment to track progress and gaps
- Student reports help define a learning path for each child

Using this basic strategy, Destination Reading becomes the platform for a student-by-student tutorial program to assure that each one is achieving to the best of his or her potential.

What professional development is available with Destination Reading?

Professional development is the heart of the Destination Reading approach. It includes best practice strategies that show teachers how to manage their classrooms so all children get the help they need to meet state learning standards. Our professional development doesn't just focus on technology, it provides a classroom-tested teaching model that meets the challenges faced by today's schools. Riverdeep professional development includes these features:

- Packages range from single day hands-on training to year-long Focused Consultant programs with in-school mentoring and coaching.
- Implementation planning and leadership strategies
- Coaching and modeling
- Teaching strategies and best practices for integrating Riverdeep software into the class and school curriculum
- Lesson-planning and utilization strategies
- Test creation plus state and district correlation services
- Whole class, small group, and individual instructional strategies

A course of professional development for a successful implementation is designed as follows.

Implementation STAGE	PARTICIPANTS	HANDS-ON TRAINING	OUTCOMES—Participants will:
Implementation Level I Initial Training Workshops	Reading Teachers Coaches Principals District personnel	<ul style="list-style-type: none"> • Curriculum Overview • Overview of the Learning Management System • Lesson planning and grouping strategies to provide intervention services to students who are struggling in reading and/or math 	<ul style="list-style-type: none"> • Learn the most basic operational procedures of the software and get an overview of the learning management system • Demonstrate the use of features of the software and awareness of the support materials and correlations
Implementation Level II Coaching/Modeling	Reading Teachers Coaches Principals	<ul style="list-style-type: none"> • Educational Consultant models best practices of intensive intervention strategies while teachers from other classroom 	<ul style="list-style-type: none"> • Focus on "Best Practices". • Learn and experience 4 models of integration • Create and share integrated units

	District personnel	<p>observe (no substitute teachers are necessary)</p> <ul style="list-style-type: none"> In-class coaching/ modeling of four integration models: Direct Instruction, Whole Group, Small Group, and Management & Cooperative Learning Strategies <p>Teacher teams prepare and present units based on their curriculum and the Riverdeep program</p>	<ul style="list-style-type: none"> Observe, discuss, and analyze demonstrated lessons including classroom management techniques Become familiar with the scope and sequence structure of the various resources as they apply to state standards.
Implementation	<p>Reading Teachers</p> <p>Coaches</p> <p>Principals</p> <p>Technology Leaders</p>	<p>Customized Leadership Choices may include:</p> <ul style="list-style-type: none"> Lab management Integration strategies "Best Practices" Mentoring & Leadership Using web-based resources In-depth utilization of the Management System Development of and/or preparation for local Summer Institute 	<ul style="list-style-type: none"> Become school-based Riverdeep Facilitators/ Mentors

How are parents involved with Destination Reading?

As an Internet- and software-based curriculum, Destination Reading's accessibility naturally facilitates and encourages the home-school connection. Students can log in from home or elsewhere in the community to complete activities or show their parents what they have been working on. Each unit in the program includes an activity that can be used away from the computer – such as a study sheet with vocabulary words or a writing activity to be completed at home – with a tie-in to the software. Students receive award certificates as they progress through the program that can be printed and taken home. The teacher is also prompted with tips for establishing a parent connection within example lesson plans

What methods of delivery are available for Destination Reading?

Destination Reading can be delivered through a stand-alone computer in the classroom, a local area network within a school, or a district wide portal which provides use for participating schools on all computers with on-line connectivity in the school, in the community, and in the home.

Delivery	Stand-Alone	Site-based network	Web-based Portal
Site	Classroom	School	District
	Stand-Alone	LAN	WAN
Users	Student, Teacher	Student, Teacher, Technical Coordinator, Principal	Student, Teachers, Network Administrator, School Administrator(s)

Solution	Destination Reading, Destination Math, RLMS, Professional Development, Customer Support	Destination Reading, Destination Math, RLMS, Professional Development, Customer Support	Destination Reading, Destination Math, RLMS, Professional Development, Customer Support
Benefits	Suitable for small school without technology infrastructure Appropriate for classroom trial or pilot	Suitable for smaller to mid sized districts without technology infrastructure Saved to the network enhancing CPU performance Centrally managed and updated for school site Suitable for site based reporting and performance analysis	Reducing Total Cost of Ownership through centralized administration Web enabled anywhere, anytime learning Faster access to new curriculum Instructional content centrally managed and updated at one location for the district Scalable solution which will grow with instructional content goals District wide reporting and analysis

The most cost effective and powerful delivery system is the district-wide portal. Every internet-connected computer in every school in the district will have access to the same high quality courseware and learning management system. Students and parents are able to go the child's *Destination* Web page from home or the local library to support the home-school connection. A single server, a single installation, and single update and maintenance site reduces the total cost of ownership by cutting down administration, hardware, and maintenance requirements.

The portal installation provides for reporting and analysis at every level from the individual student to district-wide analysis, helping districts track reading performance among their students for AYP.

What kind of customer support is available?

Destination Reading is supported by a team of curriculum and integration experts who provide numerous support services including curriculum development, integration, technical support, and training. These services have been designed with one goal in mind—to ensure teacher success.

As described above, implementation training focuses on curriculum and learning. Riverdeep also provides technical support beyond the implementation. On-site packages range from one day support to additional technical support days including 'train the technician,' implementation planning and training, and cell phone and email access to designated field engineers.

As part of the Destination Reading solution, Riverdeep provides on-going customer support and maintenance services including:

- Riverdeep Schools Customer Support is available by phone at (800) 825-4420 8:00 AM - 6:00 PM CST M-F or fax at (866) 627-1403

- Update Protection covering bug fixes and enhancements to existing product
- Annual health check

What are the technical specifications for Destination Reading?

Riverdeep's RLMS 4 Technical Specifications

**These are MINIMUM technical specifications and recommended for small Portal implementations (up to five typical school buildings).
Please consult with Riverdeep's Support team regarding other feasible technical environments and larger district implementations.**

RVDP RLMS 4 SERVER DATABASE/OS Combinations	
RLMS Server OS	<ul style="list-style-type: none"> • Windows Server 2000/2003 • RedHat Linux 9 or greater • RHEL 2.4 AS or ES or greater • MAC OSX Server 10.4 or greater
RLMS Application Server	<ul style="list-style-type: none"> • Apache Tomcat
RLMS Server DB	<ul style="list-style-type: none"> • Microsoft SQLServer 2000/2005 • Oracle 9i • MySQL 4.x or greater • HBSQL 1.8.x or greater

Supported Windows Browsers			
Browser and version	Win 98 SE (Sp2)	Win 2000 (Sp4)	Win XP (SP 2) (inc. Home & Pro)
IE 5.5+	supported	supported	supported
Mozilla Firefox 1.5+	supported	supported	supported
Netscape 7.0+	supported	supported	supported

Minimum Windows Client Specifications	
CPU	Pentium III 733 MHz or better
Operating System	Windows 98 SE, Windows 2000, XP Home, XP Professional (with latest Service Packs)
RAM	Minimum 128MB Memory
Hard Drive	100 MB free
Graphics Resolution	800 x 600 Hi Color 16-bit (thousands of colors) or higher
Network Card	10BaseT or better
Sound Card	SoundBlaster 16 or compatible (Headphones recommended)
Plugins	Macromedia Flash Player 8; Acrobat Reader 5, Java Plug-in J2SE 5.0
Cookies	Enabled/Allowed in Browser

JavaScript	Enabled
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Supported Macintosh Browsers			
Browser and version	Mac OS X 10.2.8	Mac OS X 10.3.9	Mac OS X 10.4.x
Netscape 7.0+	supported	supported	supported
Mozilla Firefox 1.5	supported	supported	supported
Safari 2.0			supported

Minimum Macintosh Client Specifications	
CPU	iMac PPC 750-400 MHz PowerMac G4-350 MHz
Operating System	OSX 10.2, 10.3, 10.4 or higher
RAM	128 MB
Hard Drive	100 MB free
Graphics Resolution	800 x 600 Hi Color 16-bit (thousands of colors)
Network Card	10BaseT or better
Sound Card	Standard Macintosh Sound (Headphones recommended)
Plugins	Macromedia Flash Player 8; Acrobat Reader 5.0
Cookies, Pop-Ups	Enabled/Allowed in browser

Minimum Network Specifications	
Bandwidth Requirements	250KB per second /user
Internet Service	250KB per second Internet Service, 600KB per second Preferred
WAN Connectivity	T1 Minimum; Fiber, ATM, or Gigabit Backbone Preferred
Building Network	Minimum 10/100 Switched; 100Mb recommended

How does Destination Reading meet the requirements of Title I?

The purpose of Title I, Part A is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach proficiency on challenging state academic achievement standards and assessments. Title I focuses on high-poverty, low achieving students. This is an entitlement program based on the census count of children living in poverty in the state. The states distribute the funds to districts and districts to schools on the same basis.

Title I Requirements	Destination Reading Features
Increase student achievement in core subjects using reading and math programs that are proven effective by scientifically based research	Destination Reading provides technology-based instruction that has been proven effective by scientifically based research by WestEd
Purchase only instructional materials that are created on scientifically based research	Destination Reading is built on the latest in scientifically based research by the National Reading Panel, the Committee on the

	Prevention of Reading Difficulties, and The Alliance for Excellent Education
Requires that students be taught only by highly qualified teachers	Professional development with Destination Reading offers skills in reading, technology, and classroom management that improve classroom strategies for teaching reading.
Encourages the use of extended-time programs and other strategies for raising student achievement in high-poverty schools	The use of technology for teaching reading is a strategy that holds high interest for students and provides another avenue to raising achievement in after school and summer programs
Requires testing of students annually in reading and math and that a certain percentage of each subgroup (special needs, English Language Learners, minorities) within each school meet or exceed the state-specified level of proficiency in each subject	The ongoing assessment features of the Destination Reading Learning Management System provide practice with the types of assessments students will face under NCLB and allow teachers to teach to specific standards that will be included in the testing

How does Destination Reading meet the requirements of Reading First?

Reading First provides assistance to states and school districts to establish scientifically based reading programs in kindergarten through third grade classrooms to ensure that all children learn to read well by the end of third grade.

Destination Reading Courses I and II are the complete supplemental reading software for districts striving to meet the demands of Reading First.

Reading First Requirements	DR Courses I and II Features
Reading First focuses on grades K-3 and the purchase of scientifically based reading materials	Destination I and II are a supplemental K-3 reading program based on scientific research by the National Reading Panel and NICHD
Reading First requires that all core and supplemental/intervention materials be based on the five scientifically based elements of reading instruction	Destination Reading is based on the five core elements of reading instruction identified by the National Reading Panel

<ul style="list-style-type: none"> ○ PHONEMIC AWARENESS—five units in Course I of Destination Reading teach the skill of phonemic awareness directly and systematically. Destination Reading is the only online reading program that offers a full unit on Emergent Literacy ○ PHONICS—Destination Reading teaches phonics concepts explicitly and systematically throughout Course I (Prekindergarten to first grade) and continues this instruction in Course II (second and third grades) with more advanced word study ○ VOCABULARY—Destination Reading teaches vocabulary through a number of techniques that research has shown to be effective. It presents some vocabulary directly and explicitly in advance of reading a text; it also presents vocabulary indirectly within the text itself ○ FLUENCY—Destination Reading provides a large number of opportunities to read text with different types of support. Children can click on single words to hear them read or they can click the green dot to hear the entire passage. Children also practice automatic word recognition through a variety of activities that present sight words and phonics skills ○ COMPREHENSION—Destination Reading asks children to connect the text to their own experiences, to formulate questions from the text, to monitor their comprehension while reading, to use graphic and semantic organizers, and to answer questions after reading 	
Reading First requires increased teacher professional development to ensure that all teachers have the skills they need to teach scientifically based instructional programs	Destination Reading comes with professional development designed to help teachers understand the five basic elements of reading instruction in the context of using Destination Reading
Reading First provides increased teacher professional development in assessment to ensure that all teachers have the skills to use required screening, diagnostic, and classroom-based assessments to measure where students are and to monitor their progress.	Riverdeep professional development provides training in the use of the Learning Management System which includes assessments, prescriptive lessons, and reports designed to identify, remediate, and track gaps in a student's learning

How does Destination Reading meet the requirements of Enhancing Education through Technology (EETT)?

The principal goal of Enhancing Education through Technology (EETT) is to improve student academic achievement through the use of technology in elementary and secondary schools. It is also designed to assist every student in becoming technologically literate by the end of eighth grade and to encourage the effective integration of technology resources and systems with teacher training and professional development to establish research-based instructional models. The program targets funds primarily to school districts that serve concentrations of poor students.

Destination Reading is the complete reading courseware for districts striving to integrate the power of technology into the reading curriculum to raise student achievement.

EETT Requirements	Destination Reading Features
To improve student academic achievement through the use of technology in elementary and secondary schools	Destination Reading provides the technology-based courses that have been proven to raise student achievement
To support hardware and software needs in technology integration	Destination Reading is built on the latest scientifically based research and is eligible for EETT funding as a technology integration resource
To integrate technology into the core curriculum	Destination Reading offers a Learning Management System that facilitates integration of technology into the reading curriculum by providing standards based activities that are easily aligned with regular classroom texts Professional development for Destination Reading focuses on technology integration
To set aside 25 percent of grants for professional development	Professional development with Destination Reading focuses on classroom techniques for using and integrating this technology-based curriculum into the regular classroom program.

How do Destination Reading Courses III and IV meet the requirements of the Striving Readers program?

The purpose of the Striving Readers program is to raise the reading achievement levels of middle and high school-aged students in Title I-eligible schools with significant numbers of students reading below grade level. The program supports new comprehensive reading initiatives or expansion of existing initiatives that improve the quality of literacy instruction across the curriculum, provide intensive literacy interventions to struggling adolescent readers, and help to build a strong, scientific research base for identifying and replicating strategies that improve adolescent literacy skills.

Striving Readers Requirements	DR Courses III and IV Features
Improve the literacy skills of struggling adolescent readers through intensive, targeted intervention for struggling readers (i.e., students who read at least two years below grade level, including limited English proficient students and students with disabilities)	DR III and IV serve students in grades 6-8 Intensive instruction is targeted through the assessment, assignment, reporting cycle DR has been shown to be effective with both ELL and students with special needs.

<p>Enhance the overall level of reading achievement in middle and high schools through improvements to the quality of literacy instruction across the curriculum</p>	<p>The cross curricular content in DR III and IV learn the vocabulary and background information in other courses across the curriculum</p>							
<p>Genre and Cross Curricular Content in Destination Reading Courses III & IV</p>								
	Fiction	Non-fiction	Science	Math	Social Studies	Language Arts	Technology	Music/ Performing Arts
Course III	46%	54%	26%	10%	20%	13%	24%	7%
Course IV	37%	63%	24%	10%	20%	16%	20%	10%
<p>Help build a strong, scientific, research base around specific strategies that improve adolescent literacy skills</p>	<p>Destination Reading was built on the research of the Alliance for Excellent Education's report on strategies that are effective with adolescents. DR lends itself easily to a scientifically based evaluation project. Several have already been completed.</p>							