



Tutorial Guide: Day 1 on Reading Street: Primary Grades

Program Description

Reading Street is a Pre-K through Grade 6 reading program designed to help teachers build readers by using engaging literature, research-based instruction, and a wealth of teaching tools.

Examples from Grade 1, Unit 1 (*Animals, Tame and Wild*), Week 3 highlight the first day in a week of instruction in the primary grades.

Helpful Resources

The following are key items referred to in the tutorial:

- Teacher's Edition
- Sound Spelling Cards
- Letter Tiles
- Decodable Reader: *Dot Can*
- Student Edition
- Graphic Organizer Flip Chart
- *Sing with Me Big Book*
- Grammar Transparencies

Some of these resources are also listed under "Materials" in the Day at a Glance at the beginning of the day's instruction.

Preview Your Week

Each unit provides a preview of the topics targeted during instruction. The main selection and the paired selection, which the students will read later in the week, are also identified here.

Weekly Plan

The Weekly Plan in the Teacher's Edition maps out the instruction and identifies specific resources needed to complete instruction for the entire week.

This plan also includes skills that are targeted in the week's instruction that are identified throughout the text with a red bull's-eye. These skills are grouped into three categories: Phonics, Comprehension Skill, and Comprehension Strategy.

Reading Street also identifies the skills that will be tested with a red capital *T*.

Morning Warm-Up

Begin the reading and language arts block with the Morning Warm-Up. Read the message with students and discuss the Question of the Week: *How do animals help people?* This discussion will help students make connections between selections they are reading and the unit concept.

High-frequency words can also be reviewed using the Morning Warm-Up.

Reading

The reading instruction for the primary grades includes:

- Oral Language
- Word Work
- Comprehension
- Vocabulary
- Fluency

It takes about 90 to 120 minutes to complete.

Oral Vocabulary

The reading instruction begins with oral language development. In this segment, students will focus on oral vocabulary and phonemic awareness.

Amazing Words

Students will be introduced to Amazing Words using the Oral Vocabulary Routine. The Amazing Words are found under the objectives. This routine provides direction to help students build their oral vocabulary.

Big Book *Sing with Me*

After teaching the Amazing Words, use the *Sing with Me Big Book* to engage students in a shared literature experience. Students will talk and sing about the unit or weekly concepts using the Amazing Words. This activity connects students back to the Question of the Week.

Word Work

Every day of instruction includes word work. The daily lesson has activities for phonemic awareness, phonics, and spelling.

Blending Strategy Routine

On Day 1, teach and model the target phonics skills of the week. The following are steps to follow using the Blending Strategy Routine:

- Make connections to prior learning. Show the students the words *hat* and *pig*, and review that these words have short vowel sounds.
- Show students the corresponding Sound Spelling Card and explain the sounds they hear. Have students then repeat the sound.
- Write the word on the overhead or whiteboard. Model how to segment and blend the word by saying each sound individually and then blending them together.
- Have students practice segmenting and blending together additional words as a group.

Letter Tiles

Students can practice making words that contain the sounds they practiced in the Blending Strategy Routine. Model one word, such as *rot*, which has the short *o* sound. Have students change the *t* in *rot* to *ck* and ask them to read the new word. Then, have students change the *ck* to *b* and read the new word.

For additional practice, assign the appropriate page in the Practice Book for class work or homework.

To monitor students' progress, check their word reading by writing this list of words and having individuals read them.

Spelling

Each week's target phonics skill is connected to the spelling instruction. For example, this week's spelling word list includes a short *o* word with a vowel-consonant, consonant-vowel-consonant, or consonant-vowel-consonant-consonant spelling pattern.

On Day 1, students will take a pretest and complete the page in their Spelling Practice Books for homework.

Small Group Plan

Students break into small groups for instruction that is more focused on meeting their individual needs. Reading Street provides a daily Small Group Plan for students who are identified in the following groups:

- On-Level
- Strategic Intervention
- Advanced

Place English Language Learners in one of these three reading groups based upon their ability to read in English.

Group Time

The Group Time chart shows which pages to turn to for the small group lesson plan. It has a description for small group reading for On-Level, Strategic Intervention, Advanced, and ELL students.

The lesson plans for the Strategic Intervention and Advanced groups are found in the back of the Teacher's Edition behind the Differentiated Instruction tab.

While working with small groups, assign the Independent Activities to the rest of the class.

On-Level

On Day 1, On-Level students will practice the week's target phonics skills using a Decodable Reader. This week's Decodable Reader is *Dot Can*. Students will practice reading short *o* words as well as the high-frequency words *the*, *do*, *a*, *is*, and *up*. These high-frequency words can be displayed on a Word Wall.

Strategic Intervention

The students in the Strategic Intervention group are going to read the same Decodable Reader as the On-Level students. They will review the phonemic awareness and phonics skills, and then they will practice the week's target phonic skills and high-frequency words.

Scaffold instruction for the Decodable Reader, *Dot Can*, by reviewing the short *o* words and other decodable story words.

Advanced

Advanced students will be able to read with more independence during their small group time. After building background for Independent Leveled Reader *Pam*, have students take turns reading pages from the story. Model reading with fluency and have students practice reading aloud with a partner.

The instructional plan for the Advanced students will build upon the whole group instruction and provide them with an opportunity to extend their understanding of the unit's concepts and target skills.

Students will practice blending and writing more challenging short *o* words like *problem*, *knob*, or *spotlight*. Then they will read the Advanced selection, *Hearts and Hooves*, which is found in the Differentiated Instruction portion in the back of the Teacher's Edition.

To extend their understanding of the unit concepts through inquiry, they can identify questions and compare additional reading selections to explore how animals help people.

Leveled Readers

During small group time, additional opportunities are available for students to read Leveled Readers. Lesson plans for Leveled Readers are located behind the Leveled Readers tab in the back of the Teacher's Edition, along with corresponding student practice pages for comprehension and vocabulary.

Building Background

After small group time, bring students back together as a whole group to build background. Use the photographs on in the student edition to talk about the concept of animals helping people. Encourage students to use the day's Amazing Words to describe what they see.

Develop a concept chart with the students to discuss how animals have helped people in the past and the present.

Listening Comprehension

On Day 1, use a Read Aloud to teach and model the week's target comprehension skills: character and setting. After defining the skills, help students identify the characters and setting of the story by using a Think Aloud. Think Alouds allow the teacher to teach and model the thinking process of determining character and setting.

For additional practice or homework, assign students the corresponding pages in their Practice Book.

Language Arts

Language arts instruction includes:

- Shared Writing
- Speaking and Listening

It will take about 20 to 30 minutes to complete.

Students can be transitioned from reading skills to writing or grammar skills with the Daily Fix-It Transparencies. Each day, display two sentences and work together as a class to fix the mistakes.

Shared Writing

On Day 1, guide students through a shared writing experience. As students make suggestions, write down their sentences about how animals help people on the whiteboard.

Grammar

Students will also practice listening for rhyme and rhythm. Sing the song and have students share the rhyming words they hear.

The grammar lesson will also be connected to the students' writing lesson. For example, the day's writing lesson focused on writing sentences. Teach students how to identify the action parts of sentences. Model this activity by using the appropriate Grammar Transparency.

Wrap Up Your Day

Wrap up the day's instruction by reviewing what students learned.

The review in this example includes short *o* words, spelling, and character and setting. Discuss the Topic of the Day and identify the homework. The Family Times newsletter will also be sent home. The next day's instruction can also be previewed.

Review

This tutorial has looked at what the first day in a week of instruction might look like with Reading Street in the primary grades.

This first day of instruction includes the Morning Warm-Up; reading instruction that includes oral vocabulary, word work, spelling, group time, phonics, building background, and listening comprehension; and language arts instruction that includes shared writing and grammar.

There will be some differences between the units as the year progresses.