



## Tutorial Guide: Day 5 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 fifth 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
- Student Edition
- Read Aloud Anthology
- *Sing with Me Big Book*

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

### 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 Day: *In what other ways to animals help people?* Review short *o* words by having students identify those words in the Morning Warm-Up.

Next, revisit the *Oxen Song* in the *Sing with Me Big Book* to build oral vocabulary. Then, have students name things in the message that show how animals help people move about and stay safe. Also have them share words that show time or when something happened.

### Reading

The reading portion of Day 5 includes a review as well as an assessment of oral vocabulary, word work, and comprehension strategies. It takes about 90 to 120 minutes to complete.

### Oral Language

Start the oral language instruction by rereading *Paul Bunyan and Babe* in the Read Aloud Anthology. Generate a discussion in which students use the week's Amazing Words as they talk about how animals (both imaginary and real) help people.

To monitor students' progress with Amazing Words, have students turn to the corresponding pages in their Student Edition. Ask students to talk about the pictures on these pages using their Amazing Words.

**Word Work**

Before moving on to assessment, review the week's target phonics skills by having students identify short *o* words and plural words that end with *s*. Write these sentences on the board and call on students to read the underlined words.

Students can also practice reading high-frequency words. Have students look at the Words to Read found in their Student Edition, and then find these words on the Word Wall. Next, students can use the words to complete sentences in this rhyme.

Then assess students' spelling of short *o* words by administering the spelling test.

**Small Group Plan**

After spelling, it's time to break into small groups for more focused instruction. Reading Street provides a daily Small Group Plan for On-Level, Strategic Intervention, and Advanced students.

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

**Group Time**

The Group Time chart indicates where to find the small group lesson plan. It has a description for small group reading for On-Level, Strategic Intervention, and Advanced students.

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

**On-Level**

To assess short *o* words, plural words that end in *s*, and high-frequency words, use the word list found in the Teacher's Edition. Have each student read the words on the list. Then, use the sentence lists in the Teacher's Edition to have students read words in the context of a sentence. Call on individuals to read two of the sentences in Set B.

To assess comprehension, have students identify and describe story characters and setting by asking the following questions:

- How would you describe Ox from the *Big Blue Ox*?
- Where does the story take place?

Use the appropriate page, located behind the Writing and Assessment tab in the back of the Teacher's Edition, to record students' scores for each story in the unit.

**Strategic Intervention**

The students in the Strategic Intervention group will benefit from additional review and practice with short o words, plural words that end in s, and high-frequency words.

Assess them using the appropriate word list in the Teacher’s Edition. If students are successful, continue with the Sentence Reading Assessment, this time using Set A.

**Advanced**

For the Advanced students, skip the word reading list and move straight to the Sentence Reading Assessment found in the Teacher’s Edition. Have the students read the sentences in Set C.

For both the Strategic Intervention and Advanced students, use the same questions used with the On-Level group to assess comprehension.

Use the appropriate page, located behind the Writing and Assessment tab in the back of the Teacher’s Edition, to record scores for all of the students as they progress through the unit.

**Additional Assessment**

There are additional assessment resources to consider using throughout the week.

The Selection Tests can be used to check comprehension of the main selection and high-frequency words. Use Fresh Reads for Differentiated Instruction to check the weekly target comprehension skills and fluency. Look for record-keeping forms, observation checklists, and additional assessment ideas in the Assessment handbook.

The items are located in the Teacher’s Resource package.

**Language Arts**

After students are assessed during small group time, bring them back together as a whole group to work on language arts. Expect the daily instruction in writing and grammar to take about 20 to 30 minutes.

**Writing and Grammar**

On Day 5, you’ll use the related pages of the Student Edition to guide students in responding to writing prompt.

Students will write sentences that tell what animals do to help people. Throughout the week, they have worked on writing sentences through shared and interactive experiences. On Day 5, they will write independently.

For additional practice with identifying the action parts of sentences, students can complete the related page in their Grammar and Writing Practice Book.

**Research and Study Skills**

Before the week comes to a close, you can also work with your students on research and study skills. For example, this week you're teaching students about reading for information. Using the appropriate page of the Picture Dictionary in the back of the Student Edition, model for students how the words and pictures are organized to help them acquire and learn information.

**Wrap Up Your Day**

Wrap up the week by reviewing what students learned during the week. Revisit the Question of the Week: *How can animals help people?* Display the Past/Present T-Chart you developed with students on Day 1. Lead a discussion around the weekly question and invite students to add ideas to the chart and discuss what they learned from the weekly selections.

You can also preview the next week for students by telling them that they'll read about how we can learn from animals by watching them.

**Review**

This tutorial looked at an example of the fifth day of instruction with Reading Street in the primary grades.

The fifth day of instruction includes the Morning Warm-Up; reading instruction with oral language, word work, and group time with assessment; and language arts instruction that includes writing and grammar as well as research and study skills.

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