



## Tutorial Guide: Day 1 on Reading Street: Intermediate 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 4, Unit 1 (*This Land is Your Land*), Week 1 highlight the first day in a week of instruction in the intermediate grades.

### Helpful Resources

The following are key items referred to in the tutorial:

- Teacher's Edition
- Leveled Reader *Florida Everglades: Its Plants and Animals*

### Preview Your Week

Each unit provides a preview of the topics targeted during instruction. Students explore the Question of the Week: *What experiences bring diverse people together?* The main selection and the nonfiction paired selection, which the students will read later in the week, are also identified here.

The preview also gives a summary of the week's target skills and identifies Leveled Readers.

### 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, which are identified throughout the text with a red bull's-eye. These skills are grouped into three categories: Vocabulary Strategy, Comprehension Skill, and Comprehension Strategy.

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

### Reading

The reading instruction for the intermediate grades includes:

- Oral Language
- Comprehension
- Vocabulary
- Fluency

It takes about 60 to 90 minutes to complete.

**Oral Language—  
Build Concepts**

Use the appropriate Read Aloud to build background and vocabulary related to the unit concept. Discuss key vocabulary terms related to this week’s theme, such as attention, kindness, and understanding. The Read Aloud is also an opportunity to model fluency and work on students’ listening comprehension.

Create a Diversity Concept Web with the students. Keep it posted and brainstorm additional words and categories throughout the week.

**Comprehension/  
Vocabulary**

On Day 1, teach and model the target comprehension skill and strategy of the week: sequencing and summarizing. Define the skill and strategy for the students, telling them what they are and how to use them.

Model the skill and strategy using the Read Aloud story. The Think Alouds in the teacher notes provide additional guidance.

For additional practice or homework, students can complete the related assignment in their Practice Books.

**Build Background**

This week’s main selection, *Because of Winn-Dixie*, is the story of a little girl who moves to a new place and spends a lot of time in the local library. Build background and activate prior knowledge about what it’s like to move to a new place by developing a concept web with students. Use the Background Building Audio CD to help students learn more about libraries.

**Introduce  
Vocabulary**

There are several vocabulary words in the main selection that students will need to know before reading the story. As an introduction, use a Words in Context chart to determine which words students already know when read in context. Through discussion, students can provide meanings of the words and additional examples.

For additional practice or homework, students can complete the related assignment in their Practice Books.

**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 On-Level, Strategic Intervention, and Advanced students.

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, students will continue to develop concept vocabulary. Use the Concept Vocabulary Routine found behind the Differentiated Instruction tab in the back of the Teacher's Edition.

Students will read Leveled Reader *Something to Do*. As they read, have them complete a Venn diagram comparing how the two characters, a boy and his grandfather, are alike and different. This will help them understand *Because of Winn-Dixie*, another story about an older person and a young person who are alike and different.

**Strategic Intervention**

The students in the Strategic Intervention group are also going to revisit the unit concepts and vocabulary. Display the Diversity Concept Web and use the Concept Vocabulary Routine, found behind the Differentiated Instruction tab.

Introduce the Strategic Intervention Leveled Reader to students. Before reading, use the Picture Walk Routine to guide students through the text.

Have the students track the print while the story is read aloud. Use choral reading. If students are capable, have them partner read. After reading, explain that knowing about the plants and animals in the Florida Everglades will help them as they read *Because of Winn Dixie*.

**Advanced**

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

Students will read Leveled Reader *The Story of Libraries* independently. After reading, they'll extend their understanding of word structure by brainstorming a list of words that come from the Latin word *liber*.

Assign the Independent Extension Activity in the Leveled Reader in *The Story of Libraries*.

**Fluency**

After small group time, bring students back together as a whole group to work on fluency. Read the Read Aloud story again. Explain to students how to use the rise and fall of a voice to show where the story includes questions and where it is full of emotion. Model this for students as the story is read.

## Language Arts

Language arts instruction includes:

- Grammar
- Writing Workshop
- Spelling and Phonics

It takes about 30 to 60 minutes to complete. The lesson plans for the entire week are found toward the back of the weekly lesson plans, just after Day 5.

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

### Grammar

On Day 1, focus on the reading and grammar connection by using sentences from the story to explain the differences between interrogative and declarative sentences. Use the appropriate Grammar Transparency to model and discuss these types of sentences with students.

### Writing Workshop

The writing mini-lesson will also be connected to reading as students explore how authors choose words. Model for students using the Writing Transparency. In the example from the day's lesson, explore how the author of this memoir chose precise words to describe and explain ideas.

### Spelling and Phonics

For spelling, administer a pretest and give the students the related assignment in the Spelling Practice Book for homework.

### Internet Inquiry Activity

Depending on how much time is available for reading and language arts instruction, introduce the new literacy skill, which is referred to as the Internet inquiry activity. This segment is located in the back of the weekly lesson plans, just after Day 5. On Day 1 in the example, identify and discuss questions related to the specific topic of diversity.

### Research/ Study Skills

Reading Street also provides a specific unit activity that focuses on research and study skills. In this unit, teach map, globe, and atlas skills.

## Review

This tutorial looked at what a day of instruction might look like with Reading Street in Grades 3 through 6.

Instruction for the intermediate grades includes both reading and language arts.

Reading, oral language, comprehension, vocabulary, and fluency are covered with a variety of instruction that takes about 60 to 90 minutes.

Language arts instruction covers grammar, writing workshop, spelling and phonics, an optional Internet inquiry activities, and research and study skills instruction.

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