



Tutorial Guide: Day 2 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 second 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
- Student Edition
- Daily Fix-It Transparencies
- Writing Transparency 1B

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.

Reading

The reading instruction for the intermediate grades includes:

- Oral Language
- Comprehension
- Vocabulary
- Fluency

It takes about 60 to 90 minutes to complete.

Whole Group

Each unit has a Concept Question that directly relates to the Question of the Week. Begin the whole group instruction on Day 2 by introducing and discussing the Question of the Day. This question will help set a purpose for reading this week’s main selection, *Because of Winn Dixie*.

Vocabulary Strategy

Continue to work with students on the selection vocabulary. Use the related pages of the Student Edition to help students understand how to use word structure to determine the meaning of words. The teacher notes and Think Alouds in the side columns of the Teacher’s Edition provide additional guidance for instruction.

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

Prereading Strategies

Introduce the main selection to the students in a whole group setting.

Begin by discussing the genre of the story: realistic fiction. Focus on using the prereading strategies of previewing, predicting, and setting a purpose for reading.

Have students write two questions they have about their story in their reading/language arts journals or Strategy Response Logs.

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.

Group Time

The Group Time chart shows which pages to turn to for the small group lesson plan. It has a description of small group reading for On-Level, Strategic Intervention, and Advanced 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 2, students will read specifically assigned pages of the main selection story. Use the teaching notes to guide their comprehension.

Instruction also focuses on this week's target skills of sequencing and summarizing.

Strategic Intervention

The students in the Strategic Intervention group are also going to read the main selection. Please note that students in this group will need additional support and scaffolding.

First, review the selection vocabulary and practice reading multisyllabic words using the appropriate routine card. Use the Picture Walk Routine to guide students through the text and set a purpose for reading.

Have students read along and track the print or use choral reading as the selection is read. Chunk the reading, stopping every two pages to help guide students' comprehension.

Advanced

The instructional plan for Advanced students will extend their understanding of using word structure. It will also allow them to practice and apply their comprehension skills after reading the main selection independently.

Fluency

After small group time, bring students back together as a whole group to work on fluency. On Day 2, use specific paragraphs from the main selection to model how the tone of voice changes during dialogue to match the way people speak. Students can practice as a class, doing three choral readings of these paragraphs.

The daily fluency lesson plan is found toward the back of the weekly lesson plans, just after Day 5.

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 2, continue to work with students to help them identify interrogative and declarative sentences.

Assign the related page of the Grammar and Writing Practice Book for extra practice or homework.

Writing Workshop

Today's writing lesson will focus on improving writing through developing voice or tone. Use the related Writing Transparency to help the class identify the different voices or tones of the paragraphs.

Spelling and Phonics

For spelling, teach students about spelling short vowel words with the vowel-consonant-consonant-vowel pattern.

Assign the related page in the Spelling Practice Book for homework.

Internet Inquiry Activity

Depending on how much time is available for reading and language arts instruction, the new literacy skill, which is referred to as the Internet inquiry activity, can be introduced. This segment is located in the back of the weekly lesson plans, just after Day 5. On Day 2, teach students how to do a simple Internet search.

Research/Study Skills

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

Review

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

The example from Grade 4, Unit 1, Week 1 includes instruction in both reading and language arts. Reading focuses on oral language with the Question of the Day, vocabulary strategies, group time, and fluency with choral reading. Language arts instruction includes grammar, writing workshop, spelling and phonics, an optional Internet inquiry activity, and research and study skills instruction.

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