



## Tutorial Guide: Day 3 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 third 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

### 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 whole group instruction on Day 3 by introducing and discussing the Question of the Day: *What do Miss Franny and Opal have in common?* This question will help set a purpose for reading this week's main selection, *Because of Winn Dixie*.

### Small Group Plan

Break students 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

<b>Group Time</b>	<p>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.</p> <p>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.</p> <p>While working with small groups, assign the Independent Activities to the rest of the class.</p>
<b>On-Level</b>	<p>On Day 3, students will read assigned pages of the main selection story. Use the teaching notes to guide their comprehension. Notice here how the instruction also focuses on this week's vocabulary target skill: word structure.</p>
<b>Strategic Intervention</b>	<p>The students in the Strategic Intervention group will also read the main selection. Some additional instruction on sequencing and summarizing should be given to this group.</p> <p>As the selection is read, have students read along and track the print or use choral reading. Another option is to chunk the reading, stopping every two pages to help guide students' comprehension.</p>
<b>Advanced</b>	<p>The instructional plan for the advanced students will extend their understanding of sequencing and summarizing. After they finish reading the story independently, they'll meet with the teacher to discuss the story. If time permits ask students to write a summary of the story in their Strategy Response Log.</p>
<b>Reader Response</b>	<p>Bring the class back as a whole group as they respond to the story. Have the students turn to the related page in their Student Editions and use the questions to encourage a classroom discussion. Assign the Look Back and Write question to give students practice in writing. Use the Look Back and Write Scoring Rubric to assess their work.</p> <p>To assess retelling with the Strategic Intervention group, have them retell <i>Because of Winn Dixie</i>. Use the Narrative Retelling Scoring Rubric and record the scores on the Retelling Chart. This chart is located behind the Teacher Resources tab in the back of the Teacher's Edition.</p>
<b>Assessment</b>	<p>Use the Selection Test for the main selection story to check for understanding, target comprehension skills, and improved vocabulary.</p> <p>Use the related pages of Fresh Reads for Differentiated Test Practice to see how students apply their comprehension skills to a new reading selection and to monitor their fluency.</p>
<b>Fluency</b>	<p>On Day 3, use the last 2 paragraphs from the main selection to model how to change inflection for questions or to emphasize certain words. Then, students can practice as a class, doing three choral readings of these paragraphs. The daily Fluency Assessment Plan is found toward the back of the weekly lesson plans, just after Day 5.</p>

## 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 3, students will have an opportunity to connect what they have learned in grammar with writing. They'll practice making their writing more exciting by using declarative and interrogative sentences.

For extra practice or homework, assign the related page in their Grammar and Writing Practice Book.

### Writing Workshop

During the writing lesson, students practice and apply what they learned about word choice as they prewrite and draft a memoir describing a time when they were a newcomer to a place or situation.

### Spelling and Phonics

The spelling lesson will also connect to writing. Students will use at least five spelling words to write a paragraph or two about an event from their lives.

For homework, they can complete the related page in their Spelling Practice Book.

### 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 3, students will learn how to analyze by exploring the Web sites they identified on Day 2.

### 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 explained what the third day of instruction might look like with Reading Street in Grades 3 through 6. This includes both reading and language arts instruction.

Reading includes oral language, whole group instruction, group time, assessment, and fluency.

Language arts instruction covers 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.