



Tutorial Guide: Day 4 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 fourth 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 4 by introducing and discussing the Question of the Day: *Why might it cause problems when people move into bears' home territory?* This question will help set a purpose for reading this week's paired selection, *Fast Facts: Black Bears*.

Small Group Plan

Break students into small groups for instruction that is 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

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 4, students will read *Fast Facts: Black Bears* to examine the features of expository nonfiction. Use the teaching notes to guide students as they preview the selection and use text features to gain information.

Students will also make text-to-text connections as they compare what they learned about black bears from both of this week's selections and revisit the week's target comprehension skills.

Strategic Intervention

The students in the Strategic Intervention group will first practice retelling the story *Because of Winn Dixie*. Use the retelling cards for the story to assist them.

The students will then read *Fast Facts: Black Bears*. Before reading the story, review the genre of nonfiction with them. This information is found on the related page of the Student Edition.

As the selection is read, have students read along and track the print or use choral reading. Pause the reading to discuss how the pictures relate to the text. After reading, have students share their reactions to the selection. Guide them through the Reading Across Texts and Writing Across Texts activities.

Advanced

The Advanced students will read *Fast Facts: Black Bears* independently. After completing the Reading Across Texts and Writing Across Texts activities, students can explore other print resources to discover facts about black bears and to extend their understanding of nonfiction text.

Fluency

After small group time, bring students back together as a whole group to work on fluency. Pair the students, and have them read specific paragraphs from *Because of Winn Dixie* aloud.

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 4, continue this week's grammar focus on interrogative and declarative sentences. After reviewing test-taking tips, students can complete the appropriate page in the Grammar and Writing Practice Book. They will identify interrogative and declarative sentences in the format of a high-stakes test.

Writing Workshop

During the writing workshop, students have an opportunity to edit and revise the memoir they wrote on Day 3. Share the editing and revising checklist with students and review revising tips for Word Choice. Use the Writing Trait Rubric to evaluate student work.

Spelling and Phonics

The spelling lesson will review this week's words and provide students with practice to prepare them for their spelling test the next day. 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 4, students will learn how to synthesize information from Day 3.

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 fourth 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, 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.