



Tutorial Guide: Day 5 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 fifth 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 are also identified here.

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

Reading

The Grouping Options chart provides guidance on what to do with students as a whole group as well as in small groups. 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 5 by revisiting the Question of the Week. Discussing this question will help students synthesize what they learned during the week and relate what they read to the unit and weekly concepts.

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

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 5, students focus on activities related to their Leveled Reader. Continue to work on fluency while modeling reading by using tone of voice to make the reading more exciting.

After students practice rereading passages in pairs or as individuals, have the students use the illustrations in the book to retell the story.

**Strategic Intervention/
Advanced**

Students in the Strategic Intervention and Advanced groups will also work with their Leveled Readers. Model how to read fluently, and then have students practice reading passages independently or with partners. They will also retell the story.

Fluency

After small group time, bring students back together as a whole group to work on fluency. To assess students in each of the differentiated levels for fluency, do a one-minute timed read using passages from any of the selections read this week. Pay special attention to the week's skill: tone of voice.

Reteach/Extend Skills

Additional instruction is available in the daily lesson plan to reteach or extend the week's target skills. Students' comprehension of the skill will be assessed through class discussion and a small group activity.

There are also additional activities to extend students' understanding of the week's selection and concept vocabulary in the section labeled Vocabulary and Word Study.

Language Arts

Wrap up the language arts instruction for the week by reviewing grammar, writing, and spelling. 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. Display two sentences and work together as a class to fix the mistakes.

Grammar

On Day 5, the grammar lesson will provide students with additional practice on interrogative and declarative sentences. Use the appropriate pages from the Grammar and Writing Practice Book for additional instructional support with these types of sentences. The related pages from the Grammar and Writing Practice Book can also be used as a cumulative review or assessment.

Writing Workshop

During the writing workshop, review the unit's writing prompt with students. At the end of each unit, the students will apply what they learned in each of their writing mini lessons to complete a larger piece of writing. The unit writing workshop information is located behind the red Writing and Assessment tab in the back of the Teacher's Edition.

This is also where to find the differentiated unit writing prompts and instructions for the Strategic Intervention and Advanced groups, as well as the English Language Learners.

Spelling and Phonics

Give the students their spelling posttest. Dictation sentences are provided along with Challenge Sentences.

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 5, students share their inquiry results by using a word-processing program to show their questions and answers.

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 fifth 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.