



Get Ready to Teach

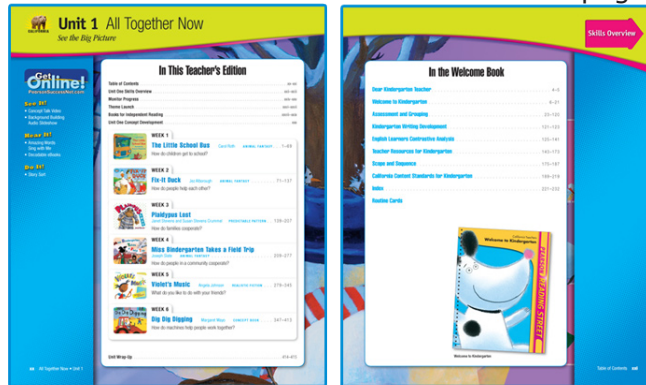
Introduction

This guide explains the structure of Reading Street for California’s main teacher materials for Grades K–5. This guide also discusses how to navigate the Teacher’s Edition and Welcome Book.

Teacher’s Edition

The Teacher’s Edition is an extremely useful day-to-day teaching component. Teachers use it to plan and instruct core program lessons. This guide uses the Grade K Teacher’s Edition as an example, but the structure of the Teacher’s Edition is similar for each grade level. Turn to the front matter in Unit 1. There is an overview of Reading Street’s important features, as well as a list of components in this section.

Each unit has a Table of Contents page called See the Big Picture. The left-hand page lists the Teacher’s Edition contents and includes a brief overview of what to expect in the six-week unit. The right-hand page lists the Welcome Book contents. There is an arrow on top of the right page, which indicates what information is on the next page.



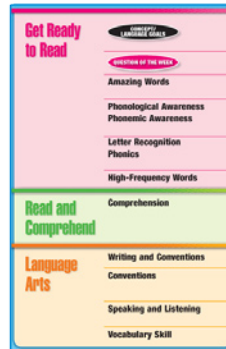
Next, turn to the Skills Overview page. Teachers can scan through what they will teach during the six-week unit. The Big Question for the unit is also introduced here. Listed under each week are texts, concept and language skills, questions of the week, target and test skills, and activities. These listed items will guide the teaching for the week.

Unit 1 Skills Overview					
See for What You Teach					
<p>How do we live, work, and play together?</p> <p>Get Ready to Read</p> <ul style="list-style-type: none"> Phonological Awareness Phonics Letter Recognition Fluency High-Frequency Words <p>Read and Comprehend</p> <ul style="list-style-type: none"> Comprehension <p>Language Arts</p> <ul style="list-style-type: none"> Writing and Conventions Speaking and Listening Vocabulary 	<table border="1"> <thead> <tr> <th>Week 1</th> <th>Week 2</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Texts Concept and Language Skills Questions of the Week Target and Test Skills Activities </td> <td> <ul style="list-style-type: none"> Texts Concept and Language Skills Questions of the Week Target and Test Skills Activities </td> </tr> </tbody> </table>	Week 1	Week 2	<ul style="list-style-type: none"> Texts Concept and Language Skills Questions of the Week Target and Test Skills Activities 	<ul style="list-style-type: none"> Texts Concept and Language Skills Questions of the Week Target and Test Skills Activities
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There are three sections noted on the left-hand page, which include the following:

- Get Ready to Read
- Read and Comprehend
- Language Arts

These parts appear in each week of Reading Street’s Teacher’s Edition and are color-coded. *Get Ready to Read* is purple (or pink for Kindergarten), *Read and Comprehend* is green, and *Language Arts* is orange.

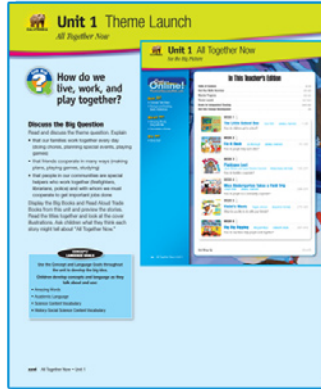


For example, while looking at the Week 1, Day 1 pages, notice that as the lesson transitions to a new focus, so does the color. This reminds teachers that they are transitioning from *Get Ready to Read* to *Read and Comprehend*.

Next, the Monitor Progress page helps determine what skills students need to master so that teachers can assess and assist them in mastering the unit’s objectives. To learn how to make data-driven decisions, view the Differentiating and Monitoring Instruction tutorial on myPearsonTraining.com.

Skills	WEEK 1	WEEK 2	WEEK 3	WEEK 4
Sound Fluency	1.1.1	1.1.2	1.1.3	1.1.4
Phonological Awareness	1.2.1	1.2.2	1.2.3	1.2.4
Phonemic Awareness	1.3.1	1.3.2	1.3.3	1.3.4
Letter Recognition	1.4.1	1.4.2	1.4.3	1.4.4
High-Frequency Words	1.5.1	1.5.2	1.5.3	1.5.4
Phonics	1.6.1	1.6.2	1.6.3	1.6.4
Phonics	1.7.1	1.7.2	1.7.3	1.7.4
Phonics	1.8.1	1.8.2	1.8.3	1.8.4
Phonics	1.9.1	1.9.2	1.9.3	1.9.4
Phonics	1.10.1	1.10.2	1.10.3	1.10.4
Phonics	1.11.1	1.11.2	1.11.3	1.11.4
Phonics	1.12.1	1.12.2	1.12.3	1.12.4
Phonics	1.13.1	1.13.2	1.13.3	1.13.4
Phonics	1.14.1	1.14.2	1.14.3	1.14.4
Phonics	1.15.1	1.15.2	1.15.3	1.15.4
Phonics	1.16.1	1.16.2	1.16.3	1.16.4
Phonics	1.17.1	1.17.2	1.17.3	1.17.4
Phonics	1.18.1	1.18.2	1.18.3	1.18.4
Phonics	1.19.1	1.19.2	1.19.3	1.19.4
Phonics	1.20.1	1.20.2	1.20.3	1.20.4
Phonics	1.21.1	1.21.2	1.21.3	1.21.4
Phonics	1.22.1	1.22.2	1.22.3	1.22.4
Phonics	1.23.1	1.23.2	1.23.3	1.23.4
Phonics	1.24.1	1.24.2	1.24.3	1.24.4
Phonics	1.25.1	1.25.2	1.25.3	1.25.4
Phonics	1.26.1	1.26.2	1.26.3	1.26.4
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Phonics	1.47.1	1.47.2	1.47.3	1.47.4
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Phonics	1.67.1	1.67.2	1.67.3	1.67.4
Phonics	1.68.1	1.68.2	1.68.3	1.68.4
Phonics	1.69.1	1.69.2	1.69.3	1.69.4
Phonics	1.70.1	1.70.2	1.70.3	1.70.4
Phonics	1.71.1	1.71.2	1.71.3	1.71.4
Phonics	1.72.1	1.72.2	1.72.3	1.72.4
Phonics	1.73.1	1.73.2	1.73.3	1.73.4
Phonics	1.74.1	1.74.2	1.74.3	1.74.4
Phonics	1.75.1	1.75.2	1.75.3	1.75.4
Phonics	1.76.1	1.76.2	1.76.3	1.76.4
Phonics	1.77.1	1.77.2	1.77.3	1.77.4
Phonics	1.78.1	1.78.2	1.78.3	1.78.4
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Phonics	1.94.1	1.94.2	1.94.3	1.94.4
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Phonics	1.97.1	1.97.2	1.97.3	1.97.4
Phonics	1.98.1	1.98.2	1.98.3	1.98.4
Phonics	1.99.1	1.99.2	1.99.3	1.99.4
Phonics	1.100.1	1.100.2	1.100.3	1.100.4

A Theme Launch page follows the Monitor Progress page. This page assists with concept development. It breaks down the Big Question and gives suggestions for discussion. For example, if the Big Question is *How do we live, work, and play together?*, teachers may explain that families work together every day.



The Books for Independent Reading section provides a breakdown of the leveled readers that students can read to support the concept they are learning during the week. The leveled readers are broken down into the following three categories:

- Extra Support
- More Practice
- Advanced

	EXTRA SUPPORT	MORE PRACTICE	ADVANCED
WEEK 1 1 The Little School Bus	How do we get to school? (Book 1)	How do we get to school? (Book 2)	How do we get to school? (Book 3)
WEEK 2 2 Fly to Back	How do we get to school? (Book 4)	How do we get to school? (Book 5)	How do we get to school? (Book 6)
WEEK 3 3 Puppies Lost	How do we get to school? (Book 7)	How do we get to school? (Book 8)	How do we get to school? (Book 9)
WEEK 4 4 Miss Kindergarten Wants a New Dog	How do we get to school? (Book 10)	How do we get to school? (Book 11)	How do we get to school? (Book 12)
WEEK 5 5 Tim's Blank	How do we get to school? (Book 13)	How do we get to school? (Book 14)	How do we get to school? (Book 15)
WEEK 6 6 Big Big Doghouse	How do we get to school? (Book 16)	How do we get to school? (Book 17)	How do we get to school? (Book 18)

Finally, turn to the Concept Development page. This page shows how the Big Question and weekly questions are connected. It also explains how the Big Question is tied to students' learning. For example, the Week 1 question is *How do children get to school?* So, class discussions and vocabulary-building activities will focus on ways to get to school and to travel with friends. The students will learn how to write their names and make connections to literature.

The image shows a page titled "WEEK 1" with the heading "QUESTION OF THE WEEK" and the question "How do children get to school?". Below this, there is a section titled "CONCEPT/LANGUAGE GOALS" with a list of goals. To the left, there is a small illustration of a school bus and children.

QUESTION OF THE WEEK How do children get to school?

CONCEPT/LANGUAGE GOALS

Concept/Language Development

- ways to get to school
- travel with friends

Writing and Conventions

Say our names
Handwriting
Write sentence about animals in story

To learn about the Teacher's Editions in more detail, please view the following tutorials on myPearsonTraining.com:

- Teaching Kindergarten
- Teaching Intermediate

Welcome Book The Welcome Book is a helpful resource that teachers will reference throughout the year for information like the scope and sequence of the program. This book is broken down into ten sections.

The first section provides a welcome letter from one of the program authors. For example, in the fourth grade level, the program author will share some of the benefits of Reading Street, such as how fourth grade students will develop the ability to think like an author as they read and write.

The second section explains how to set up a class, how to effectively use teaching practices, and other helpful instructional information, such as vocabulary and comprehension.

The Assessment and Intervention section describes different methods of assessment, such as diagnosing, quick checks, monitoring progress, and summative assessments. The format is structured as a process of *use, to, and then*, which makes assessment easy. For example, teachers can use Adjust on the Fly! to identify students who need extra support and then use Universal Access to support their needs.

This third section also contains assessment reproducibles, such as the Narrative Retelling Chart. There are also Reteaching Comprehension Lessons, such as a fourth grade lesson on theme. Students can create a graphic organizer with details to support the Big Idea of a story. To learn more about this concept in more detail, please view the Differentiating and Monitoring Instruction tutorial on myPearsonTraining.com.

The fourth section focuses on writing. In kindergarten, this section is about the stages of writing development. In other grade levels, there are models of different types of writing, such as narrative writing in Grade 4.

Section five contains information that assists teachers in understanding English learners. Teachers will be introduced to linguistics and learn about common languages such as Spanish.

The sixth section provides Grade 4 teacher resources. These resources include word lists for the amazing words and story vocabulary, as well as a glossary of reading terms. Teachers will find Student Edition highlights here as well.

Section seven is the scope and sequence of the program.

The California Content Standards are listed in section eight. Teachers can reference this section for a year at a glance, to copy home-school letters, and to locate student progress reports.

The ninth section is a helpful index to locate information easily.

The tenth section contains routine cards. When teaching a lesson in Reading Street, teachers might use some strategies more frequently than others. These strategies become a routine for the students. The routine cards are helpful resources for teachers to quickly grab and teach.

The Welcome Book consolidates all useful information throughout the year into one handy resource.

Review

This guide described the main teaching materials used with Reading Street California.

It explained how teachers could use the Teacher's Edition to plan and instruct daily lessons. They can use the Teacher's Edition to reference information about the unit, materials, and lessons.

This guide mentioned the Welcome Book, where teachers will find the information they will reference throughout the year, such as the scope and sequence and assessment reproducibles.

For more information, please watch the other Reading Street for California tutorials on myPearsonTraining.com.