

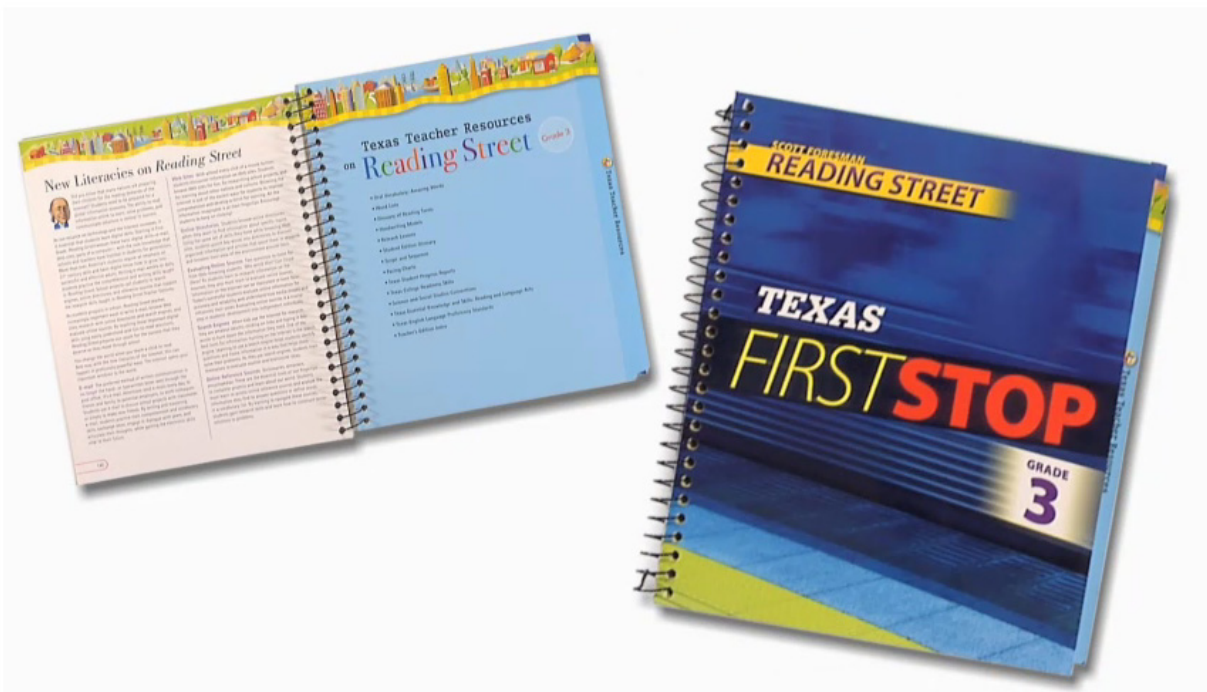
Getting Started on Reading Street Texas

Introduction

This guide explains how to get started with Reading Street and Calle de la Lectura Texas.

Start at First Stop

Use the First Stop book as a guide to teaching Reading Street Texas. It discusses topics such as the research behind the practice, how to set up the classroom, ways to best assess and group students, suggestions for differentiation and English language learners (ELLs), and more. Teachers can pick and choose the topics they want to learn more about, or they can read First Stop cover to cover for a full grasp of the program at a specific grade level.



Teacher Resources

The last section of First Stop is Teacher Resources. There are word lists for each unit, a glossary of reading terms, handwriting models, and reteaching lessons. There are also glossaries from the Student Editions, the scope and sequence, pacing charts, student progress reports, and standards connected to 21st century skills, science, and social studies.



Reteach Letter Recognition

1 Write *Aa astronaut* on the board. Point to the uppercase letter. Say: *What is the name of this letter? This is uppercase A. Point to lowercase a. Say: The name of this letter is also a. Say it with me. Astronaut begins with a. What letter does it begin with? Why is an astronaut on the board?* (The word *astronaut* begins with the letter *a*.) Have children form the letter on the palm of their hand.

Repeat the routine with the other letters and words, asking children similar questions about the letters and words.

2 Write *Aa* on the board and display Big Book *ABC Rhyme Time*. Have a volunteer identify the two letter forms on the board. Have another volunteer turn to page 6 in *ABC Rhyme Time*. Say: *Do the letters on the board match the letters on page 6? (Yes) What animals do you see in the book? (antelope, ant) Why are these pictures on the Aa page in the book? (The picture names antelope and ant begin with the letter a.)*

Repeat the routine with the other Alphabet Cards and pages in *ABC Rhyme Time* to give children practice with identifying those letters.

3 Have small groups of children work with a calendar and identify uppercase and lowercase *a*. Say: *On a calendar you will find both kinds of a. When you find one, raise your hand and tell me whether it is uppercase or lowercase.*

Repeat the activity with other letters. If the calendar does not have the letter in question, have the group announce that fact. Remind children to look beyond the names of the months.

Use reteaching lessons to reteach concepts on Day 5. Day 5s are called Wrap Up Your Week and are review and assessment days. If students struggle in certain areas, there may be a corresponding lesson to reteach in First Stop. Teachers use the if-then statements to navigate instruction and provide students with the lessons they need to acquire the concept. For example, if a student is still struggling with sound discrimination and word reading, then the teacher would use the corresponding lesson in First Stop to provide additional instruction in that area.

Next, are the pacing charts for reading and writing. The pacing charts show the instructional sequence for each unit. Teachers use the charts to ensure they are following a comprehensive scope and sequence. If changes need to be made to the scope and sequence based on the school calendar, curriculum map, or testing schedule, the pacing charts will help determine what to teach when, so teachers still meet grade level goals.

READING

Pacing

BACK TO SCHOOL!

	READY, SET, READ!						UNIT 1	
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Phonemic Awareness	Match Initial Phonemes	Match Initial Phonemes	Match Final Phonemes	Isolate Final Phonemes	Isolate Phonemes	Isolate Medial Phonemes	Blend and Segment Phonemes	Blend and Segment Phonemes
Phonics	/y/ spelled as /y/ spelled as /y/ spelled as /y/ spelled as	/y/ spelled as /y/ spelled as /y/ spelled as /y/ spelled as	/y/ spelled as /y/ spelled as /y/ spelled as /y/ spelled as	/y/ spelled as /y/ spelled as /y/ spelled as /y/ spelled as	/y/ spelled as /y/ spelled as /y/ spelled as /y/ spelled as	/y/ spelled as /y/ spelled as /y/ spelled as /y/ spelled as	Short o /y/ spelled as	Short i /y/ spelled as
High-Frequency Words	eat, ate, green	we, like, the, one	do, look, you, was, yellow	one, have, there, that, two	he, is, to, with, three	where, here, for, me, go	on, was, in, my, come	hair, up, ate, what
Comprehension Skill	Character	Setting	Plot	Analysis/Purpose	Plot	Analysis/Purpose	Character and Setting	Plot
Comprehension Strategy	Questioning	Predict and Set Purpose	Story Structure	Questioning	Monitor and Clarify	Background Knowledge	Monitor and Clarify	Summarize
Fluency	Oral Reading	Oral Reading	Oral Reading	Oral Reading	Oral Reading	Oral Reading	Accuracy	Accuracy

How do I cover all the skills before the test?

This chart shows the instructional sequence from Scott Foresman Reading Street. You can use this pacing guide as is to ensure you're following a comprehensive scope and sequence, or you can adjust the sequence to match your school/district focus calendar, curriculum map, or testing schedule.

UNIT 2											
WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16	WEEK 17	WEEK 18	WEEK 19	WEEK 20
Blend and Segment Phonemes	Blend and Segment Phonemes	Blend and Segment Phonemes	Blend and Segment Phonemes	Blend and Segment Phonemes	Blend and Segment Phonemes	Distinguish Long/Short Sounds	Distinguish Long/Short Sounds	Distinguish Long/Short Sounds	Distinguish Long/Short Sounds	Distinguish Long/Short Sounds	Distinguish Long/Short Sounds
Short o /y/ spelled as	Inflected endings -e /y/ spelled as	Short o /y/ spelled as	Short u /y/ spelled as	Digraphs /sh/ /ph/ /th/ /ch/ /ge/	Long o /y/ spelled as /y/ spelled as	Long / /y/ spelled as /y/ spelled as	Long o /y/ spelled as /y/ spelled as	Long o /y/ spelled as /y/ spelled as	Long o /y/ spelled as /y/ spelled as	Long o /y/ spelled as /y/ spelled as	Long o /y/ spelled as /y/ spelled as
have, little, get, short, help, use	eat, her, this, do, four, five	saw, small, free, your	home, into, many, than	could, good, no, put, want, said	we, out, people, with, work	down, inside, now, there, together	around, first, about, grow, under, water	also, family, new, other, some, their			
Character and Setting	Main Idea and Details	Main Idea and Details	Cause and Effect	Sequence	Cause and Effect	Author's Purpose	Sequence	Author's Purpose	Compare and Contrast	Compare and Contrast	Compare and Contrast
Visualize	Important Ideas	Story Structure	Text Structure	Predict and Set Purpose	Monitor and Clarify	Important Ideas	Infering	Background Knowledge	Questioning	Questioning	Questioning
Rate	Rate	Fluency	Fluency	Rate	Fluency	Accuracy	Accuracy	Accuracy	Accuracy	Accuracy	Accuracy

UNIT 3						UNIT 4	
WEEK 21	WEEK 22	WEEK 23	WEEK 24	WEEK 25	WEEK 26	WEEK 27	WEEK 28
Segment Phonemes	Blend and Segment Phonemes	Add Phonemes	Blend and Segment Syllables	Isolate Medial and Final Phonemes	Add Phonemes	Substitute Initial Phonemes	Substitute Final Phonemes
Wool /y/ spelled as /y/ spelled as /y/ spelled as /y/ spelled as	Plot and /y/ spelled as /y/ spelled as /y/ spelled as /y/ spelled as	Ending -es /y/ spelled as /y/ spelled as /y/ spelled as /y/ spelled as	Inflected endings -e /y/ spelled as /y/ spelled as /y/ spelled as /y/ spelled as	- /y/ spelled as /y/ spelled as /y/ spelled as /y/ spelled as	Copulative endings -y /y/ spelled as /y/ spelled as /y/ spelled as /y/ spelled as	Long o /y/ spelled as /y/ spelled as /y/ spelled as /y/ spelled as	Long e /y/ spelled as /y/ spelled as /y/ spelled as /y/ spelled as
always, because, also, everything, nothing, always, change	any, enough, every, own, sure, were	away, care, friends, house, out, school, very	enough, from, how, next, soon	done, know, just, with, will	before, about, good, see, oh, right, were	about, give, enjoy, work, surprised	color, dress, over, eight, draw, great, show
Sequence	Compare and Contrast	Predict and Clarify	Author's Purpose	Predict and Clarify	Text Structure	Background Knowledge	Monitor and Clarify
Summarize	Infering	Monitor and Clarify	Visualize	Text Structure	Background Knowledge	Monitor and Clarify	Visualize
Accuracy	Fluency	Fluency	Expression	Expression	Expression	Expression	Accuracy

IT'S TEST TIME!

UNIT 5											
WEEK 29	WEEK 30	WEEK 31	WEEK 32	WEEK 33	WEEK 34	WEEK 35	WEEK 36	WEEK 37	WEEK 38	WEEK 39	WEEK 40
Substitute Phonemes	Substitute Phonemes	Segment Syllables	Blend and Segment	Delete Initial Phonemes	Blend and Segment Phonemes	Add Final Phonemes	Substitute Final Phonemes	Blend and Segment Phonemes	Delete Phonemes	Delete Phonemes	Delete Phonemes
long o /y/ spelled as /y/ spelled as /y/ spelled as /y/ spelled as	Long / /y/ spelled as /y/ spelled as /y/ spelled as /y/ spelled as	Compound words /y/ spelled as /y/ spelled as /y/ spelled as /y/ spelled as	Suffixes -ly /y/ spelled as /y/ spelled as /y/ spelled as /y/ spelled as	Righting /y/ spelled as /y/ spelled as /y/ spelled as /y/ spelled as	Righting /y/ spelled as /y/ spelled as /y/ spelled as /y/ spelled as	Words in /y/ spelled as /y/ spelled as /y/ spelled as /y/ spelled as	Diphthongs /y/ spelled as /y/ spelled as /y/ spelled as /y/ spelled as	Diphthongs /y/ spelled as /y/ spelled as /y/ spelled as /y/ spelled as	Prefixes /y/ spelled as /y/ spelled as /y/ spelled as /y/ spelled as	Prefixes /y/ spelled as /y/ spelled as /y/ spelled as /y/ spelled as	Prefixes /y/ spelled as /y/ spelled as /y/ spelled as /y/ spelled as
found, once, wild, mouth, took	show, laugh, touch, eight, mass	pick, art, room, thought, remember, about	old, brown, even, when, always, spread	eyes, behind, eyes, never, pulling, toward	eyes, behind, eyes, never, pulling, toward	door, land, about, wood	among, any, know, inside, today, none	again, how, know, inside, today, none	built, each, learn, science, through	answered, can't, different, poor	answered, can't, different, poor
Details and Facts	Details and Facts	Theme	Cause and Effect	Character, Setting, and Plot	Character, Setting, and Plot	Character, Setting, and Plot	Main Idea and Details	Sequence	Theme	Theme	Theme
Important Ideas	Questioning	Story Structure	Predict and Set Purpose	Monitor and Clarify	Background Knowledge	Monitor and Clarify	Summarize	Text Structure	Infering	Infering	Infering
Expression	Accuracy/Fluency/Expression	Fluency	Expression	Accuracy/Fluency/Expression	Accuracy/Fluency/Expression	Expression	Fluency	Expression	Fluency	Fluency	Fluency

WHEN IS YOUR STATE TEST?

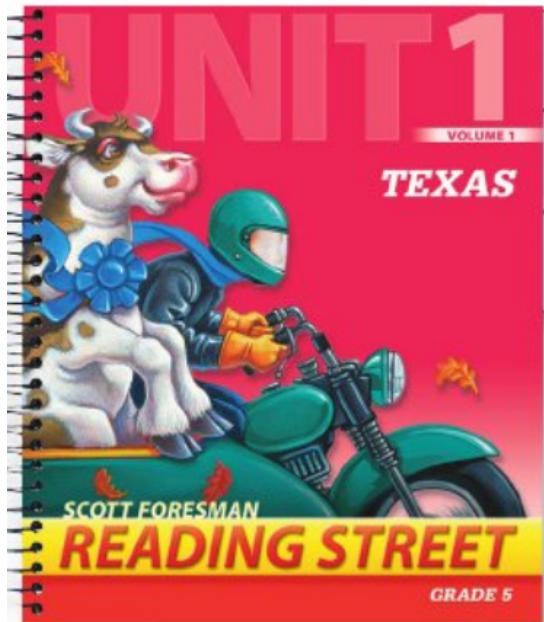
Next is the Student Progress Report. This report lists the skills taught in the program. Teachers can record a student's progress toward skill mastery or use it to track coverage of skills taught. They can also use the verbiage from this chart for objectives or report cards. First Stop is a teacher's professional development source. It is the first place to find answers to the questions teachers have before implementing the program and while teaching it.

Teacher's Edition Unit Opener Pages

The unit opener pages located in the front matter of the Teacher's Edition can assist in planning and instruction.

First, turn to pages xiv and xv.

The Skills Overview pages are a great way to get a glimpse of the unit. Notice the Big Question, or the Unit Question, on the right page. The recommended trade books are shown, and a breakdown of the targeted, tested, and reviewed reading skills. The Targeted Skills are skills that are taught in the unit, the Tested Skills are the ones that will be assessed, and the Reviewed skills are skills taught in a previous grade or unit. In the Get Ready to Read section, there are the Questions of the Week and Amazing Words. The Language Arts section provides what is taught for writing, conventions, vocabulary, and speaking and listening.



UNIT 1 Texas Skills Overview

	WEEK 1	WEEK 2
Key	T Tested Skill T Target Skill	
WEEK 1	Because of Winn-Dixie Realistic Fiction pp. 26-37 A Film with a Message of Hope Media Review pp. 42-43	Lewis and Clark and Me Historical Fiction pp. 62-67 Ellen O'Leary Space Pioneer Media Review pp. 72-75
Question of the Week	What experiences bring diverse people together?	What opportunities can be found in new places?
Amazing Words	attention, mischief, variety, similar, distinct, courteous, teach, understanding, social, introduce	journeer, traveled, experiences, foreign, improve, settlers, territories, seek, prepared, fortune
Word Analysis	Word endings -ed	Suffixes -er, -or
Literary Terms	Point of View	Sensory Words
Story Structure/Text Features	Sequence	Setting
Comprehension	T Skill Sequence T Strategy Summarize Review Skill Cause and Effect	T Skill Author's Purpose T Strategy Questioning Review Skill Sequence
Vocabulary	T Skill Affixes: suffixes	T Skill Word Endings
Fluency	Expression	Appropriate Punctuation/Punctuation Cues
Writing	Realistic Story Trait: Word Choice	Expository Composition Trait: Organization
Conventions	Declarative and Interrogative Sentences	Imperative and Exclamatory Sentences
Spelling	Short Vowel VCCV	Long a and i
Speaking/Listening	Dramatic Re-Telling	Introductions
Research Skills	Map/Globe/Atlas	Skim and Scan

The Big Question

What can we discover from new places and people?

WEEK 3	WEEK 4	WEEK 5	WEEK 6
On the Banks of Plum Creek Historical Fiction pp. 84-89 Laura Ingalls Wilder Online Reference Sources pp. 104-107	The Horses of the Prince Historical Fiction pp. 116-120 The Fox and the Tiger Fable pp. 134-135	Letters Home from Yosemite Expository Text pp. 144-155 The Blues of Cypress Canyon Magazine Article pp. 160-163	Interactive Review
Why do we want to explore new places?	What can we discover in the landscape of the Southwest?	How does Yosemite reflect the unique qualities of the West?	Connect the Question of the Week to the Big Question
coast, route, landscape, sights, landmarks, desert, valley, enormous, magnificent, navigate	frontier, rocks, cacti, plains, mesa, corral, creek, range, grassland, sagebrush	earthquake, eruptions, volcano, geyser, elk, magma, lake, wildlife, sequoia, wildflowers	Review Amazing Words for Unit 1
Word ending -ing	Compound Words	Related Words	
Forecasting	Dialogue	Imagery	
Conflict/Resolution	Rising Action	Description/Definition	
T Skill Literary Elements: Character, Setting, Plot T Strategy Background Knowledge Review Skill Sequence	T Skill Author's Purpose T Strategy Story Structure Review Skill Literary Elements: Character, Setting, Plot	T Skill Main Idea and Details T Strategy Text Structure Review Skill Author's Purpose	Review Unit 1 Target Comprehension Skills
T Skill Multiple-Meaning Words	T Skill Synonyms and Antonyms	T Skill Affixes: Suffixes (not, -ly, -ness)	Review Unit 1 Target Vocabulary Skills
Rate and Accuracy	Expression	Appropriate Phrasing	Review Unit 1 Fluency Skills
Parody Trait: Voice	Friendly Letter Trait: Conventions	Personal Narrative Trait: Voice	Quick Write for Fluency
Complete Subjects and Predicates	Compound Sentences	Clauses and Complex Sentences	Review Unit 1 Conventions
Long a and o	Long e	Long u	Review Unit 1 Spelling patterns
Advertisement	Report	Media Literacy: Debate	
Alphabetical Order	Illustrations, Captions, Label	Print Sources	

Turn the page to arrive at Monitor Progress. This page is for quick reference to Tested Skills for each week of the unit.

UNIT 1 Monitor Progress

Key

T Tested Skill

Target Skill

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
Oral Vocabulary/Concept Development <small>(assessed informally)</small>	attention kindness variety similar distinct courteous teach understanding social introduce	pioneer traveled experiences foreign improve attains territories seek prepared fortune	coast route sights landscape desert valleys enormous magnificent navigate	frontier rodeo cacti plains mesa corns creeks range grassland sagebrush	earthquake eruptions volcano gayler ark maquila lava wildlife sequoia wildflowers	R E V I E W
Text Comprehension	T Skill Sequence T Strategy Summaries	T Skill Author's Purpose T Strategy Questioning	T Skill Literary Elements: Character, Setting, Plot T Strategy Background Knowledge	T Skill Author's Purpose T Strategy Story Structure	T Skill Main Idea and Details T Strategy Text Structure	
Lesson Vocabulary	T monarch T proudful T roasts T peculiar T grand T positive T selecting	T journeyed T smart T docks T acorn T migrating T ascent	T badger T bank T bristled T jammed T patched T ruffled T rushes	T prairie T tossed T riveted T bargain T flavor T offended T shrieked	T wilderness T preserve T species T naturalist T slopes T glacier T impressive	
Fluency	Expression 95-105 WCPM	Appropriate Phrasing/ Punctuation Cues 95-105 WCPM	Rate and Accuracy 95-105 WCPM	Expression 95-105 WCPM	Appropriate Phrasing 95-105 WCPM	

Online ASSESSMENT

TexasReadingStreet.com

Online Classroom

Manage Data

- Assign the Unit 1 Benchmark Test for students to take online.
- Online Assessment records results and generates reports by school, grade, classroom, or student.
- Use reports to disaggregate and aggregate Unit 1 skills and standards data to monitor progress.
- Based on class lists created to support the categories important for AYP (gender, ethnicity, migrant education, English proficiency, disabilities, economic status), reports let you track adequate yearly progress every six weeks.

Group

- Use results from Unit 1 Benchmark Tests taken online through Online Assessment to measure whether students have mastered the English-Language Arts Content Standards taught in this unit.
- Reports in Online Assessment suggest whether students need Extra Support or Intervention.

Individualized Instruction

- Tests are correlated to Unit 1 tested skills and standards so that prescriptions for individual teaching and learning plans can be created.
- Individualized prescriptions target instruction and accelerate student progress toward learning outcome goals.
- Prescriptions include remediation activities and resources to reteach Unit 1 skills and standards.

Flip the page once again to get to Assessment and Grouping. This explains the 4-step assessment plan.

UNIT 1 Assessment and Grouping for Data-Driven Instruction

4-Step Plan for Assessment

- 1 Diagnose and Differentiate
- 2 Monitor Progress
- 3 Assess and Regroup
- 4 Summative Assessment

STEP 1 Diagnose and Differentiate

Diagnose

To make initial grouping decisions, use the Baseline Group Test, the TPRI, or another initial placement test. Depending on student's ability levels, you may have more than one of each group.

Differentiate

... student performance is **SI** then... use the regular instruction and the daily **Strategic Intervention** small group lessons.

... student performance is **OL** then... use the regular instruction and the daily **On-Level** small group lessons.

... student performance is **A** then... use the regular instruction and the daily **Advanced** small group lessons.

Small Group Time

SI Strategic Intervention

- Daily small group lessons provide more intensive instruction, more scaffolding, more practice, and more opportunities to respond.
- Reteach lessons in the *First Stop* on Reading Street provide more instruction with target skills.
- Leveled readers build background and practice target skills and vocabulary.

OL On-Level

- Explicit instructional routines teach core skills and strategies.
- Daily On-Level lessons provide more practice and more opportunities to respond.
- Independent activities provide practice for core skills and extension and enrichment options.
- Leveled readers provide additional reading and practice core skills and vocabulary.

A Advanced

- Daily Advanced lessons provide instruction for accelerated learning.
- Advanced leveled readers provide additional reading tied to lesson concepts and skills.

Additional Differentiated Learning Options

Reading Level Intervention Kit

- Focused intervention lessons on the five critical areas of reading: phonemic awareness, phonics, vocabulary, comprehension, and fluency.

My Sidekicks on Reading Street

- Intensive intervention for struggling readers.

STEP 2 Monitor Progress

Use these tools during lesson teaching to monitor student progress.

- Skill and Strategy** instruction during reading
- Don't Wait Until Friday** boxes to check retelling, fluency, and oral vocabulary.
- Weekly Assessment** on Day 5 checks comprehension and fluency.
- Reader's and Writer's Notebook** pages at point of use
- Weekly Tests** assess target skills for the week
- Fresh Reads** for Fluency and Comprehension

STEP 3 Assess and Regroup

Use these tools during lesson teaching to assess and regroup.

- Weekly Assessments** Record results of weekly assessments in retelling, comprehension, and fluency to track student progress.
- Unit Benchmark Assessment** Administer this assessment to check mastery of unit skills.
- Regroup** We recommend the first regrouping to be at the end of Unit 2. Use weekly assessment information and Unit Benchmark Assessment performance to inform regrouping decisions. Then regroup at the end of each subsequent unit.

Group

Baseline Group Test → Regroup Units 1 and 2 → Regroup Unit 2 → Regroup Unit 4 → Regroup Unit 5 → Regroup Unit 6 → End of Year

Weeks 1-6 Weeks 7-12 Weeks 13-18 Weeks 19-24 Week 25-30 Weeks 31-36

Outside assessments, such as DRA and DIBELS, may recommend regrouping at other times during the year.

STEP 4 Summative Assessment

Use these tools after lesson teaching to assess students.

- Unit Benchmark Assessments** Use to measure a student's mastery of each unit's skills.
- End-of-Year Benchmark Assessment** Use to measure a student's mastery of program skills covered in all six units.

Step 1: Diagnose and Differentiate

Use the Baseline Group Tests to make initial small group decisions. However, each school may use a different method to determine initial grouping such as a district test, state assessment, TPRI, DIBELS, or DRA2.

Step 2: Monitor Progress

The second step of Assessment and Grouping is to monitor progress regularly. Observe students at work, use the Don't Wait Until Friday boxes to check letter and sound fluency, word reading, retelling, and oral vocabulary throughout the week, and check phonics, high-frequency words, and comprehension using the weekly assessments on Day 5.

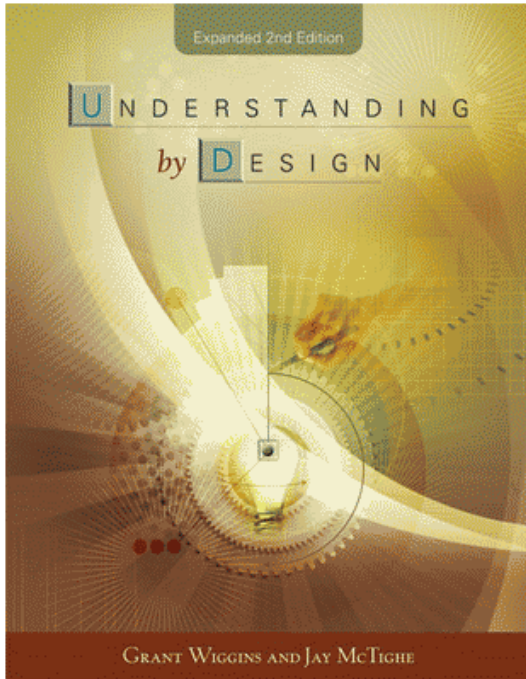
Step 3: Assess and Regroup

Teachers will also use the weekly assessments along with Unit Benchmark Assessments to regroup students and complete Step 3. It is recommended to regroup at the end of Unit 2 but use knowledge of the students or other assessment measures to help determine the best time for regrouping.

Step 4: Summative Assessment

To measure student's mastery of skills, teachers will use Unit and Summative Benchmark Assessments.

The next page is the Concept Launch page. Teachers use this page to discuss the unit questions with students. Notice the quote from Grant Wiggins; read it to learn more about Understanding by Design (UbD), Big Ideas, and Big Questions. Grant Wiggins has worked with Pearson to incorporate his unique instructional philosophy across all academic disciplines. This philosophy, UbD, is a disciplined way of thinking about the design of curriculum, instruction, and assessment.



The goal of UbD is for students to develop a deep understanding of the important ideas that are being taught. It provides a way to move from simply covering the curriculum to ensuring understanding. This is done through a process of learning that provides students with opportunities to investigate and verify important concepts. The bottom line is that it helps students learn how to transfer knowledge.

The UbD framework is described in detail in the book *Understanding by Design* by Grant Wiggins and Jay McTighe.

A similar page can be found at the start of a unit in the Student Edition. Use it to help students make connections to their prior knowledge, familiarize them with unit content, and support new learning.

If teachers would like to use the digital path resources, they can project the Concept Launch page using the Online Student Edition, and they

can find the Big Question video online. Use this video to introduce the unit and enrich understanding and discussion. Look at the digital guides and tutorials to find out more on this Web site.

Unit 1

All Together Now

Reading Street Online
www.ReadingStreet.com
• Big Question Video
• eReaders
• Envision 2! Animations
• Story Sort

How do we live, work, and play together?

10

11

The last page is the Flexible Pacing Plans. If there is a short week due to a holiday, school cancellation, curriculum day, or assembly, teachers can use the Flexible Pacing Plans to shorten the week but maximize instruction. Reference this during shorter weeks throughout the unit. Five-, four-, and three-day plans are provided.

1

Small Group Time

Flexible Pacing Plans

Key

- Strategic Intervention
- On Level
- Advanced
- ELL

A

OL

SI

5 Day Plan

4 Day Plan

3 Day Plan

Day	Activities	Day	Activities	Day	Activities
DAY 1	<ul style="list-style-type: none"> • Reinforce the Concept • Read Levelled Readers Concept Literacy Below Level 	DAY 1	<ul style="list-style-type: none"> • Reinforce the Concept • Read Levelled Readers Concept Literacy Below Level • Comprehension Skill • Comprehension and Strategy • Read Main Selection 	DAY 1	<ul style="list-style-type: none"> • Reinforce the Concept • Read Levelled Readers Concept Literacy Below Level • Comprehension Skill • Comprehension and Strategy • Read Main Selection
DAY 2	<ul style="list-style-type: none"> • Comprehension Skill • Comprehension and Strategy • Read Main Selection 	DAY 2	<ul style="list-style-type: none"> • Vocabulary Skill • Read Main Selection 	DAY 2	<ul style="list-style-type: none"> • Practice Retelling • Read Paired Selection
DAY 3	<ul style="list-style-type: none"> • Vocabulary Skill • Read Main Selection 	DAY 3	<ul style="list-style-type: none"> • Practice Retelling • Read Paired Selection 	DAY 3	<ul style="list-style-type: none"> • Reread for Fluency • Reread Levelled Readers Concept Literacy Below Level
DAY 4	<ul style="list-style-type: none"> • Practice Retelling • Read Paired Selection 	DAY 4	<ul style="list-style-type: none"> • Reread for Fluency • Reread Levelled Readers Concept Literacy Below Level 		
DAY 5	<ul style="list-style-type: none"> • Reread for Fluency • Reread Levelled Readers Concept Literacy Below Level 				

ELL

5 Day Plan

4 Day Plan

3 Day Plan

Day	Activities	Day	Activities	Day	Activities
DAY 1	<ul style="list-style-type: none"> • Concepts • Listening (Read Aloud) • Phonemic Awareness/Phonics 	DAY 1	<ul style="list-style-type: none"> • Concepts • Listening (Read Aloud) • Phonemic Awareness/Phonics 	DAY 1	<ul style="list-style-type: none"> • Concepts • Listening (Read Aloud) • Phonemic Awareness/Phonics
DAY 2	<ul style="list-style-type: none"> • Concepts • Vocabulary • Phonemic Awareness/Phonics • Spelling 	DAY 2	<ul style="list-style-type: none"> • Concepts • Vocabulary • Comprehension 	DAY 2	<ul style="list-style-type: none"> • Concepts • Vocabulary • Comprehension
DAY 3	<ul style="list-style-type: none"> • Concepts • Vocabulary • Comprehension 	DAY 3	<ul style="list-style-type: none"> • Concepts • Vocabulary • Read ELL/ELD Readers 	DAY 3	<ul style="list-style-type: none"> • Concepts • Vocabulary • Read ELL/ELD Readers
DAY 4	<ul style="list-style-type: none"> • Concepts • Vocabulary • Read ELL/ELD Readers 	DAY 4	<ul style="list-style-type: none"> • Concepts • Vocabulary • Conventions 		
DAY 5	<ul style="list-style-type: none"> • Concepts • Vocabulary • Conventions • Editing and Revising 				

Review

This guide discussed how to get started with Reading Street and Calle de la Lectura Texas! First Stop is the first place to go to learn about and teach the program. This guide also reviewed the unit opener pages and where to find information about topics such as assessment and pacing. Have an easier time getting started on Reading Street Texas!