

## Teaching Intermediate: Days 2–5

### Introduction

This guide discusses a typical week and focuses on Days 2–5 of Reading Street Texas 2011 instruction. It explains the materials, which include Get Ready to Read, Read and Comprehend, and Language Arts lessons for teachers, and how to incorporate Small Group Time. It also discusses how to wrap up the week and assess on Day 5.

Teachers should view the Teaching Intermediate: Day 1 tutorial, if they have not already done so.

### Days 2–4: Daily Routines

This is how much time teachers spend on each lesson in Days 2–5:

- Get Ready to Read for twenty to twenty-five minutes
- Small Group Time for fifteen to twenty minutes
- Read and Comprehend for forty to fifty minutes
- Language Arts and Wrap Up Your Day for thirty to thirty-five minutes

Each day of instruction includes some similarities. Every day starts with the Question of the Week. On Days 2, 3, and 4, develop oral vocabulary during Anchored Talk.

### Concept Talk

Question of the Week

How can people and animals work as a team?

**Expand the concept**

Remind students of the Question of the Week. Tell students that today they will begin reading *Horse Heroes: True Stories of Amazing Horses*. As they read, encourage students to think about how horses and people have worked as teams throughout history.

**Develop oral vocabulary**

**Anchored Talk**

Use the photos on pp. 256–257 and the Read Aloud, “Paws with a Cause,” to talk about the Amazing Words: *drive, temperament, trust, and perseverance*. Add these and other concept-related words to the concept map to develop students’ knowledge of the topic. Discuss the following questions. Remind students to listen attentively to other students and to answer with appropriate detail. Encourage students to build on others’ ideas when they answer.

- Why is *trust* an important quality for team members to have?
- Discuss times when you showed *drive* or *perseverance*.
- Why is it important to maintain an even *temperament* in a difficult situation?

Next, introduce Amazing Words through explicit instruction using the Oral Vocabulary Routine. Connect the words to the literature students read. Use the English Language Learners (ELL) Posters and Concept Talk Videos from the digital path to enhance understanding of the concept and the Amazing Words.

This guide focuses only on the parts of the lesson that are unique to each day.

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## Day 2

The following focuses on the Get Ready to Read, Small Group Time, Read and Comprehend, Language Arts, and Wrap Up Your Day lessons specific to Day 2.

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### Get Ready to Read

On Day 2, after Oral Vocabulary, it is time for Word Analysis. Be sure to use the Strategy for Meaningful Word Parts routine. Then move on to Literary Terms and Text Features. Use the Think Alouds to model dialogue and strategies.

**Oral Vocabulary**  
Amazing Words

**Amazing Words Oral Vocabulary Routine**

**Teach Amazing Words**

1. Introduce Write the Amazing Word *resourceful* on the board. Have students say it with you. Yesterday, we learned that the Pony Express riders were *resourceful* when it came to traveling from one station to another. Have students determine a definition of *resourceful*. (To be *resourceful* is to be good at thinking of ways to do things.)
2. Demonstrate Have students answer questions to demonstrate understanding. How were the riders *resourceful* in delivering the mail? (The riders were *resourceful* in using different horses that were needed to deliver the mail.)
3. Apply Have students apply their understanding. In what ways are you *resourceful* at school or home? See p. OV+1 to teach experience.

**Amazing Words**

drive	bravery
temperament	<i>resourceful</i>
stead	experience
perseverance	obstacles
obstacles	dependable

**Apply Amazing Words**

As students read pp. 269-273 of *Horse Heroes*, have them consider how the Amazing Words *resourceful* and *experience* apply to the long journey of a man and his horses.

**Connect to reading**

Explain that today students will read about a man who travels from Argentina to Washington, D.C. As they read, students should think about how the Question of the Week and the Amazing Words *resourceful* and *experience* apply to this journey.

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### Read and Comprehend

Get ready to teach the Read and Comprehend Lesson. Begin with the Vocabulary Strategy. Refer students to the corresponding Envision It! pages in their Student Edition. For additional practice, students can complete activities in the Reader's and Writer's Notebook or online.

Move on to Reread for Fluency, where teachers should follow the Choral Reading routine.

Then it is time to Build Background for the Main Selection with Team Talk. Students discuss the Question of the Week in pairs, and make connections to the reading selection. Continue with Prereading Strategies before reading the selection.

Day 2 is the first day of a Double Day Read! Notice that there are two schedule options. If teachers select Option 1, they should read the selection using the Guide Comprehension questions along the top of the pages to monitor and clarify understanding. If teachers select Option 2, they should read the first half of the selection on Day 2. Use the Guide Comprehension instruction at the top of the pages and Extend Thinking instruction along the bottom.

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### Small Groups

Follow the small group instructional plans for Day 2. As teachers are working with each small group, they will assign independent activities and Practice Stations work to the other students, just as in Day 1.

Students working independently can listen to Background Building Audio, play skills games on the digital path, work in their Reader's and Writer's Notebook, or complete Research and Inquiry activities. The Practice Stations include Words to Know, Get Fluent, and Word Wise.

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## Language Arts and Wrap Up Your Day

End instruction on Day 2 with Language Arts. Just like in Day 1, begin with Research and Inquiry. Move on to Conventions, and then Spelling. Language Arts digital path features include vocabulary activities and Grammar Jammers.

**DAY 2 Language Arts**

**TEKS**

- 4.20.A.2.1 Use and understand the features of digital technology (in the context of reading, writing, and research)
- 4.22.D Use various patterns of language and content to enhance learning
- 4.24.A.2.1 Gather the relevant data or collect evidence from multiple sources of print and electronic information, including online searches
- 4.24.B.1 Use appropriate and relevant digital tools to access and analyze data to identify the benefits
- 4.24.C.1 Use appropriate digital tools to identify the author and publisher and the date
- 4.24.D Identify the importance of using valid and reliable sources
- 4.24.E Create a written and/or digital record, including the author and publisher, for each research

**Objectives**

- Use patterned information from online sources
- Recognize and identify one simple passage online
- Recognize correctly spelling words with eg, ee, ie, and air

**Research and Inquiry Navigate/Search**

**Teach**

Have students search the Internet using their inquiry questions and keywords from Day 1. Tell them to skim and scan each site for information that helps answer their inquiry question or leads them to specific information that will be useful. Bolded or italicized words may be clues to what kind of information the Web site will provide. Have students look for other features, such as headings, illustrations, captions, or highlighting. Remind students to take notes as they gather information.

**Model**

When looking for information on how horses and people work as a team, I found this horse used to carry heavy loads and pull wagons. I will use keywords from this information, such as wagons, to lead me to more specific information. Here is one fact I found using this keyword: Horse-drawn vehicles are still used for transportation in Amish communities.

**Guide practice**

Have students continue their review of Web sites they identified. Explain that Web addresses ending in .gov or .edu are more likely to have reliable information than Web addresses ending in .com. Make sure students understand the importance of using valid and reliable sources so that their information is accurate.

**On their own**

Have students identify and write down Web addresses, authors, and the dates the Web sites were last updated to begin a Works Cited page from their notes.

Then, continue on to Writing. Discuss the writing trait and present the mini-lesson. Finish by following the Quick Write for Fluency routine. Finally, use Wrap Up Your Day to review the lessons and assign homework.

Preview the next day by letting students know what they will read on Day 3.

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## Day 3

The following focuses on the Get Ready to Read, Small Group Time, Read and Comprehend, Language Arts, and Wrap Up Your Day lessons specific to Day 3.

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## Get Ready to Read

Day 3 follows a routine similar to Days 1 and 2. After reviewing the Question of the Week, it is time for Anchored Talk and Oral Vocabulary.

The next step is to complete a Comprehension Check. Use comprehension check questions, as well as activities in the Reader's and Writer's Notebook, to reinforce comprehension and clarify areas of confusion. Students practice summarizing information during Check Retelling.

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## Small Groups

Follow the small group plan for Day 3. Students revisit the Main Selection and build vocabulary. As teachers work with small groups, other students complete the usual independent activities. Some students may benefit from using this time to listen to an AudioText of the Main Selection. Today's Practice Stations include Let's Write, Get Fluent, and Word Work.

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## Read and Comprehend

In Read and Comprehend, Day 3 is the second day of The Double Day Read! The instruction portion of The Double Day Read! will vary depending on the schedule option teachers selected on Day 2. For Option 1, use Day 3 to reread the selection and use Extend Thinking to develop higher-order thinking skills. For Option 2, use Day 3 to read the second half of the selection, again using both Guide Comprehension and Extend Thinking.

Then it is time for Retelling. Students use the Envision It! Retelling Cards or the Story Sort on the digital path. The information in the Don't Wait Until Friday box and sidebars help teachers monitor student progress.

Students also answer critical thinking questions. The first question relates to the student, the world, or another text; the next to the author's purpose; the third to the comprehension skill; the fourth to the target strategy; and the last is a writing prompt.

Next, model fluency. Have students reread text to practice the fluency skill and use the Choral Reading routine.

End Read and Comprehend with Research and Study Skills. For additional practice, have students review and complete the appropriate pages in the Reader's and Writer's Notebook.

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**Language Arts and Wrap Up Your Day**

As on Day 2, Language Arts instruction begins with Research and Inquiry, followed by Conventions and Spelling.

Students complete a writing activity during Let's Write It! and make connections to this week's conventions. Instruction continues with writing instruction and the Quick Write for Fluency routine.

These activities are followed by Wrap Up Your Day and a preview of Day 4.

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**Day 4**

The following focuses on the Get Ready to Read, Small Group Time, Read and Comprehend, Language Arts, and Wrap Up Your Day lessons specific to Day 4.

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**Get Ready to Read**

Continue to discuss the Question of the Week, develop oral vocabulary during Anchored Talk, and introduce Amazing Words.

Next, prepare students to read the paired selection. This lesson may focus on a skill or strategy, such as genre or a 21st century skill, such as writing an e-mail.

Then it is time for Small Groups.

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**Small Groups**

Small Group Time involves reading or revisiting this week's Paired Selection as well as additional instruction that builds fluency. Students working independently may listen to an AudioText of the Paired Selection, work in their Reader's and Writer's Notebook, or complete Research and Inquiry activities. Day 4 Practice Station activities include Read for Meaning, Get Fluent, and Words to Know.

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**Read and Comprehend**

In Read and Comprehend, guide comprehension and extend thinking. Make connections between the paired selection and the skills discussed in the Get Ready to Read lessons.

Teachers should then work on Fluency with students. Use Let's Learn It! pages in the Student Edition and the information in the Don't Wait Until Friday box to monitor progress. Finish Read and Comprehend

instruction with Vocabulary and Listening and Speaking practice. These activities prepare students for the next grade.

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**Language Arts and Wrap Up Your Day**

As with the previous days, Language Arts begins with Research and Inquiry. Then practice Conventions and Spelling. Finish Language Arts with a mini-lesson and the Quick Write for Fluency routine.

The day ends with Wrap Up Your Day.

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**Day 5: Wrap Up Your Week**

Day 5 is a special day, called Wrap Up Your Week. This day is for celebrating the concept, reviewing skills, and assessing student knowledge. It requires some preparation work. Be sure to have the appropriate reproducible pages on hand while assessing students. The necessary reproducibles are built into the Day 5 lessons. Teachers can also find additional forms, such as an observation checklist, in the Assessment Handbook.

Begin the day with a Concept Wrap Up. Review the Question of the Week, the concept, and Amazing Words.

Amazing Ideas is next. Here teachers will connect the Question of the Week to the Big Question. Use information in the It's Friday box to monitor oral vocabulary progress.

Teachers will review Comprehension, Vocabulary, Word Analysis, and Literary Terms.

Then, move on to Small Group Time.

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**Small Group Time**

In Small Group Time, reread a leveled reader from the week to practice fluency. Students working at Practice Stations complete Words to Know, Get Fluent, and Read for Meaning activities. Independent activities include Grammar Jammer, the Concept Talk Video, and Vocabulary Activities.

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**Review and Assess**

Assess students for fluency, this week's skills, and spelling. Be sure to use the if-then statements and notes in the side bar. Present the Research and Inquiry learnings.

For additional practice, use the Conventions and Let's Practice It! activities. During Writing, review what students learned in yesterday's activity before moving on to the mini-lesson and Quick Write for Fluency.

End the day and week by briefly previewing information that will be covered next week.

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**Interactive Review**

To help teachers and students connect all the ideas learned during a unit, there are interactive review weeks. These occur every sixth week in Grades 2–6. Choose the skills and strategies to review based on progress-monitoring results during the unit.

Continue to develop writing skills through daily quick writes. Reteach, review, and extend topics as needed. Use the Interactive Review pages

in Let's Practice It! and the Unit Benchmark Test. Discuss the Question of the Week from each week of the unit and connect ideas back to the Big Question.

**Don't Wait Until Friday**

**MONITOR PROGRESS** **Check Retelling**

**Retelling Cards**

If... students have difficulty retelling,  
then... use the Retelling Cards to scaffold their retellings.

<b>Day 1</b> Check Oral Vocabulary	<b>Days 2-3</b> Check Retelling	<b>Day 4</b> Check Fluency	<b>Day 5</b> Check Oral Vocabulary
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**Success Predictor**

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## Review

This guide discussed lesson features that teachers will see during a week of instruction. It explained that daily lessons are divided into Get Ready to Read, Read and Comprehend, and Language Arts. Lessons are taught in whole- and small-group formats. It reviewed the types of activities students complete independently or at a Practice Station while they are in small groups.

On Day 5, the Wrap Up Your Week day, teachers celebrate the concept, review skills, and assess student knowledge.

This guide also discussed the interactive review week teachers can use to reteach and extend concepts, skills, and strategies.