



### Teaching Intermediate

### Introduction

This guide reviews a week of instruction using Reading Street for California for the intermediate grades. It explains some of the reading to learn features found in the program, such as graphic organizers used to understand text structure. This guide uses examples from the Grade 4 Unit 1 Teacher’s Edition, but it is easy to follow along using Grades 3 and 5.

### A Week on Reading Street

Open to the Planner pages of the Teacher’s Edition. These pages are referred to often in this guide, so it may be helpful to mark them with a placeholder. Now, take a look at the activities for the week. Notice that All the Stuff You Need to teach the first week of Reading Street is shown here. The different parts of the lessons are color coded.

**Planner • Yang the Youngest and His Terrible Ear**  
All the Stuff You Need . . .

Day	Get Ready to Read	Read and Comprehend
Day 1	Oral Language: What experiences bring diverse people together? (24)	Read Aloud: "Child of the Silent Night" (24m-24n)
Day 2	Oral Language: What experiences bring diverse people together? (24)	Read Aloud: "Child of the Silent Night" (24m-24n)
Day 3	Oral Language: What experiences bring diverse people together? (24)	Read Aloud: "Child of the Silent Night" (24m-24n)
Day 4	Oral Language: What experiences bring diverse people together? (24)	Read Aloud: "Child of the Silent Night" (24m-24n)
Day 5	Oral Language: What experiences bring diverse people together? (24)	Read Aloud: "Child of the Silent Night" (24m-24n)

**THIS WEEK'S RESOURCES**

Resource	Duration	Category
Phonics: Short vowels CVC	20-25	Language Arts
Spelling: Short vowels CVC	20-25	Language Arts
Reading: "Child of the Silent Night"	24m-24n	Reading
Oral Language: What experiences bring diverse people together?	24	Oral Language
Read Aloud: "Child of the Silent Night"	24m-24n	Reading

### Get Ready to Read

**Get Ready to Read** | Concept Diversity | Word Analysis: Word ending -ed | 20 minutes

**Oral Language**  
QUESTION OF THE WEEK: What experiences bring diverse people together? 24l

**Oral Vocabulary/Build Concepts**  
Read Aloud "Child of the Silent Night" 24m-24n

**Word Analysis** Word ending -ed 24o

Look at the first purple column, *Get Ready to Read*. Notice that the lessons start with an oral language component.

Now, turn to the first page of the lesson. First, introduce the weekly question that supports the big unit question on Day 1. This week’s question is “What experiences bring diverse people together?” The big question relates to the concept of new places and people, so students have the opportunity to talk, read, and write about new experiences during the week.

**Concept Talk**

QUESTION OF THE WEEK: What experiences bring diverse people together?

ROUTINE: Activate Prior Knowledge

PROBING: Analyze Words

READ ALOUD

Initiate the discussion by asking questions such as “What would a diverse group of people look like to you?”

**ROUTINE Activate Prior Knowledge**

**Think** Have students think for a minute about what *diversity* means and what kinds of experiences bring *diverse* people together.

**Pair** Have pairs of students discuss the question.

**Share** Call on a few students to share their ideas with the group. Guide discussion and encourage elaboration with prompts such as:  
 What would a diverse group of people look like to you?  
 In what kinds of situations do diverse people come together?

There are many resources to assist with the discussion, including the English learner, or EL, posters. This part of the lesson takes twenty to twenty-five minutes.

Now turn back to the Planner pages. Notice that Days 2–4 have daily questions that support the weekly question, big idea, and literature students are reading.

Wrap up the weekly question on Day 5. The following is an example of how to wrap up Week 1. Take information that students learned during the week—for instance, a concept web about diversity. Then, using this information, create a list of Amazing Facts or Ideas, which include key concepts. One example is that diversity means different people coming together. Finally, give students the opportunity to use the Amazing Words from the week by asking probing questions.

**Introduce Amazing Facts** Display this week's web: Diversity. Review the information on the web and discuss how to use it to create an Amazing Fact. Have pairs of students work together to identify an Amazing Fact about diversity. Then ask each pair to share their Amazing Fact with the class.

**Communicate Amazing Facts** Amazing Facts should include these key concepts:

- Diversity means variety.
- Diversity means different people coming together.
- Having diverse friendships can teach us new things.
- You can make friends with diverse people at school, by joining a social group, or by introducing yourself.
- All people, no matter how diverse, have certain needs in common: understanding, attention, kindness.

**Use Amazing Words** Have pairs of students use these questions to wrap up this week's concept. Monitor students' use of Amazing Words during the discussions.

- What is diversity? Why is it important?
- What can diverse friendships offer?
- What can people from diverse backgrounds do to communicate with one another and understand one another?

Amazing Words develop students' speaking and listening vocabulary development. Throughout the lesson, support students' vocabulary development through Amazing Words activities. Introduce the words on Day 1 by giving each word's definition and using them within the context of the weekly concept. On Days 2–4, continue to build meaning, and then review on Day 5. Teach these words using explicit instruction. The following is an example of a routine used to reinforce the words *attention* and *kindness*. In this routine, teachers introduce, demonstrate, apply, and display.

**ROUTINE Oral Vocabulary**

**Introduce the Word** Relate the word *attention* to the read aloud. In *Child of the Silent Night*, Asa Tenney gives Laura Bridgman *attention*. Supply a student-friendly definition. *Attention* is showing care and thoughtfulness. It is having *consideration*. Have children say the word.

**Demonstrate** Provide examples to show meaning. Laura needs extra *attention* because her illness leaves her unable to care for herself. Asa gives Laura the extra *attention* her busy parents are unable to provide her. He cares for her when they cannot.

**Apply** Have children demonstrate their understanding. Name some ways people can show *attention* to one another.

**Display the Word** Write the word on a card. Display it. Run your hand under the chunks *at-ten-tion* as you read the word. See page AW•1 to teach *kindness*.

Word knowledge is also built through word analysis activities. This week's focus is on words that end in *-ed* as well as words with the prefix *in-*. The following is an example of a word analysis routine.

**ROUTINE Multisyllabic Word Strategy**



- 1 Look for meaningful word parts** Display the word *praised*. Underline the base word and circle the ending. Note that when a base word ends in e, the e is dropped before the ending *-ed* is added.
- 2 Connect to meaning** I see the word *praised*. If I look up the base word *praise* in the dictionary, I find that it means "to say that a thing or person is good." I know that the ending *-ed* makes this meaning the past tense, "said that a thing or person was good."
- 3 Blend** Blend the meaningful word parts together to read the word *praised*.  
Continue the Routine with the words *discovered*, *tried*, and *stopped*.

Students benefit from these types of activities because they make sense of the words by breaking them apart, making connections, and using blending strategies.

**Read and Comprehend**

Next, teach the green *Read and Comprehend* section for about sixty minutes. This is the main area of focus in the intermediate grades because students are reading to learn. In this section, help students develop their fluency and vocabulary as well as literary skills and strategies. The literary skill for the first week is sequence.



Also teach the strategy of summarizing and discuss elements of literary analysis, such as dialogue. Browse through some lesson pages to get a glimpse of how to teach these skills and strategies and get students prepared to read the week's main selection.

On Day 1, begin by modeling the skill and allow time for guided and independent practice. Use the Picture it! posters to help students make connections to the instruction. In order to practice independently, students complete the sequence activity in the practice book.



Name \_\_\_\_\_ **Yang the Youngest**

**Sequence**

- Events in a story occur in a certain order, or **sequence**. The sequence of events can be important to understanding a story.

**Directions:** Read the following passage. Then complete the time line below by putting events in the order in which they happen.

When Anna first met Levi, they were waiting to audition for the school play. Anna's family had just moved to America from Uruguay a month before, and Anna was still learning English. Her mother, a well-known actor in her country, encouraged Anna to try out for the play. Anna wanted to do a good job and please her mother.

While the drama coach listened to each student perform, Anna and Levi quietly practiced their lines. Levi turned to Anna and asked, "Do you want to practice together?" Anna nodded her head, but inside she was afraid Levi would laugh at the way she said some of the words.

But Levi didn't laugh. Instead, Levi whispered Anna's lines to her, which helped Anna pronounce them correctly. This helped Anna relax and not feel worried. Soon, the girls were giggling like best friends. In fact, they were best friends for the rest of the year.

1      2      3      4      5

**Home Activity** Your child completed a time line with the order of events from a short passage. Talk together about the main events of a typical day. Ask your child to put those events in sequential order using a simple time line.

**Comprehension** 3

In the days that follow, students continue to apply the skill as they read the main selection. For example, have students pause during reading to discuss the sequence of events taking place.

Also introduce the selection vocabulary at the start of the week. This way, students are able to read and understand the words in the main selection and gather deeper understanding of the text. Continue to develop word knowledge through a vocabulary skill. This week’s skill is suffixes. In addition to vocabulary building, students develop fluency skills throughout the week by reading aloud. They work on developing fluent skills such as tone of voice.

On Days 2 and 3, students read the main selection. Before reading, students learn about genre and text structure. They also use good reading strategies such as predicting. During reading, students apply the skills and strategies they learned on Day 1, which in this case are sequencing and summarizing. Pause and ask questions during reading to check for understanding. Students also work on filling out a text structure graphic organizer, such as the story sequence chart.

### TEXT STRUCTURE

Ask students to fill in as much as they can of the title, characters, setting, and events of their Story Sequence graphic organizer. Have them share their graphic organizer with a partner.

<b>Title</b> <i>Yang the Youngest and His Terrible Ear</i>
<b>Characters</b> Yingtao, Third Sister, Matthew, Second Sister, Eldest Brother
<b>Setting</b> Present-day; school; the Yang’s home
<b>Events</b> <ul style="list-style-type: none"> <li>• Yingtao joins the school orchestra.</li> <li>• Yingtao and Matthew are seated next to one another in the violin section.</li> <li>• Matthew tells Yingtao he needs music lessons but can’t afford them.</li> <li>• Third Sister invites Matthew to the Yang’s home.</li> <li>• Matthew meets Eldest Brother.</li> </ul>

After reading, students show their understanding through comprehension, skill, and strategy assignments. One such assignment is *Think, Talk, and Write*. The page in the Student Edition provides several ways for students to respond to what they just read. They discuss, write, and draw images to summarize, evaluate, and retell the selection.

Students read a short, paired selection on Day 4. During the year, students are exposed to many different genres, such as nonfiction social studies selection. These pieces of literature connect to the main selection in some way so that students can make connections and apply the strategies they learned in previous lesson. In addition, they may learn new strategies such as test-taking tips.

## Language Arts

Turn back to the Planning pages. The remaining class time is dedicated to Language Arts. During this time, conventions, writing, handwriting, vocabulary, and speaking and listening skills are taught. This week’s focus is on realistic fiction. Have students use the writing process to create a story. Teach conventions such as declarative and interrogative sentences. Students can apply these learnings to their stories.

Spelling is also addressed throughout the lessons. Students take a pretest on Day 1. The list contains twenty words organized around a phonics generalization.

Daily practice activities provide students with opportunities to spell and write the words. Students are assessed on their spelling words at the end of the week.

Language Arts	Writing Skills Realistic Fiction	Test Word Choice	Conventions Declarative and Interrogative Sentences
<b>Spelling</b> Pretest Short Story VCCY	25a		<b>Daily Writing</b> 25c
<b>Conventions</b> Declarative and Interrogative Sentences	25a		Write a paragraph using a sentence starter.
<b>Writing</b> Genre: Realistic Fiction	25b-25c		<b>Inquiry</b> Explore Diversity 25d
<b>Spelling</b> Short Stories VCCY	25a		<b>Daily Writing</b> 25c
<b>Conventions</b> Declarative and Interrogative Sentences	25a		Write a sentence about something that would make you feel uncomfortable.
<b>Writing</b> Genre: Realistic Fiction	25b		<b>Inquiry</b> Explore Diversity 25d
<b>Spelling</b> Frequently Misspelled Words	43a		<b>Daily Writing</b> 43c
<b>Conventions</b> Declarative and Interrogative Sentences	43a		Use declarative and interrogative sentences in a short paragraph.
<b>Writing</b> Genre: Realistic Fiction	43, 43b-43c		<b>Inquiry</b> Explore Diversity 43d
<b>Spelling</b> Short Stories VCCY	43c		<b>Daily Writing</b> 43e
<b>Conventions</b> Declarative and Interrogative Sentences	43c		Write a paragraph describing Matthew and Yingtao’s friendship, making sure to avoid exclamation points.
<b>Writing</b> Genre: Realistic Fiction	43, 43d		<b>Inquiry</b> Explore Diversity 43f
<b>Spelling</b> Test Short Story VCCY	49		<b>Daily Writing</b> 49a
<b>Spelling and Listening</b> Informational Presentation	49		Write a summary of a selection making two words.
<b>Writing</b> Genre: Realistic Fiction	49a-49c		<b>Inquiry</b> Explore Diversity 49c

In the last column on the Planning pages, notice the Success Predictors in red. Pause instruction to check student understanding and determine if they need more support. The skills to monitor are clearly identified in this column.

On Day 5, there is opportunity for assessment. For week one, students are assessed on fluency and sequencing. There are also opportunities for corrective feedback throughout the week. If a student cannot apply the skill after the week's lessons, there are reteaching opportunities.



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## Review

This guide explained how to teach the intermediate grades using Reading Street for California. It discussed what to expect during a typical week on Reading Street as well as how to teach a lesson and the different features, such as Amazing Words and Success Predictors. Finally, it also mentioned ways to use some of the important materials that come with the program, such as the Picture it! and EL posters.

For more information, please watch the other Reading Street for California tutorials on this Web site.