



My Sidewalks: Comprehension Skills and Strategies

Program Description

My Sidewalks is a research-based reading intervention program that helps students improve and sustain their levels of reading achievement.

A Focused Approach

Focused instruction allows students to zero in on the most critical elements of early reading. Level A focuses on three comprehension skill areas, and one additional skill is added in levels B through E.

To assist students' comprehension, strategy instruction is explicit and direct. In My Sidewalks:

- Explicit instruction focuses on priority comprehension skills
- Comprehension strategies are modeled and practiced every week
- Skills instruction is on-level while text is written at a lower reading level.

Priority Comprehension Skills

My Sidewalks focuses on priority comprehension skills.

Level A targets compare and contrast, sequence, and main idea and supporting details.

Levels B through E concentrate on these skills plus drawing conclusions.

On-Level Skills Instruction

Each week begins by introducing and then modeling the comprehension skill. Students apply the skill using a graphic organizer to track the selection's sequence of events.

As students read the selection in the Student Reader, they answer questions that focus on the comprehension skill. After rereading, they retell the story with a focus on the same skill.

Teaching Actions

Every day My Sidewalks integrates explicit comprehension strategy instruction before, during, and after reading.

Before reading the students review the text, set a purpose for reading, activate and use prior knowledge, or make and confirm predictions.

During reading the students ask and answer questions or recognize story structure using the characters, setting, and plot.

After reading the students summarize text by retelling stories or identifying main ideas, or looking back at the text to find answers to questions.