



My Sidewalks: Program Overview

Program Description

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

A Tier 3 Intervention

My Sidewalks is based on Project Optimize, a five-year study by Dr. Edward J. Kame'enui and Dr. Deborah Simmons. It is scientifically proven to help children experience faster achievement rates and sustain that level of achievement.

Following the 3-Tier Response To Intervention model, My Sidewalks addresses the needs of Tier 3 students. It is designed for students who are unable to read and comprehend grade-level material and can be used to compliment core reading programs.

My Sidewalks benefits both native English speakers and English learners.

Alignment to Reading Street

Reading Street is a comprehensive core reading program that provides materials for Tier 1 and Tier 2 instruction.

My Sidewalks is aligned with Reading Street to offer consistent instructional routines, and terminology. In addition, the oral language, vocabulary, and concepts developed in My Sidewalks parallel those in Reading Street.

Program Authors

My Sidewalks brings together the leading researchers in the areas of reading and intervention. It's the first program that truly aligns core reading instruction to intensive reading intervention.

The authors of this program include:

- Dr. Connie Juel, Professor of Education in the School of Education at Stanford University.
- Dr. Jeanne Paratore, Associate Professor of Education in the Department of Literacy and Language Development at Boston University.
- Dr. Deborah Simmons, Professor in the College of Education and Human Development at Texas A&M University.
- Dr. Sharon Vaughn, a Regents Professor with the University of Texas.

The Research

My Sidewalks is based on the foundational research of Scott Foresman Early Reading Intervention, also known as Project Optimize. The program validates components of intervention strategies for Kindergarten students with identified disabilities or students who are at risk.

My Sidewalks incorporates the research findings into the program across all grade levels. My Sidewalks:

- Emphasizes the essential elements of reading, which affects student outcomes.
- Teaches strategically, focusing on the priority skills that are critical for student success: phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Provides highly specified instruction and features explicit, consistent, easy-to-follow lessons.
- Delivers fast-paced instruction to small groups of two to five students for at least 30 minutes a day in addition to their core instruction.
- Provides more teacher modeling and feedback, more scaffolding, more opportunities for practice, and more time on task.
- Encourages frequent progress monitoring to keep learning on track.

In My Sidewalks, progress is monitored daily, weekly, and at the unit level.

Program Highlights

My Sidewalks supports you in providing effective instruction for struggling students. It includes:

- An acceleration plan that prioritizes skills so you teach less, more thoroughly.
- An abundance of student-reading material allowing students to spend half their small-group time engaged in reading.
- An emphasis on oral language, vocabulary, and concept development that is central to the instruction. Lessons develop deep meaning of concepts and vocabulary knowledge.
- A focus on word-reading strategies for multisyllabic words at Levels C through E that helps teach students to decode the words they struggle with the most.
- Integrated instruction to meet the needs of English Language Learners who need to hear and practice oral language, read and write English words and sentences, and experience language devoted to exploring concepts.
- Alignment with Scott Foresman Reading Street to offer consistent instructional routines, and terminology. The oral language, vocabulary, and concepts developed in My Sidewalks parallel those in Reading Street.