Reading Street ©2013
In-Service Facilitator’s Materials
Grades 3-6

Love what you teach.
© 2013 Training Crates – Components for In-services

- SE Volume 1*
- Reading Street Sleuth
- TE Unit 1,
- Grade _ 101
- Grade _ Index
- Reader’s & Writer’s Notebook*
- Assessment components* (Baseline Manual, Weekly Tests, Fresh Reads, Unit Benchmark Test, Assessment Handbook)
- Text Sets for week 1* (My Skills Buddy, Decodable, Concept, Below, On, Adv, ELD, ELL)
- Leveled Reader Teaching Guide*

- Read Aloud Anthology (choose one from grades K, 1, 2)
- Readers’ Theater Anthology (choose one grade level from K-6)
- Envision It Handbook (choose one grade level from K-6)
- Guide on the Side (choose one grade level from K-6)
- ELL handbook (choose one grade level from K-6)
- Retelling cards (choose one grade level from K-6)*
- Leveled Practice Stations (choose one grade level from K-6)
- Writing Rubrics and Anchor Papers book (choose one grade level from 1-6)*
- Routines Flipchart (choose one grade level from K-6)
- Envision It Pictured Vocabulary cards (choose one grade level from 2-6)*
- Response to Intervention Kit (choose one: K-2, or 3-6)

- Teacher Resource DVD-ROM*
- Background Building CD sample*
- Teacher Resource DVD-ROM printouts

- Talk with Me, Sing with Me Chart grade K
- Truckery Rhymes Big Book grade K
- Trucktown ABCs Big Book grade K
- Phonics Songs & Rhymes chart grade K
- Sound Spelling Cards (choose one set from grades 1, 2, 3)
- Sing with Me Big Book (choose one from grade 1 or 2)

- Reading Street 2011 Brochures*
- Kindergarten Brochures
- My Sidewalks Brochures
- ELL Brochures*
- Test Drive for Digital Path*

- Pacing Charts*
- Instructional Road Maps*
- Blank Lesson Planners
- Teacher Resource DVD contents
For Activities during 6 hour in-services

- Chart Paper
- Red, Blue, Orange Marker
- Plain Paper for Concept Map
- Post It Notes
- Mardi Gras Beads
- Checking the Inventory Checklists

*In digital format on Pearson SuccessNet*
Orientation In-service Agenda
Adapt as half or full day in-service

Welcome and Icebreaker:
- Share a title of a book you have read that tells us something about you: you as a person, your passions, your interests, or what drives you - story you relate to in some manner. On Reading Street we are cultivating lifelong readers and writers.

Overview:
- Use the PPT as an introduction to Reading Street 2011.
- Think-Pair-Share: What do you see that is new or is interesting to you? What are you excited about?

Components Overview:
- Review components list and share their use in instruction.
- If there are elements available other than the SE and TE, split the products apart and have each team discover what the item is for and how they see using it, then have teams report out to the whole group.

Grade _ 101, Grade _ Index
- Review these materials

Examing the Teacher’s Edition: (*Use Grade Level Implementation Guide*)
- Begin with Road Maps to identify what the routines are each day for Whole Group, Small Group, Independent Activities and Whole Group.
- Use the implementation guide to facilitate exploration of the teacher’s edition.
- Work with grade level groups to plan the first week of instruction using the 5 Day Planner.
- Use the Q&A documents as a jigsaw activity to have teachers find answers to questions about instruction. Have groups report their findings to the entire team.

Student Edition:

Technology Overview:
- Share information about coming technology. Include demos as they are made available. Share helpful websites including ReadingStreet.com and MyPearsonTraining.com.

Closure:
- Summarize and inspire. Share a story or quote to reaffirm the importance of a teacher.
- “When you teach a child to read, you change the world.” -Dr. Don J Leu
Reading Street Orientation In-service Agenda

3 hour

Welcome and Icebreaker:
- Share a title of a book you have read that tells us something about you: you as a person, your passions, your interests, or what drives you - story you relate to in some manner. On Reading Street we are cultivating lifelong readers and writers.
- Have teachers read the letter to the grade level teacher in the First Stop. It is the page before the Research into Practice.

Student Edition:
- Guided browse of a week of instruction in the Student Editions taking notice of these features: Visual Skills Handbook, Visual Strategies Handbook, Let’s Talk About, Let’s Listen For, Think Critically, Let’s Learn it and Vocabulary Handbook

Examining the Teacher’s Edition: *(Use Grade Level Implementation Guide)*
- Begin with Road Maps to identify what the routines are each day for Whole Group, Small Group, Independent Activities and Whole Group.
- Use the implementation guide to facilitate exploration of the teacher’s edition. Discuss Day 1 together, explore Day 2 on their own noticing differences from Day 1, discuss Day 3 and Close Reading plans, explore Day 4 on their own noticing differences including the paired selection, discuss Day 5 together highlighting assessment options.
- Highlight Components as they appear in the TE. Have teachers refer to the component inventory, and if they have a copy of the list, have them check off items as they see them used for instruction.
- Work with grade level groups to plan the first week of instruction using the 5 Day Planner.
- Use the Q&A documents as a jigsaw activity to have teachers find answers to questions about instruction. Have groups report their findings to the entire team.

Technology Overview:
- Share information about coming technology. Include demos as they are made available. Share helpful websites including ReadingStreet.com and MyPearsonTraining.com.

Closure:
- Summarize and inspire. Share a story or quote to reaffirm the importance of a teacher.
- “When you teach a child to read, you change the world.” -Dr. Don J Leu
Icebreaker Activities

**NASA Astronaut**
When NASA astronauts are awakened by Mission Control each morning, astronauts get to pick a song to be played. Think about the song you would choose and why. Share your song with your group at your table.

**By Looking at Me...**
Have each participant think of something that nobody else at the table would know about them. By looking at me you wouldn't know......... Write it on a post it note, crumple up, and put in the middle of the table. Each person then opens a post it note while the rest of table tries to guess who it is.

**Two Truths and a Lie**
Each person at the table writes two truths and a lie about themselves. Then the rest of the table will try to guess each other's lie. The goal is to: a) convince others that your lie is truth (and that one of your truths is the lie) and b) to correctly guess other people's lies.

**Observation Activity**
Have every pair of audience stand toe to toe. Ask them to observe each other for one minute (time it). Then have each pair turn around and stand back to back. As you ask the following questions, each person answers over their shoulder!

1. What color are their eyes?
2. How many buttons on their clothing?
3. Do they wear glasses?
4. What kind of neckline on their blouse/shirt? (round, collar, v-neck)
5. Do they have on a belt?
6. How many pieces of jewelry are they wearing?
7. What colors are they wearing?
8. What kind of shoes are they wearing? (Tie, slip on, sandals, etc)
9. Do they part their hair? On what side?
10. How many pockets in their clothing?
That’s Me!

Read each line of activity. Participants raise their hands and shout “That’s Me!” if it is true for that person.

I love coffee.
I am a dog person.
I am a cat person.
I’ve taught for over 5 years.
I’ve taught for over 10 years.
I’ve taught for over 15 years.
I’ve taught for over 20 years.
I’ve taught for over 25 years.
I’ve taught for over 30 years.
I’ve taught for over 35 years.
I’ve taught for over 40 years.
I’ve taught for over 45 years.
I love chocolate.
Teaching was my first career.
I like cold weather better than hot weather.
I’ve had a GREAT vacation sometime during the last year.
I am looking forward to a great year in my classroom.
I had my best year ever of teaching last year.
I am an aunt or uncle.
I love the beach.
I think having grandchildren is better than having children.
I love to read for pleasure.
I will be new to my position next year.
I love the mountains.
I am in a different school this year.
I am already looking forward to next year!
GRADE 1-6
Checking the Inventory

Name_________________________________ Building ____________________ Grade _______

STUDENT EDITION
☐ 6 Volumes (Grade 1)
☐ 2 Volumes  (Grades 2-6)
☐ Envision It! Handbook (Grades 1-6)

TEACHER EDITION PACKAGE (Grades 1-6)
☐ 6 Volumes
☐ Teacher’s Edition Index
☐ Teacher’s Edition 101

TEACHER RESOURCE DVD
☐ Reader’s Writer’s Notebook and Teacher’s Manual (Grades 1-6)
☐ Let’s Practice It! And Teacher’s Manual (Grades 1-6)
☐ High Frequency Word Cards (Grades 1-2)
☐ Envision It! Picture Cards (Grades 2-6)
☐ Amazing Word Cards (Grades 1-6)
☐ Blank Lesson Planners (Grades 1-6)
☐ Big Questions (Grades 1-6)
☐ Scoring Rubrics for Writing (Grades 1-6)
☐ Reader’s Theater (Grades 1-6)
☐ Practice Station Flip Charts (Grades 1-6)
☐ Grammar Transparencies pdf (Grades 1-6)
☐ Writing Transparencies pdf (Grades 1-6)
☐ Vocabulary Transparencies pdf (Grades 2-6)
☐ Skill Lesson Transparencies pdf (Grades 2-6)
☐ Research Transparencies pdf (Grades 1-2)
☐ Daily Fix-It Transparencies pdf (Grades 1-6)
☐ 10 Important Sentences (Grades 1-6)
☐ Graphic Organizers  (Grades 1-6)

ASSESSMENT (Grades 1-6)
☐ Baseline Group Test Teacher’s Manual
☐ Baseline Group Test Student Edition (10 pack)
☐ Common Core State Standards Unit and End of Year Benchmark Tests Teacher’s Manual
GRADE 1-6
Checking the Inventory

- Benchmark Tests (10 pack)
- Fresh Reads for Fluency & Comprehension Student Edition (reproducible)
- Common Core State Standards Fresh Reads for Fluency & Comprehension Teacher’s Manual
- Common Core State Standards Assessment Handbook
- Common Core State Standards Weekly Tests and Teacher’s Manual
- Weekly Test Student Edition (reproducible)

PRACTICE (Grades 1-6)
- Reader’s Writer’s Notebook

LEVELED READERS (Grades 1-6)
Reading Street Sleuth
- 1 individual copy
- 6 pack
- 12 pack
Leveled Readers Bookshelf Collection (6 copies of 30 titles and Teacher Manual)
- Below-Level
- On-Level
- Advanced
- Concept
Leveled Reader Teaching Guide
- Below-Level
- On-Level
- Advanced
- Concept

TRADE BOOKS
- Trade Book Library (Grades 1-6)
- Big Books (Grades 1-2)
- Little Big Books (Grade 1)
- Sing With me Big Book (included in Big Book Package) (Grades 1-2)
- Sing With Me Little Book (Grade 1)
- ABC Rhyme Time Big Book (included in Big Book Package) (Grade 1)
- ABC Rhyme Time Little Book (Grade 1)
GRADE 1-6
Checking the Inventory

PHONICS AND WORD STUDY (Grades 1-3)
- Decodable Readers Classroom Set (1 copy of 3 volumes)
- Decodable Readers Bookshelf Collection (6 copies of 3 volumes)
- Sound Spelling Cards
- Magnetic Word-Building Board
- Magnetic Word-Building Letters

ENGLISH/LANGUAGE ARTS (Grades 1-6)
- Writing Rubrics and Anchor Papers

ADDITIONAL RESOURCES
- Common Core State Standards Weekly Connection Posters
- Common Core State Standards Family Talk
- Common Core State Standards Writing and Research Guide (Grades 2-6)
- Practice Station Flip Charts (Grades 1-6)
- Guide on the Side (Grades 1-6)
- Retelling Cards (Grades 1-6)
- Envision It! Pictured Vocabulary Cards (Grades 2-6)
- Tested Vocabulary Cards (Grades 1-6)
- Read Aloud Anthology (Grades 1-2)
- Readers’ Theater Anthology (Grades 1-6)
- Routines Flipcharts (Grades 1-6)

ELL (Grades 1-6)
- ELL and ELD Readers Teaching Guide
- Posters
- ELL Handbook
- ELL Readers Classroom Set (1 copy of 30 titles)
- ELL Readers Bookshelf Classroom (6 copies of 30 titles)
- ELD Readers Classroom Set (1 copy of 30 titles)
- ELD Readers Bookshelf Classroom (6 copies of 30 titles)

TECHNOLOGY
- Digital Path Assets DVD-Rom (Grades 1-6)
- Teacher Resource DVD (Grades 1-6)
- Student Edition DVD (Grades 1-6)
- AudioText CDs (Grades 1-6)
- Background Building Audio CD (Grades 1-6)
GRADE 1-6
Checking the Inventory

- Sing with Me/Background Building Audio CDs (Grades 1-2)
- Modeled Pronunciation Audio CD (Grades 1-6)
- ExamView CD-ROM (Grades 1-6)
- Reading Street Readers CD-Rom (Grades 1-6)
- Digital Path Classroom Access Pack (Grades 1-6)
- Digital Path 1/6 Year License (Grades 1-6)

INTERVENTION
- My Sidewalks on Reading Street (Grades 1-5)
- Response to Intervention Kit (Grades 1-6)
  - Phonemic Awareness Teaching Guide
  - Phonics & Decoding Worktext & Teaching Guide
  - Fluency Worktext & Teaching Guide
  - Vocabulary Worktext & Teaching Guide
  - Comprehension Worktext & Teaching Guide
  - Routine Cards
  - Letter Tiles (English/Spanish)
  - Write On/Wipe Off Board 6 pack

OTHER
-
Exploring the Grades 1–6 Components

Directions: Answer the following questions for each component.
1. What is the purpose of this component?
3. How often would you use this component?
4. If you were to adapt this component in any way, how would you do so?

READING
- Student Edition
- Reading Street Sleuth
- Trade Book Library with Teacher’s Guide
- Big Books (Gr. 1-2)
- Read Aloud Anthology (Gr. 1-2)

LEVELED READERS
- Leveled Readers with Teaching Guide

PRACTICE
- Reader’s Writer’s Notebook

RS 2013 Grades 1-6
Exploring the Grades 1–6 Components

**PHONICS AND WORD STUDY**
- Decodable Readers

- Sound Spelling Cards (Gr. 1-2)

**ENGLISH/LANGUAGE ARTS**
- Writing Rubrics and Anchor Papers

- Common Core State Standards Writing and Research Guide

**VOCABULARY AND BACKGROUND BUILDING**
- Sing with Me Big Book

- High Frequency Word Cards (Grade 1- Grade 2.1)

- Tested Vocabulary Word Cards (Grades 2-6)

RS 2013 Grades 1-6
Exploring the Grades 1–6 Components

- ENVISION IT! Pictured Vocabulary Cards (Grades 2.2-6)

ENGLISH LANGUAGE LEARNERS
- ELL Teaching Guide
- ELL Handbook
- ELL Posters
- ELL/ELD Readers

ASSESSMENT
- Baseline Group Tests Teacher’s Manual
- Common Core State Standards Unit and End-of-Year Benchmark Tests Teacher’s Manual
- Common Core State Standards Weekly Tests Teacher’s Manual

RS 2013 Grades 1-6
Exploring the Grades 1–6 Components

- Common Core State Standards Fresh Reads for Fluency and Comprehension
- Common Core State Standards Assessment Handbook

ADDITIONAL RESOURCES
- Common Core State Standards Weekly Connection Posters
- Common Core State Standards Family Talk
- Graphic Organizer Flip Chart (Gr. 1)
- Retelling Cards
- Practice Stations Kit
- Readers’ Theater Anthology
- Routines Flip Charts
- Guide on the Side

RS 2013 Grades 1-6
Exploring the Grades 1–6 Components

- ENVISION IT! Handbook

- RTI Kit
<table>
<thead>
<tr>
<th>Love of Reading is Back</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Script</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ii-111</td>
<td>ii-111</td>
<td>ii-111</td>
<td></td>
<td>* Trainer comments</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Common Core Edition SEs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Common Core Edition TEs 6 volumes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>eStreet Interactive</td>
</tr>
<tr>
<td>Lesson in Simplicity</td>
<td>iv-v</td>
<td>iv-v</td>
<td>iv-v</td>
<td></td>
<td>• When you teach Reading Street, you teach Common Core.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Common Core Standards</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Bridge to Common Core</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• CCSS Assessment</td>
</tr>
<tr>
<td>Making the complex easier</td>
<td>vi-vii</td>
<td>vi-vii</td>
<td>vi-vii</td>
<td></td>
<td>• Each week one authentic piece of literature.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Paired selection.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Leveled readers are all conceptually related.</td>
</tr>
<tr>
<td>Getting to the Heart of the Matter</td>
<td>viii-ix</td>
<td>viii-ix</td>
<td>viii-ix</td>
<td></td>
<td>• Every week begins with Preview Your Week, Build Content Knowledge, and Reading for Understanding Routines.</td>
</tr>
<tr>
<td>Know Where to Go</td>
<td>x-xi</td>
<td>x-xi</td>
<td>x-xi</td>
<td></td>
<td>• It’s as easy as 1-2-3!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1. Teacher led small groups</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2. Independent stations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3. Independent reading</td>
</tr>
<tr>
<td>eStreet</td>
<td>xii- xiii</td>
<td>xii- xiii</td>
<td>xii- xiii</td>
<td></td>
<td>• Digital learning environment</td>
</tr>
<tr>
<td>Results to Smile About</td>
<td>xiv- xv</td>
<td>xiv- xv</td>
<td>xiv- xv</td>
<td></td>
<td>• Kindergarten RS students outperformed their peers by 15 percentile points.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• 4th grade RS students had more positive attitudes toward reading.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The love of reading is back!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Program Authors. Point out CCSS authors.</td>
</tr>
<tr>
<td>Teaching the CCSS This Week</td>
<td>Story Tab</td>
<td>Story Tab</td>
<td>Story Tab</td>
<td></td>
<td>• CCSS for reading, writing, language, and speaking &amp; listening</td>
</tr>
<tr>
<td>Text-Based Comprehension</td>
<td>Story Tab</td>
<td>Story Tab</td>
<td>Story Tab</td>
<td></td>
<td>• Text Based Comprehension</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Bridge to Complex Knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Reader and Task Suggestions</td>
</tr>
<tr>
<td>Focus on the CCSS</td>
<td>122a</td>
<td>402a</td>
<td>140a</td>
<td></td>
<td>Here is your weekly alignment to the CCSS done for you. Everything you are teaching that week at a glance--in your Teacher’s Edition, as well as with a Weekly Poster.</td>
</tr>
<tr>
<td>Section</td>
<td>Pages</td>
<td>Resources</td>
<td>Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------</td>
<td>-----------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preview Your Week</td>
<td>122b</td>
<td>402b 140b</td>
<td>Here you can see your week at a glance.                                                                                                         <em>Targeted skills, strategies</em>  <em>Content connection</em>  <em>Concept Map</em>  <em>Oral Vocabulary</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This Week’s Digital Resources</td>
<td>122c</td>
<td>402c 140c</td>
<td>Here you can see all your digital resources in one place.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-Day Planner for Reading Street</td>
<td>122d</td>
<td>402d 140d</td>
<td><strong>ACTIVITY</strong>  Each group will need three sheets of chart paper and a red, blue, and orange marker. Using the chart paper, label it with before, during and after. Have teachers list activities that they do now with their students during each of these three parts of typical reading lessons. Each group will share what they use with their classes.  <strong>MORNING BREAK</strong>  When they return from break have them go to the pages listed and see what Reading Street calls before, during and after.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access for All</td>
<td>122f</td>
<td>402f 140f</td>
<td>Provides a 5-day plan for Strategic Intervention (below level), On-Level, and Advanced (above level), and ELL. You will see the Question of the Week and all of the literacy options for small group instruction. The weekly plan will also direct you to the page numbers for Small Group plans. SG pages.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Stations</td>
<td>122h</td>
<td>402h 140h</td>
<td>Here are the weekly practice stations suggestions for organizing your centers/stations. You will notice the objective, materials and differentiation for three levels in each station. The icons and color-coding will always be the same. They are explained in the top right-hand corner. These skills practice last week’s skills, spiral review is built in.  Top right-hand corner shows the weekly contract found in the Classroom Management Handbook.  Bottom Right hand corner shows an example for Independent Reading.  Students select appropriately complex texts to read and write about every day before, during, and after school.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| DAY 1       | 122j | 402j | 140j | You will have your student edition to refer to as we look through the Teacher Edition.  
  - In the left-hand margin you will see Today at a Glance.  
  - Also in the left-hand margin you will see the Bridge to Common Core. This feature identifies for you at point of use every place that you can stress the CCSS.  
  - We begin the day with Street Rhymes! This activity is used to introduce the week’s concept and to get the juices flowing.  
  - Content Knowledge consists of: 1. **Concept Talk** and **Build Oral Vocabulary**.  
    - The Concept Talk features a Question of the Week activities to help activate prior knowledge.  
    - Look to the right hand page and you will see the reference to the Concept Talk Video.  
    - The instruction is explicit with the blue print and inferred is in the black print.  

**ACTIVITY**  
1. Have the teachers actually do the Concept Talk activity.  
2. Look at Build Oral Vocabulary. Have the teachers follow the directions under the Build Oral Vocabulary plans. Have them create their own concept map that will be used to build comprehension.  
   - Notice the ELL bubbles on the bottom right corner of the page. This is where you will find the ELPS. The ELL posters are additional instruction for building background and developing oral vocabulary.  

| Oral Vocabulary | 123a | 403a | 141a | Notice the Amazing Words within the Robust Vocabulary Routine box. The Amazing Words are found in the TE, but not listed in the SE. These words are for ORAL vocabulary only, never tested. Kids don’t read or write these words. We introduce the Amazing Words with the same routine every week.  
  - The Read Aloud on the facing page is used as part of this routine. This is the modeling of fluency.  
  - Notice the Success Predictor at the bottom of the page. Success Predictors are part of the ongoing assessment. It will always show you what predictors are used each day.  

| Phonics | 124a | NA   | NA   | In the 2.2 and third grade you will see the phonics lesson. It begins with a routine for the skill. It provides explicit instruction for sound spellings and |
Show them a Sound Spelling card on the digital path. For additional practice you can go to the Reader’s Writer’s Notebook.

<table>
<thead>
<tr>
<th>Decodable Practice Reader</th>
<th>125a</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>In second and third grade, student practice the phonics skills in the Decodable Readers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| - Notice on the top of the page the red font: *If students need help, then…*  
  - That means that you only need to do this lesson with the students that need the support. If majority of the class understands the phonics lesson one can skip this lesson. That is why Pearson provides 6 copies of each Decodable Reader.  
  - Point out the “border” of the pages. If an item is in the side border it is considered “more. If an item is within the white section it is considered “core”. If an item is in both, it is up to the teacher’s discretion to do the lesson with the whole group or just the students who need the help. |

<table>
<thead>
<tr>
<th>Skill and Strategy</th>
<th>126a</th>
<th>403c</th>
<th>141c</th>
</tr>
</thead>
</table>
| - On the far left side of the Teacher Edition you will see the Skills Trace element. This shows you number of times the skill and strategy has been taught or will be taught. Notice the key at the bottom to find when these lessons are taught.  
  - We introduce the comprehension skill and strategy in the student book. Remember that these skills and strategies are also found in the Envision It! Handbook.  
  - Point out the graphic organizer on the student page and the connection to writing.  
  - On the left-hand margin you'll see the teacher call outs where you will see P. David Pearson’s research of gradual release imbedded. |

<table>
<thead>
<tr>
<th>Selection Vocabulary</th>
<th>127a</th>
<th>405a</th>
<th>143a</th>
</tr>
</thead>
<tbody>
<tr>
<td>- This is the tested vocabulary. This is a pre-teach of the weeks vocabulary. The strategy for vocabulary instruction will happen in tomorrow’s lesson.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Research and Inquiry** | 127b 405b 143b | - We identify questions that are part of the required 21st Century Skills.  
  Our author for the 21st Century Skills is Dr. Don Leu. You will see the weekly 5-step plan in the right hand margin.  
  - Small group time is at the bottom of the page. The pages for your intervention are called out. These provide struggling readers with more intensive instruction, more scaffolding, and more practice with tested skills.  
  *Have teachers actually go the yellow pages to see these intervention lessons. Have teachers turn and talk about what they found on the intervention pages.  
  The green pages are Tier 2 intervention. |
|-------------------------|----------------|-----------------------------------------------|
| **Spelling**            | 127c 405c 143c | - Second and Third grade will match the phonics skills taught for this week.  
  - This is the beginning of a 5-day plan for spelling instruction. Day 1 the students are introduced to their spelling words with a pretest. |
| **Conventions**         | 127d 405d 143d| - This is the beginning of a 5-day plan for grammar instruction. Students learn a new grammar skill each week. The skill is introduced on day 1 and is tied to reading and writing activities throughout the week.  
  - Daily Fix-It Lessons begin on day 1 but can be used anytime throughout the week. Daily Fix-It is like DOL, only with a Scope and Sequence. If there is a spelling mistake-it is a spelling word for that week. If it is a grammar mistake- it is a grammar skill for that week.  
  - Academic Vocabulary words that are related to the reading are taught. They develop understanding of reading/language arts concepts. Students will encounter these words on the state test. |
| **Handwriting**         |                | The teacher models letter formation and provides guided practice. |
| **Writing**             | 127e 405e 143e| - Each week the writing focuses on a product or form. The writing lesson begins with a genre study with the key features of the genre and a writing model.  
  - The mini-lesson 5-day planner is on the left margin. The Guide to the mini-lessons is the same every week.  
  - There is a routine for Quick Write for Fluency which is included in the writing plan.  
  - In the margin, you will see Jeff Anderson, our author. The Write Guy
The feature provides teachers a mentoring plan for writing instruction.
- The Wrap Up You Day routine reviews the day’s skill instruction and previews what is to come.

<table>
<thead>
<tr>
<th>Process Writing</th>
<th>Tab</th>
<th>Tab</th>
<th>Tab</th>
<th>Tab</th>
<th>To integrate the 21st Century we must teach them. We have additional lessons after the Customized Writing Tab at the back of the book. We will spend more time with this tab later in the presentation.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>DAY 2</th>
<th>128a</th>
<th>406a</th>
<th>144a</th>
<th>Day 2. Notice your pages have turned Blue. Every day has its own unique color to make navigating the TE easier. Notice the Today at a Glance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Content Knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Phonics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Literary Terms</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Vocabulary Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Fluency</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Research and Inquiry</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Conventions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Spelling</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Writing</td>
</tr>
</tbody>
</table>

| Day 2 - Text Based Comprehension | 130-131| 408-409| 146-147| Access Main Selection
- Reader and Task purpose and suggestions have been identified for each main selection. This will help you to differentiate instruction.
- Routine for Understanding
  - The purpose is to deepen understanding. CCSS calls this ‘close reading’ or reading for multiple purposes.
  - The first read is for literal comprehension and understanding.
  - The second read is about the application of higher order think skills.
  - When students reread a text for different purposes, they increase fluency, comprehension, and their ability to interpret the text.
- Turn the page. The biggest difference is that we read the main selection. You can teach the selection in one day or two days. Notice the green arrow or red stop sign at the bottom of the page. This is a navigation function for the one or two day read. |
**Research and Inquiry**

This is day 2 of the Language Arts lessons.
- Navigate and Search on Day 2.
- Conventions
- Spelling
- Writing
- Wrap Up Your Day
- Preview Day 3

**DAY 3**

- Content Knowledge
  - Build Oral Language
  - Build Oral Vocabulary
- Turn the page

**Word Analysis**

Third Grade only. This is your Phonics lesson in the student book.
- Fluent Word Reading
- Decode and Read

**Text-Based Comprehension**

- Check Understanding
  - Questions that provide opportunities for discussion and skill application. These questions require recall and recognition, but most require analysis, synthesis, and evaluation.
- Small Group Instruction
  - Notice that all small groups are reading the same materials, it is the instruction that is differentiated.

**Think Critically**

- Every week student will be asked 5 questions.
  - Question 1- Text to self, text to text, or text to world
  - Question 2- author’s purpose
  - Question 3- Comprehension skill
  - Question 4- Comprehension strategy
  - Question 5- Look Back and Write
- Retelling Rubric
  - Retelling is the number 1 predictor for comprehension. Use the retelling plan on the border of the page to establish a routine for listening to students retells.
  - At grade three there are six cards and grades four and five have three cards.

*Show Envision It! Retelling cards from the digital path.*
<table>
<thead>
<tr>
<th>Topic</th>
<th>Pages</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fluency</strong></td>
<td>151b</td>
<td>Model Fluency</td>
</tr>
<tr>
<td></td>
<td>421b</td>
<td>Reread for Fluency</td>
</tr>
<tr>
<td></td>
<td>161b</td>
<td>Research and Study Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research and Inquiry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conventions</td>
</tr>
<tr>
<td><em>Show Grammar Jammer at this point from the digital path.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spelling</td>
</tr>
<tr>
<td><strong>Let's Write It!</strong></td>
<td>152-</td>
<td>Each week the writing lesson includes a genre study with key features of the genre and a student generated writing model. The scoring rubric allows teachers to judge student's written work based on the traits of good writing. Provides expectations and a checklist for evaluation.</td>
</tr>
<tr>
<td>153</td>
<td>422-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>162-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>163</td>
<td></td>
</tr>
<tr>
<td><strong>DAY 4</strong></td>
<td>154a</td>
<td>Content Knowledge</td>
</tr>
<tr>
<td></td>
<td>424a</td>
<td>- Build Oral Language</td>
</tr>
<tr>
<td></td>
<td>164a</td>
<td>- Build Oral Vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Phonics (third grade only)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reread for Fluency</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Decode and Read (third grade only)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Notice all the lessons that state “Review” or “If students need help, then…” Remember what that means? Only use these lessons if your students need the support.</td>
</tr>
<tr>
<td><strong>Paired Selection</strong></td>
<td>154g</td>
<td>Paired Selection (21st Century Skills or Let’s Think About Genre)</td>
</tr>
<tr>
<td></td>
<td>424c</td>
<td>- Notice the Small Group instruction- Paired Reading is done in small group or whole group, it is up to you the teacher.</td>
</tr>
<tr>
<td></td>
<td>164c</td>
<td>- Guide Comprehension</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Extend Thinking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Reading Across Text and Writing Across Texts (NOT 21st Century skills)</td>
</tr>
<tr>
<td><strong>Let’s Learn It!</strong></td>
<td>158-</td>
<td>Fluency</td>
</tr>
<tr>
<td></td>
<td>159</td>
<td>Vocabulary</td>
</tr>
<tr>
<td></td>
<td>428-</td>
<td>Listening and Speaking</td>
</tr>
<tr>
<td></td>
<td>429</td>
<td>Media Literacy on some of the pages</td>
</tr>
<tr>
<td></td>
<td>168-</td>
<td>College Readiness Standards</td>
</tr>
<tr>
<td></td>
<td>169</td>
<td></td>
</tr>
<tr>
<td><strong>Language Arts</strong></td>
<td>159b</td>
<td>Research and Inquiry</td>
</tr>
<tr>
<td></td>
<td>429b</td>
<td>Conventions</td>
</tr>
<tr>
<td></td>
<td>169b</td>
<td>Spelling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing</td>
</tr>
</tbody>
</table>
DAY 5 Wrap Up Your Week

- Go back to the concept map as a review of how we started the week. Apply the information they have learned to the weekly concept web.
- Amazing Ideas connect to the Big Question and then we talk about them.

Turn the page.
- You will see review lessons for the weekly skills and strategies.

Assessment

- Assessment for fluency to monitor progress.
- Assessment for the weekly skill.
- Assessment for spelling.
- Assessment for Conventions
- Preview Next week.
<table>
<thead>
<tr>
<th><strong>Assessment Checkpoints</strong></th>
<th><strong>159r</strong></th>
<th><strong>429r</strong></th>
<th><strong>173b</strong></th>
<th>These are the separate assessment booklets available for further assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yellow Pages</strong></td>
<td>SG-49</td>
<td>SG-49</td>
<td>SG-65</td>
<td>These are the intervention lessons for the weekly story. There are always routines to monitor progress.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><em>Pass out the packets of leveled readers.</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><em>Pass out the Sleuth reader</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>ACTIVITY</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Have teachers look at the Concept Leveled Reader (yellow and orange spine)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>On Post-Its have them write down some of the features that they notice.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Look at the Below Level reader (green spine) and do the same thing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Now, look at the on level reader (yellow spine) and continue with the activity.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Finally, look at the above level reader (blue spine) to finish the activity.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Have teachers discuss what they saw that was in common to all four leveled readers and what was different in all four leveled readers.</td>
</tr>
</tbody>
</table>

Let’s walk through the SI small group time for the week. Look at the top of the pages and see the digital support that is available. Tier 2 starts here in the TE.

Now we are going to walk through a 5 day plan for below level support for your students.

What resources could you use on day 1? Turn the page.

What resources do you see for days 2 & 3? Turn the page.

What resources do you see for days 4 & 5?

Let’s look at On-Level support. Turn the page.

What support do you see for days 1 & 2? Turn the page.

What support do you see for days 3 & 4? Turn the page.

What support do you see for day 5?

Let’s now work with those gifted and talented students.

On the right page you see day 1 for Advanced Level. What support can you use?

Turn through the other 4 days and see your support.

We provide more support for your guided reading groups with the Leveled...
<table>
<thead>
<tr>
<th><strong>Reader Teaching Guide.</strong> This guide provides guided reading lesson plans, instruction and practice for skills and vocabulary, fluency practice and assessment, activities to link to content areas, and concept development. Refer to your handout and you will see a sample of this support. Sampler TE/Handout</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELL Handbook</strong></td>
<td>35a</td>
</tr>
<tr>
<td></td>
<td>213</td>
</tr>
<tr>
<td><strong>Interactive Review Week</strong> Story Tab</td>
<td>Story Tab</td>
</tr>
<tr>
<td><strong>Process Writing</strong> Teal Tab</td>
<td>Teal Tab</td>
</tr>
<tr>
<td><strong>Tier 2 Intervention</strong></td>
<td></td>
</tr>
</tbody>
</table>
Reading Street Scavenger Hunt

1. What percentage of the literature is literary and informational at K, 1-2, 3-5?

2. Can you name 3 RS authors with direct ties to CCSS?

3. What RS components support ELL students?

4. How are the ELD reader and ELL reader alike and different?

5. What is the purpose of the second paired selection each week?

6. How many practice stations (centers) are suggested each week? What does yellow star denote?

7. How do “amazing words” address CCSS?

8. How does the retelling strip/cards support CCSS?

9. What part of the CCSS does the Phonemic Awareness and Phonics lessons address?

10. What is the instructional focus of the 1st read of the main selection?

11. What is the instructional focus of the 2nd read of the main selection?

12. Where is the instruction for the leveled readers located?

13. Why are the leveled readers labeled as “optional” in RS2013?

14. Can you name all of the different literature options for student each week?

15. Where is RS small group differentiated instruction found? What is focus each day?

16. What are the 3 times each day to “Zoom In on Common Core” with the magnifying glass?

17. What assessment pieces support CCSS?

18. How does the RS Sleuth support CCSS?
Reading Street Scavenger Hunt

1. What percentage of the literature is literary and informational at K, 1-2, 3-6?
   K 60/40
   1-2 50/50
   3-6 40/60

2. Can you name 3 RS authors with direct ties to CCSS?
   Peter Afflerbach, P. David Pearson, Karen Wixon, Sharon Vaughn, Jeanne Paratore, Donald Leu,

3. What RS components support ELL students?
   ELL Handbook, ELL Readers, ELL Posters

4. How are the ELD reader and ELL reader alike and different?
   ELD and ELL have same content, same photos/illustrations. ELD is for beginning and intermediate language learners. Larger font, fewer words, shorter sentence length. ELD is for advanced and advanced high proficiency language levels. Smaller font, more words, longer sentence length, higher level vocabulary.

5. What is the purpose of the second paired selection each week?
   Provides instruction for genre.

6. How many practice stations (centers) are suggested each week? What does yellow star denote?
   Six practice stations each week. If you choose not to do all six, the two yellow stars denote the recommended stations when time is short.

7. How do "amazing words" address CCSS?
   CCSS call out intensive vocabulary instruction. Amazing words provide instruction for the Tier 2 words according to the research of Isabel Beck. Words are explicitly taught each week tied to the content and concepts.

8. How does the retelling strip/cards support CCSS?
   Students practice the skills of sequencing, retelling, summarizing.

9. What part of the CCSS does the Phonemic Awareness and Phonics lessons address?
   Foundational Skills section of the CCSS
10. What is the instructional focus of the 1st read of the main selection?
   In Kindergarten, focus is on Vocabulary Development.
   In Grades 1-6, top channel is labeled Access the Text. Provides additional scaffolding for the On-Level text.

11. What is the instructional focus of the 2nd read of the main selection?
   In Kindergarten, focus is on Comprehension Development.
   In Grades 1-6, bottom channel is labeled Close Read. Provides opportunities for Higher order thinking skills and finding text evidence.

12. Where is the instruction for the leveled readers located?
   Leveled Reader Teaching Guides

13. Why are the leveled readers labeled as “optional” in RS2013?
   Because CCSS expects students to read ON-Level text. The below, above, and ELL/ELD are not on level.

14. Can you name all of the different literature options for student each week?
   Kindergarten
   Big Book, Let’s Practice It (in Skills Buddy), Decodable Story (in RWN), Decodable Reader (in Skills Buddy), Concept Reader, Listen to Me Reader, Student Reader, Independent Reader, Get Set Roll Reader

   Grades 1-6
   Main Selection, Paired Selection, Concept Reader, Below Level Reader, On Level reader, Above Level Reader, Sleuth, ELL reader, ELD reader

15. Where is RS small group differentiated instruction found? What is focus each day?
   In the back section of each week’s instruction.

   Kindergarten
   Day 1 Differentiate Letter Recognition
   Day 2 Differentiate Letter Recognition
   Day 3 Differentiate Vocabulary
   Day 4 Differentiate Language
   Day 5 Differentiate Letter Recognition/Close Reading

   Grades 1-6
   Day 1 Differentiate Phonics
   Day 2 Differentiate Comprehension
   Day 3 Differentiate Close Reading
   Day 4 Differentiate Vocabulary
   Day 5 Differentiate Reteaching
16. What are the 3 times each day to “Zoom In on Common Core” with the magnifying glass?
   Content Knowledge, Text Based Comprehension, Writing

17. What assessment pieces support CCSS?
   Weekly Tests, Unit and End of Year Benchmark Tests, Fresh Reads for Fluency and Comprehension

18. How does the RS Sleuth support CCSS?
   The overarching goal for CCSS is for students to read increasingly complex text. Students are required to look back at the selection for textual clues and evidence in order to form an opinion or argument. RS Sleuth is on-level text that matches the Lexile bands in CCSS. Each passage has 4 questions: Look for Clues/Gather Evidence, Ask Questions, Make Your Case, Prove It. Questions are open ended, no yes/no answers.
### Whole Group Instruction

### Differentiated Instruction

Teacher-led Small Group Plan

<table>
<thead>
<tr>
<th>Core/On-level</th>
<th>Strategic/Intensive Intervention</th>
<th>ELL</th>
<th>Advanced</th>
</tr>
</thead>
</table>

### Practice Stations

1. 
2. 
3. 
4. 

### Whole Group Instruction