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

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.
- 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:
- Guided browse of Student Editions taking notice of these features:

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:

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
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

**LEVELLED 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
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
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
| **OVERVIEW & AGENDA** | Welcome and Introductions.  
The agenda for this session.  
• A quick overview  
• A look at the student edition as an instructional handbook.  
• An in-depth look at the Teacher’s edition and a week on Reading Street.  
• Explore the components list and what materials you will be working with in your district.  
• A quick demo of the interactive digital path and resources to get you started.  
• Q& A and next steps. |
|------------------------|---------------------------------------------------------------|
| **Love of Reading**     | The Love of Reading is Back!  
*Reading Street Common Core* nurtures a love of reading. It helps you inspire confidence, build student knowledge, and motivate readers to read! |
| **Student and Teacher Editions** | Common Core Student Editions  
We build student knowledge with literature that develops vocabulary, understanding and a love of reading.  
• There are 5 volumes in grade 1, with a Kindergarten review unit.  
• There are 2 volumes in grade 2.  
Common Core Teacher Editions  
You can feel confident with *Reading Street* instruction that supports you every step of the way.  
• There are 6 volumes for each unit in Reading Street.  
• We will explore both of these in just a few minutes. |
| **eStreet Interactive** | eStreet Interactive  
The robust *Reading Street* digital path will motivate readers with eText with audio, videos, animations, and games that can be accessed from school or home.  
*Note to presenter: Only eText and Grammar Jammers are available for mobile devices. Explain to the audience that you will demo some of the digital resources both during and at the end of the session.* |
| Common Core | **Common Core State Standards**  
When you teach *Reading Street*, you teach the Common Core. The lesson plan is clear, precise, and fully aligned to the Common Core State Standards.  
- CCSS are identified at point of use so you know exactly where to focus.  
- *Bridge to the Common Core* is built-in professional development in the TE for an easy transition to the CCSS.  
- Standards-based assessments and performance tasks will help you measure deeper thinking. |

| Inspire | On Reading Street students are confident in their learning, inspired by their teacher’s support.  
To meet the challenges of the Common Core, you’ll need to guide students through complex texts. Reading Street Common Core helps you scaffold instruction and build students’ capacity.  
- Main Selection and Paired Selection in the student edition.  
- Concept based reading with our leveled readers, all at different levels, all conceptually related.  
- Reading Street Sleuth, with short, high-interest selections to build inquisitive readers.  

*Note to presenter: We will explore these resources later.*  
**Activity**  
- Think-Pair-Share: What do you see that is new or is interesting to you? What are you excited about? |

| Student Edition | So let’s take a look at the **Student Edition**. The Reading Street Student Edition is both an anthology of authentic literature and an instructional handbook. It begins with the *enVision It!* handbook. |

| SE | **enVision It! Handbook**  
Please turn to the first page: *Envision It! Visual Skills Handbook*. This is a list of all the comprehension skills taught in this volume of the student edition.  
- On Reading Street, visuals for comprehension skill and strategy instruction help make abstract concepts concrete.  
- Each grade level has its own, developmentally appropriate visual to support instruction and mastery of comprehension skills.  
- Every visual comes to life with a matching animation on the online Interactive Digital Path (or Digital Assets DVD.) |
<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
<th>Pages</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE Table of Contents</td>
<td>4-7</td>
<td>4-15</td>
<td>*Show embedded enVision It! animation on next slide.</td>
</tr>
<tr>
<td>SE Big Idea</td>
<td>10-11</td>
<td>18-19</td>
<td>Turn past the handbook to the table of contents to view the list of titles at your grade level. 100% of the literature in Reading Street is authentic, real titles your students will go into the library to read again and again. Our award-winning literature features an appropriate balance of fiction to nonfiction—50/50 at the lower grades, and as students progress and become more comfortable with the demands of informational Text, we increase that ratio to 40% fiction and 60% nonfiction.</td>
</tr>
<tr>
<td>Big Idea and Big Question of the Unit</td>
<td>10-11</td>
<td>18-19</td>
<td>Please turn to the first page of the unit with the Big Idea and Big Question. Each unit is organized around a Big Idea and a Big Question. The answer to the Big Question is uncovered throughout the unit by texts that are organized around a Question of the Week. Notice that each week, students will read the Main Selection and a Paired Selection connected to the Question of the Week and a content area: Social Studies or Science. Notice the variety of genres that students read throughout the unit.</td>
</tr>
<tr>
<td>Let’s Talk About Oral Vocabulary</td>
<td>12-13</td>
<td>20-21</td>
<td>Let’s look at the pages that precede the story, the “before reading” instruction in the student edition. The first one is called “Let’s Talk About”. This page provides a visual to the Oral Vocabulary of the week, a set of conceptually related words called Amazing Words. These words are used orally in multiple contexts that you will see in the Teacher’s Edition. Students are not expected to read these words so they are listed in the TE only.</td>
</tr>
<tr>
<td>Let’s Listen For</td>
<td>14-15</td>
<td>22-23</td>
<td>Let’s Listen For</td>
</tr>
</tbody>
</table>
**Phonemic Awareness**
- Another example of “before reading” instruction in the student edition is phonemic awareness, which always precedes phonics. Notice the CCSS on each page.
- On the “Let’s Listen for” page, instruction exists on the sidebar so that this page can be used by support personnel in the classroom or parents at home.

Page through the other “pre-reading” instructional pages for phonics and high frequency words.

Page through to the main selection of the week.

<table>
<thead>
<tr>
<th>Main Selection</th>
<th>Main Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-29</td>
<td>26-42</td>
</tr>
<tr>
<td>Notice how the genre of the main selection is identified with the Question of the Week. This is the authentic literature of Reading Street.</td>
<td></td>
</tr>
<tr>
<td>In Grade 1, the main selection is decodable text written by well-know children’s authors that is conceptually related to the Big Question. Authentic literature (such as <em>Frog and Toad</em> and <em>Ruby in Her Own Time</em>) begins in Unit 3.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Think Critically</th>
<th>Think Critically</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>44</td>
</tr>
<tr>
<td>When you page through the story, you will see that our reader response page is called “Think Critically”, with retelling cards in the student edition. Retelling cards are also available in print and online in the interactive “Story Sort”. The format of the questions on the “Think Critically” page are always the same:</td>
<td></td>
</tr>
<tr>
<td>Question 1: Text to text, text to self or text to world question.</td>
<td></td>
</tr>
<tr>
<td>Question 2: Think Like an Author to support the development of identifying author’s purpose.</td>
<td></td>
</tr>
<tr>
<td>Question 3: Target Comprehension Skill of the week. (one per week)</td>
<td></td>
</tr>
<tr>
<td>Question 4: Target Comprehension Strategy of the week (one per week)</td>
<td></td>
</tr>
<tr>
<td>Question 5: An opportunity for students to “Look Back and Write”. This is one of the performance-based tasks called for in the Common Core, where students are asked to look back at the text and cite evidence to support their answers.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Let’s Write It!</th>
<th>Let’s Write It!</th>
</tr>
</thead>
<tbody>
<tr>
<td>32-33</td>
<td>46-47</td>
</tr>
<tr>
<td>We are not only nurturing the love of reading, but also writing because on Reading Street, students “write like readers”.</td>
<td></td>
</tr>
<tr>
<td>The Student Edition writing activity connects to what has been read and allows students to interact with model text with a checklist of good writers’ tips.</td>
<td></td>
</tr>
<tr>
<td>Students need multiple opportunities to connect their writing to what they have</td>
<td></td>
</tr>
<tr>
<td>Grammar Jammer</td>
<td>Paired Selection</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>34-35</td>
<td>48-49</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paired Selection</th>
<th>Let’s Learn It!</th>
<th>Let’s Learn It!</th>
</tr>
</thead>
<tbody>
<tr>
<td>36-37</td>
<td>50-51</td>
<td>Turn a page to “Let’s Learn It” where we culminate the weekly instruction in the Student Edition with a focus on the Common Core Standards. The “Let’s Learn It!” pages provide independent activities for practice of vocabulary, fluency, and speaking and listening skills—all a fundamental focus of the Common Core Standards. If you browse through the next pages, you’ll see that every week has a similar routine. Also:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- At the end of every unit is a Poetry collection.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The back of the SE includes a pictionary in grade 1, a glossary in grade 2, and word lists.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher’s Edition</th>
<th>Common Core 101</th>
<th>Now let’s take a look at the Teacher’s Editions.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CC101</td>
<td>Common Core 101 is a tool for teachers to find answers to the inevitable questions that will arise as the CCSS are implemented.</td>
</tr>
<tr>
<td></td>
<td>Page 5</td>
<td>• Give teachers a moment to read the introductory letter on page 5.</td>
</tr>
<tr>
<td></td>
<td>Page 5</td>
<td>• Turn the page to Part 1.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*ACTIVITY: Jig Saw the different articles of Part 1: Zoom in on the Common Core.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• In partners or small groups, assign a chapter from Part 1 and answer these three questions. (next slide)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>What is Common Core 101?</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Why is it important?</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>How does Reading Street meet the goals of Common Core?</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chart and share.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do a guided browse of Part 2: Text Complexity and Part 3: Research Into Practice as a whole group.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review this component and point out Pacing guide for Reading and Writing.</td>
</tr>
</tbody>
</table>
**Authors**

iii TE iii

*Let's examine the Teacher's edition.*

The first thing you need to build a strong foundation are architects. On Reading Street, the architects are our authors and we are proud of the strength of this team. Each Reading Street author brings his or her talents in specific areas to the program to ensure that each of your students, no matter what level, receives instruction that is personalized for their needs.

- Karen Wixson and P. David Pearson, both members of the Common Core State Standards English Language Arts Work Team.
- Peter Afflerbach - who not only was a member of the work team, but also is the Chairperson of the IRA Issues in Literacy Assessment Task Force.
- Sally Reis’s work with gifted and talented students
- Donald Leu’s work on 21st Century Learning,
- Jim Cummins’ work with ELL students--

*Note to presenter: All the authors with a CC logo worked on the CCSS.*

**Skills Overview**

xvi xvi

*Skills Overview*

This is an overview of the unit. Point out the following features:

- Each column is a week of instruction.
- The first row shows the main selection and paired selection for each week.
- The key on the top left identifies the Target Skills of the grade level and the tested skills in Reading Street.
- Point out the side column that shows how each day is organized:
  - **Build Content Knowledge**
  - **Get Ready to Read**
  - **Read and Comprehend**
  - **Language Arts**

- Notice the skills that identified in each row:
  - **Content Knowledge**: Integrate Science and Social Studies, Weekly Question and Knowledge Goals
  - **Get Ready to Read**: Phonemic Awareness, Phonics, Spelling
  - **Read and Comprehend**: HF Words, Comprehension, Vocabulary and Fluency
  - **Language Arts**: Writing, Conventions, Listening & Speaking and Research Skills

- Grade 2: Week 6 is an optional Review Week: No new stories or skills.
- Grade 1 does not have a Week 6 Review due to Unit R_Kindergarten Review. 6 weeks of Unit R is optional based on the needs of the students and their knowledge.
of CVC words and high frequency words (40 in K).

<table>
<thead>
<tr>
<th>Assessment</th>
<th>xviii</th>
<th>xviii</th>
</tr>
</thead>
</table>
| Please turn the page to see the **5 Step Assessment Plan** on Reading Street. **Step 1**  
• The **Assessment Handbook** is a teacher’s all-in-one resource for assessment in Reading Street. It has an overview of all the formal assessment tools in Reading Street and how they are designed to be used with students. It also has a wealth of informal assessment tools and charts.  
Show this component. Explain to teachers that reviewing the Table of Contents will help them navigate this resource to see how it is organized.  
• **Baseline Group Test** helps teachers make initial grouping decisions to identify who needs strategic intervention, who is on grade level and who is above grade level at the beginning of the school year. The Baseline Group Test is available online through Success Tracker, providing instant feedback to students and teachers. Teachers need to familiarize themselves with the instructions for giving the Baseline Group Test. It is something they will use during the first few days of school.  
**Activity:** Have teachers browse the Baseline Group Test Teacher’s Manual. If 10 packs of the Baseline Group Test are part of the district order, show an example. If not, please make sure teachers understand the the Baseline Group Tests in the back of the manual are for multiple grade levels. Make sure teachers are looking at the test for their grade level.  
**Step 2**  
• Every Day teachers will see **Corrective Feedback and Monitor Progress** boxes to monitor student progress throughout the week.  
**Step 3**  
• Every Week teachers have tools to assess student progress with weekly skills. We will discuss these **Weekly Tests** and **Fresh Reads** later.  
**Step 4**  
• At the end of every unit there is a **Unit Benchmark** test to assess mastery of unit skills.  
**Step 5**  
• An End of the Year summative assessment is available. |

<table>
<thead>
<tr>
<th>eStreet Interactive</th>
<th>xx</th>
<th>xx</th>
</tr>
</thead>
</table>
| **Implementing eStreet Interactive**  
This page shows the digital resources that are available to teachers to plan, teach, motivate students through personalized practice, and manage and assess student progress. Explain to teachers that throughout this orientation, you will be demonstrating some of the digital resources that are available. |
<table>
<thead>
<tr>
<th>Teaching the CCSS This Week</th>
<th>Story Tab front</th>
<th>Story Tab front</th>
<th>Teaching the CCSS This Week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>This chart shows some of the content for the week organized into the strands of the Common Core State Standards: Reading, Writing, Language, and Speaking &amp; Listening</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text-Based Comprehension</th>
<th>Story Tab back</th>
<th>Story Tab back</th>
<th>Text-Based Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>This rubric, developed with author Dr. Freddy Hiebert, is used to judge the text complexity of the main selection, following the guidelines of Appendix A of the CCSS.</td>
</tr>
</tbody>
</table>

**Bridge to Complex Knowledge** identifies the quantitative measures (including lexile) and qualitative measures of the main selection. These reader and task suggestions are also available at point of use when reading the main selection on Day 2.

**Text Complexity** Remind teachers that they have a teacher’s resource called Common Core 101 that includes a chapter on Text Complexity and explains these measures in more detail.

<table>
<thead>
<tr>
<th>Focus on Common Core Standards</th>
<th>12a</th>
<th>20a</th>
<th>Focus on Common Core State Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Here is the weekly alignment to the CCSS done. Everything you are teaching this week at a glance--in your Teacher’s Edition, as well as with a Weekly Poster. (hold up poster)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preview Your Week</th>
<th>12b</th>
<th>20b</th>
<th>Preview Your Week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Here is your week at a glance. On Reading Street, students read about topics that build science and social studies knowledge by connecting reading to the content areas. This content knowledge is central to the text, vocabulary, and all instructional activities surrounding them. By doing this, we establish a culture of inquiry around these concepts and explore them through the years--across multiple grades with increasing levels of sophistication--to prepare students for complex knowledge.</td>
</tr>
</tbody>
</table>

- Students demonstrate their knowledge by creating a **weekly concept map**. As a classroom community, students record their learning from reading various conceptually coherent texts throughout the week.

Please take note of:
- **Targeted skills and strategies**
- **Knowledge Goals**
- **Concept Map**
- **Oral Vocabulary**
| This Week’s Digital Resources | 12c 20c | This Week’s Digital Resources  
Here you can see all the digital resources at a glance. |
|-------------------------------|---------|------------------------------------------------------------------|
| 5 Day Planner | 12d-e 20d-e | 5-Day Planner for Reading Street  
This is the five day planner. Each day is color coded and organized into Get Ready to Read, Read and Comprehend and Language Arts. Notice “This Week’s Skills” on side bar. |
| Access for All | 12f-g 20f-g | Access for All  
What do I do in Group Time? It’s as easy as 1-2-3!  
1. **Teacher led small groups.**  
   - Small group plans provide a 5-day plan for **On-Level**, **Strategic Intervention** (below level), **Advanced** (above level), and ELL.  
   - The weekly plan will direct you to the page numbers for Small Group (SG) or ELL lesson plans online (DI).  
   - Notice differentiation focuses on a different topic each day.  
   - **Reading Sleuth** provides access to grade level text for ALL students during small group instruction. It is a read aloud in grade 1, Unit R.  
   - Leveled readers are pictured. Explain that we will be taking a closer look at these resources when examining the small group plans. |
| Independent Stations | 12h-j 20h-j | 2. **Independent Stations**  
Here is your answer to “What are the other students doing when I am working with a small group?”  
   - Notice the objective, materials and differentiation for three levels in each station.  
   - The icons and color-coding will always be the same and are explained in the top right-hand corner.  
   - These activities are practice for last week’s skills: spiral review is built in.  
   - Top right-hand corner shows the weekly contract called **My Work Plan** found in the Classroom Management Handbook that comes with the Practice Stations Flip Charts. *(Show if part of district order.)*  
3. **Independent Reading**  
   - Bottom right hand corner shows suggestions for Independent Reading.  
   - Students select appropriately complex texts to read and write about every day before, during, and after school.  
   - More information and resources for **Book Talk** in Common Core 101. |
<table>
<thead>
<tr>
<th>DAY 1</th>
<th>12j-13</th>
<th>20j-13</th>
<th>DAY 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>• In the left-hand margin you will see Day 1 at a Glance, the skills that will be taught on this day.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Content Knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Phonemic Awareness</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Phonics/Spelling</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• High Frequency Words</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Text-based Comprehension</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Conventions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Research and Inquiry</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• You will also see a Materials list</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Also in the left-hand margin you will see the Bridge to Common Core, professional development at point of use for an easy Common Core transition.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Start the day with Street Rhymes! This activity is used to introduce the week’s concept and engage students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Content Knowledge consists of Concept Talk and Build Oral Vocabulary.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Concept Talk: To begin each day, students come together for a brief, whole-class rich, oral language. Discussion of the Question of the Week guides students to activate prior knowledge and develop new understanding of the Big Idea.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Concept Map: During the week, the class creates a concept map to build comprehension of the week’s concept. The map first takes shape as students explore their prior knowledge. Throughout the week, students add related concepts based on their reading.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• The instruction is explicit with the blue print and inferred is in the black print.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Notice the ELL bubbles on the bottom right corner of the page. The ELL posters are additional instruction for building background and developing oral vocabulary. (Show ELL poster if part of district order.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Look to the top right hand page and you will see the reference to the Concept Talk Video. (show Concept Talk video next slide)</td>
</tr>
</tbody>
</table>

*ACTIVITY |
In small groups or partners, have teachers do the Concept Talk activity. |
• Follow the plan under Concept Talk-Build Oral Language. |
• Have teachers create their own concept map used to build comprehension throughout the week. |
<table>
<thead>
<tr>
<th>Build Oral Vocabulary</th>
<th>13a-b</th>
<th>22a-b</th>
<th>Build Oral Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each week students learn a set of conceptually related Amazing Words generally beyond their reading ability.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• On Day 1, students learn a song from the Sing with Me Big Book.</td>
<td></td>
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</tr>
<tr>
<td>• Using the Robust Vocabulary Routine, the teacher displays the words, supplies word meanings, provides multiple contexts for the word and has students practice using the word.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The Amazing Words are found in the TE, but not listed in the SE. These words are for ORAL vocabulary only, never tested. Students don’t read or write these words.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Notice the Corrective Feedback at the bottom of the page. Corrective Feedback is one of the ways that we monitor progress on Reading Street.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The Sing with Me Big Book song is on an audio CD, the Digital Assets DVD and on the Interactive Digital Path online. Click next slide to view an example from Grade 1.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phonemic Awareness- Phonics</th>
<th>14-15</th>
<th>22-23</th>
<th>Phonemic Awareness/Phonics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each phonemic awareness ties to phonics instruction.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Phonemic Awareness always precedes the Phonics Lesson.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Point out the CCSS Foundational Skills on left margin.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• On the far left side of the Teacher Edition you will see the Skills Trace element. This shows the number of times the skill and strategy has been taught or will be taught. Notice the key at the bottom to find these lessons.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Phonemic Awareness is taught using the SE. If teachers have interactive whiteboards, this can be projected using the online student edition.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Red Corrective Feedback boxes provide “If..then” statements.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phonics</th>
<th>141a</th>
<th>55a</th>
<th>Phonics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students develop an understanding of the alphabetic principle as they are led to use and point to letters as words are written, and then to blend, or decode, words.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Teach-Model, Guide Practice and Apply routine is an example of gradual release of responsibility model (“I do. We do. You do.”) crafted by RS author P. David Pearson.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Show a Sound Spelling card in print or on the digital path.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Point out red Monitor Progress boxes for ongoing assessment and discuss.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• There is additional practice in the Reader’s Writer’s Notebook.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| • Refer to Access for All and ELL notes in sidebar and remind teachers to preview...
Students use readers to practice the weekly target phonics skills. **Decodable readers** are provided to practice weekly target phonics skills. Children can read these texts with a high potential for accuracy because they are at least 80% of the words are based on previously taught phonics elements. The remaining words are previously taught sight words.

- This supports the Reading Street instructional design to teach skills in isolation and then apply skills in context.
- Notice on the top of the page in red font: *If students need help, then*… This means that we only need to do this lesson with the students who need the support. If the majority of the class understands the phonics lesson, one could skip this lesson. That is why Pearson provides six copies of each Decodable Reader for possible use in small groups.
- Note **Oral Rereading Routine** to develop fluency with decodable text. In the Oral Rereading routine, children engage in repeated oral reading as the teacher monitors fluency and provides guidance and feedback.
- 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.

*Show Decodable Reader (print and/or online)*

### Spelling

This is the beginning of a 5-day plan for spelling instruction.

- Instruction in spelling and phonics are interconnected because both rely on knowledge of the alphabetic principle. Spelling starts at the sound level, moves to the structure level (word endings, prefixes, suffixes) and finally moves to the meaning level (compound words, homophones, word origins.)
- Spelling will match the phonics skills taught for this week.
- Day 1 the students can be introduced to the weekly spelling words with an optional pretest.
- Point out **Small Group Time** box. It is at this point that teachers will break into small group differentiated instruction for Phonics. Using the results of the Baseline Group Tests to make initial grouping decisions for Strategic Intervention (below-level), On Level, and Advanced. Explain that we will examine these lesson plans more closely later.
<table>
<thead>
<tr>
<th><strong>Words</strong></th>
<th></th>
<th><strong>Text-Based Comprehension</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Using an explicit model of instruction, teachers introduce and model a target comprehension skill through a Read Aloud. Teachers monitor children’s listening comprehension as they apply skills and strategies to new texts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Point out “Zoom in on CC” icon and CCSS.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Point out reference to Envision It! page in SE and remind teachers of the Envision It! animation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Point out the “Think Aloud”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Point out the graphic organizer and explain that these are found in Teacher Resources (online or DVD)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Note Academic Vocabulary (a focus of CCSS).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Note Bridge to Common Core.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Note ELL Support.</td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>17c 25c</td>
<td><strong>Conventions</strong></td>
</tr>
<tr>
<td></td>
<td>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 with the Grammar Transparency and tied to reading and writing activities throughout the week.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Daily Fix-It</strong> Practice sentences provide opportunities for reviewing conventions, such as spelling, grammar, and punctuation. Each sentence contains errors in previously taught skills.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td></td>
<td>Writing lessons are organized around a weekly routine that encourages connections with reading.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Each week the writing focuses on a product or form.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lessons incorporate the use of mentor text and mini-lessons on writing traits and writer’s craft.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students then apply lessons to their own writing.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Day 1 writing lesson begins with a genre study with the key features of the genre and a writing model.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The mini-lesson 5-day planner is on the left margin. The guide to the mini-lessons is the same every week.</td>
<td></td>
</tr>
</tbody>
</table>
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** feature provides teachers a mentoring plan for writing instruction.

### Research and Inquiry

This is the beginning of a 5-day Research and Inquiry project, coherent with the CCSS and tied to 21st Century Skills.

- Students conduct a 5-day inquiry project connected to the weekly concept. Daily step-by-step instruction focuses on identifying and focusing on a research topic, exploring relevant sources, gathering and recording information, revising the topic, analyzing and synthesizing information and communication ideas.
- Note the weekly 5-step plan in the right hand margin.
- Our author for the 21st Century Skills Weekly Inquiry project is Dr. Don Leu, the **Internet Guy**.

### Wrap Up Your Day

This end-of-the-day routine reviews the day’s skill instruction, encourages discussion about shared literature and the week’s concepts, and previews what to come.

- The **Family Times** newsletter is pictured from the Teacher’s Resources.

### DAY 2

Notice your pages have turned Blue. Every day has its own unique color to make navigating the TE easier.

#### Notice **Day 2 at a Glance**

- Content Knowledge
- Phonemic Awareness (Grade 1)
- Phonics/Spelling
- High Frequency Words
- Selection Vocabulary
- Text-based Comprehension
- Conventions
- Writing
- Handwriting
- Research and Inquiry

**Content Knowledge**

- Content Knowledge: Expand the concept by singing the weekly song from the
### Sing with Me Big Book
- Build Oral Language with a Read Aloud: Big Book in Grade 1 or Read Aloud Anthology in grade 2.
- Talk about Sentences and Words using Team Talk.
- Build Oral Vocabulary with **Robust Vocabulary Routine** - Beginning on Day 2, focus on highlighted Amazing Words.
- Add to Concept Map.

### Day 2 Phonemic Awareness-Phonics-Spelling
- At Grade 1, reference PA and Phonics pages in SE. Introduce second phonics skill of the week and second decodable reader passage.
- At Grade 2, review Phonics skill with Sound Spelling Cards.
- Reference Teach/Model, Guide Practice and Apply routine as core instruction and example of gradual release of responsibility model.
- Spelling practice linked to phonic instruction…all part of word work.
- Point out red Monitor Progress boxes and discuss.
- There is additional practice in the Reader’s Writer’s Notebook.
- Grade 1 includes a Phonics Review Lesson.
- Spelling includes Guided Practice and optional independent practice in RWN.

### High Frequency Words
- Students learn three to seven high frequency words each week.
- The words are presented individually and in connected text.
- The teacher guides students to say and spell each word and demonstrate meaning. Additional practice opportunities help students read the words fluently.

### Selection Vocabulary
- Non-decodable story words are pre-taught before students read the main selection. These words are carefully chosen to help understand the text and for their utility in discussing the text. Selection vocabulary is taught directly through strategies that engage readers in constructing word meanings.
- **Optional Activity:** show eStreet Interactive to demonstrate Vocabulary Activities as possible whiteboard or independent student activities.

### Text Based Comprehension
- Note Zoom in on CC icon.
- **Introduce Main Selection**
  - Identify Genre, Preview and Predict, and Set a Purpose.
**Small Group Time**

- Introduce Target Strategy of the week using Envision It! Handbook page from SE. Each week a strategy is modeled through the use of a suggested thin-aloud before the selection is read the first time.
- Note Academic Vocabulary
- Note Strategy Response Log and show this page in Readers Writers Notebook.

**Access Main Selection**

- Each week there are Reader and Task Suggestions for helping students access the varied, complex texts they will encounter. Remind teachers that text complexity measures are found on the weekly tabs.

**Read for Understanding Routine**

Students read the weekly selection multiple times for different purposes. This process of reading and rereading helps students access complex texts and gain deeper knowledge from what they read.

- **Access Text**: During the *first read* on Day 2, students respond to questions that address a target skill or strategy in context. If students have difficulty answering the question, the teacher models a response, and then guides students through a quick activity to assess their ability to apply the skill or strategy.
- **Close Reading**: During the second read on Day 3, students draw knowledge from the text and respond to questions that require higher-order thinking skills of analysis, synthesis, and evaluation. Students often cite evidence from the text to support their responses.
- Notice the Connect to Science/Social Studies questions to build Content Knowledge.

**Check Understanding**. Comprehension questions provide opportunities for discussion and skill application. These questions are different from those on the Think Critically page in the SE. (Day 3)

**Small Group Time**

- Point out Small Group Time box. It is at this point that teachers will break into small group differentiated instruction for Comprehension. Explain that we will examine these lesson plans more closely later.

- On Reading Street, the goal in reading the main selection is to scaffold instruction around grade level text when needed. It is based on author, Jeanne Paratore’s model of Community Reading. (next slide)

---

**Community Reading**

Jeanne Paratore discusses a flexible grouping model, seen in Reading Street, which includes:
<table>
<thead>
<tr>
<th></th>
<th>29b</th>
<th>43b</th>
<th></th>
<th>29d-e</th>
<th>43d-e</th>
<th></th>
<th>29f</th>
<th>43f</th>
<th></th>
<th>29g</th>
<th>43g</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary Text</td>
<td></td>
<td></td>
<td>Literary Text</td>
<td></td>
<td></td>
<td>This instruction provides students the opportunity to analyze what they have read, focusing on text structure, literary concepts and story elements. This type of mini-lesson occurs every week on Day 2.</td>
<td></td>
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</tr>
</tbody>
</table>
| Writing   |     |     | Writing   |       |       | - Introduce the prompt with a Think Aloud and graphic organizer from RWN.  
- Daily mini-lessons focus on the traits and craft of writing.  
- Following the 5-10 minute mini-lesson, students apply the trait or craft in their own writing.  
- Have teachers identify the trait or craft focus is for this lesson.  
Quick Write for Fluency  
Students engage in daily writing activities to develop language, grammar, and writing skills. The routine focuses on the development of writing fluency. |
| Handwriting |     |     | Handwriting |       |       | - There is one mini-lesson a week on handwriting.  
- Optional: depends on district guidelines for handwriting. (use of supplemental program etc.) |
| Research and Inquiry |     |     | Research and Inquiry |   |     | Day 2 introduces the research skill. |
| DAY 3    | 30a-b | 44a-b | Day 3 Notice the pages have turned Purple. Every day has its own unique color to make navigating the TE easier.  
Today at a Glance  
- Content Knowledge  
- Phonemic Awareness (Grade 1)  
- Phonics/Spelling |
| High Frequency and Selection Words | 30g | 44g | Grade 1: page  
Grade 2: page  
High Frequency Words and Selection Words |
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>High Frequency Words</em></td>
<td><em>Selection Vocabulary</em></td>
<td><em>Text-based Comprehension</em></td>
<td><em>Fluency (Grade 2)</em></td>
</tr>
<tr>
<td><em>Conventions</em></td>
<td><em>Writing</em></td>
<td><em>Listening and Speaking (Grade 1)</em></td>
<td><em>Research and Inquiry</em></td>
</tr>
<tr>
<td><strong>Content Knowledge:</strong> Expand the concept by singing the weekly song from the <em>Sing with Me</em> Big Book.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Build Oral Language with a read aloud from the Read Aloud: Big Book in Grade 1 or Read Aloud Anthology in grade 2.</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Talk about Sentences and Words.</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Build Oral Vocabulary with Robust Vocabulary Routine on highlighted Amazing Words.</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Add to the Concept Map.</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Phonemic Awareness-Phonics-Spelling**

30c-f 44c-e

**Day 3 Phonemic Awareness-Phonics-Spelling**

*Grade 1, reference PA page in SE.*

- *Build Words*
- *Practice Fluent Word Reading,* which encourages students to preview or think about all the sounds or word parts in a word before they read the word aloud.
- *Blend and Read words in a decodable reader from the Reader’s Writer’s Notebook.*

**At Grade 2**

- *Build Words*
- *Practice Fluent Word Reading*
- *Blend and Read words in a decodable reader from Decodable Reader Passage B (also available online and on Readers DVD-ROM)*
- *Review Spelling lesson.*

*Show Letter Tile Drag and Drop to Build Words or practice Spelling.* (next slide) **Note to presenter:** *Explain that this bonus feature in the online Interactive Digital Path is found under Content-Search. These are digital letter tiles. The instruction comes from the teacher. Can be used for word sorts, spelling, etc.*
<table>
<thead>
<tr>
<th>Text-Based Comprehension</th>
<th>30h</th>
<th>44h</th>
<th>Additional practice opportunity helps students read words fluently. Note Monitor Progress box for grade 1.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Close Reading</strong></td>
<td></td>
<td></td>
<td><strong>Read for Understanding Routine:</strong> <strong>Second Read/Close Reading</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>During the second read of the main selection on Day 3, students draw knowledge from the text and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>respond to questions that require using higher-order thinking skills of analysis, synthesis, and</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>evaluation. Students often cite evidence from the text to support their responses.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Let’s explore what the CCSS authors say about Close Reading.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Close Reading and CCSS</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- The Common Core explains Close Reading in this quote.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>(Give participants a moment to read the slide.)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- In the CC101 there is more information about Close Reading and the opportunities for Close Reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>in Reading Street.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>From CC101, page 12: <strong>What is Close Reading?</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Close Reading involves focused, sustained reading and rereading of a text for the understanding of</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>key points, gathering evidence, and building knowledge. When students read closely, they give the</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>time and attention needed to fully understand the information in a text and are able to cite specific</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>evidence from it.</td>
</tr>
<tr>
<td><strong>Second Read-Close Reading</strong></td>
<td>20-29</td>
<td>26-43</td>
<td><strong>DAY 3 Second Read: Close Reading</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>This is when the bottom band of questions is used during the second read. The small group plans for</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Day 3 reference the differentiation of close reading, which will be examined more closely later.</td>
</tr>
<tr>
<td><strong>Think Critically</strong></td>
<td>30-31</td>
<td>44-45</td>
<td><strong>Think Critically</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Refers to SE page that was previously discussed. Point out the rubric for the “Look Back and Write”.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Monitor Progress/Check Retelling</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>With the assistance of the retelling strip in the SE, the Retelling Cards or the Story Sort online,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>students retell narrative text or summarize expository text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- A scoring rubric serves as an assessment tool for the teacher.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- A Retelling Plan in the side bar is suggested which would allow teachers to assess retelling with</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>every student once per unit.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Common Core 101, page 81, provides the research base for Retelling. The</td>
</tr>
</tbody>
</table>
| Day 3 Fluency | 31b 44f | **Day 3 Fluency**  
*Grade 2 turn back to 72f (after Spelling).*  
Teachers model expressive oral reading with a new fluency skill each week.  
- Skills include reading with accuracy, appropriate rate, attending to punctuation, and expression.  
- After listening to the teacher model the skill, children engage in guided oral reading practice with feedback.  
- Note the **Choral Reading Routine**. |
| Jeff Anderson | 32-33a 46-47a | *Note to presenter:*
*This quote from author Jeff Anderson helps explain the importance of the Let’s Write It page on next slide.* |
| Let’s Write It! | 32-33a 46-47a | **Writing - Let’s Write It!**  
Refers to SE pages.  
Each week the *Let’s Write It!* pages for the weekly writing lesson includes key features of the genre, the prompt, a Writer’s Checklist for the prompt, student writing models with the featured trait of the week, and a connection to the Conventions skill of the week.  
- The scoring rubric allows teachers to judge student’s written work based on the traits of good writing.  
- Note the Writing mini-lesson focus on one of the **six traits** of writing, which is also called out on the SE anchor paper. |
| Listening & Speaking | 33b Day 4 49f | **Listening and Speaking**  
Each week students practice an important listening or speaking behavior.  
- The teacher models the behavior in a Think Aloud, and then students apply the behavior during a classroom or partner activity.  
- Note CCSS and Bridge to Common Core. |
| Research & Inquiry | 33c 47b | **Research and Inquiry**  
Step 3 of Inquiry Project is “Gather and Record Information”. |
| **DAY 4** | 34a 48a | **Day 4**  
Notice the pages have turned Orange. Every day has its own unique color to make navigating the TE easier.  
**Day 4 at a Glance** |
<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Phonemic Awareness (Grade 1)</th>
<th>Phonics Review</th>
<th>High Frequency Words Review</th>
<th>Paired Selection: Social Studies in Reading (Grade 1), Poetry in Reading (Grade 2)</th>
<th>Fluency</th>
<th>Conventions</th>
<th>Writing</th>
<th>Listening and Speaking (Grade 2)</th>
<th>Research and Inquiry</th>
</tr>
</thead>
</table>

**Content Knowledge:** Expand the concept by singing the weekly song from the *Sing with Me* Big Book.

- Build Oral Language with a read aloud from Read Aloud Anthology and Team Talk.
- Build Oral Vocabulary with Robust Vocabulary Routine for highlighted Amazing Words.
- Add to the Concept Map.

<table>
<thead>
<tr>
<th>Review</th>
<th>34c-h 48c-g</th>
<th>Review</th>
</tr>
</thead>
</table>

Notice all the lessons that state “Review” or “If students need help, then…” Remember what that means? Only use these lessons if students need the support.

**Decodable Reader, passage C**

- Note third decodable reader selection for those who need it. Can be done during small group time.

<table>
<thead>
<tr>
<th>Paired Selection</th>
<th>34i-35a 48-49</th>
<th>Paired Selection (Social Studies in Reading or Science in Reading)</th>
</tr>
</thead>
</table>

On Day 4 students read a short companion text to the main selection that is related to the week’s concepts. Many of these paired selections are informational texts linked to science and social studies concepts.

- Notice “Let’s Think About” feature and Reading and Writing Across Texts to help students make text to text connections.

<table>
<thead>
<tr>
<th>Fluency</th>
<th>35b 49b</th>
<th>Fluency</th>
</tr>
</thead>
</table>

The focus for progress monitoring on Day 4 is Fluency.

- Note WCPM goals.
- Progress Monitoring forms for fluency can be found in the Assessment Handbook.
<table>
<thead>
<tr>
<th>Note to presenter: this is a screen shot for Grade 2.</th>
</tr>
</thead>
</table>
| **Conventions** | 35c | 49c | Conventions  
Day 4 Conventions is Test Practice.  
- Since grammar is not assessed on the weekly assessments (that will be discussed on Day 5), teachers can use this page from the Reader and Writers Notebook for an assessment on the conventions skill of the week. |
| **Writing** | 35d | 49d | Writing focus for Day 4 is revising, including peer conferencing/peer revision.  
- Note Daily Quick Write for fluency. |
| **Research and Inquiry** | 35f | 49g | Research and Inquiry mini-lesson focus for Day 4 is Synthesize |
| **DAY 5** | 36a-b | 50a-b | Day 5 Notice the pages are colored Teal. Every day has its own unique color to make navigating the TE easier.  
**Day 5 at a Glance**  
- Content Knowledge  
- Phonemic Awareness (Grade 1)  
- Phonics/Spelling Review  
- Text-Based Comprehension Review  
- High Frequency Words/Selection Review  
- Assessment  
- Fluency  
- Conventions  
- Writing  
- Research and Inquiry  
**Content Knowledge**: The class revisits the weekly concept and the Question of the Week using the week’s concept map. Students apply the information they’ve learned and the Amazing Words to create Amazing Ideas related to the weekly concept.  
- Review concept with Read Aloud Anthology.  
- Build Oral Language and review Oral Vocabulary. Connect to Amazing Ideas.  
- Monitor Progress of Oral Vocabulary |
| **Phonics and Spelling** | 36c-d | 50c-d | Phonics Review and Spelling Test |
| **Let’s Learn It!** | 36-37 | 50-51 | Let’s Learn It! refers to SE pages.  
Weekly culminating practice activities in Listening and Speaking, Vocabulary, Fluency and sometimes Media Literacy. |
The graduation cap icon reminds students that mastery of these skills prepares them the next grade level, in the spirit of the college and career readiness goals of the Common Core.

### Writing Research & Inquiry

- **Day 5 Research and Inquiry mini-lesson focus is Communicate.**

### Wrap Up Your Week

- Point out how the Question of the Week is revisited with a Think Aloud and Team Talk that asks students to share their Amazing Idea.
- Notice Amazing Word counter that teachers often post in classrooms.
- Preview Next Week’s concept to motivate students.
- If ELL Posters are part of district order, show the instruction at bottom that includes “Poster Talk Through”.

### Day 5 Assessments

- **Ask teachers to turn back to these pages to begin discussion about Weekly Assessments.**

**Assessment Option 1:** Explain to teachers that these Day 5 Assessments are one of the assessment options available to monitor progress for the weekly skills. On Day 5, assessments monitor progress in the target phonics skills, the week’s high frequency words, and the target comprehension skill.

- Students read aloud from reproducible pages while the teacher monitors progress in decoding, fluency and comprehension.
- These pages are also available in the Assessment Handbook, with an item analysis chart.

*Have teachers skip a few pages to see the other assessment options on Assessment Checkpoints page (next slide).*

### Assessment Checkpoints

- **Assessment Checkpoints** These are the separate assessment booklets available for further assessment options.

  **Show each component as it is discussed.**

  - **Weekly Tests** are multiple choice tests administered on Day 5 that measure students’ understanding of each week’s high frequency words, word reading/phonics skills, and comprehension skills.
  - **Fresh Reads** are multiple choice and constructed-response tests. Students can
be assessed on leveled comprehension passages. Oral Reading Fluency can also be assessed.

- **Assessment Handbooks** is a teacher resource of information about Reading Street assessments, all the Day 5 assessments in the TE, and informal, classroom-based assessment tools such as questioning strategies, teacher observation forms, student portfolios, and more.

*Note to presenter: For a complete overview of all the assessments, please refer teachers to pages 11-15 of the Assessment Handbook.*

<table>
<thead>
<tr>
<th>Sleuth and Common Core 101</th>
<th>CC 101 28-32</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SLEUTH and COMMON CORE 101</strong></td>
<td></td>
</tr>
<tr>
<td>The small group plans for Day 4 use Reading Street Sleuth. Remind teachers that Common Core 101 has a chapter devoted to Sleuth.</td>
<td></td>
</tr>
<tr>
<td><strong>ACTIVITY</strong></td>
<td></td>
</tr>
<tr>
<td>Review and discuss this chapter in CC101 (page 28-31). What is Reading Street Sleuth?</td>
<td></td>
</tr>
<tr>
<td>• Why does Reading Street Sleuth matter?</td>
<td></td>
</tr>
<tr>
<td>• How and When Do I Use Reading Street Sleuth?</td>
<td></td>
</tr>
<tr>
<td>• What are the Sleuth Steps?</td>
<td></td>
</tr>
<tr>
<td>• Look for Clues/Gather Evidence</td>
<td></td>
</tr>
<tr>
<td>• Ask Questions</td>
<td></td>
</tr>
<tr>
<td>• Make Your Case</td>
<td></td>
</tr>
<tr>
<td>• Prove It!</td>
<td></td>
</tr>
<tr>
<td><strong>Guided Browse of Sleuth</strong></td>
<td></td>
</tr>
<tr>
<td>• What are the Sleuth Tips and how do they change each unit?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leveled Readers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIVITY:</strong> Have teachers explore leveled readers by looking at information on back cover, inside front cover, text, and response page.</td>
<td></td>
</tr>
<tr>
<td>• Have teachers look at the <strong>Concept Literacy</strong> Reader (yellow and orange spine) On Post-Its have them write down some of the features that they notice.</td>
<td></td>
</tr>
<tr>
<td>• Look at the <strong>Below Level</strong> reader (green spine) and do the same thing.</td>
<td></td>
</tr>
<tr>
<td>• Now, look at the <strong>On Level</strong> reader (yellow spine) and continue with the activity.</td>
<td></td>
</tr>
<tr>
<td>Finally, look at the <strong>Above Level</strong> reader (blue spine) to finish the activity. (Use <strong>ELL/ELD Readers</strong> if part of district order.)</td>
<td></td>
</tr>
<tr>
<td>Have teachers discuss what they saw that was in common to all leveled readers and what was different.</td>
<td></td>
</tr>
</tbody>
</table>
**Concept Literacy Readers**: Informational text with a strong emphasis on concept vocabulary to build background knowledge.

**Leveled Readers Below Level**: These books provide extra support for struggling readers using the weekly vocabulary and target comprehension skill.

**Leveled Readers On Level**: These readers reinforce the weekly comprehension skill and vocabulary for students reading at grade level.

**Leveled Readers Advanced Level**: These readers extend skills and vocabulary for students reading above grade level. Vocabulary in the AL readers are some of the Amazing Words.

**ELD Readers** are appropriate for beginning and intermediate language proficiency levels (1-2) to develop language around the Question of the Week.

**ELL Readers (1-6)** are appropriate for advanced and advanced high language proficiency levels (3-5) for language development related to the Question of the Week.

<table>
<thead>
<tr>
<th>Small Group Time</th>
<th>SG-1</th>
<th>SG-1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Small Group Time: Yellow pages</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>These are the plans for Teacher-led small groups with differentiated instruction day-by-day with that centers around a single focus for each day:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Day 1 - Differentiating Phonics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Day 2 - Differentiating Comprehension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Day 3 - Differentiating Close Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Day 4 - Differentiating Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Day 5 – Differentiate Reteaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This allows for flexibility in the small groups.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- There is also more support for guided reading groups with the <em>Leveled Reader Teaching Guide</em>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- There is a separate LR Teaching Guide for each level of leveled readers. It 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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY**

In partners or groups, assign a day of instruction. Have teachers go the SG pages to see the small group lessons for that day.

- Have each group to compare how the instruction is different for each level. Have teachers turn and talk about what they found for On Level, Strategic Intervention and Advanced Level differentiation of the Skill for that day.
- Have each group share their findings.
- **On Level**: Daily OL small group plans focus on appropriate instructional strategies to apply the daily skill for students reading at grade level.
- **Strategic Intervention**: Daily SI lessons provide struggling readers with more intensive instruction, more scaffolding, more explicit, intensive instruction and practice on critical skills such as phonemic awareness and phonics, and more opportunities to respond.
- **Above Level**: Daily lessons enhance skills taught in the core lesson, provide exposure to more challenging reading and vocabulary. Inquiry: Extend Concepts allow advanced readers to respond to reading selections and extend concepts through creative thinking, critical thinking, problem solving, and independent investigative work.

### Unit Writing Process

**Tab**

**Tab**

Readers are writers on Reading Street!

**Unit Writing Process**

This is where teachers will find the instruction for the Writing Process.
- The front of the tab describes all the Writing opportunities on Reading Street.
- Daily and Weekly writing was found in the Language Arts section each day.
- The Unit Writing project teaches the steps of Writing Process in mini-lessons. CCSS for each mini-lesson are identified.

### Unit Writing Process

**Tab-back**

**Tab-front**

**Unit Writing Process**

The back of the tab is the **pacing guide** for 1 week or 2 weeks of writing instruction with full support.
- All the Unit Writing Process Projects for the grade level are listed.
- The Unit 21st Century Writing Projects are also listed. These lessons are found digitally in Teacher Resources. These writing process are taught through the use of technology.

### ELL Handbook

**ELL Handbook (if part of district order)**

*Hold up ELL Handbook.*

This provides daily support for the ELL standards, best practices for teaching ELL students, multilingual vocabulary and summaries, and ELL workshops.
- Based on the research of Dr. Jim Cummins.
- Show the Table of Contents for teachers to see how this handbook is organized into sections.
- Note the Daily Lesson support, correlation, and multi-lingual summaries.
- Turn to part 3 of the ELL handbook for transition lessons in phonics and grammar.

*Option: Jigsaw each section and report out.*
| Components | **Components**  
Checking Inventory  
Review the Inventory list handout with teachers based on the district order. Show any components that have not been mentioned or discussed. |
|-----------|---------------------------------------------------|
| **RtI Kit** | **Response to Intervention Kit**  
**Tier 2 Intervention**  
**There is a K-2 Kit and a 3-6 Kit.**  
Explicit instruction includes leveled mini-lessons that focus on priority skills.  
Each kit includes:  
- Phonemic Awareness TE and student work text  
- Phonics & Decoding TE and Student work text  
- Fluency TE and student work text  
- Vocabulary TE and student work text  
- Comprehension TE and student work  
- Implementation Guide  
- Routines Cards  
- Letter Tiles  
- Write On/Wipe Off Board (6 pack). |
| **My Sidewalks** | **My Sidewalks on Reading Street**  
My Sidewalks is a complete intervention program that provides 30 weeks of instruction.  
It is the only intervention program that completely aligns with the concepts of the core program. It has been proven, that together with Reading Street, these two programs can move students a year-and-a-half of growth in one year to close the achievement gap.  
- Provides intensive, focused literacy intervention for daily one-on-one or small group sessions:  
  - 30-45 minutes daily  
  - Focus on high priority reading skills  
  - Weekly reading selections conceptually related to Reading Street  
  - Progress monitoring and feedback. |
| **eStreet Interactive** | **eStreet Interactive**  
**Digital Demo**  
Demonstrate some of the digital assets that have not been shown.  
**Pearson Successnet**  
- Show how to log into a demo account. |
| My Pearson Training | My Pearson Training  
Demonstrate some how to access tutorials, guides, webinars and FAQs.  
**Reading Street Common Core 2013**  
- Show teachers how to access tutorials, open a tutorial guide, show the webinar tab and how to register. Show the FAQ tab.  
**Pearson Successnet Tutorials**  
- Show how there are tutorials for SuccessNet registration with an access code, setting up classes, adding students, the online lesson planner, and Success Tracker, the online assessment system. To demonstrate a few minutes of a tutorial, try Online Lesson Planner, Part 1. |
|---------------------|--------------------------------------------------------------------------------|
| Q&A                 | Questions  
Address and collect questions from parking lot for Pearson and/or district.  
Share next steps if known: further training by Pearson or district. |
| Close               | For a close, share this quote from Reading Street author, Dr. Don Leu, from the University of Connecticut. |
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

Core/On-level |
Strategic/Intensive Intervention |
ELL |
Advanced |

Practice Stations

Whole Group Instruction