



My Sidewalks: Program Goal, Levels, and Scope and Sequence

Program Description

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

Program Goal

The goal of My Sidewalks is to enable struggling readers to succeed with the reading material used in their regular classrooms. To achieve this, My Sidewalks focuses on accelerating students' acquisition of priority skills. Each level is designed to provide a year and a half of reading growth. This results in an overlap of skills between one level and the next.

Program Levels

My Sidewalks covers six levels from Kindergarten through Grade 5.

- Early Reading Intervention (Kindergarten)
- Level A (Grade 1)
- Level B (Grade 2)
- Level C (Grade 3)
- Level D (Grade 4)
- Level E (Grade 5)

Early Reading Intervention Skills

Students do not need prior knowledge to start the Early Reading Intervention level.

The instructional focus is on phonological and phonemic awareness, letter names and sounds, blending regular short-vowel words, and sentence reading.

Level A Skills

Students need some phonological awareness knowledge to work successfully with Level A.

The instructional focus is on phonemic awareness, letter names, consonants (including individual letter-sounds, blends, and digraphs), vowels (including short, long, and r-controlled), and blending words.

Instruction also focuses on fluent word reading, high frequency words, oral vocabulary and concept development, building fluency with a goal rate of 40 to 60 words correct per minute, and passage reading and retelling.

Level B Skills

Students need to know letter names, individual consonant letter-sounds, and some basic high-frequency words to work successfully with Level B. They should also be able to read Benchmark Reader A2 with accuracy and comprehension.

The instructional focus is on phonemic awareness, letter names and sounds, blending words and fluent word reading, high-frequency words, oral vocabulary and concept development, building fluency with a goal rate of 70 to 90 words correct per minute, and passage reading and retelling.

Scope and Sequence

The Scope and Sequence of the program includes six instructional strands.

- Concepts of Print and Print Awareness covers skills such as identifying parts of a book, tracking print, and writing capital and lowercase letters. This strand is covered in Level A only.
- Phonemic Awareness covers skills such as identifying sounds, blending sounds, and adding and deleting phonemes. This strand is covered in Levels A, B and C.
- The Phonics strand covers a large portion of the program. Students are introduced to instruction on skills such as letter-sound relationships, decoding words with common word parts, and blending syllables to decode words. This strand is covered in all levels of the program.
- Reading Fluency is covered in all levels of the program as well. Students learn to read aloud fluently with accuracy, comprehension, and appropriate pace. They also learn to read in a variety of ways and their word count per minute goals range from 40-60 words per minute in Level A to 120-140 words per minute in Level E.
- The Vocabulary strand instructs on skills such as concept and speaking vocabulary and figuring out word meaning. This strand is taught across all levels.
- The Text Comprehension strand focuses on comprehension strategies, skills, and writing in response to text. This strand is taught across all levels.