

Introduction

Introduction

This guide introduces Reading Street for California 2010, an elementary reading program that ties directly to the California English—Language Arts Content Standards.

It discusses the three main programs for Grades K–6. These programs include the following:

- Reading Street for California
- Language Central
- Calle de la Lectura

This guide also describes the philosophy behind Reading Street’s concept development.

Reading Street

Savvas Reading Street for California was developed to support teaching and learning the California English—Language Arts Content Standards.

The program is accessible to all students, and it ensures mastery of these standards by using direct, explicit, and systematic instruction.

First, teachers teach and model concepts using strategies such as think-alouds. Then, they move into guided practice to assist students in understanding concepts. For example, teachers may call students up to the board to write their names when teaching uppercase letters.

CONVENTIONS Write Our Names

Teach names

My name is [say your first name]. Point to a child. What is your name?
Have the child answer by saying: My name is _____. Then have children take turns telling another child their name using the sentence frame.

Model

*You know my name is [say your first name]. This is how I write my name.
I use an uppercase letter to begin my name. Write one of the children’s names. Whose name is this? How did I write the first letter in the name?
Continue with other names.*

Guide practice

Have children come to the board to write their names. Help them name and write each letter in their name. Remind them to begin their name with an uppercase letter.

Next, under teacher supervision, students independently apply the concept. For instance, students may create their own sentences using upper and lowercase letters.

WRITING Connect to Conventions

Review

Point to a name on the board. Remind children that names always begin with an uppercase letter.

Model

Let’s use the names on the board to write sentences. Point to a name on the board. Read the name to the class. Ask the child whose name it is to complete the sentences below.

I am _____. My favorite color is _____. 

I am Jonas. My favorite color is blue.

Guide practice

Sentences and names always begin with an uppercase letter. Did I do that? Every sentence should end with a period. Did I do that? Write several more sentences with children, using other names on the board.

Independent practice

Have children write or dictate their own sentences using their name and their favorite color or copy one of the sentences on the board. Then invite children to draw a self-portrait to illustrate their sentences.

Finally, teachers are able to provide corrective feedback during all phases of instruction and practice through notes and resources, such as Adjust on the Fly!

ADJUST ON THE FLY !**ENGLISH LEARNERS**

Recognize and Read
High-Frequency Words

**BEGINNING/EARLY
INTERMEDIATE**

Before children read *Am I?*, review the high-frequency words on the Word Wall with them. Have children point to the word you say.

**INTERMEDIATE/EARLY
ADVANCED**

Write the words *I* and *am* on the board. Say one of the words. Ask several children to write the words on the board and use the words in a sentence.

The objectives of each lesson, as well as the grade-level standards, are identified for teachers and their students at the start of lessons. Teachers can find the objectives at the top of each page and the standards at the bottom of each page.

OBJECTIVES

- Introduce writing names.
- Write names in sentences.



CALIFORNIA Standards G1LC1.7 Capitalize the first word of a sentence, names of people, and the pronoun *I*.

The core components of Reading Street include the Teacher's Edition, Welcome Book in Grades K–5, and Student Editions in Grades 1–6. There are many extra support resources available as well, such as Universal Access, grammar and writing practice books, big books, assessment handbooks, and digital content. To learn more about the digital content, view the other California Reading Street tutorials on myPearsonTraining.com.

**Language
Central**

Language Central for California is an English-language development program that provides students with an additional hour of instruction each day. This program helps ensure that English learners acquire proficiency quickly, efficiently, and effectively.

The scope and sequence, units, and weekly concepts of Reading Street and Language Central are consistent, so that when using both programs together, it is a seamless support system for English learners. For example, students in Grade 2 learn skills based around the idea of a community on Reading Street Day 1 of Unit 1. The Language Central lesson from Grade 2, Day 1, Unit 1 reinforces the idea of community by identifying vocabulary and discussing the concept using partner talks and mapping.

The main components of Language Central include the Teacher's Edition, Student Worktext, Practice Book, and Newcomer Program for Grades K–10. Additional visual and oral components such as posters, songbooks, big books, and practice books are also available.

To learn how to use, teach, and apply this program, please watch the Language Central tutorial on myPearsonTraining.com.

Calle de la Lectura

Calle de la Lectura Para California is the Spanish version of Reading Street for California. Both programs share the same components and features, but Calle de la Lectura's resources are in Spanish. This program is available for grades K–6.

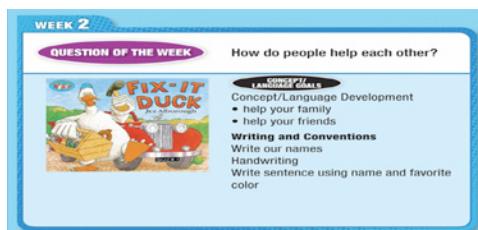
Concept Development

Reading Street for California is structured so that students build concepts and language effectively during each unit. This process is called *concept development*. Teachers introduce an essential question, otherwise known as the Big Question, such as *How do we live, work, and play together?*



These questions guide instruction for the unit as students learn new concepts, literature, and skills. All of the literature and class discussions tie back to the questions, so that students activate prior knowledge and make connections. The Big Question usually relates to other curriculum areas, such as science or history. The program offers weekly questions as well that reinforce the Big Questions.

There are six units for each grade level of Reading Street. In turn, there are six concepts, or Big Questions, that students will focus on for six weeks at a time.



The questions are introduced at the start of a lesson and set the theme. The literature and discussions center on this theme as students learn other concepts, strategies, and skills, such as phonics or comprehension.

These questions are important to learning, because they serve as the focus for planning curriculum, instruction, and assessment. Big Ideas give context and meaning to the content. Students can use the question to make sense of what they are learning by making connections to prior knowledge and new understandings.

Review

This guide discussed the different programs within Reading Street 2010 for California, as well as the philosophy behind them. It also discussed some of the following information:

- The program supports teaching and learning of the California English—Language Arts Content Standards.
- Language Central for California is an English-language development program that provides students with an additional hour of instruction each day.
- Calle de la Lectura Para California is the Spanish version of Reading Street for California.
- The Essential Question, or Big Question, guides instruction for the unit as students learn new concepts, literature, and skills.

For more information, please view the other Reading Street for California tutorials on myPearsonTraining.com.