

## Teaching Intermediate: Day 1

### Introduction

This guide introduces ways for teachers to start their week of instruction using Scott Foresman Reading Street Texas 2011 for intermediate students. It focuses on lesson features, Day 1 instruction, and small group instruction. It also discusses how Grade 3 differs from the upper intermediate grades.

First, examine what Day 1 typically looks like on Reading Street. Look at the Every Week on Reading Street! roadmap. In this guide, follow along with the Teacher’s Edition for Grade 4, Unit 2, Volume 2, Week 4.

GRADO 5 ¡Cada semana en Calle 1 Leeura!		¿QUÉ LEEN LOS ESTUDIANTES CADA DÍA?			¿QUÉ ESCRIBEN LOS ESTUDIANTES CADA DÍA?	
		DÍA 1	DÍA 2	DÍA 3	DÍA 4	DÍA 5
<b>Todo la clase</b>	Desarrollar el concepto de comprensión lectora. Leer el Libro de comprensión lectora. Localizar la comprensión lectora y determinar el tema. Investigar e investigar.	Desarrollar el concepto de comprensión lectora. Leer el Libro de comprensión lectora. Localizar la comprensión lectora y determinar el tema. Investigar e investigar.	Desarrollar el concepto de comprensión lectora. Leer el Libro de comprensión lectora. Localizar la comprensión lectora y determinar el tema. Investigar e investigar.	Desarrollar el concepto de comprensión lectora. Leer el Libro de comprensión lectora. Localizar la comprensión lectora y determinar el tema. Investigar e investigar.	Desarrollar el concepto de comprensión lectora. Leer el Libro de comprensión lectora. Localizar la comprensión lectora y determinar el tema. Investigar e investigar.	Revisar. Conceptos. Comprensión. Evaluación anual.
<b>En grupos pequeños</b>	Desarrollar el concepto de comprensión lectora. Leer el Libro de comprensión lectora. Localizar la comprensión lectora y determinar el tema. Investigar e investigar.	Desarrollar el concepto de comprensión lectora. Leer el Libro de comprensión lectora. Localizar la comprensión lectora y determinar el tema. Investigar e investigar.	Desarrollar el concepto de comprensión lectora. Leer el Libro de comprensión lectora. Localizar la comprensión lectora y determinar el tema. Investigar e investigar.	Desarrollar el concepto de comprensión lectora. Leer el Libro de comprensión lectora. Localizar la comprensión lectora y determinar el tema. Investigar e investigar.	Desarrollar el concepto de comprensión lectora. Leer el Libro de comprensión lectora. Localizar la comprensión lectora y determinar el tema. Investigar e investigar.	Desarrollar el concepto de comprensión lectora. Leer el Libro de comprensión lectora. Localizar la comprensión lectora y determinar el tema. Investigar e investigar.
<b>Actividades independientes</b>	Leer el Libro de comprensión lectora. Localizar la comprensión lectora y determinar el tema. Investigar e investigar.	Leer el Libro de comprensión lectora. Localizar la comprensión lectora y determinar el tema. Investigar e investigar.	Leer el Libro de comprensión lectora. Localizar la comprensión lectora y determinar el tema. Investigar e investigar.	Leer el Libro de comprensión lectora. Localizar la comprensión lectora y determinar el tema. Investigar e investigar.	Leer el Libro de comprensión lectora. Localizar la comprensión lectora y determinar el tema. Investigar e investigar.	Leer el Libro de comprensión lectora. Localizar la comprensión lectora y determinar el tema. Investigar e investigar.
<b>Centros de práctica niveladas</b>	Centros de Leer para comprender. Centros de Preparación para la Redacción. Centros de Escritura de las palabras.	Centros de Leer para comprender. Centros de Preparación para la Redacción. Centros de Escritura de las palabras.	Centros de Leer para comprender. Centros de Preparación para la Redacción. Centros de Escritura de las palabras.	Centros de Leer para comprender. Centros de Preparación para la Redacción. Centros de Escritura de las palabras.	Centros de Leer para comprender. Centros de Preparación para la Redacción. Centros de Escritura de las palabras.	Centros de Leer para comprender. Centros de Preparación para la Redacción. Centros de Escritura de las palabras.
<b>Todo la clase</b>	Leer el Libro de comprensión lectora. Localizar la comprensión lectora y determinar el tema. Investigar e investigar.	Leer el Libro de comprensión lectora. Localizar la comprensión lectora y determinar el tema. Investigar e investigar.	Leer el Libro de comprensión lectora. Localizar la comprensión lectora y determinar el tema. Investigar e investigar.	Leer el Libro de comprensión lectora. Localizar la comprensión lectora y determinar el tema. Investigar e investigar.	Leer el Libro de comprensión lectora. Localizar la comprensión lectora y determinar el tema. Investigar e investigar.	Leer el Libro de comprensión lectora. Localizar la comprensión lectora y determinar el tema. Investigar e investigar.

Flip to the tab that says Horse Heroes. Teachers can follow along with the Teacher’s Edition for a particular grade and week of instruction.

### Get Ready to Read

Start by looking at the red color-coded Get Ready to Read lesson pages.

On the first page of Day 1, notice a dashboard that appears at the top of all lesson pages.

This dashboard shows information that gives teachers a sense of the day’s instruction, like the teaching focus, a time stamp, digital activities that enhance student learning and engagement, and grouping options.

On the left page, find a drop-down menu that includes the Texas Essential Knowledge and Skills (TEKS), lesson objectives, Today at a Glance, Success Predictors, and a Skills Trace.

On the right page, find built-in professional development with ways to support a diverse class, reminders of words and routines, suggestions

to enrich instruction, and room for teachers to add their own professional notes.

Next, examine Day 1 instruction. Start each day with the Question of the Week and follow the Routine for Activate Prior Knowledge.

To deepen student understanding of the concept, check out the Concept Talk video on the digital path or refer to Concept Launch and Let’s Talk About pages in the Student Edition. The Student Edition can be a teaching tool on its own. The built-in instruction, images, questions, and samples make it easy for students to use.

Anchored Talk and Amazing Words help develop oral language. Use the Let’s Talk About pages of the Student Edition during Anchored Talk to guide discussion and create a concept map. Amazing Words expand and enhance students’ vocabulary and understanding of the world. Students practice and reinforce the words through literature, concepts maps, and English language learners (ELL) posters.

If students have difficulty with Amazing Words, use the built-in corrective feedback opportunities. The if-then statements and Don’t Wait Until Friday boxes help monitor student progress throughout the lesson.

## **Read and Comprehend**

Now, move on to the blue color-coded Read and Comprehend lesson. Start this thirty-minute segment by introducing the weekly skills and strategies. Use the EnVision It! images and animations, as well as the Think Alouds to model the skills and strategies.

Students follow along in their Student Editions and complete the corresponding activity in the Reader’s and Writer’s Notebook. Continue the lesson by modeling fluent reading and completing the Oral Rereading routine. Activate prior word knowledge for words from the main selection, also called Tested Vocabulary.

Lastly, preteach Academic Vocabulary. These are words that students transfer to different genres and situations, such as fact and opinion. Students can enhance word knowledge by using the online vocabulary activities.

Before breaking into small groups to apply the skills, strategies, and vocabulary, complete the Research and Inquiry Language Arts activity. Discuss the Question of the Week and identify open-ended inquiry questions students can research online throughout the week.

## **Small Groups**

After formulating the inquiry questions, it is time for small groups. To determine each small group, assign the Baseline Group tests or other forms of assessment, such as DIBELS. The levels of groups on Reading Street are Strategic Intervention, On-Level, and Advanced. Teachers will assess and regroup throughout the year to ensure students receive instruction at their level.

Turn to the Assessment and Grouping pages in the unit front matter to learn more. To learn how to best meet small group needs, read the Differentiate Instruction on Reading Street section in First Stop. As teachers work with students in small groups, they will assign independent activities and practice stations work to the other students. Students working independently can watch the Concept Talk video, play skills games on the digital path, work in their Reader’s and Writer’s Notebook, read a self-selected text, or write in a journal. The practice stations include Get Fluent and Word Work.

In each small group, teachers will reinforce the concept and read a Leveled Reader. The instruction will vary for each group. For instance, students in the advanced group read an advanced selection, which uses higher-level vocabulary. Teachers can also find the small group instruction on the yellow pages in back of the weekly lessons, which teachers may want to bookmark. Each small group lesson takes approximately twenty to thirty minutes. If there is a shorter instructional week—for example, if there is a curriculum day—use the Pacing Small Group Plans to help modify the lessons.

### En grupos pequeños

**DÍA 1** Dividense en grupos pequeños antes del Examen preliminar de ortografía.

<p><b>IE Intervención estratégica</b></p> <p><b>Con el maestro</b> Páginas ED+46–47</p> <ul style="list-style-type: none"> <li>Reforzar el concepto</li> <li><b>Leer</b> ¡Trabajo en equipo! o Animales de gran ayuda</li> </ul>	<p><b>AN Al nivel</b></p> <p><b>Con el maestro</b> Página ED+52</p> <ul style="list-style-type: none"> <li>Ampliar el concepto</li> <li><b>Leer</b> Perros trabajadores</li> </ul>	<p><b>A Avanzado</b></p> <p><b>Con el maestro</b> Página ED+57</p> <ul style="list-style-type: none"> <li>Ampliar el concepto</li> <li><b>Leer</b> ¡Cuidado! Niños trabajando</li> </ul>
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**Centros de práctica**

- Leer para comprender
- Preparación para la fluidez
- Estructura de las palabras

**Actividades independientes**

- Video de Hablar del concepto
- Cuaderno de lectores y escritores
- Actividades de vocabulario

## Language Arts

Day 1 ends with approximately thirty minutes of the orange color-coded Language Arts. Start with a Spelling Pretest. The spelling list includes word sounds, structure, and meaning. Next, talk about conventions, practice cursive, and write with students. Use the Mini-Lesson to introduce this week’s writing topic and the Quick Write for Fluency Routine for writing practice.

In the sidebar, notice the Daily Fix-It for practicing conventions and editing. Also notice the built-in writing tips from Reading Street author, Jeff Anderson, nicknamed the Write Guy. Check the Writing on Reading Street guide for more details.

## Wrap Up Your Day

To end the day, use the Wrap Up Your Day section. This section reviews the day’s objectives, suggests homework, and previews the next day.

## Grade 3

Grade 3 is different from the upper elementary grades.

In Grade 3, there is still emphasis on phonics. Lessons apply strategies such as blending and word parts so students further develop their blending and spelling abilities.

Students decode unknown multisyllabic words while reading Student Edition pages and Decodable Practice Readers. They continue applying their decoding ability throughout the week, while reading the Main Selection and Leveled Readers.

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**Review**

This guide discussed lesson features specific to Day 1, as well as some other features that teachers see throughout the week. It explained how to teach daily lessons in whole and small groups, and it explained how instruction is broken down into three main segments: Get Ready to Read, Read and Comprehend, and Language Arts. This guide also discussed the parts of the program specific to Grades 3. To learn about Days 2–5, view the Teaching Intermediate: Days 2–5 tutorial on [mySavvasTraining.com](http://mySavvasTraining.com).