



Teaching Intermediate: Day 1

Introduction

This guide describes a week of instruction. It focuses on lesson features, what to teach on Day 1, and how to incorporate small groups. The also discusses how Grade 3 differs from the upper intermediate grades.

Use the Every Week on Reading Street! roadmap as a guide.

GRADO 5	¿Cómo seguimos en Calle de la Lectura!	GRADO 5	¿Qué día de los estudiantes cada día?	¿Qué día de los estudiantes cada día?
Solo lo clase
De grupos pequeños
Actividades independientes
Solo lo clase

Get Ready to Read

Turn to the red color-coded Get Ready to Read lesson pages.

On the first page of Day 1, there is a dashboard. The dashboard appears at the top of all lesson pages. The dashboard provides useful information that gives teachers a sense of the day's instruction, such as the teaching focus, a time stamp, digital activities that enhance student learning and engagement, and grouping options.

On the left-hand page of Day 1, there are lesson objectives, Today at a Glance, Success Predictors, or a Skills Trace. On the right-hand page, teachers can find built-in professional development including ways to support a diverse class, reminders of words and routines, suggestions to enrich instruction, and room for adding professional notes.

Start each day with the Question of the Week and follow the Routine: Activate Prior Knowledge.

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

Anchored Talk and Amazing Words help teachers develop oral language. They can 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 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

Turn to the blue color-coded Read and Comprehend lesson. This thirty-minute segment begins 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 Routine: Oral Rereading. Activate prior word knowledge for words from the main selection 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 the class 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 that students can research online throughout the week.

Small Groups

After formulating the inquiry questions with students, it is time for small groups. To determine the small groups, 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. Assess and regroup throughout the year to ensure that 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 the needs of all small groups, read the Differentiate Instruction on Reading Street section in First Stop.

While working with students in small groups, assign independent activities and assign work in practice stations to the other students. Students working independently can watch the Concept Talk Video and play skills games on the digital path, 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 the small groups, reinforce the concept and read to students from a Leveled Reader. The instruction varies for each group. For instance, students in the Advanced group read an Advanced selection, which uses higher-level vocabulary.

Find the small-group instruction on the yellow pages in back of the weekly lessons. Consider bookmarking these pages. 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 Dividirse en grupos pequeños antes del Examen preliminar de ortografía.

Con el maestro	Intervención estratégica Páginas ED#46–47 • Reforzar el concepto • Leer ¡Trabajo en equipo! o Animales de gran ayuda	Al nivel Página ED#52 • Ampliar el concepto • Leer Perros trabajadores	Avanzado Páginas ED#57 • Ampliar el concepto • Leer ¡Quitádel Niños trabajando
	Centros de práctica • Leer para comprender • Preparación para la fluidez • Estructura de las palabras	Actividades independientes • Vídeo de Hablar del concepto • Cuaderno de lectores y escritores • Actividades de vocabulario	

Language Arts Day 1 ends with approximately thirty minutes of instruction using the orange color-coded pages of the Language Arts segment. 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 the week’s writing topic and have students practice writing using the Routine: Quick Write for Fluency. There is a Daily Fix-It for practicing conventions and editing. Teachers can read the built-in writing tips from Reading Street author, Jeff Anderson, nicknamed the Write Guy.

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 The instruction for Grade 3 differs from the upper elementary grades. Grade 3 still emphasizes phonics. The lessons apply strategies such as blending and word parts so that students can further develop their blending and spelling abilities.

Students also 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.

Review This guide described the lesson features specific to Day 1 as well as other features that occur throughout the week. It explained how to teach daily lessons in whole and small groups and showed how instruction is broken down into three main segments: Get Ready to Read, Read and Comprehend, and Language Arts.

The guide also discussed the parts of the program specific to Grades 3. To learn about Days 2–5, please watch the Teaching Intermediate: Days 2–5 tutorial on this Web site.