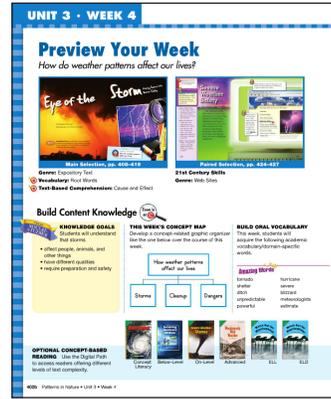
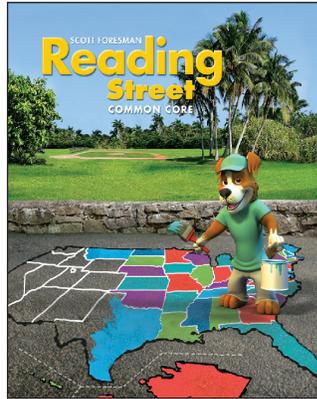


## Welcome to Intermediate

### Introduction

This guide explores how Reading Street builds student knowledge with literature and informational text that develops vocabulary, understanding, and most importantly, a love of reading.



In the intermediate grades, you will teach students to make connections between everything they are learning in the daily reading and writing block. You will use the visuals in the program to develop content knowledge and build oral language that support fluency and comprehension with the weekly conceptually-related text set.

### Take a Walk Down Reading Street!

Get started by looking at the first day of instruction in Week 4.

#### Day 1

The Day at a Glance feature in the Teacher's Edition highlights the content of the instruction for the day. Below the lessons for the day, you will see the materials you will need to teach that day's lessons.

**DAY 1 at a Glance**

**Street Rhymes!**  
Pleasee heed my advice in severe weather:  
Act quickly, find shelter, and stay together!  
Get in your cellar when tornadoes strike!  
In blizzards and hurricanes, stay off your bike!

**Content Knowledge**  
• Student Edition, pp. 402-403

**Weather Patterns**  
**CONCEPT TALK** To further explore the unit concept of Patterns in Nature, this week students will read, write, and talk about how weather patterns affect our lives. Write the Question of the Week on the board. How do weather patterns affect our lives?

**Build Oral Language**  
**TALK ABOUT WEATHER** Have students turn to pp. 402-403 in their Student Editions. Look at each of the photos. Then use the prompts below to guide discussion and create a concept map.

**CONNECT TO READING** Tell students that this week they will be reading about the effects that weather patterns have on our lives. Encourage students to add concept-related words to this week's concept map.

**How weather patterns affect our lives**

```

    graph TD
      Root[How weather patterns affect our lives] --> Storms
      Root --> Clump
      Root --> Dangers
  
```



The Writing mini-lesson on Day 1 is Read Like a Writer. You will introduce the writing prompt and mode of writing that students will work on that week. Students examine a mentor text for the key features of the author’s writing. Check out the tips from the Write Guy, Jeff Anderson, to support students’ application of skills in their writing. Encourage fluent writing with the Quick Write for Fluency Routine where students talk, write, and share.

Lastly, do not forget to Wrap Up Your Day! Here you will ask students what they learned about the Question of the Week and have students use the Amazing Words they learned in context sentences. Suggestions for homework are also provided. Finally, share with students what they will learn on Day 2.

### Wrap Up Your Day!

- ✓ **Content Knowledge** Reread Street Rhymes! on p. 402 to students. Ask them what they learned today about how weather patterns affect our lives.
- ✓ **Oral Vocabulary** Have students use the Amazing Words they learned in context sentences.
- ✓ **Homework** Send home this week’s Family Times newsletter on *Let’s Practice It!* pp. 151–152 on the *Teacher Resources DVD-ROM*.



Let’s Practice It!  
TR DVD►151–152



**Preview  
DAY 2**

Tell students that tomorrow they will read about a photographer who tracks storm patterns in order to do his job.

## Day 2

Day 2 begins the same as Day 1 with the Content Knowledge lesson. Revisit the Question of the Week and continue to build oral vocabulary. On Day 2, you will introduce a few more Amazing Words by referring to yesterday’s Read Aloud text and images. Add new learning to the concept map you started yesterday.

Students continue to develop Foundational Skills in the Word Analysis section. Students learn Latin roots and use roots to determine the meaning of words. Students participate in the Strategy for Meaningful Word Parts Routine to help them solve the word’s meaning.

Next, develop Academic Vocabulary in the section, Literary Terms. To develop knowledge of literary terms, teach students about the term, model thinking about the skill in context, guide practice, and then have students work on their own to find other examples.

## Literary Terms

### Personification

**TEACH** Explain to students that figurative language goes beyond the literal, or everyday, meaning of words. Personification is a type of figurative language that gives nonliving objects human qualities. Personification can make writing seem more lively.

 **MODEL** The following sentence helps us visualize what happened during a storm: *Baseball-sized hail trampled the flowers in our garden.* The author makes the hail seem like a living thing because it tramples the flowers like a person might.

**GUIDE PRACTICE** Find an example of personification in *Eye of the Storm*. Be sure to point out how the text gives the qualities of a human to a nonliving object.

**ON THEIR OWN** Have students look for examples of personification in other selections in their Student Edition.

In the Selection Vocabulary Skill lesson, students are introduced to the Selection Vocabulary by reading a text. Students then use the weekly skill and strategy to understand the words. This week's skill is using word structure to determine the meanings of English words with roots from other languages. Students determine the meaning of the Selection Vocabulary through teacher modeling and guided practice. Finally, additional practice is available in the Reader's and Writer's Notebook.

On Day 2, you will introduce the main selection in the Text-Based Comprehension lesson. Introduce the genre of the text, and give students an opportunity to preview and predict what the story will be about. Set a purpose for reading and connect to the Question of the Week. Reinforce the use of the comprehension strategy with the Strategy Response Log suggestion in the margin of the lesson. Be sure to refer to the Reader and Task Suggestions chart. It provides you with techniques for mediating text complexity so all of the students in your class can access the main selection.

Today you will read the main selection for the first time. Use the Read for Understanding Routine for reading the selection multiple times. During the first read, you can use the Access Text notes in the arrow at the top of the page to help students clarify understanding of the text at a literal level. These questions ask students to apply the weekly target skills and reinforce selection vocabulary.

Follow the green arrows on the right page to indicate when to keep reading, and watch for the red stop sign indicating when you are done reading.



To wrap up the main selection, students check for understanding by reviewing predictions they made earlier. Based on the text, they either adjust their predictions or make new predictions.

Next, you will begin the second day of Research and Inquiry. On Day 2, you will teach students step two in the research process, which requires students to navigate and search. Teach students how to navigate and search information and apply it to the topic they are working on that week. Model the skill, provide guided practice, and finally, have students work on their own to gather relevant information on their questions.

Language Arts instruction continues with the Conventions lesson that reinforces the weekly grammar skill. In Spelling, students review the week’s pattern and have additional practice with the words.

During the Writing lesson on Day 2, you will remind students of the prompt and mode of writing. You will teach students about a writing trait that they can apply to their writing in response to the prompt. Students practice the skill in the Reader’s and Writer’s Notebook. In the mini-lesson, students are provided with a graphic organizer to organize their thoughts. Use the Quick Write for Fluency to have students practice the writing craft skill with a partner.

Wrap Up Your Day! by reviewing the content from today’s reading and check for comprehension from the selection. Preview what you will learn on Day 3 when you read more about a photographer who tracks storms.

**Day 3**

Begin Day 3 by expanding the concept and refocusing your students’ attention on the Question of the Week through a whole-class discussion. Continue to build oral language by talking about words and sentences from the Read Aloud.

Introduce new Amazing Words using the Robust Vocabulary Routine. Add new ideas to the concept map by asking students questions and having them think about the things they have been learning about.

Next, students will continue with the main selection in the Text-Based Comprehension lesson. If you chose to read the main selection in two parts, then use questions to check for understanding from the first part of the text. As you continue reading, use the Access Text and Close Reading notes to finish the text. If you followed the Read for Understanding Routine, you will return to the beginning and reread the entire text focusing on the Second Read: Close Reading notes. These questions help students read the text at an inferential level— analyzing, evaluating, and synthesizing the text to gain deeper meaning. Follow the arrow at the bottom of the pages for instruction. Choose the questions that best support your students in understanding the text.

**DAY 3**

**Access Text** *Read and Write*

**1st READ**

**Graphic Sources** Preview the pictures on pp. 416–417. Ask students if they think Wilman will have a chance to photograph the hurricane before it is gone and how the photos help them make a prediction.

**MODEL** I love how bending and twisting things like film strips and photos tell us about the author! (The wind is very strong, and the camera is hard.) This means Wilman had time to photograph the hurricane before it was gone.

**Close Reading**

**ANALYSIS - TEXT EVIDENCE**

What does the text evidence tell the reader about the storm from the photos of the hurricane? Use evidence from the text to support your answer. (The notes from the hurricane describe all of the other storms.)

**ON THEIR OWN** Have students explain how the photos support the text. (The photos help me visualize the storm's general winds. For additional practice, use Let's Practice #1 p. 154 on the Teacher Resources DVD-ROM.)

**Common Core State Standards**

**Connected to Social Studies**

**Science**

**Let's Practice #1**

**416-417** Patterns in Nature • Unit 3 • Week 4

After finishing the main selection, students answer questions about the text written on the Think Critically page in the student edition. The Look Back and Write question asks students to go back into the text to find evidence in order to answer the question. Use the scoring rubric to get a comprehension score. Use the Plan to Assess Retelling to have a group of students retell the selection to you each week. Students can use the retelling strip in the student edition or the Retelling Cards for the main selection. You will use the scoring rubric to gather information about their comprehension development.

**DAY 3**

**Think Critically**

**Meet the Author**

**Stephen Kramer**

**Common Core State Standards**

**Bring to Common Core**

**Close Reading**

**1. TEXT TO WORLD** Being a firefighter is dangerous. People do dangerous jobs because they feel they have to and have a sense of adventure.

**2. THINK LIKE AN AUTHOR** The author uses words that describe to sound like wind, loud, and he tells about its effects like glass breaking, garage opening, pipes creaking.

**3. CAUSE AND EFFECT** Storm chasers have to be ready at a moment's notice. They have to watch weather reports so they know how the storms are moving.

**4. PREDICT AND SET PURPOSE** The photos show readers the effects of the storm. They help readers see how storm chasers work and how dangerous the job is.

**5. LOOK BACK AND WRITE - TEXT EVIDENCE** To build writing fluency, allow 10–15 minutes.

**Scoring Rubric: Look Back and Write**

**TOP SCORE RESPONSE** A top score response uses details to describe what Wilman's photos tell us in a precise and why.

**Retell**

Have students work in pairs to retell the selection, using the retelling strip in the Student Edition or the Storm Story prompts. Monitor students' retellings.

**Scoring Rubric: Expository Retelling**

|                         | 4   | 3   | 2   | 1   |
|-------------------------|---|---|---|---|
| <b>Content</b>          | Provides a complete and accurate retelling of the text.       | Provides a complete and accurate retelling of the text.       | Provides a complete and accurate retelling of the text.       | Provides a complete and accurate retelling of the text.       |
| <b>Author's Purpose</b> | Identifies the author's purpose for writing the text.         | Identifies the author's purpose for writing the text.         | Identifies the author's purpose for writing the text.         | Identifies the author's purpose for writing the text.         |
| <b>Text</b>             | Uses specific details from the text to support the retelling. | Uses specific details from the text to support the retelling. | Uses specific details from the text to support the retelling. | Uses specific details from the text to support the retelling. |
| <b>Organization</b>     | Organizes the retelling in a clear and logical order.         | Organizes the retelling in a clear and logical order.         | Organizes the retelling in a clear and logical order.         | Organizes the retelling in a clear and logical order.         |
| <b>Fluency</b>          | Retells the text with a clear and confident voice.            | Retells the text with a clear and confident voice.            | Retells the text with a clear and confident voice.            | Retells the text with a clear and confident voice.            |

**MONITOR PROGRESS** Check Retelling

**MONITOR PROGRESS** Check Retelling

**Plan to Assess Retelling**

**Read Independently**

**416-417** Patterns in Nature • Unit 3 • Week 4

The Fluency lesson on Day 3 teaches students an accuracy or expression skill. Use the Reread for Fluency Routine so students can practice.

In the Research and Inquiry lesson on Day 3, you will teach students step three in the research process, which is analyzing information. Students analyze their findings from Day 2 and decide whether to change the focus on their original inquiry question or collect additional information.

In the Conventions lesson, students review what they learned this week and also connect their learning to oral language.

On Day 3 of Spelling, students work on the week’s spelling pattern with a focus on frequently misspelled words.

Today’s Writing lesson focuses on writer’s craft. Use the Writing Transparency to model the craft in a writing sample. Students practice using the craft in response to the prompt they have been drafting this week. Students can also use the Drafting Tips to guide themselves.

**Writing**

**Formal Letter**

**Mini-Lesson** **Writer's Craft: Parts of a Letter**

**Introduce** Explain to students that every formal letter has an organized pattern. All formal letters contain a salutation, or greeting, body paragraphs that provide the content of the letter, and a closing, which signifies the writer is finished with the letter. Display the Drafting Tips for students. Remind them that the focus of drafting is to get their ideas down in an organized way. Then display Writing Transparency 14A.

**Drafting Tips**

- ✓ Include a respectful salutation and closing.
- ✓ Make sure that the body of the letter is organized and thoughtful, and that it contains a formal tone.
- ✓ Don't worry about grammar and mechanics when drafting. You will concentrate on them when you proofread.

Writing Transparency 14A, TR DVD

Wrap up Day 3 by checking for content knowledge and text-based comprehension from the main selection. Preview Day 4 by telling students what they will learn and read about tomorrow.

**Day 4**

You will begin Day 4 with the Reinforce the Concept lesson and focusing students’ attention on the Questions of the Week. By rereading key sentences from the Read Aloud, students will build their oral language and content knowledge through Team Talk. Teach the remaining Amazing Words for the week and add new learning to the concept map.

**Build Oral Vocabulary**

**Amazing Words** **Robust Vocabulary Routine**

- 1. Introduce** Write the Amazing Word *meteorologists* on the board. Have students say it aloud with you. We learned that *meteorologists* try to predict what a hurricane is going to do. Have students determine a definition of *meteorologists*. (*Meteorologists* are scientists who study weather patterns and make forecasts, or predictions, about the weather.)
- 2. Demonstrate** Have students answer questions to demonstrate understanding. *How are meteorologists helpful to storm chasers?* (Storm chasers listen to weather forecasts made by *meteorologists*, and then they decide where to go to photograph a hurricane or other storm.)
- 3. Apply** Have students apply their understanding. *When might you find it helpful to listen to weather forecasts made by meteorologists?*
- 4. Display the Word** Run your hand under the chunks in *me-te-o-rol-o-gists* as you read the word. Have students say the word.

See p. OV4 to teach *estimate*.

Routines Flip Chart

**ADD TO THE CONCEPT MAP** Discuss the Amazing Words *severe* and *blizzard*. Add these and other concept-related words to the concept map. Use the following questions to develop students’ understanding of the concept. Add words generated in discussion to the concept map.

- Warren’s job is to photograph hurricanes and other kinds of severe storms. What are some characteristics of these storms?
- A blizzard is a powerful storm with strong winds and snow. What challenges would Warren Faldley face if he tried to take pictures in a blizzard?

**Amazing Words**

|               |                       |
|---------------|-----------------------|
| tornado       | hurricane             |
| shelter       | severe                |
| ditch         | blizzard              |
| unpredictable | <b>meteorologists</b> |
| powerful      | <b>estimate</b>       |

During Read and Comprehend on Day 4, you will apply comprehension skills and the concept for the week to science or social studies. The Genre lesson helps students focus on the features of text while reading the paired selection. The Access Text notes apply the weekly target skills and genre study. Students read closely to connect the paired selection to the main selection and weekly concept.

**Access Text**

**TEACH 21st Century Skills: Web Sites** Have students preview "Severe Weather Safety" on pp. 424–427. Have them look at the structure of the Web site and ask: **How can Natalia find information about a specific type of severe weather safety?** (skim the contents on the home page and click on a link for the topic she's looking for)

**Corrective feedback** If... students are unable to explain how to find information on a Web site, **then...** use the model to guide students in navigating Web sites and links.

Students will continue to develop their fluency, vocabulary, and media literacy skills. The Day 4 Fluency lesson uses the Fluency Activity as an assessment tool. In the vocabulary section, the teacher continues to teach the weekly skill and provide examples and practice. In Media Literacy, students learn about a type of media and develop their listening and speaking skills.

In the Research and Inquiry lesson, students learn how to synthesize information in step four of the research process. They will evaluate the information they gathered during research and write a report about the results.

During the Day 4 Writing mini-lesson, students learn a revising strategy. You will model the strategy using the Writing Transparency and provide students with tips for revising. Students engage in peer conferencing to revise each other's weekly writing assignments.

Wrap up Day 4 by reviewing the skills and content taught today, and preview Day 5 by reminding students what they learned today and how they will apply it in Day 5.

**Day 5**

Begin Day 5 by reviewing the concept you have been studying that week by looking back at the reading selections to find examples that best demonstrate the concept.

**DAY 5 at a Glance**

**Content Knowledge**

- Text-Based Comprehension
- Review Cause and Effect
- Vocabulary Skill
- Review Affix Words
- Word Analysis
- Review Latin Roots
- Literary Terms
- Review Personification
- Assessment
- Fluency
- Comprehension
- Research and Inquiry
- Communicate
- Spelling
- Compound Words
- Conventions
- Past, Present, and Future Tenses
- Writing
- Formal Letter

**Materials**

- Student Edition
- Weekly Test
- Reader's and Writer's Notebook

**Builds to Common Core**

**INTERMEDIATE OR ADVANCED TESTS**

This week, students have integrated content presented in diverse media and analyzed how different media address similar topics. They have developed knowledge about weather patterns to expand the unit topic of Patterns in Nature.

**Social Studies Knowledge Goals**

Students have learned that storms:

- affect people, animals, and other things
- have different qualities
- require preparation and safety

**Weather Patterns**

**REVIEW THE CONCEPT** Have students look back at the reading selections to find examples that best demonstrate the effects of storms.

**Build Oral Language**

**REVIEW AMAZING WORDS** Display and review this week's concept map. Remind students that this week they have learned ten Amazing Words related to weather patterns. Have students use the Amazing Words and the concept map to answer the Question of the Week. How do weather patterns affect our lives? Be sure their answers include appropriate detail.

**How weather patterns affect our lives**

|               |          |                    |               |             |
|---------------|----------|--------------------|---------------|-------------|
| Storms        | Cleanup  | Forecasting storms | Hurricanes    | Dangers     |
| thunderstorms | broken   | meteorologists     | high winds    | shatter     |
| hurricanes    | torn     | unpredictable      | powerful      | abate       |
| blizzards     | windage  | estimate           | severe        | shatter     |
| tornadoes     | littered | maps               | unpredictable | destruction |

429 Patterns in Nature • Unit 5 • Week 4

Review the Amazing Words and concept map you have created throughout the week to answer the Question of the Week. You can use the example of the completed concept map shown on Day 5 in your Teacher's Edition to help you create the concept map used for Days 1–4.

On Day 5 you will connect what students learned throughout the week to create Amazing Ideas. Students work with a partner to discuss how the Question of the Week connects to the question for the unit, using the concept map to form Amazing Ideas. Prompt students to share their amazing ideas with the class. Finally, have students write about their Amazing Idea.

You will also check Oral Vocabulary. This is your opportunity to assess students' understanding of the Amazing Words you taught that week.

During Text-Based Comprehension, you will review the skill from the week and have them revisit text to practice it. Next, review the Vocabulary Skill and Word Analysis and provide additional guidance and practice of the skills and words. Review Literary Terms by rereading parts of the main selection to look for examples of the term. You also have the opportunity to assess the skills you have been progress monitoring that week.

Students learn to communicate in step five of the research process during Research and Inquiry. They share findings from their research with the class to practice communication skills.

There is a final lesson to review the conventions skill. An optional assessment can be found in the Let's Practice It! section of the Teacher Resource DVD.

Today's Writing mini-lesson teaches how to proofread using a sample on the Writing Transparency. Display the Proofreading Tips for students. Students present a final draft of their writing for that week and evaluate their work using the Writing Self-Evaluation Guide.

Finally, Wrap Up Your Week by reviewing the concept students learned in the different texts they read. Students engage in Team Talk to discuss their Amazing Ideas and use them to answer the Question of the Week. Also, preview next week's concept and Question of the week. If appropriate, you can also use the English language learners' (ELLs') poster and selection summary from the ELL handbook to prepare students for the next week on Reading Street.

## Wrap Up Your Week!

### Weather Patterns

How do weather patterns affect our lives?

**Think Aloud** In *Eye of the Storm* and "Severe Weather Safety," we learned about dangerous weather and the importance of safety during storms.

**Team Talk** Have students recall their Amazing Ideas about patterns in nature and use these ideas to help them demonstrate their understanding of the Question of the Week.

### Next Week's Concept

#### Changes in Nature

What causes changes in nature?

**ELL**

**Poster Preview** Prepare students for next week by using Week 5 ELL Poster 15. Read the Talk-Through to introduce the concept and vocabulary. Ask students to identify and describe actions in the art.

**Selection Summary** Send home the summary of next week's selection, *Paul Bunyan*, in English and in students' home languages, if available in the *ELL Handbook*. They can read the summary with family members.

What causes changes in nature? Tell students that next week they will read a tall tale about changes in nature.

**Preview Next Week**

## Small Group Time

Small group instruction on Reading Street links to the daily core lessons and reinforces the important aspects of the Common Core State Standards.

UNIT 3 • WEEK 4
Small Group Time
UNIT 3 • WEEK 4

### Access for All

What do I do in group time?  
It's as easy as 1-2-3!

1  
TEACHER-LED SMALL GROUPS

2  
INDEPENDENT PRACTICE STATIONS

3  
INDEPENDENT READING

**Small Group Time**

**BRIDGE TO COMMON CORE**

**SKILL DEVELOPMENT**

- Classify and Effect
- Predict and Set Purpose
- Read Words

**DEEP UNDERSTANDING**

**This Week's Knowledge Goals**

Students will understand that storms:

- affect people, animals, and other things
- have different qualities
- require preparation and safety

**1 Small Group Lesson Plan**

|   | DAY 1   | DAY 2  | DAY 3   | DAY 4   | DAY 5  |
|---|---|--|---|---|--|
| <b>On-Level</b><br>(p. SGM5-SGM4)               | Differentiate Vocabulary<br>Build Word Knowledge: Practice Amazing Words<br>Test-Based Comprehension: Read "Severe Weather Safety" (pp. 38-39) or Levelled Reader | Differentiate Comprehension<br>Build Word Knowledge: Practice Selection Vocabulary<br>Answer Text: Read Eye of the Storm | Differentiate Close Reading<br>Read to Develop Vocabulary: Close Reading: Read Eye of the Storm             | Differentiate Vocabulary<br>Build Word Knowledge: Develop Links-Using Amazing Words<br>Test-Based Comprehension: Read "Severe Weather Safety" | Differentiate Reading<br>Practice Web Texts: Test-Based Comprehension: Read "Severe Weather Safety" (pp. 38-39) or Levelled Reader |
| <b>Strategic Intervention</b><br>(p. SGM5-SGM4) | Build Word Knowledge: Practice Amazing Words<br>Test-Based Comprehension: Read "Severe Weather Safety" (pp. 38-39) or Levelled Reader                             | Build Word Knowledge: Practice Selection Vocabulary<br>Answer Text: Read Eye of the Storm                                | Read to Develop Vocabulary: Close Reading: Read Eye of the Storm  | Build Word Knowledge: Link Amazing Words and Selection Vocabulary<br>Test-Based Comprehension: Read "Severe Weather Safety"                   | Review Web Texts: Test-Based Comprehension: Read "Severe Weather Safety" (pp. 38-39) or Levelled Reader                            |
| <b>Advanced</b><br>(p. SGM5-SGM4)               | Build Word Knowledge: Practice Amazing Words<br>Test-Based Comprehension: Read "Severe Weather Safety" (pp. 38-39) or Levelled Reader                             | Build Word Knowledge: Practice Selection Vocabulary<br>Answer Text: Read Eye of the Storm                                | Read to Extend Vocabulary: Close Reading: Read Eye of the Storm   | Build Word Knowledge: Link Amazing Words and Selection Vocabulary<br>Test-Based Comprehension: Read "Severe Weather Safety"                   | Extend Web Texts: Test-Based Comprehension: Read "Severe Weather Safety" (pp. 38-39) or Levelled Reader                            |
| <b>Independent Inquiry Project</b>              | Identify Questions  | Investigate  | Investigate   | Organize  | Communicate  |
| <b>ELL</b>                                      | Identify Questions<br>Read, use the activities on p. SGM5-SGM4 in the Teacher Resources section on SuccessMaker   | Comprehension Skill<br>Read, use the activities on p. SGM5-SGM4 in the Teacher Resources section on SuccessMaker         | Main Selection<br>Read, use the activities on p. SGM5-SGM4 in the Teacher Resources section on SuccessMaker | Answering Words<br>Read, use the activities on p. SGM5-SGM4 in the ELL Handbook   | Comprehension and Writing<br>Read, use the activities on p. SGM5-SGM4 in the Teacher Resources section on SuccessMaker             |

**Build Text-Based Comprehension**



*Eye of the Storm*

**Optional Levelled Readers**



**Reading Street Sleuth**

Reading Street Sleuth is a platform that provides access to grade-level text for all students.

- Provides on Friday classes in text through close reading
- Builds capacity for complex text

You will follow three steps to connect teacher-led small groups, practice, and independent reading.

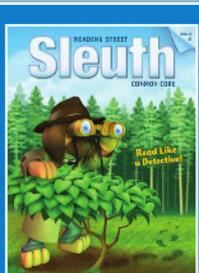
The Small Group lesson plan provides instruction for three levels: on level, strategic intervention, and advanced. You will use a two-step lesson plan. First, Build Word Knowledge, and then Read to practice text-based comprehension.

| 1 Small Group Lesson Plan   |   | DAY 1                    |
|---|---|--------------------------|
|   |   | Differentiate Vocabulary |
| <b>OL</b> On-Level<br>pp. SG•60-SG•64                                   | <b>Build Word Knowledge</b><br>Practice Amazing Words<br><b>Text-Based Comprehension</b><br>Read <i>Reading Street Sleuth</i> , pp. 38-39<br>or Leveled Readers |                          |
| <b>SI</b> Strategic Intervention<br>pp. SG•65-SG•69                     | <b>Build Word Knowledge</b><br>Re-teach Amazing Words<br><b>Text-Based Comprehension</b><br>Read <i>Reading Street Sleuth</i> , pp. 38-39<br>or Leveled Readers |                          |
| <b>A</b> Advanced<br>pp. SG•60-SG•64                                    | <b>Build Word Knowledge</b><br>Extend Amazing Words<br><b>Text-Based Comprehension</b><br>Read <i>Reading Street Sleuth</i> , pp. 38-39<br>or Leveled Readers   |                          |
| Independent Inquiry Project   | Identify Questions  |                          |
| <b>ELL</b><br>If... students need more scaffolding and practice with... | Vocabulary, then... use the activities on pp. DI•92-DI•93 in the Teacher Resources section on SuccessNet.   |                          |

During Build Word Knowledge you will practice Amazing Words, selection vocabulary, and words that practice conventions.

During the Read part of the small group, students reread the main selection or read a text from Reading Street Sleuth. On-level readers provide practice with applying the weekly target skills and vocabulary while extending students' understanding of the weekly concept. Strategic intervention readers review and practice weekly target skills with greater teacher scaffolding. Advanced readers extend their knowledge of weekly target skills and concepts with the option of above grade-level readers. Advanced readers also have the opportunity to investigate topics related to the weekly concepts with an Inquiry project. The ELL and ELD readers provide learners with picture cues, labels, and background on the weekly concept.

**Small Group Time UNIT 3 • WEEK 4**



**Reading Street Sleuth**

- Provides access to grade-level text for all students.
- Focuses on finding clues in text through close reading.
- Builds capacity for complex text.

**Build Text-Based Comprehension** 



*Eye of the Storm*

**Optional Leveled Readers**

 Concept Literacy

 Below-Level

 On-Level

 Advanced

 ELL

 ELD

Throughout the small group time section there are tips to support ELL instruction. Many of these routines are found in the ELL Handbook.

The Reading Street Sleuth provides weekly, short, high-interest selections written at a level that stretches students beyond their grade-level text complexity band as defined by the Common Core State Standards. Students read like detectives by gathering evidence, making a case, and asking questions. All students read the same selection, and the lesson plans scaffold and mediate the text for different levels.

You can use the Independent Stations for students to practice the skills from the previous week while you are teaching small groups. The starred stations provide a recommendation of activities to use if time is limited.

3

## Independent Reading

Students should select appropriate complex texts to read and write about independently every day before, during, and after school.

Suggestions for this week's independent reading:

- Informational texts on last week's topic: Patterns of Day and Night
- Nonfiction selections about nature
- A nonfiction book by a favorite author

---

**BOOK TALK** Have partners discuss their independent reading for the week. Tell them to refer to their Reading Logs and paraphrase what each selection was about. Then have students focus on discussing one or more of the following:

**Key Ideas and Details**

- What is the main idea of the text? List details that support it.
- Summarize the events in the text.

**Craft and Structure**

- How is the information in the text organized?
- List the text features.

**Integration of Ideas**

- Does the author support any claims or opinions?
- Compare this book to others you have read.

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**Pearson eText**

- Student Edition
- Leveled Readers

**Trade Book Library**

**School or Classroom Library**

Independent Reading suggestions help you guide your students to select appropriately complex texts to read on their own. Book talk activities provide you with discussion starters, comprehension questions, and partner activities that students can take part in during independent reading. You can find more information about the importance of book talks and how to manage them in *Common Core 101*.

Tailor instruction of the weekly concept, target skills, and vocabulary to your students' needs and your time frame. Use the Small Group Time: Access for All pages in your Teacher's Edition to support you as you plan for teaching small groups.

## Review

This guide explained how Reading Street builds student knowledge with literature and informational text that develops vocabulary, understanding, and most importantly, a love of reading.