

Tutorial Guide: Reading Street: Before You Begin

Program Description

Reading Street is a Pre-K through Grade 6 reading program designed to help teachers build readers by using engaging literature, research-based instruction, and a wealth of teaching tools.

Program Philosophy

Reading Street provides unique support for the teacher through

- direct and explicit instruction for each grade level;
- a step-by-step instructional plan;
- an assessment plan to ensure adequate yearly progress;
- customized instruction by strand; and
- differentiated instructional plans for struggling readers, advanced readers, and English Language Learners.

Three-Tier Model

Reading Street follows the Response to Intervention model (RTI). The goal of this three-tier model of reading instruction is to meet the instructional needs of all students. Reading Street meets this goal by providing a process that monitors student progress throughout the year. Through continuous progress monitoring, struggling readers are identified early and interventions are put in place to prevent them from falling behind.

Tier I

Tier I is the core classroom instruction for all students. In Reading Street, the On-Level or Advanced instruction addresses the five core areas of reading instruction:

- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Tier II

Tier II is supplemental small-group instruction for Strategic Intervention students. It is designed to prevent struggling readers from falling behind. Daily instruction supports and enhances core classroom instruction by reteaching core concepts and providing additional teacher modeling, more scaffolding, and multiple opportunities for practice. More time is spent on task with these students because children in this tier benefit from an additional thirty minutes per day of small-group instruction.

Tier III

Tier III instruction consists of an intensive intervention program called My Sidewalks that parallels Reading Street in concepts and vocabulary. The instruction in My Sidewalks moves at a slower pace. To find out more about My Sidewalks, just look for the tutorials on this Web site.

Program Organization

Reading Street uses unique instructional resources that remain consistent across the program.

Student progress is assessed through monitoring success predictors, and student needs are addressed through fully developed, daily differentiated lesson plans. In addition, each lesson connects to a central unit concept. This concept is developed through weekly and daily focus questions. Each selection in the unit theme connects and expands the concept to help students build a deeper understanding of that concept.

Pre-K

At the pre-kindergarten level with Reading Street, students are provided developmentally appropriate, multimodal/multisensory experiences through songs, rhymes, stories, and manipulatives. The instructional emphasis is on speaking and listening skills to help students foster good oral language development.

Kindergarten

In kindergarten, teachers take students through the next developmental steps in the five core areas of reading instruction.

The first four weeks address Stages 1 and 2 of phonological awareness by teaching the students letter recognition. These skills are prerequisites for Stage 3: phonemic awareness and phonics.

In kindergarten, there is also a focus on dialogic reading, where students build oral vocabulary through routines around Amazing Words, which are pulled out of the literature they read.

Specific tutorials that provide information on teaching Reading Street for kindergarten are available on this Web site.

Primary Grades

In the primary grades, students build oral language and connections. Use the visuals in the program to activate prior knowledge, build background, and build language for the week's readings. The primary grades also have a section in the Student Edition called Oral Vocabulary. This tool, which is built into the weekly lesson, gets children ready to read and understand the story. As the strong visual images generate discussion and conversation, children begin to use their Amazing Words to describe what they see.

Specific tutorials that provide information on teaching Reading Street for the primary grades are available on this Web site.

Intermediate Grades

In the intermediate grades, teachers use a variety of instructional strategies to teach concepts. Students will listen to the reading selections, complete additional reading, and apply their learning through writing practice.

Concept vocabulary words are taught through the use of Read Alouds. Help students connect these words to other vocabulary words that relate to the unit and weekly concepts through mapping activities and discussion.

Specific tutorials that provide information on teaching Reading Street for the intermediate grades are available on this Web site.

Sustained Concept Development

Reading Street provides the right balance between fiction and nonfiction for all grades. Students are gradually introduced to more nonfiction as they learn to process informational text.

Language Acquisition/Concept Development

Reading Street is organized to promote language acquisition and concept development. Each selection connects to a big idea or concept. Each text supports the next. The language and vocabulary in the texts is connected, which helps students build appropriate knowledge and helps them read for meaning.

Every section in Reading Street emphasizes a science or social studies concept. The reading selections not only build students' reading skills, but they help them meet content-area standards as well.

Review

This tutorial discussed the philosophy and organization of the Reading Street program, including the following:

- How this program follows the three-tier RTI model as a comprehensive core reading program
- How the organization of Reading Street promotes language acquisition and concept development from Pre-K through Grade 6

To learn more, please look for other Reading Street tutorials on this Web site.