



Consortium on Reading Excellence®

*Your Implementation Expert
for Literacy Achievement*

Program Resource Packet



Scott Foresman Reading Street
2007 and 2008

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Version 2.0

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CORE Mission

CORE serves as a trusted advisor at all levels of K–12 education, working collaboratively with educators to support literacy achievement growth for all students.

Our literacy implementation support services and products help our customers build their own capacity for effective instruction by laying a foundation of research-based knowledge, supporting the use of proven tools, and developing literacy leadership.

As an organization committed to integrity, excellence, and service, we believe that with informed school and district leaders, expert teaching, and well-implemented programs, all students can become proficient readers and writers.

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Introduction

Elementary schools are working hard to implement new reading programs. The textbook publishers have done a wonderful job developing research-based materials to support effective reading instruction. However, implementing these programs can be a daunting task. This packet contains resources aligned to your program that can be used by administrators, coaches, and classroom teachers to assist with this implementation. Inside this packet you will find the following implementation tools:

- 10-minute General Implementation Checklist to help administrators and coaches quickly gauge instructional needs. This form may also be used by classroom teachers.
- Specific grade-by-grade checklists for implementation support and more detailed classroom observation.
- Assessment and Pacing Guides to be used by administrators, coaches, and teachers to develop a school assessment plan using the program assessment resources and to lay out a pacing calendar to align instruction and testing.
- Sample 90-minute reading block schedules to help you plan your instructional organization and time.
- A small-group instruction planner to be used by all staff to assist in effective program implementation.

We hope you will find these resources useful as you implement your reading program.

In addition to these resources CORE provides site implementation support to assist you to effectively use your program. We provide classroom demonstration lessons, observation and feedback, and grade-by-grade work sessions to ensure teachers develop program expertise. CORE also offers a Reading Leader Institute and Reading Coach Institute for principals and coaches to support systemwide implementation of an effective reading program.

Scott Foresman General Implementation Checklist 10-Minute Form

Teacher _____ Date _____
 Observer _____

Observer should have the appropriate Scott Foresman Reading Street Teacher’s Edition opened to the lesson being viewed.

Grade _____	Unit _____	Week _____	Day _____	Time _____
<i>Check Parts Observed</i>	<i>Page(s) Reference</i>			
Whole Group				
<input type="checkbox"/> Oral Language	_____			
<input type="checkbox"/> Word Work	_____			
<input type="checkbox"/> Reading	_____			
<input type="checkbox"/> Language Arts	_____			
Small Group “Differentiated Instruction” Lesson				
<input type="checkbox"/> Advanced (“Independent” Kindergarten)	_____			
<input type="checkbox"/> On Level	_____			
<input type="checkbox"/> Strategic Intervention (“Emergent” Kindergarten)	_____			

Classroom Environment

- Students are seated so that every student can easily see instruction.
- A variety of seating arrangements is evident: carpet, desks, tables.
- A variety of center options are evident for individual work:
 - Listening Center
 - Writing Materials
 - Leveled Library
 - Word Work Center
 - Art Materials
 - Science Center
 - Math Station
 - Reading Area
 - Technology Center

(continued)

Scott Foresman Teaching Materials K–2

- There is evidence that Scott Foresman *Reading Street* materials are being used, e.g., Teacher’s Editions, Student Editions, Practice Books, Phonics Readers (2–3).
- Alphabet Cards and/or Alphabet Chart are displayed where visible and easy to use (K).
- Phonics Songs and Rhymes Flip Chart is displayed near whole group instructional area (K–2).
- Alphabet Bear Puppet, Pocket Chart or Easel Stand, Animal ABC’s Big Book, and letter/picture cards are in place at whole group instructional area (K).
- Word Wall with previously taught high-frequency words is displayed where visible and easy to use (K–2).
- Sound/Spelling Cards are displayed where visible and easy to use (1–2)
- Centers Survival Kit

Scott Foresman Teaching Materials 3–6

- There is evidence that Scott Foresman *Reading Street* materials are being used, e.g., Teacher’s Editions, Leveled Readers, Phonics Readers (2–3), Student Editions, Instructional Transparencies, Strategy Posters, Practice Books.

Differentiated Work Routines

- Small group teaching area/table is arranged to allow teacher visibility of independent workers during small group instruction.
- Small group teaching area is well-organized with differentiated groupings/materials in evidence (i.e., decodable readers, leveled readers).
- Small group time is a scheduled part of every day.
- The teacher is working with different small groups to review, preteach, and assess, or is providing focused support for students at risk, ELL students, special education students, or advanced learners.

General Teacher Behaviors

- Instruction is focused on the lesson in the Teacher’s Edition.
- Pacing is appropriate for the time of year and lesson being taught.
- Direct, explicit instruction from the teacher is evident.
- Teacher moves around the room and watches for struggling students.
- Teacher elicits active participation from students when appropriate.
- Whole group responses are encouraged and classroom signals are used when appropriate.
- Teacher provides positive and/or corrective feedback to students as necessary.

Scott Foresman Implementation Checklist Kindergarten, Units 1.5–6

Teacher _____ Date _____

Observer _____

Observer should have the Reading Street Teacher's Edition opened to lesson being viewed.

Unit _____	Week _____	Day _____	Time _____
Check Parts Observed	Page(s) Reference		
Whole Group			
<input type="checkbox"/> Oral Language/Vocabulary	_____		
<input type="checkbox"/> Reading	_____		
<input type="checkbox"/> Word Work	_____		
<input type="checkbox"/> Language Arts	_____		
Small Group "Differentiated Instruction" Lesson			
<input type="checkbox"/> Independent	_____		
<input type="checkbox"/> On Level	_____		
<input type="checkbox"/> Emergent	_____		

Environmental and General Behaviors Use This Section with All Units	+ = In Evidence - = Not Evidenced
Classroom Environment	
The placement of desks, tables, and instructional materials (overhead projector, white board, easel, pocket chart) are conducive to students attending and focusing on direct instruction.	
Audio player is available for students to listen to audiotapes.	
Computer(s) are available for students to use CD-ROMs (optional).	
Classroom library of student literature for reading at individual levels is present.	
Student Center materials and supplies are well-organized, labeled, and available.	
Alphabet Cards, Chart, Animal Alphabet Big Book, Puppet and other Kindergarten Reading Street materials are displayed.	
Small group instructional area is well organized and shows evidence of differentiated instruction (groups posted, tubs/folders for each group contain leveled resources and teaching supplies such as emergent readers, letter tiles, magnetic word work mats, and alphabet cards).	

Teacher Behaviors	
Instruction is focused on the lesson in the Teacher’s Edition.	
Pacing is appropriate for the time of year and lesson being taught.	
Direct, explicit instruction from the teacher is evident.	
Teacher moves around the room and watches for struggling students.	
Teacher elicits active participation from students when appropriate.	
Whole group responses are encouraged and classroom signals are used when appropriate.	
Teacher provides positive and/or corrective feedback to students as necessary. Monitor Progress tools are used throughout lesson (as written in TE).	

Scott Foresman Lesson Planner

Kindergarten Units, 1.5–6

Theme Launch	
One lesson to launch each theme prior to Daily Instruction	
Discuss the Big Ideas Theme Questions are discussed and explained	
Read Aloud Trade book is read aloud and discussed using TE questions	
Unit Inquiry Project is introduced (This activity will vary from classroom to classroom)	

Although the activities below will likely occur in the sequence shown, observer should ascertain the teacher's planned sequence of activities prior to the observation.

Instructional Routines		+ = In Evidence – = Not Evidenced
Kindergarten Day 1		
Oral Language		
Calendar and Message Board	Teacher uses calendar as a visual and asks students to state the day of week, month, and year together. Teacher writes and reads the Question of the Week, modeling one-to-one correspondence. Students are encouraged to respond in complete sentences.	
Build Background <i>Let's Talk</i> <i>Let's Listen</i> <i>Let's Sing</i>	The Talk With Me and Sing With Me Charts (with CD) are used to build concepts and oral vocabulary through talking, listening, and singing.	
Amazing Words	The Amazing Words for the week are introduced.	
Shared Reading		
Comprehension	Teacher uses “Options Before Reading” to activate prior knowledge, build oral language and develop story concepts. The comprehension skill of the week is introduced. Teacher models reading strategies and the Big Book is read aloud for enjoyment. Students respond to the literature.	
Word Work		
Phonemic Awareness	Teacher models beep and guides students through targeted phoneme listening and manipulating tasks using picture cards or Phonics Songs and Rhymes Chart (with CD).	

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Phonics	<p>Sounds are connected to letters using Alphabet Cards, Key Board Chart, or Big Book.</p> <p>Letters are blended to read words.</p> <p>Teacher will use easel/chart paper or board to write targeted words visibly for students.</p> <p>Teacher provides modeling and practice in the new high-frequency words. Word Cards are then added to Word Wall.</p>	
Reading	In small groups, students are led to read the identified reader for their level: Decodable Reader, Listen to Me Reader, or Independent Leveled Reader.	
Handwriting	Teacher models letter formation and guides students to practice letter writing.	
Language Arts		
Daily Fix It	Session to be opened with daily editing work.	
Shared Writing and Let's Write	Teacher follows Shared Writing Routine followed by student practice and application.	
Speaking and Listening	Skills are introduced, modeled, and practiced.	

Kindergarten Day 2

Oral Language		
Calendar and Message Board	Teacher uses calendar as a visual and asks students to state the day of week, month, and year together. Teacher writes and reads the Question of the Day, modeling one-to-one correspondence. Students are encouraged to respond in complete sentences.	
Build Background <i>Let's Talk</i> <i>Let's Sing</i> <i>Let's Learn</i> <i>Amazing Words</i>	<p>The Talk With Me and Sing With Me Charts (with CD) are used to generate conversation around specified questions.</p> <p>Selected Amazing Words are introduced, defined, and/or demonstrated by the teacher, and reviewed and applied in oral language by students.</p>	
Shared Reading		
Comprehension	Teacher engages students in dialogue throughout story and guides students to apply comprehension skill as the Day 1 Big Book is reread.	
Word Work		
Phonemic Awareness	Teacher models for and guides students through targeted phoneme listening and manipulating tasks using picture cards or Phonics Songs and Rhymes Chart (with CD).	

Phonics	Sounds are connected to letters using Alphabet Cards, Key Board Chart, or Big Book. Letters are blended to read words. Teacher will use easel/chart paper or board to write targeted words visibly for students. Previously introduced high-frequency words are reviewed to prepare students for reading.	
Reading	In small groups, students are led to read the identified reader for their level: Decodable Reader, Listen to Me Reader, or Independent Leveled Reader.	
Language Arts		
Daily Fix It	Session to be opened with daily editing work.	
Modeled Writing	Teacher follows Modeled Writing Routine followed by student practice and application.	
Speaking and Listening	Let's Review Amazing Words Routine (using Talk with Me Chart) to review previously taught words.	

Kindergarten Day 3		
Oral Language		
Calendar and Message Board	Teacher uses calendar as a visual and asks students to state the day of week, month, and year together. Teacher writes and reads the Question of the Day, modeling one-to-one correspondence. Students are encouraged to respond in complete sentences.	
Build Background <i>Let's Talk</i> <i>Let's Sing</i> <i>Let's Learn</i> <i>Amazing Words</i>	The Talk With Me and Sing With Me Charts (with CD) are used to generate conversation around specified questions. Selected Amazing Words are introduced, defined, and/or demonstrated by the teacher, and reviewed and applied in oral language by students.	
Shared Reading		
Comprehension	Reread Big Book, developing oral vocabulary by naming objects and actions. Review comprehension skill.	
Word Work		
Phonemic Awareness	Teacher models for and guides students through targeted phoneme listening and manipulating tasks using picture cards or Phonics Songs and Rhymes Chart (with CD).	
Phonics	Sounds are connected to letters using Alphabet Cards, Key Board Chart, or Big Book. Letters are blended to read words. Teacher will use easel/chart paper or board to write targeted words visibly for students. High-frequency words are practiced on the board.	
Reading	In small groups, students are led to read the identified reader for their level: Decodable Reader, Listen to Me Reader, or Independent Leveled Reader.	

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Language Arts		
Daily Fix It	Session to be opened with daily editing work.	
Modeled Writing	Teacher follows Modeled Writing Routine followed by student practice and application.	
Speaking and Listening	Skills are introduced, modeled, and practiced.	

Kindergarten Day 4		
Oral Language		
Calendar and Message Board	Teacher uses calendar as a visual and asks students to state the day of week, month, and year together. Teacher writes and reads the Question of the Day, modeling one-to-one correspondence. Students are encouraged to respond in complete sentences.	
Build Background <i>Let's Talk</i> <i>Let's Sing</i> <i>Let's Learn</i> <i>Amazing Words</i>	The Talk With Me and Sing With Me Charts (with CD) are used to generate conversation around specified questions. Selected Amazing Words are introduced, defined, and/or demonstrated by the teacher, and reviewed and applied in oral language by students.	
Shared Reading		
Comprehension	Read 2nd Story of Week Apply comprehension skill to new story.	
Word Work		
Phonemic Awareness	Teacher models for and guides students through targeted phoneme listening and manipulating tasks using picture cards or Phonics Songs and Rhymes Chart (with CD).	
Phonics	Sounds are connected to letters using Alphabet Cards, Key Board Chart, or Big Book. Letters are blended to read words. Teacher will use easel/chart paper or board to write targeted words visibly for students. High-frequency words are practiced on the board.	
Reading	In small groups, students are led to read the identified reader for their level: Decodable Reader, Listen to Me Reader, or Independent Leveled Reader.	
Language Arts		
Daily Fix It	Session to be opened with daily editing work.	
Interactive Writing	Teacher follows Interactive Writing Routine followed by student practice and application.	
Speaking and Listening	Skills are introduced, modeled, and practiced.	

Kindergarten Day 5		
Oral Language		
Calendar and Message Board	Teacher uses calendar as a visual and asks students to state the day of week, month, and year together. Teacher refers back to the Question of the Week and asks students to use the vocabulary they've learned this week to generate discussion surrounding the topic.	
Build Background <i>Let's Talk</i> <i>Let's Sing</i> <i>Check Oral Vocabulary</i>	Students revisit the Talk and Sing Charts, this time acting out scenarios. Teacher monitors student oral vocabulary progress.	
Shared Reading		
Comprehension	Read Aloud Anthology Use story to assess target comprehension skill.	
Word Work		
Phonemic Awareness	Teacher models for and guides students through targeted phoneme listening and manipulating tasks using picture cards or Phonics Songs and Rhymes Chart (with CD).	
Phonics	Sounds are connected to letters using Alphabet Cards, Key Board Chart, or Big Book. Letters are blended to read words. Teacher will use easel/chart paper or board to write targeted words visibly for students. High-frequency words are practiced on the board. Students apply phonics in familiar text (leveled text) rereading.	
Reading	Students are assessed using Progress Monitoring Assessments in TE.	
Language Arts		
Daily Fix It	Session to be opened with daily editing work.	
Shared Writing	Teacher follows Shared Writing Routine followed by student practice and application.	
Speaking and Listening	Skills are introduced, modeled, and practiced.	

Scott Foresman Implementation Checklist Grade 1

Teacher _____ Date _____
 Observer _____

Observer should have the Reading Street Teacher's Edition opened to lesson being viewed.

Unit _____	Week _____	Day _____	Time _____
Check Parts Observed	Page(s) Reference		
Whole Group			
<input type="checkbox"/> Oral Language	_____		
<input type="checkbox"/> Word Work	_____		
<input type="checkbox"/> Reading	_____		
<input type="checkbox"/> Language Arts	_____		
Small Group "Differentiated Instruction" Lesson			
<input type="checkbox"/> Advanced	_____		
<input type="checkbox"/> On Level	_____		
<input type="checkbox"/> Strategic Intervention (SI)	_____		

Environmental and General Behaviors Use This Section with All Units	+ = In Evidence - = Not Evidenced
Classroom Environment	
The placement of desks, tables, and instructional materials (overhead projector, white board, easel, pocket chart) are conducive to students attending and focusing on direct instruction.	
Audio player is available for students to listen to audiotapes and CDs.	
Computer(s) are available for students to use CD-ROMs (optional).	
Classroom library of student literature for reading at individual levels is present and clearly labeled.	
Student Center or independent work materials and supplies are well-organized, labeled, and available.	
Phonics Songs and Rhymes Flip Chart is displayed near whole group instructional area.	
Word Wall with previously taught high-frequency words is displayed where visible and easy to use.	
Sound Spelling Cards are displayed where visible and easy to use.	

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Small group instructional area is well organized and shows evidence of differentiated instruction (groups posted, tubs/folders for each group contain leveled resources and teaching supplies such as emergent readers, letter tiles, magnetic word work mats, and alphabet cards).	
Teacher Behaviors	
Instruction is focused on the lesson in the Teacher’s Edition.	
Pacing is appropriate for the time of year and lesson being taught.	
Direct, explicit instruction from the teacher is evident.	
Teacher moves around the room and watches for struggling students.	
Teacher elicits active participation from students when appropriate.	
Whole group responses are encouraged and classroom signals are used when appropriate.	
Teacher provides positive and/or corrective feedback to students as necessary and uses Monitor Progress tools in TE as appropriate.	

Scott Foresman Lesson Planner

Grade 1

Theme Launch	
One lesson to launch each theme prior to Daily Instruction	
Discuss the Big Ideas Theme Questions are discussed and explained	
Read Aloud Trade book is read aloud and discussed using TE questions	
Unit Inquiry Project is introduced (This activity will vary from classroom to classroom)	

Although the activities below will likely occur in the sequence shown, observer should ascertain the teacher's planned sequence of activities prior to the observation.

Instructional Routines		+ = In Evidence – = Not Evidenced
Grade 1 Day 1		
Oral Language		
Morning Warm-up	Teacher writes and reads the Question of the Week on the Morning Warm-up board and discusses the question. Key concepts are connected to the question. High-frequency words are reviewed using an “in the air” writing and spell-out strategy.	
Share Literature	Teacher displays and shares Sing with Me Big Book. Key words and ideas are highlighted and discussed. Students listen to and join in with Sing with Me Background Building Audio.	
Amazing Words	Teacher follows Day 1 Amazing Words Routine in sidebar of TE.	
Phonics and Word Work		
Phonemic Awareness	Teacher models for and guides students through targeted phoneme listening and manipulating tasks.	
Blending Strategy	Target skill is taught/modeled and blended by teacher using the blending strategy and sound-spelling card. Individual students practice blending additional words using the sound-spelling card and blending strategy.	
Word Build and Sort	Guided practice for blending and word building. May use letter tiles, two-column charts, etc.	
Spelling Pretest	Teacher models writing for sounds using segmentation prior to administering pretest. Students correct tests with teacher and then take home spelling practice book homework.	

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Apply Phonics	Teacher leads a review of targeted high-frequency words and then students are led through a first reading of the Decodable Reader 1 using choral reading and individual turns. Teacher checks comprehension and decoding. Students reread the Decodable Reader several times for fluency.	
Reading		
Build Background <i>Let's Talk About Vocabulary</i>	Teacher builds background by generating a discussion using targeted oral vocabulary words and identified student pages from pupil edition. Students are reminded of the Question of the Week. Vocabulary is used and added to Reading Street Graphic Organizer and will remain visible during the week.	
Listening Comprehension	Target skill is introduced, defined, and modeled during the Read Aloud story in TE. Teacher uses the Think Aloud to support the model. Students practice the target comprehension skill/strategy by answering questions in the TE.	
Leveled Readers and Group Time <i>Advanced Strategic On-Level</i>	Weekly Differentiating Instruction Plan The On-Level and Strategic Intervention groups will read the Decodable Reader, while the Advanced group will read the advanced selection.	
Language Arts		
Daily Fix It	Session to be opened with daily editing work.	
Shared Writing	Teacher will lead students in a shared writing exercise. The target comprehension skill will be connected to the activity. Teacher will model correct letter formation.	
Independent Writing	Students will engage in a follow-up exercise using the shared writing as their model.	
Grammar	Teacher delivers grammar lesson as prescribed in TE, allowing students the opportunity for guided practice.	

Grade 1 Day 2		
Oral Language		
Morning Warm-up	Teacher writes, tracks, and reads Question of the Day on the Morning Warm-up Board and discusses the question. Key oral vocabulary is reviewed and/or students listen for teacher identified target sounds. In later units, students may circle sound-spellings, phonics patterns, or targeted words on the chart.	
Share Literature Big Book	Big Book or Read Aloud Anthology is used to teach concepts of print (parts of a book, fiction/nonfiction, headings, glossary, etc.). Oral vocabulary is built via questioning and discussion. Story is shared.	
Amazing Words	Teacher follows Amazing Words Routine on sidebar of TE for Day 2.	
Phonemic Awareness	Teacher models for and guides students through targeted phoneme listening and manipulating tasks.	

Phonics and Word Work		
Blending Strategy	Target skill is taught/modeled and blended by teacher using the blending strategy and sound-spelling card. Individual students practice blending additional words using the sound-spelling card and blending strategy.	
Word Build and Sort	Guided activities follow blending lesson for individual practice. May use letter tiles, two-column charts, etc.	
Spelling	Teacher leads students in writing dictated sentences using the Word Wall for help with high-frequency words.	
Apply Phonics	Teacher leads a review of targeted high-frequency words, and then students are led through a first reading of the Decodable Reader 2 using choral reading and individual turns. Teacher checks comprehension and decoding skills. Students reread the Decodable Reader several times for fluency.	
High-Frequency Words	New words are introduced, taught, and added to Word Wall using the spell-out strategy and pupil edition pages.	
Reading		
Leveled Readers and Group Time <i>Advanced</i> <i>Strategic</i> <i>On-Level</i>	Weekly Differentiating Instruction Plan The On-Level and Strategic Intervention groups will read the Decodable Reader, while the Advanced group will read the Advanced Leveled Reader.	
Language Arts		
Daily Fix It	Session to be opened with daily editing work.	
Interactive Writing	Teacher leads the students through interactive writing using the following routines: Brainstorm, Share the Pen, Read the Information.	
Independent Writing	Students will engage in a follow-up exercise.	
Grammar	Teacher delivers grammar lesson as prescribed in TE, allowing students the opportunity for guided practice.	
Speaking and Listening/Viewing	Teacher leads the students in a listening and speaking lesson as prescribed in TE.	

Grade 1 Day 3		
Oral Language		
Morning Warm-up	Teacher writes, tracks, and reads Question of the Day on the Morning Warm-up Board and discusses the question. Key oral vocabulary is reviewed and/or students listen for teacher identified target sounds. In later units, students may circle sound-spellings, phonics patterns, or targeted words on the chart.	
Share Literature Big Book Listen and Respond	SF Big Book or Read Aloud Anthology is used to teach concepts of print (parts of a book, fiction/nonfiction, headings, glossary, etc.). Oral vocabulary is built via questioning and discussion. Story is shared.	
Amazing Words	Teacher follows routine in sidebar of TE for Day 3 Amazing Words.	

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Phonemic Awareness	Teacher models for and guides students through targeted phoneme listening and manipulating tasks. Later units may not have a daily phonemic awareness task.	
Phonics and Word Work		
Fluent Word Reading	Teacher models Fluent Word Reading and then guides group practice.	
Word Reading	Teacher guides students in reading Phonics Songs and Rhymes Chart preview words. The CD is used as students follow along in singing through the words on the chart. Key words are then identified by individual students.	
Word Build and Sort	Teacher leads students through Word Sort routine using two-column chart to analyze word features.	
Spelling	Teacher leads students in varied spelling activities (such as “scramble”) to practice phonics skill and spelling words.	
Reading		
Build Background	Background knowledge for main selection in pupil edition is built via Background Building Audio and Graphic Organizer Flip Chart. The background information is connected to the selection.	
Vocabulary	The Vocabulary transparency is used to introduce the selection words. The teacher will read and track each sentence and frame each underlined word, explaining its meaning. The Vocabulary transparency will also be used to review the week’s high-frequency words.	
Comprehension Main Selection	Before Reading: Target skill is reviewed and connected to current selection. Students preview, predict, and set purposes for reading. Teacher leads students through a reading of the main selection. The comprehension strategy is introduced and modeled by Think Aloud. Connect to Reading Questions are used to help students identify with the passage.	
Strategies and Skills in Context	During Reading: Teacher asks students questions about the use of the target and/or review comprehension skills/strategies while reading, and/or models the strategy by Think Aloud.	
Guiding Comprehension	During Reading: Teacher asks TE questions during story to elicit student response.	
Think and Share	After Reading: Teacher leads group in Talk About It Routine in TE and pupil edition pages.	
Fluency	Teacher will model fluent reading behaviors within the context of the main selection. Fluent Reading Routines will be used to read a section of the main selection in the pupil’s edition with teacher providing feedback to students.	
Vocabulary	The story context will be used to highlight vocabulary. Teacher will lead a discussion post-reading about the features of target words, and students will engage in a vocabulary-expanding exercise.	

Leveled Readers <i>Advanced</i> <i>Strategic</i> <i>On-Level</i>	Weekly Differentiating Instruction Plan The On-Level and Advanced students will read the main selection. The Advanced students will work on a differentiated assignment following the main selection. The Strategic Intervention students will read the SI Decodable Reader as well as read, listen, or follow along with the main selection.	
Language Arts		
Daily Fix It	Session to be opened with daily editing work.	
Independent Writing	Students respond in writing to literature following a teacher model.	
Grammar	Teacher delivers grammar lesson as prescribed in TE allowing students the opportunity for guided practice.	

Grade 1 Day 4		
Oral Language		
Morning Warm-up	Sing with Me Big Book is used to bring students together. Teacher writes the Question of the Day on the Morning Warm-up Chart, tracking the print as it is written and discussing the question. Students analyze question for key words, phonics patterns, or oral vocabulary	
Share Literature Read Aloud Anthology	Trade book from Read Aloud Anthology is shared following an activating/using prior knowledge lesson. Oral Vocabulary or Listening Comprehension skills are developed. Amazing Vocabulary Words may be used by students.	
Amazing Words	Teacher follows Amazing Words Routine in Teacher’s Edition sidebar for Day 4.	
Phonemic Awareness	Teacher models for and guides students through targeted phoneme listening and manipulating tasks. Later units may not have a daily phonemic awareness task.	
Phonics and Word Work		
High-Frequency Words	High-frequency words are practiced using varying grouping structures.	
Phonics	Previously taught phonics skills are reviewed.	
Word Reading	Students practice reading decodable and high-frequency words as teacher monitors progress.	
Spelling	Teacher distributes spelling words to partners on index cards for Partner Review Routine in which one student reads the word while the other writes. Then roles are switched. Students check spellings using cards.	
Reading		
Content Areas (Social Studies) in Reading	Teacher leads students through content reading in pupil edition. Weekly vocabulary, and comprehension skills and strategies are connected to the content reading.	
Fluency	Teacher will model fluent reading behaviors within the context of the main selection. Fluent Reading Routines will be used to read a section of the main selection in the pupil’s edition with teacher providing feedback to students.	

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Leveled Readers <i>Advanced Strategic On-Level</i>	See Daily Plan in Teacher's Edition: Weekly Differentiating Instruction Plan The On-Level and Advanced groups will read the pupil edition Content Story using differentiated lessons. The SI group will reread the SE Decodable Reader as well as read, follow along, and/or listen to the Content Story in the pupil edition.	
Language Arts		
Daily Fix It	Session to be opened with daily editing work.	
Writing Across the Curriculum	Teacher leads students through a writing exercise related to content area reading.	
Grammar	Teacher delivers grammar lesson as prescribed in TE, allowing students the opportunity for guided practice.	

Grade 1 Day 5

Oral Language

Morning Warm-up	Sing with Me Big Book is used to bring students together. Teacher writes the message (Question of the Day) on the Morning Warm-up Chart, tracking the print as it is written and discussing the question. Students analyze question for key words, phonics patterns, or oral vocabulary.	
Share Literature	Trade book from Read Aloud Anthology is shared following an activating/using prior knowledge lesson. Oral Vocabulary or Listening Comprehension skills are developed. Amazing Vocabulary Words may be used by students.	
Build Oral Vocabulary	Teacher follows Oral Vocabulary Routine for Day 5.	

Phonics and Word Work

Review	Teacher writes sentences on board and underlines targeted words. Students read sentences while teacher tracks print. Individual students name and underline words with target phonics skill.	
High-Frequency Words	Select high-frequency words are reviewed using the Say and Spell Routine. The words are located on the Word Wall.	
Spelling	Post Test is administered.	

Reading

Leveled Readers <i>Advanced Strategic On-Level</i>	See Daily Plan in Teacher's Edition: Weekly Differentiating Instruction Plan Group time will be used to monitor student progress using the differentiated Day 5 Assessments "Monitor Progress in TE."	
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Language Arts

Daily Fix It	Session to be opened with daily editing work.	
Grammar and Writing Pupil Edition	Students are led through a pupil edition grammar lesson and then respond in writing to questions.	
Research/Study Skills	Teacher will guide and model research and study skills using pupil edition. Students will practice study skills.	
Wrap Up Your Week	Teacher will revisit the Question of the Week, make connections, and preview the upcoming week.	

Scott Foresman Implementation Checklist Grade 2, Units 2.1–2.3

Teacher _____ Date _____
Observer _____

Observer should have the Reading Street Teacher's Edition opened to lesson being viewed.

Unit _____	Week _____	Day _____	Time _____
<i>Check Parts Observed</i>	<i>Page(s) Reference</i>		
Whole Group			
<input type="checkbox"/> Oral Language	_____		
<input type="checkbox"/> Word Work	_____		
<input type="checkbox"/> Reading	_____		
<input type="checkbox"/> Language Arts	_____		
Small Group "Differentiated Instruction" Lesson			
<input type="checkbox"/> Advanced	_____		
<input type="checkbox"/> On Level	_____		
<input type="checkbox"/> Strategic Intervention	_____		

Environmental and General Behaviors Use This Section with All Units	+ = In Evidence - = Not Evidenced
Classroom Environment	
The placement of desks, tables, and instructional materials (overhead projector, white board, easel, pocket chart) are conducive to students attending and focusing on direct instruction.	
Audio player is available for students to listen to audiotapes.	
Computer(s) are available for students to use CD-ROMs (optional).	
Classroom library of student literature for reading at individual levels is present and clearly labeled.	
Student Center or independent work materials and supplies are well-organized, labeled, and available.	
Phonics Songs and Rhymes Flip Chart is displayed near whole group instructional area (K–2).	
Word Wall with previously taught high-frequency words is displayed where visible and easy to use (K–2).	

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Sound Spelling Cards are displayed where visible and easy to use (1–2).	
Small group instructional area is well organized and shows evidence of differentiated instruction (groups posted, tubs/folders for each group contain leveled resources and teaching supplies such as emergent readers, letter tiles, magnetic word work mats, and alphabet cards).	
Teacher Behaviors	
Instruction is focused on the lesson in the Teacher’s Edition.	
Pacing is appropriate for the time of year and lesson being taught.	
Direct, explicit instruction from the teacher is evident.	
Teacher moves around the room and watches for struggling students.	
Teacher elicits active participation from students when appropriate.	
Whole group responses are encouraged and classroom signals are used when appropriate.	
Teacher provides positive and/or corrective feedback to students as necessary.	

Scott Foresman Lesson Planner

Grade 2, Units 2.1–2.3

Theme Launch	
One lesson to launch each theme prior to Daily Instruction	
Discuss the Big Ideas Theme Questions are discussed and explained	
Read Aloud Trade book is read aloud and discussed using TE questions	
Unit Inquiry Project is introduced (This activity will vary from classroom to classroom)	

Although the activities below will likely occur in the sequence shown, observer should ascertain the teacher's planned sequence of activities prior to the observation.

Instructional Routines		+ = In Evidence – = Not Evidenced
Grade 2 Day 1		
Oral Language		
Morning Warm-up	Teacher writes and reads the Question of the Week on the Morning Warm-up board and discusses the question. Key concepts are connected to the question. High-frequency words are reviewed using an “in the air” writing and spell-out strategy	
Share Literature	Teacher displays and shares Sing with Me Big Book. Key words and ideas are highlighted and discussed. Students listen to and join in with Sign with Me Background Building Audio.	
Amazing Words	Teacher follows routine for Amazing Words in sidebar of TE for Day 1.	
Phonics and Word Work		
Blending Strategy	Target skill is taught/modeled and blended by teacher using the blending strategy. Sound-spelling cards may be used.	
Blend Words	Individual students practice blending additional words using the sound-spelling card and blending strategy.	
Build Words	Word Build and Sort activities follow blending for individual practice. May use letter tiles, two-column charts, etc.	
Spelling	Teacher models writing for sounds using segmentation prior to administering pretest. Students correct tests with teacher.	
Apply Phonics	Teacher leads a review of targeted high-frequency words, and then students are led through a first reading of the Decodable Reader using choral reading and individual turns. Teacher checks comprehension and decoding.	
Reread for Fluency	Students reread the Decodable Reader several times for fluency.	

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Reading		
Build Background <i>Let's Talk About Vocabulary</i>	Teacher builds background by generating a discussion using targeted oral vocabulary words and identified student pages from pupil edition. Students are reminded of the Question of the Week. Vocabulary is used and added to Reading Street Graphic Organizer and will remain visible during the week.	
Listening Comprehension	Target skill is introduced, defined, and modeled during the Read Aloud story in TE. Teacher uses the Think Aloud to support the model. Students practice the target comprehension skill/strategy by answering questions in the TE.	
Leveled Readers and Group Time Advanced Strategic On-Level	Weekly Differentiating Instruction Plan The On-Level and Strategic Intervention groups will read the Decodable Reader, while the Advanced group will read the advanced selection.	
Language Arts		
Daily Fix It	Session is opened with daily editing work.	
Shared Writing	Teacher will guide students to generate ideas. The teacher will model writing on the Writing transparency. The teacher will model appropriate letter formation/handwriting. Students will read the class work while teacher tracks print.	
Independent Writing	Students will generate their own writing following the shared writing exercise. Teacher should encourage students to refer to the Amazing Words chart.	
Grammar	Teacher teaches and models grammar lesson using the Grammar transparency and then guides students as they practice grammar skills.	

Grade 2 Day 2		
Oral Language		
Morning Warm-up	Teacher writes, tracks, and reads Question of the Day on the Morning Warm-up Board and discusses the question. Key oral vocabulary is reviewed and/or students listen for target sounds. In later units, students may circle sound-spellings, phonics patterns, or targeted words on the chart.	
Share Literature Big Book	Big Book or Read Aloud Anthology is used to teach concepts of print (parts of a book, fiction/nonfiction, headings, glossary, etc.). Oral vocabulary is built via questioning and discussion. Story is shared.	
Amazing Words	Teacher follows Amazing Words Routine for Day 2 in TE sidebar.	
Phonics and Word Work		
Fluent Word Reading	Teacher models Fluent Word Reading and then guides group practice.	
Word Reading	Teacher guides students in reading Phonics Songs and Rhymes chart preview words. The Audio CD is used as children follow along in singing through the words on the chart. Key words are then identified by individual students (grade 2).	

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Build or Sort Words	Word Build and Sort activities follow blending for individual practice. May use letter tiles, two-column charts, etc.	
Spelling	Teacher guides students to write dictated sentences. Children may use the Word Wall for help with high-frequency words.	
Reading		
Comprehension	Teacher connects skill to reading and introduces strategy as a modeled Think Aloud.	
Build Background	Background knowledge for main selection in pupil edition is built via Background Building Audio and Graphic Organizer Flip Chart. The background information is connected to the selection.	
Words to Read	High-frequency words are practiced prior to reading.	
Vocabulary	Selection vocabulary is introduced using the Vocabulary transparency.	
Comprehension Pupil Edition Selection	Before Reading: Target skill is reviewed and connected to current selection. Students preview, predict, and set purposes for reading. Teacher leads students through a reading of the main selection. The comprehension strategy is introduced and modeled by Think Aloud. Connect to Reading Questions are used to help students identify with the passage.	
Strategies and Skills in Context	During Reading: Teacher asks students questions about the use of the target and/or review comprehension skills/strategies while reading, and/or models the strategy by Think Aloud.	
Guiding Comprehension	During Reading: Teacher asks TE questions during story to elicit student response.	
Leveled Readers and Group Time Advanced Strategic On-Level	Weekly Differentiating Instruction Plan The On-Level and Strategic Intervention groups will read the Decodable Reader, while the Advanced group will read the Advanced Leveled Reader.	
Language Arts		
Daily Fix It	Session is opened with daily editing work.	
Interactive Writing	Teacher leads students through discussion and brainstorming, and then the Shared Pen Routine.	
Independent Writing	Students practice writing on their own following interactive lesson.	
Grammar	Teacher develops the concept and then guides student practice.	

Grade 2 Day 3		
Oral Language		
Morning Warm-up	Teacher writes, tracks, and reads Question of the Day on the Morning Warm-up Board and discusses the question. Key oral vocabulary is reviewed and/or students listen for teacher identified target sounds. In later units, students may circle sound-spellings, phonics patterns, or targeted words on the chart.	
Share Literature Big Book	SF Big Book or Read Aloud Anthology is used to teach concepts of print (parts of a book, fiction/nonfiction, headings, glossary, etc.). Oral vocabulary is built via questioning and discussion. Story is shared.	
Amazing Words	Teacher follows Amazing Words Routine in sidebar of TE for Day 3.	
Phonics and Word Work		
Review Phonics	Teacher leads students to review phonics patterns. Students may build words with tiles or write words using charts.	
High-Frequency Words/Vocabulary	Word meanings are reviewed using a variety of lesson formats (clues to find meanings, using sentence context, filling in the missing word, etc.) using lesson vocabulary or high-frequency words.	
Spelling	Students practice spelling words by writing sentences.	
Reading		
Vocabulary	The story context will be used to highlight vocabulary. Teacher will lead a discussion post-reading about the features of target words, and students will engage in a vocabulary-expanding exercise.	
Fluency	Teacher will model fluent reading behaviors within the context of the main selection. Fluent Reading Routines will be used to read a section of the main selection in the pupil's edition, with teacher providing feedback to students.	
Think and Share	After Reading: Teacher leads group in Talk About It Routine in TE and pupil edition pages.	
Leveled Readers Advanced Strategic On-Level	Weekly Differentiating Instruction Plan The On-Level and Advanced students will read the main selection. The Advanced students will work on a differentiated assignment following the main selection. The Strategic Intervention students will read the SI Decodable Reader as well as read, listen, or follow along with the main selection.	
Language Arts		
Daily Fix It	Session is opened with daily editing work.	
Independent Writing	Look Back and Write Routine—Students respond to literature. Teacher models and uses Think Aloud.	
Grammar	Apply to Writing lesson is followed by guided practice.	

Grade 2 Day 4		
Oral Language		
Morning Warm-up	Sing with Me Big Book is used to bring students together. Teacher writes the message (Question of the Day) on the Morning Warm-up Chart, tracking the print as it is written and discussing the question. Students analyze question for key words, phonics patterns, or oral vocabulary	
Share Literature Read Aloud Anthology	Trade book from Read Aloud Anthology is shared following an activating/using prior knowledge lesson. Oral Vocabulary or Listening Comprehension skills are developed. Amazing Vocabulary Words may be used by students.	
Amazing Words	Teacher follows Amazing Words Routine in sidebar of TE for Day 4.	
Phonics and Word Work		
Sentence Reading	Teacher writes sentences on board and underlines high-frequency words and circles decodable words. Students read sentences while teacher tracks print. Individual students are called upon to read words randomly.	
Spelling	Teacher distributes spelling words to partners on index cards for Partner Review Routine in which one child reads the word while the other writes. Then roles are switched. Students check spellings using cards.	
Reading		
Content Areas in Reading	Teacher leads students through content reading in pupil edition. Weekly vocabulary, and comprehension skills and strategies are connected to the content reading.	
Fluency	Teacher will model fluent reading behaviors within the context of the main selection. Fluent Reading Routines will be used to read a section of the main selection in the pupil's edition, with teacher providing feedback to students.	
Leveled Readers Advanced Strategic On-Level	See Daily Plan in Teacher's Edition: Weekly Differentiating Instruction Plan The On-Level and Advanced groups will read the pupil edition Content Story using differentiated lessons. The SI group will reread the SI Decodable Reader as well as read, follow along, and/or listen to the Content Story in the pupil edition.	
Writing Across the Curriculum	Weekly activity connecting content to reading and writing is used.	
Language Arts		
Daily Fix It	Session is opened with daily editing work.	
Grammar	Review and Practice lesson	
Speaking and Listening	Teacher demonstrates speaking and listening skills, and then leads students through guided practice.	

Grade 2 Day 5		
Oral Language		
Morning Warm-up	Sing with Me Big Book is used to bring students together. Teacher writes the message (Question of the Day) on the Morning Warm-up Chart, tracking the print as it is written and discussing the question. Students analyze question for key words, phonics patterns, or oral vocabulary.	
Share Literature Read Aloud Anthology	Trade book from Read Aloud Anthology is shared following an activating/using prior knowledge lesson. Oral Vocabulary or Listening Comprehension skills are developed. Amazing Vocabulary Words may be used by students.	
Build Oral Vocabulary	Word meanings are explored and discussed.	
Phonics and Word Work		
Review	Sentences are displayed. Individual students are called upon to identify words with target phonics skill and underline those words.	
High-Frequency or Lesson Vocabulary Word Review	Cloze activity used to review high-frequency or lesson vocabulary words.	
Spelling	Test	
Reading		
Leveled Readers Advanced Strategic On-Level	See Daily Plan in Teacher’s Edition: Weekly Differentiating Instruction Plan Group time will be used to monitor student progress using the differentiated Day 5 Assessments “Monitor Progress in TE.”	
Language Arts		
Daily Fix It	Session is opened with daily editing work.	
Grammar and Writing	Students practice grammar and writing using pupil edition pages.	
Research/Study Skills	Teacher will guide and model research and study skills using pupil edition. Students will practice study skills.	
Wrap Up Your Week	Teacher will revisit the Question of the Week, make connections, and preview the upcoming week.	

Scott Foresman Implementation Checklist

Grade 2, Units 2.4–2.6

Teacher _____ Date _____

Observer _____

Observer should have the Reading Street Teacher's Edition opened to lesson being viewed.

Unit _____	Week _____	Day _____	Time _____
Check Parts Observed	Page(s) Reference		
Whole Group			
<input type="checkbox"/> Oral Language	_____		
<input type="checkbox"/> Word Work	_____		
<input type="checkbox"/> Reading	_____		
<input type="checkbox"/> Language Arts	_____		
Small Group "Differentiated Instruction" Lesson			
<input type="checkbox"/> Advanced	_____		
<input type="checkbox"/> On Level	_____		
<input type="checkbox"/> Strategic Intervention	_____		

Environmental and General Behaviors Use This Section with All Units	+ = In Evidence - = Not Evidenced
Classroom Environment	
The placement of desks, tables, and instructional materials (overhead projector, white board, easel, pocket chart) are conducive to students attending and focusing on direct instruction.	
Audio player is available for students to listen to audiotapes.	
Computer(s) are available for students to use CD-ROMs (optional).	
Classroom library of student literature for reading at individual levels is present and clearly labeled.	
Student Center or independent work materials and supplies are well-organized, labeled, and available.	
Phonics Songs and Rhymes Flip Chart is displayed near whole group instructional area (K–2).	
Word Wall with previously taught high-frequency words is displayed where visible and easy to use (K–2).	
Sound Spelling Cards are displayed where visible and easy to use (1–2).	

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Small group instructional area is well organized and shows evidence of differentiated instruction (groups posted, tubs/folders for each group contain leveled resources and teaching supplies such as emergent readers, letter tiles, magnetic word work mats, and alphabet cards).	
Teacher Behaviors	
Instruction is focused on the lesson in the Teacher’s Edition.	
Pacing is appropriate for the time of year and lesson being taught.	
Direct, explicit instruction from the teacher is evident.	
Teacher moves around the room and watches for struggling students.	
Teacher elicits active participation from students when appropriate.	
Whole group responses are encouraged and classroom signals are used when appropriate.	
Teacher provides positive and/or corrective feedback to students as necessary. Monitor Progress tools in TE are used appropriately.	

Scott Foresman Lesson Planner Grade 2, Units 2.4–2.6

Theme Launch	
One lesson to launch each theme prior to Daily Instruction	
Discuss the Big Ideas Theme Questions are discussed and explained	
Read Aloud Trade book is read aloud and discussed using TE questions	
Unit Inquiry Project is introduced (This activity will vary from classroom to classroom)	

Although the activities below will likely occur in the sequence shown, observer should ascertain the teacher's planned sequence of activities prior to the observation.

Instructional Routines		+ = In Evidence – = Not Evidenced
Grade 2 Day 1		
Oral Language		
Morning Warm-up	Teacher writes and reads the Question of the Week on the Morning Warm-up board and discusses the question. Key concepts are connected to the question. High-frequency words are reviewed using an “in the air” writing and spell-out strategy.	
Share Literature	Teacher displays and shares Sing with Me Big Book. Key words and ideas are highlighted and discussed. Students listen to and join in with Sign with Me Background Building Audio.	
Amazing Words	Teacher follows Amazing Words Routine in sidebar of TE for Day 1.	
Phonics and Word Work		
Blending Strategy	Target skill is taught/modeled and blended by teacher using the blending strategy. Sound-spelling cards may be used.	
Blend Words	Individual students practice blending additional words using the sound-spelling card and blending strategy.	
Build Words	Word Build and Sort activities follow blending for individual practice. May use letter tiles, two-column charts, etc.	
Spelling	Teacher models writing for sounds using segmentation prior to administering pretest. Students correct tests with teacher.	
Apply Phonics	Teacher leads a review of targeted high-frequency words, and then students are led through a first reading of the Decodable Reader using choral reading and individual turns. Teacher checks comprehension and decoding.	
Reread for Fluency	Students reread the Decodable Reader several times for fluency.	

Reading		
Comprehension	Teach/Model—Teacher introduces Target Skill(s) and/or Strategies using Skill transparencies, Think Aloud, and pupil edition Skill/Strategy page.	
Write!	Students respond to Write! Activity on Skill/Strategy pupil edition page to practice target comprehension skill.	
Leveled Reading <i>Advanced</i> <i>Strategic</i> <i>On-Level</i>	Weekly Differentiating Instruction Plan On-Level and Strategic Readers will read Decodable Text, and Advanced readers will read the advanced selection.	
Language Arts		
Daily Fix It	Session is opened with daily editing work.	
Shared Writing	Teacher will guide students to generate ideas. The teacher will model writing on the Writing transparency. The teacher will model appropriate letter formation/handwriting. Students will read the class work while teacher tracks print.	
Independent Writing	Students will generate their own writing following the shared writing exercise. Teacher should encourage students to refer to the Amazing Words chart.	
Grammar	Teacher teaches and models grammar lesson using the Grammar transparency and then guides students as they practice grammar skills.	

Grade 2 Day 2		
Oral Language		
Morning Warm-up	Teacher writes, tracks, and reads Question of the Day on the Morning Warm-up Board and discusses the question. Key oral vocabulary is reviewed and/or students listen for teacher identified target sounds. In later units, students may circle sound-spellings, phonics patterns, or targeted words on the chart.	
Share Literature Big Book	SF Big Book or Read Aloud Anthology is used to teach concepts of print (parts of a book, fiction/nonfiction, headings, glossary, etc.). Oral vocabulary is built via questioning and discussion. Story is shared.	
Amazing Words	Teacher follows Amazing Words Routine in sidebar of TE for Day 2.	
Phonics and Word Work		
Fluent Word Reading	Teacher models Fluent Word Reading then guides group practice.	
Word Reading	Teacher guides students in reading Phonics Songs and Rhymes Chart preview words. The Audio CD is used as students follow along in singing through the words on the chart. Key words are then identified by individual students (grade 2).	
Build or Sort Words	Word Build and Sort activities follow blending for individual practice. May use letter tiles, two-column charts, etc.	
Spelling	Teacher guides students to write dictated sentences. Students may use the Word Wall for help with high-frequency words.	

Reading		
Build Background	Teacher leads a background building discussion. The use of the Sing With Me Background Building Audio and Graphic Organizers may be used. Teacher leads students to connect background knowledge to selection.	
Vocabulary	Teacher will discuss the lesson vocabulary Words to Know and More Words to Know. Students are encouraged to decode words to read then use words in personal contexts orally.	
Vocabulary Strategy	Teacher will teach/model the vocabulary strategy using pupil edition pages. Students will practice the strategy and connect the strategy to the selection.	
Read Selection	Teacher will guide students through the main selection after completing the prereading routine and will use the Skills in Context, Strategies in Context, Guiding Comprehension, and Think Alouds Routines.	
Fluency	Teacher will lead students through the Paired Reading Fluency Routine, in which partners take turns rereading pages of the selection story three or four times.	
Leveled Reading <i>Advanced</i> <i>Strategic</i> <i>On-Level</i>	Advanced and On-Level readers will read a portion of the main selection and Strategic Intervention readers will read the SI Decodable Reader.	
Language Arts		
Daily Fix It	Session is opened with daily editing work.	
Interactive Writing	Teacher leads students through discussion and brainstorming then the Shared Pen Routine.	
Independent Writing	Students practice writing on their own following interactive lesson.	
Grammar	Teacher develops the concept and then guides student practice.	

Grade 2 Day 3		
Oral Language		
Morning Warm-up	Teacher writes, tracks, and reads Question of the Day on the Morning Warm-up Board and discusses the question. Key oral vocabulary is reviewed and/or students listen for teacher identified target sounds. In later units, students may circle sound-spellings, phonics patterns, or targeted words on the chart.	
Share Literature	SF Big Book or Read Aloud Anthology is used to teach concepts of print (parts of a book, fiction/nonfiction, headings, glossary, etc.). Oral vocabulary is built via questioning and discussion. Story is shared	
Amazing Words	Teacher follows Amazing Words Routine in sidebar of TE for Day 3.	
Phonics and Word Work		
Review Phonics	Teacher leads students to review phonics patterns. Students may build words with tiles or write words using charts.	
High-Frequency Words/Vocabulary	Word meanings are reviewed using a variety of lesson formats (clues to find meanings, using sentence context, filling in the missing word, etc.) using lesson vocabulary or high-frequency words.	
Spelling	Students practice spelling words by writing sentences.	

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Vocabulary	Discuss Vocabulary and Expand Story Vocabulary	
Fluency	Read with accuracy and appropriate pace/rate and reread for fluency (choral reading routine).	
Reading		
Reader Response	Use pupil edition pages.	
Leveled Reading <i>Advanced</i> <i>Strategic</i> <i>On-Level</i>	See Daily Plan in Teacher’s Edition: Weekly Differentiating Instruction Plan Advanced and On-Level readers will read portions of the main selection and Strategic readers will read, follow along, or listen to the main selection.	
Language Arts		
Daily Fix It	Session is opened with daily editing work.	
Independent Writing	Look Back and Write Routine—Students respond to literature. Teacher models and uses Think Aloud.	
Grammar	Apply to Writing lesson followed by guided practice.	

Grade 2 Day 4		
Oral Language		
Morning Warm-up	Sing with Me Big Book is used to bring children together. Teacher writes (Question of the Day) on the Morning Warm-up Chart, tracking the print as it is written and discussing the question. Students analyze question for key words, phonics patterns, or oral vocabulary	
Share Literature	Trade book from Read Aloud Anthology is shared following an activating/using prior knowledge lesson. Oral Vocabulary or Listening Comprehension skills are developed. Amazing Vocabulary Words may be used by students.	
Amazing Words	Teacher follows Amazing Words Routine in sidebar of TE for Day 4.	
Phonics and Word Work		
Sentence Reading	Teacher writes sentences on board and underlines high-frequency words and circles decodable words. Students read sentences while teacher tracks print. Individual students are called upon to read words randomly.	
Spelling	Teacher distributes spelling words to partners on index cards for Partner Review Routine in which one student reads the word while the other writes. Then roles are switched. Students check spellings using cards.	
Reading		
Read Content <i>Poetry</i> <i>Online</i>	Teacher guides students through reading a variety of genres using Build Concepts and Connect Text to Text Routines.	
Fluency	Read with Expression, Intonation, Accuracy, and Appropriate Pace Routine followed by rereading for fluency (choral or paired reading routine).	

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Leveled Reading <i>Advanced</i> <i>Strategic</i> <i>On-Level</i>	Weekly Differentiating Instruction Plan Advanced and On-Level readers read paired content or poetry selection. Strategic Intervention readers read, listen, or follow along to paired content or poetry selection.	
Language Arts		
Daily Fix It	Session is opened with daily editing work.	
Grammar	Review and Practice lesson	
Speaking and Listening	Teacher demonstrates speaking and listening skills and then leads students through guided practice.	

Grade 2 Day 5		
Oral Language		
Morning Warm-up	Sing with Me Big Book is used to bring students together. Teacher writes the message (Question of the Day) on the Morning Warm-up Chart, tracking the print as it is written and discussing the question. Students analyze question for key words, phonics patterns, or oral vocabulary.	
Share Literature Read Aloud Anthology	Trade book from Read Aloud Anthology is shared following an activating/using prior knowledge lesson. Oral Vocabulary or Listening Comprehension skills are developed. Amazing Vocabulary Words may be used by students.	
Build Oral Vocabulary	Word meanings are explored and discussed.	
Phonics and Word Work		
Review	Sentences are displayed. Individual students are called upon to identify words with target phonics skill and underline those words.	
High-Frequency or Lesson Vocabulary Word Review	Cloze activity used to review high-frequency or lesson vocabulary words.	
Spelling	Test	
Reading		
Leveled Readers <i>Advanced</i> <i>Strategic</i> <i>On-Level</i>	Weekly Differentiating Instruction Plan Group time will be used to monitor student progress using the differentiated Day 5 Assessments “Monitor Progress in TE.”	
Research/Study Skills	Teacher will guide and model research and study skills using pupil editions. Students will practice study skills.	
Language Arts		
Daily Fix It	Session is opened with daily editing work.	
Grammar and Writing	Students practice grammar and writing using pupil edition pages.	

Scott Foresman Implementation Checklist Grades 3–6

Teacher _____ Date _____
 Observer _____

Observer should have the Reading Street Teacher's Edition opened to lesson being viewed, and should ascertain the teacher's planned sequence of activities prior to the observation.

Unit _____	Week _____	Day _____	Time _____
Check Parts Observed	Page(s) Reference		
Whole Group			
<input type="checkbox"/> Oral Language	_____		
<input type="checkbox"/> Word Work	_____		
<input type="checkbox"/> Reading	_____		
<input type="checkbox"/> Language Arts	_____		
Small Group "Differentiated Instruction" Lesson			
<input type="checkbox"/> Advanced	_____		
<input type="checkbox"/> On Level	_____		
<input type="checkbox"/> Strategic Intervention (SI)	_____		

Environmental and General Behaviors Use This Section with All Units	+ = In Evidence - = Not Evidenced
Classroom Environment	
The placement of desks, tables, and instructional materials (overhead projector, white board, easel, pocket chart) are conducive to students attending and focusing on direct instruction.	
Audio player is available for students to listen to audiotapes.	
Computer(s) are available for students to use CD-ROMs (optional).	
Classroom library of student literature for reading at individual levels is present and clearly labeled.	
Student Center or independent work materials and supplies are well-organized, labeled, and available.	
Small group instructional area is well organized and shows evidence of differentiated instruction (groups posted, tubs/folders for each group contain leveled resources and teaching supplies such as emergent readers, letter tiles, magnetic word work mats, and alphabet cards).	

Teacher Behaviors	
Instruction is focused on the lesson in the Teacher’s Edition.	
Pacing is appropriate for the time of year and lesson being taught.	
Direct, explicit instruction from the teacher is evident.	
Teacher moves around the room and watches for struggling students.	
Teacher elicits active participation from students when appropriate.	
Whole group responses are encouraged and classroom signals are used when appropriate	
Teacher provides positive and/or corrective feedback to students as necessary.	

Scott Foresman Lesson Planner

Grades 3–6

Theme Launch	
One lesson to launch each theme prior to Daily Instruction	
Discuss the Big Ideas Theme Questions are discussed and explained	
Read Aloud Trade book is read aloud and discussed using TE questions	
Unit Inquiry Project is introduced (This activity will vary from classroom to classroom)	

Although the activities below will likely occur in the sequence shown, observer should ascertain the teacher's planned sequence of activities prior to the observation.

Instructional Routines		+ = In Evidence – = Not Evidenced
Grades 3–6 Day 1		
Oral Language		
Question of the Week	Is posted and discussed as it relates to week and unit theme.	
Listening	Read Aloud	
Speaking	Build Concept Vocabulary	
Reading		
Comprehension Skill/Strategy Lesson	Pupil edition pages are used to introduce, teach, and practice target skills/strategies prior to selection reading.	
Build Background	Activate prior knowledge using GO.	
Vocabulary	Introduce lesson vocabulary using graphic organizer.	
Leveled Reading <i>Advanced</i> <i>On-Level</i> <i>Strategic</i>	See Daily Plan in Teacher's Edition: Weekly Differentiating Instruction Plan Advanced, On-Level and Strategic readers will preview and read leveled readers. On-Level and Strategic readers will also review and practice lesson vocabulary.	
Fluency	Model fluency during Read Aloud story.	
Language Arts		
Daily Fix It	Session is opened with daily editing work.	
Daily Writing	Students complete the WRITE lesson on skills/strategy page in pupil edition.	

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Grammar	Day 1 Reading-Grammar Connection Lesson	
Writing Workshop	Day 1 Reading-Writing Connection Lesson linked to target comprehension skill (use Writing transparency).	
Spelling and Phonics	Day 1 Pretest and word sort.	
New Literacies	Daily Technology Lesson	

Grades 3–6 Day 2

Oral Language		
Question of the Day	Is posted and discussed as it relates to week and unit theme.	
Word Work		
Phonics	Direct Instruction on target phonics skilled is followed by practice and assess.	
Reading		
Vocabulary	Instruction in word structure or word meaning in addition to lesson vocabulary practice.	
Read	Main Selection using Guiding Comprehension, Think Aloud, and Skills and Strategies in Context Routines.	
Leveled Reading <i>Advanced</i> <i>On-Level</i> <i>Strategic</i>	Weekly Differentiating Instruction Plan Advanced readers will preview Advanced Leveled Reader and begin Challenge Activity. On-Level and Strategic readers will preview and read selection story. Strategic students will focus on word work lesson.	
Fluency	Student practice using routines (i.e., choral reading).	
Language Arts		
Daily Fix It	Session is opened with daily editing work.	
Grammar	Day 2 Develop the Concept Grammar Lesson	
Daily Writing	Strategy Response Log	
Writing Workshop	Day 2 Prepare to Write Routine	
Spelling and Phonics	Teach and practice.	
New Literacies	Daily Technology Lesson	

Grades 3–6 Day 3

Oral Language		
Question of the Day	Is posted and discussed as it relates to week and unit theme.	
Reading		
Question of the Day	Is posted and discussed as it relates to week and unit theme.	

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Comprehension	Read Main Selection Complete Reader Response and Selection Test	
Vocabulary	Practice Lesson Vocabulary	
Leveled Reading <i>Advanced</i> <i>On-Level</i> <i>Strategic</i>	Weekly Differentiating Instruction Plan On-Level and Strategic readers will read or listen to the pupil edition selection and take the selection test. Advanced readers will read the Advanced Reader and begin Challenge Activity.	
Fluency	Model Fluent Reading	
Language Arts		
Daily Fix It	Session is opened with daily editing work.	
Daily Writing	Strategy Response Log	
Grammar	Day 3 Apply to Writing Routine	
Writing Workshop	Day 3 Prewrite and Draft	
Spelling and Phonics	Connect to writing.	
New Literacies	Daily Technology Lesson	

Grades 3–6 Day 4		
Oral Language		
Question of the Day	Is posted and discussed as it relates to week and unit theme.	
Word Work		
Word Study/ Spelling	Review	
Reading		
Comprehension	Read: Paired “Content Area” Selection	
Vocabulary	Content Area Vocabulary	
Leveled Reading <i>Advanced</i> <i>On-Level</i> <i>Strategic</i>	Weekly Differentiating Instruction Plan All groups will read the paired selection. Advanced readers will work on the Challenge Activity.	
Fluency	Partner Reading Routine	
Language Arts		
Daily Fix It	Session is opened with daily editing work.	
Daily Writing	Strategies for nonfiction	
Grammar	Day 4 Test Preparation Routine	
Writing Workshop	Day 4 Draft and Revise	

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Spelling and Phonics	Review.	
New Literacies	Daily Technology Lesson	

Grades 3–6 Day 5		
Oral Language		
Question of the Week	Is wrapped up.	
Speaking	Build Concept Vocabulary	
Viewing and Listening	Lessons vary by week	
Word Work		
Word Study/ Spelling	Spelling Post Test	
Reading		
Comprehension	Reteach as needed.	
Vocabulary	Practice Vocabulary Strategy	
Leveled Reading <i>Advanced</i> <i>On-Level</i> <i>Strategic</i>	Weekly Differentiating Instruction Plan Day 5 monitoring assessments will be given to each group while remaining students participate in self-selected reading activities.	
Fluency	Assessment	
Language Arts		
Daily Fix It	Session is opened with daily editing work.	
Daily Writing	Word Choices	
Grammar	Cumulative Review	
Writing Workshop	Unit Writing	
Spelling and Phonics	Posttest	
New Literacies	Daily Technology Lesson	

Overview of Scott Foresman Assessment Components

Test Name	Test Type	Timing	Purpose	Location	User Type		
					Teacher	Coach/ Principal	District
Entry-Level Assessments to Plan Instruction							
Early Literacy Behaviors Checklist	Screening	Fall Ongoing	Cumulative record of early literacy behaviors in K/1 such as concepts of print, phonics, and phonological awareness.	K-2 Assessment Handbook	Screening information Cumulative Record of progress	As needed	
Baseline Group Test	Placement Test	Start of Year	Administered to all students at the beginning of the year and used to identify instructional levels, strengths, and weaknesses.	Grade Level Baseline Test Booklets	Used to establish groups and plan differentiated, targeted instruction	Support instructional groupings	
Formative Assessments to Monitor Student Progress							
Retelling Rubrics (K-6)	Comprehension	One for each selection	Monitor student comprehension through retelling	TE's (each week) Rotate different students over course of unit	Monitor comprehension through oral retellings and identify students in need of additional support	As needed	

(continued)

Overview of Scott Foresman Assessment Components *(continued)*

Test Name	Test Type	Timing	Purpose	Location	User Type		
					Teacher	Coach/ Principal	District
Weekly Selection Test (1-6)	Formal Comp & Vocab	One for each selection grades 1-6	Assesses student mastery of target comprehension skill and weekly vocabulary	Selection Test Handbook	Identify students in need of additional support	As needed	
Fresh Reads (1-6)	Formal Comp, Vocab, and Fluency	Several for each week of instruction	Assesses student mastery of target comprehension skills and allows for a fluency check at the child's instructional reading level	Fresh Reads for Differentiated Test Practice Handbook	Monitor Progress * Fluency Graph to chart progress in Assessment Handbook	As needed	
Day 5 Assessments (K-6)		Day 5 of each week	Week-by-week record of individual student mastery of target word reading/phonics, comprehension, and fluency skills throughout the unit	TE and Assessment Handbook	Monitor Progress Identify students who need additional support and regroup	As needed	
Ongoing Assessment "IF-THEN"	Informal Monitor	During instruction	Gauge student understanding of target skills	Sidebar of TE's	Make on-the-spot instructional decisions	As needed	

(continued)

Overview of Scott Foresman Assessment Components *(continued)*

Test Name	Test Type	Timing	Purpose	Location	User Type		
					Teacher	Coach/ Principal	District
Monitor Progress Boxes	Informal Monitor	During instruction	Gauge student understanding of target skills	Sidebar (bottom) of TE's	Make on-the-spot instructional decisions	As needed	
Test Taking Practice (K-6)	Test Prep	Within weekly lessons	To prepare students for upcoming tests and to learn test-taking strategies	TE's (see owl icon)	Support student familiarity with test format	As needed	
Summative Assessment							
Unit Benchmark Test (K-6)	Formal Summative	After each unit	Assesses student mastery of target skills covered throughout unit in integrated format	Benchmark Test Handbook	Data analyzed to identify whole group and individual student needs	Collect after each unit/track fidelity of implementation, whole class and individual student needs, and analyze	
End of Year Benchmark Test	Formal Summative	End of year	Measures grade level expectations	End of Year Benchmark Test Handbook	Data analyzed to track program efficacy across classrooms	Collect at year end	Spring

(continued)

Overview of Scott Foresman Assessment Components *(continued)*

Accompanying Assessment Resources for Each Grade Level

- Assessment Handbook (K–6)
- Grade Level Baseline Test Booklets
- Selection Test Handbook (1–6)
- Fresh Reads for Differentiated Test Practice Handbook (1–6)
- Benchmark Test Handbook (K–6)
- End of Year Benchmark Test Handbook

Scott Foresman Pacing Rules by Grade Level

Grade	Unit	Weeks	Pace	Additional Information
K	1	6 weeks per unit	5 days per week	First 4 weeks in unit 1 are about setting up instructional and environmental routines. Instruction begins in earnest in unit 1, week 5 with the letter M. Unit 6 is a review of units 1–5. Total Weeks = 36 <i>Unit 6 = Review (if time)</i> <i>Unit 1 = Weeks 1–4 can be condensed/accelerated if time is a concern</i>
	2			
	3			
	4			
	5			
	6			
1	1	6 weeks per unit	5 days per week	Grade 1 contains an optional Kindergarten Review unit. Total Weeks = 36
	2			
	3			
	4			
	5			
	6			
2–6	1	5 weeks <u>instruction</u> 1 week Theme Wrap-up	5 days per week	Each unit ends with the Theme Wrap-up (for assessment, reteaching, regrouping). Lessons for literature studies and writing are included during the Theme Wrap-up. Total Weeks = 36
	2			
	3			
	4			
	5			
	6			

Sample Literacy Block Schedule for Scott Foresman Reading Street 2007 Kindergarten

Whole Group (Use 5-Day Planner)

60 Minutes

- **Oral language**
Build Concepts & Oral Vocabulary
- **Shared Reading**
Reading Strategies & Listening Comprehension
- **Word Work**
Phonological Awareness, Phonics, High-Frequency Words

Differentiated Instruction or "Group Work"

30 Minutes

Use Weekly Plan for Group Time
Use Emergent, On-Level, or Independent Resources

- **Daily Group Time**
Skill Support
Reading Support
Apply Skills
Monitor Progress

Note: Some of the "Word Work" will overlap into small group instruction.

Language Arts

20 Minutes

Intensive Intervention

30 Minutes

For students identified as needing additional intensive intervention.

May consist of Scott Foresman ERI (Early Reading Intervention) for K/1

Sample Literacy Block Schedule for Scott Foresman Reading Street 2007 Grades 1 and 2

Whole Group (Use 5-Day Planner)

90 Minutes

- **Oral language**
Build Concepts & Share Literature
- **Word Work**
Phonemic Awareness, Phonics, Spelling, and High-Frequency Words
- **Reading**
Vocabulary/Comprehension and Fluency
Independent Practice

Differentiated Instruction or "Small Group Work"

30 Minutes

Use Weekly Plan for Group Time

Use On-Level, Strategic Intervention, Advanced, or ELL resources

- **Daily Group Time**
Reading Support
Skill Support
Fluency Practice
Monitor Progress

Note: Some of the Reading Work (from Whole Group) may overlap small group.

Language Art

20–30 Minutes

Intensive Intervention

30 Minutes

For students identified as needing additional, intensive intervention.

May consist of Scott Foresman "ERI—Early Reading Intervention"

May consist of Scott Foresman "My Sidewalks" for 1–6

Sample Literacy Block Schedule for Scott Foresman Reading Street 2007 Grades 3–6

Whole Group (Use 5-Day Planner)

90 Minutes

- **Oral language**
Speaking, Listening, and Viewing
- **Word Work**
Phonics (grade 3), Word Study, and Spelling
- **Reading**
Vocabulary, Comprehension, and Fluency (pupil edition work)
Independent Practice

Differentiated Instruction or “Small Group Work”

30 Minutes

Use Weekly Plan for Group Time

Use On-Level, Strategic Intervention, Advanced, or ELL resources

- **Daily Group Time**
Reading Support
Skill Support
Fluency Practice
Monitor Progress

Some of the Reading Work (from Whole Group) may overlap into small group.

Language Arts

20–30 Minutes

Intensive Intervention

30 Minutes

For students identified as needing additional, intensive intervention

May consist of Scott Foresman “My Sidewalks” Intervention Program Grades 1–6

Small-Group Time Planner

This planner is a *suggested* sequence to get you started with small-group time. If your class is having a hard time following the rules and procedures, you may need to repeat a step several times or decrease the daily minutes spent on small-group time until you feel satisfied that they can maintain independence. If either is the case, it may take you longer than 21 days to complete this planner. OR you can move through the planner more quickly by increasing the daily minutes sooner than is suggested. This would allow more than one group to practice in a given area on a given day.

DAY	DATE	TIME (min.) (Flexible)	SMALL-GROUP TIME GOAL	What is the TEACHER doing?	What are the STUDENTS doing?
Phase I of Small-Group Time: Whole-Group Teacher Monitors					
1		15	Introduce small-group time rules	<ul style="list-style-type: none"> ■ Teacher explains each of the rules for small-group time using a poster that will be hung up in the classroom. ■ Teacher chooses students to model each rule while the whole class watches. 	<ul style="list-style-type: none"> ■ Students learn about rules and discuss the importance of each rule with the whole group. ■ Individual students model for others what the rules mean.
2		15	Practice small-group time rules	(Same as Day 1 above)	(Same as above)
3		15	Practice small-group time rules	<ul style="list-style-type: none"> ■ Teacher quickly reviews each of the rules for small-group time. ■ Teacher chooses students to model some rules while the whole class watches. ■ Teacher gives students a task (that needs little explanation) to do independently at their seats. ■ Teacher monitors room; though does not engage with students! ■ Teacher ends small-group time with a debriefing session with whole class. 	<ul style="list-style-type: none"> ■ Students listen while teacher reviews rules. ■ Individual students model for others what the rules mean. ■ All students work independently at their seats. ■ Students actively participate in a debriefing session.
4		15	Practice small-group time rules	(Same as Day 3 above)	(Same as above)
5		15	Practice small-group time rules	(Same as Day 3 above)	(Same as above)
6		15	Practice small-group time rules	(Same as Day 3 above)	(Same as above)
7		15	Introduce Reading Area	<ul style="list-style-type: none"> ■ Teacher introduces and explains each of the rules for the Reading Area. ■ Teacher chooses students to model each rule while the whole class watches. 	<ul style="list-style-type: none"> ■ Students learn about Reading Area rules and discuss the importance of each with the whole group. ■ Individual students model for others what the rules mean.
8		15	Review rules for Reading Area	<ul style="list-style-type: none"> ■ Teacher reviews rules for small-group time and the Reading Area. ■ Teacher chooses students to model some rules while the whole class watches. 	(Same as above)

Phase II: "Menu" Introduction: Two Tasks—Teacher Monitors					
9		20	Practice with Reading Area	<ul style="list-style-type: none"> ■ Teacher quickly reviews each of the rules for small-group time and the Reading Area. ■ Teacher chooses students to model some rules while the whole class watches. ■ Teacher introduces "Menu" activities—"Must Do" and "May Do." Explain that, for now, there will be only "Must Do" tasks. "May Do" choices will come later. These "May Do" tasks will be the Reading, Writing, and Listening Areas that the teacher will be introducing. ■ Teacher lets a group of students go to the Reading Area. (This is their "Must Do.") ■ Teacher gives remainder of class two "Must Do" tasks (that need little explanation) to do independently. ■ Teacher monitors room, but does not engage with students! ■ Teacher ends small-group time with a debriefing session with whole class. 	<ul style="list-style-type: none"> ■ Students listen while teacher reviews rules. ■ Individual students are asked to model for others what some of the rules mean. ■ One group of students (more groups if length of small-group time is increased) reads stories at the Reading Area independently. ■ The remainder of the class works on the "Must Do" tasks independently. ■ Students actively participate in a debriefing session.
10		20	Practice with Reading Area	(Same as Day 9 above) Teacher chooses a different group for Reading Area .	(Same as above)
11		20	Practice with Reading Area	(Same as Day 9 above) Teacher chooses a different group for Reading Area.	(Same as above)
12		20	Practice with Reading Area	(Same as Day 9 above) Teacher chooses a different group for Reading Area.	(Same as above)
13		20	Introduce Writing Area	<ul style="list-style-type: none"> ■ Teacher introduces and explains each of the rules for the Writing Area. ■ Teacher chooses students to model each rule while the whole class watches. 	<ul style="list-style-type: none"> ■ Students learn about Writing Area rules and discuss the importance of each with the whole group. ■ Individual students model for others what the rules mean.

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14		20	Review rules for Writing Area	<ul style="list-style-type: none"> ■ Teacher reviews rules for small-group time and the Writing Area. ■ Teacher chooses students to model some rules while the whole class watches. 	<ul style="list-style-type: none"> ■ Students listen while teacher reviews rules. ■ Individual students are asked to model for others what some of the rules mean.
15		30	Practice with Writing Area	<ul style="list-style-type: none"> ■ Teacher quickly reviews each of the rules for small-group time and the Writing Area. ■ Teacher chooses students to model some rules while the whole class watches. ■ Teacher lets a group of students go to the Reading Area and lets a group go to the Writing Area. ■ Teacher gives remainder of class two “Must Do” tasks (that need little explanation) to do independently. ■ Teacher monitors room, but does not engage with students! ■ Teacher ends small-group time with a debriefing session with whole class. 	<ul style="list-style-type: none"> ■ Students listen while teacher reviews rules. ■ Individual students are asked to model for others what some of the rules mean. ■ One group of students reads stories at the Reading Area independently. ■ One group of students works at the Writing Area independently. ■ The remainder of the class works on an independent task at their seats. ■ Students actively participate in a debriefing session.
16		30	Practice with Writing Area	(Same as Day 15 above) Teacher chooses different groups for Reading Area and Writing Area.	(Same as above)
17		30	Introduce Listening Area	<ul style="list-style-type: none"> ■ Teacher introduces and explains each of the rules for the Listening Area. ■ Teacher chooses students to model each rule while the whole class watches. ■ Teacher quickly reviews each of the rules for small-group time and Area rules as needed. ■ Teacher chooses students to model some rules while the whole class watches. ■ Teacher chooses students to go to the three areas introduced so far while the rest of the class works on two “Must Do” tasks. ■ Teacher monitors room, but does not engage with students. ■ Teacher ends small-group time with a debriefing session with whole class. 	<ul style="list-style-type: none"> ■ Students learn about Listening Area rules and discuss the importance of each with the whole group. ■ Individual students model rules for others. ■ One group of students works at the Reading Area independently. ■ One group of students works at the Writing Area independently. ■ One group of students listens to a story at the Listening Area. ■ The remainder of the class works on two “Must Do” tasks independently. ■ Students actively participate in a debriefing session.

18		30	Review Rules for Listening Area	<ul style="list-style-type: none"> ■ Teacher reviews rules for small-group time and the Listening Area. ■ Teacher chooses students to model some rules while the whole class watches. ■ Teacher chooses students to go to the three areas introduced so far while the rest of the class works on two “Must Do” tasks. ■ Teacher monitors room, but does not engage with students. ■ After about 10 minutes, the teacher chooses different students so that a new group goes to Writing Area, a new group goes to Reading Area, and a new group goes to Listening Area. This rotation ONLY occurs on this day to give more students a chance to practice with the newly introduced Writing and Listening Areas. After this day of group practice, students DO NOT rotate through areas. ■ Teacher ends small-group time with a debriefing session with whole class. 	<p>(Same as above)</p> <ul style="list-style-type: none"> ■ Students who had been practicing at the three areas transition into their independent “Must Do” activity. ■ Chosen students move from “Must Do” activity to assigned area to practice.
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Phase III: "Menu" in place: Multiple Tasks – Teacher Pulls One Group					
19		30	Introduce menu of choices	<ul style="list-style-type: none"> ■ Teacher talks about the "menu" of choices for small-group time. Teacher instructs students as to what the menu is and how students can choose "May Do" activities once they have completed the "Must Do" tasks. Teacher makes available only "May Do" activities that have been previously explained or practiced. Reading, Writing, and Listening Areas are part of the menu as "May Do" activities since they have been taught. ■ Teacher explicitly tells students rules about how many children can be at a certain area and how to move between "Must Do" and "May Do" activities. ■ Teacher quickly reviews each of the rules for small-group time and area rules as needed, emphasizing the "no interruption" concept. ■ Teacher chooses students to model some rules while the whole class watches. ■ Teacher monitors room, but does not engage with students. ■ Teacher ends small-group time with a debriefing session with whole class. 	<ul style="list-style-type: none"> ■ Students listen while teacher reviews rules. ■ Individual students are asked to model for others what some of the rules mean. ■ Students choose from a menu of "May Do" activities. ■ Students move freely from "Must Do" to "May Do" activities following the directions the teacher has given. ■ Students actively participate in a debriefing session.
20		30	Introduce teacher working with small group	<ul style="list-style-type: none"> ■ Teacher quickly reviews each of the rules for small-group time and area rules as needed, emphasizing the "no interruption" concept. ■ Teacher chooses students to model some rules while the whole class watches. ■ Teacher gives the "menu" for small-group time. Teacher instructs students as to what the menu is and how students can choose "May Do" activities. ■ For about 5–10 minutes, teacher pulls a small group or individual to work with who needs reteaching/preteaching. ■ Teacher ends small-group time with a debriefing session with whole class. 	(Same as above)

Phase IV: "Menu" in place: Multiple Tasks—Teacher Pulls Multiple Groups			
21		30	From now on, any time a new activity or area is opened up for small-group time, the teacher should follow a similar routine as the one established above. The teacher needs to stay in Phase III until the class is ready to move on to Phase IV. Phase III may take anywhere from one to three weeks. When ready to begin Phase IV , the teacher may begin to pull multiple groups for an extended time (10–15 min. each group) using intervention and challenge materials and activities. The teacher may increase the length of small-group time if desired.

