Help all readers grow.

“Let’s get growing!”
It all starts with the core.

How do you link the Common Core State Standards with differentiation? *Reading Street Common Core* does this for you with a comprehensive plan for Small Group and RTI.

“The Common Core for Reading and Language Arts will align well with RTI—though the level of text that students will read for comprehension may be more challenging.”

—Sharon Vaughn, Ph.D.
University of Texas, Austin, Texas
Program Author
Know-where-to-go easy.

What do I do for group time? On Reading Street, you’ll link to the core lesson and bridge to the Common Core State Standards.

Small Group Time

UNIT 2 • WEEK 5

Read: Life in the Forest

Access for All

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

1 TEACHER-LED SMALL GROUPS

2 INDEPENDENT PRACTICE STATIONS

3 INDEPENDENT READING

Weekly Roadmap

Follow three simple steps to connect teacher-led small groups, practice, and independent reading.
Teacher-led Small Groups

Here’s where the pedal hits the metal. Daily small group lessons provide rigor, scaffolding, and flexibility.

Step 1

Reading Street Sleuth

Good readers are detectives. Reading Street Sleuth helps students find clues in text through close reading.

- Written for the Common Core
- Weekly short, high-interest selections
- Conceptually related fiction and nonfiction
- Provides access for all to grade-level text
- Rigor made accessible

Small Group Lesson Plan

The Small Group Lesson Plan offers fidelity and consistency. It focuses your instruction for all your students.

- On-Level
- Strategic Intervention
- Advanced
- ELL (English Language Learners)

The Friendly Cactus

Here you grow a cactus before! A cactus is a spiky desert plant. You may have seen a cactus sitting in a pot near a window. But did you know there is a cactus that can grow to fifty feet tall?

It is called the saguaro cactus. It is green and has long arms. It also has many sharp spines. But that doesn’t stop the saguaro cactus from making plenty of animal friends!

This tall cactus makes a nice home for birds. The snowy white flowers that grow on the cactus are sweet to the bees. Then the bees fly away. Then deep seeds all over the desert. One of those seeds may grow into a cactus!

Read like a detective!

Look for Clues
Ask Questions
Make Your Case
Prove It
June and Pete
Written by Fran Jacobs
Decodable 
Practice 
Reader
11A
Long u: u_e
June mule huge rude use
Long e: e_e
Pete Steve
Consonant g/j/
age huge
Long o: o_e
hopes home votes
High-Frequency Words
here to go be
there too the

6 Conceptually Related Texts
Multiple levels of text complexity support the same lesson objectives and standards each week.

Concept Literacy
Below-Level
On-Level
Advanced

Leveled Reader Teaching Guide
Guided reading lesson plans support each leveled reader.

More to Explore Activities Online
Build background and provide practice opportunities.

Scaffolded Instruction

Small Group Lessons
Build word knowledge and comprehension.

Online ELL Support
Provide additional support by strand and by proficiency level.

Performance Tasks
Clarify student understanding.

Performance Task - Prove It! Ask children to draw a cactus that is being used by more than one desert animal. They should label their drawings. Have children use the text and other references to draw and label their pictures. Encourage them to label several items and to use complete sentences to describe actions. Look for evidence that children understand the relationship between the cactus and the animals.
Independent Stations

What do you do with the rest of your class during group time? Practice Stations keep things organized and on task.

**Management Plan**

Objectives and leveled activities help you set up and organize your Practice Stations.

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**Flip Chart Activities**

Let’s read! Let’s write! Let’s listen!

Independent activities help students practice last week’s skills.
Independent Reading

The goal of Reading Street Common Core is to help students read and write independently every day.

Book Talk Activities
Discussion starters, comprehension questions, and partner activities engage readers and introduce them to new genres of text.

Read Complex Texts
Independent reading suggestions help readers to select appropriately complex texts.
RTI Kits

RTI Kit

If readers struggle, *Reading Street Common Core* will help you smooth out any bumps in the road.

**Tier 2 Intervention**

Explicit instruction includes leveled mini-lessons that focus on priority skills.

- Placement Test and Implementation Guide
- Phonemic Awareness
- Phonics and Decoding
- Fluency
- Vocabulary
- Comprehension
- Write-on/Wipe-off Boards
- Letter Tiles
- Routines Flip Chart

**Mini-Lessons** jump-start struggling readers.
My Sidewalks on Reading Street

If readers continue to struggle, you can take an alternate route with this complete intervention program.

**Tier 3 Intervention Aligned to Reading Street**

*My Sidewalks* provides intensive, focused literacy intervention for daily one-on-one or small group sessions.

- 30 weeks of intervention
- 30–45 minutes of instruction daily
- Focus on high-priority reading skills
- Extensive practice
- Progress monitoring and feedback
- Adjusted lesson pacing

**Weekly Reading Selections Conceptually Related to Reading Street**

*Multiple opportunities for practice and feedback!*
It’s interactive and amazing!

Technology engages and personalizes learning. It’s a great way to help students catch up or move ahead.

**My Sidewalks**
Power up struggling readers! Engaging eText with progress monitoring helps low-achieving students get the practice they need.

- Use on a Whiteboard in a small group session
- Read eText on an iPad®
- Enter data and graph student progress
- View individual and group reports

**eStreet Interactive**
Students love all things digital. Reading Street Common Core is available on browser and mobile devices for anytime, anywhere access.

- Digital games, activities, and resources
- Leveled Reader search by Lexile, Guided Reading, and DRA levels

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“We must remain committed to keeping our eyes and minds open so that every child who walks through our doors wanting to become a reader and writer walks out having become one.”

— Jeanne Paratore, Ed.D.
Boston University School of Education, Boston, Massachusetts
Program Author