Tier 3 intensive reading intervention conceptually related to Reading Street.

Develop English language proficiency with Reading Street-aligned instruction.

Integrate word study activities and reinforce Common Core foundational skills.

Tier 3 Spanish reading intervention conceptually related to Calle de la Lectura.

Spanish reading instruction designed to parallel Reading Street.

ReadingStreet.com
Love what you teach.
Teach with love and confidence.

Teaching children to read is a job of love, patience, skill, and fortitude. *Reading Street Common Core* brings out the best in you. It helps you implement the Common Core State Standards and raise student achievement. *Reading Street Common Core* will validate your current practices, spark new insights, and nurture your love of teaching.
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The Common Core raises the level of expectations. *Reading Street Common Core* makes these expectations attainable. It aligns instruction to the Common Core State Standards and meets the goals of the Publishers’ Criteria.

Built by a team of experts!

**Peter Afflerbach, Ph.D.**
Common Core State Standards and National Governors Association, Feedback Group

**P. David Pearson, Ph.D.**
Council of Chief State School Officers Validation Committee and National Governors Association

**Karen K. Wixson, Ph.D.**
Common Core State Standards English Language Arts Work Team
Close Reading

“Motivation is the heart of what we do in reading instruction. We know that kids become real readers when they are motivated by their reading, choosing their own selection of books, and being able to talk about what they have read.” — Jon Scieszka

What is Close Reading?

Close reading is a form of text-focused teaching in which the teacher guides students to an in-depth, sustained analysis and evaluation of a text. Close reading involves focused, sustained reading and rereading of specific evidence from it.

Why is Close Reading Important?

The CCSS expected our students to engage with a variety of a single text multiple times. Close reading is a great way to show young readers, rather than telling them, that all kinds of reading are worthwhile. As students become more adept at close reading, they are able to engage in more complex learning. This is a skill that will serve them in the future. As students become more adept at close reading, they begin to see the connections between two texts, identify patterns, and make inferences. Students are better positioned to better understand the text and make inferences. Students cite evidence from the text.

Close Reading

Close reading involves focused, sustained reading and rereading of specific evidence from it. Students cite evidence from the text to support their ideas. Students are better positioned to better understand the text and make inferences.

Connect to Science

Different parts of a plant have different jobs. How would this plant change if it never shined, the leaves would never grow. There would be no food. Leaves use sunlight and a green pigment called chlorophyll to make food. Sun helped these leaves get wide and flat.

Rubber Band

Connect to Science

Different parts of a plant have different jobs. How would this plant change if it never shined, the leaves would never grow. There would be no food. Leaves use sunlight and a green pigment called chlorophyll to make food. Sun helped these leaves get wide and flat.

Sunlight

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A wealth of lovable literary and informational texts.
An amazing way to learn, an incredible way to teach.

Assess and Manage

*EssayScorer*
Writing practice with instant feedback and scoring.

*SuccessTracker™*
Assessment with instantly prescribed remediation.

Pearson eText for easy mobility

*eText Student Edition*
Read anywhere and everywhere!

*eText Teacher’s Edition*
Plan and organize the eStreet way.

Interactive Activities

*Letter Tile Drag and Drop*
Build words, build vocabulary!

*Grammar Jammer Animation*
Have fun with grammar songs.
Have you ever seen a cactus before?

A cactus is a spiky desert plant. You may have seen a small 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 woodpecker pecks a hole in the cactus. This hole can be used for a nest. A cactus can be a home for hawks, too. They build nests in the cactus's arms. Bats can help make new cactuses. Bats like to eat the white flowers that grow on the cactus. Then, they fly away. They drop seeds all over the desert. One of those seeds may grow into a cactus!

Be a Sleuth
See more online! ReadingStreet.com
Power Planning
Plan by day, week, or month.
Common Core State Standards
Align teaching to the Common Core.
Motivate readers with mobile eText.
Leveled Reader Database
Search over 4,000 readers by Guided Reading Level, DRA™, Lexile®, and more.
Envision It! Animation
Develop comprehension visually.
Writing Journal
Read it, then write about it!
Everything to welcome everyone to learning.

Common Core begins in Kindergarten.

Kindergarten Package
It's all here and ready to go. Build foundational skills and build knowledge from text.
“Every child needs a buddy.”

My Skills Buddy

Hello, buddy! Kindergarten Student Handbooks let children practice newly acquired skills.

Start Your Engines!

Begin each day with Jack Truck and all his truck friends. Vroom-vroom.

- Teach the alphabet
- Develop phonological awareness
- Practice the weekly phonics skill
A clear pathway to phonics success.

Reading Street Common Core systematically builds skills and establishes a foundation for reading.

**Hear Sounds**
Phonological Awareness

**Build Words**
Phonics/Word Recognition
Integrate hands-on practice with word sorts.

Digital Resources
- Letter Tile Drag-n-Drop
- Decodable Reader eText
- Pick a Pop-up
- Digital Sound Spelling Cards

Practice
Apply Skills

Read
Apply Phonics and Word Analysis

Decodable text through Grade 3!
Let’s Learn It!
Weekly lessons focus on listening, speaking, vocabulary, and fluency.

Build Oral Language
Team Talk builds language through instructional conversations.

Content Knowledge
Plant and Animal Communities

EXPAND THE CONCEPT: To reinforce concepts and to have children’s attention, have children sing “A Good Environment” from the Big Book. According to the song, what can thrive in a good environment? (all living things)

Build Oral Language

REVIEW GENRE: EXPOSITORY TEXT
Have children tell the key features of expository text: it gives true information about real things, real events, real people, or real places. Explain that today you will read about animals that need other animals in “Why Beavers Love Wolves” by Gerry Bishop.

MONITOR LISTENING COMPREHENSION
Recall that animals and plants in the forest need each other, such as bugs that eat plants, or birds that live in trees. Have children listen to “Why Beavers Love Wolves.”

TEAM TALK ABOUT PLANT AND ANIMAL COMMUNITIES
Read aloud the second paragraph of “Why Beavers Love Wolves.” Display it on the board if possible, and track the print as you read.

1. Have pairs of children generate questions for each other about the environment they inhabit when they hear this paragraph.
2. Add words generated in the discussion to the concept map.

DAY 4 at a Glance

Content Knowledge

Oral Vocabulary
Phonemic Awareness
Phonics
Review
Contractions
High-Frequency Words
Science in Reading
Magazine Article
Fluency
Appropriate Phrasing
Conventions
Singular and Plural Nouns
Writing
Description: Revise
Research and Inquiry
Synthesize
Materials
• Student Edition
• Sing with Me Big Book
• Read Aloud Anthology
• Decodable Reader 11C
• Reader’s and Writer’s Notebook

Common Core State Standards
Speaking/Listening 2.
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Language 5.c.
Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Also Language 6.
164a
Communities	•	Unit	2	•	Week	5

DAY 4 at a Glance

Fluency

Appropriate Phrasing
When you come to a period, you know it is the end of a sentence. Stop when you reach the period to show when the sentence ends.

Question 1
1. Pete saw a bear eat his food.
2. The cute pup wanted to sip water.

Vote for the correct answer.

168
169

Build a Foundation for Reading
**DAY 4**

**Build Oral Vocabulary**

Vocabulary routines and concept maps help students talk about ideas.

**DAY 5**

**Research and Inquiry**

Daily activities guide students through the research process with the opportunity to present their work.

---

**Build Vocabulary Every Day**

**Amazing Words**

Build oral vocabulary each week through Amazing Words routines.

**Academic Vocabulary**

Focus on content-area vocabulary common in complex texts.

**Selection Vocabulary**

See, say, hear, define, and connect to weekly selection vocabulary.

**High-Frequency Words**

Develop fluency with instruction on frequently appearing words.
**UNIT 2 • WEEK 5**

**Preview Your Week**

How are plant and animal communities important to each other?

**Build Content Knowledge**

**KNOWLEDGE GOALS**

- animals eat plants
- animals use plants for shelter
- plants grow when animals bury seeds
- plants thrive when animals transport pollen

**THIS WEEK’S CONCEPT MAP**

Develop a concept-related graphic organizer like the one below over the course of this week.

- plants and animals in a forest
- soil, water, food
- plants and animals live together in the forest

**BUILD ORAL VOCABULARY**

This week, children will acquire the following academic vocabulary/domain-specific words.

- require
- capture
- thrive
- slippery
- creature
- slime
- environment
- sludge

**OPTIONAL CONCEPT-BASED READING**

Use the Digital Path to access readers offering different levels of text complexity.

**Karen Wixson**

Author, Content Area Knowledge

*Students integrate ideas and knowledge as they access multiple texts.*
“I love books about bugs.”

**Paired Selection**

A weekly paired text connects reading to science and social studies.

**Leveled Readers**

Build content knowledge at varying levels of complexity.
Let text be the springboard to deep comprehension.

**DAYS 2 & 3**

**Access Text**

CONNECT TO CONCEPT: Look at the pictures on page 147. Look at the chipmunk. Describe what it looks like. Encourage children to answer the question in complete sentences. Yes, the chipmunk is light brown with dark brown stripes. I think it is eating something. Ask children to describe the ant, raccoon, and bird.

**Close Reading**

INFERENCES + TEXT EVIDENCE: Look at the pictures on page 147. How can you tell what kinds of animals and plants you are going to read about? Point to the pictures where you found this information.

**Read for Understanding**

Weekly routines guide students through close reads and build comprehension through text-based questions and higher-order thinking skills.

**Author's Purpose**

What is the author’s purpose for writing this selection? How do you know? (The author’s purpose is to give information about animals and plants in a forest. These pages tell texts about bugs and leaves.)

**Common Core State Standards**

Informational Text 5. Ask and answer questions about key details in a text.

Informational Text 6. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical processes.

Informational Text 7. Identify the reasons an author gives to support points in a text.

Informational Text 8. Identify the connection between two texts in order to provide the most relevant evidence or support.

**Academic Language**

Have students identify other things in close connection with the forest. For example, leaves, branches, etc.

**Connection to Science**

Different parts of a plant help it get what it needs to live. Roots take in water from the soil. Leaves use sunlight and a green pigment called chlorophyll to make food.

**Routine**

Read for Understanding

Deepen understanding by reading the selection multiple times.

1. **First Read**—If children need support, then use the Access Text notes to help them clarify understanding.

2. **Second Read**—Use the Close Reading notes to help children draw knowledge from the text.

**P. David Pearson**

Author, Text-based Comprehension
Have you ever seen a cactus before? A cactus is a spiky desert plant. You may have seen a small 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 woodpecker pecks a hole in the cactus. This hole can be used for a nest. A cactus can be a home for snakes, too. They build nests in the cactus’s arms. Rain can help make new cactuses. Rain can also help give the white flowers that grow on the cactus. Then, the bats fly away. They drop seeds all over the desert. One of those seeds may grow into a cactus!

Be a Sleuth
Look for Clues
Ask Questions
Make Your Case
Prove It!

“I detect you will love Reading Street.”

Reading Street Sleuth
Use the weekly Sleuth selection to guide close reading during small group time.
Text Complexity

Text complexity is less complex with the right support.

**Text Complexity Rubrics**

Weekly rubrics from Pearson author Elfrieda “Freddy” Hiebert help teachers assess text complexity at a glance.

**Text-Based Comprehension**

Use the rubric to familiarize yourself with the text complexity of *Life in the Forest.*

**Bridge to Complex Knowledge**

**Quantitative Measures**

- **Lexile:** 370L
- **Average Sentence Length:** 697
- **Word Frequency:** 3.27
- **Word Count:** 216

**Qualitative Measures**

- **Levels of Meaning:** identify factual information in expository text
- **Structure:** captions; text is placed in a variety of locations
- **Language Conventionality and Clarity:** clear language; close alignment of images and text
- **Theme and Knowledge Demands:** text assumes no prior knowledge

**Reader and Task Suggestions**

**FORMATIVE ASSESSMENT** Based on assessment results, use the Reader and Task Suggestions in Access Main Selection to scaffold the selection or support independence for children as they read *Life in the Forest.*

**READER AND TASK SUGGESTIONS**

<table>
<thead>
<tr>
<th>Preparing to Read the Text</th>
<th>Leveled Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Review strategies for understanding context clues. Refer to the vocabulary strategy lesson on p. 146a.</td>
<td>• Levels of Meaning + Evaluation: If children have difficulty with key ideas and details, have them name the animals in the photographs and identify the similarities and differences among them.</td>
</tr>
<tr>
<td>• Discuss text features an author might use to organize information in an expository text.</td>
<td>• Structure: The complex structure of this text may pose a problem for some children. Point out to children that they must read the captions as well to gain a deeper understanding of the text.</td>
</tr>
<tr>
<td>• Remind children that this selection is nonfiction. They may need to read more slowly to better understand the text.</td>
<td></td>
</tr>
</tbody>
</table>

**Recommended Placement** This text is appropriate for placement at this level due to both the quantitative and qualitative elements of the selection.
Weekly Text Sets
Build capacity with text sets that scaffold students into the main selection anchor text.

Anchor Text

Paired Selection

Concept Literacy Below-Level On-Level Advanced

Trade Book Library Reading Street Sleuth

Leveled Reader Database Provides flexibility to add more complex text!
Connect reading and writing to power understanding.

Daily and Weekly Writing

Writing Mini-Lessons
Daily 10-minute mini-lessons teach the traits and craft of good writing.

Let’s Write It!
Read like a writer! Weekly model text showcases effective writing.

Focus on 3 Types of Writing

Jeff Anderson
Author, Writing Instruction
Unit Writing

Writing and Research Handbook
Writing process lessons focus on argument, narrative, and informative writing.

1. Opinion/argument writing
2. Informative/explanatory writing
3. Narrative writing

Writing Workshop
Unit writing projects guide students through the writing process.

EssayScorer
Provide online writing practice, instant feedback, scoring, and reports.
What do I do in small groups?
Follow 3 easy steps.

1 Teacher-Led Small Groups

Small Group Lesson Plan
The Small Group Plan helps you differentiate instruction through daily lesson plans.

Reading Street Sleuth
Differentiated lesson plans provide access for all to grade level text.
- Written for the Common Core
- Weekly short, high-interest selections
- Conceptually related fiction and nonfiction
- Close reading routines
- Performance tasks to demonstrate knowledge
**Digital Resources**

- Leveled Reader Database
- Small Group Support for English Language Learners
- Sleuth eText

---

### Independent Stations

**Leveled Practice**

Independent activities make it easy to manage your Practice Stations.

**Independent Reading**

Independent Reading routines include Book Talk tips and text suggestions.

---

**Activities and Trade Books**

Independent Reading routines include Book Talk tips and text suggestions.
Accelerate learning with aligned intervention.

Tier 2 Intervention: RTI Kit
Easy-to-manage resources provide additional scaffolding for struggling readers.

- Placement Test and Implementation Guide
- Phonemic Awareness
- Phonics and Decoding
- Fluency
- Vocabulary

- Comprehension
- Write-on/Wipe-off Boards
- Letter Tiles
- Routines Flip Chart

Each lesson contains three scaffolded mini-lessons
Tier 3 Intervention: My Sidewalks

Intensive intervention rapidly accelerates progress toward grade-level text.

- 30 weeks of intervention
- 30–45 minutes of daily instruction
- Focus on foundational reading skills
- Extensive practice
- Progress monitoring and feedback
- Read texts online and on the iPad®
- Digital data entry and progress graphing

Four short, weekly texts support Reading Street concepts.
A simple and thorough assessment plan.

Baseline Group Tests
Make grouping decisions for instruction.

Every Day

Monitor Progress
Check understanding daily.

Corrective Feedback
Provide reteaching and support right away.

Formative Assessment

Peter Afferbach
Author, Assessment
**Weekly Tests**
Assess target skills for the week. Includes embedded Common Core State Standards.

**Fresh Reads**
Check fluency and comprehension as children read a new passage. Includes embedded Common Core State Standards.

**Reading Street Sleuth**
Demonstrate understanding through performance tasks.

**Unit Benchmark Tests**
Assess mastery of unit skills. Includes embedded Common Core State Standards.

**End-of-Year Benchmark Test**
Measure mastery of skills in all six units.

**Performance Tasks**
Perform to inform!
Oral Language Development

Daily guided conversations build language proficiency and content knowledge.

Content Knowledge

Plant and Animal Communities

INTRODUCE THE CONCEPT: Say “A Good Environment” from the Song with Me Big Book. Why is a good environment important to animals? (Animals need food and shelter from plants.)

Build Oral Language

INTRODUCE AMUSING WORDS: Display the Big Book. Ask children to describe the picture. What animals can you see? What else can you see? (snails, frog, smoke, stream.)

TALK ABOUT SENTENCES AND WORDS: Read this sentence from the Big Book.

He inhales FIVE slimy snails up the frog's snout. What other word could we use in place of inhales? (Exhales, breathes.)

Provide some examples they may know.

ONE tick, TWO fleas, THREE flies (Oh, my!), FOUR slugs (Ew, ugh!), and FIVE slimy snails.

Connect to the line (It rhymes with tails and slays.)

Build Oral Vocabulary

Amazing Words

Robust Vocabulary Routine

1. Introduce the Word: Display the word/phrase to the book. The frog gobbles up the snails so fast that it is all he inhales them. Supply a child-friendly definition. To inhale something is to breathe it in, like air. Have children say the word.

2. Demonstrate: Provide an example to show meaning. Before jumping into a pool, I inhale some air. Don’t stand too close to the campfire or you might inhale some smoke.

3. Apply: Have children demonstrate their understanding. Show me what you would do if a doctor told you to inhale.

4. Display the Word: Run your hand under the chunks in-task as you read the word. See p. 144b to teach slumpy.

Adverb Flip Chart

ADD TO THE CONCEPT MAP: Discuss how plants and animals are important to each other.

What does “A Good Environment” say about what animals get from plants? (Birds, deer, bees, ants get shelter and food from plants.) Let’s add birds, deer, bees, and ants get shelter and food from plants to our concept map.

In yesterday’s Read Aloud story, “The Life of an Oak Tree,” what does it say about how insects thrive in oak trees? (Insects eat the leaves of the tree.) Let’s add insects eat leaves to the concept map.

What else did “The Life of an Oak Tree” teach us about how trees help animals? (Birds and squirrels make homes in trees. Trees provide food for squirrels.) Let’s add this evidence to our concept map.

Reinforce Vocabulary

Use the Day 2 instruction on ELL Poster 11 to reinforce meanings of high-frequency words.

Adjective Endings: Explain that some words, such as slimy, become adjectives when we add the letter y to the end: slumpy. Provide some other examples: jump, jumper, sunny. Have children recall any other examples they may know.

ELL Strategies

Scaffolded instruction supports progress through the daily lesson.
Digital Resources

- ELL and ELD Reader eText
- Small Group Support

ELL Handbook
- Full weekly support for every lesson
- Professional development and best practices
- Multilingual selection summaries and vocabulary
- Week-at-a-glance planners
- Language transfer charts
- ELL workshops and teaching routines

ELL Reader and ELD Reader
Two additional texts every week:
- Same title
- Same concept
- Same illustrations
Different language proficiency levels!
Become a Common Core expert. You can do it!

Common Core 101

Everyone loves simplicity! Common Core 101 is your road map for everything you need to know. Simple, compact, and informative, you’ll teach the new standards with utmost confidence.

- Zoom in on Common Core
- Understand complex text
- Walk through an annotated lesson
- Focus on important research
- Common Core glossary

Bridge to Common Core

Professional development notes illuminate the standards and inspire your teaching.

KEY IDEAS AND DETAILS

When children identify the author’s purpose, they are making logical inferences based on what the text says. Answering questions about the choices the author made leads children to analyzing how ideas are developed in a text. By asking children these types of questions about a text, you help them comprehend as well as critique what they read.
The Common Core State Standards signal a new era in literacy instruction. We promise to be with you each step of the way.

**Onsite Professional Development**
Customized professional development focused on you.
- Foundational Overview of the Common Core State Standards for ELA
- Digging into the Reading Standards
- Digging into the Writing Standards
- Reading Complex Text
- Reading Street Product Implementation Essentials

**Online Professional Development**
Virtual courses and institutes bring the expertise to you!
- Literacy Essentials in a Common Core Framework Virtual Institute
- Writing Essentials in a Common Core Framework Virtual Institute
- Reading Street Product Implemental Essentials Virtual Course

**Teacher Compass**
Connect online teacher observations directly to relevant, on-demand professional development.
- Searchable library of over 3000 videos and tutorials—including Reading Street classrooms.
- Peer-to-peer support and ongoing reflection time
- Connect to district goals and build professional learning communities.
Results to love, experts to trust.

Common Core experts designed the *Reading Street* instructional plan. Independent research proves it works.

**Early Reading Success**
*Reading Street* students outperformed their peers by 15 percentile points, even though they started below the comparison students. Love to learn!

**Greater Reading Enjoyment**
Fourth-grade *Reading Street* students had more positive attitudes toward reading. Love to read!
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Jon Scieszka, M.F.A.
Children’s Book Author
and Founder of GUYS READ, First National Ambassador for Young
People’s Literature 2008

Grant Wiggins, Ed.D.
President of Authentic Education, coauthor of Understanding by Design
Components

My Skills Buddy (K)
• Interactive Practice
• Get ready to read
• Decodable Practice Readers
• 6 volumes

Student Anthology (1–6)
• Grade 1: 6 books
• Grades 2–6: 2 books

Teacher’s Edition Packages (K–6)
Teacher’s Edition
• 6 volumes for each grade

Teacher’s Edition Index
• Index, scope and sequence, and pacing charts

Common Core 101
• Professional development
• Annotated lessons
• Common Core glossary

Assessment
Assessment Handbook (K–6)
• Ideas and instruction for formative and summative assessment
• Common Core correlations
• Rubrics, checklists, and other resources

Baseline Group Tests and Teacher’s Manual (K–6)
• Assessments and guidelines for grouping

Fresh Reads for Fluency and Comprehension and Teacher’s Manual (1–6)
• Reading passages at below-, on-, and advanced levels
• Common Core Standards embedded

Assessment (continued)
Weekly Tests and Teacher’s Manual (1–6)
• Assessment of weekly high-frequency words, decoding, and comprehension
• Look Back and Write activities
• Common Core Standards embedded

Unit and End-of-Year Benchmark Assessments and Teacher’s Manual (K–6)
• Assesses knowledge of unit skills, comprehension, writing conventions, decoding, vocabulary, and fluency
• Common Core Standards embedded

Leveled Readers
Concept Literacy Leveled Readers and Teaching Guide (K–6)
• Nonfiction text
• Concept vocabulary
• Lesson plans
• Grades K–1: 36 titles
• Grades 2–6: 30 titles

Leveled Readers (1–6)
• Practice the week’s target skills
• Build content knowledge for science and social studies
• Below-Level: 30 titles
• On-Level: 30 titles
• Advanced: 30 titles

Leveled Reader Teaching Guides (1–6)
• Lesson plans and practice pages
• Focus on comprehension, fluency, and vocabulary

Kindergarten Readers (K)
• 36 Listen to Me Readers for foundational skills
• 36 Kindergarten Student Readers for on-level reading
• 36 Independent Readers to practice vocabulary and comprehension skills
Trade Books and Big Books

**ABC Rhyme Time Big Book** (Grade 1)
- Alphabet book in rhyming format to teach short vowels and consonant letter sounds

**Big Books** (K–2)
- Oversized books for shared reading
- Model fluent reading
- Grade K: 24 books
- Grade 1: 12 books
- Grade 2: 6 books

**Little Books** (K–1)
- Reduced-size versions of the big books
- Independent reading opportunities
- Grade K: 24 books
- Grade 1: 12 books

**Read Aloud Trade Books** (K)
- Illustrated stories by well-known authors
- 12 titles

**Sing with Me Big Book** (1–2) and **Little Book** (Grade 1)
- Weekly songs to build oral vocabulary and concepts

**Truckery Rhymes Big Book and Little Book** (K)
- Classic nursery rhymes updated by Jon Scieszka

**Trucktown ABCs Big Book and Little Book** (K)
- Big book for shared reading and modeling

**Trade Book Libraries** (1–6)
- Conceptually related to Reading Street
- Opportunities for independent reading

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Phonics / Word Study / Vocabulary

**Alphabet Cards** (K)
- Bilingual cards to build letter and word recognition skills
- Develop understanding of the alphabetic principle

**Decodable Readers** (K–3)
- Weekly colorful readers that reinforce and apply the target sound spellings
- Grade 1: 3 volumes
- Grades 2–3: 2 volumes

**Envision It! Picture Vocabulary Cards** (2–6)
- Pictures and text develop vocabulary
- Build content knowledge

**Get Set, Roll! Readers** (K)
- 36 action-packed Trucktown readers
- Apply phonics skills and read high-frequency words in connected text
- Spiral review of phonics

**Letter Tiles** (K)
- Lowercase letter tiles for phonics and decoding instruction

**Phonics Activities Mats** (K)
- English and Spanish alphabet
- Word work and letter tile activities

**Phonics Songs and Rhymes Flip Charts** (K)
- A new song each week
- Connect sounds to letters

**Picture Cards** (K)
- For phonemic awareness activities and phoneme sorting

**Sound Spelling Cards** (1–3)
- Two-sided cards include a photograph and a list of spelling for each sound
- Blending routines help introduce sounds and spellings in the phonics lessons

**Tactile Cards** (K)
- Interactive cards feature D’Nealian letter on one side with ball-and-stick letter on the other
Components

English Language Learners (ELL)

ELL Handbook (K–6)
• ELL professional development
• Instructional support for each lesson

ELL Posters (K–6)
• Weekly visuals for ELLs
• Daily oral language activities

English Language Development (ELD)

Readers and ELL Readers (1–6)
• ELD readers for beginning and intermediate proficiency levels
• ELL readers for intermediate and advanced proficiency levels
• Grade 1: 36 titles
• Grades 2–6: 30 titles

ELL and ELD Reader Teaching Guides (1–6)
• Differentiated lesson plans
• Scaffolded leveled support

Response to Intervention Kit (K–2) (3–6)
• Tier 2 instruction and practice for struggling readers
• Target foundational skills
• Practice worksheets, letter tiles, teaching guides

Practice and Additional Resources

AlphaBuddy Bear Puppet (K)
• Plush hand puppet makes learning engaging, effective, and fun

Reading Street Sleuth (1–6)
• Weekly text passages
• Access for all to appropriately complex text
• Guide close reading routines
• Performance tasks

Practice and Additional Resources (continued)

Graphic Organizer Flip Charts (K–1)
• Write-on wipe-off charts
• Organize thinking and learning

High-Frequency Word Cards (K–2) and Tested Vocabulary Cards (3–6)
• Practice high-frequency words
• Reinforce weekly vocabulary

Leveled Practice Stations (K–6)
• Independent leveled activities
• Management handbook
• 6 charts per grade

Read Aloud Anthology (K–2)
• Variety of genres
• Vocabulary and concept development

Readers’ Theater Anthology (K–6)
• Drama and poetry for performance
• Build reading fluency
• Collaboration and communication skills

Family Talk (K–6)
• Letters and projects encourage family involvement
• Vocabulary development

Focus on Common Core

Weekly Posters (K–6)
• Your week at glance
• Showcase the week’s skills, vocabulary, and concepts along with the Common Core State Standards
Writing and Research Handbook (2–6)
• Writing process lessons provide practice in argument/opinion, informative/explanatory, and narrative writing

Reader’s & Writer’s Notebook and Teacher’s Manual (K–6)
• Interactive weekly practice for comprehension, writing, vocabulary, grammar, spelling, and phonics

Retelling Cards (K–6)
• Visuals from each Reading Street main selection to develop comprehension

Routines Flip Charts (K–6)
• Classroom instructional routines in easy-to-use flip chart format

Talk with Me, Sing with Me Chart (K)
• Two illustrated charts per week to develop oral vocabulary and build background

Writing Rubrics and Anchor Papers (1–6)
• Rubrics for each weekly lesson
• Anchor papers with student models

Envision It! Handbook (1–6)
• Visual student resource for key comprehension and vocabulary skills, strategies, and genres

Guide on the Side (K–6)
• Teacher resource for balanced literacy
• Instructional routines and mini-lessons
• Comprehensive writing workshop
• Guidance for assessing, grouping, and monitoring progress

Digital Courseware

Pearson SuccessNet® (K–6)
• Pearson eText Student Editions, Teacher’s Editions, Sleuth, and First Stop on Reading Street
• Videos, animations, games, and activities
• Online Lesson Planner
• Teacher Resources with printable teaching tools
• Leveled Reader Database
• SuccessTracker™ assessment and data management system with remediation content (1–6)

EssayScorer Powered by Write to Learn™ (3–6)
• Online writing practice with automatic feedback and scoring

Pearson eText for iPad® (K–6)
• Student Edition
• Teacher’s Edition
• Reading Street Sleuth
• First Stop on Reading Street

CDs / CD-ROMs / DVD-ROMs

AudioText CDs (K–6)
Background Building Audio CDs (K–6)
Digital Path Assets DVD-ROM (K–6)
ExamView® Test Generator CD-ROM (1–6)
Modeled Pronunciation Audio CD (K–6)
Phonics Songs and Rhymes Audio CD (K)
Reading Street Readers DVD-ROM (K–6)
Sing with Me Audio CDs (K–2)
Teacher Resource DVD-ROM (K–6)