



Reading Street

2011 & 2013 Editions

Reading Street Common Core ©2013 was built to cohere with the Publisher's Criteria for the Common Core State Standards (released January 2012) to best serve our school partners as they transition to the Common Core. The Teacher Editions, now available in six comprehensive units of study at each grade, have an all-new design that emphasizes the spirit and the letter of the Common Core State Standards.

| | Reading Street ©2011 | Reading Street Common Core ©2013 |
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| Reading <ul style="list-style-type: none"> Literature Informational Text | <ul style="list-style-type: none"> Units organized around science and social studies concepts to build strong content knowledge Instructional emphasis on weekly comprehension skill and strategy Small group time focused on reading leveled texts | <ul style="list-style-type: none"> Units still organized around science and social studies concepts Instructional emphasis on close reading of text (Access Text and Identify Textual Evidence) Small group time focused on reading grade-level texts with scaffolding to build stamina and access for all abilities Multiple reads of main selection—whole class and small groups. Students read multiple times for different purposes Independent Reading: Students select appropriately complex texts to read and write about every day before, during, and after school |
| Foundational Skills <ul style="list-style-type: none"> Print Concepts Phonological Awareness Phonics/Word Recognition Fluency | <ul style="list-style-type: none"> Explicit instructional routines Ample guided and independent practice Decodable Readers apply word-reading skills Daily rereading for fluency | <ul style="list-style-type: none"> Due to our vast bank of efficacy, the pedagogical foundations for these skills are unchanged in ©2013 Decodable Readers are still used to apply word-reading skills Daily fluency practice is maintained Multi-modal, multimedia activities keep all children engaged in authentic practice and foundational skills |
| Writing | <ul style="list-style-type: none"> Weekly Writing Workshop relates to the reading selections Weekly writing focus includes 6-Trait writing Unit inquiry projects Unit Writing Process Workshop Look Back and Write following the main selection directs students to go back into the text to write their response | <ul style="list-style-type: none"> Daily writing mini-lessons Weekly Research and Inquiry projects Argument: Students write arguments to support claims in Grades 3–6 Look Back and Write continues to direct students to go back into the text to write their response A Writing Process lesson appears at the end of each unit A 21st Century writing lesson is available online at the end of each unit |



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| Speaking and Listening | <ul style="list-style-type: none"> Let's Learn It: Highlights collaborative speaking/listening skills, presentation of knowledge and ideas, media literacy, and vocabulary Team Talk Routine: Students collaborate and then share their responses with the group | <ul style="list-style-type: none"> Let's Learn It: Highlights collaborative speaking/listening skills, presentation of knowledge and ideas, media literacy, and vocabulary Team Talk Routine: Students collaborate and then share their responses with the group |
| Language <ul style="list-style-type: none"> Conventions Vocabulary | <ul style="list-style-type: none"> Robust oral language and concept development through the Amazing Words strand in Grades K–6 Unit concept questions and weekly questions to expand the concept Students organize related concepts in Let's Talk About It in GK–6 Daily grammar/usage/mechanics lessons are provided | <ul style="list-style-type: none"> Robust oral language and concept development through Amazing Words extended up through Grade 6 Development of academic vocabulary is featured at point of use Talk About Sentences and Words: Students unpack interesting and complex sentences Grammar/usage/mechanics instruction is unchanged |
| Complex Text | <ul style="list-style-type: none"> Small group time focuses on reading below-level, on-level, and advanced leveled texts | <ul style="list-style-type: none"> Unique to Reading Street, the text complexity rubric built by Dr. Elfrieda Hiebert provides qualitative and quantitative measures for every weekly main selection Texts within the grade-level complexity band are used in small group time Reader and Task Suggestions help students access the complex texts they will encounter Text Complexity measures for each selection can be found on the weekly tabs |
| Differentiated Instruction | <ul style="list-style-type: none"> Daily on-level, strategic intervention, and advanced instruction On-level, below-level, and advanced readers and practice pages provided each week ELL strategies (for Beginning/Intermediate/Advanced language learners) at point of use in the Teacher's Editions Weekly ELL Readers and posters develop concepts and enrich language | <ul style="list-style-type: none"> Small groups: Students at all ability levels read the same RS Sleuth grade-level passages with the scaffolding necessary for all students to access challenging texts Leveled readers are available for small groups and independent reading, are 80% nonfiction, and are available in a searchable online database Weekly ELL instruction is online |
| Assessment | <ul style="list-style-type: none"> Ongoing progress monitoring on grade-level success predictors Four-step comprehensive assessment plan | <ul style="list-style-type: none"> A five-step comprehensive assessment plan, including formative and formal assessments with an increased focus on performance tasks and reading for tests |
| Other | | <ul style="list-style-type: none"> Bridge to Common Core: Helps the teacher understand how the program meets the CCSS and why it's important Embedded Common Core professional development at point-of-use for teachers' ease of transition |

