

Read Side by Side

PROGRAM GUIDE, GRADES 3-6

September 2018 Edition



Quality literature
& quality teaching
for ALL students
& their teachers.

 **Read
Side^{by} Side^{LLC}**
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*The best
reading
programs are
built on a rich
and full diet of
books.*

Sarah Collinge, Founder
Read Side by Side Publications, LLC



Motivation & Interest

One of the top concerns raised by reading teachers in the United States is that students lack the motivation to read. The *Read Side by Side Reading Program* successfully tackles this concern by **teaching students to read the texts they want to read**. Authentic chapter books and longer nonfiction are the foundation for this exceptional program.

Explicit Instruction

Students learn to use **strategies to monitor and fix-up comprehension** in texts of increasing difficulty. Scripted lessons that value teacher autonomy aid in keeping instruction explicit.

Transfer of Training


It is not enough to teach strategies; they must be internalized and applied by the reader. **Transfer is scaffolded** through discussion, prior knowledge, note-taking, writing, and differentiated instruction.

Knowledge

It is well founded that **knowledge is the best predictor of reading comprehension**. The *Read Side By Side Reading Program* carefully builds students' vocabulary and world knowledge. The sequence of books in each unit of study propels knowledge development, and adjunct non-fiction articles build knowledge further for students.

Essential Strategies For Comprehension

Many of today's reading programs cover more strategies than can be successfully taught and mastered in one school year. The *Read Side by Side Reading Program* takes a different approach. Rather than fractionating comprehension into isolated skills, **the program focuses on teaching strategies for comprehension monitoring.** By focusing on the most essential, research based strategies, transfer is achieved. **Students learn to construct and integrate knowledge across text-types.**



Text Structure

Narrative Structure (Plot Line)

Non-fiction Structure (Text Features)

Complex Text Structure (Flashbacks etc.)

The C. I. A. Approach—Collect, Interpret, Apply



Knowledge

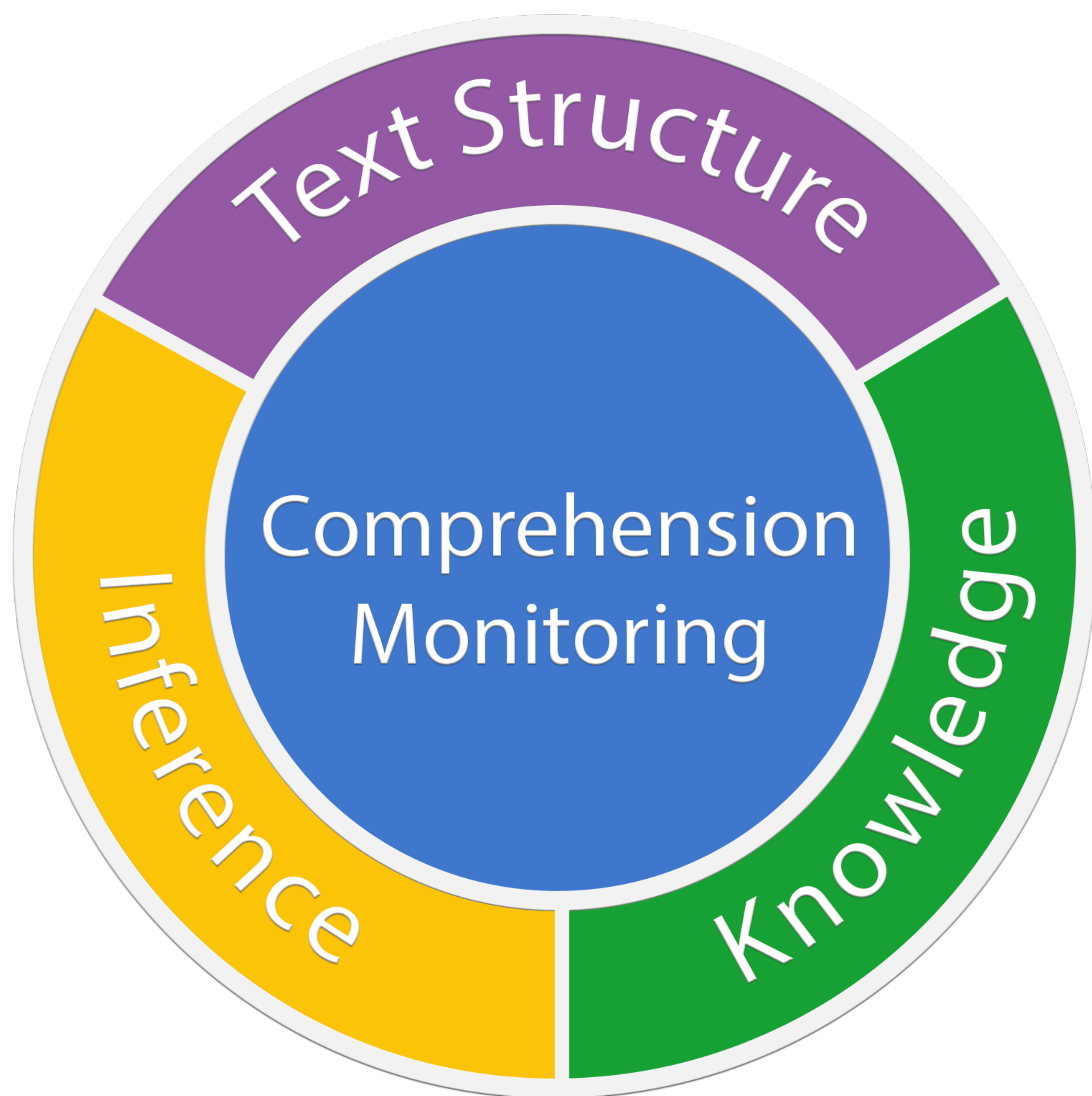
Vocabulary & Morphemes

Genres of Literature & Non-fiction

Topics

Themes & Ideas

Integration of Knowledge



Children with poor comprehension do not monitor their comprehension consistently, whereas **good comprehenders are more likely to engage in strategic processing** in order to resolve comprehension failure.

A combination of training both in inference generation and comprehension monitoring leads to **significant gains** on standardized measures of reading comprehension.
(Cain, 2009)

Inference Generation

Character/Topic Analysis
Author's Craft
Author's Perspective
Theme/Main Idea

Comprehension Monitoring

Summarize
Note-taking
Discuss
Ask Questions

A Text-Structure Approach

Students learn to break the sometimes overwhelming task of reading a chapter book or longer non-fiction into manageable steps.

Start by dividing the book into 4 quadrants (take the number of pages in the book and divide by 4). Use the C. I. A. Approach—Collect, Interpret, Apply—to **keep track of information and infer the author's central theme**. The approach can be applied in both literary and informational text structures. This approach teaches students **how to read a book** and is based on Adler's theory (1940).

C Collect

Collect the critical information
as you read quadrant 1.

CHARACTERS
SETTING
IMPORTANT EVENTS
PROBLEMS



Write a retell summary.

I Interpret (1)

Interpret the author's craft
as you read quadrant 2.

KEY REPEATED WORDS
AUTHOR'S CRAFT
SUBJECT
CENTRAL THEME



Name a line of thinking.
(Infer the central message)

→ Gradually increase your speed as you move across the text. →

Teacher Testimony

*“The **Collect-Interpret-Apply** approach has changed my students’ lives as readers, writers, and learners! All students can access text and learn to **think deeply** about their reading.”*

~Ashley Jansons, 5th Grade Teacher

I Interpret (2)

Interpret the author’s message
as you read quadrant 3.

**EVIDENCE
TURNING POINT
CENTRAL MESSAGE**



Write about the turning
point.

A Apply

Read without interruption
as you read quadrant 4.

**SYNTHESIZE
EVALUATE
INTEGRATE KNOWLEDGE**



Write a synthesis summary
& evaluation.



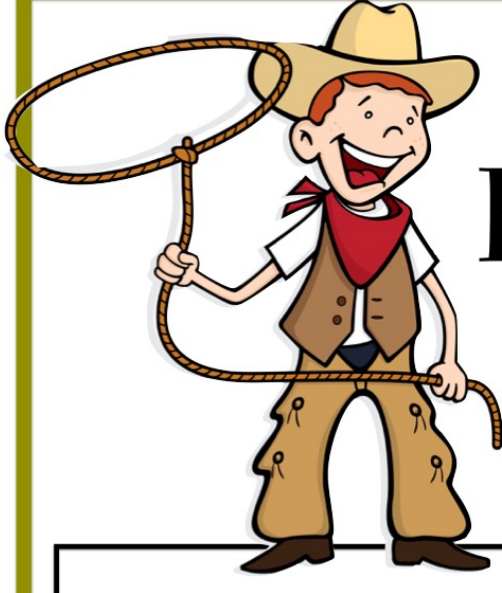
Let the momentum propel you into the next book.



Text Selection in the Program



The *Read Side by Side Reading Program* prides itself in utilizing **authentic literature** students can find at the library or bookstore. Many of the books in the program are **award winning**—**rich in vocabulary** and craft. Characters in the books represent various socioeconomic backgrounds, family structures, and religions/ethnic groups. The books capture the interest of reluctant readers and **build teacher’s capacity** to recommend further reading.

Genre



Historical Fiction

Setting	A real place that exists or existed in the past. The story is attached to a specific event or time in history.
Characters	Fictional characters who are believable in the context of the story's setting. Fictional characters who represent groups of people from history. Key players (real people from history) who are significant to the plot. A main character who changes over time.
Plot	The characters are impacted by actual circumstances and events of the story's setting. The main character changes over time.
Most important story elements	Character Setting
What readers will think about	How does the main character change over time? How does the main character overcome challenges? How do the main character's circumstances impact his or her choices? Which details in the story are facts, and which details in the story are fiction?



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Topic



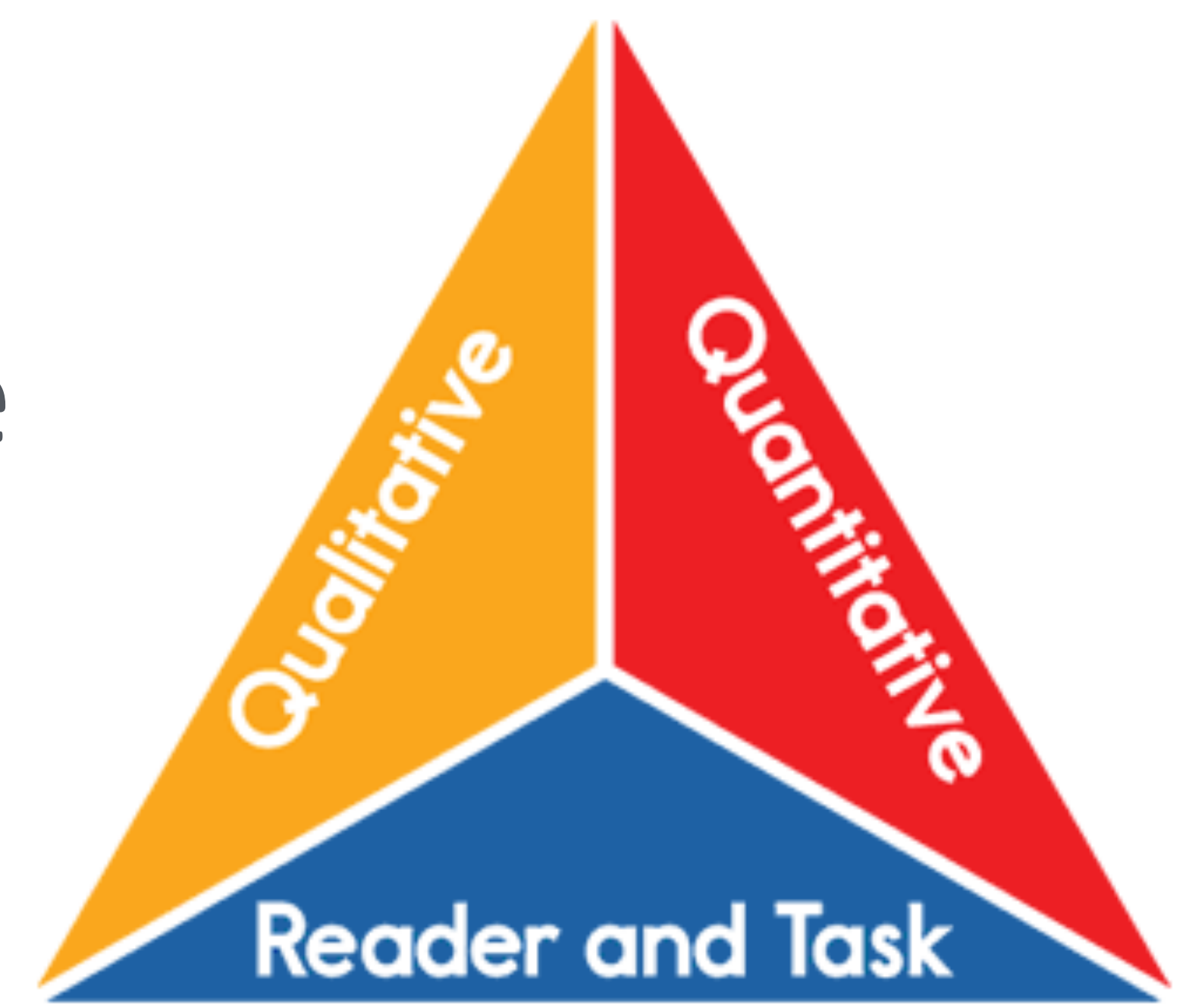
Literary Genres: Fantasy, Realistic Fiction, Historical Fiction, Mystery, Science Fiction

Informational Genres: Biography, Autobiography, Narrative/Historical Non-fiction, Informational Articles, & Diverse Media

Topics: Animals & Animal Rights, the Civil Rights Movement, Westward Expansion & the Klondike Gold Rush, Earthquakes, the Revolutionary War, Human Rights, the American Dream, the Migration of People

Text Complexity

Texts increase in complexity as students progress across a school year, and across the 3-6 band. The **CCSS three-part model** is used to measure text complexity. Qualitative and reader and task demands trump the quantitative demand as appropriate.



Theme



Themes: Conflict, Right vs. Wrong, Personal Journey, Freedom, Overcoming Hardship, Human Strength, the Pioneering Spirit, Survival, Human Rights, the American Dream

Interest



Interest: Interesting topics, characters with depth, themes that challenge thinking, and books that are award-winning. Authors they can read again and again.

Non-fiction is naturally woven into ALL of the units. Students access non-fiction, primary documents, and diverse media in order to **answer questions** and **build background knowledge**.

A 2-Part Literacy Block

Students in grades 3-5 spend 90 minutes a day reading & writing.
Students in grade 6 spend 45 minutes a day reading & writing.



Read-Aloud TEACH - MODEL - GUIDE - ASSESS

Vocabulary Instruction - *context clues & morphemes*

Read- Aloud - *all students have a copy of the text*

Discussion - *partner discussion with talk stems*

Written Response - *note-taking and expository writing prompts*

Assessment - *formative assessment rubrics*



Book Club RETEACH - PRACTICE - COLLABORATE - ASSESS

Differentiated Instruction - *3 levels of reading: below, on, and above level*

Scaffolded Support - *peer support and teacher conferences*

Collaboration - *students meet with a small group for discussion*

Written Response - *note-taking and expository writing prompts*

Assessment - *formative assessment rubrics*

Extended, High-Interest Reading

Students select books from the **classroom library book boxes**. The books match genres, topics, and authors the students have enjoyed in the program.



Independent Reading IN CLASS - AT HOME

Independent Reading - *high-interest books matched to reading units*

Scaffolded Support - *parent/teacher conferences*

Written Response - *note-taking and expository writing prompts*

Assessment - *formative assessment rubrics*

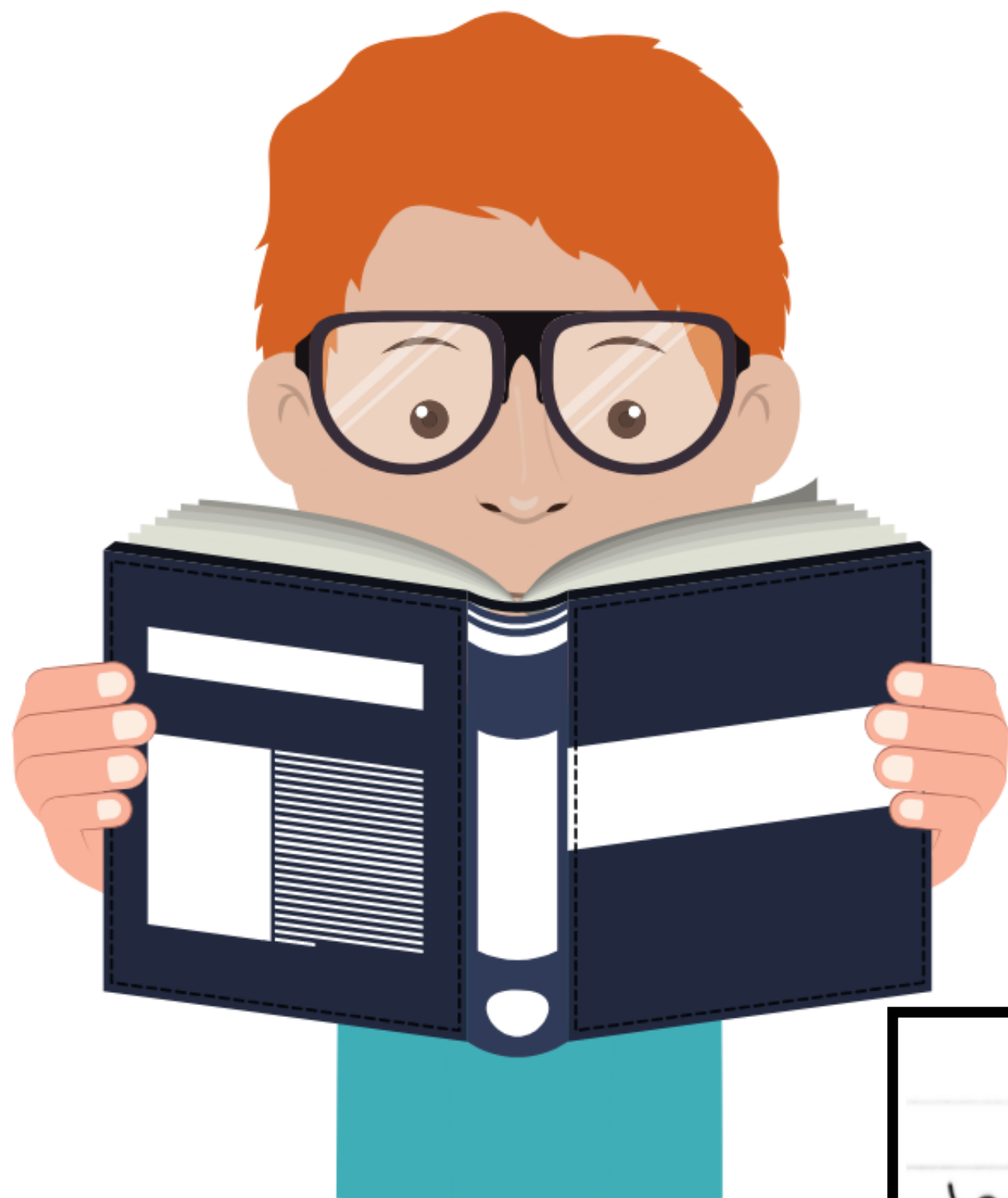
Teacher Testimony

*"I used the instructional **read-aloud** and **book club** units in my classroom this year and saw **HUGE growth** in all of my students. Even my students who always said, 'I hate reading,' or, 'I can't read,' were not only reading on grade level but **loved reading** and were excited for C. I. A."*

~Kayla Macy, 4th Grade Teacher

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Read-Aloud TEACH - MODEL - GUIDE - ASSESS



LISTEN

NOTE-TAKE

Character List

Jennifer: Peter's little sister
likes T.V.
likes horses
likes fairies
likes secrets

Grandpa Jack: Peter's grandpa
lonely since Grandma died
His leg is hurting.
He is sad about Grandma.

Peter: 10 years old
likes baseball
loves his room
sentimental

DISCUSS

Partner 1
Share

When the book said _____ I was thinking _____ because _____. This helps me understand _____.

Partner 2
Respond

I agree with you because _____.
I disagree with you because _____.
I am also thinking _____.
It sounds like you are saying _____.

WRITE

Retell Summary (Student Sample):

The first quadrant of the book *The War with Grandpa*, by Robert Kimmel Smith, tells about a boy named Peter who has to give up his bedroom in order to make his grandpa Jack comfortable.

First, Peter's grandma dies and Grandpa Jack feels sad and lonely. Grandpa Jack decides to sell the house in Florida and move in with Peter's family. Peter is happy that he will get to spend more time with his grandpa.

Next, Peter has to give up his bedroom to Grandpa Jack and move into the guest room. The guest room is on the third floor of the house. The first night Peter sleeps in his new room he feels angry and scared.

Last, the family notices that Grandpa Jack is always tired and mopes around. Peter's parents are very worried about Grandpa Jack.

I predict Peter will do anything to get his room back. I think he will go to war with Grandpa because the title of the book is *The War with Grandpa*.

ASSESS - Rubrics for assessing student discussions & writing

Bridging

Students are explicitly taught how knowledge, strategies and dispositions are used to solve comprehension problems.



READ

Character List	
CHARACTER	DETAILS
Jake Drake	2nd-grader
Mrs. Brattle	Jake's teacher Smiles a lot
Phil Willis (Willie)	Jake's best friend Small
Link Baxter	New kid Tall A bully

NOTE-TAKE

Partner 1

Share

When the book said _____ I was thinking _____ because _____. This helps me understand _____.

Partner 2

Respond

I agree with you because _____.
I disagree with you because _____.
I am also thinking _____.
It sounds like you are saying _____.

DISCUSS

Jake Drake, Bully Buster

Retell Summary Sample

The first quadrant of the book *Jake Drake, Bully Buster*, by Andrew Clements, tells about a boy named Jake Drake who has been a bully magnet since he was three!

First, Jake has to be at the same table group as a bully named Link Baxter.

Next, Link wiggles Jake's desk and flicks Jake's ear during handwriting. Jake messes up his handwriting paper five times.

Last, Jake knows that things are only going to get worse. I predict that Jake will have to solve the bully problem himself because if he gets his teacher to help it will only make Link mad.

WRITE

Hugging

The context of the initial learning and the context of the application are similar. Students use the same instructional routines.

3rd Grade - Curriculum Overview

Students explore the topic of conflict—at home and school, in the community and world—and understand themes of the Civil Rights Movement.

 <p>Unit 3.1</p>	<p>Read-Aloud Anchor Text Fantasy, <i>Poppy</i></p> <p>Key Question: <i>What are the qualities of a hero?</i></p>	<p>Informational Non-Fiction: Article about porcupines, map of Dimwood Forest.</p>	<p>Expository Writing Retell Summaries Turning Point Summaries Synthesis Summaries Opinion/Persuasive Persuasive Letter</p>	<p>Special Features Character Feelings Irony Supporting One’s Opinion</p>
 <p>Unit 3.2</p>	<p>Read-Aloud Anchor Text Realistic Fiction, <i>The War With Grandpa</i></p> <p>Key Questions: <i>How should conflicts be solved?</i></p>	<p>Informational Non-Fiction: Directions for the game called RISK, and a timeline of wars throughout Grandpa’s life.</p> <p>Realistic Fiction Book Club Texts: <i>Marvin Redpost: Why Pick On Me?</i> <i>Jake Drake, Bully Buster</i> <i>Ramona and Beezus</i></p>	<p>Expository Writing Retell Summaries Turning Point Summaries Synthesis Summaries Compare & Contrast</p> <p>Literary Story</p>	<p>Special Features Compare & Contrast Character Beliefs</p>
 <p>Unit 3.3</p>	<p>Read-Aloud Anchor Text Non-Fiction Biography, <i>Martin Luther King, Jr.</i></p> <p>Key Questions: <i>Why is Martin Luther King Jr. an important person to know about?</i></p>	<p>Informational Non-Fiction: Articles, maps, videos and timelines about Martin Luther King Jr., Gandhi, and the Civil Rights Movement.</p> <p>Non-Fiction Biography/Autobiography Book Club Text: <i>I Am Rosa Parks</i> <i>Rosa Parks</i> <i>Rosa Parks (A True Book)</i></p>	<p>Expository Writing Retell Summaries Turning Point Summaries Synthesis Summaries Opinion/Persuasive Opinions Opinion Essay</p>	<p>Special Features Primary Documents Text Features Family Tree Compare & Contrast Supporting One’s Opinion Connecting Past to Present</p>
 <p>Unit 3.4</p>	<p>Read-Aloud Anchor Text Historical Fiction, <i>Glory Be</i></p> <p>Key Questions: <i>How should conflicts within a community be solved?</i></p>	<p>Informational Non-Fiction: Articles, maps, videos, timelines, and primary documents about the Civil Rights Movement and the Freedom Riders.</p> <p>Historical Fiction Book Club Texts: <i>Julian’s Glorious Summer</i> <i>Abby Takes a Stand</i> <i>Freedom Train</i></p>	<p>Expository Writing Retell Summaries Turning Point Summaries Synthesis Summaries Opinion/Persuasive Opinions Persuasive Essay</p>	<p>Special Features Primary Documents Character Beliefs Connecting Past to Present</p>
 <p>Unit 3.5</p>	<p>Read-Aloud Anchor Text Legend, <i>Maniac Magee</i></p> <p>Key Questions: <i>What does it mean to be a Good Samaritan?</i></p>	<p>Nonfiction: The story of the Good Samaritan.</p> <p>Realistic Fiction Book Club Texts: <i>Fudge-A-Mania</i> <i>The Way to Stay in Destiny</i> <i>Swindle</i></p>	<p>Expository Writing Retell Summaries Turning Point Summaries Synthesis Summaries Compare & Contrast Opinion/Persuasive Persuasive Letter (Research)</p>	<p>Special Features Compare & Contrast Humor Exaggeration Connecting Past to Present Research</p>

“After finishing Poppy, my students were so *eager to start another read-aloud* that I had to have The War With Grandpa overnighted to my school! Thank you for these *fabulous materials!*”
~Third Grade Teacher

4th Grade - Curriculum Overview

Students explore the topic of a personal journey & westward expansion as they read rich, quality literature.

 <p>Unit 4.1</p>	<p>Read-Aloud Anchor Text Realistic Fiction, <i>Shiloh</i></p> <p>Key Question: <i>What is the difference between right and wrong?</i></p>	<p>Informational Non-Fiction: Articles about animal abuse, how to report animal abuse, and animal abuse law.</p> <p>Realistic Fiction Book Club Texts: <i>Shoeshine Girl</i> <i>Because of Winn-Dixie</i> <i>How to Steal a Dog</i></p>	<p>Expository Writing Retell Summaries Turning Point Summaries Synthesis Summaries Opinion/Persuasive Evaluations Opinion Persuasive Essay</p>	<p>Special Features Character Belief Author’s Perspective Cause & Effect Supporting One’s Opinion</p>
 <p>Unit 4.2</p>	<p>Read-Aloud Anchor Text Epic Fantasy, <i>The Castle in the Attic</i></p> <p>Key Questions: <i>What does it mean to follow the Code of Chivalry?</i></p>	<p>Informational Non-Fiction: Articles about knights and the legend of King Arthur.</p> <p>Epic Fantasy Book Club Texts: <i>The Weeping Werewolf</i> <i>The Dragonslayers</i> <i>Into the Land of the Unicorns</i></p>	<p>Expository Writing Retell Summaries Turning Point Summaries Synthesis Summaries Compare & Contrast Literary Essay Opinion/Persuasive Evaluation Opinion</p>	<p>Special Features Complex Plot Foreshadowing Compare & Contrast Cause & Effect Supporting One’s Opinion</p>
 <p>Unit 4.3</p>	<p>Read-Aloud Anchor Text Non-Fiction Biography, <i>Streams to the River, River to the Sea</i></p> <p>Key Questions: <i>Why might Sacagawea have chosen to continue on the journey? Is Scott O’Dell’s book historically accurate?</i></p>	<p>Informational Non-Fiction: Articles, maps, videos and timelines about the Louisiana Purchase, The Corps of Discovery, and Native Americans.</p> <p>Information Non-Fiction Book Club Text: <i>Going Along with Lewis & Clark</i></p>	<p>Expository Writing Retell Summaries Turning Point Summaries Synthesis Summaries Compare & Contrast Opinion/Persuasive Evaluation Opinions Opinion Essay</p>	<p>Special Features Primary Documents Symbolism Poetry Cause & Effect Compare & Contrast Supporting One’s Opinion Connecting Past to Present</p>
 <p>Unit 4.4</p>	<p>Read-Aloud Anchor Text Historical Non-fiction, <i>Children of the Gold Rush</i></p> <p>Key Questions: <i>What does it take to be a pioneer? What is the pioneering spirit?</i></p>	<p>Informational Non-Fiction: Articles, maps, videos, timelines, and primary documents about the Klondike Gold Rush.</p> <p>Historical Fiction Book Club Texts: <i>The Year of Miss Agnes</i> <i>Riding Freedom</i> <i>The Sign of the Beaver</i></p>	<p>Expository Writing Retell Summaries Turning Point Summaries Synthesis Summaries Compare & Contrast Literary Essay Opinion/Persuasive Evaluation</p>	<p>Special Features Primary Documents Text Features Symbolism Cause & Effect Compare & Contrast Connecting Past to Present</p>
 <p>Unit 4.5</p>	<p>Read-Aloud Anchor Text Historical Fiction, <i>Aurore of the Yukon</i></p> <p>Key Questions: <i>How do advancements in transportation give people new opportunities?</i></p>	<p>Informational Nonfiction: Articles, maps, videos, and primary documents about the Klondike Gold Rush, and trains—past, present, and future.</p> <p>Non-Fiction Book Club Text: <i>The Kids’ Book of Canada’s Railway</i></p>	<p>Expository Writing Retell Summaries Turning Point Summaries Synthesis Summaries Opinion/Persuasive Evaluation Formal Essay (Research)</p>	<p>Special Features Primary Documents Research Connecting Past to Present, Present to Future</p>

“I use C. I. A. with my *special education* students and I have witnessed the *success and joy* this gives my students.”
~Melissa Petersen, Special Education Teacher

5th Grade - Curriculum Overview

Students explore the topic of survival & human rights as they read rich, quality literature.

 <p>Unit 5.1</p>	<p>Read-Aloud Anchor Text Realistic Fiction, <i>Earthquake Terror</i></p> <p>Key Question: <i>Is Peg Kehret’s novel believable based on articles about earthquakes?</i></p>	<p>Informational Non-Fiction: Articles about earthquakes, flash flooding, and the 1986 Earthquake in Loma Pieta.</p> <p>Realistic Fiction Book Club Texts: <i>I Survived Hurricane Katrina</i> <i>Kensuke’s Kingdom</i> <i>Hatchet</i></p>	<p>Expository Writing Retell Summaries Turning Point Summaries Synthesis Summaries Opinion/Persuasive Evaluations Opinion Book Review</p>	<p>Special Features Parallel Plot Structure Personification Cause & Effect Supporting One’s Opinion</p>
 <p>Unit 5.2</p>	<p>Read-Aloud Anchor Text Realistic Fiction, <i>Holes</i></p> <p>Key Questions: <i>What does Louis Sachar believe about destiny?</i> <i>Do you think his characters are based on real-life people?</i></p>	<p>Informational Non-Fiction: Articles about juvenile boot camps and Belle Starr.</p> <p>Realistic Fiction Book Club Texts: <i>There’s a Boy in the Girls’ Bathroom</i> <i>The Janitor’s Boy</i> <i>The Great Gilly Hopkins</i></p>	<p>Expository Writing Retell Summaries Turning Point Summaries Synthesis Summaries Compare & Contrast Opinion/Persuasive Evaluation Opinion Letter to the Author</p>	<p>Special Features Complex Plot Dark Humor Compare & Contrast Supporting One’s Opinion</p>
 <p>Unit 5.3</p>	<p>Read-Aloud Anchor Text Historical Fiction, <i>Chains</i></p> <p>Key Questions: <i>Do you think it is a paradox to fight for freedom while upholding slavery?</i> <i>Is Laurie Halse Anderson’s book historically accurate?</i></p>	<p>Informational Non-Fiction: Articles, maps, videos and timelines about colonial America, the Revolutionary War, slavery, and the River Jordan.</p> <p>Information Non-Fiction Book Club Text: <i>American Revolution</i></p>	<p>Expository Writing Retell Summaries Turning Point Summaries Synthesis Summaries Compare & Contrast Opinion/Persuasive Evaluation Opinions Literary Essay</p>	<p>Special Features Primary Documents Metaphor Cause & Effect, Compare & Contrast Supporting One’s Opinion, Connecting Past to Present</p>
 <p>Unit 5.4</p>	<p>Read-Aloud Anchor Text Non-Fiction Biography, <i>Kids at Work</i></p> <p>Key Questions: <i>What rights should children have? How did Lewis Hines’ photographs send a powerful message?</i></p>	<p>Informational Non-Fiction: Articles, maps, videos and timelines about the Industrial Revolution, and child labor in America, past and present.</p> <p>Historical Fiction Book Club Texts: <i>Iqbal</i> <i>Counting on Grace</i> <i>Lyddie</i></p>	<p>Expository Writing Retell Summaries Turning Point Summaries Synthesis Summaries Cause & Effect Opinion/Persuasive Evaluation Opinions Persuasive Letter</p>	<p>Special Features Primary Documents Symbolism Cause & Effect, Compare & Contrast Supporting One’s Opinion, Connecting Past to Present</p>
 <p>Unit 5.5</p>	<p>Read-Aloud Anchor Text Science Fiction, <i>The City of Ember</i></p> <p>Key Questions: <i>What inspired Jeanne DuPrau’s story?</i> <i>Is Jeanne DuPrau’s story believable?</i></p>	<p>Informational Nonfiction: Articles, videos, and primary documents about the Cold War, the Manhattan Project, Albert Einstein and his manifesto.</p> <p>Science Fiction Book Club Texts: <i>Among the Hidden</i> <i>First Light</i> <i>Code Orange</i></p>	<p>Expository Writing Retell Summaries Turning Point Summaries Synthesis Summaries Compare & Contrast Opinion/Persuasive Evaluation Opinions Formal Essay (Research)</p>	<p>Special Features Primary Documents Analogy Cause & Effect Research Supporting One’s Opinion, Connecting Past to Present, Present to Future</p>

“My first year teaching C. I. A., my students went from **46% passing** in 4th grade to **74.5% passing** in 5th. This resource is so soundly produced, it made **ELA come alive** for my students.”

~Charles Chambers, 5th Grade Teacher

6th Grade - Curriculum Overview

Students explore the topic of the American Dream and the push and pull factors that caused populations of people to move during the Great Depression and World War II.

 <p>Unit 6.1</p>	<p>Read-Aloud Anchor Text Mystery, <i>The Westing Game</i></p> <p>Key Question: <i>What is the American Dream? Do you think Ellen Raskin based her character, Samuel Westing, on the real-life Andrew Carnegie?</i></p>	<p>Informational Non-Fiction: Article about Ellen Raskin, the American Dream, the Salem Witch Trials, Andrew Carnegie, and Napoleon Hill.</p> <p>Mystery Book Club Texts: <i>When You Reach Me</i> <i>The London Eye Mystery</i> <i>The Hound of the Baskervilles</i></p>	<p>Expository Writing Retell Summaries Turning Point Summaries Synthesis Summaries Cause & Effect Opinion/Persuasive Persuasive Letter</p>	<p>Special Features Complex Plot American Symbolism Cause & Effect Research: Andrew Carnegie</p>
 <p>Unit 6.2</p>	<p>Read-Aloud Anchor Text Historical Non-Fiction, <i>Children of the Dust Bowl</i></p> <p>Key Questions: <i>What caused people to migrate during the Great Depression? How do people overcome hardship?</i></p>	<p>Informational Non-Fiction: Articles, videos, maps, primary documents and timelines about the stock market crash, the Great Depression, the migration of people, Dorothea Lange, and Franklin D. Roosevelt.</p> <p>Historical Fiction Book Club Texts: <i>A Letter to Mrs. Roosevelt</i> <i>Sylvia & Aki</i> <i>Out of the Dust</i></p>	<p>Expository Writing Retell Summaries Turning Point Summaries Synthesis Summaries Cause & Effect Opinion/Persuasive Opinions Opinion Essay</p>	<p>Special Features Iconic Symbolism Documentary Primary Documents Research & Note-Taking Connecting Past to Present</p>
 <p>Unit 6.3</p>	<p>Read-Aloud Anchor Text Historical Fiction, <i>Esperanza Rising</i></p> <p>Key Questions: <i>What causes people to migrate? How do people overcome hardship?</i></p>	<p>Informational Non-Fiction: Articles, maps, videos and timelines about the Mexican Revolution, the Mexican culture, migrant farms, the repatriation act, and immigrant rights.</p> <p>Non-Fiction Autobiography Book Club Text: <i>Four Perfect Pebbles</i></p>	<p>Expository Writing Retell Summaries Turning Point Summaries Synthesis Summaries Opinion/Persuasive Opinion Essay</p>	<p>Special Features Mythology Author's Style Situational Irony Motif Supporting One's Opinion Connecting Past to Present</p>

“My sixth grade son has been a struggling reader. The C. I. A. approach has given him a **new confidence** in himself as a reader and an excitement for reading. As a parent, I am very **happy** my son has had the opportunity to learn this method for reading.”

~Laura Hevland, Parent of 6th Grade Student

“Being new to this curriculum, I was a little nervous, however, this has been one of the **easiest transitions** I've ever made. The **Read Side by Side Reading Program** is **extremely user friendly** for both teachers and students.”

~Jessica Sanders, 5th Grade Teacher

Sheltered Instruction

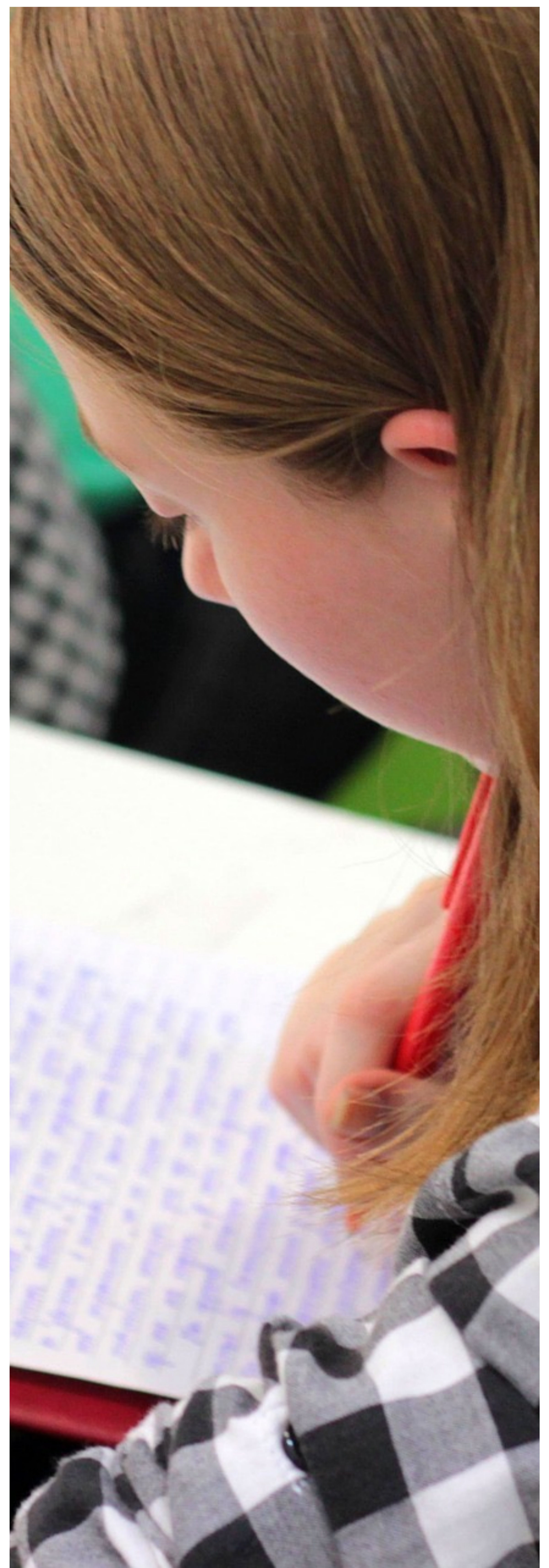
Sheltered Instruction Observation Protocol

The *Read Side by Side Reading Program* infuses **SIOP** strategies for sheltered instruction to support **EL, Title 1, Special Education**, and **highly capable** students.

- Clearly defined language objectives
- Explicit instruction
- Differentiation of text
- Links between past & new learning
- Key vocabulary emphasized
- Integration of language, listening, speaking, & writing
- Modeling using 'think-alouds'
- Supplementary media support
- Visual aids
- Consistent use of scaffolding
- Higher level thinking skills
- Cooperative pairs and groups
- Students engaged 90 - 100% of lesson

Results

The *Read Side by Side Reading Program* has been evaluated for its strength in schools with high free and reduced lunch counts, and high EL populations. These schools are **accelerating growth in reading**.



*“The playing field is leveled for all students, those that have language and background knowledge and those that do not. The program provides **equity** and goes a long way to **close the gap**.” ~Diane Heersink, Principal*



For three years, 40% of the students at Eatonville Elementary did not pass the state assessment in reading. In just one year using the *Read Side by Side Reading Program*, the students' performance and attitude toward reading improved. The school is now a School of Distinction. Read the full case study at readsidebyside.com/category/case-studies/.

"This program sets the bar for reading instruction."
~Hillary Cullen, Classroom Teacher

"It is beautiful to find a curriculum made by teachers for teachers!"
~Marissa Cabading, Classroom Teacher

"The C. I. A. units of study offer a research-based approach to reading comprehension. No other program that utilizes and combines numerous reading strategies, including read-aloud, book clubs, partnerships, conferences and writing assignments in order to meet the needs of students on all reading levels."
~Plus, Plus Tutoring



Bring the *Read Side by Side* Reading Program to your school!

We partner with schools and districts across the U. S. and internationally. We would love to work with you!

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