

DAY**1**

Word Study

Vocabulary

Note: Teachers will need to make several important decisions regarding the organization of students' ELA Notebooks before the school year begins. Please reference the Teacher Manual for details.

ACTIVITY: Assemble English Language Arts Notebooks

- See the *Teacher Manual* for information about ELA Notebooks, including supplies and assembly directions.

Grades 5 and 6 Spelling

ACTIVITY: Assemble English Language Arts Notebooks

- Continue assembling the ELA Notebooks during the Spelling block.

DAY**1**

Reading Workshop

Whole-Group Instruction

Comprehension Mini-Lesson/Interactive Read-Aloud

ACTIVITY: Reading Workshop Routines

- At the beginning of the school year, it is important to model and practice classroom routines, state student responsibilities, and explain teacher expectations for Reading Workshop.
- Explain the main components of Reading Workshop. List the components on the board, project them, or create an anchor chart (see example in Appendix E).
 - Mini-Lesson: A short lesson focused on a reading skill or text.
 - Interactive Read-Aloud: A passage of text is read as a class or in small groups and then discussed.
 - Independent Reading: Students read self-selected books and practice skills taught in the mini-lesson.
 - Small-Group Reading: Groups read with the teacher to learn or practice a reading skill.

- o Conferencing: Student and teacher meet to discuss reading progress, book content, and comprehension.
- o Centers: Tasks that can be done independently.
- o Lesson Wrap-Up: A meeting at the end of reading time to discuss how students applied the concept taught in the mini-lesson.
- Teach the students the classroom routines for the following:
 - o Selecting appropriate places to read
 - o Checking out books
 - o Updating the Status of the Class chart
 - o Storing books students are currently reading
 - o Updating Reading Logs (if applicable)
- Introduce students to the ELA Notebook and its use during Reading Workshop, making sure attention is drawn to the following:
 - o Sections that will be used during Reading Workshop and the types of things that will be placed in them
 - o Importance of keeping notes and worksheets as a reference tool (the ELA Notebook will be the students' "textbook")
- Direct students to use the remaining time to find books to read independently; check in with students who appear to have difficulty locating a book.
- When class is over, demonstrate to students where books should be placed as well as any other end-of-class routines.

Teacher Note

Independent reading time is an important opportunity for teachers to collect anecdotal notes on student reading behaviors. Make note of students who are having difficulty finding a book, are struggling to stay focused, or are constantly getting another book—these may be struggling readers needing additional support.

DAY

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Reading Workshop

Small-Group Instruction

Guided Reading/Independent Reading/Literacy Centers

ACTIVITY: Sustained Silent Reading Routine/Informal Reading Inventories

Note: Do not begin other reading rotations (e.g., Guided Reading, Literacy Centers) until independent reading habits have become well established in your students. It is better to spend extra time now to ensure that the pattern is set for the remainder of the year than it is to proceed without the correct habits having been established.

- Discuss with students the importance of being able to read for sustained periods of time:
 - o Students can read self-selected texts and really get into them while reading for pleasure.
 - o Students have no required summaries to fill out or comprehension questions to answer.
 - o Students can apply reading mini-lessons to their own reading and practice skills on their own.
- Share a description of the students' and teacher's responsibilities during Independent Reading time.
- Have a discussion about or tell students what the classroom expectations will be during Independent Reading time (see *Teacher Manual*).
- Direct students to read silently, with  interruption, for an appropriate amount of time. Set an achievable goal (use a timer if desired), then stretch the time out over the next few days.
- If students can read independently without struggling, individual student assessment may begin using the *Basic Reading Inventory* by Jerry Johns or the *A–Z Running Reading Record*. It is important that student assessment be uninterrupted, so make sure that the rest of the students can sustain their silent reading before beginning individual student assessment.