

- Discuss with students the importance of being able to read for sustained periods of time:
  - Students can read self-selected texts and really get into them while reading for pleasure.
  - Students have no required summaries to fill out or comprehension questions to answer.
  - 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, without 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.

## DAY 1 Writing Workshop

### Writing Mini-Lesson

#### ACTIVITY: Writing Workshop Routines

- Tell students that today's goal is to learn Writing Workshop roles, routines, and responsibilities.
- Explain the main components of Writing Workshop. List the components on the board, project them, or create an anchor chart.
  - Mini-Lesson: A short lesson to learn a writer's craft skill or about English grammar in relation to what students are writing.
  - Practice: A time to practice the skill discussed or learned.
  - Independent Writing: A time when each student works on a personal writing project. 
  - Conferencing: Students review their writing with the teacher or classmate(s).
  - Sharing: Students share a work in progress or a final draft with the class.
- Explain the method you have chosen to use for how the students will store and organize their Writing Workshop notes and writing works in progress. For many teachers, this will be the ELA Notebook.
- Model and have students practice the classroom routines for the following:
  - Where student writing tools (e.g., dictionaries, thesaurus, paper, staplers) are located
  - Where to store drafts that are in progress

- o How and where to turn in papers
- o Where the students may conference with one another
- o Status of the Class updates (or how students will keep track of progress)
- o How to complete and turn in Writing Logs (if applicable)
- Explain any end-of-class routines to students.

## Independent Writing

**ACTIVITY:** Writing Attitude Survey

- If desired, the Writing Attitude Survey may be distributed for students to complete (Appendix B).

## Handwriting

**Note:** Use school-wide selected handwriting program.

**OBJECTIVE:** Apply common conventions of handwriting, and decipher cursive writing (LA.5.W.8)

**Writing Attitude Survey**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Please answer the following questions as honestly as possible; there are no right or wrong answers.

1. Do you enjoy Writing Workshop (or writing assignments)? Please explain why or why not.
2. What do you do before you start writing? Do you make a list? Do you complete an organizer of some type, or do you just start writing?
3. Do you like to write about things you have learned? (For example, do you like to research a topic, and then write a report about it?) Please explain your answer.
4. Do you like to write about things that have happened to you (personal experiences)? Why or why not?
5. How do you feel inside when you are asked to share your writing with others? Is sharing your writing something you enjoy? Please elaborate.
6. Do you enjoy listening to other students' writing? Please explain your answer.
7. Is there anything else I should know about you and your feelings about writing?

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B2 | Good Queen Bess: The Story of Elizabeth I of England      Unit 1, Week 1, Day 1

# DAY 2 Word Study

## Vocabulary

**ACTIVITY:** Review English Language Arts Notebooks

- Tell students that today you will explain the various sections of the ELA Notebook so that they will know what types of papers to place in each section.
- Draw students' attention to each section of the notebook:
  - o Word Study: This is where vocabulary and spelling printables, notes, and interactive pages will be placed. If you are using Vocabulary and Spelling tabs within the Word Study section, be sure to explain that to students.
    - Teach students the function of the zippered pockets for Vocabulary and Spelling Word Cards.
  - o Reading Workshop: You may want to have a tab for both Whole-Group Instruction and Small-Group Instruction within the Reading Workshop section.
  - o Writing Workshop: Tabs for both Writing and Grammar may be included in this section.
- *Optional:* Sample handouts of forms could be printed to place in various sections. This would provide practice in placing papers in the appropriate place.