

LAUNCHING THE ELA BLOCK, 3-6

(adapted from *Independent Reading: The First Twenty Days of Teaching*, Fountas/Pinnell)

During the first month of reading workshop, you have two critical goals: (1) help your students think of themselves as readers and have them participate in all the choices and decisions readers make; (2) establish rules and routines of the reading workshop. *Launching the ELA Block* is one way of getting started with the first month of school. These examples may not fit your students or grade level perfectly, and you may want to vary the sequence or lessons. The important idea is to meet the unique needs of your own students.

The following teachers met with Linda Howard to develop *Launching the ELA Block*: Kate Skehill (EF), Patsy Harrington (TT), Stella Bearse (MP), & Danielle Kelliher (MP).

MINILESSONS	SUGGESTIONS FOR RESOURCES <i>Note: Charts are made by the classroom teacher</i>	WHAT WORKS FOR ME
<i>Day 1</i> Selecting Books and Enjoying Silent Reading How Readers Choose Books	<ul style="list-style-type: none"> • Organized classroom book collection • Chart: Reading is Thinking • Chart: Ways to Choose Books 	•
<i>Day 2</i> Making Good Book Choices; Abandoning Books	<ul style="list-style-type: none"> • Chart: Easy, Just Right, Challenging • Chart: Why Readers Abandon Books 	•
<i>Day 3</i> Thinking and Talking About Your Reading	<ul style="list-style-type: none"> • Chart: Reading is Thinking (<i>add to chart from Day 1</i>) • Stick-On Notes 	•
<i>Day 4</i> How to Buzz With One Another	<ul style="list-style-type: none"> • Chart: How to Buzz Effectively 	•
<i>Day 5</i> Distinguishing Between Fiction and Nonfiction	<ul style="list-style-type: none"> • Chart: Books We've Shared • Examples of books that have been read aloud 	•
<i>Day 6</i> Different Kinds of Fiction; Different Kinds of Nonfiction	<ul style="list-style-type: none"> • Chart: Books We've Shared • Charts: 1) Examples of Fictions; 2) Examples of Nonfiction 	•
<i>Day 7</i> Guidelines for Reading Workshop	<ul style="list-style-type: none"> • Chart: Guidelines for Reading Workshop, <i>see Appendix 16, Guiding Readers and Writers, Fountas & Pinnell</i> 	•
<i>Day 8</i> Writing Response to Your Reading	<ul style="list-style-type: none"> • An example from teacher on chart paper • Student Journals 	•

MINILESSONS	SUGGESTIONS FOR RESOURCES <i>Note: Charts are made by the classroom teacher</i>	WHAT WORKS FOR ME
<i>Day 9</i> Proofreading Your Responses	<ul style="list-style-type: none"> • Student Journals 	•
<i>Day 10</i> Topics for Your Reading Journal	<ul style="list-style-type: none"> • Chart: Topics You Can Write About in Your Student Reading Journal • Student Journals 	•
<i>Day 11</i> Using Stick-On Notes to Prepare for Journal Writing	<ul style="list-style-type: none"> • Stick-On Notes 	•
<i>Day 12</i> Using Centers During Independent Activities	<ul style="list-style-type: none"> • Customized Center Activities • Small Group Plan—Independent Activities Reading Street Teacher Guide (<i>per story</i>) • Differentiating Instruction – specifically Group Time (<i>look for tab in Teachers Guide</i>) • Cross-Curricular Centers, Reading Street Teachers Guide 	•
OPTIONAL MINILESSONS	SUGGESTIONS FOR RESOURCES	
<i>Day 12</i> Keeping a Record of Your Reading	<ul style="list-style-type: none"> • Student Form Reading Log, p119, <i>Reading Street Assessment Handbook</i> • or • Reading List, Reader Response Journal (can also be found in <i>Appendix 13, Guiding Readers and Writers, Fountas & Pinnell</i>) 	•
<i>Day 13</i> Writing Letters in Your Journal Each Week	<ul style="list-style-type: none"> • Student journals with typed teacher letter glued in • Chart: Day Journal is Due • “Completed Letters” basket 	•
<i>Day 14</i> My Reading Interests	<ul style="list-style-type: none"> • Reading Street Assessment Handbook, pp 104-105 • or • <i>Guiding Readers and Writers, Grades 3-6, Appendix 14 (also found in Reader Response Journal)</i> 	•
<i>Day 15</i> How to Write Book	<ul style="list-style-type: none"> • Special place in classroom for recommended books 	•

Recommendations	<ul style="list-style-type: none"> • Index cards • Examples of book recommendations 	
MINILESSONS THAT SPIRAL THROUGHOUT READING STREET		
Checking for Understanding as You Read	<ul style="list-style-type: none"> • Scope & Sequence, TR19, TR20 • Index, TR27 	•
Solving Unknown Words	<ul style="list-style-type: none"> • Scope & Sequence, TR18, TR19 • Index, (<i>look for specific skill</i>) 	•
Using Punctuation to Understand Fluency	<ul style="list-style-type: none"> • Scope & Sequence, TR18, TR19 • Index, TR29 	•

Resources:

Reading Street, Pearson Education, Inc., 2008

Guiding Readers and Writers, Grades 3-6, Heinemann, pp. 143-162

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