*Saint Paul Public Schools***Reader's Workshop and Writer's Workshop
Pacing Guide for Whole Class Instruction****Kindergarten: Chinese Immersion**

This pacing guide provides the overall scope and sequence of whole class mini-lessons for Kindergarten Reader's Workshop. This year-long sequence incorporates:

- Saint Paul Public Schools unit for launching the Reader's Workshop.
- Mondo Bookshop lessons and materials
- Days for teaching reading lessons on texts that will be revisited as mentor texts in subsequent Writer's Workshop units of study.
- Flexible days for teachers to plan for response to student needs.

This pacing guide provides the SPPS Writer's Workshop Units of Study Calendar including:

- SPPS Writer's Workshop Units of Study K-6
- Pacing and big ideas (based on Minnesota and NCEE writing standards) for each grade level unit
- Suggested unit products and artifacts

Kindergarten Pacing Guide

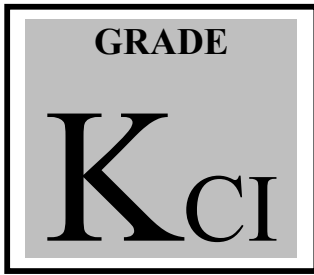
The kindergarten *Reader's Workshop Whole Class Mini-lessons Pacing Guide* presents a full-year sequence for whole class instruction. During the 15-minute mini-lesson, song/rhyme charts and big books for shared reading spiral up in difficulty from Level A to Level K

Although mini-lessons are consecutive for each book or chart, the sessions do not always fall within the Monday-Friday span. In addition, 'Flex Mini-lessons' offer opportunities to revisit needed focuses or favorite books.

Unique to kindergarten, during the first weeks of school there are often two mini-lessons for each day. The first lesson is the Mondo Shared Reading lesson. The second lesson supports the rituals and routines of the Reader's Workshop.

1	S5: Charts: <i>One Two Three and Cluck Cluck</i> Fluency: Reading along with cassette/CD, clapping along to number words Grammar: Commas Writing: Copy a line from a rhyme	S1: Big Book: <i>What Comes First?</i> Nonfiction: Report <i>Readers think about cover information (title, illustration, back cover blurb) plus prior knowledge to form, confirm, or adjust predictions</i> Vocabulary: tadpoles Print Concepts: Understand that the left page precedes the right	S2: Big Book: <i>What Comes First?</i> <i>Readers understand that a fact is something that can be proven</i> Phonics: Say the Name Vocabulary: flowers	S3: Big Book: <i>What Comes First?</i> <i>Readers understand that the order of events in nonfiction text does not change</i> Phonics: Orally blend 2 – 4 phonemes into a word	S4: Big Book: <i>What Comes First?</i> <i>Readers use past experience and prior knowledge to identify with important ideas and information in nonfiction text</i> Phonics: New Sound. Say the most common sound for featured letter <i>t</i> Phonics: New Vowel Sound. Say the short vowel sound <i>a</i> Word Recognition: Pronounce featured sight words: <i>the, or</i>	3
6	S5: Big Book: <i>What Comes First?</i> Fluency: Reading nonfiction at the correct speed Grammar: Word order Writing: Complete sentences that identify sequence	S1: Chart: <i>Walking in the Woods</i> <i>Readers clearly articulate prior knowledge or information from text to support conclusions</i> Print concepts: Understand that text reads from left to right	S2: Chart: <i>Walking in the Woods</i> <i>Readers think about and identify personal experiences/prior knowledge and combine that with the message of the text to gain understanding</i> Phonics: Sound & Say Vocabulary: field	S3: Chart: <i>Walking in the Woods</i> <i>Readers recognize and use rhyme, rhythm, and pattern to predict language structures in more complex texts</i> Phonics: Orally segment words with 2-4 phonemes into individual phonemes	Conference Day	4
	S4: Chart: <i>Walking in the Woods</i> <i>Readers retell simple texts</i> Phonics: New Sound: Say the most common sound for featured letters <i>m, s</i> Word Recognition: Pronounce featured sight words: <i>see, a</i>	S5: Chart: <i>Walking in the Woods</i> Fluency: Reading along with cassette/CD, clapping along to number words Grammar: Commas Writing: Copy a line from a rhyme	Flex Mini-lesson	S1: Big Book: <i>It Didn't Frighten Me</i> Fiction: Narrative Poem <i>Readers, when reading fiction, identify basic character traits or motives</i> Vocabulary: pitch Print Concepts: Identify the first and last words on a page	S2: Big Book: <i>It Didn't Frighten Me</i> <i>Readers develop an awareness of different text types by noticing their different structures (e.g. fantasy or realistic fiction)</i> Phonics: Sound & Say Vocabulary: unicorn	2

1. The session number refers to the numbered lesson plan session. Each lesson plan includes five 15-minute mini-lessons.
2. The title of the book or chart appears in each box. The type of text and genre are included with the first mention of the selection.
3. There is a different specific teaching focus for Sessions 1 – 4 of each lesson plan. These focuses may be repeated in small group shared reading sessions, if necessary.
4. All phonics areas of focus are mentioned in the pacing chart.
5. Fluency is always attended to in Session 5.
6. In addition to fluency, grammar may be a focus in Session 5.



Saint Paul Public Schools Project for Academic Excellence
Reader's Workshop Whole Class Mini-lessons
Pacing Guide Grade K Chinese Immersion

2011-2012

September

Labor Day Holiday	6	7	8	9
12	13	14	15	16
Being A Reader: Reader's Workshop Launch Unit Overview Available at http://thecenter.spps.org/elemlit.html				
19	20	S1: Big Book: 你好，熊猫 21 (Hello, Panda) <i>Readers confirm or reject predictions based on a reading of the text.</i>	S2: Big Book: 你好，熊猫。 22 <i>Readers observe punctuation.</i>	S3: Big Book: 你好，熊猫 23 <i>Readers categorize vocabulary words within greetings.</i>
Being A Reader: Reader's Workshop Launch Unit Overview Available at http://thecenter.spps.org/elemlit.html				
S4: Big Book: Little Bears 26 <i>Readers think about personal experience.</i>	S5: Big Book你好，熊猫 27 <i>Retell a simple text.</i>	28 Flex Mini-lesson	S1: Big Book: 我好棒。 29 <i>Readers use illustrations to form predictions.</i>	S2: Big Book: 我好棒。 30 <i>Readers think about personal experience.</i>
Being A Reader: Reader's Workshop Launch Unit Overview Available at http://thecenter.spps.org/elemlit.html				

**Reader's Workshop Whole Class Mini-lessons
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October

<p>S3: Big Book: 我好棒。 3</p> <p><i>Readers categorize vocabulary words under manners.</i></p>	<p>S4: Big Book: 我好棒。 4</p> <p><i>Readers observing punctuation.</i></p>	<p>S5: Big Book: 我好棒。 5</p> <p><i>Reading while observing punctuation, period, question mark.</i></p>	<p>S1: Chart: 我的朋友在哪里? 6 Where's my friend?</p> <p><i>Readers recognize rhymes, develop an awareness of "where is" type of questions.</i></p>	<p>S2: Chart: 我的朋友在哪里? 7</p> <p><i>Readers think about and identify personal experiences and prior knowledge that inform the message in the text.</i> Phonics: Say the Name</p>
<p>Being A Reader: Reader's Workshop Launch Unit Overview Available at http://thecenter.spps.org/elemlit.html</p>				
		r		
<p>S1: Big Book 小蚂蚁上幼儿园 10</p> <p><i>Readers think about cover information and prior knowledge to form, confirm, or adjust predictions.</i></p>	<p>S2: Big Book小蚂蚁上幼儿园 11</p> <p><i>Readers categorize vocabulary words under school routines.</i></p>	<p>S3: Big Book: 小蚂蚁上幼儿园 12</p> <p><i>Readers combine personal experience with the message from the text to gain understanding of text.</i></p>	<p>S4: Big Book: 小蚂蚁上幼儿园 13</p> <p><i>Readers use illustrations and text to justify inference.</i></p>	<p>S2: Big Book: 小蚂蚁上 14</p> <p><i>Readers understand that text conveys the thoughts of the author.</i></p>
<p>S5: Big Book: 小蚂蚁上幼儿园 17</p> <p><i>Readers retell simple texts.</i></p>	<p>S4: Big Book: 小蚂蚁上幼儿园 18</p> <p><i>Readers read along with the teacher at the correct speed.</i></p>	<p>19</p> <p>Conference Prep Day</p>	<p>20</p> <p>Education Minnesota Professional Conference</p>	<p>21</p> <p>Education Minnesota Professional Conference</p>
<p>S1: Big Book: 宝宝妹妹 (Baby Sister) 24</p> <p><i>Readers understand that text conveys the thoughts of the author.</i></p>	<p>S2: Chart: 宝宝妹妹 25</p> <p><i>When reading fiction, readers identify basic character traits or motives.</i></p>	<p>S3: Chart: 宝宝妹妹 26</p> <p><i>Readers use illustrations to confirm or justify an inference.</i></p>	<p>S4: Chart: 宝宝妹妹 27</p> <p><i>Readers combine personal experience with the message from the text to gain understanding of the text</i></p>	<p>S4: Chart: 宝宝妹妹28</p> <p><i>Readers identify the front cover, back cover and title page of the book.</i></p>

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November

<p>S1: Big Book: 小熊 31</p> <p><i>Readers use text structures such as repetitive language, rhyme, and story structure to assist predictions</i></p>	<p>S2: Big Book: 小熊 1</p> <p>Nonfiction: Report</p> <p><i>Readers use knowledge of how the world works, illustration, and text to assist with simple inference</i></p>	<p>S3: Big Book: 小熊 2</p> <p><i>Readers categorize and classify vocabulary words</i></p>	<p>S4: Big Book 小熊 3</p> <p><i>Readers use past experience and prior knowledge to identify with and summarize ideas and information presented in easy nonfiction text</i></p>	<p>S5: Big Book: 小熊 4</p> <p><i>Readers retell a simple text.</i></p>
<p>S1: Big Book: 大海里有什么 7</p> <p><i>Readers confirm or reject predictions based on reading of the text</i></p>	<p>S2: Chart: 大海里有什么 8</p> <p><i>Readers understand that a fact is something that can be proven</i></p>	<p>S3: Big Book: 大海里有什么 9</p> <p><i>Readers use past experience and prior knowledge to identify with and summarize ideas and information presented in easy nonfiction texts</i></p>	<p>S4: Big Book: 大海里有什么 10</p> <p>Woods</p> <p><i>Readers recognize and use pattern to predict language structures in more complex texts</i></p> <p>Phonics: Orally segment words with 2-4 phonemes into individual phonemes</p>	<p>11</p> <p>Conference Day</p>
<p>S1: Book: 盲人摸象 14</p> <p><i>Readers, when reading fiction, identify basic character traits or motives</i></p>	<p>S2: Book: 盲人摸象 15</p> <p><i>Readers develop an awareness of different text types by noticing their different structures (e.g. fantasy or realistic fiction)</i></p>	<p>S3: Book: 盲人摸象 16</p> <p><i>Readers use illustrations to confirm or justify inference</i></p>	<p>S4: Book: 盲人摸象 17</p> <p><i>Readers understand that story has a beginning, middle, and end</i></p>	<p>S2: Big Book: 盲人摸象 18</p> <p><i>Readers retell the text</i></p>
<p>21</p> <p>Flex Mini-lesson</p>	<p>S1:Chart: 大象歌 22</p> <p><i>Readers understand the purpose of similes.</i></p>	<p>S2: Chart: 大象歌 23</p> <p><i>Readers use information gained to indicate similarities and differences within the text.</i></p>	<p>24</p> <p>Thanksgiving Break</p>	<p>25</p> <p>Thanksgiving Break</p>

**Reader's Workshop Whole Class Mini-lessons
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2011-2012

December

<p>S1: Big Book: 一年四季 28 <i>4Seasons</i></p> <p><i>Think about cover information (title, illustration, back cover) plus prior knowledge to form, confirm or adjust prediction.</i></p>	<p>S2: Big Book: 一年四季 29</p> <p><i>Readers think about personal experiences and combine that with the message of the text to gain understanding.</i></p>	<p>S3: Big Book: 一年四季 30</p> <p><i>Readers use text to make links to past experience and prior knowledge as a way to ask questions of text of identify answers</i></p>	<p>S4: Big Book: 一年四季 1</p> <p><i>Readers recognize and use pattern to predict language structures.</i></p>	<p>S1: Book: 2</p> <p>我的第一次。 My first time.</p> <p><i>When reading fiction, identify basic character traits or motives</i></p>
<p>S2: Book: 我的第一次 5</p> <p><i>Thinks about and form predictions about author's message in response to picture stimulus</i></p>	<p>S3: Book:我的第一次 6</p> <p><i>Readers recognize and use pattern to predict language structures in more complex texts</i></p>	<p>S4: Book: 我的第一次 7</p> <p><i>Readers identify cause and effect relationship</i></p>	<p>S5: Book: 我的第一次 8</p> <p>Nonfiction: Report</p> <p><i>Readers think about cover information (title, illustration) and prior knowledge to form, confirm, or adjust predictions.</i></p>	<p align="center">Flex Mini-lesson</p>
<p align="center">Personal Narrative Reading Mini-lessons Available at http://thecenter.spps.org/elemlit.html <i>These reading lessons are on texts that will be revisited as mentor texts in the upcoming Kindergarten Writer's Workshop Personal Narrative unit of study</i></p>				
<p>S1: Book: 圣诞礼物 12</p> <p><i>Readers use prior knowledge and past experience to assist in generating questions of text and to identify answers</i></p>	<p>S2: Book: 圣诞礼物 13</p> <p><i>Readers understand that stories often have problems to be solved. Identify the problem and predict outcomes</i></p>	<p>S3: Book: 圣诞礼物 14</p> <p><i>Readers think about and identify personal experiences and combine with message of text to gain understanding</i></p>	<p>S1: Book: 瓜瓜和圣诞老人 15</p> <p><i>Readers confirm or reject predictions based on reading of text</i></p>	<p>S1: Big Book:瓜瓜和圣诞老人 16</p> <p><i>Readers think about and identify personal experiences and prior knowledge that correspond to the book's message</i> Phonics: Sound & Say</p>
<p>S2: Big Book: 瓜瓜和圣诞老人19</p> <p><i>Readers use past experience and prior knowledge to identify important details (plot, sequence of events, character traits, etc.) to establish deeper understanding</i></p>	<p>S3: Big Book: 瓜瓜和圣诞老人20</p> <p><i>Readers combine personal experience and message from text to gain understanding of text</i></p>	<p>S4: Big Book: 瓜瓜和圣诞老人21</p> <p><i>Retell the text</i></p>	<p align="center">Flex Mini-lesson</p>	<p align="center">Winter Break</p>

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January

2	3	4	S1: Chinese New Year Song 5	S2: Chinese New Year Song 6
Winter Break	Winter Break	Flex Mini-lesson Revisit Rituals and Routines	<i>Readers think about and articulate the global message of the text</i>	<i>Readers sing along using rhythm and repetition of words, clapping out rhythm</i>
S1: Book: 中国龙 Chinese dragon 9 <i>Readers think about and form predictions about author's message in response to picture stimulus</i>	S2: Book: 中国龙 10 <i>Readers retell simple texts</i> Word Recognition: Pronounce featured sight words: you, put	S1: Big Book: 这是龙吗? Is this a dragon? 11 <i>Readers articulate global message of nonfiction text with supporting details using headings, photos, labels, diagrams, and/or facts</i>	S2: Big Book: 这是龙吗? 12 <i>Readers use photos or illustrations to confirm or justify an inference</i>	S3: Big Book: 这是龙吗? 13 <i>Readers use information gained to indicate similarities and differences within text</i>
16	S4: Big Book: 这是龙吗? 17 <i>Readers read simple nonfiction text to find answers to specific questions and for specific information while isolating the main ideas</i>	S1: Big Book: 年的故事 New Yr. Story 18 <i>Readers confirm or reject predictions based on reading of text</i>	S2: Big Book: 年的故事 19 <i>Readers articulate global message of fiction text with supporting details using plot, characterization, and illustrations</i>	S3: Big Book: 年的故事 20 <i>Readers identify cause and effect relationships implied in text</i>
Martin Luther King Holiday				
S1: celebration 23 Flex Mini-lesson Chinese New Year Celebration	S1: Big Book 我去上学 24 <i>Readers use text structure such as repetitive language to assist predictions</i>	S2: Big Book: 我去上学 25 <i>Readers categorize and classify vocabulary words</i>	S3: Big Book: 我去上学 26 <i>Readers think about and identify personal experiences and combine with message of text to gain understanding</i>	27 Professional Day

**Reader's Workshop Whole Class Mini-lessons
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2011-2012

February

30	S1:他是做什么的? 31 <i>(At Work)</i> <i>Readers confirm or reject predictions based on reading of text</i>	S2: 他是做什么的? 1 <i>Readers think about and identify personal experiences and prior knowledge that correspond to the book's message</i>	S3: 他是做什么的? 2 <i>Readers use text to make links to past experience and prior knowledge as a way to ask questions of the author to understand the purpose or point of view</i>	S4: 他是做什么的? 3 <i>Readers use past experience and prior knowledge to identify with important ideas and information in nonfiction text</i>
Flex Mini-lesson				
S5: 他是做什么的? 6 Fluency: Repeated readings as an aid to fluency	S1: 你想做什么? 7 <i>Readers use text structure such as repetitive language to assist predictions</i>	S2: 你想做什么? 8 <i>Readers categorize and classify vocabulary words such as professions</i>	S3: 你想做什么? 9 <i>Readers think about and identify personal experience and combine with message of text to gain understanding</i>	S4: 你想做什么? 10 <i>Readers using illustrations as aids to fluency</i>
S1: 爱吃水果的牛 13 <i>Readers think about and form predictions about author's message in response to picture stimulus</i>	S2: 爱吃水果的牛。 14 <i>When reading fiction, readers identify basic character traits or motives</i>	S3: 爱吃水果的牛 15 <i>Readers use text read to make links to past experience and prior knowledge as a way to ask questions of the author to understand purpose</i>	16 Flex Mini-lesson	17 Conference Prep
20	S1: 好吃的水果 21 <i>Delicious fruit</i> <i>Readers articulate global message of nonfiction text with supporting details using headings, photos, labels, diagrams and facts</i>	S2: 好吃的水果 22 <i>Readers use past experience and prior knowledge in generating questions of text and identify answers</i>	S3: 好吃的水果 23 <i>Combine knowledge of the world and information from text to gain</i>	S4: 好吃的水果 24 <i>Categorize vocabulary words under fruits</i>
Presidents' Day Holiday			Informational Reading Mini-lessons Available at http://thecenter.spps.org/elemlit.html These reading lessons are on texts that will be revisited as mentor texts in the upcoming Kindergarten Writer's Workshop 'Expert Book' unit of study.	
			<i>understanding of text</i>	

**Reader's Workshop Whole Class Mini-lessons
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2011-2012

March

<p>S1: Big Book: Stories from Around the world. 27</p> <p>三只小猪 3 Pigs</p> <p><i>Readers identify, understand, and relate more complex character traits, motive, and story lines</i></p>	<p>S2: 三只小猪 28</p> <p><i>Readers isolate relevant knowledge from other texts and link with a specific message or information in the text to construct deeper understanding</i></p>	<p>S3: 三只小猪 29</p> <p><i>Readers use past experience and prior knowledge to identify important details to assist in summarizing fiction and synthesizing information into coherent understanding</i></p>	<p>S4: : 三只小猪 1</p> <p><i>Readers focus on descriptive words or phrases in text and relate these to common personal experience or knowledge</i></p>	<p>S5: 三只小猪 2</p> <p>Fluency: Reading with expression, meaningful phrases and chunks</p>
<p>S1: Book: 三个和尚 Three monks 6</p> <p><i>Readers think about cover information, text type, storyline, and topic and prior knowledge to form, confirm, or adjust predictions</i></p>	<p>S2: : 三个和尚 7</p> <p><i>Readers identify, understand and relate more complex character traits, motives, story line</i></p>	<p>S3: : 三个和尚 8</p> <p><i>Readers use text to make links to past experience and prior knowledge as a way to ask questions of text and identify answers</i></p>	<p>S4: : 三个和尚 9</p> <p><i>Readers retell the text</i></p>	<p>10</p> <p>Conference Day</p>
<p>Spring Break 12</p>	<p>Spring Break 13</p>	<p>Spring Break 14</p>	<p>Spring Break 15</p>	<p>Spring Break 16</p>
<p>19</p> <p>Flex Mini-lesson</p>	<p>20</p> <p>Flex Mini-lesson</p>	<p>S1: 乌鸦喝水 the crow and the water jug 21</p> <p><i>Readers think about and form predictions about author's message in response to picture stimulus</i></p>	<p>S2: 乌鸦喝水 22</p> <p><i>Readers are conscious of and articulate both thinking and problem-solving processes</i></p>	<p>S3: 乌鸦喝水 23</p> <p><i>Readers identify cause and effect relationships implied in text</i></p>
<p>S4: 乌鸦喝水 26</p> <p><i>Readers think and talk about images they have from personal experience or prior knowledge to gain understanding</i></p>	<p>S1: 咕咚来了 Gudong's here. 27</p> <p><i>Readers think about cover information (title, illustration, back-cover, blurb) and prior knowledge to form, confirm, or adjust predictions</i></p>	<p>S2: : 咕咚来了 28</p> <p><i>Readers use prior knowledge and past experience to assist in generating questions of text and to identify answers</i></p>	<p>S3: : 咕咚来了 29</p> <p><i>Readers use prior knowledge of rhyme and rhythm, pattern, and repetition to predict to the story level in more complex texts</i></p>	<p>S4: 咕咚来了 30</p> <p><i>Readers articulate the global message of a fiction text with supporting details using plot, characterization, or illustrations</i></p>

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April

<p>S1: Big Book: 荷花几月开? 2 <i>When does the water lily bloom?</i></p> <p><i>Readers use text as a way to make links to past experience and prior knowledge as a way to ask questions of text and identify answers</i></p>	<p>S2: 荷花几月开? 3</p> <p><i>Readers recognize and use rhyme, rhythm, and patterns to predict language structures in more complex texts</i></p>	<p>S3: 荷花几月开? 4</p> <p><i>Readers categorize and classify vocabulary words under months</i></p>	<p>S4: 荷花几月开? 5</p> <p>Phonics: Sound & Say Vocabulary: scurry</p>	<p align="center">6</p> <p align="center">Professional Day</p>
<p>S1: Book: 晚上 9 <i>Evening</i></p> <p><i>Readers use prior knowledge or past experience to generate questions of self and clarify understandings while reading</i></p>	<p>S2: : 晚上 10</p> <p><i>Readers think about and articulate personal response/conclusion and determine if it aligns with the author's message</i></p>	<p>S3: : 晚上 11</p> <p><i>Readers use prior knowledge of rhyme, rhythm, pattern, and repetition to predict to the story level in more complex texts</i></p>	<p>S4 : 晚上 12</p> <p><i>Readers think about and identify personal experiences/ prior knowledge and combine with message of text to gain understanding</i></p>	<p align="center">13</p> <p align="center">Flex Mini-lesson</p>
<p>S2: 嘘 16 <i>Sh.....</i></p> <p><i>Readers think about and form predictions about the author's message in response to picture stimulus</i></p>	<p>S3: : 嘘 17</p> <p><i>Readers use prior knowledge and past experience to assist in generating questions of text and to identify answers</i></p>	<p>S4: : 嘘 18</p> <p><i>Readers use prior knowledge of rhyme, rhythm, pattern, and repetition to predict to the story level in more complex texts</i></p>	<p>S5: : 嘘 19</p> <p><i>Readers use past experience and prior knowledge to identify important details (plot, setting, etc.) to assist in summarizing fiction and synthesizing into coherent understandings</i></p>	<p align="center">嘘 20</p> <p align="center">Flex Mini-lesson</p>
<p>S1: 长长的 23 <i>Long, long.....</i></p> <p><i>Readers think about and form predictions about a about author's message</i></p>	<p>S2: 长长的 24</p> <p><i>Readers use knowledge of how the world works, illustrations, and text to assist with simple inference</i></p>	<p>S3: 长长的 25</p> <p><i>Readers combine personal experience with the message from the text to gain understanding of the text</i></p>	<p>S1: 长长的 26</p> <p><i>Readers use literary devices such as figurative language, rhyme, rhythm, and repetitive patterns as a means of predicting story structure</i></p>	<p>S2: 长长的 27</p> <p><i>Readers relate to descriptive words or phrases in text and connect to prior knowledge/personal experience to gain understanding</i></p>

PoetryReading Mini-lessons

Available at <http://thecenter.spps.org/elemlit.html>

These reading lessons are on texts that will be revisited as mentor texts in the upcoming Kindergarten Writer's Workshop Poetry unit of study.

**Reader's Workshop Whole Class Mini-lessons
Pacing Guide Grade K Chinese Immersion**

2011-2012

May

<p>S1: 张开大嘴打哈欠 30 Open wide and yawn.</p> <p><i>Readers use text structures such as repetitive language patterns, rhyme, and story structure, to assist predictions</i></p>	<p>S2: 张开大嘴打哈欠 1</p> <p><i>Readers think and talk about images they have from personal experience or prior knowledge to gain understanding about message/content of text</i></p>	<p>S3: 张开大嘴打哈欠 2</p> <p><i>Readers use prior knowledge and past experience to generate questions of text and read with the intent of identifying the answer in text</i></p>	<p>S4: 张开大嘴打哈欠 3</p> <p><i>Readers relate to descriptive words or phrases in text and connect to prior knowledge/personal connection to text</i></p>	<p>S5: 张开大嘴打哈欠 4</p> <p><i>Readers practice repeated readings, listening for rhyming words.</i></p>
<p>S1: 小鱼儿 7 Little fish</p> <p><i>Readers recognize and use patterns to predict language structures in the text</i></p>	<p>S2: Chart: 小鱼儿 8</p> <p><i>Readers identify the author's message and purpose</i></p>	<p>S3: Chart: 小鱼儿 9</p> <p><i>Readers think about and identify personal experiences and prior knowledge that inform the message in the text</i></p>	<p>S4: Chart: 小鱼儿 10</p> <p><i>Reading while observing punctuation, question mark</i></p>	<p>11</p> <p>Flex Mini-lesson</p>
<p>S1: 地球哭了 14 <i>The earth is crying</i></p> <p><i>Readers think about and articulate the global message of the text with supporting details</i></p>	<p>S2: 地球哭了 15</p> <p><i>Readers combine personal experience with the message from the text to gain understanding of the text</i></p>	<p>S3: 地球哭了 16</p> <p><i>Readers use illustrations to confirm or justify an inference</i></p>	<p>S4: 地球哭了 17</p> <p><i>Readers identify cause and effect relationships implied in the text</i></p>	<p>S5: 地球哭了 18</p> <p><i>Readers think about and articulate global message of text</i></p>
<p>S1: 树上的鞋子 21</p> <p>Shoes on the tree.</p> <p><i>Readers think about cover information and prior knowledge to form, confirm, or adjust predictions</i></p>	<p>S2: 树上的鞋子 22</p> <p><i>Readers understand that a story has a beginning, middle, and end</i></p>	<p>S3: 树上的鞋子 23</p> <p><i>Readers use knowledge of how the world works, illustrations, and text to draw personal conclusions</i></p>	<p>S4: 树上的鞋子 24</p> <p>Fluency: Reading with expression, dialogue</p>	<p>25</p> <p>Flex Mini-lesson</p>

**Reader's Workshop Whole Class Mini-lessons
Pacing Guide Grade K Chinese Immersion**

2011-2012

June

28	<p>S1 番茄红了 May 29 The red tomato.</p> <p><i>Readers think about and articulate the global message of the text</i></p>	<p>S2: 番茄红了 May 30</p> <p><i>Readers use past experience and prior knowledge to connect to author's message</i></p>	<p>S3: 番茄红了 May 31</p> <p><i>Readers understand that nonfiction text conveys new knowledge through the use of diagrams, labels, and other text features</i></p>	<p>S4: 番茄红了 1</p> <p><i>Readers focus on descriptive words or phrases in text and relate these to common personal experience or knowledge</i></p>
<p>S5: 番茄红了 4</p> <p><i>Readers use sequence in nonfiction to construct meaning and deepen understanding</i></p>	5	6	7	8
	Flex Mini-lesson	Launching Into Summer Reading	Launching Into Summer Reading	Launching Into Summer Reading

Writer's Workshop Units of Study Calendar 2010-2011

Month/week	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
Sept.:	Launching Writer's Workshop: Being a Writer	Launching Writer's Workshop: Dev. Writerly Habits	Launching Writer's Workshop: The Writerly Life	Launching Writer's Workshop: Looking Outward	Launching Writer's Workshop: Building Variety & Stamina	Launching Writer's Workshop: Lifting the Level of the Writer's NB	Launching Writer's Workshop: Envisioning an Entry...
Oct.:							
Nov.:							
	Telling and Drawing Our Stories	Personal Narrative: Small Moments	Personal Narrative: Small Moment	Narrative: Memoir	Realistic Fiction	Narrative: Memoir	Realistic Fiction
	Functional Writing	Writing for Readers	Procedural Writing				
Dec.:	Personal Narrative	Procedural Writing	Revision Unit: Exploring Punct.	Revision Unit: The Art of Punctuation	Response to Literature: Mentor Author Study	Response to Literature: Literary Essay	Feature Article
Jan.:							
Feb.:							
	Author Study	Informational Writing: Question & Answer Book	Informational Writing: All-About Book	Informational Writing: Report	Informational Writing: Literary Nonfiction Picture Book	Informational Writing: Biography Picture Book	Persuasive Writing: Letter to the Editor
	Going Deeper with Skills of Writing	Personal Narrative	Author Study & Response to Literature: Book Recommendation	Author Study & Response to Literature: Book Review			
Mar.:	Informational Writing: Expert Book	Response to Literature: Retelling			Poetry: The Power of Image	Poetry: Self Image	Response to Literature: Literary Essay
Apr.:							
May:							
	Poetry	Informational Writing: Expert Book	Poetry: Looking In	Poetry: Sharpening Our Outer Vision	Punctuation Study: Art of Punctuation & Open Cycle	Personal Essay	Revision Study & Open Cycle
	Poetry	Poetry	Open Cycle: Crafting Sentences	Open Cycle: Crafting Sentences	Science Procedure	Poetry: Poet Study	Poetry: Poet Study
June:						Written Correspondence	

Writer's Workshop Units of Study Kindergarten

Launch Date	Unit of Study	Approximate Duration
September (second week)	<i>Launching Writer's Workshop: Being A Writer</i>	4 weeks
October (second week)	<i>Telling and Drawing Our Stories</i>	3 weeks
November (second week)	<i>Functional Writing</i>	2 weeks
December (second week)	<i>Personal Narrative</i>	4 weeks
January (third week)	<i>Author Study</i>	4 weeks
February (third week)	<i>Going Deeper with Skills of Writing</i>	3 weeks
March (third week)	<i>Informational Writing: Expert Book</i>	6 weeks
May (first week)	<i>Poetry</i>	4 weeks

Kindergarten Writer’s Workshop: BIG IDEAS

UNIT OF STUDY	BIG IDEAS	UNIT PRODUCTS AND ARTIFACTS
<p>Launching Writer’s Workshop</p> <p>(4 weeks)</p> <p>Available at: http://thecenter.spps.org/elemlit</p>	<ul style="list-style-type: none"> • Learn and use rituals and routines, and tools of the Writer’s Workshop • Independently write daily (10+ minutes) • Generate content and topics for writing • Write without resistance when given the time, place and materials • Use whatever means are at hand to communicate and make meaning: drawings, letter strings, scribbles, letter approximations and other graphic representations, as well as gestures, intonations, and role-played voices • Be able to discuss the significance of writing by telling why a topic is important • Learn to make writing better by adding more or removing something from a piece of writing • Listen to <i>Accountable Talk</i> through teacher modeling and exposure 	<ul style="list-style-type: none"> • Individual drawing and writing booklet with daily writing samples <li style="text-align: center;">OR • Individual writing folder with daily writing samples
<p>Telling and Drawing Our Stories</p> <p>(3 weeks)</p> <p>designed at the site level using the text, <i>Talking, Drawing, Writing</i> by Horn & Giacobbe</p>	<ul style="list-style-type: none"> • Engage in oral storytelling in narrative structure in a group and individually • Participate in shared writing of class narratives • Draw/Write individual one-page stories based upon oral rehearsal of an event in narrative structure • Tell events of a story in chronological order with a beginning, middle and end • Demonstrate an emerging grasp of narrative elements in their speaking • Show understanding of the writing cycle in class discussions • Use growing sound and sight word knowledge to label and write • Independently write daily (15-20 minutes) • Listen to <i>Accountable Talk</i> through teacher modeling and guidance 	<ul style="list-style-type: none"> • Several class narrative books • Individual one-page narrative stories • Label books
<p>Functional Writing</p> <p>(2 weeks)</p> <p>designed at the site level</p>	<ul style="list-style-type: none"> • Continue shared writing of class narratives • Write to get things done and communicate • Write to tell someone what to do or explain a procedure • Independently create text that an adult who is knowledgeable about spelling development can decipher • Reread their own text matching what they say with the words they have written on the paper • Using growing sound and sight word knowledge to write phrases and simple sentences • Independently write daily (15-20 minutes) • Listen to <i>Accountable Talk</i> through teacher modeling and guidance 	<ul style="list-style-type: none"> • Class narratives • Whole class and individual functional writing such as: How-to writing, notes, letters, invitations, cards, signs, menus, recipes
<p>Personal Narrative</p> <p>(4 weeks)</p> <p>Available at: http://thecenter.spps.org/elemlit</p>	<ul style="list-style-type: none"> • Write a story from their life that may be a single event or several events loosely linked • Identify the significance of the event • Tell story events in chronological order with a clear beginning, middle and end • Write so that the meaning is clear to the reader • Include detailed drawings to support the meaning • Write with the syntax of oral language, making it easy to read aloud • Explain the steps of the writing process • Write independently daily (30 minutes) • Use <i>Accountable Talk</i> independently, in a group and with a partner (I agree with... I disagree with ... I think the same thing ... I have a different idea ...) 	<ul style="list-style-type: none"> • Personal Narrative

Kindergarten Writer’s Workshop: BIG IDEAS

UNIT OF STUDY	BIG IDEAS	UNIT PRODUCTS AND ARTIFACTS
<p>Author Study</p> <p>(4 weeks)</p> <p>designed at the site level</p>	<ul style="list-style-type: none"> • Explore the work and life of one author • Compare and contrast themes, characters and language from multiple works by the author • Use connections and questions/wonderings to understand meaning of text • Respond to an author’s work and writing including retelling and providing opinions • Study the author’s literary techniques and try it in their own writing or drawing • Use <i>Accountable Talk</i> independently, in a group and with a partner (I agree with... I disagree with ... I think the same thing ... I have a different idea ...) 	<ul style="list-style-type: none"> • Class generated graphic organizers: Story Maps, Venn Diagram, KWL • Projects, writing, plays related to author • Reading Response
<p>Going Deeper with Skills of Writing</p> <p>(3 weeks)</p> <p>Available at: http://thecenter.spps.org/elemlit</p>	<ul style="list-style-type: none"> • Engage in peer talk about writing using the language of writers • Write for a variety of purposes based on their needs and needs of the class • Try writing like authors that cause a text to be read in a particular way (large and small print, bold or italic print, capital letters, etc. • Write to elaborate or improve a piece by including, adding, or changing punctuation • Participate in whole class Shared Writing and individual writing • Show increased independence for idea generation and stamina • Use <i>Accountable Talk</i> independently, in a group and with a partner (I agree with... I disagree with ... I think the same thing ... I have a different idea ...) 	<ul style="list-style-type: none"> • Varied writing pieces based on need: craft try-its, fact writing, letter to an author, • Writing to develop: stamina, peer talk, writerly life topics
<p>Informational Writing: Expert Books</p> <p>(6 weeks)</p> <p>Available at: http://thecenter.spps.org/elemlit</p>	<ul style="list-style-type: none"> • Participate in the discussion of the purpose and form of informational writing • Notice and name nonfiction text features • Participate in shared writing of class informational text(s) • Gather, collect and share information about a topic as a group, as an individual • Maintain a focus – stay on topic • Include facts and not opinions on the topic • Make decisions about what facts to include and exclude • Use <i>Accountable Talk</i> independently, in a group and with a partner (I agree with... I disagree with ... I think the same thing ... I have a different idea ...) 	<ul style="list-style-type: none"> • Whole class generated (shared writing) informational text (s) • Expert Book
<p>Poetry</p> <p>(4 weeks)</p> <p>Available at: http://thecenter.spps.org/elemlit</p>	<ul style="list-style-type: none"> • Generate topics and content for writing poetry • Notice the unique physical form of poetry • Produce literature by writing in the form of poetry • Write using the features of poetry rhythm rhyme, imagery, repetition, simile, description • Participate in whole class shared writing and individual writing of poems • Use <i>Accountable Talk</i> independently, in a group and with a partner (I agree with... I disagree with ... I think the same thing ... I have a different idea ...) 	<ul style="list-style-type: none"> • Class generated poems • Individual poems in an anthology