



2011-2012

SPPS Literacy Initiative

Saint Paul Public Schools

Reader's Workshop and Writer's Workshop Pacing Guide for Whole Class Instruction

Grade 2 Spanish Immersion

This pacing guide provides the overall scope and sequence of whole class mini-lessons for Grade 2 Reader's Workshop. This year-long sequence incorporates:

- Saint Paul Public Schools unit for launching the Reader's Workshop;
- *Buenos hábitos, Grandes lectores* 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; and
- Flexible days for teachers to plan for response to student needs.

This pacing guide provides the SPPS Writer's Workshop Unit 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 products and artifacts

Grade 2 Pacing Guide- Spanish Immersion

The second grade *Reader's Workshop Whole Class Mini-lessons Pacing Guide* presents a full-year sequence for whole class instruction. During the 15-minute mini-lesson, teachers utilize texts for shared reading from *Buenos hábitos*, *Grandes lectores* and read aloud selections in SPSS lessons designed to prepare students for upcoming writing units.

Although sessions are consecutive for each text, the sessions do not always fall within the Monday-Friday span. In addition, "Flex Mini-lessons" offer opportunities to revisit needed focuses or favorite texts.

1	2	3		
Nov. 28 <u>Unit 3, Week 1: Making Connections</u> <i>Bravo Rosina</i> Day 1 <i>Making text-to-self connections: How does this story remind of?</i>	Nov. 29 <i>Bravo Rosina</i> Day 2 <i>Using connections to understand a character: What personal experiences can help me to better understand a character in the story?</i>	Nov. 30 <i>Bravo Rosina</i> Day 3 <i>Making text-to-world connections: What information in this story relates to what I know about the world?</i>	1 <i>Bravo Rosina</i> Day 4 <i>Making text-to-text connections: How can I relate what I read about in one book to help me understand another book?</i>	2 <i>Bravo Rosina</i> Day 5 <i>Making several connections at once: How can I make several different connections at the same time?</i>
5 <u>Unit 3, Week 2: Activating Background Knowledge</u> <i>Rosa Parks</i> Day 1 <i>Activating background knowledge: How can I use the information on a book's cover to help me prepare to read the book?</i>	6 <i>Rosa Parks</i> Day 2 <i>Previewing a text to activate background knowledge: How can I preview a book to help me prepare to read it?</i>	7 <i>Rosa Parks</i> Day 3 <i>Using what you know throughout the story: How can I use my background knowledge as I read to better understand a story?</i>	8 <i>Rosa Parks</i> Day 4 and 5 <i>Bridging gaps in background knowledge: How can I fill the gaps in my background knowledge as I read a book and learn more about what I've learned?</i>	9 Flex Mini-lesson
4	5			

1. The unit, week number and comprehension focus for the week are listed at the beginning of each five day cycle. These correspond to the *Buenos hábitos*, *Grandes lectores* teacher's guide.
2. The title of the selection appears in each box.
3. Each lesson corresponds to a day listed in the *Buenos hábitos*, *Grandes lectores* teacher's guide.
4. The specific teaching focus for each lesson is listed here in italics.
5. Additionally, each lesson includes a "Modeling in Action" question.



Saint Paul Public Schools Project for Academic Excellence

**Reader's Workshop Whole Class Mini-lessons
Pacing Guide Grade 2 Spanish Immersion**

2011-2012

September

	6	7	8	9
Labor Day Holiday	Launch Unit Lesson 1 Developing Reader's Workshop Routines: <i>Structure, Community, Read Aloud, Survey</i>	Launch Unit Lesson 2 Developing a Reading Identity: <i>Identify Ourselves, Write and Sketch</i>	Launch Unit Lesson 3 Building Stamina for Reading: <i>Independent Reading Looks and Sounds Like, Student Practice</i>	Launch Unit Lesson 4 Developing Reader's Workshop Rituals: <i>Read Aloud, How to Get Help</i>
12	13	14	15	16
Launch Unit Lesson 5 Building Reading Habits: <i>What do Readers Do, Read-Aloud</i>	Launch Unit Lesson 8 Developing Reading Habits: <i>Genres, Read Aloud</i>	Launch Unit Lesson 12 Developing Reading Habits: <i>Buddy Reading, Read Aloud</i>	Unit 1, Week 1: <u>Taking Care of Books</u> <i>Mesa para dos</i> Focus lesson 1 <i>Having Favorite Books: Why do I like to read some books over others?</i>	<i>Mesa para dos</i> Focus lesson 2 <i>Putting Books Away: What can I do to make sure I can always find the books I want to read?</i>
19	20	21	22	23
<i>Mesa para dos</i> Focus lesson 3 <i>Identifying the Parts of a Book: How should I handle paperback and hardcover books?</i>	<i>Mesa para dos</i> Focus lesson 4 <i>Using a Bookmark: How can using a bookmark help me protect the books I read?</i>	<i>Mesa para dos</i> Focus lesson 5 <i>Storing a Book: While I'm in the middle of reading a book, how and where can I safely store it?</i>	Unit 1, Week 2 <u>Choosing Books</u> <i>No se olviden de la diversión</i> Focus lesson 1 <i>Looking for a Favorite Author: Who are some of my favorite authors?</i>	<i>No se olviden de la diversión</i> Focus lesson 2 <i>Considering Your Purpose for Reading: What do I want to get out of reading a particular book?</i>
26	27	28	29	30
<i>No se olviden de la diversión</i> Focus lesson 3 <i>Reading Books in a Series: Why might I want to read a series of books?</i>	<i>No se olviden de la diversión</i> Focus lesson 4 <i>Previewing a Book: How can previewing books help me choose one to read?</i>	<i>No se olviden de la diversión</i> Focus lesson 5 <i>Asking Others for Book Recommendations: Who can I turn to for good book recommendations?</i>	Launch Unit Lesson 13 Developing Reader's Workshop Routines: <i>Conferring</i>	Launch Unit Lesson 19 Developing Reading Habits: <i>Reader's Notebook</i>

**Reader's Workshop Whole Class Mini-lessons
Pacing Guide Grade 2 Spanish Immersion**

2011-2012

October

3	4	5	6	7
<p>Personal Narrative Reading Mini-lessons Available at http://thecenter.spps.org/elemlit.html <i>These reading lessons use texts that will be revisited as mentor texts in the upcoming second grade Writer's Workshop Personal Narrative unit of study.</i></p>			<p>Unit 1, Week 3 Knowing Yourself as a Reader <i>Muchos, muchos gatos</i></p> <p>Focus lesson 1</p> <p><i>Understanding That Readers Develop Differently: Why is it important that I pick out books that are just right for me?</i></p>	<p><i>Si la araña hablara</i></p> <p>Focus lesson 2</p> <p><i>Reading Books at an Appropriate Level: What can I do to make sure I pick out books that are just right for me?</i></p>
10	11	12	13	14
<p><i>El tigre en su jaula</i></p> <p>Focus lesson 3</p> <p><i>Knowing How to Start Reading a Book: How should I start to read different kinds of books?</i></p>	<p><i>La niña con cola</i></p> <p>Focus lesson 4</p> <p><i>Paying Attention to What You Are Reading: Why is it important that I pay attention to what I am reading?</i></p>	<p><i>Mi turno de hablar</i></p> <p>Focus lesson 5</p> <p><i>Thinking About Why You Like a Book: Why do I enjoy reading this book?</i></p>	<p>Unit 1, Week 4 Building Reading Stamina <i>Segundo grado es increíble, Ámbar Dorado</i></p> <p>Focus lesson 1</p> <p><i>Rereading Favorite Books: What new things might I learn from rereading this book?</i></p>	<p><i>Segundo grado es increíble, Ámbar Dorado</i></p> <p>Focus lesson 2</p> <p><i>Setting Long-term Reading Goals: What long-term reading goals should I set for myself?</i></p>
17	18	19	20	21
<p><i>Segundo grado es increíble, Ámbar Dorado</i></p> <p>Focus lesson 3</p> <p><i>Setting Short-term Reading Goals: How can setting short-term reading goals help my long-term goal?</i></p>	<p>Flex Mini-lesson</p>	<p>Conference Prep Day</p>	<p>Education Minnesota Professional Conference</p>	<p>Education Minnesota Professional Conference</p>
24	25	26	27	28
<p><i>Segundo grado es increíble, Ámbar Dorado</i></p> <p>Focus lesson 4</p> <p><i>Keeping Track of Books: How can a reading log help me achieve my long-term reading goal?</i></p>	<p><i>Segundo grado es increíble, Ámbar Dorado</i></p> <p>Focus lesson 5</p> <p><i>Reading Different Genres: Why is it important that I read different kinds of books?</i></p>	<p>Unit 2, Week 1 Making Predictions <i>Rashee y los siete elefantes</i></p> <p>Focus lesson 1</p> <p><i>Using Background Knowledge to Make Predictions: How can I use the title of the book, the images on the cover, and what I already know to predict what will happen in the book?</i></p>	<p><i>Rashee y los siete elefantes</i></p> <p>Focus lesson 2</p> <p><i>Scanning the Text of Predictions: How can I scan a book to get information that will help me make a prediction about the book?</i></p>	<p><i>Rashee y los siete elefantes</i></p> <p>Focus lesson 3</p> <p><i>Keeping Track of Predictions: How can I keep track of my predictions so that I can review them to see if they were correct or if they need to be changed?</i></p>

**Reader’s Workshop Whole Class Mini-lessons
Pacing Guide Grade 2 Spanish Immersion**

2011-2012

November

Oct. 31	1	2	3	4
<p><i>Rashee y los siete elefantes</i></p> <p>Focus lesson 4</p> <p><i>Comparing Predictions With Others:</i> How can comparing predictions with others give me more ideas about a book?</p>	<p><i>Rashee y los siete elefantes</i></p> <p>Focus lesson 5</p> <p><i>Revisiting Your Predictions:</i> How can revising my predictions help me learn what might come next in a story?</p>	<p><u>Unit 2, Week 2 Asking Questions</u> <i>El Club de los Mellizos</i></p> <p>Focus lesson 1</p> <p><i>Asking “Who?” Questions:</i> What questions can I ask myself to learn about the characters in a story?</p>	<p><i>El Club de los Mellizos</i></p> <p>Focus lesson 2</p> <p><i>Asking “What?” Questions:</i> What kind of questions can I ask myself to better understand story events?</p>	<p><i>El Club de los Mellizos</i></p> <p>Focus lesson 3</p> <p><i>Asking “Where?” Questions:</i> What kind of questions can I ask myself to understand the setting of a story?</p>
7	8	9	10	11
<p><i>El Club de los Mellizos</i></p> <p>Focus lesson 4</p> <p><i>Asking “When?” Questions:</i> What other questions can I ask to learn more about the setting of a story?</p>	<p><i>El Club de los Mellizos</i></p> <p>Focus lesson 5</p> <p><i>Asking “Why?” Questions:</i> How can asking questions with <i>¿Por qué?</i> Help me learn more about the text?</p>	<div style="border: 1px solid black; padding: 10px; background-color: #f0f0f0;"> <p>Science Literacy Reading Mini-lessons Available at http://thecenter.spps.org/elemlit.html <i>These reading lessons use the text that will be revisited in the upcoming Engineering is Elementary science unit of study.</i></p> </div>		<p>Conferences</p>
14	15	16	17	18
<p><u>Unit 2, Week 3</u> <u>Problem-Solving Unfamiliar Words</u></p> <p><i>Cuéntame un cuento, abuelito</i></p> <p>Focus lesson 1</p> <p><i>Reading On to Figure Out a Word:</i> What strategies can I use to figure out unknown words as I read?</p>	<p><i>Cuéntame un cuento, abuelito</i></p> <p>Focus lesson 2</p> <p><i>Asking Others for Help:</i> What’s another way I can figure out unknown words as I read?</p>	<p><i>Cuéntame un cuento, abuelito</i></p> <p>Focus lesson 3</p> <p><i>Using Context Clues:</i> How can I use other words and sentences to help me figure out words I don’t know?</p>	<p><i>Cuéntame un cuento, abuelito</i></p> <p>Focus lesson 4</p> <p><i>Rereading to Figure Out a Concept:</i> How can rereading help me understand ideas that are unclear?</p>	<p><i>Cuéntame un cuento, abuelito</i></p> <p>Focus lesson 5</p> <p><i>Using Details to Figure Out Unfamiliar Concepts:</i> How can identifying the main ideas in a text help me understand an unfamiliar concept?</p>
21	22	23	24	25
<p><u>Unit 2, Week 4</u> <u>Summarizing and Retelling</u></p> <p><i>La tortuga y su notable adaptabilidad</i></p> <p>Focus lesson 1</p> <p><i>Pausing to Restate as You Read:</i> How can rereading help me understand ideas that are unclear?</p>	<p><i>La tortuga y su notable adaptabilidad</i></p> <p>Focus lesson 2</p> <p><i>Taking Notes on What You Read:</i> What kind of notes can I take as I read?</p>	<p>Flex Mini-Lesson</p>	<p>Thanksgiving Break</p>	<p>Thanksgiving Break</p>

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

December

Nov. 28	Nov. 29	Nov. 30	1	2
Content Focused Literacy Instruction				
5	6	7	8	9
Flex Mini-lesson	<p><i>La tortuga y su notable adaptabilidad</i></p> <p>Focus lesson 3</p> <p><i>Combining Related Information:</i> How does finding connections among pieces of information help me to better understand the text?</p>	<p><i>La tortuga y su notable adaptabilidad</i></p> <p>Focus lesson 4</p> <p><i>Distinguishing Between Important and Less Important Ideas:</i> Why is it helpful to think about which ideas in a book are important and which aren't?</p>	<p><i>La tortuga y su notable adaptabilidad</i></p> <p>Focus lesson 5</p> <p><i>Reviewing the Important Events:</i> How can I help myself remember the important information in a book?</p>	<p>Unit 3 Week 1: <u>Making Connections</u></p> <p><i>La visita de George Washington</i></p> <p>Lesson 1</p> <p><i>Connections:</i> How does what I'm reading about relate to my own life?</p>
12	13	14	15	16
<p><i>La visita de George Washington</i></p> <p>Lesson 2</p> <p><i>Using Connections to Make Sense:</i> How can what I already know about a topic help me to make connections with a text?</p>	<p><i>La visita de George Washington</i></p> <p>Lesson 3</p> <p><i>Readers Make Unique Text-to-Self Connections:</i> What connections can I make to the text that are uniquely my own?</p>	<p><i>La visita de George Washington</i></p> <p>Lesson 4</p> <p><i>Identifying When a Connection Isn't Helpful:</i> What should I do when the connections I make with a text don't help me to understand the text better?</p>	<p><i>La visita de George Washington</i></p> <p>Lesson 5</p> <p><i>Digging Deep to Make a Connection:</i> How can I make a connection with a text when nothing in it directly relates to my life?</p>	Flex Mini-lesson
19	20	21	22	23
<p>Unit 3 Week 2: <u>Activating Background Knowledge</u> <i>Platero y Juan Ramón</i></p> <p>Focus Lesson 1:</p> <p><i>Activating Background Knowledge Before Reading:</i> What can I do to figure out what I already know about a topic?</p>	<p><i>Platero y Juan Ramón</i></p> <p>Lesson 2</p> <p><i>Identifying What Background Knowledge is Helpful:</i> How can I tell that what I know about a topic is helpful to my reading?</p>	<p><i>Platero y Juan Ramón</i></p> <p>Lesson 3</p> <p><i>Using What You Know Throughout the Story:</i> Why is it important that I keep thinking about what I know as I read on in a book?</p>	<p><i>Platero y Juan Ramón</i></p> <p>Lesson 4</p> <p><i>Using Clues to Build Knowledge:</i> What can I do when I don't have any personal knowledge about what I'm reading to help me understand it better?</p>	Winter Break
26	27	28	29	30
Winter Break	Winter Break	Winter Break	Winter Break	Winter Break

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2011-2012

January

2	3	4	5	6
Winter Break	Winter Break	Flex Mini-lesson: Revisit Rituals & Routines	<div style="border: 1px solid black; padding: 5px;"> <p align="center">Informational Reading Mini-lessons Available at http://thecenter.spps.org/elemlit.html <i>These reading mini-lesson lessons use texts that will be revisited as mentor texts in the upcoming second grade Writer's Workshop All-About Book unit of study.</i></p> </div>	
9	10	11	12	13
<div style="border: 1px solid black; padding: 5px;"> <p align="center">Informational Reading Mini-lessons Available at http://thecenter.spps.org/elemlit.html <i>These reading mini-lesson lessons use texts that will be revisited as mentor texts in the upcoming second grade Writer's Workshop All-About Book unit of study.</i></p> </div>				<p>Unit 3 Week 3: Building Vocabulary and Concept Knowledge</p> <p><i>Presentar una Obra de Teatro</i></p> <p>Focus Lesson 1</p> <p><i>Using Context to Understand the Meaning of a Word: What clues can I use to help me figure out the meaning of a word?</i></p>
16	17	18	19	20
Martin Luther King Holiday	<p><i>Presentar una Obra de Teatro</i></p> <p>Focus Lesson 2</p> <p><i>Using Text Features to Identify Important Words: What can I look for in the text to help me figure out important words?</i></p>	<p><i>Presentar una Obra de Teatro</i></p> <p>Focus Lesson 3</p> <p><i>Identifying Key Vocabulary: How can I recognize and use key words to help me understand a text?</i></p>	<p><i>Presentar una Obra de Teatro</i></p> <p>Focus Lesson 4</p> <p><i>Substituting Words to Check Understanding: If I use a similar word in place of an unknown word, will that help me better understand what I am reading?</i></p>	<p>Unit 3 Week 4: Making Inferences</p> <p><i>James y el Melocotón Gigante</i></p> <p>Focus Lesson 1</p> <p><i>Using Text Clues to Infer Meaning: What clues can I use to figure out what the author is trying to say without directly saying it?</i></p>
23	24	25	26	27
<p><i>James y el Melocotón Gigante</i></p> <p>Focus Lesson 2</p> <p><i>Using What You Know to Make Inference: How can I use what I already know to figure out what the author is trying to say without directly saying it?</i></p>	<p><i>James y el Melocotón Gigante</i></p> <p>Focus Lesson 3</p> <p><i>Using Multiple Clues to Make Inferences: How can I use several clues to figure out what the author is trying to say?</i></p>	<p><i>James y el Melocotón Gigante</i></p> <p>Focus Lesson 4</p> <p><i>Using Multiple Clues to Make Inferences: How can I get better at using several clues to figure out what the author is trying to say?</i></p>	<p><i>James y el Melocotón Gigante</i></p> <p>Focus Lesson 5</p> <p><i>Making Inferences About Characters: How can I make inferences about characters to better understand them?</i></p>	<p>Professional Day</p>

**Reader's Workshop Whole Class Mini-lessons
Pacing Guide Grade 2 Spanish Immersion**

2011-2012

February

Jan. 30	Jan. 31	1	2	3
<div style="border: 1px solid black; padding: 10px; background-color: #f0f0f0;"> <p>Response to Literature Reading Mini-lessons Available at http://thecenter.spps.org/elemlit.html <i>These reading lessons use texts that will be revisited as mentor texts in the upcoming second grade Writer's Workshop Book Recommendation unit of study.</i></p> </div>				
			<p>Unit 4 Week 1: <u>Understanding Story Grammar</u> <i>Su Majestad, el Rey</i></p> <p>Focus Lesson 1</p> <p><i>Identifying the Main Character and Setting: How do I identify main characters and setting?</i></p>	<p><i>Su Majestad, el Rey</i></p> <p>Focus Lesson 2</p> <p><i>Identifying the Initiating Event: What event or problem starts the action in this story?</i></p>
6	7	8	9	10
<p><i>Su Majestad, el Rey</i></p> <p>Focus Lesson 3</p> <p><i>Identifying the Relationships Among Characters: How do the characters feel about one another?</i></p>	<p><i>Su Majestad, el Rey</i></p> <p>Focus Lesson 4</p> <p><i>Identifying How the Main Character Plans to Solve the Problem: How does the main character plan to solve the problem?</i></p>	<p><i>Su Majestad, el Rey</i></p> <p>Focus Lesson 5</p> <p><i>Identify the Story Resolution: How is the problem resolved in the story?</i></p>	<p>Unit 4 Week 2 : <u>Understanding Story Grammar</u></p> <p><i>¿ Yo puedo leer! ; Yo puedo leer!</i></p> <p>Focus Lesson 1</p> <p><i>Identifying the Characters and Setting: How do I identify the main characters and settings?</i></p>	<p><i>¿ Yo puedo leer! ; Yo puedo leer!</i></p> <p>Focus Lesson 2</p> <p><i>Identifying the Relationships Among Characters: How would I describe the relationships between these characters?</i></p>
13	14	15	16	17
<p><i>¿ Yo puedo leer! ; Yo puedo leer!</i></p> <p>Focus Lesson 3</p> <p><i>Identifying the Problem and Solution: What is the problem in this story and how does it get solved?</i></p>	<p><i>¿ Yo puedo leer! ; Yo puedo leer!</i></p> <p>Focus Lesson 4</p> <p><i>Understanding a Character: : How do the characters feel about the situation in the story?</i></p>	<p><i>¿ Yo puedo leer! ; Yo puedo leer!</i></p> <p>Focus Lesson 5</p> <p><i>Understanding the Character's Relationship to the Plot: How do the characters affect what happens in the story?</i></p>	<p>Flex Mini-lesson</p>	<p>Conference Prep Day</p>
20	21	22	23	24
<p>President's Day Holiday</p>	<p><u>Unit 4 Week 3 Identifying and Understanding Literary Devices</u></p> <p><i>¿Has visto a Edgar?</i></p> <p>Focus Lesson 1</p> <p><i>Recognize Personification: Why does the author use personification in this poem?</i></p>	<p><i>Ocho ovejas o más</i></p> <p>Focus Lesson 2</p> <p><i>Recognizing the Use of Alliteration: How does the poet use alliteration in this poem?</i></p>	<p><i>Has visto alguna vez...</i></p> <p>Focus Lesson 3</p> <p><i>Recognizing the Pun: How can I figure out the puns used in this poem?</i></p>	<p><i>Los patanes</i></p> <p>Focus Lesson 4</p> <p><i>Recognizing Types of Humor: What things are funny in this poem?</i></p>

**Reader's Workshop Whole Class Mini-lessons
Pacing Guide Grade 2 Spanish Immersion**

2011-2012

March

Feb. 27	Feb. 28	Feb. 29	1	2
<p><i>Quando mi abuelo se jubile</i></p> <p>Lesson 5</p> <p><i>Identify the Speaker of the Poem: Who is speaking in this poem?</i></p>	<p>Unit 4 Week 4 : Identifying and Using Text Features <i>Fábulas de todo el mundo</i></p> <p>Focus Lesson 1</p> <p><i>Using Contents Page to Preview and Predict: What can I learn about this book from the contents page?</i></p>	<p><i>Fábulas de todo el mundo</i></p> <p>Focus Lesson 2</p> <p><i>Noticing Changes in the Print: Why were italics used in part of the story?</i></p>	<p><i>Fábulas de todo el mundo</i></p> <p>Focus Lesson 3</p> <p><i>Reading Dialogue and Punctuation: How do I know which character is speaking?</i></p>	<p><i>Fábulas de todo el mundo</i></p> <p>Focus Lesson 4</p> <p><i>Using Design and Artwork: What does the artwork tell me about the story?</i></p>
5	6	7	8	9
<p><i>Fábulas de todo el mundo</i></p> <p>Focus Lesson 5</p> <p><i>Using the List for Recommended Reading : Why did the author include a book list at the end of this book?</i></p>	<p>Unit 5 Week 1: Setting and Monitoring Your Purpose for Reading <i>Hormigas Trabajadoras</i></p> <p>Focus Lesson 2</p> <p><i>Identifying Your Purpose for Reading: Why is it helpful to ask myself: ¿Qué quiero aprender de este libro?</i></p>	<p><i>Hormigas Trabajadoras</i></p> <p>Lesson 4</p> <p><i>Scanning the text: How can I find out the answer to my question without rereading the whole book word-by-word?</i></p>	<p><i>Hormigas Trabajadoras</i></p> <p>Lesson 5</p> <p><i>Identifying the Author's Purpose: What clues can I use to better understand how similar words are alike and different?</i></p>	<p>Conference Day</p>
12	13	14	15	16
<p>Spring Break</p>	<p>Spring Break</p>	<p>Spring Break</p>	<p>Spring Break</p>	<p>Spring Break</p>
19	20	21	22	23
<p>Content Focused Literacy Instruction</p>				
26	27	28	29	30
<p>Flex Mini-lesson</p>	<p align="center">Poetry Reading Mini-lessons Available at http://thecenter.spps.org/elemlit.html <i>These reading lessons will use texts that will be revisited as mentor texts in the upcoming second grade Writer's Workshop Poetry unit of study.</i></p>			<p>Flex Mini-lesson</p>

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

April

<p>Unit 5 Week 2: 2 Identifying and Using Nonfiction Features and Structures <i>Que Sea Simple</i></p> <p>Focus Lesson 3</p> <p><i>Using Italicized Words:</i> What does it mean when a word is in italics?</p>	<p>3</p> <p><i>Que Sea Simple</i></p> <p>Focus Lesson 5</p> <p><i>Identifying How Nonfiction Authors Pose Questions:</i> How does the way in which an author asks questions make me curious about a subject?</p>	<p>Unit 5 Week 3: 4 Identifying and Using Nonfiction Features and Structures <i>Animales parecidos</i></p> <p>Focus Lesson 1</p> <p><i>Using a Contents Page and an Index to Preview a Book:</i> What can the contents page and index tell me about the information I’ll find in this book?</p>	<p>5</p> <p><i>Animales parecidos</i></p> <p>Focus Lesson 2</p> <p><i>Using an Introduction to Nonfiction Text:</i> What can the introduction tell me about the book I am about to read?</p>	<p>6</p> <p align="center">Professional Day</p>
<p>9</p> <p><i>Animales parecidos</i></p> <p>Focus Lesson 3</p> <p><i>Using Boldface Words and a Glossary:</i> What do boldfaced words tell me about the text?</p>	<p>10</p> <p><i>Animales parecidos</i></p> <p>Focus Lesson 4</p> <p><i>Reading a Diagram:</i> How do I read this sequential diagram so that I can better understand the idea?</p>	<p>11</p> <p><i>Animales parecidos</i></p> <p>Focus Lesson 5</p> <p><i>Identifying When Authors Compare and Contrast:</i> How did the authors of this book organize the text?</p>	<p>Unit 5 Week 4: 12 Identifying and Using Nonfiction Features and Structures</p> <p><i>Ellos trabajaron juntos</i></p> <p>Focus Lesson 2</p> <p><i>Reading a Sidebar:</i> What kinds of information might a sidebar contain?</p>	<p>13</p> <p><i>Ellos trabajaron juntos</i></p> <p>Focus Lesson 3</p> <p><i>Comparing Illustrations and Photographs:</i> Why did the author choose to use photographs or illustrations in this book?</p>
<p>16</p> <p><i>Ellos trabajaron juntos</i></p> <p>Focus Lesson 4</p> <p><i>Using the Afterword in a Nonfiction Text:</i> What can I learn from reading the afterword?</p>	<p>17</p> <p><i>Ellos trabajaron juntos</i></p> <p>Focus Lesson 5</p> <p><i>Identifying When Authors Tell Events in Time Order:</i> How did the author organize the information in this book?</p>	<p>18</p> <p align="center">Flex Mini-lesson</p>	<p>Unit 6 Week 1: 19 Taking Notes on Fiction</p> <p><i>El secreto de Óscar</i></p> <p>Focus Lesson 1</p> <p><i>Taking Notes on Sticky Notes:</i> What kind of graphic organizer can I use to help me better understand and remember the book I am reading?</p>	<p>20</p> <p><i>El secreto de Óscar</i></p> <p>Focus Lesson 2</p> <p><i>Matching a Graphic Organizer to a Text:</i> How can a graphic organizer help me keep track of information in the book I am reading?</p>
<p>23</p> <p><i>El secreto de Óscar</i></p> <p>Focus Lesson 3</p> <p><i>Using a Venn Diagram to Understand the Text:</i> How can I use a Venn diagram to help me compare and contrast details in the story?</p>	<p>24</p> <p><i>El secreto de Óscar</i></p> <p>Focus Lesson 4</p> <p><i>Using a Venn Diagram to Talk About the Story:</i> How can I use a graphic organizer I’ve prepared to help me retell the story?</p>	<p>25</p> <p><i>El secreto de Óscar</i></p> <p>Focus Lesson 5</p> <p><i>Using a Venn Diagram to Write a Summary:</i> How can I use my notes and organizer to summarize the story I’ve just read</p>	<p>26</p> <p>Unit 6 Week 3 Self-Monitoring/ Self-Correcting <i>Cuéntame un cuento, abuelito</i></p> <p>Focus Lesson 1</p> <p><i>Asking, “Does This Make Sense?”:</i> How can I ask myself if something I read makes sense help me better understand the text?</p>	<p>27</p> <p><i>Cuéntame un cuento, abuelito</i></p> <p>Focus Lesson 2</p> <p><i>Rereading When Meaning is Lost:</i> What should I do if I realize that I’m losing track of the meaning of what I’m reading?</p>

**Reader's Workshop Whole Class Mini-lessons
Pacing Guide Grade 2 Spanish Immersion**

2011-2012

May

Apr. 30	1	2	3	4
<p><i>Cuéntame un cuento, abuelito</i></p> <p>Focus Lesson 3</p> <p><i>Rereading to Identify Important Ideas:</i> How can I identify the important ideas in what I am reading?</p>	<p><i>Cuéntame un cuento, abuelito</i></p> <p>Focus Lesson 4</p> <p><i>Distinguishing Between Important Ideas and Details:</i> How can I best keep track of the important ideas and details in this book?</p>	<p><i>Cuéntame un cuento, abuelito</i></p> <p>Focus Lesson 5</p> <p><i>Identifying the Main Idea:</i> How can I figure out the main idea of the book?</p>	<p><u>Unit 6 Week 4: Visualizing</u></p> <p><i>Burbujas</i></p> <p>Focus Lesson 1</p> <p><i>Comparing Your Images to the Author:</i> What does the poet want me to imagine and visualize? How can I figure that out?</p>	<p><i>Es mala educación</i></p> <p>Focus Lesson 2</p> <p><i>Using Background Knowledge to Visualize:</i> What does the title mean to me? How can that help me better enjoy what I am reading?</p>
7	8	9	10	11
<p><i>Es mala educación and Un ser extraño</i></p> <p>Focus Lesson 3</p> <p><i>Using Words and Phrases to Visualize:</i> What clues does the poet give me to help me visualize what she is writing about?</p>	<p><i>Un ser extraño</i></p> <p>Focus Lesson 4</p> <p><i>Comparing Your Images With Other Images:</i> How does my image of something in the text compare to someone else's image?</p>	<p><i>Diente de león</i></p> <p>Focus Lesson 5</p> <p><i>Using Visualizing to Connect Familiar and New Ideas:</i> How does comparing two things help me think about something in a new way?</p>	Flex Mini-lesson	Flex Mini-lesson
14	15	16	17	18
<p><u>Unit 7 Week 1: Responding to Characters</u></p> <p><i>Sapo y Sepo son amigos</i></p> <p>Focus Lesson 1</p> <p><i>Identifying the Traits of a Character:</i> How can the words of the character help me better understand the traits that they have?</p>	<p><i>Sapo y Sepo son amigos</i></p> <p>Focus Lesson 2</p> <p><i>Noticing How Characters Develop:</i> How can looking at events that happen at the beginning, middle, and end of the book help me figure out if a character is changing?</p>	<p><i>Sapo y Sepo son amigos</i></p> <p>Focus Lesson 3</p> <p><i>Considering the Influence of Time and Place on a Character:</i> How does identifying when and where a story takes place help me better understand the story?</p>	<p><i>Sapo y Sepo son amigos</i></p> <p>Focus Lesson 4</p> <p><i>Considering the Author's Motives for Choosing Characters:</i> What is the author trying to show me in his choice of characters?</p>	<p><i>Sapo y Sepo son amigos</i></p> <p>Focus Lesson 5</p> <p><i>Comparing Characters to Yourself and to Others:</i> What have I experienced in my life that can help me relate to the characters in the story?</p>
21	22	23	24	25
<div style="border: 1px solid black; padding: 10px; margin: 0 auto; width: 80%;"> <p>Content Focused Literacy Instruction</p> </div>				

**Reader's Workshop Whole Class Mini-lessons
Pacing Guide Grade 2 Spanish Immersion
June**

2011-2012

May 28	May 29	May 30	May 31	1
Memorial Day Holiday	<p>Unit 7 Week 4: <u>Identifying and Evaluating the Theme of the Book</u></p> <p><i>No se olviden de la diversión</i></p> <p>Focus Lesson 1</p> <p><i>Identify the Theme of a text: Hoe does the title of the book give me clues as to the theme of the book?</i></p>	<p><i>No se olviden de la diversión</i></p> <p>Focus Lesson 2</p> <p><i>Considering the Author's Motive for Choosing a theme: I wonder why the author decided to tell this particular story with this particular message?</i></p>	<p><i>No se olviden de la diversión</i></p> <p>Focus Lesson 3</p> <p><i>Comparing the Themes to Your Own Life: How can I understand more about the main characters by thinking about how the book's theme relates to my own life?</i></p>	<p><i>No se olviden de la diversión</i></p> <p>Focus Lesson 4</p> <p><i>Proposing Solutions to Problems Posed by the text: How would I solve the problems that the characters have?</i></p>
4	5	6	7	8
<p><i>No se olviden de la diversión</i></p> <p>Focus Lesson 5</p> <p><i>Transforming Themes into Personal Action: How does this book inspire me to do something or try something new?</i></p>	Flex Mini-lesson	Flex Mini-lesson	Launching Into Summer Reading	Launching Into Summer Reading

Writer's Workshop Units of Study Calendar 2011-2012 (Spanish Immersion)

Month/week	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
Sept. 6-9	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...
12-16		Personal Narrative: Small Moments	Personal Narrative: Small Moment	Narrative: Memoir	Realistic Fiction	Narrative: Memoir	Realistic Fiction
19-23							
26-30							
Oct.: 3-7	Telling and Drawing Our Stories	Writing for Readers	Procedural Writing	Functional: Friendly Letter	CFLI	CFLI	Response to Literature: Literary Essay
10-14							
17-18							
24-28	Functional Writing	Procedural Writing	CFLI	Revision Unit: The Art of Punctuation	Response to Literature: Mentor Author Study	Response to Literature: Literary Essay	Response to Literature: Literary Essay
Nov.: 10/31-11/4							
7-10							
14-18							
21-23	Personal Narrative	Procedural Writing	CFLI	Revision Unit: The Art of Punctuation	Response to Literature: Mentor Author Study	Response to Literature: Literary Essay	Response to Literature: Literary Essay
28-12/2							
Dec.: 5-9							
12-16	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	Feature Article
19-22							
Jan.: 4-6							
9-13							
17-20	Going Deeper with Skills of Writing	Personal Narrative	Author Study & Response to Literature: Book Recommendation	Author Study & Response to Literature: Book Review	CFLI	Poetry: Self Image	Persuasive Writing: Letter to the Editor
23-26							
Feb.: 1/30-2/3							
6-10	Informational Writing: Expert Book	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
13-16							
21-24							
27-3/2							
Mar.: 5-8	Informational Writing: Expert Book	Response to Literature: Retelling	CFLI	CFLI	Poetry: The Power of Image	Personal Essay	Revision Study & Open Cycle
19-23							
26-30							
Apr.: 2-5	Poetry	Poetry	Open Cycle: Crafting Sentences	Open Cycle: Crafting Sentences	CFLI	Science Procedure	Poetry: Poet Study
9-13							
16-20							
23-27							
May: 4/30-5/4	Poetry	Poetry	Open Cycle: Crafting Sentences	Open Cycle: Crafting Sentences	CFLI	Science Procedure	Poetry: Poet Study
7-11							
14-18							
21-25							
28-6/1							
June: 4-8							

* Shaded Units are taught in English

Writer's Workshop Units of Study Grade 2 Spanish Immersion

Launch Date	Unit of Study	Approximate Duration
September (first week)	<i>Launching Writer's Workshop: The Writerly Life</i>	4 weeks
October (second week)	<i>Personal Narrative: Small Moment</i>	4 weeks
November (third week)	<i>Procedural</i>	3 weeks
December (second week)	<i>Revision Unit: Exploring Punctuation</i>	2 weeks
January (first week)	<i>Informational Writing: All-About Book</i>	6 weeks
February (fourth week)	<i>Response to Literature: Book Recommendation</i>	3 weeks
April (first week)	<i>Poetry: Looking In</i>	4-5 weeks
May (second week)	<i>Open Cycle: Crafting Sentences</i>	2 weeks

GRADE 2 Writer’s Workshop: BIG IDEAS

UNIT OF STUDY	BIG IDEAS	UNIT PRODUCTS AND ARTIFACTS
<p>Launching Writer’s Workshop: The Writerly Life</p> <p>(4 weeks)</p> <p><i>Available at:</i> http://thecenter.spps.org/elemlit.html</p>	<ul style="list-style-type: none"> • View themselves as writers and as members of a community of writers • Use rituals and routines to develop writing habits as well as to work independently and with others • Understand where writers get ideas and use this understanding to generate their own topics • Tell, draw, and write stories from their lives • Develop strategies (invented spelling, using environmental print, knowledge of words and patterns, etc.) to build writing independence and fluency • Understand the steps of the writing process from collecting entries through publication 	<ul style="list-style-type: none"> • Establish writer’s notebook (variety of entries) • Open Cycle Publishing
<p>Personal Narrative: Small Moment</p> <p>(4 weeks)</p> <p><i>Available at:</i> http://thecenter.spps.org/elemlit.html</p>	<ul style="list-style-type: none"> • Create a definition of small moment writing • Determine importance to focus on small moments rather than bed-to-bed stories • Stretch writing by using elaboration techniques (dialogue, feelings, thoughts, etc.) • Use writer’s craft strategies to create effective leads and endings, to develop characters, and to add detail 	<ul style="list-style-type: none"> • Publish a personal narrative that focuses on a small moment
<p>Procedural</p> <p>(3 weeks)</p> <p><i>Designed at the site level</i></p>	<ul style="list-style-type: none"> • Identify the genre features of procedural writing to create a definition of the genre • Write a procedure from their own experience in the appropriate sequence with attention to detail • Establish a context and include information relevant to the procedure • Use pictures, diagrams, and other graphics to enhance information 	<ul style="list-style-type: none"> • Publish a narrative procedure from their own experience
<p>Revision Unit: Exploring Punctuation</p> <p>(2 weeks)</p> <p><i>Designed at the site level</i></p>	<ul style="list-style-type: none"> • Notice and discuss how authors of narrative texts use punctuation to convey meaning • Develop an understanding of the functions of various types of punctuation (period, comma, exclamation point, quotation marks, apostrophe, question marks, ellipse) • Understand that writers use punctuation to shape the way that readers read their texts (reading fluency and comprehension) • Experiment with varying punctuation conventions using a previously published piece or writer’s notebook entries as a springboard • Use punctuation to decide how they want their own writing to read by the reader • Be accountable for using punctuation in all writing, including first drafts 	<ul style="list-style-type: none"> • Revise a previously published piece or notebook entry for punctuation conventions

GRADE 2 Writer’s Workshop: BIG IDEAS

UNIT OF STUDY Approximate Duration	BIG IDEAS	UNIT PRODUCTS AND ARTIFACTS
<p>Informational Writing: All-About Book</p> <p>(6 weeks)</p> <p><i>Available at:</i> http://thecenter.spps.org/elemlit.html</p>	<ul style="list-style-type: none"> • Create a definition of All-About writing • Use a variety of resources to gather information on a topic of interest or expertise • Develop strategies to organize information • Make conscious decisions about text structure and form • Use a variety of elements such as facts, supporting details, labels, diagrams, illustrations, and quotations to support the main idea/topic 	<ul style="list-style-type: none"> • Publish and All-About text
<p>Response to Literature: Book Recommendation</p> <p>(3 weeks)</p> <p><i>Available at:</i> http://thecenter.spps.org/elemlit.html</p>	<ul style="list-style-type: none"> • Listen to, view, discuss, and read various book recommendations • Identify the features of a book recommendation • Craft a book recommendation on a text of choice that includes the title, author, summary, quotation, and potential connection to other readers 	<ul style="list-style-type: none"> • Publish a book recommendation
<p>Poetry: Looking In</p> <p>(4-5 weeks)</p> <p><i>Available at:</i> http://thecenter.spps.org/elemlit.html</p>	<ul style="list-style-type: none"> • Identify the elements of poetry to build a shared definition of the genre • Closely observe the world (animals, objects, people) to get ideas for poems and write poems about ordinary things in everyday life using fresh eyes and carefully chosen words • Recognize poetic language (rhythm, patterns, comparisons, descriptive words that evoke senses, some rhyme, simile, and metaphor) • Develop and use strategies to craft poems that “sound good”: repetition, sound effects, onomatopoeia, alliteration, rhythm, parallel construction, and deliberately chosen line breaks • Use language to describe how something looks, smells, tastes, feels, or sounds • Understand the way that print and space work in poems and use this knowledge when writing poems • Write a variety of poems 	<ul style="list-style-type: none"> • Publish a personal and class poetry anthology
<p>Open Cycle: Crafting Sentences</p> <p>(2 weeks)</p> <p><i>Designed at the site level</i></p>	<ul style="list-style-type: none"> • Notice and discuss how authors craft sentences • Imitate mentor sentences to expand their repertoire of sentence types • Create rhythm in sentences through word choice and punctuation • Choose a genre based on audience and purpose 	<ul style="list-style-type: none"> • Open cycle publishing