



2011-2012

SPPS Literacy Initiative

Saint Paul Public Schools

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

Grade 3 Spanish Immersion

This pacing guide provides the overall scope and sequence of whole class mini-lessons for Grade 3 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 3 Pacing Guide- Spanish Immersion

The third 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.

<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">1</div> <p style="text-align: center;">Nov. 28</p> <p>Unit 3, Week 1: Making Connections <i>Bravo Rosina</i></p> <p>Day 1</p> <p><i>Making text-to-self connections: How does this story remind of?</i></p>	<p style="text-align: center;">Nov. 29</p> <p><i>Bravo Rosina</i></p> <p>Day 2</p> <p><i>Using connections to understand a character: What personal experiences can help me to better understand a character in the story?</i></p>	<p style="text-align: center;">Nov. 30</p> <p><i>Bravo Rosina</i></p> <p>Day 3</p> <p><i>Making text-to-world connections: What information in this story relates to what I know about the world?</i></p>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">2</div> <p style="text-align: center;">1</p> <p><i>Bravo Rosina</i></p> <p>Day 4</p> <p><i>Making text-to-text connections: How can I relate what I read about in one book to help me understand another book?</i></p>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">3</div> <p style="text-align: center;">2</p> <p><i>Bravo Rosina</i></p> <p>Day 5</p> <p><i>Making several connections at once: How can I make several different connections at the same time?</i></p>
<p style="text-align: center;">5</p> <p>Unit 3, Week 2: Activating Background Knowledge <i>Rosa Parks</i></p> <p>Day 1</p> <p><i>Activating background knowledge: How can I use the information on a book's cover to help me prepare to read the book?</i></p>	<p style="text-align: center;">6</p> <p><i>Rosa Parks</i></p> <p>Day 2</p> <p><i>Previewing a text to activate background knowledge: How can I preview a book to help me prepare to read it?</i></p>	<p style="text-align: center;">7</p> <p><i>Rosa Parks</i></p> <p>Day 3</p> <p><i>Using what you know throughout the story: How can I use my background knowledge as I read to better understand a story?</i></p>	<p style="text-align: center;">8</p> <p><i>Rosa Parks</i></p> <p>Day 4 and 5</p> <p><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></p>	<p style="text-align: center;">9</p> <p style="text-align: center;">Flex Mini-lesson</p>

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 3 Spanish Immersion**

2011-2012

September

5	6	7	8	9
Labor Day Holiday	SPPS Launch Unit ML # 1	SPPS Launch Unit ML # 2	<p><u>Unit 1, Week 1 Taking Care of Books</u> <i>Las cebras</i></p> <p>Days 1</p> <p><i>Having Favorite Books:</i> What are some of my favorite books, and what do I like about them?</p>	<p><i>Las cebras</i></p> <p>Day 4</p> <p><i>Marking Books with Sticky Notes:</i> How can using sticky notes help me as I read?</p>
12	13	14	15	16
<p><u>Unit 1, Week 2: Choosing Books</u> <i>Nuevos idiomas, nuevos amigos</i></p> <p>Day 1</p> <p><i>Looking for a Favorite Author:</i> Why might having a favorite author help me choose books to read?</p>	<p><i>Nuevos idiomas, nuevos amigos</i></p> <p>Day 2</p> <p><i>Considering Your Purpose for Reading:</i> What are the different purposes that I have for reading?</p>	<p><i>Nuevos idiomas, nuevos amigos</i></p> <p>Day 3</p> <p><i>Reading Books in a Series:</i> Why might I enjoy reading books from a series?</p>	<p><i>Nuevos idiomas, nuevos amigos</i></p> <p>Day 4</p> <p><i>Previewing a Book:</i> How do I preview a book?</p>	<p><i>Nuevos idiomas, nuevos amigos</i></p> <p>Day 5</p> <p><i>Asking Others for Book Recommendations:</i> What can I do if I don’t know what book to read next?</p>
19	20	21	22	23
SPPS Launch Unit ML # 7	<p><u>Unit 1, Week 3: Knowing Yourself as a Reader</u> <i>Luciérnagas</i></p> <p>Day 1</p> <p><i>Appreciating That Readers Have Different Tastes:</i> How do my tastes in reading differ from those of my classmates, friends, or family?</p>	<p><i>Luciérnagas</i></p> <p>Day 2</p> <p><i>Finding Books That Are Just Right For You:</i> How do I find a book that is just right for me??</p>	<p><i>Luciérnagas</i></p> <p>Day 3</p> <p><i>Knowing What To Do When You’re Confused While Reading:</i> What can I do if I get confused while I’m reading?</p>	<p><i>Luciérnagas</i></p> <p>Day 4</p> <p><i>Knowing When Your Mind Wanders:</i> How do I get myself back on track after my mind has wandered?</p>
26	27	28	29	30
<p><i>Luciérnagas</i></p> <p>Day 5</p> <p><i>Knowing Your Reading Strengths and Weaknesses:</i> What are my strengths and weaknesses as a reader?</p>	<p><u>Unit 1, Week 4: Building Reading Stamina</u> <i>Cuentos folclóricos de América Latina</i></p> <p>Day 1</p> <p><i>Getting Hooked on a Book:</i> How do I find books that will “hook” me as a reader?</p>	<p><i>Cuentos folclóricos de América Latina</i></p> <p>Day 2</p> <p><i>Staying With a Book That Starts Slowly:</i> How do I stick with and get interested in a book that starts slowly?</p>	<p><i>Cuentos folclóricos de América Latina</i></p> <p>Day 3</p> <p><i>Staying With a Hard Book:</i> How do I stay with a book that is hard for me to read?</p>	<p><i>Cuentos folclóricos de América Latina</i></p> <p>Day 4</p> <p><i>Abandoning a Book:</i> When should I decide to stop reading a book?</p>

**Reader's Workshop Whole Class Mini-lessons
Pacing Guide Grade 3 Spanish Immersion**

2011-2012

October

3	4	5	6	7
<p><i>Cuentos folclóricos de América Latina</i></p> <p>Day 5</p> <p><i>Setting Long-Term Reading Goals: How can I set goals to help myself become a better reader?</i></p>	<p>Memoir Reading Mini-lessons Available at: http://www.thecenter.spps.org/elemlit.html <i>These reading lessons will be on texts that will be revisited as Mentor Texts in the upcoming third grade Writer's Workshop Memoir unit of study.</i></p>			<p>Flex Mini Lesson</p>
10	11	12	13	14
<p>Unit 2, Week 1: Making Predictions <i>Las crías de los animales salvajes</i></p> <p>Day 1</p> <p><i>Using Background Knowledge to Make Predictions: How can I use what I already know to predict what will happen in the book?</i></p>	<p><i>Las crías de los animales salvajes</i></p> <p>Day 2</p> <p><i>Predicting the Text Format: How can I scan a page to get information that will help me predict what it will be about?</i></p>	<p><i>Las crías de los animales salvajes</i></p> <p>Day 3</p> <p><i>Determining the Author's Purpose: How can understanding the author's purpose for writing a book help me to predict what I will read about?</i></p>	<p><i>Las crías de los animales salvajes</i></p> <p>Day 4</p> <p><i>Using the Text Structure to Predict Information: What is the text structure of this book? How can knowing this help me make predictions about the book?</i></p>	<p><i>Las crías de los animales salvajes</i></p> <p>Day 5</p> <p><i>Predicting Text Conclusions: How can thinking about how a book ends help me to remember information in the book?</i></p>
17	18	19	20	21
<p>Unit 2, Week 2: Asking Questions <i>Faros</i></p> <p>Day 1</p> <p><i>Asking Questions About the Title: What questions can I ask about a book's title to help me figure out if I want to read the book?</i></p>	<p><i>Faros</i></p> <p>Day 2</p> <p><i>Asking Questions About Unfamiliar Words: What questions can I ask when I come across unfamiliar words in a book??</i></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>Faros</i></p> <p>Day 3</p> <p><i>Asking About the Author's Purpose: What is the author's purpose in writing this book?</i></p>	<p><i>Faros</i></p> <p>Day 4</p> <p><i>Asking "What's the Connection?": How does what I'm currently reading relate to what I've already read?</i></p>	<p><i>Faros</i></p> <p>Day 5</p> <p><i>Asking "I Wonder" Questions: What do I wonder about this book? How can these questions help me make sense of the book?</i></p>	<p>Science Literacy Mini-lessons Available at: http://thecenter.spps.org/elemlit.html. <i>These reading mini-lessons will use the text in the upcoming third grade Engineering is Elementary science unit of study.</i></p>	

**Reader's Workshop Whole Class Mini-lessons
Pacing Guide Grade 3 Spanish Immersion**

2011-2012

November

<p align="center">Oct. 31</p> <p>Unit 2, Week 3: Self Monitoring <i>Un hogar para Nelly</i></p> <p>Day 1</p> <p><i>Asking. Does this make sense? What can I do to make sure that what I read makes sense?</i></p>	<p align="center">1</p> <p><i>Un hogar para Nelly</i></p> <p>Day 2</p> <p><i>Rereading to clear up confusion: How can rereading help me understand the text better?</i></p>	<p align="center">2</p> <p><i>Un hogar para Nelly</i></p> <p>Day 3</p> <p><i>Thinking about what you have read so far: How can thinking about what I have read so far help me understand the text?</i></p>	<p align="center">3</p> <p><i>Un hogar para Nelly</i></p> <p>Day 4</p> <p><i>Keep reading to clear up confusion: When should I keep reading to clear up text that doesn't make sense?</i></p>	<p align="center">4</p> <p><i>Un hogar para Nelly</i></p> <p>Day 5</p> <p><i>Using text features to clear up confusion: How can text features help me understand something that is confusing?</i></p>
<p align="center">7</p> <p>Unit 2, Week 4: Summarizing and Retelling <i>De excursión por el Sendero de los Apaches</i></p> <p>Day 1</p> <p><i>Pausing to summarize as you read? How can pausing as I read to restate important information help me understand a nonfiction text?</i></p>	<p align="center">8</p> <p><i>De excursión por el Sendero de los Apaches</i></p> <p>Day 2</p> <p><i>Integrating new information into a summary: How can I add new information to my summary as I read a book?</i></p>	<p align="center">9</p> <p><i>De excursión por el Sendero de los Apaches</i></p> <p>Day 3</p> <p><i>Using headings to help summarize: How can I use headings to help me summarize a text?</i></p>	<p align="center">10</p> <p><i>De excursión por el Sendero de los Apaches</i></p> <p>Day 4</p> <p><i>Deciding important vs supporting details: How can I tell which ideas in a book are important and which are not?</i></p>	<p align="center">11</p> <p align="center">Conference Day</p>
<p align="center">14</p> <p><i>De excursión por el Sendero de los Apaches</i></p> <p>Day 5</p> <p><i>Summarizing the important ideas: How can I help myself remember the important information in a book?</i></p>	<p align="center">15</p> <p align="center">Flex Mini-lesson</p>	<p align="center">16 17 18</p> <div style="border: 1px solid black; padding: 10px; text-align: center; margin: 10px auto; width: 80%;"> <p align="center">Content Focused Literacy Instruction</p> </div>		
<p align="center">21</p> <div style="border: 1px solid black; padding: 10px; text-align: center; margin: 10px auto; width: 80%;"> <p align="center">Content Focused Literacy Instruction</p> </div>	<p align="center">22</p> <p align="center">Flex Mini-lesson</p>	<p align="center">23</p>	<p align="center">24</p> <p align="center">Thanksgiving Break</p>	<p align="center">25</p> <p align="center">Thanksgiving Break</p>

**Reader’s Workshop Whole Class Mini-lessons
Pacing Guide Grade 3 Spanish Immersion**

2011-2012

December

Nov. 28 Unit 3, Week 1: Making Connections <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 Unit 3, Week 2: Activating Background Knowledge <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>	Flex Mini-lesson
12 Unit 3, Week 3: Building Vocabulary and Concept Knowledge <i>Buscadores de fósiles</i> Day 1 <i>Using text features to determine important vocabulary: How can I figure out which words in a text are important to understand?</i>	13 <i>Buscadores de fósiles</i> Day 2 and 3 <i>Using text features to identify important vocabulary: What can I look for in the text to help me figure out important words?</i>	14 <i>Buscadores de fósiles</i> Day 4 <i>Problem-solving unfamiliar words: How can I figure out the meanings of unknown words in a text?</i>	15 <i>Buscadores de fósiles</i> Day 5 <i>Clustering similar words: What words in this text are similar and how do they relate to each other?</i>	16 Unit 3, Week 4: Making Inferences <i>Marionetas</i> Day 1 <i>Using clues to figure out unfamiliar words: What clues can I get from a text to help me understand new words?</i>
19 <i>Marionetas</i> Day 2 <i>Creating mental images: How can I use mental images to help me understand confusing text?</i>	20 <i>Marionetas</i> Day 3 <i>Revising your inferences as you read: Why is it important that I revise incorrect inferences as I read?</i>	21 <i>Marionetas</i> Day 4 <i>Using inferences to clear up confusion: How can inferences help me figure out something that is confusing to me?</i>	22 <i>Marionetas</i> Day 5 <i>Identifying the main idea of a book: How can I use inferences to help me figure out a book’s main idea?</i>	Winter Break

**Reader's Workshop Whole Class Mini-lessons
Pacing Guide Grade 3 Spanish Immersion**

2011-2012

January

2	3	4	5	6
Winter Break	Winter Break	Flex Mini-lesson: Revisit Rituals and Routines	Flex Mini-lesson: Revisit Rituals and Routines	<div style="border: 1px solid black; padding: 5px;"> Informational Reading Mini-lessons Available at: http://www.thecenter.spps.org/elemlit.html </div>
9	10	11	12	13
<div style="border: 1px solid black; padding: 5px;"> Informational Reading Mini-lessons Available at: http://www.thecenter.spps.org/elemlit.html </div>	Unit 4, Week 1: Understanding Story Grammar <i>El Unicornio del Oeste</i> Day 1 <i>Identifying the main character and setting: How do I identify the main character and setting?</i>	<i>El Unicornio del Oeste</i> Day 2 <i>Identifying the initiating event: What event or problem starts the action in this story?</i>	<i>El Unicornio del Oeste</i> Day 3 <i>Understanding the relationships between characters: How do the characters in this story affect one another?</i>	<i>El Unicornio del Oeste</i> Day 4 <i>Identifying how the main character's problem is solved? How does the main character plan to solve the problem?</i>
16	17	18	19	20
Martin Luther King Holiday	<i>El Unicornio del Oeste</i> Day 5 <i>Identifying the character's relationship in the past: How do the characters affect what happens in the story?</i>	Unit 4, Week 2: Understanding Story Grammar <i>Atentamente, Ricitos de Oro</i> Day 1 <i>Identifying the characters and setting: What do I know about the characters and setting in this story?</i>	<i>Atentamente, Ricitos de Oro</i> Day 2 <i>Using the relationships between characters to predict the story: How does one problem in this story lead to another?</i>	<i>Atentamente, Ricitos de Oro</i> Day 3 <i>Identifying more than one problem: How does one problem in this story lead to another?</i>
23	24	25	26	27
<i>Atentamente, Ricitos de Oro</i> Day 4 <i>Understanding a character: What is the character doing and why?</i>	<i>Atentamente, Ricitos de Oro</i> Day 5 <i>Identifying the character's relationship in the past: How do the characters affect what happens in the story?</i>	Unit 4, Week 3: Identifying and Understanding Literary Devices <i>Cuando la noche esta oscura</i> Day 1 <i>Recognizing Alliteration: What are examples of alliteration in this poem?</i>	<i>Guillo en la pradera</i> Day 2 <i>Recognizing onomatopoeia: What words in this poem sound like the noises they represent?</i>	Professional Day

**Reader's Workshop Whole Class Mini-lessons
Pacing Guide Grade 3 Spanish Immersion**

2011-2012

February

Jan. 30	Jan. 31	1	2	3
<p><i>El sapo y la mariposa</i></p> <p>Day 3</p> <p><i>Recognizing onomatopoeia:</i> What are some other examples of onomatopoeia in this poem?</p>	<p><i>Al acostarme en el verano</i></p> <p>Day 4</p> <p><i>Using imagery in contrast:</i> What two images does the poet contrast in this poem?</p>	<p><i>No les tengo miedo</i></p> <p>Day 5</p> <p><i>Understanding the use of understatement?</i> How do the characters affect what happens in the story?</p>	<p>Unit 4, Week 4: Identifying and Using Text Features</p> <p><i>Un viaje sorprendente</i></p> <p>Day 1</p> <p><i>Using the cover and title to make predictions:</i> What do the title and the cover tell me about this book?</p>	<p><i>Un viaje sorprendente</i></p> <p>Day 2</p> <p><i>Using the contents page to organize your thinking:</i> How can the contents page help me understand this book?</p>
6	7	8	9	10
<p><i>Un viaje sorprendente</i></p> <p>Day 3</p> <p><i>Using changes in font to understand text:</i> What do the font changes mean in this book?</p>	<p><i>Un viaje sorprendente</i></p> <p>Day 4</p> <p><i>Using chapter titles to understand the story:</i> How do the chapter titles help me understand the story?</p>	<p><i>Un viaje sorprendente</i></p> <p>Day 5</p> <p><i>Tracking dialogue:</i> How do I track dialogue in a story?</p>	<p>Flex Mini-lesson</p>	<p>Response to Literature Reading Mini-Lessons Available at: http://www.thecenter.spps.org</p>
13	14	15	16	17
<p>Response to Literature Reading Mini-Lessons Available at: http://www.thecenter.spps.org/elemlit.html <i>These reading lessons will be on texts that will be revisited as Mentor Texts in the upcoming third grade Writer's Workshop Response to Literature: Book Review unit of Study.</i></p>		<p>Unit 5, Week 1: Setting and Monitoring Your Purpose for Reading</p> <p><i>La visión del artista</i></p> <p>Day 1</p> <p><i>Identifying your purpose for reading:</i> Why do I want to read this nonfiction book?</p>	<p><i>La visión del artista</i></p> <p>Day 2</p> <p><i>Revising your purpose as you read:</i> How do my reasons for reading change as I read?</p>	<p>Conference Prep Day</p>
20	21	22	23	24
<p>Presidents' Day Holiday</p>	<p><i>La visión del artista</i></p> <p>Day 3 and 4</p> <p><i>Using your purpose to generate questions:</i> Now that I've set a purpose for reading this book, what questions do I have about the subject?</p>	<p><i>La visión del artista</i></p> <p>Day 5</p> <p><i>Identifying the author's purpose:</i> Why did the author write this book?</p>	<p>Unit 5, Week 2: Identifying and Using Nonfiction Features and Structures</p> <p><i>Habia una vezzzzzzz...una abeja</i></p> <p>Day 2</p> <p><i>Using and introduction:</i> What can the introduction tell me about what I will learn in this book?</p>	<p><i>Habia una vezzzzzzz...una abeja</i></p> <p>Day 3</p> <p><i>Reading an interview:</i> Why is question-and-answer format an interesting way to present information?</p>

**Reader's Workshop Whole Class Mini-lessons
Pacing Guide Grade 3 Spanish Immersion**

March

Feb. 27	Feb. 28	Feb. 29	1	2
<p><i>Habia una vezzzzzzz...una abeja</i></p> <p>Day 4 and 5</p> <p><i>Identifying when authors tell events in time order: How can I tell if the author has organized the information in this book in time-order sequence?</i></p>	<p><u>Unit 5, Week 3: Identifying and Using Nonfiction Features and Structures</u> <i>Yo-Yo Ma</i></p> <p>Day 1</p> <p><i>Using an index: How can an index help me find out about a particular fact or event?</i></p>	<p><i>Yo-Yo-Ma</i></p> <p>Day 3</p> <p><i>Using a glossary: How can I use the glossary to better understand particular words as I am reading?</i></p>	<p><i>Yo-Yo-Ma</i></p> <p>Day 4</p> <p><i>Identifying when an author uses quotes: How do the person's actual words used in the quotes make this biography come to life?</i></p>	<p><i>Yo-Yo-Ma</i></p> <p>Day 5</p> <p><i>Identifying when authors use time order: In what order are the events in this biography described?</i></p>
<p><u>Unit 5, Week 4: Identifying and Using Nonfiction Features and Structures</u> <i>Como cambia la Tierra</i></p> <p>Day 1</p> <p><i>Using headings: How can I turn a heading into a question and where will I then find the answer to it?</i></p>	<p><i>Como cambia la Tierra</i></p> <p>Day 2</p> <p><i>Reading a diagram: How can the details and information in a diagram help me better understand the information in the book?</i></p>	<p><i>Como cambia la Tierra</i></p> <p>Day 3 and 4</p> <p><i>Reading satellite image and comparing maps and diagrams: How can comparing a satellite image to a map provide me with more information?</i></p>	<p><i>Como cambia la Tierra</i></p> <p>Day 5</p> <p><i>Identifying when authors use cause and effect: How does the author use cause and effect to structure the information in the book?</i></p>	<p>Conference Day</p>
12 Spring Break	13 Spring Break	14 Spring Break	15 Spring Break	16 Spring Break
19	20	21	22	23
Flex Mini-lesson	Content Focused Literacy Instruction			
26	27	28	29	30
Content Focused Literacy Instruction	<p>Poetry Reading Mini-lessons Available at: http://www.thecenter.spps.org/elemlit.html <i>These reading lessons will be on texts that will be revisited as Mentor Texts in the upcoming third grade Writer's Workshop Poetry unit of study.</i></p>			Flex Mini-lesson

**Reader's Workshop Whole Class Mini-lessons
Pacing Guide Grade 3 Spanish Immersion**

2011-2012

April

2	3	4	5	6
<p>Unit 6, Week 1: <u>Taking Notes on Fiction</u> <i>Cuentos que contaban nuestros abuelos</i></p> <p>Day 1</p> <p><i>Taking notes on sticky notes: How can I use sticky notes to take notes that will help me better remember and understand the book I'm reading?</i></p>	<p><i>Cuentos que contaban nuestros abuelos</i></p> <p>Day 2</p> <p><i>Matching a graphic organizer to a text: How can a graphic organizer help me keep track of information in the book I'm reading?</i></p>	<p><i>Cuentos que contaban nuestros abuelos</i></p> <p>Day 3</p> <p><i>Using a fishbone map to understand the text? How can I use a graphic organizer to help me understand the story?</i></p>	<p><i>Cuentos que contaban nuestros abuelos</i></p> <p>Day 4</p> <p><i>Using a fishbone map to retell a story: How can I use my graphic organizer to talk about the story?</i></p>	<p>Professional Day</p>
9	10	11	12	13
<p><i>Cuentos que contaban nuestros abuelos</i></p> <p>Day 5</p> <p><i>Using a fishbone map to write about the story? How can a graphic organizer help me write a summary of the story I've just read?</i></p>	<div style="border: 1px solid black; background-color: #e0e0e0; padding: 10px; width: fit-content; margin: auto;"> <p align="center">Test Practice Mini-lessons Available at: http://www.thecenter.spps.org/elemlit.html</p> </div>			<p>Flex Mini Lesson</p>
16	17	18	19	20
<p>Flex Mini-lesson</p>	<p>Minnesota Comprehensive Assessments</p>	<p>Minnesota Comprehensive Assessments</p>	<p>Unit 6, Week 3: <u>Self Monitoring/Self Correcting</u> <i>Cuentos folclóricos de América Latina</i></p> <p>Day 1</p> <p><i>Keeping track of who is speaking? Who is talking? I can ask myself this question to help me keep track of which character is speaking.</i></p>	<p><i>Cuentos folclóricos de América Latina</i></p> <p>Day 2</p> <p><i>Rereading when meaning is lost: Why is it important of go back and reread if I have lost the meaning of what I am reading?</i></p>
23	24	25	26	27
<p>Flex Mini-lesson</p>	<p>Minnesota Comprehensive Assessments</p>	<p>Minnesota Comprehensive Assessments</p>	<p><i>Cuentos folclóricos de América Latina</i></p> <p>Day 3</p> <p><i>Using themes to self-monitor: How can I put clues together</i></p>	<p><i>Cuentos folclóricos de América Latina</i></p> <p>Day 4</p> <p><i>Reviewing what you read to self-monitor: How can I use the title of the book to help me check on my understanding of each story?</i></p>

**Reader's Workshop Whole Class Mini-lessons
Pacing Guide Grade 3 Spanish Immersion**

2011-2012

May

Apr. 30	1	2	3	4
<p><i>Cuentos folclóricos de América Latina</i></p> <p>Day 5</p> <p><i>Using genre to self-monitor:</i> How can I use the title of the book to help me check on my understanding of each story?</p>	Content Focused Literacy Instruction			
7	8	9	10	11
<p>Content Focused Literacy Instruction</p>	<p>Flex Mini-lesson</p>	<p><u>Unit 6, Week 4: Visualizing</u> <i>Un diario de los animalitos del lago</i></p> <p>Day 1</p> <p><i>Using photographs to visualize:</i> How do the photographs that illustrate the book help me picture what the animals described in the book look like?</p>	<p><i>Un diario de los animalitos del lago</i></p> <p>Day 2</p> <p><i>Using background knowledge to visualize:</i> What can I rely on when there is no photograph to help me visualize what something looks like?</p>	<p><i>Un diario de los animalitos del lago</i></p> <p>Day 3</p> <p><i>Using phrases to visualize:</i> What phrases give me information that helps me visualize the subject of the book?</p>
14	15	16	17	18
<p><i>Un diario de los animalitos del lago</i></p> <p>Day 4</p> <p><i>Pausing to visualize:</i> How is it helpful to sometimes stop and visualize what the author is describing?</p>	<p><i>Un diario de los animalitos del lago</i></p> <p>Day 5</p> <p><i>Revising your visualizations:</i> How do the pictures in my head change as I read the book?</p>	<p><u>Unit 7, Week 1: Evaluating Nonfiction</u> <i>Las cebras</i></p> <p>Day 1</p> <p><i>Asking questions about the author:</i> What does the author of the nonfiction book I'm reading know about the subject of book?</p>	<p><i>Las cebras</i></p> <p>Day 2</p> <p><i>Evaluating the clarity of information in a nonfiction book:</i> Are the details in the book easy to understand?</p>	<p><i>Las cebras</i></p> <p>Day 3</p> <p><i>Evaluating the clarity of the information in a nonfiction book:</i> Are the details in the book easy to read?</p>
21	22	23	24	25
<p><i>Las cebras</i></p> <p>Day 4</p> <p><i>Evaluating illustrations in nonfiction:</i> Do the photographs or illustrations in this book relate to the text and provide me with additional information?</p>	<p><i>Las cebras</i></p> <p>Day 5</p> <p><i>Evaluating a book:</i> Did the authors of the book I just read give lots of facts and explain them well?</p>	<p><u>Unit 7, Week 3: Evaluating Nonfiction</u> <i>Nuevos idiomas, nuevos amigos</i></p> <p>Day 1</p> <p><i>Considering the author's purpose and motivation:</i> What kinds of questions can I ask myself to help me better understand the author's purpose in writing this book?</p>	<p><i>Nuevos idiomas, nuevos amigos</i></p> <p>Day 2</p> <p><i>Identifying the author's stand on an issue or relation to a topic:</i> Do I agree with the author's opinion that is expressed in the book?</p>	<p><i>Nuevos idiomas, nuevos amigos</i></p> <p>Day 3</p> <p><i>Distinguishing between fact and opinion:</i> How can I tell the difference between fact and opinion in the book I am reading?</p>

**Reader's Workshop Whole Class Mini-lessons
Pacing Guide Grade 3 Spanish Immersion**

2011-2012

June

May 28	May 29	May 30	May 31	1
Memorial Day Holiday	<i>Nuevos idiomas, nuevos amigos</i> Day 4 <i>Distinguishing yourself from the author:</i> How do my experiences compare to those the author is describing?	<i>Nuevos idiomas, nuevos amigos</i> Day 5 <i>Identifying viewpoint:</i> Does the author provide choice to match my experience? What about someone else's?	<u>Unit 7, Week 4: Evaluating Nonfiction</u> <i>Bravo Rosina</i> Day 1 <i>Identifying the traits of characters:</i> What can I come to understand about this character by thinking about what she is like and how she reacts to things?	<i>Bravo Rosina</i> Day 2 <i>Noticing how characters change:</i> How does the character change as the story moves forward?
4	5	6	7	8
<i>Bravo Rosina</i> Day 3 <i>Considering the author's motives for choosing characters:</i> Why did the author make the characters act the way they do?	<i>Bravo Rosina</i> Day 4 <i>Considering the author's motives for choosing characters:</i> Why did the author make the characters act the way they do?	<i>Bravo Rosina</i> Day 5 <i>Comparing characters to yourself and to others:</i> What kinds of similarities are there between me and the character I am reading about?	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							
19-23							
26-30							
Oct.: 3-7	Telling and Drawing Our Stories	Personal Narrative: Small Moments	Personal Narrative: Small Moment	Narrative: Memoir	Realistic Fiction	Narrative: Memoir	Realistic Fiction
10-14							
17-18							
24-28							
Nov.: 10/31-11/4	Functional Writing	Writing for Readers	Procedural Writing	Functional: Friendly Letter	CFLI	CFLI	Response to Literature: Literary Essay
7-10							
14-18							
21-23							
28-12/2	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
Dec.: 5-9							
12-16							
19-22							
Jan.: 4-6	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
9-13							
17-20							
23-26							
Feb.: 1/30-2/3	Going Deeper with Skills of Writing	Personal Narrative	Author Study & Response to Literature: Book Recommendation	Author Study & Response to Literature: Book Review	CFLI	CFLI	Persuasive Writing: Letter to the Editor
6-10							
13-16							
21-24							
27-3/2	Informational Writing: Expert Book	Response to Literature: Retelling	CFLI	CFLI	Poetry: The Power of Image	Poetry: Self Image	Revision Study & Open Cycle
Mar.: 5-8							
19-23							
26-30							
Apr.: 2-5	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	Poetry: Poet Study
9-13							
16-20							
23-27							
May: 4/30-5/4	Poetry	Poetry	Open Cycle: Crafting Sentences	CFLI	CFLI	Written Correspondence	Poetry: Poet Study
7-11							
14-18							
21-25							
28-6/1			CFLI	Open Cycle: Crafting Sentences	Science Procedure	CFLI	
June: 4-8							

* Shaded Units are taught in English

Writer's Workshop Units of Study Grade 3 Spanish Immersion

Launch Date	Unit of Study	Approximate Duration
September (first week)	<i>Launching Writer's Workshop: Looking Outward</i>	4 weeks
October (first week)	<i>Narrative: Memoir</i>	6 weeks
November (third week)	<i>Functional: Friendly Letter</i>	2 weeks
December (first week)	<i>Revision Unit: The Art of Punctuation</i>	2-3 weeks
January (first week)	<i>Informational Writing: Report</i>	7 weeks
February (fourth week)	<i>Author Study and Response to Literature: Book Review</i>	5 weeks
April (first week)	<i>Poetry: Sharpening Our Outer Vision</i>	4 weeks
May (third week)	<i>Open Cycle: Crafting Sentences</i>	2-3 weeks

GRADE 3 Writer’s Workshop: BIG IDEAS

UNIT OF STUDY Approximate Duration	BIG IDEAS	UNIT PRODUCTS AND ARTIFACTS
<p>Launching Writer’s Workshop: Looking Outward</p> <p>(4 weeks)</p> <p><i>Available at:</i> http://thecenter.spps.org/elemlit.html</p>	<ul style="list-style-type: none"> • View the world as a writer and themselves as a member of a community of writers • Use rituals and routines to develop writing habits as well as to work independently and with others. • Use a writer's notebook to generate and collect a wide-range of ideas and craft techniques. • Develop an idea through the steps of the writing process from collecting entries through to publication • Apply previously taught spelling, grammar and punctuation strategies daily 	<ul style="list-style-type: none"> • Establish a writer's notebook • Open Cycle Publishing
<p>Narrative: Memoir</p> <p>(6 weeks)</p> <p><i>Available at:</i> http://thecenter.spps.org/elemlit.html</p>	<ul style="list-style-type: none"> • Begin to reflect as a habit of mind • Notice the features of a memoir and build a definition of the genre • Construct a craft chart noting in detail the various craft strategies authors use (repetition of words or lines, alliteration, figurative language, etc.) • Discover a variety of strategies to help them remember their stories, telling their memories orally, and writing them down • Craft a memoir by reflecting upon the significance of a single event or a series of connected events 	<ul style="list-style-type: none"> • Publish a memoir
<p>Functional: Friendly Letter</p> <p>(2 weeks)</p> <p><i>Designed at the site level</i></p>	<ul style="list-style-type: none"> • Identify the features and format/layout of a friendly letter • Establish the purpose and topics for writing a friendly letter • Explore the friendly letter register (politeness conventions, voice, word choice) 	<ul style="list-style-type: none"> • Publish a friendly letter
<p>Revision Unit: The Art of Punctuation</p> <p>(2-3 weeks)</p> <p><i>Designed at the site level</i></p>	<ul style="list-style-type: none"> • Understand that writers use punctuation as a craft technique to shape the way that readers read their texts • Notice and discuss how authors use punctuation as a craft technique (slow the pace, set a mood, create suspense, etc.) • Experiment with other authors' use of punctuation as a craft using a previously published piece or writer's notebook entries as a springboard • Be accountable for using punctuation in all writing, including first drafts 	<ul style="list-style-type: none"> • Publishing (Revising for punctuation)

GRADE 3 Writer’s Workshop: BIG IDEAS

UNIT OF STUDY Approximate Duration	BIG IDEAS	UNIT PRODUCTS AND ARTIFACTS
<p>Informational Writing: Report</p> <p>(7 weeks)</p> <p><i>Available at:</i> http://thecenter.spps.org/elemlit.html</p>	<ul style="list-style-type: none"> • Create a definition of informational/report writing • Focus on a specific topic in-depth • Use a variety of resources to gather information on a topic of interest or expertise • Interpret and talk about information that has been collected • Develop an understanding of how to gather and classify information • Describe the topic with facts and supporting details grouped through paragraphing and/or headings • Use a variety of elements such as facts, details, diagrams, illustrations, and quotations to support the main idea/topic 	<ul style="list-style-type: none"> • Publish a report
<p>Author Study and Response to Literature: Book Review</p> <p>(5 weeks)</p> <p><i>Available at:</i> http://thecenter.spps.org/elemlit.html</p>	<ul style="list-style-type: none"> • Read, discuss, analyze and evaluate various book reviews • Identify the features of a book review • Clearly state an opinion about or connection to a text and organize their thoughts to support this statement • Support their opinion with evidence from the text, using quotes appropriately • Craft a book review on a text of choice that includes an analysis of the literary craft of the piece, an interpretation of the theme and message, and an evaluation of the text as a whole 	<ul style="list-style-type: none"> • Publish a book review
<p>Poetry: Sharpening Outer Vision</p> <p>(4 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>(2-3 weeks)</p> <p><i>Designed at the site level</i></p>	<ul style="list-style-type: none"> • Further develop their ability to read a mentor text for the purpose of noticing craft • Identify, name, discuss, and evaluate a variety of craft techniques • Identify the purpose of a variety of crafting techniques • Imitate mentor sentences to expand their repertoire of sentence types • Select craft techniques to apply to their writing with a specific audience and purpose in mind 	<ul style="list-style-type: none"> • Open Cycle Publishing