

*Saint Paul Public Schools*

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

### Grade 4 Spanish Immersion

This pacing guide provides the overall scope and sequence of whole class mini-lessons for Spanish Immersion Grade 4 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;
- Days designated for Content Focused Literacy Instruction 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

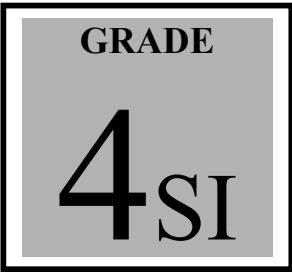
## Grade 4 Pacing Guide- Spanish Immersion

The fourth 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		
<p><b>Unit 5, Week 5:</b> 19</p> <p><b>Evaluating Nonfiction</b> <i>Manual de primeros auxilios</i></p> <p><b>Days 1-2: Focus Lesson 1</b> <i>Asking questions about the author: What questions can I ask about the author that will help me evaluate the text?</i></p>	<p><i>Manual de primeros auxilios</i></p> <p><b>Day 3: Focus Lesson 2</b> <i>Evaluating the authenticity of information: What can I do to be sure that information in a text is accurate?</i></p>	<p><i>Manual de primeros auxilios</i></p> <p><b>Day 4: Focus Lesson 3</b> <i>Evaluating the clarity of information: What text structures or features make information clearer to the reader?</i></p>	<p><i>Manual de primeros auxilios</i></p> <p><b>Day 5: Celebrations (and/or) Write About It</b></p>	<p><b>Unit 6, Week 1:</b> 23</p> <p><b>Taking Notes on Fiction</b> <i>Los muchachos del Renacimiento</i></p> <p><b>Days 1-2: Focus Lesson 1</b> <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>Los muchachos del Renacimiento</i></p> <p><b>Day 3: Focus Lesson 2</b> <i>Using a graphic organizer to understand the text: How can I use a graphic organizer to help me understand this book?</i></p>	<p><i>Los muchachos del Renacimiento</i></p> <p><b>Day 4: Focus Lesson 3</b> <i>Using a graphic organizer to evaluate characters: How do the actions and dialogue of a character help me to form opinions about that character?</i></p>	<p><i>Los muchachos del Renacimiento</i></p> <p><b>Day 5: Pause and Reflect (and/or) Write About It</b></p>	<p><b>Unit 6, Week 2:</b> 29</p> <p><b>Taking Notes on Nonfiction</b> <i>Zona de explosión: la erupción y recuperación del monte Santa Helena</i></p> <p><b>Days 1-2: Focus Lesson 1</b> <i>Matching a graphic organizer to a text: How does previewing this book help me figure out what kind of graphic organizer to use so that I can better understand and remember what I read?</i></p>	<p><i>Zona de explosión: la erupción y recuperación del monte Santa Helena</i></p> <p><b>Day 3: Focus Lesson 2</b> <i>Using a graphic organizer to understand the text: How do I figure out which words and phrases are the most important for me to remember and include in my notes?</i></p>
4	5	6		

1. The unit, week number and comprehension focus for the week are listed at the beginning of each four 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. Note that days one and two are always combined into one session. The number of the focus lesson is also listed in each box.
4. The specific teaching focus for each lesson is listed here in italics.
5. Additionally, each lesson includes a "Modeling in Action" question.
6. Day 5 offers students an important opportunity to extend their thinking and learning by reflecting and responding to the text and the comprehension strategy focus.



**Saint Paul Public Schools Project for Academic Excellence**  
**Reader's Workshop Whole Class Mini-lessons Grade 4 Spanish Immersion**

**2011-2012**

**September**

5	6	7	8	9
<b>Labor Day Holiday</b>	<p><b>Becoming an Active Reader: Reader's Workshop Launch Unit Overview</b>          Available at: <a href="http://www.thecenter.spps.org/elemlit.html">http://www.thecenter.spps.org/elemlit.html</a>  <i>*During the 14-day launch, teachers may also choose to integrate lessons from unit 1 of Buenos hábitos, Grandes lectores.</i></p>			
12	13	14	15	16
<p><b>Becoming an Active Reader: Reader's Workshop Launch Unit Overview</b>          Available at: <a href="http://www.thecenter.spps.org/elemlit.html">http://www.thecenter.spps.org/elemlit.html</a>  <i>*During the 14-day launch, teachers may also choose to integrate lessons from unit 1 of Buenos hábitos, Grandes lectores.</i></p>				
19	20	21	22	23
<p><b>Becoming an Active Reader: Reader's Workshop Launch Unit Overview</b>          Available at: <a href="http://www.thecenter.spps.org/elemlit.html">http://www.thecenter.spps.org/elemlit.html</a>  <i>*During the 14-day launch, teachers may also choose to integrate lessons from unit 1 of Buenos hábitos, Grandes lectores.</i></p>				
26	27	28	29	30
<p><b>Unit 2, Week 1: Making Predictions</b>  <i>En las montañas</i></p> <p><b>Days 1-2: Focus lesson 1</b></p> <p><i>Activating prior knowledge to make predictions: How can what I already know about a topic help me predict what I might read?</i></p>	<p><i>En las montañas</i></p> <p><b>Day 3: Focus lesson 2</b></p> <p><i>Using text structure to make predictions: How can the organization of the text help me predict what I might read about?</i></p>	<p><i>En las montañas</i></p> <p><b>Day 4: Focus lesson 3</b></p> <p><i>Using text features to make predictions: How can photographs, captions, headings, and other features help me predict what I might read about?</i></p>	<p><i>En las montañas</i></p> <p><b>Days 5: Pause and Reflect (and/or) Write About It</b></p>	<p><b>Unit 2, Week 2: Asking Questions</b>  <i>Alexander Graham Bell: Un hombre extraordinario</i></p> <p><b>Days 1-2: Focus lesson 1</b></p> <p><i>Asking text-explicit questions: What questions can I ask that can be answered directly from the text?</i></p>

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2011-2012

**October**

<p style="text-align: right;"><b>3</b></p> <p><i>Alexander Graham Bell: Un hombre extraordinario</i></p> <p><b>Day 3: Focus lesson 2</b></p> <p><i>Asking text-implicit questions: What questions can I ask that can't be answered directly from the text?</i></p>	<p style="text-align: right;"><b>4</b></p> <p><i>Alexander Graham Bell: Un hombre extraordinario</i></p> <p><b>Day 4: Focus lesson 3</b></p> <p><i>Generating questions throughout reading: How can asking questions as I read help me understand the text?</i></p>	<p style="text-align: right;"><b>5</b></p> <p><i>Alexander Graham Bell: Un hombre extraordinario</i></p> <p><b>Day 5: Pause and Reflect (and/or) Write About It</b></p>	<p style="text-align: right;"><b>6</b></p>	<p style="text-align: right;"><b>7</b></p>
<div style="border: 1px solid black; background-color: #e0e0e0; padding: 10px; margin: 0 auto; width: 80%;"> <p style="text-align: center;"><b>Reading Partnerships/Realistic Fiction Reading Mini-Lessons</b></p> <p style="text-align: center;">Available at: <a href="http://www.thecenter.spps.org/elemlit.html">http://www.thecenter.spps.org/elemlit.html</a></p> <p style="text-align: center;"><i>These reading lessons will introduce Reading Partnership routines using texts that will be revisited as mentor texts in the upcoming fourth grade Writer's Workshop Realistic Fiction unit of study.</i></p> </div>				
<p style="text-align: right;"><b>10</b></p>	<p style="text-align: right;"><b>11</b></p>	<p style="text-align: right;"><b>12</b></p>	<p style="text-align: right;"><b>13</b></p>	<p style="text-align: right;"><b>14</b></p>
<div style="border: 1px solid black; background-color: #e0e0e0; padding: 10px; margin: 0 auto; width: 80%;"> <p style="text-align: center;"><b>Reading Partnerships/Realistic Fiction Reading Mini-Lessons</b></p> <p style="text-align: center;">Available at: <a href="http://www.thecenter.spps.org/elemlit.html">http://www.thecenter.spps.org/elemlit.html</a></p> <p style="text-align: center;"><i>These reading lessons will introduce Reading Partnership routines using texts that will be revisited as mentor texts in the upcoming fourth grade Writer's Workshop Realistic Fiction unit of study.</i></p> </div>			<p><b>Unit 2, Week 3: Asking Questions</b>  <i>Alexander Graham Bell: Un hombre extraordinario</i></p> <p><b>Days 1-2: Focus lesson 1</b></p> <p><i>Generating questions to anticipate events or information: How can I use my questions to anticipate events or information the author will be telling me?</i></p>	<p><i>Alexander Graham Bell: Un hombre extraordinario</i></p> <p><b>Day 3: Focus lesson 2</b></p> <p><i>Questioning the Author: How can asking questions about the information the author provides help me better understand the text?</i></p>
<p><i>Alexander Graham Bell: Un hombre extraordinario</i></p> <p><b>Day 4: Focus lesson 3</b></p> <p><i>Asking Questions to Resolve Confusion: What questions can I ask that might help me understand something that I find confusing?</i></p>	<p><i>Alexander Graham Bell: Un hombre extraordinario</i></p> <p><b>Day 5: Pause and Reflect (and/or) Write About It</b></p>	<p style="text-align: center;"><b>19</b></p> <p style="text-align: center;"><b>Conference Prep Day</b></p>	<p style="text-align: right;"><b>20</b></p> <p style="text-align: center;"><b>Education Minnesota Professional Conference</b></p>	<p style="text-align: right;"><b>21</b></p> <p style="text-align: center;"><b>Education Minnesota Professional Conference</b></p>
<p><b>Unit 2, Week 4: Clarifying</b></p> <p><i>Alexander Graham Bell: Un hombre extraordinario</i></p> <p><b>Days 1-2: Focus lesson 1</b></p> <p><i>Using discussion to clarify: How can sharing knowledge with a partner help me to clear up my misunderstandings?</i></p>	<p><i>Alexander Graham Bell: Un hombre extraordinario</i></p> <p><b>Day 3: Focus lesson 2</b></p> <p><i>Reading ahead and rereading to clarify: How can reading ahead or referring back to the text help me clarify confusing words and ideas?</i></p>	<p><i>Alexander Graham Bell: Un hombre extraordinario</i></p> <p><b>Day 4: Focus lesson 3</b></p> <p><i>Activating prior knowledge to clarify: How can I use my prior knowledge and experiences to gain greater understanding?</i></p>	<p><i>Alexander Graham Bell: Un hombre extraordinario</i></p> <p><b>Day 5: Pause and Reflect (and/or) Write About It</b></p>	<p style="text-align: right;"><b>28</b></p> <p style="text-align: center;"><b>Flex Mini-lesson</b></p>

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**Reader's Workshop Whole Class Mini-lessons Grade 4 Spanish Immersion**

2011-2012

**November**

<p><b>Unit 2, Week 5: Oct. 31</b>  <b>Summarizing and Synthesizing</b>  <i>En las montañas</i></p> <p><b>Days 1-2: Focus lesson 1</b></p> <p><i>Pausing to paraphrase as you read:</i>          How can stopping every so often to restate in my own words what I just read help me better understand the text?</p>	<p><b>1</b></p> <p><i>En las montañas</i></p> <p><b>Day 3: Focus lesson 2</b></p> <p><i>Distinguishing between main ideas and details to create a summary:</i> How can I figure out which are the most important ideas to include in my summary?</p>	<p><b>2</b></p> <p><i>En las montañas</i></p> <p><b>Day 4: Focus lesson 3</b></p> <p><i>Combining related information:</i> How can I use information to synthesize the meaning of a text passage?</p>	<p><b>3</b></p> <p><i>En las montañas</i></p> <p><b>Day 5: Pause and Reflect (and/or) Write About It</b></p>	<p><b>4</b></p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Content Focused Literacy Instruction</p> </div>
7	8	9	10	<p><b>11</b></p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Conference Day</p> </div>
14	15	16	17	<p><b>18</b></p> <div style="border: 1px solid black; padding: 10px; background-color: #e0e0e0; text-align: center;"> <p><b>Establishing Book Clubs Reading Mini-lessons</b>              Available at: <a href="http://www.thecenter.spps.org/elemlit.html">http://www.thecenter.spps.org/elemlit.html</a>              These reading lessons will introduce Book Club routines.</p> </div>
21	22	23	24	<p><b>25</b></p> <div style="border: 1px solid black; padding: 10px; background-color: #e0e0e0; text-align: center;"> <p><b>Establishing Book Clubs Reading Mini-lessons</b>              Available at: <a href="http://www.thecenter.spps.org/elemlit.html">http://www.thecenter.spps.org/elemlit.html</a>              These reading lessons will introduce Book Club routines.</p> </div> <div style="border: 1px solid black; padding: 10px; text-align: center; margin-top: 10px;"> <p>Thanksgiving Break</p> </div>

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**December**

<b>Nov. 28</b>	<b>Nov. 29</b>	<b>Nov. 30</b>	<b>1</b>	<b>2</b>
<b>Flex Mini-lesson</b>	<p><u>Unit 3, Week 1:</u>  <b>Activating Background Knowledge</b>  <i>La granja de chocolate</i></p> <p><b>Days 1-2: Focus Lesson 1</b>  <i>Thinking about what you know before reading:</i> How can thinking about what I already know help me better understand what I read about a topic?</p>	<p><i>La granja de chocolate</i></p> <p><b>Day 3: Focus lesson 2</b>  <i>Considering your purpose for reading:</i> How can thinking about why I want to read a book help me decide what background knowledge I'll need?</p>	<p><i>La granja de chocolate</i></p> <p><b>Day 4: Focus lesson 3</b>  <i>Previewing to activate background knowledge:</i> How can previewing help me specify the background knowledge I'll need to understand a book?</p>	<p><i>La granja de chocolate</i></p> <p><b>Day 5: Pause and Reflect (and/or) Write About It</b></p>
<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<p><u>Unit 3, Week 2:</u>  <b>Activating Background Knowledge</b>  <i>La granja de chocolate</i></p> <p><b>Days 1-2: Focus Lesson 1</b>  <i>Activating background knowledge throughout reading:</i> How does background knowledge I need to understand a book change as I read?</p>	<p><i>La granja de chocolate</i></p> <p><b>Day 3: Focus Lesson 2</b>  <i>Asking questions to fill gaps in your background knowledge:</i> How can I fill in gaps about what I don't know to help me better understand what I read?</p>	<p><i>La granja de chocolate</i></p> <p><b>Day 4: Focus Lesson 3</b>  <i>Revising background knowledge to accommodate new information:</i> How can learning something new in my reading help me revise my background knowledge?</p>	<p><i>La granja de chocolate</i></p> <p><b>Day 5: Pause and Reflect (and/or) Write About It</b></p>	<p><u>Unit 3, Week 3:</u>  <b>Making Connections</b>  <i>La granja de chocolate</i></p> <p><b>Days 1-2: Focus Lesson 1</b>  <i>Making text-to-self connections:</i> How can making connections between what I've experienced and the text help me to understand what I read?</p>
<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>
<p><i>La granja de chocolate</i></p> <p><b>Day 3: Focus Lesson 2</b>  <i>Making text-to-text connections:</i> How can making connections between the text and other texts I've read help me understand what I read?</p>	<p><i>La granja de chocolate</i></p> <p><b>Day 4: Focus Lesson 3</b>  <i>Making text-to-world connections:</i> How can making connections between the text and what I know about the world help me understand what I read?</p>	<p><i>La granja de chocolate</i></p> <p><b>Day 5: Pause and Reflect (and/or) Write About It</b></p>	<p><u>Unit 3, Week 4:</u>  <b>Making Inferences</b>  <i>La granja de chocolate</i></p> <p><b>Days 1-2: Focus Lesson 1</b>  <i>Using what you know to make inferences:</i> Why is it important to recognize that there's more to the text than is literally on the page?</p>	<p><i>La granja de chocolate</i></p> <p><b>Day 3: Focus Lesson 2</b>  <i>Using inferences to clarify words and concepts:</i> How can inferences help me figure out something that is confusing to me?</p>
<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>
<p><i>La granja de chocolate</i></p> <p><b>Day 4: Focus Lesson 3</b>  <i>Revising and expanding inferences as you read:</i> Why is it important to revise and expand upon inferences as I read?</p>	<p><i>La granja de chocolate</i></p> <p><b>Day 5: Celebrations (and/or) Write About It</b></p>	<b>Flex Mini-lesson</b>	<b>Flex Mini-lesson</b>	<b>Winter Break</b>

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2011-2012

**January**

<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Flex Mini-lesson</b> <b>Revisit Rituals &amp; Routines</b>	<b>Literary Nonfiction Picture Book Reading Mini-lessons</b> Available at: <a href="http://www.thecenter.spps.org/elemlit.html">http://www.thecenter.spps.org/elemlit.html</a> <i>These reading lessons use texts that will be revisited as mentor texts in the upcoming fourth grade Writer's Workshop Informational Writing/Literary Nonfiction Picture Books unit of study.</i>			
<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>
<u><b>Unit 4, Week 1:</b></u> <u><b>Understanding Story Elements</b></u> <i>Los muchachos del Renacimiento</i>  <b>Days 1-2: Focus Lesson 1</b> <i>Previewing a text:</i> How can previewing a story help better prepare me to read?	<i>Los muchachos del Renacimiento</i>  <b>Day 3: Focus Lesson 2</b> <i>Identifying story elements:</i> What elements in a story do I need to recognize in order to better understand the story?	<i>Los muchachos del Renacimiento</i>  <b>Day 4: Focus Lesson 3</b> <i>Identifying point of view:</i> How can I tell whose perspective a story is reflecting? How does point of view impact me as a reader?	<i>Los muchachos del Renacimiento</i>  <b>Day 5: Pause and Reflect (and/or) Write About It</b>	<u><b>Unit 4, Week 2:</b></u> <u><b>Understanding and Analyzing Characters</b></u> <i>Los muchachos del Renacimiento</i>  <b>Days 1-2: Focus Lesson 1</b> <i>Understanding a character's purpose:</i> How can I figure out why the author chose to include certain characters in the story?
<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
<b>Martin Luther King Holiday</b>	<i>Los muchachos del Renacimiento</i>  <b>Day 3: Focus Lesson 2</b> <i>Analyzing a character's dialogue and actions:</i> How can I use what a character says or does to learn more about that character?	<i>Los muchachos del Renacimiento</i>  <b>Day 4: Focus Lesson 3</b> <i>Understanding how characters develop:</i> What kinds of changes can I expect a character to make based on what happens to him or her?	<i>Los muchachos del Renacimiento</i>  <b>Day 5: Pause and Reflect (and/or) Write About It</b>	<u><b>Unit 4, Week 3:</b></u> <u><b>Understanding Setting and Plot</b></u> <i>Los muchachos del Renacimiento</i>  <b>Days 1-2: Focus Lesson 1</b> <i>Identifying the setting:</i> How can details about where and when the story takes place help me to better understand the story?
<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>
<i>Los muchachos del Renacimiento</i>  <b>Day 3: Focus Lesson 2</b> <i>Exploring relationships between setting and characters:</i> How can the setting help me learn more about what the characters are like?	<i>Los muchachos del Renacimiento</i>  <b>Day 4: Focus Lesson 3</b> <i>Identifying and keeping track of the plot:</i> How can tracking the parts of a story's plot help me keep the story clear in my head?	<i>Los muchachos del Renacimiento</i>  <b>Day 5: Pause and Reflect (and/or) Write About It</b>	<u><b>Unit 4, Week 4:</b></u> <u><b>Understanding and Analyzing Theme</b></u> <i>Los muchachos del Renacimiento</i>  <b>Days 1-2: Focus Lesson 1</b> <i>Relating to characters and events:</i> How can I connect with the characters in this story and the things that happen to them?	<b>Professional Day</b>

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**February**

<p><b>Jan. 30</b></p> <p><i>Los muchachos del Renacimiento</i></p> <p><b>Day 3: Focus Lesson 2</b>  <i>Identifying the theme:</i> How can knowing the theme help me better understand a story?</p>	<p><b>Jan. 31</b></p> <p><i>Los muchachos del Renacimiento</i></p> <p><b>Day 4: Focus Lesson 3</b>  <i>Relating to the theme:</i> In what ways does the theme of this book connect to my own life?</p>	<p><b>1</b></p> <p><i>Los muchachos del Renacimiento</i></p> <p><b>Day 5: Celebrations (and/or) Write About It</b></p>	<p><b>2</b></p> <p><u>Unit 5, Week 1:</u>  <b>Locating Facts and Information</b>  <i>Tambores: los latidos del mundo</i></p> <p><b>Days 2-3: Focus Lessons 1 and 2</b>  <i>Predicting information based on the cover and contents page:</i> How can I use text features to help me make predictions before reading?   <i>Locating information using boldfaced words and a glossary:</i> How can I use the glossary to support reading?</p>	<p><b>3</b></p> <p><i>Tambores: los latidos del mundo</i></p> <p><b>Day 4: Focus Lesson 3</b>  <i>Identifying facts from the text:</i> How can I use text features to locate information?</p>
<p><b>6</b></p> <p><i>Tambores: los latidos del mundo</i></p> <p><b>Day 5: Pause and Reflect (and/or) Write About It</b></p>	<p><b>7</b></p> <p><u>Unit 5, Week 2:</u>  <b>Making Inferences From Nonfiction</b>  <i>Tambores: los latidos del mundo</i></p> <p><b>Days 1-2: Focus Lesson 1</b>  <i>Developing inferences from a stated fact:</i> What facts does the author expect me to notice that he or she doesn't state in the text?</p>	<p><b>8</b></p> <p><i>Tambores: los latidos del mundo</i></p> <p><b>Day 3: Focus Lesson 2</b>  <i>Using prior knowledge to make inferences:</i> How can I use information I already know to make inferences?</p>	<p><b>9</b></p> <p><i>Tambores: los latidos del mundo</i></p> <p><b>Day 4: Focus Lesson 3</b>  <i>Identifying facts from the text:</i> How can I use text features to locate information?</p>	<p><b>10</b></p> <p><i>Tambores: los latidos del mundo</i></p> <p><b>Day 5: Pause and Reflect (and/or) Write About It</b></p>
<p><b>13</b></p>	<p><b>14</b></p>	<p><b>15</b></p>	<p><b>16</b></p>	<p><b>17</b></p>
<p>Content Focused Literacy Instruction</p>				<p><b>Conference Prep</b></p>
<p><b>20</b></p> <p><b>President's Day Holiday</b></p>	<p><b>21</b></p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Content Focused Literacy Instruction</p> </div>	<p><b>22</b></p> <p><b>Flex Mini-lesson</b></p>	<p><b>23</b></p> <p><b>24</b></p> <div style="border: 1px solid black; padding: 10px; background-color: #f0f0f0;"> <p><b>Poetry Reading Mini-lessons</b>                  Available at: <a href="http://www.thecenter.spps.org/elemlit.html">http://www.thecenter.spps.org/elemlit.html</a>  <i>These reading lessons use texts that will be revisited as mentor texts in the upcoming fourth grade Writer's Workshop Poetry Unit of Study.</i></p> </div>	



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2011-2012

**March**

Feb. 27	Feb. 28	Feb. 29	1	2
<b>Poetry Reading Mini-lessons (Continued)</b>	<p><b>Unit 5, Week 3:</b> <b>Identifying and Using Text Features</b> <i>Tambores: los latidos del mundo</i></p> <p><b>Days 1-2: Focus Lesson 1</b> <i>Identifying facts from visual sources:</i> How can I use pictures, photographs, and diagrams to help me understand important facts from the text?</p>	<p><i>Tambores: los latidos del mundo</i></p> <p><b>Day 3: Focus Lesson 2</b> <i>Inferring from visual sources:</i> How can pictures, photographs, and diagrams help me make inferences about the text?</p>	<p><i>Tambores: los latidos del mundo</i></p> <p><b>Day 4: Focus Lesson 3</b> <i>Evaluating visual sources:</i> How can diagrams and other illustrations help me understand visual information?</p>	<p><i>Tambores: los latidos del mundo</i></p> <p><b>Day 5: Pause and Reflect (and/or) Write About It</b></p>
5	6	7	8	9
<p><b>Unit 5, Week 4:</b> <b>Identifying and Using Text Structures</b> <i>Manual de primeros auxilios</i></p> <p><b>Days 1-2: Focus Lesson 1</b> <i>Identifying text structure:</i> How does the organization of the text help me better understand what I am reading?</p>	<p><i>Manual de primeros auxilios</i></p> <p><b>Day 3: Focus Lesson 2</b> <i>Linking text structure and author's purpose:</i> How does the text structure an author uses help to communicate his or her purpose for writing?</p>	<p><i>Manual de primeros auxilios</i></p> <p><b>Day 4: Focus Lesson 3</b> <i>Identifying multiple text structures:</i> How do varied text structures in a book help both the reader and the author?</p>	<p><i>Manual de primeros auxilios</i></p> <p><b>Day 5: Pause and Reflect (and/or) Write About It</b></p>	Conference Day
12	13	14	15	16
Spring Break	Spring Break	Spring Break	Spring Break	Spring Break
19	20	21	22	23
<p><b>Unit 5, Week 5:</b> <b>Evaluating Nonfiction</b> <i>Manual de primeros auxilios</i></p> <p><b>Days 1-2: Focus Lesson 1</b> <i>Asking questions about the author:</i> What questions can I ask about the author that will help me evaluate the text?</p>	<p><i>Manual de primeros auxilios</i></p> <p><b>Day 3: Focus Lesson 2</b> <i>Evaluating the authenticity of information:</i> What can I do to be sure that information in a text is accurate?</p>	<p><i>Manual de primeros auxilios</i></p> <p><b>Day 4: Focus Lesson 3</b> <i>Evaluating the clarity of information:</i> What text structures or features make information clearer to the reader?</p>	<p><i>Manual de primeros auxilios</i></p> <p><b>Day 5: Celebrations (and/or) Write About It</b></p>	<p><b>Unit 6, Week 1:</b> <b>Taking Notes on Fiction</b> <i>Los muchachos del Renacimiento</i></p> <p><b>Days 1-2: Focus Lesson 1</b> <i>Matching a graphic organizer to a text:</i> How can a graphic organizer help me keep track of information in the book I'm reading?</p>
26	27	28	29	30
<p><i>Los muchachos del Renacimiento</i></p> <p><b>Day 3: Focus Lesson 2</b> <i>Using a graphic organizer to understand the text:</i> How can I use a graphic organizer to help me understand this book?</p>	<p><i>Los muchachos del Renacimiento</i></p> <p><b>Day 4: Focus Lesson 3</b> <i>Using a graphic organizer to evaluate characters:</i> How do the actions and dialogue of a character help me to form opinions about that character?</p>	<p><i>Los muchachos del Renacimiento</i></p> <p><b>Day 5: Pause and Reflect (and/or) Write About It</b></p>	<p><b>Unit 6, Week 2:</b> <b>Taking Notes on Nonfiction</b> <i>Zona de explosión: la erupción y recuperación del monte Santa Helena</i></p> <p><b>Days 1-2: Focus Lesson 1</b> <i>Matching a graphic organizer to a text:</i> How does previewing this book help me figure out what kind of graphic organizer to use so that I can better understand and remember what I read?</p>	<p><i>Zona de explosión: la erupción y recuperación del monte Santa Helena</i></p> <p><b>Day 3: Focus Lesson 2</b> <i>Using a graphic organizer to understand the text:</i> How do I figure out which words and phrases are the most important for me to remember and include in my notes?</p>

**Saint Paul Public Schools Project for Academic Excellence**  
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2011-2012

**April**

<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<p><i>Zona de explosión: la erupción y recuperación del monte Santa Helena</i></p> <p><b>Day 4: Focus Lesson 3</b>  <i>Using a graphic organizer as an aid to retelling/summarizing: How can I use my graphic organizer to help me talk or write about the text?</i></p>	<p><i>Zona de explosión: la erupción y recuperación del monte Santa Helena</i></p> <p><b>Day 5: Pause and Reflect (and/or) Write About It</b></p>	<p><u><b>Unit 6, Week 3: Self-Monitoring</b></u>  <i>Zona de explosión: la erupción y recuperación del monte Santa Helena</i></p> <p><b>Days 1-2: Focus Lesson 1</b>  <i>Pausing to monitor comprehension: How can I monitor my understanding as I read?</i></p>	<p><i>Zona de explosión: la erupción y recuperación del monte Santa Helena</i></p> <p><b>Day 3: Focus Lesson 2</b>  <i>Rereading to regain meaning: What can I do to help myself when I have lost the meaning of the text?</i></p>	<p><b>Professional Day</b></p>
<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>
<p><i>Zona de explosión: la erupción y recuperación del monte Santa Helena</i></p> <p><b>Day 4: Focus Lesson 3</b>  <i>Sequencing ideas to regain meaning: How can I review what has been discussed in order to understand new information?</i></p>	<p><i>Zona de explosión: la erupción y recuperación del monte Santa Helena</i></p> <p><b>Day 5: Pause and Reflect (and/or) Write About It</b></p>	<div style="border: 1px solid black; background-color: #e0e0e0; padding: 10px; width: fit-content; margin: auto;"> <p><b>MCA Test Practice Reading Mini-lessons</b>                      Available at: <a href="http://www.thecenter.spps.org/elemlit.html">http://www.thecenter.spps.org/elemlit.html</a></p> </div>		
<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
<p><b>Flex Mini-lesson</b></p>	<p><b>MCA Test</b></p>	<p><b>MCA Test</b></p>	<p><u><b>Unit 6, Week 4: Visualizing</b></u>  <i>Zona de explosión: la erupción y recuperación del monte Santa Helena</i></p> <p><b>Days 1-2: Focus Lesson 1</b>  <i>Using background knowledge and text to visualize: What can I rely on when there is no photograph to help me visualize what something looks like?</i></p>	<p><i>Zona de explosión: la erupción y recuperación del monte Santa Helena</i></p> <p><b>Day 3: Focus Lesson 2</b>  <i>Using descriptive phrases to create mental and sensory images: What phrases give me information that helps me visualize the events described in the book?</i></p>
<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>
<p><b>Flex Mini lesson</b></p>	<p><b>MCA Test</b></p>	<p><b>MCA Test</b></p>	<p><i>Zona de explosión: la erupción y recuperación del monte Santa Helena</i></p> <p><b>Day 4: Focus Lesson 3</b>  <i>Modifying visualizations as you read: How do my mental and sensory images change as the author shares new information?</i></p>	<p><i>Zona de explosión: la erupción y recuperación del monte Santa Helena</i></p> <p><b>Day 5: Celebrations (and/or) Write About It</b></p>

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2011-2012

May

Apr. 30	1	2	3	4
Content Focused Literacy Instruction				
7	8	9	10	11
Flex Mini lesson	<b>Science Procedure Reading Mini-lessons</b> Available at: <a href="http://www.thecenter.spps.org/elemlit.html">http://www.thecenter.spps.org/elemlit.html</a> <i>These reading lessons use texts that will be revisited as supporting texts in the upcoming fourth grade Writer's Workshop Science Procedure unit of study.</i>			
14	15	16	17	18
<b>Unit 7, Week 1: Questioning The Commonplace in a Text</b> <i>Liebre rescata al sol y otros mitos del cielo</i>  <b>Days 1-2: Focus Lesson 1</b> <i>Questioning the archetype of heroes and villains: What questions can I ask to help me understand whether the characters' actions make them a hero or a villain?</i>	<i>Liebre rescata al sol y otros mitos del cielo</i>  <b>Day 3: Focus Lesson 2</b> <i>Considering the role of gender: What differences can I see between the role of gender in some stories I read and the roles of men and women today?</i>	<i>Liebre rescata al sol y otros mitos del cielo</i>  <b>Day 4: Focus Lesson 3</b> <i>Considering the role of wealth and class: How does the amount of wealth a character has influence his or her role in the story?</i>	<i>Liebre rescata al sol y otros mitos del cielo</i>  <b>Day 5: Pause and Reflect (and/or) Write About It</b>	<b>Unit 7, Week 2: Considering The Role of the Author</b> <i>Liebre rescata al sol y otros mitos del cielo</i>  <b>Days 1-2: Focus Lesson 1</b> <i>Thinking about the author's sources of information: Where does the author of a text gather the information that he or she writes about?</i>
21	22	23	24	25
<i>Liebre rescata al sol y otros mitos del cielo</i>  <b>Day 3: Focus Lesson 2</b> <i>Considering the author's motives: How can we find out what motivates an author to write about a topic?</i>	<i>Liebre rescata al sol y otros mitos del cielo</i>  <b>Day 4: Focus Lesson 3</b> <i>Recognizing that characters represent the author's message: How do the characters in a story illustrate the author's purpose for writing?</i>	<i>Liebre rescata al sol y otros mitos del cielo</i>  <b>Day 5: Pause and Reflect (and/or) Write About It</b>	<b>Unit 7, Week 3: Seeking Alternative Perspectives</b> <i>Los muchachos del Renacimiento</i>  <b>Days 1-2: Focus Lesson 1</b> <i>Identifying other perspectives on a topic: How can considering the point of view of more than one character make us think differently about the story?</i>	<i>Los muchachos del Renacimiento</i>  <b>Day 3: Focus Lesson 2</b> <i>Considering historical and cultural influences on a text: What is the social/cultural background of the book? How does a culture influence a book?</i>

**Saint Paul Public Schools Project for Academic Excellence**  
**Reader's Workshop Whole Class Mini-lessons Grade 4 Spanish Immersion**

<b>2011-2012</b>
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**June**

	May 28	May 29	May 30	May 31	1
<b>Memorial Day Holiday</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>

## 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
<b>Sept.</b> 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							
<b>Oct.:</b> 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							
<b>Nov.:</b> 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
<b>Dec.:</b> 5-9							
12-16							
19-22							
<b>Jan.:</b> 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							
<b>Feb.:</b> 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
<b>Mar.:</b> 5-8							
19-23							
26-30							
<b>Apr.:</b> 2-5	Poetry	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							
<b>May:</b> 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	
<b>June:</b> 4-8							

\* Shaded Units are taught in English

## Writer's Workshop Units of Study Grade 4 Spanish Immersion

Launch Date	Unit of Study	Approximate Duration
September (first week)	<i>Launching Writer's Workshop: Building Variety and Stamina</i>	4 weeks
October (first week)	<i>Realistic Fiction</i>	6 weeks
November (fourth week)	<i>Response to Literature: Mentor Author Study</i>	4 weeks
December (third week)	<i>Informational Writing: Literary Nonfiction Picture Book</i>	8 weeks
February (third week)	<i>Poetry: The Power of Image</i>	5 weeks
April (first week)	<i>Punctuation Study: The Art of Punctuation followed by Open Cycle Publishing</i>	4 weeks
May (second week)	<i>Science Procedure</i>	3 weeks

## GRADE 4 Writer’s Workshop: BIG IDEAS

UNIT OF STUDY	BIG IDEAS	UNIT PRODUCTS AND ARTIFACTS
<p><b>Launching Writer’s Workshop: Building Variety &amp; Stamina</b></p> <p>(4 weeks)</p> <p><i>Available at:</i>  <a href="http://thecenter.spps.org/elemlit.html">http://thecenter.spps.org/elemlit.html</a></p>	<ul style="list-style-type: none"> <li>• View the world as a writer and keep a writer's notebook, with an increasing variety and volume of entries</li> <li>• Discuss and collaborate with others to brainstorm ideas and get feedback throughout the writing process</li> <li>• Maintain focus and stamina necessary to take an idea through the writing process to publication</li> <li>• Work within classroom rituals and routines to work independently and with others</li> <li>• Build stamina for writing (i.e., volume of writing, elaboration of ideas, and time writing)</li> <li>• Apply previously-taught conventions of spelling, grammar, and punctuation in daily writing</li> </ul>	<ul style="list-style-type: none"> <li>• Build a rich and varied writer's notebook</li> <li>• Open cycle publishing</li> </ul>
<p><b>Realistic Fiction</b></p> <p>(6 weeks)</p> <p><i>Available at:</i>  <a href="http://thecenter.spps.org/elemlit.html">http://thecenter.spps.org/elemlit.html</a></p>	<ul style="list-style-type: none"> <li>• Define the characteristics of realistic fiction, using mentor texts</li> <li>• Develop realistic story elements (plot, characters, setting)</li> <li>• Create an organizing structure that involves a series of events across time in a problem-solution text structure</li> <li>• Use strategies to develop characters (e.g., dialogue, description of actions, thoughts, feelings, and intentions)</li> <li>• Use crafting techniques to "show, don't tell"</li> <li>• Develop a plot that makes sense, builds tension, and ends with a resolution to the problem</li> </ul>	<ul style="list-style-type: none"> <li>• Realistic fiction story</li> </ul>
<p><b>Response to Literature: Mentor Author Study</b></p> <p>(4 weeks)</p> <p><i>Available at:</i>  <a href="http://thecenter.spps.org/elemlit.html">http://thecenter.spps.org/elemlit.html</a></p>	<ul style="list-style-type: none"> <li>• Select an author to study in-depth</li> <li>• Learn about an author's life (biographical information as well as specific information about the author's writing life)</li> <li>• Study an author's writing</li> <li>• Write craft try-its based on the study of an author's writing</li> <li>• Select a try-it to draft, revise, edit and publish</li> </ul>	<ul style="list-style-type: none"> <li>• Written piece that emulates the work of a mentor author</li> </ul>
<p><b>Informational Writing: Literary Nonfiction Picture Book</b></p> <p>(8 weeks)</p> <p><i>Available at:</i>  <a href="http://thecenter.spps.org/elemlit.html">http://thecenter.spps.org/elemlit.html</a></p>	<ul style="list-style-type: none"> <li>• Create a definition of literary nonfiction</li> <li>• Use research and reference tools to become expert about a topic</li> <li>• Use mentor texts to guide decisions about structure, craft and illustration</li> <li>• Choose a structure (e.g., narrative or poetry embedded with facts, alphabet book, question &amp; answer book) to convey factual information in a way that engages the reader</li> <li>• Interpret and discuss information that has been researched</li> <li>• Keep audience and their interest and background in mind</li> <li>• Include features of nonfiction as appropriate (e.g., fact boxes, glossaries, labeled drawings or maps)</li> </ul>	<ul style="list-style-type: none"> <li>• Publish a literary nonfiction picture book</li> </ul>

## GRADE 4 Writer’s Workshop: BIG IDEAS

UNIT OF STUDY Approximate Duration	BIG IDEAS	UNIT PRODUCTS AND ARTIFACTS
<p><b>Poetry: The Power of Image</b></p> <p>(5 weeks)</p> <p><i>Available at:</i>  <a href="http://thecenter.spps.org/elemlit.html">http://thecenter.spps.org/elemlit.html</a></p>	<ul style="list-style-type: none"> <li>• Continue to read and collect favorite poems</li> <li>• Identify the elements of poetry with a focus on figurative language (e.g., metaphor, simile)</li> <li>• Continue to write a variety of poems using poetry techniques (alliteration, assonance, consonance, metaphor, simile) with a focus on using words to convey strong feelings, ideas and images</li> <li>• Remove extra words to make writing more powerful</li> </ul>	<ul style="list-style-type: none"> <li>• Publish a personal and class poetry anthology</li> </ul>
<p><b>Punctuation Study: The Art of Punctuation followed by Open Cycle Publishing</b></p> <p>(4 weeks)</p> <p><i>Designed at the site level</i></p>	<ul style="list-style-type: none"> <li>• Understand that punctuation is a primary act of composition authors use to convey their intentions and shape the way readers read their texts</li> <li>• Notice, discuss, and use punctuation as readers and writers</li> <li>• Examine the use of several punctuation marks across multiple genres and draw conclusions about the use of punctuation in various types of writing</li> <li>• Choose a genre and compose a short piece, paying particular attention to use of punctuation to convey meaning</li> <li>• Be accountable for using punctuation in all writing, including notebooks and first drafts</li> </ul>	<ul style="list-style-type: none"> <li>• Open-cycle publishing product</li> </ul>
<p><b>Science Procedure</b></p> <p>(3 weeks)</p> <p><i>Designed at the site level</i></p>	<ul style="list-style-type: none"> <li>• Define the characteristics of procedural writing</li> <li>• Incorporate information and data from the science notebook and classroom experiences</li> <li>• Include clear, accurate, and detailed steps within an organizing structure</li> <li>• Guide the reader with appropriate transitions and sequence language</li> <li>• Use graphics (e.g. pictures, diagrams, icons) to support or enhance information</li> <li>• Anticipate problems, errors, or misunderstandings that might arise for the reader, and revise accordingly</li> </ul>	<ul style="list-style-type: none"> <li>• Science procedure</li> </ul>