



*SPPS Literacy Initiative
2011-2012*

Saint Paul Public Schools

Reader's Workshop Pacing Guide Mini-lessons for Whole Class Instruction

Grade 5 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 5 Pacing Guide- Spanish Immersion

The fifth 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 SPPS 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>Unit 5, Week 5: 19 Evaluating Nonfiction <i>Manual de primeros auxilios</i></p> <p>Days 1-2: Focus Lesson 1 <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>Day 3: Focus Lesson 2 <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>Day 4: Focus Lesson 3 <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>Day 5: Celebrations (and/or) Write About It</p>	<p>Unit 6, Week 1: 23 Taking Notes on Fiction <i>Los muchachos del Renacimiento</i></p> <p>Days 1-2: Focus Lesson 1 <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>Day 3: Focus Lesson 2 <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>Day 4: Focus Lesson 3 <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>Day 5: Pause and Reflect (and/or) Write About It</p>	<p>Unit 6, Week 2: 29 Taking Notes on Nonfiction <i>Zona de explosión: la erupción y recuperación del monte Santa Helena</i></p> <p>Days 1-2: Focus Lesson 1 <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>Day 3: Focus Lesson 2 <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 5 Spanish Immersion

2011-2012

September

	6	7	8	9
Labor Day Holiday	<i>A Community of Readers: Reader's Workshop Launch Unit Overview</i> Available at: http://thecenter.spps.org/elemlit.html <i>*During the 14-day launch, teachers may also choose to integrate lessons from unit 1 of Buenos hábitos, Grandes lectores.</i>			
12	13	14	15	16
<i>A Community of Readers: Reader's Workshop Launch Unit Overview</i> Available at: http://thecenter.spps.org/elemlit.html <i>*During the 14-day launch, teachers may also choose to integrate lessons from unit 1 of Buenos hábitos, Grandes lectores.</i>				
19	20	21	22	23
<i>A Community of Readers: Reader's Workshop Launch Unit Overview</i> Available at: http://thecenter.spps.org/elemlit.html <i>*During the 14-day launch, teachers may also choose to integrate lessons from unit 1 of Buenos hábitos, Grandes lectores.</i>				
26	27	28	29	30
<u>Unit 2, Week 1: Making Predictions</u> <i>Los primeros viajes</i> Days 1-2: Focus lesson 1 <i>Activating prior knowledge to make predictions: How can what I already know about a topic help me predict what I might read?</i>	<i>Los primeros viajes</i> Day 3: Lesson Focus 2 <i>Using text structure to make predictions:</i> How can the organization of the text help me predict what I might read about?	<i>Los primeros viajes</i> Day 4: Lesson Focus 3 <i>Using text features to make predictions:</i> How can photographs, captions, headings, and other features help me predict what I might read about?	<i>Los primeros viajes</i> Day 5: Pause and Reflect (and/or) Write About It	Memoir 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 fifth grade Writer's Workshop Memoir unit of study.</i>

Saint Paul Public Schools Project for Academic Excellence
Reader's Workshop Whole Class Mini-lessons Grade 5 Spanish Immersion

2011-2012

October

3	4	5	6	7
<p>Memoir 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 fifth grade Writer's Workshop Memoir unit of study.</i></p>			<p>Unit 2, Week 2 Asking Questions <i>Los primeros viajes</i></p> <p>Days 1-2: Focus lesson 1</p> <p><i>Asking text-explicit questions: What questions can I ask that can be answered directly from the text?</i></p>	<p><i>Los primeros viajes</i></p> <p>Day 3: Lesson Focus 2</p> <p><i>Asking text implicit questions: What are some questions that aren't directly answered in the text?</i></p>
10	11	12	13	14
<p><i>Los primeros viajes</i></p> <p>Day 4: Lesson Focus 3</p> <p><i>Generating questions throughout reading: How can asking questions as I read help me understand the text?</i></p>	<p><i>Los primeros viajes</i></p> <p>Day 5: Pause and Reflect (and/or) Write About It</p>	<p>Unit 2, Week 3 Asking Questions <i>Los primeros viajes</i></p> <p>Days 1-2: Focus lesson 1</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>Los primeros viajes</i></p> <p>Day 3: Lesson Focus 2</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>Los primeros viajes</i></p> <p>Day 4: Lesson Focus 3</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>
17	18	19	20	21
<p><i>Los primeros viajes</i></p> <p>Day 5: Pause and Reflect (and/or) Write About It</p>	<p>Flex Mini-lesson</p>	<p>Conference Prep</p>	<p>Education Minnesota Professional Conference</p>	<p>Education Minnesota Professional Conference</p>
24	25	26	27	28
<p>Unit 2, Week 4 Clarifying <i>¡En el aire!</i></p> <p>Days 1-2: Focus lesson 1</p> <p><i>Using discussion to clarify: How can a partner help me to clarify my misunderstandings?</i></p>	<p><i>¡En el aire!</i></p> <p>Day 3: Lesson Focus 2</p> <p><i>Reading ahead and rereading to clarify: How can referring back to the text and looking ahead help me understand the text?</i></p>	<p><i>¡En el aire!</i></p> <p>Day 4: Lesson Focus 3</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>¡En el aire!</i></p> <p>Day 5: Pause and Reflect (and/or) Write About It</p>	<p>Unit 2, Week 5: Summarizing and Synthesizing <i>¡En el aire!</i></p> <p>Days 1-2: Focus lesson 1</p> <p><i>Pausing to paraphrase as you read: How can stopping every so often to restate in my own words what I just read help me better understand the text?</i></p>

Saint Paul Public Schools Project for Academic Excellence
Reader's Workshop Whole Class Mini-lessons Grade 5 Spanish Immersion

2011-2012

November

Oct. 31	1	2	3	4
<p><i>En el aire!</i></p> <p>Day 3: Focus lesson 2</p> <p><i>Distinguishing between main ideas and details to create a summary: How can I identify which are the most important ideas to include in my summary?</i></p>	<p><i>En al aire!</i></p> <p>Day 4: Lesson Focus 3</p> <p><i>Combining related information:: How can I use information to synthesize the meaning of a text passage?</i></p>	<p><i>En al aire!</i></p> <p>Day 5: Celebrations (and/or) Write About It</p>	<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;"> <p style="margin: 0;">Content Focused Literacy Instruction</p> </div>	
7	8	9	10	11
<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;"> <p style="margin: 0;">Content Focused Literacy Instruction</p> </div>			Flex Mini-lesson	Conference Day
14	15	16	17	18
<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 fifth grade Writer's Workshop Literary Essay unit of study.</i></p>				
21	22	23	24	25
<p><u>Unit 3, Week 1</u> <u>Activating Background Knowledge</u> <i>Espias</i></p> <p>Days 1-2: Focus lesson 1</p> <p><i>Thinking about what you know before reading: How can thinking about what I already know about a topic help me better understand what to read?</i></p>	<p><i>Espias</i></p> <p>Day 3: Focus lesson 2</p> <p><i>Considering your purpose for reading: How can thinking about why I want to read a book help me figure out what specific background knowledge I'll need?</i></p>	<p><i>Espias</i></p> <p>Day 4: Focus lesson 3</p> <p><i>Previewing to activate background knowledge: How can previewing help me identify specific background knowledge I'll need to understand a book?</i></p>	Thanksgiving Break	Thanksgiving Break

Saint Paul Public Schools Project for Academic Excellence
Reader's Workshop Whole Class Mini-lessons Grade 5 Spanish Immersion

2011-2012

December

Nov. 28 <i>Espias</i> Day 5: Pause and Reflect (and/or) Write About It	Nov. 29 <u>Unit 3, Week 2:</u> <u>Activating Background Knowledge</u> <i>Espias</i> Days 1-2: Focus lesson 1 <i>Activating background knowledge throughout reading:</i> How does the kind of background knowledge I need to understand a book change as I read?	Nov. 30 <i>Espias</i> Day 3: Focus lesson 2 <i>Asking questions to fill gaps in your background knowledge:</i> How can asking questions about what I don't know help me better understand what I read?	1 <i>Espias</i> Day 4: Focus lesson 3 <i>Revising background knowledge to accommodate new information:</i> How can learning something new in my reading help me revise my background knowledge?	2 <i>Espias</i> Day 5: Pause and Reflect (and/or) Write About It
5 <u>Unit 3, Week 3:</u> <u>Making Connections</u> <i>Mujeres que rompieron barreras</i> Days 1-2: Focus lesson 1 <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?	6 <i>Mujeres que rompieron barreras</i> Day 3: Focus lesson 2 <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?	7 <i>Mujeres que rompieron barreras</i> Day 4: Focus lesson 3 <i>Making text-to-world connections:</i> How can making connections between the text and things I know about ht world help me understand what I read?	8 <i>Mujeres que rompieron barreras</i> Day 5: Pause and Reflect (and/or) Write About It	9 Flex Mini-lesson
12 <u>Unit 3, Week 4:</u> <u>Making Inferences</u> <i>Mujeres que rompieron barreras</i> Days 1-2: Focus lesson 1 <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?	13 <i>Mujeres que rompieron barreras</i> Day 3: Focus lesson 2 <i>Using inferences to clarify words and concepts:</i> How can inferences help me figure out a confusing concept?	14 <i>Mujeres que rompieron barreras</i> Day 4: Focus lesson 3 <i>Revising and expanding inferences as you read:</i> Why is it important to revise and expand upon inferences as I read?	15 <i>Mujeres que rompieron barreras</i> Day 5: Celebrations (and/or) Write About It	16 <u>Unit 4, Week 1:</u> <u>Understanding Story Elements</u> <i>Los Ases del Básquetbol</i> Days 1-2: Focus lesson 1 <i>Previewing text:</i> How can previewing a story help better prepare me to read?
19 <i>Los Ases del Básquetbol</i> Day 3: Focus lesson 2 <i>Identifying story elements:</i> What elements in a story do I need to recognize in order to better understand the story?	20 <i>Los Ases del Básquetbol</i> Day 4: Focus lesson 3 <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?	21 <i>Los Ases del Básquetbol</i> Day 5: Pause and Reflect (and/or) Write About It	22 Flex Mini-lesson	23 Winter Break

Saint Paul Public Schools Project for Academic Excellence
Reader's Workshop Whole Class Mini-lessons Grade 5 Spanish Immersion

2010-2011

January

2 Winter Break	3 Winter Break	4 Flex mini-lesson: Rituals & Routines	5	6
			Biography 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 fifth grade Writer's Workshop Picture Book unit of</i>	
9	10	11	12	13
Biography Reading Mini-lessons Continued		<u>Unit 4, Week 2:</u> Understanding and Analyzing Characters <i>Los Ases del Básquetbol</i> Days 1-2: Focus lesson 1 <i>Understanding a character's purpose:</i> How can I figure out why the author chose to include certain characters in the story?	<i>Los Ases del Básquetbol</i> Day 3: Focus lesson 2 <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 Ases del Básquetbol</i> Day 4: Focus lesson 3 <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?
16	17	18	19	20
Martin Luther King Holiday	<i>Los Ases del Básquetbol</i> Day 5: Pause and Reflect (and/or) Write About It	<u>Unit 4, Week 3:</u> Understanding Setting and Plot <i>Los Ases del Básquetbol</i> Days 1-2: Focus lesson 1 <i>Identifying the setting:</i> How can details about where and when the story takes place help me to better understand the story?	<i>Los Ases del Básquetbol</i> Day 3: Focus lesson 2 <i>Exploring the relationships between setting and characters:</i> How can the setting help me learn more about what the characters are like?	<i>Los Ases del Básquetbol</i> Day 4: Focus lesson 3 <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?
23	24	25	26	27
<i>Los Ases del Básquetbol</i> Day 5: Pause and Reflect (and/or) Write About It	Flex Mini-lesson	<u>Unit 4, Week 4:</u> Understanding and Analyzing Theme <i>Los Ases del Básquetbol</i> Days 1-2: Focus lesson 1 <i>Relating to characters and events:</i> How can I relate to the characters in this story and the things that happen to them?	<i>Los Ases del Básquetbol</i> Day 3: Focus lesson 2 <i>Identifying theme:</i> How can knowing the theme of a story help me better understand it?	Professional Development Day

Saint Paul Public Schools Project for Academic Excellence
Reader's Workshop Whole Class Mini-lessons Grade 5 Spanish Immersion

2010-2011

February

Jan. 30	Jan. 31	1	2	3
<p><i>Los Ases del Básquetbol</i></p> <p>Day 4: Focus lesson 3</p> <p><i>Relating to the theme:: In what ways does the theme of this book relate to my own life?</i></p>	<p><i>Los Ases del Básquetbol</i></p> <p>Day 5: Celebrations (and/or) Write About It</p>	<p>Unit 5, Week 1: <u>Locating Facts and Information</u> <i>Robots increíbles</i></p> <p>Days 1-2: Focus lesson 1</p> <p><i>Predicting information based on the cover and contents page: How can I use organizational features of a text to help me make predictions before reading?</i></p>	<p><i>Robots increíbles</i></p> <p>Day 3: Focus lesson 2</p> <p><i>Locating information using boldfaced words and a glossary: How can I use the glossary to help prepare me for reading?</i></p>	<p><i>Robots increíbles</i></p> <p>Day 4: Focus lesson 3</p> <p><i>Identifying facts from the text: How can I use text features to find information in other parts of the text?</i></p>
6	7	8	9	10
<p><i>Robots increíbles</i></p> <p>Day 5: Pause and Reflect (and/or) Write About It</p>	<p>Unit 5, Week 2: <u>Making Inferences from Non-Fiction</u> <i>Robots increíbles</i></p> <p>Days 1-2: Focus lesson 1</p> <p><i>Developing inferences from a stated fact: What are some facts that the author expects me to notice that he or she doesn't state in the text?</i></p>	<p><i>Robots increíbles</i></p> <p>Day 3: Focus lesson 2</p> <p><i>Using prior knowledge to make inferences: How can I use information I already know to make inferences?</i></p>	<div style="border: 1px solid black; padding: 10px; width: 100%;"> <p style="font-size: 1.2em;">Content Focused Literacy Instruction</p> </div>	
13	14	15	16	17
<div style="border: 1px solid black; padding: 10px; width: 100%;"> <p style="font-size: 1.2em;">Content Focused Literacy Instruction</p> </div>			<p>Flex Mini-lesson</p>	<p>Conference Prep Day</p>
20	21	22	23	24
<p>President's Day Holiday</p>	<div style="border: 1px solid black; padding: 10px; width: 100%; background-color: #f0f0f0;"> <p style="text-align: center;">Poetry Reading Mini-lessons</p> <p style="text-align: center;">Available at http://thecenter.spps.org/elemlit.html</p> <p style="text-align: center;"><i>These reading lessons use texts that will be revisited as mentor texts in the upcoming fifth grade Writer's Workshop Poetry unit of study.</i></p> </div>			

Saint Paul Public Schools Project for Academic Excellence
Reader's Workshop Whole Class Mini-lessons Grade 5 Spanish Immersion

2010-2011

March

Feb. 27	Feb. 28	Feb. 29	1	2
<p><i>Robots increíbles</i></p> <p>Day 4: Focus lesson3</p> <p><i>Evaluating your inferences:</i> How do I monitor when an inference I had made earlier is incorrect?</p>	<p><i>Robots increíbles</i></p> <p>Day 5: Pause and Reflect (and/or) Write About It</p>	<div style="border: 1px solid black; padding: 5px; 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>		Flex Mini-lesson
<p style="text-align: right;">5</p> <p><u>Unit 5, Week 3:</u> <u>Identifying and Using Text Features</u> <i>Robots increíbles</i></p> <p>Days 1-2: Focus lesson 1</p> <p><i>Identifying facts from visual resources:</i> How can I use pictures, photographs, and diagrams to help me understand the text?</p>	<p style="text-align: right;">6</p> <p><i>Robots increíbles</i></p> <p>Day 3: Focus lesson 2</p> <p><i>Inferring from visual sources:</i> How can pictures, photographs, and diagrams help me make inferences about the text?</p>	<p style="text-align: right;">7</p> <p><i>Robots increíbles</i></p> <p>Day 4: Focus lesson3</p> <p><i>Evaluating visual sources:</i> How can diagrams and other illustrations help me understand visual information?</p>	<p style="text-align: right;">8</p> <p><i>Robots increíbles</i></p> <p>Day 5: Pause and Reflect (and/or) Write About It</p>	Conferences
12 Spring Break	13 Spring Break	14 Spring Break	15 Spring Break	16 Spring Break
<p style="text-align: right;">19</p> <p style="text-align: center;">Flex Mini-lesson</p>	<p style="text-align: right;">20</p> <p><u>Unit 5, Week 4:</u> <u>Identifying and Using Text Features</u> <i>Explora tu mundo</i></p> <p>Days 1-2: Focus lesson 1</p> <p><i>Identifying text structures:</i> How does the organization of the text help me better understand what I am reading?</p>	<p style="text-align: right;">21</p> <p><i>Explora tu mundo</i></p> <p>Day 3: Focus lesson 2</p> <p><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 style="text-align: right;">22</p> <p><i>Explora tu mundo</i></p> <p>Day 4: Focus lesson3</p> <p><i>Identifying multiple text structures:</i> How do varied text structures in a book help both the reader and the author?</p>	<p style="text-align: right;">23</p> <p><i>Explora tu mundo</i></p> <p>Day 5: Pause and Reflect (and/or) Write About It</p>
<p style="text-align: right;">26</p> <p><u>Unit 5, Week 5:</u> <u>Evaluating Nonfiction</u> <i>Explora tu mundo</i></p> <p>Days 1-2: Focus lesson 1</p> <p><i>Asking questions about the author:</i> What questions can I ask about the author that helps me evaluate the text?</p>	<p style="text-align: right;">27</p> <p><i>Explora tu mundo</i></p> <p>Day 3: Focus lesson 2</p> <p><i>Evaluating the authenticity of information:</i> What can I do to be sure that information in a text is accurate?</p>	<p style="text-align: right;">28</p> <p><i>Explora tu mundo</i></p> <p>Day 4: Focus lesson3</p> <p><i>Evaluating the clarity of information:</i> What text features or text structures help make information clearer to the reader??</p>	<p style="text-align: right;">29</p> <p><i>Explora tu mundo</i></p> <p>Day 5: Celebrations (and/or) Write About It</p>	Flex Mini Lesson

Saint Paul Public Schools Project for Academic Excellence
Reader's Workshop Whole Class Mini-lessons Grade 5 Spanish Immersion

2010-2011

April

2	3	4	5	6
<p>Unit 6, Week 1: Taking Notes on Fiction <i>Los Ases del Básquetbol</i></p> <p>Days 1-2: Focus lesson 1</p> <p><i>Matching a graphic organizer to text: How can a graphic organizer help me keep track of information in the book I'm reading?</i></p>	<p><i>Los Ases del Básquetbol</i></p> <p>Day 3: Focus lesson 2</p> <p><i>Using a graphic organizer to text : How can I use a graphic organizer to help me understand this book?</i></p>	<p><i>Los Ases del Básquetbol</i></p> <p>Day 4: Focus lesson3</p> <p><i>Using a graphic organizer to evaluate characters: How do the actions and dialogue of a character help me to form opinions about the character?</i></p>	<p><i>Los Ases del Básquetbol</i></p> <p>Day 5: Pause and Reflect (and/or) Write About It</p>	<p>Professional Development Day</p>
9	10	11	12	13
<p>Unit 6, Week 2: Taking Notes on Nonfiction <i>Hacer posible lo imposible</i></p> <p>Days 1-2: Focus lesson 1</p> <p><i>Matching a graphic organizer to 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>Hacer posible lo imposible</i></p> <p>Day 3: Focus lesson 2</p> <p><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 graphic organizers?</i></p>	<p>Test Practice Mini-lessons Available at: http://thecenter.sppsorg/elemlit.html</p>		
16	17	18	19	20
<p>Flex Mini-lesson</p>	<p>Minnesota Comprehensive Assessments</p>	<p>Minnesota Comprehensive Assessments</p>	<p><i>Hacer posible lo imposible</i></p> <p>Day 4: Focus lesson3</p> <p><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>Hacer posible lo imposible</i></p> <p>Day 5: Pause and Reflect (and/or) Write About It</p>
23	24	25	26	27
<p>Flex Mini-lesson</p>	<p>Minnesota Comprehensive Assessments</p>	<p>Minnesota Comprehensive Assessments</p>	<p>Unit 6, Week 3: Self Monitoring <i>Hacer posible lo imposible</i></p> <p>Days 1-2: Focus lesson 1</p> <p><i>Pausing to monitor comprehension: How can I monitor my own understanding as I read?</i></p>	<p><i>Hacer posible lo imposible</i></p> <p>Day 3: Focus lesson 2</p> <p><i>Rereading to regain meaning: What can I do to help myself when I have lost the meaning of the reading?</i></p>

Saint Paul Public Schools Project for Academic Excellence
Reader's Workshop Whole Class Mini-lessons Grade 5 Spanish Immersion

2010-2011

May

Apr. 30	1	2	3	4	
<p><i>Hacer posible lo imposible</i></p> <p>Day 4: Focus lesson 3</p> <p><i>Sequencing Ideas to Regain Meaning: How can I review what has been introduced in order to understand new information</i></p>	<p><i>Hacer posible lo imposible</i></p> <p>Day 5: Pause and Reflect (and/or) Write About It</p>	<p><u>Unit 6, Week 4: Visualizing</u> <i>Hacer posible lo imposible</i></p> <p>Days 1-2: Focus lesson 1</p> <p><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>Hacer posible lo imposible</i></p> <p>Day 3: Focus lesson 2</p> <p><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>	<p><i>Hacer posible lo imposible</i></p> <p>Day 4: Focus lesson3</p> <p><i>Modifying visualizations as you read: How do my mental and sensory images change as the author shares new information?</i></p>	
7	8	9	10	11	
<p><i>Hacer posible lo imposible</i></p> <p>Day 5: Celebrations/Write About It</p>	<p style="text-align: center;">Flex Mini-lesson</p>	<p><u>Unit 7, Week 1: Questioning the Commonplace in a Text</u> <i>Los Ases del Básquetbol</i></p> <p>Days 1-2: Focus lesson 1</p> <p><i>Questioning the archetype of heroes and villains: What questions can I ask to help me understand whether characters' actions make them heroes or villains?</i></p>	<p><i>Los Ases del Básquetbol</i></p> <p>Day 3: Focus lesson 2</p> <p><i>Considering the role of gender: What differences can I see between the gender roles in some stories I read and the roles of men and women today?</i></p>	<p><i>Los Ases del Básquetbol</i></p> <p>Day 4: Focus lesson3</p> <p><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></p>	
14	15	16	17	18	
<p><i>Los Ases del Básquetbol</i></p> <p>Day 5: Pause and Reflect (and/or) Write About It</p>	<p><u>Unit 7, Week 2: Considering the Role of the Author</u> <i>El ancho mar</i></p> <p>Days 1-2: Focus lesson 1</p> <p><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></p>	<p><i>El ancho mar</i></p> <p>Day 3: Focus lesson 2</p> <p><i>Considering the author's motives: How can we find out what motivates an author to write about a topic?</i></p>	<p><i>El ancho mar</i></p> <p>Day 4: Focus lesson3</p> <p><i>Recognizing that characters represent the author's message: How do the characters of a story illustrate the author's purpose for writing</i></p>	<p><i>El ancho mar</i></p> <p>Day 5: Pause and Reflect (and/or) Write About It</p>	
21	22	23	24	25	
<table border="1" style="width: 100%; height: 80px;"> <tr> <td style="text-align: center; padding: 10px;">Content Focused Literacy Instruction</td> </tr> </table>					Content Focused Literacy Instruction
Content Focused Literacy Instruction					

Saint Paul Public Schools Project for Academic Excellence
Reader's Workshop Whole Class Mini-lessons Grade 5 Spanish Immersion

2010-2011

June

May 28	May 29	May 30	May 31	1
Memorial Day Holiday	Flex Mini-lesson	<p>Unit 7, Week 3: <u>Seeking Alternative Perspectives</u> <i>El ancho mar</i></p> <p>Days 1-2: Focus lesson 1</p> <p><i>Identifying other perspectives on a topic:</i> How can the point of view of more than one character make us think differently about the story</p>	<p><i>El ancho mar</i></p> <p>Day 3: Focus lesson 2</p> <p><i>Considering historical and cultural influences on a text:</i> What is the social/cultural background of the book? How does a culture influence a book?</p>	<p><i>El ancho mar</i></p> <p>Day 4: Focus lesson3</p> <p><i>Comparing other perspectives between texts:</i> How can different viewpoints and texts influence your thinking on a topic?</p>
4	5	6	7	8
<p><i>El ancho mar</i></p> <p>Day 5: Pause and Reflect (and/or) Write About It</p>	<p>Unit 7, Week 4: Reading Critically <i>Mujeres que rompieron barreras: El Nuevo rostro de las noticias por TV</i></p> <p>Days 1-2: Focus lesson 1</p> <p><i>Recognizing bias:</i> How can recognizing bias affect the message of the text</p>	<p><i>Mujeres que rompieron barreras: El Nuevo rostro de las noticias por TV</i></p> <p>Day 3: Focus lesson 2</p> <p><i>Considering historical and cultural influences on a text:</i> What is the social/cultural background of the book? How does a culture influence a book?</p>	<p><i>Mujeres que rompieron barreras: El Nuevo rostro de las noticias por TV</i></p> <p>Day 4: Focus lesson3</p> <p><i>Making and supporting value judgments:</i> How do the decisions I make while reading help me to understand the text?</p>	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				CFLI	Response to Literature: Mentor Author Study	Response to Literature: Literary Essay		
21-23								
28-12/2	Personal Narrative	Procedural Writing	CFLI	Revision Unit: The Art of Punctuation	Informational Writing: Literary Nonfiction Picture Book	Response to Literature: Mentor Author Study	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	Response to Literature: Mentor Author Study	Response to Literature: Literary Essay	
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	Revision Study & Open Cycle	
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				Open Cycle: Crafting Sentences	Science Procedure			
21-25								
28-6/1			CFLI			CFLI		
June: 4-8								

* Shaded Units are taught in English

Writer's Workshop Units of Study Grade 5

Launch Date	Unit of Study	Approximate Duration
September (first week)	<i>Launching Writer's Workshop: Lifting the Level of the Writer's Notebook</i>	4 weeks
October (first week)	<i>Narrative: Memoir</i>	6 weeks
November (fourth week)	<i>Response to Literature: Literary Essay</i>	5 weeks
January (first week)	<i>Informational Writing: Biography Picture Book</i>	6 weeks
February (fifth week)	<i>Poetry: Self-Image</i>	4 weeks
April (first week)	<i>Personal Essay</i>	5 weeks
May (second week)	<i>Written Correspondence</i>	3 weeks

GRADE 5 Writer’s Workshop: BIG IDEAS

UNIT OF STUDY	BIG IDEAS	UNIT PRODUCTS AND ARTIFACTS
<p>Launching Writer’s Workshop: Lifting the Level of the Writer’s Notebook</p> <p>(5 weeks)</p> <p>Available at: http://thecenter.spps.org/elemlit.html</p>	<ul style="list-style-type: none"> • View the world as writers and develop positive writing habits, processes, and goals. • Keep writer’s notebooks to collect many entries about various ideas topics, artifacts and genre try-its. • Use classroom rituals and routines to become a proficient writer. • Take an idea from the writer’s notebook and develop it through the entire writing process. • Apply previously taught spelling grammar and punctuation strategies daily. 	<ul style="list-style-type: none"> • Open cycle publishing
<p>Narrative: Memoir</p> <p>(6 weeks)</p> <p>Available at: http://thecenter.spps.org/elemlit.html</p>	<ul style="list-style-type: none"> • Notice common elements/define memoir. • Keep writer’s notebook alive and varied by gathering story ideas. • Understand how narratives are organized. • Write and publish a memoir that establishes the significance of events. • Establish a context around a single event or series of events that explain something important about a person. • Develop complex characters. • Use a range of appropriate strategies such as dialogue, tension or suspense, sensory details, and concrete language. 	<ul style="list-style-type: none"> • Publish a memoir
<p>Response to Literature: Literary Essay</p> <p>(5 weeks)</p> <p>Available at: http://thecenter.spps.org/elemlit.html</p>	<ul style="list-style-type: none"> • Generate and answer inferential, interpretive, and evaluative questions to demonstrate understanding about texts. • Critically read and evaluate text to identify author’s point of view and purpose. • Interpret literature by answering questions that ask for analysis and evaluation. • Make and support responsible assertions about a text. • Advance a judgment that is interpretive, analytic, evaluative or reflective. • Support judgment through references to the texts, references to other works, or personal knowledge. • Create a multiple paragraph composition using the format of a literary essay that organizes evidence upholding the overall thesis or opinion. • Provide a sense of closure to writing. 	<ul style="list-style-type: none"> • Publish a literaryessay
<p>Informational Writing: Biography Picture Book</p> <p>(6 weeks)</p> <p>Available at: http://thecenter.spps.org/elemlit.html</p>	<ul style="list-style-type: none"> • Notice common elements/define biography. • Create an organizing structure appropriate for subject and narrative. • Develop complex characters. • Use a range of appropriate strategies such as dialogue, tension or suspense, naming and specific narrative action such as movement, gestures, or expressions. • Use mentor texts to inform structure, craft and illustration. 	<ul style="list-style-type: none"> • Publish a biography as a picture book

GRADE 5 Writer’s Workshop: BIG IDEAS

UNIT OF STUDY Approximate Duration	BIG IDEAS	UNIT PRODUCTS AND ARTIFACTS
<p>Poetry: Self Image</p> <p style="text-align: center;">(4 weeks)</p> <p style="text-align: center;"><i>Available at:</i> http://thecenter.spps.org/elemlit.html</p>	<ul style="list-style-type: none"> • Notice common elements/define poetry. • Clarify and compress ideas so that meaning is expressed with precise words and phrases. • Select vocabulary to create images, mood and impressions. • Develop an awareness of sounds of words and rhythm of phrases. 	<ul style="list-style-type: none"> • Publish a personal and class poetry anthology
<p>Personal Essay</p> <p style="text-align: center;">(5 weeks)</p> <p style="text-align: center;"><i>Available at:</i> http://thecenter.spps.org/elemlit.html</p>	<ul style="list-style-type: none"> • Compare and contrast narrative and non-narrative structures. • Notice common elements/define personal essay. • Develop a thesis that conveys a perspective on a subject. • Use conversation to spur elaboration of ideas. • Write and publish a personal essay that is organized around a controlling idea and follows a multiple paragraph structure. • Organize the body paragraphs of the essay around main ideas and topic sentences that support the controlling idea. • Use a range of appropriate strategies such as providing facts and details, describing or analyzing a subject, or narrating a relevant anecdote. • Provide a conclusion to the essay. 	<ul style="list-style-type: none"> • Publish a personal essay
<p>Written Correspondence</p> <p style="text-align: center;">(3 weeks)</p> <p style="text-align: center;"><i>Designed at the site level</i></p>	<ul style="list-style-type: none"> • Notice common elements/define written correspondence. • Compare and contrast forms of written correspondence such as different kinds of letters, notes, emails, etc. • Understand how various forms of written correspondence are organized. • Identify how form, tone and language of written correspondence changes based on the purpose and audience. 	<ul style="list-style-type: none"> • Publish and send two formal letters: letter of appreciation or complaint; letter seeking information