

Saint Paul Public Schools

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

**Kindergarten Spanish Immersion
(One-Way and Dual Immersion)**

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

- Saint Paul Public Schools unit for launching the Reader's Workshop;
- *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

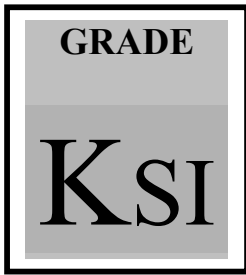
Grade K Pacing Guide- Spanish Immersion

The Kindergarten *Reader's Workshop Whole Class Mini-lessons Pacing Guide* presents a full-year sequence for whole class instruction. During the 15-minute mini-lesson, 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.

19	20	21	22	23
<i>Mis figuras</i> Day 3: <i>Putting Books Away:</i> How can I take care of a book after I'm finished reading?	<i>Mis figuras</i> Day 4: <i>Returning Books:</i> Why is it important to put a classroom book back where I found it when I'm finished with it?	<i>Mis figuras</i> Day 5: <i>Finding Books:</i> How do I find a book that I want to read in the classroom?	<div style="text-align: center;">1</div> <u>Unit 1 Week 2: Choosing Books</u> <i>Había una vez una nube</i> Day 1: <i>Using the Cover to Choose a Book:</i> What information on the book cover can help me decide if I want to read that book?	<div style="text-align: center;">2</div> <div style="text-align: center;">3</div> <i>Había una vez una nube</i> Day 2: <i>Looking for Books on Favorite Topics:</i> What kinds of things do I like to read about?
26	27	28	29	30
<i>Había una vez una nube</i> Day 3: <i>Looking for Books on Favorite Characters:</i> What are some of my favorite book characters?	<i>Había una vez una nube</i> Day 4: <i>Previewing a Book:</i> What can I do to help me decide if I want to read a book?	<i>Había una vez una nube</i> Day 5: <i>Starting a New Book:</i> What should I remember to do as I read a book I've chosen?	<u>Unit 1 Week 3: Knowing Yourself as a Reader</u> <i>"Me gusta bailar"</i> Day 1: <i>Finding a Place to Read:</i> Where do I like to read in the classroom?	<i>"Ruedas"</i> Day 2: <i>Finding a Place to Read at Home:</i> Where do I like to read at home?
<div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">4</div>	<div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">5</div>			

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 K Spanish Immersion

2011-2012

September

Labor Day Holiday	6	7	8	9
Mini-lesson 1: How to Begin Readers Workshop 12	Mini-lesson 2: Establishing Expectations for Mini-lessons 13	Mini-lesson 5: Readers’ Tools 14	15	16
Being A Reader: Reader’s Workshop Launch Unit Overview Available at http://thecenter.spps.org/elemlit.html			<u>Unit 1 Week 1: Taking Care of Books</u> <i>Mis figuras</i> Day 1: <i>Having Favorite Books:</i> What are some of my favorite books?	<i>Mis figuras</i> Day 2: <i>Taking Care of books:</i> What are ways that I can take good care of the book I’m reading?
19	20	21	22	23
<i>Mis figuras</i> Day 3: <i>Putting Books Away:</i> How can I take care of a book after I’m finished reading?	<i>Mis figuras</i> Day 4: <i>Returning Books:</i> Why is it important to put a classroom book back where I found it when I’m finished with it?	<i>Mis figuras</i> Day 5: <i>Finding Books:</i> How do I find a book that I want to read in the classroom?	<u>Unit 1 Week 2: Choosing Books</u> <i>Había una vez una nube</i> Day 1: <i>Using the Cover to Choose a Book:</i> What information on the book cover can help me decide if I want to read that book?	<i>Había una vez una nube</i> Day 2: <i>Looking for Books on Favorite Topics:</i> What kinds of things do I like to read about?
26	27	28	29	30
<i>Había una vez una nube</i> Day 3: <i>Looking for Books on Favorite Characters:</i> What are some of my favorite book characters?	<i>Había una vez una nube</i> Day 4: <i>Previewing a Book:</i> What can I do to help me decide if I want to read a book?	<i>Había una vez una nube</i> Day 5: <i>Starting a New Book:</i> What should I remember to do as I read a book I’ve chosen?	<u>Unit 1 Week 3: Knowing Yourself as a Reader</u> <i>“Me gusta bailar”</i> Day 1: <i>Finding a Place to Read:</i> Where do I like to read in the classroom?	<i>“Ruedas”</i> Day 2: <i>Finding a Place to Read at Home:</i> Where do I like to read at home?

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

October

3	4	5	6	7
<p><i>“La colmena”</i></p> <p>Day 3:</p> <p><i>Getting Ready to Read:</i> What are some ways I can get myself ready to read a new book?</p>	<p><i>“La colmena”</i></p> <p>Day 4:</p> <p><i>Paying Attention to What You Are Reading:</i> How can I make sure that I’m paying attention to what I’m reading?</p>	<p><i>“El Elefante”</i></p> <p>Day 5:</p> <p><i>Reading the Whole Book:</i> Why is it important for me to read to the end of the book?</p>	<p>Unit 1 Week 4: Building Reading Stamina <i>Un zoológico en el jardín</i></p> <p>Day 1:</p> <p><i>Rereading Favorite Books:</i> What things do I like about my favorite books that make me want to read them again and again?</p>	<p><i>Un zoológico en el jardín</i></p> <p>Day 2:</p> <p><i>Reading Everyday:</i> What different kinds of things can I read so that I practice reading everyday?</p>
10	11	12	13	14
<p><i>Un zoológico en el jardín</i></p> <p>Day 3:</p> <p><i>Reading for Fun:</i> When is reading fun for me?</p>	<p><i>Un zoológico en el jardín</i></p> <p>Day 4:</p> <p><i>Reading to Learn New Things:</i> What is something that I learned from reading a book or having a book read to me?</p>	<p><i>Un zoológico en el jardín</i></p> <p>Day 5:</p> <p><i>Having a Next Book to Read:</i> Can I think of a book that I’d like to read next?</p>	<p>Mini-lesson 10: Introducing the Reader’s Notebook</p>	<p>Mini-lesson 12: Developing Reader’s Workshop Routines/Talking Partners</p>
<p><i>Being a Reader: Reader’s Workshop Launch Overview</i> Available at http://thecenter.spps.org/elemlit.html</p>				
17	18	19	20	21
<p>Mini-lesson 13: Developing Reader’s Workshop Routines/Talking Partners Review</p> <p><i>Being a Reader: Reader’s Workshop Launch Overview</i></p>	<p>Flex Mini-lesson</p>	<p>Conference Prep Day</p>	<p>Education Minnesota Professional Conference</p>	<p>Education Minnesota Professional Conference</p>
24	25	26	27	28
<p>Unit 2 Week 1: Making Predictions <i>Raúl y Saúl</i></p> <p>Day 1:</p> <p><i>Using the Title and Cover to Make Predictions:</i> How can I use the title of the book and the images on the cover to predict what will happen in the book?</p>	<p><i>Raúl y Saúl</i></p> <p>Day 2:</p> <p><i>Predicting Story Words:</i> How can I use the title of the book and the images on the cover to predict what important words might be in this book?</p>	<p><i>Raúl y Saúl</i></p> <p>Day 3:</p> <p><i>Taking a Picture Walk:</i> How can looking at the pictures in the book help me predict what might happen in the story?</p>	<p><i>Raúl y Saúl</i></p> <p>Day 4:</p> <p><i>Checking Your Predictions:</i> How can I figure out whether or not my predictions are correct?</p>	<p><i>Raúl y Saúl</i></p> <p>Day 5:</p> <p><i>Using Story Patterns to Make Predictions:</i> How can repeating words and sentences help me predict what comes next in a story?</p>

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

November

Oct. 31	1	2	3	4
Flex Mini Lesson	<p><u>Unit 2 Week 2: Asking Questions</u> <i>Lenguaje de bebe</i></p> <p>Day 1:</p> <p><i>Asking Questions About the Title:</i> What questions pop into my mind when I read the title of this book?</p>	<p><i>Lenguaje de bebe</i></p> <p>Day 2:</p> <p><i>Asking Questions About Pictures:</i> What questions do I think of when I look at the pictures in this book?</p>	<p><i>Lenguaje de bebe</i></p> <p>Day 3:</p> <p><i>Asking, “What is the Book About?”</i> What questions can I ask that will help me figure out more about the kind of information in the book?</p>	<p><i>Lenguaje de bebe</i></p> <p>Day 4:</p> <p><i>Asking Questions as You Read:</i> What questions can I ask myself as I read this book?</p>
7	8	9	10	11
<p><i>Lenguaje de bebe</i></p> <p>Day 5:</p> <p><i>Sharing Questions:</i> How can sharing my questions with someone else help me learn more about the text?</p>	<p><u>Unit 2 Week 3: Problem-Solving Unfamiliar Words</u> <i>¿Qué es verde?</i></p> <p>Day 1:</p> <p><i>Using the Title and Cover to Predict Words in the Text:</i> Based on the title of the book and what I see on the cover, what words do I think I’ll find inside?</p>	<p><i>¿Qué es verde?</i></p> <p>Day 2:</p> <p><i>Using Pictures to Predict and Figure Out Words in the Text:</i> How can the pictures in a book help me figure out words I don’t know?</p>	<p><i>¿Qué es verde?</i></p> <p>Day 3:</p> <p><i>Noticing When Words Repeat:</i> How can looking for repeating words in the text help me figure out words I don’t know?</p>	Conference Day
14	15	16	17	18
<p><i>¿Qué es verde?</i></p> <p>Day 4:</p> <p><i>Asking “Does This Word Make Sense?”:</i> How can figuring out whether a word makes sense in a sentence help me read the word?</p>	<p><i>¿Qué es verde?</i></p> <p>Day 5:</p> <p><i>Asking for Help:</i> When is it okay to ask someone to help me figure out a word?</p>	Flex Mini-lesson	<p><u>Unit 2 Week 4: Summarizing and Retelling</u> <i>Girasol</i></p> <p>Day 1:</p> <p><i>Noticing the Order of Events in Text:</i> In what order did the events in the book happen?</p>	<p><i>Girasol</i></p> <p>Day 2:</p> <p><i>Using Pictures to Help You Think About What Happens:</i> How can looking at the pictures in a book help me understand what happens in the text?</p>
21	22	23	24	25
<p><i>Girasol</i></p> <p>Day 3:</p> <p><i>Thinking About What Has Happened So Far:</i> How can stopping once in a while to think about what I’ve read help me understand the text?</p>	<p><i>Girasol</i></p> <p>Day 4:</p> <p><i>Sharing Events in the Text:</i> How can talking about what happens in the text with someone help me understand the book?</p>	<p><i>Girasol</i></p> <p>Day 5:</p> <p><i>Reviewing Events in Order:</i> How can I help myself remember the important events in a book in the correct order?</p>	Thanksgiving Break	Thanksgiving Break

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

December

Nov. 28 <u>Unit 3 Week 1: Making Connections</u> <i>¿Qué vas a empacar?</i> Day 1: <i>Noticing When Books Remind You of Something:</i> What things in my own life does this story make me think of?	Nov. 29 <i>¿Qué vas a empacar?</i> Day 2: <i>Using Connections to Understand the Story:</i> How is the girl in the story like me?	Nov. 30 <i>¿Qué vas a empacar?</i> Day 3: <i>Connecting to Story Details:</i> What parts of this story remind me of something that I do?	1 <i>¿Qué vas a empacar?</i> Day 4: <i>Understanding When Connections are Helpful:</i> How can I tell if my connections will help me understand the story?	2 <i>¿Qué vas a empacar?</i> Day 5: <i>Making Connections to Other Texts:</i> How can I connect what I'm reading now to another book I've read in the past?
5	6	7	8	9
<p>Personal Narrative Reading Mini-lessons Available at http://thecenter.spps.org/elemlit.html <i>These reading lessons are on texts that will be revisited as mentor texts in the upcoming Kindergarten Writer's Workshop Personal Narrative unit of study</i></p>		Flex Mini-lesson		
12 <i>El agua</i> Day 3: <i>Using What You Know About a Topic:</i> How can finding words that I know help me understand more about the topic?	13 <i>El agua</i> Day 4: <i>Talking With Others About What You Know:</i> How can talking with others about the topic help me understand this book?	14 <i>El agua</i> Day 5: <i>Thinking About What You've Learned by Reading:</i> What new things have I learned from reading this book?	15 <u>Unit 3 Week 3: Building Vocabulary and Concept Knowledge</u> <i>Los mejores lugares</i> Day 1: <i>Thinking About Words in the Title:</i> How can the words in the title help me predict what this book will be about?	16 <i>Los mejores lugares</i> Day 2: <i>Using Picture Clues to Figure Out Words:</i> How can I use the pictures to help me figure out the words I may not know?
19 <i>Los mejores lugares</i> Day 3: <i>Using What You Know to Figure Out Unfamiliar Words:</i> How can I use what know to figure out a word?	20 <i>Los mejores lugares</i> Day 4: <i>Looking For Words That Repeat:</i> How can noticing words that repeat help me as I read?	21 <i>Los mejores lugares</i> Day 5: <i>Noticing Words That Authors Use:</i> How can I make sense of what I'm reading when I come to a word that surprises me?	22 Flex Mini-lesson	23 Winter Break

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2011-2012

January

2	3	4	5	6
Winter Break	Winter Break	Flex Mini-lesson Revisit Rituals and Routines	<p>Unit 3 Week 4: Making Inferences <i>Feliz cumpleaños a mi</i></p> <p>Day 1:</p> <p><i>Noticing Words:</i> What are some important words in this poem that help me understand what the poem is about?</p>	<p><i>Un amigo</i></p> <p>Day 2:</p> <p><i>Creating Pictures in Your Mind:</i> How do I use the words in the poem to create pictures in my mind?</p>
9	10	11	12	13
<p><i>Estoy escondido</i></p> <p>Day 3:</p> <p><i>Thinking Carefully to Make Sense of the Text:</i> What are ways that I can help myself understand what I'm reading?</p>	<p><i>Dos amigas</i></p> <p>Day 4:</p> <p><i>Using Words to Understand Characters:</i> How do the words in the poem help me understand the characters?</p>	<p><i>Senor Insecto</i></p> <p>Day 5:</p> <p><i>Noticing What a Character Does or Says:</i> How can the words and actions of the characters help me understand what I'm reading?</p>	<p>Unit 4 Week 1: Understanding Story Grammar <i>¡La gran aventura de Alistair y Kip!</i></p> <p>Day 1:</p> <p><i>Identifying the Main Character:</i> How do I find out who the main character is?</p>	<p><i>¡La gran aventura de Alistair y Kip!</i></p> <p>Day 2:</p> <p><i>Identifying the settings:</i> What is the setting of this story?</p>
16	17	18	19	20
Martin Luther King Holiday	<p><i>¡La gran aventura de Alistair y Kip!</i></p> <p>Day 3:</p> <p><i>Identifying the Setting:</i> What is the setting of this story?</p>	<p><i>¡La gran aventura de Alistair y Kip!</i></p> <p>Day 4:</p> <p><i>Identifying How the Main Character Plans to Solve a Problem:</i> What problem does the main character have in this story? What will the character do about the problem?</p>	<p><i>¡La gran aventura de Alistair y Kip!</i></p> <p>Day 5:</p> <p><i>Identifying How the Main Character Solves the Problem:</i> How does the main character finally solve the problem in the story?</p>	<p>Unit 4 Week 2: Understanding Story Grammar <i>Mi día de suerte</i></p> <p>Day 1:</p> <p><i>Identifying the Main Characters:</i> How do I identify the main characters in a story?</p>
23	24	25	26	27
<p><i>Mi día de suerte</i></p> <p>Day 2:</p> <p><i>Identifying the Setting:</i> What is the setting of this story?</p>	<p><i>Mi día de suerte</i></p> <p>Day 3:</p> <p><i>Identifying the Problem:</i> What is the problem the characters have in this story?</p>	<p><i>Mi día de suerte</i></p> <p>Day 4:</p> <p><i>Identifying How Characters Feel About Story Elements:</i> How does the character feel about what is happening in the story?</p>	<p><i>Mi día de suerte</i></p> <p>Day 5:</p> <p><i>Identifying How the Problem is Solved:</i> How do the characters solve the problem in this story?</p>	Professional Day

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

2011-2012

February

30	31	1	2	3
Flex Mini-lesson	<p><u>Unit 4 Week 3: Identifying and Understanding Literary Devices</u> <i>Un día de lluvia</i></p> <p>Day 1:</p> <p><i>Identifying the Characters and Setting:</i> How do I identify the main character and setting in the book?</p>	<p><i>Un día de lluvia</i></p> <p>Day 2:</p> <p><i>Identifying Clues About a Character:</i> What clues in this story tell me more about the main character?</p>	<p><i>Un día de lluvia</i></p> <p>Day 3:</p> <p><i>Identifying How the Story Makes You Feel:</i> What details in this story make me feel a certain way?</p>	<p><i>Un día de lluvia</i></p> <p>Day 4:</p> <p><i>Recognizing Hints From the Author:</i> How do I know when the author is giving a hint about something in the story?</p>
6	7	8	9	10
<p><i>Un día de lluvia</i></p> <p>Day 5:</p> <p><i>Identifying a Surprising Ending:</i> How is the ending of the story different from what I thought would happen?</p>	<p><u>Unit 4 Week 4: Identifying and Using Text Features</u> <i>Sami con saco de seda</i></p> <p>Day 1:</p> <p><i>Using the Front Cover to Understand the Story:</i> How will the front cover help me understand this book?</p>	<p><i>Sami con saco de seda</i></p> <p>Day 2:</p> <p><i>Using Typeface to Understand Important Words:</i> How can typeface be a resource to understand important words?</p>	<p><i>Sami con saco de seda</i></p> <p>Day 3:</p> <p><i>Noticing Word Patterns:</i> What word patterns do I see in this story?</p>	<p><i>Sami con saco de seda</i></p> <p>Day 4:</p> <p><i>Using Question and Answer Format:</i> How does identifying the question and answer format help me understand this story?</p>
13	14	15	16	17
<p><i>Sami con saco de seda</i></p> <p>Day 5:</p> <p><i>Using Illustrations to Understand the Story:</i> How do the illustrations help me understand the story?</p>	<p><u>Unit 5 Week 1: Learning Information From Nonfiction</u> <i>Lenguaje de bebe</i></p> <p>Day 1:</p> <p><i>Identifying If a Book is Fiction or Nonfiction:</i> How do I know if a book is fiction or nonfiction?</p>	<p><i>Lenguaje de bebe</i></p> <p>Day 2:</p> <p><i>Using What You Already Know to Learn New Information:</i> What do I already know about this topic?</p>	<p><i>Lenguaje de bebe</i></p> <p>Day 3:</p> <p><i>Learning New Information From a Nonfiction Book:</i> What new information have I learned from this book?</p>	Conference Prep
20	21	22	23	24
Presidents' Day Holiday	<p>Informational Reading Mini-lessons <u>Available at http://thecenter.spps.org/elemlit.html</u> These reading lessons are on texts that will be revisited as mentor texts in the upcoming Kindergarten Writer's Workshop 'Expert Book' unit of study.</p>		Flex Mini-lesson	Flex Mini-lesson

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2011-2012

March

27	28	29	1	2
<p><u>Unit 5 Week 2: Learning Information From Nonfiction</u> <i>Antes y ahora</i></p> <p>Day 1:</p> <p><i>Identifying If a Book is Fiction or Nonfiction:</i> How do I know if a book is fiction or nonfiction?</p>	<p><i>Antes y ahora</i></p> <p>Day 2:</p> <p><i>Making Text-To-Self Connections as You Read:</i> How does this book remind me of my own life?</p>	<p><i>Antes y ahora</i></p> <p>Day 3:</p> <p><i>Learning New Information From a Nonfiction Book:</i> What new information have I learned from this book?</p>	<p><i>Antes y ahora</i></p> <p>Day 4:</p> <p><i>Learning New Information From Photographs:</i> What information can I learn from the photographs</p>	<p><i>Antes y ahora</i></p> <p>Day 5:</p> <p><i>Identifying New Information You Want to Learn:</i> What else do I want to learn about this topic?</p>
6	7	8	9	10
<p><u>Unit 5 Week 3: Learning How to Read A Nonfiction Text</u> <i>Empuja y hala</i></p> <p>Day 1:</p> <p><i>Using the Contents Page:</i> How can I use the contents page to find information?</p>	<p><i>Empuja y hala</i></p> <p>Day 2:</p> <p><i>Identifying and Using Headings:</i> How can headings help me read a nonfiction book?</p>	<p><i>Empuja y hala</i></p> <p>Day 3:</p> <p><i>Identifying How Authors Use a Table to Present Information:</i> How do I read the information in this table?</p>	<p><i>Empuja y hala</i></p> <p>Day 4:</p> <p><i>Exploring the Role of Photographs:</i> How do the photographs help me understand this book?</p>	Conference Day
12	13	14	15	16
Spring Break	Spring Break	Spring Break	Spring Break	Spring Break
19	20	21	22	23
Revisit Rituals and Routines	Flex Mini-lesson	<p><u>Unit 5 Week 4: Learning How to Read A Nonfiction Text</u> <i>Mirando ciudades</i></p> <p>Day 1:</p> <p><i>Identifying Ways Nonfiction Books Present Information:</i> How are nonfiction books organized?</p>	<p><i>Mirando ciudades</i></p> <p>Day 2:</p> <p><i>Identifying and Reading a Chart:</i> How do I read the information in this chart?</p>	<p><i>Mirando ciudades</i></p> <p>Day 3:</p> <p><i>Exploring the Role of Photographs:</i> How does the photographs help me understand this book?</p>
26	27	28	29	30
<p><i>La mariposa</i></p> <p>Day 4:</p> <p><i>Exploring the Role of Illustrations:</i> How do the illustrations help me understand this book?</p>	<p><i>La mariposa</i></p> <p>Day 5:</p> <p><i>Identifying Steps In a Process:</i> How is the information in this book organized?</p>	<p><u>Unit 6 Week 1: Taking Notes on Fiction</u> <i>Tra-la-la</i></p> <p>Day 1:</p> <p><i>Remembering What a Book is About:</i> What can I do to help me remember what a book is about?</p>	<p><i>Tra-la-la</i></p> <p>Day 2:</p> <p><i>Remembering Favorite Parts of a Book:</i> How can I remember what my favorite part of a book is?</p>	<p><i>Tra-la-la</i></p> <p>Day 3:</p> <p><i>Drawing a Picture After Reading:</i> How do I choose what to draw to help me to remember a story after reading it?</p>

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

April

2	3	4	5	6
<p><i>Tra-la-la</i></p> <p>Day 4:</p> <p><i>Keeping a Journal:</i> How can a journal help me remember what I read?</p>	<p><i>Tra-la-la</i></p> <p>Day 5:</p> <p><i>Sharing Favorite Parts of a Book:</i> Which method of taking notes will best help me share favorite parts of a book I read?</p>	<p>Unit 6 Week 2: Taking Notes on Fiction <i>Las hormigas y sus hormigueros</i></p> <p>Day 1:</p> <p><i>Remembering What a Book is About:</i> What can I do to help me remember what a nonfiction book is about?</p>	<p><i>Las hormigas y sus hormigueros</i></p> <p>Day 2:</p> <p><i>Marking a Favorite Page:</i> How can I quickly find a favorite page in my book?</p>	<p>Professional Day</p>
9	10	11	12	13
<p><i>Las hormigas y sus hormigueros</i></p> <p>Day 3:</p> <p><i>Drawing a Picture After Reading:</i> How do I choose what part of a nonfiction book to draw what will help me remember information?</p>	<p><i>Las hormigas y sus hormigueros</i></p> <p>Day 4:</p> <p><i>Using a Concept Web:</i> How can a concept web help me keep track of information I read?</p>	<p><i>Las hormigas y sus hormigueros</i></p> <p>Day 5:</p> <p><i>Using Your Notes to Talk About the Book:</i> How can I use all the strategies I learned to share information about what I read?</p>	<p>Flex Mini-lesson</p>	<p>Unit 6 Week 3: Taking Notes on Fiction <i>El sombrero de Javier</i></p> <p>Day 1:</p> <p><i>Stopping to Ask, "Does This Make Sense?":</i> What can I do when I don't understand the text?</p>
16	17	18	19	20
<p><i>El sombrero de Javier</i></p> <p>Day 2:</p> <p><i>Stopping at Unfamiliar Words:</i> What can I do to help me figure out an unfamiliar word in the text?</p>	<p><i>El sombrero de Javier</i></p> <p>Day 3:</p> <p><i>Looking at the Illustrations:</i> How can use illustrations to make predictions and to check my understanding of the text?</p>	<p><i>El sombrero de Javier</i></p> <p>Day 4:</p> <p><i>Asking Questions While Reading:</i> What kind of questions might I ask about he pictures in the text to figure out what is happening?</p>	<p><i>El sombrero de Javier</i></p> <p>Day 5:</p> <p><i>Asking For Help When You Don't Understand:</i> If I've tried everything I know to figure out something I don't understand but haven't been successful, what can I do?</p>	<p>Flex Mini-lesson</p>
23	24	25	26	27
<p>Poetry Reading Mini-lessons Available at http://thecenter.spps.org/elemlit.html <i>These reading lessons are on texts that will be revisited as mentor texts in the upcoming Kindergarten Writer's Workshop Poetry unit of study.</i></p>				
			<p>Unit 6 Week 4: Visualizing <i>Qué pesadilla</i></p> <p>Day 1:</p> <p><i>Creating Pictures In Your Mind:</i> How do I use words in a poem to create pictures in my mind?</p>	<p><i>La máquina loca</i></p> <p>Day 2:</p> <p><i>Using What You Know to Create Pictures:</i> How do I use what I know about the subject of a poem to create pictures in my mind?</p>

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

2011-2012

May

30	1	2	3	4
<p><i>La hora del baño</i></p> <p>Day 3:</p> <p><i>Using Words to Create Pictures:</i> How do I use words in the poem to create pictures in my mind?</p>	<p><i>Semillitas</i></p> <p>Day 4:</p> <p><i>Pausing to Create Mental Pictures:</i> How does pausing to think about and use the words in a poem to create pictures in my mind help me to understand the poem?</p>	<p><i>En la arena</i></p> <p>Day 5:</p> <p><i>Sharing Your Pictures With Others:</i> How does sharing the pictures I create in my mind help me understand what I read?</p>	<p>Unit 7 Week 1: Responding to Characters <i>¡La gran aventura de Alistair y Kip!</i></p> <p>Day 1:</p> <p><i>Identifying How the Author Tells You About the Character:</i> What does the author tell me about the main characters?</p>	<p><i>¡La gran aventura de Alistair y Kip!</i></p> <p>Day 2:</p> <p><i>Using Word and Pictures to Describe the Character:</i> What do the words and pictures tell me about the character?</p>
7	8	9	10	11
<p><i>¡La gran aventura de Alistair y Kip!</i></p> <p>Day 3:</p> <p><i>Making Connections to the Character:</i> How does this character remind me of my own life??</p>	<p><i>¡La gran aventura de Alistair y Kip!</i></p> <p>Day 4:</p> <p><i>Noticing How the Character Changes During the Story:</i> What details help me see how the character changes during the story?</p>	<p><i>¡La gran aventura de Alistair y Kip!</i></p> <p>Day 5:</p> <p><i>Having Favorite Characters:</i> Which character is this story is my favorite?</p>	<p>Flex Mini-lesson</p>	<p>Unit 7 Week 2: Evaluating Nonfiction <i>Antes y ahora</i></p> <p>Day 1:</p> <p><i>Understanding the Purpose of Nonfiction Books:</i> What will I learn by reading this book?</p>
14	15	16	17	18
<p><i>Antes y ahora</i></p> <p>Day 2:</p> <p><i>Identifying Your Purpose For Reading:</i> How will this book help me find information I want to know?</p>	<p><i>Antes y ahora</i></p> <p>Day 3:</p> <p><i>Finding Information About the Author:</i> What does this book tell me about the author?</p>	<p><i>Antes y ahora</i></p> <p>Day 4:</p> <p><i>Thinking About How the Author Got Information:</i> How did the author get the information for this book?</p>	<p><i>Antes y ahora</i></p> <p>Day 5:</p> <p><i>Evaluating the Book:</i> Did I like this book? Why or why not?</p>	<p>Unit 7 Week 3: Distinguishing Between Fantasy and Reality <i>Raúl y Saúl</i></p> <p>Day 1:</p> <p><i>Determining If a Story is Realistic or Fantasy:</i> How can I tell if a story is realistic or fantasy?</p>
21	22	23	24	25
<p><i>Raúl y Saúl</i></p> <p>Day 2:</p> <p><i>Identifying Events in a Story That Are Make-Believe:</i> What clues help me know that this story is fantasy?</p>	<p><i>Raúl y Saúl</i></p> <p>Day 3:</p> <p><i>Identifying Events in a Story That Could Happen:</i> What parts of this story could happen in real life?</p>	<p><i>Raúl y Saúl</i></p> <p>Day 4:</p> <p><i>Recognizing How Characters Are Like Real People:</i> How do the characters in this story remind me of real people?</p>	<p><i>Raúl y Saúl</i></p> <p>Day 5:</p> <p><i>Responding to a Story:</i> What is my opinion of this story? Why did I like or dislike it?</p>	<p>Flex Mini-lesson</p>

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

June

<p style="text-align: right;">28</p> <p style="text-align: center;">Memorial Day Holiday</p>	<p style="text-align: right;">29</p> <p><u>Unit 7 Week 4: Engaging With Books</u> <i>Mi día de suerte</i></p> <p>Day 1: <i>Talking Back to Characters:</i> What would I say to the characters in the book?</p>	<p style="text-align: right;">30</p> <p><i>Mi día de suerte</i></p> <p>Day 2: <i>Talking Back to the Author:</i> What would I say to the author of this book?</p>	<p style="text-align: right;">31</p> <p><i>Mi día de suerte</i></p> <p>Day 3: <i>Putting Yourself Into a Story:</i> How can I imagine that I’m part of the story?</p>	<p style="text-align: right;">1</p> <p><i>Mi día de suerte</i></p> <p>Day 4: <i>Being Affected by What You Read:</i> How do I feel about the characters and events in this story?</p>
<p style="text-align: right;">4</p> <p><i>Mi día de suerte</i></p> <p>Day 5: <i>Considering Alternative Settings:</i> What would this story be like if it took place in a different setting?</p>	<p style="text-align: right;">5</p> <p style="text-align: center;">Flex Mini-lesson</p>	<p style="text-align: right;">6</p> <p style="text-align: center;">Flex Mini-lesson</p>	<p style="text-align: right;">7</p> <p style="text-align: center;">Launching Into Summer Reading</p>	<p style="text-align: right;">8</p> <p style="text-align: center;">Launching Into Summer Reading</p>

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: Mentor Author Study
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	Revision Study & Open Cycle
9-13							
16-20							
23-27							
May: 4/30-5/4	Poetry	Poetry	Open Cycle: Crafting Sentences	Open Cycle: Crafting Sentences	CFLI	CFLI	Poetry: Poet Study
7-11							
14-18							
21-25							
28-6/1	CFLI	CFLI	CFLI	Science Procedure	CFLI	Written Correspondence	CFLI
June: 4-8							

* Shaded Units are taught in English

Writer's Workshop Units of Study Kindergarten Spanish Immersion

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

Kindergarten Writer's Workshop: BIG IDEAS

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

Kindergarten Writer’s Workshop: BIG IDEAS

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