

GRADE

1*Saint Paul Public Schools*

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

Grade 1

This pacing guide provides the overall scope and sequence of whole class mini-lessons for Grade 1 Reader's Workshop. This year-long sequence incorporates:

- Saint Paul Public Schools unit for launching the Reader's Workshop
- Mondo Bookshop 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.
- Flexible days for teachers to plan for response to student needs.

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

Grade 1 Pacing Guide

The first 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, song/rhyme charts and big books for shared reading spiral up in difficulty from Level A to Level M.

Although mini-lessons are consecutive for each book or chart, the sessions do not always fall within the Monday-Friday span. In addition, “Flex Mini-lessons” offer opportunities to revisit needed focuses or favorite books.

1	S4: Chart: <i>Dragon</i> <i>Readers develop an awareness of different text types by noticing their different structures</i> Phonics: New Sound. Say the most common sounds for featured letters <i>s, f, p</i>	5	S5: Chart: <i>Dragon</i> Fluency: Singing along Grammar: Nouns Writing: Write descriptive words	3	S1: Big Book: <i>Firefighters</i> Nonfiction: Explanation <i>Readers use prior knowledge or past experience to generate questions of self and clarify understandings while reading</i> Print Concepts: Understand use of a question mark S2: Big Book: <i>Firefighters</i> <i>Readers preview text to activate and connect to prior knowledge to make predictions prior to and/or during reading</i> Phonics: Sound, Read and Check Vocabulary: rescue
6	S3: Big Book: <i>Firefighters</i> <i>Readers integrate context clues and prior knowledge to determine meaning of unknown words in text</i> Phonics: Pronounce short vowel words in which each letter represents its most common sound, including VC, CVC, CVCC patterns and beginning with continuous sounds	4	S4: Big Book: <i>Firefighters</i> <i>Readers think about and identify “knowledge of world” understandings gained from sources outside personal experience that are common to message/content of text</i> Phonics: New Sound. Say the most common sound for featured letters <i>l, n, d</i>	2	S5: Big Book: <i>Firefighters</i> Fluency: Reading with expressions Grammar: Subject-verb agreement Writing: Write a sentence that states a fire safety rule. Education Minnesota Professional Conference
Flex Mini Lessons	S1: Big Book: <i>Days of Adventure</i> Fiction: Fantasy <i>Readers confirm or reject predictions based on reading of text</i> Vocabulary: Adventure Print Concepts: Understand that the left page precedes the right	4	S2: Big Book: <i>Days of Adventure</i> <i>Readers think about the articulate personal response/conclusion and determine if it aligns with author’s message</i> Vocabulary: tightrope Phonics: Sound, Read, and Check	2	S3: Big Book: <i>Days of Adventure</i> <i>Readers combine “knowledge of world” and message/information from text to gain understanding of text</i> Phonemic Awareness: Orally blend 2-4 phonemes into a word Conference Prep

1. The session number refers to the numbered lesson plan session. Each lesson plan includes five 15-minute mini-lessons.
2. The title of the book or chart appears in each box. The type of text and genre are included with the first mention of the selection.
3. There is a different specific teaching focus for Sessions 1-4 of each lesson plan. These focuses may be repeated in small group shared reading sessions if necessary.
4. All phonics areas of focus are mentioned in the pacing guide.
5. Fluency is always attended to in Session 5.
6. In addition to fluency, grammar is a focus in Session 5.

GRADE

1

Saint Paul Public Schools Project for Academic Excellence

**Reader's Workshop Whole Class Mini-lessons
Pacing Guide Grade 1
September**

2011-2012

	6	7	8	9
Labor Day Holiday	Developing Reading Habits: Reader's Workshop Launch Unit Overview Available at http://thecenter.spps.org/elemlit.html			
10	11	12	13	14
Developing Reading Habits: Reader's Workshop Launch Unit Overview Available at http://thecenter.spps.org/elemlit.html				
19	20	21	22	23
Developing Reading Habits: Reader's Workshop Launch Unit Overview Available at http://thecenter.spps.org/elemlit.html		S1: Big Book: <i>Yum! Yum!</i> Fiction: Narrative Story <i>Readers articulate global message of fiction text with supporting details using plot, characterizations and/or illustrations</i> Print Concepts: Match spoken word with written word (one-to-one matching)	S2: Big Book: <i>Yum! Yum!</i> <i>Readers use photos, illustrations, and text to justify inference</i> Phonics: Sound & Say	S3: Big Book: <i>Yum! Yum!</i> <i>Readers use fiction text features (title, back cover copy, headings) to establish a sense of content and possible outcomes prior to reading</i> Phonics: Orally blend 2-4 phonemes into a word
S4: Big Book: <i>Yum! Yum!</i> 26	S5: Big Book: <i>Yum! Yum!</i> 27	S1: Chart: <i>Dragon</i> 28	S2: Chart: <i>Dragon</i> 29	S3: Chart: <i>Dragon</i> 30
<i>Readers think about and identify understandings gained from other texts and combine with message from text to gain understanding.</i> Phonics: New Sound. Say the most common sound for featured letters <i>a, m, t</i> Word Recognition: Pronounce featured sight words: <i>am, you</i>	Fluency: Reading with expression, meaningful phrases and chunks Grammar: Proper nouns	<i>Readers use information in a title and illustration along with prior knowledge to form, confirm, or adjust predictions about text</i> Print Concepts: Understand the use of a period.	<i>Use knowledge of how world works, illustrations, and text to assist with simple inference</i> Phonics: Sound & Say	<i>Focus on descriptive words or phrases in text and relate common personal experiences or knowledge</i> Phonics: Orally segment words with 2-4 phonemes into individual phonemes

September Phonics Pacing: *Mondo Bookshop Phonics* Minimum: [lessons 1-13](#), Target: [lessons 1-17](#)

**Reader's Workshop Whole Class Mini-lessons
Pacing Guide Grade 1
October**

2011-2012

<p>S4: Chart: <i>Dragon</i> 3</p> <p><i>Readers develop an awareness of different text types by noticing their different structures</i></p> <p>Phonics: New Sound. Say the most common sounds for featured letters <i>s, f, p</i></p>	<p>S5: Chart: <i>Dragon</i> 4</p> <p>Fluency: Singing along Grammar: Nouns</p>	<p>S1: Big Book: <i>Firefighters</i> 5 Nonfiction: Explanation</p> <p><i>Readers use prior knowledge or past experience to generate questions of self and clarify understandings while reading</i></p> <p>Print Concepts: Understand use of a question mark</p>	<p>S2: Big Book: <i>Firefighters</i> 6</p> <p><i>Readers preview text to activate and connect to prior knowledge to make predictions prior to and/or during reading</i></p> <p>Phonics: Sound, Read and Check</p>	<p>S3: Big Book: <i>Firefighters</i> 7</p> <p><i>Readers integrate context clues and prior knowledge to determine meaning of unknown words in text</i></p> <p>Phonics: Pronounce short vowel words in which each letter represents its most common sound, including VC,CVC, CVCC patterns and beginning with continuous sounds</p>
<p>S4: Big Book: <i>Firefighters</i> 10</p> <p><i>Readers think about and identify "knowledge of world" understandings gained from sources outside personal experience that are common to message/content of text</i></p> <p>Phonics: New Sound. Say the most common sound for featured letters <i>l, n, d</i></p>	<p>S5: Big Book: <i>Firefighters</i> 11</p> <p>Fluency: Reading with expression Grammar: Subject-verb agreement</p>	<p>S1: Big Book: <i>Days of Adventure</i> 12 Fiction: Fantasy</p> <p><i>Readers confirm or reject predictions based on reading of text</i></p> <p>Print Concepts: Understand that the left page precedes the right</p>	<p>S2: Big Book: <i>Days of Adventure</i> 13</p> <p><i>Readers think about and articulate personal response/conclusion and determine if it aligns with author's message</i></p> <p>Phonics: Sound, Read, and Check</p>	<p>S3: Big Book: <i>Days of Adventure</i> 14</p> <p><i>Readers combine "knowledge of world" and message/information from text to gain understanding of text</i></p> <p>Phonemic Awareness: Orally blend 2-4 phonemes into a word</p>
<p>S4: Big Book: <i>Days of Adventure</i> 17</p> <p><i>Readers use information gained from simple texts to inform discussion of similarities and differences</i></p> <p>Phonics Focus: New Sound. Say the most common sound for featured letters <i>o, l, r</i></p>	<p>S5: Big Book: <i>Days of Adventure</i> 18</p> <p>Fluency: Pauses within sentences and stops at the ends of sentences</p>	<p>19</p> <p>Conference Prep Day</p>	<p>20</p> <p>Education Minnesota Professional Conference</p>	<p>21</p> <p>Education Minnesota Professional Conference</p>
<p>24</p> <p>Flex Mini-lesson Revisit Rituals & Routines</p>	<p>25</p> <p>Flex Mini-lesson</p>	<p>S1: Chart: <i>In the Wild</i> 26 Fiction: Song</p> <p><i>Readers use prior knowledge and past experience to assist in generating questions of text and to identify answers</i></p> <p>Print Concepts: Understands return sweep from end of one line of text to the beginning of the next and reads from top to bottom</p>	<p>S2: Chart: <i>In the Wild</i> 27</p> <p><i>Readers reveal understandings that are interpretive rather than literal in discussion of texts</i></p> <p>Phonics Focus: Sound and Say</p>	<p>S3: Chart: <i>In the Wild</i> 28</p> <p><i>Readers recognize and use rhyme, rhythm, and pattern to predict language structure in more complex texts</i></p> <p>Phonics Focus: Orally segment words with 2-4 phonemes into individual phonemes</p>

October Phonics Pacing: *Mondo Bookshop Phonics* Minimum: lessons 14-24, Target: lessons 18-34

**Reader’s Workshop Whole Class Mini-lessons
Pacing Guide Grade 1
November**

2011-2012

<p>S4: Chart: <i>In the Wild</i> 31</p> <p><i>Readers think about and identify “knowledge of world” understandings gained from sources outside personal experience and combine with message/information from text to gain understanding</i></p> <p>Phonics: New Sound. Say the most common sound for featured letters or letter patterns <i>h, e, b</i></p> <p>Word Recognition: Pronounce featured sight words <i>look, for</i></p>	<p>S5: Chart: <i>In the Wild</i> 1</p> <p>Fluency: Reading with rhythm</p> <p>Grammar: End punctuations</p>	<p>S1: Big Book: <i>Signs of Spring</i> 2</p> <p>Fiction: Animal Story</p> <p><i>Readers think about and form predictions about author’s message in response to picture stimulus</i></p> <p>Print: Understand use of quotation marks</p>	<p>S2: Big Book: <i>Signs of Spring</i> 3</p> <p><i>Readers articulate global message of fiction text with supporting details using plot, characterization, and/or illustrations</i></p> <p>Phonics: Sound and Say</p>	<p>S3: Big Book: <i>Signs of Spring</i> 4</p> <p><i>Readers understand that stories often have problems to be solved, identify the problem, and predict outcomes</i></p> <p>Phonics: Pronounce short vowel words in which each letter represents its most common sound, including CVCC patterns</p>
<p>S4: Big Book: <i>Signs of Spring</i> 7</p> <p><i>Readers retell more complex texts</i></p> <p>Phonics: Say the most common sound for featured letters or letter patterns <i>u, c, g</i></p>	<p>S5: Big Book: <i>Signs of Spring</i> 8</p> <p>Fluency: Reading dialogue, observing clues such as punctuation and action words such as <i>cried, squeaked, and complained</i></p> <p>Grammar: Past tense verbs</p>	<p>S1: Big Book: <i>Where Do Animals Live?</i> 9</p> <p>Nonfiction: Report</p> <p><i>Readers use prior knowledge and past experience to assist in generation questions of self</i></p> <p>Print Concepts: Understand use of a question mark</p>	<p>S2: Big Book: <i>Where Do Animals Live?</i> 10</p> <p><i>Readers think about and form predictions about author’s message in response to picture stimulus</i></p> <p>Phonics: Sound & Say</p>	<p>11</p> <p>Conference Day</p>
<p>S3: Big Book: <i>Where Do Animals Live?</i> 14</p> <p><i>Readers understand that nonfiction text conveys new knowledge through the use of diagrams, labels, and other text features</i></p> <p>Phonics: Orally blend 3 – 5 phonemes into a word</p>	<p>S4: Big Book: <i>Where Do Animals Live?</i> 15</p> <p><i>Readers understand that nonfiction text contains factual information that can be proven</i></p> <p>Phonics: Orally segment words with 3-5 phonemes into individual phonemes</p> <p>Word Recognition: Pronounce featured sight words <i>this, they</i></p>	<p>S5: Big Book: <i>Where Do Animals Live?</i> 16</p> <p>Fluency: Reading headings first</p> <p>Grammar: Capitalization in headings</p>	<p>S1: Chart: <i>Mice</i> 17</p> <p>Fiction: Poem</p> <p><i>Readers locate details in text to support and justify main idea</i></p> <p>Print Concept: Understand use of a comma</p>	<p>S2: Chart: <i>Mice</i> 18</p> <p><i>Readers combine personal experience and message from text to gain understanding of text</i></p> <p>Phonics: Sound & Say</p>
<p>S3: Chart: <i>Mice</i> 21</p> <p><i>Readers link descriptive language in text to personal experience and knowledge to create sensory images to deepen connection with text</i></p> <p>Phonics: Pronounce words in which each letter represents its most common sound</p>	<p>S4: Chart: <i>Mice</i> 22</p> <p><i>Readers recognize and use rhyme to predict simple language structures within text</i></p> <p>Phonics: new Sound. Say the most common sound for featured letters <i>v, k</i></p> <p>Word Recognition: Pronounce featured sight words <i>one, any</i></p>	<p>S5: Chart: <i>Mice</i> 23</p> <p>Fluency: Rhythmic rhyming poetry</p> <p>Grammar: Adjectives</p>	<p>24</p> <p>Thanksgiving Break</p>	<p>25</p> <p>Thanksgiving Break</p>

November Phonics Pacing: *Mondo Bookshop Phonics* Minimum: lessons 25-38, Target: lessons 35-52

**Reader's Workshop Whole Class Mini-lessons
Pacing Guide Grade 1**

2011-2012

December

28	S1: Big Book: Zoo-Looking Fiction: Narrative Story	29	S2: Big Book: Zoo-Looking	30	S3: Big Book: Zoo-Looking	1	S4: Big Book: Zoo-Looking	2	
Flex Mini-lesson	<i>Readers think about cover information, text type, story line, and topic and prior knowledge to form , confirm or adjust predictions</i> Print Concepts: Understand the difference between a letter, a word, and a sentence		<i>Readers interpret information in text to form new understandings; to isolate and interpret information gained from plot, setting, characterization, and so on</i> Phonics: Sound & Say		<i>Readers identify and determine the correct meaning/usage of multiple-meaning words within context</i> Phonics: Pronounce short and long vowel words in which each letter represents ins most common sound, including CCVCC pattern		<i>Readers identify author's message, purpose or bias</i> Phonics: New Sound. Say the most common sound for featured letters or letter patterns <i>z, wh, sh</i> Word Recognition: Pronounce featured sight words: <i>she, with</i>		
S5: Big Book: Zoo-Looking	5	S1: Chart: Where Does the Wind Go?	6	S2: Chart: Where Does the Wind Go?	7	S3: Chart: Where Does the Wind Go?	8	S4: Chart: Where Does the Wind Go?	9
Fluency: Phrasing Grammar: Past tense verbs		<i>Readers think about and articulate personal response /conclusion and determine if it aligns with author's message</i> Print Concepts: Understand use of a period, comma, and question mark		<i>Readers provide judgments to formulate personal response</i> Phonics: Sound, Read, and Check		<i>Readers categorize and classify vocabulary words</i> Phonics: Pronounce short vowel words in which each letter represents its most common sound, including CCVCC patterns		<i>Readers link descriptive language in text to personal experiences and knowledge to create sensory images to deepen connection with text</i> Phonics: New Sound. Say the most common sound for featured letters <i>th</i> Word Recognition: Pronounce featured sight words <i>does, away</i>	
S5: Chart: Where Does the Wind Go?	12	S1: Chart: When The King Rides By	13	S2: Chart: When The King Rides By	14	S3: Chart: When The King Rides By	15	S4: Chart: When The King Rides By	16
Fluency: Sing along Grammar: Personal pronoun <i>my</i>		<i>Readers think about cover information, text type, story line, and topic and prior knowledge to form, confirm or adjust predictions</i> Print Concepts: Understands the use of an exclamation mark		<i>Readers use prior knowledge of rhyme and rhythm, pattern, and repetition to predict to the story level in more complex texts</i> Phonics: Sound and Say		<i>Readers use illustrations to understand and appreciate a story</i> Phonics: Read the open-syllable pattern in single-syllable CV and CCV words		<i>Readers utilize context clues to infer word meanings</i> Phonics: New Sound. Say the most common sound for featured letter or letters <i>ay</i> Word Recognition: Pronounce featured sight words <i>their, what</i>	
S1: Chart: Cat	19	S2: Chart: Cat	20	S3: Chart: Cat	21	S4: Chart: Cat	22	23	
<i>Readers use past experience and prior knowledge to connect to author's message</i>		<i>Readers think about and articulate global message of text with supporting details</i> Phonics: Sound, Read, and Check		<i>Readers isolate main idea or information in two texts and make cross-text links in simple fiction</i> Phonics: Pronounce words formed by combining CVCe words with <i>-s, -ed, -ing</i>		<i>Readers recognize and use rhyme to predict simple language structures within text</i> Phonics: New Sound. Say the most common sound for featured letters or letter patterns, <i>slice</i> (line 11) <i>high</i> (line 16) Word Recognition: Pronounce featured sight words <i>as, with</i>		Winter Break	

December Phonics Pacing: *Mondo Bookshop Phonics* Minimum: lessons 39-50, Target: lessons 53-68

**Reader's Workshop Whole Class Mini-lessons
Pacing Guide Grade 1
January**

2011-2012

2 Winter Break	3 Winter Break	4 Flex Mini-lesson Revisit Rituals and Routines	5 Flex Mini-lesson Revisit Rituals and Routines	6 Informational Reading Mini-lessons
9	10	11	12 S1: Big Book: Penguins Are Water Birds Nonfiction: Report <i>Readers think about cover information, text type, story line, topic, and nonfiction text features to form, confirm, or adjust predictions</i> Print Concepts: Understand use of a period and a comma	13 S2: Big Book: Penguins Are Water Birds <i>Readers understand that nonfiction text conveys new knowledge through the use of diagrams, labels, and other text features</i> Phonics: Sound & Say
Informational 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 first grade Writer's Workshop Question and Answer Book unit of study</i>				
16 Martin Luther King Holiday	17 S3: Big Book: Penguins Are Water Birds <i>Readers understand that nonfiction text conveys new knowledge through the use of diagrams, labels, and other text features</i> Phonics: Pronounce multi-syllabic words made up of the following patterns and syllable types: CVC-CVC	18 S4: Big Book: Penguins Are Water Birds <i>Readers categorize and classify vocabulary words</i> Phonics: New Sound. Say the most common sound for featured letter y Word Recognition: Pronounce featured sight words <i>four, some</i>	19 S5: Big Book: Penguins Are Water Birds Fluency: Slow down and refer to text features such as captions, headings, diagrams, and labels Grammar: Superlatives	20 S1: Big Book: Making Collages Nonfiction: Procedure <i>Readers think about and form predictions about author's message in response to picture stimulus</i>
23 S2: Big Book: Making Collages <i>Readers develop an awareness of different text types by noticing their different structures</i> Phonics: Sound & Say	24 S3: Big Book: Making Collages <i>Readers understand the order of events in nonfiction text does not change</i> Phonics: Pronounce words formed by combining CVCe words with <i>-s, -ed, -ing</i>	25 S4: Big Book: Making Collages <i>Readers use context to determine correct meaning at word and message levels</i> Phonics: New Sound. Say the most common sound for featured letters or letter patterns <i>o_e, ow</i> Word Recognition: Pronounce featured sight words <i>how, other</i>	26 S5: Big Book: Making Collages Fluency: Adjusting reading rate Grammar: Kinds of sentences	27 Professional Day

January Phonics Pacing: Mondo Bookshop Phonics Minimum: lessons 51-62, Target: lessons 69-85

**Reader's Workshop Whole Class Mini-lessons
Pacing Guide Grade 1
February**

2011-2012

30	31	S1: Chart: <i>Who Has Seen the Wind?</i> 1 Fiction: Narrative Poem <i>Readers identify author's message, purpose, or bias</i>	S2: Chart: <i>Who Has Seen the Wind?</i> 2 <i>Readers isolate main idea or information in two texts and make cross-text links in simple fiction</i> Phonics: Sound, Read, and Check	S3: Chart: <i>Who Has Seen the Wind?</i> 3 <i>Readers infer cause-and-effect relationships implied in text</i> Phonics: Orally segment words with 3-5 phonemes into individual phonemes
<div style="border: 1px solid black; padding: 5px; background-color: #f0f0f0;"> <p align="center">Personal Narrative Reading Mini-lessons Available at http://thecenter.spps.org/elemlit.html <i>These reading lessons will be on texts that will be revisited as mentor texts in the upcoming first grade Writer's Workshop Personal Narrative unit of study</i></p> </div>				
S4: Chart: <i>Who Has Seen the Wind?</i> 6 <i>Readers use literary devices such as figurative language rhyme, rhythm, and repetitive patterns as a means of predicting story structure</i> Phonics: New Sound. Say the most common sound for featured letters <i>ea, ee</i> Word Recognition: Pronounce featured sight words <i>who, through</i>	S5: Chart: <i>Who Has Seen the Wind?</i> 7 Fluency: Understand how question marks signal a change in voice Grammar: Plural nouns	S1: Big Book: <i>What's Cooking?</i> 8 Fiction: Narrative Story <i>Readers think about cover information (title, illustration, back cover blurb) and prior knowledge to form, confirm, or adjust predictions</i>	S2: Big Book: <i>What's Cooking?</i> 9 <i>Readers focus on descriptive words or phrases in text and relate common personal experiences or knowledge</i> Phonics: Sound & Say	S3: Big Book: <i>What's Cooking?</i> 10 <i>Readers categorize vocabulary words</i> Phonics: Pronounce words formed by combining taught patterns including CVCe with <i>-s -ed -ing</i>
S4: Big Book: <i>What's Cooking?</i> 13 <i>Readers use knowledge of how the world works, illustrations, and text to draw personal conclusions</i> Phonics: New Sound. Say the most common sound for featured letters or letter patterns <i>ui</i> Word Recognition: Pronounce featured sight words <i>said, why</i>	S5: Big Book: <i>What's Cooking?</i> 14 Fluency: Read dialogue with attention to action words and punctuation clues Grammar: Singular and plural nouns	15 Flex Mini-lesson	16 Flex Mini-lesson	17 Conference Prep Day
20	21	22	23	S1: Big Book: <i>Old Man's Mitten</i> 24 Fiction: Narrative Story <i>Readers understand that stories often have problems to be solved, identify the problem, and predict outcomes</i>
Presidents Day Holiday		<div style="border: 1px solid black; padding: 5px; background-color: #f0f0f0;"> <p align="center">Response to Literature 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 first grade Writer's Workshop Response to Literature: Retelling unit of study</i></p> </div>		

February Phonics Pacing: *Mondo Bookshop Phonics* Minimum: lessons 63-75, Target: lessons 86-99

**Reader's Workshop Whole Class Mini-lessons
Pacing Guide Grade 1
March**

<p>S2: Big Book: <i>Old Man's Mitten</i> 27</p> <p><i>Readers, in fiction, track plot, setting, and characterization</i> Phonics: Sound, Read, and Check</p>	<p>S3: Big Book: <i>Old Man's Mitten</i> 28</p> <p><i>Readers categorize and classify vocabulary words</i> Word Study: Pronounce words formed by combining words made up of taught patterns with <i>-er</i>, and <i>-est</i></p>	<p>S4: Big Book: <i>Old Man's Mitten</i> 29</p> <p><i>Readers use past experience and prior knowledge to identify important details (plot, setting, etc.) to assist in summarizing fiction and synthesizing into coherent understandings</i> Phonics: New Sound. Say the most common sound for featured letters or letter patterns <i>ur, ar</i> Word Recognition: Pronounce featured sight words <i>were, could</i></p>	<p>S5: Big Book: <i>Old Man's Mitten</i> 1</p> <p>Fluency: Reading dialogue with attention to punctuation and action words Grammar: Subject pronouns</p>	<p>S1: Big Book: <i>Somewhere</i> 2 Fiction: Narrative Poem</p> <p><i>Readers articulate global message of fiction text with supporting details using plot, characterizations, and/or illustrations</i></p>
<p>S2: Big Book: <i>Somewhere</i> 5</p> <p><i>Readers think and talk about images students have from personal experiences or prior knowledge to gain understanding</i> Phonics: Sound, Read, and Check</p>	<p>S3: Big Book: <i>Somewhere</i> 6</p> <p><i>Readers recognize and use rhyme, rhythm, and pattern to predict language structures in more complex texts</i> Phonics: Combine words by combining CVCe words with <i>-s, -ed, -ing</i></p>	<p>S4: Big Book: <i>Somewhere</i> 7</p> <p><i>Readers formulate personal response to author's message, purpose, or bias based on prior knowledge or personal experience</i> Phonics: New Sound. Say the most common sound for letters or letter pattern, <i>or</i> Word Recognition: Pronounce featured sight words <i>somewhere, every</i></p>	<p>S5: Big Book: <i>Somewhere</i> 8</p> <p>Fluency: Read with attention to punctuation Grammar: Verbs</p>	<p>Conference Day</p>
<p>Spring Break 12</p>	<p>Spring Break 13</p>	<p>Spring Break 14</p>	<p>Spring Break 15</p>	<p>Spring Break 16</p>
<p>Flex Mini-lesson 19</p>	<p>20 21</p> <div style="border: 1px solid black; padding: 5px; background-color: #f0f0f0;"> <p>Informational 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 first grade Writer's Workshop Expert Book unit of study</i></p> </div>		<p>S1: Big Book: <i>Meet the Octopus</i> 22 Nonfiction: Report</p> <p><i>Readers use prior knowledge and past experience to generate questions of self and clarify understandings while reading</i></p>	<p>S2: Big Book: <i>Meet the Octopus</i> 23</p> <p><i>Readers think about and identify personal experience/prior knowledge and combine with message of text to gain understanding</i> Phonics: Sound & Say</p>
<p>S3: Big Book: <i>Meet the Octopus</i> 26</p> <p><i>Readers use fiction and nonfiction text features, such as title, contents, headings, to predict, construct meaning, and read for specific purposes</i> Word Study: Pronounce common contractions</p>	<p>S4: Big Book: <i>Meet the Octopus</i> 27</p> <p><i>Readers interpret more complex charts and diagrams in nonfiction and link ideas and understandings presented in different formats</i> Phonics: New Sound. Say the most common sound for featured letters or letter patterns <i>ar</i> Word Recognition: Pronounce featured sight words <i>two, many</i></p>	<p>S5: Big Book: <i>Meet the Octopus</i> 28</p> <p>Fluency: Slow reading rate and refer to text features, such as captions, headings, diagrams, and labels when reading nonfiction Mechanics: Apostrophe to show possession</p>	<p>29 30</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>	

March Phonics Pacing: *Mondo Bookshop Phonics* Minimum: lessons 76-87, Target: lessons 100-114

**Reader's Workshop Whole Class Mini-lessons
Pacing Guide Grade 1
April**

2011-2012

2	S1: Chart: <i>Caterpillar</i>	3	S2: Chart: <i>Caterpillar</i>	4	S3: Chart: <i>Caterpillar</i>	5	6		
Flex Mini-lesson	Fiction: Narrative Song <i>Readers articulate personal conclusions and compare and contrast with author's message to determine own and/or author's point of view</i>		<i>Readers use photos, illustrations, and text to justify inference</i> Phonics: Sound & Say		<i>Readers use text structures such as repetitive language patterns, rhyme, or story structure to assist predictions</i> Phonics: Pronounce words formed by combining words made up of taught patterns with <i>-er</i> , and <i>-est</i>		Professional Day		
S4: Chart: <i>Caterpillar</i>	9	S5: Chart: <i>Caterpillar</i>	10	S1: Big Book: <i>Caterpillars</i>	11	S2: Big Book: <i>Caterpillars</i>	12	S3: Big Book: <i>Caterpillars</i>	13
<i>Readers relate to descriptive words or phrases in text and connect to prior knowledge/personal experience to gain understanding</i> Phonics: New Sound. Say the most common sound for featured letters <i>ea</i> , and <i>ee</i> Word Recognition: Pronounce featured sight words <i>your</i> , <i>time</i>		Fluency: Reading aloud at an appropriate speed Grammar: Verbs		<i>Readers think about nonfiction text features plus prior knowledge to form, confirm, or adjust predictions</i>		<i>Readers think about and identify personal experience/prior knowledge and combine with message of text to gain understanding</i> Phonics: Sound & Say		<i>Readers generate questions of texts and read with a clear focus to identify answers (explicit or implicit) in text</i> Phonics: Pronounce multi-syllabic words made up of the following patterns and syllable types: CVC-VC, CVC-CVC	
S4: Big Book: <i>Caterpillars</i>	16	S5: Big Book: <i>Caterpillars</i>	17	S1: Big Book: <i>How the Mouse Got Brown Teeth</i>	18	S2: Big Book: <i>How the Mouse Got Brown Teeth</i>	19	S3: Big Book: <i>How the Mouse Got Brown Teeth</i>	20
<i>Readers understand that nonfiction text conveys new knowledge through the use of diagrams, labels, and other text features</i> Phonics: New Sound. Say the sounds for taught letters and letter patterns; featured letters <i>oo</i> Word Recognition: Pronounce featured sight words <i>two</i> , <i>many</i>		Fluency: Slow down and refer to text features such as captions, diagrams, and labels while reading nonfiction Mechanics: Possessive pronouns		<i>Readers think about and articulate global message of text</i>		<i>Readers identify cause and effect relationships implied in text</i> Phonics: Sound, Read, and Check strategy		<i>Readers develop an awareness of different text types by noticing their different structures</i> Word Study: Pronounce y-derivative words formed by changing the <i>y</i> to <i>i</i> and adding <i>-es</i>	
S4: Big Book: <i>How the Mouse Got Brown Teeth</i>	23	S5: Big Book: <i>How the Mouse Got Brown Teeth</i>	24	25	26	27	S1: Chart: <i>Animals</i>	27	
<i>Readers retell more complex text</i> Phonics: New Sound. Say the most common sound for featured letters or letter patterns <i>oy</i> , <i>oo</i> Word Recognition: Pronounce featured sight words <i>grandmother</i> , <i>should</i>		Fluency: Reading dialogue with attention to punctuation clues Grammar: Verbs		Poetry Reading Mini-lessons <u>Available at http://thecenter.spps.org/elemlit.html</u> <i>These reading lessons are on texts that will be revisited as mentor texts in the upcoming first grade Writer's Workshop Poetry unit of study.</i>			Fiction: Narrative Song <i>Readers think about illustrations, text type, and topic to form, confirm, or adjust predictions</i>		

April Phonics Pacing: *Mondo Bookshop* Phonics Minimum: lessons 88-101, Target: lessons 115-133

Reader's Workshop Whole Class Mini-lessons
Pacing Guide Grade 1
May

<p>S2: Chart: <i>Animals</i> 30</p> <p><i>Readers isolate relevant knowledge from other texts and link to specific message/information from text to construct deeper understanding of text at passage, chapter, and whole-book levels</i></p> <p>Phonics: Sound & Say</p>	<p>S3: Chart: <i>Animals</i> 1</p> <p><i>Readers link descriptive language in text to personal experience and knowledge to create sensory images to deepen connection with text</i></p> <p>Phonics: Pronounce y-derivative words formed by changing the y to i and adding -es</p>	<p>S4: Chart: <i>Animals</i> 2</p> <p><i>Readers analyze use of literary devices such as rhythm, rhyme, repetition, and alliteration</i></p> <p>Phonics: New Sound. Say the most common sound for featured letters or letter patterns <i>ce, ge</i></p> <p>Word Recognition: Pronounce featured sight words <i>about, friends</i></p>	<p>S5: Chart: <i>Animals</i> 3</p> <p>Fluency: Tracking print and echo reading</p> <p>Mechanics: Apostrophes in contractions</p>	<p>S1: Big Book: <i>The Greedy Goat</i> 4</p> <p>Fiction: Narrative Traditional Tale</p> <p><i>Readers think about and articulate global message of text</i></p>
<p>S2: Big Book: <i>The Greedy Goat</i> 7</p> <p><i>Readers identify cause and effect relationships implied in text</i></p> <p>Phonics: Sound, Read, and Check strategy</p>	<p>S3: Big Book: <i>The Greedy Goat</i> 8</p> <p><i>Readers understand that stories often have problems to be solved, identify the problem and how it is solved</i></p> <p>Word Study: Pronounce multi-syllable words made up of the following patterns and syllable type: consonant and y</p>	<p>S4: Big Book: <i>The Greedy Goat</i> 9</p> <p><i>Readers isolate main idea or information in two texts and make cross-text links in simple fiction</i></p> <p>Phonics: New Sound. Say the most common sound for featured letters or letter patterns <i>aw</i></p> <p>Word Recognition: Pronounce featured sight words <i>buy know</i></p>	<p>S5: Big Book: <i>The Greedy Goat</i> 10</p> <p>Fluency: Reading dialogue with attention to punctuation clues</p> <p>Grammar: Verbs</p>	<p>S1: Big Book: <i>The Royal Drum</i> 11</p> <p>Fiction: Narrative Folktale</p> <p><i>Readers preview text to activate and connect to prior knowledge to make predictions prior to and/or during reading</i></p>
<p>S2: <i>The Royal Drum</i> 14</p> <p><i>Readers link information gained from more than one text to generate new understandings</i></p> <p>Phonics: Sound, Read, and Check</p>	<p>S3: Big Book: <i>The Royal Drum</i> 15</p> <p><i>Readers integrate context clues and prior knowledge to determine meaning of unknown words in text</i></p> <p>Word Study: Pronounce y-derivative words formed by changing the y to i and adding -er and -est</p>	<p>S4: <i>The Royal Drum</i> 16</p> <p><i>Readers use past experience and prior knowledge to identify important details such as plot, sequence of events, character traits, to establish deeper understanding</i></p> <p>Phonics: New Sound. Say the most common sound for featured letters or letter patterns <i>wor, kn</i></p> <p>Word Recognition: Pronounce featured sight words <i>thought, again</i></p>	<p>S5: Big Book: <i>The Royal Drum</i> 17</p> <p>Fluency: Reading dialogue with attention to punctuation clues</p> <p>Grammar: Adjectives</p>	<p>18</p> <p>Flex Mini-lesson</p>
<p>S1: Big Book: <i>Spiders</i> 21</p> <p>Nonfiction: Report</p> <p><i>Readers continue to develop, confirm, or adjust predictions or understandings during reading</i></p>	<p>S2: Big Book: <i>Spiders</i> 22</p> <p><i>Readers interpret more complex charts and diagrams in nonfiction to draw personal conclusions</i></p> <p>Phonics: Sound & Say</p>	<p>S3: Big Book: <i>Spiders</i> 23</p> <p><i>Readers interpret more complex charts and diagrams in nonfiction to draw personal conclusions</i></p> <p>Phonics: Pronounce multi-syllabic words made up of the following patterns and syllable types: CV-CVC</p>	<p>S4: Big Book: <i>Spiders</i> 24</p> <p><i>Readers utilize context clues to infer word meaning</i></p> <p>Phonics: New Sound. Say the sounds for taught letters and letter patterns; featured letters <i>tch</i></p> <p>Word Recognition: Pronounce featured sight words <i>good, most</i></p>	<p>S5: Big Book: <i>Spiders</i> 25</p> <p>Fluency: Slow down and refer to text features such as pictures, diagrams, captions, and labels when reading nonfiction</p> <p>Grammar: Verbs</p>

May Phonics Pacing: *Mondo Bookshop Phonics* Minimum: [lessons 102-117](#), Target: [lessons 134-154](#)

**Reader’s Workshop Whole Class Mini-lessons
Pacing Guide Grade 1**

2011-2012

June

28	<p>S1: Big Book: Morning, Noon, and Night “Lunchbox” Fiction: Narrative Poem</p> <p><i>Readers reveal understandings that are interpretive rather than literal in discussion of texts</i></p>	29	<p>S2: Big Book: Morning, Noon, and Night “My Book” Fiction: Narrative Poem</p> <p><i>Readers provide judgments to formulate personal response</i> Phonics: Sound, Read, and Check</p>	30	<p>S3: Big Book: Morning, Noon, and Night “Sweet Dreams” Fiction: Narrative Poem</p> <p><i>Readers use past experience and prior knowledge to connect to author’s message</i> Phonics: Say the most common sound for featured letters ee</p>	31	<p>S4: Morning, Noon, and Night “Pick Up Your Room” Fiction: Narrative Poem</p> <p><i>Readers use photos, illustrations, and text to justify inference</i> Word Recognition: Fluently pronounce featured sight words <i>answer</i> and <i>instead</i></p>	1
4	<p>S5: Big Book: Morning, Noon, and Night “I’m Going to Say I’m Sorry” Fiction: Narrative Poem</p> <p><i>Readers use prior knowledge and past experience to assist in generating questions of self</i></p>	5	Flex Mini-lesson	6	Launching Into Summer Reading	7	Launching Into Summer Reading	8

June Phonics Pacing: *Mondo Bookshop Phonics* lessons 118-120, Target: lessons 155-160

Writer's Workshop Units of Study Calendar 2011-2012

Month/week	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
Sept.:	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...
Oct.:							
Nov.:							
	Telling and Drawing Our Stories	Personal Narrative: Small Moments	Personal Narrative: Small Moment	Narrative: Memoir	Realistic Fiction	Narrative: Memoir	Realistic Fiction
	Functional Writing	Writing for Readers	Procedural Writing				
Dec.:	Personal Narrative	Procedural Writing	Revision Unit: Exploring Punct.	Revision Unit: The Art of Punctuation	Response to Literature: Mentor Author Study	Response to Literature: Literary Essay	Feature Article
Jan.:							
	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	Persuasive Writing: Letter to the Editor
Feb.:							
	Going Deeper with Skills of Writing	Personal Narrative	Author Study & Response to Literature: Book Recommendation	Author Study & Response to Literature: Book Review	Poetry: The Power of Image	Poetry: Self Image	Response to Literature: Literary Essay
Mar.:							
	Informational Writing: Expert Book	Response to Literature: Retelling					
Apr.:							
		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
May:							
	Poetry	Poetry	Open Cycle: Crafting Sentences	Open Cycle: Crafting Sentences	Science Procedure	Written Correspondence	Poetry: Poet Study
June:							

Writer's Workshop Units of Study Grade 1

Launch Date	Unit of Study	Approximate Duration
September (first week)	<i>Launching Writer's Workshop: Developing Writerly Habits</i>	4 weeks
October (second week)	<i>Personal Narrative: Small Moments</i>	4 weeks
November (first week)	<i>Writing for Readers</i>	4 weeks
December (first week)	<i>Procedural Writing</i>	3 weeks
January (first week)	<i>Informational Writing: Question-and-Answer Book</i>	4 weeks
February (first week)	<i>Personal Narrative</i>	5 weeks
March (second week)	<i>Response to Literature: Retelling</i>	3 weeks
April (first week)	<i>Informational Writing: Expert Book</i>	5 weeks
May (second week)	<i>Poetry</i>	4 weeks

Grade 1 Writer’s Workshop: BIG IDEAS

MONTH	UNIT OF STUDY approximate duration	BIG IDEAS	UNIT PRODUCTS AND ARTIFACTS
September first week	Launching Writer’s Workshop: Developing Writerly Habits (4 weeks) Available at: http://thecenter.spps.org/elemlit	<ul style="list-style-type: none"> • View themselves as writers and as members of a community of writers • Use rituals and routines to develop writing habits as well as to work independently and with others • Generate own topics • Tell, draw, and write stories from their lives • Share and talk about their writing daily • Develop strategies for hearing and recording sounds, using known words, leaving spaces between words, and being risk-takers with spelling 	<ul style="list-style-type: none"> • Establish a writing folder • Write multiple pattern books
October second week	Personal Narrative: Small Moments (3 weeks) Available at: http://thecenter.spps.org/elemlit	<ul style="list-style-type: none"> • Tell, draw, and write personal stories • Focus on small moments rather than bed-to-bed stories • Plan for writing by telling stories with sequence of events with beginning, middle, and ending • Evidence a plan in their writing • Add details to pictures and/or writing • Continue to develop strategies for hearing and recording sounds, using known words, and being a spelling risk-taker 	<ul style="list-style-type: none"> • Write a small moment piece
November first week	Writing for Readers (4 weeks) Available in September, 2010 at: http://thecenter.spps.org/elemlit	<ul style="list-style-type: none"> • Write for an audience • Begin to write with attention to conventions • Begin to reread their writing • Use strategies to construct words and sentences that they and others can read (hear more sounds in the words they write, build sight word vocabulary, utilize environmental print) 	<ul style="list-style-type: none"> • Share a story and talk about what they have learned to do to make writing easier to read
December first week	Procedural Writing (3 weeks) designed at the site level	<ul style="list-style-type: none"> • Write from own experience • Describe in appropriate sequence and with a few supporting details, steps one must take to make or do a particular thing • Use visualizing and oral rehearsal to plan steps of a how-to text • Visualize to follow directions and monitor for understanding • Use illustrations to enhance information 	<ul style="list-style-type: none"> • Write at least one procedural piece from their own experience

Grade 1 Writer’s Workshop: BIG IDEAS

MONTH	UNIT OF STUDY approximate duration	BIG IDEAS	UNIT PRODUCTS AND ARTIFACTS
January first week	Informational Writing: Question & Answer Book (4 weeks) Available at: http://thecenter.spps.org/elemlit	<ul style="list-style-type: none"> • Listen to, read, and discuss different types of question-and-answer books to notice patterns/forms and features • Think about why authors use certain forms/patterns for their particular topics • Choose a topic of interest or expertise and craft an informational text that follows a question-and-answer structure • Gather information about their topic • Decide which information is most important to answer their question and to teach the reader about their topic • Make conscious decisions about text structure and form • Keep structure and topic consistent through the whole piece 	<ul style="list-style-type: none"> • Write at least on nonfiction Question-and-Answer Book
February first week	Personal Narrative (5 weeks) Available at: http://thecenter.spps.org/elemlit	<ul style="list-style-type: none"> • Build a shared definition of the personal narrative genre • Tell and retell stories from their lives focusing on a sequence of events with a central plot line • Provide feedback to other storytellers and accept feedback from listeners about how to make their story more engaging • Write a wordless picture book accompanied by an oral telling of the story • Use strategies to plan stories before writing (oral rehearsal, sketches, story maps, dramatization) • Write stories about single, significant events • Use some techniques for developing or elaborating upon a story in writing (adding dialogue, adding thoughts or feelings, adding sensory information, describing the setting etc.) 	<ul style="list-style-type: none"> • Write a wordless picture book and share by telling story orally • Publish a personal narrative
March second week	Response To Literature: Retelling (3 weeks) Available at: http://thecenter.spps.org/elemlit	<ul style="list-style-type: none"> • Use story maps to graphically represent story elements and to plan for oral and written retellings • Use story maps, oral rehearsal, and dramatization to plan for writing • Provide oral and written retellings that identify characters, identify the setting, and use time words to signal the events of the story in order • Balance details by determining importance 	<ul style="list-style-type: none"> • Write a response to reading that includes introduction, retelling, connection, and reaction

Grade 1 Writer’s Workshop: BIG IDEAS

MONTH	UNIT OF STUDY approximate duration	BIG IDEAS	UNIT PRODUCTS AND ARTIFACTS
<p style="text-align: center;">April first week</p>	<p style="text-align: center;">Informational Writing: Expert Book</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"> • Create a shared definition of expert book/informational writing • Understand that informational writing is writing to teach • Know what it is to be an expert • Learn how to research a topic through the reading of informational materials, observations, and interviews • Use a variety of elements such as facts, labels, supporting details, diagrams, illustrations, organizing structures to inform their audience 	<ul style="list-style-type: none"> • Publish an Expert Book
<p style="text-align: center;">May second week</p>	<p style="text-align: center;">Poetry</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"> • Closely observe the world (animals, objects, people) to get ideas for poems • Write poems about ordinary things in everyday life using fresh eyes and carefully chosen words • Recognize poetic language (rhythm, patterns, comparisons, descriptive words that evoke senses, some rhyme, approximation of simile and metaphor) • Develop strategies to make poems “sound good”: repetition, sound effects, onomatopoeia, alliteration, rhythm, parallel construction, and deliberately chosen line breaks • Use language to describe how something looks, smells, tastes, feels, or sounds • Understand the way that print and space work in poems and use this knowledge when writing poems 	<ul style="list-style-type: none"> • Create a collection of favorite poems • Write a variety of poems

Grade 1 Mondo Bookshop Phonics Pacing Guide 2011-2012

“Review the recommendations in the progress monitoring assessments after lessons 30, 55, 90, and 120 to determine if you need to spend some time repeating routines and/or lessons. It is better to repeat lessons and ensure success than to move on to new lessons. If students successfully finish Lesson 120 by the end of the year, they will have met key Grade 1 standards and be able to apply all basic phonics skills.” --Bookshop Phonics Teacher’s Guide and Lesson Plans Grade 1

Month	Target Lessons (to reach lesson 160 by the end of they year)	Minimum Lessons (to reach lesson 120 by the end of the year)
September	1-17	1-13
October	18-34	14-24
November	35-52	25-38
December	53-68	39-50
January	69-85	51-62

Month	Target Lessons (to reach lesson 160 by the end of they year)	Minimum Lessons (to reach lesson 120 by the end of the year)
February	86-99	63-75
March	100-114	76-87
April	115-133	88-101
May	134-154	102-117
June	155-160	118-120

