



2011-2012

SPPS Literacy Initiative

Saint Paul Public Schools

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

Grade 3

This pacing guide provides the overall scope and sequence of whole class mini-lessons for Grade 3 Reader's Workshop. This year-long sequence incorporates:

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

This pacing guide provides the SPPS Writer's Workshop Unit of Study Calendar including:

- SPPS Writer's Workshop Units of Study K-6
- Pacing and big ideas (based on Minnesota and NCEE writing standards) for each grade level unit
- Suggested products and artifacts

Grade 3 Pacing Guide

The third grade *Reader's Workshop Whole Class Mini-lessons Pacing Guide* presents a full-year sequence for whole class instruction. During the 15-minute mini-lesson, song/rhyme charts, big books, and transparencies for shared reading as well as read aloud selections spiral up in difficulty from Level J to Level S.

Although sessions are consecutive for each book, chart or transparency, 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	Flex Mini-lesson	S1 Poem: "Fingerprint" <i>Readers combine context with relevant prior knowledge to create personal meaning from text</i> Vocabulary: ritual	S2 Poem: "Fingerprint" <i>Readers link descriptive language in text to personal experience and knowledge to create sensory images to deepen connection with text</i> Fluency: Listening Word Recognition: Multisyllabic words	S3 Poem: "Fingerprint" <i>Readers identify and understand the purpose of similes, metaphors and personification in context</i> Word Study: Syllables	S4 Poem: "Fingerprint" <i>Readers analyze use of literary devices such as figurative language, rhythm, rhyme, pattern, alliteration, onomatopoeia, assonance, imagery and repetition</i> Word Recognition: Compound words	3
	S5 Poem: "Fingerprint" Fluency: Reread whole text for fluency Grammar: Identify and use past tenses Writing: Memory poem	Read Aloud: <i>Olympics</i> "At the Opening Ceremony" <i>Readers activate understandings gained from sources other than personal experience to make text-to-world connections to deepen understanding of text</i>	S1 Transparency: <i>Grizzly Bears</i> Nonfiction: Report <i>Readers use nonfiction text structures (chronology, cause and effect, point of view, intent) to predict construct meaning, and deepen understanding</i> Vocabulary: Multiple-meaning words	S2 Transparency: <i>Grizzly Bears</i> <i>Readers interpret information in text to form new understandings: in nonfiction, isolate and interpret information gained from graphs, diagrams, photographs, process steps, and tables</i> Fluency: Captions Vocabulary: Context clues	S3 Transparency: <i>Grizzly Bears</i> <i>Readers establish a purpose for reading and analyze whether or not purpose was met</i> Word Work: Multisyllabic words	
7	4	2	6	5		

1. The session number refers to the numbered lesson plan session. Lesson plans for transparencies have three mini-lessons; big books and song/rhyme charts have four mini-lessons and a writing extension; read alouds have one mini-lesson.
2. The title of the selection 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.
4. Read aloud selections have one session and one focus.
5. All word study and word recognition activities are included in the pacing chart.
6. Fluency is always attended to in one session of each shared reading lesson plan.
7. Grammar is a focus in some shared reading sessions.

Saint Paul Public Schools Project for Academic Excellence

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

2011-2012

September

5	6	7	8	9
Labor Day Holiday	<p>Wide-Reading: Reader's Workshop Launch Unit Overview Available at: http://www.thecenter.spps.org/elemlit.html</p>			
12	13	14	15	16
<p>Wide-Reading: Reader's Workshop Launch Unit Overview Available at: http://www.thecenter.spps.org/elemlit.html</p>				
<p>S1: Transparency: <i>Javed's Pet</i> 19 Fiction: Realistic Fiction</p> <p><i>Readers identify, understand and relate to more complex character traits, motives, story line (in fiction)</i></p>	<p>S2: Transparency: <i>Javed's Pet</i> 20 Fiction: Realistic Fiction</p> <p><i>In fiction, readers can track plot, setting, and characterization</i></p>	<p>S3: Transparency: <i>Javed's Pet</i> 21 Fiction: Realistic Fiction</p> <p><i>Readers isolate relevant prior knowledge and personal experience and link with specific message/information from text to construct deeper understanding of text at passage/chapter and whole book levels</i> Fluency: Reading dialogue Word Study: Understanding word structure and the suffix -y</p>	<p>Read Aloud: "Olympics" 22 Nonfiction: Explanation</p> <p><i>Readers compare and contrast information in texts to gain new understandings or to deepen understanding</i></p>	<p>S1: Big Book: <i>Touch the Earth</i> 23 Fiction: Narrative Poem</p> <p><i>Readers identify main idea by determining what is important in text (whole book, chapter, passage, or text type)</i></p>
<p>S2: Big Book: <i>Touch the Earth</i> 26 Fiction: Realistic Fiction</p> <p><i>Readers identify main idea and link to overall messages, themes, and/or information from passage, chapter, whole book or text type</i> Fluency: Listening and responding Word Study: Suffix -ness</p>	<p>S3: Big Book: <i>Touch the Earth</i> 27 Fiction: Realistic Fiction</p> <p><i>Readers identify cause and effect relationships implied in text</i> Word Recognition: Plural suffix -ies</p>	<p>S4: Big Book: <i>Touch the Earth</i> 28 Fiction: Realistic Fiction</p> <p><i>Readers identify use of simile, metaphor, and personification in text and link with images from personal experience or knowledge to deepen understanding</i> Word Recognition: Difficult words</p>	<p>S5: Big Book: <i>Touch the Earth</i> 29 Fiction: Realistic Fiction</p> <p>Fluency: Reread whole text for fluency Grammar: Use commas for items in a series</p>	<p>30</p> <p>Flex Mini-lesson</p>

**Reader’s Workshop Whole Class Mini-lessons
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October

3	4	5	S1: Poem: “Fingerprint” 6	S2: Poem: “Fingerprint” 7
<p align="center">Memoir Reading Mini-lessons Available at: http://www.thecenter.spps.org/elemlit.html <i>These reading lessons will be on texts that will be revisited as Mentor Texts in the upcoming third grade Writer’s Workshop Memoir unit of study.</i></p>			<p><i>Readers combine context with relevant prior knowledge to create personal meaning from text</i></p>	<p><i>Readers link descriptive language in text to personal experience and knowledge to create sensory images to deepen connection with text</i> Fluency: Listening Word Recognition: Multisyllabic words</p>
S3: Poem: “Fingerprint” 10	S4: Poem: “Fingerprint” 11	S5: Poem: “Fingerprint” 12	S1: Transparency: Grizzly Bears 13	S2: Transparency: Grizzly Bears 14
<p><i>Readers identify and understand the purpose of similes, metaphors and personification in context</i> Word Study: Syllables</p>	<p><i>Readers analyze use of literary devices such as figurative language, rhythm, rhyme, pattern, alliteration, onomatopoeia, assonance, imagery and repetition</i> Word Recognition: Compound words</p>	<p>Fluency: Reread whole text for fluency Grammar: Identify and use past tenses Writing: Memory poem</p>	<p><i>Readers use nonfiction text structures (chronology, cause and effect, point of view, intent) to predict and construct meaning, and deepen understanding</i></p>	<p><i>Readers interpret information in text to form new understandings: in nonfiction, isolate and interpret information gained from graphs, diagrams, photographs, process steps, and tables</i> Fluency: Captions</p>
S3: Transparency: Grizzly Bears 17	18	19	20	21
<p><i>Readers establish a purpose for reading and analyze whether or not purpose was met</i> Word Work: Multisyllabic words</p>	Flex Mini-lesson	Conference Prep Day	Education Minnesota Professional Conference	Education Minnesota Professional Conference
24	25	Read Aloud: Olympics “At the Opening Ceremony” 26	S1: Song/Rhyme: “What Will They Think of Next?” 27	S2: Song/Rhyme: “What Will They Think of Next?” 28
<p align="center">Science Literacy Mini-lessons Will be available at: http://thecenter.spps.org/elemlit.html <i>These reading mini-lessons will use the text in the upcoming third grade Engineering is Elementary science unit of study.</i></p>		<p><i>Readers activate understandings gained from sources other than personal experience to make text-to-world connections to deepen understanding of text</i></p>	<p><i>Readers combine context with relevant prior knowledge to create personal meaning from text</i></p>	<p><i>Readers link to personal experience to construct meaning and deepen understanding</i> Fluency: Listening Word Recognition: different</p>

**Reader’s Workshop Whole Class Mini-lessons
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November

<p>S3: Song/Rhyme: Oct. 31 "What Will They Think of Next?"</p> <p><i>Readers analyze use of literary devices such as figurative language, rhythm, rhyme, pattern, alliteration, onomatopoeia, assonance, imagery and repetition</i> Word Study: r-controlled vowels</p>	<p>S4: Song/Rhyme: "What Will They Think of Next?" 1</p> <p><i>Readers identify main idea by determining what is important in text (whole book, chapter, passage, or text type)</i> Word Study: Reading syllables</p>	<p>S5: Song/Rhyme: "What Will They Think of Next?" 2</p> <p>Fluency: Reread whole text for fluency Grammar: Verb tenses</p>	<p>S1: Transparency: Skyscrapers 3 Nonfiction: Report</p> <p><i>Readers think about cover information, text type, nonfiction text features, and prior knowledge to form confirm, or adjust predictions</i></p>	<p>S2: Transparency: Skyscrapers 4</p> <p><i>Readers think about nonfiction text features and prior knowledge to form, confirm, or adjust predictions</i> Fluency: Reading pace</p>
<p>S3: Transparency: Skyscrapers 7</p> <p><i>Readers skim text to isolate relevant text passages and further information as answers to personal questions</i> Word Work: Suffixes –er and –or</p>	<p>S1: Transparency: Grandpa at the Beach "The Air Mattress" 8 Fiction: Animal Story</p> <p><i>Readers Combine context with relevant prior knowledge to create personal meaning from text</i></p>	<p>S2: Transparency: Grandpa at the Beach "The Air Mattress" 9</p> <p><i>Readers infer cause-and-effect relationships implied in text</i> Fluency: Punctuation</p>	<p>S3: Transparency: Grandpa at the Beach "The Air Mattress" 10</p> <p><i>Readers understand different points of view or make judgments about a range of characters in fiction</i> Word Work: scuttle</p>	<p align="center">11</p> <p align="center">Conference Day</p>
<p>Read Aloud: Waterways "Letters" 14 Fiction: Personal Recount</p> <p><i>Readers generate questions of texts and read with a clear focus to identify answers (explicit or implicit) in text</i></p>	<p>S1: Transparency: Island Adventures 15 Nonfiction: Q & A</p> <p><i>Readers compare and contrast information in texts to gain new understandings to deepen understanding</i></p>	<p>S2: Transparency: Island Adventures 16</p> <p><i>Readers generate questions of texts and read with a clear focus to identify answers (explicit or implicit) in text</i></p>	<p>S3: Transparency: Island Adventures 17</p> <p><i>Readers summarize nonfiction by identifying and reorganizing important ideas and information into new understandings</i> Fluency: Slowing down</p>	<p>S1: Transparency: "Tepees" 18 Nonfiction: Procedure</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: Transparency: "Tepees" 21</p> <p><i>Readers interpret information in text to form new understandings; In nonfiction, isolate and interpret information gained from graphs, diagrams photographs, process steps and tables</i> Fluency: Reading accurately</p>	<p>S3: Transparency: "Tepees" 22</p> <p><i>Readers return to text to explain and justify inferential thinking</i> Word Work: Multiple meaning words</p>	<p align="center">23</p> <p align="center">Flex Mini-lesson</p>	<p align="center">24</p> <p align="center">Thanksgiving Break</p>	<p align="center">25</p> <p align="center">Thanksgiving Break</p>

**Reader’s Workshop Whole Class Mini-lessons
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December

<p>Read Aloud: <i>Print My Pattern</i> Nov. 28 “Zebra, Leopard, and Giraffe Patterns” Nonfiction: Report <i>Readers identify main idea by determining what is important in text (whole book, chapter, passage or text type)</i></p>	<p>S1: Song/Rhyme: “Empty Room” Nov. 29 <i>Readers identify main idea by determining what is important in text (whole book, chapter, passage, or text type)</i></p>	<p>S2: Song/Rhyme: “Empty Room” Nov. 30 <i>Readers link to personal experience to construct meaning and deepen understanding</i> Fluency: Nonfiction text features Word Recognition: Ending -y</p>	<p>S3: Song/Rhyme: “Empty Room” 1 <i>Readers ask questions of author to understand author’s bias, purpose, or point of view</i> Word Study: <i>gonna</i></p>	<p>S4: Song/Rhyme: “Empty Room” 2 <i>Readers analyze use of literary devices such as figurative language, rhythm, rhyme, pattern, alliteration, onomatopoeia, assonance, imagery and repetition</i> Word Recognition: /oo/ and /ow/</p>
<p>S5: Song/Rhyme: “Empty Room” 5 Fluency: Reread whole text for fluency Grammar: Adjectives</p>	<p>Read Aloud: “Print My Pattern” 6 Nonfiction: Explanation <i>Readers relate to text outside personal experience by making text-to-text connections to construct meaning</i></p>	<p>S1: Transparency: <i>The Twiddle Twins’ Music Box Mystery</i> 7 Fiction: Mystery <i>Readers develop, confirm, or adjust predictions or understandings during reading</i></p>	<p>S2: Transparency: <i>The Twiddle Twins’ Music Box Mystery</i> 8 <i>Readers use elements of story structure in fiction texts (characterization, setting, theme, plot, chapter titles) in order to predict, construct meaning, and deepen understanding</i></p>	<p>S3: Transparency: <i>The Twiddle Twins’ Music Box Mystery</i> 9 <i>Readers return to the text to explain and justify inferential thinking</i> Fluency: Dialogue and punctuation</p>
<p>S1: Big Book: <i>Journey to a New Land: An Oral History</i> 12 Nonfiction: Memoir/Oral History <i>Readers identify main idea by determining what is important in text (whole book, chapter, passage or text type)</i></p>	<p>S2: Big Book: <i>Journey to a New Land: An Oral History</i> 13 <i>Readers activate understandings gained from sources other than personal experience to make text-to-world connections to deepen understanding to text</i> Fluency: Listen and reread Word Study: <i>impatiently</i></p>	<p>S3: Big Book: <i>Journey to a New Land: An Oral History</i> 14 <i>Readers ask questions of author to understand author’s bias, purpose or point of view</i> Word Recognition: Suffix -ness</p>	<p>S4: Big Book: <i>Journey to a New Land: An Oral History</i> 15 <i>Readers summarize nonfiction text by identifying important details and synthesizing into coherent understandings</i> Word Recognition: Syllable -le</p>	<p>S5: Big Book: <i>Journey to a New Land: An Oral History</i> 16 Fluency: Reread whole text for fluency Grammar: Geographic names</p>
<p>S1: Transparency: <i>Sports Hall of Fame</i> 19 Nonfiction: Biography <i>Readers activate understandings gained from sources other than personal experience to make text-to-world connections to deepen understanding of text</i></p>	<p>S2: Transparency: <i>Sports Hall of Fame</i> 20 <i>Readers use nonfiction text structures (chronology, cause and effect, point of view, intent) to predict, construct meaning, and deepen understanding</i></p>	<p>S3: Transparency: <i>Sports Hall of Fame</i> 21 <i>Readers compare and contrast information in texts to gain new understandings to deepen understanding</i> Fluency: Organization and reading rate Word Work: Syllabication</p>	<p align="center">22 Flex Mini-lesson</p>	<p align="center">23 Winter Break</p>

**Reader’s Workshop Whole Class Mini-lessons
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January

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 Available at: http://www.thecenter.spps.org/elemlit.html
9 Informational Reading Mini-lessons Available at: http://www.thecenter.spps.org/elemlit.html <i>These reading lessons will be on texts that will be used as Mentor Texts in the upcoming third grade Writer’s Workshop Report unit of study.</i>	10 Read Aloud: <i>In Search of Giant Pandas</i> “The Giant Panda Reserve” Fiction: Realistic Fiction <i>Readers integrate context clues and prior knowledge to determine meaning of unknown words in text</i>	11 S1: Poem: “Spiders” <i>Readers generate questions of texts and read with a clear focus to identify answers (explicit or implicit) in text</i>	12 S2: Poem: “Spiders” <i>Readers link features of text to knowledge of text (text types, plot lines, features, structures) to deepen understanding</i> Fluency: Listen and read Word Study: separate	13
16 Martin Luther King Holiday	17 S3: Poem: “Spiders” <i>Readers link descriptive language in text to personal experience and knowledge to create sensory images to deepen connection with text</i> Word Study: Reading syllables	18 S4: Poem: “Spiders” <i>Readers summarize nonfiction text by identifying important details and synthesizing into coherent understandings</i> Word Recognition: Words ending in -en	19 S5: Poem: “Spiders” Fluency: Reread whole text for fluency Grammar: Subject-verb agreement	20 Read Aloud: <i>Lost and Nearly Lost</i> “Fishing on the Net” Realistic Fiction <i>Readers identify main idea and link to overall messages, themes, and/or information from passage, chapter, whole book, or text type</i>
23 S1: Song/Rhyme: “Coming to America” <i>Readers link to personal experience to construct meaning and deepen understanding</i>	24 S2: Song/Rhyme: “Coming to America” <i>Readers identify main idea and link to overall messages, themes, and/or information from passage, chapter, whole book, or text type</i> Fluency: Listen and song along Word Study: Plurals	25 S3: Song/Rhyme: “Coming to America” <i>Readers understand different points of view or make judgments about a range of characters in fiction</i> Word Recognition: sea	26 S4: Song/Rhyme: “Coming to America” <i>Readers relate to text outside personal experience by making text-to-text connections to construct meaning</i> Word Study: Reading syllables	27 Professional Day

**Reader’s Workshop Whole Class Mini-lessons
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February

<p>S5: Song/Rhyme: “Coming to America” Jan. 30</p> <p>Fluency: Reread whole text Grammar: Identify and use pronouns</p>	<p>Read Aloud: Cybernet “From Pigeon Post to the Internet” Jan. 31 Nonfiction: Explanation</p> <p><i>Readers use note-taking strategies to record main ideas, supporting details, relevant background knowledge, and questions</i></p>	<p>S1: Big Book: Today’s Weather Is...A Book of Experiments 1 Nonfiction: Explanation/Procedure</p> <p><i>Readers activate understandings gained from sources other than personal experience to make text-to-world connections to deepen understanding of text</i></p>	<p>S2: Big Book: Today’s Weather Is...A Book of Experiments 2</p> <p><i>Readers infer cause-and-effect relationships implied in text</i> Fluency: Listen and read Word Study: Base words</p>	<p>S3: Big Book: Today’s Weather Is...A Book of Experiments 3</p> <p><i>Readers summarize nonfiction by identifying and reorganizing important ideas and information into new understandings</i> Word Recognition: -r controlled vowel pattern</p>
<p>S4: Big Book: Today’s Weather Is...A Book of Experiments 6</p> <p><i>Readers ask questions of self by accessing prior knowledge or clarifying overall understandings while reading</i> Word Recognition: Homophones tow and toe</p>	<p>S5: Big Book: Today’s Weather Is...A Book of Experiments 7</p> <p>Fluency: Reread “Look for It” and compare reading rate Grammar: Adjectives that describe the weather</p>	<p>8 9 10</p> <div style="border: 1px solid black; padding: 10px; background-color: #f0f0f0;"> <p align="center">Response to Literature Reading Mini-lessons Available at: http://www.thecenter.spps.org/elemlit.html <i>These reading lessons will be on texts that will be used as Mentor Texts in the upcoming third grade Writer’s Workshop Response to Literature: Book Review unit of study.</i></p> </div>		
<p align="center">13</p> <p align="center">Flex Mini-lesson</p>	<p>S1: Transparency: Hurricane On Seashell Island 14 Fiction: Personal Recount</p> <p><i>Readers identify, understand and relate more complex character traits, motives and storyline (in fiction)</i> **Lesson available at: http://thecenter.spps.org/elemlit.html</p>	<p>S2: Transparency: Hurricane on Seashell Island 15</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>S3: Transparency: Hurricane on Seashell Island 16</p> <p><i>Readers summarize fiction text by identifying important details (plot ideas, sequence of events, character traits, and other information) and synthesizing into coherent understandings</i> Fluency: Reading dialogue Word Work: Homophones blew and blue</p>	<p align="center">17</p> <p align="center">Conference Prep Day</p>
<p align="center">20</p> <p align="center">Presidents’ Day Holiday</p>	<p>S1: Song/Rhyme: “Sports Song” 21</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: Song/Rhyme: “Sports Song” 22</p> <p><i>Readers link to personal experience to construct meaning and deepen understanding</i> Fluency: Listening and following instruction Word Study: Abbreviations ‘bout</p>	<p>S3: Song/Rhyme: “Sports Song” 23</p> <p><i>Readers ask questions of author to understand author’s bias, purpose, or point of view</i> Word Recognition: -y endings</p>	<p>S4: Song/Rhyme: “Sports Song” 24</p> <p><i>Readers summarize nonfiction by identifying and reorganizing important ideas and information into new understandings</i> Word Recognition: Vowel patterns ee and ea</p>

**Reader's Workshop Whole Class Mini-lessons
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March

<p>S5: Song/Rhyme: Feb. 27 "Sports Song"</p> <p>Fluency: Reread whole text for fluency Grammar: Subject-verb agreement</p>	<p>S1: Big Book: Feb. 28 <i>What Makes a Bird a Bird?</i> Nonfiction: Explanation</p> <p><i>Readers actively engage in reading by recognizing and attending thought processes that occur before, during and after reading (predicting, monitoring for and repairing meaning loss, questioning, inferring, visualizing, synthesizing)</i></p>	<p>S2: Big Book: Feb. 29 <i>What Makes a Bird a Bird?</i></p> <p><i>Readers generate questions of texts and read with a clear focus to identify answers (explicit and implicit) in text</i> Fluency: Reading and rereading Word Study: Base words</p>	<p>S3: Big Book: What Makes a Bird a Bird? 1</p> <p><i>Readers identify main idea and link to overall messages, themes, and/or information from passage, chapter, whole book or text type</i> Word Recognition: Suffixes -ful and -ly</p>	<p>S4: Big Book: What Makes a Bird a Bird? 2</p> <p><i>Readers summarize nonfiction by identifying and reorganizing important ideas and information into new understandings</i> Word Recognition: Compound words</p>
<p>S5: Big Book: What Makes a Bird a Bird? 5</p> <p>Fluency: Reread whole text for fluency Grammar: Kinds of sentences</p>	<p>S1: Transparency: The Breakfast Bird and Other Animal Stories: "Old Sultan" 6 Fiction: Animal Story</p> <p><i>Readers continue to develop, confirm, or adjust predictions or understandings during reading</i></p>	<p>S2: Transparency: The Breakfast Bird and Other Animal Stories: "Old Sultan" 7</p> <p><i>Readers continue to develop, confirm, or adjust predictions or understandings during reading</i></p>	<p>S3: Transparency: The Breakfast Bird and Other Animal Stories: "Old Sultan" 8</p> <p><i>Readers summarize fiction text by identifying important details (plot ideas, sequence of events, character traits, and other information) and synthesizing into coherent understandings</i> Fluency: Reading in a conversational tone Word Work: Use suffixes and context clues to decode unfamiliar words</p>	<p>9</p> <p>Conference Day</p>
<p>12</p> <p>Spring Break</p>	<p>13</p> <p>Spring Break</p>	<p>14</p> <p>Spring Break</p>	<p>15</p> <p>Spring Break</p>	<p>16</p> <p>Spring Break</p>
<p>19</p> <p>Flex Mini-lesson</p>	<p>S1: Big Book: Salmon 20 Nonfiction: Report</p> <p><i>Readers generate questions of texts and read with a clear focus to identify answers (explicit or implicit) in text</i></p>	<p>S2: Big Book: Salmon 21</p> <p><i>Readers generate questions of texts and read with a clear focus to identify answers (explicit or implicit) in text</i> Fluency: Listen and locate text features Word Study: Suffix -ment</p>	<p>S3: Big Book: Salmon 22</p> <p><i>Readers summarize nonfiction by identifying and reorganizing important ideas and information into new understandings</i> Word Recognition: Prefix -over and -ing ending</p>	<p>S4: Big Book: Salmon 23</p> <p><i>Readers interpret information in text to form new understandings: In nonfiction, isolate and interpret information gained from graphs, diagrams, photographs, process steps, and tables</i> Word Recognition: Suffix -tion</p>
<p>S5: Big Book: Salmon 26</p> <p>Fluency: Rereading with an attention to punctuation Grammar: Punctuate dates, cities, and states correctly</p>	<p>27</p>	<p>28</p>	<p>29</p>	<p>Read Aloud: Save It, Use It 30 "The Inventor" Fiction: Fantasy</p> <p><i>Readers summarize fiction text by identifying important details (plot ideas, sequence of events, character traits, and other information) and synthesizing into coherent understandings</i></p>
<p>Poetry Reading Mini-lessons Available at: http://www.thecenter.spps.org/elemlit.html <i>These reading lessons will be on texts that will be revisited as Mentor Texts in the upcoming third grade Writer's Workshop Poetry unit of study.</i></p>				

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

2011-2012

April

<p>S1: Poem: “Songs of Myself: An Anthology of Poems and Art” 2 Fiction: Narrative Poem</p> <p><i>Readers identify intent, bias, purpose, or other authorial devices, critically evaluate their influence on the reader and formulate personal response</i></p>	<p>S2: Poem: “Songs of Myself: An Anthology of Poems and Art” 3</p> <p><i>Readers combine context with relevant prior knowledge to create personal meaning from text</i></p> <p>Word Recognition: Sounds of ea Fluency: Listen and sing along</p>	<p>S3: Poem: “Songs of Myself: An Anthology of Poems and Art” 4</p> <p><i>Readers locate details in text to support and justify main idea</i></p> <p>Word Recognition: Pronounce multisyllabic words with the <i>-le</i> syllable</p>	<p>S4: Poem: “Songs of Myself: An Anthology of Poems and Art” 5</p> <p><i>Readers analyze use of literary devices such as figurative language, rhythm, rhyme, pattern, alliteration, onomatopoeia, assonance, imagery and repetition</i></p> <p>Fluency: Reread text for fluency and practice choral reading Word Recognition: <i>r</i>-controlled vowel sounds</p>	<p align="center">6</p> <p align="center">Professional Day</p>
<p>S5: Poem: “Songs of Myself: An Anthology of Poems and Art” 9</p> <p><i>Readers identify intent, bias, purpose, or other authorial devices, critically evaluate their influence on the reader, and formulate personal response</i></p> <p>Grammar: Use commas</p>	<p align="center">10</p>	<p align="center">11</p>	<p align="center">12</p>	<p>Read Aloud: Volleyball “Playing Volleyball” 13 Nonfiction: Explanation</p> <p><i>Readers link to personal experience to construct meaning and deepen understanding</i></p>
<p>Test Practice Mini-lessons Available at: http://www.thecenter.spps.org/elemlit.html</p>				
<p align="center">16</p> <p align="center">Flex Mini-lesson</p>	<p align="center">17</p> <p align="center">Minnesota Comprehensive Assessments</p>	<p align="center">18</p> <p align="center">Minnesota Comprehensive Assessments</p>	<p align="center">19</p> <p align="center">Flex Mini-lesson</p>	<p>Read Aloud: “Gliding” 20 Nonfiction: Explanation</p> <p><i>Readers ask questions of self by accessing prior knowledge or clarifying overall understandings</i></p>
<p align="center">23</p> <p align="center">Flex Mini-lesson</p>	<p align="center">24</p> <p align="center">Minnesota Comprehensive Assessments</p>	<p align="center">25</p> <p align="center">Minnesota Comprehensive Assessments</p>	<p>Read Aloud: Island Adventure “The Legend of Seashell Island” 26 Fiction: Legend</p> <p><i>Readers ask questions of author to understand author’s bias, purpose, or point of view</i></p>	<p>S1: Transparency: Ivy’s Journal 27 Nonfiction: Transactional</p> <p><i>Readers distinguish between fact and opinion</i></p>

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

2011-2012

May

<p>S2: Transparency: Apr. 30 <i>Ivy’s Journal</i></p> <p><i>Readers generate questions of text and read with a clear focus to identify answers (explicit or implicit) in text</i></p>	<p>S3: Transparency: Ivy’s Journal 1</p> <p><i>Readers combine context with relevant prior knowledge to create personal meaning from text</i> Fluency: Pausing when reading longer sentences Word Work: Multisyllabic words, descendents</p>	<p>S1: Song/Rhyme: “I Love to Splash” 2</p> <p><i>Readers locate details in text to support and justify main idea</i></p>	<p>S2: Song/Rhyme: “I Love to Splash” 3</p> <p><i>Readers link descriptive language in text to personal experience and knowledge to create sensory images to deepen connection with text</i> Word Study: Multisyllabic words</p>	<p>S3: Song/Rhyme: “I Love to Splash” 4</p> <p><i>Readers analyze use of literary devices such as figurative language, rhythm, rhyme, pattern, alliteration, onomatopoeia, assonance, imagery and repetition</i> Word Study: Suffix -phobia</p>
<p>S4: Song/Rhyme: “I Love to Splash” 7</p> <p><i>Readers activate understandings gained from sources other than personal experience to make text-to-world connections to deepen understandings of text</i> Word Study: Pronouncing y-derivative words</p>	<p>S5: Song/Rhyme: “I Love to Splash” 8</p> <p>Fluency: Reread whole text for fluency Grammar: Adjectives</p>	<p align="center">Flex Mini-lesson 9</p>	<p>S1: Song/Rhyme: “A Gift of Song” 10</p> <p><i>Readers link features of text to knowledge of texts (text types, plot lines, features, structures) to deepen understanding</i></p>	<p>S2: Song/Rhyme: “A Gift of Song” 11</p> <p><i>Readers actively engage in reading by recognizing and attending to thought processes that occur before, during and after reading (predicting, monitoring for and repairing meaning, questioning, inferring, visualizing, synthesizing)</i> Word Study: Base words and affixes</p>
<p>S3: Song/Rhyme: “A Gift of Song” 14</p> <p><i>Readers analyze use of literary devices such as figurative language, rhythm, rhyme, pattern, alliteration, onomatopoeia, assonance, imagery and repetition</i> Word Study: Multisyllabic words</p>	<p>S4: Song/Rhyme: “A Gift of Song” 15</p> <p><i>Readers return to text to explain and justify inferential thinking</i> Word Study: Identifying antonyms</p>	<p>S5: Song/Rhyme: “A Gift of Song” 16</p> <p>Fluency: Reread whole text for fluency Grammar: Pronouns</p>	<p>S1: Big Book: What’s Happening? A Book of Explanations 17 Nonfiction: Explanation</p> <p><i>Readers actively engage in reading by recognizing and attending to thought processes that occur before, during and after reading (predicting, monitoring for and repairing meaning, questioning, inferring, visualizing, synthesizing)</i></p>	<p>S2: Big Book: What’s Happening? A Book of Explanations 18</p> <p><i>Readers summarize nonfiction by identifying and reorganizing important ideas and information into new understandings</i> Fluency: Listening and following instructions on nonfiction text features Word Study: Prefixes and base words</p>
<p>S3: Big Book: What’s Happening? A Book of Explanations 21</p> <p><i>Readers relate to text outside personal experience by making text-to-text connections to construct meaning</i> Word Recognition: Vowel pattern /oo/</p>	<p>S4: Big Book: What’s Happening? A Book of Explanations 22</p> <p><i>Readers distinguish between fact and opinion</i> Word Recognition: Multisyllabic words containing the Greek root <i>phone</i></p>	<p>S5: Big Book: What’s Happening? A Book of Explanations 23</p> <p>Fluency: Reread whole text for fluency Grammar: Identify adjectives</p>	<p>Read Aloud: Grandmas in Action “Grandma Moses” 24 Nonfiction: Biography</p> <p><i>Readers use nonfiction text structures (chronology, cause and effect, plot, point of view, intent) to predict, construct meaning, and deepen understanding</i></p>	<p>S1: Big Book: Should There Be Zoos? 25 Nonfiction: Persuasive</p> <p><i>Readers generate questions of texts and read with a clear focus to identify answers (explicit or implicit) in text</i></p>

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

2011-2012

June

May 28 Memorial Day Holiday	<p>S2: Big Book: May 29 <i>Should There Be Zoos?</i></p> <p><i>Readers make critical judgments as part of personal response when establishing individual point of view</i> Word Study: Correctly pronouncing stressed and unstressed syllables based upon meaning Fluency: Listening and responding</p>	<p>S3: Big Book: May 30 <i>Should There Be Zoos?</i></p> <p><i>Readers make critical judgments as part of personal response when establishing individual point of view</i> Word Recognition: Pronouncing multisyllabic words with the Latin root <i>aqua</i></p>	<p>S4: Big Book: May 31 <i>Should There Be Zoos?</i></p> <p><i>Readers compare and contrast information in texts to gain new understandings to deepen understanding</i> Word Recognition: Sound, Read, and Check</p>	<p>S5: Big Book: <i>Should There Be Zoos?</i> 1</p> <p>Fluency: Reread text for fluency Grammar: Identify pronouns</p>
<p>S1: Transparency: 4 <i>Take a Bow, Winky Blue!</i> Fiction: Narrative Story Series</p> <p><i>Readers combine context with relevant prior knowledge to create personal meaning from text</i></p>	<p>S2: Transparency: 5 <i>Take a Bow, Winky Blue!</i></p> <p><i>Readers continue to develop, confirm, or adjust predictions or understandings during reading</i> Fluency: Reading with a partner</p>	<p>S3: Transparency: 6 <i>Take a Bow, Winky Blue!</i></p> <p><i>Readers locate details in text to support and justify main idea</i> Word Work: Suffixes and context</p>	7 Flex Mini-lesson	8 Launching Into Summer Reading

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. 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	Revision Unit: The Art of Punctuation	Response to Literature: Mentor Author Study	Response to Literature: Literary Essay
7-10							
14-18							
21-23							
28-12/2	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
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	Persuasive Writing: Letter to the Editor
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	Poetry: The Power of Image	Poetry: Self Image	Response to Literature: Literary Essay
6-10							
13-16							
21-24							
27-3/2	Informational Writing: Expert Book	Response to Literature: Retelling	Poetry: Looking In	Poetry: Sharpening Our Outer Vision	Punctuation Study: Art of Punctuation & Open Cycle	Personal Essay	Revision Study & Open Cycle
Mar. 5-8							
19-23							
26-30							
Apr. 2-5	Poetry	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	Science Procedure	Written Correspondence	Poetry: Poet Study
7-11							
14-18							
21-25							
29-6/1							
June: 4-8							

Writer's Workshop Units of Study Grade 3

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

GRADE 3 Writer’s Workshop: BIG IDEAS

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

GRADE 3 Writer’s Workshop: BIG IDEAS

UNIT OF STUDY Approximate Duration	BIG IDEAS	UNIT PRODUCTS AND ARTIFACTS
<p>Informational Writing: Report</p> <p style="text-align: center;">(7 weeks)</p> <p style="text-align: center;"><i>Available at:</i> http://thecenter.spps.org/elemlit.html</p>	<ul style="list-style-type: none"> • Create a definition of informational/report writing • Focus on a specific topic in-depth • Use a variety of resources to gather information on a topic of interest or expertise • Interpret and talk about information that has been collected • Develop an understanding of how to gather and classify information • Describe the topic with facts and supporting details grouped through paragraphing and/or headings • Use a variety of elements such as facts, details, diagrams, illustrations, and quotations to support the main idea/topic 	<ul style="list-style-type: none"> • Publish a report
<p>Author Study and Response to Literature: Book Review</p> <p 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"> • Read, discuss, analyze and evaluate various book reviews • Identify the features of a book review • Clearly state an opinion about or connection to a text and organize their thoughts to support this statement • Support their opinion with evidence from the text, using quotes appropriately • Craft a book review on a text of choice that includes an analysis of the literary craft of the piece, an interpretation of the theme and message, and an evaluation of the text as a whole 	<ul style="list-style-type: none"> • Publish a book review
<p>Poetry: Sharpening Outer Vision</p> <p 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"> • Identify the elements of poetry to build a shared definition of the genre • Closely observe the world (animals, objects, people) to get ideas for poems and write poems about ordinary things in everyday life using fresh eyes and carefully chosen words • Recognize poetic language (rhythm, patterns, comparisons, descriptive words that evoke senses, some rhyme, simile and metaphor) • Develop and use strategies to craft poems that "sound good:" repetition, sound effects, onomatopoeia, alliteration, rhythm, parallel construction and deliberately chosen line breaks • Use language to describe how something looks, smells, tastes, feels or sounds • Understand the way that print and space work in poems and use this knowledge when writing poems • Write a variety of poems 	<ul style="list-style-type: none"> • Publish a personal and class poetry anthology
<p>Open Cycle: Crafting Sentences (2-3 weeks)</p> <p style="text-align: center;"><i>Designed at the site level</i></p>	<ul style="list-style-type: none"> • Further develop their ability to read a mentor text for the purpose of noticing craft • Identify, name, discuss, and evaluate a variety of craft techniques • Identify the purpose of a variety of crafting techniques • Imitate mentor sentences to expand their repertoire of sentence types • Select craft techniques to apply to their writing with a specific audience and purpose in mind 	<ul style="list-style-type: none"> • Open Cycle Publishing