



*SPPS Literacy Initiative*

2011-2012

*Saint Paul Public Schools*

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

### **Grade 4**

This pacing guide provides the overall scope and sequence of whole class mini-lessons for Grade 4 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 4 Pacing Guide

The fourth grade *Reader's Workshop Whole Class Mini-lessons Pacing Guide* presents a full-year sequence for whole class instruction. During the 15-minute mini-lesson, transparencies for shared reading as well as three-page articles or read aloud selections spiral up in difficulty from Level O to Level T.

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	2	3	4	5	6
<p><b>S1: Transparency: 28</b> <i>How Advertising Works</i> Nonfiction: Explanation</p> <p><i>Readers establish a purpose for reading and analyze whether or not the purpose was met</i></p>	<p><b>S2: Transparency: 29</b> <i>How Advertising Works</i></p> <p><i>Readers ask questions of self by accessing prior knowledge or clarifying overall understandings while reading</i></p>	<p><b>S3: Transparency: 30</b> <i>How Advertising Works</i></p> <p><i>Readers identify intent, bias, purpose, or other authorial devices and critically evaluate their influence on the reader</i> <b>Word Work:</b> Suffixes</p>	<p><b>Shared Reading Extension 1</b> Transparency: <i>How Advertising Works</i></p> <p><b>Writing About Reading*</b> Reader's Notebook Strategy: <i>Reread to Lift a Line</i></p>	<p><b>Read Aloud: 2</b> <i>Beyond the Moon: "The Space trash Machine"</i> Fiction: Realistic</p> <p><i>Readers preview text to activate and connect prior knowledge to text to make predictions prior to and/or during reading</i></p>	
<p><b>S1: Transparency: 5</b> <i>Volcanic World "Race the Lava Flow"</i> Fiction: Play</p> <p><i>Readers activate understanding gained from sources other than personal experience to make text-to-world connections to deepen understanding of text</i></p>	<p><b>S2: Transparency: 6</b> <i>Volcanic World "Race the Lava Flow"</i></p> <p><i>Readers identify the main idea and link it to overall messages, themes, and/or information from the passage</i></p>	<p><b>S3: Transparency: 7</b> <i>Volcanic World "Race the Lava Flow"</i></p> <p><i>Readers link features of text to knowledge of texts to deepen understanding</i> <b>Word Work:</b> Context Clues and Suffixes</p>	<p><b>Shared Reading Extension 8</b> Transparency: <i>"Race the Lava Flow"</i></p> <p><b>Writing About Reading*</b> Reader's Notebook Strategy: <i>Theme</i></p>	<p><b>Read Aloud: 9</b> <i>Over the Long Distance: "Fun Runs"</i></p> <p><i>Readers link to personal experience to construct meaning and deepen understanding</i></p>	

1. The session number refers to the numbered lesson plan session. Lesson plans for transparencies and the poetry big book have three 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 each session of each lesson plan.
4. Read aloud selections have one session and one focus.
5. Word work activities related to the text are included in the pacing chart.
6. A *Writing About Reading* lesson plan that extends each shared reading selection will be forthcoming from the Center for Professional Development

**September**

<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>Labor Day Holiday</b>	<p><b><i>Becoming an Active Reader: Reader's Workshop Launch Unit Overview</i></b> Available at: <a href="http://www.thecenter.spps.org/elemlit.html">http://www.thecenter.spps.org/elemlit.html</a></p>			
<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>
<p><b><i>Becoming an Active Reader: Reader's Workshop Launch Unit Overview</i></b> Available at: <a href="http://www.thecenter.spps.org/elemlit.html">http://www.thecenter.spps.org/elemlit.html</a></p>				
<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>
<p><b><i>Becoming an Active Reader: Reader's Workshop Launch Unit Overview</i></b> Available at: <a href="http://www.thecenter.spps.org/elemlit.html">http://www.thecenter.spps.org/elemlit.html</a></p>				<p><b>S1: Transparency: <i>Mango's Revenge</i></b> Fiction: Animal Story</p> <p><i>Readers make critical judgments as part of personal responses when establishing individual points of view</i></p>
<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>
<p><b>S2: Transparency: <i>Mango's Revenge</i></b></p> <p><i>Readers infer cause-and-effect relationships implied in text</i></p>	<p><b>S3: Transparency: <i>Mango's Revenge</i></b></p> <p><i>Readers identify and understand purpose of similes, metaphors, and personification in context</i></p> <p><b>Word work:</b> Compound Words</p>	<p><b>Shared Reading Extension</b> <b>Transparency: <i>Mango's Revenge</i></b></p> <p><b>Writing About Reading:</b> <b>* Writing About Reading Lessons are available at:</b> <a href="http://www.thecenter.spps.org/elemlit.html">http://www.thecenter.spps.org/elemlit.html</a></p> <p>Reader's Notebook Strategy: <i>Thinking About Reading</i></p>	<p><b>Read Aloud: <i>The Science of Flight "Flying Machines"</i></b> Nonfiction: Explanation</p> <p><i>Readers identify main idea by determining what is important in text (whole book, chapter, passage, or text type)</i></p>	<p><b>S1: Transparency: <i>Fatima</i></b> Realistic Fiction</p> <p><i>Readers preview text to activate and connect to prior knowledge to make predictions prior to or during reading</i></p>

\* Writing About Reading Lessons are available at: <http://www.thecenter.spps.org/elemlit.html>

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

**2011-2012**

**October**

<p><b>S2: Transparency: <i>Fatima</i></b>      <b>3</b></p> <p><i>Readers return to the text to explain and justify inferential thinking</i></p>	<p><b>S3: Transparency: <i>Fatima</i></b>      <b>4</b></p> <p><i>Readers link to personal experience to construct meaning and deepen understanding</i> <b>Word Work:</b> Root Words and Affixes</p>	<p><b>Shared Reading Extension</b>      <b>5</b> <b>Transparency: <i>Fatima</i></b></p> <p><b>Writing About Reading*</b> <b>Writing About Reading Lessons are available at:</b> <a href="http://www.thecenter.spps.org/elemlit.html">http://www.thecenter.spps.org/elemlit.html</a></p> <p>Reader's Notebook Strategy: <i>Digging In</i></p>	<p align="center"><b>6</b>      <b>7</b></p> <div style="border: 1px solid black; padding: 5px; background-color: #f0f0f0;"> <p align="center"><b>Reading Partnerships/Realistic Fiction Reading Mini-Lessons</b></p> <p align="center">Available at: <a href="http://www.thecenter.spps.org/elemlit.html">http://www.thecenter.spps.org/elemlit.html</a></p> <p align="center"><i>These reading lessons will introduce Reading Partnership routines using texts that will be revisited as mentor texts in the upcoming fourth grade Writer's Workshop Realistic Fiction unit of study.</i></p> </div>	
<p align="center"><b>10</b>      <b>11</b></p> <div style="border: 1px solid black; padding: 10px; background-color: #f0f0f0;"> <p align="center"><b>Reading Partnerships/Realistic Fiction Reading Mini-Lessons</b></p> <p align="center">Available at: <a href="http://www.thecenter.spps.org/elemlit.html">http://www.thecenter.spps.org/elemlit.html</a></p> <p align="center"><i>These reading lessons will introduce Reading Partnership routines using texts that will be revisited as mentor texts in the upcoming fourth grade Writer's Workshop Realistic Fiction unit of study.</i></p> </div>		<p align="center"><b>12</b></p>	<p align="center"><b>13</b></p> <p><b>S1: Transparency: <i>The Outback "The Australian Outback"</i></b> Nonfiction: Report</p> <p><i>Readers identify the main idea by determining what is important in text</i></p>	<p align="center"><b>14</b></p> <p><b>S2: Transparency: <i>The Outback "The Australian Outback"</i></b></p> <p><i>Readers infer cause-and-effect relationships implied in text</i></p>
<p><b>S3: Transparency: <i>The Outback "The Australian Outback"</i></b>      <b>17</b></p> <p><i>Readers use note-taking strategies to record main ideas, supporting details, relevant background knowledge, and questions</i> <b>Word Work:</b> Prefixes</p>	<p><b>Shared Reading Extension</b>      <b>18</b> <b>Transparency: <i>The Outback "The Australian Outback"</i></b></p> <p><b>Writing About Reading*</b> Reader's Notebook Strategy: <i>Quick Write</i></p>	<p align="center"><b>19</b></p> <p align="center"><b>Conference Prep Day</b></p>	<p align="center"><b>20</b></p> <p align="center"><b>Education Minnesota Professional Conference</b></p>	<p align="center"><b>21</b></p> <p align="center"><b>Education Minnesota Professional Conference</b></p>
<p><b>S1: Transparency:</b>      <b>24</b> <b><i>How to be Nice (and Other Lessons I Didn't Learn)</i></b> Realistic Fiction</p> <p><i>Readers use elements of story structure in fiction texts to predict, construct meaning, and deepen understanding</i></p>	<p><b>S2: Transparency:</b>      <b>25</b> <b><i>How to be Nice (and Other Lessons I Didn't Learn)</i></b></p> <p><i>Readers summarize fiction text by identifying important details and synthesizing them into coherent understandings</i></p>	<p><b>S3: Transparency:</b>      <b>26</b> <b><i>How to be Nice (and Other Lessons I Didn't Learn)</i></b></p> <p><i>Readers compare and contrast information in texts to gain new understandings</i> <b>Word Work:</b> Compound Word</p>	<p align="center"><b>27</b></p> <p><b>Shared Reading Extension</b> <b>Transparency: <i>How to be Nice (and Other Lessons I Didn't Learn)</i></b></p> <p><b>Writing About Reading*</b> Reader's Notebook Strategy: <i>Character Connections</i></p>	<p align="center"><b>28</b></p> <p align="center"><b>Flex Mini-lesson</b></p>

• Writing About Reading Lessons are available at: <http://www.thecenter.spps.org/elemlit.html>

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

2011-2012

**November**

<b>Read Aloud: <i>Volcanic World: The Killer Mountain</i></b> Nonfiction: Report  <i>Readers link descriptive language in text to personal experience and knowledge to create sensory images to deepen connection with text</i>	<b>S1: Transparency: <i>In the Pool "The Trial"</i></b> Fiction: Play  <i>Readers establish a purpose for reading and analyze whether or not that purpose was met</i>	<b>S12: Transparency: <i>In the Pool "The Trial"</i></b>  <i>Readers understand different points of view or make judgments about a range of characters in fiction</i>	<b>S3: Transparency: <i>In the Pool "The Trial"</i></b>  <i>Readers focus on descriptive words or phrases in text and relate common personal experience</i> <b>Word Work:</b> Word Parts	<b>Shared Reading Extension</b> <b>Transparency: <i>In the Pool "The Trial"</i></b>  <b>Writing About Reading*</b> Reader's Notebook Strategy: <i>Character Analysis</i>
7	8	9	10	11
<div style="border: 1px solid black; background-color: #e0e0e0; padding: 5px;"> <b>Establishing Book Clubs Reading Mini-lessons</b>                      Available at: <a href="http://www.thecenter.spps.org/elemlit.html">http://www.thecenter.spps.org/elemlit.html</a>                      These reading lessons will introduce Book Club routines.                 </div>				Conference Day
14	15	16	17	18
<div style="border: 1px solid black; background-color: #e0e0e0; padding: 5px;"> <b>Establishing Book Clubs Reading Mini-lessons</b>                      Available at: <a href="http://www.thecenter.spps.org/elemlit.html">http://www.thecenter.spps.org/elemlit.html</a>                      These reading lessons will introduce Book Club routines.                 </div>			<b>S1: Transparency: <i>Mysterious Spinners</i></b> Fiction: Legend  <i>Readers link features of text to knowledge of texts to deepen understanding</i>	<b>S2: Transparency: <i>Mysterious Spinners</i></b>  <i>Readers combine context with relevant prior knowledge to create personal meaning from text</i>
<b>S3: Transparency: <i>Mysterious Spinners</i></b>  <i>Readers link descriptive language in text to personal experience and knowledge to create sensory images to deepen connection with text</i> <b>Word Work:</b> Latin roots	<b>Shared Reading Extension</b> <b>Transparency: <i>Mysterious Spinners</i></b>  <b>Writing About Reading*</b> Reader's Notebook Strategy: <i>Leaning In</i>	Flex Mini-lesson	Thanksgiving Break	Thanksgiving Break
21	22	23	24	25

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**December**

<b>S1: Transparency: Nov. 28</b> <b>How Advertising Works</b> Nonfiction: Explanation  <i>Readers establish a purpose for reading and analyze whether or not the purpose was met</i>	<b>S2: Transparency: Nov. 29</b> <b>How Advertising Works</b>  <i>Readers ask questions of self by accessing prior knowledge or clarifying overall understandings while reading</i>	<b>S3: Transparency: Nov. 30</b> <b>How Advertising Works</b>  <i>Readers identify intent, bias, purpose, or other authorial devices and critically evaluate their influence on the reader</i> <b>Word Work: Suffixes</b>	<b>Shared Reading Extension 1</b> <b>Transparency: How Advertising Works</b>  <b>Writing About Reading*</b> Reader's Notebook Strategy: <i>Reread to Lift a Line</i>	<b>Read Aloud: 2</b> <b>Beyond the Moon: "The Space trash Machine"</b> Fiction: Realistic  <i>Readers preview text to activate and connect prior knowledge to text to make predictions prior to and/or during reading</i>
<b>S1: Transparency: 5</b> <b>Volcanic World "Race the Lava Flow"</b> Fiction: Play  <i>Readers activate understanding gained from sources other than personal experience to make text-to-world connections to deepen understanding of text</i>	<b>S2: Transparency: 6</b> <b>Volcanic World "Race the Lava Flow"</b>  <i>Readers identify the main idea and link it to overall messages, themes, and/or information from the passage</i>	<b>S3: Transparency: 7</b> <b>Volcanic World "Race the Lava Flow"</b>  <i>Readers link features of text to knowledge of texts to deepen understanding</i> <b>Word Work: Context Clues and Suffixes</b>	<b>Shared Reading Extension 8</b> <b>Transparency: "Race the Lava Flow"</b>  <b>Writing About Reading*</b> Reader's Notebook Strategy: <i>Theme</i>	<b>Read Aloud: 9</b> <b>Over the Long Distance: "Fun Runs"</b>  <i>Readers link to personal experience to construct meaning and deepen understanding</i>
<b>Read Aloud: Glaciers and Other Icy Bergs: "Millennium Adventure" 12</b> Fiction: Realistic Fiction  <i>Readers link to personal experience to construct meaning and deepen understanding</i>	<b>S1: Transparency: 13</b> <b>Maria Sanz de Sautoula</b> Nonfiction: Biography  <i>Readers use nonfiction text structure to predict, construct meaning, and deepen understanding</i>	<b>S2: Transparency: 14</b> <b>Maria Sanz de Sautoula</b>  <i>Readers return to text to explain and justify inferential thinking</i>	<b>S3: Transparency: 15</b> <b>Maria Sanz de Sautoula</b>  <i>Readers summarize nonfiction by identifying and reorganizing important ideas and information into new understandings</i> <b>Word Work: Greek Roots</b>	<b>Shared Reading Extension 16</b> <b>Transparency: Maria Sanz de Sautoula</b>  <b>Writing About Reading*</b> Reader's Notebook Strategy: <i>Fab 5</i>
<b>S1: Transparency: 19</b> <b>Glaciers and Other Icy Bergs "Glaciers, Ice Sheets, and Icebergs"</b> Nonfiction: Report  <i>Readers compare and contrast information in texts to gain new understandings or to deepen understandings</i>	<b>S2: Transparency: 20</b> <b>Glaciers and Other Icy bergs "Glaciers, Ice Sheets and Icebergs"</b>  <i>Readers use note-taking strategies to record main ideas, supporting details, relevant background knowledge, and questions.</i>	<b>S3: Transparency: 21</b> <b>Glaciers and Other Icy Bergs "Glaciers, Ice Sheets and Icebergs"</b>  <i>Readers actively engage in reading by recognizing and attending to thought processes that occur before, during and after reading</i>	<b>Shared Reading Extension 22</b> <b>Transparency: Glaciers and Other Icy Bergs "Glaciers, Ice Sheets and Ice Bergs"</b>  <b>Writing About Reading*</b> Reader's Notebook Strategy: <i>Two Column Notes or "Today as a Reader, I..." (Metacognition)</i>	<b>23</b>  <b>Winter Break</b>

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2011-2012

**January**

2 <b>Winter Break</b>	3 <b>Winter Break</b>	4 <b>Flex Mini-lesson Revisit Rituals &amp; Routines</b>	5 <b>Literary Nonfiction Picture Book Reading Mini-lessons</b> Available at: <a href="http://www.thecenter.spps.org/elemlit.html">http://www.thecenter.spps.org/elemlit.html</a> <i>These reading lessons use texts that will be revisited as mentor texts in the upcoming fourth grade Writer's Workshop Informational Writing/Literary Nonfiction Picture Books unit of study.</i>	6
9 <b>Literary Nonfiction Picture Book Reading Mini-lessons</b> Available at: <a href="http://www.thecenter.spps.org/elemlit.html">http://www.thecenter.spps.org/elemlit.html</a> <i>These reading lessons use texts that will be revisited as mentor texts in the upcoming fourth grade Writer's Workshop Informational Writing/Literary Nonfiction Picture Books unit of study.</i>	10	11 <b>S1: Transparency: Ballooning: "Hot Air"</b> Nonfiction: Transactional  <i>Readers generate questions of texts and read with a clear focus to identify answers (explicit or implicit) in text</i>	12 <b>S2: Transparency: Ballooning: "Hot Air"</b>  <i>Readers reread to clarify meaning or concepts</i>	13 <b>S3: Transparency: Ballooning: "Hot Air"</b>  <i>Readers relate to text outside personal experience by making text-to-text connections to construct meaning</i>  <b>Word Work:</b> Suffixes
16 <b>Martin Luther King Holiday</b>	17 <b>Shared Reading Extension Transparency: Ballooning: "Hot Air"</b>  <b>Writing About Reading*</b> Reader's Notebook Strategy: <i>What I Know to Be True About Reading</i>	18 <b>S1: Transparency: The Little Mermaid</b> Fiction: Fairy Tale  <i>Readers identify and understand the purpose of similes, metaphors, and personification in context</i>	19 <b>S2: Transparency: The Little Mermaid</b>  <i>Readers interpret information gained from plot, setting, characterization, etc. in fiction to form new understandings</i>	20 <b>S3: Transparency: The Little Mermaid</b>  <i>Readers link features of text to knowledge of texts to deepen understanding.</i>  <b>Word Work:</b> Root Words
23 <b>Shared Reading Extension Transparency: The Little Mermaid</b>  <b>Writing About Reading*</b> Reader's Notebook Strategy: <i>Text Types</i>	24 <b>S1: Transparency: Herbert Fieldmouse: Secret Agent</b> Fiction: Animal Story  <i>Readers identify main idea by determining what is important in text passage.</i>	25 <b>S2: Transparency: Herbert Fieldmouse: Secret Agent</b>  <i>Readers return to text to explain and justify inferential thinking</i>	26 <b>S3: Transparency: Herbert Fieldmouse: Secret Agent</b>  <i>Readers link features of text to knowledge of text types to deepen understanding</i>  <b>Word Work:</b> Latin Roots	27  <b>Professional Day</b>

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

2011-2012

**February**

<p><b>Shared Reading Extension Jan. 30</b>  <b>Transparency: <i>Herbert Fieldmouse: Secret Agent</i></b>   <b>Writing About Reading*</b>                  Reader's Notebook Strategy: <i>Text Types</i></p>	<p><b>S1: Transparency: Jan. 31</b>  <b><i>Young Robin's Hood</i></b>                  Fiction: Adventure   <i>Readers identify bias, purpose, or other authorial devices, and critically evaluate their influence on the reader</i></p>	<p><b>S2: Transparency: 1</b>  <b><i>Young Robin's Hood</i></b>   <i>Readers interpret information from characterization to form new understandings</i></p>	<p><b>S3: Transparency: 2</b>  <b><i>Young Robin's Hood</i></b>   <i>Readers synthesize important information across texts to create new understandings</i>  <b>Word Work:</b> Root Words and Prefixes</p>	<p><b>Shared Reading Extension 3</b>  <b>Transparency: <i>Young Robin's Hood</i></b>   <b>Writing About Reading*</b>                  Reader's Notebook Strategy: <i>Digging In</i></p>
<p><b>Read Aloud: <i>In the Green Room</i> 6</b>                  Realistic Fiction/Adventure   <i>Readers use elements of story structure in fiction texts (characterization, setting, theme, plot, chapter) in order to predict, construct meaning, and deepen understanding</i></p>	<p><b>S1: Transparency: 7</b>  <b><i>Come to Bali "Welcome to Bali"</i></b>                  Realistic Fiction   <i>Readers skim nonfiction text to isolate relevant text passages and further information to answer questions</i></p>	<p><b>S2: Transparency: 8</b>  <b><i>Come to Bali "Welcome to Bali"</i></b>   <i>Readers use note-taking strategies to record main ideas, supporting details, relevant background knowledge, and questions</i></p>	<p><b>S3: Transparency: 9</b>  <b><i>Come to Bali "Welcome to Bali"</i></b>   <i>Readers make text-to-world connections to deepen understanding of texts</i>   <b>Word Work:</b> Latin Roots</p>	<p><b>Shared Reading Extension 10</b>  <b>Transparency: <i>Come to Bali "Welcome to Bali"</i></b>   <b>Writing About Reading*</b>                  Reader's Notebook Strategy: <i>Quick Write</i></p>
<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>
<b>Flex Mini-lesson</b>	<div style="border: 1px solid black; background-color: #f0f0f0; padding: 10px;"> <p><b>Poetry Reading Mini-lessons</b>                      Available at: <a href="http://www.thecenter.spps.org/elemlit.html">http://www.thecenter.spps.org/elemlit.html</a>  <i>These reading lessons use texts that will be revisited as mentor texts in the upcoming fourth grade Writer's Workshop Poetry Unit of Study.</i></p> </div>			<b>Conference Prep</b>
<b>20</b>	<p><b>S1: Big Book: <i>Dreams by Day</i> 21</b>                  Fiction: Poetry   <i>Readers analyze the use of poetic devices, such as repetition, imagery, figurative language, rhythm, rhyme, pattern</i></p>	<p><b>S2: Big Book: <i>Dreams by Day</i> 22</b>   <i>Readers identify and understand the purpose of similes metaphors, and personification in context</i></p>	<p><b>S3: Big Book: <i>Dreams by Day</i> 23</b>   <i>Readers synthesize important information across texts to create new understandings</i>  <b>Word Work:</b> Suffixes</p>	<p><b>Shared Reading Extension 24</b>  <b>Big Book: <i>Dreams by Day</i></b>   <b>Writing About Reading*</b>                  Reader's Notebook Strategy: <i>Sketch to Stretch</i></p>

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2011-2012

**March**

<b>Read Aloud: <i>Garbage: “Waste”</i></b> 27 Nonfiction: Explanation  <i>Readers ask questions of author to understand author’s bias, purpose, or point of view</i>	<b>S1: Transparency:</b> 28 <b><i>Smart Adapters “Seth Learns to Adapt”</i></b> Fiction: Play  <i>Readers combine context with relevant prior knowledge to create personal meaning from text</i>	<b>S2: Transparency:</b> 29 <b><i>Smart Adapters “Seth Learns to Adapt”</i></b>  <i>Readers infer cause-and-effect relationships implied in text</i>	<b>S3: Transparency:</b> 1 <b><i>Smart Adapters “Seth Learns to Adapt”</i></b>  <i>Readers read accurately and quickly with prosody (phrasing and expression)</i>  <b>Word Work:</b> Latin Roots	<b>Shared Reading Extension</b> 2 <b>Transparency: <i>Smart Adapters “Seth Learns to Adapt”</i></b>  <b>Writing About Reading</b> Reader's Notebook Strategy: <i>Theme</i>
<b>Read Aloud:</b> 5 <b><i>“Boss of Antarctica”</i></b> <b>Fiction: Imaginative Recount</b>  <i>Readers infer cause-and-effect relationships implied in text</i>	<b>S1: Transparency:</b> 6 <b><i>Kids You Ought to Know</i></b> Nonfiction: Biography  <i>Readers make links to personal experience to construct meaning and deepen understanding of text</i>	<b>S2: Transparency:</b> 7 <b><i>Kids You Ought to Know</i></b>  <i>Readers ask questions of the author to understand author’s point of view</i>	<b>S3: Transparency:</b> 8 <b><i>Kids You Ought to Know</i></b>  <i>Readers summarize nonfiction by identifying and reorganizing important ideas and information into new understanding</i> <b>Word Work:</b> Root Words	<b>Conference Day</b> 9
<b>Spring Break</b> 12	<b>Spring Break</b> 13	<b>Spring Break</b> 14	<b>Spring Break</b> 15	<b>Spring Break</b> 16
<b>Read Aloud: <i>Biking Down The Mountain: “Mountain Biking”</i></b> 19 Nonfiction: Report  <i>Readers generate questions of texts and read with a clear focus to identify answers (explicit or implicit) in text</i>	<b>S1: Transparency: <i>Come to Bali “Monkey Business”</i></b> 20 Realistic Fiction  <i>Readers activate and connect prior knowledge to make predictions prior to and during reading</i>	<b>S2: Transparency: <i>Come to Bali “Monkey Business”</i></b> 21  <i>Readers continue to develop, confirm, or adjust predictions during reading</i>	<b>S3: Transparency: <i>Come to Bali “Monkey Business”</i></b> 22  <i>Readers ask questions of the author to understand purpose and point of view</i> <b>Word Work:</b> Context Clues and Affixes	<b>Shared Reading Extension</b> 23 <b>Transparency: <i>Come to Bali “Monkey Business”</i></b>  <b>Writing About Reading*</b> Reader's Notebook Strategy: <i>Reread to Lift a Line</i>
<b>Flex Mini Lesson</b> 26	27	28	29	30
<div style="border: 1px solid black; background-color: #f0f0f0; padding: 10px; margin: 0 auto; width: 80%;"> <p style="text-align: center;"><b>Science Procedure Reading Mini-lessons</b>                      Available at: <a href="http://www.thecenter.spps.org/elemlit.html">http://www.thecenter.spps.org/elemlit.html</a>  <i>These reading lessons use texts that will be revisited as supporting texts in the upcoming fourth grade Writer’s Workshop Science Procedure unit of study.</i></p> </div>				

- Writing About Reading Lessons are available at: <http://www.thecenter.spps.org/elemlit.html>

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

**2011-2012**

**April**

<p><b>Read Aloud:</b> <b>2</b> <i>International Explorers: "Caught in Time"</i> Fiction: Fantasy  <i>Readers return to text to explain and justify inferential thinking</i></p>	<p><b>S1: Transparency:</b> <b>3</b> <i>The Mighty Hippopotamus</i> Nonfiction: Report  <i>Readers generate questions of text and read with a clear focus to identify answers (explicit and implicit) in text</i></p>	<p><b>S2: Transparency:</b> <b>4</b> <i>The Mighty Hippopotamus</i>  <i>Readers use note-taking strategies to record main ideas, supporting details, relevant background knowledge, and questions</i></p>	<p><b>S3: Transparency:</b> <b>5</b> <i>The Mighty Hippopotamus</i>  <i>Readers synthesize important information across texts to create new understandings</i> <b>Word Work:</b> Latin Roots</p>	<p align="center"><b>6</b>  <b>Professional Day</b></p>
<p><b>Shared Reading Extension</b> <b>9</b> <b>Transparency:</b> <i>The Mighty Hippopotamus</i>  <b>Writing About Reading*</b> Reader's Notebook Strategy: <i>Two Column Notes: Text/My Thoughts</i></p>	<p align="center"><b>10</b>      <b>11</b>      <b>12</b>  <b>MCA Test Practice Reading Mini-lessons</b> Available at: <a href="http://www.thecenter.spps.org/elemlit.html">http://www.thecenter.spps.org/elemlit.html</a></p>			<p><b>Read Aloud: <i>International Explorers: "Famous Explorers"</i></b> <b>13</b>  <i>Readers summarize nonfiction by identifying and reorganizing important ideas and information into new understandings</i></p>
<p align="center"><b>16</b>  <b>Flex Mini-lesson</b></p>	<p align="center"><b>17</b>  <b>MCA Test</b></p>	<p align="center"><b>18</b>  <b>MCA Test</b></p>	<p><b>S1: Transparency:</b> <b>19</b> <i>How to Start Your Own Business</i> Nonfiction: Procedure  <i>Readers isolate and interpret information gained from graphs, forms, photographs, and tables in text to form new understandings</i></p>	<p><b>S2: Transparency:</b> <b>20</b> <i>How to Start Your Own Business</i>  <i>Readers use note-taking strategies to record main ideas, supporting details, relevant background knowledge, and questions</i></p>
<p align="center"><b>23</b>  <b>Flex Mini lesson</b></p>	<p align="center"><b>24</b>  <b>MCA Test</b></p>	<p align="center"><b>25</b>  <b>MCA Test</b></p>	<p><b>S3: Transparency:</b> <b>26</b> <i>How to Start Your Own Business</i>  <i>Readers make links between the text and personal experience to deepen understanding</i> <b>Word Work:</b> Multisyllabic Words</p>	<p><b>Shared Reading Extension</b> <b>27</b> <b>Transparency:</b> <i>How to Start Your Own Business</i>  <b>Writing About Reading*</b> Reader's Notebook Strategy: <i>Fab 5</i></p>

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**Saint Paul Public Schools Project for Academic Excellence  
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**May**

<p><b>Read Aloud: Xtreme Weather</b> Nonfiction: Explanation</p> <p><i>Readers use nonfiction text structures (chronology, cause and effect, point of view, intent)</i></p>	<b>Apr. 30</b>	<p><b>S1: Transparency: Xtreme Weather: "The Flood Rescue Team"</b> Fiction: Play</p> <p><i>Readers preview text to activate and connect to prior knowledge to make predictions prior to and during reading</i></p>	<b>1</b>	<p><b>S2: Transparency: Xtreme Weather: "The Flood Rescue Team"</b></p> <p><i>Readers continue to develop, confirm, or adjust predictions or understandings during reading</i></p>	<b>2</b>	<p><b>S3: Transparency: Xtreme Weather: "The Flood Rescue Team"</b></p> <p><i>Readers read accurately with prosody (phrasing and expression)</i> <b>Word Work:</b> Suffixes</p>	<b>3</b>	<p><b>Shared Reading Extension Transparency: Xtreme Weather: "The Flood Rescue Team"</b></p> <p><b>Writing About Reading*</b> Reader's Notebook Strategy: <i>Lifting a Line</i></p>	<b>4</b>
<p><b>S1: Transparency: Nicholaus Copernicus: The Earth is a Planet</b> Nonfiction: Biography</p> <p><i>Readers link descriptive language to personal experience and knowledge to create sensory images to deepen connection with text</i></p>	<b>7</b>	<p><b>S2: Transparency: Nicholaus Copernicus: The Earth is a Planet</b></p> <p><i>Readers identify main idea and link with information in text</i></p>	<b>8</b>	<p><b>S3: Transparency: Nicholaus Copernicus: The Earth is a Planet</b></p> <p><i>Readers use text structure of cause and effect to construct meaning and deepen understanding</i> <b>Word Work:</b> Greek Roots</p>	<b>9</b>	<p><b>Shared Reading Extension Transparency: Nicholaus Copernicus: The Earth is a Planet</b></p> <p><b>Writing About Reading*</b> Reader's Notebook Strategy: <i>Quick Write</i></p>	<b>10</b>	<p><b>Read Aloud: Biking Down the Mountain: "Over the Mountain"</b></p> <p><i>Readers create a logical organizational pattern (including a beginning, middle, and end) appropriate to narrative writing</i></p>	<b>11</b>
<p><b>S1: Transparency: With Courage: Seven Women Who Changed America</b> Nonfiction: Biography</p> <p><i>Readers locate details in text to support and justify main idea</i></p>	<b>14</b>	<p><b>S2: Transparency: With Courage: Seven Women Who Changed America</b></p> <p><i>Readers identify intent, bias, and purpose, and critically evaluate their influence on the reader</i></p>	<b>15</b>	<p><b>S3: Transparency: With Courage: Seven Women Who Changed America</b></p> <p><i>Readers make critical judgments as part of personal response when establishing individual points of view</i> <b>Word Work:</b> Suffixes</p>	<b>16</b>	<p><b>Shared Reading Extension Transparency: With Courage: Seven Women Who Changed America</b></p> <p><b>Writing About Reading*</b> Reader's Notebook Strategy: <i>Digging In</i></p>	<b>17</b>	<b>18</b>	<b>Flex Mini-lesson</b>
<p><b>Read Aloud: Mountain Sports: "Snowboard Mania"</b></p> <p><i>Readers understand different points of view or make judgments about a range of characters in fiction</i></p>	<b>21</b>	<p><b>S1: Transparency: Safari Encyclofact: Household Garbage</b> Nonfiction: Explanation</p> <p><i>Readers identify the main idea by determining what is important in text</i></p>	<b>22</b>	<p><b>S2: Transparency: Safari Encyclofact: Household Garbage</b></p> <p><i>Readers skim nonfiction text to isolate relevant text passages to answer personal questions</i></p>	<b>23</b>	<p><b>S3: Transparency: Safari Encyclofact: Household Garbage</b></p> <p><i>Readers synthesize important information to create new understandings</i> <b>Word Work:</b> Prefixes</p>	<b>24</b>	<p><b>Shared Reading Extension Transparency: Safari Encyclofact: Household Garbage</b></p> <p><b>Writing About Reading*</b> Reader's Notebook Strategy: <i>Theme</i></p>	<b>25</b>

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

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**June**

<b>28</b>	<p><b>Read Aloud: <i>Memories</i></b>      <b>May 29</b> Realistic Fiction</p> <p><i>Readers compare and contrast information in texts to gain new understandings or to deepen understanding</i></p>	<p><b>S1: Transparency: <i>Sagebrush and Paintbrush: The Story of Charlie Russell, the Cowboy Artist</i></b>      <b>May 30</b> Nonfiction: Biography</p> <p><i>Readers link descriptive language in text to personal experience and knowledge to create sensory images to deepen understanding</i></p>	<p><b>S2: Transparency: <i>Sagebrush and Paintbrush: The Story of Charlie Russell, the Cowboy Artist</i></b>      <b>May 31</b></p> <p><i>Readers understand different points of view or make judgments about a character</i></p>	<p><b>S3: Transparency: <i>Sagebrush and Paintbrush: The Story of Charlie Russell, the Cowboy Artist</i></b>      <b>1</b></p> <p><i>Readers distinguish between fact and opinion</i> <b>Word Work:</b> Suffixes</p>
<p><b>Shared Reading Extension</b>      <b>4</b> <b>Transparency: <i>Sagebrush and Paintbrush: The Story of Charlie Russell, the Cowboy Artist</i></b></p> <p><b>Writing About Reading*</b> Reader's Notebook Strategy: <i>What I know to Be True About Reading</i></p>	<p><b>Read Aloud: <i>Valley of Hope</i></b>      <b>5</b> Realistic Fiction/Adventure</p> <p><i>Readers identify and understand the purpose of similes, metaphors, personification, and hyperbole in context</i></p>	<b>6</b>	<b>7</b>	<b>8</b>
		<b>Launching into Summer Reading</b>	<b>Launching into Summer Reading</b>	<b>Launching into Summer Reading (Students' Last Day)</b>

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## Writer's Workshop Units of Study Calendar 2011-2012

Month/week	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<b>Sept.</b> 6-9	Launching Writer's Workshop: Being a Writer	Launching Writer's Workshop: Dev. Writerly Habits	Launching Writer's Workshop: The Writerly Life	Launching Writer's Workshop: Looking Outward	Launching Writer's Workshop: Building Variety & Stamina	Launching Writer's Workshop: Lifting the Level of the Writer's NB	Launching Writer's Workshop: Envisioning an Entry...
12-16		Personal Narrative: Small Moments	Personal Narrative: Small Moment	Narrative: Memoir	Realistic Fiction	Narrative: Memoir	Realistic Fiction
19-23							
26-30							
<b>Oct.:</b> 3-7	Telling and Drawing Our Stories	Writing for Readers	Procedural Writing	Functional: Friendly Letter	Response to Literature: Mentor Author Study	Response to Literature: Literary Essay	Feature Article
10-14							
17-18							
24-28							
<b>Nov.:</b> 10/31-11/4	Functional Writing	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
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
<b>Dec.:</b> 5-9							
12-16							
19-22							
<b>Jan.:</b> 4-6	Author Study	Informational Writing: Question & Answer Book	Informational Writing: All-About Book	Informational Writing: Report	Informational Writing: Literary Nonfiction Picture Book	Informational Writing: Biography Picture Book	Persuasive Writing: Letter to the Editor
9-13							
17-20							
23-26							
<b>Feb.:</b> 1/30-2/3	Going Deeper with Skills of Writing	Personal Narrative	Author Study & Response to Literature: Book Recommendation	Author Study & Response to Literature: Book Review	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
<b>Mar.:</b> 5-8							
19-23							
26-30							
<b>Apr.:</b> 2-5	Poetry	Poetry	Open Cycle: Crafting Sentences	Open Cycle: Crafting Sentences	Science Procedure	Written Correspondence	Poetry: Poet Study
9-13							
16-20							
23-27							
<b>May:</b> 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							
<b>June:</b> 4-8							

## Writer's Workshop Units of Study Grade 4

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

## GRADE 4 Writer’s Workshop: BIG IDEAS

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

## GRADE 4 Writer’s Workshop: BIG IDEAS

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