



*SPPS Literacy Initiative  
2011-2012*

*Saint Paul Public Schools*

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

### **Grade 5**

This pacing guide provides the overall scope and sequence of whole class mini-lessons for Grade 5 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 mini-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 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; and,
- Suggested unit products and artifacts.

## Grade 5 Pacing Guide

The fifth grade *Reader's Workshop Whole Class Mini-lessons Pacing Guide* presents a full-year sequence for whole class instruction. During the 15-minute mini-lesson, transparencies for shared reading as well as three-page articles or read aloud selections spiral up in difficulty from Level Q to Level W.

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.

<b>28</b>	<b>Shared Reading Extension</b> Transparency: Finding Chance  <b>Writing About Reading</b> Reader's Notebook Strategy: Recorded "Say something"	<b>1</b>	<b>S1: Transparency: Sherlock Hounds: Our Heroic Search and Rescue Dogs</b> Nonfiction: Explanation  <i>Readers link reading to personal experience in order to construct meaning and deepen understanding</i>	<b>30</b>	<b>S2: Transparency: Sherlock Hounds: Our Heroic Search and Rescue Dogs</b>  <i>Readers use note-taking strategies to record main ideas, supporting details, and questions</i>	<b>3</b>	<b>S3: Transparency: Sherlock Hounds: Our Heroic Search and Rescue Dogs</b>  <i>Readers summarize nonfiction by identifying and reorganizing important ideas and information into new understandings</i> <b>Word Work:</b> Base words	<b>1</b>	<b>Shared Reading Extension</b> Transparency: Sherlock Hounds: Our Heroic Search and Rescue Dogs  <b>Writing About Reading</b> Reader's Notebook Strategy: It says, I say	<b>2</b>
<b>5</b>	<b>Read Aloud: Around the World in a Little Boat: "Sea Journey" and "An Ode to my Neat Little Boat"</b> Poetry: Simple Rhyme  <i>Readers analyze use of literary devices such as figurative language, rhythm, rhyme, pattern, alliteration, onomatopoeia, assonance, imagery, and repetition</i>	<b>6</b>	<b>S1: Transparency: Daniel and the Great Bearded One</b> Fiction: Graphic Novel  <i>Readers relate to text outside personal experience by making text-to-text connections in order to construct meaning</i>	<b>7</b>	<b>S2: Transparency: Daniel and the Great Bearded One</b>  <i>Readers continue to develop, confirm, or adjust predictions or understandings during reading</i>	<b>8</b>	<b>S3: Transparency: Daniel and the Great Bearded One</b>  <i>Readers interpret information gained from plot, setting, and characterization in order to form new understandings</i> <b>Word Work:</b> Multi-syllabic words	<b>8</b>	<b>S1: Transparency: Daniel and the Great Bearded One</b>  <b>Writing About Reading</b> Reader's Notebook Strategy: Gaining Information from setting, plot, characterization	<b>6</b>

1. The session number refers to the numbered lesson plan session. Lesson plans for transparencies 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. *Writing About Reading* lesson plans are located on the Center for Curriculum, Instruction and Professional Development website.



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

**September**

	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>Labor Day Holiday</b>	<b><i>A Community of Readers: Reader's Workshop Launch Unit Overview</i></b> Available at <a href="http://thecenter.spps.org/elemlit.html">http://thecenter.spps.org/elemlit.html</a>			
<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>
<b><i>A Community of Readers: Reader's Workshop Launch Unit Overview</i></b> Available at <a href="http://thecenter.spps.org/elemlit.html">http://thecenter.spps.org/elemlit.html</a>				
<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>
<b><i>A Community of Readers: Reader's Workshop Launch Unit Overview</i></b> Available at <a href="http://thecenter.spps.org/elemlit.html">http://thecenter.spps.org/elemlit.html</a>				
<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>
<b>S1: Transparency: <i>Books for Oliver</i></b> <b>Fiction: Realistic Fiction</b>  <i>Readers preview text in order to make predictions prior to and/or during reading and to activate prior knowledge</i>	<b>S2: Transparency: <i>Books for Oliver</i></b>  <i>Readers identify the main idea by determining what is important in the text</i>	<b>S3: Transparency: <i>Books for Oliver</i></b> <b>Fiction: Realistic Fiction</b>  <i>Readers make personal connections to the text and to create deeper meaning</i> <b>Word Work: Suffixes</b>	<b>Shared Reading Extension</b> <b>Transparency: <i>Books for Oliver</i></b>  <b>Writing About Reading</b> Reader's Notebook Strategy: <i>Quick Write</i>	<b>Memoir Reading Mini-lessons</b> Available at: <a href="http://thecenter.spps.org/elemlit.html">http://thecenter.spps.org/elemlit.html</a>  <i>These reading lessons use texts that will be revisited as mentor</i>

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**October**

<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<p><b>Memoir Reading Mini-lessons</b>                  Available at <a href="http://thecenter.spps.org/elemlit.html">http://thecenter.spps.org/elemlit.html</a>  <i>These reading lessons use texts that will be revisited as mentor texts in the upcoming fifth grade Writer's Workshop Memoir unit of study.</i></p>			<p><b>S1: Transparency: Tell Us a Tale, Hans! The Life of Hans Christian Andersen</b>  <b>Nonfiction:</b> Biography</p> <p><i>Readers use nonfiction text structures, such as chronology and cause and effect, to construct meaning and deepen understanding</i></p>	<p><b>S2: Transparency: Tell us a Tale, Hans! The Life of Hans Christian Andersen</b></p> <p><i>Readers distinguish between fact and opinion</i></p>
<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>
<p><b>S3: Transparency: Tell Us a Tale, Hans! The Life of Hans Christian Andersen</b></p> <p><i>Readers ask questions of the author to understand the author's point of view</i>  <b>Word Work:</b> compound words</p>	<p><b>Shared Reading Extension: Transparency: Tell Us a Tale, Hans! The Life of Hans Christian Andersen</b></p> <p><b>Writing About Reading</b>                  Reader's Notebook Strategy: <i>Fab Five</i></p>	<p><b>Read Aloud: In and Around the Pacific Rim: "Virtual Holiday to the Pacific Rim"</b>  <b>Historical Fiction</b></p> <p><i>Readers establish purpose for reading and analyze whether or not purpose was met</i></p>	<p><b>S1: Transparency: Plant World: "Planet of the Plants"</b>  <b>Fiction:</b> Science Fiction</p> <p><i>Readers develop, confirm or adjust predictions or understandings during reading</i></p>	<p><b>S2: Transparency: Plant World: "Planet of the Plants"</b></p> <p><i>Readers locate details in text to support and justify main idea</i></p>
<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>
<p><b>S3: Transparency: Plant World: "Planet of the Plants"</b></p> <p><i>Readers identify the purpose of similes, metaphors, and personification in context</i>  <b>Word Work:</b> multi-syllabic words</p>	<p><b>Shared Reading Extension: Transparency: Plant World: "Planet of the Plants"</b></p> <p><b>Writing About Reading</b>                  Reader's Notebook Strategy: <i>Leaning In</i></p>	<p><b>Conference Prep</b></p>	<p><b>Education Minnesota Professional Conference</b></p>	<p><b>Education Minnesota Professional Conference</b></p>
<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>
<p><b>Flex Mini-lesson</b></p>	<p><b>S1: Transparency: Mountain Manor Mystery</b>  <b>Fiction:</b> Mystery</p> <p><i>Readers establish a purpose for reading and analyze whether or not that purpose was met</i></p>	<p><b>S2: Transparency: Mountain Manor Mystery</b></p> <p><i>Readers locate details in text to support and justify main idea</i></p>	<p><b>S3: Transparency: Mountain Manor Mystery</b></p> <p><i>Readers distinguish between fact and opinion</i>  <b>Word work:</b> Base words and suffixes</p>	<p><b>Shared Reading Extension: Transparency: Mountain Manor Mystery</b></p> <p><b>Writing About Reading</b>                  Reader's Notebook Strategy: <i>Character Analysis</i></p>

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**November**

<b>Oct. 31</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<p><b>Read Aloud</b>  <b>Selection:</b> Plant World: “The World of Plants”  <b>Nonfiction:</b> Report</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: Magnets: “Magnetism”</b>  <b>Nonfiction:</b> 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: Magnets: “Magnetism”</b></p> <p><i>Readers activate understandings gained from sources other than personal experience to make text-to-world connections in order to deepen understanding of text</i></p>	<p><b>S3: Transparency: Magnets: “Magnetism”</b>  <b>Nonfiction:</b> Explanation</p> <p><i>Readers use note-taking strategies to record main ideas, supporting details, and questions</i></p> <p><b>Word Work:</b> Base words</p>	<p><b>Shared Reading Extension</b>  <b>Transparency: Magnets: “Magnetism”</b>  <b>Nonfiction:</b> Explanation</p> <p><b>Writing About Reading</b>  Reader’s Notebook Strategy:  <i>Reread to Lift a Line</i></p>
<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
<p><b>Flex Mini-lesson</b></p>	<p><b>Read Aloud Selection:</b> Iron Mikkos the Magnet Man  <b>Fiction:</b> Fantasy</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:</b> Beauty, the Beast, and the Sisters: A Thrice-told Tale  <b>Fiction:</b> Fairy Tale</p> <p><i>Readers synthesize important information or understandings across texts to create new understandings</i></p>	<p><b>S2: Transparency:</b> Beauty, the Beast, and the Sisters: A Thrice-told Tale</p> <p><i>Readers understand the different points of view of characters in a story</i></p>	<p><b>Conference Day</b></p>
<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>
<p><b>S3: Transparency:</b> Beauty, the Beast, and the Sisters: A Thrice-told Tale</p> <p><i>Readers identify main idea and link to overall theme of the selection</i></p> <p><b>Word Work:</b> Base words and affixes</p>	<p><b>Shared Reading Extension</b>  <b>Transparency:</b> Beauty, the Beast, and the Sisters: A Thrice-told Tale</p> <p><b>Writing About Reading</b>  Reader’s Notebook Strategy: <i>Theme</i></p>	<div style="border: 1px solid black; padding: 10px; background-color: #f0f0f0;"> <p><b>Response to Literature Reading Mini-lessons</b>  Available at <a href="http://thecenter.spps.org/elemlit.html">http://thecenter.spps.org/elemlit.html</a></p> <p><i>These reading lessons use texts that will be revisited as mentor texts in the upcoming fifth grade Writer’s Workshop Literary Essay unit of study.</i></p> </div>		
<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>
<div style="border: 1px solid black; padding: 10px; background-color: #f0f0f0;"> <p><b>Response to Literature Reading Mini-lessons</b>  Available at <a href="http://thecenter.spps.org/elemlit.html">http://thecenter.spps.org/elemlit.html</a></p> <p><i>These reading lessons use texts that will be revisited as mentor texts in the upcoming fifth grade Writer’s Workshop Literary Essay unit of study.</i></p> </div>		<p><b>Flex Mini-lesson</b></p>	<p><b>Thanksgiving Break</b></p>	<p><b>Thanksgiving Break</b></p>

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**December**

<b>Nov. 28</b>	<b>Nov. 29</b>	<b>Nov. 30</b>	<b>1</b>	<b>2</b>
<p><b>S1: Transparency:</b> Finding Chance  <b>Fiction:</b> Realistic Fiction</p> <p><i>Readers understand different points of view of a range of characters in fiction</i></p>	<p><b>S2: Transparency:</b> Finding Chance</p> <p><i>Readers use story elements, such as characterization and plot in order to make reasonable predictions</i></p>	<p><b>S3: Transparency:</b> Finding Chance</p> <p><i>Readers compare and contrast information in texts to gain new understandings</i></p> <p><b>Word Work:</b> Base words</p>	<p><b>Shared Reading Extension</b>  <b>Transparency:</b> Finding Chance</p> <p><b>Writing About Reading</b>  Reader’s Notebook Strategy:  Recorded “Say something”</p>	<p><b>S1: Transparency:</b> Sherlock Hounds: <b>Our Heroic Search and Rescue Dogs</b>  <b>Nonfiction:</b> Explanation</p> <p><i>Readers link reading to personal experience in order to construct meaning and deepen understanding</i></p>
<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<p><b>S2: Transparency:</b> Sherlock Hounds: <b>Our Heroic Search and Rescue Dogs</b></p> <p><i>Readers use note-taking strategies to record main ideas, supporting details, and questions</i></p>	<p><b>S3: Transparency:</b> Sherlock Hounds: <b>Our Heroic Search and Rescue Dogs</b></p> <p><i>Readers summarize nonfiction by identifying and reorganizing important ideas and information into new understandings</i></p> <p><b>Word Work:</b> Base words</p>	<p><b>Shared Reading Extension</b>  <b>Transparency:</b> Sherlock Hounds: <b>Our Heroic Search and Rescue Dogs</b></p> <p><b>Writing About Reading</b>  Reader’s Notebook Strategy:  <i>It says, I say</i></p>	<p><b>Read Aloud: Around the World in a Little Boat: “Sea Journey” and “An Ode to my Neat Little Boat”</b>  <b>Poetry:</b> Simple Rhyme</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><b>S1: Transparency:</b> Daniel and the Great Bearded One  <b>Fiction:</b> Graphic Novel</p> <p><i>Readers relate to text outside personal experience by making text-to-text connections in order to construct meaning</i></p>
<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>
<p><b>S2: Transparency:</b> Daniel and the Great Bearded One</p> <p><i>Readers continue to develop, confirm, or adjust predictions or understandings during reading</i></p>	<p><b>S3: Transparency:</b> Daniel and the Great Bearded One</p> <p><i>Readers interpret information gained from plot, setting, and characterization in order to form new understandings</i></p> <p><b>Word Work:</b> Multi-syllabic words</p>	<p><b>Shared Reading Extension:</b>  <b>Transparency:</b> Daniel and the Great Bearded One</p> <p><b>Writing About Reading</b>  Reader’s Notebook Strategy:  <i>Gaining Information from setting, plot, characterization</i></p>	<p><b>S1: Transparency:</b> Route 66: <b>Main Street of America</b>  <b>Nonfiction:</b> Report</p> <p><i>Readers skim nonfiction text</i></p>	<p><b>S2: Transparency:</b> Route 66: <b>Main Street of America</b></p> <p><i>Readers use cause and effect relationships to construct meaning in nonfiction texts</i></p>
<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>
<p><b>S3: Transparency:</b> Route 66: <b>Main Street of America</b></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><b>Shared Reading Extension:</b>  <b>Transparency:</b> Route 66: <b>Main Street of America</b></p> <p><b>Writing About Reading</b>  Reader’s Notebook Strategy:  <i>Summarizing Questions</i></p>	<p><b>Read Aloud: Life Cycles: “In Search of the Giant Insect”</b>  <b>Fiction:</b> Adventure</p> <p><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>	<b>Flex Mini-lesson</b>	<b>Winter Break</b>

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**January**

<b>2</b>  Winter Break	<b>3</b>  Winter Break	<b>4</b>  Flex mini-lesson: Rituals & Routines	<b>5</b>	<b>6</b>
			<b>Biography Reading Mini-lessons</b> Available at <a href="http://thecenter.spps.org/elemlit.html">http://thecenter.spps.org/elemlit.html</a> <i>These reading lessons use texts that will be revisited as mentor texts in the upcoming fifth grade Writer's Workshop Picture Book unit of study.</i>	
<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>
<b>Biography Reading Mini-lessons</b> <i>Continued</i>		<b>S1: Transparency: Eaglesmount: The Silver Horn</b> <b>Fiction: Fantasy</b>  <i>Readers activate prior knowledge in order to make predictions</i>	<b>S2: Transparency: Eaglesmount: The Silver Horn</b>  <i>Readers make judgments about a range of characters in fiction</i>	<b>S3: Transparency: Eaglesmount: The Silver Horn</b>  <i>Readers identify descriptive language in text in order to create sensory images that deepen connection with text</i> <b>Word Work: Affixes</b>
<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
<b>Martin Luther King Holiday</b>	<b>Shared Reading Extension: Transparency: Eaglesmount: The Silver Horn</b>  <b>Writing About Reading</b> Reader's Notebook Strategy: <i>Character Analysis</i>	<b>Read Aloud: A New Way Realistic Fiction</b>  <i>Readers compare and contrast information in texts to gain new understandings or to deepen understanding</i>	<b>S1: Transparency: In and Around the Pacific Rim</b> <b>Nonfiction: Report</b>  <i>Readers use visual information in nonfiction text in order to deepen comprehension</i>	<b>S2: Transparency: In and Around the Pacific Rim</b>  <i>Readers understand cause-and-effect relationships in nonfiction text in order to deepen comprehension of new information</i>
<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>
<b>S3: Transparency: In and Around the Pacific Rim</b>  <i>Readers reread to clarify meaning or concepts</i> <b>Word Work: Base words and prefixes</b>	<b>Shared Reading Extension: Transparency: In and Around the Pacific Rim</b>  <b>Writing About Reading</b> Reader's Notebook Strategy: <i>Rereading to Clarify Understanding</i>	<b>Read Aloud: Caves: "Adventure at Old Diggers' Ridge"</b> <b>Fiction: Adventure</b>  <i>Readers continue to develop, confirm, or adjust predictions or understandings during reading</i>	<b>Flex Mini-lesson</b>	<b>Professional Development Day</b>

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**February**

<b>Jan. 30</b> S1: Transparency: Won’t Take No for an Answer! The Story of Aviation Pioneer Bessie Coleman Nonfiction: Biography  <i>Readers combine context with relevant prior knowledge to create personal meaning from text</i>	<b>Jan. 31</b> S2: Transparency: Won’t Take No for an Answer! The Story of Aviation Pioneer Bessie Coleman  <i>Readers return to the text to explain and justify inferential thinking</i>	<b>1</b> S3: Transparency: Won’t Take No for an Answer! The Story of Aviation Pioneer Bessie Coleman Nonfiction: Biography  <i>Readers relate to text outside personal experience by making text-to-text connections to construct meaning</i>	<b>2</b> Shared Reading Extension: Transparency: Won’t Take No for an Answer! The Story of Aviation Pioneer Bessie Coleman  <b>Writing About Reading</b> Reader’s Notebook Strategy: Say Something	<b>3</b> Read Aloud: Hunters, Gatherers, and Trackers: “Top Dog” Fiction: Imaginative Recount  <i>Readers ask questions of self by accessing prior knowledge or clarifying overall understandings</i>
<b>6</b> S1: Transparency: Jerry Yang: Chief Yahoo Nonfiction: Biography  <i>Readers make text-to-text connections</i>	<b>7</b> S2: Transparency: Jerry Yang: Chief Yahoo  <i>Readers identify the main idea and link it to the overall theme of the text</i>	<b>8</b> S3: Transparency: Jerry Yang: Chief Yahoo  <i>Readers identify the author’s bias and critically evaluate its influence on the reader</i> <b>Word Work:</b> multi-syllabic words	<b>9</b> Shared Reading Extension: Transparency: Jerry Yang: Chief Yahoo  <b>Writing About Reading</b> Reader’s Notebook Strategy: <i>Fab Five</i>	<b>10</b> Read Aloud: The Restless Earth: “Friends of Sandy Bay” Realistic Fiction  <i>Readers ask questions of author to understand author’s bias, purpose, or point of view</i>
<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>  Conference Prep Day
<div style="border: 1px solid black; padding: 10px; background-color: #f0f0f0;"> <p><b>Poetry Reading Mini-lessons</b>            Available at <a href="http://thecenter.spps.org/elemlit.html">http://thecenter.spps.org/elemlit.html</a></p> <p><i>These reading lessons use texts that will be revisited as mentor texts in the upcoming fifth grade Writer’s Workshop Poetry unit of study.</i></p> </div>				
<b>20</b>  President’s Day Holiday	<b>21</b>  Flex Mini-lesson	<b>22</b> S1: Transparency: Grand Central Terminal: Gateway to New York City Nonfiction: Explanation  <i>Readers use graphics and illustrations in nonfiction to clarify overall understanding while reading</i>	<b>23</b> S2: Transparency: Grand Central Terminal: Gateway to New York City  <i>Readers ask questions of the author in order to understand the author’s bias</i>	<b>24</b> S3: Transparency: Grand Central Terminal: Gateway to New York City  <i>Readers distinguish between fact and fiction</i> <b>Word work:</b> compound words

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## Reader's Workshop Whole Class Mini-lessons Grade 5

### March

<b>Feb. 27</b>	<b>Feb. 28</b>	<b>Feb. 29</b>	<b>1</b>	<b>2</b>
<p><b>Shared Reading Extension:</b>  <b>Transparency: Grand Central Terminal: Gateway to New York City</b></p> <p><b>Writing About Reading</b>            Reader's Notebook Strategy:  <i>Quick Write</i></p>	<p><b>Read Aloud</b>  <b>Selection: Gold Fever: "Letters from the Past"</b>  <b>Nonfiction: Transactional</b></p> <p><i>Readers infer cause-and-effect relationships implied in text</i></p>	<div style="border: 1px solid black; padding: 5px; background-color: #f0f0f0;"> <p><b>Science Literacy Reading Mini-lessons</b>            Available at <a href="http://thecenter.spps.org/elemlit.html">http://thecenter.spps.org/elemlit.html</a>  <i>These reading lessons use the text that will be revisited in the upcoming Engineering is Elementary science unit of study.</i></p> </div>		<p><b>S1: Transparency: Ant Life Sweet Fiction: Animal Story</b></p> <p><i>Readers use elements of story structure, such as characterization and setting, in order to make predictions and deepen understanding</i></p>
<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<p><b>S2: Transparency: Ant Life Sweet</b></p> <p><i>Readers make critical judgments in order to establish an individual point of view</i></p>	<p><b>S3: Transparency: Ant Life Sweet</b></p> <p><i>Readers summarize fictional text by identifying plot sequence and important story events</i>  <b>Word Work:</b> Base words</p>	<p><b>Shared Reading Extension:</b>  <b>Transparency: Ant Life Sweet</b></p> <p><b>Writing About Reading</b>            Reader's Notebook Strategy:  <i>Character analysis</i></p>	<p><b>Read Aloud</b>  <b>Selection: Adventures in History: "Life in Ancient Greece"</b>  <b>Nonfiction: Report</b></p> <p><i>Readers locate details in text to support and justify main idea</i></p>	<p><b>Conferences</b></p>
<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>
<p><b>Spring Break</b></p>	<p><b>Spring Break</b></p>	<p><b>Spring Break</b></p>	<p><b>Spring Break</b></p>	<p><b>Spring Break</b></p>
<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>
<p><b>Flex Mini-lesson</b></p>	<p><b>S1: Transparency: Women of the American Revolution "Sybil Ludington"</b>  <b>Nonfiction: Biography</b></p> <p><i>Readers develop, confirm, or adjust predictions or understandings during reading</i></p>	<p><b>S2: Transparency: Women of the American Revolution "Sybil Ludington"</b></p> <p><i>Readers locate details to justify the main idea</i></p>	<p><b>S3: Transparency: Women of the American Revolution "Sybil Ludington"</b></p> <p><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> Prefixes and context clues</p>	<p><b>Shared Reading Extension:</b>  <b>Transparency: Women of the American Revolution "Sybil Ludington"</b></p> <p><b>Writing About Reading</b>            Reader's Notebook Strategy:            It Says, I Say</p>
<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>
<p><b>Read Aloud: "Coral and Other Reefs"</b>  <b>Nonfiction: Report</b></p> <p><i>Readers distinguish between fact and opinion</i></p>	<p><b>S1: Transparency: Rescue Mission "Rescue"</b>  <b>Realistic Fiction</b></p> <p><i>Readers link reading to personal experience in order to construct meaning and deepen understanding</i></p>	<p><b>S2: Transparency: Rescue Mission "Rescue"</b></p> <p><i>Readers understand different points of view of a range of characters in fiction</i></p>	<p><b>S3: Transparency: Rescue Mission "Rescue"</b></p> <p><i>Readers return to text to explain and justify</i>  <b>Word Work: Latin roots</b></p>	<p><b>Shared Reading Extension: Rescue Mission "Rescue"</b>  <b>Transparency</b></p> <p><b>Writing About Reading</b>            Reader's Notebook Strategy:            Leaning in</p>

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**April**

<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<p>Read Aloud: Speed Force and Gravity: "All About Motion"                      Nonfiction: Explanation</p> <p><i>Readers summarize nonfiction by identifying and reorganizing important ideas and information into new understandings</i></p>	<p><b>S1: Transparency: The Space Program</b>  <b>Fiction:</b> Science Fiction</p> <p><i>Readers use the story element of characterization in order to make predictions and construct meaning</i></p>	<p><b>S2: Transparency: The Space Program</b></p> <p><i>Readers confirm, or adjust predictions while reading</i></p>	<p><b>S3: Transparency: The Space Program</b></p> <p><i>Readers identify important plot ideas and story events in order to summarize their reading</i>  <b>Word Work:</b> multi-syllabic words</p>	<b>Professional Development Day</b>
<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>
<p><b>Shared Reading Extension: Transparency: The Space Program</b></p> <p><b>Writing About Reading</b>                      Reader's Notebook Strategy:  <i>Summarizing Story Events</i></p>	<p><b>Read Aloud: Gold Fever: "Gold"</b>                      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><b>Test Practice Mini-lessons</b>                      Available at: <a href="http://thecenter.sppsorg/elemlit.html">http://thecenter.sppsorg/elemlit.html</a></p>		
<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
<b>Flex Mini-lesson</b>	<b>Minnesota Comprehensive Assessments</b>	<b>Minnesota Comprehensive Assessments</b>	<b>Flex Mini-lesson</b>	<b>Flex Mini-lesson</b>
<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>
<p><b>S1: Transparency: Water Wonders of the World</b>                      Nonfiction: Report</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>	<b>Minnesota Comprehensive Assessments</b>	<b>Minnesota Comprehensive Assessments</b>	<p><b>S2: Transparency: Water Wonders of the World</b></p> <p><i>Readers infer cause-and-effect relationships implied</i></p>	<p><b>S3: Transparency: Water Wonders of the World</b></p> <p><i>Readers identify author's point of view and use it to construct meaning and deepen understanding</i>  <b>Word Work:</b> Compound words</p>

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**May**

<b>Apr. 30</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<p><b>Shared Reading Extension:</b>  <b>Transparency: Water Wonders of the World</b></p> <p><b>Writing About Reading</b>            Reader's Notebook Strategy:  <i>Rereading to Clarify Understanding</i></p>	<p><b>Read Aloud: Dreams: "The Harsh Winter"</b>  <b>Historical Fiction</b></p> <p><i>Readers identify and understand the purpose of similes, metaphors, personification, and hyperbole in context</i></p>	<p><b>S1: Transparency: Tammy Toodlepepper to the Rescue</b>  <b>Fiction: Adventure</b></p> <p><i>Readers establish a purpose for reading and analyze whether or not the purpose was met</i></p>	<p><b>S2: Transparency: Tammy Toodlepepper to the Rescue</b></p> <p><i>Readers develop, confirm, or adjust predictions while reading</i></p>	<p><b>S3: Transparency: Tammy Toodlepepper to the Rescue</b></p> <p><i>Readers summarize fiction by identifying important plot ideas and story events</i>  <b>Word Work: Suffixes</b></p>
<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
<p><b>Shared Reading Extension:</b>  <b>Transparency: Tammy Toodlepepper to the Rescue</b></p> <p><b>Writing About Reading</b>            Reader's Notebook Strategy:  <i>Say Something</i></p>	<p><b>Read Aloud: Flips, Twists, and Somersaults</b>  <b>Fiction: Imaginative Recount</b></p> <p><i>Readers summarize fiction text by identifying important details (plot ideas, sequence or events, character traits, and other information) and synthesizing into coherent understandings</i></p>	<p><b>S1: Transparency: America's Mountains</b>  <b>Nonfiction: Report</b></p> <p><i>Readers identify the main idea by determining what is important in the chapter</i></p>	<p><b>S2: Transparency: America's Mountains</b></p> <p><i>Readers compare and contrast information in the text</i></p>	<p><b>S3: Transparency: America's Mountains</b></p> <p><i>Readers use features of nonfiction text, such as photographs, to gain new information</i>  <b>Word Work: Prefixes</b></p>
<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>
<p><b>Shared Reading Extension:</b>  <b>Transparency: America's Mountains</b></p> <p><b>Writing About Reading</b>            Reader's Notebook Strategy:  <i>Quick Write</i></p>	<p><b>Flex Mini-lesson</b></p>	<p><b>Read Aloud: Speed, Force, and Gravity: "Johann's Anti-Gravity Machine"</b>  <b>Science Fiction</b></p> <p><i>Readers make critical judgments as part of personal response when establishing individual points of view</i></p>	<p><b>S1: Transparency: Very Small Things "Microbes"</b>  <b>Nonfiction: Explanation</b></p> <p><i>Readers generate questions of texts and read with a clear focus to identify answers</i></p>	<p><b>S2: Transparency: Very Small Things "Microbes"</b></p> <p><i>Readers use note-taking strategies to record main ideas, supporting details, and questions</i></p>
<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>
<p><b>S3: Transparency: Very Small Things "Microbes"</b></p> <p><i>Readers reread to clarify meaning or concepts</i>  <b>Word Work: Prefixes</b></p>	<p><b>Shared Reading Extension:</b>  <b>Transparency: Very Small Things "Microbes"</b></p> <p><b>Writing About Reading</b>            Reader's Notebook Strategy:  <i>Rereading to Clarify Understanding</i></p>	<p><b>S1: Transparency: Hunters, Gatherers, and Trackers "Hunters and Gatherers"</b>  <b>Nonfiction: Report</b></p> <p><i>Readers distinguish the main idea from supporting details by determining what is important in text</i></p>	<p><b>S2: Transparency: Hunters, Gatherers, and Trackers "Hunters and Gatherers"</b></p> <p><i>Readers use note-taking strategies to record main ideas and supporting details</i></p>	<p><b>S3: Transparency: Hunters, Gatherers, and Trackers "Hunters and Gatherers"</b></p> <p><i>Readers summarize nonfiction by identifying and reorganizing important ideas and information into new understandings</i>  <b>Word Work: Affixes</b></p>

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**June**

<b>May 28</b>	<b>May 29</b>	<b>May 30</b>	<b>May 31</b>	<b>1</b>
<b>Memorial Day Holiday</b>	<p><b>Shared Reading Extension:</b>  <b>Transparency: Hunters, Gatherers,            and Trackers "Hunters and            Gatherers"</b></p> <p><b>Writing About Reading</b>            Reader's Notebook Strategy: <i>Fab Five</i></p>	<p><b>Read Aloud: Maria's Dream: "The            Competition"</b>  <b>Realistic Fiction</b></p> <p><i>Readers link features of text to            knowledge of texts (text types, plot lines,            features, structures) to deepen            understanding</i></p>	<p><b>S1: Transparency: Adventures in            History "Helen's dilemma"</b>  <b>Fiction: Play</b></p> <p><i>Readers combine context with relevant            prior knowledge to create personal            meaning from text</i></p>	<p><b>S2: Transparency: Adventures in            History "Helen's dilemma"</b></p> <p><i>Readers understand different points of            view of characters in order to make            judgments about a range of characters            in fiction</i></p>
<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<p><b>S3: Transparency: Adventures in            History "Helen's dilemma"</b></p> <p><i>Readers identify the author's bias and            evaluate its influence on the reader</i>  <b>Word Work:</b> Base words</p>	<p><b>Shared Reading Extension:</b>  <b>Transparency: Adventures in History            "Helen's Dilemma"</b></p> <p><b>Writing About Reading</b>            Reader's Notebook Strategy: <i>Theme</i></p>	<p><b>Read Aloud: Setting Out, Getting            There, "Animal Migration"</b>  <b>Nonfiction: Report</b></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>	<b>Flex Mini-lesson</b>	<b>Launching into Summer Reading</b>

## 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						
10-14	Functional Writing	Writing for Readers	Procedural Writing	Functional: Friendly Letter	Response to Literature: Mentor Author Study	Response to Literature: Literary Essay	Feature Article
17-18							
24-28							
<b>Nov.:</b> 10/31-11/4							
7-10	Personal Narrative	Procedural Writing	Revision Unit: Exploring Punct.	Revision Unit: The Art of Punctuation	Informational Writing: Literary Nonfiction Picture Book	Informational Writing: Biography Picture Book	Persuasive Writing: Letter to the Editor
14-18							
21-23							
28-12/2							
<b>Dec.:</b> 5-9	Author Study	Informational Writing: Question & Answer Book	Informational Writing: All-About Book	Informational Writing: Report	Poetry: The Power of Image	Poetry: Self Image	Response to Literature: Literary Essay
12-16							
19-22							
<b>Jan.:</b> 4-6	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
9-13							
17-20							
23-26							
<b>Feb.:</b> 1/30-2/3	Informational Writing: Expert Book	Informational Writing: Expert Book	Poetry: Looking In	Poetry: Sharpening Our Outer Vision	Punctuation Study: Art of Punctuation & Open Cycle	Personal Essay	Revision Study & Open Cycle
6-10							
13-16							
21-24							
27-3/2							
<b>Mar.:</b> 5-8	Poetry	Poetry	Open Cycle: Crafting Sentences	Open Cycle: Crafting Sentences	Science Procedure	Written Correspondence	Poetry: Poet Study
19-23							
26-30							
<b>Apr.:</b> 2-5							
9-13							
16-20							
23-27							
<b>May:</b> 4/30-5/4							
7-11							
14-18							
21-25							
29-6/1							
<b>June:</b> 4-8							

## Writer's Workshop Units of Study Grade 5

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

## GRADE 5 Writer’s Workshop: BIG IDEAS

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

## GRADE 5 Writer’s Workshop: BIG IDEAS

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