*Saint Paul Public Schools***Reader's Workshop and Writer's Workshop
Pacing Guide for Whole Class Instruction****Kindergarten**

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

- Saint Paul Public Schools unit for launching the Reader's Workshop.
- Mondo Bookshop lessons and materials
- Days for teaching reading lessons on texts that will be revisited as mentor texts in subsequent Writer's Workshop units of study.
- Flexible days for teachers to plan for response to student needs.

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

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

Kindergarten Pacing Guide

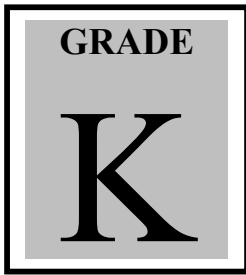
The kindergarten *Reader's Workshop Whole Class Mini-lessons Pacing Guide* presents a full-year sequence for whole class instruction. During the 15-minute mini-lesson, song/rhyme charts and big books for shared reading spiral up in difficulty from Level A to Level K

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

Unique to kindergarten, during the first weeks of school there are often two mini-lessons for each day. The first lesson is the Mondo Shared Reading lesson. The second lesson supports the rituals and routines of the Reader's Workshop.

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|---|---|--|---|--|---|---|
| 1 | <p>S5: Charts: <i>One Two Three and Cluck Cluck</i>.</p> <p>Fluency: Reading along with cassette/CD, clapping along to number words Grammar: Commas Writing: Copy a line from a rhyme</p> | <p>S1: Big Book: <i>What Comes First?</i> Nonfiction: Report</p> <p><i>Readers think about cover information (title, illustration, back cover blurb) plus prior knowledge to form, confirm, or adjust predictions</i> Vocabulary: tadpoles Print Concepts: Understand that the left page precedes the right</p> | <p>S2: Big Book: <i>What Comes First?</i></p> <p><i>Readers understand that a fact is something that can be proven</i> Phonics: Say the Name Vocabulary: flowers</p> | <p>S3: Big Book: <i>What Comes First?</i></p> <p><i>Readers understand that the order of events in nonfiction text does not change</i> Phonics: Orally blend 2 – 4 phonemes into a word</p> | <p>S4: Big Book: <i>What Comes First?</i></p> <p><i>Readers use past experience and prior knowledge to identify with important ideas and information in nonfiction text</i> Phonics: New Sound. Say the most common sound for featured letter <i>t</i> Phonics: New Vowel Sound. Say the short vowel sound <i>a</i> Word Recognition: Pronounce featured sight words: <i>the, or</i></p> | 3 |
| | <p>S5: Big Book: <i>What Comes First?</i></p> <p>Fluency: Reading nonfiction at the correct speed Grammar: Word order Writing: Complete sentences that identify sequence</p> | <p>S1: Chart: <i>Walking in the Woods</i></p> <p><i>Readers clearly articulate prior knowledge or information from text to support conclusions</i> Print concepts: Understand that text reads from left to right</p> | <p>S2: Chart: <i>Walking in the Woods</i></p> <p><i>Readers think about and identify personal experiences/prior knowledge and combine that with the message of the text to gain understanding</i> Phonics: Sound & Say Vocabulary: field</p> | <p>S3: Chart: <i>Walking in the Woods</i></p> <p><i>Readers recognize and use rhyme, rhythm, and pattern to predict language structures in more complex texts</i> Phonics: Orally segment words with 2-4 phonemes into individual phonemes</p> | Conference Day | 4 |
| 6 | <p>S4: Chart: <i>Walking in the Woods</i></p> <p><i>Readers retell simple texts</i> Phonics: New Sound: Say the most common sound for featured letters <i>m, s</i> Word Recognition: Pronounce featured sight words: <i>see, a</i></p> | <p>S5: Chart: <i>Walking in the Woods</i></p> <p>Fluency: Reading along with cassette/CD, clapping along to number words Grammar: Commas Writing: Copy a line from a rhyme</p> | Flex Mini-lesson | <p>S1: Big Book: <i>It Didn't Frighten Me</i> Fiction: Narrative Poem <i>Readers, when reading fiction, identify basic character traits or motives</i> Vocabulary: pitch Print Concepts: Identify the first and last words on a page</p> | <p>S2: Big Book: <i>It Didn't Frighten Me</i></p> <p><i>Readers develop an awareness of different text types by noticing their different structures (e.g. fantasy or realistic fiction)</i> Phonics: Sound & Say Vocabulary: unicorn</p> | 2 |
| | 5 | | | | | |

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



Saint Paul Public Schools Project for Academic Excellence
Reader's Workshop Whole Class Mini-lessons
Pacing Guide Grade K
September

2011-2012

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|---|--|--|--|---|
| Labor Day Holiday | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| Being A Reader: Reader's Workshop Launch Unit Overview Available at http://thecenter.spps.org/elemlit.html | | | | |
| 19 | 20 | 21 | 22 | 23 |
| | | S1: Big Book: <i>Little Bears</i> Nonfiction: Report <i>Readers use text structures such as repetitive language, rhyme, and story structure to assist predictions</i> Print Concepts: Identify the front cover of a book Vocabulary: <i>climbing</i> | S2: Big Book: <i>Little Bears</i> <i>Readers use knowledge of how the world works, illustration, and text to assist with simple inference</i> Phonics: Clap once for each word part | S3: Big Book: <i>Little Bears</i> <i>Readers categorize and classify vocabulary words</i> Phonics: Orally segment multi-syllabic words |
| Being A Reader: Reader's Workshop Launch Unit Overview Available at http://thecenter.spps.org/elemlit.html | | | | |
| 26 | 27 | 28 | 29 | 30 |
| S4: Big Book: <i>Little Bears</i> <i>Readers use past experience and prior knowledge to identify with and summarize ideas and information presented in easy nonfiction text</i> Phonics: Letter Recognition. Say the name of the featured letters <i>s, p</i> | S5: Big Book: <i>Little Bears</i> Fluency: Reading along using rhythm and repetition of word, clapping out rhythm Grammar: Action verbs | Flex Mini-lesson | S1: Big Book: <i>Itch! Itch!</i> Fiction: Narrative Poem <i>Readers think about and form predictions about the author's message</i> Print Concepts: Identify uppercase and lowercase letters | S2: Big Book: <i>Itch! Itch!</i> <i>Readers use knowledge of how the world works, illustrations, and text to assist with simple inference</i> Phonics: What's the First Sound? Vocabulary: <i>Ivy patch</i> |
| Being A Reader: Reader's Workshop Launch Unit Overview Available at http://thecenter.spps.org/elemlit.html | | | | |

September Phonics Pacing: *Mondo Bookshop Phonics* Minimum: lessons 1-11, Target: lessons 1-14

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

2011-2012

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| <p>S3: Big Book: <i>Itch! Itch!</i> 3</p> <p><i>Readers focus on descriptive words or phrases in text and relate to personal experiences or knowledge</i> Phonics: Identify two words that rhyme from a set of 3 words</p> | <p>S4: Big Book: <i>Itch! Itch!</i> 4</p> <p><i>Readers retell a simple story</i> Phonics: Letter Recognition. Say the names of the featured letters <i>l, n, d</i></p> | <p>S5: Big Book: <i>Itch! Itch!</i> 5</p> <p>Fluency: Reading reflecting rhythm and rhyme, observing punctuation Grammar: Verbs</p> | <p>S1: Chart: <i>Let's Sing It</i> 6</p> <p><i>Readers identify the author's message, purpose, or bias</i> Print concepts: Match spoken word to written word (one-to-one matching) Vocabulary: <i>steel drum band</i></p> | <p>S2: Chart: <i>Let's Sing It</i> 7</p> <p><i>Readers think about and identify personal experiences and prior knowledge that inform the message in the text</i> Phonics: Say the Name</p> |
| <p>Being A Reader: Reader's Workshop Launch Unit Overview Available at http://thecenter.spps.org/elemlit.html</p> | | | | |
| <p>S3: Chart: <i>Poor Dog Bright</i> 10</p> <p><i>Readers understand that stories often have problems to be solved, identify the problem, and predict outcomes</i> Print concepts: Identify uppercase and lowercase letters Phonics: Identify initial sound <i>P</i></p> | <p>S4: Chart: <i>Poor Dog Bright</i> 11</p> <p><i>Readers use past experience and prior knowledge to identify important details such as plot, sequence of events, character traits, etc. to establish deeper understanding</i> Phonics: Letter Recognition. Say the names of the featured letters <i>o, r, l</i></p> | <p>S5: Chart: <i>Let's Sing It and Poor Dog Bright</i> 12</p> <p>Fluency: Reading along with cassette/CD, clapping out rhythm Grammar: Proper nouns</p> | <p>S1: Big Book: <i>Who Lives in the Sea?</i> 13</p> <p>Nonfiction: Report</p> <p><i>Readers confirm or reject predictions based on reading of the text</i> Print Concepts: Understand the use of the period when reading</p> | <p>S2: Big Book: <i>Who Lives in the Sea?</i> 14</p> <p><i>Readers understand that a fact is something that can be proven</i> Phonics: Sound & Say Vocabulary: <i>octopus</i></p> |
| <p>S3: Big Book: <i>Who Lives in the Sea?</i> 17</p> <p><i>Readers understand that nonfiction texts contain factual information that can be proven</i> Phonics: Orally blend onset and rime into a word</p> | <p>S4: Big Book: <i>Who Lives in the Sea?</i> 18</p> <p><i>Readers use past experience and prior knowledge to identify with and summarize ideas and information presented in easy nonfiction texts</i> Phonics: Letter Recognition. Say the names of the featured letters, <i>h, e, b</i></p> | <p>Conference Prep Day</p> | <p>Education Minnesota Professional Conference</p> | <p>Education Minnesota Professional Conference</p> |
| <p>S5: Big Book: <i>Who Lives in the Sea?</i> 24</p> <p>Fluency: Reading while observing punctuation, question mark Grammar: Sentences</p> | <p>S1: Chart: <i>One Two Three</i> 25</p> <p><i>Readers think about and articulate the global message of the text with supporting details</i> Print concepts: Understand that text reads from the top to the bottom of the page</p> | <p>S2: Chart: <i>One Two Three</i> 26</p> <p><i>Readers combine personal experience with the message from the text to gain understanding of the text</i> Phonics: Sound & Say Vocabulary: <i>upon</i></p> | <p>S3: Chart: <i>Cluck Cluck</i> 27</p> <p><i>Readers think about and articulate the global message of the text with supporting details</i> Print concepts: Match spoken word with written word (one-to-one matching) Vocabulary: <i>speckled</i></p> | <p>S4: Chart: <i>Cluck Cluck</i> 28</p> <p><i>Readers combine personal experience with the message from the text to gain understanding of the text</i> Phonics: Sound & Say Phonics: Letter Recognition. Say the names of the featured letters <i>u, c, g</i></p> |

October Phonics Pacing: *Mondo Bookshop Phonics* Minimum: lessons 12-22, Target: lessons 15-31

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

2011-2012

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|---|---|--|--|---|
| <p>S5: Charts: <i>One Two Three and Cluck Cluck</i> 31</p> <p>Fluency: Reading along with cassette/CD, clapping along to number words Grammar: Commas</p> | <p>S1: Big Book: <i>What Comes First?</i> 1</p> <p>Nonfiction: Report</p> <p><i>Readers think about cover information (title, illustration, back cover blurb) plus prior knowledge to form, confirm, or adjust predictions</i> Vocabulary: <i>tadpoles</i> Print Concepts: Understand that the left page precedes the right</p> | <p>S2: Big Book: <i>What Comes First?</i> 2</p> <p><i>Readers understand that a fact is something that can be proven</i> Phonics: Say the Name Vocabulary: <i>flowers</i></p> | <p>S3: Big Book: <i>What Comes First?</i> 3</p> <p><i>Readers understand that the order of events in nonfiction text does not change</i> Phonics: Orally blend 2 – 4 phonemes into a word</p> | <p>S4: Big Book: <i>What Comes First?</i> 4</p> <p><i>Readers use past experience and prior knowledge to identify with important ideas and information in nonfiction text</i> Phonics: New Sound. Say the most common sound for featured letter <i>t</i> Phonics: New Vowel Sound. Say the short vowel sound <i>a</i> Word Recognition: Pronounce featured sight words: <i>the, on</i></p> |
| <p>S5: Big Book: <i>What Comes First?</i> 7</p> <p>Fluency: Reading nonfiction at the correct speed Grammar: Word order</p> | <p>S1: Chart: <i>Walking in the Woods</i> 8</p> <p><i>Readers clearly articulate prior knowledge or information from text to support conclusions</i> Print concepts: Understand that text reads from left to right</p> | <p>S2: Chart: <i>Walking in the Woods</i> 9</p> <p><i>Readers think about and identify personal experiences/prior knowledge and combine that with the message of the text to gain understanding</i> Phonics: Sound & Say Vocabulary: <i>field</i></p> | <p>S3: Chart: <i>Walking in the Woods</i> 10</p> <p><i>Readers recognize and use rhyme, rhythm, and pattern to predict language structures in more complex texts</i> Phonics: Orally segment words with 2-4 phonemes into individual phonemes</p> | <p>11</p> <p>Conference Day</p> |
| <p>S4: Chart: <i>Walking in the Woods</i> 14</p> <p><i>Readers retell simple texts</i> Phonics: New Sound: Say the most common sound for featured letters <i>m, s</i> Word Recognition: Pronounce featured sight words: <i>see, a</i></p> | <p>S5: Chart: <i>Walking in the Woods</i> 15</p> <p>Fluency: Reading along with cassette/CD, clapping along to number words Grammar: Commas</p> | <p>16</p> <p>Flex Mini-lesson</p> | <p>S1: Big Book: <i>It Didn't Frighten Me</i> 17</p> <p>Fiction: Narrative Poem <i>Readers, when reading fiction, identify basic character traits or motives</i> Vocabulary: <i>pitch</i> Print Concepts: Identify the first and last words on a page</p> | <p>S2: Big Book: <i>It Didn't Frighten Me</i> 18</p> <p><i>Readers develop an awareness of different text types by noticing their different structures (e.g. fantasy or realistic fiction)</i> Phonics: Sound & Say Vocabulary: <i>unicorn</i></p> |
| <p>S3: Big Book: <i>It Didn't Frighten Me</i> 21</p> <p><i>Readers recognize and use rhyme, rhythm, and pattern to predict language structures in more complex text</i> Phonics: Pronounce short vowel words in which each letter represents its most common sound, including CVC patterns</p> | <p>S4: Big Book: <i>It Didn't Frighten Me</i> 22</p> <p><i>Readers identify cause and effect relationships implied in text</i> Phonics: New Sound. Say the most common sound for featured letters <i>t, p</i> Word Recognition: Pronounce featured sight words: <i>I, my</i></p> | <p>S5: Big Book: <i>It Didn't Frighten Me</i> 23</p> <p>Fluency: Repeated readings emphasizing rhythm, rhyme, and language patterns Grammar: Capitalization of the pronoun <i>I</i></p> | <p>24</p> <p>Thanksgiving Break</p> | <p>25</p> <p>Thanksgiving Break</p> |

November Phonics Pacing: *Mondo Bookshop Phonics* Minimum: lessons 23-37, Target: lessons 32-50

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

2011-2012

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| S1: Big Book: <i>A Trip to the City</i> 28 Fiction: Narrative Story <i>Readers understand that text conveys the thoughts of the author</i> Print Concepts: Understand that the left page precedes the right | S2: Big Book: <i>A Trip to the City</i> 29 <i>Readers, when reading fiction, identify basic character traits or motives develop an awareness of different text</i> Phonics: Sound & Say | S3: Big Book: <i>A Trip to the City</i> 30 <i>Readers use text to make links to past experience and prior knowledge as a way to ask questions of text and identify answers</i> Phonics: Orally blend 2 – 4 phonemes into a word | S4: Big Book: <i>A Trip to the City</i> 1 <i>Readers retell simple text</i> Phonics: New Sound. Say the most common sound for featured letters <i>n</i> , and featured vowel <i>i</i> Word Recognition: Pronounce featured sight words: <i>is, big</i> | S5: Big Book: <i>A Trip to the City</i> 2 Fluency: Reading while observing punctuation Grammar: Punctuation |
| 5 | 6 | 7 | S1: Big Book: <i>I Eat Leaves</i> 8 Nonfiction: Report <i>Readers think about and articulate the global message of the text</i> Print Concepts: Understand the return sweep from the end of one line of text to the beginning of the next | S2: Big Book: <i>I Eat Leaves</i> 9 <i>Readers use knowledge of how the world works, illustrations, and text to assist with simple inference</i> Phonics: Sound & Say |
| <div style="border: 1px solid black; background-color: #e0e0e0; padding: 10px; margin: 0 auto; width: 80%;"> <p style="text-align: center;">Personal Narrative Reading Mini-lessons Available at http://thecenter.spps.org/elemlit.html <i>These reading lessons are on texts that will be revisited as mentor texts in the upcoming Kindergarten Writer's Workshop Personal Narrative unit of study</i></p> </div> | | | | |
| S3: Big Book: <i>I Eat Leaves</i> 12 <i>Readers understand nonfiction text conveys new knowledge through the use of diagrams, labels, and other text features</i> Phonics: Pronounce short vowel words in which each letter represents its most common sound, including CVC patterns | S4: Big Book: <i>I Eat Leaves</i> 13 <i>Readers use information gained to indicate similarities and differences within the text</i> Phonics: Letter Recognition: Say the name of the featured letters <i>k, w</i> Word Recognition: Pronounce featured sight words: <i>am, yes</i> | S5: Big Book: <i>I Eat Leaves</i> 14 Fluency: Reading using illustration as an aid to fluency Grammar: Nouns | S1: Big Book: <i>At Work</i> 15 Nonfiction: Report <i>Readers confirm or reject predictions based on reading of text</i> Print Concepts: Understand use of the question mark | S2: Big Book: <i>At Work</i> 16 <i>Readers think about and identify personal experiences and prior knowledge that correspond to the book's message</i> Phonics: Sound & Say |
| S3: Big Book: <i>At Work</i> 19 <i>Readers use text to make links to past experience and prior knowledge as a way to ask questions of the author to understand the purpose or point of view</i> Phonics: Orally blend 2 – 4 phonemes into a word | S4: Big Book: <i>At Work</i> 20 <i>Readers use past experience and prior knowledge to identify with important ideas and information in nonfiction text</i> Phonics: Letter Recognition: Say the name of the featured letters <i>y</i> Word Recognition: Pronounce featured sight words: <i>this, in</i> | S5: Big Book: <i>At Work</i> 21 Fluency: Repeated readings as an aid to fluency Grammar: Nouns | 22 | 23 |
| | | | Flex Mini-lesson | Winter Break |

December Phonics Pacing: *Mondo Bookshop Phonics* Minimum: lessons 38-49, Target: lessons 51-65

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

2011-2012

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|---|---|---|---|--|
| 2 | 3 | 4 | S1: Chart: <i>The Monster Stomp</i> 5 | S2: Chart: <i>The Monster Stomp</i> 6 |
| Winter Break | Winter Break | Flex Mini-lesson Revisit Rituals and Routines | <i>Readers articulate the global message of the fiction text with supporting details using plot, characterization, and/or illustrations</i> Print concepts: Understand where a word begins and ends | <i>Readers use text read to make links to past experience and prior knowledge as a way to ask questions of the author to understand purpose</i> Phonics: Sound & Say |
| S3: Chart: <i>The Monster Stomp</i> 9 | S4: Chart: <i>The Monster Stomp</i> 10 | S5: Chart: <i>The Monster Stomp</i> 11 | S1: Big Book: <i>Is This a Monster?</i> 12 Nonfiction: Report | S2: Big Book: <i>Is This a Monster?</i> 13 |
| <i>Readers integrate context clues and prior knowledge to determine meaning of unknown words in the text</i> Phonics: Orally segment words with 2 – 4 phonemes into individual phonemes | <i>Readers retell simple texts</i> Word Recognition: Pronounce featured sight words: <i>you, put</i> | Fluency: Reading along with cassette/CD, while performing motions and referring to picture clues Grammar: Verbs | <i>Readers articulate global message of nonfiction text with supporting details using headings, photos, labels, diagrams, and/or facts</i> Print Concepts: Understand use of a period | <i>Readers use photos or illustrations to confirm or justify an inference</i> Phonics: Sound & Say |
| 16 | S3: Big Book: <i>Is This a Monster?</i> 17 | S4: Big Book: <i>Is This a Monster?</i> 18 | S5: Big Book: <i>Is This a Monster?</i> 19 Nonfiction: Report | S1: Big Book: <i>A Week With Aunt Bea</i> 20 Fiction: Narrative Account |
| Martin Luther King Holiday | <i>Readers use information gained to indicate similarities and differences within text</i> Phonics: Pronounce short vowel words in which each letter represents its most common sound, including CVC patterns | <i>Readers read simple nonfiction text to find answers to specific questions and for specific information while isolating the main ideas</i> Phonics: New Sound, Say the most common sound for featured letter <i>d</i> Phonics: New Vowel Sound. Say the short vowel sound <i>o</i> Word Recognition: Pronounce the featured sight word: <i>this</i> | Fluency: Reading with expression, observing punctuation, exclamation marks Grammar: Nouns | <i>Readers understand that text conveys the thoughts of the author</i> Print Concepts: Match the spoken word with the written word (one-to-one matching) |
| S2: Big Book: <i>A Week With Aunt Bea</i> 23 | S3: Big Book: <i>A Week With Aunt Bea</i> 24 | S4: Big Book: <i>A Week With Aunt Bea</i> 25 | S5: Big Book: <i>A Week With Aunt Bea</i> 26 | 27 |
| <i>Readers, when reading doesn't make sense, stop, reread, and use all sources of information (meaning, syntax, words) to regain meaning</i> Phonics: Sound & Say | <i>Readers recognize and use rhyme, rhythm, and patterns to predict language structures in more complex texts</i> Phonics: Orally blend 2 – 4 phonemes into a word | <i>Readers retell simple text</i> Phonics: Letter Recognition: Say the name of the featured letter <i>z</i> Phonics: New Sound. Say the most common sound for the featured letter <i>l</i> Word Recognition: Pronounce featured sight words: <i>we, to</i> | Fluency: Practice reading with speed and accuracy Grammar: Capitalization | Professional Day |

January Phonics Pacing: *Mondo Bookshop Phonics* Minimum: lessons 50-61, Target: lessons 66-82

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

2011-2012

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| 30 | S1: Big Book: Make a Valentine 31 Nonfiction: Procedure <i>Readers think about and articulate the global message of the text</i> Print Concepts: Understand that the left page precedes the right | S2: Big Book: Make a Valentine 1 <i>Readers use past experience and prior knowledge to connect to author's message</i> Phonics: Sound & Say | S3: Big Book: Make a Valentine 2 <i>Readers understand that nonfiction text conveys new knowledge through the use of diagrams, labels, and other text features</i> Phonics: Phonemic Awareness. Orally segment words with 2 – 4 phonemes | S4: Big Book: Make a Valentine 3 <i>Readers read simple nonfiction text to find answers to specific questions and for specific information while isolating the main ideas</i> Phonics: New Sound. Say the most common sound for featured letters <i>r, h,</i> and featured vowel sound <i>ē</i> Word Recognition: Pronounce featured sight words: <i>are, for</i> |
| S5: Big Book: Make a Valentine 6 Fluency: Practice reading nonfiction more slowly, using text features as aids to fluency Grammar: Capitalization | S1: Big Book: Oh No! 7 Fiction: Narrative Recount <i>Readers articulate global message of fiction text with supporting details using plot, characterization, and/or illustrations</i> Print Concepts: Understand the difference between a letter, a word, and a sentence | S2: Big Book: Oh No! 8 <i>Readers, use knowledge of how the world works, illustrations, and text to draw personal conclusions</i> Phonics: Sound & Say | S3: Big Book: Oh No! 9 <i>Readers use text structure such as repetitive language patterns, rhyme, and story structure, to assist predictions</i> Phonics: Pronounce short vowel words in which each letter represents its most common sound, including CVCC patterns beginning with continuous sounds | S4: Big Book: Oh No! 10 <i>Readers identify cause and effect relationships implied in the text</i> Phonics: New Sound: Say most common sound for featured letter <i>b</i> Phonics: New Vowel Sound. Say the short vowel sound <i>u</i> Word Recognition: Pronounce featured sight words: <i>they, with</i> |
| S5: Big Book: Oh No! 13 Fluency: Reading while observing punctuation Grammar: Nouns | 14 Flex Mini-lesson | S1: Chart: Run Away 15 <i>Readers isolate relevant knowledge from other texts and link with specific message/information from text to construct deeper understanding of text</i> Print concepts: Identify uppercase and lowercase letters | S2: Chart: Run Away 16 <i>Readers are conscious of and articulate both thinking and problem-solving</i> Phonics: Sound & Say | 17 Conference Prep |
| 20 | S3: Chart: Run Away 21 <i>Readers understand that stories often have problems to be solved, identify the problem, and predict outcomes</i> Phonics: Orally blend 2 – 4 phonemes into a word | S4: Chart: Run Away 22 <i>Readers use past experience and prior knowledge to indicate a possible story line</i> Phonics: New Sound. Say the most common sound for featured letters <i>g, c</i> Word Recognition: Pronounce featured sight words: <i>little, look</i> | 23 | 24 |
| Presidents' Day Holiday | | | | |
| <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Informational Reading Mini-lessons Available at http://thecenter.spps.org/elemlit.html These reading lessons are on texts that will be revisited as mentor texts in the upcoming Kindergarten Writer's Workshop 'Expert Book' unit of study.</p> </div> | | | | |

February Phonics Pacing: *Mondo Bookshop Phonics* Minimum: lessons 62-76, Target: lessons 83-101

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

2011-2012

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| <p>S1: Big Book: <i>Hands, Hands, Hands</i> 27 Nonfiction: Informational</p> <p><i>Readers think about cover, text type, story line, topic, text features, and prior knowledge to form, confirm, or adjust predictions</i></p> <p>Print Concepts: Understand the difference between a letter, a word, and a sentence</p> | <p>S2: Big Book: <i>Hands, Hands, Hands</i> 28</p> <p><i>Readers develop an awareness of different text types by noticing their different structures (e.g., fantasy or realistic fiction)</i></p> <p>Phonics: Sound & Say</p> | <p>S3: Big Book: <i>Hands, Hands, Hands</i> 29</p> <p><i>Readers use prior knowledge of rhyme and rhythm, pattern and repetition to predict to the story level in more complex texts</i></p> <p>Phonics: Orally blend 3 to 5 phonemes into a word</p> | <p>S4: Big Book: <i>Hands, Hands, Hands</i> 1</p> <p><i>Readers isolate relevant prior knowledge and personal experience and link them with a specific message and/or information from the text to construct a deeper understanding</i></p> <p>Phonics: New Sound, Say the most common sound for featured letter w</p> <p>Word Recognition: Pronounce the featured sight words: <i>can, play</i></p> | <p>S5: Big Book: <i>Hands, Hands, Hands</i> 2</p> <p>Fluency: Reading with expression, meaningful phrases and chunks</p> <p>Grammar: Verbs</p> |
| <p>S1: Big Book: <i>Chickens</i> 6 Nonfiction: Explanation</p> <p><i>Readers use prior knowledge and past experience to generate questions of text and read with the intent of identifying the answers (explicit and implicit)</i></p> <p>Print Concepts: Understand and apply the use of the question mark when reading</p> | <p>S2: Big Book: <i>Chickens</i> 7</p> <p><i>Readers combine knowledge of world and message/information from text to gain understanding of text</i></p> <p>Phonics: Sound, Read, and Check</p> | <p>S3: Big Book: <i>Chickens</i> 8</p> <p><i>Readers use sequence in nonfiction to construct meaning and deepen understanding</i></p> <p>Phonics: Pronounce short vowel words in which each letter represents its most common sound syllable open-syllable type words</p> | <p>S4: Big Book: <i>Chickens</i> 9</p> <p><i>Readers understand that the order of events in nonfiction text does not change</i></p> <p>Phonics: New Sound, Say the most common sound for featured letters w, k</p> <p>Word Recognition: Pronounce the featured sight words: <i>have, into</i></p> | <p>10</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>20</p> <p>Flex Mini-lesson</p> | <p>S1: Chart: <i>Three Little Monkeys</i> 21</p> <p><i>Readers use text as a way to make links to past experience and prior knowledge as a way to ask questions of text and identify answers</i></p> <p>Print concepts: Understand the use of question marks</p> | <p>S2: Chart: <i>Three Little Monkeys</i> 22</p> <p><i>Readers use information gained to indicate similarities and differences within the text</i></p> <p>Phonics: Sound & Say</p> | <p>S3: Chart: <i>The Itchy-Owies</i> 23</p> <p><i>Readers use text to make links to past experience and prior knowledge as a way to ask questions of the text and identify answers</i></p> <p>Phonics: Pronounce short vowel words in which each letter represents its most common sound, including CCVC patterns and single</p> |
| <p>S4: Chart: <i>The Itchy-Owies</i> 26</p> <p><i>Readers articulate the global message of a fiction text with supporting details using plot, characterization, or illustrations</i></p> <p>Phonics: New Sound. Say the most common sound for featured letter y and letter pattern <i>sh</i></p> <p>Word Recognition: <i>got, to</i></p> | <p>S5: Charts: <i>Three Little Monkeys and Itchy-Owies</i> 27</p> <p>Fluency: Practice reading with speed and accuracy</p> <p>Grammar: Nouns</p> | <p>S1: Big Book: <i>The Little Overcoat</i> 28 Fiction: Folksong</p> <p><i>Readers use prior knowledge or past experience to generate questions of self and clarify understandings while reading</i></p> <p>Print Concepts: Understand the return sweep from the end of one line of text to the beginning of the next</p> | <p>S2: Big Book: <i>The Little Overcoat</i> 29</p> <p><i>Readers notice when reading does not make sense and reread to regain meaning</i></p> <p>Phonics: Sound & Say</p> | <p>S3: Big Book: <i>The Little Overcoat</i> 30</p> <p><i>Readers use prior knowledge of rhyme and rhythm, pattern, and repetition to predict to the story level in more complex texts</i></p> <p>Phonics: Orally blend 3 – 5 phonemes into a word</p> |

March Phonics Pacing: *Mondo Bookshop Phonics* Minimum: lessons 77-88, Target: lessons 102-117

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

2011-2012

| | | | | |
|--|---|--|--|--|
| <p>S4: Big Book: <i>The Little Overcoat</i> 2</p> <p><i>Readers use past experience and prior knowledge to identify important details (plot, sequence of events, character traits, etc.) to establish deeper understanding</i></p> <p>Phonics: New Sound. Say the most common sound for featured letter <i>j</i></p> <p>Word Recognition: Pronounce featured sight words: <i>do, as</i></p> | <p>S5: Big Book: <i>The Little Overcoat</i> 3</p> <p>Fluency: Adjusting reading rate depending on word meaning</p> <p>Grammar: Nouns</p> | <p>S1: Chart: <i>A Mouse Snack</i> 4</p> <p><i>Readers think about and form predictions about the author's message in response to picture stimulus</i></p> <p>Print concepts: Understand that text reads from the top to the bottom of the page</p> | <p>S2: Chart: <i>A Mouse Snack</i> 5</p> <p><i>Readers use prior knowledge and past experience to assist in generating questions of text and to identify answers</i></p> <p>Phonics: Sound & Say</p> <p>Vocabulary: <i>scurry</i></p> | <p align="center">6</p> <p align="center">Professional Day</p> |
| <p>S3: Chart: <i>A Mouse Snack</i> 9</p> <p><i>Readers use prior knowledge of rhyme, rhythm, pattern, and repetition to predict to the story level in more complex texts</i></p> <p>Phonics: Pronounce short vowel words in which each letter represents its most common sound, including CCVC patterns and single-syllable open-syllable type words</p> | <p>S4: Chart: <i>A Mouse Snack</i> 10</p> <p><i>Readers use past experience and prior knowledge to identify important details (plot, setting, etc.) to assist in summarizing fiction and synthesizing into coherent understandings</i></p> <p>Phonics: New Sound. Say the sound for featured letters and letter patterns <i>qu, th, z</i></p> <p>Word Recognition: Pronounce featured sight words: <i>cat, under</i></p> | <p>S5: Chart: <i>A Mouse Snack</i> 11</p> <p>Fluency: Practice repeated readings, listening for and repeating sounds in a song</p> <p>Grammar: Verbs</p> | <p align="center">12</p> <p align="center">Flex Mini-lesson</p> | <p>S1: Big Book: <i>When Goldilocks Went to the House of the Bears</i> 13</p> <p>Fiction: Narrative Song</p> <p><i>Readers combine understandings gained from other texts and message/information from text to gain understanding of text</i></p> <p>Print Concepts: Understand the use of the comma</p> <p>Vocabulary: <i>growled</i></p> |
| <p>S2: Big Book: <i>When Goldilocks Went to the House of the Bears</i> 16</p> <p><i>Readers stop to regain meaning, reread, attend to information at syntax, sentence, and word levels</i></p> <p>Phonics: Sound & Say</p> <p>Vocabulary: <i>slept</i></p> | <p>S3: Big Book: <i>When Goldilocks Went to the House of the Bears</i> 17</p> <p><i>Readers use past experience and prior knowledge to identify important details (plot, setting, etc.) to assist in summarizing and synthesizing into coherent understandings</i></p> <p>Phonics: Orally blend 3 – 5 phonemes into a word</p> | <p>S4: Big Book: <i>When Goldilocks Went to the House of the Bears</i> 18</p> <p><i>Readers isolate main idea and information in two texts and make cross-text links in simple fiction</i></p> <p>Phonics: New Sound. Say the most common sound for featured letters <i>ch</i></p> <p>Word Recognition: Pronounce featured sight words: <i>her, there</i></p> | <p>S5: Big Book: <i>When Goldilocks Went to the House of the Bears</i> 19</p> <p>Fluency: Reading while observing punctuation</p> <p>Grammar: Verbs</p> | <p align="center">20</p> <p align="center">Flex Mini-lesson</p> |
| <p align="center">23</p> | <p align="center">24</p> | <p align="center">25</p> | <p>S1: Chart: <i>Riding in My Car</i> 26</p> <p><i>Readers clearly articulate prior knowledge or information from text to support conclusions</i></p> <p>Print concepts: Understand the use of a comma</p> | <p>S2: Chart: <i>Riding in My Car</i> 27</p> <p><i>Readers think and talk about images students have from personal experience or prior knowledge to gain understanding</i></p> <p>Phonics: Orally segment words with 3 – 5- phonemes into individual phonemes</p> <p>Vocabulary: <i>vrn, chugga, honk</i></p> |

Poetry Reading Mini-lessons
Available at <http://thecenter.spps.org/elemLit.html>
These reading lessons are on texts that will be revisited as mentor texts in the upcoming Kindergarten Writer's Workshop Poetry unit of study.

April Phonics Pacing: *Mondo Bookshop Phonics* Minimum: lessons 89-103, Target: lessons 118-136

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

2011-2012

| | | | | |
|---|--|---|--|--|
| <p>S3: Chart: Five Brown Monkeys 30</p> <p><i>Readers clearly articulate prior knowledge or information from text to support conclusions</i> Print concepts: Understand the use of a comma</p> | <p>S4: Chart: Five Brown Monkeys 1</p> <p><i>Readers think and talk about images students have from personal experience or prior knowledge to gain understanding about message/content of text</i> Word Recognition: Pronounce featured sight words: <i>said, his</i></p> | <p>S5: Charts: Riding in My Car and Five Brown Monkeys 2</p> <p>Fluency: Acting out the words in a rhyme Grammar: Capitalization Writing: Write a class song about transportation</p> | <p>S1: Big Book: Five Little Monkeys 3</p> <p>Fiction: Narrative Rhyme</p> <p><i>Readers, when reading fiction, identify basic character traits or motives</i> Vocabulary: <i>tumbled</i> Print Concepts: Understand that the left page precedes the right</p> | <p>S2: Big Book: Five Little Monkeys 4</p> <p><i>Readers use illustrations and text to justify inference</i> Phonics: Sound & Say Vocabulary: <i>raisin bun</i></p> |
| <p>S3: Big Book: Five Little Monkeys 7</p> <p><i>Readers understand that a story has a beginning, middle, and end</i> Phonics: Say the most common sound for featured letters <i>-th</i></p> | <p>S4: Big Book: Five Little Monkeys 8</p> <p><i>Readers use past experience and prior knowledge to identify important details (plot, sequence of events, character traits, etc.) to establish deeper understanding</i> Phonics: New Sound. Say the most common sound for featured letters or letter patterns <i>i_e, ai, _y</i> Word Recognition: Pronounce featured sight words: <i>was, down</i></p> | <p>S5: Big Book: Five Little Monkeys 9</p> <p>Fluency: Practice reading using rhythm, rhyme, meaningful chunks Grammar: Capitalization of first word in a sentence</p> | <p>10</p> <p>Flex Mini-lesson</p> | <p>S1: Chart: There's a Hole in the Bucket 11</p> <p><i>Readers isolate relevant knowledge of the world and information sources and link this to specific message or information in the text to construct a deeper understanding of the text</i> Vocabulary: <i>bucket, blunt</i> Print concepts: Understand that text reads from left to right</p> |
| <p>S2: Chart: There's a Hole in the Bucket 14</p> <p><i>Readers identify cause and effect relationships implied in the text</i> Phonics: Sound & Say</p> | <p>S3: Chart: There's a Hole in the Bucket 15</p> <p><i>Readers recognize and use rhyme, rhythm, and pattern to predict language structures in more complex texts</i> Phonics: Phonemic Awareness. Orally blend 3 – 5 phonemes into a word</p> | <p>S4: Chart: There's a Hole in the Bucket 16</p> <p><i>Readers isolate the main idea or information in two texts and make cross-text links in simple fiction</i> Phonics: Letter Recognition. Say the name of the featured letter <i>x</i> Phonics: New Sound. Say the most common sound for the featured letter pattern <i>o_e</i> Word Recognition: Pronounce featured sight words: <i>what, it</i></p> | <p>S5: Chart: There's a Hole in the Bucket 17</p> <p>Fluency: Reading with expression and using phrasing Grammar: Nouns</p> | <p>S1: Big Book: Crunchy Munchy 18</p> <p>Fiction: Animal Story</p> <p><i>Readers think about and articulate global message of text with supporting details</i> Vocabulary: <i>sweet, juicy</i> Print Concepts: Match spoken word with written word (one-to-one matching)</p> |
| <p>S2: Big Book: Crunchy Munchy 21</p> <p><i>Readers use photos or illustrations to confirm or justify inference</i> Phonics: Sound & Say Vocabulary: <i>cooking</i></p> | <p>S3: Big Book: Crunchy Munchy 22</p> <p><i>Readers use information gained to indicate similarities and differences within text</i> Phonics: Orally segment words with 3 – 5 phonemes into individual phonemes</p> | <p>S4: Big Book: Crunchy Munchy 23</p> <p><i>Readers retell a more complex text</i> Phonics: New Sound. Say the most common sound for featured letter patterns <i>oa, ee, e_e, ui</i> Word Recognition: Pronounce featured sight words: <i>would, again</i></p> | <p>S5: Big Book: Crunchy Munchy 24</p> <p>Fluency: Reading with expression, dialogue and quotation marks Grammar: Capitalization of people's names</p> | <p>25</p> <p>Flex Mini-lesson</p> |

May Phonics Pacing: *Mondo Bookshop Phonics* Minimum: lessons 104-118, Target: lessons 137-157

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

2011-2012

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|--|---|--|--|---|
| 28 | S1: Chart: <i>The Three Bears</i> 29 <i>Readers identify, understand, and relate more complex character traits, motive, and story lines</i> Vocabulary: porridge Print concepts: Understand the use of question marks | S2: Chart: <i>The Three Bears</i> 30 <i>Readers isolate relevant knowledge from other texts and link with a specific message or information in the text to construct deeper understanding</i> Phonics: Sound & Say | S3: Chart: <i>The Three Bears</i> 31 <i>Readers use past experience and prior knowledge to identify important details to assist in summarizing fiction and synthesizing information into coherent understanding</i> Phonics: Pronounce short vowel words in which each letter represents its most common sound, including diagraph <i>th</i> | S4: Chart: <i>The Three Bears</i> 1 <i>Readers focus on descriptive words or phrases in text and relate these to common personal experience or knowledge</i> Phonics: New Sound. Say the most common sound for the featured letter pattern <i>ar</i> Word Recognition: Pronounce featured sight words: <i>has, been</i> |
| S5: Chart: <i>The Three Bears</i> 4 Fluency: Practice reading dialogue, quotation marks Grammar: Proper nouns | 5 Flex Mini-lesson | 6 Launching Into Summer Reading | 7 Launching Into Summer Reading | 8 Launching Into Summer Reading |
| | | | | |
| | | | | |

June Phonics Pacing: *Mondo Bookshop Phonics* Minimum: lessons 119-120, Target: lessons 158-160

Writer's Workshop Units of Study Calendar 2010-2011

| Month/week | Kindergarten | 1st Grade | 2nd Grade | 3rd Grade | 4th Grade | 5th Grade | 6th Grade |
|---------------|---|---|--|--|---|---|--|
| Sept.: | Launching Writer's Workshop: Being a Writer | Launching Writer's Workshop: Dev. Writerly Habits | Launching Writer's Workshop: The Writerly Life | Launching Writer's Workshop: Looking Outward | Launching Writer's Workshop: Building Variety & Stamina | Launching Writer's Workshop: Lifting the Level of the Writer's NB | Launching Writer's Workshop: Envisioning an Entry... |
| Oct.: | | | | | | | |
| Nov.: | | | | | | | |
| | Telling and Drawing Our Stories | Personal Narrative: Small Moments | Personal Narrative: Small Moment | Narrative: Memoir | Realistic Fiction | Narrative: Memoir | Realistic Fiction |
| | Functional Writing | Writing for Readers | Procedural Writing | | | | |
| Dec.: | Personal Narrative | Procedural Writing | Revision Unit: Exploring Punct. | Revision Unit: The Art of Punctuation | Response to Literature: Mentor Author Study | Response to Literature: Literary Essay | Feature Article |
| Jan.: | | | | | | | |
| Feb.: | | | | | | | |
| | 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 |
| | Going Deeper with Skills of Writing | Personal Narrative | Author Study & Response to Literature: Book Recommendation | Author Study & Response to Literature: Book Review | | | |
| Mar.: | Informational Writing: Expert Book | Response to Literature: Retelling | | Poetry: Sharpening Our Outer Vision | Poetry: The Power of Image | Poetry: Self Image | Response to Literature: Literary Essay |
| Apr.: | | | | | | | |
| May: | | | | | | | |
| | Poetry | Informational Writing: Expert Book | Poetry: Looking In | Open Cycle: Crafting Sentences | Punctuation Study: Art of Punctuation & Open Cycle | Personal Essay | Revision Study & Open Cycle |
| | | | | | | | |
| | | | | | | | |
| June: | | Poetry | Open Cycle: Crafting Sentences | Open Cycle: Crafting Sentences | Science Procedure | Written Correspondence | Poetry: Poet Study |

Writer's Workshop Units of Study Kindergarten

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

Kindergarten Writer's Workshop: BIG IDEAS

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

Kindergarten Writer’s Workshop: BIG IDEAS

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

Kindergarten Mondo Bookshop Phonics Pacing Guide 2011-2012

“Review the recommendations in the progress monitoring assessments after lessons 30, 60, 95, and 120 to determine if you need to spend some time repeating routines and/or lessons. It is better to repeat lessons and ensure success than to move on to new lessons. If students successfully finish Lesson 120 by the end of the year, they will have met key Kindergarten standards.”

--Bookshop Phonics Teacher’s Guide and Lesson Plans Grade K

| Month | Target Lessons (to reach lesson 160 by the end of they year) | Minimum Lessons (to reach lesson 120 by the end of the year) |
|--------------|--|--|
| September | 1-14 | 1-11 |
| October | 15-31 | 12-22 |
| November | 35-50 | 23-37 |
| December | 51-65 | 38-49 |
| January | 66-82 | 50-61 |

| Month | Target Lessons (to reach lesson 160 by the end of they year) | Minimum Lessons (to reach lesson 120 by the end of the year) |
|--------------|--|--|
| February | 83-101 | 62-76 |
| March | 102-117 | 77-88 |
| April | 118-136 | 89-103 |
| May | 137-157 | 104-118 |
| June | 158-160 | 119-120 |