

# Unit 2 ~ ReadyGen (Module A & B)

Content Area: **Writing**  
Course(s): **Writing 3**  
Time Period: **December**  
Length: **13 weeks**  
Status: **Published**

## Unit 2 ~ ReadyGen (Module A & B)

### Unit 2 ~ Ready Gen Writing Module A & B

(Length of Time: 2nd Trimester)

This unit includes:

- Module A ~ Writers will craft a narrative with dialogue and actions that drive the course of events.
- Module B ~ Writers will write a compare-and-contrast essay that includes an introduction, linking words and phrases, a developed topic, and a conclusion.

## Priority Standards

ELA.L.WF.3.2	Demonstrate command of the conventions of encoding and spelling.
ELA.L.WF.3.3	Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
ELA.W.IW.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
ELA.W.NW.3.3	Write narratives to develop real or imagined experiences or events with basic story elements.
ELA.W.RW.3.7	Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

## Unit 2 Learning Goals

ReadyGen Unit	Content Focus	CCSS Priority Standard	Learning Goal	Learning Target
Unit 2 Module A	Writing a Narrative	W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.	Students will be able to:  -Module A ~ Writers will craft a narrative with dialogue and	I can: <ul style="list-style-type: none"><li>• Conduct short research projects that build knowledge about a topic.</li><li>• Take brief notes on sources</li></ul>

			actions that drive the course of events.	<ul style="list-style-type: none"> <li>• Produce writing in which development and organization are appropriate to task and purpose.</li> <li>• Establish a situation.</li> <li>• Introduce a narrator and characters.</li> <li>• Organize an event sequence.</li> <li>• Use temporal words and phrases to signal event order.</li> <li>• Use dialogue to develop experiences and to show the response of characters to a situation.</li> <li>• Use descriptions to develop experiences and to show the responses of characters to a situation.</li> <li>• Provide a sense of closure.</li> <li>• Develop and strengthen writing by planning, revising, and editing.</li> </ul>
<b>Unit 2</b> <b>Module B</b>	<b>Writing a Compare and Contrast Essay</b>	W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<b>Students will be able to:</b>  -Module B ~ Writers will write a compare-and-contrast essay that includes an introduction, linking words and	<b>I can:</b> <ul style="list-style-type: none"> <li>• Write informational/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>• Introduce a topic.</li> <li>• Develop the topic with facts,</li> </ul>

			phrases, a developed topic, and a conclusion.	<p>definitions, and details.</p> <ul style="list-style-type: none"> <li>• Include illustrations when useful to aiding comprehension.</li> <li>• Group related information together.</li> <li>• Use linking words and phrases to connect ideas within categories of information.</li> <li>• Provide a concluding statement or section.</li> <li>• Take brief notes on sources.</li> <li>• Gather information on a topic using print and digital sources.</li> <li>• Sort evidence into categories.</li> <li>• Produce writing in which development and organization are appropriate to task and purpose.</li> <li>• Develop and strengthen writing by planning, prewriting, revising, and editing.</li> </ul>
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<b>Time Frame</b>	<b>Lesson</b>	<b>Standard(s)</b>	<b>Target</b>
ReadyGen			
Unit 2 Module A	Lesson 1:	W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.	Target: I can conduct short research projects that build knowledge about a topic.
Narrative Writing	Narrative Writing:  Research and Gather Information		
(60 days)			
	Lesson 2:	W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.	Target: I can take brief notes on sources.
	Narrative Writing:  Write Notes for a Story		
	Lesson 3:	W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.	Target: I can produce writing in which development and organization are appropriate to task and purpose.
	Narrative Writing:  Genre		
	Lesson 4:	W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.	Target: I can establish a situation.
	Narrative Writing:  Establish a Situation		
	Lesson 5:	W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.	Target: I can introduce a narrator and characters.
	Narrative Writing:  Introduce a Narrator and Characters		
	Lesson 6:	W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.	Target: I can organize an event sequence.
	Narrative Writing:  Organize an Event Sequence		
	Lesson 7:	W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story	Target: I can use temporal words and phrases to signal event order.

Narrative Writing:	elements.	
Use Temporal Words and Phrases to Signal Event Order		
Lesson 8:	W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.	Target: I can use dialogue to develop experiences..
Narrative Writing:		
Use Dialogue to Develop Experiences		
Lesson 9:	W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.	Target: I can use dialogue to show the response of characters to situations.
Narrative Writing:		
Character Responses		
Lesson 10:	W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.	Target: I can use descriptions to develop experiences..
Narrative Writing:		
Use Descriptions to Develop Experiences		
Lesson 11:	W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.	Target: I can use descriptions to show the responses of characters to situations.
Narrative Writing:		
Use Descriptions to Show Responses		
Lesson 12:	W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.	Target: I can provide a sense of closure..
Narrative Writing:		
Provide a Sense of Closure		
Lesson 13:	W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.	Target: I can write a narrative using effective technique, descriptive details, and clear event sequences.
Narrative Writing:		
Review the Elements of Narrative Writing		
Lesson 14:	W.NW.3.3. Write narratives to develop real or imagined experiences or	Target: I can develop and strengthen writing by planning.

	Narrative Writing:  Plan and Prewrite a Narrative	events with basic story elements.	
	Lesson 15:  Narrative Writing:  Draft a Narrative	W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.	Target: I can draft a narrative.
	Lesson 16:  Narrative Writing:  Revise a Narrative	W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.	Target: I can develop and strengthen writing through revising.
	Lesson 17:  Narrative Writing:  Edit a Narrative	W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.	Target: I can develop and strengthen writing through editing.
	Lesson 18:  Narrative Writing:  Publish and Present	W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.	Target: I can publish and present writing.
	Unit 2 Module A		
	Performance-Based Assessment  Narrative Task:  Create a Narrative	W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.	Target: I can write an original narrative story.
ReadyGen  Unit 2 Module B	Lesson 1:  Informative Writing:	W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and	Target: I can write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Informative/  
Explanatory  
Writing

Conveying Ideas and  
Information

information clearly.

(? days)

Lesson 2:  
  
Informative Writing:  
  
Understanding Different  
Genres

W.IW.3.2. Write  
informative/explanatory  
texts to examine a topic  
and convey ideas and  
information clearly.

Target: I can write informative/  
explanatory texts to examine a topic  
and convey ideas and information  
clearly.

Lesson 3:  
  
Informative Writing:  
  
Write a Description of  
Graphics

W.IW.3.2. Write  
informative/explanatory  
texts to examine a topic  
and convey ideas and  
information clearly.

Target: I can write informative/  
explanatory texts to examine a topic  
and convey ideas and information  
clearly.

Lesson 4:  
  
Informative Writing:  
  
Introduce a Topic

W.IW.3.2. Write  
informative/explanatory  
texts to examine a topic  
and convey ideas and  
information clearly.

Target: I can introduce a topic.

Lesson 5:  
  
Informative Writing:  
  
Develop a Topic

W.IW.3.2. Write  
informative/explanatory  
texts to examine a topic  
and convey ideas and  
information clearly.

Target: I can write informative/  
explanatory texts to examine a topic  
and convey ideas and information  
clearly.

Lesson 6:  
  
Informative Writing:  
  
Use illustrations to Aid  
Comprehension

W.IW.3.2. Write  
informative/explanatory  
texts to examine a topic  
and convey ideas and  
information clearly.

Target: I can include illustrations when  
useful to aid comprehension.

Lesson 7:	W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Target: I can group related information together.
Informative Writing:		
Group Related Information		
Lesson 8:	W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Target: I can use linking words and phrases to connect ideas within categories of information.
Informative Writing:		
Use Linking Words to Connect Ideas		
Lesson 9:	W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Target: I can use linking words and phrases to connect ideas within categories of information.
Informative Writing:		
Use Linking Words to Connect Ideas		
Lesson 10:	W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Target: I can provide a concluding statement or section.
Informative Writing:		
Provide a Concluding Statement or Section		
Lesson 11:	W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Target: I can take brief notes on sources.
Informative Writing:		
Take Brief Notes on Sources		
Lesson 12:	W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Target: I can gather information on a topic using print and digital sources.
Informative Writing:		
Gather Information		



Lesson 13:	W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Target: I can sort evidence into categories.
Informative Writing:		
Sort Evidence		
Lesson 14:	W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Target: I can develop and strengthen writing by planning and prewriting.
Informative Writing:		
Plan and Prewrite		
Lesson 15:	W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Target: I can develop and strengthen writing by planning and prewriting.
Informative Writing:		
Draft an Essay		
Lesson 16:	W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Target: I can develop and strengthen writing through revision.
Informative Writing:		
Revise an Essay		
Lesson 17:	W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Target: I can develop and strengthen writing by editing.
Informative Writing:		
Edit an Essay		
Lesson 18:	W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Target: I can publish and present writing.
Informative Writing:		
Publish and Present Your Writing		

## Unit 2 Module B:

Performance-Based  
Assessment

W.IW.3.2. Write  
informative/explanatory  
texts to examine a topic  
and convey ideas and  
information clearly.

Target: I can write an informative/  
explanatory text.

Informative/ Explanatory  
Task:

Compare and Contrast  
Communities

## Learning Targets

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- Conduct short research projects that build knowledge about a topic.
- Develop and strengthen writing by planning, prewriting, revising, and editing.
- Develop and strengthen writing by planning, revising, and editing.
- Develop the topic with facts, definitions, and details.
- Establish a situation.
- Gather information on a topic using print and digital sources.
- Group related information together.
- Include illustrations when useful to aiding comprehension.
- Introduce a narrator and characters.
- Introduce a topic.
- Organize an event sequence.
- Produce writing in which development and organization are appropriate to task and purpose.
- Produce writing in which development and organization are appropriate to task and purpose.
- Provide a concluding statement or section.
- Provide a sense of closure.
- Sort evidence into categories.
- Take brief notes on sources
- Take brief notes on sources.
- Use descriptions to develop experiences and to show the responses of characters to a situation.
- Use dialogue to develop experiences and to show the response of characters to a situation.
- Use linking words and phrases to connect ideas within categories of information.
- Use temporal words and phrases to signal event order.

- Write informational/explanatory texts to examine a topic and convey ideas and information clearly.

## **Marzano Elements**

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- Communicating High Expectations for Each Student to Close the Achievement Gap
- Establishing & Acknowledging Adherence to Rules & Procedures
- Establishing & Maintaining Effective Relationships in a Student Centered Classroom
- Helping Students Engage in Cognitively Complex Tasks
- Helping Students Examine Similarities & Differences
- Helping Students Examine their Reasoning
- Helping Students Practice Strategies, Skills, & Processes
- Helping Students Process New Content
- Helping Students Revise Knowledge
- Identifying Critical Content from the Standards
- Organizing Students to Interact with Contact
- Previewing New Content
- Providing Feedback & Celebrating Success
- Reviewing Content
- Using Engagement Strategies
- Using Formative Assessment to Track Progress
- Using Questions to Help Students Elaborate on Content

## **Strategies for Students in Need of Intervention**

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- Allow for extended time when needed
- Allow students to peer edit with each other
- Provide a checklist of the writing process (one which allows them to check off the current process they are on)
- Provide a list of topics for students to choose from
- Provide editing/revising checklists
- Tiered assignments for writing
- Use of graphic organizers

## **Unit Assessments**

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- ReadyGen: Unit 2 Module A Performance-Based Assessment: Create a Narrative
- ReadyGen: Unit 2 Module B Performance-Based Assessment: Compare and Contrast Communities

## **Technology Integration**

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- Google Classroom
- ReadyGen Online
- YouTube Videos

TECH.8.1.5.A.3

Use a graphic organizer to organize information about problem or issue.

TECH.8.1.5.B.CS1

Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.5.E

Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

## Cross Curricular Connections

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- Science/Writing- Write opinions based on Scientific topics
- Social Studies/Writing- Write opinions on school policies and procedures
- Social Studies/Writing-Write an opinion piece on decisions made in a community

## Materials and Resources

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- Mentor Texts
- ReadyGen teacher's manual

## 21st Century Life & Career Ready Practices

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CAEP.9.2.4.A.1

Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

CAEP.9.2.4.A.2

Identify various life roles and civic and work - related activities in the school, home, and community.

CAEP.9.2.4.A.3

Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

CAEP.9.2.4.A.4

Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.