

# 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

LA.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.3.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Unit 2 Learning Goals

ReadyGen Unit	Content Focus	CCSS Priority Standard	Learning Goal	Learning Target
Unit 2 Module A	Writing a Narrative	<b>Standard: W3.3</b> - Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event	<b>Students will be able to:</b>  -Module A ~ Writers will craft a narrative with dialogue and actions that drive the course of	<b>I can:</b> <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><li>• Produce writing in which development</li></ul>

		sequences.	events.	<p>and organization are appropriate to task and purpose.</p> <ul style="list-style-type: none"> <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>
<p><b>Unit 2</b></p> <p><b>Module B</b></p>	<p><b>Writing a Compare and Contrast Essay</b></p>	<p><b>Standard:</b> <b>LA.3.W.3.2:</b></p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p><b>Students will be able to:</b></p> <p>-Module B ~ Writers will write a compare-and-contrast essay that includes an introduction, linking words and phrases, a developed topic, and a conclusion.</p>	<p><b>I can:</b></p> <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, definitions, and details.</li> <li>• Include illustrations when useful to aiding</li> </ul>

				<p>comprehension.</p> <ul style="list-style-type: none"> <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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## Learning Plan and Pacing Guide

### Trimester 2 ~ ReadyGen Unit 2 Module A & B

Time Frame	Lesson	Standard(s)	Target
ReadyGen	Lesson 1:		
Unit 2 Module A	Narrative Writing:	Standards: W.3.3	Target: I can conduct short research projects that build knowledge about a topic.
Narrative Writing	Research and Gather Information		

(60 days)

Lesson 2: Narrative Writing: Write Notes for a Story	Standards: W.3.3	Target: I can take brief notes on sources.
Lesson 3: Narrative Writing: Genre	Standards: W.3.3	Target: I can produce writing in which development and organization are appropriate to task and purpose.
Lesson 4: Narrative Writing: Establish a Situation	Standards: W.3.3	Target: I can establish a situation.
Lesson 5: Narrative Writing: Introduce a Narrator and Characters	Standards: W.3.3	Target: I can introduce a narrator and characters.
Lesson 6: Narrative Writing: Organize an Event Sequence	Standards: W.3.3	Target: I can organize an event sequence.
Lesson 7: Narrative Writing: Use Temporal Words and Phrases to Signal Event Order	Standards: W.3.3	Target: I can use temporal words and phrases to signal event order.
Lesson 8: Narrative Writing: Use Dialogue to Develop Experiences	Standards: W.3.3	Target: I can use dialogue to develop experiences..

Lesson 9: Narrative Writing: Character Responses	Standards: W.3.3	Target: I can use dialogue to show the response of characters to situations.
Lesson 10: Narrative Writing: Use Descriptions to Develop Experiences	Standards: W.3.3	Target: I can use descriptions to develop experiences..
Lesson 11: Narrative Writing: Use Descriptions to Show Responses	Standards: W.3.3	Target: I can use descriptions to show the responses of characters to situations.
Lesson 12: Narrative Writing: Provide a Sense of Closure	Standards: W.3.3	Target: I can provide a sense of closure..
Lesson 13: Narrative Writing: Review the Elements of Narrative Writing	Standards: W.3.3	Target: I can write a narrative using effective technique, descriptive details, and clear event sequences.
Lesson 14: Narrative Writing: Plan and Prewrite a Narrative	Standards: W.3.3	Target: I can develop and strengthen writing by planning.
Lesson 15: Narrative Writing: Draft a Narrative	Standards: W.3.3	Target: I can draft a narrative.
Lesson 16:	Standards: W.3.3	Target: I can develop and strengthen writing through revising.

Narrative Writing:

Revise a Narrative

Lesson 17:

Narrative Writing:

Edit a Narrative

Standards: W.3.3

Target: I can develop and strengthen writing through editing.

Lesson 18:

Narrative Writing:

Publish and Present

Standards: W.3.3

Target: I can publish and present writing.

Unit 2 Module A

Performance-Based  
Assessment

Standards: W.3.3

Target: I can write an original narrative story.

Narrative Task:

Create a Narrative

ReadyGen

Unit 2 Module B

Lesson 1:

Informative/  
Explanatory Writing

Informative Writing:  
Conveying Ideas and  
Information

Standards: W.3.2

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

(? days)

Lesson 2:

Informative Writing:

Understanding Different  
Genres

Standards: W.3.2

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

Standards: W.3.2

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

Lesson 4:

Informative Writing:

Standards: W.3.2

Target: I can introduce a topic.

Introduce a Topic

Lesson 5:

Informative Writing:

Standards: W.3.2

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

Develop a Topic

Lesson 6:

Informative Writing:

Standards: W.3.2

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

Use illustrations to Aid  
Comprehension

Lesson 7:

Informative Writing:

Standards: W.3.2

Target: I can group related information  
together.

Group Related Information

Lesson 8:

Informative Writing:

Standards: W.3.2

Target: I can use linking words and  
phrases to connect ideas within categories  
of information.

Use Linking Words to Connect  
Ideas

Lesson 9:

Informative Writing:

Standards: W.3.2

Use Linking Words to Connect  
Ideas

Target: I can use linking words and phrases to connect ideas within categories of information.

Lesson 10:

Informative Writing:

Standards: W.3.2

Provide a Concluding  
Statement or Section

Target: I can provide a concluding statement or section.

Lesson 11:

Informative Writing:

Standards: W.3.2

Take Brief Notes on Sources

Target: I can take brief notes on sources.

Lesson 12:

Informative Writing:

Standards: W.3.2

Gather Information

Target: I can gather information on a topic using print and digital sources.

Lesson 13:

Informative Writing:

Standards: W.3.2

Sort Evidence

Target: I can sort evidence into categories.

Lesson 14:

Informative Writing:

Standards: W.3.2

Plan and Prewrite

Target: I can develop and strengthen writing by planning and prewriting.



Lesson 15:

Informative Writing:

Draft an Essay

Standards: W.3.2

Target: I can develop and strengthen writing by planning and prewriting.

Lesson 16:

Informative Writing:

Revise an Essay

Standards: W.3.2

Target: I can develop and strengthen writing through revision.

Lesson 17:

Informative Writing:

Edit an Essay

Standards: W.3.2

Target: I can develop and strengthen writing by editing.

Lesson 18:

Informative Writing:

Publish and Present Your Writing

Standards: W.3.2

Target: I can publish and present writing.

Unit 2 Module B:

Performance-Based Assessment

Standards: W.3.2

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 Content
- 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.