

# Unit 1 ~ ReadyGen (Module A & B)

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

## Unit 1 Overview: ReadyGen Writing

### Unit 1 ~ Ready Gen Writing Module A & B

(Length of Time: 1st Trimester)

This unit includes:

- Module A ~ Writers will compose a narrative that includes developed characters, a clear sequence of events, and a conclusion.
- Module B ~ Writers will write a magazine article about something in the natural world that includes details, text features, and illustrations.

## 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 1 Learning Goals

ReadyGen Unit	Content Focus	CCSS Priority Standard	Learning Goal	Learning Target
<b>Unit 1 Module A</b>	<b>Writing a Narrative</b>	<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>  -Compose a narrative that includes developed characters, a clear sequence of	<b>I can:</b> <ul style="list-style-type: none"><li>• Establish a situation and introduce a character.</li><li>• Identify the genres of narrative writing.</li><li>• Provide a sense of closure at the end of</li></ul>

		sequences.	events, and a conclusion	<p>a narrative.</p> <ul style="list-style-type: none"> <li>• Introduce a character, setting, and events.</li> <li>• Establish a situation.</li> <li>• Organize a sequence of events.</li> <li>• Use temporal words and phrases to signal event order.</li> <li>• Use dialogue to develop events and show the responses of characters to a situation.</li> <li>• Use description to develop experiences and show the responses of characters to a situation.</li> <li>• Develop and strengthen writing by planning, revising, &amp; editing.</li> </ul>
<p><b>Unit 1</b></p> <p><b>Module B</b></p>	<p><b>Writing an Explanatory Paragraph</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>-Write a magazine article about something in the natural world that includes details, text features, and illustrations.</p>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>• Introduce a topic.</li> <li>• Develop a topic with facts, definitions, and details.</li> <li>• Use illustrations to aid comprehension.</li> <li>• Group related information together.</li> <li>• Use linking words and phrases within categories of information.</li> <li>• Provide a concluding statement or section.</li> <li>• Develop and</li> </ul>

				strengthen writing by revising and editing.
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**Learning Plan and Pacing Guide**


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**Trimester 1 ~ ReadyGen Unit 1 Module A & B**

Time Frame	Lesson	Standard(s)	Target
ReadyGen			
Unit 1 Module A	Lesson 1:		
Narrative Writing	Narrative Writing:	Standards: W.3.3	Target: I can establish a situation and introduce a character.
	Describe Story Elements		
(60 days)			
	Lesson 2:		
	Narrative Writing:	Standards: W.3.3	Target: I can identify the genres of narrative writing.
	Understand Realistic Fiction		
	Lesson 3:		
	Narrative Writing:	Standards: W.3.3	Target: I can provide a sense of closure at the end of a narrative.
	Provide Closure		
	Lesson 4:		
	Narrative Writing:	Standards: W.3.3	Target: I can introduce a character, setting, and events.
	Introduce a Character, Setting, and Events.		
	Lesson 5:		
	Narrative Writing:	Standards: W.3.3	Target: I can introduce a character.

## Write about Characters

Lesson 6: Narrative Writing: Establish a Situation	Standards: W.3.3	Target: I can establish a situation.
Lesson 7: Narrative Writing: Organize Sequence of Events	Standards: W.3.3	Target: I can organize a sequence of events.
Lesson 8: Narrative Writing: Use Temporal Words and Phrases	Standards: W.3.3	Target: I can use temporal words and phrases to signal event order.
Lesson 9: Narrative Writing: Use Dialogue to Develop Events	Standards: W.3.3	Target: I can use dialogue to develop events.
Lesson 10: Narrative Writing: Use Dialogue to Show Response	Standards: : W.3.3	Target: I can use dialogue to show the response of characters to situations.
Lesson 11: Narrative Writing: Use Description to Develop Experiences	Standards: : W.3.3	Target: I can use description to develop experiences.
Lesson 12: Narrative Writing: Use Description to Show Responses	Standards: : W.3.3	Target: I can use description to show the responses of characters to a situation.

Lesson 13: Narrative Writing: Provide a Sense of Closure	Standards: : W.3.3	Target: I can provide a sense of closure.
Lesson 14: Narrative Writing: Plan and PreWrite	Standards: :W.3.3	Target: I can develop and strengthen writing by planning.
Lesson 15: Narrative Writing: Draft	Standards: W.3.3	Target: I can produce writing in which development and organization are appropriate to task and purpose.
Lesson 16: Narrative Writing: Revise	Standards: W.3.3	Target: I can develop and strengthen writing by revising.
Lesson 17: Narrative Writing: Edit	Standards: W.3.3	Target: I can develop and strengthen writing by editing.
Lesson 6: Narrative Writing: Publish and Present	Standards: W.3.3	Target: I can use technology to produce and publish writing.
Unit 1 Module A: Performance-Based. Assessment	Standards: W.3.3	Target: I can write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
Narrative Task: Observe to Write a Narrative		

Unit 1 Module B

Informative/  
Explanatory  
Writing

(? days)

Lesson 1:

Informative Writing:  
Conveying Ideas and Information

Standards: W.3.2

Target: I can introduce a topic.

I can develop a topic with facts,  
definitions, and details.

Lesson 2:

Informative Writing:  
Identify Types of Genre

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:  
Use Illustrations to Convey  
Information

Standards: W.3.2

Target: I can use illustrations to convey  
information.

Lesson 4:

Informative Writing:  
Introduce a Topic

Standards: W.3.2

Target: I can introduce a topic and group  
related information together, including  
illustrations when useful to aid  
comprehension.

Lesson 5:

Informative Writing:  
Group Related Information

Standards: W.3.2

Target: I can introduce a topic and group  
related information together, including  
illustrations when useful to aid  
comprehension.

Lesson 6:

Informative Writing:  
Connect Ideas

Standards: W.3.2

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

Lesson 7:

Informative Writing:  
Connect Ideas

Standards: W.3.2

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

Lesson 8:

Informative Writing:  
Develop the Topic

Standards: W.3.2

Target: I can develop the topic with facts, definitions, and detail.

Lesson 9:

Informative Writing:  
Use Illustrations to Aid  
Comprehension

Standards: W.3.2

Target: I can introduce a topic and group related information together, including illustrations when useful to aid comprehension.

Lesson 10:

Informative Writing:  
Provide a Concluding Statement or  
Section

Standards: W.3.2

Target: I can provide a concluding statement or section.

Lesson 11:

Informative Writing:  
Group Related Information

Standards: W.3.2

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

Lesson 12:

Informative Writing:  
Prepare to Write an Informational  
Article

Standards: W.3.2

Target: I can write an informative text to examine a topic and convey ideas and information clearly.

Lesson 13:

Informative Writing:

Draft an Article

Standards: W.3.2

Target: I can write an informative text to examine a topic and convey ideas and information clearly.

Lesson 14:

Informative Writing:

Revise Drafts

Standards: W.3.2

Target: I can write an informative text to examine a topic and convey ideas and information clearly.

Lesson 15:

Informative Writing:

Edit an Article

Standards: W.3.2

Target: I can develop and strengthen writing by editing.

Lesson 16:

Informative Writing:

Publish and Present an  
Informational Article

Standards: W.3.2

Target: I can produce and publish writing.

Lesson 17:

Informative Writing:

Take Notes and Sort Evidence

Standards: W.3.2

Target: I can introduce a topic and group related information together.

Lesson 18:

Informative Writing:

Gather Information to Build  
Knowledge

Standards: W.3.2

Target: I can introduce a topic and group related information together, including illustrations when useful to aid comprehension.



Unit 1 Module B

Performance-Based Assessment

Standards: W.3.2

Target: I can write an informative/  
explanatory text.

Informative/ Explanatory Task

Write a Magazine Article

## Learning Targets

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- Provide a sense of closure at the end of a narrative.
- Develop a topic with facts, definitions, and details.
- Develop and strengthen writing by planning, revising, & editing.
- Develop and strengthen writing by revising and editing.
- Establish a situation and introduce a character.
- Establish a situation.
- Group related information together.
- Identify the genres of narrative writing.
- Introduce a character, setting, and events.
- Introduce a topic.
- Organize a sequence of events.
- Provide a concluding statement or section.
- Use description to develop experiences and show the responses of characters to a situation.
- Use dialogue to develop events and show the responses of characters to a situation.
- Use illustrations to aid comprehension.
- Use linking words and phrases within categories of information.
- Use temporal words and phrases to signal event order.

## 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 1 Module A Performance-Based Assessment: Narrative Task
- ReadyGen: Unit 1 Module B Performance-Based Assessment: Write a Magazine Article

## 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.