

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

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.WP.3.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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 1 Learning Goals

ReadyGen Unit	Content Focus	CCSS Priority Standard	Learning Goal	Learning Target
Unit 1 Module A	Writing a Narrative	W.NW.3.3. Write narratives to develop real or imagined experiences or events with	Students will be able to: -Compose a	I can: <ul style="list-style-type: none">• Establish a situation and introduce a character.

		basic story elements.	narrative that includes developed characters, a clear sequence of events, and a conclusion	<ul style="list-style-type: none"> • Identify the genres of narrative writing. • Provide a sense of closure at the end of a narrative. • Introduce a character, setting, and events. • Establish a situation. • Organize a sequence of events. • Use temporal words and phrases to signal event order. • Use dialogue to develop events and show the responses of characters to a situation. • Use description to develop experiences and show the responses of characters to a situation. • Develop and strengthen writing by planning, revising, & editing.
Unit 1 Module B	Writing an Explanatory Paragraph	W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Students will be able to: -Write a magazine article about something in the natural world that includes details, text features, and illustrations.	I can: <ul style="list-style-type: none"> • Introduce a topic. • Develop a topic with facts, definitions, and details. • Use illustrations to aid comprehension. • Group related information together.

				<ul style="list-style-type: none"> • Use linking words and phrases within categories of information. • Provide a concluding statement or section. • Develop and strengthen writing by revising and editing.
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Learning Plan and Pacing Guide

Trimester 1 ~ ReadyGen Unit 1 Module A & B

Time Frame	Lesson	Standard(s)	Target
ReadyGen			
Unit 1 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 establish a situation and introduce a character.
Narrative Writing	Narrative Writing: Describe Story Elements		
(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 identify the genres of narrative writing.
	Narrative Writing: Understand Realistic Fiction		
	Lesson 3:	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 at the end of a narrative.
	Narrative Writing: Provide Closure		

Lesson 4:	W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.	Target: I can introduce a character, setting, and events.
Narrative Writing:		
Introduce a Character, Setting, and Events.		
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 character.
Narrative Writing:		
Write about Characters		
Lesson 6:	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 7:	W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.	Target: I can organize a sequence of events.
Narrative Writing:		
Organize Sequence of Events		
Lesson 8:	W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.	Target: I can use temporal words and phrases to signal event order.
Narrative Writing:		
Use Temporal Words and Phrases		
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 develop events.
Narrative Writing:		
Use Dialogue to Develop Events		
Lesson 10:	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:		
Use Dialogue to Show Response		

Lesson 11:	W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.	Target: I can use description to develop experiences.
Narrative Writing:		
Use Description to Develop Experiences		
Lesson 12:	W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.	Target: I can use description to show the responses of characters to a situation.
Narrative Writing:		
Use Description to Show Responses		
Lesson 13:	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 14:	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 by planning.
Narrative Writing:		
Plan and PreWrite		
Lesson 15:	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:		
Draft		
Lesson 16:	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 by revising.
Narrative Writing:		
Revise		
Lesson 17:	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 by editing.
Narrative Writing:		
Edit		

Lesson 6:	W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.	Target: I can use technology to produce and publish writing.
Narrative Writing:		
Publish and Present		
Unit 1 Module A:	W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.	Target: I can write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
Performance-Based. Assessment		
Narrative Task: Observe to Write a Narrative		

ReadyGen

Unit 1 Module B	W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Target: I can introduce a topic.
Informative/Explanatory Writing		
Lesson 1:		
Informative Writing:		
Conveying Ideas and Information		I can develop a topic with facts, definitions, and details.
(? days)		
Lesson 2:	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.
Informative Writing:		
Identify Types of Genre		
Lesson 3:	W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Target: I can use illustrations to convey information.
Informative Writing:		
Use Illustrations to Convey Information		
Lesson 4:	W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Target: I can introduce a topic and group related information together, including illustrations when useful to aid comprehension.
Informative Writing:		

Introduce a Topic

Lesson 5: Informative Writing: Group Related Information	W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Target: I can introduce a topic and group related information together, including illustrations when useful to aid comprehension.
Lesson 6: Informative Writing: Connect Ideas	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 within categories of information.
Lesson 7: Informative Writing: Connect Ideas	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 within categories of information.
Lesson 8: Informative Writing: Develop the Topic	W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Target: I can develop the topic with facts, definitions, and detail.
Lesson 9: 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 introduce a topic and group related information together, including illustrations when useful to aid comprehension.
Lesson 10: Informative Writing:	W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and	Target: I can provide a concluding statement or section.

Provide a Concluding Statement or Section information clearly.

Lesson 11: Informative Writing: Group Related Information	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 12: Informative Writing: Prepare to Write an Informational Article	W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Target: I can write an informative text to examine a topic and convey ideas and information clearly.
Lesson 13: Informative Writing: Draft an Article	W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Target: I can write an informative text to examine a topic and convey ideas and information clearly.
Lesson 14: Informative Writing: Revise Drafts	W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Target: I can write an informative text to examine a topic and convey ideas and information clearly.
Lesson 15: Informative Writing: Edit an Article	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.
Lesson 16: Informative Writing:	W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and	Target: I can produce and publish writing.

Publish and Present an
Informational Article

information clearly.

Lesson 17:

Informative Writing:

Take Notes and Sort Evidence

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

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

Lesson 18:

Informative Writing:

Gather Information to Build
Knowledge

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

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

Informative/ Explanatory Task

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.

Write a Magazine Article

Learning Targets

- 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

- 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

- 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

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

Technology Integration

- 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

- 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

- Mentor Texts
- ReadyGen teacher's manual

21st Century Life & Career Ready Practices

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.