Unit 4: ARC Argument Research Lab: Plants

Content Area: **Writing**
Course(s): **Writing 1**
Time Period: **April**
Length: **Trimester 3**
Status: **Published**

Unit Overview (Summary)

Unit Four: This unit will consist of the components listed below. Each component will help the students complete a research project about plants. Throughout this unit, students will read a variety of non-fiction texts to learn about plants.   This unit will consist of the following components:

Morning Message: Teachers will begin each day with a Morning Message using Interactive Writing to reinforce foundational skills;

Interactive Read Aloud: Students will tap into prior knowledge, learn content, background knowledge, and academic language through these read alouds. Teachers will also use this time modeling such things as, asking and answering questions and citing text evidence;

Readers' Workshop: Students will read non fiction texts about plants. As students continue to research a plant, they will ask and answer the following questions:

1. What are the important parts of this plant? How is each part important?

2. What is the life cycle of the plant?

3. What is the habitat of the plant?

4. What are the basic needs of the plant? How does it get those things?

5. Explain how the plant turns light into food.

6. What adaptations does this plant have?

7. Does this plant need other living things? Which ones? Why? Which living things need this plant? Why?

Daily Five Centers: Students will work in differentiated learning stations both independently and cooperatively to reinforce reading and writing skills.

**In addition, It is recommended that students log onto their iReady My Path for a total of 40 minutes per week. This can be chunked into smaller increments throughout the week. Students will complete an iReady diagnostic test once each trimester.

Students will use the knowledge they gain through the non fiction texts and researching these questions to create research-based opinions. At the end of the unit students will also present their research.

Priority Standards/Goal

ELA.L.RF.1.1	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
ELA.L.WF.1.1	Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
ELA.L.WF.1.3	Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
ELA.W.AW.1.1	With prompts and support, write opinion pieces on a topic or texts.
ELA.W.IW.1.2	With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
ELA.W.NW.1.3	With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
ELA.W.WP.1.4	With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.

Learning Targets (W1.1)

I can... (targets progress from bottom to top to show progression toward the Learning Goal)

- Add illustrations that match my writing piece.
- Add linking verbs to my writing.
- Add technical vocabulary to improve my writing piece.
- End with a concluding statement.
- Focus on an opinion topic and plan my ideas for writing.
- Give reasons/evidence from the text to support my opinion.
- Introduce the topic and state my opinion on the topic.
- Reread, revise, and edit my writing piece to make improvements.

Unit Assessments (Required)

- Opinion Writing Piece

Materials and Resources

- 5 Star Writing
- Anchor Charts
- ARC Read Alouds
- Chart Paper
- Fundations Paper
- Graphic Organizers
- Leveled ARC Books
- Spelling Resources (word wall, words I use when I write book, dictionaries, etc.)
- Student Journals
- Student White Boards
- Students' Published Research Books

Essential Questions

- How can I clearly state my opinion?
- How can studying others' writing craft make my writing better?
- How do I spell a word by using the sounds I hear when the word is spoken?
- Why is correct punctuation and capitalization important?