

# Unit 1: ARC Literacy Lab

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

## Unit Overview (Summary)

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Unit One:

The first unit of ARC will be implemented throughout the first six weeks of school (adjusted according to first grade pacing). During this unit, a reading community in the classroom will be built, routines will be established, and formative assessments will be given. Daily components will include the following (Components can be completed in any order that makes sense for each class.):

Morning Message: The purpose of the morning message is to reinforce Foundational Skills;

Interactive Read-Aloud: Students listen to above-level Read-Alouds and practice comprehension standards while learning vocabulary;

Readers' Workshop: Shared and Partner Reading along with Independent Reading will take place. Teachers will also work one on one to determine students' reading level through the IRLA assessment and determine individual Power Goals;

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.

## Priority Standards (Focus of the Scale)

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ELA.L.WF.1.1	Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
ELA.L.WF.1.2	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
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.WP.1.4	With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.

## **Learning Targets (W.1.5)**

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**I Can...(targets progress from the bottom to the top to show progression toward the learning goal)**

- add at least 2-3 supporting details to my writing paying attention to verb agreement, spelling, letter formation, word spacing & punctuation
- Focus on a topic and plan my ideas for writing.
- Illustrate a picture to match my writing topic.
- Reflect on my writing with my peers to improve my writing in the future.
- Respond to suggestions from my peers to improve my writing involving letter formation, word spacing, spelling, punctuation, and detail.

## **Unit Assessments (Required)**

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- Writing Prompts

## **Materials and Resources**

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- Anchor Charts
- Chart Paper
- Foundations Paper
- Graphic Organizers
- Read Alouds
- Spelling Resources (Word Wall, Words I Use When I Write Book, Dictionaries, etc.)
- Student Journals
- Student White Boards

## **Essential Questions**

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- What is a sentence?
- What resources can we use to help us become better writers?
- Why is correct punctuation and capitalization important?
- Why is it important to write each day?

## **21st Century Life and Ready Careers**

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- CRP1. Act as a responsible and contributing citizen and employee.

- CRP10. Plan education and career paths aligned to personal goals.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP9. Model integrity, ethical leadership and effective management.