

Unit 3: ARC Genre Lab

Content Area: **Writing**
Course(s): **Writing 1**
Time Period: **February**
Length: **Trimester 2**
Status: **Published**

Unit Overview (Summary)

Unit Three: Unit 3 of the ARC is a Literature Genre Lab. Throughout this unit, students will enjoy family story read alouds from a wide variety of authors, exposing them to different family dynamics and helping them develop cultural understandings as well. They will "closely examine the ways in which the author explores the idea of family and community through plot, setting, and character." This unit will consist of the following components:

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

Interactive Read-Aloud: Students will learn content, background knowledge, and academic language through these read alouds. Teachers will also use this time modeling/describing story elements, retelling, and comparing/contrasting;

Readers' Workshop: Shared and Partner reading along with Independent Reading will take place. Teachers will track individual progress towards the learning 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

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.W.IW.1.2	With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.

Learning Targets (W.1.3 Scale)

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

- Add an illustration to matches my narrative topic.
- Focus on a narrative topic and plan my writing ideas.
- Reflect on my writing to make improvements in my future writing.
- Reread my writing to check for correct letter formation, punctuation, spelling, word spacing, & capitalization.
- Respond to suggestions from peers to improve my writing.
- Write a closing sentence that connects to the narrative topic.
- Write an opening sentence that introduces my narrative.
- Write at least 3 sequenced events using temporal words.

Unit Assessments (Required)

- Family Stories Collection

Materials and Resources

- 5 Star Writing
- Anchor Charts
- ARC Read Alouds
- Chart Paper
- Foundations Paper
- Graphic organizers
- Leveled ARC Books
- Spelling Resources (Word Wall, Words I Know When I Write Book, Dictionaries, etc.)
- Student Journals
- Student White Boards
- Students' Family Stories Collection

Essential Questions

- How do I spell a word by using the sounds I hear when the word is spoken?
- How do I write a narrative piece that: includes two or more accurately sequenced events, includes

details regarding what happened, and uses temporal words to signal event order?

- Why is correct punctuation and capitalization important?