

ARC Literacy Lab

Reading Goal: By the end of this Unit, students will be able to read and understand increasingly complex texts through a combination of vocabulary acquisition, reading strategy development, and extensive practice in a range of texts, both literary and informational. (R.10)

	Week	CCSS Focus	Mini-Lesson	Students Will...
PHASE 1: INITIATE ACADEMIC COMMUNITY <i>Dinosaurs: Fact & Fiction</i>				
What did the author say?	1	Reading for Meaning (R.1/R.7/R.10/W.10/SL.1)	<i>Reading the Ideas:</i> IRLA Self-Leveling Ask and Answer Questions Fact vs. Fiction Illustrations	Refer explicitly to the text to demonstrate understanding when asking and answering questions.
	2	Academic Vocabulary (R.4/W.10/L.4/L.5)	Notice Academic Vocabulary	Use context clues to determine the meanings of new words and phrases in text.
			Context Clues	
Literal vs. Nonliteral Language				
PHASE 2: INITIAL ASSESSMENT AND GOAL SETTING <i>Knights: Fact & Fiction</i>				
	3	Why Series Matter (R.3/R.9/W.10)	Series Books: All About the Character(s)	Use the repetitive structures of a series to scaffold understanding in new books in that series.
			Compare Settings	
			Compare Events	
Why?	4	Word Parts (R.4/W.10/L.4)	Prefixes	Use word parts to determine the meanings of new words in text.
			Suffixes	
PHASE 3: STRATEGIC INSTRUCTION/BUILDING EXPERTISE <i>Writing Fact & Fiction</i>				
How?	5	Writing Fiction Narratives (R.3/R.9/W.3/W.5/W.6/L.1/L.2/L.5)	Compare, Contrast, Create	Use familiar characters and information learned from reading to write original stories and informational texts.
			Drafting Fiction Narratives	
			Shades of Meaning (Among Words)	
			Edit and Publish Narrative Piece	
	6	Writing Informational Texts (R.4/R.5/W.2/W.4/W.5/W.6/L.1/L.2)	Drafting Informational Texts	Strengthen writing by revising, rewriting, or trying a new approach.
			Technical Vocabulary	
Edit and Publish Informational Piece				

*Weeks are approximate. Teachers should feel welcome to expand or condense as needed.

Pacing Guide Grade 3*

Writing Goal: By the end of this Unit, students will have practiced writing in a variety of genres, both in response to text and writing like the authors they read. Each student will take two pieces of writing through to publication. (W.10)

	Reading Culture	Writing Culture	IRLA Expert Coaching	PLC Focus
	Initiate Reading Community	Initiate Writing Community	Reading Relationship Conferences Types of Readers Scale Introduce IRLA Levels/ Baskets	Engaged Reader Action Plans
	Sustain 30 Minutes of Independent Reading	Sustain 15 Minutes of Independent Writing Collect Baseline Writing Samples	Begin Establishing Baseline Reading Levels (IRLA)	Troubleshoot IRLA Leveling Process Absentee Makeup System
	Launch 100 Book Challenge	Establish Routines of Writing Workshop	Continue to Establish Baseline Reading Levels	Plan Home Coach Engagement Strategy
	100% On Target for In-School Reading	Demonstrate Expanded Vocabulary Through Writing	Confirm IRLA Levels	Emergency Levels Action Plans Home Reading Makeup System
	Establish Home Reading Routines 95% On Target for Home Reading	Revise, Edit, and Publish Narratives	Identify First Power Goals	Review Student Work Plan for First Small Groups
	95% On Target for Home Reading	Revise, Edit, and Publish Informational Texts	Begin Small Strategy Groups	Review Student Work Plan for First Thematic-Inquiry Unit (e.g., Research Lab #1)