

ARC Core Argument Research Lab : Unit 4 Plants

Goal: By the end of this Unit, students will have moved IRLA levels and will demonstrate beginning expertise in both informational text and the Unit content by producing well-researched opinion pieces.

Week	ELA Focus	Content Focus
1	Unit Launch Pre-Test on Key Question: Have students write opinions in response to the same question (e.g., <i>What is the fiercest/smartest/etc. animal? Should kids have chores? What color should we paint our classroom?, etc.</i>), using this prompt: <i>State an opinion and provide three good reasons to support that opinion.</i>	“WOW!” Facts

Students take one Research Question from research to publication each week.

Days 1 & 2

Develop Expertise on One Research Question

Day 3

Formulate Research-Based Opinion

2	Fact vs. Opinion (W.1/R.1)	RQ #1: _____
3	Relevant Evidence/Reasons (W.1/R.7/R.8)	RQ #2: _____
4	Relevant Evidence/Reasons (W.1/R.7/R.8)	RQ #3: _____
5	Linking Words (W.1/SL.4)	RQ #4: _____
6	Conclusions (W.1)	RQ #5: _____
7	Technical (Tier 3) Language (W.1/L.4)	RQ #6: _____
8	Technical (Tier 3) Language (W.1/L.4)	RQ #7: _____
9	Final Presentations (SL.4) Post-Test on Key Question	

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

Pacing Guide: Grade 1*

Whole-Group Foundational Skills Focus			IRLA Expert Coaching
Phonological/ Phonemic Awareness	Phonics: Use Word Families to Decode Three-Syllable Words	Word Study	
Syllable Deletion in Three-Syllable Words (E2/E3†)	Advanced Vowel Teams (-oo-, -ou-, -oy-, -oi-)	Read and Spell Words with Advanced Vowel Teams	<p>Rate of Conferencing: 14 Days or Less All students receive strategic reading instruction (either one-on-one or in small groups) at least every 2 weeks. Readers working at emergency/at-risk levels receive more frequent coaching.</p>
<p>Opinion pieces develop in sophistication as the weeks progress.</p> <p style="text-align: center;">Day 4 Draft Opinion Piece</p> <p style="text-align: center;">Day 5 Revise, Edit, Publish, & Present</p>			
Syllable Deletion in Three-Syllable Words (E2/E3)	Advanced Vowel Teams (-au-, -ew-, -ei-)	Read and Spell Words with Advanced Vowel Teams	<p>Rate of Reading Growth Every student is on track to make 2+ months of growth. Readers working at at-risk or emergency levels: To be on target, these readers need to reach 1R by the last day of school.</p>
Phoneme Deletion in Three-Phoneme Blends (H1-Challenge)	Beginning Three-Consonant Combinations (spr-, str-, scr-, shr-, thr-)		
Phoneme Deletion in Three-Phoneme Blends (K1-Challenge)	Beginning Three-Consonant Combinations (spl-, squ-, sch-)		
Phoneme Substitution in Three-Phoneme Blends (K2-Challenge)	Ending Three-Consonant Combinations (-rst, -rth, -tch, -ght)		
Final Syllable Deletion in Three-Syllable Words (E5)	Suffixes in Three-Syllable Words (-ed, -ing, -er, -est, -y, -es/ies)		
Phoneme Substitution in Multisyllabic Words (G1)	Suffixes in Three-Syllable Words (-ful, -ly)		
Phoneme Deletion in Multisyllabic Words (I2)	Silent Consonants (kn-, gn-, -mb)		
Phoneme Deletion in Multisyllabic Words (J-Multisyllabic)	Decoding Three-Syllable Words		

†For levels practice, see Part II: Training Exercises in *Equipped for Reading Success*.