ARC Core Literature Genre Lab

Goal: By the end of this Unit, students will have moved IRLA levels and will demonstrate beginning expertise in analyzing and producing literature by publishing a series of opinion pieces and a series of narrative pieces.

	Week	Reading	Writing
Describe Story Elements (R.3)	**1**	Introduce Genre Describing Story Elements: Characters (RL.3/9) Constructed Response #1 Pre-Assessment on Key Question: *Write a story that includes characters, a setting, a problem, and a solution.*	**Creating Story Elements** Describe and create characters, settings, and plots in the genre. Take one piece to from drafting to publication each week.
	2	Describing Story Elements: Plot Events (RL.3/9)	
	3	Describing Story Elements: Setting (RL.3/9)	
Retell Stories (R.2)	**4**	Retelling a Story (RL.2/3)	**Retelling a Story** Take one story (retelling) from drafting to publication each week.
	5	Central Message/Lesson (R.2) • Cultural Basis of Texts in the Genre (R.5/9)	
	6	Using Story Elements to Determine a Central Message/Lesson (R.2/3) • Cultural Basis of Texts in the Genre (R.5/9)	
Compare & Contrast Stories (R.9)	**7**	Comparing & Contrasting Characters (R.2/3/9)	Genre Short Story Collection (W.3)
	8	Comparing & Contrasting Plot Events (R.2/3/9)	
	9	Comparing & Contrasting Settings (R.2/3/9) Post-Assessment 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:** Multisyllabic Decoding – Two-Syllable Words	**Word Study**	
Syllable Deletion in Compound Words (E1†)	Compound Words	Read and Spell Regularly Spelled Two-Syllable Words	**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.
Phoneme Deletion in Two-Syllable Words (F1)	Inflectional Endings (-ing, -y)		
Phoneme Substitution in Two-Syllable Words (G1)	Inflectional Endings (-ed)		
Phoneme Deletion in Two-Syllable Words (I2)	Inflectional Endings (-er)		
Phoneme Manipulation in Two-Syllable Words (J)	Inflectional Endings (-er, -est)		
Phoneme Substitution in Two-Syllable Words (L1/L2)	Inflectional Endings (-s, -es)		**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 2B by the end of this Unit.
Phoneme Manipulation in Multisyllabic Words	Review inflectional endings and spelling patterns as needed, based on observation of student work.		