

# ARC Core Informational Research Lab Pacing Guide: Grades 2–3\*

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 informational texts.

Week	ELA Focus	Content Focus	IRLA Expert Coaching									
<b>1</b>	Reading Informational Text  Pre-Test on Key Question: <i>What is the author’s main idea in this text? How does the author support this main idea with key details?</i>	Building Knowledge in Order to Determine Appropriate Research Topics	<p><b>Rate of Conferencing: 14 Days or Less</b></p> <p>All students receive strategic reading instruction (either one-on-one or in small groups) at least every 2 weeks.</p> <p>Readers working at Emergency/At-Risk Levels receive more frequent coaching.</p>									
<p><b>Students take one Research Question from research to publication each week.</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 25%;"><b>Days 1 &amp; 2</b></td> <td style="text-align: center; width: 25%;"><b>Day 3</b></td> <td style="text-align: center; width: 25%;"><b>Day 4</b></td> <td style="text-align: center; width: 25%;"><b>Day 5</b></td> </tr> <tr> <td style="text-align: center;">Develop Expertise on One Research Question</td> <td style="text-align: center;">Apply, Assess, &amp; Teach Grade-Level ELA Standards</td> <td style="text-align: center;">Informational Mentor Text/Draft Informational Piece</td> <td style="text-align: center;">Revise, Edit, Publish, &amp; Present</td> </tr> </table> <p><b>Informational pieces develop in sophistication as the weeks progress.</b></p>				<b>Days 1 &amp; 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>	Develop Expertise on One Research Question	Apply, Assess, & Teach Grade-Level ELA Standards	Informational Mentor Text/Draft Informational Piece	Revise, Edit, Publish, & Present	
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<b>2</b>	Main Topic, Main Idea, & Key Details  RI.2 Rubric & Thinking Map  Drafting Launch  W.2–3.2 Rubric	RQ #1: _____										
<b>3</b>	Develop Main Ideas	RQ #2: _____										
<b>4</b>	Key Detail vs. Not a Key Detail	RQ #3: _____										
<b>5</b>	Illustrations	RQ #4: _____										
<b>6</b>	Organization	RQ #5: _____										
<b>7</b>	Language	RQ #6: _____										
<b>8</b>	Introductions & Conclusions  Final Revisions  Publishing & Presenting											
<b>9</b>	Reading Across Genres  Post-Test on Key Question											

**Rate of Reading Growth**

Every student is on track to move 1 IRLA Level/make 2+ months of growth.

Readers working at Emergency/At-Risk Levels need to make 2+ months of growth per month in order to catch up.

Readers working at Emergency Levels move 1+ IRLA Levels.

Readers working at At-Risk Levels make 4+ months of growth.

All other readers make 2+ months of growth.

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