

# ARC Core Informational Research Lab Pacing Guide: Grades 4–5\*

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>Phase I: Develop Expertise in Research Topics &amp; Main Idea/Key Details</b>	<b>1</b>	Reading Informational Text Pre-Assessment 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>
	<b>2</b>	Main Idea <ul style="list-style-type: none"> <li>• Topic vs. Main Idea</li> <li>• Key Detail vs. Not a Key Detail</li> <li>• RI.2 Constructed Response Thinking Map</li> </ul> Constructed Response to Key Question	RQ #1: _____ RQ #2: _____	
	<b>3</b>	Key Details <ul style="list-style-type: none"> <li>• Introduction to RI.2 Rubric</li> </ul> Constructed Response to Key Question	RQ #3: _____ RQ #4: _____	
	<b>4</b>	Informational Text Structures Constructed Response to Key Question	RQ #5: _____ RQ #6: _____	
<b>Phase II: Research-Based Informational Writing</b>	<b>5</b>	Analyze Informational Mentor Texts <ul style="list-style-type: none"> <li>• Introduction to W.2 Rubric</li> </ul>	Remaining RQs: RQ # : _____ RQ # : _____	<p><b>Rate of Reading Growth</b></p> <p>Every student is on track to move 1 IRLA Level/make 2+ months of growth.</p> <p>Readers working at Emergency/At-Risk Levels need to make 2+ months of growth per month in order to catch up.</p> <p>Readers working at Emergency Levels move 1+ IRLA Levels.</p> <p>Readers working at At-Risk Levels make 4+ months of growth.</p> <p>All other readers make 2+ months of growth.</p>
	<b>6</b>	Drafting <ul style="list-style-type: none"> <li>• Noticing &amp; Defining Academic Vocabulary</li> <li>• Text Features</li> </ul>		
	<b>7</b>	Revising <ul style="list-style-type: none"> <li>• Focus</li> <li>• Content</li> <li>• Organization</li> <li>• Style</li> </ul>		
	<b>8</b>	Editing & Illustrating		
	<b>9</b>	Publishing & Presenting Post-Assessment on Key Question		

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