

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...	
What did the author say?	PHASE 1: INITIATE ACADEMIC COMMUNITY <i>Dinosaurs: Fact & Fiction</i>				
	1	Reading for Meaning (R.1/R.7/R.10/W.10/SL.1)	Reading the Ideas: 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		
How?	PHASE 3: STRATEGIC INSTRUCTION/BUILDING EXPERTISE <i>Writing Fact & Fiction</i>				
	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)