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...	

Read and Write Like an Expert

PHASE 1: INITIATE ACADEMIC community

	Week	CCSS Focus	Mini-Lesson	Students Will...	
What did the author say? Why?	1	Cite Relevant Text Evidence (R.1/R.7/R.10/ W.10/SL.1)	Understanding complex text requires expertise in:	Cite text evidence when analyzing a text.	
			Book Design/Structure Genres World Knowledge Authors		
	2	Summarize (R.1/R.2/R.3/W.9)	How Readers Look to Other Readers to Find Good Books	Provide objective summaries of both informational texts and literature. Generate hypotheses on an author's theme(s).	
			Summarize and Recommend Informational Texts		
			Summarize and Recommend Literature (Fiction only)		

PHASE 2: INITIAL ASSESSMENT AND GOAL SETTING

	Week	CCSS Focus	Mini-Lesson	Students Will...	
	3	Acquire Academic Vocabulary (R.4/L.4/W.10)	Context	Determine the meaning of unfamiliar vocabulary, choosing flexibly from a range of strategies.	
			Word Function as a Context Clue		
			Affixes and Roots		
	4	Analyze Word Choice (R.4/L.5/W.10)	Denotation vs. Connotation	Analyze the impact of a specific word choice on meaning and tone.	
			Figurative Language		

PHASE 3: STRATEGIC INSTRUCTION/BUILDING EXPERTISE

	Week	CCSS Focus	Mini-Lesson	Students Will...	
How?	5	Textual Analysis Arguments (W.1/W.4/W.5/W.6/ R.2/R.4/R.5/R.6/R.8/ L.1/L.2/L.5)	Themes in Literature Argument Structure(s) Word Choice Editing & Publishing	Strengthen writing by revising, rewriting, or trying a new approach.	
	6		Theme/Central Idea in Text Revising Textual Analysis Arguments Figures of Speech Editing & Publishing		

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