Reading, Writing & Research
Built on the Common Core

ARC CORE

ALL GREEN!
First ELA Curriculum to Meet ALL Requirements K–8

GRADE 4

Unit 1  ARC Literacy Labs
Unit 2  Informational Writing
Unit 3  Genre Study/Narrative Writing
Unit 4  Argument Writing
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<th>Yearlong Scope &amp; Sequence</th>
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<td><strong>Unit 1</strong></td>
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<tr>
<td>ARC Literacy Labs: Building a Community of Avid Readers &amp; Writers</td>
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<tr>
<td>Hook Book Static Library: Engage every student with books proven to turn kids into avid readers.</td>
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<tr>
<td>Paired Core Text: Fiction and Nonfiction</td>
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<tr>
<td>IRLA: Identify each student’s current reading level and the thing s/he MOST needs to learn next.</td>
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<tr>
<td>IRLA Toolkit: Teach to these needs in flexible, strategic small groups.</td>
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| **Unit 2**                |
| Informational Reading, Writing & Research in 1 Science Topic |
| Grade-Level Rigor: Use Common-Core Mini-Lessons and shared/close reading of a grade-level informational text to teach Science Content & Vocabulary/Comprehension Standards. |
| Differentiated Support: Students practice applying what’s been taught as they research in informational books on the same topic at a wide range of reading levels. |
| Integrated Reading & Writing: Students read informational text to write their own informational texts. |
| 100 Book Challenge Rotating Classroom Libraries: |
# Yearlong Scope & Sequence

## Unit 3

**Literature Reading, Writing & Analysis in 1 Literary Genre**

**Novel Study:** Use Common-Core Mini-Lessons and shared/close reading of a grade-level novel to teach Common Core Literature Standards & literary analysis.

**Genre Study:** Students read from a leveled library of both books in the genre and informational texts related to the genre.

**Integrated Reading & Writing:** Students read to write an essay about the genre and their own story in the genre.

## Unit 4

**Argument Writing & Research in 1 Social Studies Topic**

**Argument & Debate:** Students learn history content as they learn to make & evaluate proficient arguments.

**Build Knowledge & Vocabulary Through Research:** Students research in and write to books on the same topic at a wide range of reading levels.

**Integrated Reading & Writing:** Students read informational texts to write an argument essay.

Provide daily practice in texts at the appropriate level of challenge, in school & at home.
WHY USE ARC CORE?

ARC CORE™ integrates:

- Science/Social Studies content with Language Arts instruction;
- Grade-level rigor with effective differentiation;
- Highly structured lesson frameworks with space for teacher’s individual creativity and expertise;
- Best practices with the Common Core;
- Skill instruction with authentic tasks;
- Second Language Learners, advanced students, students with IEPs, and struggling readers...

...into one thriving learning community.

High-Stakes Test Scores Soar From 18% to 88% Proficient in One Year

This school used RESEARCH LABS as a second literacy block for Title 1 students in combination with school-wide 100 BOOK CHALLENGE.
Shift #1: Use a Student-Driven, Bias-Busting, Assessment System

Measure Adult Performance in Real Time Using Demonstrated Student Progress

Ensure stakeholders have a tangible means of measuring the success or failure of their efforts so they can make course corrections immediately and therefore take responsibility for their own progress. Growth mindset required.

Shift #2: Remove De Facto Tracking From the Literacy Block

Whole-Class Investigations drive rigorous, standards-based curricula for all students of all reading levels, language backgrounds, and designations, working together in a variety of ways on the same central questions, issues, and challenges.

Small-Group Work is code-based, strategic, systematic, flexible, and temporary, rather than de facto tracking where students’ educational experiences are constrained by their current reading levels.

Independent Reading is instructionally integrated with a student-driven accountability system, ensuring every student, regardless of current reading level or engagement level, has enough “right fit” books to capture and inspire sufficient reading practice and progress.

Shift #3: Use Multi-Perspective, Multi-Cultural Materials

Move Away from One-Size Fits All Textbooks and Core Materials

Use multi-level, multi-sourced, multi-perspective, multi-media materials that reflect the students, their interests, and their histories.

Kindergarten Scores Increase 83 Points Proficient in One Year

This school used 100 BOOK CHALLENGE and Kindergarten RESEARCH LABS.
Teachers learn to use formative assessment and evidence of student learning...

ARC’s job-embedded professional development helps you...
CORE CURRICULUM

Common Core Daily Lessons

Shared/Close Reading of Complex Text

...to improve their effectiveness as they teach.

Accountable Independent Reading

ensure that every classroom is led by a thinking teacher.
Based on your observations of students’ work yesterday, deepen, clarify, or trouble students’ understanding of the key concepts in RQ #3, as needed.

Today, students will also continue to practice applying RL6 (Author’s Point of View/Author’s Purpose) as they continue their research.

Day 2 Lesson Focus

Research Question #3 & Author’s Purpose

Read Complex Text

1. Establish Today’s Learning Goal: RQ#3 & RL6
   By the end of the lesson, students will be able to write their response for RQ #3 and RL6.

2. Pre-Reading
   - Clarify Key Concept: RQ #3
     If necessary, introduce or review the key concepts required for the Research Question that are new to the students.
   - Introduce Key Concept: RL6
     - Author’s Purpose: A person’s reason for writing. Often thought of as the main idea, it’s what the author wants the reader to understand.

3. Model
   Using a short section from the text, show students how to apply these strategies.

4. Guided Practice
   Students work through a short selection, learning to identify the author’s point of view and purpose and explaining what specific text evidence supports their thinking.
## Research Lab Instructional Practices

### Grade-Level Instruction

<table>
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<tr>
<th>Read Complex Text</th>
<th>Write to Text</th>
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<tbody>
<tr>
<td>10–30 Minutes</td>
<td>10–30 Minutes</td>
</tr>
</tbody>
</table>

### 1. Pre-Reading
- **Establish Today's Learning Goal**
  *By the end of today, each of you will be able to...*
- **Introduce Key Concepts**
  When necessary, introduce any key vocabulary, concepts, or thought processes required that are not taught by the text.

### 2. Read Text
- Use a combination of teacher Read-Aloud, partner reading, and/or Independent Reading as appropriate to the text and your students' current abilities.

### 3. Discuss
- **Text-Dependent Questions, Academic Vocabulary Work, Repeated Close Reading**
  Students participate in intellectual discourse around the text and Focus Standards.

### 1. Set Writing Prompt
- Set a prompt in response to the text that provides students an opportunity to:
  - Demonstrate understanding of lesson focus and/or
  - Practice applying Focus Standard(s) and/or
  - Practice a selected writing type

### 2. Students Write
- Students compose answers to the writing prompt.
- As soon as any student scores a proficient response (as assessed by you), s/he gets up and helps a peer.

### 3. Teacher Work
- **Monitor for Engagement**
  Ensure all students are on task, working successfully.
- **Formative Assessment/Writing Coach**
  Teacher works with individual students.
- **Document**
  Record evidence and observations for individual students.
## Research Lab Instructional Practices

### Differentiated Support

<table>
<thead>
<tr>
<th>Research Reading</th>
<th>Research Writing</th>
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</thead>
<tbody>
<tr>
<td><strong>20-40 Minutes</strong></td>
<td><strong>20-40 Minutes</strong></td>
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</tbody>
</table>

1. **Set Focus**
   Remind students of today’s Learning Goal and how they will apply that focus to their reading.

2. **Independent Reading**
   Students read for 15–30 minutes from self-selected Research Lab books.

3. **Teacher Work**
   - **Monitor for Engagement**
     Ensure all students are on task, working in success-level reading.
   - **Formative Assessment**
     Teacher works with individual students.

4. **Accountable Talk**
   - **Partner Share**
   - **Group Share**

5. **Collaborative Writing/Peer Review**
   Students read their pieces to partners and make corrections to their work.

6. **Editing**
   Students work in pairs to edit for mechanics, usage, and structure.

1. **Set Focus**
   Remind students of today’s Learning Goal and how they will apply that focus to their writing.

2. **Model**
   Teacher uses Think-Aloud while modeling today’s writing task.

3. **Independent Writing**
   Students write for 15–30 minutes.

4. **Teacher Work**
   - **Monitor for Engagement**
     Ensure all students are on task, working successfully.
   - **Formative Assessment/Writing Coach**
     Teacher works with individual students.
# Informational Research Lab Pacing Guide

**Grades 3-5**

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<thead>
<tr>
<th>Week(s)</th>
<th>Research Process</th>
<th>Common Core Focus</th>
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<tbody>
<tr>
<td>1</td>
<td>Unit of Study Introduction</td>
<td>Introduction to Informational Writing (W.2/RI.2)</td>
</tr>
<tr>
<td></td>
<td>Select Research Topics</td>
<td>Informational Text Features (RL.5)</td>
</tr>
<tr>
<td>2</td>
<td>Research Questions #1 &amp; #2</td>
<td>Main Idea (RL.2/RL.7)</td>
</tr>
<tr>
<td>3</td>
<td>Research Questions #3 &amp; #4</td>
<td>Key Details (RL.2)</td>
</tr>
<tr>
<td>4</td>
<td>Research Questions #5 &amp; #6</td>
<td>Text Structures (Organization of Key Details) (RL.2/RL.5)</td>
</tr>
<tr>
<td>5</td>
<td>Remaining Research Questions</td>
<td>Analyze Informational Mentor Texts (W.2)</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Drafting (W.2)</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Revising (W.2/W.5)</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Editing &amp; Illustrating (W.2/RI.7)</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Publishing &amp; Presenting (SL.4)</td>
</tr>
</tbody>
</table>
RESEARCH LABS

Informational Writing
Instructional Framework

Week 2
Research Questions #1 & #2
Main Idea

Pacing

Week 2: Day 3

Focus

Become Experts on Research Question #2
Day 3 Lesson Focus: Become Experts on RQ #2

Grade-Level Instruction

<table>
<thead>
<tr>
<th>Read/Write/Discuss Complex Text</th>
<th>Research Reading</th>
<th>Research Writing</th>
</tr>
</thead>
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<tr>
<td>Read/Write/Discuss Complex Text</td>
<td>20–40 min.</td>
<td>20–40 min.</td>
</tr>
</tbody>
</table>

Differentiated Support

Read/Write/Discuss Complex Text

1. Establish Today’s Learning Goal: RQ #2
   By the end of today, each of you will be an expert on RQ #2 for your topic.

2. Pre-Reading: RQ #2
   Capture/Inspire/Make it Real
   Engage students in learning about this RQ by activating prior knowledge, asking an urgent question, and/or asking students to apply these concepts to their own worlds.
   Decide what will count as evidence of student learning and make this clear to the class.

   Introduce Key Concepts Using RQ #2 FPO Pages
   Have a large version of the FPO page for RQ #2 up on the board. Use the FPO pages to introduce students to the key concepts at the heart of this Research Question.
   Pre-teach these concepts ONLY when they will not be taught through the Central Text your class will read today.

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Daily Mini-Lesson

Unpacking the Key Concepts in a Research Question

Each Research Question is made up of essential elements you focus on ensuring your students understand this idea, independent research will be much more successful.

Space
RQ #2: Draw a diagram of your object’s place in space.

Key Concept: organization of objects in our universe/space

U.S. States
RQ #2: First Nations: Which Native American nations lived in what parts of the United States? Where are these nations today?

Key Concept: Native Americans were the first cultures to live in what parts of the United States? Native American history is an important part of U.S. and state history; Native American nations then/nor now.

Immigration
RQ #2: What forces drove this group to emigrate from their homeland to the U.S.?

Key Concept: common reasons groups emigrate (religion, economics, war, etc.

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RQ#2 - Physical Characteristics

<table>
<thead>
<tr>
<th>Physical Characteristics</th>
<th>w/o Internal and external structure</th>
<th>with Internal and external structure</th>
<th>How does this adaptation help the species survive? (get food, reject enemies)?</th>
<th>Text evidence (from text)</th>
</tr>
</thead>
</table>

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Final Project Organizer

Name: ________________________
Room: ________________________
Animal Species: ________________________
3. Close Reading of Informational Text

Goal: Determine What the Author is Saying/Learn RQ Key Concepts

Select a rich passage from the Central Text that will build students’ knowledge of the key Science or Social Studies concepts at the heart of today’s Research Question. The class will read and re-read this selection over the course of the next two days, so select a passage (or set of passages) that is worth the time and attention. Read the text in appropriate chunks (1–2 pages at most).

First Read: Experience Connected Text

Read the text without interruptions. Interject with a quick one- or two-sentence aside only when necessary to avoid a major misunderstanding. Establish the routine that all students will use their fingers/pencils to follow along in the text, line by line.

Second Read: Establish Basic Comprehension

Students answer each question with partners. Listen in as students share to determine where you need to return to the text with the whole class or to (re)teach/clarify to ensure all students have a basic understanding of the text (can identify the topic and determine a main idea of the text).

- Tell your partner the topic and a main idea of this text.
- How does this relate to RQ #?

Repeated Reading/Write to Text: RQ Key Concepts + Note-Making

Students work with partners to re-read the text in service of completing the graphic organizer.

Complete this FPO page for _ (a topic covered in the Central Text). _

(Provide additional copies of this FPO page, reserving students’ FPO packets for their notes on their own research topics.)

Key Science/Social Studies Concepts for This RQ

Let’s re-read this text to learn about the key concepts/technical vocabulary related to this Research Question.

- Define
- Explain
- Give an example

What else do students need to learn from this text?

Is there a common misunderstanding to address?

Is there other vocabulary or concepts students need to know in order to be successful with their independent research?

Errors vs. Out-of-Date

Human understanding of science and history is constantly evolving.

Books may contradict each other, not because of errors, but because our knowledge about the world is growing and changing over time.

Errors: Experts in the field would agree that information presented was inaccurate at the time at which the author wrote.

NOT an error: Information WAS accurate at the time at which the author wrote, but, since then, the field has learned more and our idea of what is true has changed.

Teach students to notice copyright dates.

All students participate in scaffolded reading, re-reading, and discussion of complex text.

Provided question stems are text dependent and work for whichever text/excerpt teacher selects.
Thinking Like a Scientist/Historian
What does the text say that matches what you already understood about this topic?
What did you learn that changes what you understood about this topic?
What did you learn that you didn’t know before?
What do you wonder about this? What questions does it raise for you?
Speculate on...

4. Teacher Work
Monitor for Engagement
Ensure all students are on task.

Formative Assessment/Writing Coach
Check for Understanding
Observe as students fill out the FPO using the Central Text to see what gaps there are in content knowledge or text comprehension.

Share Good Examples
As you locate great examples in students’ work, point them out to the class.

Document
Record evidence and observations for individual students.

5. Wrap-Up
Bring the whole class back together.
Clarify/reteach any key concept necessary to ensure students will be successful with their independent research.

Add to graphic organizers:
• “WOW!” Chart
• Questions Chart
• Class Glossary

Teacher observes students to see what gaps there are in content knowledge or text comprehension.

Animal Adaptations
Glossary
-migration - travelling from one habitat to another
-vertebrates - organism with a spine
-invertebrates - organism without a spine
-nocturnal - awake at night

Builds students’ vocabulary naturally.

Task writing allows teacher to assess each student’s understanding of text/concepts while s/he teaches.
Take Pieces Through the Whole Writing Process

Each student engages in a carefully scaffolded, extended research project, taking a final written product through the entire writing process from note-making to publication.
Differentiated Support

Research Reading: RQ #2

1. Set Focus
   - Read to learn more about your topic and today’s Research Question.
   - Ask students to find and flag information they will want to add to their FPOs.

2. Independent Reading
   - Students read for 15–30 minutes from self-selected Research Lab books on their topics.
   - If a student claims s/he has finished researching this RQ for his/her topic, recruit him/her to help a student who needs assistance locating appropriate information.
   - If no students need help with their research, encourage the students to start on other Research Questions.

3. Teacher Work
   - Monitor for Engagement
     - Ensure all students are on task, working in success-level reading.
   - Formative Assessment
     - One-on-One Conferences
     - Conduct brief check-ins to ensure all students are finding relevant information on the Research Question.

4. Accountable Talk
   - Partner Share
     - Each partner takes one minute to share.
   - Group Share
     - Who learned something really important about this RQ (or our Unit)?
     - Add to class graphic organizers.

Teacher reminds students how they will apply what they’ve learned to their independent practice.

While students work independently, teacher works with individuals and small groups.

Teacher coaches/students practice speaking and listening skills.

Students read independently from self-selected texts on their chosen topics.
Research Writing: RQ #2

1. Set Focus
   Today, as you write, work on adding as much information as you can to your FPO for today’s Research Question.

2. Model
   Use the large version of the FPO page to model an aspect of Research Writing appropriate to your students.

3. Independent Writing
   Students review their reading and write their own notes related to today’s Research Question.
   Students write for 15 minutes.
   As soon as any student has completed his/her notes for today’s Research Question, s/he gets up and helps a peer.

4. Teacher Work
   Monitor for Engagement
   Ensure all students are on task.

   Formative Assessment/Writing Coach
   Check for Understanding
   Observe students as they write. Make sure students are making adequate progress in their note-making.

   Share Good Examples
   As you locate great examples in students’ work, point them out to the class.

5. Collaborative Writing
   Partners spot check that all information collected appears to be accurate.

6. Editing
   Students work in pairs to edit their papers for mechanics, usage, and structure.
   Hold students responsible for the following and nothing else:
   - Quotation marks indicate quotations.
   - Each note has a source cited beside it.
   - All abbreviations end with periods.

Teacher models today’s component of the writing process.

Teacher coaches:
- content
- writing process
- writing skills

Students work in pairs to edit for mechanics, usage, and structure.
# SAMPLE UNIT PLAN

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<td>Ecology</td>
<td>Entomology</td>
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<td><strong>Grade 1</strong></td>
<td>WILD AND ENDEDANGERED ANIMALS</td>
<td>Informational (R.2, R.5, R.7, W.2)</td>
<td>Genre (R.2, R.3, R.5, R.9, W.1, W.3)</td>
<td>Argument (R.6, R.8, W.1)</td>
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<td><strong>marine life</strong></td>
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<td><strong>U.S. STATES</strong></td>
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