

Unit 1: ARC Literacy Lab

Content Area: **Reading**
Course(s): **Reading 1**
Time Period: **September**
Length: **30 days**
Status: **Published**

Unit Overview (Summary)

Trimester 1

Unit One:

The first unit of ARC will be implemented throughout the first six weeks of school (adjusted according to first grade pacing). During this unit, a reading community in the classroom will be built, routines will be established, and formative assessments will be given. Daily components will include the following (Components can be completed in any order that makes sense for each class.):

Morning Message: The purpose of the morning message is to reinforce

Foundational Skills; Interactive Read-Aloud: Students listen to above-level Read-Alouds and practice comprehension standards while learning vocabulary;

Readers' Workshop: Shared and Partner Reading along with Independent Reading will take place. Teachers will also work one on one to determine students' reading level through the IRLA assessment and determine individual Power Goals;

Daily Five Centers: Students will work in differentiated learning stations both independently and cooperatively to reinforce reading and writing skills. In addition, It is recommended that students log onto their iReady My Path for a total of 40 minutes per week. This can be chunked into smaller increments throughout the week. Students will complete an iReady diagnostic test once each trimester.

Priority Standards

ELA.L.RF.1.3

Know and apply grade-level phonics and word analysis skills in decoding words.

ELA.L.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.L.WF.1.1.B	Write a common grapheme (letter or letter group) for each phoneme.
ELA.L.WF.1.1.C	Orally segment the phonemes in any single syllable, spoken word.
ELA.L.WF.1.2	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
ELA.RL.CR.1.1	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
ELA.RI.CR.1.1	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
ELA.RL.CI.1.2	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
ELA.RI.CI.1.2	Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
ELA.RL.IT.1.3	Describe characters, settings, and major event(s) in a story, using key details.
ELA.RL.MF.1.6	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
ELA.RI.MF.1.6	With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.

Learning Targets for RL/I 1.1 Ask and Answer Questions

(targets begin at the bottom & progress to to top to show growth towards the goal.)

I Can...

- Ask important questions before, during, and after reading the text.
- Identify question words (who, what, when, how, where).
- Make and confirm predictions about the key details of a text.
- Use strategies to answer questions about the key details/main idea of a text.
- Use text evidence to support the answers found.

Learning Targets for RL1.2 Retell stories including central message

targets begin at the bottom & progress to to top to show growth towards the goal.)

I Can...

- Cite text evidence that supports the author's purpose.
- Cite text evidence that supports the theme/central message of a story or text.
- Compare and contrast key details of two or more different texts. (author study)
- Determine the author's purpose of a story/text.
- Determine the theme or central message of a story or text.
- Recognize the theme of a story or text.

- Recognize the three types of an author's purpose.
- Retell key details such as characters, setting, & plot of a story.
- Retell major events of a story/text using problem & solution.

Learning Targets for RL/I1.10

I Can:(listed from bottom to top to show progression toward the learning goal)

- With prompting and support describe the purpose for reading fiction and non fiction texts.
- With prompting and support read grade level literature and informational text using teacher directed comprehension strategies (for example, modeling, predicting, questioning, graphic organizers/scaffolding, and reciprocal reading)
- With prompting and support Read grade level prose and poetry orally with accuracy, appropriate rate and expression using teacher-directed fluency strategies (for example, modeling, listening to recordings of others reading, recording and listening to self reading.)

Materials & Resources

- 100 Book Challenge poster
- ARC Library -- Mapping Sam, Me on the Map, This is My Neighborhood, Mapping my World, Planes and Helicopters, Saturday at the New You, Shining Star: The Anna May Wong Story, The Runner's Sandals, Richard Wright and the Library Card...
- ARC Read Alouds
- ARC Unit 1 Framework
- Graphic Organizers
- IRLA Toolkits
- RAZKids
- Read Alouds/Mentor Texts
- Reading A to Z
- Skills Cards
- Student Reading Log
- Team Drive Reading Skills & Strategies Posters
- The Daily 5
- Writing Journals

Unit Assessments

- Benchmark 1 (Trimester 1)
- IRLA Reading Level Assessment

Optional Unit Assessments

- DIBELS Beginning of the Year Benchmark
- DIBELS NWF Progress Monitoring
- DIBELS ORF Progress Monitoring
- DIBELS Phoneme Segmentation Progress Monitoring
- Exit Tickets
- Google Forms
- Partner/Group Work
- Student Participation
- Teacher Observation

21st Century Life & Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
TECH.9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
TECH.9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

Technology Integration

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively.
- 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of

using each.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

- abcyA
- ARC Adventures
- ARC Bookshelf
- BrainPop
- Google Classroom
- Google Meet
- PeebleGo
- Raz-kids
- Scholastic News Online
- ScreenCastify
- Starfall
- Storyline Online
- Tumble books
- Vooks
- Zoom

Essential Questions

- What is a reading community?
- Why and when do readers ask and answer questions?
- How do I retell a story?
- What are author and illustrators?
- What are key details (story elements)?
- What is reading stamina?
- What is the difference between fiction and nonfiction?

Strategies for Differentiating Instruction

- Allow oral responses
- Allow students to copy discussed answers from the board.
- Audio Supports
- Chunk larger assignments into more manageable tasks
- Incorporate center activities that enrich student skills
- Incorporate center activities that focus on skills that students are struggling with
- Incorporating Foundations as a tier support
- Materials to help students with tracking

- Modify quantity of work needed to demonstrate understanding.
- Multisensory approach to phonics instruction
- One on One Conferencing
- Paraprofessional support
- Peer mentor
- Provide a variety of graphic organizers
- Provide written directions/notes
- Small Group Instruction
- Timers
- Use sentence starters to frame student thinking
- Utilize visual cues that refer to the learning target
- Visuals