Unit 2: ARC Wild and Endangered Animals

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

Unit Overview (Summary)

Unit Two:

The second unit of ARC will be implemented throughout the second five weeks of school (the second half of trimester 1). This unit will consist of the following components. Each component will help the students complete a research project about wild and endangered animals:

Morning Message: Teachers will begin each day with a Morning Message using Interactive Writing to reinforce foundational skills.

Interactive Read Aloud: Students will learn content, background knowledge, and academic language through these read alouds. Teachers will also use this time for modeling and asking and answering questions;

Readers' Workshop: Students will read non fiction texts about animals. As students continue to research an animal they will ask and answer the following questions:

1. What does it look like? How does its physical characteristics help it survive?

2. What kind of animal is it and how do you know?

3. How does it change throughout its life?

4. Where does it live?

5. What does it eat? What animal lives to eat it?

7. Is this animal endangered? What are the threats to its survival?

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.

Learning Plan

Unit (Trimester 1)	Lessons/Targets	Standards	Instructional Days	Trimester Taught
Unit 2 T1	Week 1 • I can ask important questions before, during, and after reading the text. • I can use text evidence to support the answers found.	RL.1, RI.1, RI.2	5	T1
Unit 2 T1	Week 2 • I can ask important questions before, during, and after reading the text. • I can use text evidence to support the answers found.	RL.1, RI.1, RI1.2, RI1.5, RI1.7	5	T1
Unit 2 T1	Week 3 • I can ask important questions before, during, and after reading the text. • I can use text evidence to support the answers found.	RL.1, RI.1, RI1.2, RI1.5, RI1.7	5	T1
Unit 2 T1	Week 4 • I can ask important questions before, during, and after reading the text. • I can use text evidence to support the answers found.	RL.1, RI.1, RI1.2, RI1.5, RI1.7	5	T1
Unit 2 T1	Week 5 • I can ask important questions before, during, and after reading the text.	RL.1, RI.1, RI1.2, RI1.5, RI1.7, W1.2. W1.5	5	T1

	• I can use text evidence to support the answers found.			
Unit 2 **T1**	Week 6 • I can ask important questions before, during, and after reading the text. • I can use text evidence to support the answers found. • I can share my research aloud in front of my peers.	RL.1, RI.1, RI1.2, RI1.5, RI1.7, W1.2. W1.5 SL1.2, SL1.6	5	T1
Unit 2			**30 Days**	

Priority Standards/Learning Goals

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.RL.IT.1.3	Describe characters, settings, and major event(s) in a story, using key details.
ELA.RI.PP.1.5	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Additional Standards

ELA.L.RF.1.1	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
ELA.L.RF.1.2	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
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.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.
ELA.RI.AA.1.7	Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
HE.K-2.2.1.2.PP.1	Define reproduction.

Foundational Standards

ELA.L.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
ELA.L.RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

Learning Targets for RL/I 1.1

(targets progress from the bottom to the top to show growth toward 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 RL/I1.10

(targets progress from the bottom to the top to show growth toward the goal)

I Can:

- 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.)

Unit Assessments

- IRLA Assessment
- Trimester Benchmark

Optional Unit Assessments

- Attendance Question
- DIBELS NWF Monitoring
- DIBELS ORF Monitoring
- DIBELS Phoneme Segmentation Monitoring
- Exit Tickets
- Google Forms
- Graphic Organizers
- Partner/Group Work
- Student Participation
- Teacher Observations

Materials and Resources

- 100 Book Challenge Poster
- ARC Library -- The Gruffalo, Endangered Lions, What Do Critters Do in Winter, Let's Classify Animals, Animal Life Cycles: Growing and Changing, Land Habitats, Exploring Food Chains and Food Webs
- ARC Read Alouds
- ARC Unit 2 Framework
- Graphic Organizers
- IRLA Toolkits
- RAZKids
- Read Alouds/ Mentor Text List
- Reading A to Z
- Skills Cards
- Student Reading Log
- Team Drive Reading Strategies & Skills Posters
- The Daily 5
- Writing Journals

Additional Strategies for English Language Learners

- Pre teach new vocabulary
- Preferential seating
- Provide desk alphabet strip

- Provide instruction in native language as needed

- small group or individualized instruction

- Use of Google Translate

- Utilize visual aids

Additional Strategies for Students in Need of Intervention

- Allow oral responses

- Allow students to copy discussed answers from text

- Audio supports

- Chunk larger assignments into more manageable parts

- Extended pacing

- Incorporate Fundations as a tier support

- Modify quantity of work required to demonstrate understanding

- One to one conferencing

- Paraprofessional support

- Peer mentor

- Provide a variety of graphic organizers

- Provide materials to help students with tracking

- Provide written notes/directions

- Small group instruction

- Use of Daily 5 Literacy based centers

- Use of timers

- Use of visuals

- Use sentence starters to frame student thinking

- Utilize visual cues that refer to the learning target

Additional Strategies for Enrichment

- Educational games

- Instructional Daily 5 Literature based centers

- Multisensory activities focused on skills taught

- Small group instruction

- Use of Level Up Challenges

- Use of mini projects focused on comprehension skills -- theme, main idea, cause and effect, compare and contrast,etc.

Essential Questions

- How do adaptations help animals?

- How do you classify animals?

- What are physical characteristics?

- What is a food web?

- What is a habitat/ecosystem?

- Why are animals endangered?

- Why do readers ask and answer questions?

- Why do you read nonfiction texts?

21st Century Life & Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.

- 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.

- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

- CRP9. Model integrity, ethical leadership and effective management.

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).

Cross Curricular Connections

- Health: Understanding about the importance of caring for families and offspring

- Science: Non-Fictions Texts about animals

- Social Studies: How people can affect animals' habitats.

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