

# ARC Unit 4: Argument Research Lab Plants

Content Area: **Reading**  
Course(s): **Reading 1**  
Time Period: **March**  
Length: **60 Days**  
Status: **Published**

## **Unit Overview (Summary)**

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Unit Four: This unit will consist of the components listed below. Each component will help the students complete a research project about plants. Throughout this unit, students will read a variety of non-fiction texts to learn about plants. This unit will consist of the following components:

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

**Interactive Read Aloud:** Students will tap into prior knowledge, learn content, background knowledge, and academic language through these read alouds. Teachers will also use this time modeling such things as, asking and answering questions and citing text evidence;

**Readers' Workshop:** Students will read non fiction texts about plants. As students continue to research a plant, they will ask and answer the following questions:

1. What are the important parts of this plant? How is each part important?
2. What is the life cycle of the plant?
3. What is the habitat of the plant?
4. What are the basic needs of the plant? How does it get those things?
5. Explain how the plant turns light into food.
6. What adaptations does this plant have?
7. Does this plant need other living things? Which ones? Why? Which living things need this plant? Why?

**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/Learning Goals**

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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.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.1.2	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.L.VL.1.2	Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
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.

## **Learning Targets for RI1.1**

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

- 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**

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### **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 and Resources**

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- 100 Book Challenge Poster
- ARC Library -- Apple Trees and the Seasons, Plants Around the World, Earthworms, Plants Make Their Own Food, Poison Petals: Don't Eat, Sees, Bees, and Pollen, A Fruit is a Suitcase for Seeds
- ARC Read Alouds
- ARC Unit 4 Framework
- Graphic Organizers
- IRLA Toolkits
- RAZ Kids
- Read Alouds/Mentor Texts
- Reading AtoZ
- Skills Cards
- Student Reading Log
- Team Drive Reading Skills and Strategies
- The Daily 5
- Writing Journals

## **Unit Assessments**

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- Benchmark
- IRLA Reading Level Assessment

## **Optional Unit Assessments**

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- DIBELS NWF Progress Monitoring
- DIBELS ORF Progress Monitoring
- DIBELS Phoneme Segmentation Progress Monitoring
- Exit Tickets
- Google Forms
- Participation in Class Debate
- Partner/Group Work
- Student Participation
- Teacher Observation

## Essential Questions

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- What are basic needs?
- What are the characteristics of living and nonliving things?
- What is the purpose of reading nonfiction texts?
- Why do readers ask and answer questions?