

# ARC Unit 1

Content Area: **Reading**  
 Course(s): **Reading/Phonics K**  
 Time Period: **September**  
 Length: **30 Days**  
 Status: **Published**

## ARC Literacy Lab -- Learning Plan

Unit -- Trimester 1	Lessons/Targets	Standards	Instructional Days	Trimester Taught
Unit 1 -- T1	Administer Diagnostic		2	
Unit 1 -- T1	<p>Week 1: We Are Readers and Writers</p> <ul style="list-style-type: none"> <li>• Initiate Reading and Writing Community.</li> <li>• Initiate a Reading Community</li> <li>• Students learn to read yellow books</li> <li>• Establish routines and build reading and listening stamina</li> <li>• Identify baseline reading levels in IRLA</li> </ul> <p>Targets:</p> <ul style="list-style-type: none"> <li>• I can identify interesting details in a fictional text.</li> <li>• I can identify interesting details in a non-fiction</li> </ul>	RLK.10. RIK.10	5	T1

	text.			
<b>Unit 1 -- T1</b>	<p>Week 2:</p> <ul style="list-style-type: none"> <li>• Students begin to ask and answer questions about the text</li> <li>• Students track words as they read</li> <li>• Continue to level students in IRLA.</li> </ul> <p>Targets:</p> <ul style="list-style-type: none"> <li>• I can identify interesting details in a fictional text.</li> <li>• I can identify interesting details in a non-fiction text.</li> </ul>	RLK.1, RIK.1, RLK.4,RFK.1a/c	5	T1

Unit 1 -- T1	<p>Week 3:</p> <ul style="list-style-type: none"> <li>• Students will practice listening and early comprehension skills through daily read-alouds.</li> <li>• Name the author and illustrator of the text (R.K.6)</li> <li>• Describe the relationship between illustrations and the text. (R.K.7)</li> <li>• Foundational Skills -- Phoneme isolation, rhyme repetition, letter names and sounds</li> <li>• IRLA Levels have been established and IRLA Small groups are beginning.</li> </ul> <p>Targets:</p> <ul style="list-style-type: none"> <li>• With prompting and support, students can identify characters, setting, and major events in a story.</li> <li>• I can understand the plot of a fictional story.</li> <li>• I can recognize the relationships between</li> </ul>	RK.1, RLK.3,RFK.1a/c. RKL.7	5	T1
--------------	--	-----------------------------	---	----

	<p>illustrations and the text.</p> <ul style="list-style-type: none"> <li>• I can recognize letter names and sounds.</li> </ul>			
<b>Unit 1 -- T1</b>	<p>Week 4:</p> <ul style="list-style-type: none"> <li>• Students will practice listening and early comprehension skills through daily read-alouds.</li> <li>• Story Elements -- Students will begin to identify characters, setting, and major events in a story. (RL.K.3)</li> <li>• IRLA levels are established.</li> <li>• Foundational Skills -- Phoneme isolation, rhyme repetition, letter</li> </ul>	<p>RK.1, RLK.3,RFK.1a/c. RKL.7</p>	5	T1

	<p>names and sounds</p> <p>Targets:</p> <ul style="list-style-type: none"> <li>• With prompting and support, students can identify characters, setting, and major events in a story.</li> <li>• I can understand the plot of a fictional story.</li> <li>• I can recognize the relationships between illustrations and the text.</li> <li>• I can recognize letter names and sounds.</li> </ul>			
Unit 1 -- T1	<p>Week 5:</p> <ul style="list-style-type: none"> <li>• Students will practice listening and early comprehension skills through daily read-alouds</li> <li>• Story Elements -- Students will retell familiar stories. (RL.K.2)</li> <li>• IRLA small groups are utilized for more targeted, differentiated instruction.</li> <li>• Every student now has an IRLA power goal.</li> </ul>	<p>RK.1, RLK.3,RFK.1a/c. RKL.7</p>	5	T1

	<ul style="list-style-type: none"> <li>• Foundational Skills -- Phoneme isolation, rhyme repetition, letter names and sounds</li> </ul> <p>Targets:</p> <ul style="list-style-type: none"> <li>• With prompting and support, students can identify characters, setting, and major events in a story.</li> <li>• I can understand the plot of a fictional story.</li> <li>• I can recognize the relationships between illustrations and the text.</li> <li>• I can recognize letter names and sounds.</li> </ul>			
<b>Unit 1 -- T1</b>	<p>Week 6:</p> <ul style="list-style-type: none"> <li>• Students will practice listening and early comprehension skills through daily read-alouds</li> <li>• Students will compare and contrast the adventures and experiences of characters in familiar stories. (RL.K.9)</li> <li>• IRLA small groups are utilized for more</li> </ul>	RK.1, RLK.3,RFK.1a/c. RKL.7	5	T1

	<p>targeted, differentiated instruction.</p> <ul style="list-style-type: none"> <li>• Every student now has an IRLA power goal.</li> <li>• Foundational Skills -- Phoneme isolation, rhyme repetition, letter names and sounds</li> </ul> <p>Targets:</p> <ul style="list-style-type: none"> <li>• With prompting and support, students can identify characters, setting, and major events in a story.</li> <li>• I can understand the plot of a fictional story.</li> <li>• I can recognize the relationships between illustrations and the text.</li> <li>• I can recognize letter names and sounds</li> </ul>			
<b>Unit 1</b>			<b><i>30 Days</i></b>	

## Priority Standards

ELA.L.RF.K.1.A

Follow words from left to right, top to bottom, and page by page.

ELA.L.RF.K.1.B

Recognize that spoken words are represented in written language by specific sequences of letters.

ELA.L.RF.K.1.C	Understand that words are separated by spaces in print.
ELA.L.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
ELA.L.RF.K.2.A	Recognize and produce rhyming words.
ELA.L.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
ELA.L.RF.K.3.C	Read high-frequency words and grade level irregular words with automaticity.
ELA.L.RF.K.4	Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
ELA.L.WF.K.2.D	Writing frequently used words accurately.
ELA.RL.CR.K.1	With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
ELA.RI.CR.K.1	With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
ELA.RL.CI.K.2	With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
ELA.RL.IT.K.3	With prompting and support, identify characters, settings, and major events in a story.

## Sub Standards

---

ELA.L.WF.K.3	Demonstrate command of the conventions of sentence composition.
ELA.RI.PP.K.5	With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
ELA.W.WP.K.4	With prompts and support from adults, recognize that writing carries a message and should make sense to others.
ELA.SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
ELA.SL.UM.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.

## Unit 1 Learning Goals

---

Weeks	Learning Goals	Reading Culture Goal
1	<ul style="list-style-type: none"> <li>Students are actively engaged in reading, listening, and participating in at least 25 group read-alouds (R.K.10)</li> </ul>	<ul style="list-style-type: none"> <li>Every student is actively engaged in reading and learning to read yellow (emergent level) books, using sentence stems and pictures.</li> </ul>
2	<ul style="list-style-type: none"> <li>Students can ask and answer questions about texts and unknown words with teacher support (R.K.1/R.K.4)</li> <li>Students can track words as they "read" (RF.K.1a/c)</li> </ul>	<ul style="list-style-type: none"> <li>Students can (or are working to) attain 30 minutes of Independent Reading in as few sittings as possible (may need 3, 4, or even 5 smaller chunks)</li> </ul>
3	<ul style="list-style-type: none"> <li>With teacher support students</li> </ul>	<ul style="list-style-type: none"> <li>Students are on target for reading</li> </ul>

	can name the author and illustrator of a text (R.K.6) • Students can describe the role of the author and illustrator (R.K.6) • Students can describe the relationship between illustrations and the text (R.K.7)	practice everyday • Students know what to expect in the literacy block • Students enjoy a minimum of 25 high-interest read-alouds
4	• With prompting and support, students identify characters, setting, and major events in a story (RL.K.3)	• Students read 30 minutes a day (2 steps) • Students enjoy a minimum of 25 high-interest read-alouds
5	• With prompting and support, students retell familiar stories, including key details (RL.K.2)	• Students establish consistent home reading routines • Students enjoy a minimum of 25 high-interest read-alouds
6	• Students can compare and contrast the adventures and experiences of characters in familiar stories (RL.K.9)	• Students are on target for home reading • Students enjoy a minimum of 25 high-interest read-alouds

## Unit Learning Targets

---

- I can "read" by myself.
- I can answer questions about unknown words in a text
- I can ask questions about unknown words in a text
- I can count how many letters are in a word
- I can count how many words are in a sentence
- I can follow a pattern
- I can identify a word in a sentence
- I can identify Characters in a story
- I can identify rhyming words
- I can identify the Main Idea in a story
- I can identify the Setting in a story
- I can produce rhyming words
- I can read Power Words
- I can retell a story using key details
- I can track print

- I can use beginning letter sounds to read unknown words
- I can use picture clues to read unknown words

## **Essential Questions**

---

- How can I "read" a book?
- How do I read an Emergent Text with purpose and understanding?
- How do I track print?
- How do I use beginning letter sounds to read unknown words?
- How do I use pictures to read unknown words?
- What are the important elements of a story?
- What does it mean to retell a story?
- What is a word?
- What is my Power Goal?
- Why are words separated by spaces in print?
- Why is it important to know my Power Goal?
- Why is it important to learn Power Words?
- Why is it important to track print?

## **Materials and Resources**

---

- ARC Bookshelf
- ARC Literacy Lab Teacher Manual
- ARC Student Leveled Books
- Foundational Skills Toolkit 1-3Y
- Foundational Skills Toolkit 1G
- Foundational Skills Toolkit 2G
- IRLA Framework Teacher Manual
- Phonemic Awareness in Young Children (ARC Resource Book)
- Power Word Cards
- Power Word Playbook
- School Pace
- Unit 1 Read Alouds -- Apt 3, Dim Sum for Everyone, The Snowy Day, The Seven Chinese Sisters, Animal Poems, Whistle For Willies, Miss Bindergarten Gets Ready for Kindergarten, What's in Your Pocket, Mario and the Hole in the Sky, Fortune Cookies Fortunes

## **Unit Assessments (Required)**

---

- Baseline IRLA Reading Assessment
- DIBELS

- Formative Reading Assessments
- Ongoing IRLA Reading Level Assessments
- Unit 1 Benchmark Assessment

## **Additional Unit Assessments**

---

- Class Participation
- Group Work
- Guided Practice
- Individual Practice
- Teacher Observation

## **Career Awareness, Life Literacies and Key Skills**

---

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.

## **Cross Curricular Connections**

---

- Connection to Math: Students can use 1:1 correspondence when counting and recognize & read number words.
- Connection to Music: ARC Music & Drama
- Connection to Phonics: Students can identify and recognize letters in books, use beginning consonant sounds & letter sounds learned to help sound out unfamiliar words, and identify rhyming words when listening to stories.
- Connection to Science: ARC Science Lab
- Connection to Writing: Students can practice writing power words.

## **Technology Integration**

---

- [abcya.com](http://abcya.com)
- [ARC Bookshelf.com](http://ARCBookshelf.com)
- Google Classroom
- [pbskids.org](http://pbskids.org)

- Raz-Kids
- Screencastify
- starfall.com
- Storylineonline.com
- Teachyourmonstertoread.com
- tumblebooks.com
- Vooks.com
- youtube.com

TECH.8.1.2

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.2.A

Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations

TECH.8.1.2.A.CS2

Select and use applications effectively and productively.