

# ARC Unit 2

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

## **Zoology Research Lab -- Overview (Summary)**

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Trimester 1

Unit Two:

The second unit of ARC will be implemented throughout the second six weeks of school (the second half of trimester 1). Unit 2 is built on research-based best practices in science inquiry and early literacy. The Unit is six weeks in length (Follow Kindergarten Pacing Guide). Each lesson is based on one key life science concept and an integral framework of standards in language arts and science inquiry.

During this Unit of Study students will:

- Learn to learn about animals
- Strengthen their reading skills
- Learn to think like a scientist
- Learn to work together

Teachers will use formative assessment throughout the day to monitor, support, and document individual student progress toward these goals.

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?
6. 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.**

## **Priority Standards**

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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.2.F	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new 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.3.D	Recognize the parts of high-frequency words that are regular and the parts that are irregular.
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.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).

## **Sub Standards**

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ELA.L.WF.K.1	Demonstrate command of the conventions of writing.
ELA.L.VL.K.2	With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
ELA.L.VL.K.2.A	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

ELA.L.VI.K.3	With guidance and support from adults, explore word relationships and nuances in word meanings.
ELA.RL.TS.K.4	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
ELA.RL.CT.K.8	With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
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.II.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
ELA.SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
ELA.SL.PI.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
ELA.SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

## Unit 2 Learning Goals

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### Read-Aloud

#### Reading Culture Goals

- Students should enjoy a minimum of 25 high-interest read-alouds each week. Across the rest of the Unit, continue to read aloud to your students from anywhere and everywhere. Use read-aloud time to nurture your academic community, sell great books, build vocabulary, and expand students' knowledge about literature and the world. Record the title(s) on your Read-Aloud Class Chart.

### Independent Reading

- Get in as much eye-on-the-page Independent Reading each day as possible, in as many short sessions as it takes to reach 30+ minutes. Students should be able to achieve 30 minutes of in-school Independent Reading daily. Provide time as needed to ensure every student reaches this goal.

#### Topic

#### Learning Goals

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- Students will practice one-to-one correspondence and tracking (RF.K.1c)
- Students will be able to identify the front cover, back cover, and title page of a book (RI.K.5)

2

- Students will learn at least three initial consonant letter sounds (RF.K.3a)
- Students will be able to identify the front cover, back cover, and title page of a book (RI.K.5)

3

- Students will learn at least three initial consonant letter sounds (RF.K.3a)
- Students will be able to recognize common types of text, including beginning

to discuss how some types of fiction text may teach real facts, while others may include nonrealistic portrayals of animals (RL.K.5)

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| 4 | <ul style="list-style-type: none"><li>• Students will be introduced to 11 Power Words: I, love, my, this, is, a, can, the, see, look, at (RF.K.3.C)</li><li>• Students will be able to recognize common types of text , including beginning to discuss how some types of fiction text may teach real facts, while others may include nonrealistic portrayals of animals (RL.K.5)</li></ul> |
| 5 | <ul style="list-style-type: none"><li>• Students will be introduced to 6 Power Words: we, all, have, lots, they, of (RF.K.3.C)</li><li>• With support, students will be able to compare and contrast texts, including books about amphibians. (RI.K.9)</li></ul>   |
| 6 | <ul style="list-style-type: none"><li>• Students will be introduced to 11 Power Words: like, are, where, it, live, in, be, can't, little, and, big (RF.K.3.C)</li><li>• With support, students will be able to compare and contrast texts, including books about fish. (RI.K.9)</li></ul>  |

## **Unit Learning Targets**

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- I can answer questions about unknown words in a text
- I can ask questions about unknown words in a text
- I can identify and/or produce rhyming words
- I can identify Characters in a story
- I can identify Setting in a story
- I can identify the Main Idea in a story and give key details to support it
- I can read independently
- I can read Power Words
- I can retell a story using beginning, middle, & end

- I can tap and blend sounds to read a word
- I can track print
- I can use strategies learned to figure out unknown words

## Essential Questions

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- How can I re-tell a story using beginning, middle, & end?
- How do I know if two words rhyme?
- 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 can I do if I'm "stuck" on a word I am reading?
- What is my Power Goal?
- Why is it important to know my Power Goal?
- Why is it important to learn Power Words?
- Why is it important to read independently?
- Why is it important to track print?

## Materials and Resources

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- ARC Bookshelf
- 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 2 Read Alouds -- Could A Tiger Be My Pet?, Baby Mammals, The Emperor's Egg, Green Sea Turtle, Animals Called Fish
- Zoology Research Lab Teacher Manual

## Unit Assessments (Required)

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- DIBELS
- Formative Reading Assessment
- IRLA Reading Level Assessment

- Unit 2 Benchmark Assessment

## **Additional Unit Assessments**

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

## **21st Century Life & Career Ready Practices**

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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**

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- Connection to Math: Students can use 1:1 correspondence when counting, recognize & read number words, and read grade level story problems asking WHAT and WHY questions about key details in the problem, or if something is not understood.
- 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: ARC Writers Workshop

## **Technology Integration**

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- [abcya.com](http://abcya.com)
- [ARC Bookshelf.com](http://ARCBookshelf.com)
- [Google Classroom](https://classroom.google.com/)
- [pbskids.org](http://pbskids.org)
- [Raz-Kids](http://Raz-Kids.com)
- [Screencastify](https://www.screencastify.com/)
- [starfall.com](http://starfall.com)

- [Storylineonline.com](http://Storylineonline.com)
- [Teachyourmonstertoread.com](http://Teachyourmonstertoread.com)
- [tumblebooks.com](http://tumblebooks.com)
- [Vooks.com](http://Vooks.com)
- [youtube.com](http://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.