ARC Unit 3

Content Area: **Reading**
Course(s): **Reading/Phonics K**
Time Period: **December**
Length: **60 Days**
Status: **Published**

Ecology Research Lab -- Overview (Summary)

The third unit of ARC is focused on Ecology and will be implemented throughout the entire second trimester. Unit 3 is also built on research-based best practices in science inquiry and early literacy. The unit is twelve 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 about ecosystems

- Strengthen their reading skills through the study of different types of ecosystems – polar, oceans, plains, savannas, grasslands, prairies, desserts, woodlands/forests, tropics, mountains, wetlands/marshes, and freshwater rivers/lakes/ponds

- 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 is an ecosystem? What ecosystem are we studying/

2. What living and nonliving things exist in this ecosystem?

3. What are the main characteristics of this ecosystem?

4. How is energy used in the ecosystem?

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

LA.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
LA.RF.K.2.A	Recognize and produce rhyming words.
LA.RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
LA.RF.K.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
LA.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.
LA.RF.K.3.C	Read high-frequency and sight words with automaticity.
LA.RF.K.4	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
LA.RF.K.4.A	Read emergent-readers with purpose and understanding.
LA.RF.K.4.B	Read grade level text for purpose and understanding.
LA.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
LA.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
LA.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
LA.RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
LA.RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
LA.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
LA.RL.K.4	Ask and answer questions about unknown words in a text.
LA.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Sub Standards

LA.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
LA.L.K.5	With guidance and support from adults, explore word relationships and nuances in word

LA.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
LA.RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
LA.RI.K.10	Actively engage in group reading activities with purpose and understanding.
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
LA.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
LA.SL.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.
LA.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LA.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
LA.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

Unit 3 Learning Goals

Reading Culture Goals	Read-Aloud
	• Students should enjoy a minimun 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
1	• Student will review Power Words from Zoology • Students will review the Focus Standards from Zoology as necessary (RI.K.5, RL.K.5, RI.K9)
2	• Students will be introduced to 5 new Power Words: with, to, there, when, get (RF.K.3.C) • Students will be able to determine the main topic and key details of a Read-Aloud with teacher support. (RI.K.2)
3	• Students will be introduced to 5 new Power Words: on, do, that, come, want

	(RF.K.3.C) • Students will be able to determine the main topic and key details of a Read-Aloud with teacher support. (RI.K.2)
4	• Students will be introduced to 7 new Power Words: went, here, had, up, down, me, you (RF.K.3.C) • Students will be able to retell Read-Alouds about oceans with support. (RL.K.2)
5	• Students will be introduced to 9 new Power Words: will, was, for, be (also in Unit 2), has, he, she, one, go (RF.K.3.C) • Students will be able to identify reasons an author gives to support his/her point with teacher support (RI.8)
6	• Students will be introduced to 7 new Power Words: an, why, what, who, said, yes, no (RF.K.3.C) • Students will be able to identify reasons an author gives to support his/her point with teacher support (RI.8) • Students will be able to retell Read-Alouds with support. (RL.K.2) • Students will review Power Words from the Ecology Unit (Lesson 5) (RF.K.3.C)

Unit Learning Targets

- 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 Topic 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 retell a story using beginning, middle & end?
- How do I know if two words rhyme?
- How do I read an Emergent Text with purpose and understanding?
- 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

- ARC Bookshelf
- ARC Student Leveled Books
- Ecology Research Lab Teacher Manual
- 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 3 Read Alouds -- Is It a Living Thing?, A Savanna Habit, What Eats What in a Forest Food Chain, What Eats What in an Ocean Food Chain, A Desert Habitat, A Rainforest Habitat

Unit Assessments (Required)

- DIBELS
- Formative Reading Assessment
- IRLA Reading Level Assessment
- Unit 3 Benchmark Assessment

Additional Unit Assessments

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

21st Century Life & Career Ready Practices

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, 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

- abcya.com
- ARC Bookshelf.com
- Google Classroom
- 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.