

ARC Core Informational Research Lab - Wild and Endangered Animals

Goal: By the end of this Unit, students will move IRLA levels and demonstrate beginning expertise in both informational text and the Unit content by producing well-researched informational texts.

Week	ELA Focus	Content Focus
1	Reading Informational Text Pre-Test on Key Question: <i>What is the main topic of this text? What key details does the author use to teach you about this topic?</i>	Building Knowledge in Order to Determine Appropriate Research Topics

Students take one Research Question from research to publication each week.

Days 1 & 2

Develop Expertise on One Research Question

Day 3

Apply, Assess, Teach Grade-Level ELA Standards

2	Main Topic & Key Details • RI.2 Rubric and Thinking Map • Drafting Launch • W.2 Rubric	RQ #1: _____
3		RQ #2: _____
4	Illustrations	RQ #3: _____
5	Text Features	RQ #4: _____
6	Technical (Tier 3) & Academic (Tier 2) Language	RQ #5: _____
7	Concluding Sentences	RQ #6: _____
8	Final Revisions	RQ #7: _____
9	Final Presentations Post-Test on Key Question	

*Weeks are approximate. Teachers should be welcome to expand or condense as needed.

Pacing Guide Grade 1*

Whole-Group Foundational Skills Focus			IRLA Expert Coaching
Phonological/Phonemic Awareness	Phonics: Use Word Families to Decode One-Syllable Words	Word Study	
Review Onset-Rime Initial Blend Phoneme Deletion & Substitution	Short “A” and Short “E” Word Families (-ap, -ash, -ell, -est)	Use grapheme-phoneme/onset and rime analysis to read and spell 40 word families.	<p>Rate of Conferencing: 14 Days or Less</p> <p>All students receive strategic reading instruction (either one-on-one or in small groups) at least every two weeks.</p> <p>Readers working at Emergency/At-Risk Levels receive more frequent coaching.</p>
<p>Informational pieces develop in sophistication as the weeks progress.</p> <p>Day 4 Informational Mentor Text/ Draft Informational Piece</p> <p>Day 5 Revise, Edit, Publish, & Present</p>			
Final Phoneme Deletion	Short “I” Word Families (-ick, -ip)	Use grapheme-phoneme/onset and rime analysis to read and spell 40 word families.	<p>Rate of Reading Growth</p> <p>Every student is on track to make 2+ months of growth.</p> <p>Readers working at At-Risk or Emergency Levels: To be on target, these readers need to reach 1B by the end of this Unit.</p>
Medial Vowel Substitution	Short “O” and Short “U” Word Families (-ock, -op, -ot, -ug, -uck)		
Medial Vowel Substitution	Long “A” and Final -E Word Families (-ate, -ale)		
Deletion and Substitution of Second Phoneme in Initial Blend	Long “I”/Long “O” and Final -E Word Families (-ide, -ice, -oke)		
Deletion and Substitution of Second Phoneme in Initial Blend	Other Long Vowel Pattern Word Families (-ail, -ain, -ight, -ow)		
Final Phoneme Substitution	R-Controlled Vowel Word Families (-ar, -er, -ir, -ur, -or, -ore)		
Final Phoneme Substitution	Other Word Families (-ear, -ank, -unk, -ing, -old)		
Phoneme Deletion and Substitution (Review based on student needs)	Use Vowel Teams to Decode One-Syllable Words (-ay, -ee-, -ea-, -oa-, -ow [as in “cow”])		