

# ARC Unit 4

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

## Entomology Research Lab

---

Unit Four: The fourth unit of ARC is focused on Entomology and will be implemented throughout the entire third trimester. Unit 4 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 Entomology – Study of bugs
- Strengthen their reading skills through the study of different types of bugs – insects (bugs with six legs – ants, butterflies, cockroaches, dragonflies; arachnids (bugs with eight legs – spiders, scorpions, ticks, and mites; and myriapods (bugs with many legs – centipedes, millipedes, etc)
- 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 Entomology?
2. What are the different types of bugs?
3. What are the bug's main characteristics?
4. How does it survive?
5. How is the bug connected to our 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

---

ELA.L.RF.K.2.A	Recognize and produce rhyming words.
ELA.L.RF.K.2.E	Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
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.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.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.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.
ELA.RI.IT.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
ELA.RL.MF.K.6	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).
ELA.RI.MF.K.6	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).
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.RI.CT.K.8	With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
ELA.SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

## Additional Standards

---

ELA.L.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
ELA.L.RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.
ELA.L.RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken 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.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
ELA.L.RF.K.3.E	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
ELA.L.WF.K.3	Demonstrate command of the conventions of sentence composition.
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.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.RI.TS.K.4	Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).
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 4 Learning Goals

---

### Read-Aloud

#### Reading Culture Goals

- Students should enjoy a minimum of 25 high-interest read-alouds each week. Across the res Unit, continue to read aloud to your students from anywhere and everywhere. Use read-aloud to nurture your academic community, sell great books, build vocabulary, and expand students 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 sho 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

- Students will review power words from Ecology as well as initial consonant sounds
- Students will cite text evidence to support assertions (RI.K.1 and RL.K.1)

2

- Students will be introduced to Initial Consonant Blends: r blends (br, cr, dr, fr, gr, pr, tr, wr)
- Students will be introduced to Initial Consonant Blends: l blends (bl, cl, fl, gl, pl, sl)
- Build knowledge about insects through reading, listening to, and discussing texts, including asking/answering questions (R.1), identifying main topics (R.2), retelling key details (R.2), connections between details (R.3), discussing unknown words (R.4)
- Identifying characters, settings, and major events in a Read-Aloud with teacher support (RI

3

- Students will be introduced to Initial Consonant Blends/Digraphs: h digraphs (ch, sh, th, wh)
- Students will be introduced to Initial Consonant Blends: Remaining Blends (sc, sk, sm, sn, tw)
- Build knowledge about social insects through reading, listening to, and discussing texts, including asking/answering questions (R.1), identifying main topics (R.2), retelling key details (R.2), connections between details (R.3), discussing unknown words (R.4)
- Identifying characters, settings, and major events in a Read-Aloud with teacher support (RI

4

- Students will be introduced to 15 new 2G Power Words: by, new, animal, some, many, mal not, eat, jump, from, them, goes, out, too
- Build knowledge about spiders through reading, listening to, and discussing texts, including asking/answering questions (R.1), identifying main topics (R.2), retelling key details (R.2), connections between details (R.3), discussing unknown words (R.4)
- Compare and contrast bug characters in familiar stories with each other and with facts about bugs (RI.K.9 and RL.K.9)

5

- Students will be introduced to 12 new 2G Power Words: give, got, these, under, how, now, take, saw, our, good
- Build knowledge about bugs through reading, listening to, and discussing texts, including: asking/answering questions (R.1), identifying main topics (R.2), retelling key details (R.2), connections between details (R.3), discussing unknown words (R.4)
- Compare and contrast bug characters in familiar stories with each other and with facts about bugs (RI.K.9 and RL.K.9)

Unit	Lessons/Targets	Standards	Days	Trimester Taught
Unit 4 -- Trim. 3	<p>Weeks 1-2</p> <ul style="list-style-type: none"> <li>• Wild World of Bugs</li> <li>• Evidence for "WOW!" Facts</li> <li>• Types of Bugs – insects (bugs with six legs – ants, butterflies, cockroaches, dragonflies; arachnids (bugs with eight legs – spiders, scorpions, ticks, and mites; and myriapods (bugs with many legs – centipedes, millipedes, etc)</li> </ul> <p>Targets:</p> <p>I can ask important questions before, during, and after reading the text.</p> <p>I can use text evidence to support the answers found.</p>	RIK.1, RIK.2	10 days	
Unit 4 -- Trim. 3	<p>Weeks 3-4</p> <ul style="list-style-type: none"> <li>• What Makes an Insect an Insect?</li> <li>• Insect Physical Adaptations</li> <li>• Insect Behaviors</li> <li>• Insect Life Cycles</li> <li>• Butterfly</li> </ul>	RIK.1, RIK.2	10 days	

	<p>Metamorphosis</p> <p>Targets:</p> <p>I can ask important questions before, during, and after reading the text.</p> <p>I can use text evidence to support the answers found.</p>			
Unit 4 -- Trim. 3	<p>Weeks 5-6 – Social Insects</p> <ul style="list-style-type: none"> <li>• Bee Hives</li> <li>• Bee Life Cycles</li> <li>• Ant Colonies</li> <li>• Ant Life Cycles</li> </ul> <p>Targets:</p> <p>I can ask important questions before, during, and after reading the text.</p> <p>I can use text evidence to support the answers found.</p> <p>I can use text features to help gather evidence about my topic.</p>	RIK.1, RIK.2	10 days	
Unit 4 -- Trim. 3	<p>Weeks 7-8 – Spiders</p> <ul style="list-style-type: none"> <li>• What Makes a Spider a Spider?</li> <li>• Spiderwebs</li> <li>• Spider Physical Adaptations</li> <li>• Spider Behaviors</li> <li>• Spider Life</li> </ul>	RIK.1, RIK.2	10 days	

	<p>Cycles</p> <p>Targets:</p> <p>I can ask important questions before, during, and after reading the text.</p> <p>I can use text evidence to support the answers found.</p> <p>I can use text features to help gather evidence about my top</p>			
<b>Unit 4 -- Trim. 3</b>	<p>Weeks 9-10– Bugs Connection to the World</p> <ul style="list-style-type: none"> <li>• Bug Food Webs</li> <li>• Bugs and Plants</li> <li>• Bugs and People</li> </ul> <p>Targets:</p> <p>I can ask important questions before, during, and after reading the text.</p> <p>I can use text evidence to support the answers found.</p> <p>I can use text features to help gather evidence about my top</p>	<p>RIK.1, RIK.2</p> <p>RI1.1, RI1.2, W1.5, SL1.2, SL1.6, R1.9</p>	10 days	
<b>Unit 4 -- Trim. 3</b>	<p>Weeks 11-12</p> <ul style="list-style-type: none"> <li>• Review kindergarten comprehension skills – ask and answer questions, recognizing major details,</li> </ul>	<p>RIK.1, RIK.2, RIK.9, SLK.1, SL K.2, SLK.3</p>	10 days	

	<p>main idea</p> <ul style="list-style-type: none"> <li>• Work on mini projects to reinforce</li> <li>• Incorporate group projects which will promote speaking and listening skills</li> </ul>			
<b>Unit 4 -- Trim. 3</b>			<b>60 Days</b>	

**Total Number of Instructional Days: 60**

## Essential Questions

---

- How can I retell a story using beginning, middle & end?
- How do I compare and contrast characters from different stories?
- How do I find differences in stories?
- How do I find similarities in stories?
- How do I produce rhyming words?
- 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 in a story to talk about a story?
- 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 ask and answer questions about key details in a story?
- 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?

## 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 compare and contrast characters from different stories.
- I can find differences between two stories.
- I can find similarities in two stories.
- I can follow a pattern
- 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
- I can use pictures in a book to talk about the story.

## **Materials and Resources**

---

- ARC Bookshelf
- ARC Student Leveled Books
- Entomology 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 4 Read Alouds -- What Kind of Bug is That?, What's An Insect?, Insects that Work Together, I'm Trying to Love Spiders, What if There Were No Bees?

## **Unit Assessments (Required)**

---

- DIBELS
- Formative Reading Assessment
- IRLA Reading Level Assessment
- Unit 4 Benchmark Assessment

## **Additional Unit Assessments**

---

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

## **Strategies for Differentiating Instruction**

---

- Alternative writing and/or handwriting paper
- Chunking material
- Extended time
- Form letters using hands-on manipulatives
- Graphic organizers
- Individual goal setting
- One-on-one conferences
- Paraprofessional support
- Peer modeling
- Play videos
- Preferential seating
- Provide audio
- Provide desk alphabet strip
- Provide enrichment activities
- Provide pictures and visuals
- Repetition of directions
- Small group conferences
- Tasks broken down into small sequential steps
- Tripod pencil gripper

## **Marzano Elements**

---

- Aligning Resources to Standard(s)
- Establishing and Acknowledging Adherence to Rules and Procedures
- Helping Students Engage in Cognitively Complex Tasks
- Helping Students Examine Similarities and Differences
- Helping Students Examine Their Reasoning
- Helping Students Practice Skills, Strategies, and Processes
- Helping Students Process New Content

- Helping Students Revise Knowledge
- Identifying Critical Content from the Standards
- Organizing Students to Interact with Content
- Planning Standards-Based Lessons/Units
- Planning to Close the Achievement Gap Using Data
- Previewing New Content
- Providing Feedback and Celebrating Progress
- Reviewing Content
- Using Engagement Strategies
- Using Formative Assessment to Track Progress
- Using Questions to Help Students Elaborate on Content

## Technology Integration

---

- [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.

## 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

## **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.