

# ARC Writing Unit 2

Content Area: **Writing**  
Course(s): **Writing K**  
Time Period: **November**  
Length: **9 weeks**  
Status: **Published**

## Overview (Summary) --Writers Workshop Unit 2

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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.WF.K.1.A	Match upper and lowercase letters.
ELA.L.WF.K.1.B	Write upper and lowercase letters, with reference to a model.
ELA.L.WF.K.1.E	Write a common grapheme (letter or letter group) for each phoneme.
ELA.L.WF.K.2.E	Attempting phonetic spellings of unknown words.
ELA.L.WF.K.3.B	Write simple sentences.
ELA.L.WF.K.3.C	Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
ELA.L.WF.K.3.D	Use end punctuation.
ELA.W.AW.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
ELA.W.IW.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
ELA.SL.UM.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.

## Sub Standards

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ELA.L.WF.K.1	Demonstrate command of the conventions of writing.
ELA.W.NW.K.3	Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.
ELA.W.WP.K.4	With prompts and support from adults, recognize that writing carries a message and should make sense to others.
ELA.W.WR.K.5	With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).
ELA.W.SE.K.6	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

## **Student Learning Targets**

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- I can add drawings to my writing to provide additional detail.
- I can ask questions to improve my writing.
- I can capitalize the first word in a sentence.
- I can draw, dictate, and/or write to give information or explain about a topic.
- I can draw, dictate, and/or write to give my opinion about a topic
- I can give my opinion about different books by the same author.
- I can print many lowercase letters.
- I can print many uppercase and lowercase letters.
- I can print many uppercase letters.
- I can recognize and name end punctuation.
- I can talk about my Writing Goal.
- I can use self-to-text connections to answer questions about my writing.
- I can write a letter or letters to represent the sounds I hear.

## **Materials and Resources**

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- Chart Paper
- Dry Erase Board
- Model Curriculum Writing Rubric
- School Pace
- Sentence Strips
- Unit 2 Read Alouds
- Word Wall
- Writing Folders
- Writing Paper
- Zoology Research Lab Teacher Manual

## **Unit Assessments (Required)**

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- End of Unit 2 Writing Sample
- Student Writing Samples

## **Unit Assessments (Optional)**

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- Class Participation
- Group Work
- Guided Practice

- Individual Practice
- Lowercase Letter Assessment
- Name Writing
- Teacher Observation
- Uppercase Letter Assessment

## Career Awareness, Life Literacies and Key Skills

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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 Art: Students illustrate a drawing to express their thoughts and/or match their writing.
- Connection to Math: Students write numbers 1-20.
- Connection to Music: Students use songs to learn and apply letter sounds to their writing.
- Connection to Phonics: Students apply phonics skills (letter sounds) to label their drawings.
- Connection to Phonics: Students apply phonics skills to spell simple words phonetically.
- Connection to Phonics: Students apply phonics skills to write simple sentences.
- Connection to Reading: Students apply listening skills to teacher read-alouds to get ideas for their writing.
- Connection to Reading: Students retell read-alouds using illustrations from the story.

## Technology Integration

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- [abcya.com](http://abcya.com)
- Google Classroom
- [Scholastic.com](http://Scholastic.com)
- Screencastify
- [starfall.com](http://starfall.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
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create and communicate knowledge.

TECH.8.1.2.A.1

Identify the basic features of a digital device and explain its purpose.

TECH.8.1.2.A.CS2

Select and use applications effectively and productively.

## Essential Questions

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- Does my drawing match my writing?
- How can we communicate our ideas through writing?
- How do I know what letters to put onto paper?
- How do pictures provide additional details to my writing?
- What is a "meatball" space?
- What is my Writing Goal?
- What sounds do I hear when spelling short words?
- Where do my writing ideas come from?
- Why do I need spaces between my words?
- Why does it matter if you write?
- Why is a word wall important?
- Why is it important to know my Writing Goal?