

# ARC Writing Unit 4

Content Area: **Writing**  
Course(s): **Writing K**  
Time Period: **March**  
Length: **10 weeks**  
Status: **Published**

## Writers Workshop Unit 4 - Summary

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Trimester 3

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**

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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.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.W.NW.K.3	Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.
ELA.SL.UM.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.

## **Additional Standards**

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ELA.L.WF.K.3.E	Use manipulatives or digital tools to construct complete sentences.
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.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.

## **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?

## Student Learning Goals

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Students will be able to:

- Observe the teacher modeling writing
- Represent thoughts with drawing and writing
- Generate and share ideas and experiences for a story
- Make purposeful decisions about what to write
- Express personally relevant messages in print
- Write/print own first and last name
- "Write" messages using scribbling, drawing, letter-like forms, phonics-based spelling, and conventional letter forms.
- Use letter/sound knowledge in attempting to write some words
- Recognize and begin to use left-to-right, and top-to-bottom directionality and spacing between words when writing
- Gain increasing control of penmanship. including pencil grip, paper position, and beginning strokes
- Use simple sentences to convey ideas
- Share and talk about work samples containing drawings, paintings, pictures, and/or writing

Students will be introduced to:

- Author's Chair
- Phonics-Based Spelling
- Power Word Spelling
- Predictable Charts
- "Stretch it Out" strategy
- Drawing
- Opinion Prompts
- Writing Opinions
- Narrative Writing
- First-Person Narratives
- Compare & Contrast
- Interactive Writing
- Dialogue Bubbles

- Book Art
- Fun Shaped Writing Paper
- Class Books
- Student-Authored Books
- Using Higher-Order Thinking Skills
- How to Draw

### Learning Plan (Skills and Activities)

Unit	Lessons/Targets	Standards	Days	Trimester Taught
Unit 4 T3	<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 – insect (bugs with six legs – ants, butterflies, cockroaches, dragonflies, arachnids (bugs with eight legs) – spiders, scorpions, ticks, mites; and myriapods (bugs with many legs – centipedes, millipedes, etc.)</li> <li>• Write a sentence or two about 2-3 bugs– students choice and draw it; Enrichment – Add extra details using text evidence.</li> </ul> <p>Targets:</p> <ul style="list-style-type: none"> <li>• I can ask important questions before, during,</li> </ul>	RIK.1, RIK.3, W.2, W.5, W.6	10	T3

	<p>and after reading the text.</p> <ul style="list-style-type: none"> <li>• I can use text evidence to support the answers found.</li> <li>• I can compare and contrast details from a non-fiction text.</li> <li>• I can write from left to right.</li> <li>• I can write a complete sentence.</li> <li>• I can use describing words in my writing.</li> <li>• I can respond to text by expressing myself through writing.</li> </ul>			
<b>Unit 4</b>  <b>T3</b>	<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 Metamorphosis</li> <li>• Write a sentence or two about a butterfly– Add extra details using text evidence.</li> </ul> <p>Targets:</p> <ul style="list-style-type: none"> <li>• I can ask important questions before, during, and after reading the text.</li> </ul> <p>I can use text evidence to support the answers found.</p> <ul style="list-style-type: none"> <li>• I can write from left to</li> </ul>	RIK.1, RIK.2	10	T3

	<p>right.</p> <ul style="list-style-type: none"> <li>• I can write a complete sentence.</li> <li>• I can use describing words in my writing.</li> <li>• I can respond to text by expressing myself through writing.</li> </ul>			
<b>Unit 4</b>  <b>T3</b>	<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> <li>• Write a sentence or two about bees– Add extra details using text evidence.</li> </ul> <p>Targets:</p> <ul style="list-style-type: none"> <li>• I can ask important questions before, during, and after reading the text.</li> <li>• I can use text evidence to support the answers found.</li> <li>• I can use text features to help gather evidence about my topic.</li> <li>• I can write from left to right.</li> </ul>	RIK.1, RIK.2	10 days	T3







	<p>sentence.</p> <ul style="list-style-type: none"> <li>• I can use describing words in my writing.</li> <li>• I can respond to text by expressing myself through writing.</li> </ul>			
<b>Unit 4</b>  <b>T3</b>	<p>Weeks 11-12</p> <ul style="list-style-type: none"> <li>• Review kindergarten comprehension skills – ask and answer questions, recognizing major details, main idea</li> <li>• Work on mini projects to reinforce</li> <li>• Incorporate group projects which will promote speaking and listening skills</li> </ul>	<p>RIK.1, RIK.2, RIK.9, SLK.1, SL K.2, SLK.3</p>	<p>10 days</p>	<p>T3</p>
<b>Unit 4</b>			<b>60 Days</b>	
<b>Total Instructional Days</b>			<b>180 Days</b>	

## Student Learning Targets

- 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 narrate a single event or several loosely linked events.

- I can draw, dictate, and/or write to 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 spell simple words phonetically.
- 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.

## **Marzano Elements**

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- Adhering to School and District Policies and Procedures
- Aligning Resources to Standard(s)
- Communicating High Expectations for Each Student to Close the Achievement Gap
- Establishing and Acknowledging Adherence to Rules and Procedures
- Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
- 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
- Maintaining Expertise in Content and Pedagogy
- Organizing Students to Interact with Content
- Planning Standards-Based Lessons/Units
- Planning to Close the Achievement Gap Using Data
- Previewing New Content
- Promoting Teacher Leadership and Collaboration
- Providing Feedback and Celebrating Progress
- Reviewing Content
- Using Engagement Strategies
- Using Formative Assessment to Track Progress
- Using Questions to Help Students Elaborate on Content

## **Unit Assessments (Required)**

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- End of Unit 4 Writing Sample
- Writing Samples for Student Writing Folder

## **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

## **Materials and Resources**

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- Chart Paper
- Dry Erase Board
- Entomology Research Lab Teacher Manual
- Model Curriculum Writing Rubric
- School Pace
- Sentence Strips
- Unit 4 Read Alouds
- Word Wall
- Writing Folders
- Writing Paper

## **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)

synthesize information in order to solve problems individually and collaborate and to 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.

## 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 apply math skills to write sentences using positional words and to classify objects.
- Connection to Music: Students use songs to learn and apply letter sounds and power words 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.

## 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.