

ARC Writing Unit 1

Content Area: **Writing**
Course(s): **Writing K**
Time Period: **September**
Length: **6 weeks**
Status: **Published**

Overview (Summary) -- Writers Workshop Unit 1

Trimester 1

Unit One:

The first unit of ARC will be implemented throughout the first six weeks of school. Unit 1 focuses on knowledge creation and grade-level ELA standards. The Unit is six weeks in length with one week of review (Follow Kindergarten Pacing Guide). This Unit is launched in three Phases:

- Phase 1 (Weeks 1&2) - Initiate the Academic Community
- Phase 2 (Weeks 3&4) - Assessment & Goal Setting
- Phase 3 (Weeks 5&6) - Strategic Instruction/Building Expertise

Lesson components consist of the following:

Morning Message

- The Morning Message is used to teach/reinforce the specific grammar, language, and foundational skills students need.

Read Complex Text

- Students read/listen to and discuss above grade level complex text daily.
- Modeling occurs only at the point of need.
- Questions posed are worth discussing (as opposed to basic recall, yes/no, or single-answer questions).
- Students do the majority of the talking, thinking, and learning.

Readers' Workshop: Independent Reading Levels/IRLA

- In-class and home reading practice occur daily.
- Students apply the day's focus and their individual Power Goals in self-selected, independent-level texts.
- Students' IRLA levels are accurate. Teacher focuses one on one and small group time on accelerating student's reading levels. (Agency, engagement, strategic instruction.)
- All new data is entered into School Pace (If applicable). Student levels/IRLA scores are up to date.

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.1.A	Follow words from left to right, top to bottom, and page by page.
ELA.L.WF.K.1.B	Write upper and lowercase letters, with reference to a model.
ELA.L.WF.K.1.D	Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
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.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.SL.UM.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.

Sub Standards

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.
ELA.W.RW.K.7	With prompting and support, engage in brief but regular writing and drawing tasks.

Student Learning Targets

- I can add drawings to my writing to provide additional detail.
- I can ask questions to improve my writing.
- I can draw, dictate, and/or write to give information or explain about a topic.
- 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 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

- ARC Literacy Lab Teacher Manual
- Chart Paper
- Dry Erase Board
- Model Curriculum Writing Rubric
- School Pace
- Sentence Strips
- Unit 1 Read Alouds
- Word Wall
- Writing Folders
- Writing Paper

Unit Assessments (Required)

- Baseline Writing Sample
- End of Unit 1 Writing Sample
- Student Writing Samples

Unit Assessments (Optional)

- 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

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.

Cross Curricular Connections

- 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

- abcya.com
- Google Classroom
- Scholastic.com
- Screencastify
- starfall.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.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

- 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?