

<b>Grade 10 Writing W-10.1</b>	<b>KAS Standard:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	<b>Accommodations and Supports (Should align with IEP)</b>
<b>KAS-KAAP Content Assessment Standard:</b> Create or communicate real experiences by engaging and orienting the reader by establishing a singular point of view, introducing characters, organizing a sequence of events that unfolds naturally and logically ,using dialogue, description and pacing with precise words and phrases, using descriptive details, sensory language, a variety of transition words and phrases to create a coherent whole and capture the action, and provide a reasonable conclusion and reflect on the experience.		
<b>What does the student need to know to begin? (pre-requisite skills)</b> Content specific vocabulary, sequencing events of a story, identify transition words, identify singular viewpoints then multiple ones, able to determine relevant information, identify and describe character, plot and setting, events build upon each other to create a whole story		
<b>What will the student be able to do? (student outcomes)</b> Given a writing prompt the student will be able to organize and describe real events across time, experiences and settings using dialogue, description, pacing, details, sensory language, transition words and provide a reasonable conclusion and reflection. Students will sequence events that build upon each other to create a coherent whole (story).		
<b>How will you task analyze the skill?</b>		
<b>How will you teach this? (SDI, strategies)</b> Story mapping, guided practice, task analysis, pair pictures with words, Kansas Strategies, Cloze Strategy, Modeling		
<b>What materials will be needed?</b> Graphic organizers, Pictures/visual supports, technology		

What will daily checks for understanding look like (formative assessment)?
What were the outcomes of your practice test (summative assessment)?
Reflections (what worked well, what will you change next time)

<b>Grade 10 Writing W-10.2</b>	<b>KAS Standard:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b>Accommodations and Supports (Should align with IEP)</b>
<b>KAS-KAAP Content Assessment Standard:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task and purpose.		
<b>What does the student need to know to begin? (pre-requisite skills)</b> Understanding syntax, content/topic specific vocabulary, sentence structure, punctuation, grammar (nouns, adj., adv., verbs, plurals), knowledge of various genre		
<b>What will the student be able to do? (student outcomes) When given a writing prompt student will be able to develop and organize a writing piece appropriate to the task and purpose.</b>		
<b>How will you task analyze the skill?</b>		
<b>How will you teach this? (SDI, strategies)</b> Paula Bluth's Framed Paragraphs, cloze strategy, pictures/photos/objects paired with text, graphic organizers, technology (read write gold, word wizard, word prediction, classroom suite, intellikeys), Kansas Strategies		

<b>What materials will be needed?</b> Graphic organizer, Pictures/visual supports, technology,
<b>What will daily checks for understanding look like (formative assessment)?</b>
<b>What were the outcomes of your practice test (summative assessment)?</b>
<b>Reflections (what worked well, what will you change next time)</b>

<b>Grade 10 Writing W-10.3</b>	<b>KAS Standard:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<b>Accommodations and Supports (Should align with IEP)</b>
<b>KAS-KAAP Content Assessment Standard:</b> Develop writing as needed by planning, revising, editing, rewriting, and focusing on what is significant for a specific purpose and audience.		
<b>What does the student need to know to begin? (pre-requisite skills)</b> Content vocabulary, knowledge of pre-writing, editing, revising, audience, purpose (inform, persuade, entertain)		
<b>What will the student be able to do? (student outcomes)</b> When given a prompt the student will develop writing by planning, revising, editing, rewriting and focusing on what is significant for purpose and audience.		
<b>How will you task analyze the skill?</b>		

<p><b>How will you teach this? (SDI, strategies)</b> Model pre-writing and brainstorming, model with marker papers (or other quality writing pieces), use sentence strip activities to teach organization and clarity, technology (PowerPoint...), matching/sorting activities, sentence writing strategies (Kansas, Marzano), Barry Lane book about revising, websites (internet4classrooms.com, abcteach.com, KDE striving readers), KCLM from literacy consultants, picture/visual supports</p>
<p><b>What materials will be needed?</b> Graphic organizers, Pictures/visual supports, technology</p>
<p><b>What will daily checks for understanding look like (formative assessment)?</b></p>
<p><b>What were the outcomes of your practice test (summative assessment)?</b></p>
<p><b>Reflections (what worked well, what will you change next time)</b></p>

<p><b>Grade 10 Writing W-10.4</b></p>	<p><b>KAS Standard:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<p><b>Accommodations and Supports (Should align with IEP)</b></p>
<p><b>KAS-KAAP Content Assessment Standard:</b> Use technology, including the Internet, to produce, publish, and update writing products and to display information.</p>		
<p><b>What does the student need to know to begin? (pre-requisite skills)</b> Able to determine appropriate resources, sequencing, able to communicate relevant thoughts, sentence structure, types of writing, understanding of character development, editing/revision skills</p>		
<p><b>What will the student be able to do? (student outcomes)</b></p>		

<b>How will you task analyze the skill?</b>
<b>How will you teach this? (SDI, strategies)</b> Graphic organizers, Marzano strategies, modeling, story mapping, journaling, brainstorming, guided practice, technology (word prediction, writing software), pair text with photos, pictures, or objects
<b>What materials will be needed?</b>
<b>What will daily checks for understanding look like (formative assessment)?</b>
<b>What were the outcomes of your practice test (summative assessment)?</b>
<b>Reflections (what worked well, what will you change next time)</b>

<b>Grade 10 Writing W-10.5</b>	<b>KAS Standard:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	<b>Accommodations and Supports (Should align with IEP)</b>
<b>KAS-KAAP Content Assessment Standard:</b> Gather relevant information from multiple print and digital sources; assess the usefulness and credibility of each source in answering the research question; integrate information selectivity to maintain flow of ideas.		
<b>What does the student need to know to begin? (pre-requisite skills)</b> Content specific vocabulary (“note taking, research, summarizing, paraphrasing, relevant, sources, writing, plagiarism, credibility, reliability”), mode of communication/AT		

<b>What will the student be able to do? (student outcomes)</b>
<b>How will you task analyze the skill?</b>
<b>How will you teach this? (SDI, strategies)</b> Connect to real life, include high interests and strengths, articles in various formats, Marzano's and Kansas strategies, visual outline of writing process, Kidspiration and Inspiration software
<b>What materials will be needed?</b>
<b>What will daily checks for understanding look like (formative assessment)?</b>
<b>What were the outcomes of your practice test (summative assessment)?</b>
<b>Reflections (what worked well, what will you change next time)</b>

<b>Grade 10 Writing W-10.6</b>	<b>KAS Standard:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<b>Accommodations and Supports (Should align with IEP)</b>
<b>KAS-KAAP Content Assessment Standard:</b> Conduct short research projects or solve a problem, demonstrating understanding of the subject under investigation.		

**What does the student need to know to begin? (pre-requisite skills)** Knowledge of vocabulary and scientific method, able to determine an appropriate source for chosen topic, data analysis, entry and display

**What will the student be able to do? (student outcomes)**

**How will you task analyze the skill?**

**How will you teach this? (SDI, strategies)** Graphic organizers, modeling, chunking, guided practice, journaling, brainstorming, KWL chart, problem solving strategies, questioning strategies

**What materials will be needed?**

**What will daily checks for understanding look like (formative assessment)?**

**What were the outcomes of your practice test (summative assessment)?**

**Reflections (what worked well, what will you change next time)**