

<p>Grade 4 Writing W-4.1</p>	<p>KAS Standard: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Accommodations and Supports (Should align with IEP)</p>
<p>KAS-KAAP Content Assessment Standard: Communicate real experiences by orienting the reader, introducing characters, organizing a sequence of events, using descriptions with concrete words to convey experiences, and provide a conclusion.</p>		
<p>What does the student need to know to begin? (pre-requisite skills) Content specific vocabulary, sequencing events of a story,) identify transition words, able to determine relevant information, identify characters, plot, setting, and main idea, describe character, plot, setting and main idea, concrete words, understand writing as a form of communication</p>		
<p>What will the student be able to do? (student outcomes) Student will describe real life experiences using concrete words and providing a conclusion.</p>		
<p>How will you task analyze the skill?</p>		
<p>How will you teach this? (SDI, strategies) Story mapping, guided practice, task analysis, pair pictures with words, model creating and telling stories, practice teaching sequencing, use of graphic organizers, assistive technology, CBI for real life experiences, Writing it real, highlighting strategies</p>		
<p>What materials will you need? Graphic organizer, Assistive technology</p>		
<p>What will daily checks for understanding look like (formative assessment)?</p>		

<p>What were the outcomes of your practice test (summative assessment)?</p>
<p>Reflections (what worked well, what will you change next time)</p>

<p>Grade 4 Writing W-4.2</p>	<p>KAS Standard: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>Accommodations and Supports (Should align with IEP)</p>
<p>KAS-KAAP Content Assessment Standard: Produce clear and organized writing.</p>		
<p>What does the student need to know to begin? (pre-requisite skills) Understanding syntax, content/topic specific vocabulary, sentence structure, punctuation, grammar (nouns, adj., adv., verbs, plurals), knowledge of various genre, understand writing as a form of communication</p>		
<p>What will the student be able to do? (student outcomes) Student will be able to produce clear and organized writing pieces.</p>		
<p>How will you task analyze the skill?</p>		
<p>How will you teach this? (SDI, strategies) Paula Kluth’s Framed Paragraphs, cloze procedures, pictures/photos/objects paired with text, graphic organizers, technology (read write gold, word wizard, word prediction, classroom suite, intellikeys), modeling, writing prompts, seven stages of writing, mind mapping, outlines, descriptive writing techniques (give students a piece of bubble gum and have them come up with words to describe the various aspects of the gum, flavor, smell, texture, etc.), highlighting strategies, Four Paragraphs to Passing, IBC strategy</p>		
<p>What materials will you need? Graphic organizers, Technology, Pictures, Websites, Computer</p>		

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)

Grade 4 Writing R-4.3	KAS Standard: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Accommodations and Supports (Should align with IEP)
KAS-KAAP Content Assessment Standard: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, and revising.		
What does the student need to know to begin? (pre-requisite skills) Content specific vocabulary (planning, revising), understand writing as a form of communication, understand sentence structure		
What will the student be able to do? (student outcomes) Given a writing prompt student will develop a writing piece and rewrite as needed.		
How will you task analyze the skill?		
How will you teach this? (SDI, strategies) Marzano, Kansas strategies, graphic organizers, formatted writing samples of various types, visual supports for outlining writing process, modeling, chunking, Technology (board maker, WWS, I Pad, Kidspiration, Inspiration software), DRAFT development, organize information, revise, “The Write Way” by Donna Vincent, Coach books, 7 Stages of Writing, use picture symbols/visual supports, writing centers, You Speak/ I Write		

What materials will you need? Technology, Graphic organizer, Pictures/visual supports
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)

Grade 4 Writing W-4.4	KAS Standard: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	Accommodations and Supports (Should align with IEP)
KAS-KAAP Content Assessment Standard: With some guidance and support from adults, use technology, including the Internet, to produce writing as well as to interact and collaborate with others.		
What does the student need to know to begin? (pre-requisite skills) Able to determine appropriate resources, sequencing, able to communicate relevant thoughts, sentence structure, types of writing, understanding of character development, editing/revision skills		
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, Marzano strategies, modeling, story mapping, journaling, brainstorming, guided practice, technology (word prediction, writing software), pair text with photos, pictures, or objects

What materials will you need?

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)

**Grade 4
Writing
W-4.5**

KAS Standard: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**Accommodations
and Supports
(Should align with
IEP)**

KAS-KAAP Content Assessment Standard: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

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 you need?
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)

Grade 4 Writing W-4.6	KAS Standard: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	Accommodations
	KAS-KAAP Content Assessment Standard: Recall relevant information from experiences or gather relevant information from print and digital sources and categorize information.	
What does the student need to know to begin? (pre-requisite skills) Content specific vocabulary (“note taking, research, summarizing, paraphrasing, relevant, sources, writing, plagiarism, credibility, reliability”), mode of communication/AT		

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

How will you task analyze the skill?

How will you teach this? (SDI, strategies) 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

What materials will you need?

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)