

Grade 5 Writing W-5.1	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 narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses 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.	Accommodations and Supports (Should align with IEP)
KAS-KAAP Content Assessment Standard: Communicate real experiences by orienting the reader, introducing characters, organizing sequence of events naturally, using dialogue with concrete words and phrase to convey experiences, and provide a conclusion.		
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, understand that writing is a form of communication, turn taking, knowledge of concrete words and phrases, identify character, plot and setting		
What will the student be able to do? (student outcomes) Student will use sequencing of events with dialogue to communicate real life experiences and provide a conclusion.		
How will you task analyze the skill?		
How will you teach this? (SDI, strategies) Story mapping, guided practice, task analysis, pair pictures with words, graphic organizers, modeling, assistive technology, Kansas Strategies		
What materials will be needed? 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 5 Writing W-5.2	KAS Standard: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	Accommodations and Supports (Should align with IEP)
KAS-KAAP Content Assessment Standard: Produce clear and organized writing in which the development is appropriate to task.		

What does the student need to know to begin? (pre-requisite skills) 1) understanding syntax
2) content/topic specific vocabulary
3) sentence structure
4) punctuation
5) grammar (nouns, adj., adv., verbs, plurals)
6) knowledge of various genre

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.

How will you task analyze the skill?

How will you teach this? (SDI, strategies) Paula Bluth's Framed Paragraphs, cloze procedures, pictures/photos/objects paired with text, graphic organizers, technology (read write gold, word wizard, word prediction, classroom suite, intellikeys), Kansas Strategies

What materials will be needed? Graphic organizer, 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)

Grade 5 Writing W-5.3	KAS Standard: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	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, revising, and rewriting.		
What does the student need to know to begin? (pre-requisite skills) Identified mode of communication and necessary technology, 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 strengthen by planning, writing and revising.		
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, rganize information, revise, “The Write Way” by Donna Vincent, Coach books, 7 Stages of Writing, teach using picture symbols/visual supports, writing centers, You Speak/ I Write		

What materials will be needed? 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 5 Writing W-5.4	KAS Standard: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	Accommodations and Supports (Should align with IEP)
KAS-KAAP Content Assessment Standard: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes.		
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 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)

Grade 5 Writing W-5.5

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 two pages 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 and publish 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 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)

Grade 5 Writing W-5.6	KAS Standard: Conduct short research projects that use several sources to 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 use several sources to 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 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)