

<p>Grade 6 Writing W-6.1</p>	<p>KAS Standard: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. 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 engaging and orienting the reader, introducing characters, organizing a sequence of events that unfolds using dialogue, description, and pacing with precise words and phrases, using descriptive details, sensory language and basic transition words to convey experiences and manage time or setting change, and provide a reasonable 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, identify singular viewpoints then multiple ones, able to determine relevant information, identify character, plot and setting</p>		
<p>What will the student be able to do? (student outcomes) Able to organize and describe real events across time and settings using dialogue, description, pacing, details, sensory language, transition words and provide a reasonable 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, graphic organizers, writing prompt, modeling</p>		
<p>What materials will be needed? Graphic organizers, Pictures/ visual supports, 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 6 Writing W-6.2</p>	<p>KAS Standard: Produce clear and coherent writing in which the development, organization, and style 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 coherent writing in which the development and organization are appropriate to task.</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</p>		
<p>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.</p>		
<p>How will you task analyze the skill?</p>		
<p>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</p>		

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 6 Writing W-6.3	KAS Standard: With some 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 some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, 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, rewriting, editing and revising.		
How will you task analyze the skill?		

<p>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, teach using picture symbols/visual supports, writing centers, You Speak/ I Write</p>
<p>What materials will be needed? Technology, Graphic organizer, Pictures/visual supports</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 6 Writing W-6.4</p>	<p>KAS Standard: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>Accommodations and Supports (Should align with IEP)</p>
<p>KAS-KAAP Content Assessment Standard: Gather relevant information from multiple print and digital sources; assess the credibility of each source and quote or paraphrase the data avoiding plagiarism.</p>		
<p>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</p>		
<p>What will the student be able to do? (student outcomes)</p>		

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 6 Writing W-6.5	KAS Standard: 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 three pages in a single sitting.	Accommodations and Supports (Should align with IEP)
KAS-KAAP Content Assessment Standard: 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 6 Writing W-6.6	KAS Standard: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Accommodations and Supports (Should align with IEP)
KAS-KAAP Content Assessment Standard: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.		

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)