

<p>Grade 8 Writing W-8.1</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 point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on 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 an orienting the reader by establishing a singular point of view, introducing characters, organizing a sequence of events that unfolds naturally using dialogue, descriptions, and pacing with precise words and phrases, using descriptive details, sensory language basic transition words and phrases to convey experiences and manage time and setting changes and show relationships between experiences, and provide a reasonable conclusion and reflect on the experiences.</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 and describe character, plot and setting</p>		
<p>What will the student be able to do? (student outcomes) 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.</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, Cloze Strategy, Kansas Strategies, The Your Words/Their Words strategies, The You Speak/I Write Strategies, Follow the Footsteps, The CD strategy</p>		
<p>What materials will be needed? Pictures/ visual supports, Technology, Graphic organizers</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 8 Writing W-8.2</p>	<p>KAS Standard: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>Accommodations and Supports (Should align with IEP)</p>

<p>KAS-KAAP Content Assessment Standard: Write informative/explanatory texts to examine a topic and analyze relevant content.</p>	
<p>What does the student need to know to begin? (pre-requisite skills) Identify features of text, research skills, formatting, transitions (words that writers use to move from topic to topic), content specific vocabulary (“formatting, graphics, text features, transitions, style, organization, informative, explanatory”)</p>	
<p>What will the student be able to do? (student outcomes) When given a writing prompt student will be able to write informative/explanatory text to examine a topic and analyze relevant content.</p>	
<p>How will you task analyze the skill?</p>	
<p>How will you teach this? (SDI, strategies) Practice using text feature icons (literacy snapshot on KDE website for text feature activities), sentence strips to use when developing writing pieces (practice organization), technology (Microsoft PowerPoint to organize ideas on slides and use slide sorter feature, add graphics, Board maker, writing with symbols), read write gold has a research feature to aid in selecting and organizing relevant details from passages, main idea/supporting details activities to establish common theme and a conclusion that supports it, Cloze strategy, Kansas Strategies, see KCAS standard for more detail</p>	
<p>What materials will be needed? Technology, Pictures/visual supports, Graphic organizers</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>	

Reflections (what worked well, what will you change next time)		
Grade 8 Writing W-8.3	KAS Standard: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Accommodations and Supports (Should align with IEP)
KAS-KAAP Content Assessment Standard: Produce clear and coherent writing in which the development, organization, and style are appropriate to task.		
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		
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 8 Writing W-8.4	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, focusing on how well purpose and audience have been addressed.	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, focusing on how well purpose and audience have been addressed.		
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 planning, revising, editing, purpose and audience		
What will the student be able to do? (student outcomes)		

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

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 8 Writing W-8.5	KAS Standard: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Accommodations and Supports (Should align with IEP)
KAS-KAAP Content Assessment Standard: Use technology, including the Internet, to produce and publish writing and present the information and ideas efficiently as well as to interact 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 7) 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, 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 8 Writing W-8.6	KAS Standard: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	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 generating additional related, focused questions.		
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)