

Produce Sentences in Writing

Content Connector:

4.W.6.1e.a.1: Produce simple compound, and complex sentences in writing.

Skills:

(What do students need to DO) VERBS:

Letter/sound recognition

Letter formation, size and spacing

Qwerty keyboard

CVC awareness

Find-obtain by locating an answer.

Select-to choose or pick an answer.

Order-Place the following events in order.

Parts of Speech

Noun-term that refers to a person, place, thing, or idea.

Pronoun-is a word that takes the place of a noun (i.e., she/he).

Verb- is a word that describes physical action, mental action, or state of being.

Beginning-assessment term that means the first part of something.

End (conclusion and punctuation)- term that means the last part of a story, movie, song, or set of data

Central Idea (topic of sentence)-term used to refer to central ideas (broad idea) are found in an informational text.

Choose/select-word that means to select or make a decision.

Sentence Fragment-is a sentence that is missing information or is incomplete.

Concepts:

(What do students need to KNOW) NOUNS:

Subject-What it is about or who performs the action.

Verb- is a word that describes physical action, mental action, or state of being.

Punctuation-period or question mark at the end.

Use all the words-use all the little words

LAMP users need to understand the color coding of LAMP

Core words: write, make, and, add, more, part, longer, together, big, spell, put, space, describe, need,

What Access Skills are required for every student to master the selected grade level standard?

mode of communication, listen and attend, vocabulary pertaining to comparing, cut and paste (physically and in iPad), appropriate seating to access curriculum, ability to click and drag on iPad

Appropriate grasp of writing utensil, letter formation, size and spacing, appropriate use of materials, expressively communicate letters or words to write, receptively communicate letter or words by pointing, positioning to be able to access table top.

What Access Skills are barriers for this student's access to and progress toward this grade level standard?

listen and attend, vocab pertaining to comparing, use natural voice to respond, locate and select an icon on LAMP, cut and paste physically and on iPad, tactile cueing, verbal cueing, upper body strength to verbally or physically make a choice (crossing midline), self-regulation

Letter formation, size and spacing, appropriate use of materials, expressively communicate words, receptively communicate by pointing

ULS lesson number

13, 14, 17, 18, 30