

Grade 1

Writing Remote Plan

Essential 6. Research-informed and standards-aligned writing instruction
Grade 1

The Teacher Provides:	Standards for Writing	Remote Application	Additional Resources
<p>E6.1 Interactive writing experiences in grades K and 1</p>	<p>Foundational Skills, Standard 1 <i>Students demonstrate understanding of the organization and basic features of print.</i></p> <p>Foundational Skills, Standard 2 <i>Students demonstrate understanding of spoken words, syllables, and sounds (phonemes).</i></p> <p>Speaking and Listening, Standard 1 <i>Students have conversations with classmates and adults in large and small groups, follow class norms for discussions, build upon one another’s talk, and ask questions to clear up confusion.</i></p> <p>Speaking and Listening, Standard 2 <i>Students ask and answer questions about key details in a text read aloud or information presented orally or through other media.</i></p> <p>Language, Standard 1 <i>Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <p>Language, Standard 2 <i>Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p>	<ol style="list-style-type: none"> Teachers can use interactive whiteboard apps (Google Jamboard, Padlet, Notability, etc.) to provide interactive writing experiences for students. Nell Duke Video The writing should be composed as a group and word choice can be negotiated. Most of the texts composed will be one-two sentences in length, unless the writing is revisited over multiple sessions. Have students dictate experiences related to a read aloud, a science experiment, math concept or event from social studies. <ol style="list-style-type: none"> Teachers can share pictures of the day in the park, a trip to the zoo etc., or take them on a virtual field trip and have students dictate their story/experience to the teacher. As the teacher composes the text, students can write along with the teacher as guided practice. Encourage parents to invite their child to dictate stories about events at home with family members. Students can read it aloud afterward and illustrate their stories. These can be shared with the class. Morning messages: Messages can be written/shared and projected via word document, Google slides or projected on a ppt or virtual whiteboard. You can also use a screencast system such as Screencastify or Screencast -O -Matic (both free) that can be shared directly to Google classroom. The videos in both platforms capture the teacher and the screen. 	<p>Digital Texts: K-3 Essential 6, Bullet 1: Interactive Writing Experience Sample Video</p> <p>How to use Google Jamboard https://jamboard.google.com - Interactive writing demo</p> <p>Wonderopolis: Where the Wonders of Learning Never Cease - An informational site that helps kids ask and answer interesting questions about the world Picture-prompts-to-inspire-student-writing</p> <p>Story Starters: Creative Writing Prompts for Kids</p> <p>Virtual field trips with links and live cams Virtual Field Trips virtual-field-trips Detroit Zoo: Home San Diego Zoo Kids: Home Georgia Aquarium</p> <p>Example of virtual morning meeting</p> <p>Easy Screen Recording with Screencastify</p> <p>Screencastify The #1 Screen Recorder for Chrome</p> <p>Screencast-O-Matic: Screen Recorder & Video Editor</p>

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Interactive Writing in Grades K-3

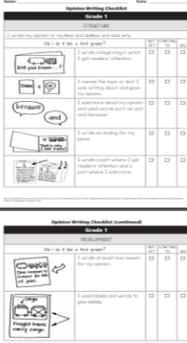
An instructional practice used to teach (usually younger) students how to write. The process involves the ‘sharing of the pen’ between the teacher and the students. The teacher and the students work together to construct meaningful text.

<p>The Teacher:</p> <ul style="list-style-type: none"> Creates a meaningful shared classroom experience and sets the purpose for writing Includes narrative, informative/expository, and opinion text that is meaningful to students Writes in large print on chart paper so all children can see Plays the role of the “expert” when writing <u>with</u> the students Models and actively engages students in the writing process Composes the text <u>with</u> the students (a jointly written piece) Selects a few teaching points Models the conventional spelling of words Involves children in constructing words using letter-sound relationships and other strategies Teaches for sound analysis (clap the parts you hear, say the word slowly, how many sounds do you hear, etc.) Turns the pen over to different students and invites them to contribute a letter, part of a word, or even sentences to the text being written together Teaches for visual analysis (does it look right, what would look right there, think about how the word looks, etc.) Places emphasis on creating texts that are easy for children to read Has references such as name charts, alphabet linking charts, word walls, and word charts available during a lesson 	<p>The Student:</p> <ul style="list-style-type: none"> Discusses what to write about <u>with</u> teacher support Writes together <u>with</u> the teacher - a jointly written piece “Shares the pen” <u>with</u> the teacher and contributes a letter, part of a word, or even sentences to the text being written together Refers to resources (that they have visual access to in the room) such as the word wall while constructing the text Uses the text as a model or resource for their own writing Revisits or rereads the text several times Uses what they have learned when they independently write Revisits text to reread/ reinforce/ share concepts learned about craft and conventions of writing
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**Essential 6. Research-informed and standards-aligned writing instruction
Grade 1**

The Teacher Provides:	Standards for Writing	Remote Application	Additional Resources
<p>E6.2 Daily time for children to write, aligned with instructional practice #1 above</p>	<p>Writing, Standard 10 <i>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</i></p>	<ol style="list-style-type: none"> 1. Provide or suggest a format for a log, or journal so students can draw/write about their experiences. 2. Teachers can set up a digital writer’s notebook later in the year using Google slides or Google docs, etc. (see example and directions for creating one using google docs or slides). 3. Have children use their journal entries as a starting point for poetry, a personal narrative, or fictional story. Allow students to read their writing to a family member via Skype, Facetime, or other video sharing platform. 4. Allow children to create a project for the family and/or community and present their project through photos, a PowerPoint, or slideshow. Children can dictate or write their script and narrate their presentation. 	<p>Digital Texts: K-3 Essential 6, Bullets 2 & 4: Daily Writing Opportunities Video my storybook Digital Writer's Notebook - example Digital Notebooks for Google Slides or PowerPoint story jumper - Book creation software - students can choose to publish their story and share the link with their class scholastic story starters Kidblog</p>

**Essential 6. Research-informed and standards-aligned writing instruction
Grade 1**

The Teacher Provides:	Standards for Writing	Remote Application	Additional Resources
<p>E6.3 Instruction in writing processes and strategies, particularly those involving researching, planning, revisiting, and editing writing</p>	<p>Writing, Standard 5 <i>With guidance and support from adults, students focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</i></p> <p>Writing, Standard 7 <i>Students participate in shared research and writing projects (e.g., explore a number of “how to” books on a given topic and use them to write a sequence of instructions).</i></p>	<ol style="list-style-type: none"> Students can write in their journals and share their work via photos, scanning, and/or share an audio recording of themselves reading their writing. For advanced students, teachers can use Google Docs, Google classroom, a digital notebook or Word in Office 365 or another collaborative document/ platform to monitor students’ progress throughout the entire writing process and provide audio feedback. Provide digital graphic organizers for students as a scaffold and organization for writing. The teacher sets the purpose through a mini lesson and models the writing process. Create a slideshow for the mini-lessons for each step/element of the writing process using mentor texts (can be pre-recorded or presented live). Planning for writing - Provide opportunities in whole or small breakout rooms or zoom sharing to talk about what they are going to write. Writing Conferences <ol style="list-style-type: none"> Can be done in multiple formats: over video chats (Zoom breakouts) in Google Docs, via email, phone call, etc. Use Zoom to share your screen while viewing a student's writing and use Zoom’s annotation tools to circle and underline pieces of the writing to help better communicate. Explicitly teach and model how to give constructive feedback. Then, provide opportunities for students to connect with peers and offer feedback using an editing checklist in breakout rooms. Revision in 1st grade may include adding or changing a sentence or two, adding a definition to clarify a term, or including more enticing opening or closing sentences. With your learning management system, consider using audio features for feedback. Parental support may be needed. 	<p>Digital Texts: K-3 Essential 6, Bullet 3: Writing Strategy Instruction</p> <p>VideoSharing Our Notebooks - Amy Ludwig VanDerwater leads writing notebook sessions for students and teachers</p> <p>Digital Writer's Notebook</p> <p>Digital Notebooks for Google Slides or PowerPoint</p> <p>Flipgrid - Allows teachers to create "grids" to facilitate video discussions.</p> <p>Flipgrid Tutorial - Creating Video Assignments</p> <p>edutopia-9-new-ways-use-flipgrid-classroom</p> <p>Writing Process Chart Example of editing checklist (Pathways)</p>  <p>MindMeister: Create Your Mind Maps Online - On Any Device - Mindmeister is a digital graphic organizer. It’s a helpful organization tool, as kids can use it to organize ideas with visual mind maps, diagrams, and pictures</p>

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Writing Grades K-3

An instructional practice in which the teacher visually and verbally models a writing process or strategy that proficient writers use.

<p>The Teacher:</p> <ul style="list-style-type: none"> Plans lessons specific to student needs Models thinking explicitly (conventions of written language, letter formation, organization of print, conventional spelling of words) Constructs the text or parts of text while the students listen and observe 	<p>The Student:</p> <ul style="list-style-type: none"> Demonstrates skillful listening and notices the teacher’s writing behaviors Learns about language, sounds in words, letters, and how print is organized Identifies elements of writing specific to a genre or task Understands that we write for different purposes Transfers what they have learned in a modeled writing lesson to their independent writing
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MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Shared Writing Grades K-3

An instructional practice where the teacher acts as the scribe and the teacher and student collaborate to compose meaningful text.

The Teacher:

- Establishes a task, purpose, and audience for writing and engages opportunities to apply new learning
- Incorporates and explicitly teaches the elements of the writing process
- Verbalizes specific skills he/she wants the children to learn about (how writing moves from left to right and top to bottom, formation of letters, stretching out the sounds of words, etc.)
- Models proper syntax and conventions in conjunction with fluent writing
- Elaborates on using a diverse vocabulary
- Scaffolds aspects of writing and applies specific skills and strategies
- Reviews and reinforces all the elements of writing addressed in the session

The Student:

- Engages in the discussion about what to write
- Constructs the text with the teacher
- Transfers their known skills and strategies to the shared writing experience
- Incorporates new skills and strategies learned into their independent writing
- Rereads and revises the text, modeling what good writers do
- Asks questions about the writing process
- Attempts to replicate a variety of writing genres
- Refers to shared writing pieces to guide their writing
- Increases their confidence as a writer
- Takes risks as a writer

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Independent Writing/Conferring Grades K-3

An instructional practice that gives consistent opportunities for students to apply strategies that the teacher has taught during previous instruction. Conferring allows the teacher to make decisions about what might help the writer.

The Teacher:

- Provides opportunities to write across the content areas using a variety of genres
- Confers with students to develop voice, craft, structure, vocabulary, use of conventions
- Incorporates lessons on grammar and mechanics
- Encourages students to construct words using current knowledge of letter-sound

The Student:

- Applies skills and strategies previously learned
- Views writing as an ongoing process of revision and editing
- Uses mentor text
- Responds to feedback by incorporating suggestions

Essential 6. Research-informed and standards-aligned writing instruction Grade 1

The Teacher Provides:	Standards for Writing	Remote Application	Additional Resources
<p>E6.4 Opportunities to study models of and write a variety of texts for a variety of purposes and audiences, particularly opinion, informative/explanatory, and narrative texts (real and imagined)</p>	<p>Writing, Standard 1 <i>Students write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply a reason that supports the opinion, use words or pictures to tell best what they think, and provide a concluding statement or section.</i></p> <p>Writing, Standard 2 <i>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</i></p> <p>Writing: Standard 3 <i>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</i></p> <p>Writing: Standard 6 <i>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</i></p>	<ol style="list-style-type: none"> Students can write in their journals and share their work via photos, scanning, and/or share an audio recording of themselves reading their writing. Share these using your district's learning management system (ex., Schoology, Google Classroom, Seesaw, or flipgrid). Teachers can use Google Docs, Google classroom, or Word in Office 365 as a collaborative document/ platform to monitor students' progress throughout the entire writing process and provide audio feedback via Google Docs Comments. Provide a framework (text type structure) for students and explicitly teach and model each text type via mini lessons using gradual release of responsibility (I do, we do, you do). This can also be done in shares/interactive writing. Use read aloud previously read, for mentor texts as models.  <ol style="list-style-type: none"> Using Google Slides or Docs, create/share an anchor chart illustrating linking and temporal words that signal event order. These can be projected on screen (see Writing Anchor Charts in resources) Transition Words Chart  <ol style="list-style-type: none"> Mini-Lessons can be done live or by using Google Slides or via screencast video. Scaffold the writing by breaking it down into smaller chunks/steps (e.g., model one paragraph of writing at a time and assign formative checkpoints). Do this to scaffold the writing process and provide meaningful formative feedback along the way. Writing Conferences: Provide meaningful feedback using a student friendly checklist with and for students. This can be done in multiple formats; over video chats, in Zoom breakout rooms, in Google Docs, email, phone call, etc. Have parents/students take a photo of the finished writing piece. Then have the students audio record themselves reading the finished piece. This can be shared via email, Zoom, or Seesaw platform. Publish students' selected writing pieces at the end of each unit and celebrate with the class. You can have students share their work independently or share students' work by creating a virtual gallery walk, using Google Docs, slides, or forms OR students can publish using mysterybook.com book creation. 	<p>Digital Texts K-3 Essential 6, Bullet 4: Mentor Texts Sample Video - Professional teacher resource</p> <p>Digital Writer's Notebook - example</p> <p>Digital Notebooks for Google Slides or PowerPoint</p> <p>Sharing Our Notebooks - Amy Ludwig VanDerwater leads writing notebook sessions for students and teachers</p> <p>https://www.timeforkids.com/ - Teacher guides provide writing prompts related to TIME For Kids stories; encourages students to express their opinion on a topic, and challenges them to support their thinking with reasons and information from the text</p> <p>National Geographic Kids - Games, videos, books, geography and science lessons and more</p> <p>Mystery Science - Provides short, science mini-lessons that are completely digital with an at home/school activity</p> <p>Loom: Video Messaging for Work - A video recording tool that helps get messages across through instantly shareable videos</p> <p>Writing Anchor Charts - Requires a Google sign in</p> <p>Newsela: Access support, resources and content for K-12 curriculum and lessons. - Provides thousands of carefully curated, engaging, standards -aligned texts and resources to drive continued learning</p> <p>https://web.seesaw.me/ - Students use creative tools to take pictures, draw, record videos and more to capture learning in a portfolio. Teachers can find or create activities to share with students.</p> <p>Using Seesaw for Shared Audio Recordings and Fluency Practice - Using Seesaw for shared audio recordings and fluency practice</p> <p>StoryJumper: #1 rated site for creating story books - Book creation software - students can choose to publish their story and share the link with their class</p> <p>Digital story creator</p>

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MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Writing Grades K-3

An instructional practice in which the teacher visually and verbally models a writing process or strategy that proficient writers use.

The Teacher:

- Demonstrates writing a variety of text, for a variety of purposes and audiences
- Incorporates writing across content areas and specific to disciplinary practices (scientific explanations, addressing both sides of an argument)

The Student:

- Identifies elements of writing specific to a genre or task
- Understands that we write for different purposes
- Transfers what they have learned in a modeled writing lesson to their independent writing

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Independent Writing/Conferring Grades K-3

An instructional practice that gives consistent opportunities for students to apply strategies that the teacher has taught during previous instruction. Conferring allows the teacher to make decisions about what might help the writer.

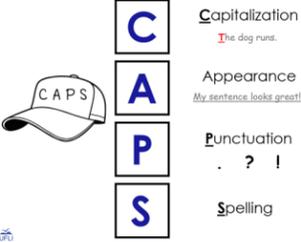
The Teacher:

- Provides opportunities to write across the content areas using a variety of genres

The Student:

- Engages in writing for a variety of purposes and audiences
- Demonstrates use of a variety of text types and genres
- Uses text structures, text features, linking words and phrases that are characteristic to the type of text developed

**Essential 6. Research-informed and standards-aligned writing instruction
Grade 1**

The Teacher Provides:	Standards for Writing	Remote Application	Additional Resources
<p>E6.5 Explicit instruction in letter formation, spelling strategies, capitalization, punctuation, sentence construction, keyboarding (first expected by the end of grade 3) and word processing</p>	<p>Foundational Skills, Standard 1 <i>Students demonstrate understanding of the organization and basic features of print.</i></p> <p>Language, Standard 2 <i>Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p>	<ol style="list-style-type: none"> 1. Teacher instructs a mini-lesson on conventions of writing which can be modeled and practiced during interactive writing using Google Slides, Jamboard, Zoom whiteboard. 2. Project a piece of writing or sentences on the screen and have students' help with writing conventions and sentence construction and expansion. 3. Guide and provide students with an editing bookmark or checklist. <div style="text-align: center;">  </div>	<p>Digital Texts K-3 Essential 6, Bullet 5: Instruction in Capitalization, etc. Video</p> <p>Interactive Whiteboards like Google Jamboard (ex.. Word Work Jamboard) - Up to 20 boards can be seen synchronously</p> <p>https://www.youtube.com/watch?v=Yj1TwQywalE - This video helps kids practice letter formation and reinforces letter sounds for all 26 letters</p> <p>Interactive Word Building - Share the screen as words are being built</p>

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Writing Grades K-3

An instructional practice in which the teacher visually and verbally models a writing process or strategy that proficient writers use.

<p>The Teacher:</p> <ul style="list-style-type: none"> • Models thinking explicitly (conventions of written language, letter formation, organization of print, conventional spelling of words) • Rereads the text with students to check for meaning and understanding • Uses classroom resources (word walls, dictionary, etc.) 	<p>The Student:</p> <ul style="list-style-type: none"> • Demonstrates skillful listening and notices the teacher's writing behaviors • Learns about language, sounds in words, letters, and how print is organized • Transfers what they have learned in a modeled writing lesson to their independent writing
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MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Shared Writing Grades K-3

An instructional practice where the teacher acts as the scribe and the teacher and student collaborate to compose meaningful text.

<p>The Teacher:</p> <ul style="list-style-type: none"> • Verbalizes specific skills he/she wants the children to learn about (how writing moves from left to right and top to bottom, formation of letters, stretching out the sounds of words, etc.) • Models proper syntax and conventions in conjunction with fluent writing • Elaborates on using a diverse vocabulary • Scaffolds aspects of writing and applies specific skills and strategies 	<p>The Student:</p> <ul style="list-style-type: none"> • Transfers their known skills and strategies to the shared writing experience • Incorporates new skills and strategies learned into their independent writing
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MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Independent Writing/Conferring Grades K-3

An instructional practice that gives consistent opportunities for students to apply strategies that the teacher has taught during previous instruction. Conferring allows the teacher to make decisions about what might help the writer.

<p>The Teacher:</p> <ul style="list-style-type: none"> • Incorporates lessons on grammar and mechanics • Encourages students to construct words using current knowledge of letter-sound relationships and other strategies 	<p>The Student:</p> <ul style="list-style-type: none"> • Applies skills and strategies previously learned • Uses text structures, text features, linking words and phrases that are characteristic to the type of text developed • Incorporates appropriate Tier 2 and Tier 3 vocabulary • Responds to feedback by incorporating suggestions
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