

Grade 5

- **Read Aloud Remote Plan**
- **Small Group Instruction Remote Plan**
 - **Writing Remote Plan**

Grade 5

Read Aloud Remote Plan

Read alouds of age-appropriate books and other materials, print or digital
Essential 2: Intentional, research-informed instruction using increasingly complex texts that build comprehension, knowledge, and strategic reading activity
Grade 5

The Teacher...	Standards for Narrative and Informational Text	Remote Application	Additional Resources
<p>E2.1 Facilitates discussion of text meaning to support students to interpret the ideas in a text.</p>	<p>Speaking and Listening, Standard 1 <i>Students participate in different discussions (pairs, groups, full class) with a range of peers about grade 5 topics and texts, adding to others' ideas while contributing their own. Arriving at these discussions prepared to discuss what they read or studied, students draw from what they learned, citing evidence in those texts or from their background knowledge during the discussion. As they participate and collaborate, students follow all guidelines for such academic discussions and their role in them. Also, when discussing or collaborating with others, students ask and answer questions, elaborating in some detail about how their remarks relate to the topic or text the class is studying. Finally, students draw conclusions after having gained knowledge from the discussion and reviewing key ideas.</i></p>	<p>Shift discussion opportunities to an online forum such as Zoom, Facebook, or Google Hangouts with the entire class or with small groups. Be sure to include common experiences centered around texts or something studied.</p> <p>Key Ideas</p> <ol style="list-style-type: none"> 1. Talk around the text is the most critical component. 2. Provide modeling and scaffolding for discussions. <ol style="list-style-type: none"> a. Establish discussion norms. b. Structure student engagement - stopping points are directly aligned to the lesson's literacy goals. c. Use sentence starters/prompts to help students discuss text 3. Pre-record a text reading so you can mute, watch, and discuss at critical points. 4. Provide book club opportunities for students to read and react in breakout rooms. 5. Provide discussion opportunities after a common experience in a content area in which students share through a common document on their tablet, on a dry erase whiteboard, Google Jamboard, or to a peer/s in breakout rooms, etc. 	<p>Digital Texts: Discussion Scaffolds: Student Led Discussion Stems</p> <p>Standards Aligned Question Stem Bank</p> <p>Additional Accountable Talk Resources</p> <p>7 Free Online Discussion Tools</p> <p>Scholastic Question Stems</p> <p>Talk Moves</p> <p>Harvard's See, Think, Wonder</p> <p>Teaching Annotation</p> <p>How to use Google Jamboard video</p>

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Read Aloud in Grades 4-5

An instructional practice in which the teacher models, verbally, to the students a reading process or strategy depending on the grade level and students' needs. Read alouds promote a love of reading.

<p>The Teacher:</p> <ul style="list-style-type: none"> • Carefully selects texts that provide the grist for rich discussion and analysis • Ask questions that lead to a deeper understanding and discussion of narrative text (profundity scale) and expository text • Creates a community of readers through the enjoyment of reading and shared knowledge 	<p>The Student:</p> <ul style="list-style-type: none"> • Engages in the text by responding to questions or prompts or by asking questions • Can paraphrase and summarize what was read • Shares their opinion and understanding of the text by providing evidence
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Read alouds of age-appropriate books and other materials, print or digital
Essential 2: Intentional, research-informed instruction using increasingly complex texts that build comprehension, knowledge, and strategic reading activity
Grade 5

The Teacher...	Standards for Narrative Text	Standards for Informational Text	Remote Application	Additional Resources
<p>E2.2 Provides experiences for students to build knowledge to support their interpretation of texts prior to reading, during reading, and after reading</p>	<p>Reading, Standard 2 <i>After establishing the text’s explicit meaning, students determine the theme, identifying key ideas, especially how characters respond to challenges in stories and dramas, or how the speaker in a poem reflects upon a topic. Students summarize the text.</i></p> <p>Reading, Standard 3 <i>Students reading for interactions between characters, settings, or events in a story or drama compare and contrast two or more of the above, using key details from the text.</i></p>	<p>Reading, Standard 2 <i>After establishing the text’s explicit meaning, students identify two or more central ideas in a text, examining how they are supported through specific details. Students summarize the text.</i></p> <p>Reading, Standard 3 <i>Students reading for information about the relationships between two or more people, events, ideas, or concepts first determine which people, events, ideas, or concepts play an influential role. Students then read the text almost like a scientist would observe an experiment, observing how various people, events, ideas, or concepts influence each other over time.</i></p>	<ol style="list-style-type: none"> 1. Use the DOK Levels of questioning to engage students in higher order thinking. 2. Talk around the text is <i>the most</i> critical component. 3. Create virtual polls to assess understanding. 4. Use sentence starters/prompts to help students discuss text. 5. Use graphic organizers or Reader’s Notebook . Using a digital resource, such as Google Slides, each child can have a number slide assigned to them to respond to what they are reading. Teachers can review what each child writes on their slide. 6. Use breakout rooms to group students in dyads or triads to practice. 	<p>Digital Texts: Generating Text Dependent Questions Close Reading Questions Identifying Theme Slideshow ReadWorks Unit Support Planning Inquiry Charts for Critical Thinking of Multiple Texts Writable Graphic Organizers Google Jamboard Exit Ticket - example Reader's Notebook in Google Slides</p>

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Read Aloud in Grades 4-5

An instructional practice in which the teacher models, verbally, to the students a reading process or strategy depending on the grade level and students’ needs. Read alouds promote a love of reading.

<p>The Teacher:</p> <ul style="list-style-type: none"> • Reads grade-appropriate books and other materials, print or digital, including mentor text and sets of text that are thematically and conceptually related • Carefully selects texts that provide the grist for rich discussion and analysis • Asks questions that lead to a deeper understanding and discussion of narrative text (profundity scale) and expository text 	<p>The Student:</p> <ul style="list-style-type: none"> • Engages in the text by responding to questions or prompts or by asking questions • Can paraphrase and summarize what was read • Shares their opinion and understanding of the text by providing evidence
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Read alouds of age-appropriate books and other materials, print or digital
Essential 2: Intentional, research-informed instruction using increasingly complex texts that build comprehension, knowledge, and strategic reading activity
Grade 5

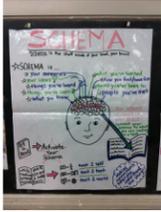
The Teacher...	Standards for Narrative and Informational Text	Remote Application	Additional Resources
<p>E2.3 Models and guides students to be metacognitive while reading (i.e., monitor for comprehension and use fix-up strategies when there are breakdowns in comprehension)</p>	<p>Language, Standard 4 <i>Students apply strategies that help them understand or clarify the meaning of new words or words with multiple meanings they encounter when reading and listening to grade 5 content. Specifically, these strategies include: context clues, affixes and roots, and reference materials.</i></p> <p>Foundational Skills, Standard 4 <i>Students read grade level prose and poetry with purpose and for understanding, both to themselves and orally. As they practice reading these texts, their accuracy, rate of reading, and expression increase. If there are unknown words, students use context and reread to self-correct or identify these words.</i></p>	<ol style="list-style-type: none"> Engaging students in wide reading that exposes them to rich and discipline-specific academic language. Carefully select words to pre-teach. Consider morphology (the study of words, how they are formed, and their relationship to other words) and attend to word relations. Encourage the use of new vocabulary in a variety of contexts and modes, including reading, writing, and discussion of print or digital texts for discipline-specific purposes. 	<p>Digital Texts: Florida Center for Reading Research Fourth and Fifth Grade Resource Guide</p> <p>Reading Rockets- Before, During and After Reading Strategies</p> <p>Mind Mapping</p> <p>Inquiry Charts for Critical Thinking of Multiple Texts</p> <p>Teaching Annotation</p> <p>Infercabulary - A web-based, visual vocabulary and reasoning program</p> <p>Vocabulary.com - Systematically exposes students to a wide array of activities that will help them understand all the meanings and nuances of words learned</p>

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Read Aloud in Grades 4-5

An instructional practice in which the teacher models, verbally, to the students a reading process or strategy depending on the grade level and students' needs. Read alouds promote a love of reading.

<p>The Teacher:</p> <ul style="list-style-type: none"> Models explicit comprehension strategies and guides students to be metacognitive while reading Asks questions that lead to a deeper understanding and discussion of narrative text (profundity scale) and expository text 	<p>The Student:</p> <ul style="list-style-type: none"> Engages in the text by responding to questions or prompts or by asking questions Demonstrates growing independence as a reader by incorporating new vocabulary, knowledge, and strategies into reading, writing, and speaking Applies strategies that were explicitly taught
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Read alouds of age-appropriate books and other materials, print or digital
Essential 2: Intentional, research-informed instruction using increasingly complex texts that build comprehension, knowledge, and strategic reading activity
Grade 5

The Teacher...	Standards for Narrative Text	Standards for Informational Text	Remote Application	Additional Resources
<p>2.4 Provides explicit comprehension strategy instruction (e.g., finding main ideas, summarizing, making connections between new text information and prior knowledge, drawing inferences)</p>	<p>Reading, Standard 1 <i>Students explain - either verbally or in written form - the events of the story or what the poem says using specific, accurate quotes directly from the text. They provide quotes from the text when making inferences.</i></p> <p>Speaking and Listening, Standard 2 <i>Students summarize all information delivered in different media and in a written text read aloud.</i></p>	<p>Reading, Standard 1 <i>Students explain - either verbally or in written form - what the text is about, using specific, accurate quotes directly from the text. They provide quotes from the text to support inferences.</i></p> <p>Speaking and Listening, Standard 2 <i>Students summarize all information delivered in different media and in a written text read aloud.</i></p>	<ol style="list-style-type: none"> Choose a text to model the chosen comprehension strategy. Explicitly teach the comprehension strategy. Model how, why, and when to use the comprehension strategy. Create anchor charts illustrating the comprehension strategy.  <ol style="list-style-type: none"> Provide modeling and scaffolding for discussions. Provide graphic organizers for writing. 	<p>Digital Texts: Florida Center for Reading Research Fourth and Fifth Grade Resource Guide Scholastic Question Stems Standards Aligned Question Stem Bank Additional Accountable Talk Resources Inquiry Charts for Critical Thinking of Multiple Texts Writable Graphic Organizers ILA Lesson for Paraphrasing: Grades 3-5</p>

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Read Aloud in Grades 4-5

An instructional practice in which the teacher models, verbally, to the students a reading process or strategy depending on the grade level and students' needs. Read alouds promote a love of reading.

<p>The Teacher:</p> <ul style="list-style-type: none"> Carefully selects texts that provide the grist for rich discussion and analysis Models explicit comprehension strategies and guides students to be metacognitive while reading Asks questions that lead to a deeper understanding and discussion of narrative text (profundity scale) and expository text 	<p>The Student:</p> <ul style="list-style-type: none"> Engages in the text by responding to questions or prompts or by asking questions Constructs meaning through personal thoughts, knowledge, and experiences by making text-text, text-self, text-world connections Can paraphrase and summarize what was read. Shares their opinion and understanding of the text by providing evidence Applies reading strategies that were explicitly taught
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Read alouds of age-appropriate books and other materials, print or digital
Essential 5: Discussion of the ideas in text and how to construct text meaning across texts and disciplines
Grade 5

The Teacher...	Standards for Narrative Text	Standards for Informational Text	Remote Application	Additional Resources
<p>E5.1 Reads aloud age-appropriate books and other materials, digital or print</p> <p style="text-align: center;">and</p> <p>E5.2 Carefully selects texts that provide the grist for rich discussion, and analyzes texts to identify specific learning goals, challenges (e.g., the complexity of the ideas in the text, insufficient information) and affordances (e.g., text organization, such as problem-solution or compare-contrast; text features, such as graphics or headings)</p>	<p>Reading, Standard 1 <i>Students explain - either verbally or in written form - the events of the story or what the poem says using specific, accurate quotes directly from the text. They provide quotes from the text to support inferences.</i></p> <p>Reading, Standard 5 <i>Students break down the structure of a text to explain how a series of chapters, scenes, or stanzas are organized and contribute to the development of the text.</i></p> <p>Reading, Standard 9 <i>Students read various stories in the same genre - mysteries, adventures, fantasy - in order to compare and contrast their approaches to themes and topics that are similar.</i></p>	<p>Reading, Standard 1 <i>Students explain - either verbally or in written form - what the text is about, using specific, accurate quotes directly from the text. They provide quotes from the text to support inferences.</i></p> <p>Reading, Standard 5 <i>Students break down the structure of a text to compare and contrast events, ideas, concepts, or information in two or more texts, noting patterns such as chronology, cause/effect, or problem/solution.</i></p> <p>Reading, Standard 8 <i>Students examine how an author provides reasons and evidence to support key points in a text, then identify which reasons or evidence support which ideas or points.</i></p> <p>Reading Standard 9 <i>Students examine several texts on the same topic in order to integrate the information and apply it in written or spoken form to demonstrate knowledge.</i></p>	<ol style="list-style-type: none"> Select texts that include: <ol style="list-style-type: none"> a wide range of books and other texts across content areas (e.g., print, audio, video, and digital), including information books, poetry, literature, and magazines books and other materials connected to children’s interest and that reflect children’s backgrounds and cultural experiences books and other reading materials children can borrow and bring home and/or access digitally at home reading materials that expose students to rich language and vocabulary learning (Essential #7) Explicitly teach and model the specific learning goal using gradual release (I do, we do, you do). Create digital anchor charts illustrating the skill. <div style="text-align: center;"> <p>Theme Anchor Chart</p>  </div> Provide modeling and scaffolding for discussions. Provide graphic organizers for writing. 	<p>Digital Texts: Michigan Electronic Library Online Texts Read Works- Free Text - Including poetry Reading A-Z Read, Wonder, and Learn by Kate Messner - Contains a collection of first-chapter, picture books, read-alouds, drawing, and writing mini-lessons (with permission from publishers) Epic.com - Free digital texts Epic- Free Poetry Resources Poetry Foundation- Children’s Poetry Inquiry Charts for Critical Thinking of Multiple Texts FCRR Narrative Text - Scroll down to comprehension FCRR Expository Text Structures Writable Graphic Organizers</p>

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Read Aloud in Grades 4-5

An instructional practice in which the teacher models, verbally, to the students a reading process or strategy depending on the grade level and students’ needs. Read alouds promote a love of reading.

<p>The Teacher:</p> <ul style="list-style-type: none"> Reads grade-appropriate books and other materials, print or digital, including mentor text and sets of text that are thematically and conceptually related Carefully selects texts that provide the gist for rich discussion and analysis Teaches the structure, features, and literary elements of text Models appropriate fluency (accuracy, automaticity, prosody) when reading Models explicit comprehension strategies and guides students to be metacognitive while reading Provides explicit instruction in Tier II and Tier III words found in general academic and content area vocabulary Asks questions that lead to a deeper understanding and discussion of narrative text (profundity scale) and expository text Creates a community of readers through the enjoyment of reading and shared knowledge 	<p>The Student:</p> <ul style="list-style-type: none"> Engages in the text by responding to questions or prompts or by asking questions Constructs meaning through personal thoughts, knowledge, and experiences by making text-text, text-self, and text-world connections Can paraphrase and summarize what was read Responds to the text through writing, discussion, or other forms Shares their opinion and understanding of the text by providing evidence Revisits the text that has been read aloud Demonstrates growing independence as a reader by incorporating new vocabulary, knowledge, and strategies into reading, writing, and speaking Applies reading strategies that were explicitly taught Understands that authors write for a variety of purposes Develops a reading identity and takes risks though reading a variety of topics, genres, and increasingly complex text
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Read alouds of age-appropriate books and other materials, print or digital
Essential 5: Discussion of the ideas in text and how to construct text meaning across texts and disciplines
Grade 5

The Teacher...	Standards for Narrative Text	Standards for Informational Text	Remote Application	Additional Resources
<p>E5.3 Uses discussion moves (e.g., linking students ideas, probing thinking, having students return to the text to support claims about the ideas in the text) that help provide continuity and extend the discussion of ideas in the text</p>	<p>Speaking and Listening, Standard 2 <i>Students summarize all information delivered in different media and formats and in a written text read aloud.</i></p>	<p>Speaking and Listening, Standard 2 <i>Students summarize all information delivered in different media and formats and in a written text read aloud.</i></p>	<ol style="list-style-type: none"> 1. Explicitly teach and model the specific learning goal using gradual release (I do, we do, you do). 2. Shift discussion opportunities to an online forum such as Zoom, Facebook, or Google Hangouts with the entire class or with small groups. Be sure to include common experiences centered around texts or something studied. 3. Key Ideas <ol style="list-style-type: none"> a. Talk around the text is the most critical component b. Provide modeling and scaffolding for discussions. c. Establish discussion norms. d. Structure student engagement - stopping points are directly aligned to the lesson's literacy goals . e. Use sentence starters/prompts to help students discuss text. 	<p>Digital Texts: Discussion Scaffolds: Student Led Discussion Stems Standards Aligned Question Stem Bank Additional Accountable Talk Resources 7 Free Online Discussion Tools Talk Moves Harvard's See Think Wonder Online Summarizing Practice</p>

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Read Aloud in Grades 4-5

An instructional practice in which the teacher models, verbally, to the students a reading process or strategy depending on the grade level and students' needs. Read alouds promote a love of reading.

<p>The Teacher:</p> <ul style="list-style-type: none"> • Carefully selects texts that provide the grist for rich discussion and analysis • Asks questions that lead to a deeper understanding and discussion of narrative text (profundity scale) and expository text 	<p>The Student:</p> <ul style="list-style-type: none"> • Engages in the text by responding to questions or prompts or by asking questions • Can paraphrase and summarize what was read • Shares opinion and understanding of the text by providing evidence
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MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Collaborative Conversations in Grades 4-5

Rich structured conversations that engage students in meaningful dialogue centered on grade level topics.

<p>The Teacher:</p> <ul style="list-style-type: none"> • Provides explicit instruction about different collaborative conversation structures • Works with students to articulate clear expectations for classroom dialogue 	<p>The Student:</p> <ul style="list-style-type: none"> • Participates in collaborative conversations by being prepared and listening attentively • Follows classroom expectations for discussion, include turn-taking, introducing a new idea, supporting claims with evidence, questioning, challenging ideas respectfully, and working to actively include all group members in the conversation • Uses information provided by others to add to their own thinking and build upon the thinking of others in the group
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Read alouds of age-appropriate books and other materials, print or digital
Essential 5: Discussion of the ideas in text and how to construct text meaning across texts and disciplines
Grade 5

The Teacher...	Standards for Narrative and Informational Text	Remote Application	Additional Resources
<p>E5.4 Provides tasks or discussion routines students know how to follow (e.g., Instructional Conversations, and Literature Circles) when students discuss texts in small groups</p>	<p>Speaking and Listening, Standard 1 <i>Students participate in different discussions (pairs, groups, full class) with a range of peers about grade 5 topics and texts, adding to others' ideas while contributing their own. Arriving at these discussions prepared to discuss what they read or studied, students draw from what they learned, citing evidence in those texts or from their background knowledge during the discussion. As they participate and collaborate, students follow all guidelines for such academic discussions and their role in them. Also, when discussing or collaborating with others, students ask and answer questions. Elaborating in some detail about how their remarks relate to the topic or text the class is studying. Finally, students draw conclusions after having gained knowledge from the discussion and reviewing key ideas.</i></p>	<p>Shift discussion opportunities to an online forum such as Zoom, Facebook, or Google Hangouts with the entire class or with small groups. Be sure to include common experiences centered around texts or something studied.</p> <p>1. Key Ideas</p> <ol style="list-style-type: none"> Provide modeling and scaffolding for discussions. Establish discussion norms. Structure student engagement - stopping points are directly aligned to the lesson's literacy goals . Use sentence starters/prompts to help students discuss text. <p>2. Provide book clubs, literature circles, etc. opportunities for students to read and react in breakout rooms.</p>	<p>Digital Texts: Discussion Scaffolds: Student Led Discussion Stems 7 Free Online Discussion Tools Standards Aligned Question Stem Bank Additional Accountable Talk Resources Talk Moves Harvard's See Think Wonder</p>

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Collaborative Conversations in Grades 4-5

Rich structured conversations that engage students in meaningful dialogue centered on grade level topics.

<p>The Teacher:</p> <ul style="list-style-type: none"> Includes multiple opportunities for conversation when lesson planning (e.g., turn and talk, think/write-pair-share, small group discussion with assigned roles, etc.) Prepares topics/prompts Provides explicit instruction about different collaborative conversation structures Works with students to articulate clear expectations for classroom dialogue Shares goals and expectations with students Guides students in goal-setting through modeling and strategic conversations Uses observational data from classroom conversations for formative assessment purposes 	<p>The Student:</p> <ul style="list-style-type: none"> Participates in collaborative conversations by being prepared and listening attentively Follows classroom expectations for discussion, including turn-taking, introducing a new idea, supporting claims with evidence, questioning, challenging ideas respectfully, and working to actively include all group members in the conversation Uses information provided by others to add to their own thinking and build upon the thinking of others in the group Asks for clarification as needed about the topic and texts under discussion Paraphrases or summarizes important information and views presented Reflects formally or informally on contributions to conversations, as well as how conversations help make meaning
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Read alouds of age-appropriate books and other materials, print or digital
Essential 5: Discussion of the ideas in text and how to construct text meaning across texts and disciplines
Grade 5

The Teacher...	Remote Application	Additional Resources
<p>E5.5 Provides regular opportunities for peer-assisted learning, especially for emergent bilingual learners, by pairing students at different levels of English proficiency</p>	<ol style="list-style-type: none"> 1. Provide opportunities for small group instruction or pair students to practice literacy and language with their peers. Weave in Think-Pair-share, turn and talk, Triad teams or other Structured Talking Time. 2. Know the student’s English Proficiency Level using “The Can Do Descriptors.” 3. Use breakout rooms to group students in small group to practice instructional goals particular to that group 4. Model and provide the routines, structures and scaffolds needed to support peer learning using gradual release (I do, we do, you do). <ol style="list-style-type: none"> a. Establish discussion norms. b. Provide clear examples of what is expected of them. c. Structure student engagement, stopping points are directly aligned to the lesson’s literacy goals . d. Provide sentence Frames/Starters to give students a framework and practice with academic language. e. Build schema. f. Provide Word Banks, visuals and questions stems. 5. Pair a higher and lower performing student together (difference in ability not extreme) OR Pair ELs with same language buddy <ol style="list-style-type: none"> a. Peers perform the roles of “coach” and “reader.” b. Students can read short passages of text and practice summarizing, asking/answering questions, generating “gist” statements. Higher skilled students always read first as a model (passages can be chunked). c. Each member of the teacher-assigned pair takes turns being coach and reader. d. As the reader reads aloud, the coach listens and provided corrective feedback. e. Change the pairings/groups regularly so that students are interacting and communicating with different peers 6. Provide “Visible thinking” activities (i.e., think-puzzle-explore) to promote listening and a deeper understanding of content and help students understand how they think and learn. And to know what kids need more help with (e.g., padlet). 	<p>Digital Texts: Jan Richardson’s Guided Reading Videos 5th grade May Guided Reading Mrs Eagle Thinking about Guided Reading on Zoom and Support Digital Guided Reading Book Support 5 Ways to Pair Share Think-Pair- Share Video The Can Do Descriptors - (Grade level specific) Highlight what language learners can do at various stages of language development in the classroom. ESL Toolkit and Sentence Frames The Teacher Toolkit: Home Sentence Frames Discussion Scaffolds: Student Led Discussion Stems Scholastic Question Stems Partner Reading Classroom Strategies A Teacher’s Guide to Visible Thinking Activities Thinking Routines - Cultures of Thinking</p>

Grade 5

Small Group Instruction Remote Plan

Essential 3. Small Group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to childrens’ observed and assessed needs in specific aspects of literacy development.
Grade 5

The Teacher...	Standards for Narrative Text	Standards for Informational Text	Remote Application	Additional Resources
<p>E3.1 Is deliberate in providing instruction to children in all groups, with meaning-making the ultimate goal of each group’s work, and ensures that children use most of their time actually reading and writing</p>	<p>Reading, Standard 10 <i>Students read a range of literary text - fiction, poetry, and drama - appropriate for grades 3-5 text complexity band, including texts that make progressively greater demands in terms of cognitive, linguistic, and conceptual complexity. Students work toward becoming resilient and independent readers, receiving help only when needed as they reach the high end of the grade 3-5 complexity band.</i></p>	<p>Reading, Standard 10 <i>Students read a range of nonfiction appropriate for grades 3-5 text complexity band, including texts that make progressively greater demands in terms of cognitive, linguistic, and conceptual complexity. Students work toward becoming resilient and independent readers, receiving help only when needed as they reach the high end of the grade 3-5 complexity band.</i></p>	<p>1. Select texts that include:</p> <ol style="list-style-type: none"> a wide range of books and other texts across content areas (e.g., print, audio, video, and digital), including information books, poetry, literature, and magazines books and other materials connected to children’s interest and that reflect children’s backgrounds and cultural experiences books and other reading materials children can borrow and bring home and/or access digitally at home reading materials that expose students to rich language and vocabulary learning (Essential #7) <p>2. Explicitly teach and model the specific learning goal using gradual release (I do, we do, you do).</p> <p>3. Create digital anchor charts illustrating the skill.</p> <p style="text-align: center;">Theme Anchor Chart</p> <div data-bbox="1830 913 2119 1130" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">What is a THEME?</p> <ul style="list-style-type: none"> + Theme: big idea or message about people, life, and the world + Themes can be one word or a phrase + What the author wants us to learn + In other words...Theme is what the story teaches the reader. </div>	<p>Digital Texts: Read the World - Distance learning support</p> <p>Video Clips - Scroll down to see Jan Richardson’s videos on virtual guided reading lessons</p> <p>Webinars - Jan Richardson Reading - A variety of archived webinars related to virtual literacy</p> <p>Florida Center for Reading Research Fourth and Fifth Grade Resource Guide</p> <p>Reading Rockets- Before, During and After Reading Strategies</p> <p>ReadWorks Unit Support Planning</p>

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Guided Reading in Grades 4-5

An instructional practice that occurs when a teacher works with a small group of students who demonstrate similar reading behavior and/or read a similar level of text. Guided reading allows the teacher to match students with texts that offer appropriate challenges yet ensure successful reading. The teacher provides support but the ultimate goal is independent reading.

<p>The Teacher:</p> <ul style="list-style-type: none"> Intentionally plans lessons that set a purpose for reading, address the specific needs of the readers within the group, and includes a variety of reading genres across content areas Works with a small group of readers who have similar reading processes - typically grouped by reading levels or strategy/skill-based needs Employs practices for developing reading fluency Ensures that students use most of their time actually reading or responding to text, or working toward this goal Includes explicit instruction as needed in word recognition strategies, text structure, and comprehension strategies Moves students toward reading more complex text independently 	<p>The Student:</p> <p>During Reading:</p> <ul style="list-style-type: none"> Uses in various problem-solving strategies taught and request help if stuck Engages in discussion about the text and raises questions or make comments to clarify confusion and expand understanding Self-monitors for understanding using a variety of comprehension strategies Makes text-text, text-self, text-world connections
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Essential 3. Small Group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to childrens’ observed and assessed needs in specific aspects of literacy development.
Grade 5

The Teacher...	Standards for Narrative and Informational Text	Remote Application	Additional Resources
<p>E3.2 Provides and supports opportunities for small group discussion of literature and disciplinary text (e.g., Instructional Conversations and Literature Circles) so that students draw on their own knowledge and the knowledge of their peers to co-construct the meaning of text</p>	<p>Speaking and Listening, Standard 1 <i>Students participate in different discussions (pairs, groups, full class) with a range of peers about grade 5 topics and texts, adding to others’ ideas while contributing their own. Arriving at these discussions prepared to discuss what they read or studied, students draw from what they learned, citing evidence in those texts or from their background knowledge during the discussion. As they participate and collaborate, students follow all guidelines for such academic discussions and their role in them. Also, when discussing or collaborating with others, students ask and answer questions. Elaborating in some detail about how their remarks relate to the topic or text the class is studying. Finally, students draw conclusions after having gained knowledge from the discussion and reviewing key ideas.</i></p>	<p>Shift discussion opportunities to an online forum such as Zoom, Facebook, or Google Hangouts with small groups. Be sure to include common experiences centered around texts or something studied.</p> <p>Key Ideas</p> <ol style="list-style-type: none"> 1. Provide modeling and scaffolding for discussions. <ol style="list-style-type: none"> a. Establish discussion norms. b. Structure student engagement - Stopping points are directly aligned to the lesson’s literacy goals . c. Use sentence starters/prompts to help students discuss text. 2. Use breakout rooms to group students in small group to practice instructional goals particular to that group. 	<p>Digital Texts: Discussion Scaffolds: Student Led Discussion Stems</p> <p>7 Free Online Discussion Tools</p> <p>Standards Aligned Question Stem Bank</p> <p>Additional Accountable Talk Resources</p> <p>Talk Moves</p> <p>Harvard’s See Think Wonder</p>

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Collaborative Conversations in Grades 4-5

<i>Rich structured conversations that engage students in meaningful dialogue centered on grade level topics.</i>	
<p>The Teacher:</p> <ul style="list-style-type: none"> • Includes multiple opportunities for conversation when lesson planning (e.g., turn and talk, think/write-pair-share, small group discussion with assigned roles, etc.) • Provides explicit instruction about different collaborative conversation structures • Works with students to articulate clear expectations for classroom dialogue • Shares goals and expectations with students • Guides students in goal-setting through modeling and strategic conversations • Uses observational data from classroom conversations for formative assessment purposes 	<p>The Student:</p> <ul style="list-style-type: none"> • Participates in collaborative conversations by being prepared and listening attentively • Follows classroom expectations for discussion, including turn-taking, introducing a new idea, supporting claims with evidence, questioning, challenging ideas respectfully, and working to actively include all group members in the conversation • Uses information provided by others to add to their own thinking and build upon the thinking of others in the group • Asks for clarification as needed about the topic and texts under discussion • Paraphrases or summarizes important information and views presented • Reflects formally or informally on contributions to conversations, as well as how conversations help make meaning

Essential 3. Small Group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to childrens’ observed and assessed needs in specific aspects of literacy development.
Grade 5

The Teacher...	Standards for Narrative and Informational Text	Remote Application	Additional Resources
<p>E3.3 Provides opportunities for developing reading fluency during small group work, such as paired and partner reading</p>	<p>Foundational Skills, Standard 4 <i>Students read grade-level prose and poetry with purpose and for understanding, both to themselves and orally. As they practice reading these texts, their accuracy, rate of reading, and expression increase. If there are unknown words, students use context and reread to self-correct or identify these words.</i></p>	<ol style="list-style-type: none"> 1. Use breakout rooms to group students in dyads or triads to practice rereading of text. 2. Pair an older child in the home with a younger child to practice reading. 3. Choose books that lend themselves to modeling fluency (e.g., rhythmic poetry or texts with varied punctuation). 4. Provide strong book introductions and build background knowledge with focus and practice on genre, language, and text structure. 5. Prompt and encourage fluency during the reading with emphasis on elements of fluency (pausing, intonation, phrasing, etc.). 	<p>Digital Texts: Michigan Electronic Library Online Texts Read Works- Free Text - including poetry Reading A-Z Epic- Free Poetry Resources Poetry Foundation- Children’s Poetry</p>

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Guided Reading in Grades 4-5

An instructional practice that occurs when a teacher works with a small group of students who demonstrate similar reading behavior and/or read a similar level of text. Guided reading allows the teacher to match students with texts that offer appropriate challenges yet ensure successful reading. The teacher provides support but the ultimate goal is independent reading.

<p>The Teacher:</p> <ul style="list-style-type: none"> • Employs practices for developing reading fluency

Essential 3. Small group instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to childrens’ observed and assessed needs in specific aspects of literacy development.
Grade 5

The Teacher...	Standards for Narrative and Informational Text	Remote Application	Additional Resources
<p>E3.4 Uses small group routines (e.g., cooperative and collaborative learning, such as Reciprocal Teaching and Collaborative Strategic Reading) for fostering strategic reading and knowledge building using text</p>	<p>Speaking and Listening, Standard 1 <i>Students participate in different discussions (pairs, groups, full class) with a range of peers about grade 5 topics and texts, adding to others’ ideas while contributing their own. Arriving at these discussions prepared to discuss what they read or studied, students draw from what they learned, citing evidence in those texts or from their background knowledge during the discussion. As they participate and collaborate, students follow all guidelines for such academic discussions and their role in them. Also, when discussing or collaborating with others, students ask and answer questions. Elaborating in some detail about how their remarks relate to the topic or text the class is studying. Finally, students draw conclusions after having gained knowledge from the discussion and reviewing key ideas.</i></p>	<p>Shift discussion opportunities to an online forum such as Zoom, Facebook, or Google Hangouts with small groups. Be sure to include common experiences centered around texts or something studied.</p> <p>Key Ideas:</p> <ol style="list-style-type: none"> 1. Provide modeling and scaffolding for discussions. <ol style="list-style-type: none"> a. Establish discussion norms. b. Structure student engagement - stopping points are directly aligned to the lesson’s literacy goals. c. Use sentence starters/prompts to help students discuss text. 2. Use breakout rooms to group students in small group to practice instructional goals particular to that group. 	<p>Digital Texts: Discussion Scaffolds: Student Led Discussion Stems</p> <p>Standards Aligned Question Stem Bank</p> <p>Additional Accountable Talk Resources</p> <p>7 Free Online Discussion Tools</p> <p>Talk Moves</p> <p>Harvard's See, Think, Wonder</p>

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Collaborative Conversations in Grades 4-5

Rich structured conversations that engage students in meaningful dialogue centered on grade level topics.

<p>The Teacher:</p> <ul style="list-style-type: none"> • Includes multiple opportunities for conversation when lesson planning (e.g., turn and talk, think/write-pair-share, small group discussion with assigned roles, etc.) • Provides explicit instruction about different collaborative conversation structures • Works with students to articulate clear expectations for classroom dialogue 	<p>The Student:</p> <ul style="list-style-type: none"> • Participates in collaborative conversations by being prepared and listening attentively • Follows classroom expectations for discussion, including turn-taking, introducing a new idea, supporting claims with evidence, questioning, challenging ideas respectfully, and working to actively include all group members in the conversation • Uses information provided by others to add to their own thinking and build upon the thinking of others in the group • Asks for clarification as needed about the topic and texts under discussion • Paraphrases or summarizes important information and views presented
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Essential 3. Small Group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to childrens’ observed and assessed needs in specific aspects of literacy development.
Grade 5

The Teacher...	Standards for Narrative and Informational Text	Remote Application	Additional Resources
<p>E3.5 Provides opportunities for students to plan, draft, revise, and/or edit writing together, framed by specific guidelines for working together</p>	<p>Writing, Standard 5 <i>Students generate and gather ideas about the topic with help from classmates and teachers, making a plan for how to write about those ideas, not only drafting what to say but deciding how best to say or organize it by choosing different formats, mixing media, or blending genres. Students then improve the writing by revising, editing, rewriting, or starting all over with a new idea.</i></p>	<ol style="list-style-type: none"> 1. Provide daily time for student writing across disciplines, including opportunities for students to write using digital tools such as Google Docs. 2. Provide clear and specific goals for writing using anchor charts, checklists, and rubrics. 3. Provide modeling of writing and mentor pieces. 4. Post mini-lessons for each step/element of the writing process via slideshow form or screencast video form. 5. Provide explicit instruction and guided practice 6. Monitor students’ progress throughout the entire writing process and provide specific feedback via Google Doc Comments. 	<p>Digital Texts: Why a Writer’s Notebook Interactive Digital Notebooks ILA’s Online Student Interactives</p>

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Independent Writing/Conferring in Grades 4-5

An instructional practice that gives consistent opportunities for students to apply strategies that the teacher has taught during previous instruction.

<p>The Teacher:</p> <ul style="list-style-type: none"> • Provides purpose and choice when writing • Provides opportunities to write across the content areas using a variety of genres • Collaborates with students in setting writing goals • Fosters creativity in the writing process • Confers with students to develop voice, craft, structure, vocabulary, use of conventions • Provides access to mentor text and writing models • Provides self-assessment tools such as student-friendly rubrics and checklists 	<p>The Student:</p> <ul style="list-style-type: none"> • Engages in writing for a variety of purposes and audiences • Views writing as an ongoing process of revision and editing • Uses mentor text as a model for writing • Works toward meeting their writing goals • Uses self-assessment tools to evaluate their writing and reflects on their writing across time • Responds to feedback by incorporating suggestions • Offers feedback to peers on their writing
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Grade 5

Writing Remote Plan

**Essential 6. Research-informed and standards-aligned writing instruction
Grade 5**

The Teacher Provides...	Standards for Writing	Remote Application	Additional Resources
<p>E6.1 Daily time for student writing across disciplines, including opportunities for students to write using digital tools (e.g., word processing)</p>	<p>Writing, Standard 6 <i>Students compose texts using digital devices, software, websites, the Internet, and other digital tools and collaborate with others (via Google Docs, chat, and other social media platforms) with some guidance and support from adults. Students master the keyboard well enough to type a minimum of two pages in a single setting.</i></p> <p>Writing, Standard 10 <i>Students write regularly for a range of reasons (e.g., to reflect, research, and revise) in different contexts and modes (times, in-class, and extended tasks), for a variety of audiences.</i></p>	<ol style="list-style-type: none"> 1. Set a daily writing routine for students. 2. Set clear expectations for students to write using digital tools such as Google Docs. 3. Provide opportunities for students to write in actual composition books or notebooks. 	<p>Digital Texts: Why a Writer's Notebook</p> <p>Interactive Digital Notebooks</p> <p>ILA's Online Student Interactives</p> <p>Keeping a Notebook - Tips and tricks for keeping and sharing student notebooks</p>

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Writing in Grades 4-5

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"> • Demonstrates a variety of text, for a variety of purposes and audiences 	<p>The Student:</p> <ul style="list-style-type: none"> • Identifies elements of writing specific to a genre or task
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MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Independent Writing/Conferring in Grades 4-5

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"> • Provides daily protected writing time • Gives access to digital tools 	<p>The Student:</p> <ul style="list-style-type: none"> • Engages in writing for a variety of purposes and audiences • Increases stamina in writing • Uses a variety of tools to write (digital, paper/pencil, etc.)
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**Essential 6. Research-informed and standards-aligned writing instruction
Grade 5**

The Teacher Provides...	Standards for Writing	Remote Application	Additional Resources
<p>E6.2 Opportunities to study text 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 supporting a point of view on topics or texts that, when introduced, say what the opinion is and why by providing reasons supported by facts and details. Supporting reasons are grouped to support the writer's purpose, and students choose words, phrases, or clauses to link the opinion and reason, using words such as consequently and specifically. The conclusion is a statement or section that is related to the opinion presented in the introduction.</i></p> <p>Writing, Standard 2 <i>Students explain or provide information about a topic or idea(s) choosing only the details and information related to the topic, which are then introduced, organized in paragraphs and sections with headings, and elaborated upon through the use of illustrations and multimedia. Students further build on these ideas by including facts, definitions, concrete details, and evidence, usually in the form of quotations. Students help all the ideas within categories flow by using linking words and phrases (e.g., in contrast, especially), along with precise vocabulary and words specific to the domain or topic, to aid the writer trying to explain the topic. Finally, students bring their paper to an end with a concluding statement or section that relates all the information or explanations presented.</i></p> <p>Writing, Standard 3 <i>Students convey real or imagined experiences and events through narratives, using sensory details, and story structures that make clear what is happening and who is involved. Students arrange events into authentic sequences that unfold naturally, adding dialogue, pacing, and description to bring the story and its characters alive. Students insert various transitional words, phrases, and clauses that orient readers to the sequence of events. In addition, students choose words with care, evolving through these words or phrases the full range of sensory details needed to convey the experiences or events being described. Finally, students give the story an ending that makes sense in light of all that came before it and provides the narrative a satisfying conclusion.</i></p>	<ol style="list-style-type: none"> 1. Immerse students in reading of the particular text prior to the writing of texts. 2. Explicitly teach and model each genre using gradual release of responsibility (I do, we do, you do). 3. Post mini-lessons for each step/element of the writing process using mentor texts. Provide these in slideshow form and/or screencast video form. 4. Provide clear and specific goals for writing using anchor charts, checklists, and rubrics specific to the type of writing. 5. Scaffold the writing by breaking it down into smaller chunks/steps (eg., 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). 6. Monitor students' progress throughout the entire writing process and provide specific feedback via online shared documents such as Google Doc Comments. 7. Publish Student writing (eg., create a virtual gallery walk, or compilation of student work, via online shared documents like Google Docs, Slides, or Forms OR students can publish using mystorybook.com book creation). 	<p>Digital Texts: Loom : Video Messaging - A video recording tool that helps get messages across through instantly shareable videos</p> <p>My Story Book - Write and share your own story books.</p> <p>Story Jumper - Book creation software students can choose to publish their story and share the link with their class</p> <p>Writing Pathways - Book comes with online tools</p>

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Writing Grades 4-5

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"> • 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) 	<p>The Student:</p> <ul style="list-style-type: none"> • Transfers what they have learned in a modeled writing lesson to their independent writing • Identifies elements of writing specific to a genre or task • Uses the writing as a mentor text across content areas • Understands that we write for different purposes
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MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Shared Writing Grades 4-5

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

<p>The Teacher:</p> <ul style="list-style-type: none"> • References mentor text to highlight a writing strategy, skill, or elements 	<p>The Student:</p> <ul style="list-style-type: none"> • Uses the writing as a mentor text • Replicates a variety of writing genres
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MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behavior Independent Writing/Conferring Grades 4-5

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"> • Provides opportunities to write across the content areas using a variety of genres • Provides access to mentor text and writing models • Provide access to a variety of references that aide students in their writing 	<p>The Student:</p> <ul style="list-style-type: none"> • Engages in writing for a variety of purposes and audiences • Demonstrates use of a variety of text types and genres • Uses grade appropriate conversation, general academic, and domain specific words and phrases accurately • Draws evidence from text to support analysis, reflection, and research
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Essential 6. Research-and standards-aligned writing instruction

Grade 5

The Teacher Provides...	Standards for Writing	Remote Application	Additional Resources
E6.3 Occasions for students to use writing as a tool for learning disciplinary content and engaging in disciplinary practices (e.g., writing scientific explanations), and that provide clear and specific goals for writing (e.g., address both sides of an argument)	Writing, Standard 10 <i>Students write regularly for a range of reasons (e.g., to reflect, research, and revise) in different contexts and modes (times, in-class, and extended tasks), for a variety of reasons.</i>	<ol style="list-style-type: none"> 1. Immerse students in reading of the particular text prior to the writing of texts. The informational texts used in the elementary grades should represent a wide range of text types (e.g., biography, scientific explanation, letter, or speech), modalities (e.g., picture, map, graph/chart or prose - online or on paper), and purposes (e.g., to explain/inform, entertain, or argue). (Shanahan, 2014) 2. Explicitly teach and model each genre using gradual release of responsibility (I do, we do, you do). Be sure to distinguish features. 3. Teach content specific vocabulary (Tier III words). 4. Post mini-lessons for each step/element of the writing process using mentor texts. Provide these in slideshow form and/or screencast video form. 5. Provide clear and specific goals for writing using anchor charts, checklists, and rubrics specific to the type of writing. 6. 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). 7. Monitor students' progress throughout the entire writing process and provide specific feedback via Google Doc Comments. 	<p>Digital Texts: Time for Kids - Teacher's guides provide writing prompts related to TIME For Kids stories, encourage students to express their opinion on a topic, and challenge them to support their thinking with reasons and information from the text</p> <p>National Geographic for Kids - Teacher and student resources for informational reading and writing</p> <p>Mystery Science - A compilation of our most popular science lessons and are offering them for anyone to use for free</p> <p>NewsELA- Provides thousands of carefully curated, engageong, standards -aligned texts and resources to drive continued learning</p> <p>DOGO News - Science and Social Studies related texts.</p>

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Writing Grades 4-5

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 (e.g., scientific explanations, address both sides of an argument).

The Student:

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

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Shared Writing Grades 4-5

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
- Draws evidence from literary or informational text to support analysis, reflection, and research (apply the reading standards to literature and informational text - write about what is read)

The Student:

- Notices the teacher's writing behaviors
- Connects what is taught with their own writing
- Incorporates new skills and strategies learned into their independent writing
- Develops more complex ideas and language and fosters critical awareness as a writer

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Independent Writing/Conferring Grades 4-5

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
- Provides access to mentor text and writing models

The Student:

- Engages in writing for a variety of purposes and audiences
- Demonstrates use of a variety of text types and genres
- Composes text that reflects their thoughts and can respond to the thoughts of others
- Draws evidence from text to support analysis, reflection, and research

**Essential 6. Research-informed and standards-aligned writing instruction
Grade 5**

The Teacher Provides...	Standards for Writing	Remote Application	Additional Resources
<p>E6.4 Explicit instruction in and guided practice using writing strategies for planning, drafting, revising, and editing</p>	<p>Writing, Standard 4 <i>Students write with clarity and coherence, developing and organizing ideas and creating a style that is appropriate to the audience, purpose, and occasion when composing narrative, expository, and argumentative writing.</i></p> <p>Writing, Standard 5 <i>Students generate and gather ideas about the topic with help from classmates and teachers, making a plan for how to write about and use those ideas, not only drafting what to say but deciding how best to say or organize it by choosing different formats, mixing media, or blending genres. Students then improve the writing by revising, editing, rewriting, or starting all over with a new idea.</i></p>	<ol style="list-style-type: none"> Teachers can use Google Classroom and Docs to monitor students' progress throughout the entire writing process and provide feedback Writing Conferences with students can be done in multiple formats: over video chats (Zoom breakouts) in Google Docs, via email, phone call, document camera, 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. With structures and guidelines in place, provide opportunities for students to connect with peers and offer feedback using their Google Doc and rubric. 	<p>Digital Texts: Keeping a Notebook - Tips and tricks for keeping and sharing student notebooks.</p> <p>My Story Book - Write and share your own story books.</p> <p>Story Jumper - Book-creation software-students can choose to publish their story and share the link with their class</p> <p>Writing Pathways - Book comes with online tools</p>

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Writing in Grades 4-5

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 Demonstrates the conventions of written language Explicitly teaches how to organize print 	<p>The Student:</p> <ul style="list-style-type: none"> Learns about language, syntax, and how print is organized Identifies elements of writing specific to a genre or task Transfers what they have learned to their independent writing
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MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Shared Writing in Grades 4-5

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

<p>The Teacher:</p> <ul style="list-style-type: none"> Scaffolds aspects of writing and applies specific skills and strategies (mini-lessons within the writing process) 	<p>The Student:</p> <ul style="list-style-type: none"> Incorporates new skills and strategies learned into their independent writing Rereads and revises the text, modeling what good writers do
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MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Independent Writing/Conferring in Grades 4-5

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"> Teaches the writing process whole group, small group, and individually through conferencing Confers with students to develop voice, craft, structure, vocabulary, and use of conventions Provides access to mentor text and writing models Provides self-assessment tools such as student-friendly rubrics and checklists 	<p>The Student:</p> <ul style="list-style-type: none"> Views writing as an ongoing process of revision and editing Uses mentor text as a model for writing Uses self-assessment tools to evaluate their writing and reflects on their writing across time Responds to feedback by incorporating suggestions
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**Essential 6. Research-informed and standards-aligned writing instruction
Grade 5**

The Teacher Provides...	Standards for Writing	Remote Application	Additional Resources
E6.5 Explicit instruction in spelling strategies, capitalization, punctuation, sentence and paragraph construction, purpose-driven text structure and organization, keyboarding, and word processing	<p>Language, Standard 1 <i>Students know the conventions of standard English grammar and usage, applying them whenever speaking or writing and doing the following with parts of speech: use perfect verb tense; use verb tenses to show various times, sequences, states, and conditions; correct inappropriate shifts in verb tense; and use correlative conjunctions. In addition, students explain the reasons why conjunctions, prepositions, and interjections are used in particular sentences.</i></p> <p>Language, Standard 2 <i>Students show their knowledge of and ability to follow the conventions of capitalization, punctuation, and spelling when writing (e.g., punctuation to separate items in a series, commas to separate introductory elements from the rest of the sentence; commas to set off yes and no, tag questions, and direct address; underlining, quotation marks, or italics to show titles; spell grade-appropriate words correctly).</i></p> <p>Writing, Standard 6 <i>Students learn and use the language of discourse appropriate to the subject, discipline, or context when reading, writing, or speaking about it, along with those that signal contrast, addition, and other logical relationships (e.g., however, nonetheless, similarly, moreover, in addition).</i></p>	<ol style="list-style-type: none"> 1. Provide mini-lessons on conventions. 2. Writing can be modeled and practiced during interactive writing using an online document share such as Google Docs or Google Jamboard. Project a piece of writing on the screen and have students' help with sentence expansion and writing conventions. 3. Create digital anchor charts and use editing bookmarks to teach and reinforce convention. 	<p>Digital Texts: WriteWell Support - Videos</p> <p>Writing Pathways - Book comes with online tools</p> <p>Interactive Whiteboards like Google Jamboard (ex.. Word Work Jamboard) - Up to 20 boards can be seen synchronously</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 in Grades 4-5

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"> • Demonstrates the conventions of written language • Explicitly teaches how to organize print • Uses classroom resources (word walls, dictionary, etc.) 	<p>The Student:</p> <ul style="list-style-type: none"> • Learns about language, syntax, and how print is organized • Transfers what they have learned to their independent writing
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MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Shared Writing in Grades 4-5

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

<p>The Teacher:</p> <ul style="list-style-type: none"> • Models proper syntax and conventions in conjunction with fluent writing • Intentionally uses a diverse vocabulary including content-specific vocabulary (Tier II and Tier III words) • Scaffolds aspects of writing and applies specific skills and strategies (mini-lessons within the writing) 	<p>The Student:</p> <ul style="list-style-type: none"> • Notices the teacher's writing behaviors • Uses the writing as a mentor text • Incorporates new skills and strategies learned into their independent writing • Rereads and revises the text, modeling what good writers do • Develops more complex ideas and language and fosters critical awareness as a writer
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MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Independent Writing/Conferring in Grades 4-5

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"> • Confers with students to develop voice, craft, structure, vocabulary, use of conventions • Encourages students to construct words using current knowledge of letter-sound relationships and other strategies • Incorporates lessons on grammar and mechanics • Gives access to digital tools 	<p>The Student:</p> <ul style="list-style-type: none"> • Demonstrates command of the conventions • Uses grade appropriate conversation, general academic, and domain specific words and phrases accurately • Uses vocabulary and voice appropriate to a genre • Accesses reference materials that aid in the writing process
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