Grade 2

Writing Remote Plan

Essential 6. Research-informed and standards-aligned writing instruction
Grade 2

The Teacher Provides:	Standards for Writing	Remote Application	Additional Resources
E6.1 Interactive writing experiences in grades K and 1 (can and should be expanded beyond grade 1 to support literacy development for students)	Speaking and Listening: Standard 1 *Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.* Speaking and Listening, Standard 2 *Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.* Language, Standard 1 *Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking.* Language, Standard 2 *Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*	1. Teachers can use interactive whiteboard apps (Google Jamboard, Show Me, Padlet, Notability, etc.) to provide interactive writing experiences for students.Nell Duke Video 2. Students can dictate experiences related to a read aloud, a science experiment, math concept or event from social studies. 3. 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 with the teacher. 4. Teachers can 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. 5. Students can participate in shared research and writing - incorporate informational read aloud, kidblog or another virtual platform where students can read and respond to one another. 6. Morning message.	**Digital Texts:** **Jamboard** - Requires a Google account **How to use Google Jamboard** **Scholastic Story Starters** **Wonderopolis** Virtual field trips with links and live Cams **Virtual Field Trips** **Educational Field Trips** **Detroit Zoo** **San Diego Zoo** **Georgia Aquarium Live Cams** **Picture prompts to inspire writing** **Kidblog** **Word Work at a Distance - Nell Duke Video**

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.

The Teacher:	The Student:
• 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	• 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

Essential 6. Research-informed and standards-aligned writing instruction
Grade 2

The Teacher Provides:	Standards for Writing	Remote Application	Additional Resources
E6.2 Daily time for children to write, aligned with instructional practice #1, Interactive Writing	Writing, Standard 10 *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.*	1. Provide or suggest a format for a log, or journal so students can draw/write about experiences. 2. Have children use their journal entries as a starting point for poetry, a personal narrative, or fiction story. Allow students to read their writing to a family member via Skype, Facetime, or other video sharing platform. 3. 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.	**Digital Texts:** **My Storybook** **Story Jumper** **Kidblog**

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.

The Teacher:	The Student:
• Creates a meaningful shared classroom experience and sets the purpose for writing	• Revisits or rereads the text several times • Revisits text to reread/ reinforce/ share concepts learned about craft and conventions of writing

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Independent Writing/Conferring in 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:	The Student:
• Provides daily protected writing time	• Engages in writing for a variety of purposes and audiences • Increases stamina in writing

Essential 6. Research-informed and standards-aligned writing instruction
Grade 2

The Teacher Provides:	Standards for Writing	Remote Application	Additional Resources
E6.3 Instruction in writing processes and strategies, particularly those involving researching, planning, revisiting, and editing writing	Writing, Standard 5 *With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.* Writing, Standard 7 *Students participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).*	1. Teachers can use Google Classroom and Docs (or another collaborative platform) to monitor students' progress throughout the entire writing process and provide feedback via Google Doc Comments 2. Provide digital graphic organizers for students as a scaffold and organization for writing. 3. Teacher sets a purpose through a mini lesson. 4. Teacher models writing process. 5. Planning for writing - Providing opportunities in whole or small breakout groups or Zoom sharing to talk about what they are going to write. 6. Writing conferences with students 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 zooms annotation tools to circle and underline pieces of the writing to help better communicate. 7. With structures and guidelines in place, provide opportunities for students to connect with peers and offer feedback using their Google Doc and rubric. 8. Peer writing partners in breakouts.	**Digital Texts:** **Sharing Our Notebooks** **Seesaw** **Flipgrid** **9 Ways to Use Flipgrid** **MindMeister** **Writing Process Chart**

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:	The Student:
• 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	• 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

Continued

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:	The Student:
• Establishes a task, purpose, and audience for writing and engages opportunities to apply new learning	• Engages in the discussion about what to write
• Incorporates and explicitly teaches the elements of the writing process	• Constructs the text with the teacher
• 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.)	• Transfers their known skills and strategies to the shared writing experience
• Models proper syntax and conventions in conjunction with fluent writing	• Incorporates new skills and strategies learned into their independent writing
• Elaborates on using a diverse vocabulary	• Rereads and revises the text, modeling what good writers do
• Scaffolds aspects of writing and applies specific skills and strategies	• Asks questions about the writing process
• Reviews and reinforces all the elements of writing addressed in the session	• 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:	The Student:
• Provides opportunities to write across the content areas using a variety of genres	• Applies skills and strategies previously learned
• Confers with students to develop voice, craft, structure, vocabulary, use of conventions	• Views writing as an ongoing process of revision and editing
• Incorporates lessons on grammar and mechanics	• Uses mentor text
• Encourages students to construct words using current knowledge of letter-sound relationships and other strategies	• Responds to feedback by incorporating suggestions
• Provides access to mentor text	• Views themself as a writer
• Responds to student needs by studying writing samples	• Demonstrates use of a variety of text types and genres
• Gives access to digital tools	• Writes "on demand"
	• Uses text structures, text features, linking words and phrases that are characteristic to the type of text developed
	• Draws evidence from text to support analysis, reflection, and research
	• Incorporates appropriate Tier 2 and Tier 3 vocabulary

The Teacher Provides:	Standards for Writing	Remote Application	Additional Resources
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)	**Writing, Standard 1** *Students write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.* **Writing, Standard 2** *Students write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.* **Writing, Standard 3** *Students write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.* **Writing, Standard 6** *With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.*	*Integrate all three writing types across disciplines including science and social studies 1. Teachers can use Google Classroom and Docs (or another collaborative document/platform) to monitor students' progress throughout the entire writing process and provide feedback via Google Doc or another format. 2. Provide a framework (text type structure) for students and explicitly teach and model each text type 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 screencast video form. 4. 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. 5. Create/share virtual anchor chart illustrating linking and temporal words that signal event order. Transition Words Chart 6. Use read aloud previously read, for mentor texts 7. Help students create/organize a digital writing folder. 8. Writing conferences with students can be done in multiple formats; over video chats (Zoom Breakouts) in Google Docs, via email, phone call, etc. 9. 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. 10. Publish student writing (e.g., create a virtual gallery walk, or compilation of student work, via Google Docs, Slides, or Forms OR students can publish using mystorybook.com book creation).	**Digital Texts:** **K-3 Essential 6, Bullet 4: Mentor Texts Sample Video** **Time for Kids** **National Geographic Kids** **Mystery Science** **Loom** **MindMeister** **Sharing Our Notebooks** **Newsela** **My Storybook** **Story Jumper** **Writable** **Seesaw -** Digital Creation and display tool that lets students show what they are learning by submitting a video of themselves snapping a picture of a paragraph they wrote, recording themselves reading a poem, or uploading a file to demonstrate their learning

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:	The Student:
• 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)	• 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:	The Student:
• Provides opportunities to write across the content areas using a variety of genres	• 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 2

The Teacher Provides:	Standards for Writing	Remote Application	Additional Resources
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	Language, Standard 2 *Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.* Language, Standard 3 *Students use knowledge of language and its conventions when writing, speaking, reading, or listening.*	1. Mini-lesson on conventions of writing can be modeled and practiced during interactive writing using Google Docs or Google Jamboard. Project a piece of writing on the screen and have students help with sentence expansion and writing conventions. 2. Project a piece of writing on the screen and have students help with sentence expansion and writing conventions. 3. Guide and provide students with an editing bookmark or checklist.	**Digital Texts:** **K-3 Essential 6, Bullet 5: Instruction in Capitalization, etc. Sample Video** **MAISA Grammar Lessons**

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:	The Student:
• 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.)	• 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

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:	The Student:
• 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	• Transfers their known skills and strategies to the shared writing experience • Incorporates new skills and strategies learned into 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:	The Student:
• Incorporates lessons on grammar and mechanics • Encourages students to construct words using current knowledge of letter-sound relationships and other strategies	• 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