

Grade 3

Writing Remote Plan

**Essential 6. Research-and standards-aligned writing instruction
Grade 3**

The Teacher Provides:	Standards for Writing	Remote Application	Additional Resources
<p>E6.1 Interactive writing experiences in grades K and 1</p> <p>While this Essential references Grades K and 1, interactive writing should be a consideration across all grade levels.</p>	<p>Writing, Standard 4 <i>Students write with support and guidance from adults, developing and organizing ideas that are appropriate for the task and the purpose when composing narrative, explanatory/expository, and argumentative texts.</i></p> <p>Speaking and Listening, Standard 4 <i>Students report, tell a story, or recount an experience using appropriate facts and details with description.</i></p>	<ol style="list-style-type: none"> Teachers can use a digital tool such as Google Jamboard to provide interactive writing experiences for students. Students can dictate experiences related to a read aloud, a science experiment, math concept or event from social studies. 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. 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. Picture of the Day - Teacher shares a picture while students describe and infer what they observe. Picture of the Day Google Slide 	<p>Digital Texts: Interactive Writing Demos - Jamboard (requires a google sign in)</p> <p>Scholastic Story Starters</p> <p>Over 30 virtual field trips with links Virtual Field Trips</p> <p>25+ Amazing Virtual Field Trips For When You Can't Be There in Person</p> <p>Detroit Zoo and San Diego Zoo - Live Cams</p> <p>Georgia Aquarium - Live Cams</p> <p>Picture Prompts - To inspire writing</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-and standards-aligned writing instruction
Grade 3**

The Teacher Provides:	Standards for Writing	Remote Application	Additional Resources
E6.2 Daily time for children to write, aligned with instructional practice #1	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>	<ol style="list-style-type: none"> 1. Google slide for students to type their writing. 2. Teachers can create a shared writing in a digital tool such as Jamboard, chart paper or white board during a remote teaching season in Google Meet or Zoom. 3. Set clear expectations for students to write using digital tools such as Google Docs. 	Digital Texts: Why a Writer's Notebook Interactive Digital Notebooks ILA's Online Student Interactives

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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: <ul style="list-style-type: none"> • Creates a meaningful shared classroom experience and sets the purpose for writing 	The Student: <ul style="list-style-type: none"> • Revisits or rereads the text several times • Revisits text to reread/ reinforce/ share concepts learned about craft and conventions of writing
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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: <ul style="list-style-type: none"> • Provides daily protected writing time 	The Student: <ul style="list-style-type: none"> • Engages in writing for a variety of purposes and audiences • Increases stamina in writing
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**Essential 6. Research-and standards-aligned writing instruction
Grade 3**

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>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> <p>Writing, Standard 7 <i>Students gather, investigate, or observe to conduct a short research project and build knowledge about a specific topic.</i></p>	<ol style="list-style-type: none"> Teachers can use an online forum such as Google Classroom or Google Docs to monitor students' progress throughout the entire writing process and provide feedback via comment tools. Writing conferences with students can be done in multiple formats: over video chats (Zoom or Google Meet) 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. 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>Writing Process Chart</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.

The Teacher	The Student:
<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 	<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

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:
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 relationships and other strategies
- Provides access to mentor text
- Responds to student needs by studying writing samples
- Gives access to digital tools

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
- Views themselves as a writer
- Demonstrates use of a variety of text types and genres
- 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

**Essential 6. Research-and standards-aligned writing instruction
Grade 3**

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 supporting a point of view on topics or texts that, when introduced, state the opinion about the topic or text and provide a list of strong reasons to support the opinion. The organizational structure enhances the list of reasons, and students use linking words and phrases, such as because, therefore, since, and for example, to connect the reasons. Students end the piece with a concluding statement or section.</i></p> <p>Writing, Standard 2 <i>Students explain or provide information about a subject or idea(s), choosing only the details and information related to the topic, which are then introduced, organized, and elaborated upon through the use of illustrations. Students further build on these ideas by including facts, definitions, and details. Students help all these tails flow and reveal the links between ideas within categories of information by siding linking words and phrases (e.g., also, another, and, more, but). Finally, students bring their paper to an end providing a concluding statement or section.</i></p> <p>Writing, Standard 3 <i>Students convey real or imagined experiences and events through narratives that employ appropriate methods and story structures that make clear what is happening and who is involved. Students arrange events that unfold naturally, adding dialogue, description, and thoughts and feelings of the characters to bring the story and its characters alive. Students also insert various transitional words (e.g., after, before, while, during) that orient readers to the event order. Finally, students give the story an ending that provides a conclusion for the narrative.</i></p> <p>Writing, Standard 6 <i>Students compose texts using digital devices, software, websites, and other digital tools and collaborate with others (via Google Docs, chat, and other social media applications) with guidance and support from adults. Students use keyboarding skills to produce written text.</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 via Google Doc Comments Post mini-lessons for each step/element of the writing process using mentor texts. Provide these in slideshow form and screencast video form. Explicitly teach and model each genre using gradual release (I do, we do, you do). 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. Publish student writing (eg., create a virtual gallery walk, or compilation of student work, via 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</p> <p>Loom: Video Messaging - A video recording tool that helps get messages across through instantly shareable videos</p> <p>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>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>

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"> 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"> 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 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"> Provides opportunities to write across the content areas using a variety of genres 	<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 text structures, text features, linking words and phrases that are characteristic to the type of text developed
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**Essential 6. Research-and standards-aligned writing instruction
Grade 3**

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>Language, Standard 1 <i>Students know the conventions of standard English grammar and usage, applying them whenever speaking or writing. Students form and use nouns, pronouns, verbs, adjectives, and adverbs and explain how they function in sentences (e.g., regular and irregular nouns; abstract nouns; regular and irregular verbs; simple verb tenses; subject-verb and pronoun-antecedent agreement; comparative and superlative adjectives and adverbs; coordinating and subordinating conjunctions). In addition, students produce simple, compound, and complex 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 by: capitals; commas in address; commas and quotation marks; conventional spelling for high frequency words; conventional spelling when adding suffixes to base words; spelling patterns - demonstrating basic knowledge of word families, position-based spelling; and use dictionaries to correct spellings.</i></p> <p>Writing, Standard 6 <i>Students compose texts using digital devices, software, websites, and other digital tools and collaborate with others (via Google Docs, chat, and other social media applications) with guidance and support from adults. Students use keyboarding skills to produce written text.</i></p>	<p>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.</p>	<p>Digital Texts: K-3 Essential 6, Bullet 5: Instruction in Capitalization, etc. Sample Video Writing Process Chart</p>

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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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