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
E6.1 Daily time for student writing across disciplines, including opportunities for students to write using digital tools (e.g., word processing)	Writing, Standard 6 *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.* Writing, Standard 10 *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.*	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.	**Digital Texts:** **Why a Writer's Notebook** **Interactive Digital Notebooks** **ILA's Online Student Interactives** **Keeping a Notebook** - Tips and tricks for keeping and sharing student notebooks

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.

The Teacher:	The Student:
• Demonstrates a variety of text, for a variety of purposes and audiences	• Identifies elements of writing specific to a genre or task

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.

The Teacher:	The Student:
• Provides daily protected writing time • Gives access to digital tools	• 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.)

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

The Teacher Provides...	Standards for Writing	Remote Application	Additional Resources
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)	Writing, Standard 1 *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.* Writing, Standard 2 *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.* Writing, Standard 3 *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.*	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).	**Digital Texts:** **Loom : Video Messaging -** A video recording tool that helps get messages across through instantly shareable videos **My Story Book -** Write and share your own story books. **Story Jumper -** Book creation software students can choose to publish their story and share the link with their class **Writing Pathways -** Book comes with online tools

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:	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)	• 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

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.

The Teacher:	The Student:
• References mentor text to highlight a writing strategy, skill, or elements	• Uses the writing as a mentor text • Replicates a variety of writing genres

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.

The Teacher:	The Student:
• 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	• 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

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 *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 taks), for a variety of reasons.*	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.	**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 **National Geographic for Kids** - Teacher and student resources for informational reading and writing **Mystery Science** - A compilation of our most popular science lessons and are offering them for anyone to use for free **NewsELA**- Provides thousands of carefully curated, engageong, standards -aligned texts and resources to drive continued learning **DOGO News** - Science and Social Studies related texts.

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:	The Student:
• Demonstrates writing a variety of text, for a variety of purposes and audiences • Incorporates writing actress content areas and specific to disciplinary practices (e.g., scientific explanations, address both sides of an argument.	• 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:	The Student:
• 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)	• 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:	The Student:
• Provides opportunities to write across the content areas using a variety of genres • Provides access to mentor text and writing models	• 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
E6.4 Explicit instruction in and guided practice using writing strategies for planning, drafting, revising, and editing	Writing, Standard 4 *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.* Writing, Standard 5 *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.*	1. Teachers can use Google Classroom and Docs to monitor students' progress throughout the entire writing process and provide feedback 2. 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. 3. With structures and guidelines in place, provide opportunities for students to connect with peers and offer feedback using their Google Doc and rubric.	**Digital Texts:** **Keeping a Notebook** - Tips and tricks for keeping and sharing student notebooks. **My Story Book** - Write and share your own story books. **Story Jumper** - Book-creation software-students can choose to publish their story and share the link with their class **Writing Pathways** - Book comes with online tools

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.

The Teacher:	The Student:
• Models thinking explicitly • Demonstrates the conventions of written language • Explicitly teaches how to organize print	• 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

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.

The Teacher:	The Student:
• Scaffolds aspects of writing and applies specific skills and strategies (mini-lessons within the writing process)	• Incorporates new skills and strategies learned into their independent writing • Rereads and revises the text, modeling what good writers do

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.

The Teacher:	The Student:
• 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	• 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

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	Language, Standard 1 *Students know the conventions of standard English grammar and usage, applying then 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.* Language, Standard 2 *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).* Writing, Standard 6 *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).*	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.	**Digital Texts:** WriteWell Support - **Videos** **Writing Pathways** - Book comes with online tools Interactive Whiteboards like Google Jamboard (ex.. **Word Work Jamboard**) - Up to 20 boards can be seen synchronously **Interactive Word Building** - share the screen as words are being built

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.	
The Teacher: • Demonstrates the conventions of written language • Explicitly teachers how to organize print • Uses classroom resources (word walls, dictionary, etc.)	**The Student:** • Learns about language, syntax, and how print is organized • Transfers what they have learned to their independent writing

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.	
The Teacher: • 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	**The Student:** • 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

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.	
The Teacher: • 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	**The Student:** • 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