

Kindergarten

Writing Remote Plan

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

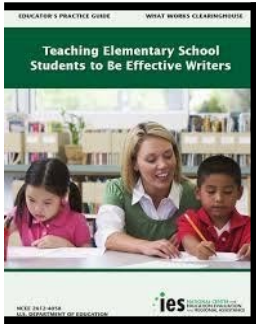

The Teacher:	Standards for Writing	Remote Application	Additional Resources
<p>E6.1 Interactive writing experiences in grades K and 1</p>	<p>Foundational Skills, Standard 1 <i>Students demonstrate understanding of the organization and basic features of print.</i></p> <p>Foundational Skills, Standard 2 <i>Students demonstrate understanding of spoken words, syllables, and sounds (phonemes).</i></p> <p>Speaking and Listening, Standard 1 <i>Students have conversations with classmates and adults in large and small groups, follow class norms for discussions, and stay on topic throughout multiple exchanges.</i></p> <p>Speaking and Listening, Standard 2 <i>Students show they understand the key details of a text that is read aloud or presented through other media by asking questions or requesting information.</i></p> <p>Language, Standard 1 <i>Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <p>Language, Standard 2 <i>Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p>	<ol style="list-style-type: none"> Teachers can use Google Jamboard or Google Slides to provide interactive and/or shared writing experiences for students. The writing should be based on a shared experience such as a read aloud, a science experiment, math concept, or event from social studies. Also, teachers can share pictures of the day in the park, a trip to the zoo etc., or take them on a virtual field trip. The writing should be composed as a group and word choice can be negotiated. Most of the texts composed will be one sentence in length, unless the writing is revisited over multiple sessions. As the teacher composes the text, students can write along with the teacher as guided practice. Students can read it aloud afterward and add an illustration. This can be done in small or whole groups. 	<p>Digital Texts: Kindergarten Remote Shared Writing Example Using Google Slides</p> <p>Online Elkonin Boxes</p> <p>Segmenting Practice 3 Phonemes with Elkonin Boxes Video</p> <p>Segmenting Practice 3 Phonemes Elkonin Boxes Interactive Slides</p> <p>Segmenting Practice 4 Phonemes with Elkonin Boxes Video</p> <p>Segmenting Practice 4 Phonemes Elkonin Boxes Interactive Slides</p> <p>Segmenting Practice 5 Phonemes With Elkonin Boxes Video</p> <p>Segmenting Practice 5 Phonemes Elkonin Boxes Interactive Slides</p> <p>Virtual Field Trips With Links</p> <p>25+ Virtual Field Trips</p> <p>Detroit Zoo Live Cams</p> <p>San Diego Zoo Kids</p> <p>Georgia Aquarium Live Cams</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 the teacher</u> - a jointly written piece “Shares the pen” <u>with</u> the teacher and contributes a letter, part of a word, or even sentences to the text being written together Refers to resources (that they have visual access to in the room) such as the word wall while constructing the text Uses the text as a model or resource for their own writing Revisits or rereads the text several times Uses what they have learned when they independently write Revisits text to reread/ reinforce/ share concepts learned about craft and conventions of writing
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Essential 6. Research-informed and standards-aligned writing instruction Kindergarten

The Teacher:	Standards for Writing	Remote Application	Additional Resources
<p>E6.2 Daily time for children to write, aligned with instructional practice #1 above</p>	<p>Writing Standard 10 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.</p> <p><i>*Writing instruction in kindergarten should be 30 minutes daily. This includes modeled, shared, interactive, and independent writing.</i></p> <p><u>Teaching Elementary School Students to Be Effective Writers</u></p> 	<ol style="list-style-type: none"> At the beginning of the kindergarten year, writer’s workshop mini-lessons focus on creating stories orally. Teachers model the following procedures for orally rehearsing a story: <ol style="list-style-type: none"> create a movie in your mind say it across your fingers say it to a partner say it across the pages (add this once they start writing)  <ol style="list-style-type: none"> Students must take time to rehearse their stories orally. This usually takes 3-5 weeks of consistent, daily practice. During this time teachers are working on foundational skills in order to prepare students to write their stories on paper. This includes letter formation, drawing, fine motor skills, letter/sound ID, phonemic awareness, etc. Once students begin writing, provide appropriate paper choices for students to draw/write about experiences. The expectation is that students write everyday following the mini-lesson and come prepared to share. Teachers establish a rotation for students to share so they are able to confer. 	<p>Digital Texts: Writing Anchor Charts for Kindergarten</p> <p>Guided Drawing Lessons</p> <p>MyStorybook.com Make Kids' Books Online For Free!</p> <p>StoryJumper: #1 rated site for creating story books - Book creation software - students can choose to publish their story and share the link with their class</p> <p>Small Moment/Narrative Writing Story Paper</p> <p>How To paper side by side</p> <p>Label and List Paper</p> <p>Lined letter template for Opinion Writing</p>

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

The Teacher:	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 <i>With guidance and support from adults, students respond to feedback from the teacher and peers and add details to strengthen writing as needed.</i> Writing, Standard 7 <i>Students participate in shared research and writing projects.</i>	1. Students use paper and pencil to create their work. Students can submit their work via photos, scanning, or holding it up to the camera for the teacher to take a screenshot. 2. Writing Conferences can be done individually, in partnerships, or in small groups. Share your screen while viewing a student's writing and use the teacher conference stems to provide feedback to the student. The student will apply the feedback to current and future writing. 3. When possible, provide opportunities for students to connect with peers and offer feedback using student stems.	Digital Texts: Writing Conference Stems for Teachers Writing Conference Stems for Students Partnership Anchor Chart Small Moment/Narrative Writing Story Paper How To paper side by side Label and List Paper Lined letter template for Opinion Writing

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: <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 	The Student: <ul style="list-style-type: none"> Demonstrates skillful listening and notices the teacher's writing behaviors Learns about language, sounds in words, letters, and how print is organized Identifies elements of writing specific to a genre or task Understands that we write for different purposes Transfers what they have learned in a modeled writing lesson to their independent writing
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MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Shared Writing Grades K-3

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

The Teacher: <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 	The Student: <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
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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.

The Teacher: <ul style="list-style-type: none"> Provides opportunities to write across the content areas using a variety of genres Confers with students to develop voice, craft, structure, vocabulary, use of conventions Incorporates lessons on grammar and mechanics Encourages students to construct words using current knowledge of letter-sound 	The Student: <ul style="list-style-type: none"> 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
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**Essential 6. Research-informed and standards-aligned writing instruction
Kindergarten**

The Teacher:	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)	<p>Writing, Standard 1 <i>Students write opinion pieces about a topic, or a book using a combination of drawing, dictating, and writing.</i></p> <p>Writing, Standard 2 <i>Using a combination of drawing, dictating, and writing, students compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</i></p> <p>Writing, Standard 3 <i>Using a combination of drawing, dictating, and writing, students tell the story of a single event or several loosely linked events, tell about the events in order they happened, and tell what they think about what happened.</i></p> <p>Writing, Standard 6 <i>With guidance and support from adults, explore a variety of digital tools to produce and publish writing, and to interact and collaborate with peers.</i></p>	<ol style="list-style-type: none"> Students use paper and pencil to create their work. Students can submit their work via photos, scanning, or holding it up to the camera for the teacher to take a screenshot. Mini-lessons can be done live, in slideshow form, or as a screencast video. The mini-lesson needs to: <ol style="list-style-type: none"> explicitly teach genre through modeled or shared writing scaffold the writing by breaking it down into smaller chunks/steps (ex., model one word at a time moving into sentences). Students write independently at home and come prepared to share their writing at the next meeting. During share time, the teacher provides meaningful feedback using teacher writing conference stems. At the end of each unit, students choose one piece to publish. REMEMBER: Publish means to make public, not perfect. Teachers can hold a writing celebration by creating a virtual gallery walk, or compilation of student work, via Google docs, slides, or forms OR students can publish using mystorybook.com book creation. 	<p>Digital Texts: K-3 Essential 6, Bullet 4: Mentor Texts Sample Video</p> <p>National Geographic Kids</p> <p>Mystery Science</p> <p>My Storybook - Book creation software</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-informed and standards-aligned writing instruction
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The Teacher:	Standards for Writing	Remote Application	Additional Resources
<p>E6.5 Explicit instruction in letter formation, spelling strategies, capitalization, punctuation, sentence construction, keyboarding (first expected by the end of grade 3) and word processing</p>	<p>Foundational Skills, Standard 1 <i>Students demonstrate understanding of the organization and basic features of print.</i></p> <p>Language, Standard 2 <i>Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p>	<ol style="list-style-type: none"> Conventions can be addressed during modeled or shared/interactive writing. The teacher can project the writing using Google Slides or Jamboard. During Writer’s Workshop Mini-lessons, the teacher will model thinking aloud on the conventions of writing: <ol style="list-style-type: none"> letter formation spelling strategies capitalization punctuation spacing sentence construction 	<p>Digital Texts: K-3 Essential 6, Bullet 5: Instruction in Capitalization, etc. Sample Video</p> <p>Kindergarten Remote Shared Writing Example Using Google Slides</p>

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

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

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

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

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

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

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