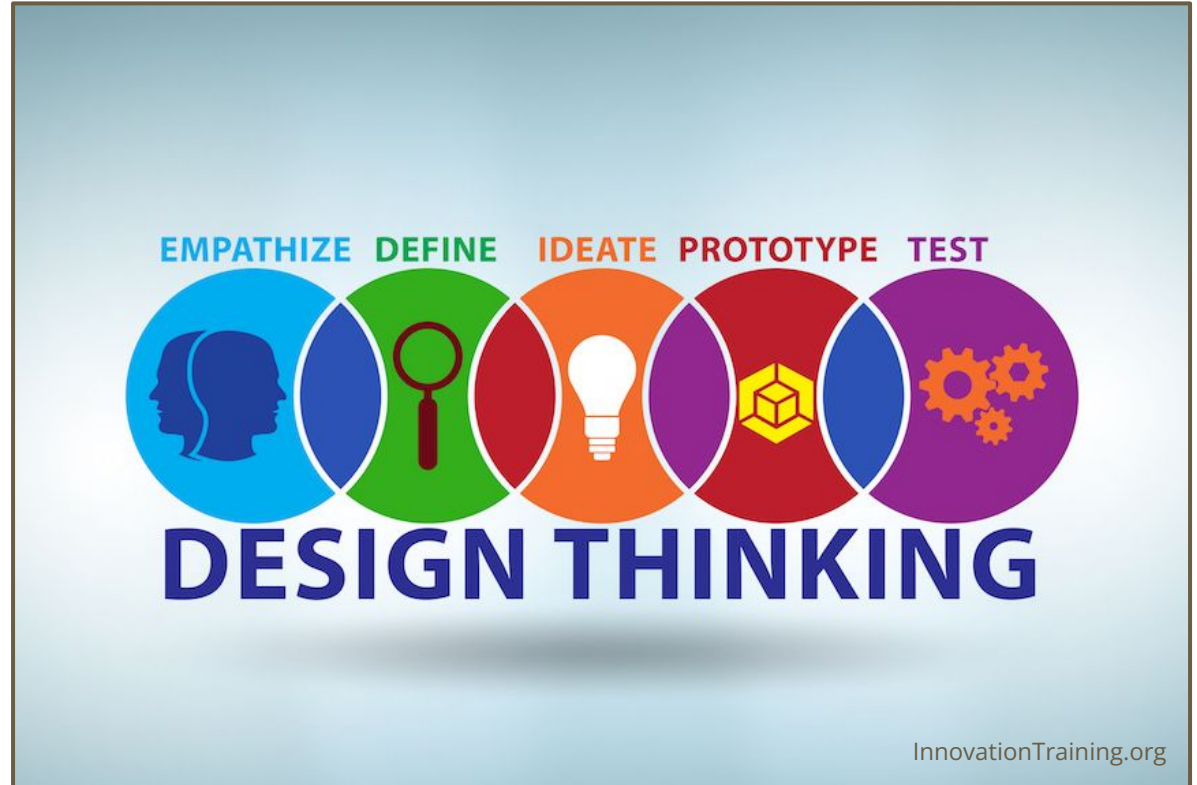# AI and Writing in K-5 Classrooms

St. Vrain Valley Schools
Longmont, CO

evans_suzannah@svvsd.org

- **Empathy**
  - What is the need?

- **Define**
  - What is the problem?

- **Ideate**
  - Brainstorming

- **Prototype**
  - Create and Iterate

- **Test**
  - Reiterate if needed

EMPATHIZE DEFINE IDEATE PROTOTYPE TEST

DESIGN THINKING

InnovationTraining.org

Empathy

- Teachers needing more time overall

- Teachers wanting to replicate themselves

- Wanting to create more effective & efficient feedback

- Needing Writing exemplars at different age levels

Define

- AI policies & best practices not yet solidified in the district

- Young students data privacy and appropriate use questions

- Writing feedback is perhaps the most time consuming loop

- Writing exemplars at different age levels is difficult

IDEATE

How Might We begin to incorporate AI as educators while student-use policies are still being developed?

How Might We utilize AI technology in writing specifically, to provide more timely and effective feedback?

———

450+ Participants

AI Exploration in SVVSD

Bingo Board Challenge

School Champions

Prompt Crafting

Generative AI and Art

Canva AI Tool

Writable Tool and AI

Policy Brainstorming

AI and Writing

Getting Started with AI

Proto-
typing

AI Writing Prompts

- What vocabulary should I pre-teach to ensure students will grasp the concepts in this unit?
  - Activities to introduce essential vocabulary using everyday language, AI generated visuals, & examples.
- What review strategies would help students master this vocabulary?
  - Ways to build-in evidence-based review practices and formative assessments throughout the unit.
- How might I break up this material in smaller chunks?
  - Strategies for chunking based on differentiation needs.

AI Writing Prompts

- What are some low-stakes strategies I can use to assess students during the "we do" stage?
  - Providing step-by-step instructions for group activities and guiding questions to keep groups on track.
- What scaffolds in independent writing will support students after I determine differentiated groups?
  - Checklists and Templates for students to self-assess and monitor progress.
- What are some "real-world" writing activities I could assign for students to apply their learning?
  - Formative assessment projects that engage students while they apply the unit skills.
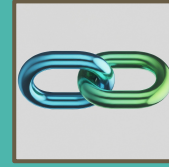
Additional Prototyping with AI in Writing

- Using AI to create writing exemplars based on rubrics

- Brainstorming multiple feedback loops based on needs and create scaffolding ideas

- Uploading samples to determine patterns in writing (paid version)

- Using AI to create Pre-Assessments and Review

- Teacher using to improve writing samples and then give feedback

- AI generated conversations with historical figures/characters for perspective and point of view

- Generate lists of sentence starters, word banks, transition phrases

- Creating checklists and templates for self-assessment

TEST

Creating an Exemplar of writing

Individual writing feedback

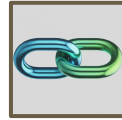Whole group writing feedback

Character Point of View

Writing Checklist

Add your thoughts here! Padlet link

Findings

- We can utilize AI as educators without jeopardizing student data.

- We can model appropriate AI use for students whether they are using it yet or not.

- We can integrate AI as a feedback tool to save time without depersonalizing our instruction.

St. Vrain Valley School District

33,000 Students enrolled

411 Square miles

60 Schools

Career Technology Center & Innovation Center

PTech - PTeach - Cybersecurity - BioMedical - Energy

30 miles North of Denver

ST. VRAIN
academic excellence by design

Session feedback survey

EVER GREEN
AI EDUCATION

We believe in the value of feedback.
Share how it went at:

bit.ly/seqcon2024