

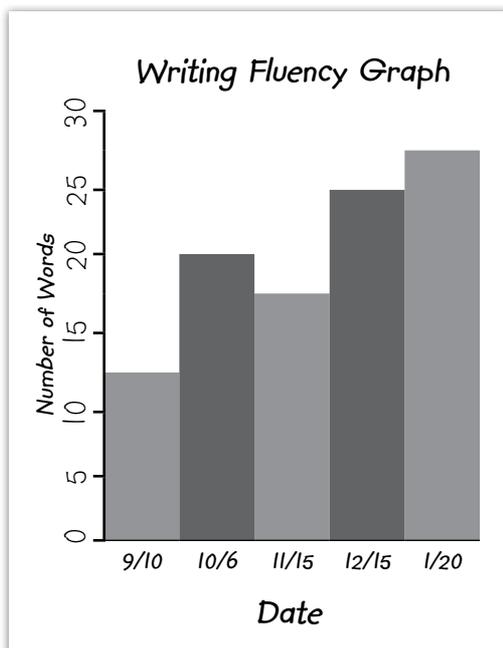
Research: Research shows that expert writers write longer strings of words before stopping to think than less skilled writers. Power writing practice helps students learn to get their words down on paper quickly. It also helps them overcome the tendency to stall before starting to write (Fisher & Frey 2007). While power writing can focus on any word or concept, this routine is most effective when key words and ideas relate to the topic or theme of a unit.

Writing Routine 1

Power Writing

Purpose: Develop students' writing fluency; provide an opportunity for students to record their progress in writing fluency.

-  **1. Display a word or picture.** Choose a word or picture that will be motivating for students to write about. Invite them to think about the word or picture and what they know about the word or concept. Activate prior knowledge or experiences: *What do you think of when you hear/see _____?*
- 2. Set the timer.** The timer is usually set for one minute. In some cases you may want to vary the amount of time.
-  **3. Have students write.** Ask students to write as much as they can, as well as they can in one minute.
-  **4. Check work.** Have students check their spelling and grammar and circle any mistakes.
-  **5. Count words.** Have students count the number of words they wrote and record the number on their papers.
- 6. Repeat the procedure.** If time allows, have students create more than one passage. Repeat steps 2–5 one or two times.
- 7. Record results.** Have students record their best result and create a writing fluency graph. Over time, the graph will show students' growth in fluency and help motivate their progress as writers.
- 8. Adjust the time.** To develop fluency further, vary the amount of writing time from 30 seconds to two minutes or more in separate Power Writing sessions.



Best Practices

Differentiate Routines When doing the Power Writing each day, provide differentiated support for students of different levels. Allow below level students to write a list of single words. Say: *Write all the words you know.* On-level students can write one or two sentences. Challenge above level students to write several sentences in a paragraph.

Research: Many students may not understand the process of recording their thoughts or conversation in writing. Modeled writing demonstrates the process of how language is represented in written form. Modeling the process often is effective in improving students' attitude toward writing as well as their writing skills (Fisher & Frey 2007). Modeled writing also helps deepen vocabulary, language, and concept development through frequent exposure to clear models and think-alouds.

Writing Routine 2

Modeled Writing

Purpose: Model the process of composing to help students learn the writing process, writing strategies and writer's craft.

- 1. Model thinking about the first sentence.** Think aloud as you decide what you will include in your first sentence.
- 2. Write the first sentence.** Read aloud what you have written.
- 3. Continue thinking aloud as you write.** Think aloud to model how you plan and write additional sentences.
- 4. Involve students.** Encourage students to help write additional sentences. Discuss their ideas with them, and add the new ideas to the writing as appropriate.

Think Aloud	Write
<i>I want to tell about some new puppies that were born last week. I'll write a news article to tell about the puppies. I'll begin by telling the most important facts.</i>	Last week, six new puppies were born on Davis Street.
<i>Next I'll tell what the puppies looked like.</i>	The puppies were brown and white and had soft fur. Their eyes were closed.
<i>What else do you think people will want to know about the puppies?</i>	They were born under the porch of the Marino's house. Mrs. Marino fixed a bed for the puppies and their mother in the hall.

Puppies Born

Last week, six new puppies were born on Davis Street. The puppies were brown and white and had soft fur. Their eyes were closed. They were born under the porch at the Marino's house. Mrs. Marino fixed a bed for the puppies and their mother in the hall. Mrs. Marino said she would look for new homes for the puppies in a few weeks.

Research: Expert writers make many decisions as they write. Children may not understand all of the decisions involved. Interactive writing makes these decisions part of the conversation between teacher and children. It also demonstrates for children how expert writers think about word choice and constantly review to maintain syntax and meaning as they write (Fisher & Frey 2007).

Writing Routine 3

Interactive Writing

Purpose: Scaffold children to turn collaborative oral composition into written form.

- 1. Establish a purpose.** Discuss with children the purpose and audience you will be writing for. For example: *Let's write a letter to Mayor Wheeler to thank her for visiting our class last week.*
- 2. Talk through the text.** Lead a discussion with children about how to word each sentence, and then support individual children as they write letters or entire words in sentences on the board or chart paper. For example: *How will we begin our letter? ... Good, Alana, let's start with Dear Mayor Wheeler: Can you come up and write that for us?* Continue the discussion having different members of the class take turns writing.
- 3. Problem solving.** Use questions or prompts to help children solve problems as they write. For example: *So far this sentence says: Thank you for coming to ... What did we say comes next in the sentence? ... That's right, Duwayne, next we're going to write Lincoln School. ... Can you come up and write the next word? What letter does Lincoln begin with?*
- 4. Reread frequently.** Reread the entire message after each word is added. This will help children see how each word fits into the overall process.



Research: Most elementary students need continued support as they become independent writers. They are most successful when the teacher provides effective prompts, a collaborative context, and effective coaching (Fisher & Frey 2007).

Writing Routine 4

Independent Writing

Purpose: Provide support to help students achieve success as independent writers.

- 1. Provide appropriate writing prompts.** Make sure that writing prompts are motivating and appropriate. Prompts should:
 - Encourage a variety of responses
 - Allow for a range of writing abilities
 - Be appropriate for the writers' experiences
 - Include topics that interest students
- 2. Use RAFTs.** Have students use the RAFT structure to make sure writing assignments have a clear purpose and authenticity. Students should understand their Role, Audience, Form, and Topic before they begin to write. Here is a sample RAFT:
 - Role:** A student who wants to clean up a vacant lot.
 - Audience:** Neighbors who could help clean up the lot.
 - Form:** An email message
 - Topic:** Please come on Saturday to help clean up the lot.
- 3. Support peer response.** Teach students how to be effective peer reviewers of each others' writing. Strategies may include:
 - Use the language frames to scaffold conversation.
 - Encourage writers to invite responses from peers, but don't compel them.
 - Encourage students to talk with each other as readers, not as critics. If something makes them laugh, or feel sad, or catches their interest, they should tell the writer so. If something isn't clear, they should tell that, too. However, details of word choice, organization, sentence structure, etc. are best dealt with in teacher-student conferences.
- 4. Conference.** Confer with students about their writing. Conferences should be short and focused. Include the following steps:
 - **Inquiry:** Ask about, the topic, how the work is coming, and areas of difficulty.
 - **Decision:** Based on student responses, decide on the focus for the conference.
 - **Instruction:** Choose a point for teaching. This may be any of the writing traits, writer's craft, grammar, usage, spelling, capitalization, and punctuation. Refer to records of student performance on grammar, revising and editing, and spelling lessons and assessments. Writing traits rubrics for conferences are provided in the Assessment section of each Teacher's Edition.
 - **Recording:** Record anecdotal notes of the conference for follow-up. Include next steps for the writer.

Writing Routine 5

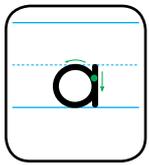
Student Journals

- **Set up journals.** Journals can take many forms. You may wish to have students keep a journal with separate sections for vocabulary, language, grammar, and writing. Or students can just add cumulatively to their journals as they learn. In either case, encourage students to decorate their journals and maintain them with care.
- **Coach.** Observe students as they write and look for opportunities to coach them with spelling, word skills, strategies, and their thinking about topics and Big Questions.
- **Review journals.** Have students review their journals with you at conference time. Reviewing their work over time helps students recall what they've learned and see how they have progressed. It can also help you focus on areas where a student may need reteaching or additional support.

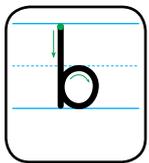
Best Practices

Journaling is a good way to help students move from note taking and assigned writing to writing independently. Lessons in *National Geographic Reach for Reading* include many opportunities for students to make notes about vocabulary, language, and grammar, and to write in response to their reading or their thoughts about Big Questions. Journals help students remember what they have learned and see their progress over time.

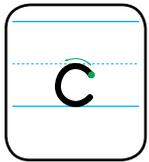
Scripts for Letter Formation



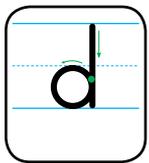
Start on the green dot and make a circle. Touch the middle line and the bottom line as you go all the way around to where you started. Continue up to the middle line and then down to the bottom line. Stop. That's small *a*. Now try it on your own.



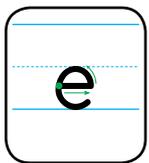
Start on the green dot and go down to the bottom line. Now go back up over your line almost to the middle line. Then, make one little belly from the middle line to the bottom line. That's small *b*. Now try it on your own.



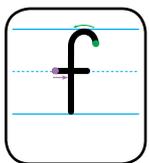
Start on the green dot and go around in a circle. Touch the middle line and the bottom line as you curve round and around. Stop a little above the bottom line. That's small *c*. Now try it on your own.



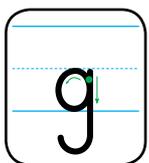
Start on the green dot and curve up to the middle line, then go round and around. Make a circle. Continue up to the top line and then trace over your line all the way down to the bottom line. Stop. That's small *d*. Now try it on your own.



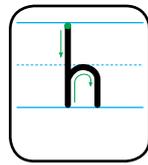
Start on the green dot and go across. Follow the arrow. Then, circle up and around, touching the middle line and the bottom line. Curve up a little bit at the end. Stop. That's small *e*. Now try it on your own.



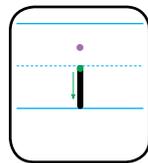
Start on the green dot and curve up. Touch the top line, then go around and down to the bottom line. Go to the purple dot and go across the middle line. Stop. That's small *f*. Now try it on your own.



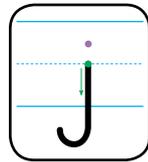
Start on the green dot and curve up. Touch the middle line, then go round and around to make a circle. Continue up to the middle line and then go down below the bottom line and curve up to make a little hook. That's small *g*. Now try it on your own.



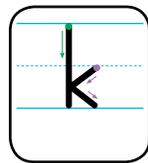
Start on the green dot and go down to the bottom line. Go back over your line almost to the middle line, curve up, touch the middle line, and then go down to the bottom line. Stop. That's small *h*. Now try it on your own.



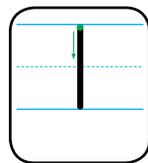
Start on the green dot and go down to the bottom line. Go to the purple dot. Stop. That's small *i*. Now try it on your own.



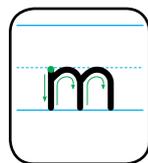
Start on the green dot and go down below the bottom line and curve up to make a little hook. Then go to the purple dot. Stop. That's a small *j*. Now try it on your own.



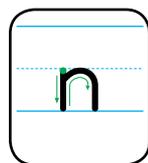
Start on the green dot and go down to the bottom line. Go to the purple dot. Go down at a slant and touch your first line, then slant down to the bottom line. Stop. That's a small *k*. Now try it on your own.



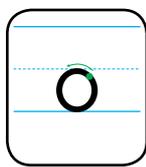
Start on the green dot and go down to the bottom line. Stop. That's small *l*. Now try it on your own.



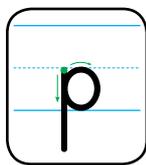
Start on the green dot and go down to the bottom line. Go back over your line almost to the green dot, curve up and around and go down to the bottom line. Go back up, around, and down to the bottom line one more time. Stop. That's small *m*. Now try it on your own.



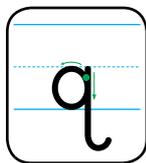
Start on the green dot and go down to the bottom line. Go back over your line almost to the green dot, curve up, touch the middle line, and then go down to the bottom line. Stop. That's small *n*. Now try it on your own.



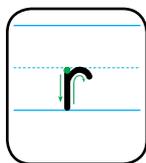
Start on the green dot and make a little circle. Touch the middle line and the bottom line and curve round and around all the way back to where you started. Stop. That's small *o*. Now try it on your own.



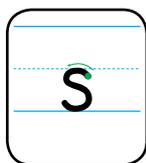
Start on the green dot and go below the bottom line. Go back over your line almost to the green dot, curve up and around to make a circle. First touch the middle line and then the bottom line. That's small *p*. Now try it on your own.



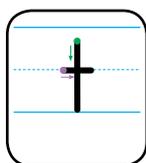
Start on the green dot and make a circle. Touch the middle line and the bottom line as you go around and back to the green dot. Continue up to the middle line and then go down below the bottom line, and make a little tail. Stop. That's a small *q*. Now try it on your own.



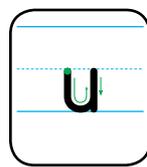
Start on the green dot and go down to the bottom line. Trace over your line again. Just before you reach the middle line, curve up and make a hook. Stop. That's a small *r*. Now try it on your own.



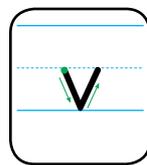
Start on the green dot and curve up, touch the middle line, then go round and around. Touch the bottom line, then curve up a little more. Stop. That's small *s*. Now try it on your own.



Start on the green dot and go down to the bottom line. Go to the purple dot and go across the middle line. Stop. That's small *t*. Now try it on your own.



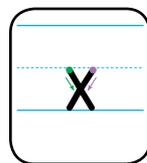
Start on the green dot and go down. Curve around, touch the bottom line, and curve back up to the middle line. Trace over your line again as you go back down to the bottom line. Stop. That's small *u*. Now try it on your own.



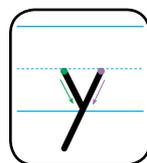
Start on the green dot and slant down to the bottom line. Then slant up to the middle line. Stop. That's small *v*. Now try it on your own.



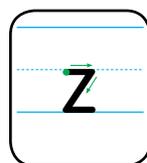
Start on the green dot and slant down to the bottom line. Now slant up to the middle line, back down to the bottom line, and then back up again. Stop at the middle line. That's small *w*. Now try it on your own.



Start on the green dot and slant down to the bottom line. Go to the purple dot. Slant down to the bottom line. Stop. That's small *x*. Now try it on your own.

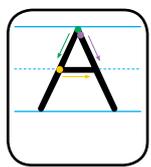


Start on the green dot and slant down to the bottom line. Go to the purple dot and then slant down. Touch your first line, then continue down below the bottom line. Stop. That's small *y*. Now try it on your own.

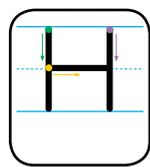


Start on the green dot and go across the middle line. Slant down to the bottom line, and then go across the bottom line. Stop. That's small *z*. Now try it on your own.

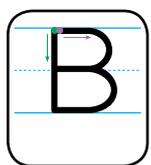
Scripts for Letter Formation, continued



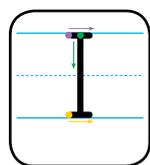
Start on the green dot and slant down. Follow the green arrow to the bottom line. Go to the purple dot and slant down to the bottom line. Go to the gold dot and go across. Make sure you touch both of your lines. Stop. That's capital *A*. Now try it on your own.



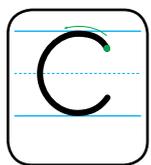
Start on the green dot and go down to the bottom line. Go to the purple dot and go down to the bottom again. Go to the gold dot and go across the middle line until you touch your other line. Stop. That's capital *H*. Now try it on your own.



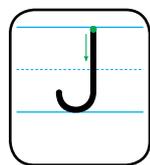
Start on the green dot and go down to the bottom line. Go to the purple dot and make two big round bellies. Make one belly down to the middle line, and then another to the bottom line. Stop. That's capital *B*. Now try it on your own.



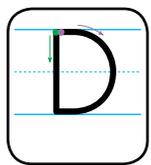
Start on the green dot and go down to the bottom line. Go to the purple dot and go across the top line to make a little roof. Then go to the gold dot and go across the bottom line to make the floor. Stop. That's capital *I*. Now try it on your own.



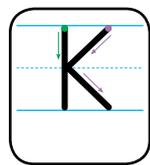
Start on the green dot and go around in a circle. Touch the top line and the bottom line as you curve round and around. Stop a little above the bottom line. That's capital *C*. Now try it on your own.



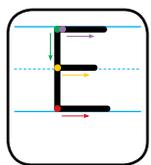
Start on the green dot and go down. Just before you get to the bottom line, curve around, touch the bottom line, and curve up to make a little hook. Stop. That's capital *J*. Now try it on your own.



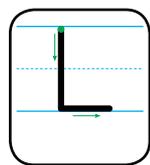
Start on the green dot and go down to the bottom line. Go to the purple dot. Go round and around. Follow the purple arrow. Go all the way down to your first line. Stop. That's capital *D*. Now try it on your own.



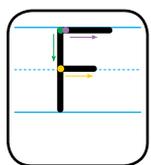
Start on the green dot and go down to the bottom line. Go to the purple dot. Go down at a slant and touch your first line, then slant down to the bottom line. Stop. That's capital *K*. Now try it on your own.



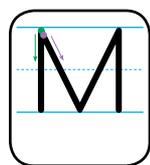
Start on the green dot and go down to the bottom line. Go to the purple dot and go across the top line. Go to the gold dot and go across the middle line. Then, go to the red dot and go across the bottom line. Stop. That's capital *E*. Now try it on your own.



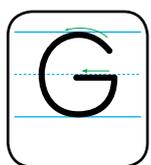
Start on the green dot and go down to the bottom line. Then go across the bottom line. Stop. That's capital *L*. Now try it on your own.



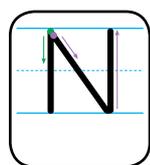
Start on the green dot and go down to the bottom line. Go to the purple dot and go across the top line. Go to the gold dot and go across the middle line. Stop. That's capital *F*. Now try it on your own.



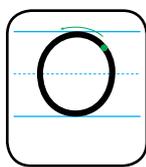
Start on the green dot and go down to the bottom line. Go to the purple dot and slant down to the bottom line. Slant up to the top line, and then go straight down again. Stop. That's capital *M*. Now try it on your own.



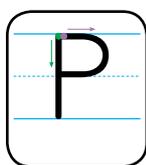
Start on the green dot and curve up. Touch the top line. Then curve round and around, almost making a circle. Stop at the middle line. Now go across. Stop. That's capital *G*. Now try it on your own.



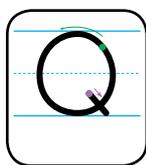
Start on the green dot and go down to the bottom line. Go to the purple dot and slant down to the bottom line. Now go straight up to the top line. Stop. That's capital *N*. Now try it on your own.



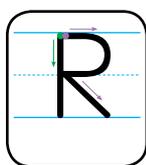
Start on the green dot and make a big circle. Touch the top line and the bottom line and curve round and around all the way back to where you started. Stop. That's capital *O*. Now try it on your own.



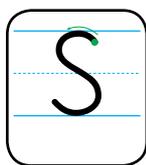
Start on the green dot and go down to the bottom line. Go to the purple dot and make one belly around to the middle line. Make sure you touch your first line. Stop. That's capital *P*. Now try it on your own.



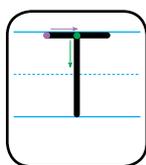
Start on the green dot and make a circle. Touch the top line and the bottom line as you go around, back to the green dot. Go to the purple dot. Make a short line; follow the purple arrow. Stop. That's capital *Q*. Now try it on your own.



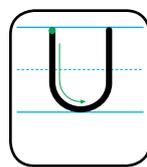
Start on the green dot and go down to the bottom line. Go to the purple dot and make one belly down to the middle line. Make sure you touch your first line. Now slant down to the bottom line. Stop. That's capital *R*. Now try it on your own.



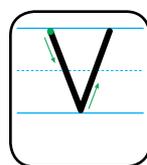
Start on the green dot and curve up, touch the top line, then go round and around. Touch the bottom line, then curve up a little more. Stop. That's capital *S*. Now try it on your own.



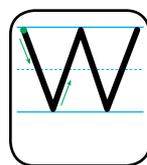
Start on the green dot and go down to the bottom line. Go to the purple dot and go across the top line. Stop. That's capital *T*. Now try it on your own.



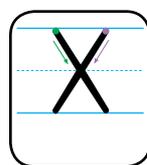
Start on the green dot and go down. Curve around, touch the bottom line, and curve back up to the top line. Stop. That's capital *U*. Now try it on your own.



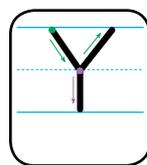
Start on the green dot and slant down to the bottom line. Continue and slant up all the way to the top line. Stop. That's capital *V*. Now try it on your own.



Start on the green dot and slant down to the bottom line. Now slant up to the top line, back down to the bottom line, and finally, slant up again, all the way to the top line. Stop. That's capital *W*. Now try it on your own.



Start on the green dot and slant down to the bottom line. Go to the purple dot. Slant down to the bottom line. Stop. That's capital *X*. Now try it on your own.



Start on the green dot and slant down to the middle line. Then slant up to the top line. Go to the purple dot. Go down to the bottom line. Stop. That's capital *Y*. Now try it on your own.



Start on the green dot and go across the top line. Slant down to the bottom line, and then go across the bottom line. Stop. That's capital *Z*. Now try it on your own.