

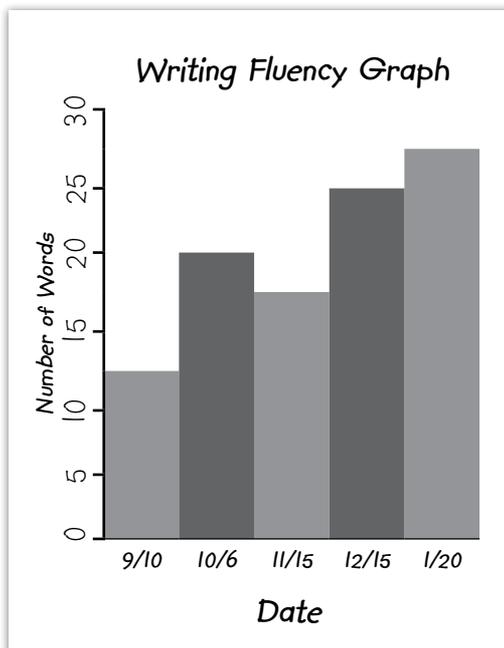
Research Basis: Research shows that expert writers write longer strings of words before stopping to think than less skilled writers. Power writing practice helps students learn to get their words down on paper quickly. It also helps them overcome the tendency to stall before starting to write (Fisher & 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 children's writing fluency; provide an opportunity for children to record their progress in writing fluency.

-  **1. Display a Word or Picture** Choose a word or picture that will be motivating for children 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 Children Write** Ask children to write as much as they can, as well as they can in one minute. You may want to start with simple lists of related words.
-  **4. Count Words** Have children count the number of words they wrote and record the number on their papers.
- 5. Repeat the Procedure** If time allows, have children create more than one list or sentence. Repeat steps 2–5 one or two times.
- 6. Record Results** Record their best result and create a writing fluency graph. Over time, the graph will show children's growth in fluency.



Best Practices

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

Generally, only the most advanced kindergarten children will be able to accomplish listing more than a few words during any Power Writing activity. However, introducing children to this routine during kindergarten will familiarize them with a routine they will be using throughout the program.

Preteaching

Research Basis: Decades of research have confirmed the important role that vocabulary plays in reading comprehension and in children's overall academic success (Hiebert & Kamil 2005). The primary consideration for preteaching vocabulary should be which words need to be clarified for students, so that those words do not get in the way of comprehension (Beck, McKeown & Kucan, 2008).

Preteaching Routine 1

Preteach Vocabulary

Preteach vocabulary to children who need extra support in learning new words.

- 1. Form Groups** Group children who you feel need extra support for the upcoming vocabulary lesson. Follow the next steps for each word to be pretaught.
- 2. Focus on the Target Word** Write the word and show a picture or representation of it.
- 3. Pronounce the Word** Say the word and have children repeat it after you.
- 4. Teach the Meaning** Give the definition of the word, and then elaborate on the meaning using different words and giving additional examples. For example, for the word *sky*, you might point to the sky and say: *The sky is above us. I see the sky when I look out the window and when I am outside. When the sky is dark and cloudy, it might rain.*
- 5. Make Connections** Discuss with children when they might use the word. For example, they might talk about being glad when the sky is bright and sunny.
- 6. Write and Remember** Have children draw a representation for each word on a separate page in their journals. Then have them label their pictures with the key word.



Writing Routine 4

Independent Writing

Purpose: Provide time for children to practice expressing themselves in drawing or writing.

- 1. Prepare** Children can decorate journals with their name or stickers. Provide a place in the classroom where children can write or draw.
- 2. Provide Time for Writing and Writing Prompts** Post a picture or book to provide ideas for writing. Encourage all children to write or draw. Challenge children to add letters for initial sounds and to write words as they learn more phonics and master beginning writing skills.
- 3. Review Writing** If time permits, invite children to read writing to you, to peers, or to the class. Review writing journals. Initially, writing may be difficult to read but provide graphic cues (stars, smiley faces) to provide positive feedback on ideas and on letter and word formation.



Research Basis: Expert writers make decisions as they write. Interactive writing makes these decisions part of the conversation between teacher and children. It allows children to engage in writing with the support and scaffolding of the teacher and peers.

Writing Routine 3

Interactive Writing

Purpose: Collaborate and scaffold writing. Turn collaborative oral composition into written form.

- 1. Prepare** Provide children with **Write-On/Wipe-Off** boards and erasable pens. Set up an easel and paper and have crayons and pens available.
- 2. Plan the Writing** Think aloud to model how to plan the writing. Provide options for children to select from. Focus the writing: *We just read a book about a girl who got lost in a forest. Maybe we should give her some advice. We can write her a note.* Engage children in the task: *Do you want to do that?* Invite children to generate ideas: *What should we tell her?*
- 3. Involve Children in Deciding What to Write** Discuss with children what to tell the girl. Support their ideas. Arrive at one sentence. For example: *Do not go into the forest by yourself.*
- 4. Connect Writing and Phonics** Connect writing with phonics instruction (see **Alphachants** for comprehensive instruction in phonics and beginning writing). Initially, children will be writing at the sound/letter level until they develop beginning reading skills and are able to write whole words. You may provide children with high frequency word cards or key word cards to choose from as part of the writing process.
- 5. Begin by Writing Letters** To start, repeat the sentence. Help children count the words in the sentence.
 - Determine which is the first word. Repeat that word several times. For example: *The first word is Do. Say it with me, do, do, do.*
 - Determine the first sound in the word. If children have learned that sound, invite them to identify the correct letter.
 - Have children write that letter many times on a sheet of paper or on a **Write-On/Wipe-Off** board.
 - Have one volunteer write the letter on the board or easel paper. Children who struggle with letter formation may use letter cards to participate.
- 6. Write Words** Repeat step 5 to complete the first word, having all children engaged in writing on their individual papers or boards or volunteering to write the letter on the class board or easel paper. Model problem-solving strategies. For example: *I am not sure which letter makes that sound. I can ask for help.*
- 7. Reread and Reflect** Reread the entire message after each word is added to help children see how each word fits into the overall sentence. Review the audience, purpose, and form. Model how to reflect on writing: *We wanted to give the girl advice.* Chorally read the complete sentence and then have children give thumbs up or thumbs down.

Research Basis: Many children may not understand the process of recording their thoughts or ideas in writing. Modeled writing demonstrates the process of how language is represented in written form.

Writing Routine 2

Modeled Writing

Purpose: Model the process of composing a short piece of writing.

- 1. Plan the Writing** Think about what children will write and why.
 - Form: Story
 - Audience: Classmates
 - Topic: Funny story about my dog.
- 2. Model Thinking about the First Sentence** Think aloud as you decide what you will include in your first sentence. *What will I write first? Before I tell what happened, you need to know about me and about my dog. So I'll start by telling you about that!*
- 3. Write the First Sentence** *I have a dog. His name is Sam.*
- 4. Reread and Reflect on Writing** Chorally read the writing: *I have a dog. His name is Sam.* Engage children in reflection: *I wanted to tell you about me and my dog. Did I do that? Show me a thumbs up if I did. Yes.*
- 5. Continue Thinking Aloud as You Write** Think aloud to model how you plan to write additional sentences. Now I will tell you what happened. *Sam took my lunch!* Read aloud as you write: *This morning, Sam took my lunch!*
- 6. Involve Children** Encourage children to ask questions and suggest words or ideas.
- 7. Complete Writing** When the writing is complete, think aloud as you add a title, write the author name, and other features of the form.
 - *Stories have titles. What is a good title for this story?*
Sam's Lunch
 - *Stories use pictures to show what happens. I can draw a picture of my dog and my lunch.*
- 8. Share the Writing** Have partners read each other's writing and suggest ways to make it more interesting or better.
- 9. Share with the Class** Have children display their writing and picture and present it to the class. Then post the writing or display in the writing center.



Research Basis: Although much of the research into the efficacy of preteaching has centered around the preteaching of vocabulary and mathematical concepts, more and more work is being done on the preteaching of concepts critical to the comprehension of both expository and narrative texts. Evidence indicates that the direct instruction of background knowledge needed to navigate targeted texts significantly improves students' comprehension of the text (Dole, Valencia, Greer, & Winthrop, 1991; Graves Cooke, & Laberge, 1983; McKeown, Beck, Sinatra, & Loxterman, 1992; Stevens, 1982).

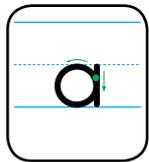
Preteaching Routine 2

Preteach Concepts

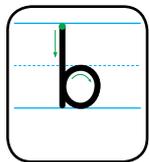
Purpose: Guide children who need extra support in learning concepts by preteaching target concepts.

- 1. Form Groups** Group children based on their demonstrated need for support of the upcoming concept.
- 2. Focus on the Target Concept** Identify the target concept. For example, children may need support for a particular skill or strategy such as asking questions or sequence, or a broader category such as genre or story structure.
- 3. Determine Children's Familiarity with the Target Concept** After introducing the target concept, have children tell what they already know or understand about the concept. For example: *We are going to talk about asking questions. Why do you ask questions? What kinds of questions do you ask?* Allow time for children to explain how they use question-asking to find out what they want to know.
- 4. Connect to the Upcoming Lesson** Tell children how they will use the concept in the upcoming lesson. For example: *We are going to learn how to ask questions to find out the meanings of unknown words. We can ask very particular questions to help us do that.*
- 5. Introduce Lesson-Specific Information** Discuss with students the ways in which the concept will be used in the upcoming lesson. For example: *When we see an unfamiliar word, we can ask ourselves if there are any words in the same sentence that might help us understand the word.*
- 6. Practice** Have children practice and discuss the concepts using texts other than the lesson text. For example, read a passage from a story, choose a word, and have children practice asking questions that will help them look for clues to its meaning.

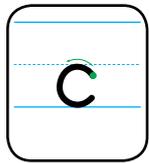
Scripts for Letter Formation



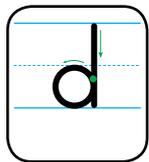
Start on the green dot and make a circle. Touch the middle line and the bottom line as you go all the way around to where you started. Continue up to the middle line and then down to the bottom line. Stop. That's small *a*. Now try it on your own.



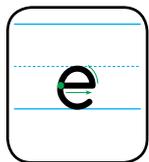
Start on the green dot and go down to the bottom line. Now go back up over your line almost to the middle line. Then, make one little belly from the middle line to the bottom line. That's small *b*. Now try it on your own.



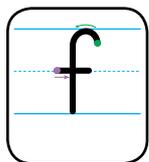
Start on the green dot and go around in a circle. Touch the middle line and the bottom line as you curve round and around. Stop a little above the bottom line. That's small *c*. Now try it on your own.



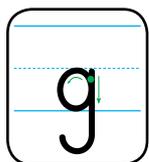
Start on the green dot and curve up to the middle line, then go round and around. Make a circle. Continue up to the top line and then trace over your line all the way down to the bottom line. Stop. That's small *d*. Now try it on your own.



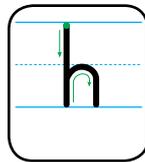
Start on the green dot and go across. Follow the arrow. Then, circle up and around, touching the middle line and the bottom line. Curve up a little bit at the end. Stop. That's small *e*. Now try it on your own.



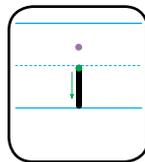
Start on the green dot and curve up. Touch the top line, then go around and down to the bottom line. Go to the purple dot and go across the middle line. Stop. That's small *f*. Now try it on your own.



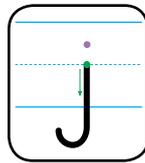
Start on the green dot and curve up. Touch the middle line, then go round and around to make a circle. Continue up to the middle line and then go down below the bottom line and curve up to make a little hook. That's small *g*. Now try it on your own.



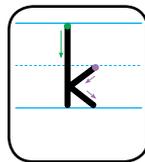
Start on the green dot and go down to the bottom line. Go back over your line almost to the middle line, curve up, touch the middle line, and then go down to the bottom line. Stop. That's small *h*. Now try it on your own.



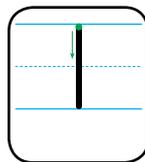
Start on the green dot and go down to the bottom line. Go to the purple dot. Stop. That's small *i*. Now try it on your own.



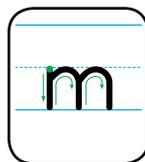
Start on the green dot and go down below the bottom line and curve up to make a little hook. Then go to the purple dot. Stop. That's a small *j*. Now try it on your own.



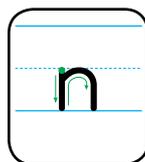
Start on the green dot and go down to the bottom line. Go to the purple dot. Go down at a slant and touch your first line, then slant down to the bottom line. Stop. That's a small *k*. Now try it on your own.



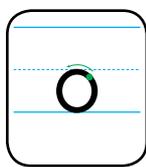
Start on the green dot and go down to the bottom line. Stop. That's small *l*. Now try it on your own.



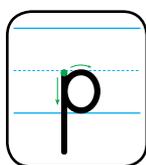
Start on the green dot and go down to the bottom line. Go back over your line almost to the green dot, curve up and around and go down to the bottom line. Go back up, around, and down to the bottom line one more time. Stop. That's small *m*. Now try it on your own.



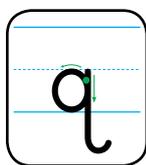
Start on the green dot and go down to the bottom line. Go back over your line almost to the green dot, curve up, touch the middle line, and then go down to the bottom line. Stop. That's small *n*. Now try it on your own.



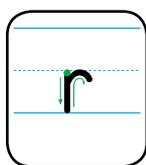
Start on the green dot and make a little circle. Touch the middle line and the bottom line and curve round and around all the way back to where you started. Stop. That's small *o*. Now try it on your own.



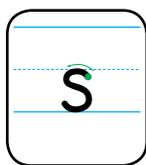
Start on the green dot and go below the bottom line. Go back over your line almost to the green dot, curve up and around to make a circle. First touch the middle line and then the bottom line. That's small *p*. Now try it on your own.



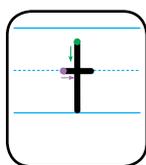
Start on the green dot and make a circle. Touch the middle line and the bottom line as you go around and back to the green dot. Continue up to the middle line and then go down below the bottom line, and make a little tail. Stop. That's a small *q*. Now try it on your own.



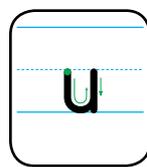
Start on the green dot and go down to the bottom line. Trace over your line again. Just before you reach the middle line, curve up and make a hook. Stop. That's a small *r*. Now try it on your own.



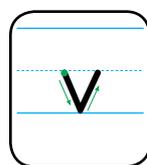
Start on the green dot and curve up, touch the middle line, then go round and around. Touch the bottom line, then curve up a little more. Stop. That's small *s*. Now try it on your own.



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.



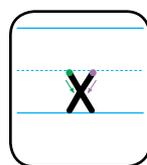
Start on the green dot and go down. Curve around, touch the bottom line, and curve back up to the middle line. Trace over your line again as you go back down to the bottom line. Stop. That's small *u*. Now try it on your own.



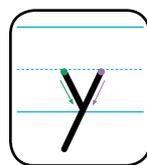
Start on the green dot and slant down to the bottom line. Then slant up to the middle line. Stop. That's small *v*. Now try it on your own.



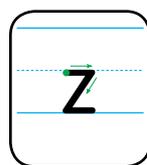
Start on the green dot and slant down to the bottom line. Now slant up to the middle line, back down to the bottom line, and then back up again. Stop at the middle line. That's small *w*. Now try it on your own.



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.

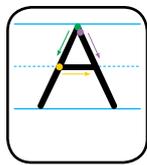


Start on the green dot and slant down to the bottom line. Go to the purple dot and then slant down. Touch your first line, then continue down below the bottom line. Stop. That's small *y*. Now try it on your own.

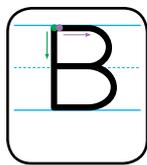


Start on the green dot and go across the middle line. Slant down to the bottom line, and then go across the bottom line. Stop. That's small *z*. Now try it on your own.

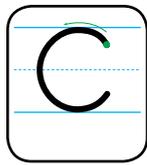
Scripts for Letter Formation, continued



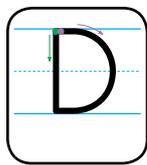
Start on the green dot and slant down. Follow the green arrow to the bottom line. Go to the purple dot and slant down to the bottom line. Go to the gold dot and go across. Make sure you touch both of your lines. Stop. That's capital *A*. Now try it on your own.



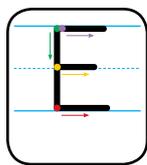
Start on the green dot and go down to the bottom line. Go to the purple dot and make two big round bellies. Make one belly down to the middle line, and then another to the bottom line. Stop. That's capital *B*. Now try it on your own.



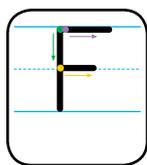
Start on the green dot and go around in a circle. Touch the top line and the bottom line as you curve round and around. Stop a little above the bottom line. That's capital *C*. Now try it on your own.



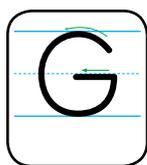
Start on the green dot and go down to the bottom line. Go to the purple dot. Go round and around. Follow the purple arrow. Go all the way down to your first line. Stop. That's capital *D*. Now try it on your own.



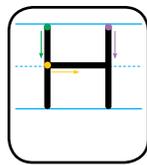
Start on the green dot and go down to the bottom line. Go to the purple dot and go across the top line. Go to the gold dot and go across the middle line. Then, go to the red dot and go across the bottom line. Stop. That's capital *E*. Now try it on your own.



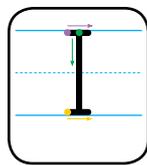
Start on the green dot and go down to the bottom line. Go to the purple dot and go across the top line. Go to the gold dot and go across the middle line. Stop. That's capital *F*. Now try it on your own.



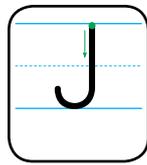
Start on the green dot and curve up. Touch the top line. Then curve round and around, almost making a circle. Stop at the middle line. Now go across. Stop. That's capital *G*. Now try it on your own.



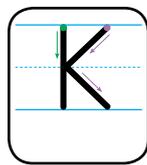
Start on the green dot and go down to the bottom line. Go to the purple dot and go down to the bottom again. Go to the gold dot and go across the middle line until you touch your other line. Stop. That's capital *H*. Now try it on your own.



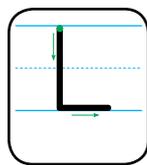
Start on the green dot and go down to the bottom line. Go to the purple dot and go across the top line to make a little roof. Then go to the gold dot and go across the bottom line to make the floor. Stop. That's capital *I*. Now try it on your own.



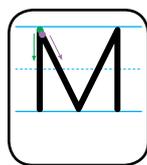
Start on the green dot and go down. Just before you get to the bottom line, curve around, touch the bottom line, and curve up to make a little hook. Stop. That's capital *J*. Now try it on your own.



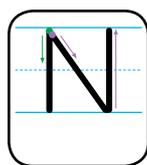
Start on the green dot and go down to the bottom line. Go to the purple dot. Go down at a slant and touch your first line, then slant down to the bottom line. Stop. That's capital *K*. Now try it on your own.



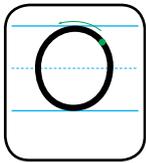
Start on the green dot and go down to the bottom line. Then go across the bottom line. Stop. That's capital *L*. Now try it on your own.



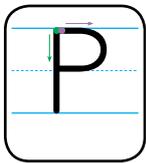
Start on the green dot and go down to the bottom line. Go to the purple dot and slant down to the bottom line. Slant up to the top line, and then go straight down again. Stop. That's capital *M*. Now try it on your own.



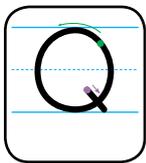
Start on the green dot and go down to the bottom line. Go to the purple dot and slant down to the bottom line. Now go straight up to the top line. Stop. That's capital *N*. Now try it on your own.



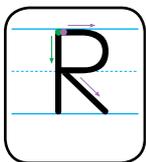
Start on the green dot and make a big circle. Touch the top line and the bottom line and curve round and around all the way back to where you started. Stop. That's capital *O*. Now try it on your own.



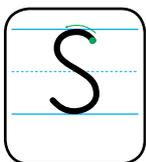
Start on the green dot and go down to the bottom line. Go to the purple dot and make one belly around to the middle line. Make sure you touch your first line. Stop. That's capital *P*. Now try it on your own.



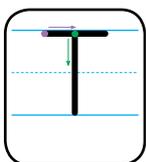
Start on the green dot and make a circle. Touch the top line and the bottom line as you go around, back to the green dot. Go to the purple dot. Make a short line; follow the purple arrow. Stop. That's capital *Q*. Now try it on your own.



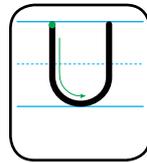
Start on the green dot and go down to the bottom line. Go to the purple dot and make one belly down to the middle line. Make sure you touch your first line. Now slant down to the bottom line. Stop. That's capital *R*. Now try it on your own.



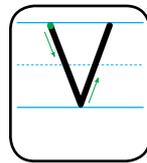
Start on the green dot and curve up, touch the top line, then go round and around. Touch the bottom line, then curve up a little more. Stop. That's capital *S*. Now try it on your own.



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.



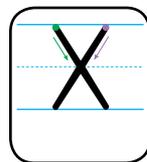
Start on the green dot and go down. Curve around, touch the bottom line, and curve back up to the top line. Stop. That's capital *U*. Now try it on your own.



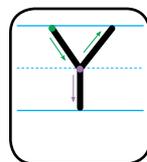
Start on the green dot and slant down to the bottom line. Continue and slant up all the way to the top line. Stop. That's capital *V*. Now try it on your own.



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.