Toolbox for Routine Writing

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Strategy	Description	Purpose	Context	Additional Resources/Links and Considerations
Admit Slip/ Exit Slip (completed on index cards or small slips of paper)	Admit Slips are similar to Exit Slips, but are done prior to or at the beginning of instruction. Students may be asked to reflect on their understanding of their previous night's homework, reflect on the previous day's lesson, make comments about the material being studied or answers questions.	To make connection to the new day's learning, to process lesson/work of one class. Allows student to activate prior or recent knowledge.	Beginning of class or assigned as homework and discussed upon entry/exit of class.	Links: https://clearlakeiowa.wikispaces.com/file/view/Admit-Exit+Examples.pdf K-2: Notecards may include drawing and/or writing
Book Commercials	Using the book commercial form created by Hoyt (1999), students create an advertisement for a narrative book they have read. An example from the book is: "Are you tired of being hungry? Wondering where your next meal will come from and which day of the week you might find it? At 8:00 P.M. every Monday on Channel 8 you can join The Very Hungry Caterpillar for your most challenging food solutions!" (Hoyt, 1999)	Students will synthesize the information that is learned from a narrative book and create a persuasive advertisement using their grade level as the target audience.	Students use this after reading a narrative piece and have had instruction regarding advertising, target audiences, and persuasive writing.	Template is attached to this document Other Links: http://www.scholastic.com/admongo/lesson1.htm http://www.scholastic.com/admongo/lesson2.htm http://www.scholastic.com/admongo/lesson3.htm
Brainstorming	Brainstorming is a group process for generating questions, ideas, and examples, and is used to illustrate, expand, or explore a central idea or topic. Brainstorming involves students' sharing whatever material comes to mind and recording every idea, without making judgements about the material being generated.	To inventory what students know or think they know about a topic. Allows students to discover connections, create new ideas, solve problems, map out resources, and energize thinking.	Used at the beginning or middle of a lesson, and activates knowledge.	List format

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Carouseling (Type of Brainstorming used in any discipline)	Carousel brainstorming requires groups of students to share ideas on chart paper and respond to 3-4 prompts concurrently. Students move from sheet to sheet and add their contributions. Students see patterns as well as other's thinking. A variation of this strategy is called graffiti — particularly if it has students producing images as well as words.	To review what students have learned by thinking about subtopics within a broader topic; to stimulate discussion	Used at beginning as new content is introduced or at the end to facilitate a review of content.	Links: http://www.learnnc.org/lp/pages/1989?ref=search List or note form (K-2 may include drawing and/or writing)
CER (Claim, Evidence, Reasoning) * Also called *Focus and Elaboration*	The students write down an idea but use evidence from the text to explain their thinking.	Use it to begin argument work, to pose theories in their reading, to synthesize thinking about a text, and use inferring skills	This strategy is an introduction to argument; it allows issues and claims about a topic to surface	Link: http://www.edutopia.org/blog/science-inquiry-claim-evidence-reasoning-eric-brunsell One sentence to support each (Claim, Evidence, Reasoning) based on grade level standards and should build toward paragraph structure in older grades.
Different Same Different	Attributes from two different texts are compared and contrasted using three-columns (different-same-different). The students compare and contrast the attributes of two stories such as characters, settings, subjects or topics, events, etc by taking notes underneath the columns. The students share their notes with the class, and may extend the activity by putting their information into paragraph form.			Template Structure: 	Different	Same	Different	 |---|---|---|
Drawings/ Illustrations	Quick drawings, sketches, diagrams and illustrations are used to share ideas, events, experiments, or even math processes.	This helps students to visualize learning and information; allows students		

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EXPLORE: **Ex**amples, **P**urpose **L**anguage, **O**rganizational Features, **R**elate, **E**valuate	EXPLORE writing is a tool students can use to respond to different types of text in writing. This organizer is used to write a response to the text.	This graphic organizer helps students take notes and organize ideas.	Useful in a variety of classes including the content areas.	Template Link: http://www.deltaetc.com/uploads/1/0/3/6/10363529/explore.pdf https://books.google.com/books?isbn=1571107711 Click on link, click again, and scroll to description
Fan Fiction	Students become very familiar with a story or tale. After reading, students rewrite the text based on four categories: in-canon writing, alternate universe stories, cross-overs, and self-insert. The basic premise is to place themselves into a text and rewrite the story with their inserted character and respond to events. An adapted chart by Lankshear and Knobel (2006) explains the categories. (Lankshear & Knobel, 2006)	Fan Fiction allows students to apply critical thinking to support narrative elements, specifically setting.	This strategy should be used after reading a narrative story and instruction regarding narrative elements has been given.	Adapted Fan Fiction Template: Attached to this document (categories are described)
Flow Chart Retellings	The student begins by drawing the first box and writing the first event inside. S/He then connects the next box with an arrow and writes the second key event inside, continuing to add boxes until the retelling is complete. Adding boxes one at a time helps the child consider what information is important enough to add and the order in which events occurred.	This helps students to organize sequential information and consolidate information in a structure.	This strategy can be used for both fiction and nonfiction texts and it supports retellings of key ideas and details.	Flowchart Maker Link: http://www.softschools.com/teacher_resources/flow_chart_maker/

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Strategy	Description	Purpose	Context	Additional Resources/Links and Considerations
GIST: Generating Interactions Between Schemata and Texts	Have the students predict the gist, or main point, of the text by scanning the page to get a feel for what it will be about. Record predictions about the topic on the board. Read the first paragraph to the class. Ask students to write a summary of the first sentence in 15 words or less. Write the class summary on the board. Read the second paragraph and ask students to write a summary of the first two summaries in 15 words or less. Write the group summary on the board asking students to take all of what has been read so far and create a 15 word summary from the 2 previous 15 word summaries.	GIST teaches students to use prediction as a comprehension aid when reading expository text. This strategy was created to help students write well organized summaries.	The ability to predict what a passage will be about is often based on prior knowledge. Tapping this background knowledge can effectively increase the students' comprehension of the text to be read.	Link: http://fcit.usf.edu/FCAT8R/home/references/additional-reading-strategies/gist-strategy.html http://www.readwritethink.org/files/resources/lesson_images/lesson290/Template.pdf
Identifying Theme Two Column Chart	Students create a T-chart with "Theme" on the left side and "Evidence from the Text" on the right side. As the story is read, students should note the theme on the left side, and must provide evidence from the story that supports it on the right side.	This strategy allows students to discover theme. The theme is revealed by the way characters change in a story, conflicts in the story, and statements made by the narrator or characters.	Theme is the central idea or message and usually inferred. Understanding theme involves understanding plot, characters, and setting.	
Most Interesting Character Debate	Students read an historical fiction story and then select or are assigned a character to defend as the most (your choice here: interesting, important, meanest…). In a group, using explicit details and examples from the text, students prepare a defense of their character. Groups then debate, using their information, as to who is the most interesting (or whatever).	This strategy allows students to incorporate narrative structure with argumentative writing.	Students learn to synthesize material read and create an argument piece.	

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Strategy	Description	Purpose	Context	Additional Resources/Links and Considerations
One Sentence Paraphrase (1SP)	Select a section of text that includes several paragraphs. Read the first paragraph with the class. Cover the paragraph. Ask students to write one sentence—and only one sentence—that reflects their understanding of the paragraph. Share several sentences, looking for similarities and differences. Read the next paragraph and continue the process. After students feel comfortable with the process, have them work independently. (Lawwill, 1999)	Allows students to summarize material read and transform it to their own words.	Any content area can utilize this strategy to synthesize information and identify the most important learning.	
Plot Conflict Examination	Students explore picture books to identify the characteristics of four types of conflict: character vs. character, character vs. self, character vs. nature, and character vs. society. Next, students write about conflict in their own lives and look for similarities among all the conflicts shared by the class, ultimately classifying each conflict into one of the four types. Finally, after investigating the compare and contrast format, students conclude with a compare and contrast essay that focuses on two conflicts—one from their own experience and one from a picture book or story that they have read. (Daniels, 2003)	This strategy assists students with comparing and contrasting and the element of conflict in plot development.	Use this strategy to build stamina and fluency of the writing process.	Full lesson idea: http://www.readwritethink.org/classroom-resources/lesson-plans/examining-plot-conflict-through-802.html
Power Writing	Power Writing should be used to build writing fluency and stamina by having students generate as many words as they can on a given topic in a set period of time.	When combined with instruction, this strategy builds proficiency and writing volume.	Use this strategy to build stamina and fluency of the writing process.	Attached is a summary of a writing blog adapted from Ryan McCarty.

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Strategy	Description	Purpose	Context	Additional Resources/Links and Considerations
Quick Write/ Quick Draw	The teacher selects a topic related to the text being studied and defines the purpose for the Quick Write / Quick Draw. S/He draws a T-chart. On the right side of the organizer, students respond to a question or prompt related to the text by writing down whatever comes to their minds without organizing it too much or worrying about grammar. On the left side of the graphic organizer students are to draw an illustration of the topic.	Gives students the opportunity to reflect on what they have learned. This strategy can help students build stamina for longer, more complex writing.	The idea is for students to write as much as they can during a timed period. The amount of time depends on the age of student as well as the prompt and the standards being addressed.	Links: http://www.readwritethink.org/files/resources/lesson_images/lesson1053/quick_write_draw.pdf http://www.monroe.k12.ky.us/userfiles/1029/file/QuickWriteQuickDraw.pdf Variations: • Summarize what was learned or applied • Explain content concepts or vocabulary • Pose a question that addresses a key point in the reading selection
Reading Response Journals	Reading response journals are informal, written communications between two or more people about something one person has read about. These journals can include personal reactions to, questions about, and reflections on what has been read. Students can respond to what they've read, or, to what has been read to them. Even kindergarten and first grade students can respond to a story using illustrations, scribbles, random letters, and invented spellings.	Journals provide learners with an opportunity to record their personal thoughts, emotions, ideas, questions, reflections, connections, and new learning on what they hear, view, read, write, discuss and think.	Response journals can be implemented at all levels. Response journals can be used with any genre of literature (poetry, short stories, media text, novel studies) and in different content areas that use expository text.	Link for prompts: http://sbo.nn.k12.va.us/library/docs/reader_response_journal_prompts_form.pdf
Retellings	After reading a story and discussing the main events, young students draw pictures on a small piece of paper that show the main events in the book. Write captions for each picture. Have the students put the pictures in the order in which they occurred in the story. Older students write their thoughts in event sequence using descriptive details and effective technique according to standards. .	To capture the key ideas and details in a text.	After students have read material and can summarize key ideas and details in a text.	Link: http://www.readingrockets.org/article/strategies-promote-comprehension Variation using illustrations: K-2 use pictures on yardsticks, timelines, or place ideas in a mystery bag or can and students sequence as pull out. Older students may use comic strips).

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Strategy	Description	Purpose	Context	Additional Resources/Links and Considerations
Story Maps	Story maps are graphic organizers that allow students to organize their understanding of a story. Templates are filled in and then can be used to summarize a story that has been heard, plan out a new story, or focus on specific elements of narrative writing.	This technique uses visual representations to help students organize important elements of a story to determine theme.	Story Maps are used for teaching students to work with story structure for better comprehension.	Template links: http://www.readingrockets.org/strategies/story_maps http://www.adlit.org/strategies/22736/ Sample: scroll for Alice in Wonderland Example http://tccl.rit.albany.edu/knilt/index.php/Unit_2:Graphic_Organizers
Summary Frames	Allow students to answer the summary frame questions based on the structure of the reading they have done. These frames list the main elements of the type of text the teacher has selected. For example, a narrative story's elements would include the setting, main characters, problem, steps to solve the problem and solution. Students can also end the summary frame with a reason the author may have written the text and what the intended purpose of the text would be. See template link for variety of summary frames.	Summary frames are a series of questions that emphasize the important elements within a text pattern. Students answer the questions, then write summaries based on their responses.	For use with all types of text structures and all grade levels. Throughout the answer to these questions, stress the importance for students to support their answers with evidence from the text.	Template Link: http://writingfix.com/PDFs/RICA_PDFS/summarizing/Summary_Frames.pdf (Scroll for variety of samples and text structures)
Three Column Comparison Chart	The teacher lists specific main events down the middle of a three column chart from a story the class has read. On the left side of the chart list certain characters. The student fills in how those characters responded to the event that is listed in the center. On the right side of the chart, the student reacts to the text and writes their own thoughts to the event in the middle. This could be how the student would react to the event or what they believe the character's reaction should have been. (Adapted from Marzano, Pickering, & Pollock, 2001)	This strategy distinguishes the point of view of characters from that of the students.		Template Link: https://www.eduplace.com/ss/socsci/books/content/gfxorganizers/graph_3-col.pdf

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Strategy	Description	Purpose	Context	Additional Resources/Links and Considerations
Two Column Notes	Assign a short selection to be read. List key ideas on the left and questions or details on the right. Using a template, construct your own notes on the selection and share them with your students. Discuss the decisions about certain things noted such as: •What part of text was confusing? •Were illustrations used instead of notes? •Did any sections foster other questions?	This strategy helps students pull the main ideas out of what they read and organize the information effectively. In a way , it is very much like outlining without all of the strict rules of formatting,		Template: http://goms.rocklinusd.org/subsites/Scott-Victor/documents/Reading%20and%20Literature/Two%20Column%20Note%20Taking%20Strategy%20Blank.pdf Samples: http://www.asdk12.org/MiddleLink/HighFive/TwoColumn/TwoColumn_examples.pdf

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Book Commercial Form (Hoyt, 1999)

Name of copywriter for this ad _____Date_____

Media to be used: Radio, television, magazine ad, newspaper ad, other_____

The Book to Be Advertised_____

Important Characters_____

Important Points_____

_____

Art for the Ad

My opening question:_____

Details for the middle:_____

An ending that will sell this book!_____

_____

_____

_____

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Power Writing

Teachers tend to think about building fluency in terms of reading, but now more than ever, teachers should be helping their students build writing fluency as well. Readers who don't read fluently devote much of their cognitive energy to decoding individual words and phrases, making it difficult for them to focus on the meaning of what they read. Similarly, students lacking writing fluency devote lots of cognitive energy to forming individual words or basic sentence structures, making it harder for them to focus on conveying their thoughts and feelings effectively.

"If you can read everything your students write, you're not assigning enough writing"- Doug Fisher.

CCSS Writing Anchor Standard 10 addresses the importance of students writing routinely over extended and shorter time frames for a range of tasks, purposes, and audiences. The PARCC assessment requires students to type at length on demand, constructing a response to a prompt that requires them to read and synthesize multiple documents including videos, articles, and graphs. They're also often argument prompts.

Many teachers are nervous about these tasks, not just because they are cognitively demanding, but because they worry students won't write fluently enough to succeed. Students may struggle to generate ideas about an unfamiliar topic, to organize their response, or to generate an entire essay quickly (and with minimal errors). They'll have to do this without the usual scaffolding or encouragement.

In a recent PD, literacy expert Doug Fisher recommended a simple instructional routine to help address these concerns called Power Writing. Research shows that when combined with instruction, writing proficiency increases when writing volume increases. Power Writing should be used regularly to build writing fluency and stamina by having students generate as many words as they can on a given topic in a set period of time. While similar strategies exist, this approach is versatile and useful as a formative assessment of both writing and content knowledge.

Procedure
Step 1: Give students an important vocabulary term or question and write it on the board.

Step 2: Instruct students to write (or type) "as much as they can, as well as they can" for 60 seconds. Have them always write in the same place (writer's notebook, science notebook, etc. depending on class).

Step 3: At the end of 60 seconds, tell them "pencils up" and ask them to count the overall number of words and tally it in the margin. Have students circle the errors they noticed while rereading their writing.

Step 4: Have students repeat this procedure two more times, giving them a new related vocabulary word or relevant question each time.

Step 5: For each session have them graph the highest number of words they wrote in any one minute period. Have them set goals for the numbers of words they will write in any one-minute period next time.

Step 6: At least once a week, have them choose a previously written entry to revise and extend into a more formal explanatory or argumentative piece for homework.

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Q&A

What should I do with the student errors?
Pay attention to errors students DON'T circle. Not circling it means they don't realize it's an error and need to be taught that skill. Skim the notebooks each week and look for patterns in errors to address in minilessons.

How much should I expect students to write per minute?
According to Doug Fisher, by the end of fourth grade, good writers can get as high as 40 words per minute. In 9th grade and beyond, many students remain the 40-45 word range, because they are using longer words and conveying more complex ideas. The important thing is growth, not hard and fast norms.

Should I subtract errors from their total?
I wouldn't, particularly when you are starting out, as students may be worried about making errors and slow down. As time goes by, you can subtract for errors involving skills that have been extensively taught if you wish.

What if students get wise and start writing shorter words to get a higher total?
There is always someone trying to outsmart the system! As in reading fluency, emphasize that speed is only one component. The quality of writing and thinking also matters. If you require students to periodically revise their entries, they'll realize that writing short, choppy words means more revision work in the long run.

Can I use this to give students practice with particular skills?
Yes. For instance, you can require a particular sentence structure or usage issue such as their, there and they're you've been teaching. Your prompt can target generating a particular text structure, such as compare and contrast. You can also differentiate by adjusting the prompt for more capable writers, adding audience or genre elements. Just take these additional layers into account when judging growth as they may slow students down.

Do I have to read everything students write?
Absolutely not! Tell students they're not writing for you to read it, they're writing because writing is thinking.   Skim entries once a week for patterns in errors. Target particular entries to read for a formative assessment of content knowledge.

Should I have students share their number of words or their entries?
Sure, but keep the emphasis on growth. You can also have students pick their favorite entry and read it to their partner, or pick an entry to revise together.

Now get your students writing!
The most important thing is to get students writing. What do you do to build writing fluency and stamina in your classroom? Have you tried this or a similar routine? Share your ideas and experiences in the comment section below!

Learn more about the Power Writing strategy in Scaffolded Writing Instruction: Teaching Writing Within a Gradual Release Framework *(Fisher & Frey, 2007)*

This article is adapted from Ryan McCarty's Blog on Teaching Channel
https://www.teachingchannel.org/blog/ausl/2013/12/15/building-writing-fluency-a-simple-routine-for-any-classroom/

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Fan Fiction (Lankshear & Knobel, 2006)

Classification	Characteristics	Example
In-Canon Writing	Maintains settings, characters, and types of plotlines found in original. Adds new episodes and/or events to original. Presequels and sequels are popular.	New episode of *Hannah Montana*. Includes the characters and setting of original show. Plot develops that is believable and seems probable based on previous episodes in the actual series.
Alternate universe stories	Characters from an original medial text are placed into a new or different one.	Hannah Montana is placed at Hogwart's School (e.g., Harry Potter universe). Or she could be placed into a new and invented universe.
Cross-overs	Characters from two or more original media texts are put together in a whole new story.	Captain Jack Sparrow from *Pirates of the Caribbean* is brought together with characters from Sponge Bob.
Self-Insert	The writer puts him or herself into a narrative as a recognizable character. The result is a hybrid character with attributes of the writer and the character from the media text.	A boy writer inserts himself into the place of Bart Simpson. His new character contains elements of Bart from the original show but also mixes in attributes of himself.