

High Yield Routines in Writing

Guided Writing

Young writers need to experience sustained and successful writing. Guided writing lessons are temporary, small-group lessons teaching those strategies that a group of students most need to practice with immediate guidance. Guided writing lessons can be taught after a whole-class lesson once other students are actively engaged in independent writing.



Guided Writing: Read Write Think

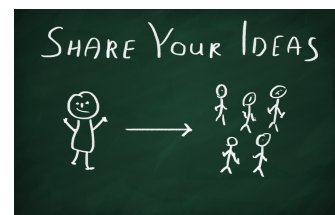
Interactive Writing

This strategy proceeds in the same way as Shared Writing, with one exception: the teacher, while making teaching points that help students attend to various features of letters and words, invites students to come up to the composition to contribute a letter, word, or part of a word. The teacher writes the words students are independent with or the words that are beyond their reach and highlights areas of instructional focus (Fountas and Pinnell, 2017, p. 225-226).



Shared Writing

The teacher and students create a text together. The teacher is the scribe and students share ideas. The composition is reread many times. The teacher may emphasize specific writing strategies, such as prompting students to say a word slowly to hear all its parts (Fountas and Pinnell, 2017, p. 225).



Writer's Workshop

A lesson framework that includes mini-lesson, work time, and share time. As students work independently, teachers move alongside individual students or small groups to conference and support specific writing goals.

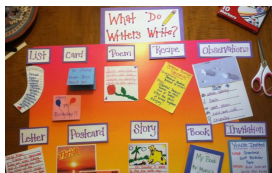
Literacy Today: Writer's Workshop



Functional Writing

Providing opportunities for children to communicate through notes, lists, sketches, emails, and letters enhances real-life writing contexts.

- Lists
- letters
- instructions
- recipes
- postcards
- brochures



Non-Fiction Features & Writing

Introducing children to a variety of informational writing, which “organizes facts into a coherent whole and presents them clearly” (the Literacy Quick Scale, p. 52), requires explorations into several forms: reports, interviews, ‘how-to’ articles, photo essays, biographical writing, etc.



Supporting Nonfiction Writing in Your K-3 Classroom (youtube.com)

Writing About Reading

“Writing in response to reading is a vehicle for exploring and communicating one’s thinking. Writing about readings helps students to: reflect on the text in a focused way, reconstruct the meaning and present it in a new way, search the text for evidence to support their thinking, and reflect on new understandings” (The Literacy Quick Scale, p. 46).



Writing Workshop in Your Primary Classroom (youtube.com)