



Quick Bursts of Writing: Notes on Keeping Standards High

- Clearly communicate expectations (examples of kid-friendly language):

- “We always do our BEST *whenever* we write.”
- “If you can spell it, spell it.”
- “If you can punctuate it, punctuate it.”
- “If you know it, use it.”
- “If you know the proper way, do that.”
- Note: I prefer not to use terms like “sloppy copy,” because they may be misinterpreted

- MODEL/CELEBRATE appropriate behaviors/outcomes

-Teacher models doing his/her best (though quickly) when jotting, sketching, noting, etc.

-Teacher models use of *monitoring and moving-on* strategies. Here are just a few examples:

“I can quickly circle this word and come back to it since I’m not sure I’m using it right. Maybe when we share, I can clarify it.”

“I can draw a dash for the rest of this word (or... “I can just spell it the best I can”) because I’m not sure about the spelling, and move on to get my ideas down since we’re only working for two minutes.”

“I’m writing quickly, but I need to be able to reread what I’ve written (my ideas are important!) So, I still have to take the time to write the letters legibly enough.”

-Clarify expectations by reviewing student samples that meet the mark on the overhead or document camera

- Remain flexible

-Respond to students’ CONTENT (focus on their thinking and fluency)

-Even with high expectations, it’s okay to give some slack when reviewing informal writing

(slack may be given simply by NOT pointing out student errors within these contexts)

-If a student is clearly taking advantage and not doing his/her best, meet individually to review standards and establish frequent check-ins

