



Writing Teaching Points

Goal	Demonstration and Teaching
Strategic Processing	<ul style="list-style-type: none"> • After each word is written, have students reread to check for accuracy and to recall the next word to write. • After students have finished writing the entire sentence, have them reread a final time and check to make sure there is a space between each word.
Letter Formation	<ul style="list-style-type: none"> • Model correct letter formation and have students practice writing the letter in the air, on the table, and on a dry-erase board or paper.
Link Individual Phonemes to Letters	<ul style="list-style-type: none"> • Use the ABC Chart Card, Vowel Chart Card, and/or Digraph-Blend Card to link the sound of individual phonemes to letters.
Punctuation	<ul style="list-style-type: none"> • Model when to use a period, comma, exclamation point, question mark, and quotation marks.
Spelling	<ul style="list-style-type: none"> • Demonstrate how to use sound boxes to help students spell words. Say the word slowly as you run your finger under the boxes. Then write the letters in the boxes. Demonstrate slowly checking the word after you have written the letters. • Clap the syllables of a multisyllabic word, listening for the parts. Model writing each syllable. Then check the word by running your finger under the letters and saying the word slowly. • Demonstrate how to add <i>-ing</i> and <i>-ed</i> to a known word (e.g., <i>going</i>, <i>running</i>, <i>looked</i>, <i>cried</i>). • Demonstrate how to use an analogy to write unknown words (e.g., <i>day/stay</i>). • Demonstrate how to check for correct spelling using resources such as the book or a word wall.
Capitalization	<ul style="list-style-type: none"> • Model using an uppercase letter at the beginning of a sentence. • Have students locate the capital letter that begins their sentence(s). • Model using a capital letter at the beginning of a character's name or a proper noun. • Use the ABC Chart Card to locate upper- and lowercase letters.
Focus	<ul style="list-style-type: none"> • Model how to use words from the prompt when writing a topic sentence. • Reread the prompt with students. Model how to explain in your own words what you will be writing about. • Revisit the key words on the plan and demonstrate how to orally rehearse your sentence. • Model how to check off the key words on the plan after using a key word in a sentence. • If needed, provide sentence stems, and demonstrate how to know when to use them (e.g., <i>In the beginning</i>, <i>In the middle</i>, <i>At the end</i>).
Details	<ul style="list-style-type: none"> • Demonstrate how to add more details by rereading and thinking aloud about what the book says.
Complete Sentences/ Varied Sentences/ Transition Words	<ul style="list-style-type: none"> • Demonstrate how to use the words <i>because</i> or <i>and</i> to combine two short sentences into one longer sentence. • Provide a list of transition words and model how to use them at the beginning of a sentence. • Have students circle the words <i>and</i> or <i>then</i> in their writing. Tell students they can only have one <i>and</i> (or <i>then</i>) per sentence. • Model how to check to see if each sentence includes a subject and a verb.
Vocabulary	<ul style="list-style-type: none"> • Model how to include domain-specific words from the book when writing by using the glossary or index.

