Urgency:

• Helps us become better writers
• Helps us become better readers
• It is fun
• Works on the fluency of writing

Sample I-Chart:

<table>
<thead>
<tr>
<th>Students</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Write the whole time</td>
<td>• Work with students</td>
</tr>
<tr>
<td>• Stay in one spot</td>
<td></td>
</tr>
<tr>
<td>• Work quietly</td>
<td></td>
</tr>
<tr>
<td>• Get started right away</td>
<td></td>
</tr>
</tbody>
</table>

Focus Lessons for Work on Writing

Day 1

• Brainstorm I-chart
• Model what to do when writing words they can’t spell (Underline and go on)

Day 2

• Brainstorm and practice where to sit
• Brainstorm and practice what materials to use during writing
  • Notebook
  • Pencil or pen

Day 3

• What to write about . . .
  • Make a list of “topics” (vacation, dog, sister etc.)

Day 4

• Make a list of forms (letters, lists, narrative)
• Post lists for students’ reference

Day 5

  Choice
  Read to Self
  Read to Someone
  Work on Writing

Day 6 +

Continue to teach the forms and traits of writing as your district curriculum states.

Once a focus lesson is taught, students Work on Writing, practicing stamina, each day adding a few minutes until they are up to 30 minutes for primary students and 45 minutes for intermediate students.