

1.

Time: 000 : 00 : 00 : 00

Description:  
 Teacher: Who can tell me what makes a good story? Will?  
 Will: Well, if it has a great action scene in the very middle of it.  
 Teacher: A great action scene. Good.  
 Student: A hook that could, like, get you into the book before you quit it.  
 Teacher: So you have kind of the reader that wants to be sucked into the story and be aware.  
 Very good. Any other ideas on what makes a good story? Stuart?  
 Stuart: Make the story kind of make sense.

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2.

Time: 000 : 00 : 00 : 00

Teacher: The story needs to make sense. Have you ever read a story that you just read it and you said, "What was that about? I have no idea. It made no sense at all!" You want a story to make sense. Very good. Do stories have to be true?  
 Class: No.  
 Teacher: No. What kind of stories can you have?  
 Sarah: Fantasy.  
 Teacher: Huh?  
 Sarah: Fantasy stories.  
 Teacher: Fantasy stories. Victor?  
 Victor: Fiction.  
 Teacher: Fiction. Ellie?  
 Ellie: Biography.  
 Teacher: Biography. Elias?  
 Elias: Um, Greek mythology.  
 Teacher: Greek mythology. Cameron?  
 Cameron: Maybe a novel?  
 Teacher: A novel. So, yeah, you have all different kinds of stories, and we want stories to have all their parts and make sense. We want them to be fun to read. We want to be able to hook our readers, and they need to have all their parts.

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3.

Time: 000 : 00 : 00 : 00

Teacher: Fiction. Ellie?  
 Ellie: Biography.  
 Teacher: Biography. Elias?  
 Elias: Um, Greek mythology.  
 Teacher: Greek mythology. Cameron?  
 Cameron: Maybe a novel?  
 Teacher: A novel. So, yeah, you have all different kinds of stories, and we want stories to have all their parts and make sense. We want them to be fun to read. We want to be able to hook our readers, and they need to have all their parts.

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4.

Time: 000 : 00 : 00 : 00

Description:  
 Narrator: The teacher has just completed the first item on the fidelity observation checklist.

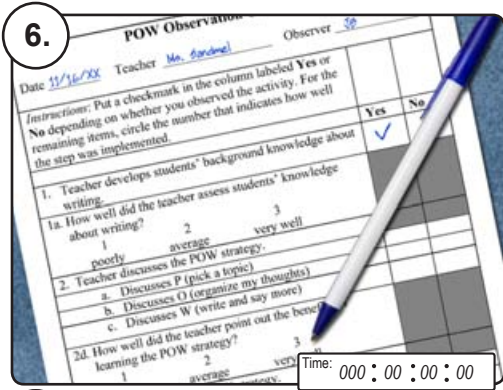
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5.

Time: 000 : 00 : 00 : 00

Description:  
 She has developed the students' background knowledge about writing.

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Description:

Item 1, therefore, gets a check in the "Yes" column. The observer also needs to rate how well the teacher performed this task.

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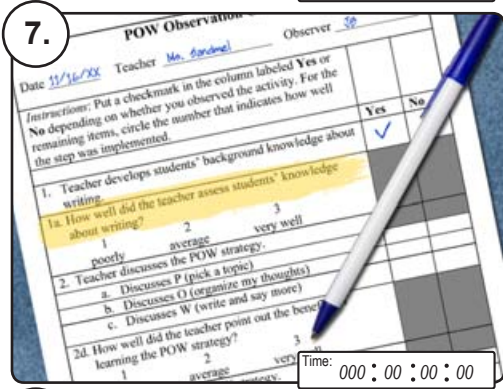
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Description:

The observer believes that the teacher did "very well" on this task,

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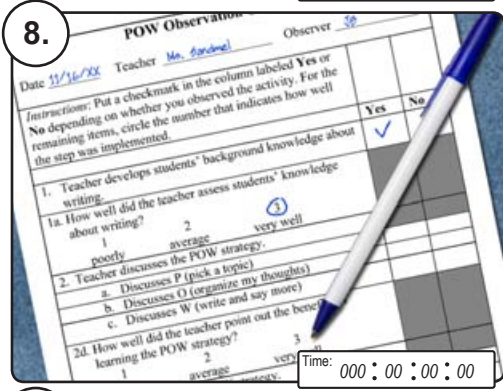
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Description:

so she circles 3 on item 1a.

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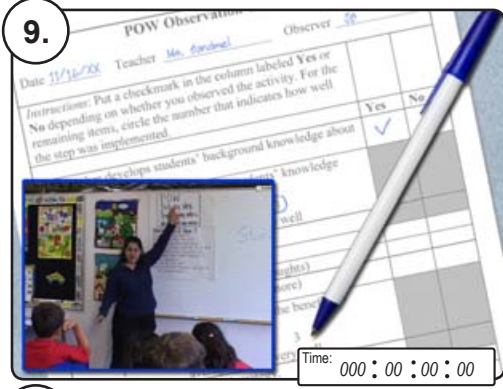
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Description:

Teacher: Today, we're gonna learn about how to use it with story writing, ok? So the "P" in POW is "pick my idea."

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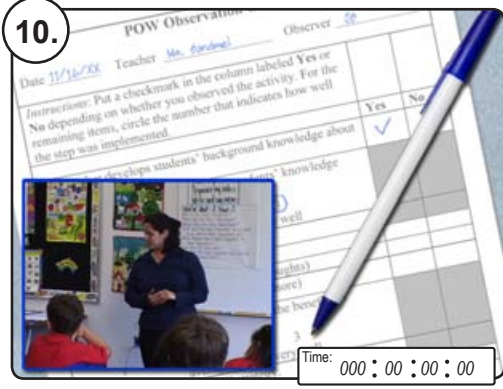
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Description:

We need to pick an idea. What's my story gonna be about. What can a story be about?

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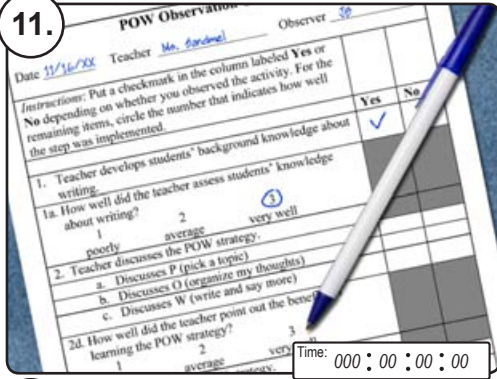
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11.



Description:

Narrator: The teacher has just discussed the

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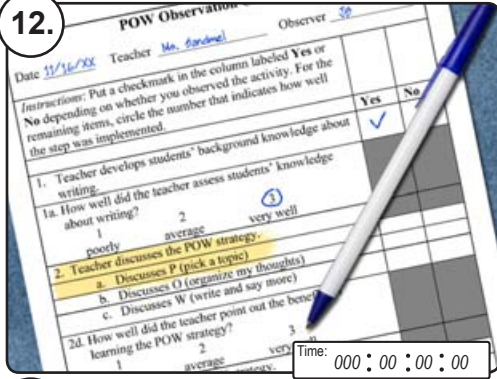
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12.



Description:

"P," pick a topic, step of POW.

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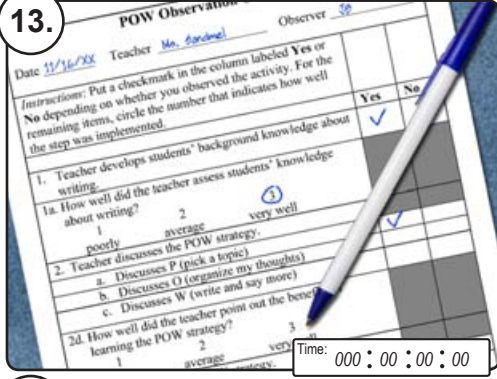
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13.



Description:

The observer places a check in the "Yes" column for item 2a.

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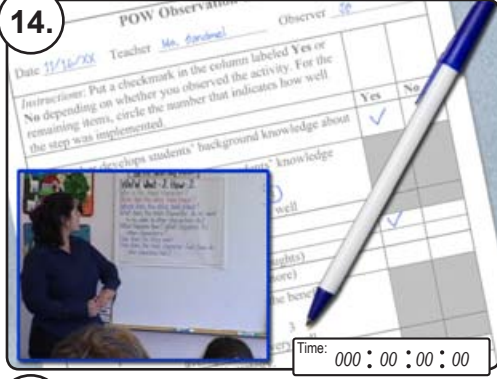
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14.



Description:

Teacher: The second part of the trick is organize my notes. Does anybody write out notes when they make a story? You do? Do you write down all the ideas of how you're gonna write your story? Yeah, it helps me a lot when I have to write my story, 'cause I can't keep all my ideas in my head and sometimes I forget them, and if I don't write them down, I won't have them later when I go to write.

Notes: \_\_\_\_\_

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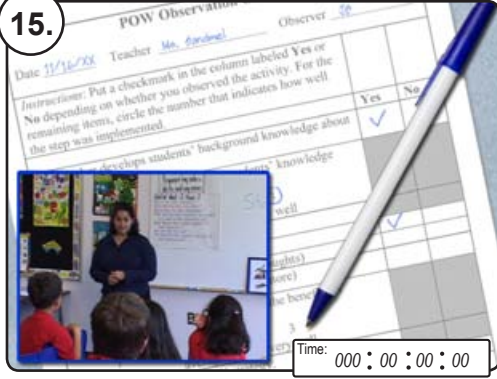
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15.



Description:

So I am gonna teach you a trick on how to organize your notes for stories. Ok? And then, the third part, is write and say more. And I'm gonna take my notes, and I'm take my story and I'm gonna add more to it.

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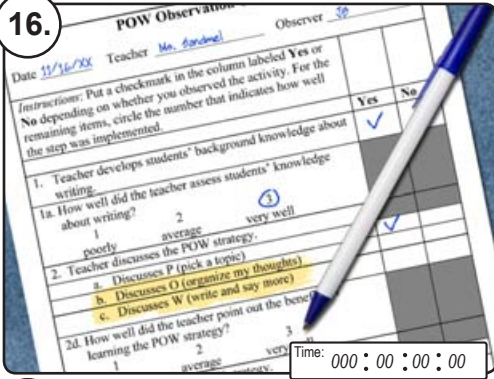
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16.



Description:

Narrator: The teacher has just discussed steps "O," organize my thoughts, and "W," write and say more.

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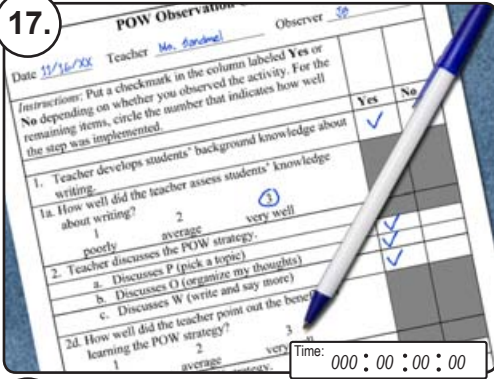
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17.



Description:

The observer places a checkmark in the "Yes" column for items 2b. and 2c.

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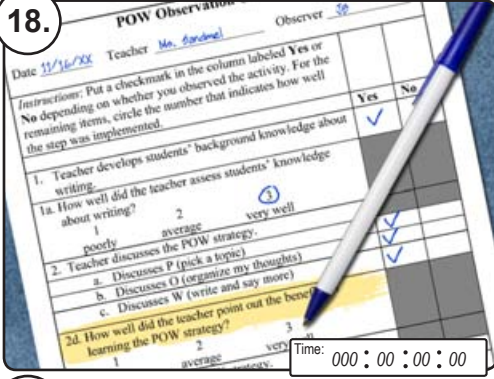
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18.



Description:

Because the observer thinks the teacher did an average job of pointing out the benefits of the POW strategy,

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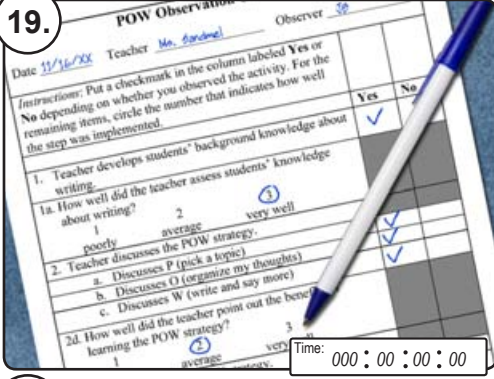
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19.



Description:

she circles 2 for item 2d.

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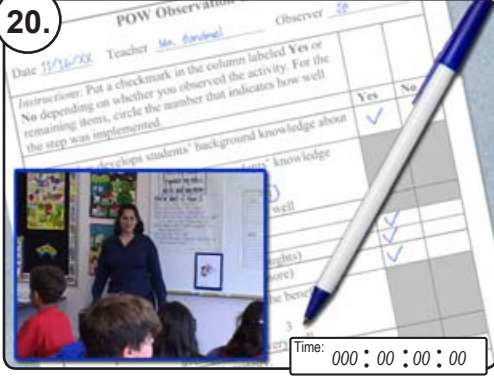
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20.



Description:

Teacher: Okay, so today I'm going to share with you how I write, 'cause sometimes I have trouble writing. And I'm going to show you how I use my tricks. So I have this picture here, and now I have to think, "Hhhmmmm. What am I going to write a story about? What do I do first? This is hard. I know! I'll use POW."

Notes: \_\_\_\_\_

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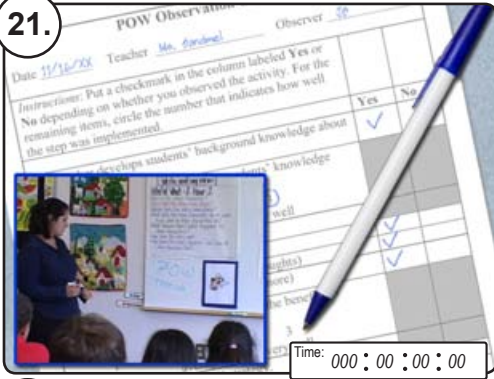
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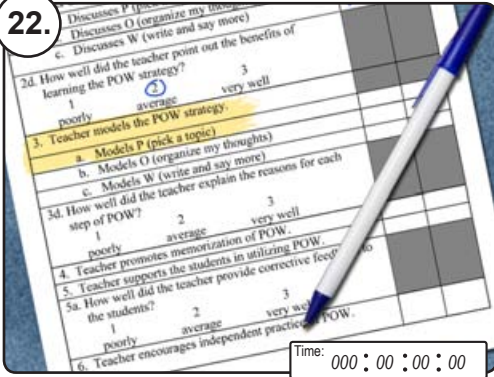
21.



Description:  
 Teacher: So first I have to...What's "P"? I know: "Pick my idea." I'm going to pick my idea. Okay, so he's looking at a magnifying glass. It's kind of a silly picture. I really don't like it. Okay, keep my mind free, and I can think of a good idea. I think my idea's going to be...he's going on a big adventure. He's searching for a treasure. That's what my idea is going to be. So I'm doing POW, okay? So I picked my idea. He's going on a treasure hunt. All right, that's done.

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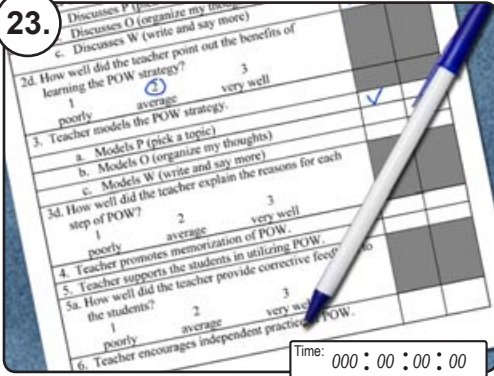
22.



Description:  
 Narrator: The teacher is now modeling the POW strategy. She has just completed modeling "P," pick a topic,

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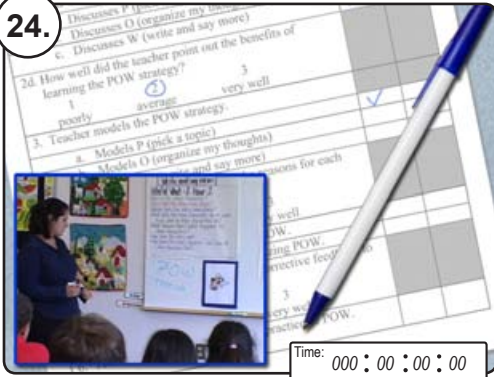
23.



Description:  
 so the observer places a checkmark in the "Yes" column for item 3a.

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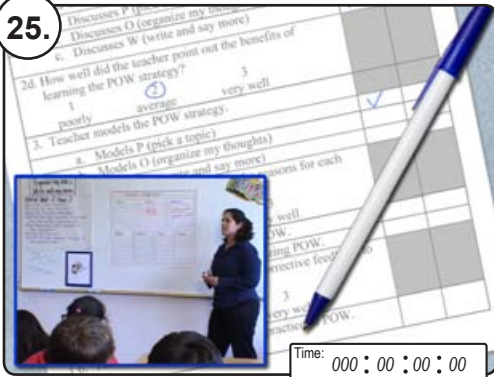
24.



Description:  
 Teacher: So next I have to "Organize my notes." Writing is so tough. All right, what do I do to organize my notes? That's right, I learned a trick. W-W-W, What = 2, How = 2. So I have this. This is my graphic organizer. This will help me remember my parts. So WWW. "Who?" Oh, I don't know that one. I can skip that one. "When?" He looks kind of modern, but he has a canteen and a magnifying glass. I'm going to say, like, 1903.

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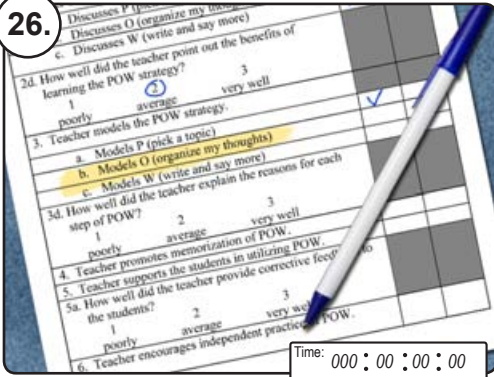
25.



Description:  
 Okay. "Where?" Where would somebody go on a treasure hunt? Um, I have no idea. Who does treasure hunts any more? Okay, keep my mind free. I can do this. Where? Ooh, the desert in Africa. That'll be good. I like that idea! "Desert." "Africa." Okay.

Notes: \_\_\_\_\_  
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26.



Description:

Narrator: The teacher has modeled a strategy for students to use for the “O” step—organize their thoughts.

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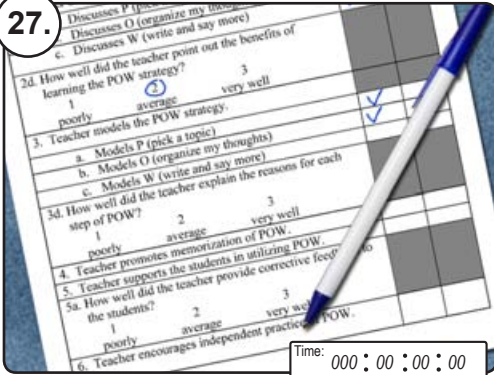
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27.



Description:

The observer places a checkmark in the “Yes” column for item 3b.

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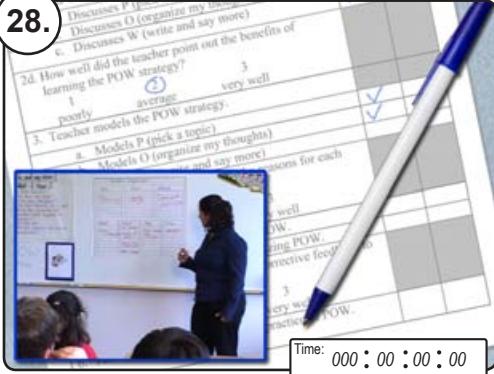
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28.



Description:

Teacher: That’s it. I have all my parts. I have organized my notes. Yes...all right, so I picked my idea, I organized my notes, and now I’m going to write and say more. So now I’m gonna use my notes, so I’m gonna say 1903,

Notes: \_\_\_\_\_

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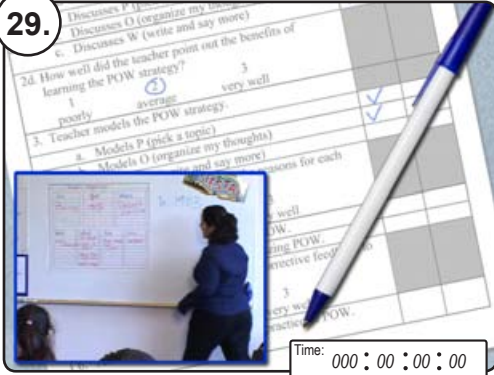
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29.



Description:

and I’m gonna check that off, ‘cause I have that part done.

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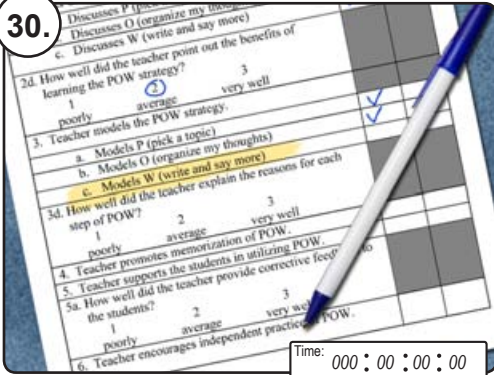
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30.



Description:

Narrator: The teacher has just finished modeling “W,” write and say more,

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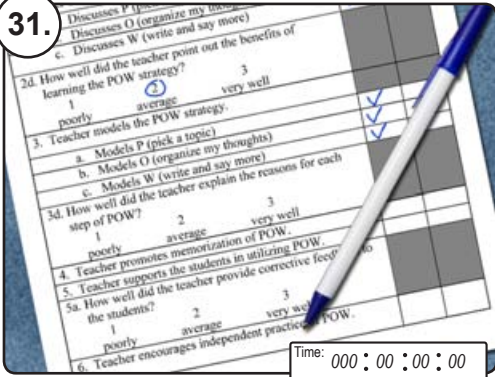
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Description:

so the observer places a checkmark in the "Yes" column for item 3c.

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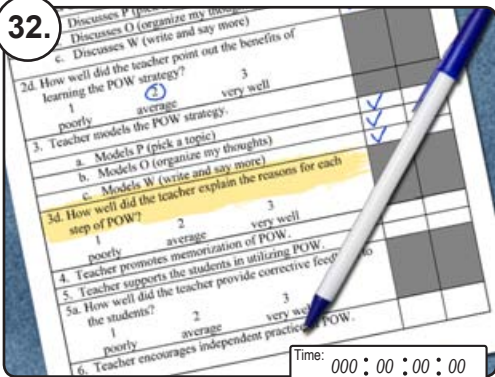
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Description:

The next item on the checklist asks the observer to rate how well the teacher explained the reasons for each step of POW as she was modeling them. Although the observer believes that the teacher did an excellent job of modeling the steps, she does not think that the teacher explained why the students should use each step.

Notes: \_\_\_\_\_

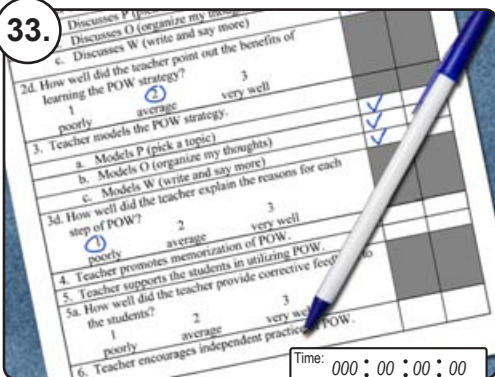
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Description:

She circles "poorly" for item 3d.

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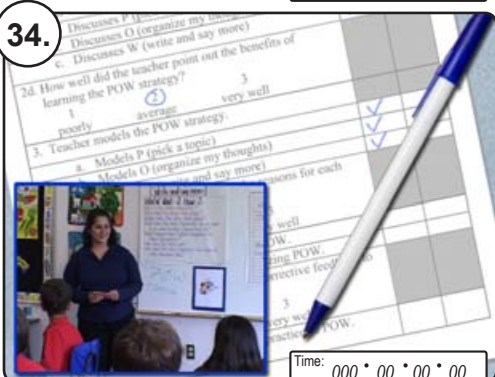
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Description:

Teacher: Okay, so you guys are sitting in pairs, and you're going to work with your partner on memorizing the trick. Sometimes you might want to write a story at home, or if you keep a journal at home, or if you go on an airplane and go far far away and decide to write a story about your trip, you'll want to use the trick.

Notes: \_\_\_\_\_

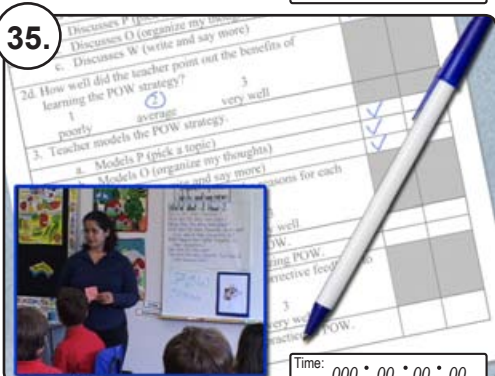
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Description:

And you won't always have the poster to help you out with the trick, so if you memorize it then you can take it with you and use it anywhere and use it all the time, okay? So you can turn to your partner, and you have these little cards, and you can quiz each other to help you memorize the trick.

Notes: \_\_\_\_\_

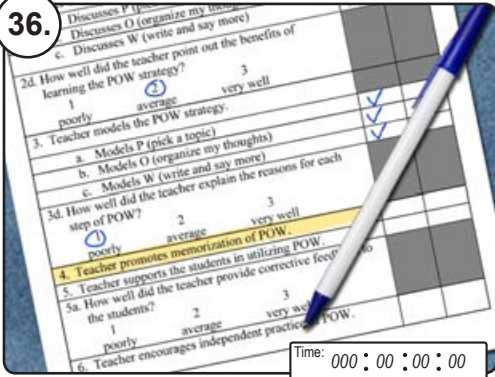
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Description:

Narrator: Because the teacher has given the students an opportunity to memorize the steps of POW,

Notes: \_\_\_\_\_

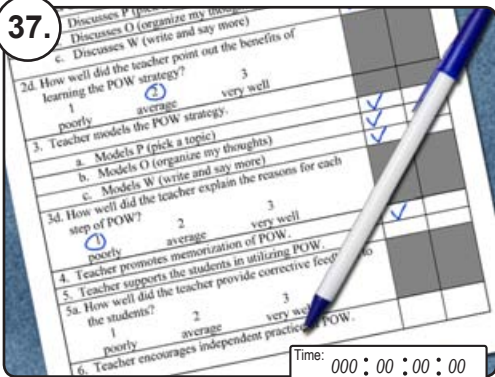
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Description:

the observer places a checkmark in the "Yes" column for item 4.

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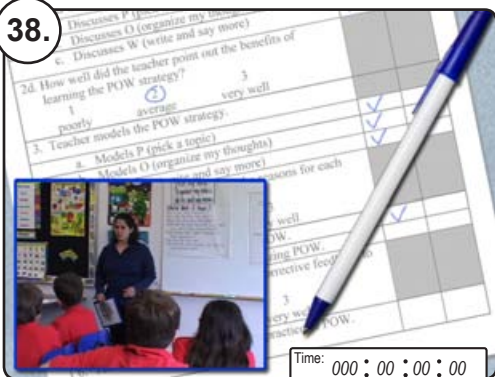
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Description:

Teacher: We're gonna write a story together, and I'm going to need your help. I have this picture here. So what am I going to do first? Victor... Who's the main character? That's good, but what am I going to do before that? (Student: Pick your idea.) Pick my idea. What's the trick I use for all kinds of writing? POW. So I am going to pick my idea. What's my idea going to be? Thank you. Anybody have an idea?

Notes: \_\_\_\_\_

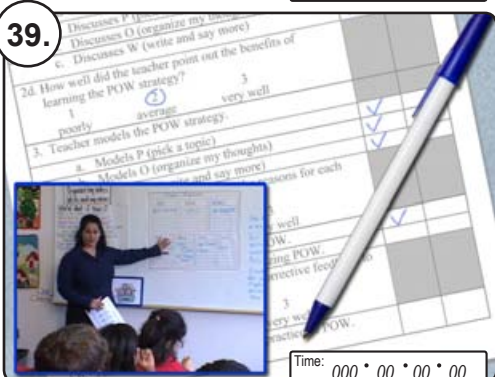
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Description:

Thomas: Family road trip.  
 Teacher: Ok, so I've picked my idea. So who's my main character going to be on my family trip? (Children laughing.) I'm going to put "guy driving." So do you notice I don't write complete sentences?  
 Teacher: We wrote and said more. This is the story we wrote based off of our notes from the graphic organizer.

Notes: \_\_\_\_\_

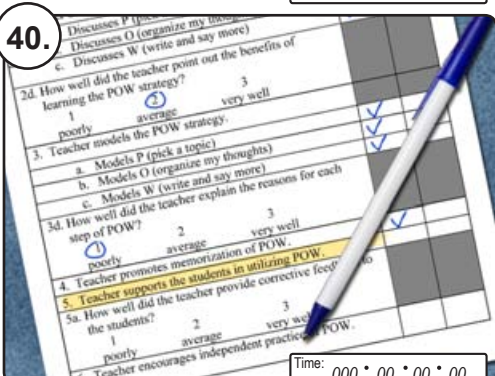
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Description:

Narrator: The teacher has given the students an opportunity to use the steps of POW. She leads them in guided practice of using POW to write a story.

Notes: \_\_\_\_\_

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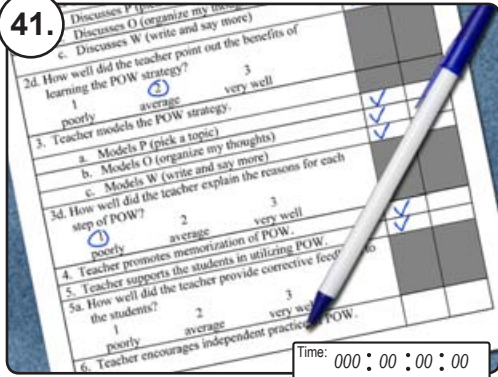
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Description:

The observer places a checkmark in the "Yes" column for item 5.

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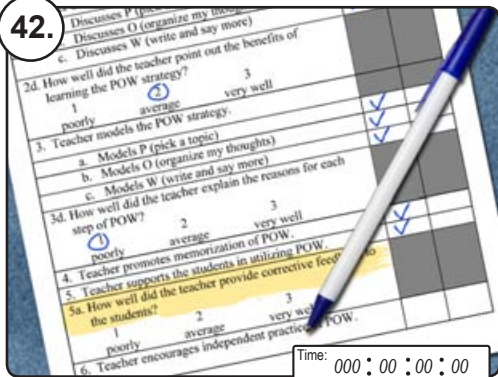
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Description:

Item 5a. asks the observer to rate how well the teacher provides corrective feedback to the students while they used POW.

Notes: \_\_\_\_\_

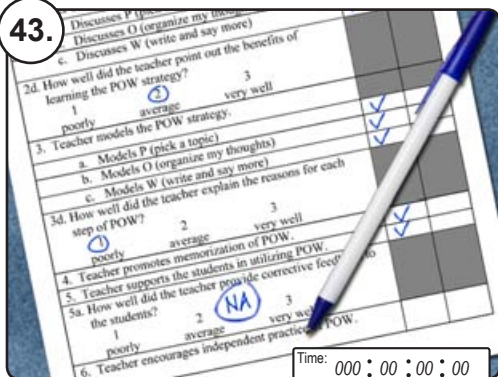
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Description:

Because the observer does not think the teacher had the opportunity to provide corrective feedback, she writes "NA" ("not applicable") on the observation form for item 5a.

Notes: \_\_\_\_\_

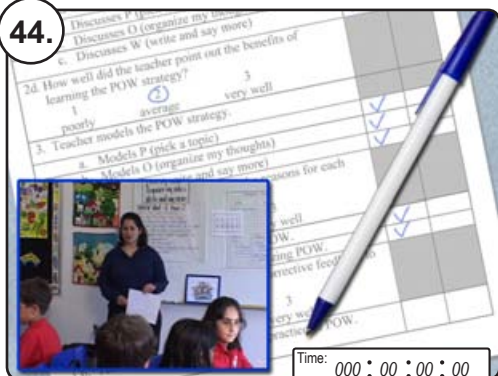
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Description:

Teacher: Okay, so you guys are going to practice working on these tricks by yourself, okay? You each have a picture on your table, and you have a graphic organizer just like the one that I've been using on the board.

Notes: \_\_\_\_\_

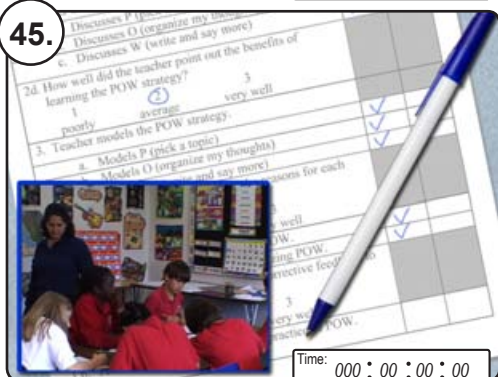
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Description:

But you have a smaller one. So I want you to work on and think about using POW and W-W-W, What = 2, How = 2 to write a story about those pictures, okay? If you have any questions, raise your hands. I'll be walking around to help you.

Notes: \_\_\_\_\_

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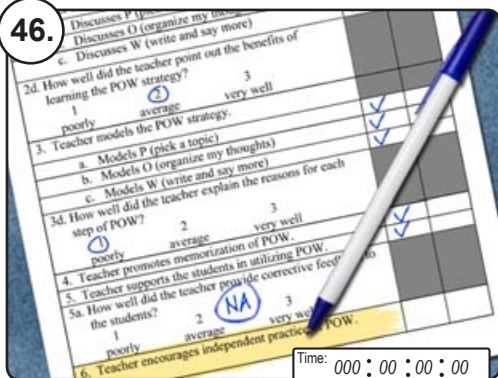
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46.



Description:

Narrator: The teacher has given the students an opportunity to use POW independently to write a story.

Notes: \_\_\_\_\_

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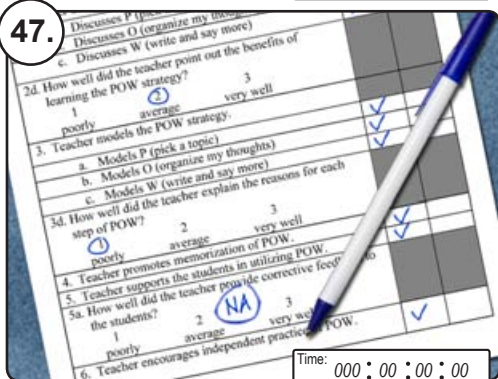
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47.



Description:

The observer places a checkmark in the "Yes" column for item 6.

Notes: \_\_\_\_\_

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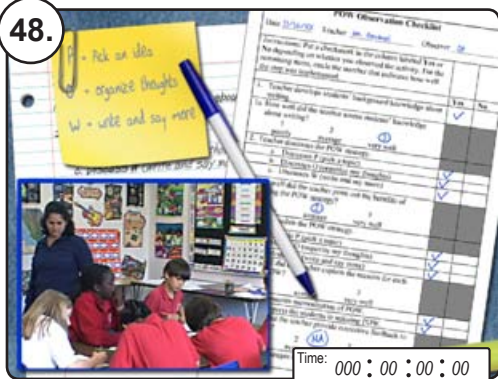
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48.



Description:

[Blank description area]

Notes: \_\_\_\_\_

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Notes: \_\_\_\_\_

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Notes: \_\_\_\_\_

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