

Daily Pen Review Sample Script

By Laura Bross

Recommendations:

- **Not evaluative, the purpose is practice.**
- Recommended for Grade 2+, after students have had K-1 core instruction, to provide a more mature version of retrieval practice of taught concepts.
- Make it a daily, predictable routine.
- Use a perky pace. Routine should be complete in 6-7 minutes, including transitions.
- Give fast and concise individual feedback.
- Students can use pen or pencil, but emphasize to not use valuable time erasing errors. Just strike out the error, and keep going. Let's use all of our time for practicing, not erasing.
- Reinforce concepts that have been explicitly taught from the core instruction scope and sequence. The educator can choose concepts to focus on based on classwide or small group student needs.
- Emphasize to the students that;
 - the timer is for the teacher to stay on time, not to time the students.
 - mistakes happen, just cross them out and keep going.
 - spelling and writing are hard work, so it takes practice.

- Ensure class joint attention at each step. All students must be ready to start **together**. We are a community of learners working **together**. See the script for an example of gaining students' attention using "pens up" and "waiting on...".
- Use of gestures:
 - My turn: educator's hands touch chest.
 - Your turn: hands drop forward, palms up, gesturing towards class.
 - Provide instruction and practice at the beginning of the year on the steps, the choral responses, and the gestures. Throughout the year, provide additional practice to reinforce expectations. Not every day will be perfect, but almost all days are productive.
 - Your turn prompts can also be oral. Educator can alter their voice to a different but predictable tone to signal to students orally that it is their turn. This is shown by a larger font at the end of some sentences in the script.

Sample Script:

Educator: **Class, time for our daily review. Pen Review out and pens up.**

Class: *Students take out their Pen Review and hold their pens up in the air.*

Educator: *Educator is at the front of the room with a pen held up in the air, watching and narrating as students prepare. **Waiting on five.... waiting on two... waiting on one.... waiting on none. Beautiful. All pens are up.... and now pens, down. Let's start with the date. 2025 is the year, 05 is the month, 28 is the day.** Educator models writing the date. Class writes the date on their page.*

Tip For Gaining Whole-Class Attention:

1. Educator is at the front of the room, observing all students.
2. Educator gives a predictable, clear prompt, i.e. "Pen Review out, pens up." Educator holds their own pen up, waiting.
3. Educator observes and narrates as students prepare using a countdown method. The educator counts and sees that five students are not ready, so the educator says "waiting on five" with a calm, kind voice. As the remaining students follow the instruction, the educator counts down "waiting on three" until "waiting on none" and then the class begins.

This does not create confrontation with individual students. When done well, it encourages students to join the group. "We" language is used to reinforce that we learn as a class and we all need to be prepared and ready. We are all important in this classroom.

Source: Dr. Zach Groshell, X, January 2025.

Educator: **Date is done and pens back up.** *Educator faces the class, holds pen up. Waiting on three. Waiting on none. Perfect, we are all ready. Now, 30 seconds to practice our alphabet. Today we are going to focus on the letter <y>.* (Educator completes quick example/non-example demonstration).
Alright, we are all ready... and go. *Educator starts 30-second timer and moves around the room providing feedback.*

Tip: Examples and Non-examples

Use non-examples to quickly teach common errors. For example:

1. Model a lowercase y. Emphasize that the y is a small letter and falls below the midline.
2. Model 2-3 non-examples of the lowercase y. One written tall and above the midline, another with entire letter squeezed between the midline and the baseline. Choose non-examples based on errors you see in student writing, subtly targeting individual errors during whole group instruction.
3. Strike out the errors and reinforce the positive example. Challenge the class to all do an accurate y. Then begin the timer.

Educator: *After the timer goes off. Amazing class, everyone worked the entire time. Please circle your best letter. I noticed that <name> did...*
educator connects feedback with the target letter. Excellent job <name>.

Let's keep going. *Resets the timer for 5 minutes. Pens up, everyone, we do this practice together. Educator facing the class, pen up. Waiting on 2... waiting on none. And go.* *Starts 5-minute timer.*

Say /ch/ educator drops hands to signal students to respond in unison.

Class: chorally responds /ch/

Educator: **Say and spell the two ways you know how to spell /ch/.**

Class: *begins spelling the sounds, saying the sound as they write it. Students write "ch" and "tch". With "tch", a jingle can be taught and students can quietly say "/ch/", "ch" and long spelling after vowel sound, tch."*

Educator: *Educator also spells the sounds and says them quietly while printing (same as the student script), but hesitates before modelling to allow students to attempt on their own; the model is provided as a scaffold.*

Tip: Sound Dictation

1. Indicate the number of grapheme-phoneme spellings you have taught for a sound. "The four ways we know how to spell...."
2. Use a jingle or a change in voice for specific spelling rules to reinforce in memory.

i.e, "silent spelling" using a quiet voice, "doubling rule!" in a quick voice, "change the y to i" in a superhero voice.

Repeat 3-4 sounds depending on spelling complexity. As the educator introduces new spellings in their core instruction, they can be added to the daily review expectations.

Educator: **Everyone, circle the "ai" and "ay" spellings. This will be our focus today.** *Educator circles "ai" and "ay" on the model.*

Class: *circles "ai" and "ay" on their pages.*

Educator: **#3, Say and Spell the Word. First word. My turn** (*hands on chest, gesturing towards self*): **chain.** **Your turn** (*drops hands, gestures towards students*):

Class: chain.

Educator: **chain. Say and spell the word chain** **in.** *Models the spelling a few moments after the students. Use gestures or voice to show the location of the sound, drawing out the /a/ sound in the middle.*

Class: chhhhhhhhaiiiiiiiiiinnnnnnnnnnnn. *Students write each sound to spell the word.*

Educator: **Perfect <name>, we used “ai” because the /a/ sound is in the middle. Next word: stay. stayyyyyyyyyyyyyy.** *Models the spelling a few moments after the students, and uses gestures or voice to show the location of the sound, drawing out the ai sound in the middle.*

Students: stayyyyyyyyyyy. *Students write each sound to spell the word.*

Educator: **Excellent <name>, we used “ay” because the /a/ sound is at the end. Next word: raining. Raiiiiiiiiin-ing. I heard a suffix we know! What suffix did we hear in the word rain-ing, <name>?** *The educator touches the “ing” suffix card ([Morpheme Cards](#)) posted beside or near the ONlit [Multisyllabic Word Reading Poster](#).*

Student <name>: i-n-g!

Educator: **Amazing, <name>, it is i-n-g. The word was raining. Class, please say and spell the word raining.** *Models the spelling slightly behind the students.*

Class: raiiiiiiiiin-ing. *Students write each sound to spell the word.*

Educator: **How do I spell the “ing” suffix..... <name>?** *The educator touches the “ing” suffix card ([Morpheme Cards](#)) posted beside or near the ONlit [Multisyllabic Word Reading Poster](#).*

Student <name>: i-n-g!

Educator: **You got it! You spelled the long word raining. Now we’ve got one minute left, let’s write our sentence. We need an uppercase letter at the beginning, small/tall/fall letters, spaces between words, and ending punctuation. The sentence is: It was raining at the bus stop. My turn** *(uses signal gesture): It was raining at the bus stop. Educator emphasizes each*

*separate word with their fingers as they say the sentence. **Say it with me slowly, go** (uses signal gesture):*

Educators/Class together: **It was raining at the bus stop.**

Educator: **Wonderful, now let's say and spell the sentence. Go.** *Models the spelling a few moments after the students.*

*Educator spells the first word on the model. **It. This is the first word in my sentence, so it needs an uppercase I.***

was. This is one of the heart words. wuuuuuzzzzzz is spelled w-a-s. Double check that your was is spelled accurately.

raining. We already spelled this word today, and it has the suffix "ing" at the end.

at... the... bus... stop. I know everyone can do these words. *Educator circles the room, giving feedback. Then returns to the model and finishes it for students to check.*

Tip: Touch Feedback and Oral Scaffolding Simultaneously

When circling the room, read out loud individual students' sentences. Tap the student's work to indicate an error to fix as you read out loud. This provides individual feedback to students who are done, and a working memory scaffold for students who need to hear the sentence again.

Educator: *The timer goes off.* **Wow, look at all the work we did. <name>, your sentence had perfect spaces between each word. I can't wait to see you do that again tomorrow. <name>, you added, "I got so wet!" at the end of your sentence. That does happen to people when they are waiting at the bus stop in the rain. Excellent work class, we are only 6 minutes in and look how**

much practice you have already accomplished. Now flip your booklets.
Today we are going to do our <insert name of next predictable activity>.

The next predictable activity may be on the back page of the weekly booklet. Weekly booklets can be printed with five Pen Reviews, followed by a single page of lined printing paper. Each day, the booklet can be flipped to the back to create a predictable transition to the next activity. Some follow-up activities could be:

- ONlit multisyllabic word spelling strategy (start with a base word and add taught prefixes/suffixes to create bigger words)
- Word chains
- High-frequency word practice
- Word family practice

Inspired by the work of:

- [OGA Classroom Educator](#)
- [Dr. Zach Groshell](#)
- [Dr. Anita Archer](#)
- [Dr. Holly Lane](#)