| | |
|---|---|
| T | taught |
| O | must teach soon |
| \ | saw evidence that child can do |
| X | saw more evidence that child can do |

# Launching the Writing Workshop

## Monitoring Children's Progress, Recording Your Teaching

| | Name<br><br>Goals | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Attitude* | Writer generates topics without resistance | | | | | | | | | | | | | | | | | | | |
| | Writer assumes the identity of "I'm an author!" | | | | | | | | | | | | | | | | | | | |
| *Planning* | Writer chooses paper which is appropriate. | | | | | | | | | | | | | | | | | | | |
| | Writer makes the transition from the minilesson to writing. | | | | | | | | | | | | | | | | | | | |
| *Independence* | Writer cycles through the process with independence, starting a new piece when the last is done. | | | | | | | | | | | | | | | | | | | |
| *Genre* | Writer's text conveys either a story or information | | | | | | | | | | | | | | | | | | | |
| *Purpose* | Child knows writing conveys meaning. Creates coherent oral (or written) text to accompany pictures. | | | | | | | | | | | | | | | | | | | |
| *Productivity* | Writer is socialized into the norms and mores of a writing workshop, carrying on productively for 20-30 min. | | | | | | | | | | | | | | | | | | | |
| | Writer's marks show growing concepts of print (top-bottom, alphabet letters etc.) | | | | | | | | | | | | | | | | | | | |
| *Graphophonics* | Writer writes labels, sentences or stories using sound-letter correspondence etc. to do so. | | | | | | | | | | | | | | | | | | | |
| | Writer has strategies for spelling unfamiliar words (at least stretches out a word, hears and records initial or dominant sound) | | | | | | | | | | | | | | | | | | | |
| *Process* | Writer revises by adding details into pictures/ text and by adding more pages to text. | | | | | | | | | | | | | | | | | | | |
| | Writer uses resources appropriately to help with spelling. | | | | | | | | | | | | | | | | | | | |
| *Qualities of Good Writing* | Writer tries to make his or her marks on the page match his or her mental image. | | | | | | | | | | | | | | | | | | | |
| | Writer talks about the value of details. | | | | | | | | | | | | | | | | | | | |