**Keys to Early Writing Reflection**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I have been trained in (check all that apply):

\_\_\_\_ Writing process

\_\_\_\_ Engage a community of writers

\_\_\_\_ Daily opportunities to write

\_\_\_\_ Text structures

\_\_\_\_ Writing from sources

\_\_\_\_ Writing activity guide (WAG)

\_\_\_\_ Writing scaffolds (word lists, sentence frames, writing templates, set of steps)

I have used the following with students (check all that apply):

Writing process

\_\_\_\_ I have explicitly taught and modeled the stages of the writing process (Think & Plan, Write, Revise)

\_\_\_\_ I frequently remind students to follow all stages when writing

Engage a community of writers

\_\_\_\_ I use language scaffolding to help students develop oral language skills

\_\_\_\_ I explicitly teach and model discussion skills

\_\_\_\_ I use read aloud to model print concepts and text structure

\_\_\_\_ I show models of mentor text for students to emulate when they compose and write

\_\_\_\_ I model how to collaborate with peers to give feedback to one another

\_\_\_\_ I provide opportunities for students to collaborate with peers

\_\_\_\_ I use feedback checklists and rubrics to give students feedback that are appropriate for their grade level

\_\_\_\_ I provide students with some choice about composing and writing topics

\_\_\_\_ I provide daily opportunities for students to write, including the use of quick write tasks

Text structures

\_\_\_\_ I use sentence-building activities that include sentence-combining, sentence elaboration, and sentence scrambles

\_\_\_\_ I explicitly teach and model basic sentence structures

\_\_\_\_ I have taught the difference in text structure between opinion, informational, and narrative writing

\_\_\_\_ I have taught students how to generate introductions and conclusions

\_\_\_\_ My students can write introductions and conclusions

\_\_\_\_ I have taught students to use transitions

\_\_\_\_ My students can use transitions

\_\_\_\_ I have modeled how to use a topic web to plan before composing

\_\_\_\_ My students use a topic web to plan before writing

Writing from sources

\_\_\_\_ I have modeled how to identify relevant information in text sources

\_\_\_\_ I have modeled how to gather relevant information from sources in to two-column notes

\_\_\_\_ I have modeled note taking sub-skills including paraphrasing and writing concisely

\_\_\_\_ My students gather information from sources into two-column notes

Writing activity guide (WAG)

\_\_\_\_ I use a WAG to plan a writing activity

\_\_\_\_ I provide students detailed requirements from a WAG

\_\_\_\_ I plan to provide mentor models of text

\_\_\_\_ I plan to provide writing scaffolds to some or all of my students

\_\_\_\_ I plan to provide opportunities for feedback and revision

\_\_\_\_ I plan opportunities for students to collaborate at the Think & Plan, Write, or Revise stages of the writing process