

**Segment 3**

The Friday children share in the Author's Chair.

TEACHER'S CHECKLIST FOR THE WRITING BLOCK

In preparing and presenting my lessons in this block, I have...

- _____ 1. Selected a skill or strategy to introduce in my mini-lesson that is necessary to improve my students' writing.
- _____ 2. Provided a good model of writing, though not so sophisticated that students feel they cannot attain a similarly good piece of writing.
- _____ 3. Modeled adding on to a piece of writing by occasionally beginning a piece one day and continuing to write it the next day.
- _____ 4. Chosen a piece of my own writing occasionally to have students help me revise.
- _____ 5. Modeled the use of resources in the classroom for spelling when writing, such as Word Wall, charts, pictures, and theme boards.
- _____ 6. Modeled how a student might "stretch-out" a word to figure out a temporary spelling.
- _____ 7. Varied the topic, purpose, and audience of my mini-lessons on different days.
- _____ 8. Encouraged students to write on their own topics.
- _____ 9. Modeled during Author's Chair the types of higher-level questions about writing that students should ask of themselves and their peers.
- _____ 10. Provided motivation for writing through several avenues of publishing, such as making a book, displaying work in the classroom or halls, or sharing via electronic mail with another class.
- _____ 11. Developed an Editor's Checklist to assist students with self- and peer-editing of their work. This list grows appropriately as children develop in their writing.
- _____ 12. Included some focused writing weeks to teach particular types of writing in Grades 2 and 3.