

Teaching Behavior	Evidence / Notes
<b>WRITTEN EXPRESSION</b>	
<b>CORE CONCEPTS (THE WHAT)</b>	
215 Talks about correct <b>letter formation</b> (e.g., “While writing the ‘T’ in “Today,” teacher says, “You make an upper case ‘T’ by going down and then going across at the top.”).	<input type="checkbox"/> OB <input type="checkbox"/> NS
91 Talks about <b>letter names/letter-sound correspondence</b> during writing activities (e.g., “Today is Tuesday. What sound do we hear at the beginning of Tuesday? What letter makes the /t/ sound?” Then the teacher writes the letter “T”).	<input type="checkbox"/> OB <input type="checkbox"/> NS
88 Talks about <b>print directionality and flow of writing</b> such as - writing progresses from left to right, top to bottom, return sweep during writing activities (e.g., “When we write, we begin at the top left side of the paper.”).	<input type="checkbox"/> OB <input type="checkbox"/> NS
87 Talks about <b>print features</b> such as letters make words, words versus letters, sentences are made up of words, spaces between words, etc. during writing activities (e.g., “As we write, we put spaces in between our words—for example: I (space) like (space) pizza.”).	<input type="checkbox"/> OB <input type="checkbox"/> NS
90 Talks about <b>capitalizing words</b> (name, first word of sentence, I, proper nouns) during writing activities.	<input type="checkbox"/> OB <input type="checkbox"/> NS
89 Talks about <b>punctuation</b> (period, question mark, exclamation mark, quotation marks, comma) during writing activities.	<input type="checkbox"/> OB <input type="checkbox"/> NS
<b>APPROACHES (THE HOW)</b>	
216 Talks about and/or engage children in <b>independent writing</b> activities linked to current themes or topics of interest (e.g., teacher provides support, scaffolding, and guidance as needed).	<input type="checkbox"/> OB <input type="checkbox"/> NS
96 Involves children in <b>modeled writing</b> activities in which the teacher controls the pen and the message, but models the writing process (e.g., thinking aloud about process; using correct capitalization, spelling, etc.).	<input type="checkbox"/> OB <input type="checkbox"/> NS
92 Engages small or large group of children in <b>shared writing opportunities</b> in which the teacher does all the writing, but elicits ideas for writing from children (e.g., response to literature, daily news, charts related to curriculum theme).	<input type="checkbox"/> OB <input type="checkbox"/> NS
99 Engages small or large group of children in <b>interactive writing</b> opportunities in which the teacher shares the pen with students so that they can help write part of the message (e.g., shared writing activities in which children help add punctuation, letters, or words they can write with assistance).	<input type="checkbox"/> OB <input type="checkbox"/> NS
<b>ACTIVITIES &amp; MATERIALS (THE HOW)</b>	
93 Writes in <b>journals</b> that can be either open-ended topics (child choice) or related to the topic of study (e.g., science journal).	<input type="checkbox"/> OB <input type="checkbox"/> NS
95 <b>Responds to literature/theme with writing</b> and drawing activities (might occur in journals or separately).	<input type="checkbox"/> OB <input type="checkbox"/> NS

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218	Talks about and/or engages children in <b>authentic opportunities to write in centers</b> (e.g., make a grocery list in home center, graph in the math center, blueprints in block center).	<input type="checkbox"/> OB <input type="checkbox"/> NS
217	Establishes classroom <b>routines that encourage/require child writing</b> (e.g., label your artwork with your name, sign-in upon arrival).	<input type="checkbox"/> OB <input type="checkbox"/> NS
94	Makes <b>class-made books</b> (e.g., each child makes a page of a counting book; pictures drawn by children/photos of children with teacher taking their dictations about their picture).	<input type="checkbox"/> OB <input type="checkbox"/> NS

STRATEGIES (THE HOW)

101	<b>Takes dictation</b> (e.g., negotiating a message or writing exactly what was said) from a single child about their individual drawing/writing/ideas.	<input type="checkbox"/> OB <input type="checkbox"/> NS
97	Talks about/explains <b>plan for writing</b> through oral discussion, graphic organizers, etc. Usually occurs during modeled, shared, or interactive writing (e.g., "Today we will write a letter to Goldilocks. Let's think about how to write a good letter.>").	<input type="checkbox"/> OB <input type="checkbox"/> NS
221	Encourages children to use <b>manipulatives to help them write words</b> (e.g., attending to sounds with a phonics phone, using letter sound cards, or letter wall cards to identify the correct phoneme to write).	<input type="checkbox"/> OB <input type="checkbox"/> NS
100	Teacher <b>downward scaffolds</b> children's incorrect, ambiguous, or non-response to build their understanding of <b>written expression</b> (e.g., uses prompts, assistance sounding out words, and guidance using visual supports including high frequency word lists or letter wall.).	<input type="checkbox"/> OB <input type="checkbox"/> NS
350	Teacher <b>upward scaffolds</b> children's correct responses or child's new topic to build their understanding of <b>written expression</b> (e.g., Child says, "I found the letter M." Teacher says, "Yes, that is the letter M. Can you write the letter M?").	<input type="checkbox"/> OB <input type="checkbox"/> NS
219	Models and <b>encourages children to say words slowly</b> and write a letter for each sound they hear. Accept spelling approximations that are appropriate to the child's stage of writing development.	<input type="checkbox"/> OB <input type="checkbox"/> NS
222	Talks about/explains <b>editing, revising, or publishing steps of writing process</b> and how good writers use these steps of writing to arrive at a finished work.	<input type="checkbox"/> OB <input type="checkbox"/> NS

CONTEXT (THE WHEN / WHERE)

104	Involves children in <b>large-group</b> writing activities.	<input type="checkbox"/> OB <input type="checkbox"/> NS
105	Provides support and encourage children's use of <b>writing materials in centers</b> (e.g., joins child in writing center to help child write a letter to a friend).	<input type="checkbox"/> OB <input type="checkbox"/> NS
103	Involves children in <b>small group writing instruction</b> (e.g., Tier 1-small group for all children or Tier 2-additional small-group for targeted children).	<input type="checkbox"/> OB <input type="checkbox"/> NS
106	Talks about <b>written expression during underutilized contexts</b> (e.g., taking advantage of a teachable moment during greeting, waiting time, outdoor time, etc.). <i>Note: Excludes center time.</i>	<input type="checkbox"/> OB <input type="checkbox"/> NS