

Community/District: CLI TEST COMMUNITY
School: Test School 1
School Year: 2018-2019

Teacher: Ann Smith
Observer: Linda Aston
Date: 05/01/2019

Selected Goals

Written Expression

Written Expression: Core Concepts (The What)

- Talks about correct letter formation. 215
- Talks about letter names/letter-sound correspondence. 91
- Talks about print direction and flow of writing. 88
- Talks about print features during writing activities. 87
- Talks about capitalizing words during writing activities. 90
- Talks about punctuation during writing activities. 89

Written Expression: Approaches (The How)

- Engages small or large group of children in shared writing opportunities. 92

Written Expression: Activities & Materials (The How)

- Responds to literature/theme with writing. 95

Written Expression: Strategies (The How)

- Talks about/explains plan for writing. 97

Written Expression: Context (The When/Where)

- Involves children in large-group writing activities. 104

Action Plan

On My Own:

Do the Letter to a Character Activity in your large group CIRCLE time area.

To prepare for the activity:

- Watch the video on CLI engage.
 - Print the script and read it completely.
 - Complete the shared writing section of the eCIRCLE Written Expression course.
 - Decide which book to use for this response to literature shared writing activity. Make sure you have read the book to the children at least a couple of times.
 - Prepare materials for the activity. You will need an easel, large chart paper and a dark colored marker.
 - Have your script with you in case you need to refer to it.
- During the Activity:
- ?Get children's ideas of what to say to the character.
 - Write their ideas down on the chart paper.
 - As you write, think aloud about various concepts of print as listed in the goals above.
 - Talk about the plan for writing - writing a letter. Letters always start with the word Dear _____.

With Support:

The coach will:

- Review written expression teaching goals, the lesson cycle, and the activity procedure.
- Remain in communication with the teacher through email, text and phone calls to support implementation of these goals.
- Share resources via email as needed.
- Support teacher's Written Expression teaching by giving video feedback with comments, suggestions, and next steps.
- Follow up with a coaching call to reflect on implementation and session content.

Additional Comments:

- Your Letter to a Character activity video is due by May 3. Remember to only video children who have a signed video consent form.
- Continue to work on completing the Written Expression eCIRCLE course. You have until May 31 to complete this course.
- I look forward to our next call on May 14 at 2:30pm.

**Classroom Observation Tool - CLI
Teacher Short Term Goal Report**



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Item	Activities	Guidelines	Resources
Written Expression			PK Guidelines
Written Expression: Core Concepts (The What)			
215	Written Expression <ul style="list-style-type: none"> Scaffolding for Written Expression Activity Section (chose the purpose for writing) Letter Knowledge. Letter Recognition Activities: <ul style="list-style-type: none"> Activity 7: Skywriting 	IV.C.3 Child independently uses letters or symbols to make words or parts of words. III.C.1 Child names at least 20 upper and at least 20 lower case letters.	WE Formation1
91	Written Expression Shared and Interactive Writing Opportunities in the Classroom: <ul style="list-style-type: none"> Daily News Interactive Writing: <ul style="list-style-type: none"> Interactive Writing Lesson Dictation Concepts About Print 	IV.C.3 Child independently writes some letters on request (not necessarily well-formed). IV.C.4 Child uses appropriate directionality when writing (top to bottom, left to right). III.C.2 Child recognizes at least 20 distinct letter sounds. III.C.3 Child produces at least 20 distinct letter sound correspondences.	WE Correspondence3 WE Correspondence1 WE Correspondence2
88	Written Expression Modeled Writing: <ul style="list-style-type: none"> Modeled Writing Lesson Morning Message Shared Writing: <ul style="list-style-type: none"> Shared Writing Lesson 	III.E.2 Child demonstrates understanding of print directionality including left to right and top to bottom. IV.C.4 Child uses appropriate directionality when writing (top to bottom, left to right).	WE Progresses1 WE Progresses2
87	Written Expression Scaffolding: <ul style="list-style-type: none"> Concepts About Print Modeled Writing: <ul style="list-style-type: none"> Modeled Writing Lesson Shared Writing: <ul style="list-style-type: none"> Shared Writing Lesson Letter Knowledge Word Recognition Activity 2 Picture-Letter-Word Game 	IV.A.1 Child intentionally uses scribbles/writing to convey meaning. III.E.3 Child can identify some conventional features of print that communicate meaning including end punctuation and case.	WE Letters1 WE Letters2
90	Written Expression Shared and Interactive Writing Opportunities in the Classroom: <ul style="list-style-type: none"> Daily News Interactive Writing: <ul style="list-style-type: none"> Interactive Writing Lesson Dictation Concepts About Print 	IV.C.2 Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing. III.E.3 Child can identify some conventional features of print that communicate meaning including end punctuation and case.	WE Capitalizing2 WE Capitalizing1 WE Capitalizing3
89	Written Expression Shared Writing: <ul style="list-style-type: none"> Shared Writing Lesson Concepts About Print 	IV.C.2 Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing. III.E.3 Child can identify some conventional features of print that communicate meaning including end punctuation and case.	WE Punctuation3 WE Punctuation1 WE Punctuation4 WE Punctuation2
Written Expression: Approaches (The How)			
92	Written Expression <ul style="list-style-type: none"> Shared Writing 	IV.C.3 Child independently uses letters or symbols to make words or parts of words. IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities.	AH Shared3 AH Shared4 AH Shared2 AH Shared1
Written Expression: Activities & Materials (The How)			
95	Written Expression <ul style="list-style-type: none"> Section appropriate for chosen lesson and technique 	IV.C.3 Child independently uses letters or symbols to make words or parts of words. III.E.3 Child can identify some conventional features of print that communicates meaning including end punctuation and case.	AM Respond3 AM Respond2 AM Respond4 AM Respond1 AM Respond5

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97	Written Expression <ul style="list-style-type: none"> ● Modeled Writing ● Shared Writing ● Interactive Writing Thinking Like a Writer: <ul style="list-style-type: none"> ● Mini Lessons 1-6 	IV.C.2 Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing. IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.	SH_Plan2 SH_Plan1
Written Expression: Context (The When/Where)			
104	Written Expression Shared and Interactive Writing Opportunities in the Classroom	IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities. IV.B.2 Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class made drafts. IV.B.3 Child shares and celebrates class made and individual written products.	