

# Evaluate Your Writer's Workshop

## STATUS CHECK

© SMEKENS EDUCATION SOLUTIONS, INC.



Keep it

STEP 1 | Check the box for each routine that is established— *and effective*.

STEP 2 | Identify ONLY 2-3 “unchecked” areas to improve.

STEP 3 | Note how you will address those 2-3 facets. *Do you need to add, tweak or omit something?*

### THE MINI-LESSON

- I provide a *daily*, whole-class mini-lesson.
- I execute a routine for where & how the daily mini-lesson occurs.
- I provide a lesson on ONE “mini” skill.
- I deliver 10-15 minute “mini” lessons.
- I deliver mini-lessons in 4 steps: introduce, instruct, interact, & close.
- I deliver dynamic, edu-taining mini-lessons, often with a visual trigger.
- I model with a *Think Aloud* with no help from the students. *I do; you watch*.
- I execute *We-do* experiences that include Every Student Responses, like *Turn-and-talk* and *Back-to-me*.

### WRITING TIME

- I provide a *daily*, independent Writing Time that follows a mini-lesson.
- I observe students transition into Writing Time efficiently.
- I execute a routine for where & how Writing Time occurs in the classroom.
- I am satisfied with my students’ writer stamina.
- I am satisfied with my students’ level of writer independence.
- I provide narrowly-focused *You-do* tasks that are parallel to the *I do* and *We do*.
- I observe students using the procedure to seek help (from peers, the teacher).
- I observe students executing stuck-spelling strategies.
- I observe students applying “*Done*” List strategies.
- I move throughout the room during Writing Time.
- I conduct writer conferences during Writing Time.

### AUTHOR'S CHAIR

- I close the workshop with an Author's Chair.
- I observe students transition into Author's Chair efficiently.
- I execute a routine for where & how Author's Chair occurs.
- I choose the sharers during that day's writing time.
- I provide the class a listening purpose.
- I keep the author's chair to 5 minutes or less.



Add it

Tweak it

Omit it