



CLASSROOM COACH

Improving Preschool Classroom Quality

Your Name

Laura Laudati



Summary of Comments on Microsoft Word - PQA
Revised_AR_7-27-18

This page contains no comments

Try It Out: Assignment Instructions

Please follow these directions to begin the assignment:

First, save this file to your computer.

To save your work, click on “File” and then select “Save As.” Use the week number and your name as the file name (e.g., “Wk2JaneDoe.pdf”). Save the file as a PDF.

You must save your file as a PDF or it will not be accepted.

Next, follow these directions to complete the assignment:

1. Type your name in the box in the lower-left corner of the next page.
2. Fill out the assigned items:
 - Type your evidence in the space indicated.
 - Select the row scores by clicking in the appropriate box for each row.
3. Then, save the file again so that you do not lose your work.
4. To upload your finished assignment, click on the Dropbox tab; then click the text that says, “Upload File.” Click “Browse” to select the file from your computer, then click “Submit.”

This page contains no comments

II. TEACHING AND LEARNING ROUTINES and ADULT-CHILD INTERACTIONS

Item II-A The classroom follows a consistent sequence of events during the school day.

SCORE		Levels	Notes:	Evidence:
<p>Row 1</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px;">3</div>	<p>Adults support children’s understanding of the consistent routine and sequence of events during the school day.</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>Examples of supporting children’s understanding of the sequence of events:</p> <ul style="list-style-type: none"> ○ Adults post the daily routine at child level in a format that is easy for all children to understand, such as text along with pictures or symbols. ○ Adults review the daily routine throughout the day. ○ Adults let children know about changes in the routine ahead of time. 	<p>The daily routine is posted near Message Board. When there is a change in routine, it is discussed during [redacted] Message Board. Before a transition, students are given a five minute warning and are often told what comes next.</p>
<p>Row 2</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px;">2</div>	<p>Adults are thoughtful about letting children know when transitions to a different area (within and outside of the classroom), group, or activity will occur.</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>Examples that are thoughtful:</p> <ul style="list-style-type: none"> ○ Announcing that snack will come after large-group time, before small-group time begins. ○ Quietly telling children who have a lot to put away that play time is ending soon. <p>Examples that are not thoughtful:</p> <ul style="list-style-type: none"> ○ Loudly announcing to everyone, "Five more minutes until cleanup time." ○ Saying "One, two, three eyes on me," and making children stop playing or interrupting children as they eat and converse. 	<p>If there is a large mess in an [redacted] studentd are given a reminder that clean up will be soon. When clean up time is announce, students are reminded to go to their small group tables for recall and are also told whether they will be playing outside or the gym.</p>

 Number: 1 Author: Beth Pierson Date: 6/7/25, 9:30:56PM

Yes, this works. In the future, during similar observations, add quotes instead, global statements about what teachers said. Teacher quotes about the routine will reflect the last 2 open bullet points. It's hard to score without these

 Number: 2 Author: Beth Pierson Date: 6/7/25, 9:32:42PM

What did she say? Use quotes instead. Quotes are specific and to the point. What was the reminder

Item II-B There is time each day for child-initiated activities in the classroom and during outdoor time.				
SCORE		Levels	Notes:	Evidence:
Row 1 4	Adults allow children to carry out their intentions using all accessible materials during classroom child-initiated activity for an extended period of time.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	<p>Scoring notes: To score a 4, there must be specific evidence that shows ALL children are able to carry out their intentions. There cannot be any evidence that contradicts the examples provided below.</p> <p>Research supports that child-initiated activities should be for at least 30 minutes; however, longer periods of time may be beneficial as evidenced in the best practices of many high-quality programs that allow 60 minutes for child-initiated work/play time.</p> <p>Examples of adults allowing children to carry out their intentions:</p> <ul style="list-style-type: none"> ○ Children are free to choose areas, people, and materials. ○ Children are free to pretend, play alone, or play in groups. ○ Children are free to invent activities. ○ Children are free to move materials throughout the classroom. ○ Children are free to use materials creatively. ○ Children are free to change activities. 	children choose where they would like to work during planning time and have the opportunity to change their plan at any given time. During this time, children are able to use materials in the room in which way they would like in order to expand their creativity.

 Number: 1 Author: Beth Pierson Date: 6/7/25, 9:33:44PM

To fully reflect any row score (especially a Level 4) use this rule of thumb guidance: Provide 3 or more examples that reflect (or not) the focus of the row. You can also add what you observe at the beginning, mid, and end of work/choice time similar to this: [INSERT time here] 3 children play in the HA, 2 children stay in AA most of WT, 1 child works on puzzles in TA and then paints the rest of WT, 4 children build 'a store' in the BA and bring muffin tins, foam pieces, bowls, purses from the HA to sell., etc.

We don't have any of these examples we have global statements

Item II-B (Continued) There is time each day for child-initiated activities in the classroom and during outdoor time.

SCORE		Levels	Notes:	Evidence:
Row 2 4	Adults allow children to carry out their intentions using all accessible equipment and materials during the outdoor child-initiated activity for an extended period of time.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	<p>Scoring notes:</p> <p>To score a 4, there must be specific evidence that shows ALL children are able to carry out their intentions. There cannot be any evidence that contradicts the examples provided below.</p> <p>Score, even if children do not go outside during the scheduled time, based on ability of children to carry out their intentions (e.g., if adults read aloud during this time, then assign a score of 1).</p> <p>The recommended amount of time for outdoor play is at least 30 minutes; however, research supports up to 60 minutes.</p> <p>Examples of adults allowing children to carry out their intentions:</p> <ul style="list-style-type: none"> ○ Children are free to choose people, equipment, and materials to play with. ○ Children are free to pretend, play alone, or play in groups. ○ Children are free to invent activities. ○ Children are free to move materials throughout the outdoor area. ○ Children are free to use materials creatively. ○ Children are free to change activities. 	<p>While outside, students have the opportunity to choose to play with whichever friends they want in a number of games or even tag. There are plenty of materials to choose from such as a balance beam, a playground rockers, steps, balance steps, shovels and buckets, an outdoor kitchen, and tunnels.</p>

 Number: 1 Author: Beth Pierson Date: 6/7/25, 9:34:53PM
How long was outdoors time?

II-C Adults support children's ideas, actions, and developmental levels during child-initiated activities.

SCORE		Levels	Notes:	Evidence:
<p>Row 1</p> <p>4</p>	<p>Adults are intentional about entering children's work/choices/play.</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>Scoring note: To score a 4, there must be specific evidence that teachers are intentional as described in the examples below.</p> <p>Examples of ways to intentionally enter children's work/choices/play:</p> <ul style="list-style-type: none"> ○ Observing and listening before and after entering children's work/choices/play ○ Imitating how a child is using materials ○ Not interrupting children's concentration ○ Assuming roles within play context as suggested by children or adult 	<p>Staff have conversations during planning and recall time about what students decided to do at that time. There is often one staff in the house area who is assigned the role of customer or patient.</p>
<p>Row 2</p> <p>3</p>	<p>Adults support and intentionally scaffold children at their developmental level by helping them extend and add complexity to their work/play.</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>Examples of ways to extend and add complexity to work or play:</p> <ul style="list-style-type: none"> ○ Following children's cues about the content and direction as work/play develops ○ Offering suggestions for extending work/play ○ Suggesting additional materials ○ Helping children think through a sequence of steps ○ Helping children connect to their real-world experiences ○ Encouraging children to take the lead in ongoing projects and investigations ○ Modeling new ways of playing ○ Asking children how else they can play or use the tools/materials 	<p>In the toy and block areas, staff often ask questions and offer ideas when children are sorting or building.</p>

Number: 1 Author: Beth Pierson Date: 6/7/25, 9:35:36PM

Yes, this evidence works. Anything else?

To fully reflect a Level 4 in the future add 3 to 4 specific examples (from work/choice time or from outside time). Friendly reminder, always refer to and re-read the open bullet points in the Notes column.

One examples would be T2 is in the house area. C1 says" you be the person at the resuraunt and ill serve you food" T2 sits at the table where the child directed and asks "what kinds of food do you serve at this resuraunt?"

Number: 2 Author: Beth Pierson Date: 6/7/25, 9:37:52PM

Your examples in not specific enough to count for intentionally scaffolding.

In order to score a Level 3 - there needs to be 2 to 3 examples of 'intentional scaffolding' during child-initiated activities. For any level row score, follow this rule of thumb: record 3 or more examples. Providing/recording 3 or more examples makes your scoring easier and it provides a picture of the level of quality observed. Please let me know if you have any questions.

Item II-D There is time each day for adult-initiated, large-group activities that support each child's developmental level.

SCORE		Levels	Notes:	Evidence:
<p>Row 1</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px;">3</div>	<p>Adults provide large-group activities daily during which all adults participate in the activities and intentionally scaffold learning for each child, as needed.</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>Scoring note: To score a 4, all adults must participate and there must be specific evidence that adults intentionally scaffold learning such as:</p> <ul style="list-style-type: none"> ○ Adults assisting children who are having difficulty with a task. ○ Adults asking questions that extend a child's thinking. ○ Adults moving closer to children to assist in self-regulation behaviors. 	<p>During this specific large group, Students and teachers went on an "Opposites bus ride" staff and students took turns driving and staff asked how they should drive the bus and what was the opposite of the specific way, ex: Bumpy ride, smooth ride.</p>
<p>Row 2</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px;">4</div>	<p>Adults lead large-group activities so that children can contribute their own ideas and participate at their own developmental levels.</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>Scoring note: To score a 4, there must be specific evidence that children are able to contribute their own ideas and participate at their own developmental levels such as the examples listed below.</p> <p>Examples of adults allowing children to participate at their own developmental levels:</p> <ul style="list-style-type: none"> ○ Children are free to explore and use the same set of materials in their own ways. ○ Children are free to move in their own ways. ○ Children are free to try out one another's ideas for singing and moving. ○ Children are free to take turns leading others. 	<p>Students and teachers went on an "Opposites bus ride" staff and students took turns driving and staff asked how they should drive the bus and what was the opposite of the specific way, ex: Bumpy ride, smooth ride.</p>

Number: 1 Author: Beth Pierson Date: 6/7/25, 9:39:04PM

Here's some overall Row 1 guidance I give many trainees: Provide and daily in the descriptor tells us as observers to check the posted daily schedule and record the actual time you observe LGT (or not...). Use the Scoring note to guide your evidence and ask yourself, Are all adults participating to possibly reach the Level 4 row score? Are materials readily available? Note what you see teachers doing and record a few quotes related (or not) to the open bullet point examples. What quotes did you have from this?

Number: 2 Author: Beth Pierson Date: 6/7/25, 9:40:34PM

Again here's some overall guidance for Row 2: Here focus on the children and record what you observe children doing during LGT. "What" children are doing, the way they use the materials will answer whether children are contributing their own ideas and are participating at their own developmental levels. Use the Scoring note to guide your evidence and scoring.

Item II-D (Continued) There is time each day for adult-initiated, large-group activities that support each child's developmental level.

SCORE		Levels	Notes:	Evidence:
<p>Row 3</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin-top: 10px;">3</div>	<p>Adults support and use many strategies to extend children's ideas and actions during adult- initiated large-group learning opportunities by:</p> <ul style="list-style-type: none"> ○ Assuming children's physical level. ○ Letting children be leaders. ○ Following up on children's suggestions and modifications. ○ Modeling new ways of using words, movements, or materials. ○ Prompting children for their ideas about using words, movements, or materials. 	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>class took turns driving bus used many opposite words found different ways to drive the bus</p>	<p>Students and teachers went on an "Opposites bus ride" staff and students took turns driving and staff asked how they should drive the bus and what was the opposite of the specific way, ex: Bumpy ride, smooth ride.</p> <div style="text-align: center; margin-top: 10px;">  </div>

 Number: 1 Author: Beth Pierson Date: 6/7/25, 9:41:14PM

Here's some overall feedback I have been providing to others for your reference:

What strategies do you observe the teacher/s using during LGT? Adult interaction strategies are key here. Use the open-bullet points to guide your evidence. Yes, this row will overlap with Row 1. You can cross-reference, See Row 1. Personally, I add more to Row 3 when I am observing in a mid to high-quality classroom.

Item II-E There is time each day for adult-initiated, small-group activities that support each child's developmental level.				
SCORE		Levels	Notes:	Evidence:
Row 1 4	Adults provide small-group learning opportunities daily during which children are allowed to explore and learn age-appropriate concepts and skills, and adults intentionally scaffold learning for each child, as needed.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	<p>Scoring note: To score a 4, there must be specific evidence that the opportunities are intentionally planned such as:</p> <ul style="list-style-type: none"> ○ The materials are readily available. ○ The concept or skill is age appropriate and is introduced in a way that stimulates child interest. ○ Adults intentionally scaffold learning for each child by <ul style="list-style-type: none"> - Moving from child to child making the tasks easier or harder depending on the child's level of development. - Asking open-ended questions based on the child's level of development. 	<p>Students are given art supplies and asked to paint what they think of when they think of night on one side and day on the other</p> <p style="text-align: center;"></p>
Row 2 3	Adults lead small-group activities so that children can contribute their own ideas and participate at their own developmental levels.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	<p>Scoring note: To score a 4, there must be specific evidence that children are able to contribute their own ideas and participate at their own developmental levels as listed below.</p> <p>Examples of adults allowing children to participate at their own developmental levels:</p> <ul style="list-style-type: none"> ○ Children are free to explore and use the same set of materials in their own ways. ○ Children are free to move in their own ways. ○ Children are free to try out one another's ideas. ○ Children are free to take turns leading others. 	<p>Students are given playdough with tools to mold whatever they would like</p> <p style="text-align: center;"></p>

Number: 1 Author: Beth Pierson Date: 6/7/25, 9:41:57PM

We want to specifically answer all open bullets. Was the materials ready at the start of small group.

What examples do you have of intentionally scaffolding . What was the other group doing? We want to list both here and take it through the bullet points

Number: 2 Author: Beth Pierson Date: 6/7/25, 9:43:36PM

What did the teacher say and do we want quotes here from the teacher and from the students. what did children do?

Item II-E (Continued) There is time each day for adult-initiated, small-group activities that support each child's developmental level.				
SCORE		Levels	Notes:	Evidence:
Row 3 4	<p>Adults support and use many strategies to extend children's ideas and actions during adult-initiated small-group learning opportunities by:</p> <ul style="list-style-type: none"> ○ Assuming children's physical level. ○ Letting children be leaders. ○ Following up on children's suggestions and modifications. ○ Modeling new ways of using words, movements, or materials. ○ Prompting children for their ideas about using words, movements, or materials. 	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>students take turns leading their group children suggest the actions being taken put names to movements</p>	<p>Play monkey see monkey do in small groups, children take turns copying one child making different movements and saying different things</p> <p style="text-align: right;"></p>

Number: 1 Author: Beth Pierson Date: 6/7/25, 9:44:51PM

Was there a total of three small groups? I'm a bit confused—Row 1 mentions all small groups, but then each additional row seems to examine separate groups individually. Clarifying this is important.

At this point, I don't believe this reflects a Level 4, and it may not even meet Level 2 criteria. Please take some time to reflect and let me know if you have any questions.

To score a Level 4, you should observe and document most of the open bullet points listed in the descriptor.

Overall feedback:

- What adult interaction strategies are being used during Small Group Time (SGT) and Large Group Time (LGT)? These are essential.
- Use the open bullet points to guide your evidence. This row will overlap with Row 1—feel free to cross-reference (e.g., "See Row 1").
- For Row 3, include more anecdotes, especially when observing in mid- to high-quality classrooms.

Let me know if you'd like to talk through any of this further!

Item II-E (Continued) There is time each day for adult-initiated, small-group activities that support each child's developmental level.				
SCORE		Levels	Notes:	Evidence:
Row 4 3	<p>Adults intentionally introduce concepts or skills that are moderately challenging* in small-group settings.</p> <p>*Moderately challenging concepts or skills are those beyond what children already know or can do but not so difficult that children become frustrated or disengaged. If the concept or skill is moderately challenging, the adult can adjust the complexity for an individual child by adding more or less support. The level of support is often determined by the level of child engagement and/or success. The goal is to have the child successfully engaged.</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>Scoring note: If all children are doing the same concept or skill, at the same level, and with the same support, then score a level 1.</p>	<p>While working on patterns, different levels of support are offered. modifications for the lesson are</p> <p>early learners can line up things of the same color, size or shape</p> <p>middle learners can copy or complete simple patterns</p> <p>late learners can make their own patterns.</p>

 Number: 1 Author: Beth Pierson Date: 6/7/25, 9:47:33PM

We're seeing different small groups referenced in each row, but this tool should reflect evidence from only one day—not multiple observations.

Please double-check the scoring note and consider:

Did all children receive the same support?

Take some time to review your notes, recorded evidence, the descriptors, and the scoring guidelines.

Item II-H Adults support children’s language and literacy development throughout the day.

SCORE		Levels	Notes:	Evidence:
<p>Row 1</p> <p>4</p>	<p>Adults support and intentionally scaffold children’s development of language by attending to children who are speaking to them, listening and talking to children during mealtimes, conversing with children in a give-and-take manner, asking questions and responding to children’s questions, and rarely interrupting children when they are conversing with others or are engaged in play.</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>Scoring notes: If adults are interrupting children during conversations or while engaged in play, except in the case of a safety concern, then assign a score of 1.</p> <p>To score a 4, the conversations between adults/children must be give and take, conversations between adults/children need to take place during meal- and snack times (if there are meal/snacks), and adults should not be asking a series of questions about what a child or group of children are talking about.</p>	<p>During lunch, staff initiate conversation and take time to listen and respond to every student who answers </p>
<p>Row 2</p> <p>3</p>	<p>Adults support and intentionally scaffold children’s development of letter knowledge and letter sounds during child-initiated activities and conversations and/or adult-initiated activities (large group, small group, and transitional activities).</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>Scoring note: If no adult-initiated activities are observed, score based on support and intentional scaffolding provided during child-initiated activities, conversations, and other teachable moments during the day.</p> <p>Example in the context of child-initiated activity: Child says to adult, “I want to write a letter to my mom. How do you spell <i>mom</i>?” Adult says, “Mom starts with /m/. What letter makes the /m/ sound?” Child says, “/M/ — that’s the letter at the beginning of Mary’s name.” The child writes the letter by looking at the first letter of Mary’s name on the name chart.</p>	<p>Staff often try to relate conversations to previous lessons</p> <p></p>

Number: 1 Author: Beth Pierson Date: 6/7/25, 9:49:49PM

To score a Level 4 here, in future observations, add 3 or more examples/pieces of evidence.

We also need quotes this would be closer to a score of a 2 with current evidence

Number: 2 Author: Beth Pierson Date: 6/7/25, 9:50:48PM

This evidence fits but you would need more examples to reach a Level 3. If this was the only time you observed letter knowledge and letter sound, you have a Level 1 - (maybe Level 2 - I acknowledge I was not there!). We don't know exactly what happened when I read your notes I should be able to picture exactly what happened.

Item II-H (Continued) Adults support children's language and literacy development throughout the day.				
SCORE		Levels	Notes:	Evidence:
Row 3 4	Adults support and intentionally scaffold children's development of phonological awareness during child-initiated activities and conversations and/or adult-initiated activities (large group, small group, and transitional activities).	1-Rarely or never 2-Sometimes 3-Usually 4-Always	<p>Scoring note: If no adult-initiated activities are observed, score based on support and intentional scaffolding provided during child-initiated activities, conversations, and other teachable moments during the day.</p> <p>Examples in the context of conversation:</p> <ul style="list-style-type: none"> ○ Adult says, "Ray, do you want to play?" Ray says, "Play and Ray rhyme." Adult says, "Yes, and so do say, may, and day." Ray says, "And hay." Ray runs off to play. ○ Child says, "I see Sue." Adult says, "See and Sue sound the same at the beginning." Child says, "See, Sue." ○ During a transition, the adult encourages children to play an I spy game. Adult says, "I spy something that starts with the /t/ sound." The children then guess what it is as they move together to the gym. 	Staff often associate the beginning sounds of words with the names of students or other familiar words. ex: Today is Tuesday, Tuesday starts with T like Tyler or turtle. 
Row 4 3	During read-alouds, in which adults are intentionally building children's comprehension skills, adults engage children in discussions about the text before, during, and/or after the read-aloud.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	<p>Scoring notes: If no read-aloud occurs during the observation, then score a 1.</p> <p>To score a 4, there must be specific evidence that the read-aloud was intentionally planned such as:</p> <ul style="list-style-type: none"> ○ The read-aloud is evidenced in the lesson plans. ○ The book was selected and readily available. ○ The adult/child discussions are related to the text. ○ The adult/child discussions allowed children to respond in their own way. 	Teacher planned to read a book in class. While reading, questions such as "what ddo you think will happen next?" or "Why do you  this happened?" are asked.

Number: 1 Author: Beth Pierson Date: 6/7/25, 9:51:58PM

This is the only example this cannot be a 4 with this one example and we need quotes too. Would be a 1 or 2

Number: 2 Author: Beth Pierson Date: 6/7/25, 9:52:53PM

You could very well have a Level 3 here, but more teacher quotes are needed to fully reflect and support a Level 3 score. Also, did you observe any other read alouds? If yes, be sure to document in this row as well. Use the open bullet points to guide the data you collect, the evidence you record and the score you assign.

We also want to record the title of the book

Item II-H (Continued) Adults support children's language and literacy development throughout the day.

SCORE		Levels	Notes:	Evidence:
Row 5 <input data-bbox="66 674 131 737" type="text" value="3"/>	Adults support and intentionally scaffold children's development of vocabulary throughout the day as they discuss or explain new or unknown words that come up in books, songs, activities, and conversations.	1-Rarely or never 2-Sometimes 3-Usually 4-Always		Throughout the day, staff are conversing with different children, introducing new words to their vocabulary. Staff also read books and introduce vocabulary words to the children.

 Number: 1 Author: Beth Pierson Date: 6/7/25, 9:53:50PM

We can't accurately score this without knowing the exact words that were said to and described for the children.
How many words did you hear? Was this one part of the day or throughout?

Item II-H (Continued) Adults support children’s language and literacy development throughout the day.

SCORE	Level 1	Level 2	Level 3	Level 4	Notes:	Evidence:
Row 6 3	Adults rarely or never support children’s development in writing.	Adults support and intentionally scaffold children’s development in writing by engaging in at least one of the approaches listed in level 4.	Adults support and intentionally scaffold children’s development in writing by engaging in at least two of the approaches listed in level 4.	Adults support and intentionally scaffold children’s development in writing by engaging in all three of the following approaches during child- and adult-initiated activities: <ul style="list-style-type: none"> Modeling how to write letters and words Providing opportunities for children and adults to share in the writing process Using writing for a purpose or to express meaning 	<p>Examples for writing approaches:</p> <p>Modeling: Dictating what children say, interactive writing, morning message</p> <p>Providing opportunities: Word boxes, name charts, letter charts/strips, labeled areas or objects</p> <p>Writing for a purpose or meaning: Writing a menu, making a sign, writing plans, writing a personal story, writing an information book</p>	<p>Adults help sit with students in the writing area and model how to write students' names and vocabulary words.</p> <p>When making charts, during Message board, or small group, Adults help children by modeling how to write letters and words</p>

 Number: 1 Author: Beth Pierson Date: 6/7/25, 9:55:24PM

Reminder you have closed bullet points in the Level 4 descriptor! Do you recall the rule about closed bullet points? If not, return to the Week 1 Learning Unit!

I am only reading evidence that reflects one bullet point, the last point. As written, you have a Level 2 here.

Let me know if you have any questions.