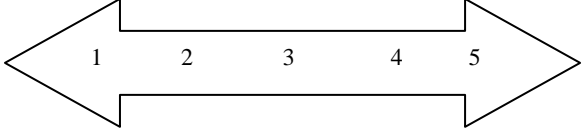

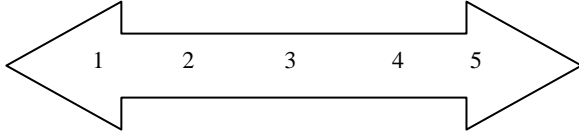
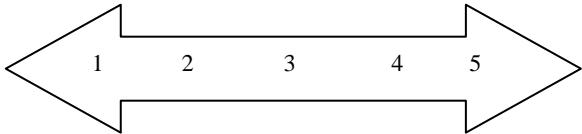

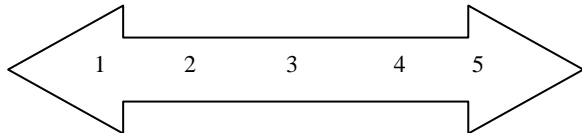
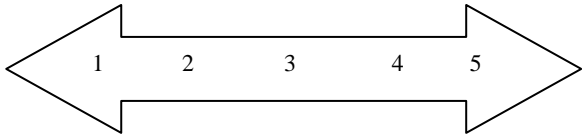


## Revisiting your collaborative “crafted” lesson before teaching it

**Instructions:** After your group has created its collaborative writing lesson, please rate the lesson individually against the seven elements we discussed during the whole-day training. When all group members have rated individually, compare your ratings and discuss the lesson’s strengths and areas needing possible revision.

Our lesson’s focus skill/trait: \_\_\_\_\_

Our lesson’s support skill/trait: \_\_\_\_\_

<b>Self-Evaluation Question:</b>	<b>1 = low, 3 = medium, 5 = high</b>
Before and during learning, students should be engaged in meaningful discussion about the lesson’s focus trait and the trait sub-skill. How likely will our lesson foster this meaningful discussion?	
Before drafting, students should be engaged in discussing the lesson’s focus skill in a published “mentor text.” How well have we planned for our students to be engaged with the “mentor text”?	
Before drafting, students should examine and discuss a teacher model or a student model of the finished writing assignment. How well have we planned for students to discuss the sub-skill in the teacher or student model?	
Before drafting, students should complete a graphic organizer that helps ensure success with the lesson’s chosen sub-skill. How well does our graphic organizer guarantee more success with the lesson’s sub-skill?	
Before drafting, students should ideally be allowed to make choices about personally important writing topics. How well have we thought of ways to ensure that the choices our students make are good ones with which to practice the lesson’s sub-skill?	
Before drafting, students should have several planned opportunities to talk about what they think they’ll write about. How well have we planned for students to talk to each other and to the teacher before drafting begins?	
After drafting, students need to re-examine their work while thinking deeply about the lesson’s sub-skill once again. How well have we planned for students to both revisit their writing but also be motivated to revise it?	

Please keep your lesson’s self-evaluation.