

■ Write-Aloud Assessment

Are some kids using the write-aloud for both the topic and the structure and craft? Is this helping them, or are they depending too heavily on the scaffold?

How will you move those students to using the write-aloud only for the structure and craft and not for the topic?

Are there some students who are not using the write-aloud to support their independent writing? Should they be? If so, what you can do to facilitate this?