Writing Progress Monitoring Chart - A

Directions: Dictate a simple sentence (3-5 words) with some CVC words and sight words you have taught. Draw a line for each word in their blank journals. Have students repeat the sentence several times before they write it.

Progress Monitoring: Put a plus (+) under the skills students can do without prompting. Put a checkmark if the student can do the skill with prompting. Put a minus (-) if the student cannot do the skill, even with prompting.

Students	repeat sentence	isolate initial consonant	record initial consonant	record long vowels	record short a	form letters correctly	ent cannot do the skill, even with prompting. spell sight words that have been taught

Writing Progress Monitoring Chart - B

Directions: Dictate a simple sentence (5-7 words) with some CVC words and sight words you have taught. Draw a line for each word in their blank journals. Have students repeat each sentence several times before they write it.

Progress Monitoring: Put a plus (+) under the skills students can do without prompting. Put a checkmark if the student can do the skill with prompting. Put a minus (-) if the student cannot do the skill, even with prompting.

Students	Repeat sentence	say words slowly	record first and last consonants	record long vowels	record short a and o	form letters correctly	spell sight words that have been taught	write letters on the line	

Writing Progress Monitoring Chart - C

Directions: Dictate 1-2 sentences (7-10 words each) that contain some CVC words and sight words that have been taught. Draw a line for each word in their blank journals. Have students repeat each sentence several times before they write it.

Progress Monitoring: Put a plus (+) under the skills students can do without prompting. Put a checkmark if the student can do the skill with prompting. Put a minus (-) if the student cannot do the skill even with prompting.

Students	repeat sentence	say words slowly to hear sounds	record dominant sounds	Record long vowels.	record short a and o	record short e, i, and u	letter formation	spell sight words that have been taught	space words	he student cannot of write letters on the line	add period	reread sentence to remember next wor
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Writing Progress Monitoring Chart - D

Directions: Dictate 1-2 sentences (7-10 words each) that contain some words with digraphs and sight words that have been taught. Use student journals with single lines. Have students repeat each sentence before they write it.

gress Monitor	ing: Put a plus (+) t	inder the skills stu	dents can do with	out prompting. F	out a checkmark if	the student can d	o the skill with pro	mpting. Put a mir	nus (-) if the stude	ent cannot do the	skill, even with pro	mpting.
Students	segment each sound	record all consonants	record long vowels	record all short vowels	record initial and final digraphs	use mostly lowercase letters	spell sight words that have been taught	put spaces between words	use periods	capitalize 1st word	add endings (-s, -ing)	reread sentence to remember next wor
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Writing Progress Monitoring Chart - E Directions: Dictate 1-2 sentences that contain some words with diagraphs, initial blends, and sight words that have been taught. Students add a sentence to their stories. Use journals with handwriting lines. Have students say their sentences before they write them. Progress Monitoring: Put a plus (+) under the skills students can do without prompting. Put a checkmark if the student can do the skill with prompting. Put a minus (-) if the student cannot do the skill, even with prompting. in a word (including blends) form letters that drop below line (g,j,p, t,q,y) have been taught add endings -s, -ing,-ed capitalize 1st word in the sentence remember to use spell unknown words reread sentence to record initial blends use handwriting lines Students record digraphs capitalize names periods phonetically

Writing Progress Monitoring Chart - F

Directions: Dictate 1 sentence (7-10 words) that contains some words with initial and final blends and sight words that have been taught. Students add their own sentence(s) to their story. Use student journals with handwriting lines. Have students say each sentence before they write it.

Progress Monitoring: Put a plus (+) under the skills students can do without prompting. Put a checkmark if the student can do the skill with prompting. Put a minus (-) if the student cannot do the skill, even with prompting.

Students	segment each sound (including blends)	record all short vowels	record digraphs	record blends	use capital letters correctly	use end punctuation (. ? !)	form letters that drop below line (g,j,p, t,q,y)	words that have been taught	handwriting lines correctly	add endings -s, -ing,-ed	spell unknown words phonetically	compose a story with a B-M-E	record known parts in words	use question marks	reread to check for accuracy	use exclamation marks	Add endings -s,-ing,-ed, -er	reread sentence to remember next word

Writing Progress Monitoring Chart - G/H

Directions: Dictate 1 sentence (7-10 words) that contains some words with blends, silent e, and sight words that have been taught. Students add their own sentence(s) to their story. Use student journals with handwriting lines. Have students say each sentence before they write it.

Progress Monitoring: Put a plus (+) under the skills students can do without promoting. Put a checkmark if the student can do the skill with promoting. Put a minus (-) if the student cannot do the skill, even with promoting.

Students	spell new sight words correctly	compose a simple retelling (SWBS)	students can do write a 2-syllable word phonetically	apply silent e feature	compose sentences using key words	use a familiar word to write a new word (day - play)	add endings	reread sentence to check for accuracy	use upper- and lowercase letters correctly	write known parts in words	

Writing Progress Monitoring Chart - I/J/K

Directions: Dictate 1 sentence (7-10 words) that contain some words with silent e, sight words, and vowel patterns that have been taught. Use student journals with handwriting paper. Have students say each sentence before they write it.

Progress Monitoring: Put a plus (+) under the skills students can do without prompting. Put a checkmark if the student can do the skill with prompting. Put a minus (-) if the student cannot do the skill, even with prompting.

ogress Monitoring: Students	spell new sight words		apply vowel patterns that have been taught	reread sentence to check for	spell unknown words phonetically	write the parts in a compound word	use punctuation correctly	spell familiar sight words	use book as a spelling resource	use word wall to check spelling	write about a character's feelings	use transition words at the beginning of some sentences	write about a text feature

Writing Progress Monitoring Chart - L/M/N

Directions: Dictate 1 sentence (7-10 words) that contains some words with silent e, sight words, and vowel patterns that have been taught. Use student journals with handwriting paper. Have students say each sentence before they write it. Progress Monitoring: Put a plus (+) under the skills students can do without prompting. Put a checkmark if the student can do the skill with prompting. Put a minus (-) if the student cannot do the skill, even with prompting.

Students	write a 3-syllable word phonetically	drop the silent e when adding -ing, -ed, or -er			compose steps to a procedure	write questions about the text	spell common prefixes and suffixes that have been taught	use introductory clauses to combine sentences (after, while, since, later, during, etc.)	· ········g·