



Oakland Unified School District
Writing Proficiency Project

Process Writing Assessment
(PWA)

First Grade

Fall

Narrative:
My Family

<p><u>First Grade Fall Prompt</u> Narrative: MY FAMILY</p>

Overview of week*

Suggested time

Day One	<p><i>Topic Introduction</i> --Share read aloud --Activate background knowledge</p>	30 minutes
Day Two	<p><i>Draw and Share</i> --Draw --Develop topic vocabulary</p>	45 minutes
Day Three	<p><i>Shared Writing: Labels</i> --Practice partner sharing (Opt.) --Revisit topic vocabulary</p>	45 minutes
Day Four	<p><i>Modeled Writing: Rough Draft</i> --Brainstorming ideas</p>	30 minutes
Day Five	<p><i>Assessment Day—Write!</i> --Draw and write</p>	40 minutes

* You may combine or split lessons as seems appropriate, taking up to four weeks to complete them all.

Summary of Activities

Students listen to a read-aloud of a book about a family or families introduces the topic. Children’s ***background knowledge*** and ***oral language*** around the topic are developed as they share about their own families.

Next, students **draw** a picture featuring the members of their family. Students then have an opportunity to talk about their drawings. During these conversations, the teacher begins a **word bank** containing words students use to talk about their families and keeps it posted throughout assessment week. She draws students' attention to the word bank, and invites them to add words throughout the week for **vocabulary development**.

In the next session, the teacher demonstrates the **partner sharing** collaborative structure. Using the **shared writing** strategy, she shows the children how to label their drawings using the alphabetic principle and the word bank. Children discuss their drawings with a partner, then label their drawings.

In the fourth session, the teacher introduces the class to the prompt paper and uses the **modeled writing** strategy to plan, organize and write a story about her own family. The children are invited to watch, participate and comment as she produces a story about a favorite family activity or place. During the writing, she models an **author's process** of getting her ideas down on paper. She also introduces or reviews important **concepts of print** such as directionality, spacing, capitalization, and the phonetic connection between sounds and letters. Children then do some **pre-writing** brainstorming by talking about places they like to go or things they like to do with their families.

Finally, each child is given a prompt paper and invited to **write** and illustrate a story about his or her family.

CA Standards Addressed by the Fall First Grade PWA

1.0 Writing Strategies

Organization and Focus

1.1 Select a focus when writing.

1.2 Use descriptive words when writing.

Penmanship

1.3 Print legibly and space letters, words, and sentences appropriately.

2.0 Writing Applications (Genres and Their Characteristics)

2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.

2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.

1.0 Written and Oral English Language Conventions

Sentence Structure

1.1 Write and speak in complete, coherent sentences.

Grammar

1.2 Identify and correctly use singular and plural nouns.

1.3 Identify and correctly use contractions (e.g., *isn't*, *aren't*, *can't*, *won't*) and singular possessive pronouns (e.g., *my/mine*, *his/her*, *hers*, *your/s*) in writing and speaking.

Punctuation

1.4 Distinguish between declarative, exclamatory, and interrogative sentences.

1.5 Use a period, exclamation point, or question mark at the end of sentences.

1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.

Capitalization

1.7 Capitalize the first word of a sentence, names of people, and the pronoun *I*.

Spelling

1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Pre-Teaching: SUGGESTED MINI-LESSONS

If your writing program has not already included these mini-lessons so far this school year, you may want to take some time in the weeks preceding Assessment Day to teach any of the following lessons you think would be most beneficial to your students' success as writers.

Mini-Lessons on the Management of Writers' Workshop

- **How to use pencils, crayons, markers:** where to find them, when they are available, how to share them, how to take care of them (cap pens, sharpen pencils, etc.), how to put them away
- **Think-pair-share**
- **Silent writing time**

Mini-Lessons on Conventions of Print

- **Directionality:** where to start writing, which direction to continue, return sweep (left-to-right, top-to-bottom)
- **How to find/copy/write your first and last names**
- **Ending punctuation for sentences:** . ? !
- **Capitalization:** first word of a sentence, names of people, and the pronoun *I*.
- **Alphabetic principal:** approximated spelling using sounds of alphabet
- **Sight words**
- **How to use a Word Wall**
- **Vowel sounds and short vowel words**
- **Making nouns plural**
- **Contractions**
- **Singular possessive pronouns:** my/mine, his/her, hers, your/s

Mini-Lessons on the Writer’s Craft

- Everyone is a writer
- Telling stories about your life
- Adding detail
- Making a list
- Sensory details

Day One: TOPIC INTRODUCTION

One read-aloud book of your choice featuring a family or families
(see Suggested Books on pages 29- 30 for ideas)
Collection of books about families (optional)

Day Two: DRAW & SHARE

Blank white construction paper, cut into 8” x 12” sheets
Small crayons
Dark color marker
Large chart paper
Tape or magnets
Pointer

Day Three: SHARED WRITING—LABELS

Student drawings from Day Two
Word Bank chart from Day Two
Pencils with no erasers

Day Four: MODELED WRITING—ROUGH DRAFT

Enlarged copy of prompt paper (pp.32)
Pencil with no eraser

Day Five: ASSESSMENT DAY—WRITE!

Class supply of prompt paper: (2-sided copies of pp. 32 - 33, and
2-sided copies of pp. 34 - 35 for prolific writers)
Pencils with no erasers
Erasers

**For Scoring: 6 copies each of Scoring Rubric and completed half-page
Cover Sheet (p. 36)**

Teacher Instructions: GETTING READY


1) Review all introductory material and instructions in this manual, and prepare materials for the lessons prior to beginning assessment. For all PWA lessons preceding Assessment Day, feel free to make any modifications that seem appropriate to the needs and abilities of your current class. This might mean adding, skipping or changing lessons/materials, according to your expert judgment as classroom teacher. See page 6 for some suggested mini-lessons you may wish to teach prior to beginning the assessment.


IMPORTANT: On Assessment Day, be sure to follow instructions exactly, with NO modification of materials or procedure. See pages 9 - 10 for details.

2) Introduce the lessons over the course of one to four weeks during your regular Writers' Workshop or Language Arts time.

3) After Assessment Day, collect assessments and evaluate in grade level teams, using the included rubric and anchor papers to guide scoring.

4) Continue the writing process with the students, helping them revise, edit and publish or present their work. (Optional)

 Teaching Tip: Throughout the instructions, look for teaching tips marked with this symbol.

 **Say:** Throughout the instructions, look for the words you will say aloud to students marked with this symbol. Except on assessment day, feel free to modify the language you use with your students to suit their vocabulary, interest and understanding.

Teacher Instructions: ASSESSMENT DAY

1. *The assessment must be completed in one sitting.* You may wish to schedule the assessment before recess or lunch to accommodate students who need more time to finish the prompt (whether because they write slowly, want to complete very detailed drawings, have a lot to write, or have an IEP indicating extended time for assessments). Students who have not finished may get up, get their food, then return to their table to finish drawing and writing. Midway through the writing time, reassure students who are worried about running out of time about the plan to give them more time.

2. *It is essential that you transcribe all emergent student writing for later assessment.* Students who are not yet writing phonetically to create decipherable text should be asked to read their work aloud to you. Record what the student says below the text, even if it does not match. Use both the student writing and the transcription for assessment. See teaching tips on next page for management ideas.

3. *This assessment may be conducted entirely in students' primary language.* Writing in primary language may be assessed using the grade level rubric by a teacher literate in that language.

Teaching Tips for Assessment Day

☞ Have the children complete the assessment at a time when they normally write.

☞ Be sure children know what to do when they finish writing. It should be an independent, silent activity that is commonly available (so as not to provoke undue motivation to finish writing quickly in order to get to the second activity). Suggestions: silent reading or coloring a take-home book.

☞ Some students may need regular reminders about time elapsed or a time deadline in order to finish their writing. A timer may be helpful.

☞ You may wish to allow time for students to share their writing with each other or the class at the end of the activity or later in the day.

☞ You may want to administer the assessment to small groups of six children at a time while the rest of the class works on their journals. This will make it easier for you to transcribe student writing. Or, you may choose to transcribe and score only six samples altogether. To determine which six samples to collect, do an alternate ranking of your students' writing ability. See below for an example.

Alternate Ranking Example: For a class of 20, number a sheet of blank paper from 1-20. Write the name of the student who most excels in writing in the #1 spot. Then write the name of the student most challenged in writing in the #20 spot. Continue by listing the second-best writer in the #2 spot, and the second-worst writer in the #19 spot, and so on until every child has been assigned a "rank." Divide the list into thirds, and choose two students from the top, middle, and bottom third. Be sure to transcribe those student stories, make copies, and bring those six samples only to the collaborative scoring session. Keep in mind that an alternate ranking is a

subjective assessment, and that collaborative scoring of a writing sample using a common rubric will produce a more accurate picture of each student's strengths and weaknesses in writing, as well as provide information about strengths and weaknesses in your writing program.

👉 After the first drafts produced on Assessment Day have been collected, copied and scored, give students the opportunity to revise, edit and publish their work. In individual writing conferences, help students identify ways to improve their pieces by adding more detail or description, or correct errors in spelling, capitalization or punctuation. With each student individually or in small groups, reread what they have written together and invite them to correct errors in spelling, capitalization or punctuation. Focus on no more than 1-2 types of error, and use a color pen to correct them on the draft. Invite students to rewrite their stories using their best printing and spacing, making the corrections indicated on the draft. Alternatively, parent volunteers can type up the finished stories for students to illustrate. Bind published stories in a book, post them outside the classroom, or include them in students' writing portfolios.

Day One: TOPIC INTRODUCTION (30 minutes)


Academic language that children may need to know for this lesson:


author expert topic setting message

Mentor Text Read Aloud

1) Generate interest

At circle time, generate excitement by showing the children the read aloud—and special collection of books if you’ve gathered one—about families (see Suggested Books on page 29 - 30).

 *Say: Many authors like to write about what they know best, and everybody is an expert on their own families! Families are a good topic for a story because everybody has one, and it can be interesting to learn about other people’s families. Here is a book I’m going to read to you about one family. Let’s listen and see what this author shares about his/her family.*

 **Teaching Tip:** Choose a book from the included bibliography or make your own selection. Look for a book that you think will be interesting and accessible to your students. Students may be especially drawn to stories about families like their own in terms of culture and structure. When pre-reading the book, look for features of the author’s craft that students can use in their own stories about their families.

2) Read

Take about 15-20 minutes to read the book aloud, pausing to use the ***think-aloud*** strategy to note author’s attention to any of the following:

- Describing members of the family: roles, interests, activities and talents
- Settings and conflicts described in the story
- Author’s main message about family

Students listen attentively to read-aloud.

3) Discuss

Lead a brief whole class discussion about the read aloud using 1-3 of the following questions:

- 🗨️ *What did you notice about this author's story of his or her family? How did the author help us to get to know his or her family members better?*
- Where did this story take place?*
- What problems did this family have?*
- How do you think this author feels about his or her family?*

Students comment on what they noticed about the author's craft in the read aloud.

👉 **Teaching Tip:** During the group discussion, you can use name sticks to promote broader participation among ELL students. Simply write each student's name on a wooden clothespin or popsicle stick and keep in a can. To choose the next speaker, pick one name from the can. Keep choosing different names until all students have had an opportunity to speak.

Activate and Build Background Knowledge

4) Oral language development

🗨️ **Say:** *This author had a lot to say about his or her family. What could you write about your own family?* Briefly invite children to talk about their families with the class, using 1-2 of the following questions as discussion guides:

Who is in your family?

Can you describe your family members? How old are they? What do they look like? How do they dress? What do they like to do?

Where does your family like to go together? What do you like to do together?


Tell us something interesting about your family.


Students take turns sharing stories and information about their families.

👉 **Teaching Tip:** You may wish to remind the students of the work they did on their autobiographies in OCR Unit 1.

Introduction of Writing Purpose

5) Conclusion

 Say: *Tomorrow we are going to start working on our own family stories.*

 Teaching Tip: Make a collection of books about families available to students during sustained silent reading, center/choice time, Workshop, or to check out and take home. Read books in the collection for read-aloud prior to assessment week and throughout the week itself. Compare and contrast families and writing styles.


Day Two: DRAW & SHARE (45 minutes)

Academic language that children may need to know for this lesson:


Word Bank *category* *chart*

Draw

1) Generate ideas about topic


 *Say: Yesterday we read this book about a family and we started talking about our own families. Today we're going to get some ideas for stories about our own families which we will write later this week. When you're getting ready to write a story, drawing a picture is something authors do to get ideas about what to write.*

Show the children the 8" x 12" white drawing paper and the crayons. Tell them that they should use these materials to draw pictures of their families, including as much detail as possible. Review expectations for use of materials, movement, noise level and signals for attention; then distribute materials.

 *Teaching Tip:* Lucy Calkins suggests having helpers distribute materials to work spaces before gathering the class for the introductory lesson, so that students can get straight to work once you have given the final instructions for the writing activity.

Students work independently to draw pictures of their families.

As the students are working, circulate to talk to them about their drawings. Some children may include members of extended family or begin to label their drawing, which is fine. Encourage children to look at each other's papers and engage in conversation about the topic of families while they draw. As students indicate that they are finished, invite them to add a few more details to their drawings, and help them generate ideas by talking to you or their classmates.

 *Teaching Tip:* Children can also draw with fine felt tip markers or color pencils instead of crayons. Students who finish their drawings early can be encouraged to turn the paper over and draw their families' favorite foods, their pets, their house, etc.

Develop Topic Vocabulary


2) Share

When everybody is finished drawing, gather the students in a circle and invite interested students to briefly share their drawings with the class.


 *Say: Tell us one thing about your drawing.*

Students talk about their drawings to the whole class.


As the children are talking, record the words you hear them use on a posted piece of chart paper labeled “Families.” Write the words quickly but legibly in large print without drawing attention away from the sharing.

 *Teaching Tip:* You may want to loosely categorize the words as you record them (for example: Family Members, Things Families Do Together, Places Families Go Together, etc.), or even structure the chart ahead of time with category labels and a few words in each category. Call on a few confident speakers first to model some vocabulary before inviting ELL students to join in. Later, you can add miniature illustrations or realia to the chart to help students identify words.

3) Introduce Word Bank

 *Say: As you were talking about your families, I wrote down some words.*


Read a few of the words aloud to the class with a pointer. Invite children to find words that may be known to some of them (i.e. Mama, Dad), and encourage them to find a few other words using letter cues (i.e. brother, sister). Read the rest of the words to them and then ask,

 *Say: What other words could we use to talk or write about our families?*


Students suggest words for the Word Bank.

Record the children’s suggestions on the chart paper in the appropriate place.

4) Conclusion

 *Say: We’ll leave this chart up all week to help us with our stories about our families. If you think of more words to add to the list, please let me know!*

Leave the vocabulary chart/s posted in a prominent location and add to it all week.

 Teaching Tip: Set up a writing center near the word bank with paper and pencil to copy the words. Or, invite the children to make the words on the word bank with magnetic letters. Children may also enjoy copying words onto individual chalk/whiteboards. You can also leave post-its near the chart to make it easy for students to add words to the chart (be sure to assist with correct spelling).

Incorporate the word bank chart into your OCR Word Knowledge or Phonics and Fluency time by looking for phonemic and letter connections (all the words that start with the featured letter of the day, all the words that “sound like ____,” etc.). Leave a pointer near the posted word bank so that children can “read” them during centers/choice time or Workshop.

Day Three: SHARED WRITING—LABELS (45 minutes)


Academic language that children may need to know for this lesson:

label *brainstorm*


Partner Sharing (optional)

1) Model partner sharing

Point to a drawing of your family that you have prepared ahead of time on the 8" x 12" paper and posted in front of the class.

 *Say: Today we are going to help each other add some labels to our drawings. We will talk about our drawings with a partner, then we each will add words to our own drawings.*

Choose a child/aide/colleague to be your partner and have him or her come to the front of the class with his/her own drawing.


 *Say: When we're sharing our work with partners we have to do three important things: 1) Take turns; 2) Listen carefully; and 3) Stay on topic.*

Invite your partner to go first, and model listening carefully as s/he talks about her drawing. Ask 1-2 questions to elicit more detail. Then talk about your drawing. Finally, ask 1-2 students to describe what the two of you did that made you good partners.

2) Partner share

State partner share expectations (see page 21 for suggestions), including the signal to stop. Pair students. Circulate as they talk. Help partners extend their conversations by suggesting questions to ask each other.


Students discuss their drawings with partners.

 ***Teaching Tip:*** One fun way to get students to talk with each other about their drawings is Musical Chair Partner Share. Place ten chairs in a large circle, and ten facing chairs on an inner circle. Students sit in chairs facing their initial partners. You say a guiding question out loud and set the timer for 10-30 seconds. The students in the inner chairs share first; when the timer rings, they listen as their partners in the outer chairs share. Then the students of the inner circle move one chair to their right, and you provide a new guiding question for the next round. Possible guiding questions: *Name every person in your drawing, Describe each person in your drawing, What's happening in this picture?* Tip: Place

active students on the inner circle to give them a chance for movement during the activity. You can introduce this activity before Assessment Week as a community builder so that students are familiar with the rules. Whether you use this particular share structure or not, decide how you will pair students before lesson begins. ELL students may be partnered with English-speaking students to discuss their drawings. You may set up the partnerships so that native English speakers take the first turn. See page 21 for more tips on partner sharing.

Strategy: SHARED WRITING—LABELS

3) Add labels to drawing with Shared Writing

 *Say: Talking about my picture gave me some ideas about words I could use to write about my family.*

Begin adding labels to your drawing, using the *shared writing* strategy described below. Be sure to use several of your labels to model copying a word from the Word Bank. Work quickly.


1. Say the word you are writing out loud.
2. Invite the class/student to repeat the word. (optional step)
3. Say the word again slowly, emphasizing each phoneme.
4. Invite the class/student to guess which letters come at beginning, middle and/or end of word.
5. Write the word correctly, supplying difficult sounds yourself.

4) Review Word Bank

Using a pointer, lead the class in reading the Word Bank aloud together.


Students read Word Bank aloud together.

5) Label drawings

 *Say: Now I want you to label your drawings. Remember to use the sounds you hear and the Word Bank to help you write words. Give instructions for materials and timing and dismiss children to their work spaces. You may want to allow them to sit with their partners to help each other find words in the word bank or sound out words. Be sure students use one-word labels, NOT sentences.*

Students work at tables to label their drawings.

6) Conclusion (5 min.)

 Say: *Tomorrow we will start brainstorming some ideas about stories we can write about our families.* Post all the labeled drawings for the class to admire.

Best Practices in the Teaching of Writing: ***Think-Pair-Share* or Partner Sharing**

Talking with a partner about writing ideas is a wonderful way to develop vocabulary and writing community. *Think-Pair-Share* is a teaching strategy in which the teacher asks the whole class to think silently about an explicit topic or question, then turn to a partner for a brief discussion before finally sharing their ideas out loud with the whole class. This strategy helps differentiate instruction in the whole-group setting by allowing teachers to pair students in ways that support their learning, and allowing students a chance to formulate their thoughts and develop vocabulary before being asked to participate in a whole-class discussion. However, children need clear expectations and lots of practice for any kind of partner work such as this to be successful. Some tips:

- Pair children who work well together.
- If you have assigned seating, try assigning students sitting next to each other on the rug and/or at tables as “writing partners” for several months at a time.
- Model and give students the chance to explicitly practice the skills of 1) listening with kindness and attention; 2) taking turns; and 3) staying on topic.
- As students become more skilled at talking and working with a partner, teach them how to ask follow-up questions and give them a chance to practice this skill.
- Give explicit instructions and a clear guiding question before directing children to begin sharing with a partner, including the signal for attention you will use when partner sharing time is up.
- When partners work well together, point out to the class specific behaviors you noticed (i.e. “The whole time that Tonya was talking, I saw Maria looking straight at her and nodding her head. Tonya, I bet you could tell she was really listening!”)
 - If problems occur, stop the action to correct them. Common problems you will need to address include: who goes first, active listening, staying on topic, kindness.

- Circulate actively as partners talk to listen to the content and help partners who are having trouble.
- When time and/or attention are short, limit the “share” portion of the activity to 1-2 students. Choose students whose ideas you overheard during the “pair” segment of the activity which you believe will help move thinking forward for the entire class.


Day Four: MODELED WRITING—ROUGH DRAFT (30 minutes)

Academic language that children may need to know for this lesson:

*rough draft illustration sentence capital letter period exclamation point
question mark comma apostrophe punctuation*

Introduce Prompt Paper

1) Generate interest

 *Say: Drawing and talking about my family made me think of a good story that I want to write. I'm going to use this special writing paper to write a rough draft of a story about my family.*

2) Sketch

On a piece of posted sample prompt paper (enlarged from pp. 32 - 33), *quickly* sketch an illustration as you loosely narrate a story about your family.


Strategy: Modeled Writing


3) Plan


Write your name on the paper. Now say out loud approximately three to five sentences that you intend to write. As you are speaking the sentences, model directionality and one-to-one correspondence by bouncing your forefinger on the lined part of the prompt paper to show where you will write those words.

4) Write

Ask a student to show you where s/he thinks you should begin writing. Begin writing, using the ***modeled writing*** strategy described below. Use a combination of ***modeled writing***, ***think-aloud*** and ***student participation*** to focus attention on your process, maintain interest, and briefly highlight important concepts of print. Work quickly and focus on getting your ideas on the paper (not perfect letter formation). Model spelling phonetically and spell words without error, but do not focus children's attention on this aspect of writing. Your emphasis should be on modeling the purpose of a first draft—get the ideas down on paper.

 **Teaching Tip:** To keep students' attention during the modeled writing, periodically ask them to help you with sounding out words and finding letters and words to copy throughout the classroom. Periodically, make mistakes that the students can “catch” for you, such as misspelling known words that are written in the Word Bank, writing letters backward, directionality... Be sure to make mistakes that the children will notice. Cross out errors and go on. DO NOT ERASE.

 **Teaching Tip:** You can distribute alphabet cards and invite students to hold up their letter card when they think you need to use that letter to write a word.

 **Teaching Tip:** Use descriptive words and some sensory description in your writing. Model the same features of the author's craft that you highlighted when reading the mentor text you selected for read aloud.

Summary of Modeled Writing Strategy

- 1) Say each sentence and word before writing, using a finger to show where you will write.
- 2) Sound out each word, and use think-aloud to determine what letters to write.
- 3) Model searching for and copying: letters on the alphabet strip, words from the Word Bank, labels around the classroom, and sight words.
- 4) Briefly touch upon selected concepts of print, which might include: capitalization, spaces between words (model using two fingers of non-writing hand to leave spaces), use of the solid and dotted lines in letter formation, and punctuation at the ends of sentences.
- 5) With the class, use a pointer to read the completed text from beginning to end.

Pre-Writing Brainstorm


5) Discuss ideas

Invite students to think especially about places they like to go or things they like to do with their families. Use a whole class discussion or

partner-share structure to share these ideas with each other. Ask children to identify a story they think they will write about.

Children share ideas about places they like to go
or things they like to do with their families.


6) Conclusion


 Say: *Tomorrow we will pick an idea and write stories about our families!*

Day Five: ASSESSMENT DAY—WRITE! (40 minutes)

Generate Interest

1) Introduce prompt paper


 *Say: All week, we have been reading books about families and talking and drawing and writing words about our own families. Today we are going to write stories about our families! Show a sample of the prompt paper (a 2-sided copy of pp. 32 - 33) to the class, noting how it is the same as the paper on which you wrote your story yesterday.*


 *Say: Each of you is going to write your own story about your family on this special piece of paper. Then we will publish all our writing in a class book!*

Show students where to write first and last names on the back of the prompt paper, where to draw the illustration, and where to begin writing the story.


Give Directions

2) Give prompt

 *Say: Each of you has already thought of a story that you can write about your family. It might be a story about the people in your family, or someplace special that you like to go with your family, or something special that you and your family like to do together.*

 **Prompt:** Write a story about your family. You may draw a new picture or write about the picture that you already drew earlier this week.

3) Give guidelines

 *Say: This is a first draft. The most important thing is to get your ideas down on paper. But you will be publishing this eventually, so it's important that you and other people be able to read your writing. Do your best work on spelling, punctuation and handwriting, without erasing. Remember to use two fingers to leave spaces between words as you write. If you don't know how to spell a word, try sounding it out.*

You can also look on your labeled drawing, the Word Bank about families, or our sight words to remember how to spell words.

3) Think-Pair

Encourage students to remember the story ideas they generated yesterday, and to share a little bit about the story they plan to write with a partner.

Students think about their story ideas,
then talk about them with a partner in whispers.


Write!

4) After setting expectations for the activity (time, noise level, materials, getting help), distribute the prompt papers, crayons and pencils and let the children begin work. Children who want to look at their previous labeled drawing should be encouraged to do so.

Students work independently and silently on their family stories.

As students draw and write, circulate through the classroom to assist and encourage. Do not correct children's errors or prompt them to remember directionality, punctuation or spacing as they work. Do not provide spelling but encourage children to sound out words.


Partway through the writing time:

 Say: *If you haven't already begun to write your words, now is a good time to start.*


Then move through the classroom helping children who are still drawing transition to writing by listening to them talk about their drawing or plan the words they will write. Make 2-sided copies of pp. 34 - 35 available to prolific writers.

5) Give prompts for revision and editing

When students first indicate they are finished writing, individually give the following prompt for initial revision.


 Say: *See if you can add a few more details to your story or drawing.*

When most students are nearly finished and have already gone back to add details, give the following prompt for initial editing to the whole class.

 *Say: Before you turn your story in, please reread it and check to make sure it will be easy for me to read. Did you use capital letters at the beginning of sentences? Did you put punctuation at the end of your sentences? Did you check your spelling?*

5) Conclusion

Collect all the papers and see instructions for scoring and reporting. Be sure to transcribe any emergent writing.

 *Say: Look at all this fabulous writing—I can't wait to read these stories!*

Suggested Books: Families

Daddy Calls Me Man, by Angela Johnson. Scholastic, 2000.

Four poems share the love of an African-American family.

Family Pictures/Cuadros de familia, by Carmen Lomas Garza. Children's Book Press, 2005.

Carmen Lomas Garza shares her warm memories of growing up in the traditional Hispanic community of Kingsville, Texas.

Descriptions in Spanish and English accompany the artists of family scenes.

Full, Full, Full of Love, by Trish Cooke. Ill. Paul Howard. Candlewick, 2008.

A little boy "assists" his grandmother as she readies a huge family feast.

I Lost my Tooth in Africa, by Penda Diakite and Baba Wague Daikite. Scholastic Press, 2006.

A little girl waits for her tooth to come out, meanwhile describing the life of her paternal family in Mali.

In My Family/En mi familia, by Carmen Lomas Garza. Children's Book Press, 1997.

Garza offers a second collection of family pictures, as fascinating as the first. In Spanish and English.

Monsoon, by Uma Krishnaswami. Ill. Jamel Akib. Farrar, Straus & Giroux, 2003.

An Indian family living in a large city waits for the monsoon rains that will cool off the people and bring rain for the crops.

My Very Big Little World, by Peter Reynolds. Atheneum, 2006.

A child shares the important details of her own life: how she got her name, where she falls in the family order, her favorite color, her parents' occupations, etc.

My Very Own Room; Mi propio cuartito, by Amada Irma Perez. Ill. Maya Christina Gonzalez. Children's Book Press, 2008.

A Chicana girl wishes for her very own room, and her whole family helps her create it. In Spanish and English.

Papa's Latkes, by Michelle Edwards. Ill. Stacey Schuett. Candlewick, 2004.

Two girls try to help their father remember how their deceased mother made latke's, with lumpy, bittersweet results.

Pictures From Our Vacation, by Lynne Rae Perkins. Greenwillow Books, 2007.

A young girl uses a tiny camera to record the story of her family vacation.

Rebecca's Journey Home, by Brynn Olenberg Sugarman. Ill. Michelle Shapiro.

Kar-Ben Publishing, 2006.

The story of a Jewish family adopting a little girl from Vietnam, told through the eyes of her older siblings.

To & Fro; Fast & Slow, by Durga Bernhard (divorced family). Walker & Co., 2001.

A concept book featuring a girl traveling back and forth between her mom's house in the country and her dad's house in the city.

Prompt: Write a story about your family. You may draw a new picture or write about the picture that you already drew earlier this week.

My Family

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline, repeated seven times.

Teacher: Be sure to have the author read the story aloud and record a transcription here if necessary.

AUTHORS: Please write your first and last name on the *back* of each page of your story, on the lines below. Do NOT write anything else on this side of the page.

Author's First Name: _____ Author's Last Name: _____

DO NOT WRITE IN THIS SPACE

Handwriting practice lines consisting of multiple sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

Teacher: Be sure to have the author read the story aloud and record a transcription here if necessary.

AUTHORS: Please write your first and last name on the *back* of each page of your story, on the lines below. Do NOT write anything else on this side of the page.

Author's First Name: _____ Author's Last Name: _____

DO NOT WRITE IN THIS SPACE

Cover Sheet
First Grade Process Writing Assessment
Fall
Narrative: My Family

Teacher Name: _____

School Name: _____

Date administered: _____

Fill in the above information before photocopying. Fill in the score once the assessment has been completed and scored. Attach completed score sheet to each scored prompt with a staple or paperclip.

Score: _____

First Grade PWA: Fall

Cover Sheet
First Grade Process Writing Assessment
Fall
Narrative: My Family

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Score: _____