

Oakland Unified School District
Writing Proficiency Project

Process Writing Assessment
(PWA)

Kindergarten

Spring

Narrative: Wild Thing!

Kindergarten Spring Prompt Narrative: WILD THING!

Overview of week:*

Suggested time:

Day One	<i>Topic introduction:</i> --Read aloud --Develop vocabulary	30 minutes
Day Two	<i>Art:</i> --Create Wild Thing Puppets using MOCHA art lesson*	30 minutes
Day Three	<i>Plan:</i> --Beginning, middle and end --Shop Talk --(Opt.) Storyboard	30 minutes
Day Four	<i>Assessment Day—Write!:</i> --First draft for assessment	40 minutes

* You may distribute the time allotted to each activity differently across the days, or combining or splitting lessons as seems appropriate, taking up to two weeks to complete them all. You may also wish to pause a lesson at a natural break, give the students a recess break, and then resume the lesson after recess.

Summary of Activities:

The teacher shares a *read aloud* with the class to introduce the topic of monsters. Children develop *background knowledge* and *oral language* around the topic as they describe the monsters in the illustrations.

Next, students create their own “Wild Things” with an engaging *art* project lesson from the Museum of Children’s Art.*

Then, students begin to *plan* their monster stories by imagining a simple *plot* with a beginning, middle and end. They share these stories with their writing partners during *Shop Talk*.

Finally, with their created “Wild Things” and storyboards at hand, children are given prompt paper and invited to *write* and illustrate a story about a Wild Thing in the human world.

*Acknowledgement: A big thank you to Museum of Children’s Art for allowing us to include their Geometric Shape Puppet lessons!

CA Standards Addressed by the K Spring PWA

1.0 Writing Strategies

Organization and Focus

- 1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.
- 1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).
- 1.3 Write by moving from left to right and from top to bottom.

Penmanship

- 1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.

1.0 Written and Oral English Language Conventions

Spelling

- 1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.

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 materials:** including 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 name**
- **Phonemic awareness:** sound and letters of the alphabet
- **How to use the alphabet strip to write**
- **Letter formation:** upper- and lower-case letters
- **Alphabetic principal:** using letters to approximate spelling by representing sounds heard in words
- **Beginning sounds**
- **Ending sounds**
- **Using capital letters only at beginnings of sentences**
- **1:1 correspondence**
- **Leaving spaces between words**
- **Sight words**
- **How to use a Word Wall**

Mini-Lessons on the Writer's Craft

- **Everyone is a writer**
- **Drawing is writing**
- **Adding detail**
- **Descriptive words**
- **Character**
- **Plot: Beginning, middle and end**

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 4 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 6 - 7 for details.*

2) Read through and choose one of the options for MOCHA art lessons on Day Two and prepare materials.

3) Create an artistic wild thing to show the students on Day 3.

4) During your regular Writers' Workshop or Language Arts time, introduce the lessons over the course of one to two weeks.

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

6) SUGGESTED-Continue the writing process with the students, helping them to revise, edit and publish or present their work.

 **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 Kindergarten 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. If guidelines for a silent writing time have not already been established, be sure to establish them before beginning. Talk about how to get help and materials without disturbing other writers.

 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.

☞ After the first drafts collected on Assessment Day have been copied and scored, students will benefit from an opportunity to continue the writing process, taking their pieces to publication. Some ideas: bind all students' writing into a class book, post them outside the classroom, or include them in students' writing portfolios.

Ideas for Managing Transcription of Student Writing

☞ You may want to administer the assessment to small groups of four to six children at a time while the rest of the class works on their journals. You can do the assessment with small groups over the course of one or several days.

☞ 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 the top two students from the top, middle, and bottom third. Be sure to transcribe those student stories, make copies, and bring those six samples 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 you listen to students read their work, you may wish to tape-record them for later transcription.

☞ Recruit classroom aides, parent volunteers or older students to help you with transcriptions. Train them to record exactly what the student reads aloud underneath the corresponding student writing.

Materials and **Photocopies:**

Day One: TOPIC INTRODUCTION

Copy of *Where the Wild Things Are*, by Maurice Sendak, or another read-aloud about monsters (see Suggested Books on page 26)

Collection of books about monsters (see Suggested Books on page 26)

(Optional) Photocopied transparencies of illustrations from the read aloud

Day Two: ART

Art materials for MOCHA Geometric Shape Puppet Lessons: scissors, glue paper to protect table, masking tape, sticks for holding puppets, file folders or cardstock cut into geometric shapes (templates on pages 28 and 29)

Art Materials for Option 2: buttons, glitter, dry pasta, cloth scraps, paper scraps, tin foil, pipe cleaners, googly eyes, feathers, shells...

Day Three: PLAN

Teacher-created Wild Thing

(Optional) Photocopies of Storyboard for class (page 18)

(Optional) Photocopy or transparency of completed Sample Storyboard (page 19)

Day Four: ASSESSMENT DAY—WRITE!

Prompt paper (3 double-sided copies of page 25 stapled into a packet for each student, plus extra pages for prolific writers)

Crayons, color pencils, or thin markers for drawing

Pencils with no erasers

Erasers

(Optional) Highlighters for Golden Lines

For Scoring: 6 copies each of rubric and completed Cover Sheet (page 27)

Day One: TOPIC INTRODUCTION (30 minutes)

Academic language that students may need to know for this lesson: *author, title, illustrate, illustration, describe, descriptive, details, predict,* _____

Read Aloud

1) Generate interest

Show the class a copy of the book *Where the Wild Things Are*, by Maurice Sendak, or another read aloud about monsters. Read the title and invite the class to make predictions about the story, or share what they know about it.

Students take turns talking about the book.

2) Read

 *Say:* Maurice Sendak had a very interesting idea for a story. He asked himself, “What if a little boy could go to the place where the Wild Things are? What would happen?” Then he wrote and illustrated this book. Let’s read it now. Read the book, pausing to **think-aloud** about the beginning, middle and end of the story.

 *Teaching Tip:* You can present this story very dramatically by making copies of a few of the illustrations on transparencies, and showing them on an overhead screen as you are reading the story.

Activate and Build Background Knowledge

3) Show one of the illustrations of the Wild Things, either from the book or on the overhead projector. Ask the students to notice details about the Wild Things. Use 1-3 of the following questions to initiate a short class discussion. Ask follow-up questions to elicit more descriptive words.

*What do you notice about the way Maurice Sendak drew these Wild Things?
How do the Wild Things look different from people?
Do they look scary to you? Why or why not?*

Students discuss the illustrations.

Words that Describe Wild Things

sharp teeth	claws	scales
square teeth	beak	happy
feathers	striped	horns
bushy tail	beard	snout
toenails	long hair	nostril
webbed feet	smiling	paws
round eyes	yellow eyes	afraid

While the students are talking, add descriptive words to a Vocabulary Chart without calling attention to what you are doing. Focus on words that describe the Wild Things' appearance. At the end of the conversation, point out the chart and read over the descriptive words that the students used.

 **Teaching Tip:** If you teach this unit over a period of two weeks or more, you can share other read aloud books from the Suggested Books on page 25 with the class, allowing students to develop vocabulary and compare monsters and monster stories before writing their own.

Introduction of Topic

4) Conclusion

 **Say:** *This gives me an idea. What if we wrote our own stories about Wild Things? In this book, Max goes to where the Wild Things are, but what if we imagined the Wild Things coming here, to our school, our homes or our bedrooms?! Tomorrow we'll work on a special art project to help us imagine our own stories about Wild Things.*

Day Two: ART (40 minutes)

Academic language that students may need to know for this lesson: *personality*, names of art materials and techniques, animal and human body parts, _____

Designing the Art Project

Option 1: Follow MOCHA's Geometric Shape Puppet lessons 1 as written (which may take more than one day).

You may choose to also do MOCHA's Geometric Shape Puppet Lesson 2 which will give students an opportunity to act out stories with their shadow puppets.

Option 2: Follow MOCHA's Geometric Shape Puppet Lesson 1 and have students decorate them with a variety of materials: buttons, glitter, dry pasta, cloth scraps, paper scraps, tin foil, pipe cleaners, googly eyes, feathers, shells...

You may choose to also do MOCHA's Geometric Shape Puppet Lesson 2, but as a puppet theater without the shadows.

Option 4: You may design the art component of this assessment according to your own interests and talents, and the materials you have at hand. Also be sure to choose a project that fits the time you have allotted for this segment of the assessment. Some suggestions follow:

- clay or playdough figures
- sock, paper bag or popsicle stick puppets
- paintings
- collages



Teaching Tip:

You may wish to invite parents to participate by collecting materials for the art project in advance of this day. If your school has an art teacher, you may consult with him/her to design a joint project.

Introduce Materials

1)  *Say: Today we are going to use our creativity and these materials to make our own Wild Things. Later this week we will write stories about our Wild Things. Give directions for distribution, use and cleanup of the materials. Without modeling the creation of a finished product, model the use of any unfamiliar materials.*

 Teaching Tip: You may wish to recruit parents or older students to volunteer on this day to help with setup, cleanup and management of materials.

Silent Brainstorm

2) Instruct the students to close their eyes and imagine their very own Wild Thing. Slowly over the space of about a minute, read the following prompts:

*What kind of eyes will your Wild Thing have?
Imagine its teeth...ears...nose...mouth...arms...legs...hands or paws...feet.
What does its breath smell like?
How big or small is it?
What covers its body—skin, feathers, scales? What color is it?
What kind of personality does it have?*

Partner Share

3) After reminding the class of the signal for attention, tell them to turn to a partner and take turns briefly describing their Wild Things.

Students take turns describing their Wild Things to their partners.

While the students are talking, circulate among them to facilitate their conversations. Add new words to the vocabulary chart as they come up.

Art

4) Follow directions on the following pages from MOCHA's Art in Open Court binder

Geometric Shape Puppets Part 1

(From MOCHA's Art in Open Court, Kindergarten Binder)

Open Court Connection: Geometric Shape Puppets PART I & II supports the overall theme of Shadows found in Unit 2, Lessons 1-20. It should be taught in conjunction with Lessons 11-15, as it will support the exploration of shadow and shadow play suggested in the **Independent Activities** section (T158).

Visual Arts Standards:

2.3 Use geometric shapes/forms in a work of art.

Goals & Objectives:

- ✓ Students will review names for geometric shapes.
- ✓ Students will create shadow puppets with pre-cut geometric shapes.

Materials:

scissors
paper to protect table
sticks for holding puppets
file folders or cardstock cut into geometric shapes (use templates on pages 28 and 29)

glue
masking tape

Vocabulary:

shadow puppet overlap shape vocabulary

Implementation:

- **Discussion: Shape Review.** Revisit the Shape Chart. As students name each shape, have them draw it in the air. Display the example of the shadow puppet and ask students to name some of the shapes used to make its body.
- **Demonstration:** Sit students in a circle. Place some of the pre-cut shapes on a contrasting piece of paper so students will be able to see you moving them around. Place down a large shape for the body. Invite students to choose shapes for the head, body, limbs, etc. Use scissors to show how to cut some of the shapes for hair, shoes, fingers, etc. (*see figure 1 below*). Show how to glue some of the shapes together. Emphasize that the shapes must overlap a little bit so that they will stay together (*see figure 2*). Demonstrate what will happen if the shapes don't overlap (they fall off).
- **Students at work:** Pass out paper shapes. Let students experiment with different ideas before passing out glue. Ask students to name some of the shapes they are working with. Ask students to tell you about the type of character they are making.
- **Reflection:** Take a gallery walk with the students to view the puppets. Tell students that they will participate in a performance using their puppets in the next lesson (*see PART II*). Once the puppets are dry, prepare for the puppet show by taping a stick to the back of each puppet (*see figure 3*). Check for any loose body parts on the puppets and secure with tape as needed.

Shadow Puppets

fig. 1. assemble shapes into puppet

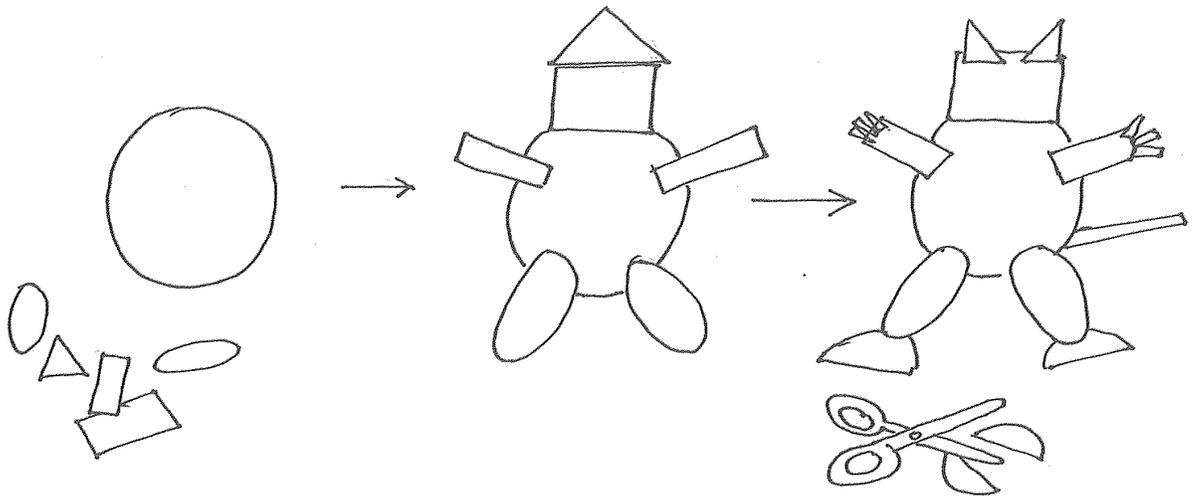


fig. 2. overlap shapes as you glue them

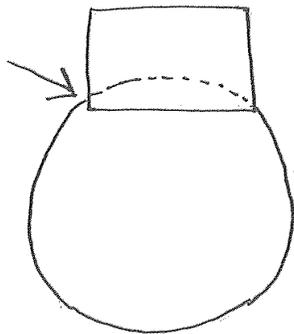
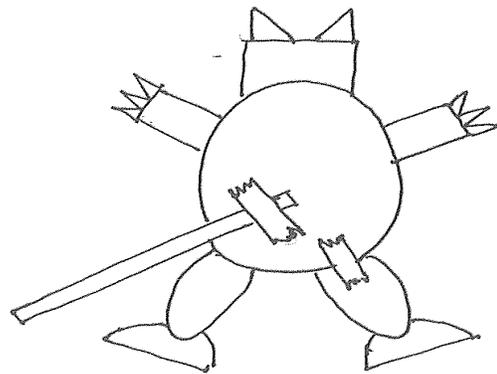


fig. 3. tape on stick
tape any loose shapes



Geometric Shape Puppets: Shadow Puppet Performance

PART II

(From MOCHA's Art in Open Court, Kindergarten Binder)

Open Court Connection: Geometric Shape Puppets PART I & II supports the overall theme of Shadows found in Unit 2, Lessons 1-20. It should be taught in conjunction with Lessons 11-15, as it will support the exploration of shadow and shadow play suggested in the **Independent Activities** section (T158). The shadow performances may continue through Lessons 16-20, specifically to supplement the **Unit Wrap-Up**, when students will talk about what they learned about shadows.

Visual Arts Standards:

4.1 [Students will] discuss their own works of art, using appropriate art vocabulary.

Goals & Objectives:

- ✓ Students will display and talk about their shadow puppet in a special performance area.

Materials:

finished shadow puppet	white sheet
spotlight or clip light with high watt bulb	clothespin and string

Set up performance area. Shine the spotlight against the sheet or bare wall (*see figure 1*). NOTE: It is also possible to make a more traditional set up by hanging the sheet up a few feet in front of the wall and have the spotlight pointed at the audience from behind the sheet. In the traditional set up the students will stand behind the sheet and hold their puppet close to the sheet (*see figure 2*).

Vocabulary:

shadow puppet	spotlight	character
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Implementation:

- **Discussion: Shadow Puppets.** Ask students to describe what a puppet is. Ask students if they have used puppets before. Show an example of a traditional Asian shadow puppet.

(MOCHA art lesson continued)

- Tell students that people have performed plays with puppets like these for hundreds of years. Explain that they will each get a turn to show their shadow puppet to the class.

- **Demonstration:** Bring your example puppet to the performance area. Show the students where they should stand and how they should hold their puppet. As you move your puppet around, demonstrate a variety of character voices.
- **Students at work:** Have students come up to the performance area one at a time. Encourage students to speak for their puppet in a “character voice”. Ask each puppet to tell the class its name, what kind of a puppet it is (boy, girl, animal, monster, etc.) and what shapes make up its body.
- **Reflection:** Sit students with their puppets in a circle. Ask students what they noticed about making shadows with their puppets. You may also ask: How were we able to cast those shadows? Did you do anything with your puppet that changed the appearance of the shadow?

Options for continuing shadow puppet performing: Allow students to experiment with making their puppet shadows grow big and small (T150, Lesson 10). Additionally, students can team up to improvise short puppet plays.

 **Teaching Tip:** You may wish to make this project a small-group activity, calling 3-5 students at a time to a center to complete their art project during an independent work time.

 **Teaching Tip:** Some students may take longer to complete the project than others. You may wish to arrange up to a week for all students to get ample opportunity to complete their Wild Things.

 **Teaching Tip:** Students who finish early can be invited to make something else of their choosing with the same art materials, or to read books about from the booklist.

5) Conclusion

After cleanup, display completed Wild Things around the classroom. You may want to give students the opportunity to share their Wild Things in a circle, with their writing partners, or an Art Parade through the classroom.

 **Say:** *I can't wait to read the fabulous stories you will write about all these Wild Things!*

Day Three: PLAN (30 minutes)

Academic language that students may need to know for this lesson: *beginning, middle, end, conflict, resolution, solution,* _____

Model Story Planning

1) Story Beginnings—Conflict

Show the students a Wild Thing that you created before class. Using story-language, introduce your Wild Thing to the class, telling its name and describing its physical characteristics with vivid language. Be sure to include some details about its personality.

 *Say:* What kinds of problems do you think my Wild Thing might have if it showed up at school one day? Take a few responses, then lead a discussion some of the following questions:

What kinds of problems do you think WE might have if this Wild Thing showed up in our classroom tomorrow?

What if I tried to take the Wild Thing home with me? What do you think might be a problem then?

What kinds of problems do you think we'd have if your Wild Things came into the place where people are?

Students participate in a brief class discussion about the problems Wild Things or people might experience if Wild Things came to the place where people are.

 *Say:* This is really good thinking. Great stories always start with a problem, and I can see that you all have really good ideas about what kind of problems your Wild Things might have in the stories you're going to write.

2) Story Endings—Resolution

 *Say:* Good stories always have a beginning with an interesting problem. But it's also important to have a good middle and ending that tell how the problem gets solved. Give an example of a familiar story. You can use *Where the Wild Things Are*, another book from the booklist, or any familiar fiction story.

 **Teaching Tip:** You may wish to introduce the terms *conflict* and *resolution* to your class if it seems appropriate to their level of experience as writers and readers.

3) Teacher Modeling

Model an author planning her story by telling the students what you think you will write in your story. Be sure to include a beginning with a problem, a middle, and an ending, and be sure to verbally label those parts of the story **beginning**, **middle** and **end**.

 **Teaching Tip:** You may wish to model using the Storyboard graphic organizer on page 18 to plan your story if your students are familiar with graphic organizers and the concept of sketching. You can use the completed Sample Storyboard on page 19 to demonstrate the story structure of a published book in Step 2 of this lesson, and you can model completing a Storyboard for your own story in Step 3. *Be sure to model quickly sketching the beginning, middle and end of a story.* (Optional) Students can complete their own Storyboards after the Shop Talk segment in Step 4 of this lesson.

 **Teaching Tip:** Especially if you use the Storyboards, you may wish to stop the lesson here and continue at another time or on another day.

Shop Talk

4) Invite students to turn to a partner and take turns talking through their stories. Circulate and ask follow-up questions to help students describe their characters, identify a problem, and share a possible resolution.

Students plan their stories verbally with a writing partner.
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 **Teaching Tip:** Students may find it easier to tell a story about their Wild Thing while actually holding it. If there's time, you can make the Wild Things available during workshop time for students to act out their stories over the course of several days. This is also a good time to give students the opportunity to move around a bit.

Develop Vocabulary

5) Ask students to suggest words to add to the chart of “Words that Describe Wild Things.” Then reread the chart with the class.

6) Conclusion

 **Say:** *It sounds like you all have planned some very interesting stories about your Wild Things. You've imagined some very exciting problems and solutions for these stories, and these words are very rich and descriptive. I can't wait to read the stories you will write tomorrow!*

Name: _____

Beginning

Middle

End

Name: Sample Storyboard

Beginning

Max in trouble
no dinner

Middle

goes to visit Wild Things in imagination
tames them
play together
feels lonely

End

goes home
dinner still hot

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

NOTE: *Be sure that the class-made chart of “Words to Describe Wild Things”, student-created Wild Things, and Storyboards (if used) are available to students throughout the assessment.*

Academic language that students may need to know for this lesson: *approximated spelling, sound it out, spaces, penmanship, illustration,* _____

Generate Interest

1)  *Say:* All week we have imagining and planning stories about Wild Things coming to where people are, and today’s the day we get to write those stories down. We started thinking about Wild Things when we read Maurice Sendak’s book. Now you are each going to write your own book about a Wild Thing, and become published authors too!

Introduce Materials

2) Show prompt paper

Show a sample of the prompt paper to the class, indicating the places for illustration and text on each page. Review where to write one’s name, where to draw the illustration, and where to begin writing the story. Point out that multiple pages are included so that students can be sure to include a beginning, middle and ending to their story. Explain to students how to use the multiple pages for longer stories, demonstrating how to turn the page and start at the upper left of the lines to continue writing. Review expectations about use of the drawing and writing materials you’ve made available.

Give Directions

3) Give prompt

 *Say:* Now each of you is going to write your very own story about the Wild Thing you created on this special writing paper. We will publish these stories as books!

 **Prompt:** What would happen if your Wild Thing came to visit you at school or at home?

4) Give guidelines

 *Say: If you don't know how to write a word, you can use the letters and sounds you think you hear when you say the word. Just do your best to write your story by using the letters and words you see around the classroom, and the sounds you hear in the words you're trying to write. You can also use the alphabet strip, Word Wall, "Words to Describe Wild Things" chart and classroom labels to help you write. Remember to leave spaces between words.*

 **Teaching Tip:** Prior to Assessment Day, you may want to introduce the use of popsicle sticks as "spacers," and have students practice using them to leave spaces between words while writing. If students are familiar with these or any other writing tools, be sure to make them available on Assessment Day.

Draw and Write!

5) Give the students a mechanism for letting you know that they've finished, and an activity that they can do quietly while waiting for others to finish. 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 work independently and silently on their Wild Thing stories.

6) Give prompts for writing and revision

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.

As students first indicate that they are finished drawing, prompt them to look again at the work they've done.

 *Say: See if you can add some more details or colors to your drawing of the classroom.*

When a child insists that s/he is finished with the drawing, prompt them to start writing their description.

 *Say: Now use letters and words to describe our classroom. If the child says s/he doesn't know how to write, say: Use the letters and words you know.*

 **Teaching Tip:** You may wish to tell students to raise their hands when they've finished with their drawing. This gives you an opportunity to check in with each

student and give the prompts for adding details and writing to each individual. It may be helpful to recruit a volunteer to assist you with this step. It may help some students to discuss their drawing or story with you before they begin to write. You may ask them to repeat the words they want to write out loud or show you where they will write the words. Do not yourself indicate where words should be written.

If the child says that s/he doesn't know any letters or words, respond with:

 *Say: Well, you're in the right place! Kindergarten is for learning how to write words and letters, and you will! And collect the student's drawing.*

7) Conclusion

As children finish, have them read their story to you aloud. Note what they say underneath their words. See tips for recording transcriptions on the pages 7 - 8. Collect all the papers and see instructions for scoring included with the rubrics.

 Teaching Tip: Students may appreciate a chance to share their stories immediately. At the end of the writing session, you can distribute highlighters and invite each student to highlight one favorite word or sentence to read aloud to the class. Before cleanup, volunteers may stand in turn to read aloud this Golden Line to the class.

Name: _____

Wild Thing!

 Prompt: What would happen if your Wild Thing came to visit you at school or at home?

Teacher: Be sure to have the author read the writing aloud and record a transcription below the student's writing if necessary.

Suggested Books: Monsters

Abiyoyo, by Pete Seeger.

Abiyoyo Returns, by Pete Seeger.

Gershon's Monster, by Eric A. Kimmel. Ill. John . Muth.

Go Away, Big Green Monster!, by Ed Emberley.

Go to Bed, Monster!, by Natasha Wing. Ill. Sylvie Kantorovitz.

Leonardo the Terrible Monster, by Mo Willems.

Maggie and the Monster, by Elizabeth Winthrop. Ill. Tomie dePaola.

Mommy?, by Maurice Sendak, Arhtur Yorinks and Matthew Reinhart.

Monster Mama, by Liz Rosenburg. Ill. Stephen Gammell.

Monster Night at Grandma's House, by Richard Peck. Ill. Don Freeman.

My Monster Mama Loves Me So, by Laura Leuck. Ill. Mark Buehner.

Nessie, the Loch Ness Monster, by Richard Brassey.

No More Monsters for Me!, By Peggy Parish. Ill. Marc Simont.

One Monster After Another, by Mercer Mayer.

The Monster at the End of the Book, by Jon Stone. Ill. Michael Smollin.

The Monster in My Closet, by Eric Klug.

The Monster Who Ate Darkness, by Joyce Dunbar. Ill. Jimmy Liao.

There's a Monster Under My Bed, by James Howe. Ill. David S. Rose.

There's a Nightmare in My Closet, by Mercer Mayer.

When a Monster is Born, by Sean Taylor. Ill. Nick Sharratt.

Kindergarten Process Writing Assessment
Spring
Narrative: Wild Thing!

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: _____

Kindergarten Process Writing Assessment
Spring
Narrative: Wild Thing!

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: _____

