

Oakland Unified School District  
Writing Proficiency Project

**Process Writing Assessment**  
**(PWA)**

**Kindergarten**

**Winter:**  
**Description of Our**  
**Classroom**

## Kindergarten Winter Prompt Description: OUR CLASSROOM

### Overview of week\*:

### Suggested time:

<b>Day One</b>	<i>Topic introduction:</i> --Review literature --Activate background knowledge	35 minutes
<b>Day Two</b>	<i>Shared writing:</i> --Generate topic vocabulary	30 minutes
<b>Day Three (optional)</b>	<i>Interactive writing:</i> --Revisit topic vocabulary	45 minutes
<b>Day Four</b>	<i>Modeled writing:</i> --Revisit topic vocabulary	40 minutes
<b>Day Five</b>	<i>Assessment Day—Draw and 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:***

A review of literature related to kindergarten and school introduces the topic of “Classrooms.” Children develop their *background knowledge* and *oral language* around the topic as they work in pairs to analyze book illustrations and discuss classrooms as a whole class (*think-pair-share*).

The students then investigate the areas and contents of their own classroom, and participate in a ***shared writing*** activity to create an organized, illustrated class chart of areas and objects in their classroom, which remains posted throughout the assessment week.

Next, students create labels for the classroom using their own drawings. Teachers help students produce the writing for their labels with the ***interactive writing*** strategy. Throughout the week, children are invited to distribute and/or read the labels.

In a ***modeled writing*** session, the teacher introduces the class to the prompt paper, demonstrates how to plan and organize a piece of writing, and introduces or reviews important writing concepts such as directionality, spacing, capitalization, and the phonetic connection between sounds and letters. The children are invited to watch, participate and comment as she produces a drawing and description of the classroom.

Finally, children are given a prompt paper of their own and invited to ***write*** and illustrate a description of their classroom.

## **CA Standards Addressed by the K Winter 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**

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

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

4) SUGGESTED-Continue the writing process with the students, helping them 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 writing 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 well as provide information about strengths and weaknesses in your writing program.

 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

Collection of books about school (see booklist on page 28)

### Day Two: SHARED WRITING

Dark color chart marker  
Chart paper  
Pointer

### Day Three: INTERACTIVE WRITING

Sentence strips or index cards  
Blank paper cut in quarters  
Drawing materials (crayons, color pencils, or thin markers)  
Correction tape  
Pocket chart (*optional*)

### Day Four: MODELED WRITING

Copy of prompt paper (see pages 24-25 or 26-27) on chart  
Dark color chart marker

### Day Five: WRITING ASSESSMENT

Prompt paper (double-sided copies of pages 29 - 30 or double-sided copies of pages 31 - 32, whichever is most appropriate for your class)  
Crayons, color pencils, or thin markers for drawing  
Pencils with no erasers

For Scoring: 6 copies each of rubric and completed Cover Sheet (page 29)




## Day One: TOPIC INTRODUCTION (35 minutes)

Academic language that students may need to know for this lesson: *authors, study, investigate*, \_\_\_\_\_


### ***Review Model Literature***

#### **1) Generate interest**

At circle time, generate excitement by showing the children a “special” collection of books you have gathered about school and classrooms.


 *Say: Good authors often write about things that they know a lot about. We’ve been in school for a while now and you are all now experts on school, especially this classroom. This week we have some important writing to do about our classroom. First we’ll look at these books to see how some other authors write about classrooms.*


Students may comment on familiar stories as you show the book covers.

 *Teaching Tip:* If unable to gather a collection of books, have the whole class look carefully at illustrations as you turn the pages of one familiar book from the booklist. Children then proceed with the *think-pair-share* strategy by talking with the person sitting next to them about the illustrations.

#### **2) Think ...**

Pair children.

 *Teaching Tip:* It works best to pair students of similar reading levels for this activity. You can also preselect certain books for particular pairs of readers according to their interests, expertise, and reading levels. You may want to have books already open to rich illustrations for some partnerships.

 *Say: In a moment, you and your partner are going to investigate the illustrations in these books, to find out what different classrooms are like.*

Invite children to consider one or two of the following questions:

*What do you see in the classroom?*


*What are the different parts of the classroom?*

*What things are the children using?*

*What are the children doing?*

Set expectations (time, noise level, use of materials) for activity.

Pass out one book to each pair of children.

 **Teaching Tip:** You may wish to excuse the partners to their tables to look at the books together, or give the partners a chance to find a cozy place to work together. This will take more time, but also give young learners a chance to move around mid-lesson. When you are ready to call the partners back to the group area, have them freeze, hold hands, walk back to the circle and sit down together.

### 3) ...Pair...

Students look at books with their partners and discuss illustrations.

While children are working in pairs, circulate to focus their attention on details of the illustrations and support their conversations.

## **Activate and Build Background Knowledge**

### 4) ...Share (optional)

Use one or two of the following questions to prompt a class discussion.


*How is the classroom in the book the same as ours?*

*How is the classroom in the book different from ours?*

*What surprised you about the classroom in your book?*

*What surprised you about our classroom when you first got to school?*


Students take turns to point out classroom features, furniture, objects, materials or activities they noticed in their books to answer your guiding questions.

 **Teaching Tip:** During the group discussion, you can use name sticks to promote broader participation among ELL students. Simply write every 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.

## **Introduction of Topic**

### 5) Conclusion

Conclude by saying, *Tomorrow we are going to study our own classroom, because we have some important writing to do about it.*

 **Teaching Tip:** Make the collection of books about school 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 throughout the week.

## Day Two: SHARED WRITING (30 minutes)


Academic language that students may need to know for this lesson: *different, objects, tools, materials, furniture, area, supplies,* \_\_\_\_\_  
\_\_\_\_\_

### ***Introduce Writing Project***


#### **1) Generate interest**

Writers are motivated by authentic topics. Here are three suggestions for lending authenticity to this writing prompt. Choose one and introduce the project accordingly.


#### **A) My favorite area**

 *Say: Every summer, I get ready for school by setting up our classroom in a particular way. In the summer, I set up the classroom for students who are brand-new to Kindergarten, just like you all were this September. But now, you're all expert Kindergartners, and I'm thinking about changing our classroom around for expert learners. I'd like to hear your ideas about our classroom. Which areas or materials in our classroom are your favorites, and why? Which areas should I be sure to keep?*

#### **B) Intro to a new student**


 *Say: We've been happy to welcome new students to our classroom since school began, and we'll probably get some more new students before long. What do you think it's important for new students to know about our classroom? Think back to when you were new to this classroom and what you noticed about it. Let's write a book describing our classroom that we can give to any new students who join our class, to help them learn all about our classroom.*

#### **C) Intro to incoming K students**

 *Say: You have all been coming to Kindergarten for many months now, and you are experts on school and learning. And you are experts on this classroom! Next year, you will go to first grade and new Kindergartners will come to this classroom. What do you think it's important for these new Kindergartners to know about our classroom? Let's write a book that I can read to them, to help teach them all about the different parts of our classroom.*

# Generate Topic Vocabulary

## 1) Review topic and vocabulary


 *Say: Yesterday we looked at books about a lot of different classrooms. What things do we have in our classroom? What areas does our classroom have?*

Students share words to describe classroom objects and areas.

Our Classroom	
<u>Art Area</u> easel paints	<u>Writing Area</u> paper pencils stapler
<u>Science Table</u> magnifying glass plants graph paper	<u>Math Shelves</u> linkercubes rulers
<u>Play House</u> dolls refrigerator stethoscope	<u>Library</u> books pillows beanbags

## 2) Introduce vocabulary chart

Record these initial ideas in *large, visible print* in the appropriate space on a chart labeled “Our Classroom”.


 Teaching Tip: Organize the sections of the chart to reflect your actual classroom. You can prepare the chart ahead of time with subheadings or you can label the sections as the children mention different areas. You may need to use several sheets of chart paper. If your classroom is not organized in such distinct areas, simply create one list of words under the title “Our Classroom.” Or, you may want to group words by other categories, such as “Things we use to write,” “Things we use to read,” “Things we use to do math,” etc. If you have access to a chart maker, a blank formatted chart is provided on page 18.


## 3) Investigation


After about ten minutes, say: *Let’s investigate our own classroom to get ideas about the things in our classroom that we could write about.*

Set expectations for this activity (time, noise level, movement), then call on children individually or in pairs to go investigate different parts of the classroom.

Chosen students go point out or collect materials in the classroom to show the group.

 Teaching Tip: Set ground rules before allowing children to explore the classroom: which parts of the classroom are off limits, the maximum size of objects which may be collected and brought to the group, the maximum quantity of objects each student may collect, etc. Assign areas of the classroom to different investigators to avoid conflict. Sending just a few students at a time to collect or point out things then recording those words on the chart may help maintain interest throughout the lesson.


 Teaching Tip: ELL students may be partnered with English-speaking students so that they can provide the names of objects collected.


 Teaching Tip: Active students and kinesthetic learners will benefit from the opportunities to move and touch in this lesson.

## **Strategy: SHARED WRITING**

4) As children find and name classroom objects, add these words to the appropriate area of the chart using the *shared writing* strategy:

1. Say the word out loud.
2. Invite the class/student to repeat the word.
3. Say the word again slowly, emphasizing each phoneme.
4. Invite the class/student to guess which letter/s come next in the word.
5. Write the word correctly, discussing the connections between letter and sounds.


 **Teaching Tip:** Add miniature illustrations to the chart to help students identify words.

 **Teaching Tip:** At the end of the discussion, ask the students if there are any things they *wish* were in their classroom, and record those ideas on a “Wish List.”


### **5) Conclusion**


Encourage the students to read all the words on the chart together with you (use a pointer).

Express amazement at the wonderful things in your classroom that you will be able to write about.

 **Teaching Tip:** Use the vocabulary charts to extend learning during Workshop time. Some ideas:

- Leave a pointer near the posted charts so that students can “read” them.
- Set up a writing center near the charts with paper and pencil to copy the words.
- Invite students to make the words with magnetic letters.

 **Teaching Tip:** Incorporate the chart into your Sounds and Letters 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.).


 **Teaching Tip:** A great optional extension lesson—give students time to draw a map of the classroom.

**NOTE: Leave the vocabulary chart/s posted all week in a prominent location!**

# Our Classroom


## Day Three (Optional): INTERACTIVE WRITING (45 minutes)

Academic language that students may need to know for this lesson: *research, label, upper-case, lower-case, letter sound, soft sound, hard sound, silent letter,*


 **Teaching Tip:** This lesson will work best if integrated into a Workshop time or other block of time in which children are accustomed to working independently on different activities. You may be circulating the room to help with the interactive writing, or you may call children to a teacher table, depending on your custom. For the independent work period to be successful, it will be important that the children have already had mini-lessons on the management of materials. They should know how to get the materials they need without asking for adult help, and these materials should be easily accessible. Children should also already know how to properly care for materials (i.e. sharpen pencils, put things away), so that you are free to do the interactive writing.

### ***Review Vocabulary***

#### **1) Review topic and vocabulary**

Congratulate children on their fine research into their own classroom and marvel at all the words they helped add to the “Our Classroom” chart. If children have been doing some extension work with the words on the chart (i.e. copying them in the writing center, etc.), now is the time to mention or showcase that work.

Encourage the students to read all the words on the chart together (use a pointer).

 **Say:** *Today, we are going to label our classroom so that anyone who comes here can find everything.*

You may want to show some examples of labels (a jar, a sticker on a piece of fruit).

#### **2) Model**

Pick a word from the list. Draw a picture of that object on a quarter sheet of paper. Write the word on a notecard or sentence strip and attach it to the picture to create a label. Invite a student to help you tape the label to the object in the classroom it names.

### 3) Draw



*Say: Now I'd like you to help me make more labels for our classroom.*

Ask students to think about which words/objects on the chart they particularly like or find interesting. Set expectations for the activity (time, noise, materials, work areas, what to do when finished). Call on students to claim an area or object to label, then pass out quarter pieces of paper. Guide children's choices to ensure that the classroom is widely labeled.



**Teaching Tip:** Be sure that children are clear about what to do when they are finished. One option is to create more labels.



**Teaching Tip:** You may want to allow multiple children to make labels for the same object to avoid competition for words. Allow children with limited English to be the first to choose words from the chart, so that they can confidently select words they know.

Each student in turn identifies an object of interest, then draws a picture of that classroom area or object.
---

4) While the children are working on this and other projects, invite the students individually or in small groups to the teacher table. On a sentence strip or index card, use the **Interactive Writing** strategy (described on page 17) to help the student produce the word for the item s/he drew, correctly spelled.



**Teaching Tip:** Calling the children in small groups to a central location for the interactive writing gives them the opportunity to observe the creation of several labels. This may be particularly helpful for ELL students.

### 5) Conclusion

Collect the labels and clean up. You may want to have the students put their finished labels into a pocket chart and read them all as a class.



**Teaching Tip:** As a class activity, students can affix their "labels" to the various parts of the classroom. With a pointer, students can then "read around the room" during choice/centers/workshop time. Alternatively, you can store the labels in a basket, and make "labeling the classroom" an activity students can do over and over during choice/centers/ workshop time.



## **Strategy: INTERACTIVE WRITING**

1. Give the student a blue, green or purple marker. Keep a black marker for yourself.
2. Ask the student which word he/she would like to write. Say the word together several times, and invite the student to say the word aloud.
3. Ask the student to point to the place on the sentence strip where you should begin to write the word.
4. Ask the student what sound s/he hears at the beginning of the word. Ask if s/he knows what letter we use to show that sound. You may have the opportunity here to discuss blends or sounds represented by more than one letter such as /k/.
5. If the student knows the first letter, s/he uses the marker to write it. If not, use your marker to write the letter.
6. Unless the word is a proper noun, make sure to write or help the student use a lower-case letter at the beginning of the word.
7. Proceed through the word, sounding it out, discussing the sounds and which letters to use, and adding letters. The student should write any letter s/he feels confident about writing; you can supply the rest.
8. If the child makes an error, gently show him/her how to use correction tape to fix it. If the student would like to practice making a letter on a piece of scrap paper before writing it on the sentence strip, that is fine. It is also a good idea to have an alphabet chart or strip nearby for reference.

Note: Depending on the child's level, you may begin the activity by providing spaces for the phonemes in the word, i.e. create lines for the sounds in the word "pencil" \_ \_ \_ \_ \_ on the sentence strip prior to writing the word. Have the child help you work out how many sounds are in the word.


## Day Four: MODELED WRITING (40 minutes)

Academic language that students may need to know for this lesson: *solid line, dotted line, description, illustration, space, vocabulary, Word Bank, upper-case letter, lower-case letter, indent, period,* \_\_\_\_\_  
\_\_\_\_\_


### ***Introduce Prompt Paper***

1) Invite children to observe and comment on a piece of prompt paper (see pages 24 - 27) enlarged to chart size and posted in front of the class.

Children may notice and discuss such features as: the space to write one's name, the title, the space for illustration, the solid lines and the dotted lines, etc.

 **Teaching Tip:** If you have access to a chart maker, you may wish to use it to create a poster-sized version of the prompt paper.


NOTE: You will want to select one of the two options for prompt paper from pages 24 -27 and use it both for this lesson and for Assessment Day. Note carefully the differences between the two choices for prompt paper (size and number of lines), and select the one you think will support your students' best writing at this point in the school year.

 **Say:** *We have been reading about different classrooms and studying our classroom all week. Now I think I'm ready to write a description of our classroom.*

Link your modeled writing to the authentic purpose you introduced on Day Two (e.g. Option A: "My favorite area of the classroom is \_\_\_\_\_, so I'm going to write about that"). See page 11 to review the options for authentic writing purpose.

### **2) Draw**

Start by putting your name at the top of the page. Model where children can look to copy their names.

 **Say:** *I am going to draw some of my ideas about our classroom in this space for an illustration.*

As you draw, use the *think-aloud* strategy to model the planning and organization of your ideas. Draw *very quickly* and focus on your thought process and ideas vs. creating the perfect illustration.

### 3) Plan


Now say out loud approximately two to four sentences that you intend to write about the classroom. Use descriptive words and if possible some sensory words. As you are speaking the sentences, use a finger to indicate where you will write those words on the lined part of the prompt paper. Ask a student to show you where s/he thinks you should begin writing. Repeat the first sentence out loud, again bouncing your finger on the lines where the words will go (modeling directionality).


### 4) Write


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 highlight important concepts of print.

## ***Strategy: Modeled Writing***

- 1) Say each sentence and word before writing, using a finger to plan where you will write these words.
- 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 on the vocabulary chart, labels around the classroom, and sight words from the sight word bank.
- 4) Highlight concepts of print such as: capitalization, spaces between words (model using two fingers of non-writing hand to leave spaces), use of the lines, and periods at the ends of sentences.


 **Teaching Tip:** To keep students' attention during the modeled writing, periodically ask them to help you with such things as leaving spaces between words (students can take turns coming up to be the “spacer”), sounding out words, and finding letters and words to copy throughout the classroom. Offer ELL students an entry point into the lesson by selecting them to assist with spacing or directionality as you are writing.


 Teaching Tip: Distribute a few letter cards that the class has already studied, and invite students to hold up their letter cards when they think you need to use that letter to write a word.


 Teaching Tip: Periodically, make mistakes that the students can “catch” for you, such as *almost* forgetting to leave spaces, misspelling words that are posted, writing letters backward, directionality... Be sure to make mistakes that the children will notice. Cross out errors and go on (do NOT use correction tape as you did for interactive writing). You can also “forget” what you were going to write next, and have the class recite the next sentence or word for you.

## 5) Conclusion

Invite the children to read your description out loud with you.
---

 Teaching Tip: Select active students to hold the pointer while you are reading back the writing.

 Say: *Tomorrow you'll get a chance to write your own descriptions of our classroom.*

 Teaching Tip: Leave your writing up for children to reread with the pointer during choice/centers/Workshop time.


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

**NOTE:** *Be sure to take down the teacher story before assessment day. Also be sure that the student-made labels are posted around the classroom, and the “Our Classroom” chart easily visible to all writers.*

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

### ***Generate Interest***

#### **1) Introduce activity**

 *Say: All week, we have been studying books written by different authors about classrooms. Today, each of you will have a chance to be an author, and we are going to write about our OWN classroom!*


### ***Introduce Materials***

#### **2) Review prompt paper**

Show a sample of the prompt paper to the class, noting how it is the same as the paper on which you wrote your story yesterday. Review where to write one’s name, where to draw the illustration, and where to begin writing the story. Review expectations about use of the drawing and writing materials you’ve made available.

### ***Give Directions***


#### **3) Give prompt**


 *Say: Each of you is going to write your own description of our classroom on one of these special pieces of paper. Then we will publish all our writing in a class book! That way, anyone who wants to learn about school or our classroom can read our book.*

 **Prompt:** Write a description of our classroom.

Be sure to link the writing prompt to the specific writing purpose that you selected on Day Two (see page 11) and modeled on Day Four.

#### 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, "Our Classroom" 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 this 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.

Students work independently and silently on their classroom descriptions.


#### 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! We're going to learn all about writing letters and words this year. That's what kindergarten is for!* And collect the student's drawing.

### **9) 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 page 7. Collect all the papers and see instructions for scoring included with the rubrics.

Name: \_\_\_\_\_

## Our Classroom



Prompt: Write a description of our classroom.

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

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



A series of ten sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

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

Name: \_\_\_\_\_

## Our Classroom



Prompt: Write a description of our classroom.

Handwriting practice lines consisting of four sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

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

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 writing aloud and record a transcription below student writing if necessary.

## Suggested Books: Classrooms

### Books included in Open Court Level K, Unit 1 (School)

*Annabelle Swift*, Kindergartner, Amy Schwartz  
*Boomer Goes to School*, Constance McGeorge  
*Crysanthemum*, Kevin Henkes  
*Look Out Kindergarten, Here I Come*, Nancy Carlson  
*School* (Pre-Decodable Book)  
OCR Big Book, Fine Art (*The Artist's Son Jean, Drawing; Singing the Corrido; School's Out*)

### Books included in Open Court Kindergarten Leveled Library

*Bea and Mr. Jones*, Amy Schwarz  
*Billy and the Big New School*, Catherine and Laurence Anholt  
*Mouse Views: What the Class Pet Saw*, Bruce McMillan  
*The 100<sup>th</sup> Day of School*, Angela Shelf Medearis  
*Vera's First Day of School*, Vera Rosenberry

### Other selections

*A School Like Mine*, Penny Smith  
*Clifford's First School Day*, Norman Bridwell  
*David Goes to School*, David Shannon  
*Elizabethi's School*, Stephanie Steve-Bodeen  
*How Do Dinosaurs Go To School*, Jane Yolen and Mark Teague  
*I Am Not Going to School Today*, Robie Harris  
*I Spy: School Days*, Jean Marzollo and Walter Wick  
*If You Take a Mouse to School*, Felicia Bond  
*Lilly's Purple Plastic Purse*, Kevin Henkes  
*Miss Bindergarten gets Ready for Kindergarten*, Joseph Slate  
*Miss Bindergarten Has a Wild Day in Kindergarten*, Joseph Slate  
*Mouse's First Day of School*, Lauren Thompson  
*Teacher Appreciation Day*, Lynn Plourde  
*Teacher's Pets*, Dayle Ann Dodds  
*Timothy Goes to School*, Rosemary Wells  
*Welcome to Kindergarten*, Anne Rockwell  
*Wemberly Worried*, Kevin Henkes

**Kindergarten Process Writing Assessment**  
**Winter**

**Description: Our Classroom**

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**  
**Winter**

**Description: Our Classroom**

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: \_\_\_\_\_