



Wow Writing: An Emergent Writing Program for  
Kindergarten Students

by Alyssa Marcangelo

## Abstract

Wow Writing is an original writing program for kindergarten students, designed for classroom use half way through the academic year. Wow Writing encourages young students to take their writing to the next level by examining the overall quality of different writing samples before producing their own work. This approach gives children ownership of their learning because they are making discoveries on their own and determining as a class what makes their writing stand out. The goals and expectations of each writing lesson are clearly defined through three levels: below expectations, meets expectations, and exceeds expectations. Teacher-created writing samples exemplify what student work looks like at each level, which children discuss in-depth. These visualizations not only help students to understand what their writing should look like, but also give children a source of intrinsic motivation by encouraging them to consistently go above and beyond what is expected of them. Each writing lesson is differentiated to meet the varied needs of diverse learners, and includes differentiated learning centers and activities to encourage students to practice the focus of the lesson in different educational settings.

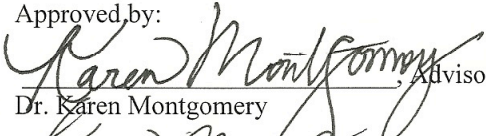





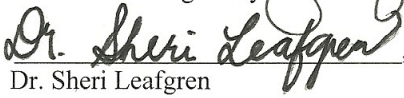
Wow Writing: An Emergent Writing Program for Kindergarten  
Students

by Alyssa M. Marcangelo

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# Wow Writing Overview

## **Definition:**

Wow Writing encourages students to write to the best of their abilities. A “wow” paper is defined as a piece of work that goes above and beyond expectations in correspondence with each student’s personal abilities, writing goals, and improvement.

## **Objective:**

This writing program aims to help develop students’ writing goals and abilities by helping them visualize and define writing processes, applications, and conventions. Through visual examples and class discussions, expectations for student writing are clearly defined and presented in a way that encourages students to put forth their best effort.

## **Process:**

- Wow Writing focus is introduced through whole group discussion.
- The writing focus is presented in 3 levels
  - Level 1: Below expectations
  - Level 2: Meets expectations
  - Level 3: Exceeds expectations
- Students discuss the difference between the three writing samples, sharing what they like/don’t like about each one, which sample stands out to them, and which sample they want their writing to look like.
- With the focus of the lesson in mind, students set a personal writing goal for a specific point they can work on during their individual writing time (i.e., capitalizing letters at the beginning of sentences, making sure sentences make sense, etc...)
- Students are given a writing prompt and respond in their journals or on a separate piece of paper, focusing on the main points of the lesson.
- Students are encouraged to use writing resources at their desks and around the room during their individual writing time.

## **Whole-Group Writing Conferences**

Every so often, the class will meet on the carpet to discuss what they want to work on in their writing, what about their work they are proud of, and what they still want to work on. This gives students a sense of community in terms of their writing, and ownership of their learning and their work.

## **Differentiation:**

Based on students’ abilities, all “wow” papers will not look the same; each student’s “wow” level is different. While presented during whole group discussion as having a certain appearance, students know that “wow” papers are based not only on exceeding expectations, but also on individual effort and improvement.

- Students working above level

- Students working on level
- Students working below level

**Topics:**

Wow Writing lessons will cover the following aspects of writing

- Finished product
- Sentence structure
- Detail
- Vocabulary

# Alignment of Standards

## Ohio Language Arts Academic Content Standards

### Kindergarten

How each of the included lessons and centers correlate to the Ohio Language Arts Standards for kindergarten.

#### **Benchmark: Writing Processes**

##### **Indicators:**

1. Generate writing ideas through discussions with others.  
For each lesson, students are encouraged to discuss as a class, in small groups, with partners, or the teacher what they could write about.
  - Lesson 1: Introducing Wow Writing
  - Lesson 2: Sentence Structure
  - Lesson 3: Detail
  - Lesson 4: Wow Words
  
2. Choose a topic for writing.  
Students practice thoughtfully selecting a topic for each writing assignment that follows the lessons below.
  - Lesson 1: Introducing Wow Writing
  - Lesson 2: Sentence Structure
  - Lesson 3: Detail
  - Lesson 4: Wow Words
  
3. Determine audience.
  - Lesson 1: Introducing Wow Writing
  - Lesson 2: Sentence Structure
  - Lesson 3: Detail
  - Lesson 4: Wow Words
  
4. Organize group related ideas.
  
5. Write from left to right and top to bottom.
  - Lesson 1: Introducing Wow Writing
  - Lesson 2: Sentence Structure
  - Lesson 3: Detail
  - Lesson 4: Wow Words

6. Use correct sentence structures when expressing thoughts and ideas.
  - Lesson 1: Introducing Wow Writing
  - Lesson 2: Sentence Structure
  - Lesson 3: Detail
  - Lesson 4: Wow Words
  
7. Reread own writing.

Students are always required to reread their own writing to themselves, a partner, and a teacher during writing assignments.

  - Lesson 1: Introducing Wow Writing
  - Lesson 2: Sentence Structure
  - Lesson 3: Detail
  - Lesson 4: Wow Words
  
8. Use resources (e.g., a word wall) to enhance vocabulary.
  - Lesson 4: Wow Words
  
9. Rewrite and illustrate writing samples for display and for sharing with others.
  - Lesson 1: Introducing Wow Writing
  - Lesson 2: Sentence Structure
  - Lesson 3: Detail
  - Lesson 4: Wow Words

**Benchmark: Writing Applications**

**Indicators:**

1. Dictate or write simple stories, using letters, words or pictures.
  - Lesson 1: Introducing Wow Writing
  - Lesson 2: Sentence Structure
  - Lesson 3: Detail
  - Lesson 4: Wow Word
  
2. Name or label objects or places.

- Lesson 2: Sentence Structure
- Lesson 3: Detail
- Lesson 4: Wow Word

3. Write from left to right and from top to bottom.

- Lesson 1: Introducing Wow Writing
- Lesson 2: Sentence Structure
- Lesson 3: Detail
- Lesson 4: Wow Word

4. Dictate or write informal writings for various purposes.

- Lesson 1: Introducing Wow Writing
- Lesson 2: Sentence Structure
- Lesson 3: Detail
- Lesson 4: Wow Word

## **Benchmark: Writing Conventions**

### **Indicators:**

1. Print capital and lowercase letters, correctly spacing the letters.
  - Lesson 1: Introducing Wow Writing
  - Lesson 2: Sentence Structure
  - Lesson 3: Detail
  - Lesson 4: Wow Words
  
2. Leave space between words when writing.
  - Lesson 1: Introducing Wow Writing
  - Lesson 2: Sentence Structure
  - Lesson 3: Detail
  - Lesson 4: Wow Words
  
3. Show characteristics of early letter name-alphabetic spelling.
  - Lesson 1: Introducing Wow Writing
  - Lesson 2: Sentence Structure
  - Lesson 3: Detail
  - Lesson 4: Wow Words
  
4. Use some end consonant sounds when writing.
  - Lesson 1: Introducing Wow Writing
  - Lesson 2: Sentence Structure
  - Lesson 3: Detail
  - Lesson 4: Wow Words
  
5. Place punctuation marks at the end of sentences.
  - Lesson 1: Introducing Wow Writing
  - Lesson 2: Sentence Structure
  - Lesson 3: Detail
  - Lesson 4: Wow Words



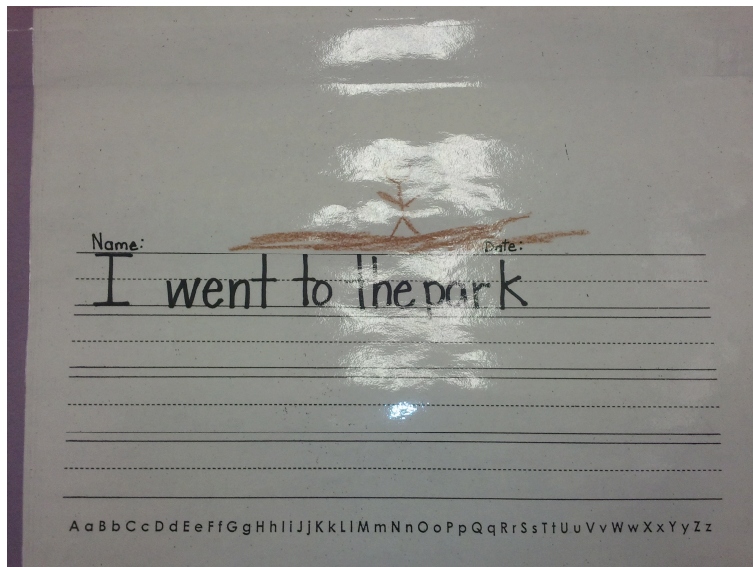
## Lesson 1: Introducing Wow Writing

*What does a “wow” paper look like?*

When I first introduced Wow Writing to my class, I asked students the following question: “why do we write?” Several children raised their hands and gave answers relating to sharing their ideas with others, expressing their feelings, and explaining what they’ve learned or read about. After discussing the different reasons why we write, I asked the students what makes them want to read something? What makes a paper stand out? What makes a paper really noticeable? Answers varied from the actual length of the paper to the quality of handwriting, topic choice, and illustration.

After discussing some ideas, I introduced the first writing sample. The language used was developmentally appropriate for all learners in the classroom, and the subject matter was something that all students would be able to relate to.

### Level 1: Below Expectations



#### What's Missing?

- No name or date
- Poor spacing and handwriting errors
- No punctuation
- Very vague writing
- No detail
- Limited illustration

After asking a student to read the paper, I had children share their thoughts on the example without asking guiding questions or drawing their attention to specific aspects of the writing sample. Immediately, students began pointing out what was missing and what needed to be improved. Using a dry-erase marker, students came up one at a time to mark errors that they noticed. After generating a list of what was missing, I questioned the students as to whether or not there was anything they liked about this writing sample. After a unanimous no, we shared ideas as to how the paper could be improved. After our discussion, I introduced the class to the next writing sample.

## Level 2: Meets Expectations

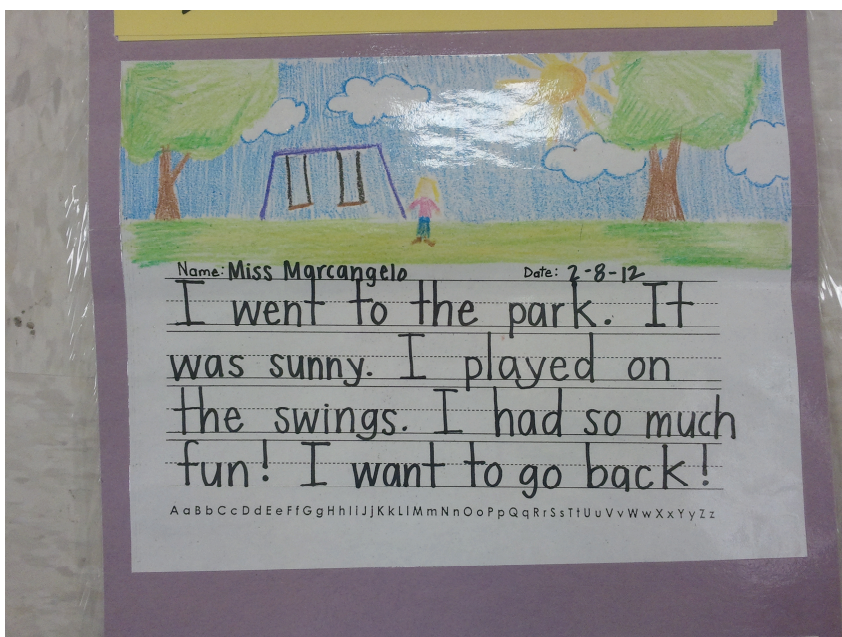


### Getting Better...

- Name and date present
- Good punctuation
- More detailed writing and illustration

Again, after having a student volunteer to read, I opened the floor to discussion. The class responded positively to all aspects of this paper, noticing improvements in regard to the illustration, spacing, punctuation, content, and presence of name and date. However, students were still full of questions for me as the author of the writing piece. Several children wanted to know what I did at the park, what the playground looked like, and if I had fun. This time, we generated a list of questions students still had after reading the paper, and discussed what additional details could have been added to make the paper more interesting to read. Ultimately, the class agreed that this paper was better, but there was still definitely room for improvement.

## Level 3: Exceeds Expectations



### WOW!

- Name and date present
- Very detailed, colorful illustration
- Complete sentences
- Varied punctuation
- More detail!

Finally, when I unveiled the third writing sample to class, I was met with gasps and applause. The students were eager to discuss what they liked about this example. Children noticed the high quality of the writing, the detailed illustration, and exclamation points. The class agreed that this sample was by far the best, and every student wanted his or her writing to look similar this example.

This is the format that all Wow Writing lessons follow. The teacher shares examples relating to the focus of the lesson for each of the three levels. The class responds to each of the writing samples through a student led discussion.

### **Discussion Questions**

After sharing and discussing the three different writing samples, further student thinking with additional questions:

- Which of these three papers would you stop to read? Why?
- What can you do to become a Wow Writer?
- Do all “wow papers” look the same?
  - It is important to stress the concept that length doesn’t determine whether or not a paper stands out. A wow paper is determined by the quality of writing, personal improvement, and the effort and pride students take in their work.

### **Journal Writing**

After introducing Wow Writing, allow students to explore what they’ve learned through free writing. Review what makes a wow-level paper stand out and encourage students to be mindful of what they’ve learned while they are writing. Student work will be collected for their writing portfolios.

## Lesson 2: Sentence Structure

*What does a “wow” sentence look like?*

### **Language Arts Standard:**

#### Writing Conventions

*Writing conventions include spelling, punctuation, grammar and other conventions associated with forms of written text.*

### **Ohio Benchmarks:**

#### Writing Conventions

- A. Print legibly using appropriate spacing.
- B. Spell grade-appropriate words correctly.
- C. Use conventions of punctuation and capitalization in written work.

### **Ohio Indicator:**

1. Print capital and lowercase letters, correctly spacing the letters.
2. Leave spaces between words when writing.
5. Place punctuation marks at the end of sentences.

### **Lesson Objective:**

Students will write comprehensible sentences, focusing on printing their letters neatly, leaving appropriate spaces between words and letters, beginning their sentences with an uppercase letter, and ending each sentence with the appropriate punctuation mark.

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### **Anticipatory Set**

#### Materials for Anticipatory Set:

- Wow Writing poster
- Chart paper
- Marker

I will begin the lesson by briefly reviewing what an overall wow paper looks like through a student-led discussion on the carpet. Using the wow writing poster, students will discuss the differences between the three papers and which one they want their papers to look like. I will also review with the students that not all wow papers look the same; everyone is different, therefore every student’s writing is unique in content and appearance, and every student has different writing goals they are working towards.

After reviewing the components of a wow paper, we will then focus in on sentence structure.

## Instructional Strategies

- Modeling
  - I will show the class three examples of sentences, corresponding to the three levels of wow writing:

### Level 1: Below Expectations

wego like here look

- No punctuation
- No capitalization
- Does not makes sense
- Hard to read

### Level 2: Meets Expectations

I like to play outside.

- Punctuation and capitalization present
- Makes sense
- Neat writing and good spacing

### Level 3: Exceeds Expectations

I like to play outside when it is sunny.

- Everything included in level 2 but with added detail to make it more interesting to the reader.

As I show each sentence example, I will ask the class what they think and what they notice about the writing sample. I will have the students point out to me what needs to be improved upon in each example, what they like about the sentence, and what is correct.

- Guided Practice
  - After discussing the three different sentence examples, I will ask the students what they think their sentences need to stand out as wow level sentences. Using chart paper and a marker, we will make a list of all the components we need to check for when writing a sentence. I will ask students to raise their hands and give me an important part of writing a successful sentence, which I will then write on the chart paper.
  - When making this list, I will prompt students to give answers in order of what they do first when writing a sentence. I want this to be primarily student led so that each child feels a sense of ownership in his/her learning and writing goals. I anticipate that the list will look similar to the one below

- Think about what you are going to write. Say the sentence in your head.
- Does it make sense?
- Start with a capital letter.
- Write your lowercase letters neatly.
- Use two-finger spacing.
- End your sentence with a period (or exclamation point/question mark when appropriate)
- Re-read your sentence. Does it make sense?

One of the most important points is that it does not matter how long the sentence is, it only matters that it makes sense. I will emphasize this throughout the lesson.

Before beginning independent writing, I will ask the class if they can come up with an example sentence using their sight words. I will use this sentence to practice going through the steps of effective sentence writing with all of the students before they return to their seats.

- Checking for Understanding
  - I will ask students to raise their hands to share what makes a “wow” sentence.
  - I will ask students to give me a thumbs-up if they understand and are ready to work on their writing.

### Materials

- Lined writing paper
  - Pencil
  - Picture dictionary
  - Sight word cards
- } Students can consult these resources at the writing center during independent writing if needed.

### Activity

#### *Journal Writing*

Prompt: What do you want to do this weekend/what are you going to do this weekend?

*The list we made will be at the front of the classroom so students can refer back to what they need to do to write a successful sentence.*

### Accommodations for special learners

- Some students need to be given a prompt to copy to start their writing. A starting prompt will be written on a white board that the students keep at their desk if needed.
- Students working below grade level will be working with an aide in small groups or one-on-one with a teacher.

- If students with special needs are still struggling to write or becoming too frustrated, I will have them work on worksheet as an extension after the lesson. They will have a sentence to read at the top, where they can highlight the capital letter at the beginning of the sentence, underline the spaces, and highlight the punctuation at the end of the sentence. This will only be used as an extension or to provide additional help after the lesson so that students are still participating.

**Assessment**

- Students will be assessed on participation and individual improvement in their writing. These writing samples will be collected and used to assess their overall progress in writing throughout future lessons.

# Learning Centers

*Small group activities to use with teaching sentence structure*

## Editing Sentences

This center allows students to practice editing their work, preparing them for publishing a finished writing piece. Students examine given sentences and, using a marker, circle or underline the errors they find. Children rewrite the sentences below so that they are free of mistakes.

### Differentiating Instruction

Below Level	Sentences have one error. Errors focus primarily on capitalization and ending punctuation.
On Level	Sentences have two-three errors. Errors focus on capitalization, punctuation, and spacing.
Above Level	Sentences have more than three errors. Errors include capitalization, punctuation, spacing, and spelling.

### Below Level

i like my dog.

Do you see one

she wants that.

### On Level

i like my dog.

Do you see one

she wants that.

### Above Level

i like my dog.

Do you see one

she wants that.



## Magnet Board Sentences

Students work individually or with partners to create sentences by arranging magnetic sight words and decodable words on a magnet board, as shown below. After creating a sentence that makes sense, students check it with their partner and write it down on a sheet of writing paper, making sure to capitalize the first letter in the sentence, use correct spacing, and place the appropriate punctuation mark at the end. The words used on the magnet board can be organized by the reading levels of the students in the classroom so that all children can successfully participate in the center.

### Differentiating Instruction

Below Level	Use kindergarten sight words that have been introduced in the classroom.
On Level	Use all kindergarten sight words with some decodable words.
Above Level	Use first grade sight words with some decodable words.

### Magnet Board

he I look want she there a the to

one see come do here two for what

where and this we like are out who

me they have my you good . ? !

My Sentence

# Integrating the Arts

Aligning whole-group activities with Howard Gardner's Theory of Multiple Intelligences

## Music

### Musical Sentences

This activity helps students...

- Generate complete, comprehensible sentences.
- Practice spacing
- Practice ending punctuation
- Start each sentence with a capital letter.

This activity appeals to students whose learning styles correspond to...

- Bodily-kinesthetic intelligence
- Musical intelligence

This activity may take some practice, but it helps students learn the various parts of a sentence by incorporating movement and sounds. Sitting in a circle, students raise their hand and take turns generating complete sentences. The teacher repeats the sentence, asking the students to give a “thumbs-up” if it makes sense. If it does, the students repeat the sentence with the teacher, this time using motions for the first word, spaces between the words, and the punctuation at the end.

First word: students lift their arms up to the ceiling, wiggling their fingers, for the uppercase letter.

Spaces: Students snap their fingers.

Period: Students clap their hands once.

#### Example

Sentence: I like to go to school.

I *\*snap\** like *\*snap\** to *\*snap\** go *\*snap\** to *\*snap\** school.  
(wiggle fingers) (clap!)

## Art

### Drawing and labeling sentences

This activity helps students...

- Generate complete, comprehensible sentences.
- Practice labeling pictures.
- Visualize their ideas.

This activity appeals to students whose learning styles correspond to...

- Verbal/Linguistic intelligence
- Visual/Spatial intelligence

Students are either given sentences at their reading level or can write their own. After writing their sentence using their best handwriting and paying careful attention to spacing, capitalization, and punctuation, students draw a picture

## Lesson 3: Detail

*Adding more description to make writing stand out to the reader*

### **Language Arts Standard:**

Writing Conventions

*Writing conventions include spelling, punctuation, grammar and other conventions associated with forms of written text.*

### **Ohio Benchmarks:**

Writing Conventions

- D. Print legibly using appropriate spacing.
- E. Spell grade-appropriate words correctly.
- F. Use conventions of punctuation and capitalization in written work.

### **Ohio Indicator:**

- 3. Print capital and lowercase letters, correctly spacing the letters.
- 4. Leave spaces between words when writing.
- 6. Place punctuation marks at the end of sentences.

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### **Anticipatory Set**

Materials for Anticipatory Set:

- A toy (can be any toy, in this lesson, a doll was used)
- Chart paper
- Marker

I will begin the lesson by gathering students on the carpet and showing them a small doll. Students may pass the doll around quickly and quietly to better see and feel what it looks like. As students are looking at the doll, I will ask them to raise their hands and tell me things they notice about it. How would they describe the doll? What is it wearing? What does it look like? What colors do you see? I will write student responses in the front of the room on chart paper.

### **Instructional Strategies**

- Modeling
  - I will show the class three examples of writing responses describing the toy doll in correspondence with the three levels of wow writing:

Level 1: Below Expectations

I like my doll
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- No punctuation
- Rushed handwriting
- Why do you like the doll?

- Leaves the reader wanting to know more! What questions might you have for the writer after you read this? (*Why? What does the doll look like?*)

Level 2: Meets Expectations

I like my doll because she is pretty.

- Punctuation and capitalization present, neat handwriting
- Adds an explanation
- Sentence makes sense

Level 3: Exceeds Expectations

I like my doll because she is pretty. I love her beautiful dress with yellow flowers.


Everything included in level 2 but with added detail to make it more interesting to the reader. Adds even more explanation as to why the reader likes the doll.

As I show each example, I will ask the class what they think and what they notice about the writing sample. I will have the students point out to me what needs to be improved upon in each example, and what they like.

- Guided Practice
  - After discussing the three different sentence examples, I will ask the students which example they want their writing to look like. After agreeing upon the third example, we will discuss as a class what other details could be added to the third example to make it stand out as a wow paper. Students will raise their hands to share their ideas. If students are stuck, I will encourage them by having them think about where the writer got the doll, what she looks like, etc...
  - After discussing ideas, I will pull out a new toy for the students to look at. As a class, we will practice writing a wow paper together, focusing on adding details about the toy (a beanie baby) into the writing so that the reader doesn't have so many questions.
  - As we are writing the paper together, I will have students raise their hands to suggest what to write, then confer with the rest of the class to see if they think it's a good idea, it makes sense, and it has an appropriate amount of detail to make it stand out to the reader. As I write, I will have the students help me spell by sounding out words, and review components of sentence structure by asking questions as I write.
- Checking for Understanding

- I will ask students to raise their hands to share what kind of details they can add to their writing to make their papers stand out.
- I will ask students if they have any questions and to give me a thumbs-up if they understand and are ready to work on their writing.

### **Materials**

- Lined writing paper
  - Pencil
  - Picture dictionary
  - Sight word cards
- 
- Students can consult these resources at the writing center during independent writing if needed.

### **Activity**

#### *Independent Writing*

Prompt: Describe your favorite toy.

- Why is it your favorite toy?
- What does it look like?
- When/where did you get it?

### **Accommodations for special learners**

- Some students working below grade level may need to be given a prompt to copy to start their writing (*My favorite toy is...*).
- Students working below grade level will be working with an aide in small groups or one-on-one with a teacher.
- If students with special needs are still struggling to write or becoming too frustrated, I will work with them during independent, whole-group activities.
- Students working above grade level will be encouraged to write a story about their favorite toy: the day they got their toy, a special time they had with their toy, etc..

### **Assessment**

- Students will be assessed on participation and individual improvement in their writing. These writing samples will be collected and used to assess their overall progress in writing throughout future lessons.

## Learning Centers

*Small group activities to use with teaching detail*

### **Describing Words**

This center allows students to practice generating details for specific objects that they may describe in their writing. Take pictures of found objects around the classroom, school, and playground that the students interact with on a daily basis, and put each picture on card. Use pictures of something that all students will have had experience with. Students will not be writing complete sentences, rather just focusing on details and descriptive words. Children will be encouraged to think about color, shape, size, and texture when generating words to describe their picture of choice.

#### Differentiating Instruction

Below Level	Students select one card and write a minimum of five words that could be used to describe it.
On Level	Students select two cards and write a minimum of six details per picture.
Above Level	Students select two or three cards and write a minimum of eight details per picture. As an extension, students could also write a complete sentence for each card, incorporating their descriptive words.

### **The Five Senses**

This center incorporates aspects of science by encouraging students to write with their five senses in mind: what they hear, see, feel, taste, and touch. Students complete this center individually, two or three at a time. Each child finds a different place in the room to sit and record observations in relation to their five senses. After drawing or writing ideas, students write a final piece describing the area of the classroom they chose. Students will be given a specific worksheet to complete with a section to record details for each of the five senses.

#### Differentiating Instruction

Below Level	Students focus on one or two given senses depending on their needs and abilities, or draw their observations instead of write them, dictating their findings to the teacher.
On Level	Students write two to three details for each of the five sense, if applicable.
Above Level	Students compare and contrast their descriptions of two different areas in the classroom according to their five senses.

Lesson 4: Wow Words  
*Building vocabulary to make writing more interesting*

**Language Arts Standard:**

Writing Conventions

*Writing conventions include spelling, punctuation, grammar and other conventions associated with forms of written text.*

**Ohio Benchmarks:**

Writing Conventions

- G. Print legibly using appropriate spacing.
- H. Spell grade-appropriate words correctly.
- I. Use conventions of punctuation and capitalization in written work.

**Ohio Indicator:**

- 5. Print capital and lowercase letters, correctly spacing the letters.
- 6. Leave spaces between words when writing.
- 7. Place punctuation marks at the end of sentences.

**Lesson Objective:**

Students will use classroom resources (word walls and Wow Word Dictionary) to enhance their writing with exciting vocabulary.

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**Anticipatory Set**

I will begin the lesson by gathering students on the carpet and describing two foods:

- 1. I had macaroni and cheese last night. It was good.
- 2. I had pizza for dinner last night and it was incredible! It was so cheesy and delicious. It was the best I've ever had.

After describing both foods, I will ask students which one they would rather try: the macaroni or the pizza. Why? Which one sounded more appealing?

**Instructional Strategies**

- Modeling
  - I will show the class three examples of writing describing ice cream. The vocabulary becomes more impressive with each example.

Level 1: Below Expectations

That ice cream was so good.
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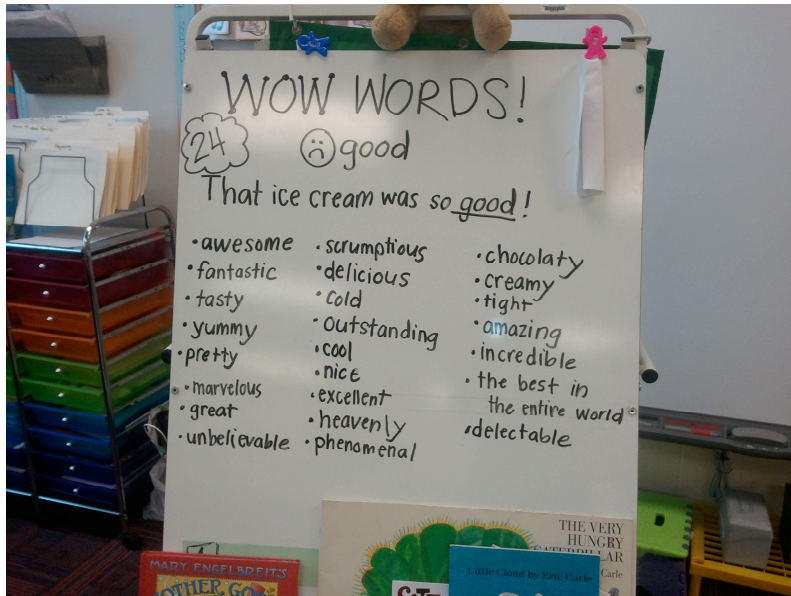
## Level 2: Meets Expectations

That ice cream was so delicious!

## Level 3: Exceeds Expectations

That ice cream was scrumptious! It was the best in the entire world!

- Guided Practice



Using the sentence in the first example, students generated a list of words that would be more exciting than just “good.”

- Checking for Understanding
  - I will ask students to raise their hands to share what kind of words they can add to their writing to make their papers stand out.
  - I will ask students if they have any questions and to give me a thumbs-up if they understand and are ready to work on their writing.

### Materials

- Lined writing paper
  - Pencil
  - Picture dictionary
  - Sight word cards
- Students can consult these resources at the writing center during independent writing if needed.

- Wow Words list
- Wow Word dictionary

### **Activity**

#### *Independent Writing*

- Prompt: Describe your favorite food.

*Students will be encouraged to use one or more of the Wow Words generated during the lesson, so long as their writing makes sense.*

### **Assessment**

- Students will be assessed on participation and individual improvement in their writing. These writing samples will be collected and used to assess their overall progress in writing throughout future lessons.

# Assessment

Monitoring student progress and determining the next steps

Every writing sample from Wow Writing lessons is collected and assessed using the form below. Student work and assessment sheets are kept in individual folders to monitor their progress, track improvement, and determine where they may need additional support and instruction.

## Assessment Form

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

Date: \_\_\_\_\_

Writing Prompt: \_\_\_\_\_

### Key:

- Writing component is absent or missing from work.
- + Writing component is used occasionally or student is using but confusing.
- \* Writing component is consistently used correctly in student's work.

Writing Convention	Score	Comments
Writes from left to right, top to bottom.		
Uses correct spacing between letters and words.		
Begins each sentence with a capital letter.		
Ends sentences with correct punctuation.		
Writes legibly and is able to reread own work.		
Uses resources from the lesson in writing.		

Additional Notes:

## Goal Setting

*Helping students work towards improving their work to become better writers.*

After establishing Wow Writing in the classroom and assessing student work on the first few assignments, conference with each child individually to determine their attitude about writing and what they want to work on. Come up with a list of aspects of writing the students want to improve upon and create a chart. Have each child select a writing goal they want to work towards and place their name next to it on the chart using a sticky note. Their chosen writing goal will determine what additional writing materials and work they will do during Writing Warm-Up, a time during the day designated to helping each child work towards achieving their goal.

### My Writing Goals

Handwriting	Child 1   Child 2   Child 3   Child 4
Punctuation	Child 5   Child 6
Capitalization	Child 7   Child 8   Child 9
Spacing	Child 10   Child 11   Child 12   Child 12   Child 14
Detail	Child 15
Vocabulary	Child 16   Child 17

## Writing Warm-Up

*Working towards meeting writing goals by catering to individual needs*

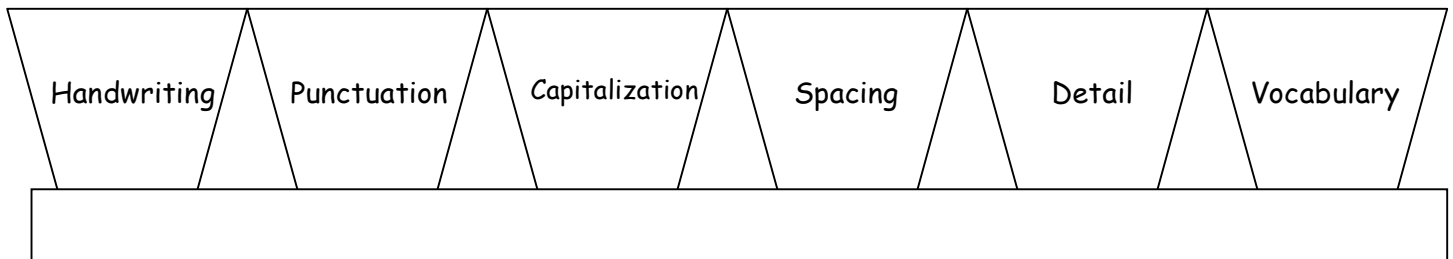
After students have set their goals, it is important that you structure time into the day to help them work towards achieving their goal. By providing developmentally appropriate materials and texts, you can better differentiate instruction so that students are working on what they need to in order to become better writers.

### **Setting up an effective work environment**

To help your students succeed and show progress in their writing, you need to bring the following three components into your instruction:

- Consistency
- Developmentally appropriate materials
- Positive feedback and support

## Writing Work Stations



Each bin corresponds to a goal students are working towards, goals being aligned to the Ohio State Standards. Inside each bin are worksheets and materials that correspond to each of the writing conventions. At the beginning of each writing lesson, allow five to ten minutes for students to work on their goals at the Writing Work Station

## Setting Up Writing Work Bins

How to organize writing workshop bins to differentiate instruction and meet the various needs of children in your classroom

### **Handwriting**

- Students working below level:
  - Letter tracing worksheets, upper and lowercase.
- Students working on level:
  - Sentence tracing and writing worksheets.
- Students working above level:
  - Re-writing past writing samples more legibly.

### **Punctuation**

- Students working below level:
  - Sentence correction worksheets focusing on periods.
- Students working on level:
  - Sentence correction worksheets focusing on periods, exclamation points, and question marks.
- Students working above level:
  - Writing own sentences using question marks, exclamation points, and periods.
  - What words do you use to start question sentences?

### **Capitalization**

- Students working below level:
  - Sentence correction worksheets focusing on capitalizing letters at the beginning of sentences.
  - Highlighting uppercase letters at the beginning of sentences in copies of decodable books and leveled texts.
- Students working on level:
  - Sentence correction worksheets focusing on capitalizing letters at the beginning of sentences.
  - Highlighting capitalized words in leveled texts: beginning letters, names, holidays, and places.
- Students working above level:
  - Editing sentences where the first letter and names of people and places are not capitalized.
  - What do you capitalize?
  - Writing own sentences.

### **Spacing**

- Students working below level:
  - Sentence worksheets copying writing and spaces.
  - Write own sentences using “the spaceman,” a laminated paper strip students place between their words to practice appropriate space.
- Students working on level:
  - Editing sentences: correcting sentences where spaces are missing by marking mistakes and rewriting the sentences so they are error-free.
- Students working above level:
  - Editing sentences: correcting sentences where spaces are missing by marking mistakes and rewriting the sentences so they are error free.

### **Detail**

- Students working below level:
  - Using given pictures, students generate a list of words (adjectives) to describe the item in the picture.
- Students working on level:
  - Letter tracing worksheets, upper and lowercase

### **Vocabulary**

- Using “robust words” from stories read aloud in class, students practice incorporating these new, exciting words into their writing using picture definitions.

