

“Can I write about a magical, chocolate fountain?”

Motivating kindergarten students to use more detailed and descriptive writing in their stories.

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Description of Teaching Context

Introduction

This year, I've had the opportunity as a Professional Development School Intern to spend my time in a kindergarten classroom at Ferguson Township Elementary School. Ferguson Township Elementary is one of nine elementary schools in the State College Area School District.

My kindergarten class is one out of three kindergarten classrooms at Ferguson Township Elementary School. My class consists of ten boys and ten girls. Of these twenty students, the academic levels range greatly. Five of these students are high achieving and are excelling above the kindergarten benchmark in mathematics and language arts. There are six students that are achieving significantly below the benchmark for kindergarten. Each one of these six students receives additional support at least once a day outside of my classroom.

Five students leave twice a day for math and reading support (RTII program). Four students receive occupational therapy once a week for a half hour. This program's primary focus is to assist students in gaining strength of the muscles used when they're writing. Three of my students leave each day to attend the English as a Second Language (ESL) program. Two students receive speech help once a week. Three of my students have trouble with their vision and wear glasses. One student receives emotional support, reading and mathematics interventions, occupational therapy, and is monitored by a Therapeutic Support Specialist (TSS) who is with him four hours per day to observe his impulsive behaviors. This student

receives and additional direct instruction lesson on a daily basis for reading and mathematics.

Wonderings and Questions:

The program *Kid Writing*, founded by Eileen Feldgus, is a writing program the primary grades in the State College Area School District adopted to introduce young writers to understand how the English language works. *Kid Writing*, allows students to write about their lives. In my kindergarten classroom, we kid write for about 30 to 40 minutes per day. Students go to a table, get out their Kid Writing journals, markers, and pencils and begin constructing illustrations or words to begin their story. When they have completed their story, a teacher will have a conference with them to discuss what they've written and illustrated. Typically teachers also write *book spelling*, also known as dictionary spelling, underneath the student's words.

As the year progressed, I began seeing patterns during our Kid Writing time. I observed that students' writing was becoming repetitive. Their sentence structure and topic seemed to always be identical. Day after day, I would conference with students in hopes of reading about a different idea or story, and each day I was finding that students were writing about the same topic. This puzzled and frustrated me.

I wanted to make sure that my students understood they could write about whatever they wanted. I wanted them to know that they weren't limited to one topic. I wanted them to understand that I didn't want them to fear mistakes. I wanted them to think out of the box. More importantly I wanted to motivate them to

create writing that was authentic and original. Thus began my investigation to figure out how I could help my students to write more detailed and descriptive writing during Kid Writing. This led me to my main wondering:

Main wondering:

How can I motivate my students to write more descriptive and detailed sentences?

Sub-Questions:

- How can I get students to write more interesting sentences?
- What types of mini lessons are most effective to get students to write about different topics?
- How can I motivate my students to use their imagination?
- How does kid writing affect literacy development?

Interventions

When I was researching writing in kindergarten classroom, I referred to the text, Kid Writing A systematic Approach to Phonics, Journals, and Writing Workshop, by Eileen Feldgus and Isabell Cardonick. These two women developed a writing program for primary students called Kid Writing that I currently use in my kindergarten classroom. In the introduction of the book these women discuss their philosophy about Kid Writing. They mentioned right away that students craved direct instruction to help model the correct way to write and how to select to topics to write about. They state the by using their program children will learn to revere writing as an important part of the school day.

It is important to note the various interventions I implemented in my classroom throughout my inquiry that pertain to these women's philosophy. I used

direct instruction in the form of mini-lessons prior to Kid Writing to help guide my students to use their imagination, work on phonics, and implement attainable goals; my goal is for my students to reach the benchmarks in writing for kindergarten before moving to first grade. Below are the mini-lessons I taught throughout my inquiry.

Mini-Lessons

<p>Lessons Linked to Imagination</p>	<ul style="list-style-type: none"> • What do you want to be when you grow up? • Pretending giant snowballs are coming down from the sky. • Chicks/Ducklings Hatching • YouTube examples of kindergarten writers • Dr. Seuss imagination week using <u>Ten Apples up on Top</u>, <u>Green Eggs and Ham</u>
<p>Lessons Linked to Phonics</p>	<ul style="list-style-type: none"> • Strategy/Root word hats (Appendix J) <ul style="list-style-type: none"> ○ King of ING ○ Star of ARE ○ Tie of MY ○ Bear of There ○ Dove of OF ○ Kiss of THIS ○ Hand of AND ○ Gent of WENT ○ Paw of SAW ○ Fuzz of WAS • Kid writing goal walls •
<p>Lessons Linked to Attainable Goals</p>	<ul style="list-style-type: none"> • Beginning, Middle and End • Using lowercase letters • Turning a page in your kid writing book • Using correct punctuation

	<ul style="list-style-type: none">• Using spaces in between their words
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Data Collection

In order to see my students' progression throughout the inquiry process, I had to collect different types of data. The data I collected includes: systematic observations, individual student data collections, and student work. These collections of data helped me to analyze my students' progression of Kid Writing throughout the inquiry process.

Student Data Collection

In order to assess students' growth through my inquiry, I needed to collect baseline data (**Appendix C - G <January 30 - February 3, 2012>**). This data was collected so that I could see the number of simple, complex and compound sentences used by a select group of students whom I followed throughout my inquiry. After school I went through my sub-group of students' journals and tallied how many simple, complex, and compound sentences were used. I also looked to see if students were using detailed and descriptive writing and ranked their illustrations with a rubric I developed to help me compare the number of sentences written and the quality of their illustrations.

Throughout the inquiry process I collected the same data from a group of five students' journals (**Appendix C - G**). These students were selected based on their academic achievement levels. Student #1 and #2 are both high achieving students and are above the benchmark in kindergarten. Student #3 is a middle achieving

student that is at the benchmark for kindergarten. Student #4 and #5 are lower achieving students in my classroom. They have not yet reached the benchmark for kindergarten.

Anecdotal Notes

Throughout the inquiry process I collected systematic observations of each of the five students (**Appendix I**). I made note of what I saw students doing during Kid Writing. This helped me to understand and clarify the student data that I collected (**Appendix C – G**). These observations also helped me to understand the attitude, behaviors and other distractions that were happening while students were working.

Student Artifacts/Photographic Evidence

As students' journals began filling up with writing and illustrations, I collected an assortment of student artifacts to help me analyze students' work. I was looking to see if students were writing more descriptive and detailed sentences. Using the illustration rubric that I created, I was able to rate students' illustrations to their stories for that week. While collecting student artifacts and comparing them to the anecdotal notes and individual student data, I was able to make a more accurate evaluation of students' work as a whole. At times, my mini lessons asked students to write about a certain topic. Collecting student artifacts from these topics helped me to understand if students needed help coming up with an idea, or if the topic I had them write about led them to write less detailed and descriptive work. Surprisingly when I had created a mini lesson that had a focus for the day, students were more likely to write more interesting stories, than when it was free writing.

Data Analysis:

Once I had collected all of my data, I was anxious to compile it to observe my findings. While using multiple methods to collect my data was sometimes difficult and overwhelming at times, it helped me to be able to establish more evidence for my claims. These were the steps I took to analyze my data.

Student Data Collection:

The collection of baseline data, and following my students' progression throughout the inquiry process was extremely beneficial. I was able to track my students' work each week.

During the first week of my inquiry, I collected baseline data from my subgroup of students. I felt that I needed to get a gauge of how much my students were writing before I began implementing my interventions. In my baseline data, I recorded the number of different sentences that were constructed, descriptive words students used, and scores of students' illustrations to gauge how much effort they were putting into to their illustrations.

Once my baseline data was complete, I observed how many sentences my subgroup of students had written. The total number of sentences written this week was thirty. By collecting baseline data I had a way to compare my weekly data collection with the first week of data that I collected. **(Appendix C – G)**

Anecdotal Notes

While writing anecdotal notes, I was able to see if students were on or off task during Kid Writing. I was able to record at least once a week if students were able to do their work. I also recorded the types of issues prohibiting them from

completing their work. After reviewing the notes that I had made, I found that there were some patterns from the observations that related to the data that I collected from each of the five students. **(See Appendix I)**

Student Artifacts/Photographic Evidence

I gathered student artifacts along with my other forms of data to have a better look at how my mini lessons were impacting student's ability to write more interesting stories. I collected photographs to also capture my students' work not only by data collection but also to have physical evidence of the work they had created.

Explanation of Findings (Including Claims and Evidence)

Claim #1: Students wrote more detailed and descriptive sentences following direct instruction.

Before I started my inquiry I believed that there really wasn't much a teacher could do to have students write more. For a period of time, I believed that descriptive words would appear when students were ready to write them. I believed that the reason students were writing about the same things day after day was developmental. While there is some truth in that previous statement, the use of mini lessons throughout my inquiry aided in students writing more thoughtful and diverse stories.

The mini lessons that I created focused on a variety of different topics. Some weeks we would add to the word wall in our classroom, other weeks we would read stories and create our own interpretation of a text, for example the book Green Eggs and Ham, By Dr. Seuss.

Evidence A: When I looked at students #1 - #5's individual data collection, I could see the impact of the mini lesson. At least three out of the five students wrote more during these weeks. They also seemed to be more likely to use more descriptive words because the expectation was put in their minds during the mini lesson. **(See Appendix C - G)** With that in mind, there were also times where I did not conduct a mini lesson prior to kid writing. I found that during these times, students were more off task, and were less likely to write more detailed sentences. **(See Appendix I)**

Evidence B: By using anecdotal notes I was able to observe students' on or off task behavior. **(See Appendix H)** From these observations, I found that using mini lessons before sending students to begin Kid Writing was helpful not only for them but for me as well. Students had a more direct idea of what they were going to do, and I had fewer students who were walking around the classroom or talking to friends. I found that in order to get my students to write more detailed and descriptive sentences, I needed to implement mini lessons prior to Kid Writing.

The evidence I collected proves that kid writing mini lessons help students write more detailed and descriptive sentences. I found out that students were more motivated to write interesting stories after direct instruction because of the data that I collected during my inquiry. The weeks where I didn't implement as many mini lessons, my students were off task more often than when I had prepared many lessons. The use of anecdotal notes was instrumental in finding this claim. Without recording these notes, I wouldn't have been able to compare students' behavior with the number of sentences they had written each week. I found that off task behavior

was more evident when there was a lack of instruction or expectations prior to writing.

Claim#2: Students wrote more detailed and descriptive sentences when various strategies were employed. (ex. Root word hats, and the strategy wall.)

Extrinsic motivators have been a huge help in students' development of vocabulary. Incorporating various strategies during Kid Writing helped to motivate students to write more descriptive and detailed sentences. It also helped students to write about different topics.

Evidence A: The word hats were extremely helpful for having students write more. Students were able to wear hats when they used a word that was on the hat. For example they could put on the *star of are* hat when they used the word *are* in their story. Mini lessons were created around these hats so that students could begin writing common sight words correctly in their stories. In order to get the hat, they had to write stories that made sense and that used the word in their sentence.

Using my data collection from my subgroup of students, I was able to see the effect the word hats had on their stories. Reflecting on the data I collected and the word hats, I noticed an increase in the number of sentences recorded (**Appendix C-G**). I also found the number of descriptive words used in their writing increase as well. This was motivating to see. When I realized that implementing strategies to encourage more detailed and descriptive writing, I wanted to incorporate more strategies. This led me to my next piece of evidence: The strategy wall.

Evidence B: The strategy wall was something that I adapted from a kindergarten teacher in my building. When I interviewed her, she showed me

examples of students' writing and what she did to motivate students to write more. I began wondering how I could implement a similar strategy wall into my classroom.

The strategy wall was the next strategy I employed during my inquiry. I laminated green pieces of paper and wrote attainable objectives on each of the posters. I hung them up in a kid-friendly area in our classroom and introduced these boards to my students in the form of a mini lesson.

The most famous board in our room was the board titled, "I am in the page turners club!" If students wrote enough to turn to the next page and keep writing, they were able to put their name on this board. I did a series of mini lessons that revolved around these boards to introduce the motivator to students. There are currently six hanging in our room. Each of them has a different objective written on them. The first was mentioned above. There are also boards that say, "I have a beginning, middle and end," "I used mostly lowercase letters," "I used spaces in between my words," "I used punctuation correctly," and "I used a juicy words." Placing these in the classroom really motivated students to write more. **(See**

Appendix C - G)

When I looked at the data I collected over the last four weeks, I was amazed to see how much the strategy wall also influenced my students' writing. I saw that students were writing more when there were expectations; this happened to be in the form of a strategy wall. I found that using these strategies was essential when figuring out how to get students to write more.

Using extrinsic motivators is essential for students to write more detailed and descriptive stories. Without having a place to reference some words to spell correctly, students would be less confident in their work.

Reflections and Implications for Future Practice

Before having the opportunity to be a part of the PDS, I had heard rumors about Inquiry and the “inquiry process.” Truth be told, I was nervous, yet anxious to begin my own investigation. I immediately became attached with my students writing and after juggling a few ideas that I didn’t really feel committed to, my mentor helped to guide me to look at Kid Writing. I hoped that the strategies I came up with would be enough for my kindergarteners to write more detailed sentences, instead of writing about the same thing every day. After completing my inquiry I am confident that my strategies were effective in getting students to write more detailed and descriptive sentences. Next year when I have my own classroom, I plan on using most of what I implemented into my room this year, into my new classroom.

Looking back at my sub-questions, I feel as if I know some ways to enable students to write more. Through making Kid Writing an exciting time, and by giving students praise and admiration for their achievements, like putting their name on a sticky and then placing it on the board, this had helped students to write more. My sub-question that had me wondering how I could get my students to use more imagination in their stories makes me laugh. Sometimes I forget the students in which I am working. These five and six year olds always surprise me with their ideas, especially during Kid Writing. I have learned through this sub-question that it

really wasn't a question at all. There is no doubt in my mind after completing this inquiry that these students have the most vivid imagination. I have learned to never limit people, no matter how small they are.

Kid Writing mini lessons have been the essence of this inquiry. Without these mini lessons, I don't believe I would have been effective in getting my students to write more. The best part about having mini lessons is that they are endless. You can always pull something out of your sleeve to get students hooked on an idea no matter how silly or serious the topic. This is something I know for certain I will take with me next year along with the beloved word wall, word hats, and sticky boards. These tools have been the most helpful for students to write better stories and for me to be able to assess what my students know.

To be clear though, each group of students is different from the last. I realize that next year could be completely different than this year. With that, I know that some of the strategies I try to implement in my new room may not work as well as they did last year. Flexibility is something I feel one of my strengths. I will continue to investigate and research ways to motivate students during writing so that I have a repertoire of strategies and so that I don't become bored each year teaching the same strategies. I am excited to keep researching strategies and begin new inquiries as I further my career as an educator.

Appendix A – Inquiry Brief

How can I motivate students to write more?

Context:

Throughout my entire life, I have always seen elementary school as rustic buildings full of squeaky radiators, bulletin boards that have been bleached by the sun, and desks and chairs that haven't matched for fifty years. When I walked into Ferguson Township Elementary, I saw something completely different. Everything matched, and everything was brand new. This was completely different from when I walked inside of the same school in the spring of last year. An addition had been built which now houses all of the grades. The more rustic part of the building had been demolished because it wasn't necessary anymore.

When I walked through the hallways, I noticed the clean white walls. The first thing that came to my mind was that they weren't going to be as white after the students had run their fingers across them for a few weeks. I walked into my classroom and found that my classroom was connected to one of the other kindergarten rooms. It's amazing how many times I open that door each day.

My class is a very balanced group of students. There are ten boys and ten girls that are in my room. Each of these students bring a special element to our classroom that helps to make our group mesh together. Some students are talkative, while others are more reserved. Other students are high energy, while some are relaxed. There are some students that require more attention than others. All of these personality traits help to make our classroom community diverse and interesting.

Among the students that are in my room they come from a variety of socio-economic backgrounds. Along with different family backgrounds, all my students are diverse in other ways. There are two students who are from China, and one that is from Russia. These students participate in the ESL program each morning with an ESL teacher.

There are seven students that qualify for the RTII reading club program. These seven students are comprised of six girls and one boy. These students visit the IST teacher once a day for 40 minutes to develop a more sound understanding of the letter sounds and identification. There are also six students that are in RTII math club program. These students are made up of five girls, and one boy. These students leave the room for 30 minutes each day to develop one-to-one correspondence and identification of numbers.

Two students have IEP's for speech and leave the room once a week with a speech specialist. I also have three students who visit the Occupational Therapist once a week. Another student who is in both RTII's, has an IEP for emotional support. He has a TSS who works with him twenty hours a week.

In our regular instruction classroom, we have 4 different groupings of students based on their achievement level. We have five high achieving students who are in the same group all of the time. In the middle two groups, there are ten students that vary in their academic levels and are grouped differently for math and language arts. The lowest achieving students are together for math and language arts all of the time.

Rationale:

Writing has always been a passion of mine. Even though I am not particularly grammar-savvy, I have always loved to write about anything and everything. I remember when I was younger having a journal with my best friend and passing it back and forth each day in elementary school. So naturally, when we started the school year and I was introduced to this program called *Kid Writing*, I became extremely interested. Not only that, but watching my students write, and even begin to form their first words blew me away. It seemed like every time we wrote in class, I became more and more interested in how students decided what they wanted to write and why they wrote about the topics they chose.

I would continuously wonder why students stopped writing after they had finished one sentence. I began asking students what they wrote about. They would expand more about what their topic was about, so I knew that they had a greater understanding than was evident in their work. This intrigued me and made me even more interested in *Kid Writing* and how I could get students to write more detailed pieces of writing.

Through various inservice trainings discussing *Kid Writing*, I began forming my wonderings and ideas on how I was going to make this idea into something more than just a thought. I visited several kindergarten rooms across the district, and found that each teacher had a way to teach *Kid Writing*. By observing what other

teachers used in their rooms, I became inspired to learn more about motivating students to use more details and write more complex sentences.

Main Wondering:

How can I motivate my students to write more descriptive and detailed sentences?

Sub-Questions:

- How can I get students to write more?
- What types of mini lessons are most effective to get students to write about different topics?
- How can I motivate my students to use their imagination?
- How does kid writing affect literacy development?

Timeline:

Week of February 13, 2012

- Begin collecting baseline samples of student's kid writing work before I begin teaching a lot of kid writing mini lessons
- Read sources for annotated bibliography
- Finish writing brief and annotated bibliography
- Decide which areas to focus teaching students about first

- Do a preliminary interview with several students to see what motivates them to write.
- Talk to teachers who have used kid writing and what mini lessons they found effective for making their students more descriptive writers

Week of February 20, 2012

- Continue collecting samples of student's kid writing work
- Document the work samples I collect, and the types of mini lessons I focused on that week.
- Finalize schedule for data collection
- Talk to teachers who have used kid writing and what mini lessons they found effective for making their students more descriptive writers

Week of February 27, 2012

- Continue collecting samples of student's kid writing
- Continue documenting the work samples I collect and the types of mini lessons I focused on that week
- Revise inquiry brief and annotated bibliography
- Talk to teachers who have used kid writing and what mini lessons they found effective for making their students more descriptive writers

Week of March 5, 2012

- Spring Break

- Analyze samples of kid writing I have collected so far

Week of March 12, 2012

- Continue collecting samples of student's kid writing
- Continue documenting the work samples I collect and the types of mini lessons I focused on that week

Week of March 19, 2012

- Continue collecting samples of student's kid writing
- Continue documenting the work samples I collect and the types of mini lessons I focused on that week

Week of March 26, 2012

- Continue collecting samples of student's kid writing
- Continue documenting the work samples I collect and the types of mini lessons I focused on that week

Week of April 2, 2012

- Analyze data and continue working on my inquiry draft.

Week of April 9, 2012

- Analyze data and continue working on inquiry draft.

Week of April 16, 2012

- Practice and Prepare for Inquiry Conference

Data Collection Ideas:

Observations

- I will make systematic observations to see if what I am teaching is helping to motivate students to write more complex stories
- I will also make observations when students are kid writing to see if they are beginning to write more, and what parts of the writing process they struggle the most completing.

Photographic Evidence:

- I will document photo of students work and record what types of lessons were being taught that week.

Student Work

- This is going to be my greatest tool for my inquiry project
- I will use student work to see how they are progressing throughout these 10 weeks.
- I will observe their writing each week to see if there have been any changes in the quality of their writing, I will be collecting this data with baseline data at first. Each week, I will look at a sub group of students, that will stay the

same throughout the semester, and will record the type of sentences they wrote, juicy words, any topics or prompts, and any other anecdotal notes.

Appendix B – Annotated Bibliography

Bruening, B. (2012) Personal Interview.

Bev Bruening is a PDS Mentor in the PDS program. She has been teaching in an elementary school setting for over 30 years. More specifically, Bev has been teaching kindergarten for over half of her teaching experience. Her expertise in kindergarteners writing development, and their developmental needs will be vital to investigate throughout my inquiry. She will be a great resource to discuss potential mini lessons and strategies for kindergarteners.

Cook, C. (2008) *Supporting the Student Writer: The Role of Teacher Talk during Kid Writing*. Retrieved from Google Scholar.

This article was written by a Penn State student and discussed the role of the teacher when students were Kid Writing. The beginning of the article laid out what language was and then what the teachers' language and learning should promote. The second chapter discusses the role of using language during Kid Writing. It discussed how important the teachers language is when conferencing with students. I believe that even this small piece of the article will be extremely useful to me. Perhaps one of the pieces of data I collect is during conferencing to see how my words may affect student's writing.

Engle, G. (2012) Personal Interview.

Gayle Engle is a kindergarten teacher at Ferguson Township Elementary School. Gayle runs her Kid Writing differently than both Lisa and my room. Going to

Gayle to see the different strategies she uses and adapting them to fit in my classroom is a wonderful way to develop an intervention. Gayle will be a good resource to become inspired with new, creative ideas to get my students to write more detailed and descriptive sentences.

Feldgus, E., Cardonick, I. (1999). *Kid Writing. A Systematic Approach to Phonics, Journals, and Writing Workshop, Second Edition*. Bothell, WA: Wright Group/McGraw-Hill Companies, Inc.

This book is the actual Kid Writing manual. It engages the reader by showing the different ways that a teacher can present learning letters and letter sounds into their Kid Writing mini lessons. Throughout the manual, there are different ways to assess students learning, layouts of how Kid Writing should work in a classroom, and different ways to approach phonics. These different ideas and plans will help me to develop thoughtful and meaningful lessons for students so that I can help them to write more complex sentences.

Fisher, D., Frey, N., Klein, A. (2009) *Celebration Press Reading Good Habits Great Readers Shared Reading Teachers Guide*. Upper Saddle River, NJ: Pearson Education, Inc.

This book focuses on literacy development. Literacy development is essential for students to know how to write. If they aren't literate then reading and writing are not able to happen. They accomplish literacy development by implementing 10-minute mini lessons that involve poems or books that focus on

various skills to help promote literacy development. I plan to use this book to gain ideas to help students develop more complex vocabulary and sentence structures. I feel that it will be useful to me to use as a resource not only for my inquiry, but as my development as a teacher.

Harrington, L. (2012). Personal Interview.

Lisa Harrington is a kindergarten teacher at Ferguson Township Elementary. Her strategies of the word wall, and sticky boards were two things that I became extremely interested in when I saw them in her room. Since motivating students to write more is part of my main wondering, Lisa would be a good source to go to when looking for motivators in the kindergarten classroom.

ReadWriteThink. (2010) *Readwritethink*. Retrieved March 22, 2012 from

<https://www.readwritethink.org/>

The National Council of Teachers of English created this website as a way to share different ideas and lesson plans with the teaching community. Using this website, educators are able to find resources to help implement different lessons and instruction into their classroom. I used this website to find different lessons and resources to help me motivate my kindergarten students. This has been interesting because not only did I find resources that helped me with my inquiry, but helped me to also create different ideas for language arts centers in my classroom.

Sebranek, P., Kemper, D., Verne, M. (1987). *The Write Source*. Burlington Wisconsin:
The Write Source.

This book is everything one would need to know about the different parts of speech, language and sentence structure. It is resource that I have been using to help improve my writing. After reading through the book, I have taken notes on the different kinds of writing ideas and styles that are offered in this book. One of the topics I found most useful was the idea of free writing. This exercise is used for students who don't know what to write about. Typically the exercise has students write anything they would think about. However I believe it would be useful for me because if students had a difficult time figuring out something to write about, I could have them picture write to begin with if they don't know what to write. The different approaches to writing in this book will help me develop great lessons for my students.

Schickendanz, J. (1986). *More Than the ABCs The Early Stages of Reading and Writing*. Washington, DC: The National Association for The Education of Young Children.

More Than the ABCs is a book that discusses literacy development in children. The book begins with talking about how oral language and written language mature at the same time. Later in the book it begins talking about young children and how they write. It also discusses when it would be appropriate to talk about elements of writing. For example: parts of writing, realizing they have an audience, and learning to write for the situation in which they are instructed to talk about. I believe that

this book would be a great reference for me when developing my Kid Writing lessons.

Wheland, M. (2012). Personal Interview.

Marion Wheland is a Professional Development Associate. Her most recent position within the State College Area School District was IST (Instructional Support Teacher.) Her experience as an IST teacher will come in good use when I look into one of my sub questions: Does Kid Writing affect literacy development. I know that I will be able to go to Marion to gather some of her knowledge of literacy development in kindergarteners.

Appendix C – Student #1 Data Collection

Date	Sentence Type	Juicy Words	Mini Lesson/Strategies	Illustration Score (total)
January 30 – February 3, 2012	Simple: 5 Compound: 0 Complex: 0		Beginning, middle, and end mini lesson	7
February 6 – February 12, 2012	Simple: 5 Compound: 1 Complex: 0	Singing, dancing	Finish beginning, middle, and end mini lessons	7
February 13 – February 17, 2012	Simple: 7 Compound: 1 Complex: 0	Huge, snowing snowballs	Giant snowballs falling from the sky	8
February 21 – February 24, 2012	Simple: 5 Compound: 3 Complex: 4	Amazing	How to begin your story to hook a reader, sight word and root word hats introduced	8
February 27 – March 2, 2012	Simple: 5 Compound: 2 Complex: 4		Dr. Seuss Mini Lessons – Students wrote their own Green Eggs and Ham story.	7
March 5 – March 7, 2012	Simple: 2 Compound: 2 Complex: 1	*Student 1 broke her writing arm this week and had difficulty writing	Spring break week. I was not in school this week and students only had two days of school	6
March 12 – March 16, 2012	Simple: 3 Compound: 1 Complex: 2	Splat, Ouch,	Strategy Wall Implemented	5
March 19 – March 23, 2012	Simple: 3 Compound: 2 Complex: 2		Imaginative Garden prompt, introduction to the plant unit	6
March 26 – March 30, 2012	Simple: 7 Compound: 3 Complex: 1	* Student 1 got her cast off this week.	Imaginative garden story	7
April 2 – April 6, 2012	Simple: 5 Compound: 3 Complex: 1			8

Appendix D – Student #2 Data Collection

Date	Sentence Type	Juicy Words	Mini Lesson/Strategies	Illustrations
January 30 – February 3, 2012	Simple: 6 Compound: 2 Complex: 0		Beginning, middle, and end mini lesson	8
February 6 – February 12, 2012	Simple: 8 Compound: 3 Complex: 0	While, resting	Finish beginning, middle, and end mini lessons	7
February 13 – February 17, 2012	Simple: 2 Compound: 3 Complex: 0	Otherwise, once upon a time, believe	Giant snowballs falling from the sky	7
February 21 – February 24, 2012	Simple: 4 Compound: 5 Complex: 0	Actually	How to begin your story to hook a reader, sight word and root word hats introduced	
February 27 – March 2, 2012	Simple: 15 Compound: 4 Complex: 1	In fact, love, amazing	Dr. Seuss Mini Lessons – Students wrote their own Green Eggs and Ham story.	0 (This student did not illustrate this week)
March 5 – March 7, 2012	Simple: 3 Compound: 4 Complex: 3		Spring break week. I was not in school this week and students only had two days of school	5
March 12 – March 16, 2012	Simple: 11 Compound: 3 Complex: 0	Attacked, bloody, furious	Strategy Wall Implemented	0 (The student did not illustrate this week.)
March 19 – March 23, 2012	Simple: 7 Compound: 2 Complex: 3	Spinach, basketball, amazing, gardens	Imaginative Garden prompt, introduction to the plant unit	7
March 26 – March 30, 2012	Simple: 9 Compound: 5 Complex: 1	Amazing, proud, chocolate fountain	Imaginative garden story,	0 (The student did not illustrate this week.)
April 2 – April 6, 2012	Simple: 6 Compound: 5 Complex: 1	Squirted, fabulous, actually, amazing		5

Appendix E: Student #3 Data Collection

Date	Sentence Type	Juicy Words	Mini Lesson/Strategies	Illustrations
January 30 – February 3, 2012	Simple: 7 Compound: 0 Complex: 0		Beginning, middle, and end mini lesson	7
February 6 – February 12, 2012	Simple: 10 Compound: 0 Complex: 0		Finish beginning, middle, and end mini lessons	8
February 13 – February 17, 2012	Simple: 13 Compound: 0 Complex: 0		Giant snowballs falling from the sky	6
February 21 – February 24, 2012	Simple: 5 Compound: 0 Complex: 0		How to begin your story to hook a reader, sight word and root word hats introduced	7
February 27 – March 2, 2012	Simple: 10 Compound: 3 Complex: 0		Dr. Seuss Mini Lessons – Students wrote their own Green Eggs and Ham story.	7
March 5 – March 7, 2012	Simple: 10 Compound: 0 Complex: 0	Hot like a hot dog	Spring break week. I was not in school this week and students only had two days of school	7
March 12 – March 16, 2012	Simple: 14 Compound: 0 Complex: 2		Strategy Wall Implemented	6
March 19 – March 23, 2012	Simple: 6 Compound: 1 Complex: 0	Similar	Imaginative Garden prompt, introduction to the plant unit	8
March 26 – March 30, 2012	Simple: 5 Compound: 0 Complex: 0			9
April 2 – April 6, 2012	Simple: 5 Compound: 1 Complex: 0	Summer, beach, edge		8

Appendix F – Student #4 Data Collection

Date	Sentence Type	Juicy Words	Mini Lesson/Strategies	Illustrations
January 30 – February 3, 2012	Simple: 6 Compound: 0 Complex: 0		Beginning, middle, and end mini lesson	4
February 6 – February 12, 2012	Simple: 5 Compound: 0 Complex: 0		Finish beginning, middle, and end mini lessons	4
February 13 – February 17, 2012	Simple: 5 Compound: 0 Complex: 0	watching	Giant snowballs falling from the sky	6
February 21 – February 24, 2012	Simple: 10 Compound: 0 Complex: 0	close	How to begin your story to hook a reader, sight word and root word hats introduced	5
February 27 – March 2, 2012	Simple: 9 Compound: 0 Complex: 0		Dr. Seuss Mini Lessons – Students wrote their own Green Eggs and Ham story.	6
March 5 – March 7, 2012	Simple: 10 Compound: 0 Complex: 0	ninja	Spring break week. I was not in school this week and students only had two days of school	6
March 12 – March 16, 2012	Simple: 8 Compound: 0 Complex: 0		Strategy Wall Implemented	5
March 19 – March 23, 2012	Simple: 7 Compound: 0 Complex: 0		Imaginative Garden prompt, introduction to the plant unit	5
March 26 – March 30, 2012	Simple: 8 Compound: 0 Complex: 0		Imaginative garden story	6
April 2 – April 6, 2012	Simple: 7 Compound: 0 Complex: 0			5

Appendix G: Student #5 Data Collection

Date	Sentence Type	Juicy Words	Mini Lesson/Strategies	Illustrations
January 30 – February 3, 2012	Simple: 3 Compound: 0 Complex: 0		Beginning, middle, and end mini lesson	6
February 6 – February 12, 2012	Simple: 4 Compound: 0 Complex: 0		Finish beginning, middle, and end mini lessons	6
February 13 – February 17, 2012	Simple: 9 Compound: 0 Complex: 0		Giant snowballs falling from the sky	7
February 21 – February 24, 2012	Simple: 11 Compound: 0 Complex: 0		How to begin your story to hook a reader, sight word and root word hats introduced	5
February 27 – March 2, 2012	Simple: 8 Compound: 0 Complex: 0		Dr. Seuss Mini Lessons – Students wrote their own Green Eggs and Ham story.	4
March 5 – March 7, 2012	Simple: 8 Compound: 0 Complex: 0	decided	Spring break week. I was not in school this week and students only had two days of school	7
March 12 – March 16, 2012	Simple: 11 Compound: 0 Complex: 0	After that, windy, “blowed”	Strategy Wall Implemented	6
March 19 – March 23, 2012	Simple: 9 Compound: 0 Complex: 0	knocked	Imaginative Garden prompt, introduction to the plant unit	7
March 26 – March 30, 2012	Simple: 8 Compound: 0 Complex: 0	Splat!	Imaginative garden story	6
April 2 – April 6, 2012	Simple: 6 Compound: 0 Complex: 0	Do you want to hear a story?		6

Appendix H – Illustration Rubric

Color	The student uses more than 5 colors in their illustration. 3	The student uses at least three colors in their illustration. 2	The student uses one to two colors in their illustration. 1
Detail	The reader can clearly identify what is happening in the students' picture. 3	The reader can identify some of the illustrations that the student has created. 2	The reader has difficulty understanding what he or she is looking at. 1
Relationship to Story	The illustrations clearly represent what is being talked about in a students' story. 3	The illustrations have some relevance to the details that are mentioned in the story. 2	The illustrations have no connection to what the story is about. 1

Appendix I: Systematic Observations

Student #	Systematic Observations
Student #1	<p><u>January 30 – February 3, 2012</u>: talked to neighbor six times in ten minutes, played with markers today, played with her hair, <u>February 6 – February 12, 2012</u>: played with pencil, colored on her hand, talked to neighbor, asked to have her pencil sharpened twice <u>February 13 – February 17, 2012</u>: looked out the window three times <u>February 21 – February 24, 2012</u>: played with her hair, got a drink twice <u>February 27 – March 2, 2012</u>: walked around classroom <u>March 5 – March 7, 2012</u>: N/A My Spring Break. <u>March 12 – March 16, 2012</u>: needed a few reminders to get to work, played with her pencil grip, looked at other tables around the room, broken writing arm <u>March 19 – March 23, 2012</u>: helped other student spell out words, looked at clock twice, played with her pencil tip, broken writing arm <u>March 26 – March 30, 2012</u>: broken writing arm, stared at pencil while writing, worked at slower pace than usual. <u>April 2 – April 6, 2012</u>: No Observations were made this week.</p>
Student #2	<p><u>January 30 – February 3, 2012</u>: No Observations were made this week. <u>February 6 – February 12, 2012</u>: Played with colored pencils three times, took two bathroom breaks, <u>February 13 – February 17, 2012</u>: worked with peer to help one another create a story, needed a reminder to get back to work, <u>February 21 – February 24, 2012</u>: worked quietly with only a couple of minutes of interruption by a peer needed to know how to spell a word, <u>February 27 – March 2, 2012</u>: no illustrations, played with markers but never used them in his kidwriting this week, talked with friends at different tables, <u>March 5 – March 7, 2012</u>: N/A – My Spring Break <u>March 12 – March 16, 2012</u>: no illustrations to go with his story <u>March 19 – March 23, 2012</u>: Walked around room for 10 minutes before getting to work, talked with friends at different tables three times, instructed to move to small table <u>March 26 – March 30, 2012</u>: no illustrations to go with his story, <u>April 2 – April 6, 2012</u>: instructed to move to small table before kid writing, got a drink at the water fountain twice, walked around the classroom for five minutes before starting work, played with colored pencils</p>
Student #3	<p><u>January 30 – February 3, 2012</u>: worked without taking a break for twenty minutes, played with markers at her table, <u>February 6 – February 12, 2012</u>: got out of her seat to talk with a friend at another table, helped other students at her table sound out words <u>February 13 – February 17, 2012</u>: No Observations were made this week. <u>February 21 – February 24, 2012</u>: Went to the bathroom twice, got a drink two times, <u>February 27 – March 2, 2012</u>: wrote before she illustrated</p>

	<p><u>March 5 – March 7, 2012</u>: N/A – My Spring Break <u>March 12 – March 16, 2012</u>: No observations were made this week. <u>March 19 – March 23, 2012</u>: spent 20 minutes illustrating and only five minutes kidwriting <u>March 26 – March 30, 2012</u>: illustrated before writing. Only had ten minutes to write her story. <u>April 2 – April 6, 2012</u>: no data was collected this week.</p>
Student #4	<p><u>January 30 – February 3, 2012</u>: Cannot figure out what he is writing, when asked to tell back what he wrote, he doesn't remember, plays with markers <u>February 6 – February 12, 2012</u>: illustrations are difficult to interpret, no spaces in between words, got out of seat four times. <u>February 13 – February 17, 2012</u>: words are difficult to decipher, played with markers a lot, scribbled in journal, <u>February 21 – February 24, 2012</u>: No observations were made this week. <u>February 27 – March 2, 2012</u>: played with pencil, went to the bathroom twice, talked with friends at his table <u>March 5 – March 7, 2012</u>: N/A – My Spring Break <u>March 12 – March 16, 2012</u>: Had difficulty beginning kid writing, walked around the room for a couple of minutes before sitting down and beginning to work <u>March 19 – March 23, 2012</u>: No observations were collected this week <u>March 26 – March 30, 2012</u>: needed less adult help to write stories, writes in syllables, instead of writing the entire word. <u>April 2 – April 6, 2012</u>: No observations were collected this week.</p>
Student #5	<p><u>January 30 – February 3, 2012</u>: No Observations were collected this week. <u>February 6 – February 12, 2012</u>: helped other students sound out words, talked to friends at her table, asked friends to help her sound out a word <u>February 13 – February 17, 2012</u>: Spent a lot of time on illustrations and only had ten minutes to write at the end of kidwriting, <u>February 21 – February 24, 2012</u>: Needed a reminder to get back to work, played with markers and her pencil <u>February 27 – March 2, 2012</u>: Asked the teacher how to spell the word, "princess", <u>March 5 – March 7, 2012</u>: N/A – My Spring Break <u>March 12 – March 16, 2012</u>: No observations were made this week. <u>March 19 – March 23, 2012</u>: played with pencils, got a drink at the water fountain. <u>March 26 – March 30, 2012</u>: Used the word "splat!" in her story, clearly identified words, used spaces more often, more sure about punctuation. <u>April 2 – April 6, 2012</u>: No observations were made this week.</p>

Appendix J: Student Artifacts/Photographic Evidence