

Kindergarten Second Prompt

Narrative Something Special

Teacher Directions for Administering Student Writing Prompts

- The prompt **may not** be duplicated for practice prior to the writing session.
- Students will produce a first draft writing.
- The writing prompt is not meant to be the only experience of the genre.
- Using **only** the Writing Situation section of the prompt, teachers may use the one or two days prior to the writing session to take students through the discussion stage of the writing process. This discussion may include:
 - brainstorming topic
 - graphic organizers
 - teacher-led modeling of the process (not the prompt)
- The discussion stage should **not** include:
 - each student doing a “pre-write”
 - students organizing their individual ideas
 - a teacher-led modeling of the prompt
- Materials developed during the discussion phase, or models of the genre should be removed from the classroom prior to the writing session. Word walls, theme walls and other materials that are part of the normal environment may remain posted.
- During the actual writing session, students **may** review and/or revise their papers provided that this occurs in the allotted 60 minutes.
- **The actual writing session should be one sitting of no more than 60 minutes.**
- This 60 minutes may include an independent student prewrite
- For the writing session, teachers may:
 - duplicate the student prompt page for each of their students,
 - make an overhead transparency,
 - copy the page onto a chart or chalkboard,
 - remind students to pre-write with a picture, quick sketch, list, organizer, outline, etc.,
 - remind students to check the targets.
- Teachers **may not help** during the test; however, they may make sure that the Writing Situation and Directions for Writing are clear to all students before beginning.
- Reading selections that accompany writing prompts can be read aloud since our focus is writing, rather than reading. This should **not** count toward the 60-minute time limit.

- Students may use pen or pencil. For uniformity, the writing should be done on school-supplied lined paper.
- Students may not use a dictionary or thesaurus to aid in writing the prompt.
- Students may use the story/book to assist them when writing to the Response to Literature prompt.
- For RSP and SDC students, testing may be modified according to the condition of their IEPs.
- Students who are absent should make up the writing. No re-testing is allowed.