

2017-18 Guidance on Portfolio Collections for English Language Arts (ELA) Pre-Kindergarten and Kindergarten Student Growth Portfolio Model

This document provides educators with a portfolio planning guide and an outline of the integrated standards combinations found within the 2017-18 ELA pre-K/K student growth portfolio model.

Portfolio Planning Guide

This template provides educators with a space to plan and document their ELA portfolio collections.

Outline of Standards Combinations

This resource outlines the combinations of foundational, reading, and writing standards available for selection by ELA pre-K and kindergarten teachers as they develop their student growth portfolio. These options were identified through research and recommendations from pre-K and kindergarten teachers from across the state. These options honor the flexibility that is needed to plan effective literacy instruction that meets the needs of Tennessee students.

Teachers will select two options for their portfolio collections—one for **literature/narrative** and one for **informational/expository**. Each option integrates standards from the foundational, reading, and writing strands. This will support teachers as they weave standards together in a way that allows for mastery of foundational skills leading to proficient reading and writing. The purposeful layering of standards is designed to build conceptual knowledge and is aligned with Tennessee's literacy instruction framework. More information about best instructional practices related to literacy can be found in the new guidance document, [Teaching Literacy in Tennessee](#).

English Language Arts (ELA) Portfolio Planning Guide

Pre-Kindergarten and Kindergarten

	ELA Evidence Collection 1	ELA Evidence Collection 2
Domain:	Literature/Narrative	Informational/Expository
Standards		
Point A Date		
Point A Task		
Point B Date		
Point B Task		
Emerging (student names)		
Proficient (student names)		
Advanced (student names)		

2017-18 Pre-Kindergarten Student Growth Portfolio Model English Language Arts Standards Options

Please note: Pre-K teachers choose one option from the first column (literature/narrative) and one option from the second column (informational/expository). For example, a teacher may choose option 2 for literature/narrative and Option C for informational/expository.

Literature/Narrative	Informational/Expository
<i>Option 1</i>	<i>Option A</i>
<p>RF.PK.1. Demonstrate understanding of basic features of print; distinguish between words and pictures [through representation.]</p> <p>RL.PK.9. With guidance and support, relate the story to previously read stories, ideas in the themes, or personal life experiences.</p> <p>W.PK.3 With modeling and support, use a combination of drawing, dictating, and emergent writing to tell a real or imagined story indicating some order of the events.</p>	<p>RF.PK.1. Demonstrate understanding of basic features of print; distinguish between words and pictures [through representation.]</p> <p>RI.PK.3. With guidance and support, relate informational text to personal experience or other text.</p> <p>W.PK.2. With modeling and support, use a combination of drawing, dictating, and letters to explain information about a familiar topic or informational text.</p>
<i>Option 2</i>	<i>Option B</i>
<p>RF.PK.1. Demonstrate understanding of basic features of print; distinguish between words and pictures [through representation.]</p> <p>RL.PK.3. With guidance and support, identify major characters, settings, and events from a familiar story or nursery rhyme.</p> <p>W.PK.3 With modeling and support, use a combination of drawing, dictating, and emergent writing to tell a real or imagined story indicating some order of the events.</p>	<p>RF.PK.1. Demonstrate understanding of basic features of print; distinguish between words and pictures [through representation.]</p> <p>RI.PK.9 With guidance and support, explore and identify the similarities and differences between books on the same topic.</p> <p>W.PK.2. With modeling and support, use a combination of drawing, dictating, and letters to explain information about a familiar topic or informational text.</p>

Literature/Narrative	Informational/Expository
<p style="text-align: center;"><i>Option 3</i></p> <p>RF.PK.1. Demonstrate understanding of basic features of print; distinguish between words and pictures [through representation.]</p> <p>RL.PK.2. With guidance and support, recall important facts to retell a familiar story in sequence.</p> <p>W.PK.3 With modeling and support, use a combination of drawing, dictating, and emergent writing to tell a real or imagined story indicating some order of the events.</p>	<p style="text-align: center;"><i>Option C</i></p> <p>RF.PK.1. Demonstrate understanding of basic features of print; distinguish between words and pictures [through representation.]</p> <p>RI.PK.2. With modeling and support, recall important age appropriate facts from informational text by engaging in meaningful discussions and activities</p> <p>W.PK.2. With modeling and support, use a combination of drawing, dictating, and letters to explain information about a familiar topic or informational text.</p>

2017-18 Kindergarten Student Growth Portfolio Model English Language Arts Standards Options

Please note: Kindergarten teachers choose one option from the first column (literature/narrative) and one option from the second column (informational/expository). For example, a teacher may choose option 1 for literature/narrative and option B for informational/expository.

Literature/Narrative	Informational/Expository
<i>Option 1</i>	<i>Option A</i>
<p>K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly</p> <p>K.RL.IKI.9 With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>K.W.TTP.3 With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.</p>	<p>K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly</p> <p>K.RI.IKI.9 With prompting and support, orally identify basic similarities and differences between two texts on the same topic.</p> <p>K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.</p>
<i>Option 2</i>	<i>Option B</i>
<p>K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly</p> <p>K.RL.KID.3 With prompting and support, orally identify characters, setting, and major events in a story.</p> <p>K.W.TTP.3 With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.</p>	<p>K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly</p> <p>K.RI.KID.3 With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.</p>

Literature/Narrative	Informational/Expository
<p style="text-align: center;"><i>Option 3</i></p> <p>K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly</p> <p>K.RL.KID.2 With prompting and support, orally retell familiar stories, including key details.</p> <p>K.W.TTP.3 With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.</p>	<p style="text-align: center;"><i>Option C</i></p> <p>K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly</p> <p>K.RI.KID.2 With prompting and support, orally identify the main topic and retell key details of a text.</p> <p>K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.</p>