

## 2017-18 Kindergarten English Language Arts Portfolio Resource Guide

This document provides kindergarten educators with resources for implementing the student growth portfolio model in 2017-18. *Click the links below and throughout this document to navigate to various locations within this document.*

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### Introduction

Beginning with the 2017-18 school year, pre-K and kindergarten teachers in districts offering voluntary pre-K programs (VPK) are required to utilize a student growth portfolio model. The pre-K and kindergarten student growth portfolio models include two English language arts (ELA) collections representing a reading literature/writing narrative collection and reading informational text/writing explanatory collection.

This resource guide will support teachers as they implement the model. The model weaves standards together in a way that helps students understand that mastery of foundational skills leads to proficient reading and writing and that these do not happen in isolation but occur in an integrated way. The purposeful layering of standards is designed to build conceptual knowledge in students and is aligned with Tennessee’s literacy instruction framework.

Through research and recommendations from pre-K and kindergarten teachers from across the state, the department has identified standards combinations that integrate foundational, reading, and writing standards. Teachers select from these combinations to represent the work happening in their classroom. These options honor the flexibility that is needed to plan effective literacy instruction that meets the needs of Tennessee students. Standards-based scoring rubrics and instructional best practices included in this document will deepen teachers' understanding of the integrated standards.

As teachers, leaders, instructional coaches, principals, and district personnel begin to explore and implement the contents of this resource guide, it is recommended that they do so within a PLC or other collaborative group that focuses on long-term and short-term planning, ongoing formative assessment, standards-based instruction, differentiated and targeted instructional practices, and student work. The art of analyzing student work, when grounded in collaborative thinking, self-reflection, and differentiated instruction, can have a profound impact on student growth. Teachers should consider which standards, instructional strategies, and supports are needed to ensure that all students meet grade-level expectations.

More information about some of the instructional practices shared in the sample tasks can be found in the new guidance document, [Teaching Literacy in Tennessee](#). The department will release additional information on differentiated classroom practices during the 2017-18 school year.

### **Integration of Foundational, Reading, and Writing Standards**

To meet or exceed Tennessee's goal that at least 75 percent of third graders will be reading on grade level by 2025, it is critical to provide daily opportunities for all students to build skills-based competencies by discovering the connections between reading, writing, and foundational skills. To foster this thinking in students, they must be provided opportunities to engage in a high volume of listening to complex texts that are on or beyond grade level so that students think about—and question—new concepts and ideas. Students who think deeply about and respond to text through speaking and writing show increased engagement and motivation with not only reading, but also thinking and problem solving. As students grow their repertoire of reading strategies and become more deeply engaged with text, they also develop their writing skills. Finally, knowing that the explicit and systematic instruction of foundational skills is critical in the early grades, it is important to note that reading and writing are the most authentic measures of the application of foundational skills.

### **Writing in the Early Grades**

Pre-K and kindergarten students are naturally inquisitive and thrive in environments that are rich in hands-on experiences, including writing. The portfolio collections are designed to be an authentic and natural collection of student work that is generated in environments that encourage thinking, speaking, writing, reading, and problem solving. Opportunities for writing exist throughout the day in early learning classes and support children's emotional, social, and academic development. Lucy Calkins, an early literacy researcher and author of *The Art of Teaching Writing*, explains that a pre-K classroom's block play area is an opportunity for the earliest learners to explore the purpose of writing by creating "written" road signs or maps that tell more about the block roads they just created.<sup>1</sup> Calkins adds that the dramatic play area is another opportunity for children to explore writing by creating menus as they cook, or writing a phone

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<sup>1</sup> Calkins, L. M. (1994). *The art of teaching writing* (New ed.). Portsmouth, NH: Heinemann.

message on a note pad located next to the phone in the play kitchen. The writing that is referenced in the pre-K student growth portfolio is focused on these types of experiences, which so naturally link to the written responses that pre-K children generate after being engaged with an interactive read aloud.

### **The Importance of Print-Rich Environments and the Development of Features of Print**

Children grow as readers, writers, and speakers when surrounded by opportunities to interact with various forms of print, or print-rich environments. For example, when pre-K teachers label all the parts of the pre-K classroom with words, children begin to discover that words are meaningful. In print-rich environments, children naturally begin to replicate or mimic the print that they see around them within their own drawing and writing. Print-rich environments support a child's development in the stages of writing. These stages of print, referred to as emergent writing, allow teachers to see the application of new skills and knowledge in real time. Fountas & Pinnell capture the integration of writing and reading in the early grades:

Pre-school children's independent writing consists largely of drawing or accompanied by the use of whatever they have noticed about writing. They may write their names (or parts of them); they may use non-letter-like or letter-like forms mixed with some known letters. They may use the letters they know over and over in strings. Even if children are only pretending to write, we can tell a great deal about their growing knowledge of and interest in written language by observing how they use the space or create forms on the page. From their attempts we can observe that they are beginning to distinguish between pictures and print.<sup>2</sup>

For this reason, the pre-K foundational standard RF.PK1 is the foundational standard measured within each pre-K ELA collection; it demonstrates the application of the reading foundational standards that are taught in Tennessee's pre-K classrooms.

### **Encoding and Decoding**

Likewise, the kindergarten foundational standard of knowing and applying grade level phonics and word analysis skills when encoding words is the application of the reading foundational standards that are taught in Kindergarten classrooms. Through students' writing pieces, teachers are able to see a reflection of their instruction and the strengths and areas of need that exist in beginning readers and writers. Whereas pre-K children show their understanding of features of print through their letter-like and non-letter-like early writing, a kindergartener's ability to encode (using letter/sound knowledge to write) reflects their progression in decoding (reading words in text). The development of encoding and decoding exist in a parallel state for most learners.

### **Literature/Narrative and Informational/Explanatory Writing Standards**

The writing standards that are measured in the pre-K and kindergarten collections are genre-specific and reflect the expectations for responding to informational text and literary text. When students write about facts through words and pictures after being engaged with an informational text, they respond through explanatory writing. Likewise, after students are engaged with literary text, they respond through narrative writing.

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<sup>2</sup> Fountas, I. C., & Pinnell, G. S. (2017). *The Fountas & Pinnell literacy continuum: A tool for assessment, planning, and teaching. Grades PreK-8* (Expanded ed.). Portsmouth, NH: Heinemann.

Teachers are able to choose from three combinations of standards for their portfolios within both the literature/narrative and informational/explanatory collections. Given the broad scope of the foundational and writing standard for each collection, the only difference among the options is the reading standard; foundational and writing standards are the same for each option within the literature/narrative and informational/explanatory collections.

### **Reading Standards**

The reading standards that are measured in the pre-K and kindergarten collections include both literature and informational text. Because a student work writing artifact is a requirement for evidence, the student's ability to demonstrate comprehension through the written piece *and* oral response *about* the written piece can be used to determine the performance level on the reading scoring rubric. The reading standards in both pre-K and kindergarten refer to the word "orally;" therefore, a student's oral response *about* the pictures and words can be used as evidence when determining the performance level on the reading scoring rubric. Because the earliest learners' ability to orally retell often surpasses the student's proficiency in expressing those thoughts in written form, evidence such as audio, video, or dictation can also be submitted.

### **Looking at Student Writing Through Three Standards-Based Lenses**

Through emergent writing, teachers are provided a snapshot of the developmental skills and knowledge that each child possesses, which encourages and supports differentiated and individualized instruction within the classroom. Students who engage with learning opportunities that allow access for all levels of knowledge and skills are more motivated to learn because they can do so at their own pace. The more engaged students are with learning, the more connections they make between ideas, and the more willing they become to talk, think, read, and write together. Whether it's through written or oral response, social, emotional, and academic growth occur when a child feels like a valued member of the classroom learning community because his or her voice matters. The authentic writing pieces that students generate help them to make connections between foundational, reading, and writing skills and knowledge. Student writing artifacts can be analyzed through a foundational lens, a reading comprehension lens, and a writing lens.

### **When we analyze the way a student writes with words and pictures through different lenses, we notice the following:**

- The foundational lens shows evidence of a student's application of features of print and/or the **written** application of grade-level phonics and word analysis (encoding).
- The reading comprehension lens shows evidence of a student's ability to comprehend literature or informational text.
- The writing lens shows evidence of a student's progress toward writing with ideas, organization, voice, word choice, sentence fluency, and conventions.

The standards-based pre-K and kindergarten portfolio scoring rubrics narrow the focus of some of the thorough descriptors that are measurable and observable. For example, the narrative and explanatory writing standards require students to write a single event or sequence of events, which drives a focus on the ideas and organization of a piece of writing. However, even though the scoring rubric may place heavier emphasis on one writing trait over another because only some standards are measured in the portfolio collections, it is critical that teachers formatively and summatively assess students in multiple ways outside

of the portfolio. Likewise, even though the portfolio collections limit the foundational standards measurement to knowledge of features of print (pre-K) and the application of grade level phonics (kindergarten), it is the expectation that instruction and assessment around all other standards continues to thrive within classrooms.

## Portfolio Development Processes

### Creating a High-Quality Portfolio

- Create a long-term instructional plan for the school year, considering when standards will be introduced, pre-assessed, and monitored.
- Deconstruct standards so that planning can be explicit and clear for students and develop or identify aligned performance tasks that will be used to measure performance.
- Utilize the scoring rubric to develop task-specific expectations.
- Collect Point A work at the most appropriate time within the instructional plan.
- Score and sort Point A student work artifacts into differentiated groups (emerging, proficient, advanced) based on the scoring rubric, task specific expectations, knowledge of students, and other assessment data such as universal screeners or entry inventories. See the section titled *Point A ELA Student Work Artifacts: Collecting, Scoring, and Differentiating Grouping* for additional information on the sorting process.
- Differentiate instruction for specific needs and strengths that were identified within the Point A student work artifacts.
- Collect Point B work at the most appropriate time within the instructional plan.
- Score Point B student work artifacts and analyze growth between Point A and Point B student work artifacts.
- Determine which samples within each differentiated group demonstrate the most representative growth; this guides the process of purposeful sampling. See the section titled *Point B ELA Student Work Artifacts: Collecting, Scoring, and Purposeful Sampling* for additional information on purposeful sampling.
- Submit the purposefully sampled student work artifacts into portfolio collections using the online platform prior to the April 15 due date.

### Point A ELA Student Work Artifacts: Collecting, Scoring, and Differentiated Grouping

#### Collecting Student Work Artifacts

As part of regular instructional planning, a teacher should determine the point in time best to administer the portfolio standards-aligned task from which Point A student work artifacts will be collected. After developing or identifying the task, teachers should create task-specific expectations, or characteristics which further define the measurement criteria in the performance level, as they relate to concrete skills and content knowledge. For more information on task-specific expectations, see page 7 of this guide. The task-specific expectations, along with the scoring guide, will inform scoring and differentiated grouping.

#### Scoring Student Work Artifacts

Once collected, student work artifacts should be scored in terms of **each standard** (foundational, reading, and writing) based on the scoring guide and aided by the task-specific expectations. Student work artifacts scored at performance level 3 are on grade-level and categorized as proficient in terms of each standard.

Student work artifacts scored below performance level 3 are categorized as emerging for the standard and student work artifacts scored above performance level 3 are categorized as advanced for the standard. In other words, **each student work artifact will generate three separate scores**. For example, performance level 4 (advanced) for the foundational standard, performance level 3 (proficient) for the reading standard, and performance level 2 (emerging) for the writing standard might be generated from a single student work artifact. The scores will be compared to those generated at Point B to determine the overall score for the collection.

### **Sorting: Differentiated Grouping**

Because collections in the ELA portfolio include multiple standards, teachers should group students into an overall category of emerging, proficient, or advanced based on the collective performance on the three standards (foundational, reading, and writing). This categorization should be determined by totaling the three individual scores and using that total used to rank order the artifacts. At this point, the teacher observes patterns that indicate emerging, proficient, and advanced differentiated groups. Of course, teachers have the flexibility to use their own professional judgement to make adjustments during categorization by considering their knowledge of students. For example, a student in the emerging category based on the rank order might be sorted into the proficient category based on factors such as universal screening data, kindergarten entry inventories, etc. Note that the measure used to inform differentiated grouping is **NOT** an overall Point A score.

Often, Point A student work artifacts demonstrate limited variance in performance levels across the cohort of students. For example, all student work artifacts might score at performance level 2 (emerging) for the writing standard. In these instances, the task-specific expectations should be utilized for categorizing student work artifacts as emerging, proficient, and advanced within a performance level.

Teachers should use this information to provide a scaffolded model of grade-level rigor aligned to the standards.

## **Point B ELA Student Work Artifacts: Collecting, Scoring, and Purposeful Sampling**

### **Collecting**

As part of regular instructional planning, a teacher should determine the point in time best to administer the portfolio standards-aligned task from which Point B student work artifacts will be collected. After developing or identifying the task, teachers should create task-specific expectations aligned to the scoring guide to assist in scoring Point B student work artifacts.

### **Scoring**

As was done with Point A student work artifacts, Point B student work artifacts should be scored in terms of **each standard** (foundational, reading, writing) based on the scoring guide and aided by the task-specific expectations.

### **Purposeful sampling**

Purposeful sampling is the process by which teachers select the student work artifacts to include in the portfolio collection formally submitted as part of the evaluation process. Teachers compare corresponding Point A and Point B artifacts and their scores to determine the growth achieved by each student. The

teacher chooses one student work sample (corresponding Point A and Point B student work artifacts) from each differentiated group (based on the Point A differentiated groups) for the purpose of demonstrating growth representative of the differentiated to create a portfolio evidence collection.

Note: Because each portfolio evidence collection is based on the growth from three standards, teachers must use professional judgement in selecting samples representative of the entire group. For example, a teacher may determine that the average growth in the foundational standard across the cohort of students was two performance levels, the average growth in the reading standard across the cohort of students was two performance levels, and the average growth in the writing standard across the cohort of students was one performance level. The teacher should submit a sample that is as close to that distribution as possible.

This process is repeated for each standards combination to complete the four required portfolio collections that are then submitted into the online platform

### **Note: Transitional Classroom Teachers**

All student work submitted **within a collection** must represent one grade level (either pre-K or kindergarten). However, a teacher may submit all pre-K collections, all kindergarten collections, or a combination of pre-K/K collections. A minimum of three students must be rostered within a grade level in order to submit a complete collection. Transitional teachers will be prompted to indicate which grade levels they intend to assess when they register for the online platform.

### **ELA Task-Specific Expectations**

Task-specific expectations are teacher-generated characteristics of expected student work related to concrete skills and/or content knowledge aligned to the scoring guide. These expectations promote clarity and understanding of the scoring rubric and can serve as a feedback tool for teachers and students. Task-specific expectations for student work outcomes can have a significant impact on the depth of the work that is produced by students. The more that students know the expectations for student work outcomes, the more likely they are to self-monitor their own learning and set their own goals. Additionally, when teachers make it a consistent practice to develop task-specific expectations, they learn about their students' strengths and areas of need.

### **Scoring Rubrics**

To assess the performance level of student work as it relates to the standards for each option, the scoring rubric provides the measurement criteria that tie the standards together in an integrated way. The rubrics identify each standard as they are written, the measurement criteria that describes student performance at performance Level 3, and possible sources of evidence that might be collected. **The scoring rubric is used to score student work artifacts at Point A and Point B. All portfolios will be scored using the scoring rubrics, whether the teacher chooses to use a sample task or create his/her own.**

The pre-K Tennessee Early Learning Developmental Standards (TN-ELDS) and the kindergarten revised ELA standards are similar in many areas, which means that the scoring rubrics will look similar in pre-K and kindergarten. **Whereas the scoring rubrics may look similar, it is expected that the text complexity of the book or text being used for the interactive read aloud is higher at the kindergarten level than at**

**the pre-K level.** The TN-ELDS will be revised during the 2017-18 school year so that the pre-K ELA standards become a linear extension of the K-12 standards, with a greater emphasis on the integration of standards.



## Portfolio Scoring Process

### Submitting the Portfolio: Tagging and Teacher Narrative

Teachers must upload student work artifacts into the online platform and label evidence that exemplifies the measurement criteria for a performance level of the standard(s). This process is called tagging. The online portfolio platform provides a virtual highlighter or pointer to tag and annotate the portion of the student work that is most effective in demonstrating a performance level. All forms of student work artifacts may be tagged, including audio and video.

Teachers will submit a narrative when uploading each student work artifact to the online platform. The teacher narrative encourages reflection and elaboration on the evidence tagged in the student work artifact. It might include information such as the element of the artifact that distinguished it from a different performance level, dictation of student responses to questions that offer guidance and support, next steps for instruction (Point A), instructional supports that were especially effective (Point B), etc.

The portfolio process is grounded in the belief that reflection on student work artifacts in order to make instructional decisions is the most critical part of the process. Collaborative work with colleagues is an instrumental part of deep reflection. It is encouraged that teachers plan together, share their student work with one another, tag and score their student work together, and identify the most appropriate, differentiated instructional practices together.

### Portfolio Evidence Collections: Consensus Scoring

The scoring of a portfolio collection is done through the consensus scoring methodology. Once all teacher-scored samples have been submitted into the online platform to create the four portfolio evidence collections, they are distributed to trained, certified peer reviewers for additional scoring. If there is a discrepancy of more than one performance level between the teacher score and the peer reviewer score in an evidence collection it is then sent to an executive reviewer for final scoring. To increase accuracy in scoring and reduce bias, evidence collections will be scored by different peer reviewers. In other words, the same peer reviewer will not be scoring all four evidence collections for a given teacher.

### Portfolio Evidence Collections: Calculating Student Growth Scores

The student growth demonstrated through a portfolio evidence collection is automatically calculated within the online platform by finding the difference between Point A and Point B scores for each student work sample in the collection (emerging, proficient, and advanced differentiated group) and determining an average level of student growth for the domain. The average level of student growth for the domain is then applied to determine a student growth indicator for the domain using a scaled value of 1-5 as described on the next page.

2017-18 Student Growth Indicator for Pre-K/K Student Growth Portfolio Models	
<b>Level 5</b> Significantly Above Expectations	Students demonstrate, on average, <b>three or more levels of student growth (= or &gt;3 levels of growth)</b>
<b>Level 4</b> Above Expectations	Students demonstrate, on average, <b>two levels of student growth, but less than three levels of student growth (=2 levels of growth, but &lt; 3 levels of growth)</b>
<b>Level 3</b> At Expectations	Students demonstrate, on average, <b>one, but less than two levels of student growth (=1 level of growth but &lt;2 levels of growth)</b>
<b>Level 2</b> Below Expectations	Students demonstrate, on average, <b>less than one level of student growth (&gt;0 levels of growth but &lt;1 level of growth)</b>
<b>Level 1</b> Significantly Below Expectations	Students demonstrated, on average, <b>no growth or negative growth</b>

This process is repeated for each of the four portfolio evidence collections submitted in the portfolio to create four student growth indicators.

### Teacher Effectiveness Indicator

The teacher effectiveness indicator is the score reported as the 35 percent growth component as part of the evaluation system. It is automatically calculated within the online platform by averaging the four student growth indicators from each portfolio evidence collection and then applying it to the scaled value of 1-5 as described below.

Growth Level	Portfolio Cut Scores
<b>Level 1</b>	1.00 – 1.79
<b>Level 2</b>	1.80 – 2.59
<b>Level 3</b>	2.60 – 3.39
<b>Level 4</b>	3.40 – 4.19
<b>Level 5</b>	4.20 – 5.00

## Sample Tasks

Teachers may choose to use one of the provided sample tasks for their portfolio collection or create their own task based on the ELA standards option they choose. **The sample task templates are not intended to represent the only way to design an appropriate task to measure these standards combinations.** However, it is critical that the student work derived from the task created for the portfolio allows for the assessment of progress toward mastery of the standard combinations at two points in time.

The sample tasks are written so that teachers can consider the most critical components of instruction. Many of the tasks refer to class generated graphic organizers or anchor charts. The tasks do not provide details about these resources. Instead, teachers are encouraged to reflect upon the visuals or organizers that they use to make connections to previous learning and new learning. Teachers should consider how they are setting up expectations so that students can readily access all materials and can readily refer to resources in the classroom for support.

The sample tasks follow each set of scoring rubrics, and are organized in the following format:

- Task Description
- Portfolio Vignette
  - Expectations of the task
  - Interactive Read Aloud
  - Strategic Thinking Point Example
  - Teacher Support through Modeled or Interactive Writing
  - Prompting and Support Questions
- Planning Details

More information about some of the instructional practices shared in the sample tasks can be found in the new guidance document, [Teaching Literacy in Tennessee](#). The planning guide is a tool for teachers' use, but is not a required part of portfolio submissions.

## Kindergarten ELA Portfolio Standards Options

Kindergarten teachers choose one of three available literature/narrative options in the table below AND one of three available informational/explanatory options listed in the next table below. The options differ in the reading standard; foundational and writing standards are the same for each option. Each option has an accompanying analytical scoring rubric that consists of a foundational, reading, and writing scoring rubric.

Kindergarten Literature/Narrative	
<a href="#"><u>Option 1</u></a>	<p><b>K.FL.WC.4</b> Know and apply grade-level phonics and word analysis skills when encoding words; write legibly</p> <p><b>K.RL.IKI.9</b> With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories</p> <p><b>K.W.TTP.3</b> With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event</p>
<a href="#"><u>Option 2</u></a>	<p><b>K.FL.WC.4</b> Know and apply grade-level phonics and word analysis skills when encoding words; write legibly</p> <p><b>K.RL.KID.3</b> With prompting and support, orally identify characters, setting, and major events in a narrative text</p> <p><b>K.W.TTP.3</b> With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event</p>
<a href="#"><u>Option 3</u></a>	<p><b>K.FL.WC.4</b> Know and apply grade-level phonics and word analysis skills when encoding words; write legibly</p> <p><b>K.RL.KID.2</b> With prompting and support, orally retell familiar stories, including key details</p> <p><b>K.W.TTP.3</b> With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event</p>

## Kindergarten ELA Portfolio Standards Options

*Kindergarten teachers choose one of three available literature/narrative options in the table below AND one of three available informational/explanatory options listed in the next table below. The options differ in the reading standard included; foundational and writing standards are the same for each option. Each option has an accompanying analytical scoring rubric that consists of a foundational, reading, and writing scoring guide.*

Kindergarten Informational/Explanatory	
<a href="#"><u>Option A</u></a>	<p><b>K.FL.WC.4</b> Know and apply grade-level phonics and word analysis skills when encoding words; write legibly</p> <p><b>K.RI.IKI.9</b> With prompting and support, orally identify basic similarities and differences between two texts on the same topic</p> <p><b>K.W.TTP.2</b> With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts</p>
<a href="#"><u>Option B</u></a>	<p><b>K.FL.WC.4</b> Know and apply grade-level phonics and word analysis skills when encoding words; write legibly</p> <p><b>K.RI.KID.3</b> With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text</p> <p><b>K.W.TTP.2</b> With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory text</p>
<a href="#"><u>Option C</u></a>	<p><b>K.FL.WC.4</b> Know and apply grade-level phonics and word analysis skills when encoding words; write legibly</p> <p><b>K.RI.KID.2</b> With prompting and support, orally identify the main topic and retell key details of a text</p> <p><b>K.W.TTP.2</b> With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts</p>

## Pre-K and Kindergarten ELA Portfolio Planning Guide

*This template provides educators with a space to plan and document their ELA portfolio collections. It is not a part of the formal portfolio submission and is provided as a tool only. Long-term planning plays a key role in supporting the authentic collection of student work artifacts, with considerations to when standards will be introduced, pre-assessed or measured, and monitored.*

	ELA Evidence Collection		
<b>Which option will you be assessing?</b>			
<b>When will you do your Point A collection?</b>			
<b>Describe the task you will be using with your Point A collection.</b>			
<b>Organize your students by differentiation level.</b>	<b>Emerging Students</b>	<b>Proficient Students</b>	<b>Advanced Students</b>
<b>When will you do your Point B?</b>			
<b>Describe the task you will be using with your Point B collection.</b>			
<b>What do you notice about your student work outcomes?</b>			

## Task Planning Steps

The following steps can support teacher planning around the ELA evidence collections. A sample planning think aloud follows. In addition, task samples to inform planning are available for each option for both grade levels.

<p><b>Step 1</b> <i>I must select a text by asking myself questions that will ensure that the text is appropriate for the students and for the task.</i></p>	<ul style="list-style-type: none"> <li>• What is the appropriate complexity level of the text I should use?</li> <li>• Does the text reflect the expectations of grade-level standards and support the enduring understandings? See <a href="#">Teaching Literacy in Tennessee</a></li> <li>• Is the text worthy of students' time and attention?</li> <li>• Does the text demonstrate exceptional craft and quality?</li> <li>• What parts of the text are critical to the standard being taught and measured?</li> <li>• How many whole group sessions will the students engage with this text?</li> <li>• Have I established a learning environment in which students understand the expectations for active listening, private think time, partner talk, and group discussion during an interactive read aloud?</li> </ul>
<p><b>Step 2</b> <i>I must plan for the types of support and guidance that I will provide before, during, and after the interactive read aloud experience.</i></p>	<ul style="list-style-type: none"> <li>• How will I ensure that the "flow" of the reading continues after I pause to think aloud or provide an opportunity for partner talk?</li> <li>• When should I model thinking, and when should students think privately and/or partner share?</li> <li>• At which parts of the text should I ask a carefully constructed (of questions to support student thinking, the essential question(s), and the enduring understanding(s)?</li> <li>• How will I ensure that all students are thinking and engaged with the text?</li> <li>• How will I encourage students to refer back to the text when discussing the text?</li> <li>• Should I create talking scaffolds for the students on an anchor chart?</li> </ul>
<p><b>Step 3</b> <i>To prepare students for the Point A or Point B student work artifact, I must ask myself questions related to the task.</i></p>	<ul style="list-style-type: none"> <li>• Have I planned for other opportunities in which my students can interact with this book or text set, such as in centers or stations?</li> <li>• Have I considered which students will work more effectively in a small group, with a partner, or independently, and are they aware of the expectations during that time?</li> <li>• What sequence of questions will I ask while students are generating Point A work?</li> <li>• Which students need longer increments of time to complete writing tasks and have I organized the materials so that all students have access to tools and resources?</li> <li>• What parts of the task should I model, and which parts should I provide prompting and support?</li> <li>• What are the task-specific expectations that I should see in the student work artifacts? Did I develop these by deconstructing the standard? Will I share these with students?</li> </ul>

	<ul style="list-style-type: none"><li>• What is the standard really asking the students to do? If I am creating my own task, have I shared my task with my professional learning community or colleague? Does my task match the standard option?</li><li>• How will I plan for differentiation after I collect and sort the student work?</li><li>• Will I ask my colleagues or PLC to score my student work as well? How will I proceed if there are significant differences between our perceptions of the student work?</li><li>• Where will I store the student work artifacts?</li><li>• Have I considered times in my instructional day that provide opportunities for the collection of student work?</li></ul>
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## Kindergarten ELA Scoring Rubrics and Sample Tasks

### Scoring Rubrics

To assess the performance level of student work as it relates to the standards for each option, the scoring rubric provides the measurement criteria that tie the standards together in an integrated way. The chart below identifies each standard as it is written, the measurement criteria that describes student performance at grade level (performance Level 3), and possible sources of evidence that might be collected.

As part of the scoring process, or consensus review, teachers submit a score for each student work artifact that they submit within their collections. The online tagging process provides a way for teachers to label the evidence that links to the performance level the teacher identified for each student work artifact. Once portfolio collections are submitted via the online platform, trained peer reviewers also use the scoring rubric to score student work artifacts at Points A and B, just as the teacher did. If there is a discrepancy of more than one level between a teacher's score of a student work artifact and the peer reviewer's score of that artifact, then it is scored by an executive reviewer. **All student work artifacts with the portfolio collections will be scored using the scoring rubrics, whether the teacher chooses to use a sample task or create his/her own.**

Each option-specific scoring rubric is organized in the following sequence:

- A three-column chart names the standards, the measurement criteria at a Performance Level 3 (which is the grade-level standard), and the required and optional sources of evidence (written artifact). The written artifact can be drawing or writing, depending upon the student's emergent writing stage.
- The three standards-based scoring rubrics (foundational, reading, and writing) consist of a rubric and scoring notes. Because the foundational, reading, and writing scoring rubrics collectively represent an analytical rubric for a literature or informational option, they are not separated by pages. Instead, the notes that follow one scoring rubric will naturally precede the next scoring rubric for that option.
  - The scoring rubric notes are provided as an additional tool to be used when sorting the student work into three differentiated groups. In addition, the notes can be helpful when formally identifying the exact performance level of the student work on the scoring rubric.

### Student Work Requirements

Students **must** produce a written piece that may include a combination of drawing, dictation, and written words. In addition to the written piece, students may be recorded (audio or video) to capture their ability to demonstrate the standard. A common set of **student work artifact samples** are available [here](#) and can serve as sources of evidence of student performance.

### Sample Tasks

Teachers may choose to use a sample task for their portfolio collection or create their own task based on the ELA standards option they choose. The sample task templates are not intended to represent the only way to design an appropriate task to measure these standard combinations. However, it is critical that the student work derived from the task created for the portfolio allows for the assessment of progress toward mastery of the standards at two points in time.

The sample tasks follow each set of scoring rubrics, and are organized in the following format:

- Task Description
- Portfolio Vignette
  - Expectations of the task
  - Interactive Read Aloud
  - Strategic Thinking Point Example
  - Teacher Support through Modeled or Interactive Writing
  - Prompting and Support Questions
- Planning Details

## Kindergarten ELA Literature/Narrative Scoring rubric

### Option 1: Compare and contrast

Standard		Level 3 Measurement Criteria				Source of Evidence (Student Work)	
<b>K.FL.WC.4</b> Know and apply grade-level phonics and word analysis skills when encoding words; write legibly		<u>Writes letters and words</u> (encoding) using appropriate phonics and word analysis skills				Drawing and/or written piece <i>Possible</i> audio/video	
<b>K.RL.IKI.9</b> With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories		<u>Writes words and pictures</u> to compare and contrast the adventures and experiences of characters in familiar stories					
<b>K.W.TTP.3</b> With prompting and support, use a combination of drawing, dictating, and/or writing to <b>narrate a single event</b>		<u>Writes words and pictures</u> to narrate a single event using a combination of drawing, dictating, and/or writing					
<b>K.FL.WC.4</b>	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
	Writes letters and words (encoding) without using phonics and word analysis skills such as writing letters that do not correspond to correct initial and ending sounds or writing word clusters without appropriate spacing	Writes words inconsistently or inaccurately when using one-to-one correspondence with the most frequent sound for each consonant	Writes words with accurate one-to-one correspondence with the most frequent sound for each consonant AND writes words VC (at, it), CVC (pet, mud), and CV (be, go) words with long vowels	Writes words with accurate decodable letter-sound relationships including VC (at, it), CVC (pet, mud), and CV (be, go) words with long vowels AND CCVC with blends and digraphs	Writes words with accurate decodable letter-sound relationships including VC (at, it), CVC (pet, mud), and CV (be, go) words with long vowels AND CCVC with blends and digraphs AND CVCe	Writes words with accurate decodable letter-sound relationships including VC (at, it), CVC (pet, mud), and CV (be, go) words with long vowels AND CCVC with blends and digraphs AND CVCe	Writes one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, AND initial and final consonant blends AND CVCe, common vowel teams, final y, r-controlled vowels

**K.FL.WC.4 Scoring Notes:**

The difference among the levels for this standard is the extent to which the student's use of writing pictures and words to show understanding of one-to-one correspondence and simple vowel patterns is moving towards the more complex use of vowel teams, common consonant spelling patterns, consonant digraphs, and final and consonant blends.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
K.RL.IKI.9	With prompting and support, writes pictures and words unrelated to the text	With prompting and support, writes words and pictures that tell about characters within one or both of the texts, but there is not comparison of the similarities or contrasting the differences of the characters	With prompting and support, writes words and pictures that compares <b>one similarity</b> AND contrasts <b>one difference</b> about how two characters reacted to an event OR one character's reaction to events from the beginning of the narrative to the end	With prompting and support, writes words and pictures that compares <b>two similarities</b> AND contrasts <b>two differences</b> about how two characters reacted to an event OR one character's reaction to events from the beginning of the narrative text to the end	Independently writes words that compare and contrast in <b>at least two ways each</b> how two characters reacted to an event AND includes details about how it made the <b>characters feel</b> OR one character's reaction to events from the beginning of the narrative text to the end AND includes details about how it made the <b>character feel</b>	Independently writes words that compare and contrast in <b>at least two ways each</b> how two characters reacted to an event AND includes details about how it made the <b>characters feel</b> AND <b>why</b> OR one character's reaction to events from the beginning of the narrative text to the end AND includes details about how it made the <b>character feel</b> AND <b>why</b>	Independently writes words that compare and contrast in <b>at least three ways each</b> how two characters reacted to an event AND includes details about how it made the <b>characters feel</b> AND <b>why</b> OR one character's reaction to events from the beginning of the narrative text to the end AND includes details about how it made the <b>character feel</b> AND <b>why</b>

**K.RL.IKI.9 Scoring Notes:**

The difference among the levels for this standard is the extent to which the student's use of writing pictures and words to show understanding of how they can compare and contrast the adventures and experiences of characters in familiar stories is moving towards a more *detailed and focused understanding that character traits, relationships, and actions help readers to understand more about the narrative text*. To meet a performance level above a 3, which is grade level, the student work begins to show not only added details, but inferences about the way that characters feel and why.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
K.W.TTP.3	With prompting and support, writes words and pictures that are off topic and not related to the assigned text	With prompting and support, writes words and pictures (through a combination of drawing, dictating, and/or writing) that include <b>missing information about a single event</b> from an assigned text	With prompting and support, writes words and pictures (through a combination of drawing, dictating, and/or writing) to narrate a <b>single event in correct sequence</b>	With limited prompting and support, writes words and pictures (through a combination of drawing, dictating and/or writing) to narrate a <b>single event in correct sequence</b> with at least <b>one</b> time order word	Independently writes to narrate a <b>single event in correct sequence</b> with at least <b>two</b> time order words AND <b>provides a reaction to what happened</b> in an assigned text	With prompting and support, writes to narrate a <b>single event in correct sequence</b> with at least <b>three</b> time order words AND includes <b>some</b> details to <b>describe actions, thoughts, and feelings</b> from an assigned text	With prompting and support, writes to narrate a <b>single event in correct sequence</b> with at least <b>three</b> time order words AND a <b>sense of closure</b> , AND includes <b>vivid</b> details to <b>describe actions, thoughts, and feelings</b> from an assigned text

**K.W.TTP.3 Scoring Notes**

The difference among the levels for this standard is the extent to which the student’s ability to write, or narrate, a single event through a combination of drawing, dictating, and/or writing is moving towards not only more independence writing with words, but also a deeper understanding of what it means to narrate. To meet level 3 (which is grade level), evidence in the student work artifact should show evidence of a single event in correct order. This builds towards a student work artifact showing evidence of a deeper development of ideas in levels 6 and 7. The increase of time order words throughout the levels should show increased organization in the writing. To distinguish between levels 6 and 7, note to what extent strong and descriptive word choice is present and to what degree of closure is present.

# Kindergarten ELA Literature/Narrative Sample Task

## Option 1: Compare and Contrast

### Task Description

This task focuses on the portion of the success criteria that states, “compares at least one similarity AND contrasts at least one difference about how two characters reacted to an event.” In this task, students will write words and pictures that compare at least one similarity AND contrasts at least one difference about how two characters reacted to an event in the text, using a combination of drawing, dictation, and written words.

### Portfolio Vignette

Text: \_\_\_\_\_

### Expectations of the Task

*The teacher says, “We know that when we read narrative text, we have to get our brains ready for a story with a beginning, middle, and end. We also know we have to get our brains ready for characters and events. Today we are going to reread the narrative text called \_\_\_\_\_ [text]. The last time we read \_\_\_\_\_ [text], we paid close attention to the major events in the story map by thinking about the parts of the narrative text that made us feel excited, sad or upset, or even happy. (Teacher points to the major events narrative text map created during the previous reading.) But we really didn’t think deeply about what the characters said, thought, or did during those events that made us feel a certain way. Today we are going to reread \_\_\_\_\_ so that we can think more deeply about how \_\_\_\_\_ and \_\_\_\_\_ are alike and different in what they say, think, or do when they \_\_\_\_\_ [one event or experience]. The more we understand about the characters, and how they are alike or different in certain events, the more we will understand what the authors want us to learn from the narrative text.”*

“We will be comparing and contrasting two characters from our text. We will use words and pictures to tell what happens when \_\_\_\_\_ and \_\_\_\_\_ [the two characters] did/went to \_\_\_\_\_, and how they said, thought, or did things the same as each other and how they said, thought, or did things differently from each other. This will lead us to have our own personal thoughts and ideas about the characters. Comparing and contrasting characters, how they are alike and different, helps us understand the lesson or message of the book.”

### Interactive Read Aloud

*The teacher reads, pausing at strategic points to think aloud, or to ask carefully constructed questions. Students engage with the interactive read aloud through active listening, think-pair-share, or group discussion. Throughout the interactive read aloud, the teacher continues to pause at strategic points to think aloud. There should be multiple strategic think alouds in an interactive read aloud.*

### Possible Strategic Think Aloud

“Hmmm...I am noticing that \_\_\_\_\_ [character’s name] did \_\_\_\_\_ [action] when he went to \_\_\_\_\_ [event], and that \_\_\_\_\_ [other character’s name] did \_\_\_\_\_ [action] instead. This makes me think that \_\_\_\_\_ [character’s name] feels \_\_\_\_\_ right now in the story. He feels quite different than \_\_\_\_\_ [other character’s name]. I wonder why...”

*When students respond to teacher questions with their partner, the partners say, “What in the text makes you think that?”*

### Teacher Scaffolding/Support Through Shared Writing

*Upon conclusion of the reading, the teacher directs the students’ attention to the T-chart and models how to think about how to compare and contrast characters reactions to an event by saying the following:*

“Let’s think back to one of the places that I stopped to think aloud when I was reading. Remember how I noticed the characters acted differently when they went to \_\_\_\_\_? When \_\_\_\_\_ [event/experience] happened in the story, I

noticed that \_\_\_\_\_ [character's name] said/did \_\_\_\_\_. This makes me think that \_\_\_\_\_ [character's name] felt \_\_\_\_\_. I noticed that \_\_\_\_\_ [other character's name] acted \_\_\_\_\_ [different/same], because he said/did \_\_\_\_\_. He must have felt \_\_\_\_\_. So, one thing that I can write under \_\_\_\_\_'s [character's name] column on the T-chart is \_\_\_\_\_ [describe how the character reacted to the event]. Let's think together about what I can write under \_\_\_\_\_'s [other character's name] to describe how he reacted to the same event. *With the teacher's guidance, the students interact with the T-chart to add information to the second column about how the second character reacted to the same event.*

*After students have added information about the second character to the class T-chart, the teacher and students engage in shared writing to provide explicit instruction and scaffolding before the students engage in independent writing.*

*The teacher says, "As we look at our T-chart, let's think about how we can compare and contrast the two characters. We are going to write words and pictures to describe how the characters acted the same or different when they were at \_\_\_\_\_. We can also think about why the characters might have acted differently or the same. Turn to your partner and describe what you think we should write, then we will share out. Remember to use the T-chart if you need help remembering exactly what happened."*

*Students turn to their thinking partner and describe how the characters acted the same or differently based on the event. The teacher listens to various partners and then asks a few partners to share out. Using the student responses, the teacher draws pictures and writes words on the large chart paper to model how to compare/contrast two characters' reactions to a single event.*

*After the shared writing is complete, the teacher says the following to prepare students for their independent writing task:*

*"Now you are going to choose a different event from the narrative text to write words and pictures that contrast \_\_\_\_\_ with \_\_\_\_\_. Be sure to look at the class story map we created a few days ago to remind you of all the events in the story. Along with your writing journal, you will have a T-chart that you can use to jot down your thoughts about what both characters said, thought, or did before you write in your journal so that you can organize your thoughts." Teacher refers to the T-chart she created with the students.*

*"This will help you think about what you are going to write about, and it will help you create details in your mind. You won't spend much time on your T-chart; it is just to help you organize your thoughts. Once you have your thinking down on the T-chart, you will then write a narrative text that tells about how the characters acted the same or differently in one event, and how you, as the reader, feel about the choices that the characters made" The teacher will monitor and provide support and guidance as needed.*

**For those students who require additional supports and guidance, the teacher can ask the following questions while students are writing:**

- How did \_\_\_\_\_ (character #1) act when \_\_\_\_\_ happened?
- How did \_\_\_\_\_ (character #2) act when \_\_\_\_\_ happened?
- What was the same about the way they acted?
- What was different about the way they acted?

**After students complete their writing piece, teachers are encouraged to ask the students to reflect upon their writing piece by asking, "What do you think you did well? What do you hope to learn more about or continue working on?"**

### Planning Details

For this task, a teacher could select a complex, on-grade-level literary text and plan the following:

<b>Duration</b>	20-minute interactive reading periods for 2–3 days
<b>Time of Year</b>	Point A: Before January Point B: After January
<b>Materials</b>	Literature text with appropriate complexity T-chart Writing materials



## Kindergarten ELA Literature/Narrative Scoring rubric

### Option 2: Identify characters, setting, and major events when narrating an event

Standard		Level 3 Measurement Criteria		Source of Evidence (Student Work)			
<b>K.FL.WC.4</b> Know and apply grade-level phonics and word analysis skills when encoding words; write legibly		Writes letters and words (encoding) using appropriate phonics and word analysis skills		Drawing and/or written piece <i>Possible</i> audio/video			
<b>K.RL.KID.3</b> With prompting and support, orally identify characters, setting, and major events in a narrative text		Writes words and pictures to identify characters, setting, and major events in a narrative text					
<b>K.W.TTP.3</b> With prompting and support, use a combination of drawing, dictating, and/or writing to <b>narrate a single event</b>		Writes words and pictures to narrate a single event using a combination of drawing, dictating, and/or writing					
<b>K.FL.WC.4</b>	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
	Writes letters and words (encoding) without using phonics and word analysis skills such as writing letters that do not correspond to correct initial and ending sounds or writing word clusters without appropriate spacing	Writes words inconsistently or inaccurately when using one-to-one correspondence with the most frequent sound for each consonant	Writes words with accurate one-to-one correspondence with the most frequent sound for each consonant AND writes words VC (at, it), CVC (pet, mud), and CV (be, go) words with long vowels	Writes words with accurate decodable letter-sound relationships including VC (at, it), CVC (pet, mud), and CV (be, go) words with long vowels AND CCVC with blends and digraphs	Writes words with accurate decodable letter-sound relationships including VC (at, it), CVC (pet, mud), and CV (be, go) words with long vowels AND CCVC with blends and digraphs AND CVCe	Writes one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, AND initial and final consonant blends AND CVCe, common vowel teams, final y, r-controlled vowels	Writes one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, AND initial final and consonant blends AND CVCe, common vowel teams, final y, r-controlled vowels AND two and three syllable words with combined syllable types

**K.FL.WC.4 Scoring Notes:**

The difference among the levels for this standard is the extent to which the student's use of writing pictures and words to show understanding of one-to-one correspondence and simple vowel patterns is moving towards the more complex use of vowel teams, common consonant spelling patterns, consonant digraphs, and final and consonant blends.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
K.RL.KID.3	With prompting and support, writes words and pictures that do not identify any of the characters, setting, or major events.	With limited prompting and support, writes pictures and words to show that they can identify at least <b>one</b> character AND <b>one</b> trait , AND <b>setting (time OR place)</b> , AND <b>one or two</b> events from a familiar story or nursery rhyme of an assigned text	With prompting and support, writes words and pictures to identify at least <b>two</b> characters with at least <b>one</b> trait for each, AND <b>setting (time AND place)</b> , AND <b>three</b> major events (beginning, middle, and end) of a narrative text	With limited prompting and support, writes words and pictures to show that they can correctly identify at <b>least two</b> characters, AND <b>setting (time AND place)</b> AND sequence <b>more than three</b> major events in a narrative text	Independently writes words to describe <b>at least two characters</b> , AND <b>setting (time AND place)</b> AND sequence <b>more than three</b> major events with at least <b>one</b> detail in a narrative text	Independently writes words to describe <b>at least two characters</b> , AND <b>setting (time AND place)</b> AND sequence <b>more than three</b> major events with at least <b>two</b> details in a narrative text	Independently writes words to describe <b>at least two characters</b> , AND <b>setting (time AND place)</b> AND sequence <b>more than three</b> major events with at least <b>three</b> details in a narrative text

**K.RL.KID.3 Scoring Notes:**

The difference among the levels for this standard is the extent to which the student’s use of writing pictures and words to show understanding of how they identify characters, setting, and major events is moving towards a *deeper understanding of elements of narrative text*. To meet the Level 3 (which is grade level), evidence in student work artifact must refer to at least two characters with traits, and a complete setting and three events. As the levels increase, evidence includes additional details to support the characters, setting, and events.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
K.W.TTP.3	With prompting and support, writes words and pictures that are off topic and not related to the assigned text	With prompting and support, writes words and pictures (through a combination of drawing, dictating, and/or writing) that include <b>missing information about a single event</b> from an assigned text	With prompting and support, writes words and pictures (through a combination of drawing, dictating, and/or writing) that to narrate a <b>single event in correct sequence</b>	With limited prompting and support, writes words and pictures (through a combination of drawing, dictating and/or writing) to narrate a <b>single event in correct sequence</b> with at least <b>onetime order word</b>	Independently writes to narrate a <b>single event in correct sequence</b> with at least <b>two</b> time order words AND <b>provides a reaction to what happened</b> in an assigned text	With prompting and support, writes to narrate a <b>single event in correct sequence</b> with at least <b>three</b> time order words AND includes <b>some</b> details to <b>describe actions, thoughts, and feelings</b> from an assigned text	With prompting and support, writes to narrate a <b>single event in correct sequence</b> with at least <b>three</b> time order words AND <b>a sense of closure</b> , AND includes <b>vivid</b> details to <b>describe actions, thoughts, and feelings</b> from an assigned text

**K.W.TTP.3 Scoring Notes:** The difference among the levels for this standard is the extent to which the student's ability to write, or narrate, a single event through a combination of drawing, dictating, and/or writing is moving towards not only more independence writing with words, but also a deeper understanding of what it means to narrate. To meet Level 3 (which is grade level), evidence in the student work artifact should show evidence of a single event in correct order. This builds towards a student work artifact showing evidence of a deeper development of ideas in Levels 6 and 7. The increase of time order words throughout the levels should show increased organization in the writing. To distinguish between Level 6 and 7, note to what extent strong and descriptive word choice is present.

# Kindergarten ELA Literature/Narrative Sample Task

## Option 2: Identify characters, setting, and major events when narrating an event

### Task Description

In this task, students will write words and pictures about their favorite event in the narrative text through a combination of legible drawing, dictating, and/or writing. Students will describe their favorite event by writing words and pictures about the characters, setting, and major events in the narrative text.

### Portfolio Vignette

Text: \_\_\_\_\_

### Expectations of the Task

*The teacher says, "We have been thinking and talking about books a lot lately! We have been paying close attention to what happens in the beginning, the middle, and the end of a narrative text, or story, by retelling the story to our partners, then writing about the sequence, or order of events. We have also found that we have certain feelings about the characters, or the events, that happen in the text. Our feelings about what happens to characters in a text often leads us to recommend the text, or book, to our friends.*

*"Teacher points to the story sequence map created during the previous reading. "Today when we read \_\_\_\_\_, we are going to pay close attention to who is in the story and what is going on in the story. When we think about what is going on in a narrative text, we also think about where or when it is happening. When we think about who is in the story we are thinking about the characters. When we think about important things that are happening to the characters, we are thinking about the major events. And when we think about where or when the events are happening, we are thinking about the setting. The more we think about the characters, setting, and major events, the more we understand the lesson or message of the book, especially when we make connections to our own lives."*

### Interactive Read Aloud

*The teacher reads, pausing at strategic points to think aloud, or to ask carefully constructed questions that will deepen the students' understanding of the enduring understanding and essential question. Students engage with the interactive read aloud through active listening, think-pair-share, or group discussion. Throughout the interactive read aloud, the teacher continues to pause at strategic thinking points and talking points. There should be multiple strategic think alouds in an interactive read aloud.*

### Possible Strategic Think Aloud

*The teacher pauses and says, "Hmmm...I am noticing that \_\_\_\_\_ [character's name] is introduced early in the narrative text. This lets me know I should get my mind ready for the characters at the beginning of the story. I wonder if more characters will be introduced later in the story?"*

*The teacher pauses and says, "Wow! I am a bit surprised that \_\_\_\_\_ happened to \_\_\_\_\_. This seems like a very big deal to me, and \_\_\_\_\_ seems very upset in the narrative text. I want to pause for a second to think about what I know so far about the narrative text. I can ask myself this question about the book, 'Who's it about and what's going on?' Turn to your partner and say, 'So, the narrative text is about \_\_\_\_\_ and what's going on is \_\_\_\_\_.' Remember that 'who's it about' are the characters and 'what's going on' are the major, or most important, events."*

*The teacher pauses and says, "It is also very important that I think about where the events are taking place, or what time they are happening. Thinking deeply about where or when a narrative text takes place means I am thinking*

about the setting. It is interesting to think about where or when events happen, because the event is very connected to the setting. Think about it; would \_\_\_\_\_ [character] have done \_\_\_\_\_ [event] if she wasn't at \_\_\_\_\_ [setting]? Hmm...that's something to really think about. Turn to your partner and share your thoughts on this."

*After the speaking partner shares their thoughts with the listening partner, the listener says, "What in the text makes you think that?"*

### **Teacher Scaffolding/Support**

*Upon conclusion of the reading, the teacher directs the students' attention to a Beginning-Middle-End anchor chart and guides the students through thinking about what major events happened at the beginning, middle, and end of the narrative text. An anchor chart is a visual that students use as a resource in classrooms.*

*The teacher says, "Let's think together about what major event happened at the beginning of the narrative text. Turn to your partner and share your thoughts." After partners have shared, the teacher asks a few partnerships to share out. The teacher draws and writes the ideas shared by the students under the beginning section of the anchor chart. Students continue to share responses for the events that happened in the middle and for the events that happened at the end as the teacher adds the responses to the Beginning-Middle-End chart.*

*After the anchor chart is filled with events that happened at the beginning, the middle, and the end of the narrative text, or story, the teacher asks the following question, "Which of the events was your favorite part of the narrative text and why? Turn to your partner and share your thoughts."*

*Students turn to their thinking partner and share the event that happened in their favorite part. The teacher monitors and confers when needed. After each partnership has shared the event that happened in their favorite part, the teacher says: "Now you are going to write about your favorite event in the narrative text. You may decide to write about the event you shared with your partner, or you may decide to choose another event. Be sure to share why it is your favorite part. In other words, write about your thoughts about why it is your favorite part. Use the Beginning-Middle-End anchor chart to help you think about your favorite event. Be sure to write about the characters and the setting as you write about your favorite event."*

**For those students who require additional supports and guidance, the teacher can ask the following questions:**

- Which event are you going to write about?
- Who are the characters in that event?
- Where and when does the event take place?

**After students complete their writing piece, teachers are encouraged to ask the students to reflect upon their writing piece by asking, "What do you think you did well? What do you hope to learn more about or continue working on?"**

### **Task Details**

For this task, a teacher may select any complex literary text.

<b>Duration</b>	20-minute interactive reading periods for 2–3 days
<b>Time of Year</b>	Point A: Before January Point B: After January
<b>Materials</b>	Literature text with appropriate complexity <u>Beginning-Middle-End</u> anchor chart Writing materials

## Kindergarten ELA Literature/Narrative Scoring rubric

### Option 3: Retell stories with key details when narrating an event

Standard	Level 3 Measurement Criteria	Source of Evidence (Student Work)
<b>K.FL.WC.4</b> Know and apply grade-level phonics and word analysis skills when encoding words; write legibly	<u>Writes letters and words</u> (encoding) using appropriate phonics and word analysis skills	Drawing and/or written piece <i>Possible</i> audio/video
<b>K.RL.KID.2</b> With prompting and support, orally retell familiar stories, including key details	<u>Writes words and pictures</u> to retell familiar stories, including key details	
<b>K.W.TTP.3</b> With prompting and support, use a combination of drawing, dictating, and/or writing to <b>narrate a single event</b>	<u>Writes words and pictures</u> to narrate a single event using a combination of drawing, dictating, and/or writing	

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
<b>K.FL.WC.4</b>	Writes letters and words (encoding) without using phonics and word analysis skills such as writing letters that do not correspond to correct initial and ending sounds or writing word clusters without appropriate spacing	Writes words inconsistently or inaccurately when using one-to-one correspondence with the most frequent sound for each consonant	Writes words with accurate one-to-one correspondence with the most frequent sound for each consonant AND writes words VC (at, it), CVC (pet, mud), and CV (be, go) words with long vowels	Writes words with accurate decodable letter-sound relationships including VC (at, it), CVC (pet, mud), and CV (be, go) words with long vowels AND CCVC with blends and digraphs	Writes words with accurate decodable letter-sound relationships including VC (at, it), CVC (pet, mud), and CV (be, go) words with long vowels AND CCVC with blends and digraphs AND CVCe	Writes one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, AND initial and final consonant blends AND CVCe, common vowel teams, final y, r-controlled vowels	Writes one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, AND initial and final consonant blends AND CVCe, common vowel teams, final y, r-controlled vowels AND two and three syllable words with combined syllable types

#### **K.FL.WC.4 Scoring Notes:**

The difference among the levels for this standard is the extent to which the student's use of writing pictures and words to show understanding of one-to-one correspondence and simple vowel patterns is moving towards the more complex use of vowel teams, common consonant spelling patterns, consonant digraphs, and final and consonant blends.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
K.RL.KID.2	With prompting and support, writes words and pictures that are not related to the assigned narrative text	With prompting and support, writes words and pictures to show that they can tell about the narrative text, <b>but do not retell, in sequence</b> , the assigned task OR include key details in the assigned text	With prompting and support, writes words and pictures to show that they can retell in <b>sequence</b> , including <b>one</b> key detail from the beginning, <b>one</b> key detail from the middle, and <b>one</b> key detail from the end of an assigned text	With little prompting and support, writes words and pictures to show that they can retell in sequence and with <b>time order words</b> , including <b>one</b> key detail from the beginning, <b>one</b> key detail from the middle, and <b>one</b> key detail from the end of an assigned text	Independently writes words and pictures to show that they can retell in <b>sequence</b> and with <b>time order words</b> , including <b>two</b> key details from the beginning, <b>two</b> key details from the middle, and <b>two</b> key details from the end of an assigned text	Independently writes words and pictures to show that they can retell in <b>sequence</b> and with <b>time order words</b> , including <b>two</b> key details from the beginning, <b>two</b> key details from the middle, and <b>two</b> key details from the end AND includes strong <b>closure</b> of an assigned text	Independently writes words and pictures to show that they can retell stories in sequence, including key details <b>with time order words</b> , including the <b>central message or lesson</b> in an assigned text

**K.RL.KID.2 Scoring Notes:**

The difference among the levels for this standard is the extent to which the student's use of writing pictures and words to show understanding of retelling familiar stories with key details is moving towards a more *detailed and focused understanding of determining the central message or lesson*. The levels increase as the number of key details in sequence increase, leading to an understanding of closure and central message/lesson in level 7.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
K.W.TTP.3	With prompting and support, writes words and pictures that are off topic and not related to the assigned text	With prompting and support, writes words and pictures (through a combination of drawing, dictating, and/or writing) that include <b>missing information about a single event</b> from an assigned text	With prompting and support, writes words and pictures (through a combination of drawing, dictating, and/or writing) to narrate a <b>single event in correct sequence</b>	With limited prompting and support, writes words and pictures (through a combination of drawing, dictating and/or writing) to narrate a <b>single event in correct sequence</b> with at least <b>one</b> time order words	Independently writes to narrate a <b>single event in correct sequence with at least two</b> time order words AND <b>provides a reaction to what happened</b> in an assigned text	With prompting and support, writes to narrate a <b>single event in correct sequence</b> with at least <b>three</b> time order words AND includes <b>some</b> details to <b>describe actions, thoughts, and feelings</b> from an assigned text	With prompting and support, writes to narrate a <b>single event in correct sequence</b> with at least <b>three</b> time order words AND <b>a sense of closure</b> , AND includes <b>vivid</b> details to <b>describe actions, thoughts, and feelings</b> from an assigned text

**K.W.TTP.3 Scoring Notes:** The difference among the levels for this standard is the extent to which the student's ability to write, or narrate, a single event through a combination of drawing, dictating, and/or writing is moving towards not only more independence writing with words, but also a deeper understanding of what it means to narrate. To meet level 3 (which is grade level), evidence in the student work artifact should show evidence of a single event in correct order. This builds towards a student work artifact showing evidence of a deeper development of ideas in levels 6 and 7. The increase of time order words throughout the levels should show increased organization in the writing. To distinguish between levels 6 and 7, note to what extent strong and descriptive word choice is present.



# Kindergarten ELA Literature/Narrative Sample Task

## Option 3: Retell stories with key details when narrating an event

### Task Description

In this task, students will create a drawing or written piece to retell, with details, the part of the narrative text (one event) that they believe is most important. Students will narrate the event in writing (using a combination of drawing, dictation, and written words) to retell the most important part of the narrative text, with details.

### Portfolio Vignette

Text: \_\_\_\_\_

### Introduction of Teaching Point / Objective

*The teacher says,* “Lately we have been thinking and talking a lot about books with our partners. Many of you have found books in our classroom library that you really enjoy, and I have noticed you having book talks with your friends. Have you ever wondered why your friends choose a book that you have talked about? It is most likely because you talked about the books with details—lots of details! As we have been talking about text, we have also found that we have certain feelings about the characters, or the events, that happen in the text. Our feelings about what happens to characters in a text often leads us to recommend the text, or book, to our friends.

“Today we are going to reread one of our favorite books, \_\_\_\_\_, and then we are going to practice telling about what happened, in order, in the narrative text. We want to tell about what happened with as many details as we can. We are also going to share any thoughts or reactions we have to the text. . One of the ways we can remember key details from a narrative text is by making pictures in our minds as we read a narrative text together. The books we read have pictures that help tell the narrative text, but when we focus on making our own pictures in our minds, we are really focusing on the details in the narrative text. In my mind, I like to pretend that I am seeing the narrative text through binoculars, where everything is up close.

“Today when we read \_\_\_\_\_, we are going to make pictures in our mind about the important details so that we can retell an important part of the narrative text in such a way that someone else would want to read the book! It is also important that we share how we feel about what happened in the text. In other words, we will share our reactions to the text. We are going to go a step further and also write about a part of the narrative text that we feel is very important. When we write, we will write in sequence and add lots of details so that others can make pictures in their mind as they read our writing. The more we remember details in a narrative text, the more we are able to remember all of the events. Remembering details helps us understand the lesson or message of the book.”

### Interactive Read Aloud

*The teacher reads, pausing at strategic points to think aloud, or to ask a carefully constructed sequence of questions that will deepen the students' understanding of the text and to build critical knowledge. Students engage with the interactive read aloud through active listening, think-pair-share, or group discussion. Throughout the interactive read aloud, the teacher continues to pause at strategic thinking points and talking points. There should be multiple strategic think alouds in an interactive read aloud.*

### Possible Strategic Think Aloud

*The teacher pauses and says,* “I am going to pause here at this point of the narrative text, because I think it is a very important event because \_\_\_\_\_. I want to capture every detail in my mind as a close-up picture, so I must ask myself, ‘What happened first in this event, or part of the narrative text? What grabbed my attention? Are there details about \_\_\_\_\_ [character] that I want to remember, like how she is feeling? Where does this event take place? Is it outside or inside; what does it look like in my mind?’ I am going to pause here and close my eyes and think

through the beginning, the middle, and the end of this one part, this one event, so that I remember all the details.”  
*The teacher models/demonstrates this process.*

*After the speaking partner shares their thoughts with the listening partner, the listener says, “What in the text makes you think that?”*

### **Teacher Scaffolding/Support**

*Upon conclusion of the reading, the teacher directs the students’ attention to a visualizing anchor chart that shows the steps to remembering details, as demonstrated in the interactive read aloud.*

*The teacher says, “Let’s think together about the part of the narrative text that I stopped to visualize during the book. I stopped at the part about \_\_\_\_\_, because I thought it was important. Let’s write about it together by retelling the event with key details. I am going to use my sequence words so that I can retell it in order, and I am going to be sure to use details so that the reader is interested in my writing piece.” Teacher conducts a shared writing session in which she models how to write with details and focus while also demonstrating encoding skills.*

“Now you are going to retell the sequence, in writing, of the part of the narrative text, or the event, that you believe is most important. As you write, be sure to think about how you are writing in sequence, and use details in your drawing and in your words so that the reader can understand exactly what happened at the beginning, in the middle, and at the end of the most important part. It is also important that we share how we feel about what happened in the text. In other words, we will share our reactions to the text.

### **For those students who require additional supports and guidance, the teacher can ask the following questions:**

- Which event do you believe is most important?
- What happened at the beginning, in the middle, and at the end of that event?
- What details did the author write that help you remember this part? What details will you include in your written retell?

**After students complete their writing piece, teachers are encouraged to ask the students to reflect upon their writing piece by asking, “What do you think you did well? What do you hope to learn more about or continue working on?”**

### **Task Details**

For this task, a teacher may select any complex literary text.

<b>Duration</b>	20-minute interactive reading periods for 2–3 days
<b>Time of Year</b>	Point A: Before January Point B: After January
<b>Materials</b>	Literature text with appropriate complexity Visualizing anchor chart Writing materials

## Kindergarten ELA Informational/Explanatory Scoring rubric

### Option A: Identify basic similarities and differences between two texts on the same topic

Standard	Level 3 Measurement Criteria	Source of Evidence (Student Work)
<b>K.FL.WC.4</b> Know and apply grade-level phonics and word analysis skills when encoding words; write legibly	<u>Writes letters and words</u> (encoding) using appropriate phonics and word analysis skills	Drawing and/or written piece <i>Possible</i> audio/video
<b>K.RI.IKI.9</b> With prompting and support, orally identify basic similarities and differences between two texts on the same topic	<u>Writes words and pictures</u> to identify similarities and differences between two texts on the same topic	
<b>K.W.TTP.2</b> With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts	<u>Writes with words and pictures</u> to compose informative /explanatory text	

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
<b>K.FL.WC.4</b>	Writes letters and words (encoding) without using phonics and word analysis skills such as writing letters that do not correspond to correct initial and ending sounds or writing word clusters without appropriate spacing	Writes words inconsistently or inaccurately when using one-to-one correspondence with the most frequent sound for each consonant	Writes words with accurate one-to-one correspondence with the most frequent sound for each consonant AND writes words VC (at, it), CVC (pet, mud), and CV (be, go) words with long vowels	Writes words with accurate decodable letter-sound relationships including VC (at, it), CVC (pet, mud), and CV (be, go) words with long vowels AND CCVC with blends and digraphs	Writes words with accurate decodable letter-sound relationships including VC (at, it), CVC (pet, mud), and CV (be, go) words with long vowels AND CCVC with blends and digraphs AND CVCe	Writes one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, AND initial and final consonant blends AND CVCe, common vowel teams, final y, r-controlled vowels	Writes one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, AND initial and final consonant blends AND CVCe, common vowel teams, final y, r-controlled vowels AND two and three syllable words with combined syllable types

**K.FL.WC.4 Scoring Notes:**

The difference among the levels for this standard is the extent to which the student's use of writing pictures and words to show understanding of one-to-one correspondence and simple vowel patterns is moving towards the more complex use of vowel teams, common consonant spelling patterns, consonant digraphs, and final and consonant blends.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
K.RI.IKI.9	With prompting and support, writes pictures and words to tell about a topic with no similarities or differences between texts	With prompting and support, writes words and pictures that tell about a similarity or difference, <b>but not both</b> , about the ideas within the two texts	With prompting and support, writes words and pictures that name <b>one</b> similarity AND <b>one</b> difference about the ideas within the two texts	With prompting and support, writes words and pictures that name <b>two</b> similarities AND <b>two</b> differences about the ideas within the two texts	With no prompting or support, writes words and pictures that name <b>more than two</b> similarities AND <b>more than two</b> differences about the ideas within two texts	Writes words to identify <b>more than two</b> basic similarities and <b>more than two</b> differences between two texts on the same topic AND includes <b>relevant written details</b> and illustrations about the similarities and differences within the two texts	Writes words to identify <b>the most important ideas</b> in connection with the similarities and differences between two texts on the same topic including relevant written details and illustrations about the ideas within the two texts

**K.RI.IKI.9 Scoring Notes:**

The difference among the levels for this standard is the extent to which the evidence in the student work artifact is moving towards a more in depth understanding that noticing similarities and differences among texts can lead to determining importance. To meet level 3 (which is grade level), student work artifacts must show a clear similarity and difference based on ideas from the text. Levels increase as student work artifacts include more relevant details. To score at level 7, the student artifact must demonstrate an understanding of not only the similarities and differences, but the most important ideas are named as well.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
K.W.TTP.2	With prompting and support, writes with words and pictures that do not identify the topic of the assigned text	With prompting and support, writes with words and pictures to <b>identify</b> the topic and <b>no details</b> about the assigned text	With prompting and support, writes with words and pictures to <b>identify a single topic</b> AND includes <b>two details</b> about the assigned text	With <b>little</b> prompting and support, writes with words and pictures to <b>identify a single topic</b> AND includes <b>three details</b> about the assigned text	<b>Independently</b> writes with words and pictures to <b>identify</b> a single topic AND includes <b>three details</b> AND includes a sense of <b>closure</b> about the topic of the assigned text	<b>Independently</b> writes with words and pictures to <b>identify</b> the topic AND includes <b>at least three details</b> AND includes a <b>sense of introduction</b> AND <b>closure</b> about the topic of the assigned text	With prompting and support, writes words that <b>introduce</b> the topic AND includes at least <b>four facts</b> to <b>support the topic</b> , AND includes a <b>concluding statement</b>

**K.W.TTP.2 Scoring Notes:**

The difference among the levels for this standard is the extent to which the student's ability to write pictures or words to compose informative/explanatory text is moving towards the ability to write or draw with a focused topic, supportive facts, and conclusions that present information clearly. Student work artifacts that show no additional information, and only name the topic, score at level 2 because level 3 (which is grade level) must also include two details. All performance levels above level 3 increase in details and organization. Level 7 moves to a more formalized paragraph-like writing in which a topic sentence, details, and closing are all present.

# Kindergarten ELA Informational/Expository Sample Task

## Option A: Identify basic similarities and differences between two texts on the same topic

### Task Description

In this task, students will create a drawing or written piece to tell about the basic similarities and differences between two texts on the same topic. Students will compose informative/explanatory text (using a combination of drawing, dictation, and written words) to identify the basic similarities and differences between two texts on the same topic. This task lends itself to work in conjunction with text sets.

### Portfolio Vignette

Text: \_\_\_\_\_

### Expectations of the Task

*The teacher says, "We know that when we read informational text, we have to get our heads ready for facts. We also know we have to get our heads ready to notice not only the words in an informational text, but also the text features such as photographs and illustrations. We have been reading different books in our informational text set about \_\_\_\_\_. We have noticed that some books have many text features like photographs and labels. Some informational books are like a story because they are written in sequence, and other informational books only tell facts. Over the past week, we have read \_\_\_\_\_ and \_\_\_\_\_, which are both informational texts. Both books tell us about \_\_\_\_\_, but in different ways. Now we are ready to think about, and write about, how these two books are alike and different, even though both tell us more about the topic of \_\_\_\_\_."*

*"Let's look at our class webs that tell us what we have been learning about \_\_\_\_\_. "The teacher refers to the class-generated webs that outline the topic and details of the informational books that the class has been reading. Students discuss what they have been learning about the topic, \_\_\_\_\_, through multiple books. "Today we are going to look at the informational texts we have been reading a bit differently. Today we will think about how the texts we are reading are alike and different by the way the author shares his/her ideas—by drawing, showing real photographs, or writing. The more we understand why an author shares ideas in a certain way, the more we will understand what is important to read or notice in an informational book that we are reading!"*

*"We will be writing our own informational text that tells how these two texts..." teacher points to two of the main texts in the text set "...share information about the same topic, \_\_\_\_\_, but in different ways. Our writing will tell what is the same, or different, in these two texts. Noticing how authors give information helps us to be better writers, because we want to share our pictures and words in ways that make others want to read what we write!"*

### Interactive Read Aloud

*The teacher reads, pausing at strategic points to think aloud, or to ask questions that move the students understanding of the enduring understanding and essential question. Students engage with the interactive read aloud through active listening, think-pair-share, or group discussion. Throughout the interactive read aloud, the teacher continues to pause at strategic thinking points and talking points. When identifying basic similarities and differences between two texts on the same topic, it is important to have multiple interactive read aloud sessions. With this task, the informational texts have been explored and read prior to this task so that students can focus on the similarities and differences within the books. The teacher conducts a book talk for each text, turning through the pages and thinking aloud about the way the author shares his/her ideas. There should be multiple strategic think alouds in an interactive read aloud.*

### **Possible Strategic Think Aloud**

"Hmmm... I'm noticing that the author of \_\_\_\_\_ is showing a real-life picture, a photograph, to help explain what his words mean on this page. I know when I read this page that I have to think about how the photographs are actually helping me understand the words that the author is using."

"Now, when I look at this book, written by \_\_\_\_\_, I am noticing that the author uses fewer real-life pictures on a page, which makes me have to think harder about the words."

"Let's keep reading and as we bounce back and forth between the pages, you will turn to your partner and talk about what you see that is the same, and what you see that is different, on each page." *Teacher monitors the student talk time while partners are sharing, taking notes about what students are saying or thinking.*

*When students respond to teacher questions with their partner, they say, "What in the text makes you think that?" to their partner.*

### **Teacher Scaffolding/Support Through Shared Writing**

*Upon conclusion of the reading, the teacher directs the students' attention back to the first page of each book. The teacher says, "Ok, let's think about how we might write about how these two texts are the same or different by looking at how the author shares his/her message. Let's make a Venn diagram together so that we can think a bit more deeply about how the texts are the same and different." The teacher guides the students in completing a class Venn diagram that captures what is the same and what is different on the first page of the two informational books.*

*The teacher says, "Let's think back to the first page of each of these books. What do you notice about the book, \_\_\_\_\_? What does it have in common with the book, \_\_\_\_\_? What is different? We know the ideas are similar because both books are on the same topic, but what do you notice about the way the author shares his/her ideas? Turn to your partner and talk about what you see, then we will share out and put our ideas on the Venn diagram." The teacher guides the students in completing a class Venn diagram that captures what is the same and what is different on the first page of the two informational books.*

*Students turn to their thinking partner and discuss what is alike and different on the first page of each of the informational books. Student partnerships share out as the teacher writes down the responses on a Venn diagram.*

*After the students collectively complete the Venn diagram, the teacher conducts an interactive writing session in which the students help the teacher write an informational piece that identifies the basic similarities and differences between the two texts. This is a scaffolding activity to prepare students for independent writing.*

*After the shared writing is complete, the teacher says the following to prepare students for their independent writing task: "Now you are going to create a drawing or written piece to tell about what is the same and what is different between these two texts on the same topic. Be sure to use drawings and words to share your ideas. Be sure to share what is alike and be sure to share what is different. Don't forget to think back to the writing we did together. Thinking about what we did together can help you write your own."*

### **For those students who require additional supports and guidance, the teacher can ask the following questions while students are writing:**

- How did the author share his ideas in the book, \_\_\_\_\_?
- How did the author share his ideas in the second book, \_\_\_\_\_?
- What was the same about the way that the author of \_\_\_\_\_ shared his ideas and the way in which the author of \_\_\_\_\_ shared her ideas?
- What was different?

**Task Details**

For this task, a teacher may select any complex literary text.

<b>Duration</b>	20-minute interactive reading periods for 2–3 days
<b>Time of Year</b>	Point A: Before January Point B: After January
<b>Materials</b>	Literature text with appropriate complexity T-chart Writing materials



## Kindergarten ELA Informational/Explanatory Scoring rubric

### Option B: Identify the connection between two individuals, events, ideas, or pieces of information in a text

Standard	Level 3 Measurement Criteria	Source of Evidence (Student Work)
<b>K.FL.WC.4</b> Know and apply grade-level phonics and word analysis skills when encoding words; write legibly	<u>Writes letters and words</u> (encoding) using appropriate phonics and word analysis skills	Drawing and/or written piece <i>Possible</i> audio/video
<b>K.RI.KID.3</b> With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text	<u>Writes words and pictures</u> to identify the connection between two individuals, events, or ideas, or pieces of information in a text	
<b>K.W.TTP.2</b> With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts	<u>Writes with words and pictures</u> to compose informative /explanatory text	

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
<b>K.FL.WC.4</b>	Writes letters and words (encoding) without using phonics and word analysis skills such as writing letters that do not correspond to correct initial and ending sounds or writing word clusters without appropriate spacing	Writes words inconsistently or inaccurately when using one-to-one correspondence with the most frequent sound for each consonant	Writes words with accurate one-to-one correspondence with the most frequent sound for each consonant AND writes words VC (at, it), CVC (pet, mud), and CV (be, go) words with long vowels	Writes words with accurate decodable letter-sound relationships including VC (at, it), CVC (pet, mud), and CV (be, go) words with long vowels AND CCVC with blends and digraphs	Writes words with accurate decodable letter-sound relationships including VC (at, it), CVC (pet, mud), and CV (be, go) words with long vowels AND CCVC with blends and digraphs AND CVCe	Writes one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, AND initial and final consonant blends AND CVCe, common vowel teams, final y, r-controlled vowels	Writes one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, AND initial and final consonant blends AND CVCe, common vowel teams, final y, r-controlled vowels AND two and three syllable words with combined syllable types

**K.FL.WC.4 Scoring Notes:**

The difference among the levels for this standard is the extent to which the student's use of writing pictures and words to show understanding of one-to-one correspondence and simple vowel patterns is moving towards the more complex use of vowel teams, common consonant spelling patterns, consonant digraphs, and final and consonant blends.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
K.RI.KID.3	With guidance and support, writes pictures and words to <b>tell</b> about a topic unrelated to an informational text	With prompting and support, writes words and pictures to <b>tell</b> about one individual, event, idea, <b>or</b> piece of information without making connections between them	With prompting and support, writes words and pictures to show that they can <b>identify</b> , with <b>two details</b> , the <b>connection</b> between two individuals, events, ideas, <b>or</b> pieces of information in a text	With limited prompting and support, writes pictures and words to show that they can <b>identify</b> , with <b>three details</b> , the <b>connection</b> between two individuals, events, ideas, <b>or</b> pieces of information in a text	With no prompting and support, writes pictures and words to show that they can <b>identify</b> , with <b>four details</b> , the <b>connection</b> between two individuals, events, ideas, <b>or</b> pieces of information in a text	With no prompting or support, writes with words to show that they can <b>describe</b> the <b>connections</b> and the <b>differences</b> between two individuals, events, ideas, <b>or</b> pieces of information in a text	With no prompting or support, writes with words to show that they can <b>describe the connections and differences</b> , along with a <b>summary statement</b> , about the connections between two individuals, events, ideas, <b>or</b> pieces of information in a text

**K.RI.KID.3 Scoring Notes:**

The difference among the levels for this standard is the extent to which the student's use of writing pictures and words to show understanding of connections is moving towards a more descriptive and in depth analysis. To meet the level 3 (which is grade level), the drawing or writing of the student's written piece *must name at least one personal connection or connection to another text, with at least two details*, to meet a level 3 or higher. As the levels increase the amount of details increases, leading to a deeper analysis in levels 6 and 7, with movement towards describe differences (in addition to connections) and summarization.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
K.W.TTP.2	With prompting and support, writes with words and pictures that do not identify the topic of the assigned text	With prompting and support, writes with words and pictures to <b>identify</b> the topic and <b>no details</b> about the assigned text	With prompting and support, writes with words and pictures to <b>identify a single topic</b> AND includes <b>two details</b> about the assigned text	With <b>little</b> prompting and support, writes with words and pictures to <b>identify a single topic</b> AND includes <b>three details</b> about the assigned text	<b>Independently</b> writes with words and pictures to <b>identify</b> a single topic AND includes <b>three details</b> AND includes a sense of <b>closure</b> about the topic of the assigned text	<b>Independently</b> writes with words and pictures to <b>identify</b> the topic AND includes <b>at least three details</b> AND includes a <b>sense of introduction</b> AND <b>closure</b> about the topic of the assigned text	With prompting and support, <b>writes</b> words that <b>introduce</b> the topic, AND includes at least <b>four facts</b> to <b>support the topic</b> , AND includes a <b>concluding statement</b>

**K.W.TTP.2 Scoring Notes:**

The difference among the levels for this standard is the extent to which the student’s ability to write pictures or words to compose informative/explanatory text is moving towards the ability to write or draw with a focused topic, supportive facts, and conclusions that present information clearly. Student work artifacts that show no additional information, and only name the topic, score at level 2 because level 3 (which is grade level) must also include two details. All performance levels above level 3 increase in details and organization. Level 7 moves to a more formalized paragraph-like writing in which a topic sentence, details, and closing are all present.

# Kindergarten ELA Informational/Expository Sample Task

## Option B: Identify the connection between two individuals, events, ideas, or pieces of information in a text

### Task Description

In this task, students will write words and pictures that name one similarity AND one difference about the ideas within the two texts

### Portfolio Vignette

Text: \_\_\_\_\_

### Expectation of the Task

*The teacher says, "We know that when we read informational text, we have to get our heads ready for facts. We also know we have to get our heads ready to notice not only the words in an informational text, but also the text features such as photographs and illustrations. It is also important to look for connections between people, events, or ideas within an informational text. In other words, the more I think about what I am learning about people, places, and things in informational text, the more I will learn about the concept. If I know what the topic is, then I can make connections as I keep reading through the book by asking myself, 'So, how does this connect to the main topic? Why is the author telling me this?' I can also ask myself, 'What extra information does this give me about the topic? Why is this important?' Remember that connections are about things that are the same. You will notice that you have connections to what you learn about too!*

"We will be writing our own informational text that tells about connections between two individuals (or people), events, ideas, or pieces of information in the text we will read. Our writing will show connections between things that we read about in our book today. Thinking about ideas that connect in informational books helps us to stay focused on the topic. Making connections between ideas as we read informational text also helps us begin to notice the details and main idea. Noticing connections in informational texts also helps us to be better writers of informational text, because we stay focused on the topic and don't wander off into other ideas!"

### Interactive Read Aloud

*The teacher reads, pausing at strategic points to think aloud, or to ask questions that will deepen the students' understanding of the enduring understanding and essential question. Students engage with the interactive read aloud through active listening, think-pair-share, or group discussion. Think-pair-share is a structure that encourages students to think privately, pair up with their partner to tell their idea, and then the teacher encourages a few to share out responses. Throughout the interactive read aloud, the teacher continues to pause at strategic thinking and talking points. There should be multiple strategic think alouds in an interactive read aloud.*

### Possible Strategic Think Aloud

"Hmmm... I'm noticing that this book is about several different \_\_\_\_\_, and the author is telling me about \_\_\_\_\_ I am going to stop right here in the book to make sure that I am making connections between \_\_\_\_\_ and \_\_\_\_\_. I know when I read this page that I have to think about how the author is telling me more information about, \_\_\_\_\_. I know I am going to learn about different \_\_\_\_\_ in this book, so it is important that I make connections between the different facts that the author tells me so I know what to pay attention to when I read."

*When students respond to teacher questions with their partner, they say, "What in the text makes you think that?" to their partner.*

## Teacher Scaffolding/Support Through Shared Writing

*While reading, the teacher pauses at strategic stopping points to think aloud, saying, "I know I should be paying attention to any connections I see between the animals and where they live and what they eat. I am going to pause to write my new learning and connections on my graphic organizer. This helps me keep track of connections." The teacher pauses at strategic stopping points to ask the students questions about the text, and asks the students to share their thoughts with a partner. The teacher plans to use the partner talk times as a support to prepare students for the independent writing. The teacher walks around and monitors the student responses, providing additional support when needed.*

*After reading, the teacher asks the students to look back at her informational book connections organizer to review how she put her thoughts down on paper about the animal she learned about and the connected information.*

*Using the organizer, the teacher conducts an interactive writing session in which the students help to write an informational piece that identifies the connections between two individuals, events, ideas, or pieces of information in a text. The teacher also emphasizes how to write with encoding in mind, being sure to think aloud about sounds and letters as she writes. This is a scaffolding activity to prepare students for independent writing.*

*After the interactive writing is complete, the teacher says the following to prepare students for their independent writing task: "Now you are going to write words and pictures that name one similarity AND one difference about the ideas within the two texts. The teacher provides additional support by saying, "You are going to write with words and pictures to tell about the connection between \_\_\_\_\_ and \_\_\_\_\_ or \_\_\_\_\_ and \_\_\_\_\_ in the text. When you write, be sure to write about how the two \_\_\_\_\_ connect. Don't forget to think back to the writing we did together and some of the words I used to write about the connections I saw between \_\_\_\_\_ and \_\_\_\_\_. Thinking about what we wrote together can help you write your own piece."*

### **For those students who require additional supports and guidance, the teacher can ask the following questions while students are writing:**

- Who or what was the text about? What additional information did you learn?
- Tell me about one \_\_\_\_\_ [topic or fact] you learned about in the book. What else did the author tell that made you understand \_\_\_\_\_ better?

### **Task Details**

For this task, a teacher may select any complex literary text.

<b>Duration</b>	20-minute interactive reading periods for 2–3 days
<b>Time of Year</b>	Point A: Before January Point B: After January
<b>Materials</b>	Literature text with appropriate complexity Connections organizer Writing materials

## Kindergarten ELA Informational/Explanatory Scoring rubric Option C: Identify the main topic and retell key details of a text

Standard	Level 3 Measurement Criteria	Source of Evidence (Student Work)
<b>K.FL.WC.4</b> Know and apply grade-level phonics and word analysis skills when encoding words; write legibly	<u>Writes letters and words</u> (encoding) using appropriate phonics and word analysis skills	Drawing and/or written piece <i>Possible</i> audio/video
<b>K.RI.KID.2</b> With prompting and support, orally identify the main topic and retell key details of a text	<u>Writes words and pictures</u> to identify the main topic and retell key details of a text	
<b>K.W.TTP.2</b> With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts	<u>Writes with words and pictures</u> to compose informative /explanatory text	

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
<b>K.FL.WC.4</b>	Writes letters and words (encoding) without using phonics and word analysis skills such as writing letters that do not correspond to correct initial and ending sounds or writing word clusters without appropriate spacing	Writes words inconsistently or inaccurately when using one-to-one correspondence with the most frequent sound for each consonant	Writes words with accurate one-to-one correspondence with the most frequent sound for each consonant AND writes words VC (at, it), CVC (pet, mud), and CV (be, go) words with long vowels	Writes words with accurate decodable letter-sound relationships including VC (at, it), CVC (pet, mud), and CV (be, go) words with long vowels AND CCVC with blends and digraphs	Writes words with accurate decodable letter-sound relationships including VC (at, it), CVC (pet, mud), and CV (be, go) words with long vowels AND CCVC with blends and digraphs AND CVCe	Writes one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, AND initial and final consonant blends AND CVCe, common vowel teams, final y, r-controlled vowels	Writes one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, AND initial and final consonant blends AND CVCe, common vowel teams, final y, r-controlled vowels AND two and three syllable words with combined syllable types

### **K.FL.WC.4 Scoring Notes:**

The difference among the levels for this standard is the extent to which the student's use of writing pictures and words to show understanding of one-to-one correspondence and simple vowel patterns is moving towards the more complex use of vowel teams, common consonant spelling patterns, consonant digraphs, and final and consonant blends.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
K.RI.KID.2	With prompting and support, writes words and pictures that do not identify the main topic, nor any details	With prompting and support, writes words and pictures to show that they can identify the main topic, but <b>does not retell two key details</b> of an assigned text	With prompting and support, writes words and pictures to show that they can <b>correctly identify the main topic</b> AND retell <b>two key details</b> of an assigned text	With limited prompting and support, writes words and pictures to show that they can <b>correctly identify the main topic</b> AND retell <b>three key details</b> of an assigned text	Independently, writes words and pictures to show that they can <b>correctly identify the main topic</b> AND retell <b>three key details</b> , with at least <b>two</b> descriptive words, of an assigned text	Without prompting and support, writes words to correctly identify the <b>main topic</b> AND at retell <b>at least three key details</b> with at least <b>two</b> descriptive words, including a <b>sense of closure</b> , of an assigned text	Without prompting and support, writes words to identify the main topic of a <b>multi-paragraph text</b> and the focus or subtopics within specific paragraphs

**K.RI.KID.2 Scoring Notes:**

The difference among the levels for this standard is the extent to which the student’s ability to identify the main topic and retell key details is moving towards a more *in-depth understanding of how the main topic is developed through subtopics in subsequent paragraphs*. To meet the level 3 (which is grade level), the details must be relevant and important to the main topic. To score a level 5, the student work artifact must include at least two descriptive words that provide a stronger understanding of the key details. As levels increase, so does the amount of relevant and important details as well as evidence of increased comprehension by including a sense of closure in level 6. Level 7 measures the same skills but will include multiple topics.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
K.W.TTP.2	With prompting and support, writes with words and pictures that do not identify the topic of the assigned text	With prompting and support, writes with words and pictures to <b>identify</b> the topic and <b>no details</b> about the assigned text	With prompting and support, writes with words and pictures to <b>identify a single topic</b> AND includes <b>two</b> details about the assigned text	With <b>little</b> prompting and support, writes with words and pictures to <b>identify a single topic</b> AND includes <b>three</b> details about the assigned text	<b>Independently</b> writes with words and pictures to <b>identify</b> the topic AND <b>three details</b> AND includes a sense of <b>closure</b> about the topic of the assigned text	<b>Independently</b> writes with words and pictures to <b>identify</b> the topic AND includes <b>at least three</b> details AND includes a <b>sense of introduction</b> AND <b>closure</b> about the topic of the assigned text	With prompting and support, <b>write</b> words that <b>introduce</b> a topic, AND includes at least <b>four facts</b> to <b>support the topic</b> , AND includes a <b>concluding statement</b>

**K.W.TTP.2 Scoring Notes:**

The difference among the levels for this standard is the extent to which the student’s ability to write pictures or words to compose informative/explanatory text is moving towards the ability to write or draw with a focused topic, supportive facts, and conclusions that present information clearly. Student work artifacts that show no additional information, and only name the topic, score at level 2 because level 3 (which is grade level) must also include two details. All performance levels above level 3 increase in details and organization. Level 7 moves to a more formalized paragraph-like writing in which a topic sentence, details, and closing are all present.



# Kindergarten ELA Informational/Expository Sample Task

## Option C: Identify the main topic and retell key details of a text

### Task Description

In this task, students will create a drawing or written piece to tell about the main topic and retell key details of a text. Students will compose informative/explanatory text (using a combination of drawing, dictation, and written words) to identify the main topic and retell key details of a text.

### Portfolio Vignette

Text: \_\_\_\_\_

### Introduction of Teaching Point / Objective

*The teacher says, "We know that when we read informational text, we have to get our heads ready for facts. We also know we have to get our heads ready to notice not only the words in an informational text, but also the text features such as photographs and illustrations. The photographs, pictures, and other text features can also tell me more about the topic. We have been using post-it notes to track the big ideas in informational text while we are in our book center, and we have discovered that using the illustrations, photographs, and anything we can see really helps us to think about the big things that are happening! Once we name the "big" idea, then we can start digging down into the details. Today we are going to start digging for those details together."*

"We will be writing our own informational text that tells about the main topic—the big idea—and we will also retell with key details, or the main things that the author shared in the text. Thinking about the main topic and details helps us to stay focused on the topic and helps us to learn more about informational text. Finding the main idea in informational texts also helps us to be better writers of informational text, because we stay focused on the topic and don't wander off into other ideas!"

### Interactive Read Aloud

*The teacher reads, pausing at strategic points to think aloud, or to ask questions that support the students' understanding of the text and to build critical knowledge. Students engage with the interactive read aloud through active listening, think-pair-share, or group discussion. Throughout the interactive read aloud, the teacher continues to pause at strategic thinking points and talking points. The teacher plans strategic stopping points that support the objective of the interactive read aloud. There should be multiple strategic think alouds in an interactive read aloud.*

### Possible Strategic Think Aloud

"Hmmm... I'm noticing that all of the pictures on this page have something to do with plants. This makes me think that the main topic of this page has to do with \_\_\_\_\_. Now I am going to look at the headings and read what they say. Hmmm... All of the headings give me more details about \_\_\_\_\_. When I look at this page I don't see any other topics than \_\_\_\_\_, so I think that the main idea really is \_\_\_\_\_. Now I am ready to think about the details on this page. Details tell me more about the topic. The pictures and words show me that \_\_\_\_\_ and \_\_\_\_\_ describe \_\_\_\_\_."

*When students respond to teacher questions with their partner, they say, "What in the text makes you think that?" to their partner.*

### Teacher Scaffolding/Support Through Interactive Writing

*While reading, the teacher pauses at strategic points to say to herself, "I know I should be paying attention to the pictures, illustrations, headings, and words. I am going to pause to ask myself, 'What are the big ideas I see on the page?' This helps me keep track of the main topics and details in this book." The teacher pauses at strategic stopping points to ask the students questions about the text's main topics and details, and asks the students to share their thoughts*

with a partner. The teacher plans to use the partner talk times as a support to prepare students for the independent writing. The teacher walks around and monitors the student responses, providing additional support when needed.

After reading, the teacher asks the students to look back at the classroom web that they created for one of the main topics in the book.

Using the web organizer, the teacher conducts an interactive writing session in which the students help to write an informational piece that identifies the main topic and also retells key ideas in a text. The teacher refers back to the rich and vivid illustrations and photographs within the text to recall details. The teacher is also emphasizing how to write with encoding in mind, being sure to think aloud about sounds and letters as she writes. This is a scaffolding activity to prepare students for independent writing.

After the interactive writing is complete, the teacher says the following to prepare students for their independent writing task: "Now you are going to create a drawing or written piece to tell about the main topic and retell key details about the topic. I modeled my thinking around the main topic and key details of \_\_\_\_\_ in the book. There were other main topics as well. Let's think through them together now." Teacher asks students to share topics as she writes the responses on chart paper. "When you write, be sure to include the main topic and key details about the topic. Don't forget to think back to the writing we did together and some of the words I used to write about the main topic, \_\_\_\_\_, and key details about it. Thinking about what we wrote together can help you write your own piece. During your writing station today you will can look back through the text we read today because there are several copies at your station. Use the pictures, illustrations, and other text features to help you find the topic and key details. Be sure to also use what you know about letters and letter sounds as you write!"

**For those students who require additional supports and guidance, the teacher can ask the following questions while students are writing in the writing station:**

- Ok, let's look at the book together. *Teacher turns to a page in the book.* What types of pictures, illustrations, headings, or words do you notice on this page? What topic are all of these talking about? Remember that the main topic is what it is mostly about.
- What do you notice about the details in the pictures or photographs? If you know the main topic, then the details tell you more about it, and those details can be in words or pictures. Remember the class web we created? *Teacher points to the class web.* Let's draw a web together now and that should help you find the main topic and key details.

**Task Details**

For this task, a teacher may select any complex literary text.

<b>Duration</b>	20-minute interactive reading periods for 2–3 days
<b>Time of Year</b>	Point A: Before January Point B: After January
<b>Materials</b>	Literature text with appropriate complexity Classroom web organizer Writing materials