

2017-18 Pre-K English Language Arts Portfolio Resource Guide

This document provides pre-K 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.¹ Calkins adds that the dramatic play area is

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

another opportunity for children to explore writing by creating menus as they cook, or writing a phone 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.²

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.

² 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 written application of features of print and/or the 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 teacher anecdotal notes, assessments, 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, and 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 group 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.

Prompting and Support

Each performance level in the scoring rubrics may show varying degrees of prompting and support. The degree to which prompting and support (or guidance) is provided can be used to further sort students into differentiated group samples. The varying degrees of prompting and support can also guide a teacher's decision making when using the scoring rubric to identify performance level of student work artifacts. However, each performance level also has distinguishing elements that identify the work at a certain level.

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	
Level 5 Significantly Above Expectations	Students demonstrate, on average, three or more levels of student growth (= or >3 levels of growth)
Level 4 Above Expectations	Students demonstrate, on average, two levels of student growth, but less than three levels of student growth (=2 levels of growth, but < 3 levels of growth)
Level 3 At Expectations	Students demonstrate, on average, one, but less than two levels of student growth (=1 level of growth but <2 levels of growth)
Level 2 Below Expectations	Students demonstrate, on average, less than one level of student growth (>0 levels of growth but <1 level of growth)
Level 1 Significantly Below Expectations	Students demonstrated, on average, no growth or negative growth

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
Level 1	1.00 – 1.79
Level 2	1.80 – 2.59
Level 3	2.60 – 3.39
Level 4	3.40 – 4.19
Level 5	4.20 – 5.00

Sample Tasks

Teachers may choose to use one of the provided 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 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.

Pre-K ELA Portfolio Standards Options

Pre-K 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.

Pre-K Literature/Narrative	
<u>Option 1</u>	<p>RF.PK.1 Demonstrate understanding of basic features of print; distinguish between words and pictures [through representation]</p> <p>RL.PK.9 With guidance and support, relate the story to previously read stories, ideas in the themes, or personal life experiences</p> <p>W.PK.3 With modeling and support, use a combination of drawing, dictating, and emergent writing to tell a real or imagined story indicating some order of the events</p>
<u>Option 2</u>	<p>RF.PK.1 Demonstrate understanding of basic features of print; distinguish between words and pictures [through representation]</p> <p>RL.PK.3 With guidance and support, identify major characters, settings, and events from a familiar story or nursery rhyme</p> <p>W.PK.3 With modeling and support, use a combination of drawing, dictating, and emergent writing to tell a real or imagined story indicating some order of the events</p>
<u>Option 3</u>	<p>RF.PK.1 Demonstrate understanding of basic features of print; distinguish between words and pictures [through representation]</p> <p>RL.PK.2 With guidance and support, recall important facts to retell a familiar story in sequence</p> <p>W.PK.3 With modeling and support, use a combination of drawing, dictating, and emergent writing to tell a real or imagined story indicating some order of the events</p>

Pre-K ELA Portfolio Standards Options

Pre-K 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.

Pre-K Informational/Explanatory	
<u>Option A</u>	<p>RF.PK.1 Demonstrate understanding of basic features of print; distinguish between words and pictures [through representation]</p> <p>RI.PK.3 With guidance and support, relate informational text to personal experience or other text</p> <p>W.PK.2 With modeling and support, use a combination of drawing, dictating, and letters to explain information about a familiar topic or informational text</p>
<u>Option B</u>	<p>RF.PK.1 Demonstrate understanding of basic features of print; distinguish between words and pictures [through representation]</p> <p>RI.PK.9 With guidance and support, explore and identify the similarities and differences between books on the same topic</p> <p>W.PK.2 With modeling and support, use a combination of drawing, dictating, and letters to explain information about a familiar topic or informational text</p>
<u>Option C</u>	<p>RF.PK.1 Demonstrate understanding of basic features of print; distinguish between words and pictures [through representation]</p> <p>RI.PK.2 With modeling and support, recall important age appropriate facts from informational text by engaging in meaningful discussions and activities</p> <p>W.PK.2 With modeling and support, use a combination of drawing, dictating, and letters to explain information about a familiar topic or informational text</p>

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

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 facilitate planning are available for each option for both grade levels.

<p>Step 1 <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"> • What is the appropriate complexity level of the text I should use? • Does the text reflect the expectations of grade-level standards and support the enduring understandings? See Teaching Literacy in Tennessee • Is the text worthy of students' time and attention? • Does the text demonstrate exceptional craft and quality? • What parts of the text are critical to the standard being taught and measured? • How many whole group sessions will the students engage with this text? • 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?
<p>Step 2 <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"> • How will I ensure that the "flow" of the reading continues after I pause to think aloud or provide an opportunity for partner talk? • When should I model thinking, and when should students think privately and/or partner share? • At which parts of the text should I ask a carefully constructed sequence of questions to support student thinking, the essential question, and the enduring understandings? • How will I ensure that all students are thinking and engaged with the text? • How will I encourage students to refer back to the text when discussing the text? • Should I create talking scaffolds for the students on an anchor chart?
<p>Step 3 <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"> • Have I planned for other opportunities in which my students can interact with this book or book set, such as in centers or stations? • 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? • What sequence of questions will I ask while students are generating Point A work? • 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? • What parts of the task should I model, and which parts should I provide prompting and support? • 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?

	<ul style="list-style-type: none">• 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?• How will I plan for differentiation after I collect and sort the student work?• 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?• Where will I store the student work artifacts?• Have I considered times in my instructional day that provide opportunities for the collection of student work?
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Pre-K 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

Pre-K ELA Literature/Narrative Scoring rubric Option 1: Relate the story

Standard	Level 3 Measurement Criteria	Source of Evidence (Student Work)
RF.PK.1 Demonstrate understanding of basic features of print; distinguish between words and pictures [through representation]	<u>Writes pictures and words</u> to distinguish between words and pictures	Drawing and/or written piece <i>Possible</i> audio/video
RL.PK.9 With guidance and support, relate the story to previously read stories, ideas in the themes, or personal life experiences	<u>Writes pictures and words</u> to relate the story to previously read stories, ideas in the themes, or personal life experiences	
W.PK.3 With modeling and support, use a combination of drawing, dictating, and emergent writing to tell a real or imagined story indicating some order of the events	<u>Writes with pictures and words</u> to tell a real or imagined story indicating some order of the events	

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
RF.PK.1	Writes with only pictures with no connection between sounds and initial letters	Writes in scribbles or random strings with their drawings to show the distinction between pictures and words but not yet connecting sounds to initial letters or words	Writes strings of letter-like formations and mock words to show the distinction between pictures and words AND beginning to use sound spelling to generate words with accurate beginning and ending sounds	Writes groups of words to show the distinction between pictures and words AND to show knowledge of connecting sounds to initial and ending letters in some words written from left to right and top to bottom on the page	Writes groups of words with spaces and in lines (left to right, top to bottom), AND use a use of invented spelling written from left to right and top to bottom of the page	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

RF.PK.1 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 basic features of print is moving toward more *written* letters or words with *connections* of sounds to letters. To meet level 3 (which is grade level), the student work artifact shows evidence of letters being used as spoken thought, and *must include strings of letter-like formations and mock words with some sound connections* (not dictation). The performance levels increase as student work shows a stronger command of connecting letters to sounds. Student work artifacts that are predominantly scribbles and teacher dictation with almost no evidence of letter sound connections are identified at level 2.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
RL.PK.9	With guidance and support, writes pictures and words that do not relate to previously read stories, to ideas across themes, or a connection to a personal experience in an assigned text	With guidance and support, writes pictures and words to tell about a story within an assigned text without relating it to a previously read story, to ideas across themes, or a connection to a personal experience in an assigned text	With guidance and support, writes pictures and words to tell about a story within an assigned text AND relates that story by naming one connection to a previously read story OR one connection to ideas in the themes, OR one connection to a personal life experience in an assigned text	With guidance and support, writes pictures and words to tell about a story within an assigned text AND relates that story by naming two of any of the following: connection to a previously read story OR connection to ideas in the themes, OR connection to a personal life experience	With guidance and support, writes pictures and words to tell about a story within an assigned text AND relates that story by naming three of any of the following: connection to a previously read story OR connection to ideas in the themes, OR connection to a personal life	With prompting and support, writes pictures and words to tell about a story within an assigned text AND relates that story by naming three of any of the following: connection to a previously read story OR connection to ideas in the themes, OR connection to a personal life WITH a related detail for at least two connections	With prompting and support, writes pictures and words to tell about a story within an assigned text AND relates that story by naming three of any of the following: connection to a previously read story OR connection to ideas in the themes, OR connection to a personal life WITH a related detail for each connection

RL.PK.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 multiple connections to the text. To meet Level 3 (which is grade level), the student work artifact must name a connection that shows a clear relationship to the story beyond level 3, student work artifacts show an increase in number, and relevancy, of connections. As the levels progress, students’ connections deepen and involve text-to-self, text-to-text, and text-to-world connections. Choose three of the following can refer to three connections of the same kind (three personal experience) or three different types of connections (personal connections, connection to previous text, or ideas in theme).

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
W.PK.3	With prompting and support, writes words and pictures (through a combination of drawing, dictating, and emergent writing) that are off topic	With prompting and support, writes pictures and words (through a combination of drawing, dictating, and emergent writing) that show only one detail , with no reference to sequence within a real or imagined story about the assigned text	With prompting and support, writes pictures and words (through a combination of drawing, dictating, and emergent writing) to show two details in correct sequence within a real or imagined story about the assigned text	With limited prompting and support, writes pictures and words (through a combination of drawing, dictating, and emergent writing) to show three details in correct sequence within a real or imagined story about the assigned text	Independently writes words and pictures (through a combination of drawing and emergent writing) to show three details in correct sequence with at least one time order word within a real or imagined story about the assigned text	With prompting and support, writes words and pictures (through a combination of drawing, dictating and/or writing) to narrate a single event in correct sequence with at least two time order words	With prompting and support, writes words and pictures (through a combination of drawing, dictating and/or writing) to narrate a single event in correct sequence with at least three time order words AND provides a reaction to what happened from an assigned text

W.PK.3 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 tell a real or imagined story is cohesive and demonstrates comprehension. To meet level 3 (which is grade level), student work artifacts must show two details in correct sequence but may also contain additional details that are not in sequence. To score student work artifacts at levels beyond level 3, it is important to notice the increase of sequenced details and the extent to which a student adds a personal response to the real or imagined story.

Pre-K ELA Literature/Narrative Sample Task

Option 1: Relate the story

Task Description

**This task focuses on the portion of the success criteria that states, "...relate the story to personal life experiences."*
In this task, students will write words and pictures to relate a previously read story to a personal experience 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 story called _____ [text]. The last time we read _____ [text], we paid close attention to the major events in the story by thinking about the parts of the story that made us feel excited, sad or upset, or even happy. Teacher points to the major events story map created during the previous reading. But we really didn't think deeply about what the characters said, thought, or did during those events. Today we are going to reread _____ so that we can think more deeply about how we can relate to the characters and events through making personal connections to our own lives. We call these connections "text-to-self" connections.

"Today we will practice making personal connections to the text so that we can understand why the characters may do or say certain things. After we practice making connections, we will use words and pictures to tell more about it!"

Interactive Read Aloud

The teacher reads, pausing at strategic points to think aloud, or to ask a carefully constructed questions that will deepen the students understanding of the enduring understanding (what the students internalize and say about the larger concepts) and essential questions (open-ended questions that spark students to draw conclusions needed to gain the enduring understanding). Students engage with the interactive read aloud through active listening, think-pair-share, and/or group discussion. These practices and procedures have been modeled and practiced since the first time the pre-K students gathered on the reading carpet.

Throughout the interactive read aloud, the teacher continues to pause at strategic thinking points and talking points, being mindful that pre-K students should sit in a whole group activity for no longer than 15-18 minutes. There are multiple strategic stopping points in an interactive read aloud.

Strategic Thinking Points

"Hmmm... I am noticing that this is an important part of the story because _____ feels upset. I can make a text-to-self connection here because I know that I also feel _____ when it _____. Making personal connections to what characters are going through in a story helps me to understand the characters a bit more, and it may help me to understand what the author wants me to feel or to think about _____.

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 connections T-chart and models how to write words and pictures to relate the story to her own personal experience. The students share the pen to add details to

the drawing as she describes the personal connection. The teacher models how to use what she knows about letters and words to tell about her connection underneath the drawing.

The teacher asks the students to turn to their thinking partner and tell about a personal connection they had to the same part of the story that the teacher shared. 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.

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 story to write words and pictures that tell about a personal connection you had to another part of the story. You can use the part that you shared with your partner, or you can use a new idea."

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:

- What character did you like the most? Why? Hmm... have you thought about connections you might have to how _____ felt?
- Can you think of a time that you _____?

Teachers are encouraged to engage in conversations with students about the student's writing piece by asking, "What are you proud of? What is your favorite part of your work? What are you hoping to work on next time?"

Planning Details

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

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

Pre-K ELA Literature/Narrative Scoring rubric

Option 2: Identify major characters, settings, and events from a familiar story or nursery rhyme

Standard	Level 3 Measurement Criteria	Source of Evidence (Student Work)
RF.PK.1 Demonstrate understanding of basic features of print; distinguish between words and pictures [through representation]	<u>Writes pictures and words</u> to distinguish between words and pictures	Drawing and/or written piece <i>Possible</i> audio/video
RL.PK.3 With guidance and support, identify major characters, settings, and events from a familiar story or nursery rhyme	<u>Writes pictures and words</u> to identify major characters, settings, and events from a familiar story or nursery rhyme	
W.PK.3 With modeling and support, use a combination of drawing, dictating, and emergent writing to tell a real or imagined story indicating some order of the events	<u>Writes with pictures and words</u> to tell a real or imagined story indicating some order of the events	

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
RF.PK.1	Writes with only pictures with no connection between sounds and initial letters	Writes in scribbles or random strings with their drawings to show the distinction between pictures and words but not yet connecting sounds to initial letters or words	Writes strings of letter-like formations and mock words to show the distinction between pictures and words AND beginning to use sound spelling to generate words with accurate beginning and ending sounds	Writes groups of words to show the distinction between pictures and words AND to show knowledge of connecting sounds to initial and ending letters in some words written from left to right and top to bottom on the page	Writes groups of words with spaces and in lines (left to right, top to bottom), AND use a use of invented spelling written from left to right and top to bottom of the page	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

RF.PK.1 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 basic features of print is moving toward more *written* letters or words with *connections* of sounds to letters. To meet level 3 (which is grade level), the student work artifact shows evidence of letters being used as spoken thought, and *must include strings of letter-like formations and mock words with some sound connections* (not dictation). The performance levels increase as student work shows a stronger command of connecting letters to sounds. Student work artifacts that are predominantly scribbles and teacher dictation with almost no evidence of letter sound connections are identified at level 2.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
RL.PK.3	With prompting and support, writes pictures and words that do not identify the characters, the setting, or the major events.	With prompting and support, writes pictures and words to show that they can identify one character OR the setting OR one event of the story, but not all three of an assigned text	With prompting and support, writes pictures and words to show that they can identify at least one character, AND setting (time OR place), and one event from a familiar story or nursery rhyme of an assigned text	With limited prompting and support, writes pictures and words to show that they can identify at least one character AND one trait , AND setting (time OR place), AND one event from a familiar story or nursery rhyme of an assigned text	Independently writes pictures and words to show that they can identify at least two characters at least one trait for each, AND setting (time AND place), AND two major events from a familiar story or nursery rhyme of an assigned text	With prompting and support, writes words and pictures to show that they can correctly identify at least two characters with at least one trait for each, AND setting (time AND place), AND three 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 least two characters, AND setting (time AND place) AND sequence more than three major events in a narrative text

RL.PK.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 major characters, settings, and event is moving towards an understanding of elements of fiction. To meet the level 3 (which is grade level), evidence should show an understanding of the story. Levels beyond 3 provide more in depth descriptions of the characters and events.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
W.PK.3	With prompting and support, writes words and pictures (through a combination of drawing, dictating, and emergent writing) that are off topic	With prompting and support, writes pictures and words (through a combination of drawing, dictating, and emergent writing) that show only one detail , with no reference to sequence within a real or imagined story about the assigned text	With prompting and support, writes pictures and words (through a combination of drawing, dictating, and emergent writing) to show two details in correct sequence within a real or imagined story about the assigned text	With limited prompting and support, writes pictures and words (through a combination of drawing, dictating, and emergent writing) to show three details in correct sequence within a real or imagined story about the assigned text	Independently writes words and pictures (through a combination of drawing and emergent writing) to show three details in correct sequence with at least one time order word within a real or imagined story about the assigned text	With prompting and support, writes words and pictures (through a combination of drawing, dictating and/or writing) to narrate a single event in correct sequence with at least two time order words	With prompting and support, writes words and pictures (through a combination of drawing, dictating and/or writing) to narrate a single event in correct sequence with at least three time order words AND provides a reaction to what happened from an assigned text

W.PK.3 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 tell a real or imagined story is cohesive and demonstrates comprehension. To meet level 3 (which is grade level), student work artifacts must show two details in correct sequence but may also contain additional details that are not in sequence. To score student work artifacts at levels beyond level 3, it is important to notice the increase of sequenced details and the extent to which a student adds a personal response to the real or imagined story.

Pre-K ELA Literature/Narrative Sample Task

Option 2: Identify major characters, settings, and events from a familiar story or nursery rhyme

Task Description

In this task, students will write words and pictures about the major characters, setting, and events in a story through a combination of legible drawing, dictating, and/or writing.

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 story by retelling the story to our partners, then writing about the sequence, or order of events. 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 story, 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 in the text, 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 a carefully constructed sequence of 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 stopping 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] feels _____ because she _____. I can think of a time that I felt _____. This helps me to understand _____ better."

The teacher pauses and says, "I am noticing that this story takes place _____. The pictures have details that really help me understand the setting, which is where and when a story takes place."

The teacher pauses and says, "It is important that I stop and think to myself about who this story is really about. Is _____ the only character who I should think about? Who else is a character I should think about? What is happening to them? It is important to think about the events that are happening so that I can understand more about the story."

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 story.

The teacher says, "Let's think together about what events happened at the beginning of the story. Turn to your partner and share your thoughts." After partners have shared, the teacher asks a few partnerships to share out. The teacher draws one event at the beginning of the story under the beginning section of the anchor chart. The students share the pen and add details to the drawing.

"Now you are going to write pictures and words to tell about the characters _____ and _____, and the events that happened. Be sure to add details about where and when the story happened. Thinking about what happened in the beginning, in the middle, and the end can help you remember the major parts of the story."

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

- Who is this story about?
- What is going on in the story?
- Where does it take place?

Teachers are encouraged to engage in conversations with students about the student's writing piece by asking, "What are you proud of? What is your favorite part of your work? What are you hoping to work on next time?"

Task Details

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

Duration	20-minute interactive reading periods for 2 days
Time of Year	Point A: Before January Point B: After January
Materials	Literature text with appropriate complexity Beginning-middle-end anchor chart Writing materials

Pre-K ELA Literature/Narrative Scoring rubric

Option 3: With guidance and support, recall important facts to retell a familiar story in sequence

Standard	Level 3 Measurement Criteria	Source of Evidence (Student Work)
RF.PK.1 Demonstrate understanding of basic features of print; distinguish between words and pictures [through representation]	<u>Writes pictures and words</u> to distinguish between words and pictures	Drawing and/or written piece <i>Possible</i> audio/video
RL.PK.2 With guidance and support, recall important facts to retell a familiar story in sequence	<u>Writes pictures and words</u> to recall important facts to retell a familiar story in sequence	
W.PK.3 With modeling and support, use a combination of drawing, dictating, and emergent writing to tell a real or imagined story indicating some order of the events	<u>Writes with pictures and words</u> to tell a real or imagined story indicating some order of the events	

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
RF.PK.1	Writes with only pictures with no connection between sounds and initial letters	Writes in scribbles or random strings with their drawings to show the distinction between pictures and words but not yet connecting sounds to initial letters or words	Writes strings of letter-like formations and mock words to show the distinction between pictures and words AND beginning to use sound spelling to generate words with accurate beginning and ending sounds	Writes word clusters to show the distinction between pictures and words AND to show knowledge of connecting sounds to initial and ending letters in some words written from left to right and top to bottom on the page	Writes word clusters with spaces and in lines (left to right, top to bottom), AND use a use of invented spelling written from left to right and top to bottom of the page	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

RF.PK.1 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 basic features of print is moving toward more *written* letters or words with *connections* of sounds to letters. To meet level 3 (which is grade level), the student work artifact shows evidence of letters being used as spoken thought, and *must include strings of letter-like formations and mock words with some sound connections* (not dictation). The performance levels increase as student work shows a stronger command of connecting letters to sounds. Student work artifacts that are predominantly scribbles and teacher dictation with almost no evidence of letter sound connections are identified at level 2.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
RL.PK.2	With prompting and support, writes pictures and words that do not relate to the familiar story	With prompting and support, writes pictures and words to recall beginning OR middle OR end facts but they do not retell a familiar story in sequence	With prompting and support, writes pictures and words to recall the beginning , the middle AND the end facts (details) to retell a familiar story in sequence	With limited prompting and support, writes pictures and words to recall the beginning , the middle , AND the end facts (details) AND includes details about the setting to retell a familiar story in sequence	Independently writes pictures and words to recall the beginning , the middle , AND the end facts (details) AND includes details about the setting AND two events to retell a familiar story in sequence	Independently writes pictures and words to show that they can identify the beginning , the middle , AND the end facts (details) AND includes facts (details) about the setting , characters, AND three events to retell a familiar story in sequence	Independently writes pictures and words to show that they can identify the beginning , the middle , AND the end facts (details) AND includes facts (details) about the setting , characters , and all events (more than three) to retell a familiar story in sequence

RL.PK.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 recalling important facts to retell a familiar story is moving towards a more *detailed and focused understanding of key details found within the beginning, middle, and end of a story*. To meet level 3, the student work artifact recalls a text-based detail from each part of the story. Levels beyond level 3 involve an increase in specific details about the events that occur in the text.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
W.PK.3	With prompting and support, writes words and pictures (through a combination of drawing, dictating, and emergent writing) that are off topic	With prompting and support, writes pictures and words (through a combination of drawing, dictating, and emergent writing) that show only one detail , with no reference to sequence within a real or imagined story about the assigned text	With prompting and support, writes pictures and words (through a combination of drawing, dictating, and emergent writing) to show two details in correct sequence within a real or imagined story about the assigned text	With limited prompting and support, writes pictures and words (through a combination of drawing, dictating, and emergent writing) to show three details in correct sequence within a real or imagined story about the assigned text	Independently writes words and pictures (through a combination of drawing and emergent writing) to show three details in correct sequence with at least one time order word within a real or imagined story about the assigned text	With prompting and support, writes words and pictures (through a combination of drawing, dictating and/or writing) to narrate a single event in correct sequence with at least two time order words	With prompting and support, writes words and pictures (through a combination of drawing, dictating and/or writing) to narrate a single event in correct sequence with at least three time order words AND provides a reaction to what happened from an assigned text

W.PK.3 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 tell a real or imagined story is cohesive and demonstrates comprehension. To meet level 3 (which is grade level), student work artifacts must show two details in correct sequence but may also contain additional details that are not in sequence. To score student work artifacts at levels beyond level 3, it is important to notice the increase of sequenced details and the extent to which a student adds a personal response to the real or imagined story.

Pre-K ELA Literature/Narrative Sample Task

Option 3: With guidance and support, recall important facts to retell a familiar story in sequence

Task Description

In this task, students will create a drawing or written piece to retell, with key details, the part of the story (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 story, 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!"

"Today we are going to reread one of our favorite books, _____, and then we are going to practice recalling important information about information in the text. One of the ways we can recall events from a story is by making pictures in our mind as we read a story together. The books we read have pictures that help tell the story, but when we focus on making our own pictures in my mind then we are really focusing on the details in the story. In my mind I like to pretend that I am seeing the story through binoculars, where everything is up close."

"Today when we read _____, we are going to make pictures in our mind about the important facts and details so that we can retell important facts from the beginning, middle, and end. We are going to go a step further and also write about the beginning, the middle, and the end. 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 story, the more we are able to remember all of the events. "

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 enduring understanding and the essential question. Students engage with the interactive read aloud through active listening, think-pair-share, or group discussion. Routines and procedures are put in place so that students know the listening expectations. The teacher is mindful of the limited attention span of pre-kindergarten students, so she is well planned and prepared. Throughout the interactive read aloud, the teacher continues to pause at strategic stopping points for think alouds and partner talk. 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

The teacher pauses and says, "I am going to pause here at this point of the story, so I can think about what has happened to far. Hmm... First in the story _____. Then _____ happened. Pausing to think about who is in the story and what is going on will help me recall, or remember, important text-based details, or parts of the story. 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 story? What grabbed my attention? How do the pictures help me know what is happening?"

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 story board that shows important parts of the story that they read the previous day together. The teacher retells the first part of the previous day’s story by using the illustrations on the story board. She asks the students to continue the recalling of facts, or retelling, of the previous day’s story.

The teacher says, “Let’s think together about some of the places that we stopped today to think about the story with our partners. We did a lot of private thinking, or thinking to ourselves, and we shared our thoughts with our partners.

“Now, through writing words and pictures, you are going to recall the important parts of today’s story and retell them. Remember to 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.”

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

- What happened first? What happened in the middle? What happened at the end?
- What happened after that?
- What details did the author write that help you remember this part? What details will you include in your written retell?

Teachers are encouraged to engage in conversations with students about the student’s writing piece by asking, “What are you proud of? What is your favorite part of your work? What are you hoping to work on next time?”

Task Details

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

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

Pre-K ELA Informational/Explanatory Scoring Rubric

Option A: Relate informational text to personal experience or other text

Standard	Level 3 Measurement Criteria	Source of Evidence (Student Work)
RF.PK.1 Demonstrate understanding of basic features of print; distinguish between words and pictures [through representation]	<u>Writes pictures and words</u> to distinguish between words and pictures	Drawing and/or written piece <i>Possible</i> audio/video
RI.PK.3 With guidance and support, relate informational text to personal experience or other text	<u>Writes pictures and words</u> to tell about a story within an assigned text AND relate that story within by naming one connection to a previously read story OR one connection to ideas in the themes OR one connection to a personal life experience	
W.PK.2 With modeling and support, use a combination of drawing, dictating, and letters to explain information about a familiar topic or informational text	<u>Writes with pictures and words</u> to explain information about a familiar topic or informational text	

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
RF.PK.1	Writes with only pictures with no connection between sounds and initial letters	Writes in scribbles or random strings with their drawings to show the distinction between pictures and words but not yet connecting sounds to initial letters or words	Writes strings of letter-like formations and mock words to show the distinction between pictures and words AND beginning to use sound spelling to generate words with accurate beginning and ending sounds	Writes word clusters to show the distinction between pictures and words AND to show knowledge of connecting sounds to initial and ending letters in some words written from left to right and top to bottom on the page	Writes word clusters with spaces and in lines (left to right, top to bottom), AND use a use of invented spelling written from left to right and top to bottom of the page	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), CV AND (be, go) words with long vowels AND CCVC with blends and digraphs

RF.PK.1 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 basic features of print is moving toward more *written* letters or words with *connections* of sounds to letters. To meet level 3 (which is grade level), the student work artifact shows evidence of letters being used as spoken thought, and *must include strings of letter-like formations and mock words with some sound connections* (not dictation). The performance levels increase as student work shows a stronger command of connecting letters to sounds. Student work artifacts that are predominantly scribbles and teacher dictation with almost no evidence of letter sound connections are identified at level 2.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
RI.PK.3	With guidance and support, writes pictures and words that do not relate to a personal experience or other text	With guidance and support, writes pictures and words to tell about a topic or concept within an assigned text without relating it to a personal experience or other text	With guidance and support, writes pictures and words tell about a topic or concept within an assigned text AND relate that topic by naming one personal connection OR one connection to another text	With guidance and support, writes pictures and words to tell about a topic or concept within an assigned text AND relate that topic by naming two personal connections OR naming two connection to another text	With guidance and support, writes pictures and words to tell about a topic or concept within an assigned text AND relate that topic by naming three personal connections with details related to the topic OR naming three connections to another text with details	With prompting and support, writes words and pictures to show that they can identify, with two details, the connection between two individuals, events, ideas, or pieces of information in a text	With limited prompting and support, writes pictures and words to show that they can identify, with three details, the connection between two individuals, events, ideas, or pieces of information in a text

RI.PK.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 multiple connections to the text. To meet level 3 (which is grade level), the student work artifact must name a connection that shows a clear relationship to the text. Beyond level 3, student work artifacts show an increase in number, and relevancy, of connections.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
W.P.K.2	With prompting and support, writes with pictures and words that do not relate to the assigned text	With prompting and support, writes with pictures and words to name a word in isolation about the assigned text	With modeling and support, writes with pictures and words to tell about the topic or concept AND includes one fact about the assigned text	With limited modeling and support, writes with pictures and words to tell about the topic or concept AND includes two facts about the assigned text	Independently writes with words and pictures to tell about a single topic or concept AND includes three facts about the assigned text	With prompting and support, writes with words and pictures to identify a single topic or concept AND includes four facts about the assigned text	With prompting and support, writes with words and pictures to identify the topic or concept AND includes four facts AND a sense of closure about the assigned text

W.P.K.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 explain information about an assigned text is moving toward the ability to compose informational text that includes important and relevant information about the topic. The performance levels beyond level 3 (which is grade level) show an increase in relevant details. The distinguishing factor between level 5 and Level 6 involves the word identify, which implies that at level 6 the student work artifact is clearly focused on one idea.

Pre-K ELA Informational/Explanatory Sample Task

Option A: Relate informational text to personal experience or other text

Task Description

**This suggested task addresses the portion of the standard that relates informational text to a personal experience. The task could have been written so that students had to relate the informational text to another text.*

In this task, students will create a drawing or written piece that relates informational text to a personal experience. Students will write informative / explanatory text (using a combination of drawing, dictation, and written words) to relate the informational text to a personal experience.

Portfolio Vignette

Text: _____

Expectations of the Task

The teacher says, "We know that when we read informational text that 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 tell me more about the topic. When I read informational texts, I pause to think privately about text-self connections. I ask myself, "What do I already know about _____? Have I ever seen a _____? Are there different kinds of _____? What does this remind me of?" When I make connections, I want to make sure that the connections help me understand the message of the picture or the text. I am making text-to-self connections. Yesterday we _____, which is going to help us make connections to the text we read today so that we can learn as much as possible!"

"Can everyone show me what it looks like and sounds like to think privately? [pause] Great! Can you show me how you turn knee-to-knee with your partner for partner talk? Great! Can you show me what it looks like and sounds like when I read to you and you are thinking about what I am reading? Wonderful! Now it is time to get our bodies and our minds ready for active listening as we learn new facts about _____ together! We will be sure to add any new things we learn about _____ to our learning chart after we read the text. Today we are going to think about this question, "How does making personal connections to the information in the text help me understand it more?"

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 enduring understanding and the essential question. Students engage with the interactive read aloud through active listening, think-pair-share, or group discussion. Routines and procedures are put in place so that students know the listening expectations. The teacher is mindful of the short attention span of pre-kindergarten students, so she is well planned and prepared. Throughout the interactive read aloud, the teacher continues to pause at stopping points for think alouds and partner talk. 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

"Wow! I never knew that _____! This makes me think of the time that I went to the _____ and picked up many _____ because I liked the way that they felt! I feel like this is a strong text-self connection that I have about this text!"

"Hmm.... This makes me connect to the time that we walked around the school together, and we collected _____. I remember how the _____ sounded when I walked through them. When I look at this illustration it really reminds me of that time!"

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

After the reading, the teacher and the students add "new learning" to the class chart. The teacher then asks a student to be her partner so that they can model partner talk for the day. The teacher and the student model what it looks like and sounds like to share their connections with one another. The teacher asks the students to share their thoughts with a partner by saying, "I connect to _____ because _____. 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. The students have access to the visual anchor chart that shows pictures of how students sit knee to knee in partnerships, and how they listen to one another.

After reading, the teacher asks the students to pick one part of the text that they connected to the most. The teacher asks them to make a picture of that part in their mind, and when they have it in their mind, to raise their thumb. The teacher asks the students to turn to their partner and tell them the part that they connect to the most. The teacher has prepared the partners to ask one another "why?" after the first partner shares, so that the student speaking can tell more about the connection.

The teacher models what it looks like to draw/write about her connection to the text by saying, "I will draw and write my words while you watch." She reads her connection aloud, then draws a picture on large chart paper to show the connection. The teacher talks about the details on her picture as she draws. After the teacher draws a story picture of his connection to _____, she asks the students to help her draw/write details about her connection as she describes it. 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 with words and pictures to tell about at least one connection that you have to the informational text we just read together. Thinking about what we wrote together today about my personal connection can help you write your own piece. Look at the chart that we have been using to track all that we have been learning about in our texts. [Teacher refers to chart that has pictures and words that describe the topics the class has been learning about in their text or text set.] This chart, with words and pictures, can help you think about what we have been learning about and how you are making connections to your new learning. Be sure to also use what you know about letters and words as you write!"

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

- Ok, let's look at the chart together and read it together. (Teacher refers to the chart that shows all of the new learning.) What parts can you connect to? Have you ever seen _____? Did you ever _____? What does _____ make you think of?
- So, let's talk about making connections. When we make connections we are thinking about something we already know because we have seen it, heard it, touched it, or experienced it. Which one of the ideas on the chart can you connect to the most?
- What do you notice about the writing we created together?

Teachers are encouraged to engage in conversations with students about the student's writing piece by asking, "What are you proud of? What is your favorite part of your work? What are you hoping to work on next time?"

Task Details

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

Duration	20-minute interactive reading periods for 2–3 days, plus additional time in writing station
Time of Year	Point A: Before January Point B: After January
Materials	Informational text with appropriate complexity and vivid illustrations or photographs Writing materials

Pre-K ELA Informational/Explanatory Scoring Rubric

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

Standard	Level 3 Measurement Criteria	Source of Evidence (Student Work)
RF.PK.1 Demonstrate understanding of basic features of print; distinguish between words and pictures [through representation]	<u>Writes pictures and words</u> to distinguish between words and pictures	Drawing and/or written piece <i>Possible</i> audio/video
RI.PK.9 With guidance and support, explore and identify the similarities and differences between books on the same topic	<u>Writes pictures and words</u> to explore and identify similarities and differences between books on the same topic	
W.PK.2 With modeling and support, use a combination of drawing, dictating, and letters to explain information about a familiar topic or informational text	<u>Writes with pictures and words</u> to explain information about a familiar topic or informational text	

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
RF.PK.1	Writes with only pictures with no connection between sounds and initial letters	Writes in scribbles or random strings with their drawings to show the distinction between pictures and words but not yet connecting sounds to initial letters or words	Writes strings of letter-like formations and mock words to show the distinction between pictures and words AND beginning to use sound spelling to generate words with accurate beginning and ending sounds	Writes word clusters to show the distinction between pictures and words AND to show knowledge of connecting sounds to initial and ending letters in some words written from left to right and top to bottom on the page	Writes word clusters with spaces and in lines (left to right, top to bottom), AND use a use of invented spelling written from left to right and top to bottom of the page	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

RF.PK.1 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 basic features of print is moving toward more *written* letters or words with *connections* of sounds to letters. To meet level 3 (which is grade level), the student work artifact shows evidence of letters being used as spoken thought, and *must include strings of letter-like formations and mock words with some sound connections* (not dictation). The performance levels increase as student work shows a stronger command of connecting letters to sounds. Student work artifacts that are predominantly scribbles and teacher dictation with almost no evidence of letter sound connections are identified at level 2.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
RI.PK.9	With guidance and support, writes pictures and words to tell about a topic in one or more of the texts, but does not identify a similarity or difference between the books	With guidance and support, writes pictures and words that name either one similarity OR one difference, but does not identify BOTH a similarity and a difference between the books	With guidance and support, writes pictures and words that names one similarity AND one difference about people, things, or ideas within books on the same topic	With guidance and support, writes pictures and words that name more than one similarity AND more than one difference about people, things, or ideas within books on the same topic	With guidance and support, writes pictures and words that name more than one similarity AND more than one difference about people, things, or ideas within books on the same topic AND includes mostly supporting information, but some may not be relevant to the comparison	With guidance and support, writes pictures and words that name more than one similarity AND more than one difference about people, things, or ideas within books on the same topic AND supporting information that is relevant to the comparison	With guidance and support, writes pictures and words that name more than one similarity AND more than one difference about people, things, or ideas within books on the same topic AND supporting information that is relevant to the comparison AND also includes specific examples to illustrate the comparison

RI.PK.9 Scoring Notes:

The difference among the levels for this standard is the extent to which the student’s use exploring and identifying similarities and differences between books on the same topic is moving towards a more in depth understanding that books on the same topic can share similar and different information. To meet level 3 (which is grade level), student work artifacts must refer to how books have similar and different ideas. Levels increase as student work artifacts include more relevant details.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
W.PK.2	With prompting and support, writes with pictures and words that do not relate to the assigned text	With prompting and support, writes with pictures and words to name a word in isolation about the assigned text	With modeling and support, writes with pictures and words to tell about the topic AND includes one fact about the assigned text	With limited modeling and support, writes with pictures and words to tell about the topic AND includes two facts about the assigned text	Independently writes with words and pictures to tell about a single topic AND includes three facts about the assigned text	With prompting and support, writes with words and pictures to identify a single topic AND includes four facts about the assigned text	With prompting and support, writes with words and pictures to identify the topic AND includes four details AND a sense of closure about the assigned text

W.PK.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 explain information about an assigned text is moving toward the ability to compose informational text that includes important and relevant information about the topic. The performance levels beyond level 3 (which is grade level) show an increase in relevant details. The distinguishing factor between level 5 and 6 involves the word identify, which implies that at level 6 the student work artifact is clearly focused on one idea.

Pre-K ELA Informational/Explanatory Sample Task

Option B: 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 describe the basic similarities and differences between two texts on the same topic. With words and pictures, the students will create 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 when we learn new facts, but we also have to pay attention to the details in the pictures. Pictures are called text features in informational book. Sometimes the pictures are drawings in informational books, and sometimes the pictures are taken by a camera and called photographs. 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 with pictures and words 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 picture dictionary that tell us what we have been learning about _____. The teacher refers to the class generated picture dictionary that tells 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. We will also think about what the different informational books teach us. We will ask ourselves," teacher points to head to represent private think time "What did I learn about _____ in this informational book? What did I learn that was the same in this other book titled, _____? What did I learn that was different?"

"We will be writing our own informational text through pictures and words. Our drawing and writing will tell us 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 a carefully constructed sequence of questions that will deepen the students' understanding of the enduring understanding (what the students internalize and say about the larger concepts) and essential questions (open-ended questions that spark students to draw conclusions needed to gain the enduring understanding.) Students engage with the interactive read aloud through active listening, think-pair-share, or group discussion. These practices and procedures have been modeled and practiced since the first time the pre-K students gathered on the reading carpet.

Throughout the interactive read aloud, the teacher continues to pause at strategic thinking points and talking points, being mindful that pre-K students should sit in a whole group activity for no longer than 15-18 minutes. When identifying basic similarities and differences between two texts on the same topic, it is important to have multiple interactive read aloud sessions with books that are available during the literacy center/station and writing center/station time. 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 two different books that have been read multiple times, turning the pages and telling about the facts that were learned through the pictures and words. 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 telling me all about how _____ help people. This book is really all about how _____ keep our communities safe."

"Now, when I look at this book, written by _____, is still writing about _____ but this author is teaching me about _____."

"Hmmm..... I think that the two books are teaching me different things about _____."

"But, when I look closely at the real photographs, I can see that both authors like to teach me these things through the details in the photographs. So, they are alike in some ways, which means that they have similarities. They also have parts that are not the same, but different."

"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. [Pause] Partner one shares first, and partner two shares second. Partner ones, raise your hand. Looks like we are ready!" *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 are encouraged to 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 using the pictures and words on each page. We are going to make a Same and Different chart to tell about the similarities (what is the same) and differences (what is different.) 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. Watch me as I show you how I can write pictures and words to tell you more about what I am thinking."

The teacher says, "Let's think back to the first page of each of these books. I will ask myself, "What do I notice about the book, _____? How is it similar to the book, _____? How is it different? Watch me as I draw what is the same on one side of the chart." Teacher demonstrates how to draw _____ with details on one side of the chart.

The teacher says, "Now you will help me draw what is different on this side of the chart." The teacher guides the students through sharing the pen to add details to the drawing of what is different.

After the students collectively share the pen, the teacher models how to add letters and words to his Same and Different chart. 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 similarities (what is the same) and differences (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:

- What was the book, _____, about?
- What was the book, _____, about?
- What was the same?
- What was different?

Teachers are encouraged to engage in conversations with students about the student’s writing piece by asking, “What are you proud of? What is your favorite part of your work? What are you hoping to work on next time?”

Task Details

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

Duration	20-minute interactive reading periods for 3–5 days
Time of Year	Point A: Before January Point B: After January
Materials	Literature text or text sets with appropriate complexity

Pre-K ELA Informational/Explanatory Scoring Rubric

Option C: Recall important age appropriate facts

Standard	Level 3 Measurement Criteria	Source of Evidence (Student Work)
RF.PK.1 Demonstrate understanding of basic features of print; distinguish between words and pictures [through representation]	<u>Writes pictures and words</u> to distinguish between words and pictures	Drawing and/or written piece <i>Possible</i> audio/video
RI.PK.2 With modeling and support, recall important age appropriate facts from informational text by engaging in meaningful discussions and activities	<u>Writes pictures and words</u> to recall facts from informational text	
W.PK.2 With modeling and support, use a combination of drawing, dictating, and letters to explain information about a familiar topic or informational text	<u>Writes with pictures and words</u> to explain information about a familiar topic or informational text	

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
RF.PK.1	Writes with only pictures with no connection between sounds and initial letters	Writes in scribbles or random strings with their drawings to show the distinction between pictures and words but not yet connecting sounds to initial letters or words	Writes strings of letter-like formations and mock words to show the distinction between pictures and words AND beginning to use sound spelling to generate words with accurate beginning and ending sounds	Writes word clusters to show the distinction between pictures and words AND to show knowledge of connecting sounds to initial and ending letters in some words written from left to right and top to bottom on the page	Writes word clusters with spaces and in lines (left to right, top to bottom), AND use a use of invented spelling written from left to right and top to bottom of the page	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

RF.PK.1 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 basic features of print is moving toward more *written* letters or words with *connections* of sounds to letters. To meet level 3 (which is grade level), the student work artifact shows evidence of letters being used as spoken thought, and *must include strings of letter-like formations and mock words with some sound connections* (not dictation). The performance levels increase as student work shows a stronger command of connecting letters to sounds. Student work artifacts that are predominantly scribbles and teacher dictation with almost no evidence of letter sound connections are identified at level 2.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
RI.PK.2	With prompting and support, writes pictures and words that are not on the same topic as the text	With prompting and support, writes pictures and words to recall some facts) from an assigned text	With prompting and support, writes pictures and words to recall two facts from an assigned text	With prompting and support, writes pictures and words to recall three facts from an assigned text	Independently writes pictures and words to show that they can recall four facts from an assigned text	Writes words and pictures to show that, with prompting and support, identify the main topic AND retell three key facts from an assigned text	Writes words and pictures to show that, with limited prompting and support, identify the main topic AND retell four facts from an assigned text

RI.PK.2 Scoring Notes:

The difference among the levels for this standard is the extent to which the student's use of recalling facts from informational text is moving towards a more *in-depth understanding of recalling relevant information about a main topic and its supporting details*. To meet the level 3 (which is grade level), the facts must be on topic. Levels increase as the student work artifacts include additional relevant facts.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
W.PK.2	With prompting and support, writes with pictures and words that do not relate to the assigned text	With prompting and support, writes with pictures and words to name a word in isolation about the assigned text	With modeling and support, writes with pictures and words to tell about the topic AND includes one fact about the assigned text	With limited modeling and support, writes with pictures and words to tell about the topic AND includes two facts about the assigned text	Independently writes with words and pictures to tell about a single topic AND includes three facts about the assigned text	With prompting and support, writes with words and pictures to identify a single topic AND includes four facts about the assigned text	With prompting and support, writes with words and pictures to identify the topic AND includes four facts AND a sense of closure about the assigned text

W.PK.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 explain information about an assigned text is moving toward the ability to compose informational text that includes important and relevant information about the topic. The performance levels beyond level 3 (which is grade level) show an increase in relevant details. The distinguishing factor between level 5 and 6 involves the word identify, which implies that at Level 6 the student work artifact is clearly focused on one idea.

Pre-K ELA Informational/Explanatory Sample Task

Option C: Recall important age-appropriate facts

Task Description

In this task, students will create a drawing or written piece to recall facts from an informational task. Students will compose informative/explanatory text (using a combination of drawing, dictation, and written words) to recall at least two on-topic facts about the book.

Portfolio Vignette

Text: _____

Introduction of Teaching Point / Objective

The teacher says, "We know that when we read informational text that 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. What are some things we can ask ourselves to help us recall, or remember facts?"

"We will be writing our own informational text that tells facts about _____. Remember, facts are found in informational books. Today I want you to think about this question: "What can we ask ourselves while we read that will help us learn more facts?"

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 enduring understanding (what the students internalize and say about the larger concepts) and essential questions (open-ended questions that spark students to draw conclusions needed to gain the enduring understanding). Students engage with the interactive read aloud through active listening, think-pair-share, or group discussion. These practices and procedures have been modeled and practiced since the first time the pre-K students gathered on the reading carpet.

Throughout the interactive read aloud, the teacher continues to pause at strategic points to think aloud, being mindful that pre-K students should sit in a whole group activity for no longer than 15-18 minutes. When identifying basic similarities and differences between two texts on the same topic, it is important to have multiple interactive read aloud sessions with books that are available during the literacy center/station and writing center/station time. 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 two different books that have been read multiple times, turning the pages and telling about the facts that were learned through the pictures and words. 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 _____. This makes me think that this page is all about _____. I see steps on how to make _____, and I know this because the pictures are so detailed and help me to remember what I am learning about. Details in the pictures help me to remember what is important! I can ask myself, "Hmmm... What do I notice about the details in the picture? What am I learning?"

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 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 is important to remember here? What are the words and pictures telling me?” The teacher pauses at strategic stopping points to think aloud and to ask 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 informational books in their classroom text set.

Using the web organizer, the teacher conducts a modeled/interactive writing session in which the teacher models how to write with words and pictures to tell about facts. The teacher asks the students to add details to her drawings and then together they decide what words for the teacher to write under the picture. 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 use words and pictures to tell about the topic of another book in our text set that we have read together several times. Be sure to add details to your pictures and words. Teacher works with students in small groups at the writing station while others are engaged at other learning stations. The book bins at the small group table have books that have already been read by the teacher several times. The students choose their favorite informational book for this task.

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 details do you see on this page? Do you recall facts that we read together about this topic?
- 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.

Teachers are encouraged to engage in conversations with students about the student’s writing piece by asking, “What are you proud of? What is your favorite part of your work? What are you hoping to work on next time?”

Task Details

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

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