

Student's Name _____ **School Year** _____
School _____ **Teacher** _____

Kindergarten Writing Portfolio Checklist

1st Nine Weeks
_____ 1 st MCS Writing Prompt (Self-Portrait)
_____ Personal Experience Narrative (Dictated or Self- Written)
_____ Writes First Name
_____ Misc. _____

2nd Nine Weeks
_____ 2 nd MCS Writing Prompt
_____ Alphabet Formation
_____ Illustrated Personal Experience (Writing demonstrates beginning, middle, and end by drawing pictures with labels and adding text)
_____ List (ex. favorite foods, friends, or Christmas list)
_____ Misc. _____

3rd Nine Weeks
_____ 3 rd MCS Writing Prompt (<i>My Favorite Toy</i>)
_____ Labeled Drawing Giving Factual Information (Science or Social Studies)
_____ Writes Last Name
_____ Misc. _____

4th Nine Weeks
_____ 4 th MCS Writing Prompt (<i>Something I Have Learned in Kindergarten</i>)
_____ 25 Kindergarten High Frequency Words
_____ Labeled Drawing Retelling Events from a Shared Story (Imaginative)
_____ Misc. _____

Writing
Kindergarten
First Quarter

Teacher Expectations

- Create an environment that encourages writing
- Share a variety of stories orally
- Provide students with daily writing opportunities through centers, class books, content area integration, etc.
- Integrate shared and interactive writing into lessons
- Dictate stories that students verbalize
- Introduce how to space between words
- Introduce the letters of the alphabet and letter recognition
- Model left to right and top to bottom progression
- Conference with students about their writing

Student Expectations

- Copy words (use the word wall, words in print, environmental print)
- Use strategies modeled by the teacher
- Use new vocabulary in writing
- Use daily writing journals
- Use pictures, letters or words to communicate a written message
- Use temporary spelling
- Begin to write using structured sentences (I like, I see..., I can...)

Writing Process

- Generate writing topics with visuals
- Realize that writing is directional
- Attempt to form letters
- Attempt to write own name
- Realize that the printed word is representative of spoken sound
- Use pictures, letters, or words to communicate a written message

Conventions

Teach and hold accountable:

- Use of words that name
- Writing left to right/top to bottom
- Use of capital letters to write I and first letter in name

Teacher Resources

- Refer to suggested book list.
- Letterland Materials
- Scott-Foresman reading series
- Empowering Writers

Portfolio Suggestions

- 1st MCS Writing Prompt (Self-Portrait)
- Personal Experience Narrative (Dictated or Self-Written)
- Writes First Name
- Miscellaneous
(*Include one or two initial pieces that may show areas needing growth or areas of strength*)

Writing
Kindergarten
Second Quarter

<u>Teacher Expectations</u>	<u>Writing Process</u>	<u>Conventions</u>
<ul style="list-style-type: none"> • Model writing stories with a beginning, middle, and end • Introduce graphic organizers (i.e. Thinking Maps®, Venn Diagrams) • Model brainstorming lists • Provide a variety of writing experiences at the writing center • Continue to teach correct left to right progression of writing • Dictate stories for students • Conference with students about their writing • Encourage students to write as a free time activity 	<ul style="list-style-type: none"> • Generate topics with assistance • Use word wall with assistance • Understand writing directionality • Write own name • Writes some letters correctly • Place spaces between letters or words periodically • Record some consonant sounds when heard but not always sequential • Engage in language experience activities • Attempt phonetic spelling • Write a simple message for purpose 	<p><u>Review and hold accountable:</u></p> <ul style="list-style-type: none"> • Use of words that name • Writing left to right/top to bottom • Use of capital letters to write I and first letter in name • Use of legible manuscript and handwriting <p><u>Teach and hold accountable:</u></p> <ul style="list-style-type: none"> • Use of temporary/conventional spelling to represent spoken language • Use of words that name and tell action • Use of words that describe color, size and position • Write some letters and some words • Development of spelling strategies
<p style="text-align: center;"><u>Student Expectations</u></p> <ul style="list-style-type: none"> • Practice strategies and use new vocabulary in writing • Initiate own writing (make lists, signs, labels, etc.) • Begin writing left to right and top to bottom • Dictate stories and begin to write complete thoughts (use words that name and tell) • Copy print from environment • Write using structured sentences. (I love..., I can ...) • Writes own first name • Write s using beginning sounds and invented spelling • Write with a mixture of drawings and captions using dominant consonants to support a main idea (“driting”) 	<p style="text-align: center;"><u>Teacher Resources</u></p> <ul style="list-style-type: none"> ▪ Refer to suggested book list. ▪ Letterland ▪ Scott-Foresman reading series ▪ Empowering Writers 	<p style="text-align: center;"><u>Portfolio Suggestions</u></p> <ul style="list-style-type: none"> ▪ MCS 2nd Quarter Writing Prompt “I like to....” ▪ Retelling of a Shared Story (illustrated) ▪ Alphabet Formation ▪ List (ex. favorite foods, friends or a Christmas list) <p style="text-align: center;"><i><u>Include one or two pieces that may show areas needing growth or areas of strength</u></i></p>

Writing
Kindergarten
Third Quarter

<p style="text-align: center;"><u>Teacher Expectations</u></p> <ul style="list-style-type: none"> • Continue lessons on correct progression, word families, invented spelling, etc. • Introduce punctuation marks and capitalization (period and question mark) • Provide a variety of writing opportunities through writing center and more. • Continue to read a variety of stories orally • Conference with students • Begin writing class stories using the writing process (brainstorming, draft, edit, publish) • Continue to model stories with a beginning, middle, and end 	<p style="text-align: center;"><u>Writing Process</u></p> <ul style="list-style-type: none"> • Generate topics with assistance • Use word walls with assistance • Use spaces between words most of the time • Record consonant and some vowels in sequential order • Writes some high frequency words • Uses phonetic spelling • Realize that a sentence, name, or I begins with a capital letter • Realize that a sentence ends with punctuation • Write a simple message for purpose 	<p style="text-align: center;"><u>Conventions</u></p> <p><u>Review and hold accountable:</u></p> <ul style="list-style-type: none"> • Use of words that name and tell action • Writing left to right/top to bottom • Use of capital letters to write I and first letter in name • Use of legible manuscript and handwriting <p><u>Teach and hold accountable:</u></p> <ul style="list-style-type: none"> • Use of temporary/conventional spelling to represent spoken language • Use of words that describe color, size and position • Write most letters and some words when dictated • Development of spelling strategies
<p style="text-align: center;"><u>Student Expectations</u></p> <ul style="list-style-type: none"> • Keep a daily writing journal • Refine previously taught skills • Make individual lists • Use temporary spelling • Write class stories using the writing process • Begin to write complete thoughts using a variety of sentence patterns 	<p style="text-align: center;"><u>Teacher Resources</u></p> <ul style="list-style-type: none"> ▪ Refer to suggested list of books ▪ Letterland ▪ Scott-Foresman reading series ▪ Empowering Writers 	<p style="text-align: center;"><u>Portfolio Suggestions</u></p> <ul style="list-style-type: none"> ▪ MCS 3rd Quarter Writing Prompt, “<i>My Favorite Toy</i>” ▪ Labeled drawing giving factual information (science or social studies) ▪ Writes Last Name ▪ Miscellaneous <p><i><u>Include one or two pieces that may show areas needing growth or areas of strength</u></i></p>

Writing
Kindergarten
Fourth Quarter

<p style="text-align: center;"><u>Teacher Expectations</u></p> <ul style="list-style-type: none"> • Model good writing practices and build upon previous teaching • Provide daily writing experiences and teach previous skills • Read stories orally • Model stories with beginning, middle, and end • Model non-fiction stories • Conference with students 	<p style="text-align: center;"><u>Student Expectations, continued</u></p> <ul style="list-style-type: none"> • Begin to develop a sense of story • Write as a free time activity • Initiate writing on own and express ideas using consonant letters and/or words 	<p style="text-align: center;"><u>Conventions</u></p> <p><u>Review and hold accountable</u></p> <ul style="list-style-type: none"> • Use of words that name and tell action • Writing left to right/top to bottom • Use of capital letters to write I and first letter in name • Use of legible manuscript handwriting <p><u>Teach and hold accountable:</u></p> <ul style="list-style-type: none"> • Use of temporary/conventional spelling to represent spoken language • Use of words that describe color, size and position • Development of spelling strategies • Use of a variety of sentence patterns when dictated and/or independently
<p style="text-align: center;"><u>Student Expectations</u></p> <ul style="list-style-type: none"> • Write in journal daily • Refine previously taught skills • Make individual lists • Write class stories using the writing process • Use inventive spelling • Use single consonant sounds in writing • Write using capital letters for the beginning of a sentence, “I”, own name and names of others • Retell stories orally • Use upper and lower case letters correctly • Use new vocabulary • Write using variety of sentence patterns • Write using color, size, and location words • Write for different purposes 	<p style="text-align: center;"><u>Writing Process</u></p> <ul style="list-style-type: none"> • Generate topics with or without assistance • Use new vocabulary in writing • Use name and action word to write simple sentences • Write from left to right • Write from top to bottom • Place spaces between words • Use temporary or conventional spelling • Write dominant consonant letters in a word • Write a simple message • Use simple punctuation and capitalization 	<p style="text-align: center;"><u>Portfolio Suggestions</u></p> <ul style="list-style-type: none"> ▪ MCS 4th Quarter Writing Prompt, “Something I Have Learned in Kindergarten” ▪ Locate and write 25 Kindergarten High Frequency Words (when called out) ▪ Labeled drawing Retelling Events from a Shared Story (Imaginative) ▪ Miscellaneous <p><i>At this point, from any samples you may have, select one that shows a continued area of improvement and one that shows the strongest evidence of growth to remain in the portfolio for First Grade</i></p>
	<p style="text-align: center;"><u>Teacher Resources</u></p> <ul style="list-style-type: none"> ▪ Refer to suggested book list ▪ Letterland ▪ Scott-Foresman reading series ▪ Empowering Writers 	