

Kindergarten First Prompt

Narrative Writing About a Person

English/Language Arts Content Standards:

1.0 Writing Strategies

Students write words and brief sentences that are legible.

1.1 Use letters and phonetically spelled words to write about experiences, stories, people or events.

1.3 Write by moving from left to right and from top to bottom.

Writing Situation

Each of us is a special person. We have features, actions, and talents that make us different from each other. These are the things that make us special. (Allow opportunity for class discussion.)

Directions for Writing

Draw a picture of yourself. Think about yourself, how you look, how you act, or what you do that makes you special. Write about yourself using the words that best tell about you.

Writing and Convention Standards

For this task, students will:

- a. write by moving across the page from left to right, top to bottom.
- b. write upper and lower case letters independently.
- c. spell independently using pre-phonetic knowledge and sounds of the alphabet.
- d. write 1 or 2 facts about themselves.

Resources:

Reading/Language Arts Framework for California Public Schools, p. 43

The Writing Spot: Lesson Plans and Assessments, Lesson 4

The Writing Spot: Teacher's Guide, pp 90-91

Kindergarten First Prompt Rubric

Narrative Writing About a Person

4	<ul style="list-style-type: none"> ▪ Fully addresses the prompt. ▪ Has a detailed picture of the writer. ▪ Has at least 2 complete sentences with details that tell about the writer. ▪ Has expressive language that catches the reader’s attention. ▪ Has grade-level appropriate spelling, grammar, capitalization, and punctuation; contains few, if any, errors that do not interfere with understanding the writing. ▪ Has legible handwriting, moving from L-R and top to bottom, with appropriate spacing.
3	<ul style="list-style-type: none"> ▪ Responds to the prompt. ▪ Has a picture of the writer with some details. ▪ Has sentences or phrases that tell about the writer. ▪ Has some expressive language. ▪ Has mainly grade-level appropriate spelling, grammar, capitalization, and punctuation; contains some errors that do not interfere with understanding the writing. ▪ Has legible handwriting with most letters formed correctly, and appropriate spacing.
2	<ul style="list-style-type: none"> ▪ Attempts to respond to the prompt (writer can verbalize that what is written relates to the topic). ▪ Has a picture of the writer. ▪ Has letters, words, or phrases that tell about the writer, or has labels for a picture. ▪ Has some letters formed correctly and/or appropriate spelling. ▪ May contain many errors in spelling, grammar, capitalization, and/or punctuation that may interfere with understanding the writing. ▪ Has environmental print.
1	<ul style="list-style-type: none"> ▪ May not respond to the prompt (no bridge from verbal language to written). ▪ May have a picture of the writer. ▪ Contains scribbles, lines, or pictures. ▪ May have random letters and/or letter strings. ▪ May contain frequent and numerous errors in spelling, grammar, capitalization, and punctuation that interfere with the understanding of the writing. ▪ May show no evidence of letter formation or appropriate spacing.
BP	<ul style="list-style-type: none"> ▪ Blank Paper

Kindergarten First Prompt – Student Page

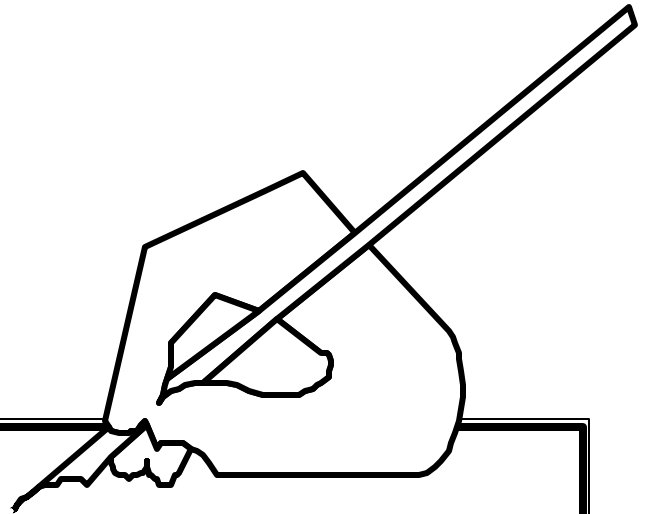
Narrative
Writing About a Person

Writing Situation

Each of us is a special person. We have features, actions, and talents that make us different from each other. These are the things that make us special.

Directions for Writing

Draw a picture of yourself. Think about yourself, how you look, how you act, or what you do that makes you special. Write about yourself using the words that best tell about you.



Writing and Convention Standards

For this task, you will:

- e. move from left to right, top to bottom.
- f. write upper and lower case letters independently.
- g. spell independently using pre-phonetic knowledge and sounds of the alphabet.
- h. write 1 or 2 facts about yourself.



I like to read.

My favorite color is blue.

My name is

I am 5 years old

My favorite friend is Gaby

and Makeline and Joshua

and James and Caitlyn and

CHRIS and Bryson and
Lil'Wag and Grant and
David and Miss Mitt and
Anthony. I like to eat
PIZZA. My favorite
color is red and yellow
and green and orange.

District Writing Sample Scoring Rationale

First Prompt, Kindergarten

Narrative

Writing About a Person

Rubric Score Point: 4 anchor

Characteristics that make the paper an anchor 4:

- a. Clear printing and proper use of line space.
- b. Very descriptive details.
- c. Clear capitalization and punctuation.
- d. Good response to prompt.
- e. Contains two excellent sentences.
- f. Understands use of spacing between words.
- g. Consonant sounds missing in some words.

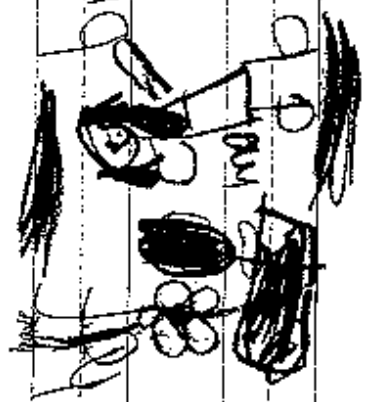
Additional instructional steps for the writer's growth would include:

- a. Modeling for the student how to listen for final/medial consonant sounds.
- b. Expanding on the idea in each sentence.
- c. Making spaces a little smaller between words.

Teacher Notes:

I am ones.

boy
I
has.

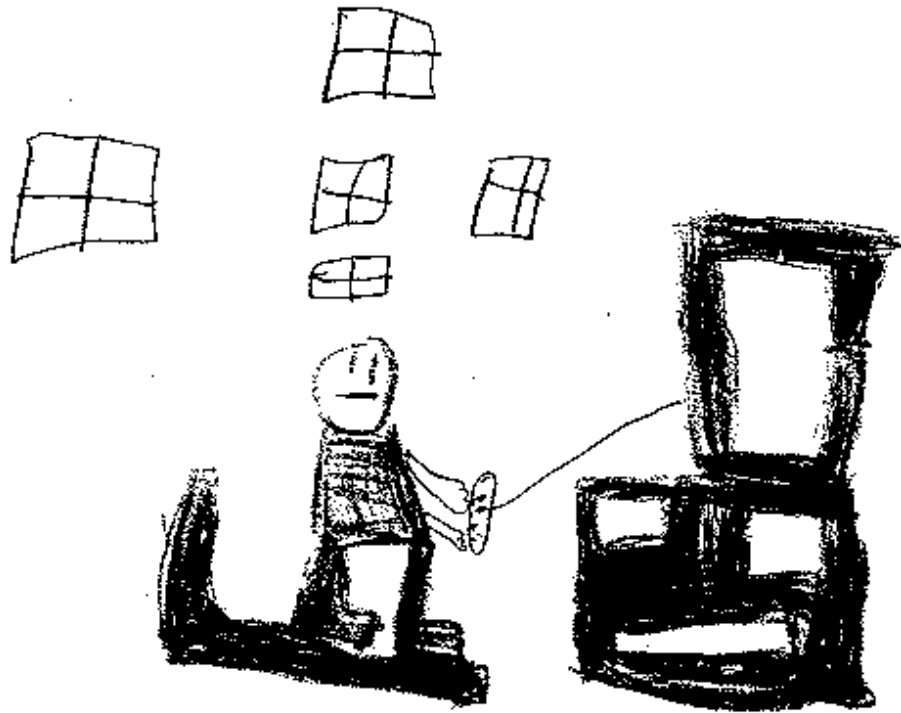


I ~~love~~ my Mom.

I Play wet my brother.

I love my mom I play
by brother I play with
friends. 3/4

I Play wet my friends.



I like to

play with

my brother on the
computer.

District Writing Sample Scoring Rationale

First Prompt, Kindergarten

Narrative

Writing About a Person

Rubric Score Point: 3 anchor

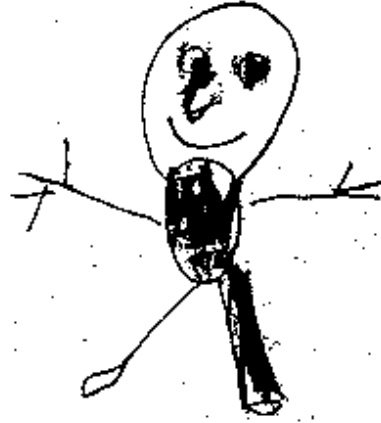
Characteristics that make the paper an anchor 3

- a. Responds very well to the prompt. (detailed)
- b. Uses punctuation appropriately.
- c. Spells phonetically.
- d. Attempts sight words.
- e. Inappropriate use of capital letters.
- f. Contains three simple sentences with few details.

Additional instructional steps for the writer's growth would include:

- a. Working on appropriate letter size. (upper and lower)
- b. Working on appropriate spacing.
- c. Modeling a variety of sentence patterns.

Teacher Notes:



I can walk very fast.

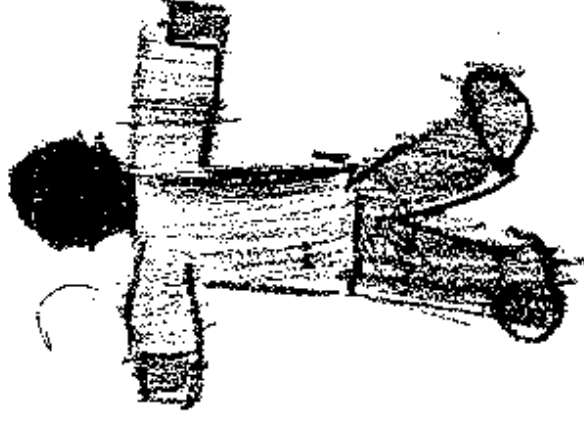
I can read.

I can color.

I can walk very fast.

I can read read.

I can color.



gp.



mi

ilk.

District Writing Sample Scoring Rationale

First Prompt, Kindergarten

Narrative

Writing About a Person

Rubric Score Point: 2 high

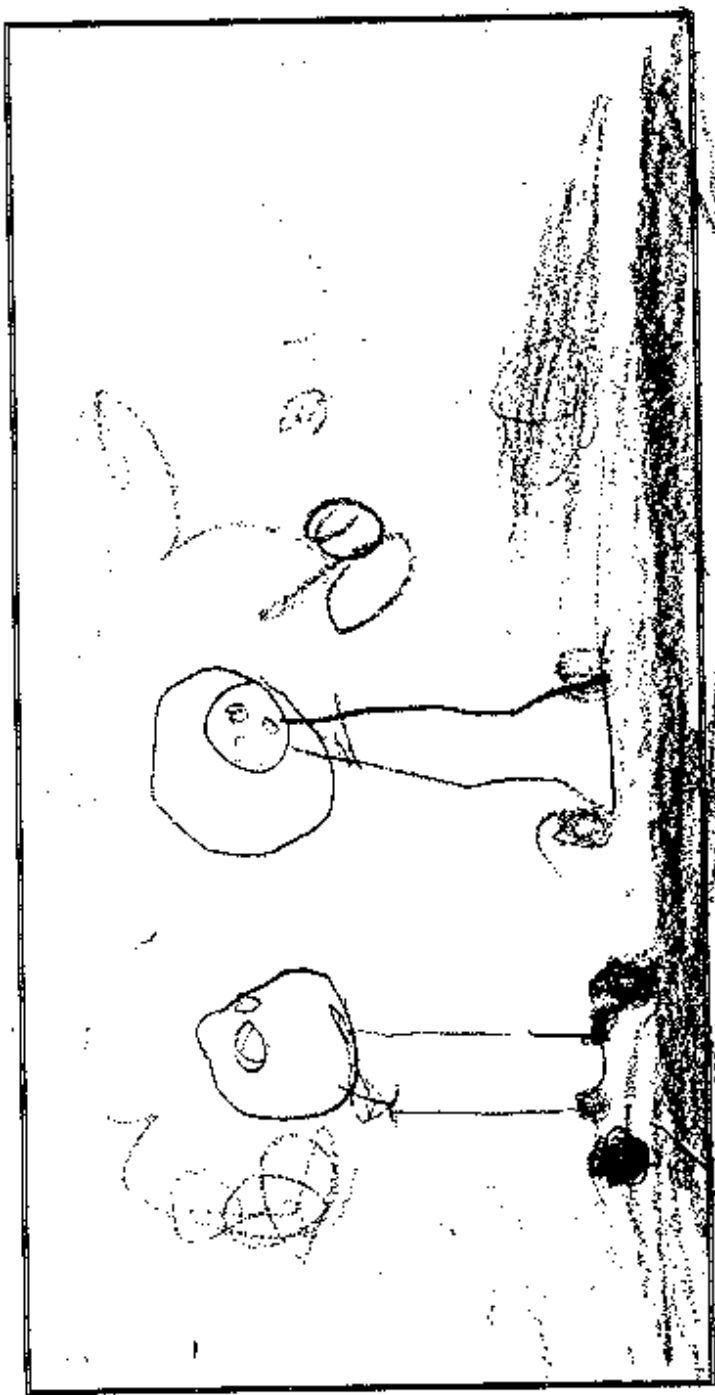
Characteristics that make the paper a high 2:

- a. Uses completed phrases and sentences.
- b. Good use of initial/final consonants.
- c. Has a detailed picture of the writer.
- d. Writes to the prompt.
- e. Places spaces between words.
- f. Vowel sounds are attempted.
- g. Contains punctuation.

Additional instructional steps for the writer's growth would include:

- a. Listening for vowels and consonant sounds.
- b. Placing periods next to the final letter.
- c. Working on developing a better understanding of spaces between words.

Teacher Notes:



I like my scooter.

I can jump.

I like my scooter. I can jump

District Writing Sample Scoring Rationale

First Prompt, Kindergarten

Narrative

Writing About a Person

Rubric Score Point: 2 anchor

Characteristics that make the paper an anchor 2:

- a. Attempts more than one sentence.
- b. Has one or two complete words.
- c. Describes the writer with few details.
- d. Uses mainly initial consonants.
- e. Responds to the prompt.
- f. Has a picture of the writer.
- g. Attempts words, phrases, and punctuation.

Additional instructional steps for the writer's growth would include:

- a. Modeling appropriate use of spaces between words.
- b. Providing phonemic awareness activities.
- c. Modeling the use of capitals at the beginning of a sentence.

Teacher Notes:



I love WJ.

M 55555.

I like to play outside.
My name is so special.

District Writing Sample Scoring Rationale

First Prompt, Kindergarten

Narrative

Writing About a Person

Rubric Score Point: 2 low

Characteristics that make the paper a low 2:

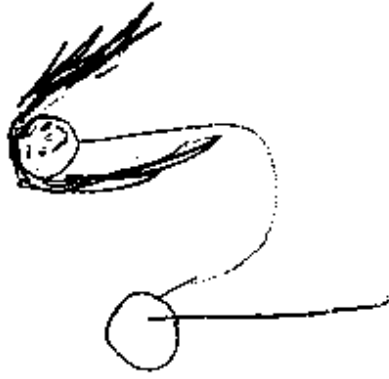
- a. Attempts words.
- b. Single consonant sounds used..
- c. Describes the writer.
- d. There are **no** complete words.
- e. Responded to the prompt.
- f. Lacks detail in picture.
- g. Lack of detail in writing with no attempt at punctuation.

Additional instructional steps to support this writer:

- a. Providing phonemic awareness activities.
- b. Modeling the use of capital letters at the beginning of a sentence with appropriate punctuation.
- c. Practicing with the student how to listen for vowel sounds.
- d. Modeling for the student how to write using supporting details.

Teacher Notes:

I | V | I
+ (I am pretty.)



District Writing Sample Scoring Rationale

First Prompt, Kindergarten
Narrative
Writing About a Person

Rubric Score Point: 1 high

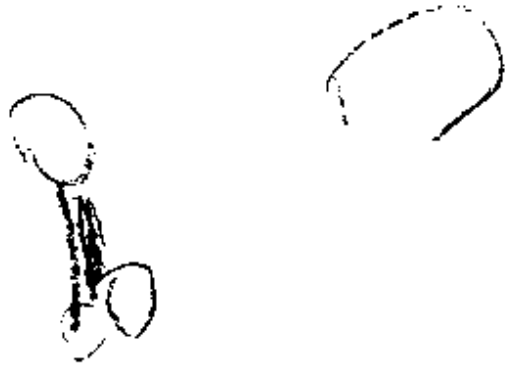
Characteristics that make the paper a high 1:

- a. Shows capitalization.
- b. Shows punctuation.
- c. Shows random letters.
- d. The writing is on the line provided.
- e. Writing starts at the left margin.
- f. Has random letters.

Additional instructional steps for the writer's growth would include:

- a. Modeling the use of spacing between words.
- b. Providing phonemic awareness activities.
- c. Working on initial consonants.
- c. Developing a basic sight vocabulary for writing.

Teacher Notes:



I S T S I P O P = O P P •

I like to play with Santa claus.

District Writing Sample Scoring Rationale

First Prompt, Kindergarten

Narrative

Writing About a Person

Rubric Score Point: 1 anchor

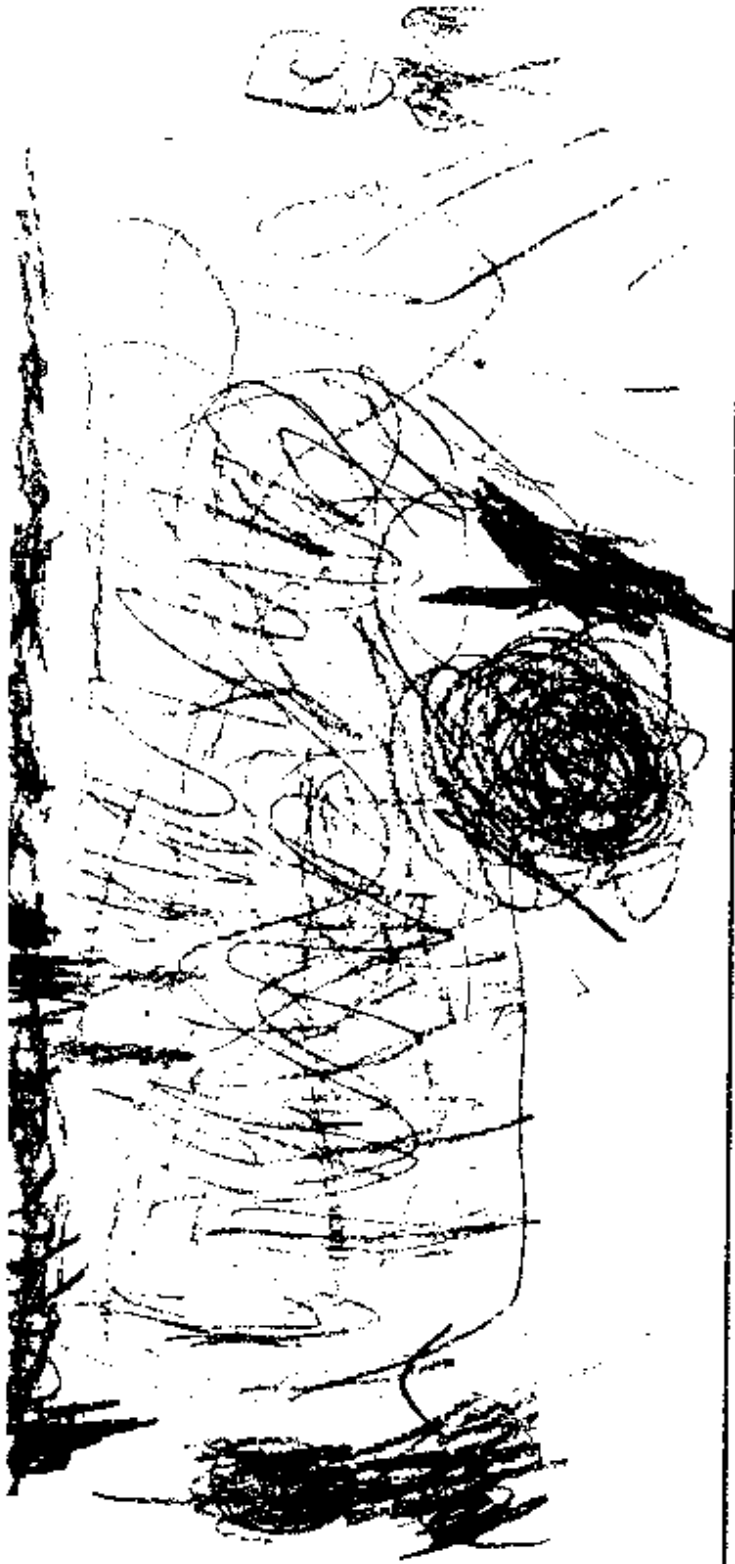
Characteristics that make the paper an anchor 1:

- a. Has detailed picture.
- b. Puts letters on line.
- c. Letters lack clarity.
- d. Handwriting is poor.
- e. Lacks concept of initial sounds.
- f. Lacks understanding of where letters begin in the center instead of the left.
- g. Lack of spaces to show word grouping.

Additional instructional steps for the writer's growth would include:

- a. Modeling correct letter formation.
- b. Providing phonemic awareness activities.
- c. Working on initial consonant sounds.
- d. Modeling the use of spaces between words.

Teacher Notes:



L O S A N O S

F. H. 12

District Writing Sample Scoring Rationale

First Prompt

Narrative

Writing About a Person

Rubric Score Point: 1 low

Characteristics that make the paper a low 1:

- a. There is an attempt at a picture.
- b. Scribbles are on the lines provided.
- c. Understands to write on lines.
- d. Name is written appropriately.
- e. No attempt to write letters (except name).

Additional instructional steps for the writer's growth would include:

- a. Providing opportunities for phonemic awareness.
- b. Developing an understanding of the concept of letters through shared writing.
- c. Modeling correct letter formation.
- c. Begin teaching some basic sight vocabulary for writing purposes – I, the, like, to.

Teacher Notes:

