



congratulations — It's a Blue!!!  
**Assessment Plan: Kindergarten Emergent Writing**

Meaning and Communication			Levels of Thinking (Cognitive Demand)			
ID Number	Grade-Level Content Expectation	Words to Know	Recall	Relate	Connect	Create
W.HW.00.01	Form upper and lower case letters. <i>Write the big letters of the alphabet.</i> <i>Write the small letters of the alphabet.</i>	<ul style="list-style-type: none"> <li>• uppercase</li> <li>• lowercase</li> <li>• letters</li> <li>• Capital</li> <li>• Big</li> <li>• small</li> </ul>	Write the letters in sand Match upper and lower case letters using your flash cards	Children work with a partner calling letter names. Next, they write the upper and lower case letters called on individual dry erase boards	Classify/sort letters into uppercase and lowercase groups	Design glitter glue flash cards for each known upper and lower case letter
W.HW.00.02	Leave space between words and word-like clusters of letters. <i>Leave a space between each word you write.</i>	<ul style="list-style-type: none"> <li>• space</li> <li>• words (vs. letters)</li> <li>• cluster</li> <li>• between</li> </ul>	Children will leave a space between their first and last names when writing			Write a sentence leaving finger space between each word
W.HW.00.03	Write from left to right and top to bottom. <i>Start at the top and write across to the end of the line.</i> <i>Go to the beginning of the next line, and start again.</i>	<ul style="list-style-type: none"> <li>• left</li> <li>• right</li> <li>• top</li> <li>• bottom</li> <li>• line</li> <li>• beginning</li> <li>• across</li> </ul>	Copy a poem from the board that requires a return sweep			Write a sentence or two on grade appropriate control paper (5 ½ X 8)



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W.PR.00.03	<p>Use semi-phonetic spelling to represent narrative and information text when writing and incorporating pictures and drawings.</p> <p>Use inventive spelling to write a story using one fact about _____.</p> <p>Draw a picture to go with your story.</p> <p>Use inventive spelling to write a story.</p>	<ul style="list-style-type: none"> <li>• Inventive spelling</li> <li>• Narrative text</li> <li>• fact</li> <li>• informational text</li> <li>• story</li> </ul>	<p>After hearing informational text, children will write one fact about the story.</p>		<p>Children will write a story about themselves related to topic</p>	<p>After hearing informational text, children will draw a picture to represent their chosen fact.</p>
W.SP.00.01	<p>Spell a small number (about 18) of frequently encountered and personally meaningful words correctly.</p> <p>Spell all the words you know.</p>	<ul style="list-style-type: none"> <li>• Spell</li> <li>• Know</li> <li>• Frequently</li> <li>• Correctly</li> </ul>	<p>Write all the words you know</p>	<p>Take turns spelling words you know with a partner</p>	<p>With a partner circle all the words that you and your partner have that are the same in red. Circle the words that are different in blue.</p>	<p>Choose a blue word from your partners list and write it in a sentence.</p>
W.SP.00.02	<p>For other words, rely on:</p> <ul style="list-style-type: none"> <li>-structural cues (beginning and simpler ending sounds)</li> <li>-environmental sources (word wall, word lists)</li> </ul> <p>Think about what other words look like to help you spell new words.</p> <p>Say the word slowly and write what you hear at the beginning and the end of the word.</p> <p>Use the word wall and word lists for help.</p>	<ul style="list-style-type: none"> <li>• Beginning sounds</li> <li>• Ending sounds</li> <li>• Word wall</li> <li>• Word lists</li> </ul>	<p>Teacher reads a word from word list or word wall and child locates the word using a pointer.</p>	<p>With a partner say a word and have your partner identify the correct beginning or ending sound.</p>		<p>Pick a word from your red or blue list and make as many rhyming words as you can.</p> <p>Write a story using words from word wall or word lists if you need help.</p>

Developed by : THE CREW #77