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Georgia Performance Standards Task for English Language Arts – GRADE K

Grade: Kindergarten

Title: End of Unit Writing Prompt

Task Annotation:

Description of the Topic (Language Use and Conventions):

The Language Use and Conventions unit is designed to help give kindergartners the tools they need to begin their lives as writers. A strong instructional focus is placed on the conventions of print that will help students understand how to become writers. These conventions include the alphabetic principle, directionality and letter/word/sentence differentiation.

Methods:

At the end of the unit, all students will be given the following prompt:

"Write a story about yourself. Be sure to leave spaces between your words, write from left-to-right and top-to-bottom and represent words with all of the sounds that you hear."

After students have produced a piece of writing in response to the prompt, the Language Use and Conventions Class Profile will be used to evaluate the writing.

The Task:

Description:

Students will be given the following writing prompt:

"Write a story about yourself. Be sure to leave spaces between your words, write from left-to-right and top-to-bottom, and represent words with all of the sounds that you hear."

Directions:

Give students the writing prompt at the end of the Language Use and Conventions unit. Evaluate the writing that they produce by using the Language Use and Conventions Class Profile. Looking at each element listed on the class profile, place a check in the + column if the student met this element of the standard, or place a check in the - column if the student did not meet this element of the standard.

Differentiated Instruction

No accommodations are recommended for this assessment. It is important to see where every student is in understanding and being able to apply the above elements. From this assessment, it can be determined who needs additional accommodations as you move into the next unit of writing.

Appropriate accommodations for the next unit may include:

1. Provide student with paper that has been highlighted in dashes across the lines so as to provide a space to write each word.
2. Draw an arrow from left to right across the top of the writing paper with the word START on the left side of the arrow.

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3. Write the student's name and date in dotted letters for him/her to trace over.
4. Individual word cards or list with a key picture for each phonemic sound.
5. Alternative writing instruments: fat pencils, fat crayons, markers, three-sided pencils, or pencil grips.
6. Please, teach students to hold writing instruments correctly and expect them to do so as their fine motor development allows. This is so important when they are older and have to write for extended periods of time. By correctly holding a writing instrument, the student will experience less fatigue in his/her fine motor muscle groups.

Focus Standard:

ELAKW1 The student begins to understand the principles of writing. The student

- a. Writes or dictates to describe familiar persons, places, objects, or experiences.
- b. Uses drawings, letters, and phonetically spelled words to create meaning.
- c. Accurately prints name, all uppercase and lowercase letters of the alphabet, and teacher-selected words.
- d. Uses left-to-right pattern of writing.
- e. Begins to use capitalization at the beginning of sentences and punctuation (periods and question marks) at the end of sentences.