### Writing Portfolio Contents Elementary Required Writing Aligned to the Common Core Standards

#### Plainfield School District

#### **Classroom Writing Folders**

Teachers are required to keep at least **2 folders** for writing. One folder is the *Works in Progress Folder* and the second folder is a *Writing Portfolio*. Folders should be visible in the classroom in a clearly labeled container for review.

#### **Works in Progress Folder**

A Works in Progress is so named because it is a project "in the works," containing work in progress as well as finished samples of work in the various writing stages. It serves as a *holding tank* for work that may be selected later for a more permanent Writing Portfolio. A Works in Progress portfolio is an intentional collection of work guided by learning objectives.

<u>Writing Portfolio</u> - The primary purpose of a Writing Portfolio is to document student learning on specific writing curriculum outcomes. As such, the items in the portfolio are designed to elicit the knowledge and skill specified in the outcomes. It is the assessment tasks that bring the curriculum outcomes to life. A Writing Portfolio is a showcase of the student's proficiency in reaching the Common Core Standards. Additionally, Writing Portfolios typically have selections that include teacher feedback and student reflections

The Writing Portfolio should contain labeled and dated samples of student writing that show evidence of compliance with the **Common Core Standards** and outlined in Plainfield School District's pacing guide. The standards require that students at each grade level write in the modes of opinion, informational/explanatory, and real or imagined narrative.

Students also produce and distribute their writing using a variety of tools, including technology. Students conduct research to build and present knowledge by conducting short and more sustained research projects, exploring a variety of credible resources and drawing evidence from texts to support analysis, reflection and research.

The samples collected in the Writing Portfolios should include published writing projects as well as additional writing samples that support implementation of the Common Core Standards.

The writing <u>anchor</u> standards are listed <u>as a guide</u>. Teachers should refer to the anchor standards in writing that correlates to their <u>specific grade level</u> for required work of the standard.

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| Student Name  | Grade: K 1st 2nd 3rd 4th 5th   |                  |
|---|--|------------------|
| School  | Teacher  |                  |
| evidence of the writing process should be inc   | nformative/explanatory, and real or imagined narrative san<br>cluded with published piece on top. <u>Rubric, teacher feedbac</u><br>eces. (W.CCR.4-6 may also be included in each piece) |                  |
| Title   | Text Type  | Date             |
| 1.  | Narrative<br>W.CCR.3   |                  |
| 2.  | Informative or   |                  |
|   | Explanatory W.CCR.2  |                  |
| 3.  | Opinion<br>W.CCR.1   |                  |
| Short Research Project: Refer to grade lev science, social studies, or thematic topics.   | vel standards. Product may include across content areas  | subjects such as |
| Title/Subje   | ct Brief Description   | Date             |
| 4.  |  |                  |
| Student Choice: (reflection sheet required in grant Title   | ades 3-5)  Brief Description   | Date             |
| 5.  | 21101200011.puton  | 2400             |
| o.  | CCSS:  |                  |
| Writing On-Demand: Should include an entry g  | generated in a single sitting based on a teacher provided prompt   | or topic.        |
| Title   | Form   | Date             |
| 6.  |  |                  |
| *Grades 3-5   | W.CCR.10   |                  |
| Literary Analysis/Writing about Reading: Should included the state of | ude a published piece of writing about a text/texts read, researched and   | analyzed. Draw   |
| Title   | Description  | Date             |
| 7.  | •  |                  |
| *Grades 4 and 5   | W.CCR.9  |                  |
| Note: NI Model Curriculum Unit Writing A  | ssessments and/or District Benchmark Assessments are ac  | lditional nieces |

Note: NJ Model Curriculum Unit Writing Assessments and/or District Benchmark Assessments are additional pieces that should be included in the portfolio as they become available.

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