

Reading-Writing Portfolio Table of Contents

This document serves as a guide for students and teachers to build a portfolio of their work and authentically document their literacy skills. It is aligned with the Common Core State Standards. The goal is for students to present their portfolios at the spring conference (student-led conferences).

Introductory Letter

- Student biography; a description of their personal learning experience; summary of contents; importance of artifacts

Persuasive/Opinion Writing | [CCSS.ELA-LITERACY.CCRA.W.1](#)

- Book review ([CCSS.ELA-LITERACY.CCRA.W.9](#))
- Letter to the Principal about a school issue
- Advertisement for a local business

Informative/Explanatory Writing | [CCSS.ELA-LITERACY.CCRA.W.2](#)

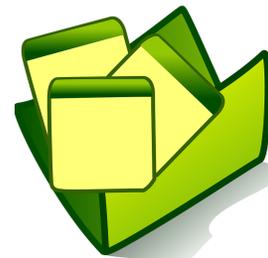
- Research report ([CCSS.ELA-LITERACY.CCRA.W.7](#), [CCSS.ELA-LITERACY.CCRA.W.8](#))
- How-to essay
- Biography of historical figure or personal hero

Narrative/Imaginative Writing | [CCSS.ELA-LITERACY.CCRA.W.3](#)

- Poetry
- Real narrative, i.e. small moment writing, memoir
- Fictional narrative

Process of Writing | [CCSS.ELA-LITERACY.CCRA.W.4](#), [CCSS.ELA-LITERACY.CCRA.W.5](#)

- Evidence of the different stages of the writing process, i.e. brainstorming, drafting, revising, editing, publishing.
- Evidence of ability to provide and accept feedback on writing





Digital Publishing | [CCSS.ELA-LITERACY.CCRA.W.6](#)

- Blogging, i.e. Slice of Life, math journaling, science notebook
- Digital storytelling, i.e. iMovie, YouTube
- Multimedia creations, i.e., Little Bird Tales, Book Creator

Range of Reading | [CCSS.ELA-LITERACY.CCRA.R.10](#)

- List of books read including genre, rating, and review (Biblionasium)
- List of books on to-read list (Biblionasium)
- Reading conferences/fluency checks (audio recording)

Speaking and Listening | [CCSS.ELA-LITERACY.CCRA.SL.1](#), [CCSS.ELA-LITERACY.CCRA.SL.4](#)

- Podcasting, i.e. Audioboom, Garageband
- Storytelling
- Readers Theater
- Video tutorials, i.e. Educreations, Explain Everything

Note on the reading-writing portfolio: Students would not be expected to include everything listed in this document every year. These ideas serve as suggestions for writing pieces, although book reviews and research reports do have anchor standards aligned with these activities. Each artifact should also be accompanied with a reflection. Consult your grade level standards at www.corestandards.org for more information.

This literacy assessment would travel with the student from year to year. Students are expected to update their portfolios when they have produced a better piece or artifact. They should retain prior artifacts of learning to serve as evidence of growth over time. Primary students' reading-writing portfolios would be paper-based with some digital artifacts posted for families to view periodically. Intermediate students would maintain a digital portfolio of their work over time. Digital portfolios would remain with students during their secondary career.