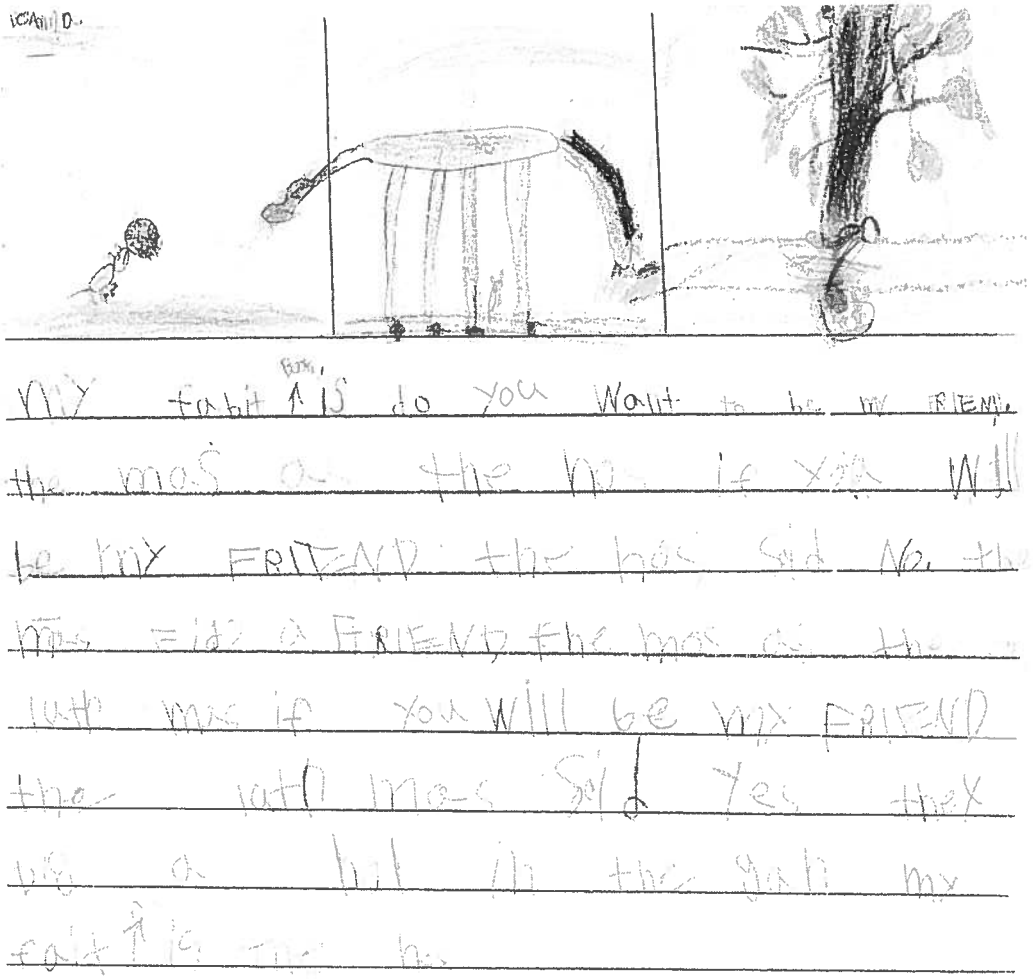
Student Sample: K, Argument (Opinion)

This opinion piece about a work of literature was produced in class.



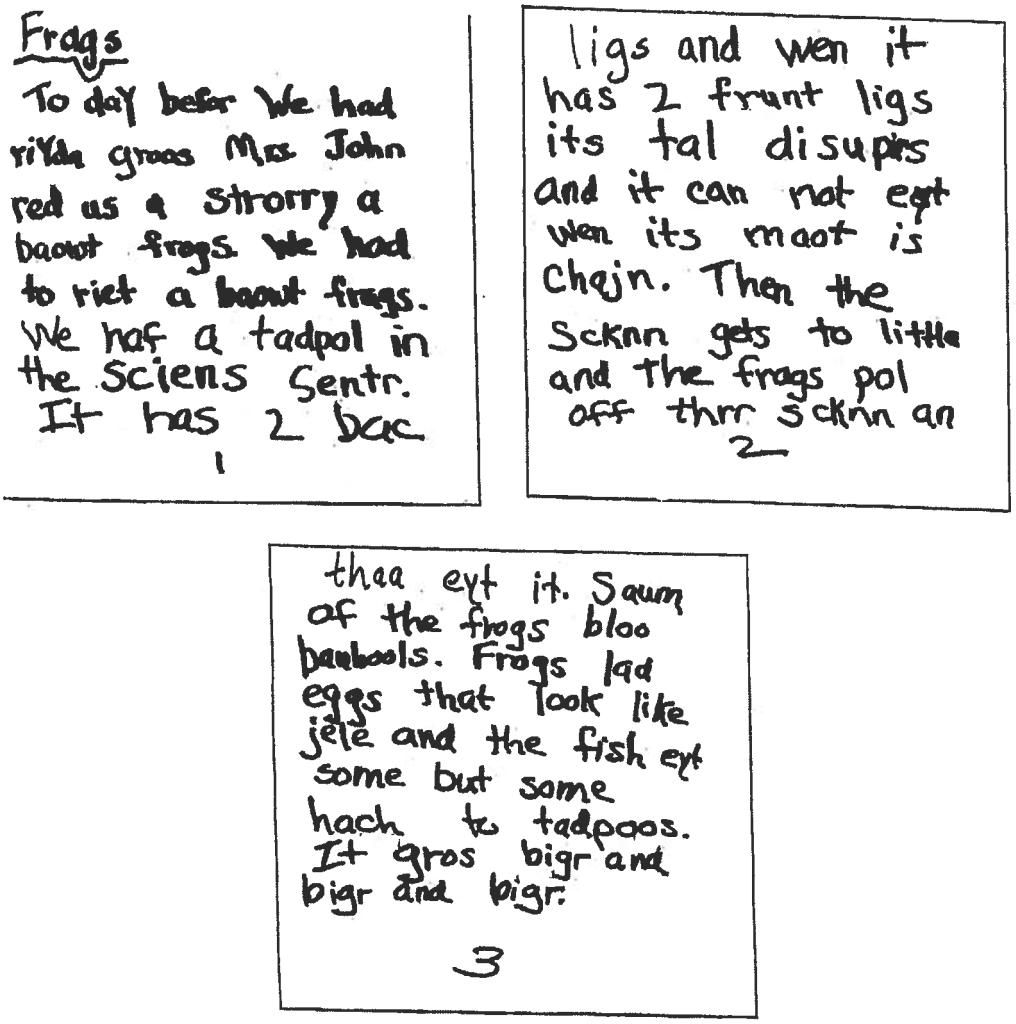
Annotation

The writer of this piece

- **tells the reader the name of the book (in the title of the paper).**
  - *My fabit* (favorite) *Book is do you Want to be my FRIEND*
- **states an opinion or preference about the book.**
  - . . . *my fait* (favorite) *pot* (part) *is the hos* (horse)

Student Sample: K, Informative/Explanatory

This informative report was produced in class, and the writer received support from the teacher.



Frags
To day befor We had riyda groos Mrs. John red us a strorry a baowt frogs. We had to riet a baowt frogs. We haf a tadpol in the Sciens Sentr. It has 2 bac
1

ligs and wen it has 2 frunt ligs its tal disupirs and it can not eyt wen its maot is chejn. Then the scknn gets to little and the frags pol off thrr scknn an
2

thaa eyt it. Saum of the frogs bloo baebools. Frogs lad eggs that look like jele and the fish eyt some but some hach to tadpoos. It gros bigr and bigr and bigr.
3

Annotation

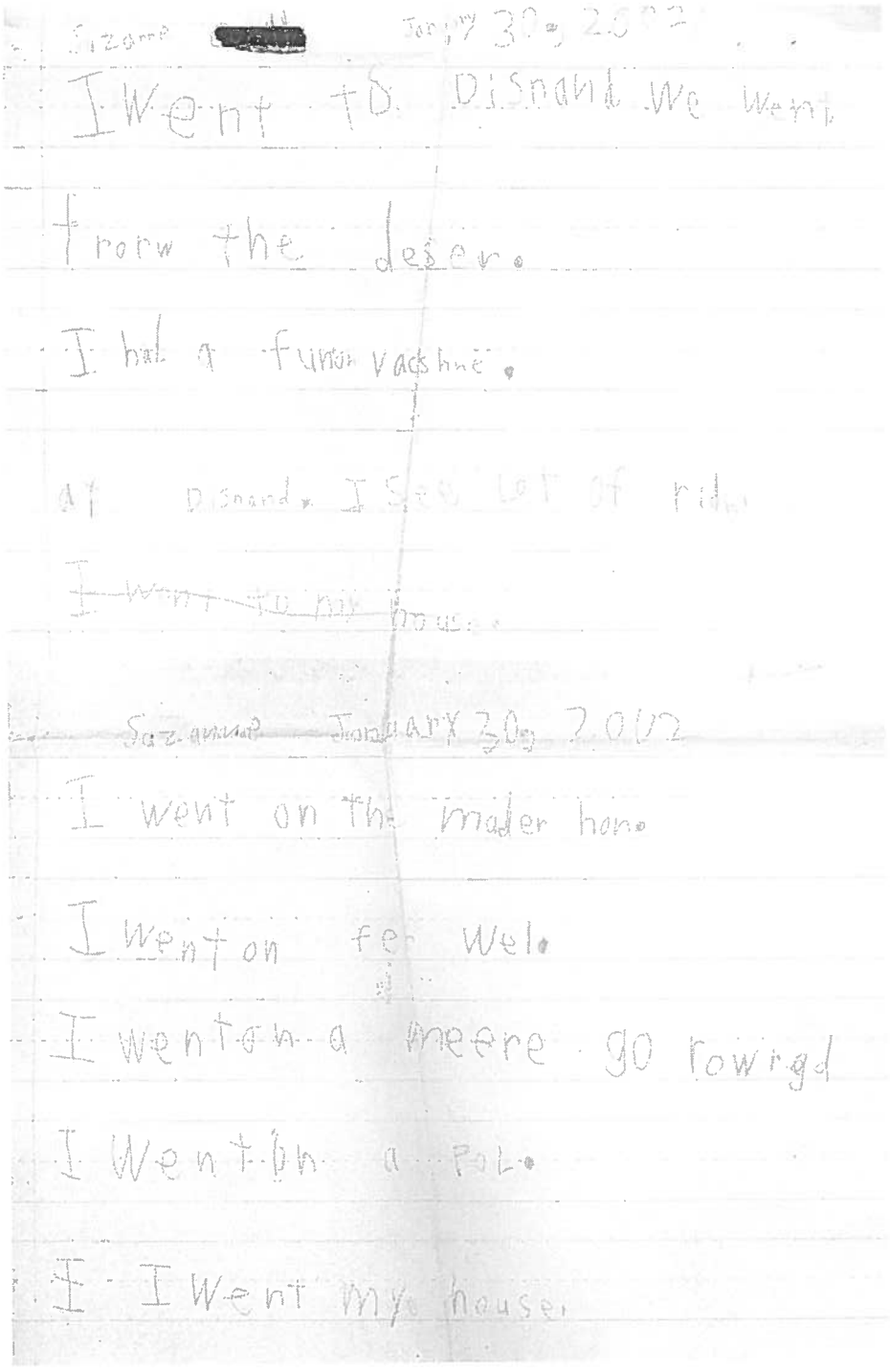
The writer of this piece

- **establishes the topic in a title and goes beyond the title to create a context for writing about frogs.**
  - *To day befor* (before) *We had riyda* (writing) *groos* (groups) *Mrs.* _____ *red* (read) *us a strorry* (story) *a baowt* (about) *frogs.*
- **supplies some information about the topic.**
  - *It has 2 bac* (back) *ligs* (legs) *and wen* (when) *it has 2 frunt* (front) *ligs* (legs) *its tal* (tail) *disupirs* (disappears) . . . *Then the scknn* (skin) *gets to* (too) *little and the frags pol* (pull) *off thrr* (their) *scknn* (skin) . . .
  - *Frogs lad* (laid) *eggs that look like jele* (jelly) . . .

- **uses additive (adversative and temporal) linking words.**
    - . . . *and wen* (when) . . . *Then* . . . *but* . . .
- **provides a sense of closure.**
    - *It gros* (grows) *bigr* (bigger) *and bigr and bigr.*
- **demonstrates command of some of the conventions of standard written English.**
    - As a kindergartener, the writer demonstrates remarkable control of the conventions of standard written English. As this was a process piece, it is reasonable to assume that the writer received feedback to correct possible errors with capital letters and periods.

Student Sample: K, Narrative

This narrative is a process piece that was produced in class.



Annotation

The writer of this piece

- **establishes a situation by naming a place.**
  - *Disnand* (Disneyland)
- **recounts several loosely linked events and the order in which they occurred.**
  - *I had a fun on vacshne* (vacation). . . . *I see lot* (lots) *of rids* (rides). *I went on the mader hon* (Matterhorn). . . . *I went my house.*
- provides **a reaction to what happened.**
  - *I had a fun on vacshne* (vacation).
- **offers a sense of closure.**
  - *I went my house.*
- **demonstrates command of some of the conventions of standard written English.**
  - This piece illustrates consistent control of beginning-of-sentence capitalization and end-of-sentence punctuation. The writer also uses capital letters appropriately in the title of the piece.