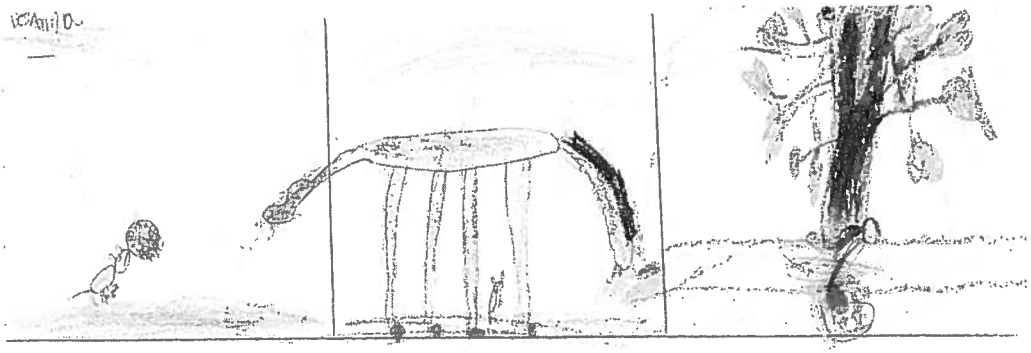
Student Sample: K, Argument (Opinion)

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



my fabit Book is do you Want to be my FRIEND.
the mas as the hos if you will
be my FRIEND the hos said No. the
mas Fid a FRIEND the mas as the
lath mas if you will be my FRIEND
the lath mas said Yes. they
big a hot in the gah my
fait is the hos

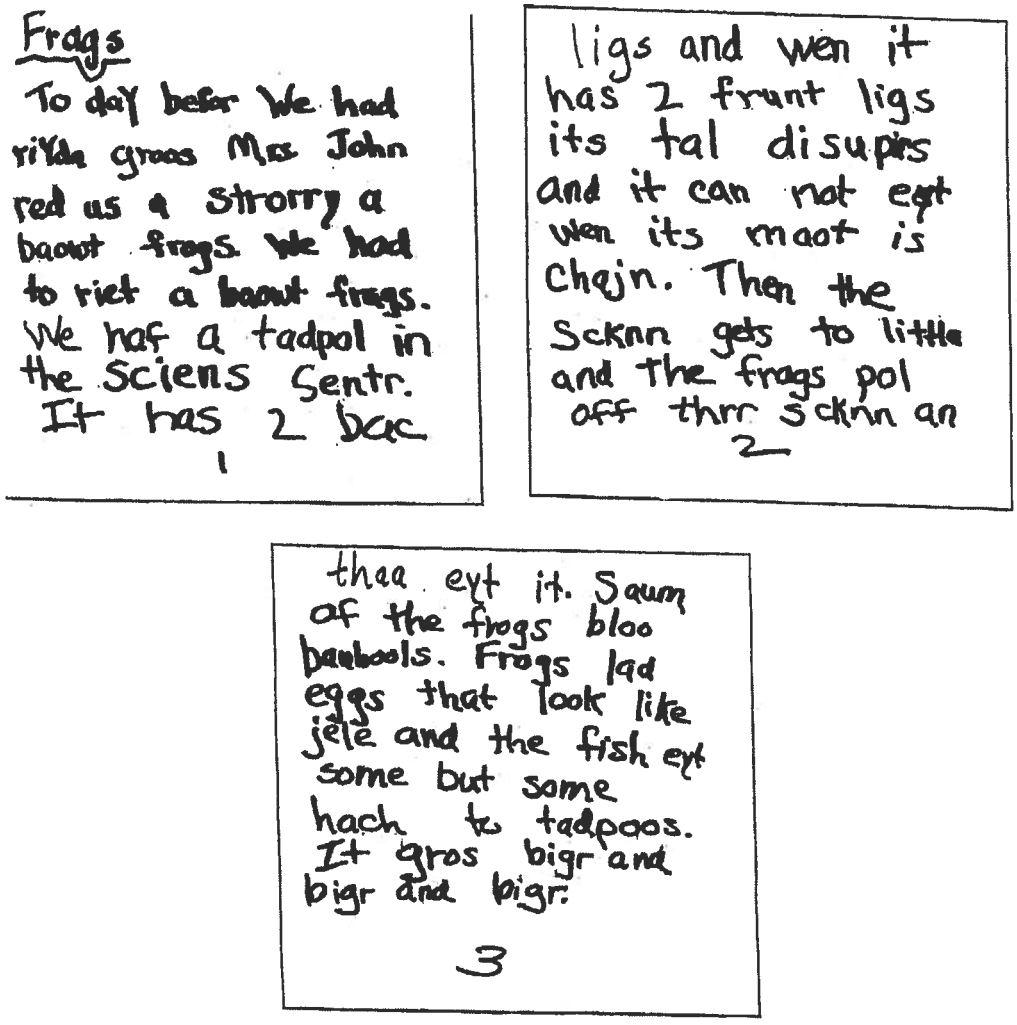
Annotation

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 baout frags. We had to riet a baout frags. 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

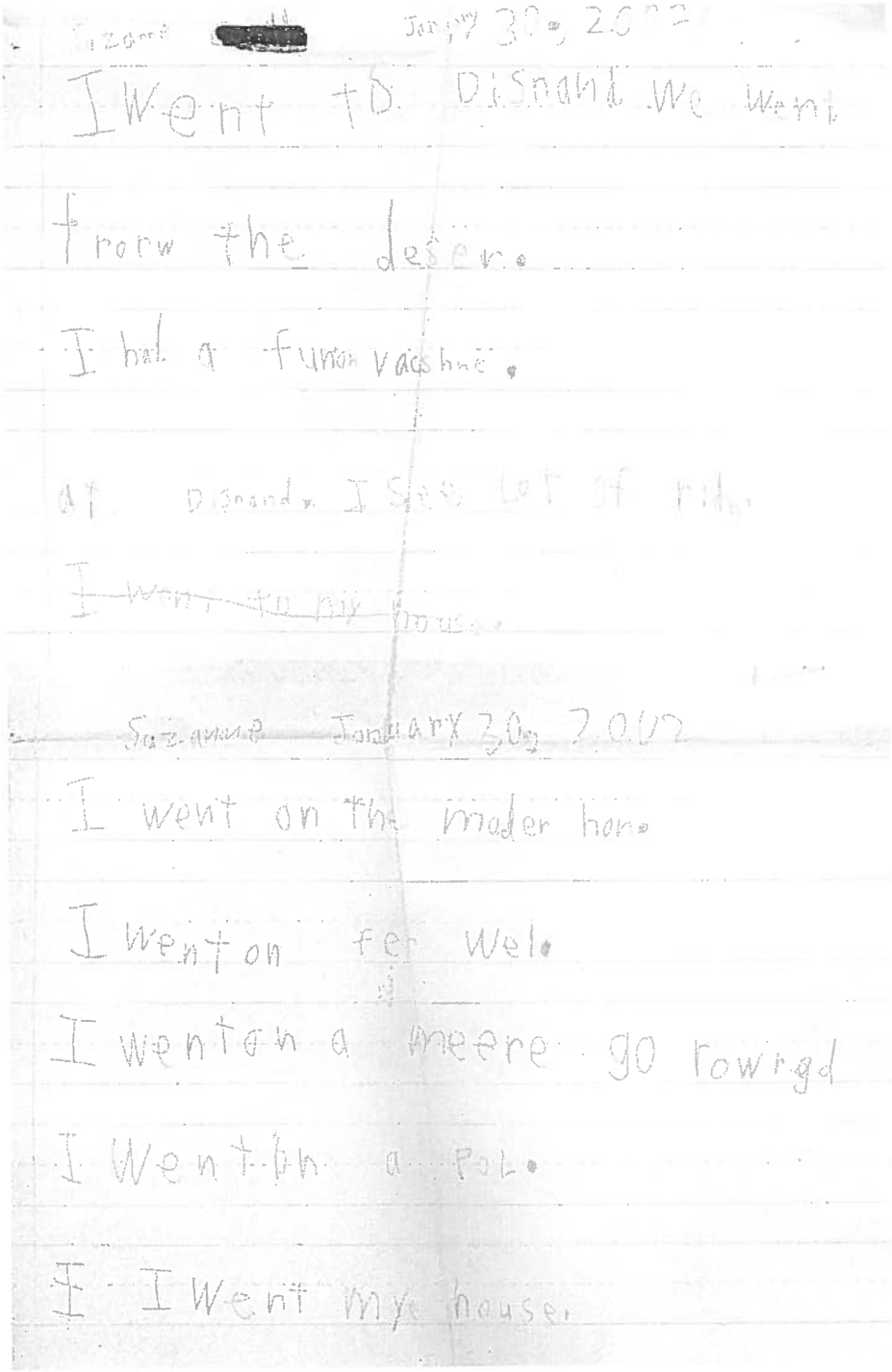
The writer of this piece

- **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.



Suzanne [redacted] January 30, 2002

I went to Disnand We went

trorw the deser.

I had a funon vacshne.

at Disnand. I see lot of ride.

~~I went to my house.~~

Suzanne January 30, 2002

I went on the moder hon.

I went on fer wel.

I wenton a meere go rowrgd

I Wentbn a pol.

I I Went my house.

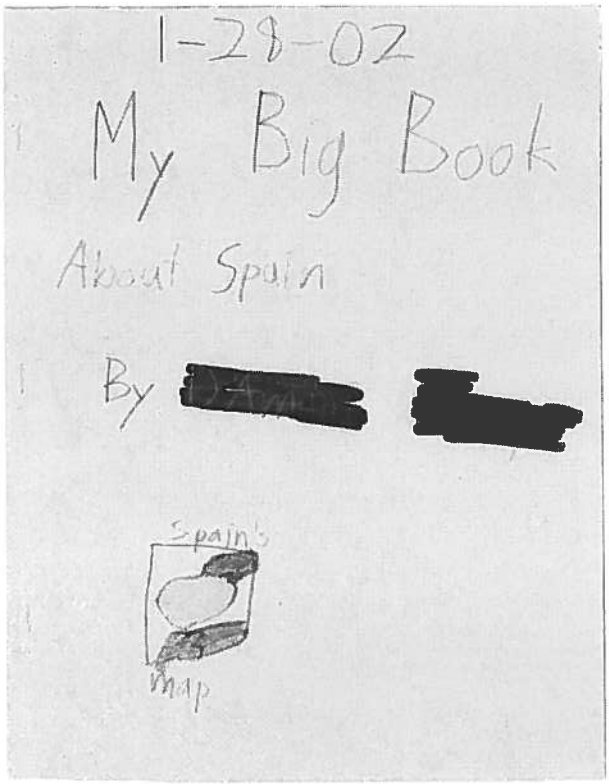
Annotation

The writer of this piece

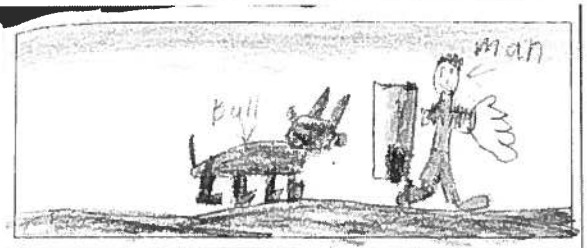
- **establishes a situation by naming a place.**
  - *Disnand* (Disneyland)
- **recounts several loosely linked events and the order in which they occurred.**
  - *I had a fun on vacshne* (vacation). . . . *I see lot* (lots) *of rids* (rides). *I went on the mader hon* (Matterhorn). . . . *I went my 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.

Student Sample: Grade 1, Informative/Explanatory

This informative report was produced in class.



Spain is in Europe. Spain is located in the south western tip of Europe. Europe is a far away place from here. Spain has alot of fiestas. In some of the fiestas they make food and make special food too. Spain has ball fights and I would want to see one. I think Spain looks like a upside down hat. In



some of the fiestas the people are loud. Some of the fiestas are even beautiful and colorful. Spain has alot of diffrent people. In the bull fights they make the bulls tired and make them fall out. Spain is very colorful even if you go there you will see it at night. Spain has 5 neighbors

Spain's neighbors are France, Andorra, Algeria, Portugal and Morocco. One day when I am a researcher I am going to go to Spain and write about it!

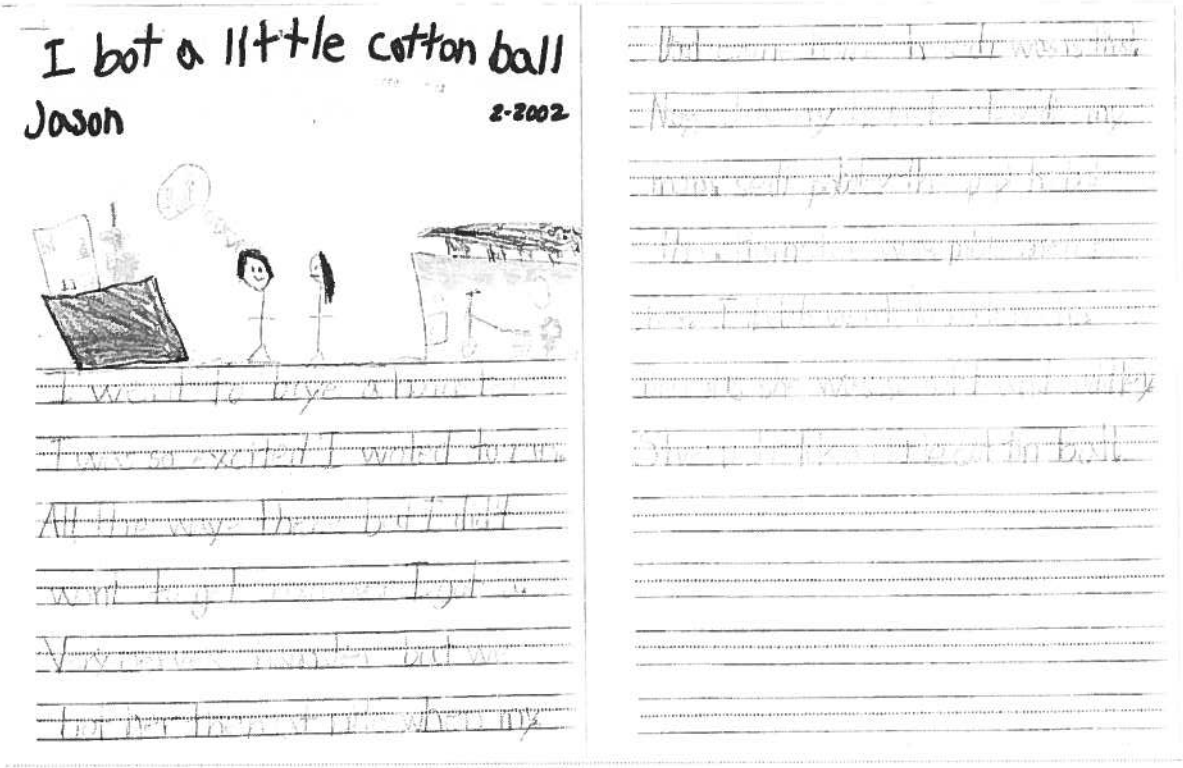
Annotation

The writer of this piece

- **names the topic (in the title).**
  - *My Big Book About Spain*
- **supplies some facts about the topic.**
  - *Spain is loacted* (located) *in the south western tip of Europe.*
  - *Spain has alot of fiestas.*
  - *Spian . . . has bull fights . . .*
  - *Spain's neighbors are France, Andorra, Algeria, Portugal and Morocco.*
- **provides some sense of closure.**
  - *One day when I am a researcher I am going to go to Spain and write about it!*
- **demonstrates command of some of the conventions of standard written English.**
  - This piece illustrates the writer's awareness of beginning-of-sentence capitalization and end-of-sentence punctuation as well as the use of capital letters for proper nouns.

Student Sample: Grade 1, Narrative

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



Annotation

The writer of this piece

- **establishes the situation with the opening sentence.**
  - *I went to biye* (buy) *a hamster . . .*
- **recounts two or more appropriately sequenced events.**
  - *I got a. Very nerves* (nervous) *hamster . . . then at nite* (night) *when my. Dad came home*
- **includes some detail regarding what happened.**
  - *I was so excited I woted* (wanted) *to run. All the waye* (way) *there . . .*
- **uses temporal words to signal event order (though the writer does not consistently include them).**
  - ***then*** *at nite* (night) ***when*** *my. Dad came home he sedi* (said) *was* (what) *is that. Noys* (noise) *. . .*
- **provides some sense of closure.**
  - *I Did't (didn't) wont (want) to ratern (return) her. Becaus she was so soft and cuddley (cuddly). She felt lik (like) a little cotton ball.*

- **demonstrates growing command of the conventions of standard written English.**
    - There is some evidence in this piece that the writer understands various uses of capital letters: frequently sentences begin with a capital letter, and the pronoun I is consistently capitalized. (However, with the exception of the pronoun I, there are no capital letters in the title.) Periods end some sentences but not all and are sometimes introduced in unconventional places.