

1st Quarter Kindergarten Samples of Proficient Writing

KINDERGARTEN

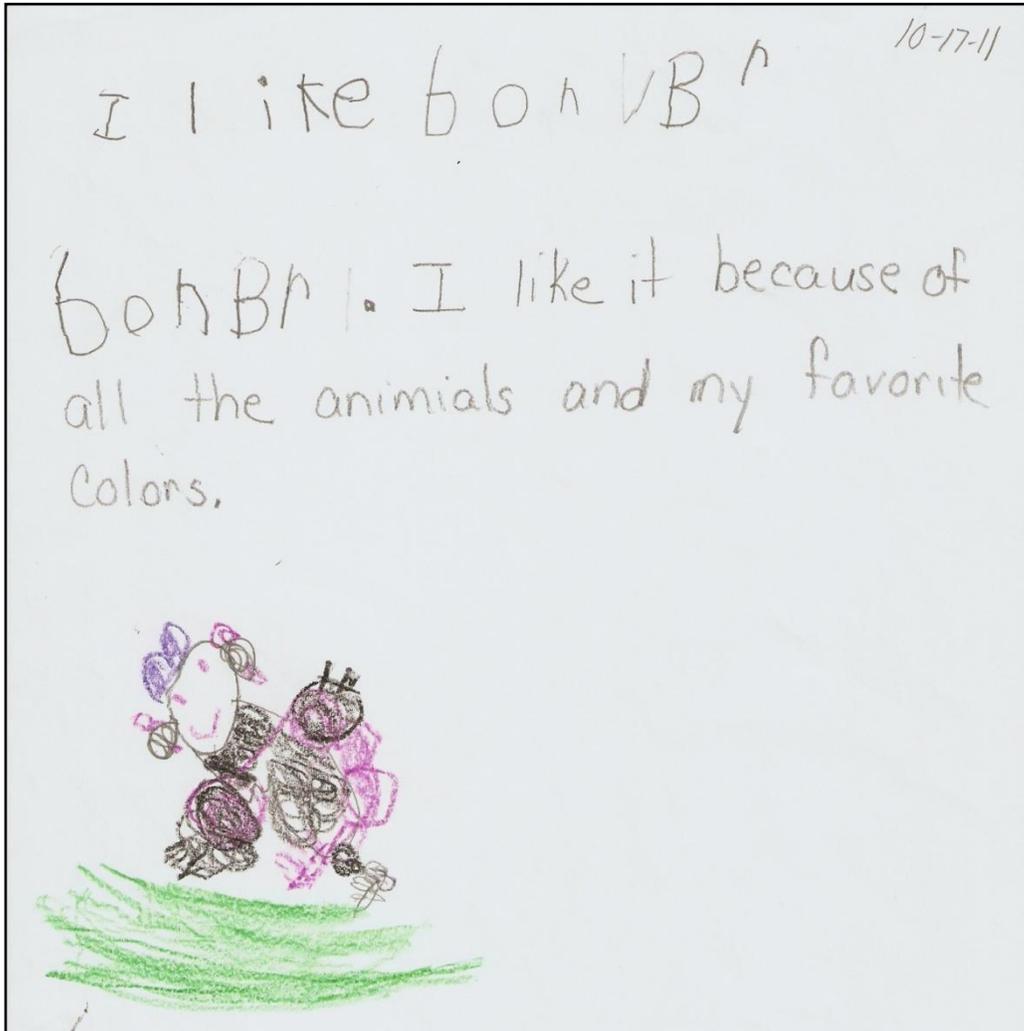
This is a collection of writing samples collected from kindergarten students at the end of the first quarter of 2011. Teachers were asked to submit *point in time* examples of proficient performance of the kindergarten writing standards.

Although the style, sentence formation, usage, and mechanics covered in the language standards were considered, the primary focus for selection was the content covered in the writing standards. Annotations are included.



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W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)

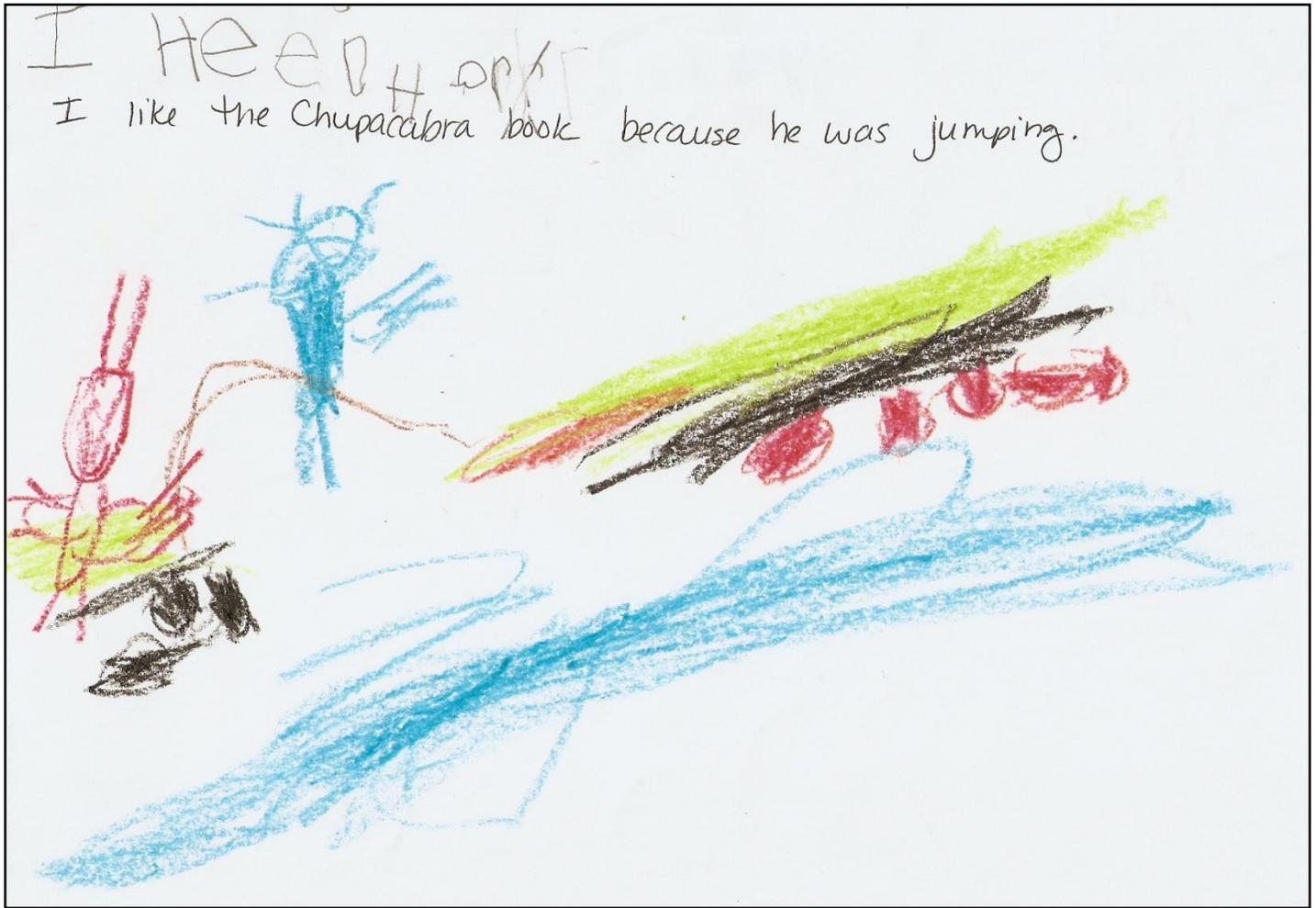


Annotation

The writer of this piece

- **Uses a combination of drawing, dictating, and writing**
 - Student- *I like Brown Bear, Brown Bear.*
 - Dictation- *I like it because of all the animals and my favorite colors.*
- **states an opinion**
- **tells the reader the name of the book**

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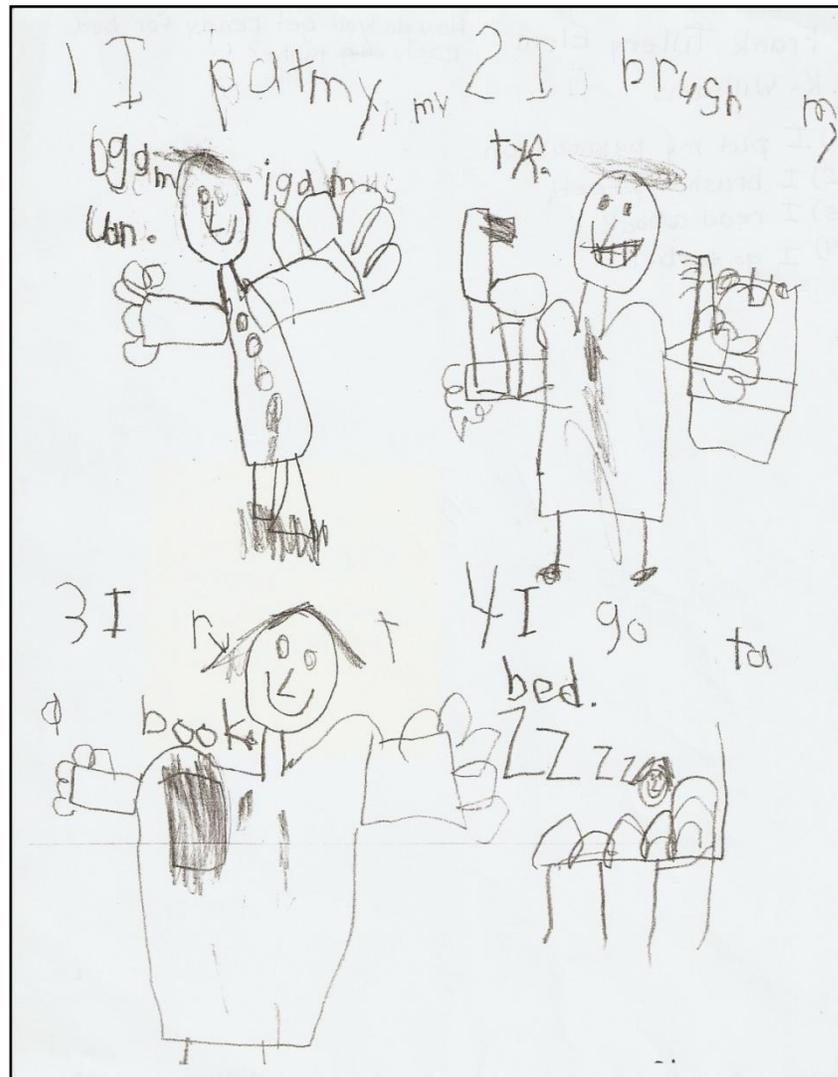
Annotation

The writer of this piece

- **uses a combination of drawing, dictating, and writing**
 - Student- *I Hee OHorb*
 - Dictation- *I like the Chupacabra book because he was jumping.*
- **states an opinion**
- **refers to the book**

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W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.



Annotation

The writer of this piece

- uses a combination of drawing, and writing.

Prompt- How do you get ready for bed each night?

1. I put my pajamas on.
2. I brush my teeth
3. I read a book.
4. I go to bed.

- supplies information about the topic.

NOT EVIDENT YET- name what you are writing about

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W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.



Annotation

The writer of this piece

- uses a combination of drawing, dictating and writing
 - Student- *ispsmF*
 - Dictation- I was playing with my friends.
- narrates a single event

NOT EVIDENT YET

- provide a reaction to what happened
- several loosely linked events



Annotation

The writer of this piece

- **uses a combination of drawing, dictating and writing**
 - Student- *MeRLimPuP*
 - Dictation- We are lining up
- **narrates a single event**

NOT EVIDENT YET

- **provide a reaction to what happened**
- **several loosely linked events**

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Annotation

The writer of this piece

- uses a combination of drawing, dictating and writing
 - Student- IIPFmDBcltWfn
 - Dictation- I like going on a walk with my dog.
- narrates a single event

NOT EVIDENT YET

- provide a reaction to what happened
- several loosely linked events