

2nd Quarter Kindergarten Samples of Proficient Writing

KINDERGARTEN

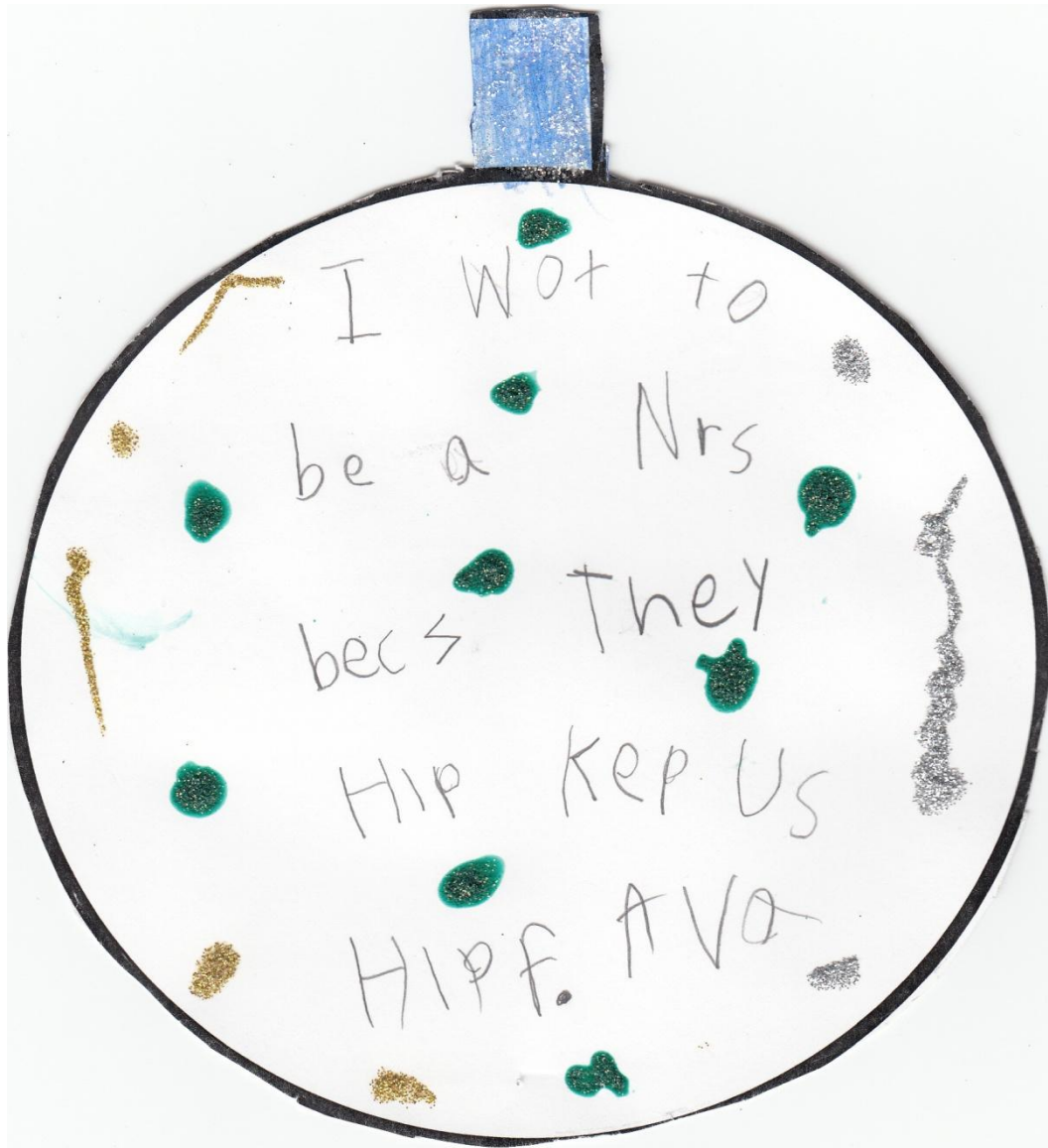
This is a collection of writing samples collected from kindergarten students at the end of the second quarter of 2011. Teachers were asked to submit *point in time* examples of proficient performance of the kindergarten writing standards.

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

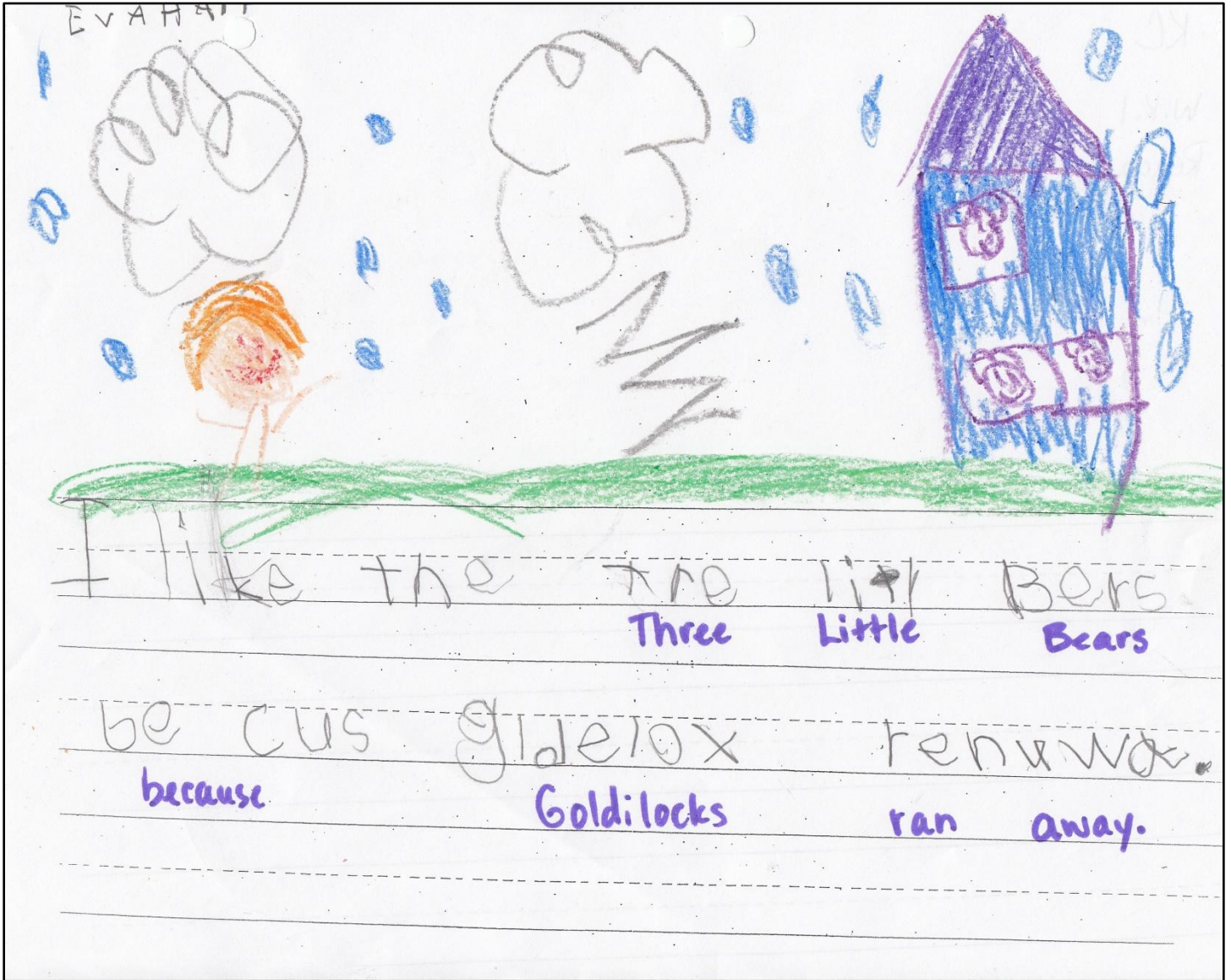
- **Uses writing**
- **tells the reader the topic**
 - *I want to be a nurse*
- **states an opinion**
 - *...because they help keep us healthy.*



Annotation

The writer of this piece

- uses a combination of drawing, and writing
- tells the reader the topic
 - I love my goat
- states an opinion-
 - ...cause my goat is pretty. Yea

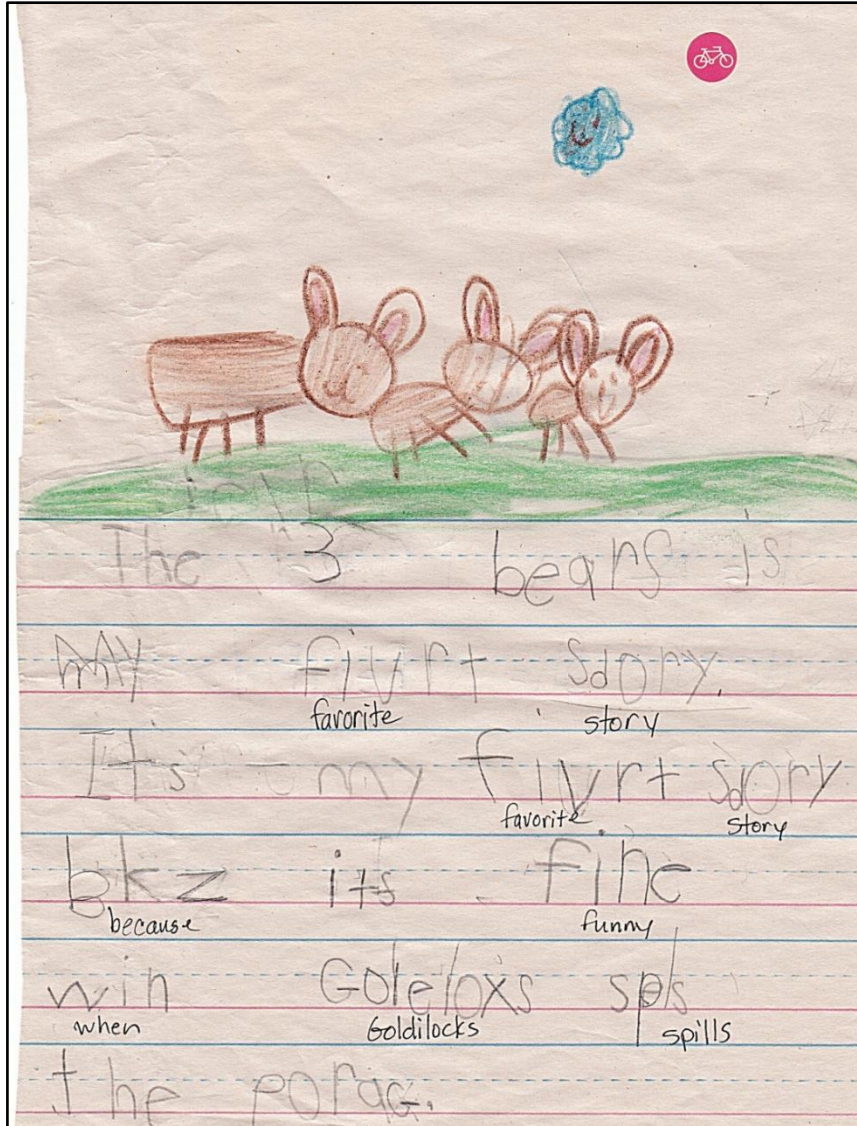


Annotation

The writer of this piece

- uses a combination of drawing, and writing
- tells the reader the name of the book
 - *I like the Three Little Bears*
- states an opinion
 - *...because Goldilocks ran away.*

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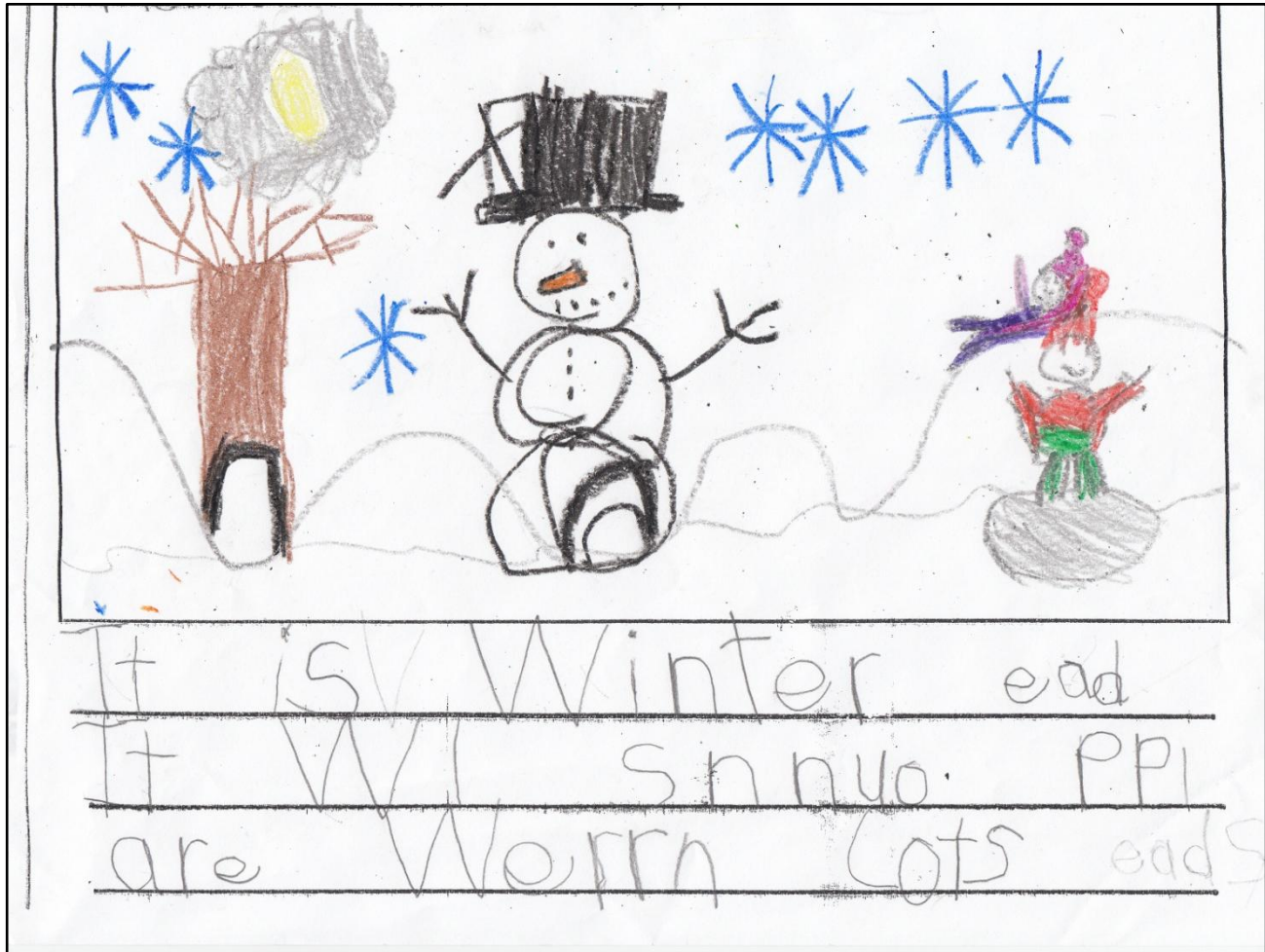
Annotation

The writer of this piece

- uses a combination of drawing, and writing
- tells the reader the name of the book
 - *The 3 bears is my favorite story.*
- states an opinion
 - *It's my favorite story because it's funny when Goldilocks spills the porridge.*

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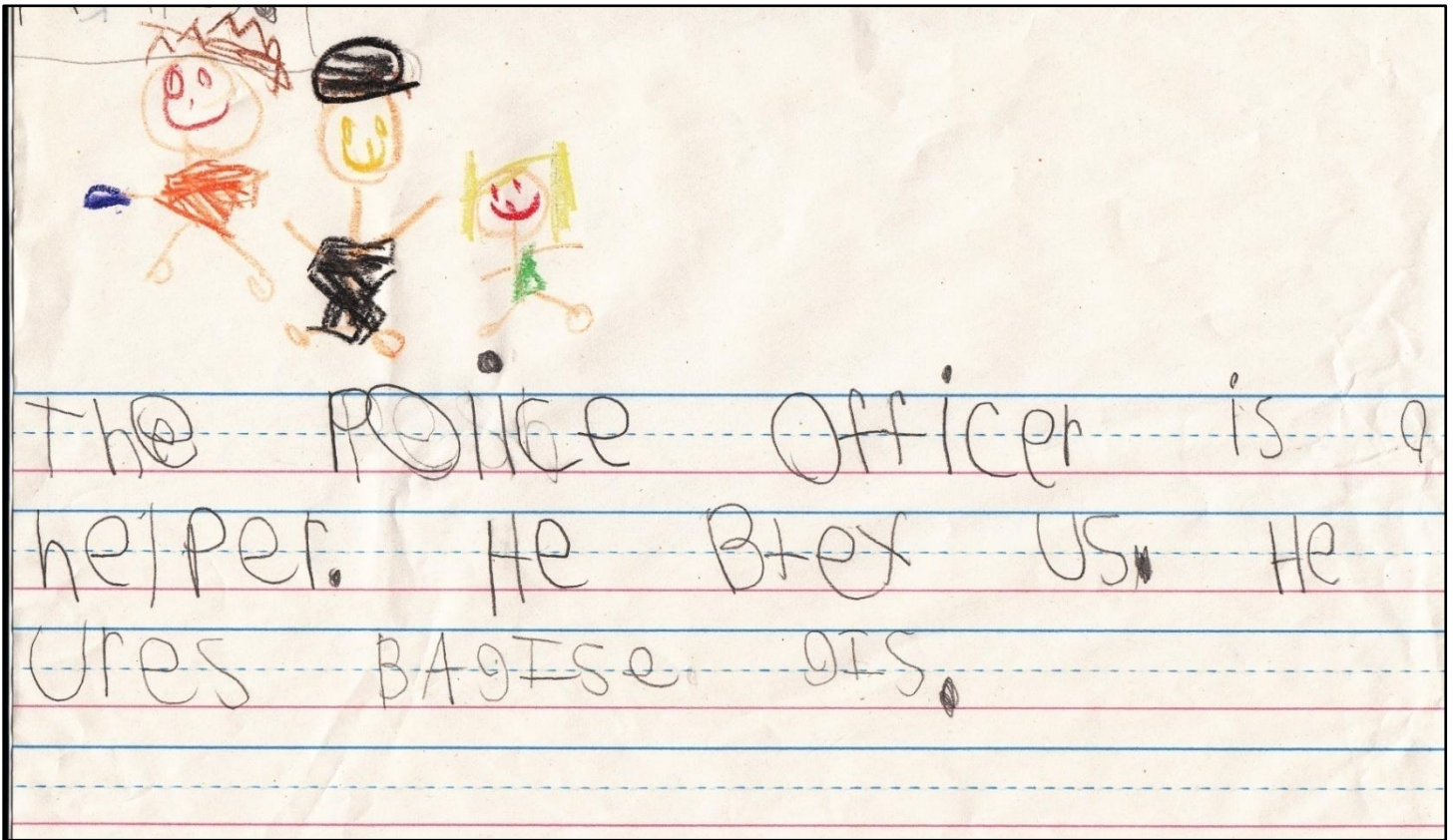
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.



Annotation

The writer of this piece

- **uses a combination of drawing, and writing**
- **names what they are writing about**
 - It is winter...
- **supplies some information about the topic**
 - ...and it will snow. People are wearing coats.



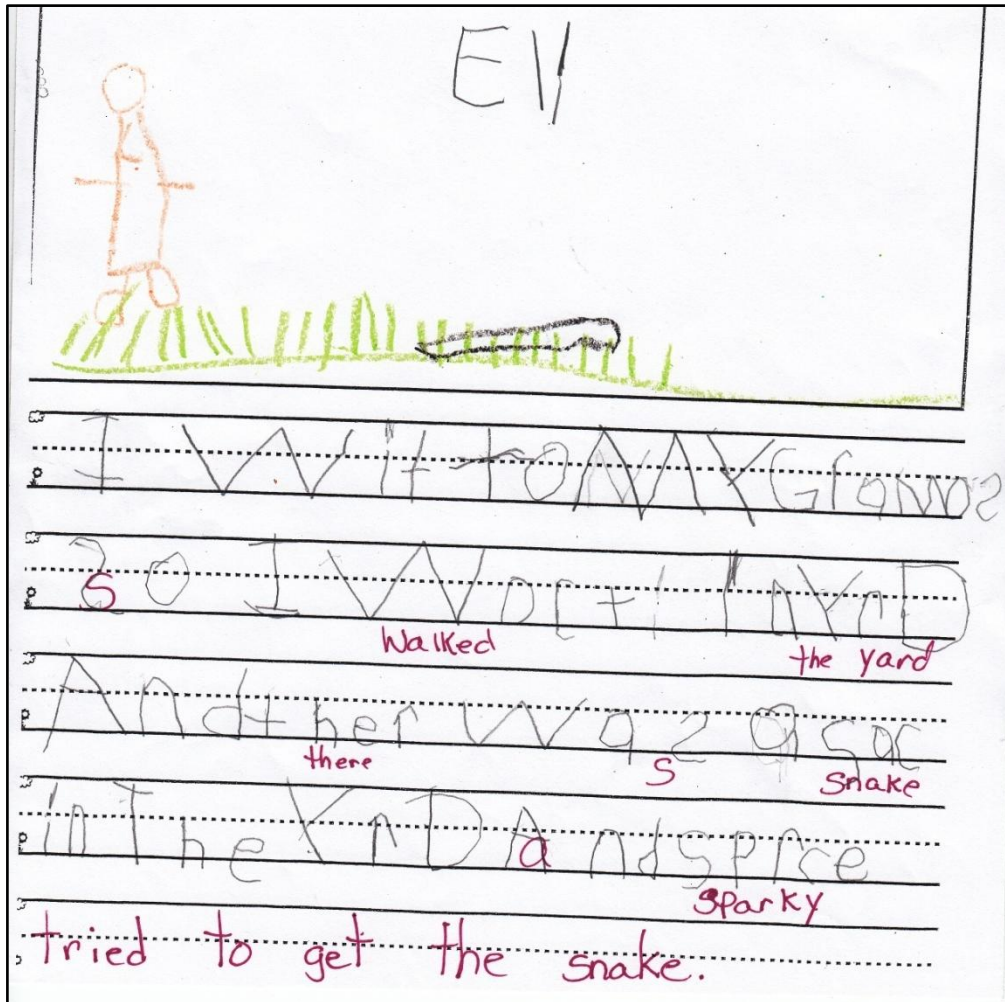
Annotation

The writer of this piece

- **uses a combination of drawing, and writing**
- **names what they are writing about**
 - The police officer is a helper.
- **supplies some information about the topic**
 - He protects us. He arrests bad guys.

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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
- narrates a several loosely linked events and the events in the order they occurred
 - I went to my Grandmas
 - So I walked in the yard
 - And there was a snake in the yard
 - And Sparky (dictation)- tried to get the snake.

NOT EVIDENT YET

- provide a reaction to what happened

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Annotation

The writer of this piece

- uses a combination of drawing and writing
- narrates a single event
 - *My cat is mad...*
- provide a reaction to what happened
 - *...and I said whoa.*

NOT EVIDENT YET

- several loosely linked events