

3rd Quarter Kindergarten Samples of Proficient Writing

KINDERGARTEN

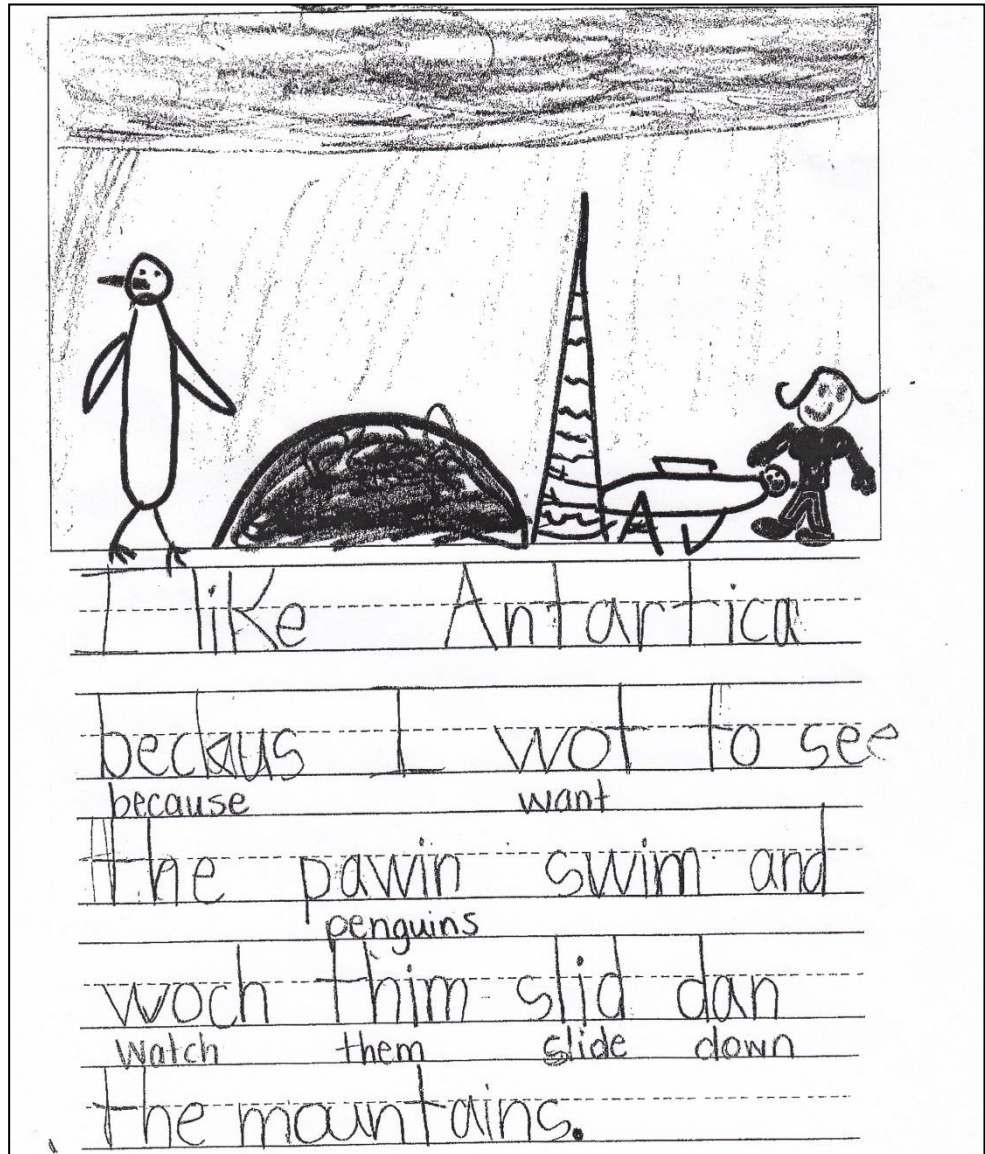
This is a collection of writing samples collected from kindergarten students at the end of the third quarter of 2011-2012. Teachers were asked to submit *point in time* examples of proficient performance of the kindergarten writing standards.

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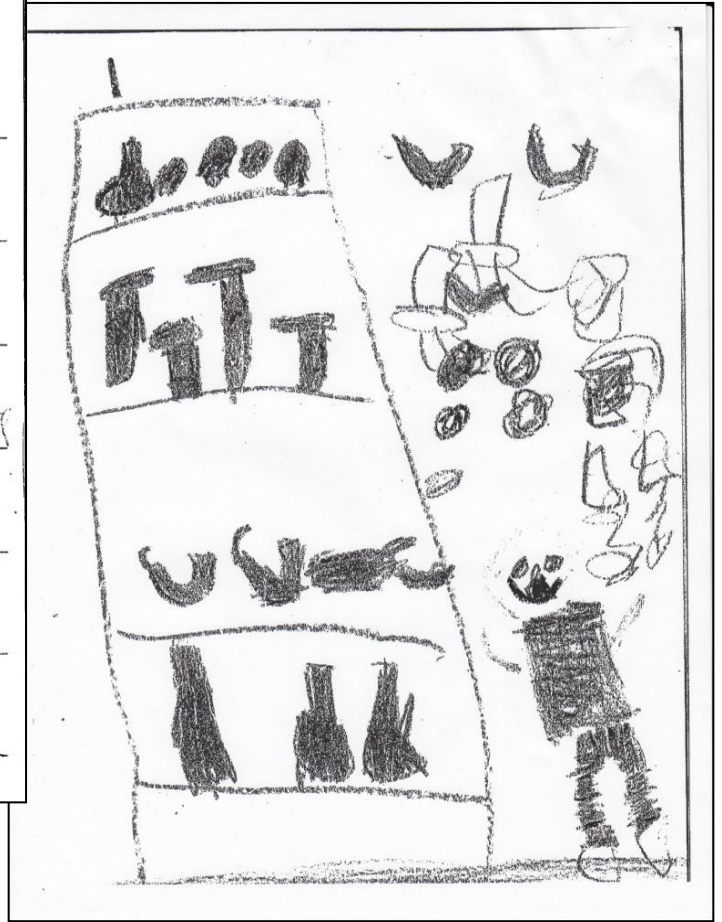
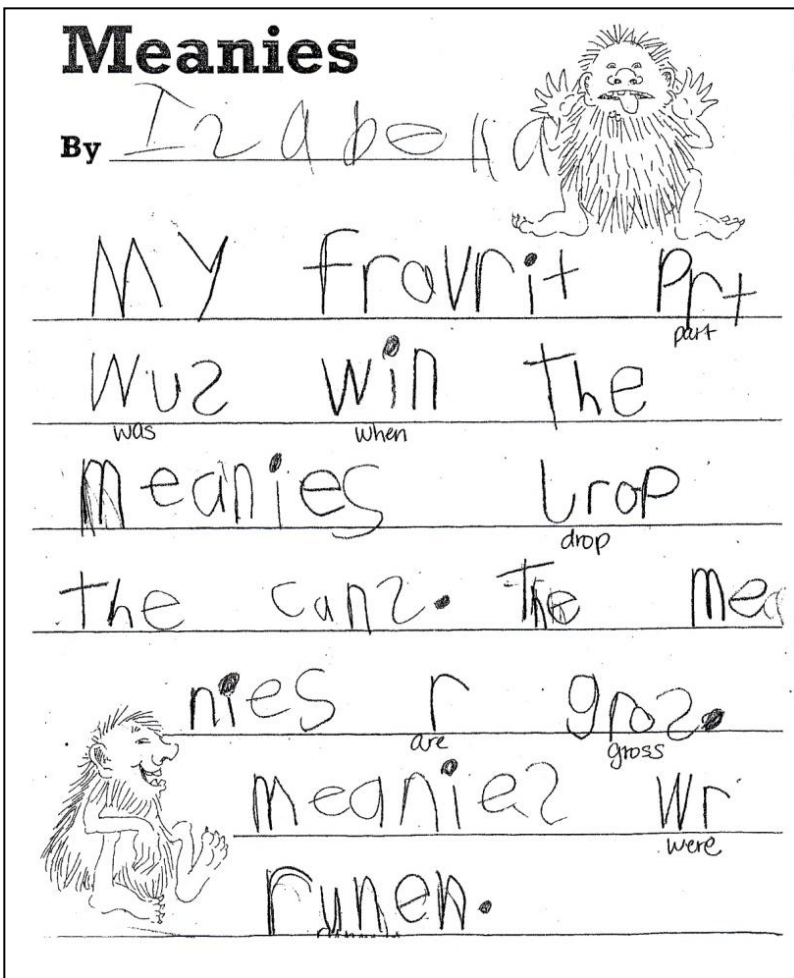
W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)



Annotation

The writer of this piece

- uses writing
- tells the reader the topic
 - I like Antarctica...
- states an opinion
 - ...because I want to see the penguins swim and watch them slide down the mountains.

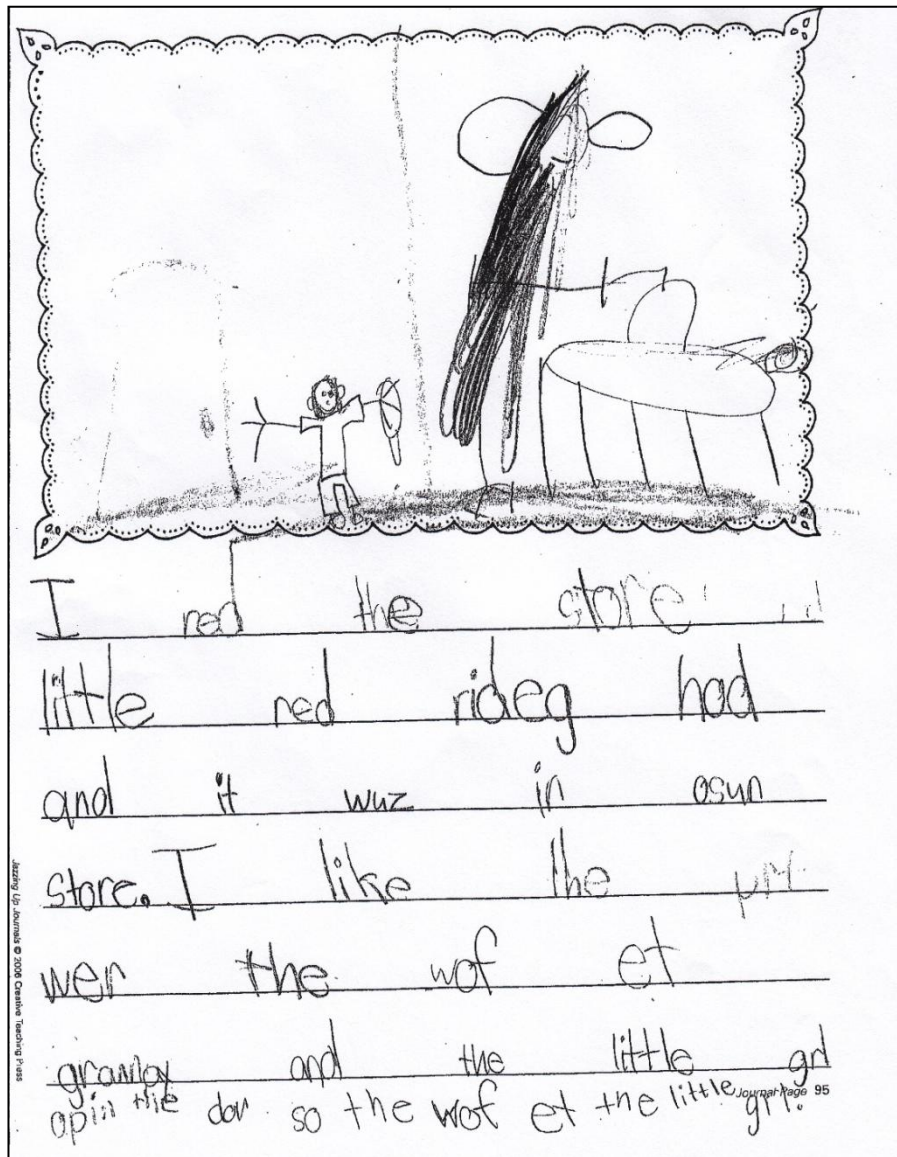


Annotation

The writer of this piece

- uses a combination of drawing, and writing
- tells the reader the topic
 - Meanies
- states an opinion-
 - My favorite part was when the Meanies drop the cans. The Meanies are gross. Meanies were running.

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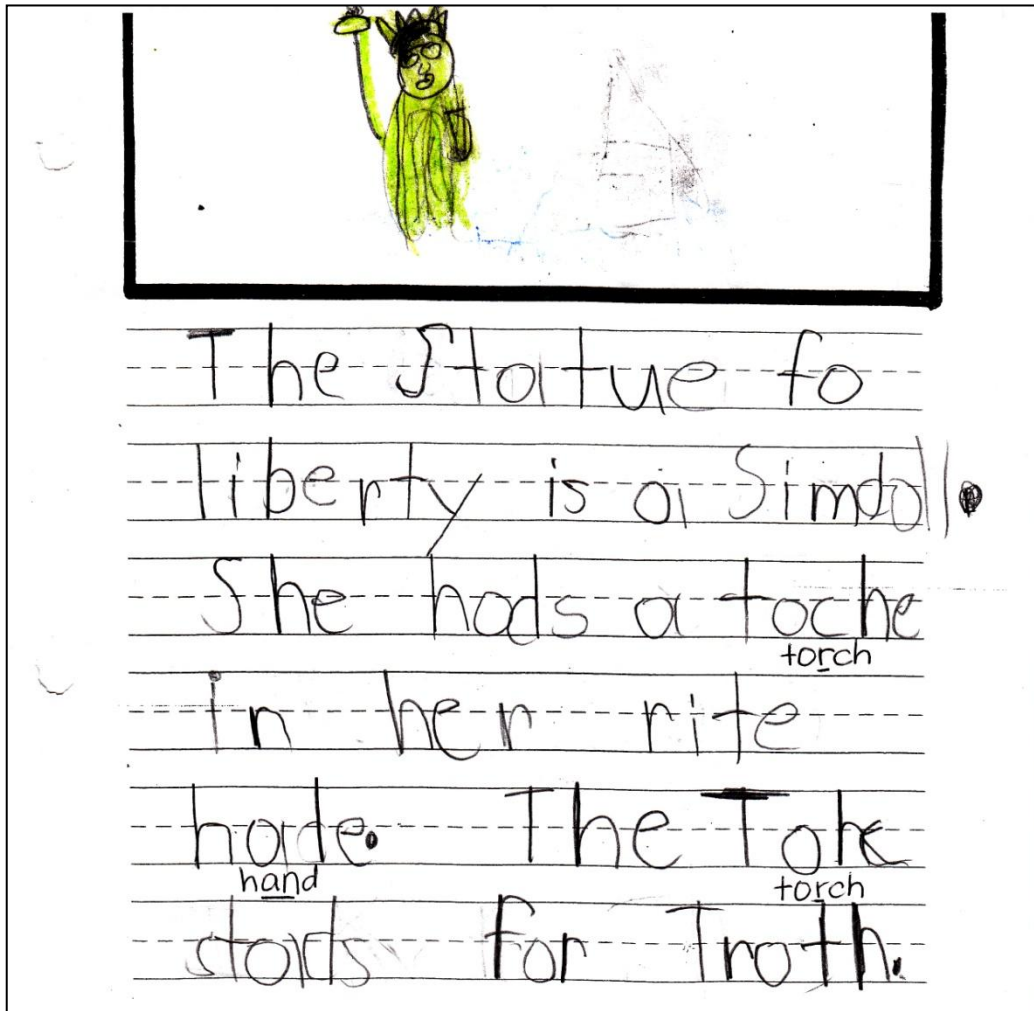
Annotation

The writer of this piece

- uses a combination of drawing, and writing
- tells the reader the name of the book
 - I read the story Little Red Riding Hood...
- states an opinion
 - ...and it was an awesome story. I like the part where the wolf eats Granny and the little girl opens the door so the wolf ate the little girl.

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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.

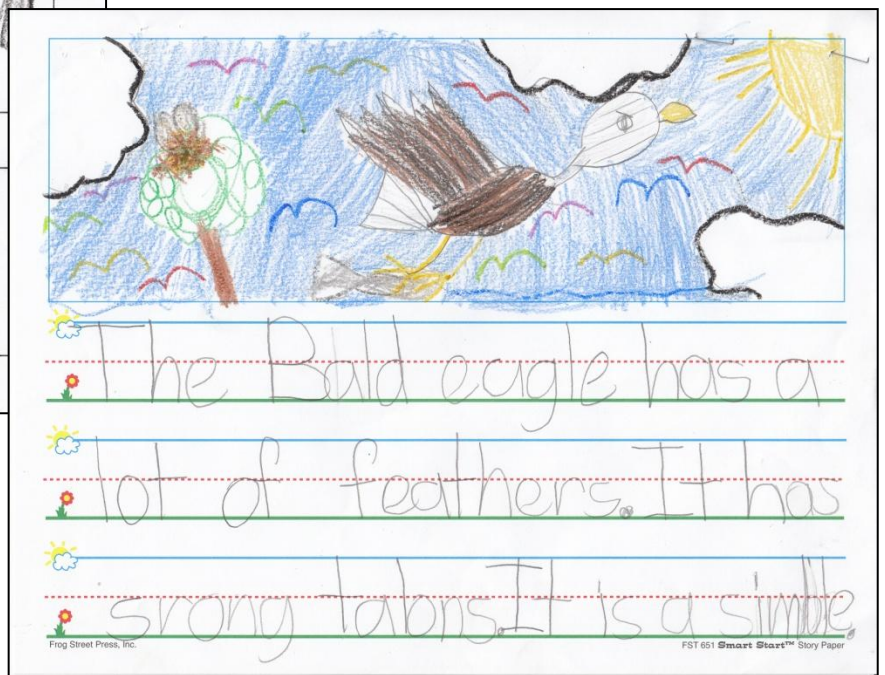
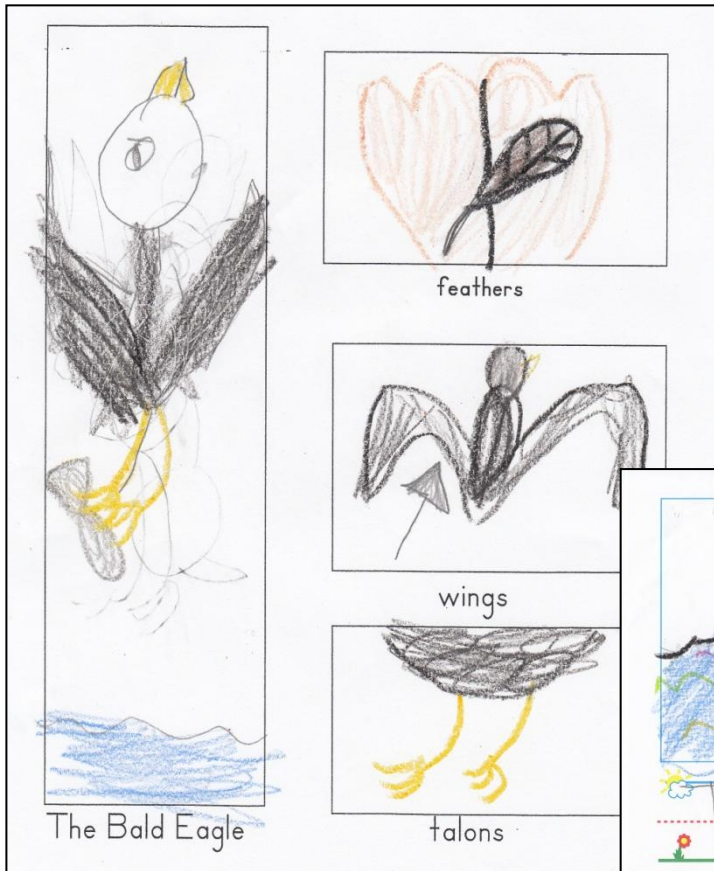


Annotation

The writer of this piece

- uses a combination of drawing, and writing
- names what they are writing about
 - *The Statue of Liberty is a symbol.*
- supplies some information about the topic
 - *She has a torch in her right hand. The torch stands for truth.*

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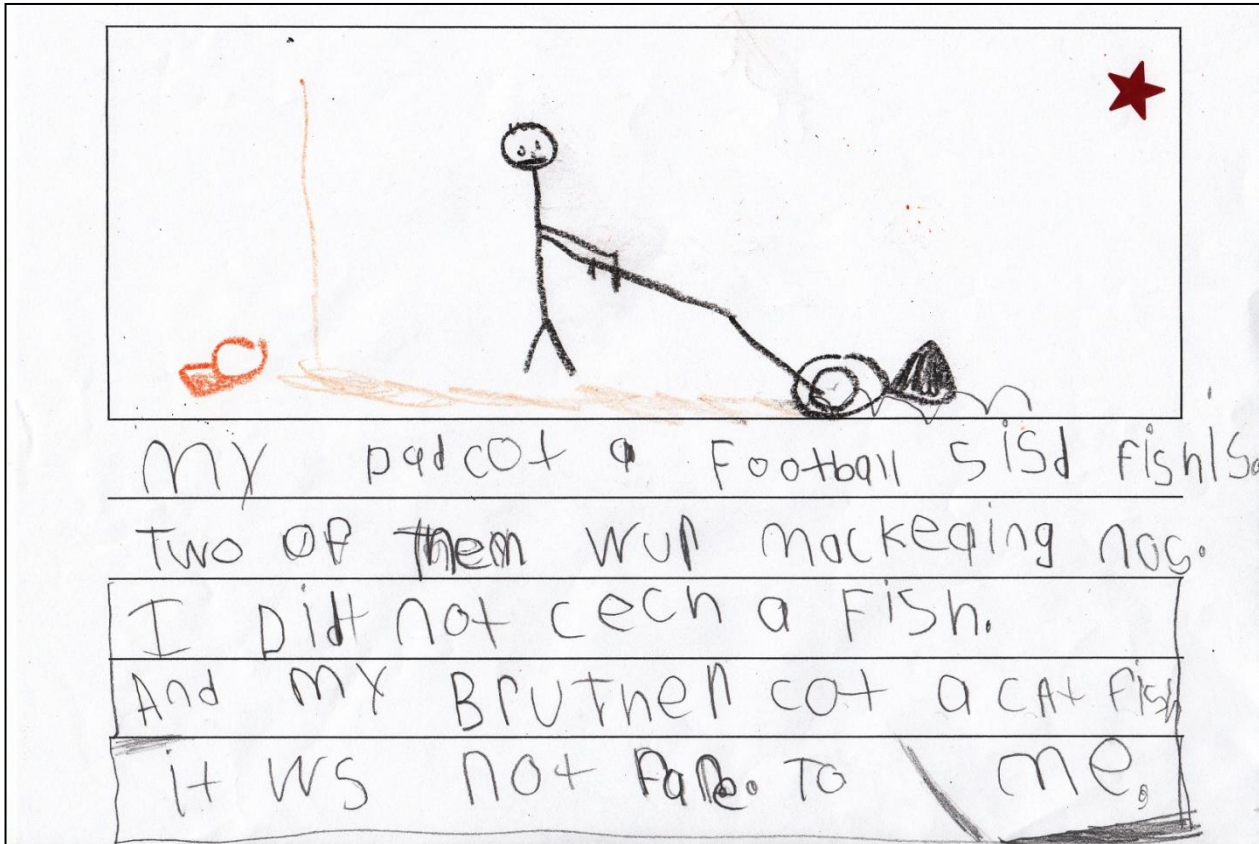
Annotation

The writer of this piece

- uses a combination of drawing, and writing
- names what they are writing about
 - *The Bald Eagle...*
- supplies some information about the topic
 - *... has a lot of feathers. It has strong talons. It is a symbol.*

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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**
 - *My dad caught a football sized fish.*
 - *Two of them were making noise.*
 - *I did not catch a fish.*
 - *And my brother caught a catfish.*
- **provides a reaction to what happened**
 - *It was not fair to me.*

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W.K.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Which bird is your favorite character from our North America books and write why?



A Swallow? 	An Eagle? 
	I like The Eagle Bc as it ^{has} a big ^{big} beak and it has a ^{wezc} wings.

Annotation

The writer of this piece

- responds to a question and adds details to strengthen their writing
 - I like the Eagle because it has a big beak and it has wings.

Which bird is your favorite character from our North America books and write why?

A Swallow? 	An Eagle? 
the swallow likes your garden I wa 110 uske ^{sing} ing pretty pretty I like swallows.	

Annotation

The writer of this piece

- responds to a question and adds details to strengthen their writing
 - The swallow likes your garden. Swallows sing pretty. I like swallows.


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W.K.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers

Mrs. Nordin's Class




Welcome to Mrs. Nordin's audio collection of writings. Whenever you see a volume signal, click on it and you will hear the recorded voice!




We learned 3 things when making a comparison:



1. I can find items to compare.
2. I can choose the features to compare.
3. I tell how the items are the same or different.





Madeline





Sri




Allison



Sadie



Ava



Annotation

The writers of this piece


- **used a digital tool to publish their writing**
 - The teacher used the "Story Kit" app on her iPad to record the students reading their writing. The students were comparing the characters' adventures in the familiar stories, Little Red Riding Hood and Lon Po Po.

(Click the link on our webpage to listen to the entire audio collection)

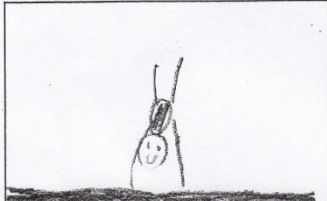
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W.K.7 Participate in shared research and writing projects.

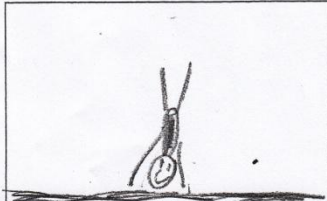
How to Do a Handstand



1. Make sure
that
you have
a mat under you



2. Flip up into
a handstand.



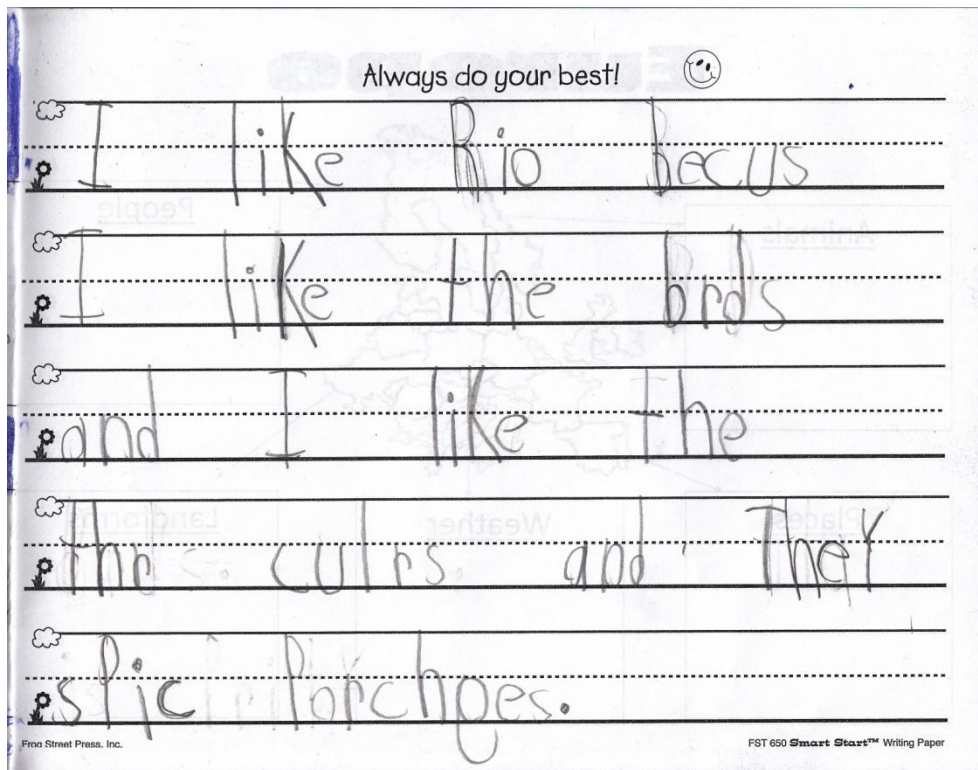
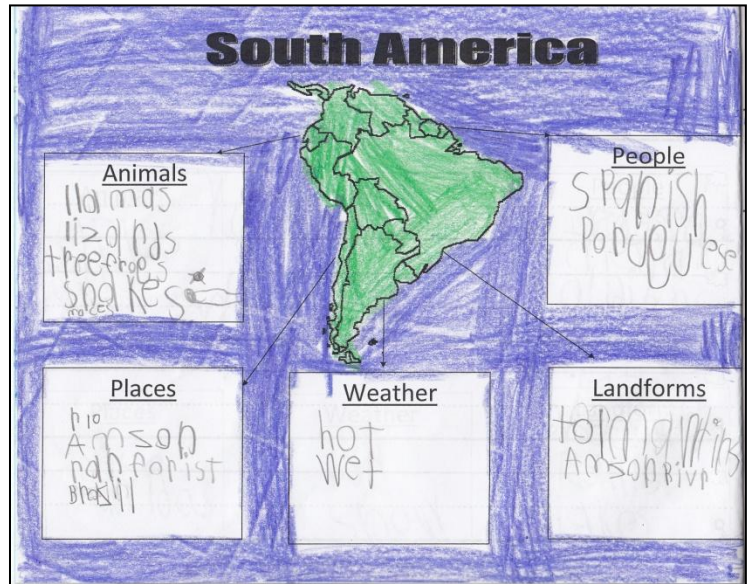
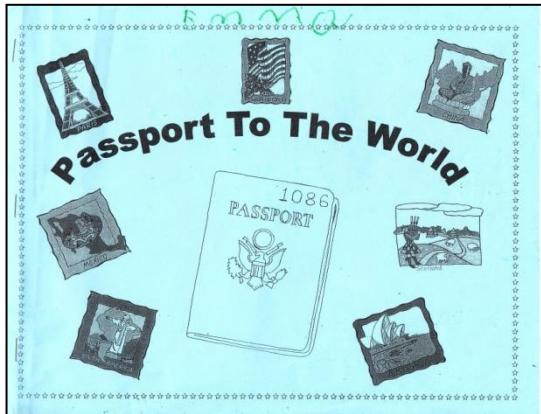
3. Hold your
belly in so
you can
stand up.

Annotation

The writer of this piece

- participated in a shared research and writing project
- writes a sequence of instructions
 - (Title) *How to Do a Handstand*
 - *Make sure you have a mat under you.*
 - *Flip up into a handstand.*
 - *Hold your belly in so you can stand up.*

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Annotation

The writer of this piece

- participated in a shared research and writing project
- uses their research to write about South America
 - I like Rio because I like the birds and I like their colors and they speak Portuguese.

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*Student notes taken while
watching a Learn360 video
about groundhogs*

Grahd hog hasbig Tiith
Grahd day Grahd Babe
Babby are blid
Grahd hog Can Swim
Grahd hog tal are litol



Grahd hog Can ^{Groundhogs} Swim.
Swim. Grahd hog
day? Babby are
litol. ^{Babies} Grahd hog
^{little} has ^{Sharp} shop ^{teeth.} teth.

Student Draft



Annotation

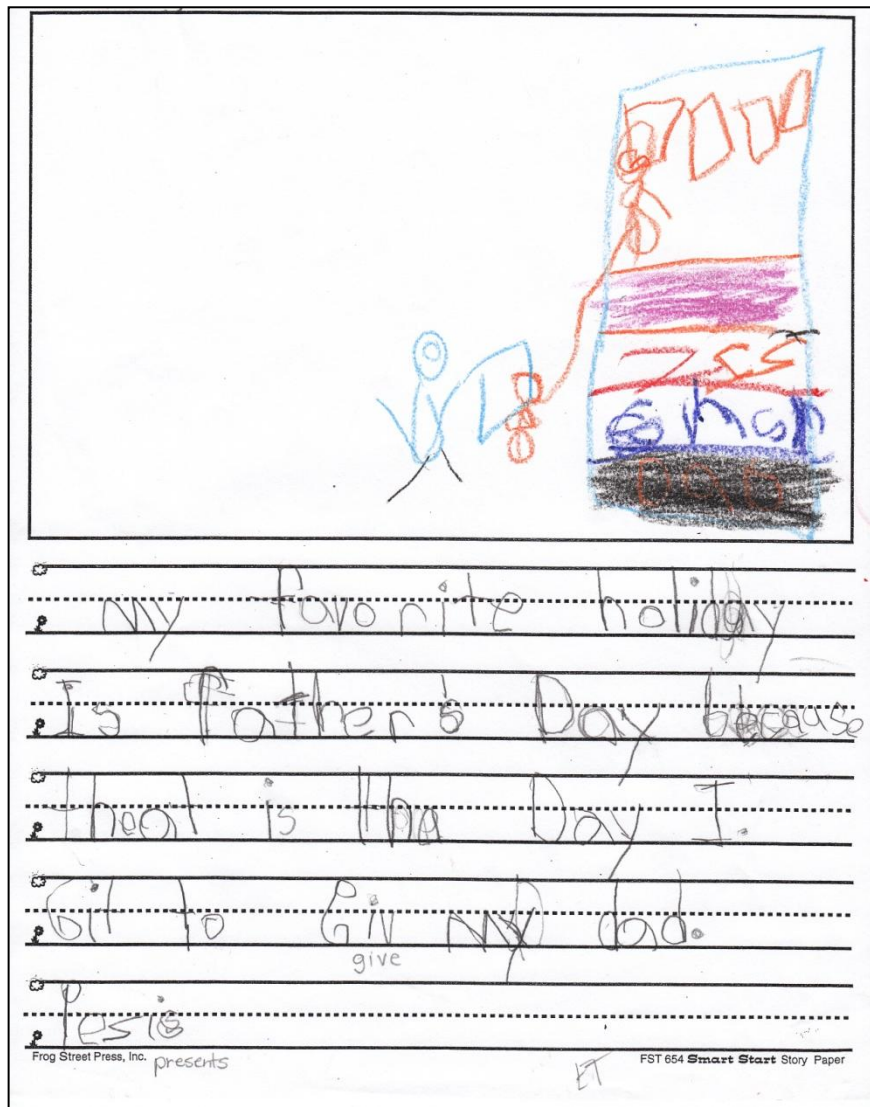
The writer of this piece

- participated in a shared research and writing project
- uses their research to write about groundhogs
 - Groundhogs can swim.
 - Groundhogs can eat grass.
 - Babies are little.
 - Groundhogs have sharp teeth and snakes can eat babies sometimes.

Groundhogs Can Swim.
Groundhogs Can eat
Gras. Babby are
little. Groundhogs
has sharp teth
and Snac can eat Babby's ^{Sometimes.} sumtim

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W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

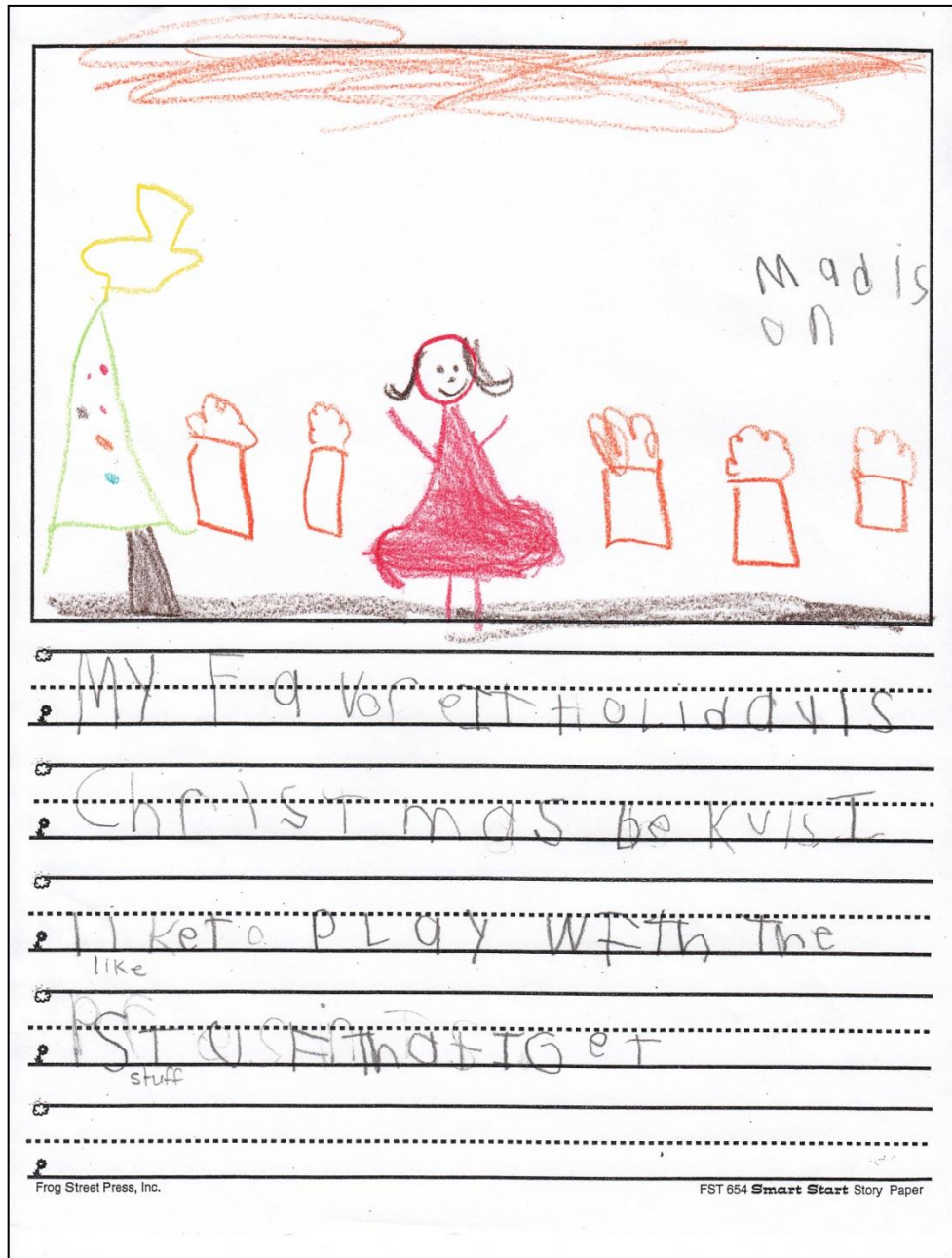


Annotation

The writer of this piece

- recalls information from experiences to answer a question
 - My favorite holiday is Father's Day because that is the day I get to give my dad presents.

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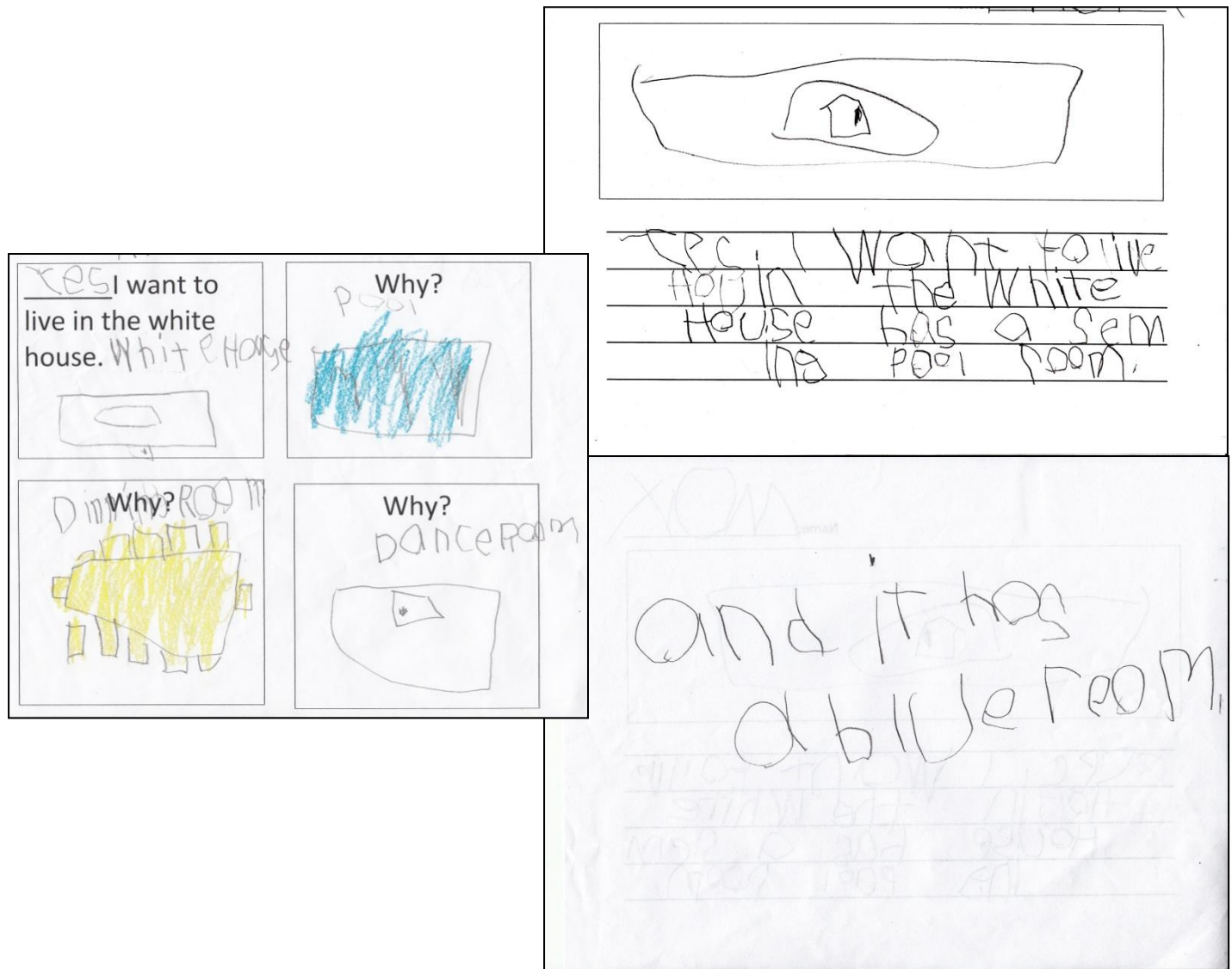


Annotation

The writer of this piece

- **recalls information from experiences to answer a question**
 - *My favorite holiday is Christmas because I like to play with the stuff that I get.*

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Annotation

The writer of this piece

- gathers information from provided sources to answer a question
 - Yes, I want to live in the White House. (It) has a swimming pool room and it has a blue room.