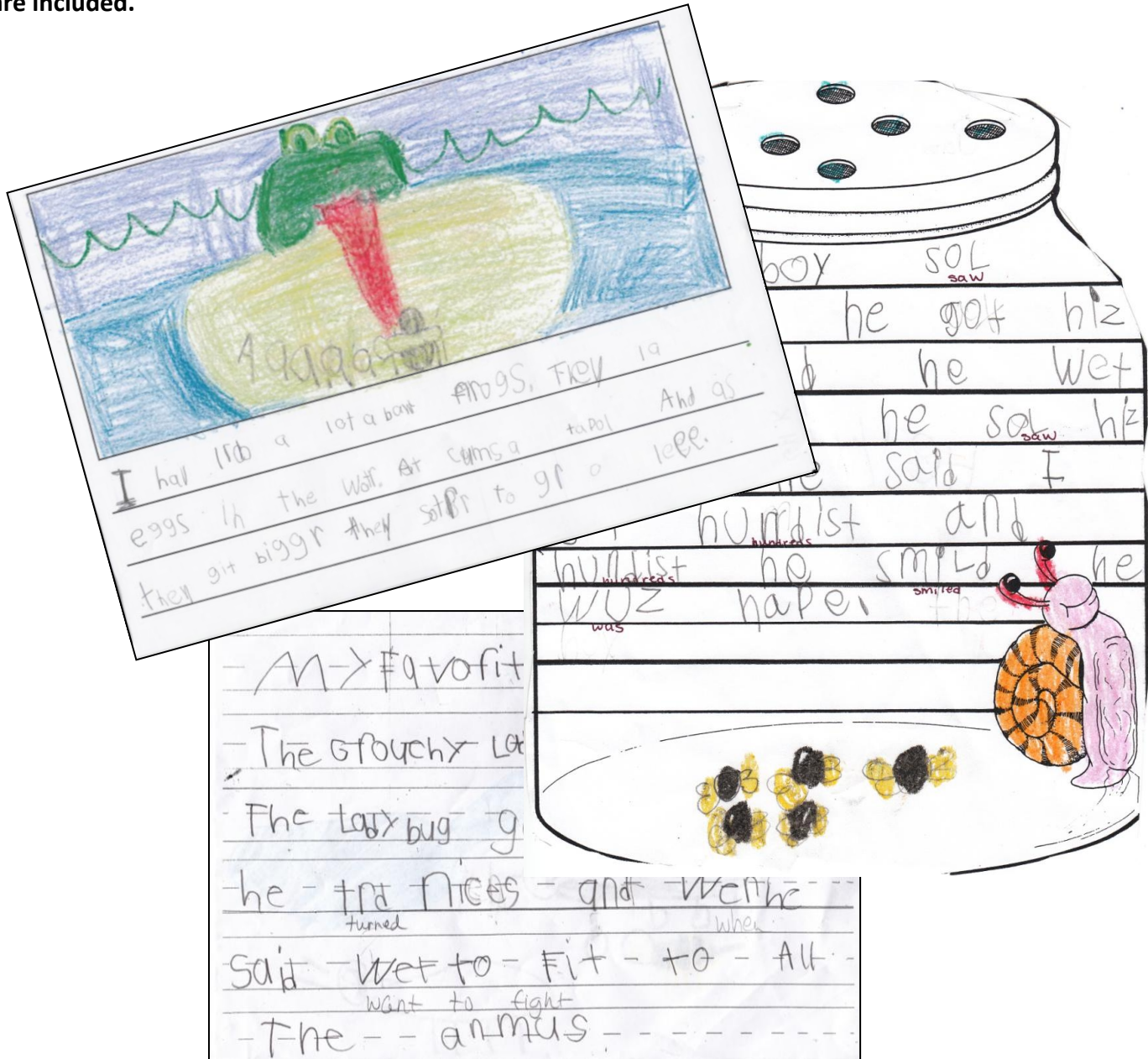


## 4th Quarter Kindergarten Samples of Proficient Writing

### KINDERGARTEN

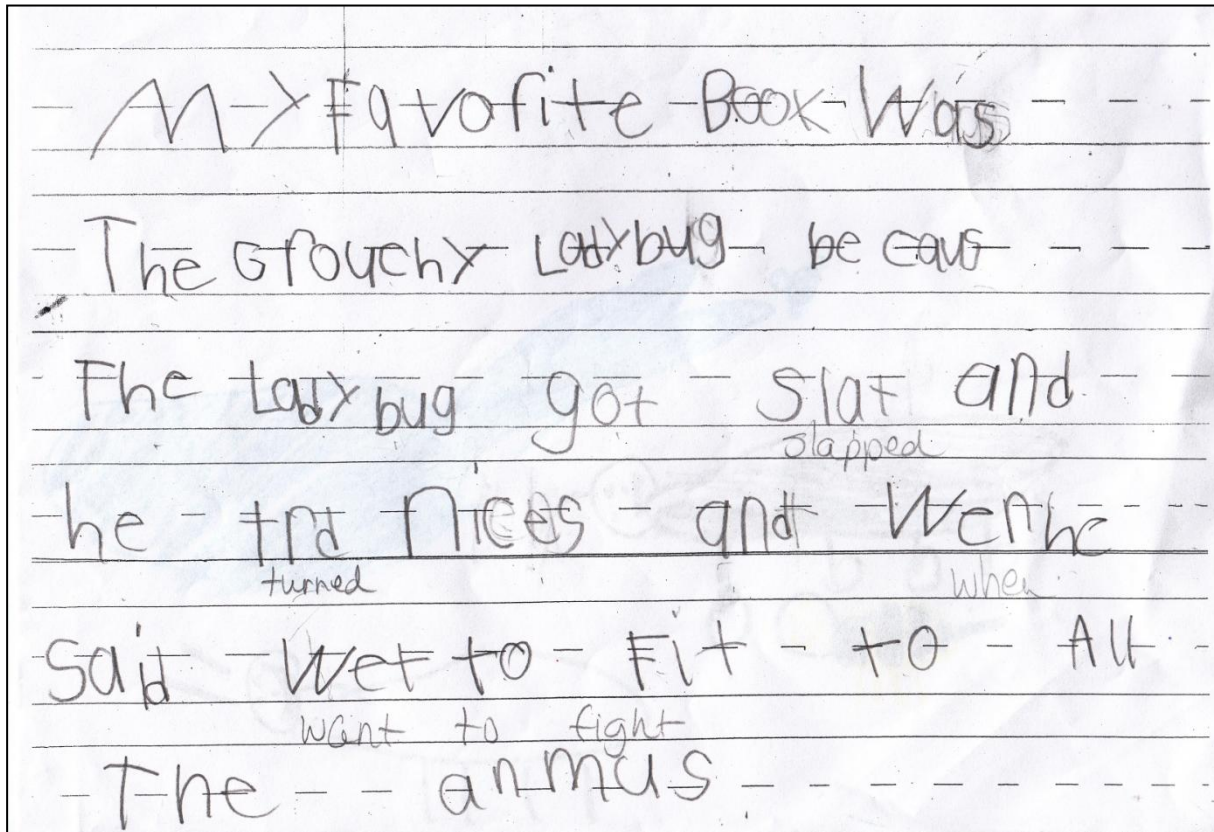
This is a collection of writing samples collected from kindergarten students at the end of the fourth quarter of 2011-2012. Teachers were asked to submit *point in time* examples of proficient performance of the kindergarten writing standards.

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.



## 4th Quarter Kindergarten Samples of Proficient Writing

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...)



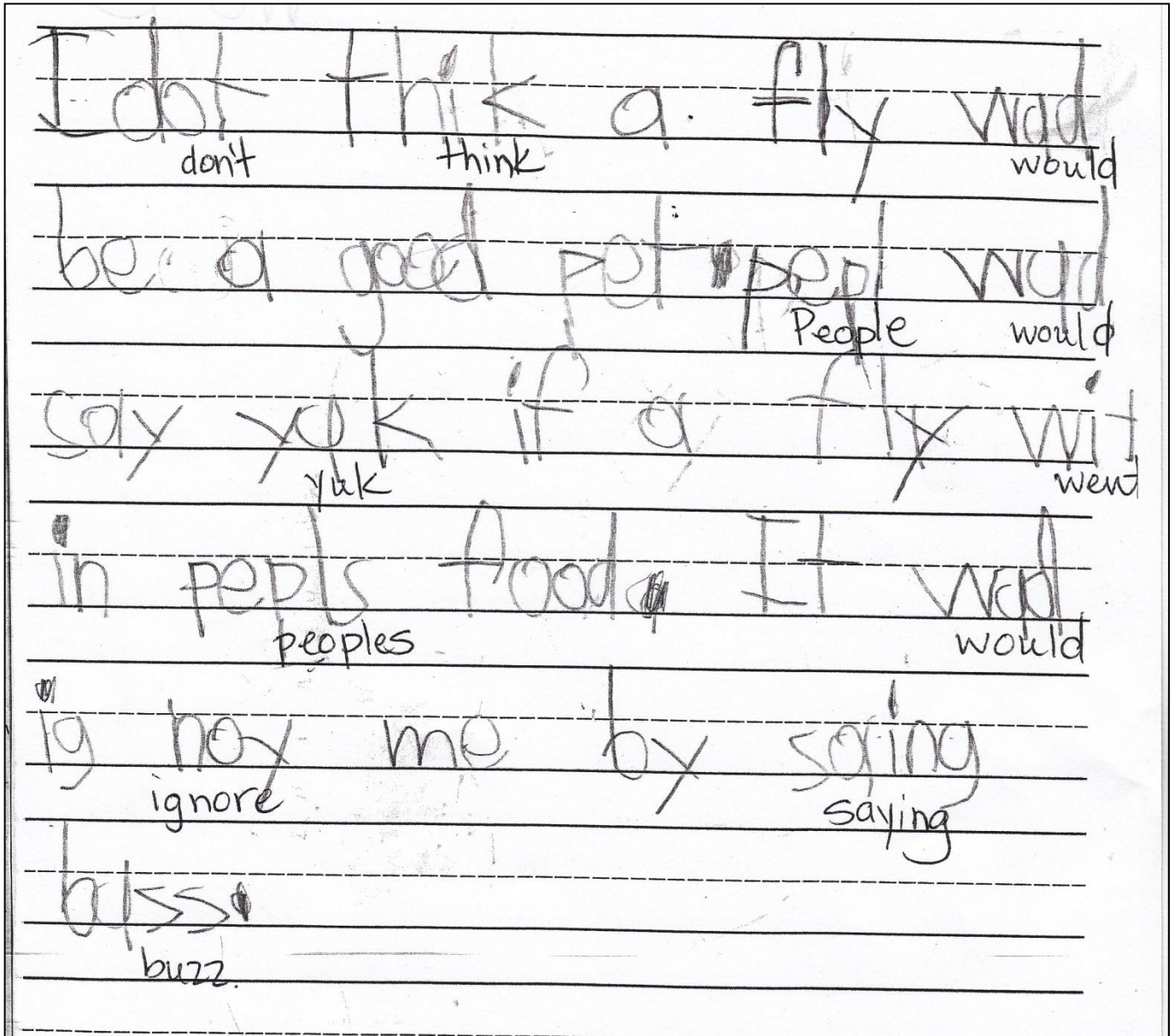
### Annotation

The writer of this piece

- uses writing and drawing
- tells the reader the topic
  - My favorite book was The Grouchy Ladybug ...
- states an opinion
  - ...because the ladybug got slapped and he turned nice and when he said, "want to fight?" to all the animals.



## 4th Quarter Kindergarten Samples of Proficient Writing



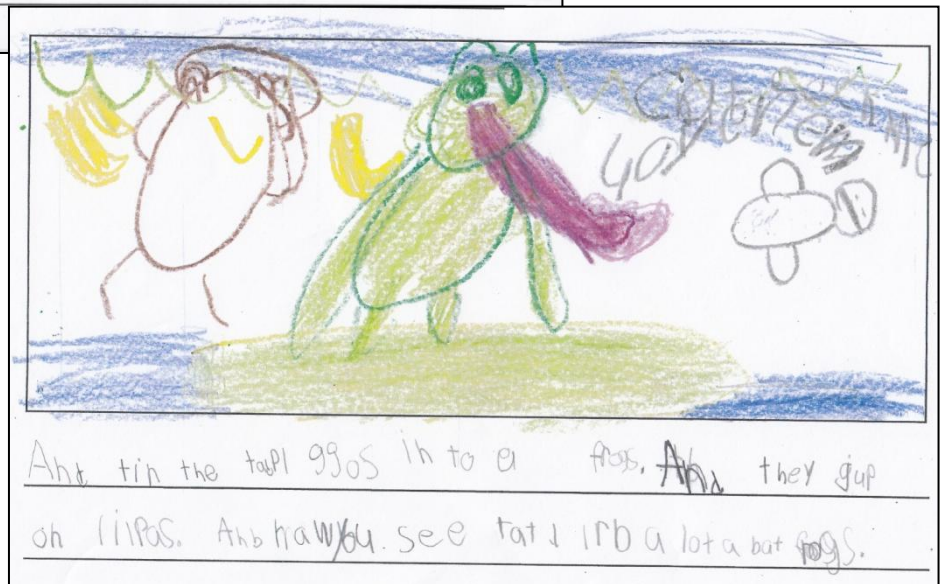
### Annotation

The writer of this piece

- **uses writing**
- **tells the reader the topic and states an opinion**
  - *I don't think a fly would a good pet. People would say yuck if a fly went in people's food.*

## 4th Quarter Kindergarten Samples of Proficient Writing

**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.**

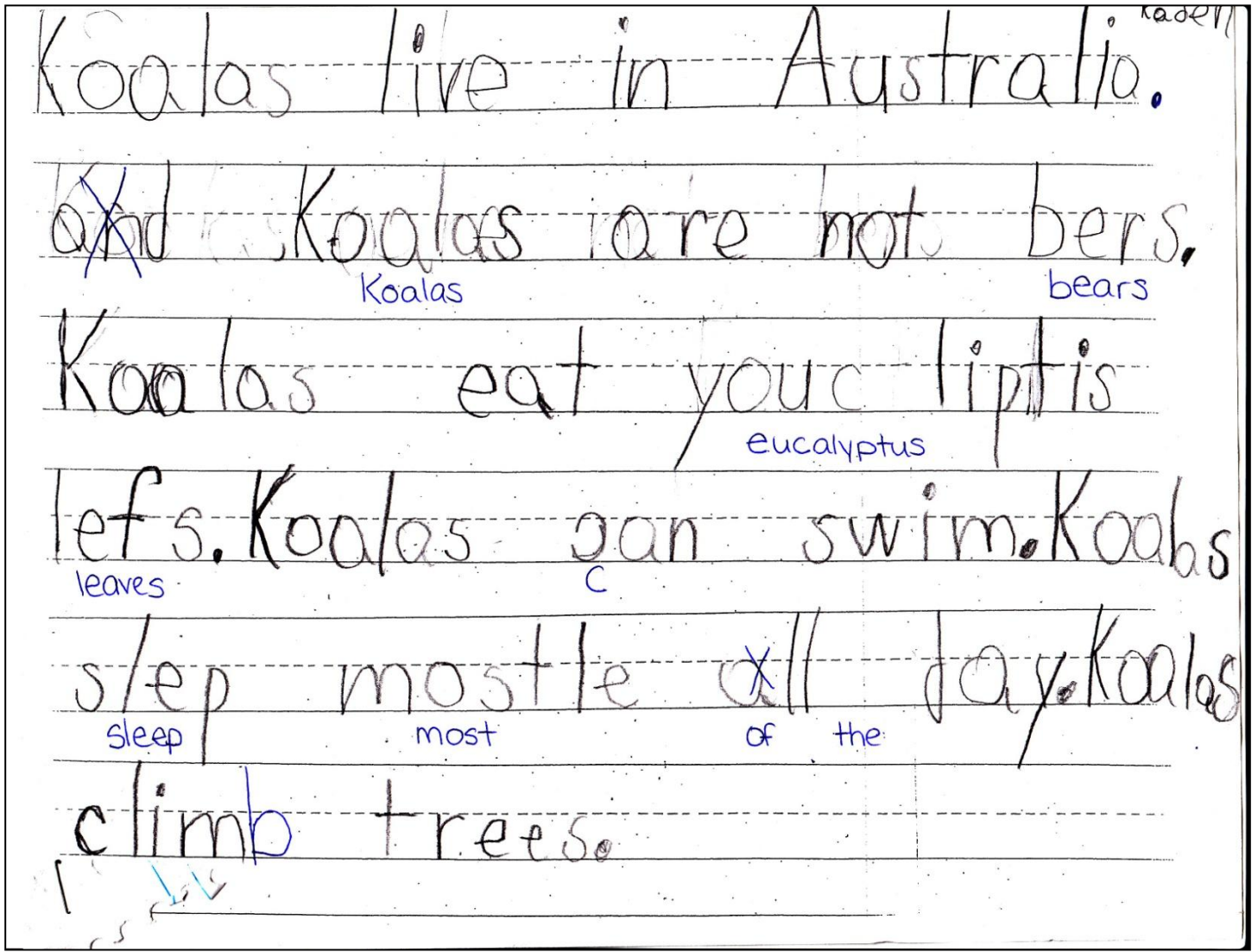


### Annotation

The writer of this piece

- **uses a combination of drawing, and writing**
- **names what they are writing about**
  - *I have learned a lot about frogs.*
- **supplies some information about the topic**
  - *They lay eggs in the water. Out comes a tadpole. And as they get bigger, they start to grow legs. And then the tadpole grows into a frog. And they jump on lily pads. And now you see that I learned a lot about frogs.*





#### Annotation

The writer of this piece

- **uses writing**
- **names what they are writing about**
  - *Koalas live in Australia.*
- **supplies some information about the topic**
  - *Koalas are not bears. Koalas eat eucalyptus leaves. Koalas can swim. Koalas sleep most of the day. Koalas climb trees.*

## 4th Quarter Kindergarten Samples of Proficient Writing



Cactuses  
Cactuses <sup>are</sup> or ~~pr~~ <sup>prickly</sup> ~~k~~ ole.  
Cactuses has  
flowers on top.  
Cactuses can  
hurt you. In the  
desert it is very hot.

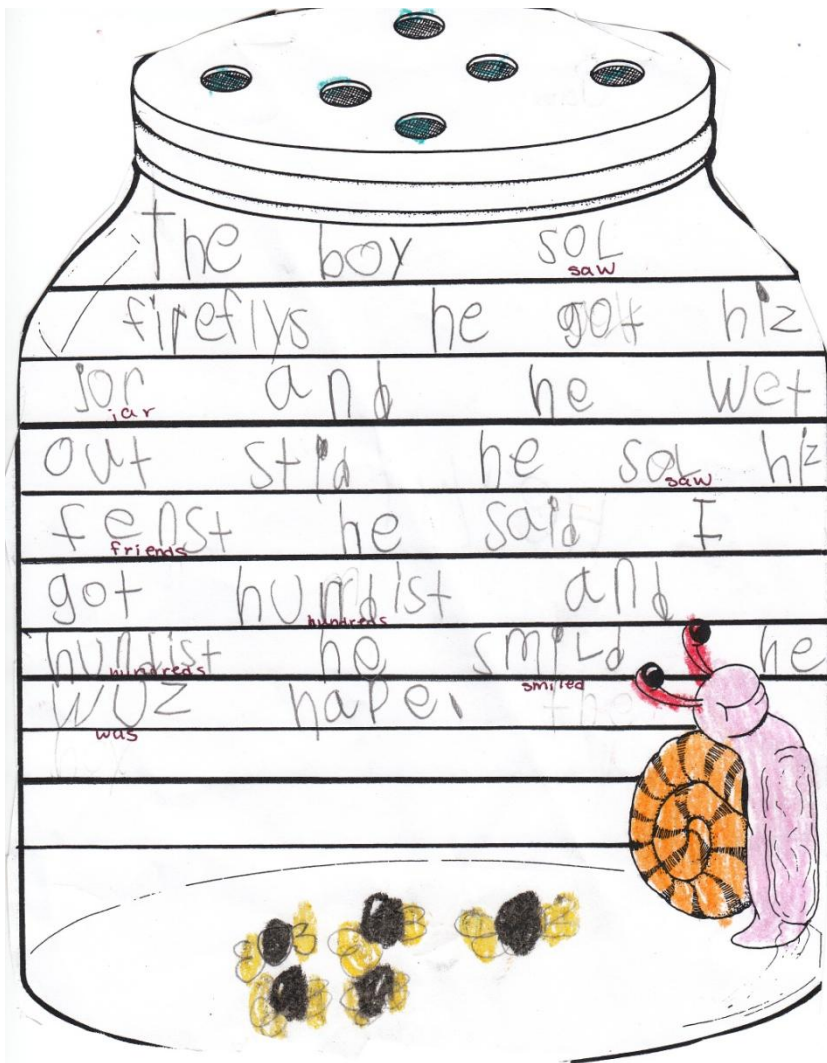
### Annotation

The writer of this piece

- uses writing and drawing (painting)
- names what they are writing about
  - Cactuses
- supplies some information about the topic
  - Cactuses are prickly. Cactuses has flowers on top. Cactuses can hurt you. In the desert it is very hot.

## 4th Quarter Kindergarten Samples of Proficient Writing

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 and writing
- narrates a several loosely linked events and the events in the order they occurred
  - The boy saw fireflies.
  - He got his jar and he went outside.
  - He saw his friends.
  - He said I got hundreds and hundreds.
- provides a reaction to what happened
  - He smiled. He was happy.



## 4th Quarter Kindergarten Samples of Proficient Writing



Going Camping

First, We went to  
gear to put up the  
tent.

next, My Dad put  
up the fire with  
his buds and granddad.

Then, We went to  
bed and it was so  
fun sleeping with my cousins  
in one tent.

Last We went up  
it was so fun with  
my cousins.

Name: Micaela

### Annotation

The writer of this piece

- uses a combination of drawing and writing
- narrates a several loosely linked events and the events in the order they occurred
  - We went together to put up the tent.
  - My dad put up the fire with his brothers and granddad.
  - We went to bed and it was so fun sleeping with my cousins in our one tent.
  - We wake up.
- provides a reaction to what happened
  - It was so fun with my cousins.



## 4th Quarter Kindergarten Samples of Proficient Writing

**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



My best frend is fun. I like him. He has a bike. He les me ride it. He is 8. His nam is ashdin.

### Annotation

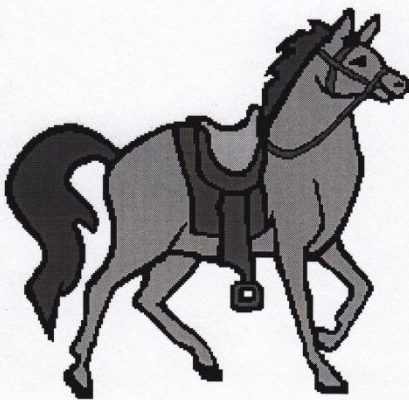
The writers of these pieces

- used a digital tool to publish their writing

*(The students published this writing during Waterford time in the computer lab.)*



**I have a bike. I like to ride it. It is fast. It is orange. It is koole. It is big. It is fun.**




i sol a hors. it is bran. va wur prite. i like horsis. va jump hi. is a hors a meml ?

*I saw a horse. It is brown. They were pretty. I like horses. They jump high. Is a horse a mammal?*


## 4th Quarter Kindergarten Samples of Proficient Writing

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


**Watching our Caterpillars Grow and Change into Butterflies!**





The caterpillars were so tiny when we first got them.




They had to eat a lot of their food and spin silk in order to stay safe and grow.




They started to crawl to the top of the jar to make their chrysalis.

We had to move them from the jar to the butterfly cage so that when they hatched they would have lots of room.




We had 5 butterflies hatch and we watched them eat on pieces of an orange.




We all said, "Good Bye Butterflies!! We will miss you!!" and we watched them fly away.

Ricardo Day 1.



The caterpillar are  
 eating food for they can  
 grow.


Ricardo Day 2



The caterpillar are almost  
 growing. I think that  
 tomorrow they are growing.  
 and then they are growing.

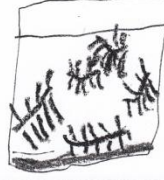
# 4th Quarter Kindergarten Samples of Proficient Writing

Ricardo Day 3



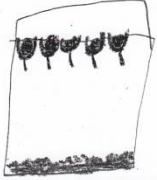
I think that tomorrow  
going to  
the caterpillar are  
there  
grow and there is one  
there  
on top and there is one  
down.

Ricardo Day 4



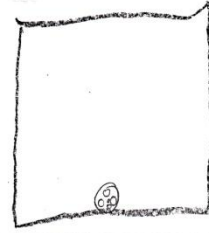
I think that tomorrow  
really  
the caterpillar are  
going to  
grow and there is  
middle  
one on the middle and  
there is two on top.

Ricardo Day 5



The caterpillar have  
turn chrysalids  
turn to the chrysalis.  
I think that tomorrow  
going to  
caterpillar are  
really  
growing.

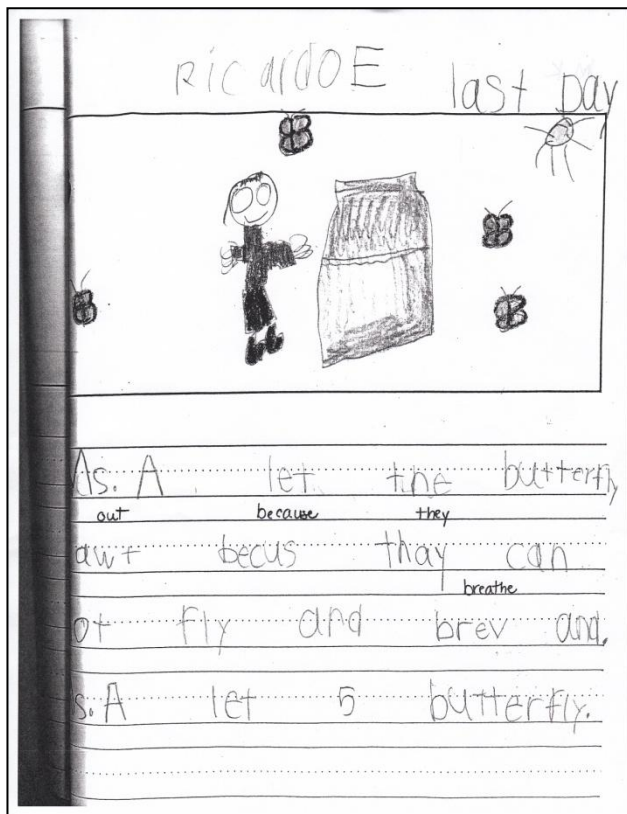
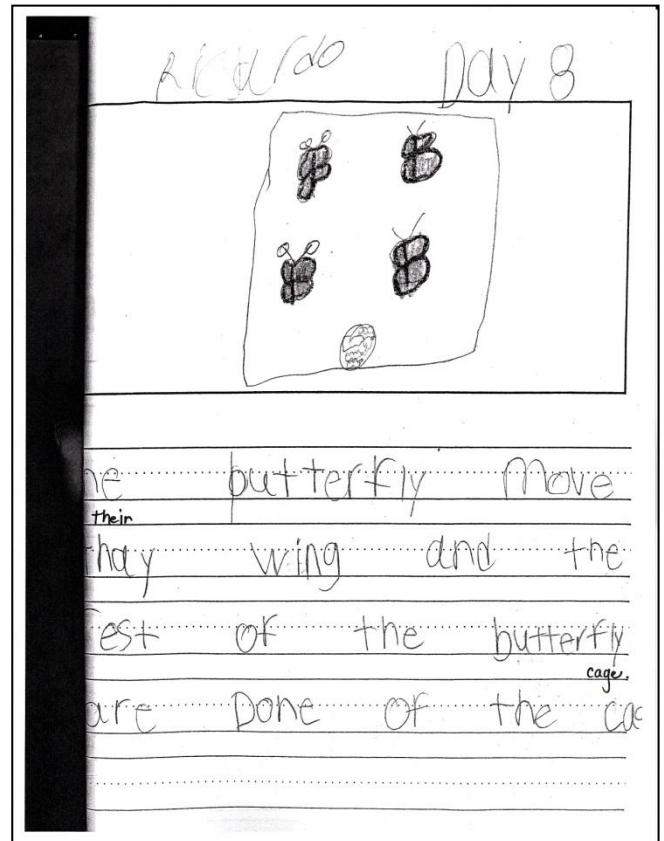
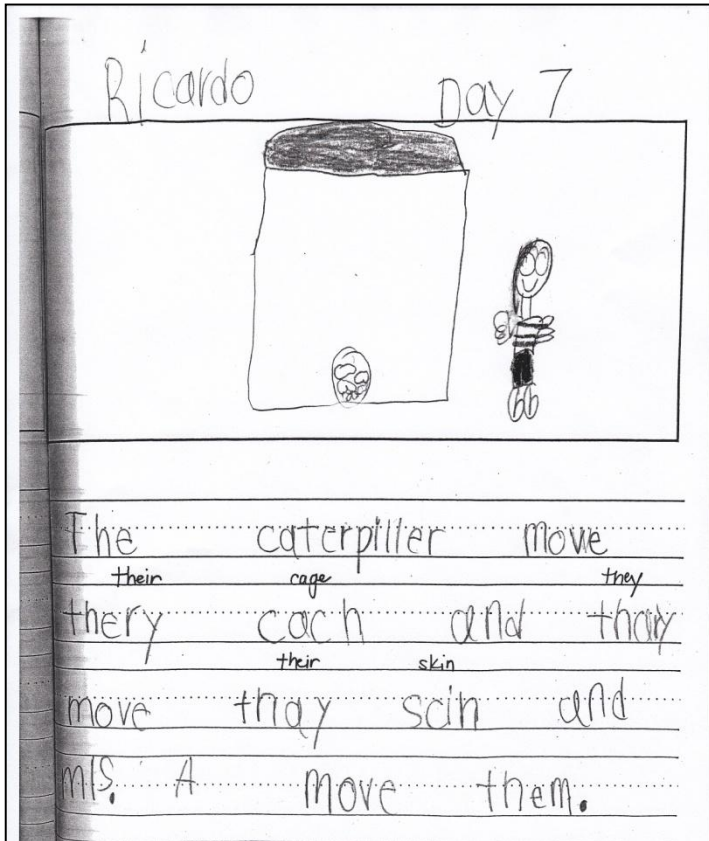
Ricardo



The caterpillar went to  
their cage  
they catch I think  
they're asleep  
that they asleep and  
there  
they is one on the cage  
there four cage  
and they is four in there



## 4th Quarter Kindergarten Samples of Proficient Writing



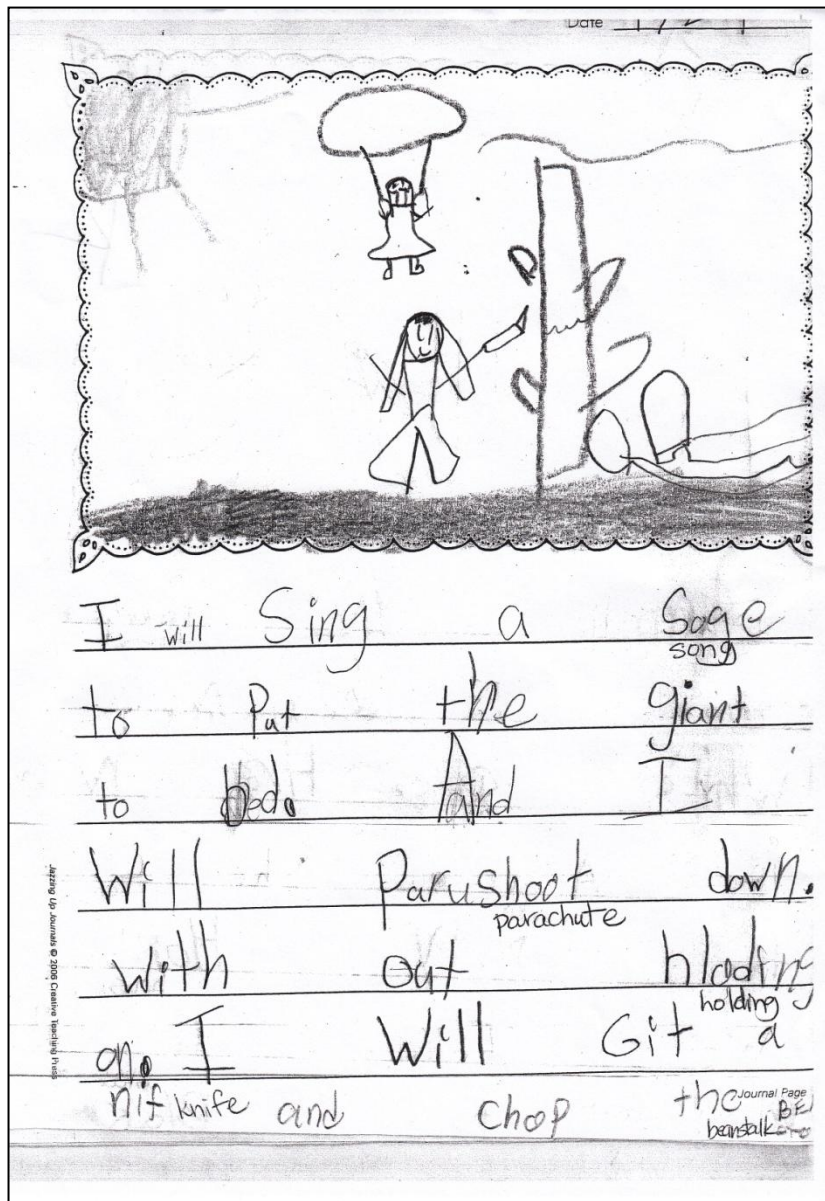
### Annotation

The writer of this piece

- participated in a shared research and writing project

## 4th Quarter Kindergarten Samples of Proficient Writing

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 (After reading Jack and the Beanstalk, "How would you get away from the giant?")
  - I will sing a song to put the giant to bed. And I will parachute down without holding on. I will get a knife and chop the beanstalk.*