Student Sample: K, Argument (Opinion)

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

Annotation

The writer of this piece

- tells the reader the name of the book (in the title of the paper).
  - My favorite Book is do you Want to be my FRIEND
- states an opinion or preference about the book.
  - my favorite part (part) is the horse (horse)
Student Sample: K, Informative/Explanatory

This informative report was produced in class, and the writer received support from the teacher.

Frogs
To day befor (before) We had riyya groos (writing) Mrs. _____ red (read) us a storry (story) a baowt (about) frogs. We had to riect a baowt frogs. We had a tadpoal in the sciens (science) centr. It has 2 bac.

Ligs and wen (when) it has 2 frunt ligs its tal (tail) disapirs (disappears) and it can not ept (eat) wen its maat (mat) is chejn. Then the sknn (skin) getts to (too) litte and the frags poil (pull) off trhr (their) sknn (skin) ...

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 riyya groos (writing) Mrs. _____ red (read) us a storry (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) disapirs (disappears) ... Then the sknn (skin) getts to (too) litte and the frags poil (pull) off trhr (their) sknn (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.

I went to Disneyland. We went from the desert.
I had a fun vacation.
At Disneyland, I saw a lot of rides.
I went in my house.

February 30th, 2007

I went on the rides here.
I went on for a long time.
I went on a ride. It was rowdy.
I went on a boat.
I went in my house.
Annotation

The writer of this piece

- establishes a situation by naming a place.
  - Disneyland

- recounts several loosely linked events and the order in which they occurred.
  - I had a fun on vacation. I see lot of rides. I went on the matterhorn. I went my house.

- provides a reaction to what happened.
  - I had a fun on 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.
Spain is in Europe. Spain is located in the southwestern tip of Europe. Europe is a far away place from here. Spain has a lot of fiestas. In some of the fiestas, they ride bulls and make special food too. Spain has bull fights and I would want to see one. I think Spain looks like a upside down hat. In 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 located (located) in the south western tip of Europe.
  - Spain has a lot of fiestas.
  - Spain . . . 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.

I bot a little cotton ball
Jason
2-2002

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 Didnt (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.