Student Sample: K, Argument (Opinion)

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

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MY faebit fos is do you Wont to be my FRIEND
the mos on the mo if you will be my FRIEND the has said no the has is it is a FRIEND the has on the
with has is you will be my FRIEND
the until has said yes then
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Annotation

The writer of this piece

- tells the reader the name of the book (in the title of the paper).
  - My faebit (favorite) Book is do you Want to be my FRIEND

- states an opinion or preference about the book.
  - ... my faebit (favorite) pot (part) is the has (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 riya groos (writing) Mrs. John red us a storry (story) abaut (about) frogs. We had to reat a reat frogs. We had a tadpol in the Sciens Gentr. It has 2 bac.

Ligs and wen it has 2 frunt ligs its tal disupirs and it can not ept wen its maat is chain. Then the sccknn gets to little and the frogs pol off thrr sccknn an.

Thee ext it. Saum of the frogs bloo paneels. Frogs led eggs that look like jel and the fish ext some but some hack to tadpoos. It gros bigr and bigr and bigr.

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 riya (writing) groos (groups) Mrs. _____ red (read) us a storry (story) abaut (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) disupirs (disappears) ... Then the sccknn (skin) gets to (too) litle and the frogs pol (pull) off thrr (their) sccknn (skin) ...
  - Frogs led (laid) eggs that look like jel (jelly) ...
• uses additive (adversative and temporal) linking words.
  o . . . and wen (when) . . . Then . . . but . . .
• provides a sense of closure.
  o It gros (grows) bigr (bigger) and bigr and bigr.
• demonstrates command of some of the conventions of standard written English.
  o 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 to the house.

January 30th, 2012
I went on the roller coaster.
I went for a walk.
I went on a boat ride.
I went on a ride.
I went 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 vacshne (vacation). . . I see lot (lots) of rids (rides). I went on the mader hon (Matterhorn). . . I went my house.

- provides a reaction to what happened.
  - I had a fun on vacshne (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.