GRADE K

FRAMEWORK / CONTENT STANDARDS ADDRESSED:
Massachusetts Curriculum Framework for ELA and Literacy (**2017**)

"What should good student writing at this grade level look like?"

The answer lies in the writing itself.

The **Writing Standards *in Action* Project** uses high quality student writing samples to illustrate what performance to grade level standards looks like—in action.

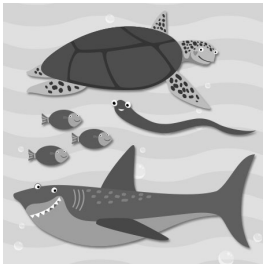
Writing Standards *in Action*

Kindergarten English Language Arts

Narrate

(Personal Narrative)

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION



When I Went to the Aquarium

Massachusetts Department of Elementary and Secondary Education
Writing Standards *in Action* Project
www.doe.mass.edu/candi/wsa

Background Information

GRADE K

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Massachusetts Curriculum Framework for ELA and Literacy (2017)

Writing Sample Title: When I Went to the Aquarium

Text Type and Purpose: Narrate

Grade level/Content area: Kindergarten English Language Arts

Type of Assignment: Personal Narrative

Standards Addressed: (W.K.3), (W.K.5), (L.K.1), (L.K.2)

See descriptions of these standards in the right column of the next page.

Highlights:

This sample of student work meets grade level standards. It demonstrates the following attributes of effective writing.

The sample:

- Narrates a well-ordered event sequence
- Enhances development with ample details
- Elaborates on the topic with drawings that support the writer's purpose
- Expresses the writer's reaction to what is happening
- Includes evidence of revision
- Exhibits correct capitalization to begin sentences and correct end punctuation
- Displays knowledge of sound-letter relationships by means of phonetic spelling of simple words
- Indicates an emerging ability to create a variety of sentence types
- Incorporates frequently occurring nouns, verbs, and prepositions

Instructional Practices:

The teacher used the following practices: Unknown

CONTINUED

STANDARDS-BASED COMMENTARY

The student writing sample that follows includes standards-based commentary. The commentary describes how combinations of writing and drawing meet the standards in the *Massachusetts Curriculum Framework for English Language Arts and Literacy (2017)* and other content frameworks when applicable.

About This Sample

Illustrations and text are shown on panels as the writer arranged them. Relevant standards and standards-based commentary are provided beneath each of the panels that follow.

Conventional spelling is provided next to each panel, along with the text "as written" by the student.

Understanding the Standards-Based Commentary

- Grade-specific standards addressed are listed by: strand, grade, and number (or number and letter, where applicable) below the illustration and text in each panel that follows.
- Standards-based commentary is provided beneath standards listed in each panel.
- Each panel has a letter code:

  PANEL: A
- Standards and related commentary for each panel are identified by corresponding letter-coded arrows, with a different number for each example:

  EXAMPLE: A1
- Panels may contain more than one example of a cited standard.

Background Information

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Assignment Description:

The writer's task was to tell about a personal experience in a well-developed narrative. The teacher added conventional spelling after completion of the sample.

Intended Audience:

Teacher, classmates, family

Time:

Unknown

Writing Process:

Unknown

Materials:

Unknown

In this sample...

The writer presents an account of a visit to an aquarium. A well-ordered event sequence, with an embedded personal reaction, advances the narrative. Vivid details and pertinent illustrations clearly depict the writer's actions and experiences. Complete sentences that include mostly correct first-word capitalization, mostly appropriate end punctuation, recognizable phonetic spellings, and evidence of revision enhance the overall clarity of this sample.

Please note:
The samples may contain inaccuracies in wording and content or shortcomings in the use of standard English conventions.

END OF BACKGROUND ■

Writing Standards:
Grade K, Standard 3 (W.K.3)

Use a combination of drawing, dictating, and writing to narrate a single event or experience, or several loosely linked events or experiences; sequence the narrative appropriately and provide a reaction to what it describes.

EXAMPLES: Panels A B D E F

Writing Standards:
Grade K, Standard 5 (W.K.5)

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

EXAMPLES: Panels C D

Language Standards:
Grade K, Standard 1 (L.K.1)

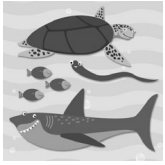
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.

EXAMPLES: Panels B B B D E E

Language Standards:
Grade K, Standard 2 (L.K.2)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXAMPLES: Panels A B B D D E



GRADE K

FRAMEWORK / CONTENT STANDARDS ADDRESSED:
Massachusetts Curriculum Framework for ELA and Literacy (2017)

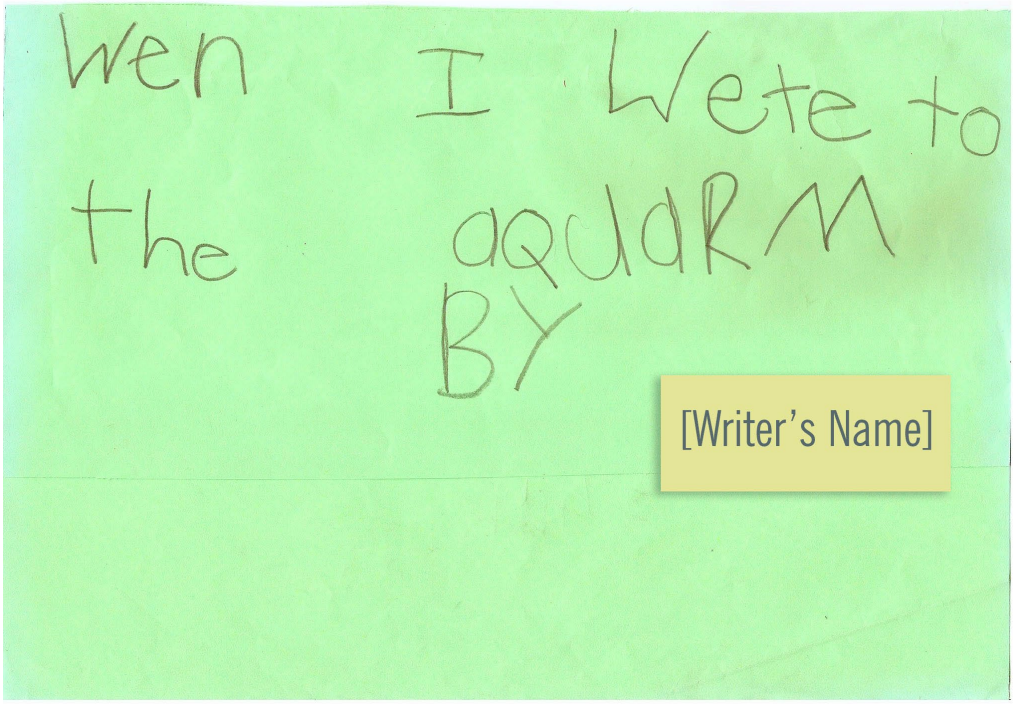
A Panel A (Title Page)

Examples:
A1
A2

When I Went
to the Aquarium
by [Writer's Name]

Title page as written:

"Wen I Wete to the aQuaRM BY [Writer's Name]"



A1 Writing. Grade K, Standard 3

W.K.3
Use a combination of drawing, dictating, and writing to narrate a single event or experience, or several loosely linked events or experiences; sequence the narrative appropriately and provide a reaction to what it describes.

A1 Commentary: The writer clearly identifies the central event of the narrative *(Wen I Wete to the aQuaRM).*

A2 Language. Grade K, Standard 2

L.K.2.c
Recognize and name end punctuation.

A2 Commentary: The writer recognizes that end punctuation is not necessary to the title of the sample *(Wen I Wete to the aQuaRM)*.

FRAMEWORK / CONTENT STANDARDS ADDRESSED:

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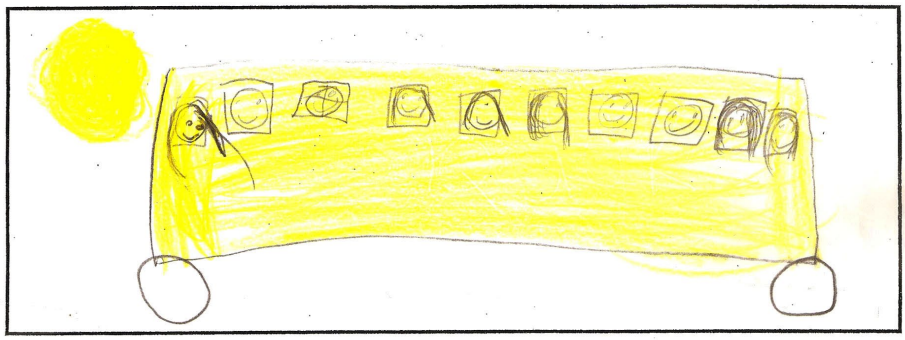
B Panel B

Examples:
B1
B2
B3
B4



We went on the bus.
We were talking. We were talking about sharks.

As written:
"We Wete on the Bus We wr tolking We wr toLking uBat srks."

B1 Writing. Grade K, Standard 3

W.K.3
Use a combination of drawing, dictating, and writing to narrate a single event or experience, or several loosely linked events or experiences; sequence the narrative appropriately and provide a reaction to what it describes.

B1 Commentary: The writer describes the scene depicted in the accompanying drawing *(We Wete on the Bus)*, provides a general account of the activity on the bus *(We wr tocking),* and develops the narrative with further relevant details *(We wr toLking uBat srks)*.

B2 Language. Grade K, Standard 1 AND Language. Grade K, Standard 2

L.K.1.a
Demonstrate the ability to produce and expand complete sentences using frequently occurring nouns, pronouns, adjectives, verbs, question words, and prepositions; name and use in context numbers 0–100.

AND

L.K.2.e
Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

B2 example continues in next column....

B2 Commentary: The writer correctly uses nouns *(Bus, srks)*, a pronoun *(We)*, a verb *(Wete)*, and a verb phrase *(wr tocking, wr toLking)*, in some cases employing phonetic spellings.

B3 Language. Grade K, Standard 1 Language. Grade K, Standard 2 AND

L.K.1.c
Form regular plural nouns orally by adding /s/ or /es/.

AND

L.K.2.c
Recognize and name end punctuation.

B3 Commentary: The writer forms a regular plural noun and ends the final sentence with the correct end punctuation *(srks.)*.

B4 Language. Grade K, Standard 1

L.K.1.a
Demonstrate the ability to produce and expand complete sentences using frequently occurring nouns, pronouns, adjectives, verbs, question words, and prepositions; name and use in context numbers 0–100.

B4 Commentary: The writer uses two frequently occurring prepositions *(on, uBat)* to begin phrases that add relevant information to the sample.

C Panel C

Examples:
C1

black hole

As written:
"BLack hoLe"

C1 Writing. Grade K, Standard 5

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

C1 Commentary: The writer provides a revision for PANEL D *(BLack hoLe).*

FRAMEWORK / CONTENT STANDARDS ADDRESSED:

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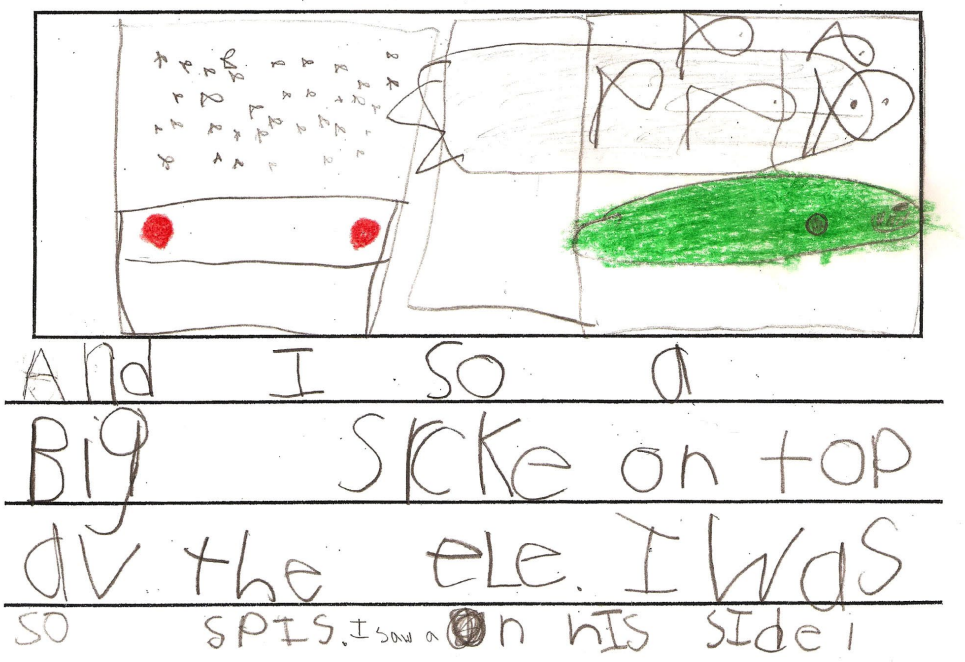
D Panel D

Examples:
D1
D2
D3
D4



And I saw a big shark on top of the eel. I was so surprised. I saw a black hole on his side.

As written:

"And I so a Big srcke on top av the ele. I WaS so spIs. I saw a BLack hoLe on hIs sIde"

D1 Writing. Grade K, Standard 3

W.K.3
Use a combination of drawing, dictating, and writing to narrate a single event or experience, or several loosely linked events or experiences; sequence the narrative appropriately and provide a reaction to what it describes.

D1 Commentary: The writer provides a relevant drawing and a vivid description of the creatures observed in the aquarium tank *(And I so a Big srcke on top av the ele.... I saw a BLack hoLe on hIs sIde)*. A clearly expressed personal reaction to those creatures heightens the overall effect of the narrative *(I WaS so spIs).*

D2 Writing. Grade K, Standard 5

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

D2 Commentary: The writer revises the final sentence to include a descriptive detail *(BLack hoLe)*. The writer indicates this revision in PANEL C.

D3 Language. Grade K, Standard 2

L.K.2.b
Capitalize the first word in a sentence and the pronoun *I*.

D3 Commentary: The writer rcapitalizes the first word *(And)*. An erasure demonstrates the writer's correct revision of a lower case "a" with its upper case equivalent. In addition the writer consistently capitalizes the pronoun I.

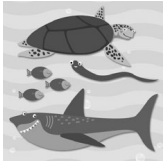
D4 Language. Grade K, Standard 1 AND Language. Grade K, Standard 2

L.K.1.a
Demonstrate the ability to produce and expand complete sentences using frequently occurring nouns, pronouns, adjectives, verbs, question words, and prepositions; name and use in context numbers 0–100.

AND

L.K.2.e
Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

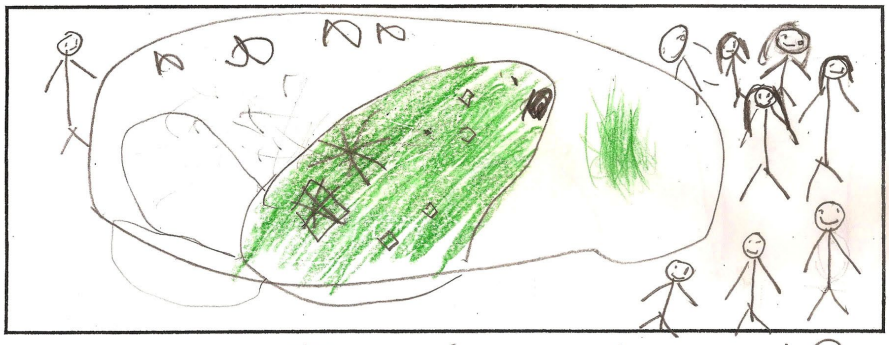
D4 Commentary: The writer correctly uses several nouns *(srcke, ele, sIde)* and verbs *(so, WaS, saw)*, in some cases employing phonetic spellings.



WRITING SAMPLE AND COMMENTARY CONTINUE

E Panel E

Examples:
E1
E2
E3



Wen I wete up sars I soe a trDLe. he was chasing the LedIs. I so him eIT the LedIs

When I went upstairs,
I saw a turtle. He was
chasing the lettuce.
I saw him eat the lettuce.

As written:

"Wen I wete up sars, I soe a trDLe. he was chasIng the LedIs. I so hIm eIT the LedIs"

E1 Writing. Grade K, Standard 3

W.K.3

Use a combination of drawing, dictating, and writing to narrate a single event or experience, or several loosely linked events or experiences; sequence the narrative appropriately and provide a reaction to what it describes.

E1 Commentary: The writer provides a clear description of the sequence of events represented by the accompanying drawing *(wete up sars... soe a trDLe... chasIng the LedIs... so hIm eIT the LedIs).*

E2 Language. Grade K, Standard 1 AND Language. Grade K, Standard 2

L.K.1.a

Demonstrate the ability to produce and expand complete sentences using frequently occurring nouns, pronouns, adjectives, verbs, question words, and prepositions; name and use in context numbers 0–100.

AND

L.K.2.e

Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

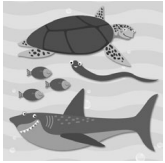
E2 Commentary: The writer correctly uses nouns *(trDLe, LedIs)*, pronouns *(I, hIm)*, and verbs *(wete, soe, was chasIng, eIT)*, in many cases employing phonetic spellings.

E3 Language. Grade K, Standard 1

L.K.1.a

Demonstrate the ability to produce and expand complete sentences using frequently occurring nouns, pronouns, adjectives, verbs, question words, and prepositions; name and use in context numbers 0–100.

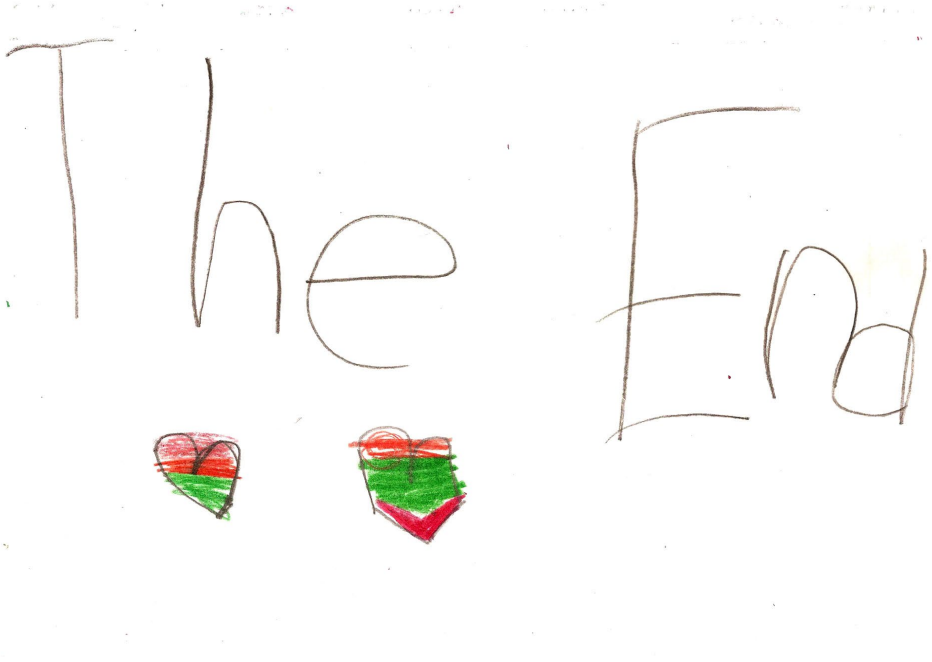
E3 Commentary: With an appropriate subordinating conjunction *(Wen)* the writer makes a temporal connection between two actions *(I wete up sars, I soe a trDLe).*



WRITING SAMPLE AND COMMENTARY CONTINUE

F Panel F

Examples:
F1



The End

As written:
"The End"

F1 Writing. Grade K, Standard 3

W.K.3
Use a combination of drawing, dictating, and writing to narrate a single event or experience, or several loosely linked events or experiences; sequence the narrative appropriately and provide a reaction to what it describes.

F1 Commentary: The writer provides a sense of closure *(The End).*