

“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

Inform / Explain

(“How To” Book)

How to Play Football



Background Information

GRADE
K

FRAMEWORK / CONTENT STANDARDS ADDRESSED:

Massachusetts Curriculum Framework
for ELA and Literacy (2017)

Writing Sample Title: How To Play Football

Text Type and Purpose: Inform/Explain

Grade level/Content area: Kindergarten English Language Arts

Type of Assignment: "How to" Book

Standards Addressed: (W.K.2), (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 exceeds grade level standards.
It demonstrates the following attributes of effective writing.

The sample:

- Develops a clearly named topic with relevant evidence
- Elaborates on the topic with detailed drawings that support the writer's purpose
- Provides effective opening and closing statements
- Enhances organization with effective transitions
- Exhibits consistently correct capitalization to begin sentences, proper spacing between words, and correct end punctuation
- Displays knowledge of sound-letter relationships by means of phonetic spelling of simple words
- Includes in their proper contexts frequently occurring nouns, verbs, and prepositions

Instructional Practices:

The teacher used the following practices:

- Modeling
- Scaffolding during conferences
- Student choice of topic

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.

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Assignment Description:

This is a “How To” book created in the spring of kindergarten by a writer in a half-day class during a unit on informational writing. The writer chose an “expert topic” from personal experience, composed the text with minimal support, and made pertinent illustrations. The teacher added conventional spelling after completion and evaluation of the sample.

Intended Audience:

Teacher, classmates, parents

Time:

Unknown

Writing Process:

Alone; in class; pre-writing; organizing; drafting; teacher feedback; teacher-student conference; publishing

Materials:

Unknown

In this sample...

This strong example of informational writing develops a named topic with relevant details and pertinent illustrations. Effective opening and closing statements bookend a carefully constructed sequence of events. Complete sentences that include correct first-word capitalization, appropriate end punctuation, recognizable phonetic spellings, and appropriately placed transitions augment 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 2 (W.K.2)

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.

EXAMPLES:

Panels **A** **B** **C** **D** **E** **F** **G**

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** **C** **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** **C** **D** **E** **G**

Inform / Explain

GRADE
K

FRAMEWORK / CONTENT STANDARDS ADDRESSED:

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A Panel A
(Title Page)

Examples:

A1

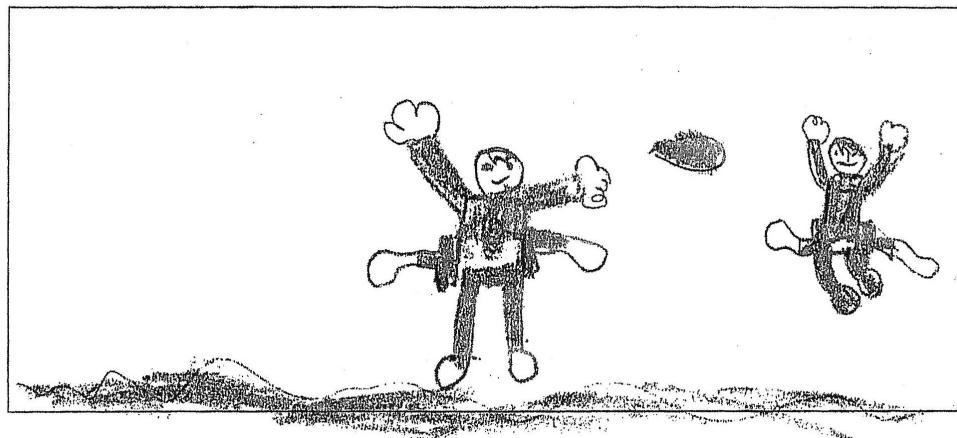
A2

Title: How to PLAy fATBoL

How to Play Football

Title as written:

"How to PLAy fATBoL"



A1 Writing. Grade K, Standard 2

W.K.2

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.

A1 Commentary: The writer opens the sample by clearly naming the topic of the "How To" book (*How to PLAy fATBoL*).

A2 Language. Grade K, Standard 2

L.K.2.c

Recognize and name end punctuation.

A2 Commentary: The writer, appropriately, does not include end punctuation in the title of the sample (*How to PLAy fATBoL*).



Inform/Explain

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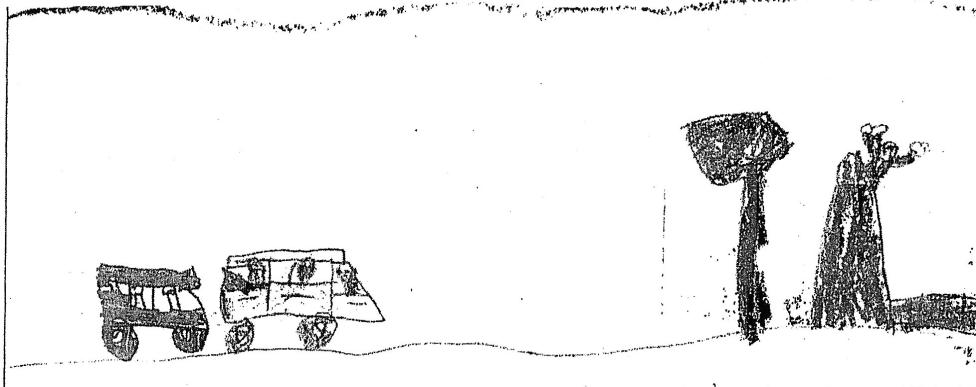
FRAMEWORK / CONTENT STANDARDS ADDRESSED:

Massachusetts Curriculum Framework
for ELA and Literacy (2017)

B Panel B

Examples:

- B1
- B2
- B3
- B4



First you drive to the football place.

As written: "FhrST you DrIv
to the fAtBOL PLAyS."

~~FhrST YOU DRIV to The~~
~~FAIBOL PLAyS.~~

B1 Writing. Grade K, Standard 2

W.K.2

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.

B1 Commentary: The writer provides a relevant drawing, followed by an introductory statement that denotes the beginning of a series of connected ideas (*FhrST*) and describes how to get to the place where the game is played (*you DrIv to the fAtBOL PLAyS*).

B2 Language. Grade K, Standard 2

L.K.2.a

Print many upper- and lowercase letters.

B2 Commentary: The writer correctly prints the upper and lower case forms of the letter "F" in their proper contexts: to begin the first word of a sentence (*FhrST*) and to begin a common noun within the same sentence (*fAtBOL*).

B3 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.

B3 Commentary: The writer correctly uses a pronoun (*you*), a verb (*DrIv*), and a noun (*PLAyS*), in some cases employing phonetic spellings.

B4 Language. Grade K, Standard 2

L.K.2.b

Capitalize the first word in a sentence and the pronoun *I*.
AND

L.K.2.c

Recognize and name end punctuation.

B4 Commentary: The writer correctly capitalizes the first word in a complete sentence (*FhrST*) and ends the sentence with the correct end punctuation (*PLAyS*).

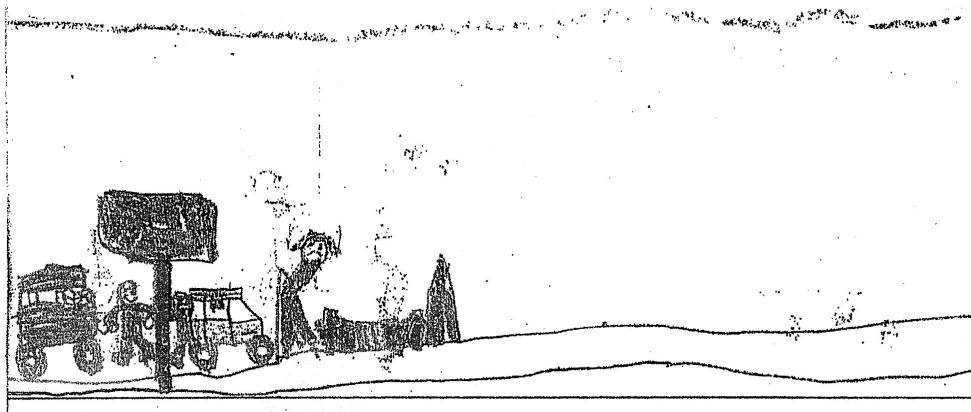


Inform / ExplainGRADE
K**FRAMEWORK / CONTENT STANDARDS ADDRESSED:**Massachusetts Curriculum Framework
for ELA and Literacy (2017)**C Panel C**

Examples:

C1

C2



Then you park the car.

As written:

"Then you prc the cor."

C1 Writing. Grade K, Standard 2**W.K.2**

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.

C1 Commentary: The writer provides a relevant drawing and additional information about the topic (*you prc the cor*). The writer establishes continuity with an appropriate transition (*Then*).

C2 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.

C2 Commentary: The writer correctly uses a pronoun (*you*), a verb (*prc*), and a noun (*cor*), in some cases employing phonetic spellings.



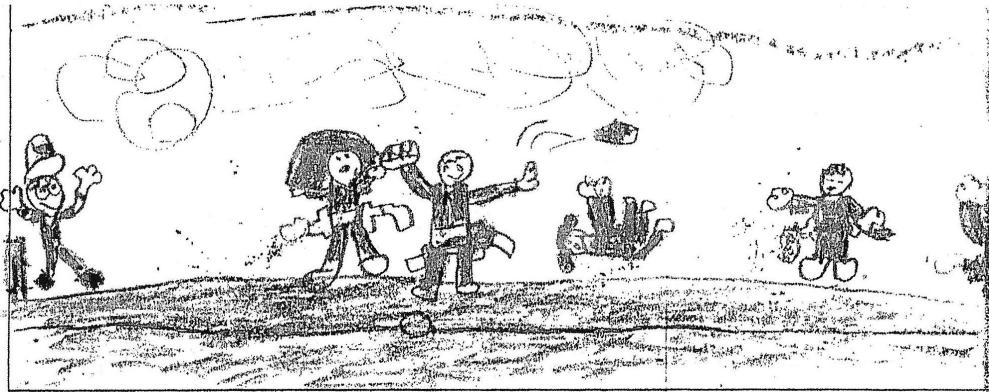
Inform / ExplainGRADE
K**FRAMEWORK / CONTENT STANDARDS ADDRESSED:**Massachusetts Curriculum Framework
for ELA and Literacy (2017)**D Panel D**

Examples:

D1

D2

D3



Then you throw the ball to
the person on your team.

As written:

"Then you fro the BoL to
PrSen on yr TeM."

Then you fro the BoL to

PrSen on yr TeM.

D1 Writing. Grade K, Standard 2**W.K.2**

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.

D1 Commentary: The writer provides a relevant drawing and additional information about the topic (*you fro the BoL to PrSen on yr TeM*), while enhancing the flow of the sample with an appropriate transition (*Then*).

**D2 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.

D2 example continued from preceding column....

D2 Commentary: The writer correctly uses a pronoun (*you*), a verb (*fro*), and several nouns (*BoL, PrSen, TeM*), in some cases employing recognizable phonetic spellings.

D3 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.

D3 Commentary: The writer uses two frequently occurring prepositions (*to, on*) to begin phrases that add relevant information to the sample.



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E Panel E

Examples:

E1

E2

E3



Then you run and try
to not get your flag pulled.

As written:

"Then you ron AnD Trl to noT
GAt yor fLAc PLD."

hen YOU Ron AND TRI to hot
GAT YOR PLAC PLD.

E1 Writing. Grade K, Standard 2

W.K.2

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.

E1 Commentary: The writer provides additional information about the topic (*you ron AnD Trl to noT GAt yor fLAc PLD*) and a pertinent drawing, while enhancing the flow of the sample with an appropriate transition transition (*Then*).

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

E2 example continued from preceding column....

L.K.2.e

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

E2 Commentary: The writer correctly uses several verbs (*ron*, *Trl*, *GAt*, *PLD*), all spelled phonetically.

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 conjunction (*And*) the writer connects two ideas (*you ron AnD Trl to noT GAt yor fLAc PLD*) that enhance development.



Inform / ExplainGRADE
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F1

Then you win the game.

Then you wen the GAM.

As written:

"Then you wen the GAM."**F1 Writing. Grade K, Standard 2****W.K.2**

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.

F1 Commentary: The writer provides a relevant drawing and continues the progression of ideas with a transition (*Then*), while bringing the action to an appropriate conclusion (*you wen the GAM*).

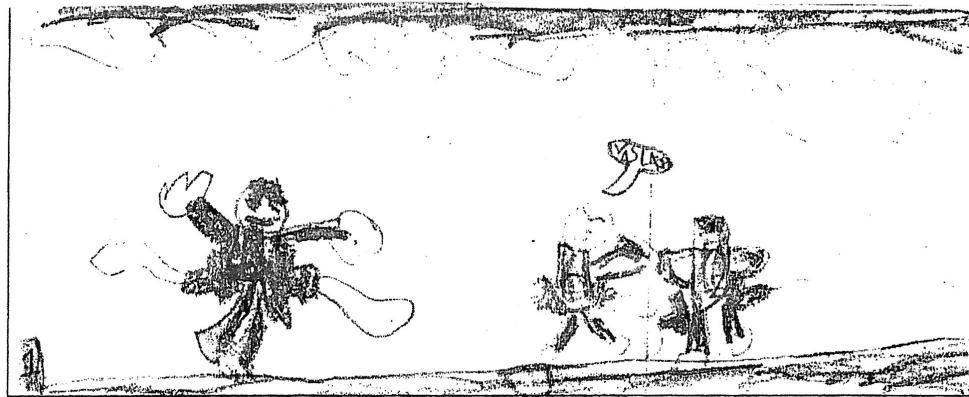


Inform / ExplainGRADE
K**FRAMEWORK / CONTENT STANDARDS ADDRESSED:**Massachusetts Curriculum Framework
for ELA and Literacy (2017)**G Panel G**

Examples:

G1

G2



Then you try again.

Then You Try Again

As written:

"Then you Try A Gen."**G1** Writing. Grade K, Standard 2**W.K.2**

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.

G1 Commentary: The writer provides a relevant drawing and further extends the progression of ideas by linking (*Then*) future action (...you Try A Gen) to the completed sequence of events.

G2 Language. Grade K, Standard 2**L.K.2.b**

Capitalize the first word in a sentence and the pronoun *I*. AND

L.K.2.c

Recognize and name end punctuation.

G2 Commentary: The writer correctly capitalizes the beginning transition (*Then*) and provides correct end punctuation (*A Gen.*).

