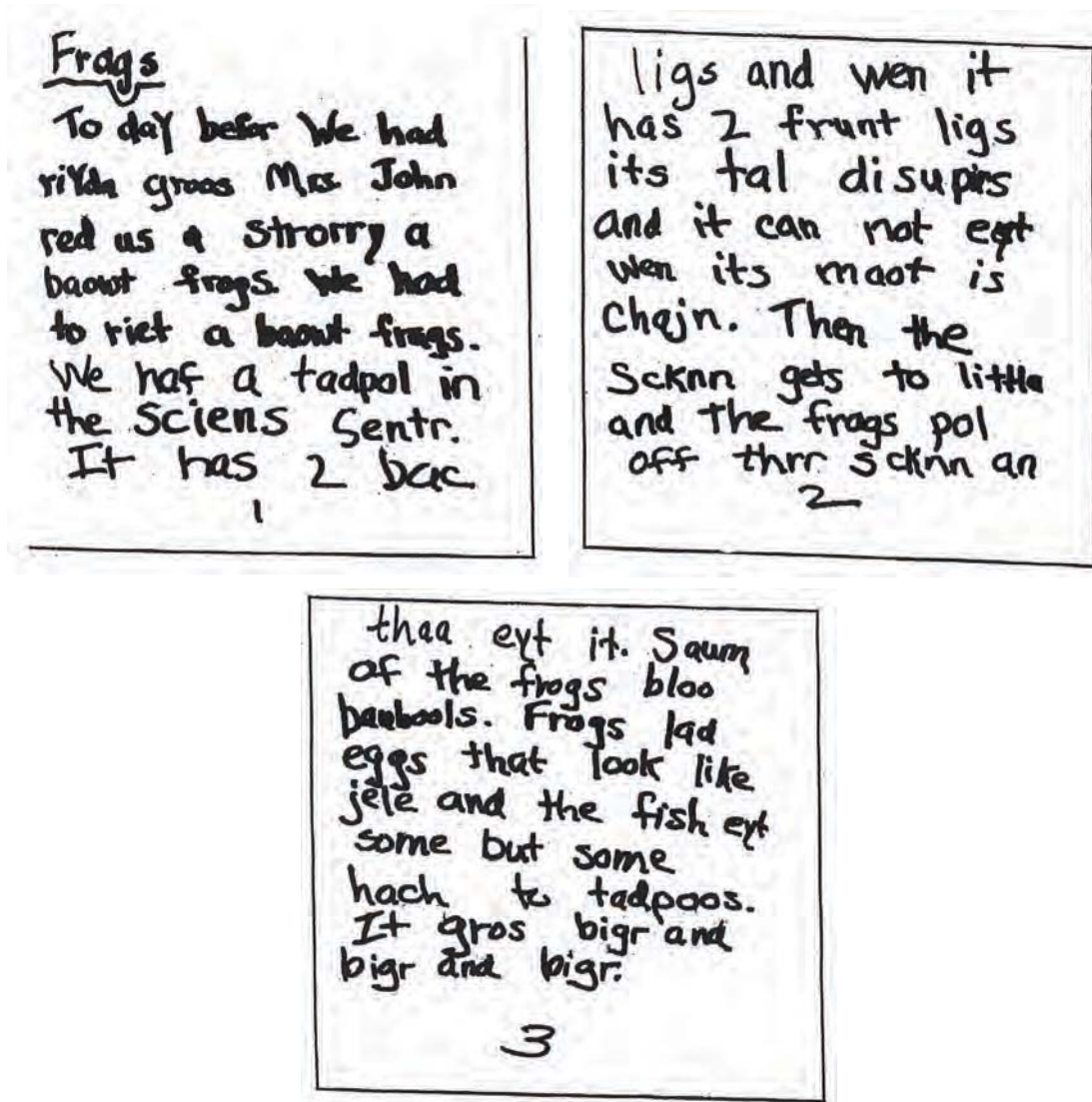


Student Sample: K, Informative/Explanatory

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



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 riyda* (writing) *groos* (groups) *Mrs. _____ red* (read) *us a strorry* (story) *a baowt* (about) *frags*.
- 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 scknn* (skin) *gets to* (too) *litlle* and *the frags pol* (pull) *off thrr* (their) *scknn* (skin) . . .
 - *Frogs lad* (laid) *eggs that look like jela* (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.