

“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

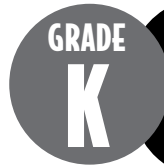
Narrate

(Personal Narrative)

Auntie and Me



Background Information



FRAMEWORK / CONTENT STANDARDS ADDRESSED:

Massachusetts Curriculum Framework for ELA and Literacy (2017)

Writing Sample Title: Auntie and Me

Text Type and Purpose: Narrate

Grade level/Content area: Kindergarten English Language Arts

Type of Assignment: Personal Narrative

Standards Addressed: (W.K.2), (W.K.3), (W.K.5), (L.K.1), (L.K.2), (L.K.5), (L.K.6)
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:

- Introduces a central character and establishes a situation
- Recounts a well-ordered event sequence enhanced with ample details
- Employs drawings that lend visual and verbal support to the writer’s purpose
- Conveys the writer’s enthusiasm
- Provides a sense of closure
- Includes evidence of revision
- Indicates an emerging ability to create a variety of sentence types
- Shows evidence of careful word choice
- Demonstrates consistent control of beginning-of-sentence capitalization
- Displays consistently correct conventional spelling, as well as occasional phonetic spellings that reflect knowledge of sound-letter relationships

Instructional Practices:

The teacher used the following practices:

Prompting each student to use the following strategies to organize a personal narrative:

- Develop a list of people to write about
- Choose from the list one person to be the subject of a narrative
- Complete a bubble diagram to plan the content of each page of the narrative

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.

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:

In class; pre-writing; organizing; drafting; revising; teacher feedback; publishing

Materials:

Graphic organizers:

- “People I Want To Write About” (a blank bulleted list)
- “My List And Label Plan Sheet” (a bubble diagram template)

In this sample...

The writer enthusiastically tells the story of time spent with a beloved aunt. Vivid details, as well as drawings with both visual and verbal elements, amplify a well-ordered event sequence. Notwithstanding absent end punctuation, the writer builds clear units of thought in a variety of sentence types that include mostly correct first word capitalization. Evidence of revision, mostly correct spelling, and phonetic spellings that reflect reasonable sound-letter relationships enhance the overall clarity of this narrative.

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: Panel **C**

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 C D**

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 **B B 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 **C D D**

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 **C D**

Language Standards:**Grade K, Standard 5 (L.K.5)**

With guidance and support from adults, explore word relationships and nuances in word meanings.

EXAMPLES: Panel **B**

Language Standards:**Grade K, Standard 6 (L.K.6)**

Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.

EXAMPLES: Panel **A**

Narrate

GRADE
K

FRAMEWORK / CONTENT STANDARDS ADDRESSED:

Massachusetts Curriculum Framework
for ELA and Literacy (2017)

A Panel A (Title Page)

Examples:
A1
A2

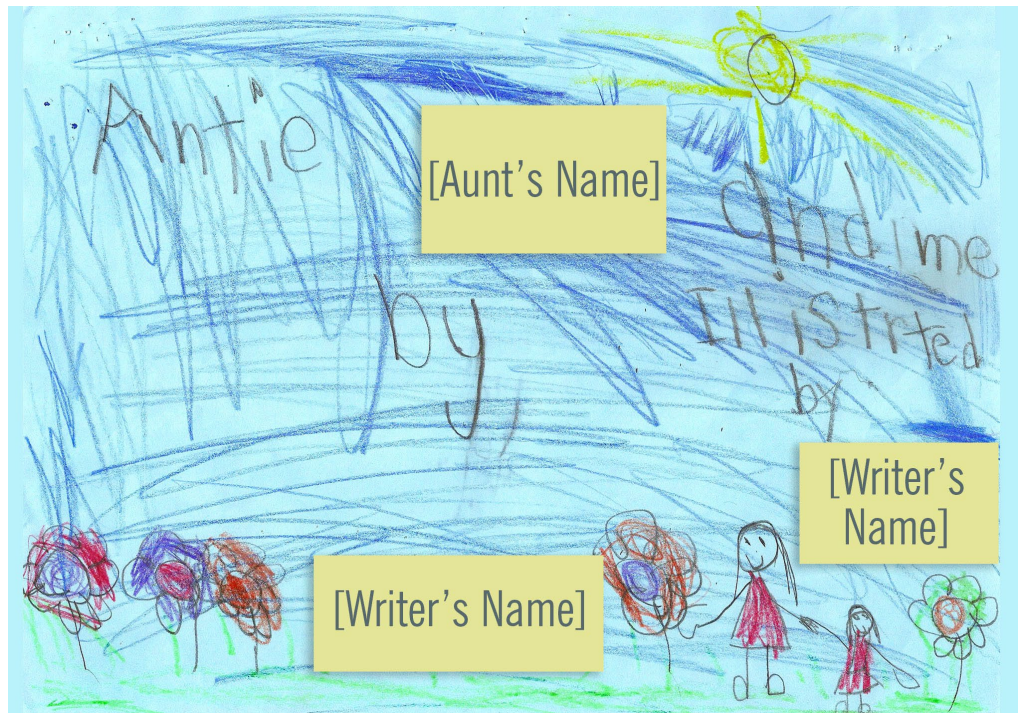
Auntie [Aunt's Name]
and Me
by [Writer's Name]

Illustrated by
[Writer's Name]

Title page as written:

*"Auntie [Aunt's Name] and me
by [Writer's Name]"*

"Illustrated 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 conveys enthusiasm in a title that encapsulates and foreshadows the narrative to follow (*Auntie [Aunt's Name] and me*).

A2 Language. Grade K, Standard 6

L.K.6

Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.

A2 Commentary: With a single precise phrase (*Illustrated by*), the writer acknowledges creation of drawings that enhance the narrative.



B Panel B

- Examples:
B1
B2
B3

Auntie [Aunt's Name] makes me laugh. She said I was sleeping like a bear.

As written:

"Antie [Aunt's Name] make's me luagh She said i was sleeping like a bear"



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 introduces Auntie [Aunt's Name] by drawing her and by providing a reaction to her in the text (*Antie [Aunt's Name] make's me luagh...*).

B2 Writing. Grade K, Standard 5 AND Language. 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.

AND

L.K.5

With guidance and support from adults, explore word relationships and nuances in word meanings.

B2 Commentary: The writer develops a reaction to Auntie [Aunt's Name] by means of an effective simile (*She said i was sleeping like a bear...*).

B3 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.

B3 Commentary: An erasure (*She*) provides evidence that the writer considered a revision to the first words in the text (*Antie [Aunt's Name]*).



C Panel C

Examples:

- C1
- C2
- C3
- C4

I went to my Auntie's house. I slept over there. We baked cakes.

Text within drawing:

- cake rack (label on object held by left figure)
- Hmm what else (text inside middle figure's speech bubble)

As written:

"I went to my Auntie's house I slept over there We Baked cake's."

Text within drawing:

- chake rack
- Hmm what else



I went to my Auntie's
house I slept over there
We Baked cake's

C1 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.

C1 Commentary: The writer establishes a situation central to the narrative (*I went to my Auntie's house...*) and provides an account of some activities during the visit (*I slept over there We Baked cake's*).

C2 Writing. Grade K, Standard 2 AND Writing. Grade K, Standard 5**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.

AND

W.K.5

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

C2 example continued from previous column....

C2 Commentary: With a label (*chake rack*) and a speech bubble (*Hmm what else*), the writer supplies information in the drawing to identify cake baking as a process.

C3 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.

C3 Commentary: The writer correctly uses a proper possessive noun (*Auntie's*). The writer also correctly forms and uses the past tense of several verbs (*went, slept, Baked*).

C4 Language. Grade K, Standard 2**L.K.2.b**

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

C4 Commentary: The writer capitalizes the first word in each sentence (*I went... I slept... We Baked*).



D Panel D

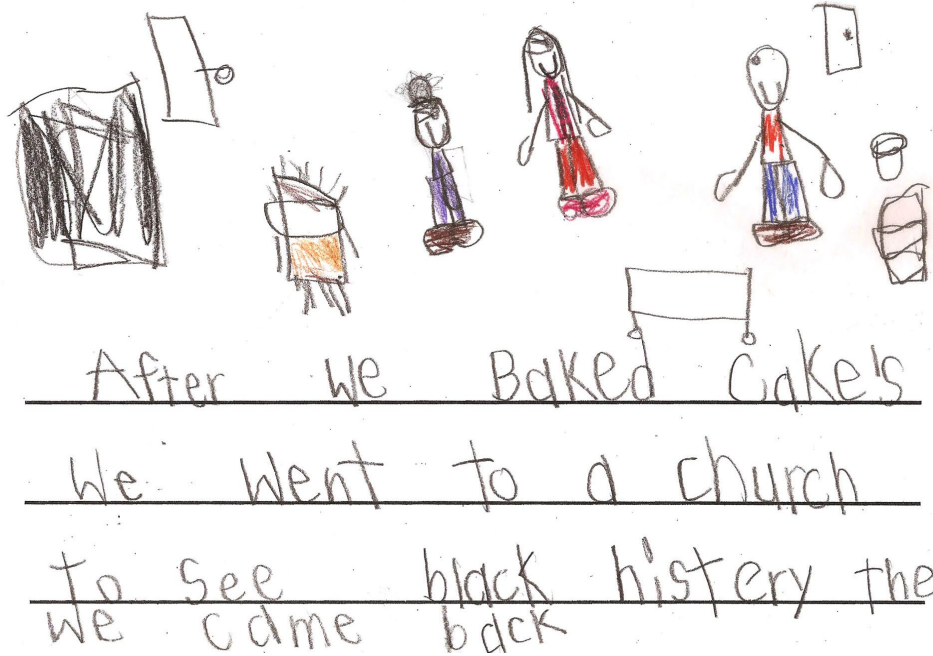
Examples:

- D1
- D2
- D3

After we baked cakes, we went to a church to see black history. Then we came back.

As written:

"After we Baked cake's We Went to a church to see black history then we came back"

**D1 Writing. Grade K, Standard 3 AND Writing. Grade K, Standard 5****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.

AND

W.K.5

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

D1 Commentary: The writer conveys a clear sequence of events with appropriate temporal words (After, then), ample detail (...we Baked cake's We Went to a church to see black history), and a sense of closure (...we came back).

D2 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.

D2 example continued from previous column....

D2 Commentary: The writer builds clear units of thought with a variety of sentence types (*After we Baked cake's We Went to a church to see black history then we came back*).

D3 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.

D3 Commentary: The writer correctly uses nouns (*cake's, church, history*), a pronoun (*we*), and verbs (*Baked, Went, to see, came*), in some cases employing phonetic spellings.

