

“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*

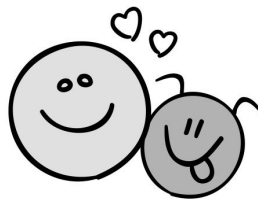
## Grade K English Language Arts

### Opinion

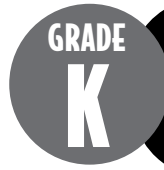
*(Opinion Essay)*

Harry

(Working title; no title assigned by the writer)



# Background Information



## FRAMEWORK / CONTENT STANDARDS ADDRESSED:

Massachusetts Curriculum Framework for ELA and Literacy (2017)

**Writing Sample Title:** Harry  
(Working title; no title assigned by the writer)

**Text Type and Purpose:** Opinion

**Grade level/Content area:** Grade K English Language Arts

**Type of Assignment:** Opinion Essay

**Standards Addressed\*:** (W.K.1), (W.K.5), (RL.K.1), (RL.K.10), (L.K.1), (L.K.2), (L.K.6), (SL.K.1), (SL.K.2)  
*See descriptions of these standards in the right column of the next page.*

\*From the Massachusetts Curriculum Framework for English Language Arts and Literacy (2017) and other content frameworks when applicable

### Highlights:

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

The sample:

- Begins with a detailed drawing that suggests the writer’s purpose
- States a clear opinion grounded in a story read aloud
- Provides reasons, developed by speaking and listening to others, to support the opinion
- Provides a sense of closure
- Demonstrates an emerging command of letter formation
- Incorporates nouns and verbs pertinent to the story read by the teacher
- Indicates an emerging ability to expand complete sentences
- Exhibits correct end punctuation
- Indicates, by means of conventional and phonetic spellings, knowledge of sound-letter relationships

CONTINUED ►



## STANDARDS-BASED COMMENTARY

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

### About This Sample

The illustration and text of the sample are shown as the writer arranged them. Relevant standards and standards-based commentary are provided with the images of the sample.

Conventional spelling is provided, 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) adjacent to the sample.
- Standards-based commentary is provided beneath the standards.
- Each standard (or in some cases, a combination of standards) is identified by a colored letter block:  
EXAMPLE: **A**
- Commentary for each standard (or in some cases, a combination of standards) is identified by corresponding letter-coded arrows, with a different number for each example:  
EXAMPLE: **A1**

**Instructional Practices:**

See assignment description below

**Assignment Description:**

This opinion essay was written in January of kindergarten. The teacher read the story *Harry the Dirty Dog* aloud. As she read the story, she promoted comprehension by stopping at key places in the text and asking students questions about the text. The teacher promoted engagement and opportunities for students to develop their thoughts through speaking and listening by asking them to turn and tell what they thought to a partner.

At the end of the story she asked them, “Would you want Harry for a pet?” She then asked the students who answered “Yes” to go to one side of the room and those who answered “No” to go the other side of the room. From here they found a partner, with whom they agreed, to give reasons for their opinion. She recorded their thoughts on two different chart papers, titled, “Yes, I Would Want Harry for a Pet” and “No, I Would Not Want Harry for a Pet.”

The teacher led a discussion about their responses and then asked if any students wanted to change their side. As an assessment, the teacher revisited the charts the following day with them, put them away, and had students write their opinion to the following prompt: “Would you want Harry for a pet? Why or why not?”

**Writing Standards:****Grade K, Standard 1 (W.K.1)**

Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.

EXAMPLES: **A**

**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: **B**

**Reading Standards for Literature:****Grade K, Standard 1 (RL.K.1)**

With prompting and support, ask and answer questions about key details in a text.

EXAMPLES: **A**

**Reading Standards for Literature:****Grade K, Standard 10 (RL.K.10)**

Actively engage in group reading activities with purpose and understanding.

EXAMPLES: **A**

CONTINUED ►

STANDARDS ADDRESSED LIST, CONTINUED ►



## Background Information

GRADE  
**K**

## FRAMEWORK / CONTENT STANDARDS ADDRESSED:

Massachusetts Curriculum Framework  
for ELA and Literacy (2017)

### Intended Audience:

Teacher, classmates, family

### Time:

2 days

### Writing Process:

See assignment description on the preceding page

### Materials:

The book *Harry the Dirty Dog*, chart paper, writing materials

### 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: **C**

### Language Standards:

#### Grade K, Standard 2 (L.K.2)

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

EXAMPLES: **D E**

### 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: **C**

### Speaking and Listening Standards:

#### Grade K, Standard 1 (SL.K.1)

Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

EXAMPLES: **B**

### Speaking and Listening Standards:

#### Grade K, Standard 2 (SL.K.2)

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

EXAMPLES: **A**

### Please note:

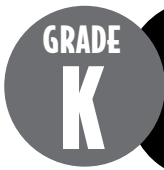
The samples may contain inaccuracies in wording and content or shortcomings in the use of standard English conventions.

END OF BACKGROUND ■

END OF STANDARDS ADDRESSED LIST ■



# Opinion



## FRAMEWORK / CONTENT STANDARDS ADDRESSED:

Massachusetts Curriculum Framework for ELA and Literacy (2017)

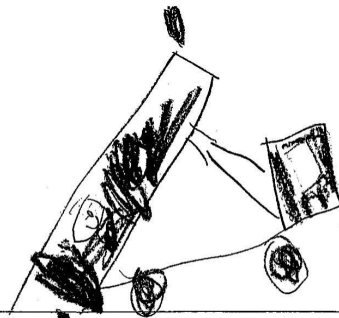
### In this sample...

The writer uses reading, writing, speaking, and listening skills to provide a clear opinion developed with a pertinent illustration, opening and closing statements, and relevant reasons. A variety of sentences with appropriate end punctuation, correctly spelled words, and phonetic spellings that reflect sound-letter relationships augment the writer’s persuasive purpose.

### About This Kindergarten Sample:

The illustration and text are shown as the writer arranged them, on a single page, as reproduced in the image below.

Relevant standards and standards-based commentary are provided in a column to the right of the sample on the pages that follow. For ease in referring to the commentary, the image will be repeated on each page.



Yes I do like Harry

☺ y a z u i y d o o l u c h a r r e e  
(yes) (I) (like) Harry

As written:

“yaz uiy doo [like] herre

because he can do

☺ because hee can doo

because hee can doo

tricks. I want to

☺ t r i c k s u i y w o t t o  
(tricks) I

[tricks]. uiy wot to

have a pet that can

☺ h a v a p e t d e t c a n  
that

hav a pet det can

run around. He can

☺ r u n u r a d o h e e c a n  
around

run u rad. hee can

dig really good. I

☺ d i g r e e r i r e e g u d I  
really

dig riree gud. I

like Harry.

☺ l u c h a r r e e  
like

luc harree.”

END OF WRITING SAMPLE ■

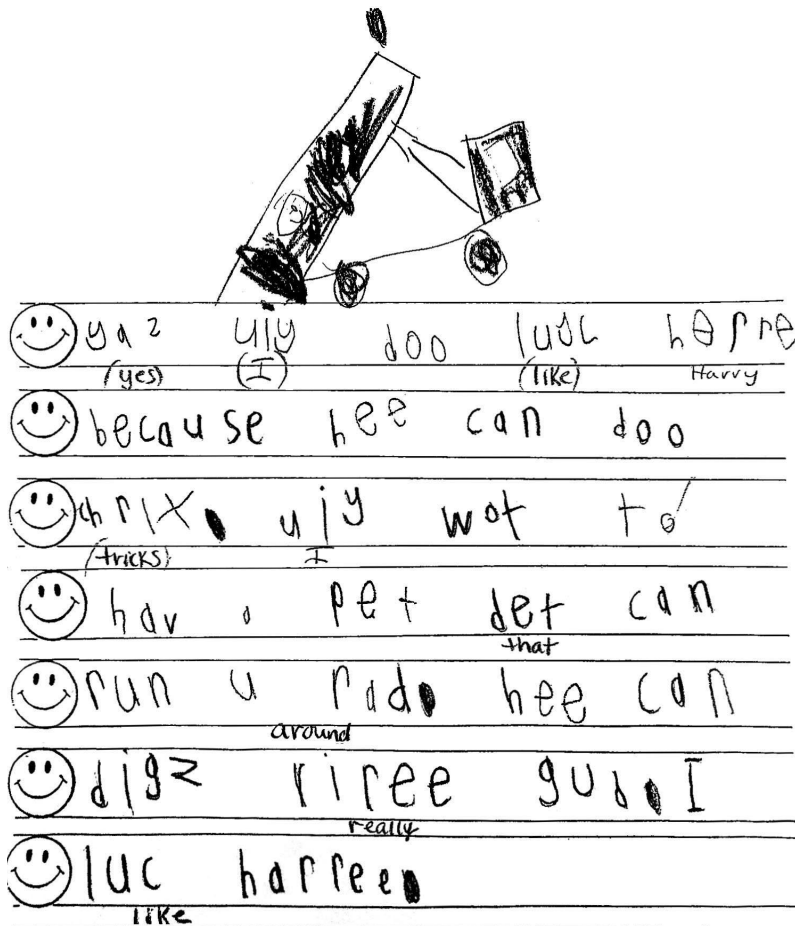


NOTE: For ease of reference, the single-page sample image and wording are repeated on each page.

Yes I do like Harry because he can do tricks. I want to have a pet that can run around. He can dig really good. I like Harry.

As written:

“yaz uiy doo [like] herre because hee can doo [tricks]. uiy wot to hav a pet det can run u rad. hee can digz riree gud. I luc harree.”



A

**Writing. Grade K, Standard 1****W.K.1**

Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.

AND

**Reading Literature.****Grade K, Standard 1****RL.K.1**

With prompting and support, ask and answer questions about key details in a text.

AND

**Reading Literature.****Grade K, Standard 10****RL.K.10**

Actively engage in group reading activities with purpose and understanding.

AND

**Speaking and Listening.****Grade K, Standard 2****SL.K.2**

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

A1

**A1 Example**

With a pertinent drawing, the writer suggests the fondness expressed in the sample for Harry the Dirty Dog.

A2

**A2 Example**

The writer states a clear opinion informed by reading, speaking, and listening activities (yaz uiy doo [like] herre...).

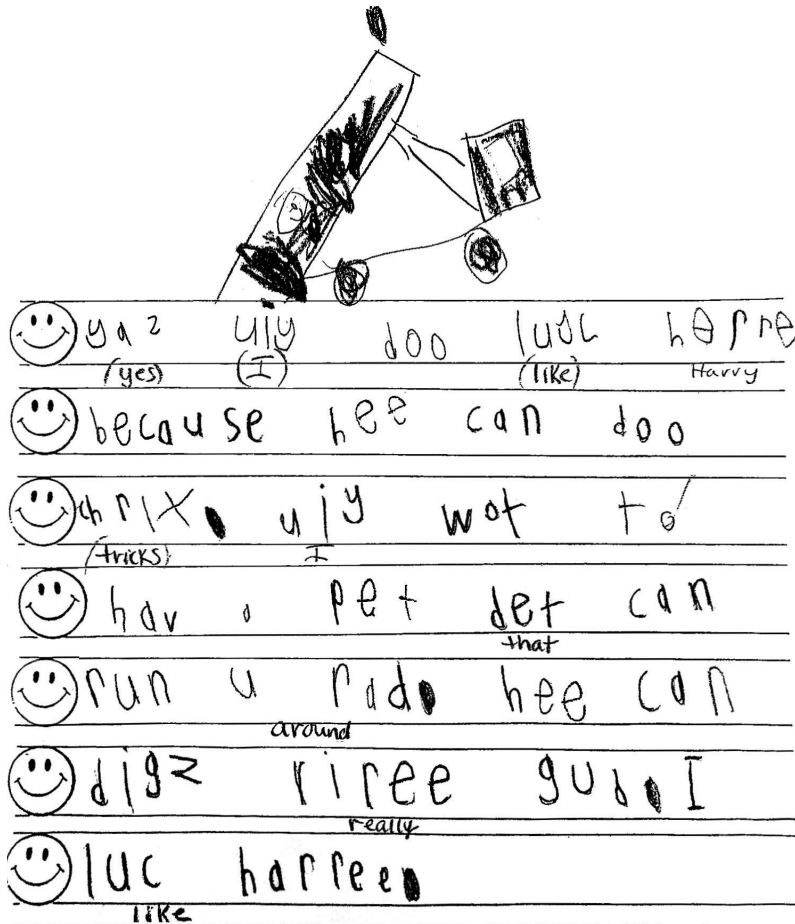


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As written:

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A

**Writing. Grade K, Standard 1 AND Reading Standards for Literature. Grade K, Standards 1 and 10 AND Speaking and Listening.**

**Grade K, Standard 2**

(continued)

A3

A3 Example

The writer supports the opinion with several detailed reasons developed through collaboration with others (...because hee can doo [tricks].... uiy wot to hav a pet det can run u rad.... hee can digz riree gud.).

A4

A4 Example

The writer conveys a sense of closure by reiterating the opinion (I luc harree).

B

**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.

AND

**Speaking and Listening.**

**Grade K, Standard 1**

**SL.K.1**

Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

B

B Example

Informed by engagement with peers and the teacher, the writer provides vivid details to strengthen support for the opinion (...doo [tricks]... a pet det can run u rad... digz riree gud.).

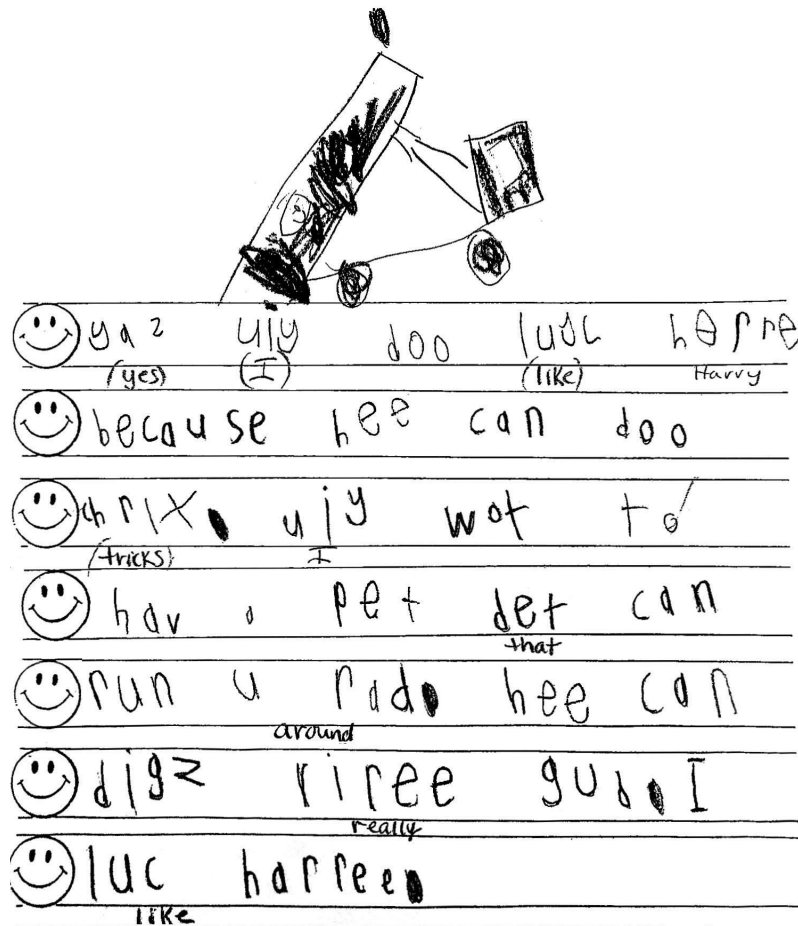


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As written:

“yaz uiy doo [like] herre because hee can doo [tricks]. uiy wot to hav a pet det can run u rad. hee can digz riree gud. I luc harree.”



## C

**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.

AND

**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.

## C1

## C1 Example

The writer uses nouns (*herre*, *[tricks]*, *pet*) and verbs (*doo [like]*, *can doo*, *wot to hav*, *can run*, *can digz*) related to the story in *Harry the Dirty Dog*.

## C2

## C2 Example

The writer enhances clarity and development with correctly formed sentences (*hee can digz riree gud. I luc harree.*).

## C3

## C3 Example

The writer's emerging ability to expand sentences adds variety to the text (*yaz uiy doo [like] herre because hee can doo [tricks]... uiy wot to hav a pet det can run u rad.*).



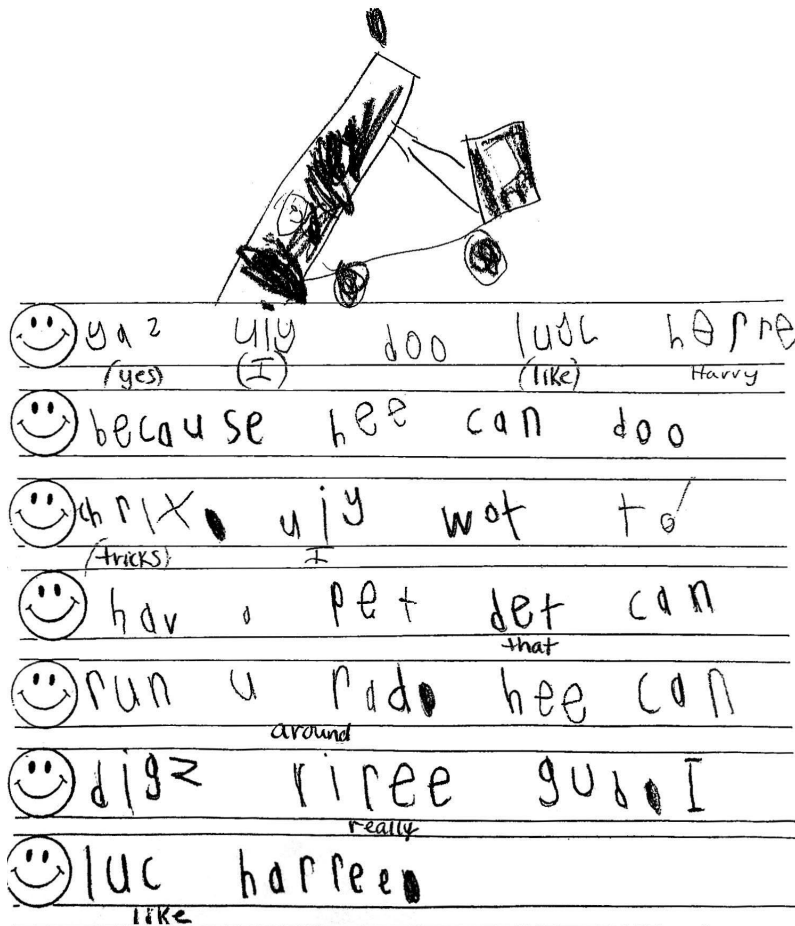


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As written:

“yaz uiy doo [like] herre because hee can doo [tricks]. uiy wot to hav a pet det can run u rad. hee can digz riree gud. I luc harree.”



D

**Language. Grade K, Standard 2****L.K.2.c**

Recognize and name end punctuation.

D

**D Example: Overall Text Reference**

The writer consistently uses correct end punctuation.

*Note: Comment refers to the piece as a whole rather than a specific example within the text.*

E

**Language. Grade K, Standard 2****L.K.2.e**

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

E

**E Example**

The writer employs phonetic (*doo, hee, gud, harree*) and conventional spelling (*because, can, to, pet, run*).

