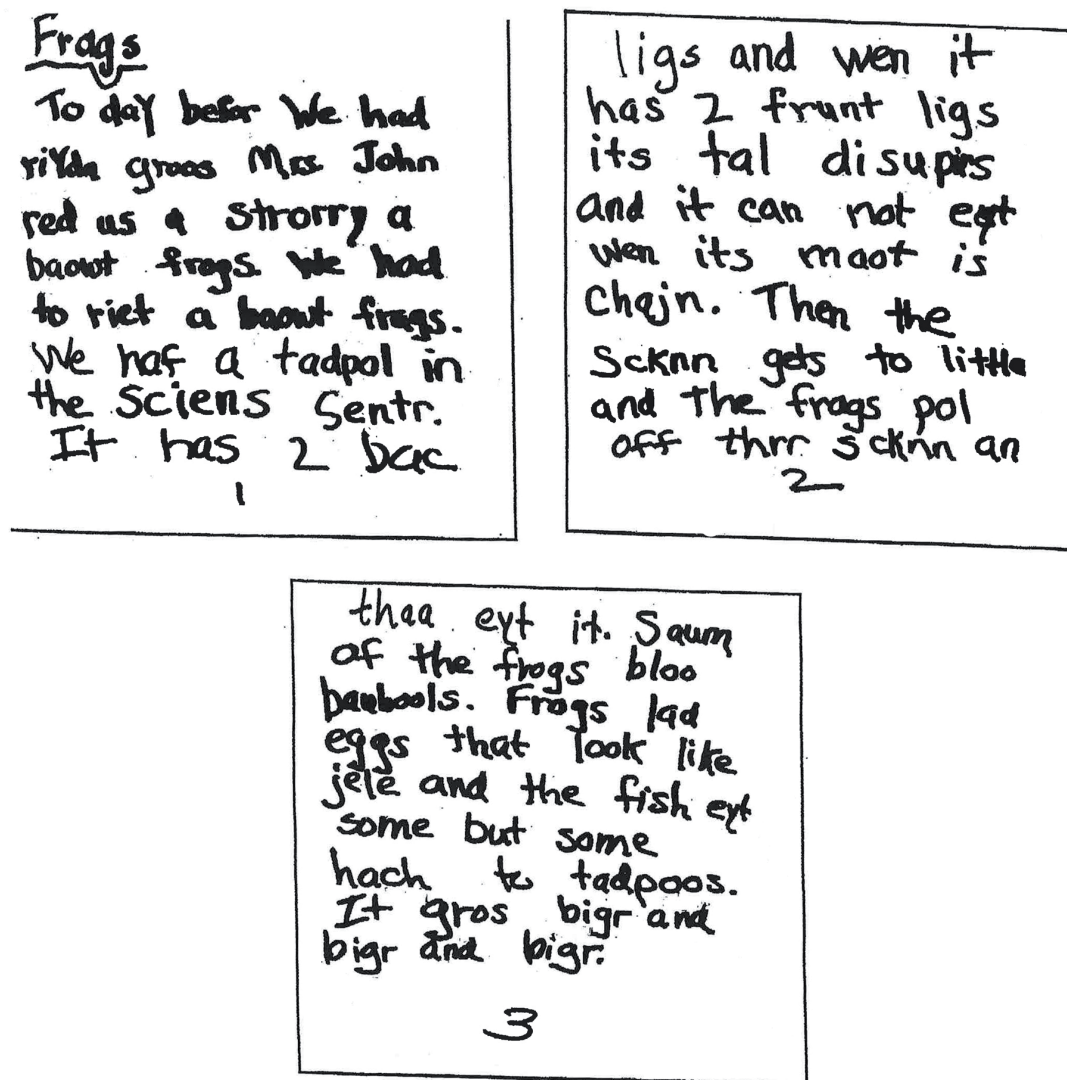


## Student Sample: K, Informative/Explanatory

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) frogs.
- 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) little and the frags pol (pull) off thrr (their) scknn (skin) . . .
  - Frogs lad (laid) eggs that look like jele (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.