

## Student Sample: K, Informative/Explanatory

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

Frogs

To day befor We had riyda groos Mrs John red us a strorry a baowt frogs. We had to riet a baowt frogs. We haf a tadpol in the Sciens Sentr. It has 2 bac

1

ligs and wen it has 2 frunt ligs its tal disupirs and it can not egt wen its maot is chejn. Then the scknn gets to litte and the frags pol off thrr scknn an

2

thea ext it. Saum of the frogs bloo baebals. Frogs lad eggs that look like jele and the fish ext some but some hach to tadpoos. It gros bigr and bigr and bigr.

3

### 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) *litte* 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.