

ILLUSTRATING WRITING STANDARD 2

We are Experts: Penguins

This task was administered three weeks into a four-week unit on non-fiction reading and writing. The students drew and wrote an information piece that included a title and one or two facts. The students:

- took part in shared reading of the text “Penguins”
- brainstormed lists of facts they have learned about penguins
- worked in groups to identify questions that people who weren’t experts about penguins might want to ask

- watched while these were charted by the teacher
- took part in a shared writing, answering one of the questions where the teacher modeled how to use the question as a prompt for writing
- selected the questions they felt best prepared to answer
- used the graphic organizer to draw as planning for writing
- wrote what they learned about penguins and used the shared writing as a model

This piece of writing shows a clear response to the task, with Sophie using a combination of drawing and writing to convey information about animal she was an expert on. This piece is above the standard for kindergarten in that Sophie used the charted facts to write on penguins and then used the text to find further information such as the types of penguins.

Cool Facts

penguins could surf in there belies and in their feet to land. Penguins have big eyes to see under water.

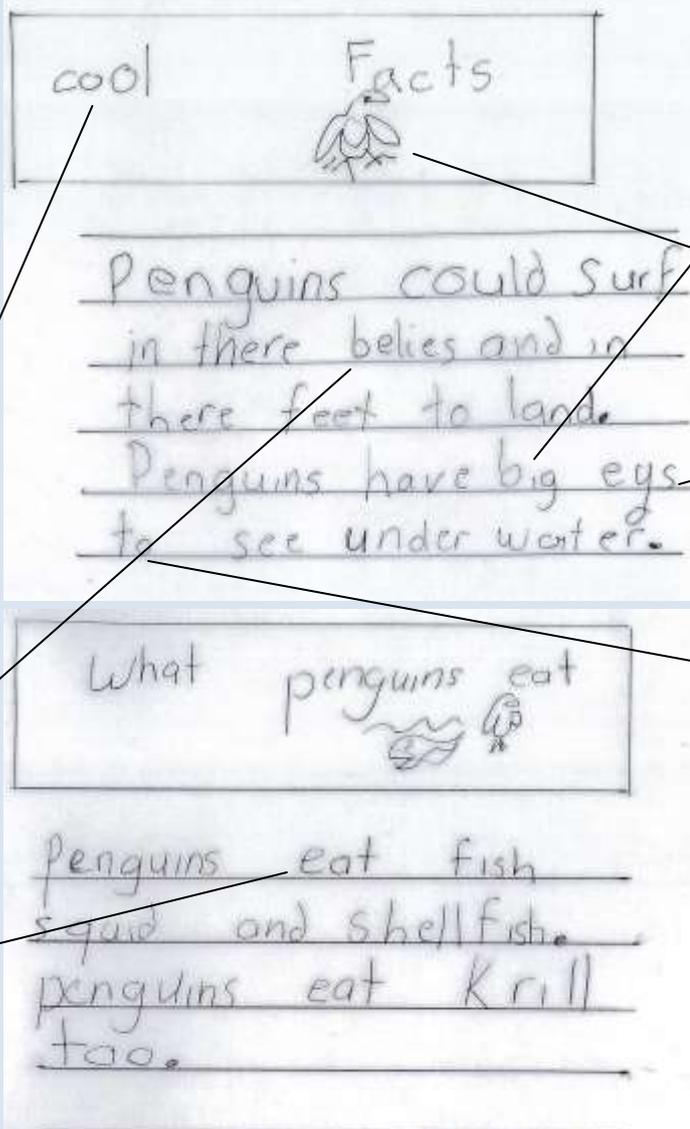
What penguins eat

Penguins eat fish squid and shellfish. Penguins eat krill too.

Sophie gives her writing a topic. She exceeds the standard in that she organizes her ideas under headings. (W.K.2)

Sophie can phonetically spell words she is unsure of and she has a visual knowledge of spelling patterns. (LS.K.2.c)

Sophie exceeds the standards in that she has picked up on the pattern of language from non-fiction texts and is writing in the present tense. She is able to distance herself as a writer. (W.K.2, LS.K.1f)



Sophie includes more than one idea in her piece without teacher support. (W.K.2)

Sophie draws as a way of planning for writing. (W.K.2)

Sophie is beginning to use more complex sentence structures. (W.K.2)

Adds detail to provide more information for the reader. (W.K.2)

Sophie exceeds the standard in that she extends her writing over a number of pages and grouping ideas under headings. (W.K.2)

What do penguins do?

penguins lay there eggs
and keep them warm.
penguins swim with there
flippers. Penguins e
to be alive.

Sophie exceeds the standards in that she went back to the text to gather further information for her writing. She checked how many different kinds of penguins there were. (W.K.2)

What kinds of penguins

There are 17 diffoot
penguins theres a fairy,
a galapagos, snore
a rock hopper and
african penguins. These
are the loudest penguins that
they sound like donkeys

where penguins live?

penguins live in the
vicar/antarctic of the earth and
that place is called
~~too~~ is antartica & too.

Sophie is above average in her ability to revise and edit her work, which she does without prompting. (W.K.5 **not assessed in task)

Context for the writing

Sophie wrote a piece on penguins, revising and editing her work as she wrote. Sophie went back to the text to search for information when naming the various types of penguins. She drew on the extensive “immersion” by the teacher (read aloud, shared, guided reading, and independent reading of informational texts, and shared writing charts) to support the writing of her own piece. Sophie chose to write an additional informational text about spiders using the charts created during the unit and a book on spiders to get information for her writing.

Sophie’s writing Rubric

Writing Standard 2: Kindergarten

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which you name what you are writing about and supply some information about the topic.

Student:

Teacher:

Class:

Kindergarten

	Level 1 Well Below Grade Standard	Level 2 Approaching Grade Standard	Kindergarten Performance Indicators	Level 4 Exceeds Grade Standard
Ideas	– orally recounts own ideas	– chooses to write on a narrow range of familiar topics	– gathers information from reading and forms and expresses simple ideas	– writes on unfamiliar topics gathering ideas from listening to and reading texts
	– tells what writing/drawing is about	– holds an idea in head long enough to write it down	– begins to support ideas with some detail	– begins to add or delete details and comments, showing some selectivity in the process
Organization	– shows some evidence of planning by drawing	– plans by drawing pictures that match writing	– plans for writing using talk, drawing, and simple graphic organizers with support	– plans for writing by using, talk, drawing, and simple graphic organizers
	– beginning to separate writing and drawing	– often writes lists of unconnected ideas	– gives writing a title and uses diagrams with guidance	– gives writing a title and uses features such as diagrams and illustrations and labels
	– places letter/drawings randomly on the page	– uses some organizational structures, with support	– uses a partial organizational framework, e.g., groups ideas under headings	– organizes ideas and information with confidence and uses headings to support the reader
Language Features	– repeats a few known symbols, often using letters from own name	– uses simple sentences with or without punctuation	– composes simple sentences and some compound sentences using conjunctions such as <i>and</i> or <i>but</i>	– begins to use a variety of sentence structures, beginnings, and lengths
	– attempts to write down words	– uses vocabulary from oral language	– uses vocabulary drawn from oral language and reading	– uses a large and increasing bank of topic-specific and personal-content words to create meaning
	– thinks ‘writing’ can be read by others	– writing reflects oral language	– includes some written language structures	– uses written language structures
Conventions	– uses drawings, signs, and symbol to convey message	– uses dominant sounds to represent whole word. Hears/records some sounds in words with support.	– spells some high-frequency words correctly and begins to use some common spelling patterns	– spells most high-frequency words correctly and shows a growing knowledge of common spelling patterns
	– writes random strings of letters	– recognizes some words in print but does not yet use these in writing	– locates words in the classroom on the word wall in the environment	– demonstrates independence by using a writing resources, e.g., word lists, word wall
	– forms some letters correctly	– leaves a space between words	– uses capital letters and full stops to begin and end sentences	– uses capitals, periods, and question marks appropriately

Teacher-student conversations

Sophie’s learning step from her previous information text was to add on to her ideas with details to add interest for the reader.

The teacher reminded Sophie of this during her conference. Together they looked at the shared writing

model where the teacher had added comments. Sophie then added to her writing.

Throughout the unit the focus had been on asking questions, and this was the organizing framework demonstrated in shared writing (using a question as a heading) with the students providing answers from the text. Sophie has followed this model, although her headings are actually statements.

Kindergarten: At Grade Level

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- watched while these were charted by the teacher
- took part in a shared writing, answering one of the questions where the teacher modeled how to use the question as a prompt for writing
- selected the questions they felt best prepared to answer
- used the graphic organizer to draw as planning for writing
- wrote what they learned about penguins and used the shared writing as a model

Transcript: *Penguins*

1. What do penguins look like?

Penguins have beak. and we feet and flPr. and eyes.

2. Where do penguins live?

Penguins live in the cold ice and the ice water.a

3. What do penguins do?

Penguins cannot fly. penguins wddle on the ice

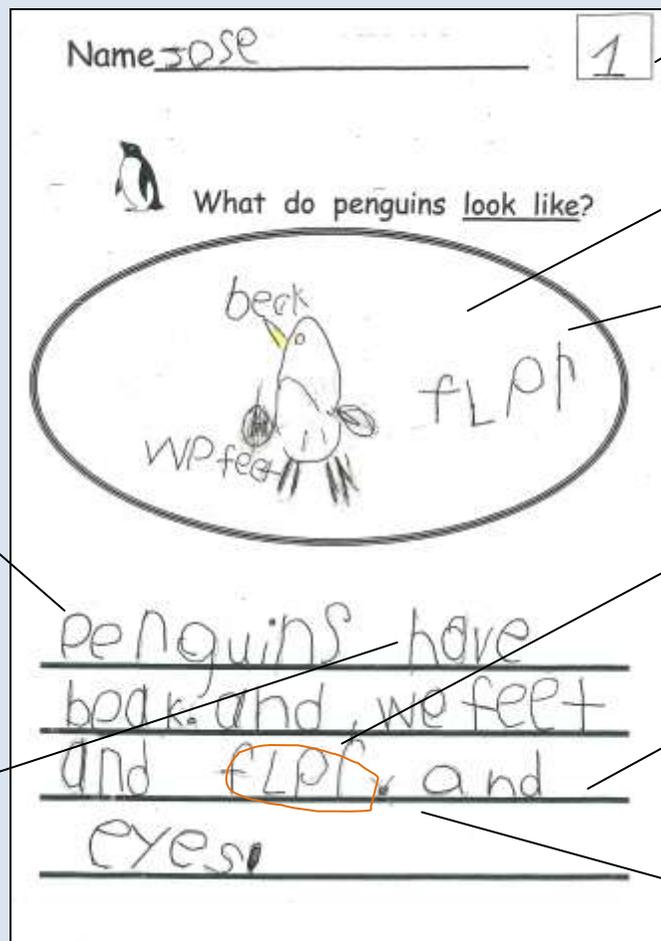
4. What do penguins eat?

Penguins like fish and skd.

Jose establishes the topic in the first sentence and supplies information about the topic. Penguins have ‘beak’ ‘feet’ ‘flPr’, and ‘eyes’. (W.K.2)

Jose exceeds the standards in that he has picked up on the pattern of language from non-fiction texts and is writing in the present tense. He has distanced himself as a writer. Jose is also able to group ideas. (W.K.2)

This piece of writing shows a clear response to the task, with Jose using a combination of drawing and writing to convey information about penguins. This piece meets the standard for kindergarten.



Jose extends writing over a number of days. Page 1 of 4 (W.K.2)

Jose draws as a way of planning for writing. (W.K.2)

Jose uses some content specific vocabulary such as “we’ feet, ‘flPr’ ‘penguins’, ‘beak’. (W.K.2)

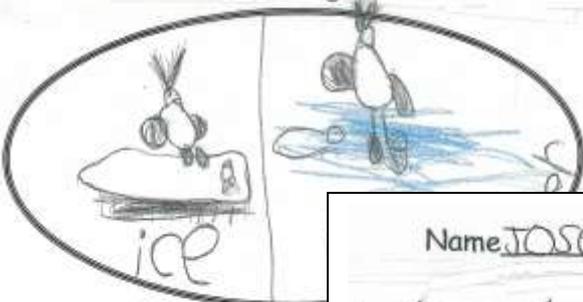
Jose can phonetically spell words he is unsure of. He identifies the dominant sounds. (W.K.2)

Jose uses a conjunction ‘and’ to join ideas in a sentence. (W.K.2)

Jose is attempting to use periods, but tends to over-use them. (W.K.2, LS.K.2.b)

Name Jose 2

Where do penguins live?



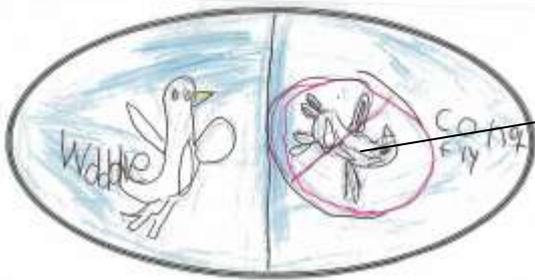
ice

penguins
on the ice
and the
water.

Jose began by selecting the paper with the question he wanted to answer. On pages 2, 3, and 4 he selected paper without questions and wrote in his own. (RI.K.1)

Name Jose 3

What do penguins do?



waddle

cannot fly

penguins cannot fly.
penguins waddle
on the

Jose uses labeled illustrations in his writing. He uses the circle with the line through it to show penguins cannot fly. (W.K.2)

Name Jose 4

What do penguins eat?



fish

squid

penguins like
fish and squid

Jose is beginning to revise and is able to identify some of the words he is not sure how to spell. Observations of Jose showed he frequently reread what he had written to retain meaning before continuing writing. (LS.K.4.a)

Teacher Student Conversations

After the first draft, Jose explained that he had diagrams to help readers. He read what he had written, commenting on the diagram of the penguin not being able to fly and how he put a line through it.

Teacher: That is really interesting. Do you have anything else to tell the reader about penguins?

Jose: No.

Teacher: Do you think it is ready for others to read – what are you going to do next?

Jose: Find words I don't know.

Teacher praises and moves away leaving Jose rereading his work.

Jose's Writing Rubric

Writing Standard 2: Kindergarten

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Class:

Kindergarten

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Language Features	– repeats a few known symbols often using letters from own name	– uses simple sentences with or without punctuation	– composes simple sentences and some compound sentences using conjunctions such as <i>and</i> or <i>but</i>	– begins to use a variety of sentence structures, beginnings, and lengths
	– attempts to write down words	– uses vocabulary from oral language	– uses vocabulary drawn from oral language and reading	– uses a large and increasing bank of topic-specific and personal-content words to create meaning
	– thinks 'writing' can be read by others	– writing reflects oral language	– includes some written language structures	– uses written language structures
Conventions	– uses drawings, signs, and symbol to convey message	– uses dominant sounds to represent whole word. Hears/records some sounds in words with support	– spells some high-frequency words correctly and begins to use some common spelling patterns	– spells most high-frequency words correctly and shows a growing knowledge of common spelling patterns
	– writes random strings of letters	– recognizes some words in print but does not yet use these in writing	– locates words in the classroom on the word wall in the environment	– demonstrates independence by using writing resources, e.g., word lists, word wall
	– forms some letters correctly	– leaves a space between words	– uses capital letters and full stops to begin and end sentences	– uses capitals, periods, and question marks appropriately

Where to next

To move Jose towards the next learning step, the teacher might help him to focus on:

- supporting ideas with some simple details or comments;
- varying sentence beginnings;
- paying more attention to correct use of periods.

This could be done by...

- asking questions while conferring that prompt Jose to add detail;
- modeling of writing using these strategies, and discussion about the process;
- exploring models of writing which exemplify these strategies, giving feedback against the criteria that have been set with Jose.

Kindergarten- Below Grade

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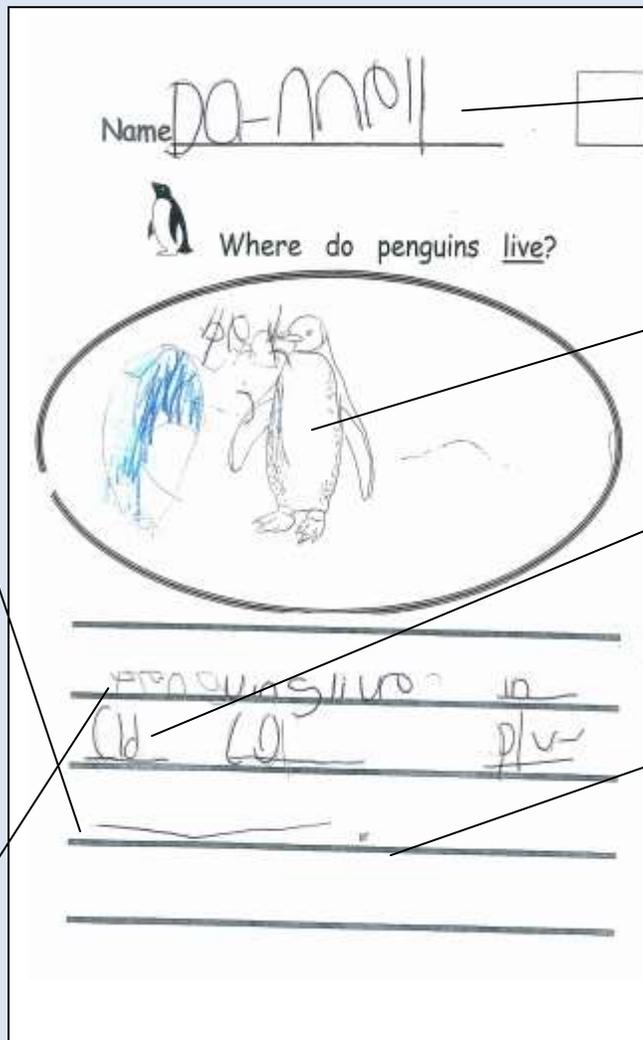
Transcript: *Where do Penguins live?*

This piece of writing shows an attempt at a response to the task, with Do-nnell using a combination of drawing and writing to convey information about penguins. This piece does not meet the standard for kindergarten.

Where do penguins live?
penguins live in Cl d Col plu-
cold cold

Do-nnell’s writing does not meet standard because the teacher needed to draw for her (she did add to the picture). The picture has a label “beck” and this does not match his writing. The first two words were copied from the question (which shows independence). Do-nnell then became stuck. The teacher supported by having her orally rehearse what she wanted to say then helped her count the words. The teacher drew lines for the words as a support. (W.K.2)

Do-nnell has used the model provided by the teacher and begun her writing “penguins live...” (W.K.2)



Do-nnell can write her name

Do-nnell is beginning to draw as a way of planning. (W.K.2)

Do-nnell can phonetically spell words she is unsure of. She can identify most sounds. (LS.K.2.d)

Do-nnell is not yet punctuating her work. The period was put there by the teacher. (LS.K.2.b)

Do-nnell has difficulty sustaining writing independently.

Teacher Student Conversations

During the first draft:

- Teacher: Can you tell me what you want to tell the reader?
- Do-nnell: Where the penguins live
- Teacher: That will be interesting – I like the label in your diagram. Can you read what you have written so far?
- Do-nnell: penguins live
- Teacher: What do you want to say next?
- Do-nnell: in (pause) in cold cold places
- Teacher: You know how to write ‘in’ (teacher waits while she writes) – well done – tell me again what you are going to write next.
- Do-nnell: Penguins live in cold, cold places (counting on her fingers). Teacher draws the lines for each word and leaves Do-nnell to finish.

Do-nnell’s writing rubric.

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Where To Next

To move Do-nnell towards her next learning step, the teacher might help her focus on:

- extending ideas with some simple comments;
- getting her ideas down efficiently by using word resources around the room;
- orally rehearsing her writing to help clarify her ideas.

This could be done by...

- ongoing class and individual discussion, prompting further detail through questioning;
- further shared reading and writing of informational texts;
- conferencing in reading and writing programs.