

Grade K Informative/Explanatory Writing Standard W.K.2

Grade K Informative/Explanatory

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

The Reading/Thinking/Writing Task

Students were given several sources, a video to watch and a text to hear read aloud by the teacher, about the importance of trees. After multiple readings of the text, viewings of the video, and oral discussion, public picture notes were created with the students. Students were then given opportunities to discuss, clarify information, and to orally construct sentences for their piece of writing in order to answer the Focusing Question “*Why are trees important?*”

This is a question that requires students to group information from multiple sources and connect that information into a piece of writing and drawing that shows why trees are important to the earth.

Note: Some of the pieces in this set did not originally have titles. Each was given a basic title for ease of reference.

Focus of the Writing Task

Why are trees important?

The Writing Task in the Curriculum

How is it embedded in curriculum/content?

- ★ *Class: grade K integrated ELA and Science in a unit on the environment*
 - focus on the environment and the importance of trees
- ★ *Curriculum unit*
 - students research the environment and the important role of trees
 - emphasis on collecting and grouping information from multiple sources
- ★ *Standards*
 - Reading: RI.K.1, RI.K.2, RI.K.10
 - Writing: W.K.2, W.K.8, W.K.10

How did students build the knowledge they needed?

- ★ *Sources*
 - “The Importance of Trees” on Youtube: www.youtube.com/watch?v=2-OoHijh5fM
 - The Importance of Trees, article *Adapted from the SavATree web site: www.saveatree.com*
- ★ *Reading and re-reading*
 - students heard the text read aloud multiple times
 - students discussed the video after multiple viewings
 - students orally rehearsed their piece with a partner before writing independently

What instructional approaches were used to teach writing?

- ★ *Craft lessons*
 - students were introduced to basic expository structures (Painted Essay® in many forms and more) including writing a focus statement and using evidence to support a focus
 - students had access to the texts and to the public picture notes in the classroom
- ★ *Writing approaches*
 - students orally rehearsed what they would write. They then wrote sentences independently over multiple days and proofread independently.

What was the timeframe?

Four, 20-minute class periods

Standard W.K.2
Grade K
Proficient

We Need Trees

We need trees

We have trees to give us shad for picknis.

Srals nest in tres

Animals get food.

Standard W.K.2
Grade K
Approaching

Trees

We need trees.

TRees give us SHADE

Standard W.K.2
Grade K
Beginning

Fresh Air

Trees giv us Freish R.

Standard W.K.2
Grade K
Exceeds

Trees Are Important

We need trees bekus They give us life and shade.

Trees are good Bekus They can give us rile good spots two rest.

also Trees are good for Homs like skweris and ather crechers

Live in Trees to.

Standard W.K.2
Grade K
Proficient

We Need Trees

We need trees

We have trees to give us shad for picknis.

Srals nest in tres

Animals get food.

Names what they are writing about (*we need trees*)

The focus, we need trees, is maintained throughout the piece.

Supplies some information (details, evidence) **about the topic** to develop the point

Final Thoughts (Gr K Informative: Proficient)

This student shows a solid understanding of the topic, the importance of trees in our environment. The focus, although not required at this grade level, is clearly stated at the beginning and is sustained throughout the piece. Three excellent facts support the focus. The first fact, that trees give us shade, uses elaboration to explain that shade from trees is for picnics. The illustration supports the focus, adding detail that helps the reader understand why we need trees.

This student's piece clearly draws on the sources provided to inform the reader about the topic.

A Word About Language and Conventions (Gr K Informative: Proficient)

Control of Conventions: Although there are some errors, this Kindergarten writer shows *overall control* over grade-level language and conventions. Student uses beginning and ending sounds, some middle sounds, and some sight words. There are periods at the end of some sentences.

Standard W.K.2
Grade K
Approaching

Trees

We need trees.

TRees give us SHADE

Names what they are writing about (*we need trees*)

The focus, we need trees, is maintained throughout the piece.

Supplies some information (details, evidence) **about the topic** to develop the point

Final Thoughts (Gr K Informative: Approaching)

Overall, this student shows some understanding of the topic, that trees are important. There is one supporting detail. There is no illustration to help develop the topic and support the focus.

This writer would benefit from additional support in “reading” the picture notes taken by the class, as well as oral practice in turning notes into sentences. Additional time and prompting to supply information about the topic might also be helpful. If the mechanics of writing are difficult, the student could be encouraged to dictate sentences for the teacher to write or to provide additional detail in the illustration.

A Word About Language and Conventions (Gr K Informative: Approaching)

Control of Conventions: Although there are some errors, the writer shows *overall control* over grade-level language and conventions. Student uses beginning and ending sounds, middle sounds and some sight words. There are periods at the end of each sentence.

Standard W.K.2
Grade K
Beginning

Fresh Air

Trees giv us Freish R.

The writer does not **name what she is writing about.**

Supplies some information (details, evidence) **about the topic**

Final Thoughts
(Gr K Informative: Beginning)

This student shows limited understanding of the topic, that trees are important. The writer does not clearly name the topic and there is only one supporting detail. There is no illustration to develop the topic and support the focus.

This student may need support in dictating the topic sentence as well as practice in using the picture notes taken by the class. If the mechanics of writing are difficult, the student could be encouraged to dictate sentences for the teacher to write or to provide additional detail in the illustration.

A Word About Language and Conventions
(Gr K Informative: Beginning)

Control of Conventions: Although there are some errors, the writer shows *overall control* over grade-level language and conventions. Student uses beginning and ending sounds, middle sounds and some sight words. There is a period at the end of the sentence.

Standard W.K.2
Grade K
Exceeds

Trees Are Important

We need trees bekus They give us life and shade.

Trees are good Bekus They can give us rile good spots two rest.

also Trees are good for Homs like skweris and ather crechers

Live in Trees to.

Names what they are writing about (*we need trees*)

The focus, that we need trees, is clearly communicated and strongly maintained throughout the piece.

Supplies in-depth information (details, evidence) **about the topic** to develop the point

Final Thoughts **(Gr K Informative: Exceeds)**

Overall, this piece exceeds the standard for proficient for Kindergarten. It meets all the criteria for proficient, showing solid understanding of the topic, that trees are important.

In addition, the writer goes beyond proficient, with four supporting facts/details in complex sentence structures. The illustration supports the topic and focus.

A Word About Language and Conventions **(Gr K Informative: Exceeds)**

Control of Conventions: Although there are some errors, the writer shows overall control over grade-level language and conventions. Student uses beginning and ending sounds, middle sounds and some sight words. There are periods at the end of each sentence.