Revised and Edited: Ants leave a trail of food. Ants carry the food. Ants look for food. Ants smell to get food. Ants carry the food to the nest.

In this kindergarten piece, the writer shows advanced understanding of the sounds in words and the letters that represent those sounds. The student states the topic (Ants smell to git food.) and supplies information about the topic. The writer goes beyond what is required in the core standards, suppling 5 pieces of information about the topic (leev trail of food, carry food, look for food, smell to git food, carry food to the nest), while using end punctuation correctly. This piece would have been stronger and more clear had the writer stated the topic first.
Kindergarten: Informative Writing
Prompt: Insect World: Ants

Revised and Edited: Ants get food from our homes and they carry it to their nest.

In this kindergarten piece, the writer states the topic (Ants get food...) and supplies information about the topic (fem or homes ad they ant carry to ther nest). The student demonstrates an inconsistent use of capitalization and spelling.
Revised and Edited: Ants search for food. Ants like food.

In this kindergarten piece, the writer states the topic (Ants srcn for food). The writer supplies information related to the topic, but the details are irrelevant (Ants like food). The student sample demonstrates an adequate command of conventions and goes beyond what is required in the core standards, using end punctuation correctly.
Revised and Edited: *Ants leave a trail. Ants carry food. Ants can bite.*

In this kindergarten piece, the writer does not state the topic, but provides 2 pieces of information about the topic (*Ants leave a trail. Ants carry food*). The student shows a lack of focus while providing irrelevant information (*Ants can bite*). The student demonstrates an adequate command of conventions. The writer goes beyond what is required in the core standards, using end punctuation correctly.
Revised and Edited: *Ants carry their food with their mouth and then bring it back to the nest.*

In this kindergarten piece, the writer does not state the topic. The student goes beyond what is required in the core standards by supplying 3 pieces of information related to the topic (*carry there food, with their mathl, bac to the nest*). The writer demonstrates an inconsistent use of capitalization and spelling.
Kindergarten: Informative Writing
Prompt: Insect World: Ants

Revised and Edited: How ants eat food. Ants have antennae on their head.

In this kindergarten piece, the writer does not state the topic and only provides irrelevant information showing a lack of focus. The student does not address the prompt. The writer does not capitalize the first word in the sentences.
Kindergarten: Informative Writing
Prompt: Insect World: Ants

Revised and Edited: *Undecipherable.*

In this kindergarten piece, the writer’s response is unclear and demonstrates a lack of command of conventions.
Kindergarten: Informative Writing
Prompt: Insect World: Ants

Name: TYLER

Revised and Edited: *ant food carry trail*

In this kindergarten piece, the writer’s response did not address the prompt and was copied from the word bank provided. The student demonstrates a lack of command of conventions.